

Westgate School Parent Meeting
December 3, 2012

Proposed Scenario #1

French

K-GR4 at Westgate

GR5-GR9 at Bishop Pinkham

Spanish

K-GR3 at Westgate

GR4-GR6 at Rosscarrock

GR7-GR9 at Bishop Pinkham

Regular and System Classes

No change at either Rosscarrock or Bishop Pinkham

Benefits

- Keeping both language programs together increases the students' exposure.
- Takes advantage of Rosscarrock's current unused capacity.
- Moves more kids out of Westgate (better than scenario #1).
- Minimal change to French program.
- Utilizing under-used space at a nearby school. ✓✓
- Seems cost-effective short term solution. ✓
- Students in higher socio-economic group may benefit students at Rosscarrock School (increased funding).
- Transfer of school environment – culture of educational choice. ✓
- Geographical distance between Westgate and Rosscarrock is close which make logistics for siblings easier.
- Keeps age groups together, friends stay together
- Being exposed to all 3 languages from K-3.
- Temporary solves the population growth.
- More students at Rosscarrock = more funding = more opportunity for Rosscarrock students.
- Keeping age groups together.
- Saves/revitalizes Rosscarrock.
- Good scenario for French:
 - We disagree.
 - We also disagree Grade 5 is too young for junior high.
- Bishop Pinkham is run like a junior high as opposed to a middle school philosophy. Grade 5 and 6 students do not have playground equipment and presently adhere to a junior high schedule (lockers, schedule). This is a good thing. ✓
- Spanish program stays K-6 (at Rosscarrock) and 7-9. Rosscarrock move here from K-6, 7-9 move to AE Cross, Rosscarrock and Westgate close proximity.

- French Immersion K-4 Westgate, 5-9 Bishop Pinkham, Spanish bilingual K-3 Westgate, 4-6 Rosscarrock, 7-9 Bishop Pinkham.
 - Help long-term viability of Rosscarrock. ✓✓
 - Can have “early literacy” focus.
 - More space at Westgate for staff room, computer room, for 1 year. ✓
 - Leaves room for growth at Bishop Pinkham and Rosscarrock.
 - Good for French kids still have same space issues.
- Utilizes Rosscarrock’s empty space.
- It works for the French kids.
- Long term solution for space, none of the schools get full.
- 3 languages continued at Bishop Pinkham for 7-9.
- Could K-3 start at Rosscarrock, 4-6 stay at Westgate, 7-9 at Bishop Pinkham.
 - A student in Grade 5 Spanish with this proposal would to 3 schools in 3 years. K-3 currently at Westgate could possibly stay.
- Most long-term all suited solution.
- Our child unaffected (French) (except Grade 5).
- Close to home.
- Spanish locations close together, great for commuting parents.
- French leadership programs 5-9.
- Rosscarrock area students will pick up Spanish. Segregated?
- Rosscarrock School will increase population, dollars etc.
- Enough before and after school care between Rosscarrock/Westgate.
- We want to keep a Spanish program anyway we can.
- Keeping Spanish children together.

Challenges

- French GR5-GR9 Bishop Pinkham, parents not in favor of small French GR5 group with junior high setting.
- How to accommodate program enhancements with multiple streams/multiple grades i.e. sports team, intramurals, clubs and activities.
- GR 4-6 Spanish will miss out on multilingual opportunity.
- Friendships broken up.
- Rosscarrock a year-round school?
- Short term solution.
- Too many moves for Spanish kids.
- Split up siblings.
- Do not like GR5 in a junior high.
- This is not a logical solution because here you have most families juggling their children, too many schools. You will never have a family choosing to have some of their children in French and some in Spanish. This is trying to cater to maintaining a 3-language school when that scenario is a logistic inconvenience to most families. A better solution is to move one language program out.
- Risk of losing students form language immersion program.
- Need to reclaim special purpose rooms for their intended use, not as learning centres. Where is access to band/library?

- Spanish kids would have to change schools 3 times, too much change, need stability.
- Very short term solution.
- Rosscarrock is year-round, different calendars.
- Compatibility of the programs at Rosscarrock is questionable.
- Grade 5 is too young for Bishop Pinkham; are they mature enough to navigate “junior high” culture?
- Numbers are very conservative considering the number of new construction homes on the hill.
- Do not lose optional rooms out of Bishop Pinkham (i.e. band, Home Ec, etc).
- More moves for the Spanish kids (4 schools instead of 3).
- Spanish program GR4-GR6 gap in the multilingual environment.
- Problems for finding before and after care.
- Bishop Pinkham reaching capacity before 5 years.
- Spanish students in 3 schools in 3 years: ✓✓✓
 - Adjusting difficulty for younger kids (GR5 too young for junior high).
 - No school pride/loyalty.
- Short term solution. Increase in Spanish enrolment may overcrowd Rosscarrock.
- Community resident in Spanish now bussed.
- Separate bus routes to both schools.
- Losing access to W.G.C.C. after school program. ✓
- In 2013/14 enrolment is the same it’s not sustainable. ✓
- Can Spanish go to Rosscarrock K-6?
 - Yes, move Rosscarrock English if needed to under capacity Glenbrook and/or phase out the English over multiple years.
- This option is disappointing. Three schools for Spanish. Are you foolish? Should keep French and Spanish together.
- Move English from Bishop Pinkham to A.E. Cross. Move late French Immersion to a different school.
- Big disadvantage for Spanish GR4’s. Families with more than 2 children could have 3 kids at 3 different schools. 3/5/7, deal breaker. 3 different start/end or 3 the same start/end?
- Grade groupings between language should be consistent:
 - K-3 French/Spanish Rosscarrock
 - 4-6 French/Spanish Westgate
 - 7-9 French/Spanish Bishop Pinkham
 - Make bus times coincide with this
- Spanish kids from 4-6 will miss out on the experience of a multi-lingual experience.
- Rosscarrock: modified calendar, so for Spanish K-3 traditional calendar. What if you have multiple kids K-6? In 4 years the Spanish kids will be at 3 different schools. Too many transitions. Bishop Pinkham will be at capacity (over capacity) within 5 years. Back to the same situation. Impact on families is very negative. ✓

- Benefits are one sided, no major change for French program and Spanish kids make 3 transitions.✓
- Look at the boundaries, is there room?✓
- Spanish Immersion has to change schools 3 times by Grade 9. Seriously, how is this a plan? ✓✓✓✓
- Spanish families can't be expected to have 3 different drop off/pickup times, no matter how close. ✓
- What about capping both programs?
- Why keep some Spanish program kids at Westgate, if they're only going to move later anyways. Move the whole program now and be done with it. The Spanish program will be stronger at Rosscarrock if all 6 grades are together. Grade 6 French Immersion kids have to go to a school with teenagers – intimidating.✓
- Grade 5 is too young to mix with Grade 9, 6 to 9 preferred or 7 to 9.✓
- Doesn't solve the numbers problem.
- Transportation issues could mean longer bus rides, fewer riders on each bus etc.
- Spanish program, too many moves.
- No continuity for Spanish students.
- Bishop Pinkham remains over-crowded.
- Not keen on Grade 5 (10 year olds) with Grade 9 (15 year olds).
- Spanish with French students should move at the same grade level.
- Dislike middle school idea for French.✓
- 3 moves for Spanish students. ✓✓
- Bus challenges, how long will their rides be if the programs switch and are separate?✓
- Bishop Pinkham will still get “full”; this is a short term solution again.✓✓
- Westgate still full again in 2015.✓✓
- Why start them together at Westgate and then split them then bring them together again?✓
- What about library books in Spanish in yet another school, costs?
- Waste of resources moving Spanish to 3 schools.
- Is there a modified calendar at Rosscarrock?
- Spanish, very fragmented, 3 moves (solution Rosscarrock K-6).✓✓
- French Grade 5 with Grade 9 too much spread, socially and cognitively (especially boys) (solution if Spanish at Rosscarrock if emphasis on assisting Grade 5 & 6 with transition. Grade 5 remains at Westgate.✓
- 3rd bus maybe challenging for multi-children.✓✓
- Child care in 3 schools.✓✓
- What about Late Immersion?
- Too short-term for Westgate.
- Rosscarrock is currently a modified calendar (year-round) and which calendar is chosen and siblings on different calendars?✓✓
- Grade 5 supervision (recess etc.) at Bishop Pinkham not yet offered.
- Don't want to see Bishop Pinkham at capacity in 5 years.
- Solution: change the Rosscarrock calendar.

- Splitting teaching resources at an elementary level.
- Need experienced Spanish teachers, sometimes hard to find.
- We see no benefits to this scenario.
 - Reduced stress at Bishop Pinkham.
 - Pinkham with removal of Spanish Grade 6, but does replace this group with Grade 5 French.✓✓
- Not being able to embrace one target language in a school (challenge of working with 3 languages).
- Many families having multiple children in different schools (and maybe at similar/different start times?).✓
- Busing logistics and costs.✓
- Children not being able to have a stable educational experience because are frequently changing schools.✓
- French children are being moved onto a middle school at a very young age.✓
- Concerns about Rosscarrock being a rough/transient neighbourhood.
- Is there longevity to this plan? The Spanish program is expanding exponentially and it would be unfortunate to have to change this once again in the near future.✓
- Is there enough before and after school care between Rosscarrock/Westgate?
- More likely/often that siblings will be split up into separate schools.
- Rosscarrock would initially have a challenge integrating disparity of student population between Spanish Immersion and existing students.✓
- How would Spanish culture/community look? Or be embraced?
- Spanish Immersion would have to change schools twice (3 different schools). Also no community for Grade 3 & 4 since French and Spanish depart different years. Impact on culture and activities i.e. Kamp Kiwanis.
- Grade 5 French Immersion young to start junior high and too much age difference. Grade 5 not ready emotionally and socially.✓
- Projection for Bishop Pinkham not sustainable circa 2015-2017. In fact purple line should use provincial numbers on all charts. This solution is only good for 1 year.✓
- Is 725 feasible for Westgate? It's already overcrowded.✓

Westgate School Parent Meeting
December 3, 2012

Proposed Scenario #2

French

K-GR4 at Westgate

GR5-GR9 at Bishop Pinkham

Spanish

K-GR4 at Westgate

GR5-GR9 at A.E. Cross

Regular and System Classes

No change at either Bishop Pinkham or A.E. Cross

Benefits

- Fewer children – short term gain.
- A wider variety of optional courses and opportunities.
- Increases student population at Bishop Pinkham.
- Compared to scenario #1, less movement for students for Spanish.
- Less moving between schools.
- Opportunity for older kids to get involved in mentorship, leadership, and tutoring of younger grades.
- Stability for the K-4's of location.
- More straightforward and consistent than scenario #1 for Spanish.
- Stay with classmates.
- Space (short-term) 5-9 is okay.
- Spanish and French remain together K-4.
- 2 physical locations and only 1 move, K-4, 5-9.
- Stable long-term solution for Bishop Pinkham.
- A.E. Cross and Bishop Pinkham will each have two programs instead of 3 at Bishop Pinkham and 1 at A.E. Cross. ✓✓
- 1 transition for each program. ✓✓
- What about Vincent Massey for Spanish? For junior high or 5-9? Is there room?
- Put French at A.E. Cross not Spanish.
- Keep same ages together.
- Keep diversity.
- Smaller classes.
- Better resource allocation.
- Form relationships and keep them longer.
- A.E. Cross is closer for residents in Westgate.
- Good opportunity to add cultural diversity to A.E. Cross.
- Least impact on youngest learners. ✓
- Middle school biases toward a younger atmosphere.
- Doesn't crowd Bishop Pinkham.

- No change to regular and system classes.
- Keeps the tri-lingual community and resources together for as long as possible.
- Less switching compared to option #1 & #3.
- 2 junior highs, two tracks (but no GR5's).
- Westgate remains bilingual/trilingual.
- Convenient (still in area IV).
- Bishop Pinkham is an existing middle school, would be more ready to take GR5 kids.
- Good for A.E. Cross, possibly more funding.
- Students in Spanish and French will be in separate high schools, so separating programs earlier may be less disruptive (another group doesn't see this as a benefit).✓✓
- French and English are minimally disruptive.
- Not a long bus ride in comparison to the current scenario (depending on where you live).
- Kids from same family will follow same program.
- Few moves; French/Spanish can stay together for K-4, builds a good culture
- Middle school model built on relationships.

Challenges

- Too short term.✓✓
- Doesn't even fix things enough for next year in Westgate.
- Large age span between GR5 and GR9.✓✓✓✓
- Integration of elementary grades into junior high.
- French/Spanish programs are separated from Grade 5 and up.
- Sibling in different schools (sooner). ✓✓
- Segregation of Spanish kids in GR 5 & 6 from other kids in AE Cross, both by program and by age. ✓✓
- A.E. Cross grows out of room by 2017.
- GR5 too young for junior high/middle school.
- Too much too fast for current GR 4 Westgate students to process. Transition time.✓✓
- Short term solution for spacing at Westgate. ✓✓✓
- Bishop Pinkham is not equipped to handle students in GR 5. Changes need to be made to separate the younger students from the older. Grade 5's would be asked to have a different teacher for every subject like Grade 6's are now? Why as Bishop Pinkham not changed its "approach" to middle school philosophy? Is it because of staffing? Scheduling?✓✓
- Don't want my 10 year old with 15 year olds.
- Loss of French/Spanish co-culture after GR4.
- Physical move of child to a new school.
- What happens in 2014 (Westgate is over capacity again). Please use provincial number for purple line.✓
- Do not move Spanish students that are already at Bishop Pinkham, let them finish GR 9. Other K-9 Spanish could move to A.E. Cross. ✓✓

- Grade 4-9 in one school (can GR 9's go on to high school in order to create a truly middle school?) keep French and Spanish together i.e.
 - K-4 elementary
 - 5-8 middle
 - 9-12 high
- Infrastructure to younger GR 5's (playground).
- Spanish kids have to move twice in 2 years.
- Spanish kids are diluted in A.E. Cross, will they be segregated?
- We will lose the "cultural feel" if we split the Spanish/French up.
- GR 5 is too young to start middle school the culture of junior high students very different than GR 5's. ✓ ✓
- They (Grade 5) still need a "recess", they wouldn't get it at A.E. Cross.
- Spanish Grade 5/6 is too young to be in such a busy location (A.E. Cross). ✓
- Short-term solution for A.E. Cross.
- Westgate is going to be overpopulated again in 2 years, just a band-aid again.
- Busing dollars? How will that work?
- Reputation of A.E. Cross.
- Small group of young children entering a large junior high (A.E. Cross) where the school culture may not accept GR 5&6's (depend on the principal and the staff).
- Have a middle school model that caters to 5&6 versus dumping into junior high?
- No play structures at junior highs for Gr 5 & 6. Build one; there are lots of grants available.
- Young students in a school on 37th Street SW, busy traffic, pollution.
- You split language programs, similar parent/school culture split.
- A challenge for the Spanish kids because they move twice.
- Again this would be a band-aid solution as Westgate would still be at capacity and eventually so would Bishop Pinkham.
- Kids are exposed to Grade 9 mentality and social practises at a young age. May not be mature enough to deal with those decisions.
- A.E. Cross is a more transient location.
- Temporary solution.
- Use Spruce Cliff (K-6 Spanish), move Spruce Cliff to Dr. Oakley. Or use Dr. Oakley or Calgary Arts (in 2 years). K-6 French Westgate.
- CBE info night, no questions taken, no voices. 2010 → French/Spanish to Bishop Pinkham.
- Build a new elementary, junior high.
- Breakdown suggestion: ✓ ✓ ✓
 - French 6-9 Bishop Pinkham
 - Spanish 6-9 A.E. Cross
 - Spanish K-5 Rosscarrock
 - French K-5 Westgate
- Breakdown suggestion: ✓ ✓
 - K-3 Spanish and French, Westgate
 - 4-6 Spanish and French, Rosscarrock
 - 7-9 Spanish and French, Bishop Pinkham

- Breakdown suggestion:
 - Westgate – dedicated French K-6
 - Rosscarrock – dedicated Spanish K-6
 - Sunalta, Glenbrook or other low number English school – dedicated English K-6.
- Utilize under capacity schools (Dr. Oakley) for middle school or 2nd school for Spanish.
- Shrink the catchment areas for Westgate while increasing use of existing under-utilized schools outside small (new) catchment area for bilingual and immersion programs.
- Portables? Expansion?
- New schools in new community's fast track new school English for our area elementary and junior high.
- Doesn't solve instructional space capacity at Westgate. ✓✓
- Westgate still too crowded. Not sustainable for growth. ✓✓
- Possibly difficult to care for the interests of GR 5's and the older grades, too wide of a gap. 10 year old with 15 year olds not a good idea. ✓✓
- One less year for French to have access to Calgary Child's Play (transporting children becomes difficult).
- Split programs up, both healthy, growing programs. Move Spanish/French to Richmond Elementary. Use existing buildings.
- Before and After School Care. Bishop Pinkham is not sustainable.
- Multiple kids and multiple schools; separating siblings.
- Disruption to kids traveling between schools.
- Busing
- Funding for teachers and resources.
- Growing pains for moving to English school (A.E. Cross), language, culture/respect.
- Separating siblings (we rather have split language than split siblings).
- Have GR5 with GR9 (developmental).
- Losing 3 language one school.
- Is A.E. Cross ready to accept Spanish, aged 9, 10 (GR 5, 6)? Bishop Pinkham seemed to work closely for years prior to transition.
- What professional development has A.E. Cross completed?
- Location of A.E. Cross and physical locality (family physically moved closer to Westgate).
- We want siblings to stay together longer (GR5). ✓
- Does not solve mid to long term problem at Westgate.
 - Could Westgate have Spanish K-4(6) and English population from Rosscarrock?
 - Move French to Rosscarrock alone.
 - Westgate French K-6.
 - Rosscarrock Spanish K-6.
 - Split English to other schools, Wildwood, Alex Ferguson, Killarney.
 - Junior high 7-9 A.E. Cross, Bishop Pinkham.

- Young children are being moved around, switching schools often.✓✓
- More potential for socially unacceptable behaviour (bullying etc.), increased stress (i.e. Spanish GR5-6).✓✓
- Westgate and A.E. Cross will still be over capacity (2014, 2017 respectively). This solution solves nothing (as per your projections).✓✓
- Need to reduce enrolment at Westgate to get back lunchroom, library and gym.
- Children currently in Bishop Pinkham (GR6) would have to move schools again in September.
- Does A.E. Cross have the same great facilities at Bishop Pinkham (i.e. wood shop, drama room etc?).
- Outside supervision.
- Kids too young at A.E. Cross i.e. GR 5-6.
- Cultural transition to introduce new streams (and emotions). Of education (Spanish) to A.E. Cross.
- Physical location of A. E. Cross not appealing for younger children (busy traffic corner).
- GR 5 too young for junior high.
- By 2017, A.E. Cross beyond capacity.
- Instructional space does that mean all rooms such as library, gymnasium, staffroom and resource rooms, computer and music.
- Short-term fix at Westgate; full in 2014; have to redo this process next year.
- GR5 Spanish (6&7's) would have to move schools again.
- Very small group of GR5 (6, 7, 8) Spanish students into an A.E. Cross junior high and could be intimidating, too big of a maturity gap.
- A.E. Cross location is poor for 10-11 year olds; very busy intersection, unsafe.
- Westgate is too full at 700 students. Should be max too (library, gym, computer labs are not sufficient for this many kids).

Questions

- Would the teachers still specialize to teach language?
- What happened to the English school development in Discovery?
- Why are portables not an option?
- Is changing the Spanish or French trade area an option?
- Are other districts facing similar problems?
- Is anything we are discussing today a temporary measure pending a larger re-alignment across the city?
- See Calgary metropolitan plan for future growth.
- What is the designated high school for Spanish Program?
- Will current Spanish student GR 8's move?
- Is Rosscarrock a year round school?

Westgate School Parent Meeting
December 3, 2012

Proposed Scenario #3

French

K at Rosscarrock
GR1-GR5 at Westgate
GR6-GR9 at Bishop Pinkham

Spanish

K at Rosscarrock
GR1-GR5 at Westgate
GR6-GR9 at A.E. Cross

Regular and System Classes

No change at Bishop Pinkham, Rosscarrock or A.E. Cross

Benefits

- Interaction still there among languages (French and Spanish interaction).✓
- Start utilizing under-used area schools and gives us room to grow.✓✓
- Keeping GR1-GR5 together.✓✓✓
- GR 5 stays at Westgate. Less impact on kindergarten kids to switch schools because a more isolated school experience than GR5 moving schools.✓
- Short-term solution.
- Access to after school programs in school building; Kidzinc.
- Kindergarten classes at another school – issues with moving too much and social impact is not really an issue – all kindergarten kids move with their friends to GR1 and again in GR6.
- Teaching resources are not as diluted.
- By only moving kindergarten classes most of the resources we fundraised for stay here at Westgate.
- Addresses the space/numbers issue in future at Bishop Pinkham.
- Will free up several classrooms at all involved schools.✓
- Other than kindergarten, no changes for French program.✓
- Leaves room for growth at Rosscarrock and A.E. Cross.
- Bishop Pinkham and Rosscarrock room.✓✓✓
- Minimal Westgate impact.
- Keeps kids in similar age groups.✓
- Capacity longer term is better.✓
- Languages stay together, resources (books, etc.), teachers.
- Languages tend not to mix anyway.
- GR5 stay with younger versus older.
- Involved schools are all geographically close.✓✓
- Bishop Pinkham, Rosscarrock and AE Cross will be fine for space for 5 years.✓✓
- ECS – “is its own unique program”, a good choice to separate it.✓

- ECS will move together to Westgate.
- Westgate retains its multilingual status.✓✓
- Seems to “favour” French program.✓
- Pulling ECS frees up classroom space for short-term.
- No change to French program (other than kindergarten).✓
- Spanish students entering GR6 in 2013 will be able to complete junior high in one school (A.E. Cross).✓
- Utilized available resources/space at Rosscarrock and A.E. Cross.
- Westgate French no change.
- Jenny Elliot no change Late Immersion.
- Fewer students Bishop Pinkham/Westgate/A.E. Cross.
- Both language programs stay in the school, all students are bilingual (true for Pinkham not Spanish A.E. Cross).
- Least amount of change for current students.
- Benefit to increase Rosscarrock numbers and keep it open.
- Stable projections for Bishop Pinkham numbers.
- Moving in GR6 rather than GR5. More mature to transition; can keep separate from junior high in schools, not in bus/transition.
- Strong existing French Immersion program=strong foundation for new students at Bishop Pinkham.
- Better short-term solution for Westgate than some other scenarios.
- Free up space in 2013/14 at Westgate.
- Okay with keeping Spanish 6-9 and French 6-9 at separate schools as long as grades kept together.
- Immersion programs should be together at one school.
- Bilingual programs should be together at one school.
- Use available capacity at school near to Westgate.
- Families of French program don’t have any changes.
- We like this proposal.
- Spanish families say that there would then be space.
- Make use of current schools in neighbourhood to combine English programs. Would leave some elementary schools “open” to move alternative programs into.
- Move Rosscarrock regular program to Wildwood (and others) and have Spanish K-5 there.✓✓
- Spanish all move to one school and stay.
- To have one or two programs in a school, rather than three.

Challenges

- Lack of cohesiveness for kindergarten students, 2 transitions, too many for the younger students to deal with.✓✓
- Another recent change for the Spanish program (kids at Bishop Pinkham just made a transition 2 years ago and are now settled).
- Too short term for Westgate as it will be full soon (2015).✓✓✓

- Excluding the sense of community that has been built at Westgate by splitting the languages.
- Let kids that started at Bishop Pinkham remain there. However, parents with 2 or more kids could have 3 school locations.✓✓✓
- Band-Aid solution only, short-term.✓✓
- Solution is not sustainable for Westgate, not long-term enough as they will outgrow in 2 years.✓
- Too much transferring of locations from K-6, hard to adjust.✓
- Not taking advantage of the underutilized space of other schools. It's complicated, must be a better solution.✓
- Splits up siblings in different grades sooner, and bussing, start times, dismissal times.
- Rosscarrock still underutilized.
- More difficult for kids to build community/culture.
- Switching schools from Kto1 may be difficult for some children and for parents.✓
- Rosscarrock currently low income area with subsidized programs. Need to ensure no Spanish entry in later grades.
- Rosscarrock – modified calendar, different start times, PD days from Westgate.
- Rosscarrock underutilized for long-term.
- Location of A.E. Cross would need rules in place for younger kids to have school grounds.
- Staffing issues with kindergarten teachers in a smaller language pool.
- Space problem will reappear at Westgate as early as 2015.✓✓
- Start times difficult with kids in multiple schools.✓✓
- Introducing new class stream at A.E. Cross.
- Things have improved at Bishop Pinkham with Spanish. Difficult on program and kids to change so soon.
- 2-3 buses for one family.
- Year round kindergarten.
- Live in community where kindergarten removed from community.
- Spanish 6-9 minority at A.E. Cross.
- Westgate will be full again in 2014/15.
- ECS is most difficult age to transition between schools.
- It's a short-term solution.
- Convincing Spanish program parents to move to A.E. Cross (having to find their place at a new school, all the issues of a re-start up, reputation of A.E. Cross?).
- Favours the French program.
- For families with kids in more than one school, drop-off/pick-up challenges.
- Rosscarrock has a modified calendar, chaos.
- You split similar culture, language programs - families have children in both programs.
- Kindergarten transition from Rosscarrock to Westgate.
- Westgate and A.E. Cross will be at capacity in 2017 – have to solve the problem again then.

- Existing Spanish GR 6 & 7 have to change schools. Wasted resources establishing Spanish at Bishop Pinkham.
- Provincial stats show exceeding capacity in 2014.
- Too much transition for kindergartens; emotional/social/cultural.
- Rosscarrock is a year-round calendar school. How do the calendars match?
- This is the worst scenario. Really.
- Need staggered start times.
- Kindergarten kids want to see older students speak their same language and feel they are a part of something.
- Moving to a new school again for GR1 would be stressful. Very emotional age so this is a bad idea.
- New idea - move all French or all Spanish to Rosscarrock and move English from Rosscarrock to Westgate.
- Young sibling in different schools.✓
- Different start and end times and different schools.✓
- Different PD days.✓
- Short-term solution: exceed capacity in 2015 again✓✓
- Different school calendar (vacations, etc.).✓
- Short term solution. By 2015 a new solution is required.✓
- Youngest children have to change schools.✓
- Significantly different demographic.✓
- Rosscarrock has a high level of high needs students and English second language.
- Loss of language culture by moving to A. E. Cross (small minority) teacher and students. Introducing a 2nd language of instruction will be a huge transition.✓
- After/before school care for kindergarten with older siblings is an issue and different bus schedules.
- Children from same family K-5 in different schools.
 - Comment – don't agree with above statement
- Classmates forced to go to different schools based on area of city.
 - Comment – don't agree with above statement
- Losing kindergarten kids from Westgate (short-term solution).
- Not sustainable for Westgate.
- Rosscarrock has a modified calendar and the others don't.
- Too temporary.
- Immersion programs should be together. Bilingual programs should be together.
- Keep French/Spanish together. Remove English from Bishop Pinkham to A.E. Cross.
- For families in Spanish/French bilingual programs there would be 3 different schools for students to attend. In addition the children who are presently at Bishop Pinkham in 6 & 7 would need to change schools half way through junior high.
- A.E. Cross is in a very busy traffic area. How do you monitor students leaving school grounds to go to neighbouring establishments? Bishop Pinkham is in a residential neighbourhood and we, the Spanish program, want to stay in the residential neighbourhood.✓

- A.E. Cross is not familiar with any language programs, challenging to them.
- Short-term solution will have to make changes in 2014 again.
- Junior high approach to GR5/6 does not work. Where is the “middle school” philosophy gone?
- Hard transition for kindergartens.

Westgate School Parent Meeting
December 3, 2012

Proposed Scenario #4

Open a 2nd Spanish Bilingual program for Area IV students

Benefits

- More space.
- Less commute time for students and parents depending on home community.✓
- Utilize a school that has a low student population i.e. Rosscarrock.
- Keeps Westgate bilingual (less disruption).
- French stay in current stream.
- Use Dr. Oakley?
- Move Rosscarrock to Glenbrook, move Spanish to Rosscarrock or K-3 at Rosscarrock and 4-6 at Westgate.✓✓
- If you move English out of Rosscarrock you would have a single language school.✓
- Eases short term pressure on Westgate.✓
- If move them to Rosscarrock, would alleviate pressure at Westgate. Rosscarrock appears to have capacity. Does nothing to manage potential expansion of French program at Westgate and nothing to manage growth at Bishop Pinkham.
- Beats scenario #1 where kids have to move twice from Westgate to Rosscarrock.
- Consider relocating Cougar Ridge population from Wildwood to West Springs (at 74%), creating space at Wildwood for Rosscarrock English speaking kids or split: ½ Rosscarrock students to Wildwood and ½ to Glenbrook or Glendale – preferred to having multiple programs to manage (i.e. Spanish and English at Rosscarrock).
- Address the overcrowding in Westgate long-term solution.
- Alleviates capacity issues (short-term).
- Both programs will have opportunity to manage surges in growth/interest.✓
- French program remains untouched.
- Westgate after school would be less crowded.
- Return space to Westgate for alternative programs.
- Leaves capacity for English at Bishop Pinkham.
- Better use of under-enrolled schools.
- Rosscarrock is a small move geographically.
- Could bring more funding to Rosscarrock.
- More stability for the kids (K-6) staying in 2 school compared to scenario #1, 2, 3 this is way better. K-6 is a better age break with elementary/junior high (GR5 is too young to be with GR9's).
- Created 3 languages at 1 school – keep that culture.
- Move English students out of Bishop Pinkham to A.E. Cross (small numbers) to make room at Bishop Pinkham.
- Fewer transitions (1 from GR 6 to 7) better.
- Move Discovery Ridge English junior high to A.E. Cross. Is Glenbrook an option?

- Not far from Westgate.✓✓
- Could go to GR6 at Westgate, possibly.✓✓
- Support for Spanish programs and teachers in close proximity.✓✓
- Improves numbers at Westgate.✓✓
- Keeps Westgate with two languages more options.✓✓
- Creates needed space.
- Teacher student ratio lowered. This isn't going to change set by Alberta Education.
- Maintaining beneficial age groupings i.e. K-5 or K-6 and 6-9 or 7-9.✓
- One of the better proposals.

Challenges

- Finding schools with space (elementary and junior high).
- Longer commute, far for some students.
- Spanish resources base is at Westgate, non at a new school.
- Get realistic population projection so you aren't doing this again in 2 years.
- Before and after childcare available for additional students.
- Current Area IV distribution too big and disconnected.✓✓
- Rosscarrock at capacity after first group of Spanish kids move over, therefore move English speaking kids from Rosscarrock to Glenbrook.✓✓
- Not enough information.
- Temporary fix for Westgate only.✓
- Whereas the new schools and how it affects families.
- Proposed split should split Area IV in middle, as it puts Riverbend and Discovery Ridge in same area?✓
- Doesn't resolve Bishop Pinkham.✓
- Still reach capacity by approximate 2014.✓
- West communities get long bus rides (unless it's Rosscarrock).
- Too much movement and disruption for children (in suggestion #1, i.e. Div. I at Westgate, Div. II at Rosscarrock, 7-9 at Bishop Pinkham).
- Would opening a 2nd location for Spanish program attract even more students to enroll?
- Would you still run into capacity problems after GR6 at Bishop Pinkham?
- A.I.V. new Spanish school for designated areas seems like a long-term plan.
- Keep current Spanish students at Bishop Pinkham; let them finish GR9, very tough transition to move in GR8. They have room at Bishop Pinkham please leave them. Open to starting new K-6 Spanish at another location.
- Would be helpful if you could provide projected Westgate and Bishop Pinkham numbers under this scenario.
- Also provide a short list of "pre-existing" schools.
- Also what grades are affected – still K-5?
- Splitting up the Spanish classes that have built strong relationships with school culture and each other.✓

- Collaboration between teachers in different schools is difficult when in different locations.
- Families with children in both programs could mean 2 different schools.
- Boundaries for distribution of communities is separate and uneven.
- Busing distances from communities.
- Availability of qualified teachers for 2 separate programs – already an issue at Westgate.
- Short-term solution taking half of Spanish kids out will still reach limit in 2017. Probably sooner if you use provincial numbers of 675 at Westgate.
- New site may have afterschool care issues.
- Creates major difficulties to pick and choose which schools are moving to the “new” Spanish program in Area IV.
- Travel routes of children going to 2nd school.
- Availability of before/after school care at new location.
- Doesn’t address short-term pain. ✓
- Loses diversity. ✓
- Friends will be separated due to zoning changes.
- Unclear?
- Teachers qualified to teach such programs.
- Quality of space? (Depending on where, yes).
 - Permanent
- Amenities; gym, learning common, safety.
- Busing; how many students in English only program here at Westgate - if any?
- Drop in enrolment because of few French and Spanish.
- Distance to Riverbend.
- Adding on a language program into an existing English school. ✓✓
- Location of school/transportation; will costs change? ✓
- Splitting Spanish language program’s children, minimum size concerns. ✓✓✓✓
- Boundaries/division doesn’t build strong community or neighbourhood. Very segmented. ✓✓
- Idea doesn’t seem sustainable 2-4 years down the road. ✓✓
- This option is difficult to evaluate given a new school could be anywhere in Area IV. ✓
- There is a limit to travel. Any school east of Crowchild could lose enrolments.
- Another set of resources for new school (library books in Spanish \$\$).
- Difficult to comment when proposed locations are not known.
- Don’t know the capacity.
- Potential travel challenges.
- Breaking up current classes/friendship groups.
- Possible challenges creating full culture/community of embracing languages if split Spanish/English.
- Formula for new school size should be based on dynamics of a community not on proposed division of designated schools seems odd from a geographic point of view.

Comments

- Div. I at Westgate (K-3), Div. II (4-6) at Rosscarrock, Div. III to either A.E. Cross or Bishop Pinkham.
- Make Westgate a dedicated French school and new school a dedicated Spanish school.
- Take English kids from Rosscarrock School and move them to Westgate – take Spanish bilingual from Westgate move to Rosscarrock.

Westgate School Parent Meeting
December 3, 2012

What other scenarios we should consider?

- Move the entire program to one school i.e. One school Spanish, one school French
- What about portables?
- How about Dr. Oakley? It seems under-utilized, could those kids go to Rosscarrock?
- Dr. Oakley for Spanish, has a large capacity K-6 or K-9
 - Close to Pinkham to that if it is K-6 siblings will be in schools nearby (eases busing costs and is logistically easy.
 - Stability of kids (not changing schools a lot)
 - Embrace the target language fully.
 - Won't likely disrupt the Dr. Oakley population because they are all bused in (there are only 135 kids at Dr. Oakley and it is a junior-high sized school.
 -
- Westgate FR/Spanish K-4 Dr. Oakley 5-8, Western 9-12 Fr., Central 9-12 Spanish
- Re-draw the boundaries, change Area IV
- Build a new school
- What about purchasing a private school up on the hill and converting it to public?
- Rosscarrock (or another school) K-3 Spanish/French
Westgate 4-6 Spanish/French
BP 7-9 Spanish/French, Reg program stays
BP 7-9 French AE Cross 7-9 Spanish
- Richmond School – well located, underutilized, 3 classrooms currently used for childcare
- Rosscarrock K-6 Spanish – Move regular program to Glenbrook
Westgate K-6 French
French/English 7-9 at BP
Spanish maybe at BP or AE Cross depending on numbers
- Move regular program students from BP to A.E. Cross
- Cap Westgate registration
- Too many alternative options (get rid of All Boys School)
- What about Spruce Cliff or Wildwood?
- Move Rosscarrock to Wildwood
- Move Spanish K-5 To Glenbrook 6-9 at BP
- Convert Pinkham to Elementary School, move existing students to AE Cross
- Move more grades into Wildwood to free up space at existing Junior high
- Grade 1-6 Spanish or French at Rosscarrock & Westgate, Kindergarten French & Spanish at Sunalta
- Think up options outside of Zone 4, we are a city, not just a zone.

- Include English in your planning, not just the language programming.
 - Join forces with the Catholics, St. Michaels has lots of room.
 - When is Discovery Ridge junior high scheduled to be built?
 - Split the programs K-6 French at one location, K-6 Spanish at another
 - What about space at Killarney, Glendale.
 - Move the regular program from Rosscarrock.
 - Combine regular programs to make space for Spanish or French
 - Rosscarrock option because of the nature of kindergarten (1/2 day, no lunch, 1st integration into public school) it would be better to move them than an older grade.
-
- Grade 5 at Bishop Pinkham is a potential developmental problem when integrated with grade 9.
 - Bussing – Kindergarten would be on an elementary bus where as grade 5 and 6 would be on a junior high bus.
 - AE Cross having grade 5-9 Spanish – not a good culture there.
 - If change were to happen at junior high level I would like my child to finish program at Bishop Pinkham 6—9.
 - K-4 Spanish/French at Westgate, 5-9 Spanish as AE Cross, 5-9 French at Pinkham.
 - Take English out of Pinkham and make it a language school, move it to AE Cross (as with Westgate).
 - Keep language students together Grade 5-9 Spanish & French.
 - Utilizing Dr. Oakley as a new Spanish only school. This school is very underutilized (modified calendar?)
 - Build a new French/Spanish school west of Sarcee Trail since that is where most of the kids are coming from.
 - It seems though parents are wanting French and Spanish, so open another one.
 - Spanish to Rosscarrock and then AE Cross, French at Westgate and Pinkham.
 - Split the programs apart from the beginning and keep them separate or together through all grade k-9, scenario 1 all benefits of combined learning are compromised.
 - Fewest moves possible for all students.
 - Keep cohorts together
 - Triple track some schools, focus bussing on peripheral schools not in heart of community.
 - Develop Spanish bilingual program at Rosscarrock from K-5 to mirror Westate. Grade 6 options stay at BP and AEC for respective groups.
 - Why is Riverbend designated to Westgate and not Canyon Meadows?
 - Adjust Area IV
 - Keep siblings together K-6
 - Allow children to complete elementary experience in one school. School pride/loyalty.
 - Space at Calgary Arts Academy (will move out of Glendale in 2 years?)
 - Other space options, Currie Barracks, Richmond, Dr. Oakley, Wildwood
 - Another Area IV Spanish School – adjust the boundaries.
 - Have you surveyed parent in deeper south Area IV regarding interest in Spanish if school was closer.
 - Have kindergarten at another location
 - Portables
 - Move English program out of Pinkham and keep French and Spanish together – all English at AE Cross – would impact fewer kids.
 - Move Spanish or French to Rosscarrock K-6 and move Rosscarrock English to Wildwood or Glendale or Glenbrook.
 - Move portables from underutilized schools.
 - Go to multi-track program (like Riverbend in the past – year round program)
 - Westgate and Pinkham are too far away from each other.
 - Build a Spanish School in Aspen K-9 or K-6 and keep all French at Westgate.
 - K-6 Spanish at Westgate and French moves to other French schools in Calgary.

- Move all English students from AE Cross to Pinkham and have Spanish and French at AE Cross 5-9
- Spanish K-6 at Rosscarrock? Can you transition Rosscarrock kids to Alex Ferguson and then make K-6 Spanish over to Rosscarrock?
- Rosscarrock K-6 one language, Westgate K-6 other language, Bishop Pinkham 7-9 (French), one language (with English)/AE Cross 7-9 (Spanish) other language (with English).
- What about additional space at Glenbrook?

Thoughtstream information

Thoughtstream (Ts1) title: French Spanish at Westgate School

Thoughtstream (Ts1) description: No description

Participants: 862 participants (names withheld)

Started: 2 Dec 2012 **Ended:** 4 Jan 2013

Question (Q) summary

Q1: What are some of the BENEFITS you can identify if we were to make this change? Scenario 1 - Relocate grade 4-6 Spanish Bilingual to Rosscarrock School. Spanish K-3 at Westgate, 4-6 at Rosscarrock, 7-9 at Bishop Pinkham French K-4 at Westgate, 5-9 at Bishop Pinkham

Started: 2 Dec 2012 **Ended:** 4 Jan 2013

Q2: What are some of the CHALLENGES you can identify if we were to make this change? Scenario 1 - Relocate grade 4-6 Spanish Bilingual to Rosscarrock School. Spanish K-3 at Westgate, 4-6 at Rosscarrock, 7-9 at Bishop Pinkham French K-4 at Westgate, 5-9 at Bishop Pinkham

Started: 2 Dec 2012 **Ended:** 4 Jan 2013

Q3: What are some of the BENEFITS you can identify if we were to make this change? Scenario 2 - Find a new grade 5 to 9 location for one of the programs. A.E. Cross School has been identified as a potential location.

Started: 2 Dec 2012 **Ended:** 4 Jan 2013

Q4: What are some of the CHALLENGES you can identify if we were to make this change? Scenario 2 - Find a new grade 5 to 9 location for one of the programs. A.E. Cross School has been identified as a potential location.

Started: 2 Dec 2012 **Ended:** 4 Jan 2013

Q5: What are some of the BENEFITS you can identify if we were to make this change? Scenario 3 - All kindergarten students at Rosscarrock School. Grade 1 to 5 at Westgate School. Grade 6 to 9 French at Bishop Pinkham and Spanish at A.E. Cross.

Started: 2 Dec 2012 **Ended:** 4 Jan 2013

Q6: What are some of the CHALLENGES you can identify if we were to make this change? Scenario 3 - All kindergarten students at Rosscarrock School. Grade 1 to 5 at Westgate School. Grade 6 to 9 French at Bishop Pinkham and Spanish at A.E. Cross.

Started: 2 Dec 2012 **Ended:** 4 Jan 2013

Q7: What are some of the BENEFITS you can identify if we were to make this change? Scenario 4 - Start a new Spanish Bilingual Program and change the boundary for Westgate.

Started: 2 Dec 2012 **Ended:** 4 Jan 2013

Q8: What are some of the CHALLENGES you can identify if we were to make this change? Scenario 4 - Start a new Spanish Bilingual Program and change the boundary for Westgate.

Started: 2 Dec 2012 **Ended:** 4 Jan 2013

Q9: Additional Scenarios - What other scenarios should we consider? What are some of the BENEFITS you can identify if we were to consider your scenario?

Started: 2 Dec 2012 **Ended:** 4 Jan 2013

Q10: Additional Scenarios - What other scenarios should we consider? What are some of the CHALLENGES you can identify if we were to consider your scenario?

Started: 2 Dec 2012 **Ended:** 4 Jan 2013



Q1: What are some of the BENEFITS you can identify if we were to make this change? Scenario 1 - Relocate grade 4-6 Spanish Bilingual to Rosscarrock School. Spanish K-3 at Westgate, 4-6 at Rosscarrock, 7-9 at Bishop Pinkham French K-4 at Westgate, 5-9 at Bishop Pinkham

Started: 2 Dec 2012 **Ended:** 4 Jan 2013

This is a TEST of this feature.

Background information

Attached below are the documents that provide the background for the individual scenarios for you to reference as you participate in this THOUGHTstream. You may also find information about this project and these documents by copying this link into your browser:

http://www.cbe.ab.ca/Schools/ceop/pp12-13/westgate_french_immersion_spanish.asp

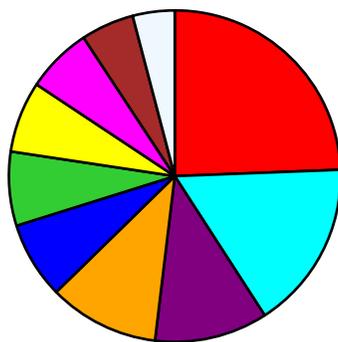
Participation summary

Demographic	Participant Count	Thoughts	Choose
other	2	1 thought	0 votes
Spanish Bilingual	148	151 thoughts	393 votes
French Immersion	116	95 thoughts	336 votes
Participated		21 % (188)	22 % (198)
Opted out		0 % (4)	0 % (5)
No participation		77 % (670)	76 % (659)

Q1: What are some of the BENEFITS you can identify if we were to make this change? Scenario 1 - Relocate grade 4-6 Spanish Bilingual to Rosscarrock School. Spanish K-3 at Westgate, 4-6 at Rosscarrock, 7-9 at Bishop Pinkham French K-4 at Westgate, 5-9 at Bishop Pinkham

Choose Summary

	overall rating	participant count	average rating
Not Benefits	179	58	3.09
Spanish Grade 7-9 remain in junior high is a benefit.	121	64	1.89
Separate Spanish location	81	44	1.84
Less change for French Immersion	79	41	1.93
Location/Proximity	55	39	1.41
Quality Education/Resources	53	34	1.56
Less disruption/more continuity	51	32	1.59
Keeps the two programs together	47	31	1.52
I prefer Scenario 1	38	16	2.38
Child care	30	16	1.88
Good use of space	24	20	1.20
Adding Grade 5 at junior high.	13	7	1.86
Bussing/Transportation	13	11	1.18



Not Benefits	179
Spanish Grade 7-9 remain in junior high...	121
Separate Spanish location	81
Less change for French Immersion	79
Location/Proximity	55
Quality Education/Resources	53
Less disruption/more continuity	51
Keeps the two programs together	47
I prefer Scenario 1	38
Child care	30

What are some of the **BENEFITS** you can identify if we were to make this change? Scenario 1 - Relocate grade 4-6 Spanish Bilingual to Rosscarrock School. Spanish K-3 at Westgate, 4-6 at Rosscarrock, 7-9 at Bishop Pinkham French K-4 at Westgate, 5-9 at Bishop Pinkham

Adding Grade 5 at junior high.

G13

Thought: Children can take interesting optional courses.

T18

Fixes the problem of potential overcrowding at BP in the future.

Thought: Adds a larger, younger peer group.

T49

There is comfort for children in grades 5 and 6 that there is a larger population of their peer group. I believe that that this would help to make the transition to junior high much easier for those younger students.

Thought: Bishop Pinkham is already a Middle School and moving F/E students 1 year sooner prevents having to completely move the program to another school

T140

Thought: More of a middle school atmosphere for the older elementary children

T186

Bussing/Transportation

G28

Thought: Keeping similar bus routes

T78

Thought: No busing information

T89

School related busing issues are always in the news. What information do we have to consider if we do add more complexity to logistics in transporting children around the city?

Thought: Easier for me to pick up my kid via public transit -I don't own a car

T172

Thought: Not a lot of change in the busing.

T203

Child care

G10

Thought: I have access to before and after child care through Kizinc for my

T9

children who are in the Spanish Bilingual program. My kids still get to attend Westgate and Bishop Pinkham, both are which good schools.

Thought: Easier childcare for Spanish parents

T91

Most childcare facilities that serve Westgate will also provide care for Rosscarrock. Parents could keep their children in the same facility through to grade 6.

Thought: Afterschool care already in place because of location

T173

What are some of the **BENEFITS** you can identify if we were to make this change? Scenario 1 - Relocate grade 4-6 Spanish Bilingual to Rosscarrock School. Spanish K-3 at Westgate, 4-6 at Rosscarrock, 7-9 at Bishop Pinkham French K-4 at Westgate, 5-9 at Bishop Pinkham

(continued)

Child care

G10

Thought: That my kids will remain close to their after school care.

T264

Good use of space

G8

Thought: Reduce overcrowding at Westgate School.

T5

Thought: Increase student numbers at Rosscarrock.

T6

Thought: It would lower the enrollment at Westgate.

T10

Thought: Designating Westgate as a K-4 school = better age targeted programming

T13

Turning Westgate into a K-4 school could result in programming that is more meaningful to children because it would not have to be adapted to older, more advanced students.

Thought: This scenario would work well...in the short term

T15

It won't be long before the school will be over capacity again.

Thought: Number of students at a school

T31

This scenario would likely make the number of students at each school more manageable.

Thought: creates some capacity at Westgate

T41

Thought: decrease space crunch

T47

Thought: Increase Rosscarrock capacity

T57

Thought: this scenario works for capacity issues

T81

Thought: this scenario makes use of capacity at rosscarrock school

T82

Thought: Better use of instructional space across all affected schools.

T86

Rosscarrock is wildly underutilized. This is crazy. This space should be used in some way, in this scenario uses much more of this.

Thought: Relieves the crowding at Westgate.

T90

Thought: relieving the pressure of over enrollment at westgate is the obvious first

T94

Thought: Benefit is it solves the space issue

T99

Thought: It has the potential to create more space at Westgate

T100

What are some of the BENEFITS you can identify if we were to make this change? Scenario 1 - Relocate grade 4-6 Spanish Bilingual to Rosscarrock School. Spanish K-3 at Westgate, 4-6 at Rosscarrock, 7-9 at Bishop Pinkham French K-4 at Westgate, 5-9 at Bishop Pinkham

(continued)

Good use of space	G8
Thought: Reallocating students to allow for growth	T102
Moving students out of Westgate will allow Spanish/French program to accommodate the increase in growth.	
Thought: The early years students should not be relocated to anywhere. There are a	T104
lot of parents who have two or more siblings in K - Gr. 4 grades. It's impossible for the parents to bring one child to one school, and another one to the other school at the same time. The students of grade 5 and higher grades can use a school bus or go to school by themselves. So, the idea to relocate grade 4 - 6 Spanish classes to Rosscarrock is good.	
Thought: Lessen the number of students in Westgate.	T106
Thought: It would free up space at Westgate school	T113
Thought: French immersion programming would remain uninterrupted.	T117
Thought: builds capacity	T118
Thought: French students it's the best option b/c it remains the same	T123
Thought: Takes some of the pressure off of Westgate	T132
Great idea to move out one of the programs out of Westgate, but with leaving the K-3 there is still potential for Westgate to become overcrowded again.	
Thought: reduce numbers at Westgate school	T141
Thought: Improved utilization of Rosscarrock school	T148
This may avoid the need to close Rosscarrock school and remove an important feature of the community.	
Thought: Generates immediate space to better accommodate children at Westgate	T154
Thought: Relieves future congestion at Westgate.	T176
Thought: Make Room	T185
By moving some of the students out of Westgate, it makes room for a more effective learning environment.	
Thought: available space in Rosscarrock school could be used	T199
Thought: Westgate would be less populated thereby freeing up the staff room, etc	T200

What are some of the **BENEFITS** you can identify if we were to make this change? Scenario 1 - Relocate grade 4-6 Spanish Bilingual to Rosscarrock School. Spanish K-3 at Westgate, 4-6 at Rosscarrock, 7-9 at Bishop Pinkham French K-4 at Westgate, 5-9 at Bishop Pinkham

(continued)

Good use of space	G8
Thought: good use of an existing school that has room to grow (Rosscarrock)	T201
Thought: It would free up space at Westgate and Pinkham which is what is needed. While space would be created I don't think that this scenario is ideal.	T205
Thought: Better use of the space at Rosscarrock School.	T208
Thought: Westgate won't be as congested	T211
Thought: Space It adds more space for students	T215
Thought: Rosscarrock gains needed enrollment Rosscarrock is operating at such low capacity and adding students to their enrollment is good	T217
Thought: it makes use of Rosscarrock's capacity	T218
Thought: reduced class size	T225
Thought: There is definitely space at Rosscarrock and it is close to Westgate good to have fewer grades at one school, for Spanish program	T237
Thought: makes better use of Rosscarrock	T238
Thought: Utilizes a school that currently has space to accommodate more students	T250
Thought: temporarily alleviate the space concerns caused by demand for language programs in area 4	T252
Thought: Reduce overpopulation. Obvious benefit. Students remain within SW community.	T254
Thought: This scenario temporarily solves the space problem at Westgate.	T258
Thought: To make more space available for the younger grades	T260

I prefer Scenario 1	G32
Thought: I prefer Scenario 1	T270



What are some of the BENEFITS you can identify if we were to make this change? Scenario 1 - Relocate grade 4-6 Spanish Bilingual to Rosscarrock School. Spanish K-3 at Westgate, 4-6 at Rosscarrock, 7-9 at Bishop Pinkham French K-4 at Westgate, 5-9 at Bishop Pinkham

Keeps the two programs together	G18
Thought: Keep both French and Spanish at Westgate	T58
Thought: The spanish students should be moved to Bishop Pinkham for grades 5-9	T61
Thought: The language programs should be kept together at designated schools	T63
Thought: The spanish students should not be moved to Rosscarrock simply because you have space to fill there. This is not in their best interest.	T67
Thought: We were told a couple of years ago that spanish would be moved to Bishop Pinkham, and now the CBE is renegeing on its plan.	T69
Thought: Bishop Pinkham should be designated as a language school. Move the english students elsewhere.	T70
Thought: I like the spanish and french programs to be together. I have a student at Bishop Pinkham that would very much like to remain there.	T97
Thought: maintaining a multilingual (span and french) community at BP in grade 7-9	T109
Thought: maintaining a multilingual (span and french) community k-3 at westgate	T111
Thought: It would accommodate all children.	T135
Thought: Maintains well-developed school culture "3 languages, one school" School culture is an integral part of the environment for students, teachers, administrators and families. Westgate offers a unique and powerful opportunity to provide a rich environment in three languages -- something very special that needs to be considered.	T175
Thought: cohorts of children get to stay together	T179
Thought: Bishop Pinkham will still be used. The students currently there will not have to move to A.E. Cross.	T192
Thought: Continuity with friends and Language track	T196
Thought: Keeping Spanish and French together for most of the grades With the exception of grades 4-6 the kids would be exposed to both languages.	T207
Thought: The two languages are still together for only a few years.	T210
Thought: Spanish French programs stay together	T212

What are some of the **BENEFITS** you can identify if we were to make this change? Scenario 1 - Relocate grade 4-6 Spanish Bilingual to Rosscarrock School. Spanish K-3 at Westgate, 4-6 at Rosscarrock, 7-9 at Bishop Pinkham French K-4 at Westgate, 5-9 at Bishop Pinkham

(continued)

Keeps the two programs together

G18

Thought: Keeps the tri-lingual culture at Westgate

T228

Thought: keeping 2 alternative programs together

T229

This provides a rich environment for students to be exposed to 2 romance languages that complement one another.

Thought: It is more appropriate to keep the language programs together.

T231

Space could be freed up by moving the discovery english students. The language students would have a common library and common learning themes. Their programs have already been together since kindergarten.

Thought: keeps the programs together for all but 3 years

T239

having the programs together gives diversity and teaches tolerance
also does not create the rivalry that exists between a language program and a regular program

Thought: Spanish students can still go to Bishop Pinkham

T246

Bishop Pinkham has years of experience facilitating language learning. Given that Spanish is a new language in our school board, experience and resources around language acquisition are essential to our learners.

Thought: The only benefit to me is that spanish will remain at BP a school that

T247

caters to language learners

Less change for French Immersion

G1

Thought: Little change to French program

T19

i like the progression of schools from Westgate to Bishop Pinkham

Thought: minimal moving between schools for students at predictable intervals

T29

Thought: The kids attend Westgate with the French students for early elementary

T32

Thought: I don't see a benefit - maybe Rosscarrock getting a much needed boost

T40

Just move the Spanish altogether and bring K-6 back to Westgate.

Thought: This seems to be better for the French students.

T45

Thought: this scenario is not disruptive to the french program

T83

it only shifts one grade of french students

What are some of the **BENEFITS** you can identify if we were to make this change? Scenario 1 - Relocate grade 4-6 Spanish Bilingual to Rosscarrock School. Spanish K-3 at Westgate, 4-6 at Rosscarrock, 7-9 at Bishop Pinkham French K-4 at Westgate, 5-9 at Bishop Pinkham

(continued)

Less change for French Immersion	G1
Thought: A benefit to french option is that students would only move once.	T103
Thought: It would be a low-impact change for French students	T112
Thought: to provide the best classroom and building facilities for each child instead of trying to keep everyone together we need to consider if the buildings can fit everyone and provide each child with the best resources. further is the use of existing buildings/schools that are under utilized	T127
Thought: Positive for French kids to attend 2 schools k-9, not 3 I think CBE had a good short term solution to a problem when the moved gr 6 to BP. But now the thinking seems stuck on keeping this outdated middle school model rather than consider k-6/7-9 solutions.	T183
Thought: This scenario is a benefit to the French program ONLY The inequality of implications to the French and Spanish program is alarming. I am surprised that an option that clearly discriminates against the Spanish programs is even presented as a possible scenario!	T188
Thought: Benefit to French program as it as the least amount of change.	T202
Thought: There would be minor changes to location of French Immersion students. This scenario is less disruptive to the french immersion students. While the Spanish program kids would be in 4 different schools between kindergarten and grade 12.	T204
Thought: Better for French students than Spanish. have	T214
Thought: The French program will be disrupted less than the Spanish program.	T223
Thought: french students not moved as often, only one group of spanish kids need to move	T224
Thought: pro: french stays at two schools	T248
Thought: French immersion kids will not have to change schools too much	T253

Less disruption/more continuity	G29
Thought: French K-4 at Westgate and 5-9 at Bishop Pinkham	T3



What are some of the BENEFITS you can identify if we were to make this change? Scenario 1 - Relocate grade 4-6 Spanish Bilingual to Rosscarrock School. Spanish K-3 at Westgate, 4-6 at Rosscarrock, 7-9 at Bishop Pinkham French K-4 at Westgate, 5-9 at Bishop Pinkham

(continued)

Less disruption/more continuity	G29
minimizes the school changes for all involved both Spanish and French Programs	
Thought: This would work for my fam. at least we would b able to prepare child.	T14
Thought: This would keep siblings together more at a young age, i.e. not seperating out kindergarten from other siblings in school and care when it matters most! When school is new.	T35
Thought: trying to keep siblings together is important	T37
Thought: Both my children will attend the same school. Simply put, I do not have to drive my children to 2 different schools that are in the opposite direction from where we live.	T48
Thought: groups of kids are being kept together In this scenario, each set of kids is with a larger group of kids taking their same program.	T161
Thought: Lower grades are least affected	T213
Thought: Minimal impact on the youngest students.	T222
Thought: less disruption to routine for younger students new to school	T227
Thought: Younger children stay together By keeping the younger children together it allows them to adapt and become comfortable in their environment.	T235

Location/Proximity	G14
Thought: I think its good , especially Rosscarrock school is close to westgate.	T4
Thought: Rosscarrock close to Westgate Rosscarrock is close to Westgate, so transportation would be less of a transition. If families have students in both the Spanish and French program it would be convenient to have the children's schools so close together.	T12
Thought: location length keeps the spanish bilingual kids at the westgate area longer, until grade 6.	T16
Thought: relocate 4-6 Spanish to Rosscarrock	T25

What are some of the BENEFITS you can identify if we were to make this change? Scenario 1 - Relocate grade 4-6 Spanish Bilingual to Rosscarrock School. Spanish K-3 at Westgate, 4-6 at Rosscarrock, 7-9 at Bishop Pinkham French K-4 at Westgate, 5-9 at Bishop Pinkham

(continued)

Location/Proximity

G14

Students may concentrate more on their own language. Why not relocate the whole spanish program instead of certain grades?

Thought: Rosscarrock School is not too far from Westgate and would be a good transition for the Spanish students.

T30

Thought: Locations are also similar

T34

Kids will be familiar with the area and busing and child care will likely be similar which would ease the transition.

Thought: this would be of benefit because of the location of the school

T50

Thought: Students would be in their neighborhood.

T79

It is important that students have the benefit of community when they must transition between schools so that friendships can be built, sustained and maintained between families.

Moving to a school that has a similar feeling of their old school has that neighborhood component.

Thought: Rosscarrock is close to Westgate.

T96

Thought: I like the idea of an additional program at Rosscarrock.

T114

I think those families who enroll their children in Spanish would bring added resources and energy to the Rosscarrock school. I wish there were a way to keep the French immersion kids at Westgate till grade 6. I like having the three languages in the school as well. Maybe if a new program with those families that were outside the current boundaries all started their children at Rosscarrock and a few other families had the choice to enroll there it would relieve enough of the space pressure at Westgate?

Thought: Using an under-utilized school that is geographically close by

T121

Thought: 2 moves for Spanish students not ideal. However, Rosscarrock is close

T124

Thought: Rosscarrock is still in the same community.

T126

Thought: all students are accommodated, space in all buildings OK

T128

-grade and language groups kept together so resources could be shared and not have to purchase additional resources which costs a lot of money

-close proximity to all schools allows for visiting other schools for cultural presentations, sharing etc

-close proximity of all schools makes transportation easier to arrange for parents.

-

Thought: Rosscarrock is close to Westgate

T130

What are some of the BENEFITS you can identify if we were to make this change? Scenario 1 - Relocate grade 4-6 Spanish Bilingual to Rosscarrock School. Spanish K-3 at Westgate, 4-6 at Rosscarrock, 7-9 at Bishop Pinkham French K-4 at Westgate, 5-9 at Bishop Pinkham

(continued)

Location/Proximity	G14
Thought: There are many french immersion schools in calgary already;	T144
The spanish students should be given priority re options as the alternatives are far more limited and too far away. The Bishop Pinkham alternative is brutal for anyone not living in that area re traffic issues on Glenmore and Crowchild. AE Cross is a MUCH better alternative.	
Thought: Rosscarrock is in reasonable proximity to Westgate	T145
If Gr 1 - 5 Spanish absolutely cannot be kept at Westgate, this option keeps school in same geographical area / general community.	
Thought: This is the preferred option as it appears to limit the distance.	T146
This can help utilize resources as required and should keep busing to a minimum. This will keep costs down as school administration, supply and busing can be better utilized.	
Thought: Rosscarrock is closer to my house	T155
I would rather send my younger children to schools that are closer to my house. K through 6 of the Spanish program are relatively close. 7-9 are further away, but my child will be old enough for alternate modes of transport.	
Thought: Students are still relatively close in area.	T164
Thought: A.E. Cross will not be used.	T193
Thought: Westgate and Rosscarrock are close geographically	T206
Proximity is good so that it's not a big change for families if they go from Westgate to Rosscarrock.	
Thought: Rosscarrock is in close proximity to Westgate	T219
Kids don't have to go much further because westgate and rosscarrock are close	
Thought: elementary schools close to each other, languages separate for 3 years	T240
Westgte Rosscrk in same community - easier for families to reorganize before/after school care and juggling with work and other "factors" that affect family unit. At least dual languages are reunited after 4 years i.e. under the same "roof" facilitating resources required: going to Pinkham which has "outgrown" the pains of introducing a second language; mutual respect by both parties (i.e. languages) no minority groups, friends reunited, multiculture nourished, possible chance that schools (Westgte Rosscrk) interact with each other during "separation" period from Gr. 3-Gr.6?	

Not Benefits	G3
Thought: no benefit.	T1



What are some of the BENEFITS you can identify if we were to make this change? Scenario 1 - Relocate grade 4-6 Spanish Bilingual to Rosscarrock School. Spanish K-3 at Westgate, 4-6 at Rosscarrock, 7-9 at Bishop Pinkham French K-4 at Westgate, 5-9 at Bishop Pinkham

(continued)

Not Benefits	G3
Thought: No benefits. Too much change and disruption for students	T7
Thought: Program can continue.	T8
Thought: I dont see too many benefits to this Option	T17
Thought: I see no benefit to scenario 1	T20
Thought: Not a valid solution!	T24
NONE AT ALL! This is a ridiculous solution with very short sighted time line in mind.	
Thought: French k-4 at West gate, 5-9 bishop Pinkham	T26
The maturity level of a grade 5 is not the same as a grade 9. We do not want our children to grow up too fast. What happens to programs like PE, library day, assemblies? Children at grade five are too little to be having a timetable the same as junior high students. I do not like middle schools, we are trying to make our children grow up too fast. Are the teachers at bishop Pinkham qualified for elementary, do they want to teach elementary? there is no benefit to this solution.	
Thought: Other than releasing space I don't see other benefits with this scenario.	T27
Thought: Kids will remain in a school with similar age ranges and same routine	T33
It is important the younger children continue to have recess and longer lunches to allow them to be independent and not feel rushed and stressed. Having similar age ranges also fosters a better sense of community within the school rather than the natural segregation that would happen if older kids were also present (grade 7-9)	
Thought: issue is the lack of schools for Cougar Ridge and Westsprings	T38
Thought: French and Spanish K-2 all in one location.	T39
Thought: doesn't that still leave a problem for a couple of years from now	T44
due to the number of kindergarten students in each language there will still be a problem in a couple of years from now.	
Thought: grade 5's are too young and immature to move with grade 9	T46
Thought: I do not see the benefit of this scenario for the Spanish program.	T51
Thought: None. Don't make children to relocate four times for school! Continuity of teachers, school, friends, routine are very important. I would move my child to another school before I would subject him to this. Think long term so the school doesn't have to revisit this again.	T52

What are some of the BENEFITS you can identify if we were to make this change? Scenario 1 - Relocate grade 4-6 Spanish Bilingual to Rosscarrock School. Spanish K-3 at Westgate, 4-6 at Rosscarrock, 7-9 at Bishop Pinkham French K-4 at Westgate, 5-9 at Bishop Pinkham

(continued)

Not Benefits	G3
Thought: I don't see much benefit to this scenario as it still leaves Westgate at maximum capacity.	T59
Thought: None of these options are well-suited for the spanish students.	T60
Thought: Move the Discovery jr high kids to AE Cross	T62
Thought: It is inappropriate to send spanish elementary students to AE Cross	T64
Thought: It is overly disruptive to have spanish students changing schools every 2 years or so.	T65
Thought: Your scenarios all favour the continuity for the french kids at the expense of the spanish students.	T66
Thought: Your redesignation maps make no sense. We live in Signal Hill and are much closer to Westgate than to other schools you would propose for the program.	T68
Thought: The CBE should be more adept at planning for the future.	T71
Thought: It is completely inappropriate to send the spanish students to AE cross, where there are no language programs.	T72
Thought: I am extremely disappointed that the CBE once again appears to be following its own agenda, rather than considering the best interests of the students.	T73
Thought: Less stress for kids as Westgate is getting so big and smaller kids sometimes are afraid of big kids	T75
Thought: Keeping younger graded siblings schools' close	T77
Thought: We do not have enough information. We need more information on why the schools presented as options are indeed the only options.	T87
Thought: We need to be understand school capacities and utilisation rates. Information on school sizes, seats available, absorption possibilities, schools slated for closure is essential to understanding the current options as well as considering other alternatives.	T88
Thought: .	T95
Thought: None. The school is still over capacity.	T105

What are some of the BENEFITS you can identify if we were to make this change? Scenario 1 - Relocate grade 4-6 Spanish Bilingual to Rosscarrock School. Spanish K-3 at Westgate, 4-6 at Rosscarrock, 7-9 at Bishop Pinkham French K-4 at Westgate, 5-9 at Bishop Pinkham

(continued)

Not Benefits

G3

Why are you using 725 as the capacity number? Currently we have 730 and we have had to take over the teacher's lunchroom, the computer lab, part of the library, and the literacy center. The capacity, based on 29 classrooms and 18 children in kindergarten, 22 in grade 1 and 2, and 24 in the remaining has a capacity of 660 students. Are you saying that you will now put 25 children in all grades?

Thought: Not mixing grade 5 and grade 9 spanish students

T108

Thought: I'm not so thrilled with the grade 5 students being in Bishop Pinkham.

T115

I understand that this is the way that many middle schools are going, but I would prefer that if it has to happen, kids in grades 5 and 6 have home rooms and a bit more stability throughout the academic year than switching teachers for different subjects.

Thought: No benefit in this scenario for Spanish students, 3 school changes?

T116

Thought: the older they r for junior high the more mentally prepared for success

T125

Thought: I don't see many benefits

T133

Other than reducing the population at Westgate, I don't see any other benefits, ideally, I would like to see my children have the consistency of being at only one school during the elementary years.

Thought: none

T136

Thought: I do not see any benefit in doing so. Would prefer one program from K to 6 in one building only.

T138

Thought: NO Benefits

T139

Thought: There are no benefits to Scenario One

T142

Thought: Students should not have to bounce around schools

T143

It adds too much stress and uncertainty in their lives. All efforts should be made to keep existing Gr 1 - 5 at Westgate for French AND Spanish.

Thought: keeping the kids in younger groups instead of a early introduction to teen

T147

Thought: A possibility but not the greatest solution

T149

It seems to be too much of moving around for both schools. It seems that the children will only be at a school for a few years and be moved around again. Is it constructive for the children this way?

Thought: We do not like this scenario

T150

What are some of the BENEFITS you can identify if we were to make this change? Scenario 1 - Relocate grade 4-6 Spanish Bilingual to Rosscarrock School. Spanish K-3 at Westgate, 4-6 at Rosscarrock, 7-9 at Bishop Pinkham French K-4 at Westgate, 5-9 at Bishop Pinkham

(continued)

Not Benefits

G3

The first scenario does not work well with our family as I will then have two children who are young in two different schools and childcare. My children will get bumped around to three different schools before High school??? Who would want this for their children. There has got to be a better situation for providing a better education for our children.

how is it that the spanish children get shafted and there is no change to the french students.

Thought: none. We would have siblings at separate schools.

T151

This would mean we would have to find two separate before and after school cares. finding one is near impossible. The Spanish Bilingual program would no longer be an option for our family.

Thought: None

T152

Thought: Average grade/age is the same within Westgate and Rosscarrock

T156

Thought: I don't see this as a benefit at all.

T159

Rosscarrock is not a suitable option. They already have a classroom in the basement of the school! I'm not sure where the numbers are coming from for their population, but it is already fuller than the numbers show. I don't want to see our grade 4-6 Spanish kids mixed with the percentage of challenged kids that are at Rosscarrock. This is not a great demographic.

Thought: I don't see a benefit with this scenario

T160

young to be taki

Thought: No real benefits, feels like a band-aid solution.

T162

Thought: No benefits to moving the Spanish Program to Rosscarrock, it is a year round school

T165

Thought: Not many. K-3 is in one school?

T168

Thought: Handles the demand, but seems like the worst solution overall.

T169

Thought: I don't want to move my child that often for learning Spanish

T171

Thought: Keep the older kids separately from younger

T174

Thought: I can not think of any benefifits.

T181

If enrollment is high for french why not move the french program and keep spanish at westgate. For example: Relocate grade 4-6 french to Rosscarrock. French K-3 at Westgate, 4-6 at Rosscarrock. Spanish k-4 at Westgate and 5-9 at Bishop Pinkham.

Thought: French K-4 at Westgate, 5-9 Bishop Pinkham

T187

What are some of the BENEFITS you can identify if we were to make this change? Scenario 1 - Relocate grade 4-6 Spanish Bilingual to Rosscarrock School. Spanish K-3 at Westgate, 4-6 at Rosscarrock, 7-9 at Bishop Pinkham French K-4 at Westgate, 5-9 at Bishop Pinkham

(continued)

Not Benefits	G3
Thought: There are no benefits from this scenario for the Spanish program This is not a positive option, and poses no benefits to the Spanish students.	T189
Thought: i don't see any benefit to this scenario.	T190
Thought: Discriminates against the Spanish program	T191
Thought: think there is limited benefits, band aid solution. westgate will be full again in 2-3 years. also dont like that the spanish kids have 3 different schools	T194
Thought: I do not support Scenario 1	T195
Thought: None	T197
Thought: none	T198
Thought: I don't see any benefit to this proposal. I think this idea is very disruptive to the child's learning. I think the program (whether Fr. or Esp.) should be completed in one school.	T209
Thought: none there are no benefits to Westgate as the graph indicates that the school will either remain at capacity or exceed it again in a year.	T216
Thought: NO Benefit to the spanish program In this scenario my children will attend 2 different schools in 3 years. I have issue with the program structure at Rosscarrock (modified school schedule). How can you have two seperate programs in one school. YOu would require two principals and such.	T226
Thought: None.	T230
Thought: AE Cross is a junior high school with no relationship to the spanish program.	T232
Thought: I see no benefit in any of these scenarios.	T233
Thought: Short term solution This scenario will provide only a short-term solution and only if the expansion of the language programs happens at a consistent rate. By the CBE's own admission, the growth was unexpected for 2012 and there are no indicators that this was a spike rather than a trend.	T234
Thought: no benefits	T241

What are some of the **BENEFITS** you can identify if we were to make this change? Scenario 1 - Relocate grade 4-6 Spanish Bilingual to Rosscarrock School. Spanish K-3 at Westgate, 4-6 at Rosscarrock, 7-9 at Bishop Pinkham French K-4 at Westgate, 5-9 at Bishop Pinkham

(continued)

Not Benefits	G3
Thought: no benefits	T242
Thought: no benefits	T243
Thought: None	T244
Thought: I don't think this would be a benefit to any of the students.	T245
Thought: I can't see any benefits to this scenario.	T251
Thought: no benefit	T255
Thought: I don't like any of the scenarios, but I understand they are needed. This one is good for me as my kids are in French immersion, and change is not as big. Only they will have to move to Bishop Pinkham after Grade 4 instead of five.	T259
Thought: I see no benefits to kids not being able to belong to a place. Children being able to belong and look forward to becoming a member of the 'older grades'. The mentor system currently in place at westgate is invaluable.	T262
Thought: None	T263
Thought: That they will not be in a junior high atmosphere to soon.	T265
Thought: There is no benefit, kids are "hoping" from school to school, in my opinion this is a bad choice	T266
Thought: This is NOT a good scenario. It is NOT a good idea and would be stressful for the Spanish Bilingual kids to have to relocate 3 times between K and grade 9.	T267

Quality Education/Resources	G23
Thought: seems to provide instructional space for everyone	T28
Thought: More quality in teaching	T76
Thought: Safety and space to support learning.	T80

What are some of the BENEFITS you can identify if we were to make this change? Scenario 1 - Relocate grade 4-6 Spanish Bilingual to Rosscarrock School. Spanish K-3 at Westgate, 4-6 at Rosscarrock, 7-9 at Bishop Pinkham French K-4 at Westgate, 5-9 at Bishop Pinkham

(continued)

Quality Education/Resources

G23

Currently the situation of having kindergarteners in classes of 50 - 2 teachers in gym class is unsafe and does not support healthy play and building community between children. This is occurring because there is a lack of space. Creative use of that spaces doesn't prevent the childhood trauma that occurs from experiences of chaos that is under supported. We need to consider developmental milestones with care and responsive action that attends to the transition for the youngest students, who will then need to develop those skills as they age. Safety and pedagogy that attends to unique children in their unique learning experiences and quality learning environments must be the bottom line.

Thought: Solves the space problem at Westgate at least temporarily.

T85

Thought: Some spanish does stay at westgate school

T119

Thought: it would keep the young kids in smaller more elementary schools

T129

Thought: Students are at a school at least 3 years which is important

T131

Thought: Alleviates space at Westgate.

T170

Keeps Fr. Imm. from moving too many times

Thought: Quick easy implementation

T221

Separate Spanish location

G12

Thought: I want my child to have some consistency in his early years. he is only in Grade 2 now, this pending change wouldn't impact him until end of grade 3

T21

Thought: Opportunity for families in the spanish bilingual program to have access

T22

to both spanish and english programs in the middle elementary years. For example, your first child does well in spanish program and continues on throughout the elementary junior high years.

However, if your second child one or two grades behind was struggling with a language program (which should be identified by grade 4), the second child could switch to english program and the two children could stay at the same school for a longer period of time.

Thought: having one school location for as long as possible is best for children

T36

Thought: Try separating the programs

T42

Thought: Combine english programs in the area to free up a school

T43

Combine english programs in Rosscarrock. Move Spanish to Wildwood. French at Westgate.

What are some of the **BENEFITS** you can identify if we were to make this change? Scenario 1 - Relocate grade 4-6 Spanish Bilingual to Rosscarrock School. Spanish K-3 at Westgate, 4-6 at Rosscarrock, 7-9 at Bishop Pinkham French K-4 at Westgate, 5-9 at Bishop Pinkham

(continued)

Separate Spanish location	G12
Thought: More kids can attend the program and teacher can focus on teaching small groups	T74
Thought: Kindergarten students would not have to change schools for Grade 1	T92
Thought: It might enhance community if Spanish is moved to Rosscarrock Students might have a better sense of community if they're among students who are only learning Spanish.	T101
Thought: different programs.	T107
Thought: 3 full grades of spanish students together at rosscarrock	T110
Thought: Find a different school that is close to Westgate (i.e., Glenbrook) Dedicate an under-utilized school as a Spanish only school (K-5) since clearly the demand for the program is growing with each year. Then the area designated students can opt into joining an English-only school also in a reasonably close geographical area (i.e., Glendale/Glamorgan)	T122
Thought: Move to a new school Relocate the french or the spanish program to the Calgary arts school located in Glendale. The school is slated to move to stampede grounds in Sept.	T137
Thought: Have one school entirely for Spanish and one for French.	T163
Thought: If Spanish Program is to be moved what about Glenbrook School, combine Glenbrook and Roscarrock existing programs(2 half full english schools)	T166
Thought: Dedicate a school for Spanish Glenbrook, have Westgate only French	T167
Thought: It would build a close knit Spanish program community	T177
Thought: It would increase the family commitment to the Spanish program vs. choosing the Spanish program for just the elementary years.	T178

Spanish Grade 7-9 remain in junior high is a benefit.	G31
Thought: I'm ok with this option.	T2

What are some of the BENEFITS you can identify if we were to make this change? Scenario 1 - Relocate grade 4-6 Spanish Bilingual to Rosscarrock School. Spanish K-3 at Westgate, 4-6 at Rosscarrock, 7-9 at Bishop Pinkham French K-4 at Westgate, 5-9 at Bishop Pinkham

(continued)

Spanish Grade 7-9 remain in junior high is a benefit.

G31

I would prefer that my child (in french) was at the same school till Grade 5, but would likely keep her there if this option was pursued. I expect parents of children in Spanish would find it tough to relocate their kids twice, although many parents may wish to pull their child into the english-speaking program in Gr 7 anyway.

Thought: An extra year of elementary school for Grade 6 Spanish students

T11

Grade 6 students could remain in an elementary school for an additional year.

Thought: This grade split keeps younger elementary years together for spanish bilingual program.

T23

Thought: Having Spanish grades 4-6 would be better than having Grade 6 separat. As ell Ross Carrock is in close proximity to Westgate.

T84

Thought: Spanish students would not need to start middle school until Grade 7.

T93

Thought: I like this scenario the most

T98

Young kids won't need to go to junior high school at grade 5.

Thought: the children stay at an elementary school until they are junior high age.

T120

Thought: Spanish students will be the seniors for one more year

T153

Thought: students will remain in an elementary school learning environment

T182

-Students in the Spanish program, which is a newer program for SW Calgary, will remain within the current resources available to Westgate, (teachers, library, philosophy on language education)

-Bilingual students will not be moved into a Jr High environment for Grade 5

Thought: Spanish Grade 7-9 remain in junior high is a benefit.

T220

Thought: Spanish kids attend Junior High when they are age appropriate

T236

Not having Spanish children attend Junior High prior to grade 7 allows them to mature and develop their self-confidence enough to deal with a new environment.

Thought: It will keep grade 6 students out of junior high in the Spanish program.

T257

Thought: Keeping grade 6 Spanish at an elementary level

T261

Q2: What are some of the CHALLENGES you can identify if we were to make this change? Scenario 1 - Relocate grade 4-6 Spanish Bilingual to Rosscarrock School. Spanish K-3 at Westgate, 4-6 at Rosscarrock, 7-9 at Bishop Pinkham French K-4 at Westgate, 5-9 at Bishop Pinkham

Started: 2 Dec 2012 **Ended:** 4 Jan 2013

Background information

No background information

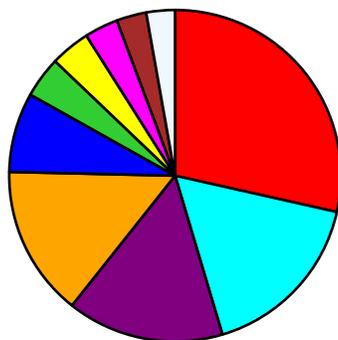
Participation summary

Demographic	Participant Count	Thoughts	Choose
other	2	1 thought	0 votes
Spanish Bilingual	144	200 thoughts	454 votes
French Immersion	108	115 thoughts	334 votes
Participated		21 % (186)	21 % (187)
Opted out		0 % (4)	0 % (5)
No participation		77 % (672)	77 % (670)

Q2: What are some of the CHALLENGES you can identify if we were to make this change? Scenario 1 - Relocate grade 4-6 Spanish Bilingual to Rosscarrock School. Spanish K-3 at Westgate, 4-6 at Rosscarrock, 7-9 at Bishop Pinkham French K-4 at Westgate, 5-9 at Bishop Pinkham

Choose Summary

	overall rating	participant count	average rating
3 school changes for Spanish students	235	116	2.03
Short term solution	139	83	1.67
Adding Grade 5 to junior high	126	62	2.03
Rosscarrock is on a modified calendar.	121	71	1.70
Programs would be separated	64	36	1.78
Quality education/Resources	33	22	1.50
Rosscarrock School	32	25	1.28
Grade configuration of both programs should be the same.	27	21	1.29
Child Care	24	17	1.41
Bussing/Transportation	23	17	1.35
Not Challenges	23	7	3.29



■	3 school changes for Spanish students	235
■	Short term solution	139
■	Adding Grade 5 to junior high	126
■	Rosscarrock is on a modified calendar.	121
■	Programs would be separated	64
■	Quality education/Resources	33
■	Rosscarrock School	32
■	Grade configuration of both programs sh...	27
■	Child Care	24
■	Bussing/Transportation	23

What are some of the CHALLENGES you can identify if we were to make this change?
Scenario 1 - Relocate grade 4-6 Spanish Bilingual to Rosscarrock School. Spanish K-3 at Westgate, 4-6 at Rosscarrock, 7-9 at Bishop Pinkham French K-4 at Westgate, 5-9 at Bishop Pinkham

3 school changes for Spanish students

G1

Thought: moves children through too many schools

T1

Thought: The challenges to Scenario 1 is too many school changes for the Spanish students

T4

Thought: Too much change for the kids in the Spanish program.

T7

Thought: Does not make sense to have french and spanish together, apart, together.

T9

Kids would get to know each other in early elementary, spanish would be "sent away" for a few years, then brought back into the program.

Thought: Two school changes for a current grade 3 student, which would cause the need to assimilate twice in a short period of time.

T10

Thought: Creates social disruption for children with 3 total school changes to complete the program.

T11

Thought: I would prefer that my children do not have to attend 3 different schools

T13

before starting High School. Probable, that my youngest child will be at one school, and my elder two children will be at another - not ideal, but workable.

Thought: Transition for Spanish students

T14

Students in the Spanish program may be objectionable to changing schools.

Thought: Families would have more children attending more schools.

T15

When children in the same family attend multiple schools, transportation, recreational activities, and dealing with parent conferences becomes more taxing on families. It is stressful to juggle multiple responsibilities in multiple schools.

Parents may also have to split their involvement in volunteering, participating in parent council, etc. between the schools. Volunteers are almost always in short supply- this could exacerbate this problem further. If finding parent volunteers becomes more problematic, schools may have to re-think the activities and services they offer.

Thought: I think it will lead to a disconnect between the students in the 2 programs

T19

Thought: Too much movement for the children. Provides no stability whatsoever.

T20

What are some of the CHALLENGES you can identify if we were to make this change?
Scenario 1 - Relocate grade 4-6 Spanish Bilingual to Rosscarrock School. Spanish K-3 at Westgate, 4-6 at Rosscarrock, 7-9 at Bishop Pinkham French K-4 at Westgate, 5-9 at Bishop Pinkham

(continued)

3 school changes for Spanish students	G1
Thought: Another change for my son, longer bus ride for him and I see more impact to the spanish program then the French program. why?	T23
Thought: Not a lot of consistency for the kids. Specially spanish immersion kids will have to do a lot of school jumping	T28
Thought: Spanish students must move schools twice	T29
Thought: Movement in Spanish program between schools might increase attrition	T30
Thought: I think it is too much changing schools after not many years in one. It could be a challenge for the students to have to adapt to all three different schools in a short amount of years.	T31
Thought: Spanish students have to move to too many different schools.	T33
Thought: Students will have to change schools too often School changes, even if students in the program remain the same, are stressful for children. This scenario has kids switching schools and locations at least 4 times before graduation. This feels too often for me, especially when child care changes would also have to accompany school changes.	T34
Thought: A parent would have to be not only adjusting changes for one child 4 times during their education but also juggling their sibblings locations during that time. One of the greatest things I remember from my school years was having my sisters in the same school as me. In this scenario, my boys would rarely be in the same school together and I would be juggling different before and afterschool care, different days off potentially, different parent teacher interview days or times, etc. etc. I do not like this scenario at all.	T36
Thought: 3 schools before grade 10 seems extream	T38
Thought: Spanish gets moved three times, French only twice.	T39
Thought: Spanish is not joining Pinkham until Grade 7 whereas French join in Gr 5 Culture of school is built at Westgate but then Spanish get pulled out with French able to continue. Spanish then have to build into another culture at Grade 4 and then again at Grade 7 when French has already been at Pinkham. Discriminatory to the Spanish kids	T40
Thought: Are you trying to complicate life for parents? Make this a clean split.	T41

What are some of the CHALLENGES you can identify if we were to make this change?
Scenario 1 - Relocate grade 4-6 Spanish Bilingual to Rosscarrock School. Spanish K-3 at Westgate, 4-6 at Rosscarrock, 7-9 at Bishop Pinkham French K-4 at Westgate, 5-9 at Bishop Pinkham

(continued)

3 school changes for Spanish students

G1

I am not impressed at all that you are catering to this new Spanish program and inciting anger with the long standing success of the French Program. I don't appreciate you suggesting that my Grade 5 child has to move to a Junior High and you accomodate Grade 6 Spanish kids by allowing them the benefit of one more year in an elementary school.

Thought: too many disruptions moving to new school every 2-3 yrs before even in HS

T43

Thought: kids who form friendships with kids in the other program will miss them.

T46

Thought: Students move schools 3 x

T47

Thought: Opportunity to make friends in different programs is reduced

T48

Thought: there would be a lot of moving from school to school at such a young age

T51

Thought: I think it is unreasonable for the Spanish Program to have to attend 2

T52

separate elementary programs. The scenarios seems to favour the French Program regarding school relocation and number of years attending each school

Thought: Children need continuity and consistency. Changing schools this often is a disruption to their learning.

T53

Thought: Parents with more than one child would have their children at 2 or 3 different locations.

T58

Thought: Moving kids from one school to another can impact performance

T60

Thought: split spanish program means more adjustments for students

T64

Thought: That's a lot of school changes for the Spanish kids.

T67

Thought: Spanish students have to change schools twice

T69

Thought: the biggest challenge is for the spanish kids as they would be moving to an additional school

T70

Thought: Spanish program students will change school 3 times in Primary Education.

T76

Thought: Serious difficulties for families with two or three kids.

T77

Thought: It is very beneficial to see and share the whole process in a second

T79

language adquisition. Being in different locations will not allow to experience the whole process.

What are some of the CHALLENGES you can identify if we were to make this change?
Scenario 1 - Relocate grade 4-6 Spanish Bilingual to Rosscarrock School. Spanish K-3 at Westgate, 4-6 at Rosscarrock, 7-9 at Bishop Pinkham French K-4 at Westgate, 5-9 at Bishop Pinkham

(continued)

3 school changes for Spanish students

G1

Thought: The additional transfer for spanish children in gr 4 to a new school.

T80

Thought: A sense of isolation for the 4-6 Spanish students

T85

Taking them away from the Westgate school community might be difficult for some of the students.

Thought: Administrative challenges in maintaining a cohesive program

T86

What about music - would a teacher travel between Westgate and Rosscarrock? Ditto for gym.

Would there be a principal to oversee the school?

Thought: Too many transitions, at least 4 different schools for Spanish 4-6.

T87

For kids who have trouble with transitions, having to navigate at least 4 different schools might be an avoidable and unnecessary challenge.

Thought: Spanish challenges

T88

I can see a challenge in the spanish scenario where students would need to change school environment 3 times.

Thought: Children in Spanish move 3 schools in 6 years.

T91

Part of building a strong school community involves the amount of years a child spends there. Having students in elementary for 3 years stunts this. Parents don't fundraise for long term projects. This is a big issue at Westgate where plans have recently stepped up to furnish the school with an additional 15 smartboards for a total investment of 100,000.

Thought: I think this has to much moving for the kids in Spanish.

T92

Thought: Lots of changes for Spanish children

T94

Thought: Seems a lot of different schools for Spanish kids and their families.

T98

Thought: 3 school changes for Spanish students!

T99

Thought: Families will not want to split younger children between schools

T107

Families are hard-pressed to accommodate differnt schools for childcare, commuting and busing schedules. Stick to one venue for primary and then middle school.

Thought: The effort to move Spanish class from westgate to rosscarrock

T108

Thought: Kids adjusting to new school sooner than expected kids in different locati

T109

Thought: jumping around from school to school adds stress on children

T112

What are some of the CHALLENGES you can identify if we were to make this change?
Scenario 1 - Relocate grade 4-6 Spanish Bilingual to Rosscarrock School. Spanish K-3 at Westgate, 4-6 at Rosscarrock, 7-9 at Bishop Pinkham French K-4 at Westgate, 5-9 at Bishop Pinkham

(continued)

3 school changes for Spanish students

G1

this scenario should projects that potentially down the road there would be insufficient room again. also moving children potentially 4 times from K-grade 12 is stressful and would impact the students ability to learn.

Thought: A lot of changing schools. Hard for parents with more than one child

T114

Thought: Spanish students move 3 times

T115

Thought: Spanish resources and support spread 3 ways

T116

Thought: Less peer leadership and modeling for spanish students

T117

Thought: That is a lot of moves for the Spanish kids

T119

Can they not do K to 6 at Rosscarrock? Perhaps move the English program from Rosscarrock to Westgate, and make Rosscarrock a Spanish school.

Thought: Logistically difficult for families with more than one child.

T123

Thought: Spanish Students Move 3 Times

T125

It is difficult for a student to move schools. In this scenario the student would move 3 times before Grade 9.

Thought: too much movement and inconsistency for children in the spanish program

T129

Although, as a parent of children in the french immersion program, this scenario is not ideal for the spanish students and unfair to move them around so much. Would lose a little of the sense of community with the programs, I think.

Thought: I have three children. They would be spread across three schools

T131

Thought: My 3 kids would be spread across 3 bus routes

T132

Thought: children of the same grade (but different programs) are mixed

T137

Thought: Spanish program split over many sites

T138

Thought: There is too much moving around.

T140

The children shouldn't have to keep moving schools as much. There should be a lot more consolidation of the grades at one school for each language.

Thought: spanish children being passed around from school to school

T144

Thought: Too many different schools for Spanish program

T146

What are some of the CHALLENGES you can identify if we were to make this change?
Scenario 1 - Relocate grade 4-6 Spanish Bilingual to Rosscarrock School. Spanish K-3 at Westgate, 4-6 at Rosscarrock, 7-9 at Bishop Pinkham French K-4 at Westgate, 5-9 at Bishop Pinkham

(continued)

3 school changes for Spanish students	G1
Thought: Too much movement for Spanish program Will cause added transportation complexity as siblings will not attend the same school.	T155
Thought: Too much movement for Spanish program Will diminish long term funding initiatives by parent	T156
Thought: Spanish is being hugely challenged in the cohesion. Spanish seems to be the minority being poked at to separate and move. That's shameful.	T157
Thought: My kids would be in different schools.	T164
Thought: No continuity for Spanish program	T168
Thought: Spanish program growing each and every year	T169
Thought: Children forced to go to two different elementary schools. Children benefit from structure and routine and so the transition of moving to a new elementary school in grade 4 would be quite disruptive.	T173
Thought: too many moves for Spanish program young children	T175
Thought: Alot of changes for Spanish kids-move around alot	T177
Thought: Disrupts continuity of learning environment. Does not allow much time for a child to get used to a new learning environment before he/she has to move, this might affect learning ability.	T180
Thought: Spanish students would be in FOUR schools over their CBE career. As per the CBE's own planning principles, "minimum disruption for students" is key. Asking students to change schools every 3-4 years seems disruptive.	T185
Thought: Many schools also puts added pressure on parents By adding yet another school change for the Spanish bilingual students, consider the impact on parents (and the trickle-down on teachers, students, admin etc.) 1. Another parent council to staff and organize 2. More fundraising requirements 3. Higher likelihood of siblings never being in the same school or being together only briefly 4. Spreading thin with volunteering 5. Minutaie: shuttling, coordinating days off etc.	T189

What are some of the CHALLENGES you can identify if we were to make this change?
Scenario 1 - Relocate grade 4-6 Spanish Bilingual to Rosscarrock School. Spanish K-3 at Westgate, 4-6 at Rosscarrock, 7-9 at Bishop Pinkham French K-4 at Westgate, 5-9 at Bishop Pinkham

(continued)

3 school changes for Spanish students

G1

Thought: Children in Spanish program have to make three changes in school location.

T192

Thought: Spanish gets moved too much.

T194

It is not fair to the Spanish children that they get moved to another elementary school. It disrupts their school, consistency, it will increase their stress and it separates them from some friends they may have made with the French students. Why not move the French students?

Thought: Disruptive for Spanish students

T195

The additional moves creates disruption for the Spanish students. They would have to learn another school, their philosophies, teachers, locations etc.

Thought: Siblings

T197

Separates siblings. The confidence my younger child felt upon entering a f/t school environment having her brother there was immense and very important to her adjustment. This scenario separates siblings and does not allow for that development to take place as efficiently.

Thought: negative for Spanish students to attend 3 schools k-9

T199

I think CBE had (past tense) a good short term solution to a problem when the moved gr 6 to BP. But now the thinking seems stuck on keeping this outdated middle school model rather than consider k-6/7-9 solutions.

Thought: Several moves

T201

This scenario involves moving students into a new school every 3 years making it difficult for students to feel settled.

Thought: The Spanish program is divided into schools with different calendars

T204

Families with students in different schools (all 3 schools for some families) would have students with 2 different holiday calendars. Students from one program (Spanish) should have the opportunity to follow from k-9 with the same school calendar. it is unrealistic to divide the schools and then give them different calendars

Thought: There is no continuity or the community among the Spanish students

T205

There would be no opportunity to develop a Spanish community among the students when they are so divided. It seems very one sided to divide the Spanish program so drastically while having very little impact on the French program

Thought: Too many school changes for the students, splits up young families

T206

What are some of the CHALLENGES you can identify if we were to make this change?
Scenario 1 - Relocate grade 4-6 Spanish Bilingual to Rosscarrock School. Spanish K-3 at Westgate, 4-6 at Rosscarrock, 7-9 at Bishop Pinkham French K-4 at Westgate, 5-9 at Bishop Pinkham

(continued)

3 school changes for Spanish students

G1

Parents like myself would have students at 3 different schools at the same time, with different holiday calendars. I would have students in grade 3, 5 at 3 different schools.

Thought: siblings are separated from one another potentially

T210

Thought: too many different things happening, different locations, grades, etc.

T211

Thought: Children move too often

T212

With this scenario, the children will be uprooted quite often to change schools.

Thought: Siblings will be split apart much sooner

T215

With this scenario, siblings will be separated much sooner. This is a very important issue for my family - I would prefer to have both children in the same school for as long as possible. If this comes to pass, my son will only be at school for one year before my daughter moves on. I would like them to have the opportunity of being together.

Thought: Discriminates against the Spanish population at Westgate

T216

This option has little impact on the French students at Westgate while significantly dividing the Spanish program, both by grade and by calendar. This SHOULD NOT be considered an option. I am 100% against combining the 4-6 students with Rosscarrock school.

Thought: Relocating the children every two years is disruptive

T222

Thought: Too much moving around for kids at that age

T223

Thought: Could have kids in K-3, and another in Diff school 4-6

T224

This is a logistical nightmare for a parent

Thought: Organization difficulties for parents that have children in dif. schools

T225

Thought: 2 children in same family now entering different schools

T227

Thought: The spanish kids go to 3 schools before they hit high school.

T233

Thought: Many moves for Spanish kids.

T235

Thought: Multiple kids at different schools

T238

Families with multiple kids could have there children continually at different schools. This makes it very difficult to be involved and for drop offs and pick ups and school events

Thought: We have 3 children, this could/would put our kids in 3 different schools

T240

What are some of the **CHALLENGES** you can identify if we were to make this change?
Scenario 1 - Relocate grade 4-6 Spanish Bilingual to Rosscarrock School. Spanish K-3 at Westgate, 4-6 at Rosscarrock, 7-9 at Bishop Pinkham French K-4 at Westgate, 5-9 at Bishop Pinkham

(continued)

3 school changes for Spanish students

G1

at once, therefore different start times, PD days, end times and different buses and routes.

Thought: Too much adjusting for children

T241

Thought: Too many school changes for the Spanish.

T242

Thought: Kids do not have one home school. Kids are bounced around. No continuity in friends or principals.

T247

Thought: Splitting of siblings.

T249

Thought: Too many transitions for Spanish students.

T252

Thought: Separation of siblings

T254

It will separate siblings only 2 years apart into multiple schools, increasing burdens on parents

Thought: The Spanish students will have to move twice before high school.

T260

Thought: It splits up the Spanish program significantly

T262

Thought: too many school changes in short period of time

T267

not at all desirable for young children. too much change is not healthy for their development.

Thought: difficult for sibling in separate grades to remain together

T268

challenge for transportation if siblings are in different schools all the time, and does not allow bonds to be made between siblings at school. Would force us to make different programming options altogether, likely resulting in no spanish education for the girls.

Thought: siblings often at different schools throughout elementary

T269

Thought: spanish students must attend 3 schools in 10 years as opposed to 2

T271

Thought: Too complicated.

T272

Likely will be difficult for families with multiple children to manage. Complicated childcare and bussing scenarios.

Thought: Does not foster a school community,

T273

Spanish bilingual children have to attend three schools during their K - 9 years.

Thought: too many school changes for kids in Spanish is disruptive

T277

What are some of the CHALLENGES you can identify if we were to make this change?
Scenario 1 - Relocate grade 4-6 Spanish Bilingual to Rosscarrock School. Spanish K-3 at Westgate, 4-6 at Rosscarrock, 7-9 at Bishop Pinkham French K-4 at Westgate, 5-9 at Bishop Pinkham

(continued)

3 school changes for Spanish students

G1

Thought: too many school changes for Spanish kids splits up families

T278

Thought: 2 venue changes for Spanish

T283

Children need consistency in order to thrive. By having the Spanish kids in an extra venue it causes uncertainty and additional stress during their more important, formative years.

Thought: it is a lot of moving around for the Spanish students

T288

Thought: disruptive for kids; families; teachers. Separating dual languages

T289

Too much movement for kids: no sense of ownership/belonging or growing up in one school. Difficult for families to organize plan "long term" for before/after school care, work, and other factors affecting the family unit. Separating dual languages, hence, no multicultural learning, friendships separated, strain on resources? (i.e. teachers)

Thought: the Spanish program is too fractured

T290

Thought: Frequent moves = less enrollment

T292

Unless it is the CBE's intent to decrease the Spanish enrollment, constant juggling of Spanish students from one school to the next (in a short time frame), will result in a lot of parents getting tired of the disruptions (and the inability to plan for the long term) and decide to pull their child out of the program. (This will ALSO result in less chances of long term friendships being developed).

Thought: Very challenging for families in Spanish program.

T294

Many families could have children at 3 different schools, which is very challenging.

Thought: the challenges are that each group would be fractionalized and I feel that

T295

they would suffer from not identifying with their groups which is a strength at WG

Thought: Why Spanish needs to move to Rosscarrock and not French?

T299

Thought: children in spanish need to go to 3 different schools

T300

Thought: Excessive movement between schools for Spanish Bilingual

T302

It would mean those students in Spanish Bilingual would attend a total of three different schools before then even reach high school.

Thought: There will be a lot of upheaval and too much moving around for young children.

T304

Thought: Disruptive.

T305

What are some of the **CHALLENGES** you can identify if we were to make this change?
Scenario 1 - Relocate grade 4-6 Spanish Bilingual to Rosscarrock School. Spanish K-3 at Westgate, 4-6 at Rosscarrock, 7-9 at Bishop Pinkham French K-4 at Westgate, 5-9 at Bishop Pinkham

(continued)

3 school changes for Spanish students

G1

Students are moved to a different location after establishing an elementary community at Westgate school.

Thought: too sporadic for spanish students

T310

Thought: Too much change for the spanish bilingual program.

T314

I think it is too disruptive for the spanish program to change schools every 3 years. It is also difficult for families with more than one child.

Thought: I think it will be hard for kids in the Spanish program to change 3 schools. The program might not be as popular any more..

T315

Thought: Too many transitions in the lower grades.

T316

The kids would just get used the the school and have to move to a different location. They don't get a sense of security for the school

Thought: very disruptive to Spanish students

T317

Thought: siblings quite split up at an early age when family is more important than friends to children

T319

Thought: ONLY the spanish students are moved around - will never fully integrate into a school. Will be labeled the "altenative" program. Long term planning for Sp. will be less of a priority than the French (K to 4) or (5-9) just based on number of years at the schools.

T320

Thought: Spanish bilingual is broken between 3 schools

T324

Adding Grade 5 to junior high

G4

Thought: Too much upheaval for Spanish program students. Gr 5 is young for Jr high

T6

Thought: Bishop Pinkham is still primarily a junior high, not suited for grade 5's.

T8

Expectations of independence too high for grade 5's. Not enough supervision. No recess or playground.

Thought: Gr. 6 is too young for students to attend Jr. High. Gr. 5 is WAY too young

T16

What are some of the CHALLENGES you can identify if we were to make this change?
Scenario 1 - Relocate grade 4-6 Spanish Bilingual to Rosscarrock School. Spanish K-3 at Westgate, 4-6 at Rosscarrock, 7-9 at Bishop Pinkham French K-4 at Westgate, 5-9 at Bishop Pinkham

(continued)

Adding Grade 5 to junior high

G4

Considering the differences in how children in grades 5 and 6 socialize and learn versus how children in grades 7 through 9 do the same, children in grades 5 and 6 are not a good fit for a junior high school. I think that it would be a shame for the French grade 5 to join their grade 6 peers at Bishop Pinkham. It's too bad that the grade 6s are there already.

Thought: Attending a junior high school in grade 5

T21

This seems young to be exposed to older children. the 5-9 spread is a large gap.

Thought: I do not believe that grade 5 students should be mixed in with grade 7-9.

T22

10 year old children should not be exposed to the attitudes and behaviors of junior high aged children on a daily prolonged basis.

Thought: French 5-9 at Bishop pinkham

T27

Grade fives should not be required to have the same time table as a grade nine. The maturity level is no the same for so many grades together. programs will suffer like PE, Art, library day, assemblies, choir, skiing. Most teachers do not want to teach both elementary and junior high they are not qualified for both ages. Already having the grade six there is too much of an age difference.

Thought: grade 5's are too immature and young to be mixed with grade 9

T45

Thought: grade 5 students at a junior high

T63

the french students would be the only ones in grades 5 and 6 at bishop pinkham. this seems very young to be at junior high. this could be a major social challenge.

Thought: Social integration problems for young kids at Bishop Pinkham

T68

Moving grade 5 French kids to what amounts to a junior high school could present difficult school management problems, and create poor overall school experiences for some of those quite young kids.

Thought: French students must start middle school in Grade 5.

T71

My daughter is in Grade 4 and is already worrying about going to middle school in Grade 6. Grade 5 would be really scary for her.

Thought: You are taking away the Grade fives year of being the 'oldest' in the

T73

school. Something that they look forward to, and shift them into being the little person again in a junior high setting.

Thought: Lowers the age that kids go to Pinkham

T83

Thought: It's better for kids of early years to stay in one school: K - Gr. 7. What

T89

What are some of the CHALLENGES you can identify if we were to make this change?
Scenario 1 - Relocate grade 4-6 Spanish Bilingual to Rosscarrock School. Spanish K-3 at Westgate, 4-6 at Rosscarrock, 7-9 at Bishop Pinkham French K-4 at Westgate, 5-9 at Bishop Pinkham

(continued)

Adding Grade 5 to junior high

G4

about resources: library, learning materials,... So, it's better to transfer one whole program to the new location, not to divide classes.

Thought: Grade 5 is too young to move to junior high.

T90

Thought: mixing grade 5 and 9 french students at BP

T95

Thought: children are not placed in an age appropriate environment.

T111

grade 5 students should not be placed in a school that has a greater mix of grade 7-9 students. the maturity level is not the same, and the added stress of switching schools coupled with teenagers is not a positive learning or social environment.

Thought: Grade 5 students are too young to be in Junior high

T120

I'm really uncomfortable with the idea of having grade 6 and grade 9 together and adding grade 5 makes it that much worse in my opinion. There is a very big gap in between a 10 year old and a 14 year old and I really think that having grade 5 (and even grade 6 as it currently is) mixed with junior high exposes the younger kids to things they don't really need to be exposed to at such young age. I believe in keeping children innocent for as long as possible and having 10 \-year-olds together with 14 or 15-year-olds wouldn't help.

Thought: F/E: Early departure from Elementary School

T128

Thought: Grade 5 French moved to Bishop Pinkham

T139

These would be the only Grade 5 students in this school.

I do not support locating Grade 5 students in the same school as Grades 8 and 9, due to concerns about increased bullying and inappropriate exposure of Grade 5 students to students in older grades.

Thought: Grade 5 may be too young for Bishop Pinkham

T147

Thought: grade 5 is too young to be taking a bus all to BP. Grade 6 is better

T158

Thought: Grade 5 students are too young to be mixing with grade 9 students.

T160

Thought: Grade 5 French Immersion would still have to be moved to junior high for

T182

2013-14

Thought: negative for gr 5 Fr students to move to BP

T200

too young for middle school - stay at elem. is preferable (supported by research on US middle schools)

What are some of the **CHALLENGES** you can identify if we were to make this change?
Scenario 1 - Relocate grade 4-6 Spanish Bilingual to Rosscarrock School. Spanish K-3 at Westgate, 4-6 at Rosscarrock, 7-9 at Bishop Pinkham French K-4 at Westgate, 5-9 at Bishop Pinkham

(continued)

Adding Grade 5 to junior high

G4

Thought: I don't want my child to go to a junior High School since grade 5.

T218

Thought: I feel grade 5s are too young too be mixing with jr high students

T220

Thought: moving grades 5 to junior could be challenging for some 10 year olds

T228

10 year olds may need more structure and support that may be lost when they move from elementary to junior high school

Thought: grade 5 seems too young for middle school (Bishop Pinkham).

T231

Thought: Unsure about grade 5s being with grade 9s.

T236

Thought: Inappropriate mixing of grades/ages

T253

Grades 5 and 9 are too far apart developmentally and maturity-wise to be in the same school.

Thought: parents getting used to idea of gr. 5 students going to middle school

T275

Although this might seem as a challenge, it is something parents can get used to if attention is given to the transition process for these students.

Thought: French kids start at BP at too young an age

T279

Thought: Younger children exposed to Junior High environment

T284

Having grade 5 and 6 students exposed to a Junior High environment will have significant adverse effects on the development of their internal value system. They will be faced with scenarios (bullying, activities, language) to which they are not mature enough to process and react accordingly.

Thought: Grade 5 is far too young for children to start at Bishop Pinkham.

T285

Thought: I do not like the idea of a grade five kid with grade nine kids.

T286

Thought: I don't like the prospect of my child attending junior high (middle

T306

school) at such a young age (Grade 5) where she might be exposed to more undesirable behaviour from older students. There is a big difference between Grades 5 and 9.

Thought: French immersion kids will go to "junior high" at too young an age

T308

Thought: BP is run more like a junior high than a middle school

T309

What are some of the CHALLENGES you can identify if we were to make this change?
Scenario 1 - Relocate grade 4-6 Spanish Bilingual to Rosscarrock School. Spanish K-3 at Westgate, 4-6 at Rosscarrock, 7-9 at Bishop Pinkham French K-4 at Westgate, 5-9 at Bishop Pinkham

(continued)

Adding Grade 5 to junior high

G4

After the Dec. 3 meeting and talking to other parents I was disappointed to hear that the grade 6 students that have been there for the last 2 years have basically been thrown into a junior high climate. (ie. lockers, MULTIPLE teachers with not much consistency for kids or communication with parents) When I first heard from a neighbor about the grade 6 kids moving to BP a couple years ago I thought "Great! The CBE really is moving towards a middle school philosophy of education that is consistent with developmental research!" Not so, according to at least 4 (yes FOUR, QUATRE, QUATRO...) parents that I talked to that evening in passing. I understand that accommodating so many students comes down to logistics but thrusting such young students into an environment beyond their developmental capabilities is too much. Teachers need to be retrained. Playgrounds need to be built. Timetables need to be adapted. We need to move to middle school philosophy.

Thought: g5 french to move to junior high sounds too young at that age

T311

Thought: Grade 5 is too young to attend junior high.

T313

Bishop Pinkham is not designed to be a middle school and there is too much difference between a grade five student and a grade 9 student.

Thought: lack of continuity in the program in terms of mentoring from older elementary students with younger ones

T318

Thought: No Mentoring

T321

Thought: No peer role models present

T322

Thought: Safety of grade 5 may be in question at BP

T327

With today's social pressures and exposure drugs, bullying and sex, I am concerned about grade 5 children being influenced by older grades. There is a significant maturity difference between grade 5 and grade 9. I would have to see some very direct supervision of the grade 5 children to feel that my children are safe.

Bussing/Transportation

G3

Thought: Busing and transportation could be an issue for families in the spanish program because they could have 3 children at three different locations

T24

Thought: Bussing and length of time kids already spend on the bus is ridiculous

T37

Thought: As parents with four kids we would have three different bus schedules

T42

What are some of the CHALLENGES you can identify if we were to make this change?
Scenario 1 - Relocate grade 4-6 Spanish Bilingual to Rosscarrock School. Spanish K-3 at Westgate, 4-6 at Rosscarrock, 7-9 at Bishop Pinkham French K-4 at Westgate, 5-9 at Bishop Pinkham

(continued)

Bussing/Transportation

G3

Thought: bussing from the same communities to different locations

T49

Thought: Transportation

T59

Thought: Parents may have to drop off and pick up children in 2 or 3 different locations at the same or time time frames.

T101

Thought: Too many bus schedules.

T122

Since parents will probably enroll all of their children in the same language, rather than having their children going to different schools because the school would only teach K-3 and one child is in Kindergarten and the other in grade 4. So for example, if ONLY Spanish was taught at Westgate it would simplify things by allowing us to get our kids from the same bus, at the same time, deal with issues at one school, have the same holiday, pd day schedules, parent teacher interviews, have the same teachers for our children etc. It seems like a simpler solution for both parents and teachers and the Calgary Bus Transportation to deal with children at one school in one language program than having split grades and two languages.

Thought: Difficult on parents busing multiple kids in the same family.

T248

Thought: transportation of siblings

T266

Thought: Faulty logistics of students from same families in many schools

T296

It places a burden on families with transportation

Child Care

G5

Thought: Childcare challenges for French students

T72

Many parents still wish to have their Grade 5 students in a before and after school program. Bishop Pinkham is in a very small community - will it support this major increase in childcare needs? Westgate has struggled with this for years already.

Thought: families split up sooner creates scheduling problems, bussing, child care

T106

Thought: I have 3 sons in FI. Challenge would be to find afterschool care, possibly

T124

in two different locations if it should be close to school. There is not many day-homes in our community who would do afterschool care and go to bus to pick children from two different bus stops at different times.

What are some of the CHALLENGES you can identify if we were to make this change?
Scenario 1 - Relocate grade 4-6 Spanish Bilingual to Rosscarrock School. Spanish K-3 at Westgate, 4-6 at Rosscarrock, 7-9 at Bishop Pinkham French K-4 at Westgate, 5-9 at Bishop Pinkham

(continued)

Child Care

G5

Thought: Being able to pick up from day cares on time

T143

Thought: We would have to find two separate before and after school programs

T145

Finding one is hard finding two is impossible

Thought: Childcare

T198

I do recognize the fact that the school setting is NOT a childcare provider but there must be a degree of empathy and recognition of f/t working parents. Children in elementary school level are not independent and responsible enough to stay home alone. Separating siblings creates a childcare nightmare for parents. This issue is less concerning when the kids are in grade 6/7 and can be relied upon to stay alone.

Thought: Difficulty in arranging before and after school care

T214

For families requiring before and after school care, arrangements will be far more difficult with several moves, and likely siblings in two different schools.

Thought: Before and after school care would become problematic

T303

Parents would likely need to move their kids between before and after school care programs when going from Grade 3 - 4, not an ideal situation for the child nor the parent. It becomes even more difficult for those parents with two children shuttling between schools.

Grade configuration of both programs should be the same.

G16

Thought: The top grade of both programs should be the same for each program.

T54

Often the top grade in the school get certain privileges and opportunities. I don't like the idea of having one program go to a higher grade than the other.

Thought: No consistency of path for Spanish/French.

T186

This option seems to be designed to uphold the "3 languages, one school" culture by keeping Spanish and French together yet it does so for only 4 years and then sends kids off in different paths at different times (i.e. a Spanish student makes friends with a French student in the early grades only to be shunted off to Rosscarrock and eventually to Pinkham where they might meet again but only in grade 7). Similarly, with French having K-4 at Westgate but Spanish only K-3, what becomes of grade-wide activities such as Kamp Kiwanis, leadership opportunities for the school's "oldest" students or other field trips/athletic activities? It seems like this approach tries to keep French/Spanish together but then creates additional obstacles for building synergies.

What are some of the CHALLENGES you can identify if we were to make this change?
Scenario 1 - Relocate grade 4-6 Spanish Bilingual to Rosscarrock School. Spanish K-3 at Westgate, 4-6 at Rosscarrock, 7-9 at Bishop Pinkham French K-4 at Westgate, 5-9 at Bishop Pinkham

(continued)

Grade configuration of both programs should be the same.	G16
Thought: Challenging integration for Spanish/French at Pinkham in Gr 7 Spanish and English students would arrive at Pinkham in Grade 7 where the French students have already been (and become acclimated) for 2 years.	T187
Thought: odd to stagger the grade 4s	T229
Thought: Inconsistent age range at Westgate. Why move Spanish out at Grade 4 and French out at Grade 5?	T293
Thought: No continuity in grade school, two different schools. I don't like this as it will split my two daughters in two years and make it more more difficult to arrange drop offs and pick ups. Splits the friendships that they have made with the french students come grade 4.	T312
Thought: Grades from both programs are jumbled between schools It would be better to have the similar grades for the French and Spanish programs at the same school. There are similarities in teaching second languages and the students would bond and stay with the same group of children through out the programs	T325

Not Challenges	G12
Thought: See prior comment	T3
Thought: I don't think there will be big challenges , maybe just sending grade 5 french to bishop pinkham early .	T5
Thought: None	T17
Thought: NIL	T65
Thought: Interaction amongst different age kids are very rich. And this solution students will interact only with others at the same age.	T78
Thought: This looks like the easiest way	T81
Thought: I cannot foresee any challenges making this change.	T110
Thought: see Q1	T133

What are some of the **CHALLENGES** you can identify if we were to make this change?
Scenario 1 - Relocate grade 4-6 Spanish Bilingual to Rosscarrock School. Spanish K-3 at Westgate, 4-6 at Rosscarrock, 7-9 at Bishop Pinkham French K-4 at Westgate, 5-9 at Bishop Pinkham

(continued)

Not Challenges

G12

Thought: I don't see any personally

T135

Thought: French K-4 at Westgate, 5-9 at Bishop Pinkham

T203

Thought: bishop pinkham is

T258

Programs would be separated

G13

Thought: Loss of teacher to teacher synergy with splitting of K-6, and relationships over time between teachers and students.

T12

Thought: Teacher and school resources are split.

T56

Teachers rely on each other as resources. Splitting elementary grades into 2 schools weakens this. Kids learn at different rates. This mean doubling of many resources, such as library material.

Thought: Separating French-Spanish friends

T74

Many children attend a daycare facility with children from the alternate language program and have formed friendships. This scenario would split those friendships up in Grade 4.

Thought: Treats French and Spanish differently

T82

Thought: losing the multilingual (span french) community for grades 4-6

T96

Thought: Why does this scenario only consider moving Spanish and not French?

T102

Thought: Spain bilingual programming would be less cohesive.

T103

Thought: logistics more difficult if one child in French and one Spanish

T134

Thought: languages are mixed at the school (same as today)

T136

Thought: Separation of friends

T154

friends are made between the classes ay Westgate and are separated in grade 4 and 5

Thought: Seperation of the kids by language.

T163

Thought: I don't understand why it seems to be so important in this scenario to

T307

What are some of the **CHALLENGES** you can identify if we were to make this change?
Scenario 1 - Relocate grade 4-6 Spanish Bilingual to Rosscarrock School. Spanish K-3 at Westgate, 4-6 at Rosscarrock, 7-9 at Bishop Pinkham French K-4 at Westgate, 5-9 at Bishop Pinkham

(continued)

Programs would be separated

G13

keep the two languages together when it would be more advantageous to keep different ages of elementary aged children in the same core language together.

Quality education/Resources

G7

Thought: Dilutes fundraising money between schools.

T25

Thought: Reputation and performance of Rosscarrock school is low

T35

Concern over the quality of education that would be received during the English portion of the program since the school currently trends below provincial standards on testing. May even lose some participants over school reputation.

Thought: There are benefits of having the older grades in an elementary school.

T55

The older grades are often helpers and role models for the younger students and have a more mature outlook.

Thought: Relationships and trust are built over time.

T57

Children are at a very influential age during elementary and relationships with teachers and staff build gradually over time. Moving kids at this age multiple times means they need to start from scratch building those connections. This process varies widely depending on the child.

Thought: More exposure to new things could be good and bad

T61

Thought: Changing to a new space doesn't equal quality education.

T62

Who will the educators be who can support this move? How will the school be cared for (considering Westgate is not looking loved and attended to at the moment). It is CBE's responsibility to ensure that children grow and learn in healthy, safe and nurturing environments that fill the space with humanity and not just fill a void with new issues. These are the uncertainties we are faced with. As parents we have a concern for what Rosscarrock and Westgate and Bishop Pinkham will look like to support and promote a holistic and nurturing pedagogical experience.

Thought: Rosscarrock's Reputation for being a tough school

T104

Thought: concerns re Rosscarrock's poor academic results on provincial testing

T105

Recognize that addition of Westgate students will change the school population, but culture is difficult to change. Want to ensure culture of excellence and school with heart philosophies aren't lost when no longer Westgate!

What are some of the CHALLENGES you can identify if we were to make this change?
Scenario 1 - Relocate grade 4-6 Spanish Bilingual to Rosscarrock School. Spanish K-3 at Westgate, 4-6 at Rosscarrock, 7-9 at Bishop Pinkham French K-4 at Westgate, 5-9 at Bishop Pinkham

(continued)

Quality education/Resources	G7
Thought: Children should have consistency I would really like my children to have consistency and be at 1 school only throughout Elementary school, this scenario wouldn't help as children would only get 3 years at each school.	T121
Thought: No Sense of a School Community Hard to develop sense of community when children are coming and going	T126
Thought: Disruption in continuity of learning environment=stress on students	T150
Thought: Offend parents of Westgate students who have invested thousands of dollars and volunteer time in upgrading classroom technology (such as smart boards) for their children's school, which they will never enjoy.	T152
Thought: I don't know much about Rosscarrock School.	T165
Thought: I may consider my child taking Spanish.	T176
Thought: Rosscarrock may not have the resources (books, computer programs) to support learning in Spanish if it is only housing 2 grades	T183
Thought: What does Spanish Bilingual Program "inherit" and who will support it? Westgate School has undergone a stressful situation and now boasts a wonderful new principal. Things seem like they are going wonderfully in the right direction. But shunting off Spanish Bilingual to Rosscarrock has an air of "shuffling numbers on a spreadsheet." Who would champion the change? How would the Spanish program be integrated with the existing program at Rosscarrock? What about parent council support? Funding? And equipment?	T190
Thought: no older children at westgate to provide leadership to little ones.	T209
Thought: Less opportunity for older children to mentor younger ones Currently, there are wonderful opportunities for older children at Westgate to mentor the younger ones (pairing of Grade Ones and Grade Fives, for example) With the scenario one set up, there isn't much of an age gap - there's not as much difference between a grade one and a grade three child.	T213
Thought: Fundraising. Money resources raised to date need to be distributed equitably.	T265
Thought: CBE will have to split the spanish school resources (ie. materials)	T274

What are some of the CHALLENGES you can identify if we were to make this change?
Scenario 1 - Relocate grade 4-6 Spanish Bilingual to Rosscarrock School. Spanish K-3 at Westgate, 4-6 at Rosscarrock, 7-9 at Bishop Pinkham French K-4 at Westgate, 5-9 at Bishop Pinkham

(continued)

Quality education/Resources

G7

Splitting the resources amongst three schools will dilute them as surely the CBE budget cannot afford to triplicate the materials.

Thought: Separation stunts possible growth

T282

By separating the younger students from older, more experienced students you remove the possibility of the positive influence the older students can have on those just learning.

Thought: Prevents building of school community

T297

Siblings cannot spend years in the same school together, and parents cannot commit to being active members of a given school community

Thought: Awkward attempt to combine totally different populations won't work

T298

Combining Rosscarrock and Spanish bilingual students doesn't make any sense - they both have extremely different learning needs and won't be able to relate to one another.

Thought: mixing language and non-language programs will cause disparity division

T301

As a parent of a Spanish program child I am concerned as I believe that Rosscarrock currently caters to a high needs population. I am being honest when I state that one of the reasons I chose a language program is that I believe that generally it comes with students/parents that are concerned and involved with their children's education and socialization. I would not like a scenario that mixes language programs with non-language programs as there is disparity in education etc and this may cause division. I do not understand why the French program has priority for Westgate to Bishop Pinkham routing

Thought: No sense of belonging or ownership of school

T323

Thought: BP has no play ground for grade 5

T326

Rosscarrock is on a modified calendar.

G14

Thought: fails to create character and sense of community

T2

Thought: The hours of the school

T50

It is a challenge getting our children to and from school at Westgate. If moving to Bishop Pinkham, our family would face additional challenges, on Friday's they do not start until 10:05. I just don't understand why the day is not the same all 5 days.

Thought: rosscarrock's modified school calendar- HATE IT

T97

What are some of the CHALLENGES you can identify if we were to make this change?
Scenario 1 - Relocate grade 4-6 Spanish Bilingual to Rosscarrock School. Spanish K-3 at Westgate, 4-6 at Rosscarrock, 7-9 at Bishop Pinkham French K-4 at Westgate, 5-9 at Bishop Pinkham

(continued)

Rosscarrock is on a modified calendar.	G14
Thought: Difficult to mesh with modified schedule of English program.	T100
Thought: school hours/days would have to be identical to ease planning for families	T113
Thought: Different Schedules It's difficult for parents to deal with different school schedules and different bus routes for different siblings at different elementary schools.	T127
Thought: Rosscarrock uses the year round calendar People with more than one child would find the family on different schedules and calendars. That is completely untenable.	T130
Thought: Two children in two separate schools as well as daycares.	T141
Thought: Time restraint on being able to drop them both off for school in time,	T142
Thought: different time tables/holidays for siblings in same program...very bad!	T151
Thought: Rosscarrock Year round School	T166
Thought: Rosscarrock is on a modified calendar. Childcare issues.	T170
Thought: Siblings with vastly different school calendars.	T171
Thought: Families have children at different schools. Under this scenario, I would soon find myself with children at three different schools. This would be incredibly inconvenient for transportation and for our family routine.	T172
Thought: Separates siblings for those in both Spanish and French programs. This is not a benefit for those families who have siblings close in age, adding to transportation, communication, and potential learning issues.	T179
Thought: Rosscarrock has modified year-long calendar Would Spanish bilingual 4-6 have to adopt modified calendar? And thus be out of sync with the rest of the program? Or would the school switch to standard calendar in which case how will Rosscarrock families adapt?	T188
Thought: Rosscarrock school demographic is significantly different	T207

What are some of the CHALLENGES you can identify if we were to make this change?
Scenario 1 - Relocate grade 4-6 Spanish Bilingual to Rosscarrock School. Spanish K-3 at Westgate, 4-6 at Rosscarrock, 7-9 at Bishop Pinkham French K-4 at Westgate, 5-9 at Bishop Pinkham

(continued)

Rosscarrock is on a modified calendar.

G14

Rosscarrock has a high needs, esl, immigrant population that benefits from the modified calendar prevalent in Area III. The families that attend Rosscarrock did not specifically choose to send their students to a program that is challenging, provides a second language opportunity and more diverse education. It seems that the building shell and numbers were the only details taken into consideration in this option.

Thought: The kids will be spread out between too many schools.

T217

For some parents, they will have children in all 3 schools simultaneously. So the schools will have to make sure that they coordinate ALL pd days, winter/spring breaks etc.... As well as make sure start times are staggered for those parents.

Thought: Modified school year

T239

I have heard that Rosscarrock runs on a modified school year timeline. This would be very difficult if it did not correspond to days off at Westgate and Bishop Pinkham for families of more than one child.

Thought: Is Rosscarrock School on a year round school calendar?

T243

I prefer the traditional school calendar.

Thought: Modified school schedule at Rosscarrock

T270

1. issue of modified school schedule
2. one child at that school for 1 year then move again to another school
3. not a good program fit to the social economic demographic in that area

Thought: The Spanish students grade 4-6 could go to Rosscarrock.

T280

The modified calendar could be well-suited to language retention. I would not be in support of this change if they were not on the modified calendar. I am still not in support of any move at any time to AE Cross. If they go to Rosscarrock, they should proceed to Bishop Pinkham, which has a language program. Logistically, there would need to be an adequate library and spanish resources at Rosscarrock for the program to be successful.

Thought: It would not be acceptable for grade 4-6 to go to Rosscarrock unless they shared the same calendar. There needs to be some cohesion at the school.

T281

Thought: Rosscarrock is a year-round school calendar

T287

unless a change was made, families would be operating with multiple calendars

Thought: That it will change to a Modified Calendar.

T328

What are some of the CHALLENGES you can identify if we were to make this change?
Scenario 1 - Relocate grade 4-6 Spanish Bilingual to Rosscarrock School. Spanish K-3 at Westgate, 4-6 at Rosscarrock, 7-9 at Bishop Pinkham French K-4 at Westgate, 5-9 at Bishop Pinkham

Rosscarrock School

G19

Thought: Rosscarrock is a small school (300 student capacity)

T44

what happens if the program keeps growing?

Thought: Issues with the Rosscarrock facility.

T84

Is the facility in good condition. Is the infrastructure sound. Is it conducive to learning - are there windows in the classrooms, are they adequate in size, is there a good playground. Is there space for performances - choir, assemblies, etc.

Thought: Rosscarrock ESL, High Needs

T167

Thought: Creates a top heavy elementary school at Rosscarrock.

T174

Parents in the Rosscarrock community might not like the idea of sending their young children to a school so full of older children. It is not a great balance.

Thought: Concern about the state of Rosscarrock school-clean and safe?

T178

Thought: What is condition of Rosscarrock School facilities?

T193

Thought: Spanish students would lose access to the great park and field

T208

Westgate school borders a large field and shares a park at the community centre. The park and field at Rosscarrock are significantly smaller and offer fewer options and advantages for the physical education programs.

Thought: Location will be a challenge

T221

Thought: Rosscarrock ends up operating with excess capacity

T257

Thought: It seems that the Rosscarrock School community has not been part of the

T261

Thought: The Rosscarrock English track has incompatible demographics with Spanish program

T291

Short term solution

G20

Thought: This scenario only addresses the issue for the short term.

T18

It is not a long term solution to the overcrowding problem at both Westgate and Bishop Pinkham

Thought: Doesn't solve the problem

T26

What are some of the CHALLENGES you can identify if we were to make this change?
Scenario 1 - Relocate grade 4-6 Spanish Bilingual to Rosscarrock School. Spanish K-3 at Westgate, 4-6 at Rosscarrock, 7-9 at Bishop Pinkham French K-4 at Westgate, 5-9 at Bishop Pinkham

(continued)

Short term solution

G20

I feel that this scenario is not a valid solution because we have 3 children. This would place all 3 of my children in different schools at a certain point. It puts considerable strain on families as potential conflicting start and end times etc would most likely be an issue. As well, as the stats show this does not offer a long term solution.

Thought: Numbers at Bishop Pinkham

T32

This looks like a big challenge for Bishop Pinkham depending on the number of students deciding to stick with a language program through middle school. Might run into the same problem as we are facing at Westgate where there is not enough space or resources for multiple language programs in one school.

Thought: Bishop Pinkham goes over capacity in 5 years.

T66

This scenario just delays the problem and moves it to another school, and risks not even solving the Westgate problem if projections are low.

Thought: It would be difficult to manage the different grade levels at Westgate.

T93

Thought: I'm not sure it will work long term.

T118

Spanish and French programs will still be crowded at Westgate.

Thought: This doesn't really free up enough space in Westgate

T148

Westgate could be full again within a year or two. This is not really acceptable. Something more permanent has to be done.

Thought: Bishop Pinkham will be full within a few years.

T149

Thought: Short-term plan and would generate a lot of moves to different schools

T153

This plan does not seem to have a long-term strategy to address the growing number of children in the spanish program. In addition, it drives a new school very frequently for the kids and pushes Grade 5 children into a middle school with other kids that are far more mature.

Thought: Westgate is still full

T159

Thought: bishop pinkham is full in only a few years

T161

Thought: None of the scenario's are sustainable.

T162

Why wouldn't the CBE find a school for just spanish bi-lingual and/or french-immersion? If Rosscarrock is underutilized why not make longer term commitments?

Thought: Does not address root of the problem.

T181

What are some of the CHALLENGES you can identify if we were to make this change?
Scenario 1 - Relocate grade 4-6 Spanish Bilingual to Rosscarrock School. Spanish K-3 at Westgate, 4-6 at Rosscarrock, 7-9 at Bishop Pinkham French K-4 at Westgate, 5-9 at Bishop Pinkham

(continued)

Short term solution

G20

Continuing growth in Calgary West could contribute to continued demand in Spanish bilingual programs. Without addressing the shortage of schools in Calgary West scenario 1 is a temporary solution to the growing demand for Spanish bilingual programs.

Thought: seems to be a short term solution

T184

Thought: Short sighted approach. Will only solve the problem for ONE year.

T191

Looking at the charts, the Westgate number for 2013 is at approx 650 and thereafter it keeps going up. The purple line on the chart is shown as being our Westgate population today -- a population that everyone agrees is unfair to students, teachers and admin and damaging to overall quality of education. After all, that is why we are having this engagement! The chart shows 2014 already at 700 which is already above the provincial cap of 675. SO THIS SOLUTION ONLY WORKS FOR ONE YEAR AND THEN BACK TO THE DRAWING BOARD -- THAT IS UNFAIR TO EVERYONE INVOLVED (INCLUDING THE TAXPAYER) AND NOT IN THE BEST INTEREST OF THE STUDENTS.

Thought: Short term solution

T196

Based on the projected growth of the Spanish program, the CBE will likely be faced with same issues in 2017

Thought: Chart on page 14/26 shows there won't be enough room @ AE Cross in 2017.

T202

Is there any way to change Springbank or Signal Hill to another school?

Thought: another band aid

T219

poor option as too much movement for the spanish program, seems choppy and again will be an issue in the next few years

Thought: Short term solution

T226

Thought: can bishop pinkham hold all of these students

T230

this solution appears short-sighted as bishop pinkham is near capacity (or will be soon)

Thought: Does not sufficiently address crowding at Bishop Pinkham.

T232

Thought: From the projected enrollment this looks like this will only last for 2

T234

years. This is a short term solution. Which could end up the spanish kids going to more than 3 schools before high school.

Thought: Short term solution

T237

Based on the predicated enrollment, Westgate will be at capacity again within a few years.

**What are some of the CHALLENGES you can identify if we were to make this change?
Scenario 1 - Relocate grade 4-6 Spanish Bilingual to Rosscarrock School. Spanish K-3 at Westgate, 4-6 at Rosscarrock, 7-9 at Bishop Pinkham French K-4 at Westgate, 5-9 at Bishop Pinkham**

(continued)

Short term solution	G20
Thought: Westgate and Bishop Pinkham still reach a max capacity in a few years. This seems like a very temporary solution, not long term.	T244
Thought: I think the growth projections for Esp. are under-estimated. I think the enrollment numbers should be re-evaluated. This projection of French students seems overly high, and the Esp. projections seem very low. Spanish is still a very new program, unknown by many, with huge potential for growth. The interest in Esp. is ever growing, as seen by the numbers, and as the program becomes more known/ developed, it's growth potential will surpass expectations (my belief). The Fr. program has been around longer, yet it does not seem to have the same growth potential. I can foresee Rosscarrock being too small for the Spanish program in a few years, thus creating the need to make changes again.	T245
Thought: Westgate school will be at capacity in as little as three years. Westgate will again be at capacity in as little as 3 years, making it necessary to again shuffle the grades, or restrict enrollment.	T246
Thought: Growth at Westgate will be an issue in a couple of years	T250
Thought: Not sustainable with continued growth at Pinkham	T251
Thought: short sighted solution over crowding in 1-2 years and we have to do this all over again. Not fair to students and their families.	T255
Thought: no benefit to Westgate long term there is not long term alleviation of capacity issues at Westgate	T256
Thought: bishop pinkham is quickly over capacity in this scenario it is a short term solution at best because in five years BP is full/over capacity	T259
Thought: Minimal space at Westgate This does not really allow for much growth in school population. Very little room.	T263
Thought: Short term solution. Bishop Pinkham will be at capacity after a few years.	T264
Thought: short-term solution - capacity at Westgate and BP would soon be exceeded	T276

Q3: What are some of the BENEFITS you can identify if we were to make this change? Scenario 2 - Find a new grade 5 to 9 location for one of the programs. A.E. Cross School has been identified as a potential location.

Started: 2 Dec 2012 **Ended:** 4 Jan 2013

Background information

No background information

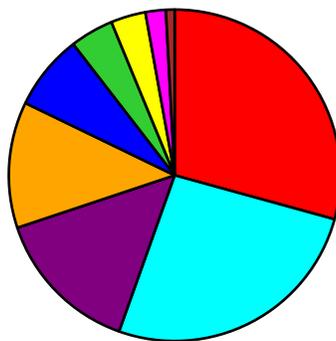
Participation summary

Demographic	Participant Count	Thoughts	Choose
other	2	2 thoughts	0 votes
Spanish Bilingual	141	119 thoughts	375 votes
French Immersion	107	83 thoughts	284 votes
Participated		20 % (181)	20 % (180)
Opted out		0 % (4)	0 % (5)
No participation		78 % (677)	78 % (677)

Q3: What are some of the BENEFITS you can identify if we were to make this change? Scenario 2 - Find a new grade 5 to 9 location for one of the programs. A.E. Cross School has been identified as a potential location.

Choose Summary

	overall rating	participant count	average rating
Not Benefits	207	64	3.23
Less disruption/more continuity	185	85	2.18
Keeps French/Spanish together for K-4	102	63	1.62
Location	87	54	1.61
Good use of space.	52	37	1.41
Keeps programs separate	30	17	1.76
I prefer Scenario 2	24	10	2.40
Busing/Transportation	14	11	1.27
Adding grade 5 at junior high	6	4	1.50



■ Not Benefits	207
■ Less disruption/more continuity	185
■ Keeps French/Spanish together for K-4	102
■ Location	87
■ Good use of space.	52
■ Keeps programs separate	30
■ I prefer Scenario 2	24
■ Busing/Transportation	14
■ Adding grade 5 at junior high	6

What are some of the **BENEFITS** you can identify if we were to make this change? Scenario 2 - Find a new grade 5 to 9 location for one of the programs. A.E. Cross School has been identified as a potential location.

Adding grade 5 at junior high

G12

Thought: Middle schools are generally nicer than jr. high

T150

Busing/Transportation

G25

Thought: Keeps young children together who need bus pickup.

T96

Older children can walk home from the bus, whereas keeping the younger grades together allows parents to go to one bus stop and wait for one bus to walk their younger children home.

Good use of space.

G9

Thought: AE Cross can handle capacity for Spanish program

T5

Thought: Reduce some of the crowding at Westgate and Bishop Pinkham.

T6

Thought: Moving French or Spanish grade 5-9 would reduce the numbers at Westgate and would reduce the numbers at Bishop Pinkum.

T10

Thought: kids are in one location for a longer period of time

T12

moving, or choppy time can be difficult for kids so being "stationed" somewhere longer is advantageous? And, easier for parents to find a rhythm?

Thought: AE Cross is a good school and it would free up some spaces and students for Bishop and Westgate.

T24

Thought: AE Cross has a lot of room available

T32

Thought: creates capacity at Westgate

T35

Thought: makes use if available space at AE Cross

T37

Thought: makes more room at westgate

T43

Thought: If A.E. Cross is a suitable school for a program (French or Spanish) then

T49

it may solve a capacity problem TEMPORARILY. The question I have is if A.E. Cross is a suitable school. Can it offer all of the amenities, technology and comfort that Bishop Pinkam can?

Thought: There already is a different location for Gr 5-9 french so wouldn

T52

What are some of the **BENEFITS** you can identify if we were to make this change? Scenario 2 - Find a new grade 5 to 9 location for one of the programs. A.E. Cross School has been identified as a potential location.

(continued)

Good use of space.	G9
Thought: simple moves from westgate to the junior high schools	T55
Thought: makes use of available capacity at a.e. cross school	T56
Thought: Relieve enrollment pressure I think moving the Spanish 5-9 program to AE CRoss would be a great idea seeing as AE Cross has tons of room for extra kids	T58
Thought: It would relieve the crowding at Westgate	T60
Thought: Solves the space issue	T66
Thought: It might alleviate crowding at Westgate and at Bishop Pinkham	T70
Thought: Just one benefit: the school will not be overloaded. No more benefits.	T71
Thought: Keeps Westgate in tact for grades 1 through 4	T73
Thought: Eliminates the overcrowding at Bishop Pinkham.	T74
Thought: Utilizes A.E. Cross	T75
Thought: frees up space at westgate	T76
Thought: It would relieve some of the numbers at Westgate and perhaps BP?	T77
Thought: everything in one place	T84
Thought: It would open up space at Westgate.	T86
Thought: fills spaces at emptier schools	T88
Thought: more room	T89
Thought: good support and resources	T92
Thought: Good to take a little pressure off of Westgate This is a good idea, but does not take the pressure of of Westgate long term.	T94
Thought: Reduction of population at Westgate Again, the only benefit I see is that Westgate wouldn't be as full anymore as grade 5 would be moving.	T95
Thought: It frees up space at Bishop Pinkham	T116

What are some of the BENEFITS you can identify if we were to make this change? Scenario 2 - Find a new grade 5 to 9 location for one of the programs. A.E. Cross School has been identified as a potential location.

(continued)

Good use of space.

G9

It would be good to find a jr. high school for the spanish program. This will help free up space at Bishop Pinkham and will be a longer term solution for both schools and both programs.

Thought: reduce the stress of overpopulated school=better learning environment

T117

Thought: A.E cross has room for growth, ability for separating 5 6 from 7,8,9

T121

Thought: Good building utilization

T123

Thought: Makes room quickly, but must incorporate all

T132

Thought: Alleviates space issues at Bishop Pinkham

T135

Keeps language programs separate at the higher grade levels

Thought: Solves space issue

T148

Thought: using space that is available benefits all

T168

why have a school running at partial capacity when there are students that need space

Thought: Creates space at Westgate and Bishop Pinkham.

T170

Thought: Allows another school to be used better to full capacity (A.E. Cross).

T171

Thought: Congestion at Pinkham is resolved

T178

Thought: Bishop P is at a more stable growth curve

T180

Bishop P is not over capacity by adding both french and spanish

Thought: Beneficial to Bishop Pinkham growth.

T185

This allows BP to grow at a more steady rate without running out of space.

Thought: awesome idea to move spanish to AE Cross. Makes room for Pinkham

T200

solves the long-term issue of space at Pinkham if Spanish goes to AE Cross

Thought: should make more space at least in the short term

T201

Thought: Lots of available space at A.E. Cross.

T206

The Spanish program could be easily accommodated at A.E. Cross.

Thought: Bishop Pinkham space issues would be solved if one program moves out.

T208

Thought: less kids at westgate

T211

What are some of the **BENEFITS** you can identify if we were to make this change? Scenario 2 - Find a new grade 5 to 9 location for one of the programs. A.E. Cross School has been identified as a potential location.

(continued)

Good use of space.

G9

Thought: This could potentially dismiss the possibility of Bishop Pinkham from becoming overcrowded in the future.

T214

Thought: To allow room for the other grades

T222

I prefer Scenario 2

G6

Thought: I like this idea best, less impact to my son for two more years and it isn't certain 'right' now, if it's French or Spanish moving.

T18

Thought: Better

T20

The children will be in 1 school for the first 5 years of their elementary career - if there is a benefit to this scenario at all I guess this is it.

Thought: cleaner solution

T34

Thought: this is the change that helps the issue with minimal change for most

T39

Thought: Easy to accomplish for the CBE and the Educational responsables.

T63

Thought: Simple solution

T101

Children only move once in grade 5

Thought: We are ok with this scenario, still not pleased

T114

Thought: This option presents few changes for families at Westgate.

T133

This only impacts the grade 5 students. As a parent I don't love the idea of my grade five student attending a junior high school, but this is less disruptive than having my child in two different elementary schools.

Thought: simplest solution of the three

T156

doesn't involve students being at so many different locations for only two programs
allows classmates to stay together (french classmates with french, Spanish with Spanish)
involves least amount of movement and change

Thought: Children get to be "citizens" of the school.

T183

Thought: This is a scenario that would work for my family

T191

What are some of the **BENEFITS** you can identify if we were to make this change? Scenario 2 - Find a new grade 5 to 9 location for one of the programs. A.E. Cross School has been identified as a potential location.

(continued)

I prefer Scenario 2

G6

1. While i would have two children at two seperate schools within one year they would be in the same school.
2. Better demographic for the program
3. not a modified school program

Thought: this scenario is the best one for the spanish program students

T192

Thought: The senior students can help in the learning process.

T198

Keeps French/Spanish together for K-4

G22

Thought: Keeps siblings in same school together longer.

T137

This alleviates potential transportation issues for parents with multiple children. Helps siblings stay together longer.

Thought: Keeps French/Spanish together for K-4

T145

Thought: Keeps the French and Spanish programs together in the early grades

T155

Spanish and French students would both be nurtured in a language specific program without influence and impact of sharing a school, lunchroom and field with English only students.

Thought: This will keep siblings together at one school longer.

T159

Thought: Keeps the English and Spanish together in one school.

T176

Thought: Keeps K-4 tri-lingual culture at Westgate

T194

Thought: Keeping the language program children together

T213

Thought: Keep k-4 dual languages together

T216

Keeps programs separate

G14

Thought: Separating the immersion program from the Spanish program may add focus
too many different programs may dilute the resources

T15

Thought: More focus on language of choice

T25

What are some of the **BENEFITS** you can identify if we were to make this change? Scenario 2 - Find a new grade 5 to 9 location for one of the programs. A.E. Cross School has been identified as a potential location.

(continued)

Keeps programs separate

G14

Especially important as we would expect greater growth of the students skills in the second language in the higher grades. I know that Spanish is bilingual and not immersion but more focus within the whole school on a specific program would be good.

Thought: One program gets to attend one for school for many years

T26

Thought: keep each program together.

T51

Keeping the flow in each program individually is important.

Thought: Language and grades will stay together with fewer moves

T81

Thought: Keeps French Students together longer

T99

Thought: Keeps Spanish Students together longer

T100

Thought: junior high programs are split

T128

Thought: Seperate by language is a better option.

T130

Thought: Makes more sense to split up the programs to allow sibs together

T179

Thought: too many move, loss the multicultural aspect of westgate

T186

Less disruption/more continuity

G7

Thought: The benefit is limiting the number of school changes for the program and keeping the continuity through 4 grades until high school

T3

Thought: Kids do not need to keep switching schools every few years.

T7

Thought: Program continues with minimal school changes.

T8

Thought: 2 schools versus 3 (as in scenario 1) for Spanish students

T9

Thought: This will keep both programs together for the first 4 years

T13

Thought: Students do not have to change schools as frequently as compared to the first scenario (for the program that has new location for 5-9)

T19

Thought: Consistency for kids. They would at least be able to stay in the same program/school for a longer period.

T22

What are some of the **BENEFITS** you can identify if we were to make this change? Scenario 2 - Find a new grade 5 to 9 location for one of the programs. A.E. Cross School has been identified as a potential location.

(continued)

Less disruption/more continuity	G7
Thought: Consistent location for 5-9 means only one move	T23
Less moving seems better for students remaining and succeeding in program, as they will have fewer adjustments to make.	
Thought: Better sense of community if whole program is moved	T27
Thought: Lower number of school changes vs Option 1	T28
Thought: This is beneficial because, again, children at the younger ages will be with their siblings, less confusion with childcare and allows parents to get used to having their kids where they are currently. Not messing with a good thing.	T29
Thought: There is only one move for students not multiple moves.	T31
Thought: ensures better continuity for each program	T36
Thought: Fewer school transitions	T40
Children would go through fewer changes in schools. Having only two schools means each school will have a larger language community than if you split them into three locations.	
Thought: Kindergarten and Grade 1 in the same school	T41
This helps to ease kids into familiarity and provides bus buddies for Kindergarten kids from their program. Siblings have a better chance of staying together in the same school. (Next year my son will start kindergarten and he will ride the bus with my daughter in grade 2)	
Thought: better continuity for program that maintains its location	T45
Thought: Both my children would attend the same school.	T47
Thought: Fewer school changes for at least half of the kids.	T57
Thought: Students would only have to change schools once	T59
Thought: Kindergarten students would not have to change schools for Grade 1	T61
Thought: one change for students	T64
Thought: Having Spain and French programming in one school must create some logistical challenges that would be simplified this way.	T79
Thought: Spanish students only 2 schools instead of 3- less transition	T80
Thought: only need to change schools once instead of twice but don't like option	T85

What are some of the **BENEFITS** you can identify if we were to make this change? Scenario 2 - Find a new grade 5 to 9 location for one of the programs. A.E. Cross School has been identified as a potential location.

(continued)

Less disruption/more continuity	G7
Thought: reduces an extra move for some students	T87
Thought: minimal impact on most students	T90
Thought: all students only move twice	T91
Thought: better long term solution	T103
Thought: Less disruptive than other scenarios My 3 kids would only be spread across 2 schools - something we expect between K to 9 already.	T104
Thought: No need to redraw the boundary map Scenario 4 is comparable for us but requires some school and class mates to be separated from their friends.	T106
Thought: These schools are on the same school calendar Unlike Scenario 1 with Ross, this scenario has all children from the same family on the same school calendar.	T107
Thought: Consistency for 5 years of school	T108
Thought: This would at least buy us more time in the Spanish Bilingual program	T115
Thought: feed into same high schools as Bsh Pink	T120
Thought: This would reduce the moves between schools There seems to be little benefit with this strategy again.	T122
Thought: Consistent age group at all schools	T124
Thought: students only have 2 schools to attend between K-9	T127
Thought: Not moving often to new school, just two school taking till Grade 9.	T136
Thought: Children would require less movement through grade school years.	T138
Thought: A longer term solution to the growing popularity of a language program in junior high	T140
Thought: A.E Cross Bishop Pinkham would be able to continue their English stream programs	T141
Thought: Resources (teachers, books, software) could be built up for the selected	T142

What are some of the **BENEFITS** you can identify if we were to make this change? Scenario 2 - Find a new grade 5 to 9 location for one of the programs. A.E. Cross School has been identified as a potential location.

(continued)

Less disruption/more continuity	G7
language program as this model supports a long term vision best.	
Thought: Fewer changes for children in program currently	T143
Thought: Fewer moves	T149
This option means fewer moves for students	
Thought: Less changes for the Spanish students	T153
Larger grade groups would be kept together, families would not have to have younger students in 3 different schools.	
Thought: More continuity between the grades and between the programs	T154
At least in this option, the French is not given preferential treatment. It would be nice for younger students from BOTH programs to have access to a language specific school.	
Thought: This will keep the Spanish program relatively intact.	T157
It is expected that the children will move on to a different school for middle/junior high - opening a new location for grade 5 to 9 simply means they are moving to a different school. It is far less disruptive than some of the other scenarios.	
Thought: Good continuity for classmates	T164
Thought: Solution for a longer period in comparison to other scenarios	T165
Thought: Only two schools and more continuity.	T169
Thought: Only 2 schools rather than 3 to go from K-9	T172
Thought: Better use of the space at AE Cross and BP schools.	T174
Thought: One less school transfer for one of the programs.	T175
This scenario decreases the number of times children change schools. It give a little more stability.	
Thought: Longer term solution	T177
Thought: This keeps one of the programs relatively intact.	T181
Thought: Good for the teachers to have synergy/support amongst themselves.	T182
Thought: Longer term solution for middle school years.	T184
This utilizes space available at A.E. Cross.	
Thought: less school changes	T188

What are some of the **BENEFITS** you can identify if we were to make this change? Scenario 2 - Find a new grade 5 to 9 location for one of the programs. A.E. Cross School has been identified as a potential location.

(continued)

Less disruption/more continuity

G7

Although A.E. Cross is not known to be a very 'good school', this is the preferred option because the girls would only attend two schools.

Thought: higher chance for siblings to remain at same school for longer periods

T189

Thought: more time at each school will foster deeper relationships with others including teachers, staff other students.

T190

Thought: least disruptive scenario for residents of westgate community

T193

Thought: ability to accommodate younger students at Westgate

T195

Thought: The Spanish students need quality and continuity in their program.

T197

In grades 1 and 2, they had two teachers, a native speaker of spanish and and english teacher. In grade 3, they have only one teacher, and their Spanish is being compromised as a result. There is plenty of evidence supporting the fact that bilingualism is best achieved by having separated people address children in one language only. The children are confused with one teacher and too easily fall into the temptation to use whichever language with which they are more comfortable. There is really no point in offering a bilingual program unless the children are actually developing new skills in the target language. My daughter has forgotten much of the Spanish that she learned last year, which is very frustrating and upsetting to me. For her to be successful, I think it is essential to have two teachers in future years.

Thought: children with siblings stay in ONE school longer and together

T203

More consistency for kids as they are not bouncing from one school to the next in a short time frame. Higher likelihood of siblings being at same school. Less strain on resources (i.e. teachers, CBE support etc). Less disruption for families: able to plan better for future whether it's child care, work, physical relocation of family etc.

Thought: This solution is fair to both French and Spanish programs.

T204

Both programs have students at Westgate for the same number of years, then move to Junior High at the same age.

Thought: Benefit for French to be at Bishop Pinkham.

T205

Bishop Pinkham has the French immersion history, and rmany French resources, to offer a strong French middle school experience.

Thought: Students would have continuity for a longer period of time

T212

Thought: Less disruptive.

T215

What are some of the **BENEFITS** you can identify if we were to make this change? Scenario 2 - Find a new grade 5 to 9 location for one of the programs. A.E. Cross School has been identified as a potential location.

(continued)

Less disruption/more continuity

G7

Students are able to remain at Westgate allowing them a traditional, continuous elementary experience.

Thought: For kids in Spanish program better than changing 3 schools...

T221

Location

G8

Thought: A.E Cross is a better commute than Bishop Pinkham for many families

T38

Thought: AE cross is much closer to me (in spring bank hill) than Bishop Pinkham

T42

Thought: If one goes to Westgate and a sibling goes to AE cross = less commute

T44

Keep the French at Westgate and move French 5-9 to AE Cross. Good for families with multiple children in multiple schools.

Just walk across the field!

Thought: Closer to home

T46

This location is approximately the same distance from our home as Westgate currently is.

Thought: the location of the school is good and the long period of time at the scho

T48

Thought: The school needs to be prepared. When gr6 moved a couple years ago, the Jr

T50

high was unprepared and the kids had a disruptive and difficult year. AE Cross location is not ideal for this age of children. I'm unsure about benefits other than less moving around than first option.

Thought: More opportunities for new students to get into the program

T53

Thought: Closer to Westgate which is good in terms of transportation

T54

Thought: AE Cross is very close to where I live.

T78

Thought: It is close to the geographic area for most students/families.

T97

Thought: A.E. Cross School is closer to our community then Bishop Pinkham school.

T98

Less commute for the kids.

Thought: AE Cross is closer for most than Pinkham

T105

Less time on the bus means more time in class or doing their homework. AE Cross' school culture will shift with influx of new students and teachers.

Thought: This is a possibility that could work however, now they are going into

T113

What are some of the **BENEFITS** you can identify if we were to make this change? Scenario 2 - Find a new grade 5 to 9 location for one of the programs. A.E. Cross School has been identified as a potential location.

(continued)

Location

G8

English, French and Spanish school. This will be a change for the existing schools and to merge them all would be affecting those students already at AE Cross.

Thought: a.e cross has students from same areas that feed westgate. Familiar faces.

T118

Thought: Close to Westgate School area. Not much further to travel by bus.

T119

Thought: The location of A.E. Cross.

T134

I can't speak for all Westgate families, but for us, the location of A.E. Cross is great as a junior high location. It is close to our house and close to Westgate. I like the idea of my kids going there more than Bishop Pinkham.

Thought: A.E Cross is well established school, with relatively good ratings.

T139

Relieves concerns that children will be moving to a school that is not well established and has relatively low ratings, such as Rosscarrock.

Thought: A.E. Cross School has been identified as a potential location.

T152

Thought: AE Cross is relatively close

T158

AE Cross is relatively close - closer to many of the communities than Pinkham

Thought: A.E. Cross is in a central location.

T207

The school is physically close to Westgate, and would be easily accessible for families.

Thought: it is still in the area so that is a benefit

T209

Not Benefits

G1

Thought: no benefit - poorly thought-out

T1

Thought: Unnecessary to ask this question

T2

The sole benefit of all of these scenarios is that you're dealing with the overpopulation of the school. It is a somewhat self-serving question and unnecessary to ask.

Thought: No benefits I don't think A.E. Cross is a good school , it would be hard for the students

T4

Thought: Nonr

T11

Thought: NO benefits to this in my opinion.

T14

What are some of the **BENEFITS** you can identify if we were to make this change? Scenario 2 - Find a new grade 5 to 9 location for one of the programs. A.E. Cross School has been identified as a potential location.

(continued)

Not Benefits

G1

Thought: we don't feel there is a benefit to splitting the programs.

T17

Thought: Find a new grade five to nine location

T21

The new grade five to nine location should only be for one language not both. Find a new one for Spanish as the french program has been in existence longer and it is our national language and should be considered a priority. I think it is hard to have a school running two different language programs especially as one is Bilingual and the other is immersion. The benefits are that the students can concentrate on their own language and the french immersion can have more french in the school, the children need to hear it outside the classroom, not English and Spanish. They need to be immersed in the french language

AE Cross is a good location as it is not too far from Westgate.

Thought: my child can continue in the bilingual program.

T30

Thought: I assume this is Spanish as French is established at Bishop Pinkham!!

T33

I chose the French program because of the proven success of it. It is not a requirement to keep them together no other school does this. AE Cross may benefit from having Spanish/English and keeping Bishop Pinkham French/English.

Thought: I don't like this, this school is too big for grade 5 kids

T65

Thought: None. Grade 5 is too young to be in with junior high students.

T72

If you designate this for the Spanish program we will be withdrawing our child from the program.

Thought: no benefits, I do not want my child who is in grade 5 to attend a junior

T82

high school. I'm not against AE Cross just not for a 10 year old. The traffic/retail are not optimal for a grade 5 child. For working parents child care is a concern.

Thought: no benefit

T83

Thought: opportunities for peer leadership and modeling

T93

Thought: I do not see benefits to this scenario

T102

Thought: I do not see any benefit to this option.

T110

Thought: I don't see any benefits to exposing younger children to teens

T111

Thought: There are no benefits here. Grades 5 to 9 in one school is not the answer.

T125

What are some of the BENEFITS you can identify if we were to make this change? Scenario 2 - Find a new grade 5 to 9 location for one of the programs. A.E. Cross School has been identified as a potential location.

(continued)

Not Benefits

G1

No school should have grades 5 to 9 under one roof. BP has taken the bull by the horns to adopt the grade 6's and finally, near the end of the last school year, it was taking shape. Existing Spanish students at BP need to be grandfathered in.

Thought: Is a necessary requirement

T126

Thought: No real benefits, feels like a band-aid solution.

T129

Thought: None, dedicate a Spanish program school

T131

Thought: No Benefits

T146

French and Spanish should be kept together as students learn from one another and they pick up each other's language. Perhaps, the the English program in Bishop Pinkham should be moved the A.E. Cross and then Bishop Pinkham can facilitate both french and Spanish and keep it as a language school.

Thought: cannot identify a benefit

T147

Thought: Can we send the kids from Springbank and Signal Hill to another School?

T151

Thought: I am not happy with A. E. Cross School.

T160

Thought: I feel grade 5s are too you to be mixing in with jr students

T161

Thought: band aid

T162

again, this is poorly thought out. we already took grade 6 away to fix the overcrowding and here we are again.

Thought: I do not support Scenario 2

T163

Thought: nervous about grade 5's in "junior high" at an earlier age

T166

Thought: none

T167

Thought: NONE!

T173

Thought: none

T187

Thought: none.

T196

Thought: Short term solution

T199

This would free up space at Westgate to accommodate the influx of new students, for a couple of years.

What are some of the **BENEFITS** you can identify if we were to make this change? Scenario 2 - Find a new grade 5 to 9 location for one of the programs. A.E. Cross School has been identified as a potential location.

(continued)

Not Benefits

G1

Thought: programs and families are still too fractured

T202

Thought: No benefits

T210

These two groups have totally different learning needs. AE Cross also has many students with high learning needs whereas our language learners are seeking enrichment and an academic edge. I see a strong gap between the two populations and tensions forming. Language learners need to be in a language-centered facility where their unique approach to learning is adequately addressed.

Thought: no benefits

T217

Thought: I don't see any benefits.

T219

Without knowing exactly what the enrollment numbers are for grade 5 in both French and Spanish it's hard to see a benefit to the rest of the student body.

I would imagine you'd be removing about 100 kids from the school but is that enough?

Thought: This temporarily solves the space problems at Westgate and Bishop Pinkham.

T220

Thought: Only benefit is short term solution for CBE

T223

Thought: NONE

T224

Thought: Nervous about my grade 5 child attending a junior high school.

T225

Thought: Further from my after school care.

T226

Thought: spanish should move out as it started later at Westgate.

T228

Q4: What are some of the CHALLENGES you can identify if we were to make this change? Scenario 2 - Find a new grade 5 to 9 location for one of the programs. A.E. Cross School has been identified as a potential location.

Started: 2 Dec 2012 **Ended:** 4 Jan 2013

Background information

No background information

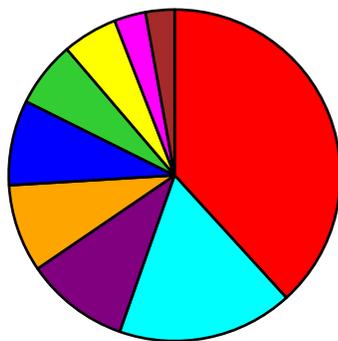
Participation summary

Demographic	Participant Count	Thoughts	Choose
other	2	1 thought	0 votes
Spanish Bilingual	141	128 thoughts	430 votes
French Immersion	106	76 thoughts	315 votes
Participated		20 % (179)	20 % (180)
Opted out		0 % (4)	0 % (5)
No participation		78 % (679)	78 % (677)

Q4: What are some of the CHALLENGES you can identify if we were to make this change? Scenario 2 - Find a new grade 5 to 9 location for one of the programs. A.E. Cross School has been identified as a potential location.

Choose Summary

	overall rating	participant count	average rating
Adding Grade 5 to Jr high school.	299	112	2.67
Short Term Solution	134	71	1.89
Location	79	44	1.80
Hours of the school are not consistent.	67	47	1.43
Quality Education/Resources	65	35	1.86
Programs would be separated	50	28	1.79
Child care	42	26	1.62
Not Challenges	24	9	2.67
Bussing/Transportation	22	17	1.29



■ Adding Grade 5 to Jr high school.	299
■ Short Term Solution	134
■ Location	79
■ Hours of the school are not consistent.	67
■ Quality Education/Resources	65
■ Programs would be separated	50
■ Child care	42
■ Not Challenges	24
■ Bussing/Transportation	22

What are some of the **CHALLENGES** you can identify if we were to make this change?
Scenario 2 - Find a new grade 5 to 9 location for one of the programs. A.E. Cross School has been identified as a potential location.

Adding Grade 5 to Jr high school.

G1

Thought: grade 5 too young for junior high school

T6

Thought: Uncomfortable with the commingling of grade 5 students with grade 9 students at same school.

T7

Thought: Grade 5 6 students don't belong with junior high aged students

T11

Intellectually and socially grade 5 and 6 students are not comparable to students in grades 7-9. Putting these grades together in the same school is outrageous and irresponsible.

Thought: Bishop Pinkham is not really a middle school.

T15

Many changes would have to take place for BP to be a safe, welcoming environment for the grade 5's.

Thought: Grouping grade 5 students with junior high is concerning for obvious reasons

T20

Thought: Too large of an age span.

T27

Thought: I think Grade 5 is too young for Junior high. 7-9 Spanish to AE Cross.

T30

French has a proven path at Bishop Pinkham, it would make no sense to reinvent the wheel. The Spanish program is expanding grades so it makes sense to have a long term plan and move them to AE Cross. Go back to 7-9 Junior High and keep the Grade 5-6' in Elementary - BUT separate these two programs.

Thought: grade 5's are too young to be mixed with grade 9's

T31

Thought: Maturity gap

T38

There is a HUGE change that goes on between grade 5 and grade 9.
 Grade 5 seems so young to be exposing children to some of the stuff that goes on in Junior High.
 Grade 5 is a very vulnerable age.
 Peer pressure needs to be looked at.
 Physical changes in children need to be looked at.

Thought: I do not want my grade 5 student with a primarily grades 7 - 9 grades school

T40

Thought: grade 5 and 6 students at junior high

T42

this seems very young to be at junior high, especially when other programs at the school start at grade 7. this could cause social issues at both junior high schools

What are some of the **CHALLENGES** you can identify if we were to make this change?
Scenario 2 - Find a new grade 5 to 9 location for one of the programs. A.E. Cross School has been identified as a potential location.

(continued)

Adding Grade 5 to Jr high school.	G1
Thought: Students would have to start middle school in Grade 5. Grade 5-9 is a big difference in both physical and emotional maturity. It would be scary for the grade 5 students.	T46
Thought: .Grade 5 is too young for to be in Jr high/middle school.	T49
Thought: Treats the programs differently, and lowers the age that kids go to Pinkham	T54
Thought: Grade 5 is too young to be in a junior high school. The CBE needs to be thinking longer term for proper solutions to a program that is growing significantly.	T60
Thought: I'm nervous about grades 5 and 9 mixing	T63
Thought: if ae cross identified, Spanish students would be youngest at school	T67
Thought: having a younger child in school with kids in grade 9	T74
Thought: grade 5 students mixed in with a school predominately grade 7-9 students is not the best learning environment. grade 5 students are not at the same maturity level as grade 9 students and could impact learning by the increase of peer pressure, bullying from older kids to younger kids, stress from moving schools coupled with having to interact with teenagers. forcing the grade 5 students to mature sooner than they should.	T76
Thought: Some concern about elementary kids being with Jr High kids	T81
Thought: Grade 5 students are too young to be in Junior high I'm really uncomfortable with the idea of having grade 6 and grade 9 together, I really dislike the idea of making grade 5 part of junior high. There is a very big gap between 10-year-old and 14-year-olds and I really think having grade 5 (and even 6 as it currently is) mixed with junior high students exposes the younger kids to things tat they don't really need to be exposed to at such a young age. I believe in keeping children innocent for as long as possible and having the 10 year olds in the same school as the 14 or 15 year olds wouldn't help.	T82
Thought: Children enter Junior High at a very young age Ideally the transition would occur in Grade 6 rather than Grade 5.	T90
Thought: Grade 5 and 9 students in the same school I do not support locating Grade 5 students in the same school as Grades 8 and 9, due to concerns about increased bullying and inappropriate exposure of Grade 5 students to students in older grades.	T94

**What are some of the CHALLENGES you can identify if we were to make this change?
Scenario 2 - Find a new grade 5 to 9 location for one of the programs. A.E. Cross School has been identified as a potential location.**

(continued)

Adding Grade 5 to Jr high school.

G1

Thought: Grade 5 French students are small in number at Bishop Pinkham.

T95

All other programs start in Grade 7 at this site.

Thought: very concerned about the bullying situation adding a second language to

T97

Thought: Location of AE Cross for grade 5's is not appropriate.

T103

It has been challenging enough to move grade 6 students to BP. After one year, I believe the wrinkles are out. Principal Jim is actively listening and the staff are adopting ideas and implementing changes to welcome grades that have not been there before. Adding grade 5 AND 6 to AE Cross, a school that is at a very busy intersection with NO language programs currently, is NOT attractive in the least. Why do the Spanish students have to be the guinea pigs through this whole course??

Thought: grade 5 mixing with grade 9 students

T106

There is too much difference between grade 5 and 9 students at such a delicate and difficult age group.

Thought: Why would we want to put grade 5's with grade 9's?

T107

I think there is a huge disconnect between these grade level's. Let's find a school where we can keep k - grade 5, at the least together.

Thought: Grade 5's at a junior high school.

T111

I do not like the idea of having my grade 5 student at a junior high school, especially when the English language program there only goes from grades 7-9. I think that could be both intimidating and also, less safe for grade 5 students.

Thought: Grade 5 students are very young to attend a junior high

T125

Thought: Moving grade 5, many families will have children at 2 different schools.

T126

Start times/ school hours need to be adjusted if grade 5 is moved

Thought: negative for gr 5 Fr students to move to middle school / JnH

T127

too young for middle school - stay at elem. is preferable (supported by research into US middle schools)

Thought: Grade 5 students need before/ after school care. What are the options if

T128

grade 5 is moved to another location? How will CBE support before/after school needs?

Thought: Concern over how the grade 5 students will mix with a grade 9 population

T133

What are some of the **CHALLENGES** you can identify if we were to make this change?
Scenario 2 - Find a new grade 5 to 9 location for one of the programs. A.E. Cross School has been identified as a potential location.

(continued)

Adding Grade 5 to Jr high school.

G1

Unless a middle school model is adopted, the grade 5 students will be at a disadvantage at A.E. Cross. You can not just place grade 5 students into a Jr High and expect them to adapt to the new expectations, programs and population without making considerations for the younger students.

Thought: Grade 5 is too young to be moved.

T136

Grade 5 should not be with the older kids.

Thought: Gr5 is too young to mix with Gr9

T138

There is too much outside influence on younger kids

Thought: nervous about gr 5's in "junior high"

T141

Thought: Grade 5 may be too young for Bishop Pinkham or A. E. Cross

T143

Thought: having young children in widely separate grades in one school
ie grade 5s with grade 9s

T144

Thought: Grade 5 is too young for middle school.

T145

Thought: Putting grade 5 students into Jr. High

T149

I think grade 5's are too young to be in school with kids in grade 8 9

Thought: Only spanish 5 6's in a junior high school

T153

At AE Cross the 5 6's would be the only elementary aged children in a junior high school setting. If this was a true middle school with english 5's 6's I would feel better about it.

Thought: Kids should NOT be together age range grade 5-9 for developmental differences.

T157

Thought: Grades 5 and 6 are too young to be in junior high.

T166

The maturity and social differences between grades 5 and 9 are much too great. Potentially finding grade 6 back in elementary would be a positive move.

Thought: large grade spread

T172

fairly big age/maturity difference between grade 5 9 students

Thought: Concern about socialization of grade 5's

T174

I am worried about having my grade 5 child mixing with young adults in grade 9.

Thought: kids moving to AE Cross in grade 5 is too young

T179

Thought: Negative Influence

T181

What are some of the CHALLENGES you can identify if we were to make this change?
Scenario 2 - Find a new grade 5 to 9 location for one of the programs. A.E. Cross School has been identified as a potential location.

(continued)

Adding Grade 5 to Jr high school.

G1

It is a concern that there could be negative influence of the 14-15 yr olds on 9-10 yr olds.

Thought: Young children exposed to Junior High environment early

T182

Grade 5 and 6 children are not ready to deal with a Junior High environment. They have not matured enough and have not developed their internal values to be able to assess and react to scenarios involving older children (bullying, foul language, cliques, romance).

Thought: Gr. 5 part of middle school, growing pains with 2nd language at new school

T184

Gr. 5 is now a part of middle school: kids are too young and vulnerable (difficult for school to keep Gr. 5 segregated from the rest of the school). Separation of: (1) dual languages and (2) exposure to different cultures. Capacity problem not resolved at Westgate. New school taking in the 2nd language will have growing pains vs. keeping both languages under "one roof". In addition, the strain put on the resources (whether it's teachers or CBE support etc) is now required for two schools vs. keeping dual languages together in one school.

Thought: Grade 5 is too young to enter Junior High.

T187

All other students at A.E. Cross are Grades 7-9. This is not a great environment for young Grade 5's.

Thought: Large age disparity between Grade 5 and 9

T191

Placing students aged 10 and 14 in the same environment has inherent risks, as physically and socially these would be huge gaps. This could be very detrimental to the student's learning environment and desire to be at the school.

Thought: Grade 5 students need to be in elementary school still.

T201

There is too much difference between a grade 5 and grade 9 student for them to be in the same school.

Thought: Grade 5 is too young to move to a Junior High.

T203

There is too big of an age difference for Grade 5 to be with the Grade 9. Other differences which are of concern is how well would the younger grades interact with the older ones

The older grades are going through lots of hormonal changes personal changes that the younger grades should not be exposed to yet. They would not thrive in this situation

Thought: children may be too young for AE Cross

T204

Thought: Grade 5 does not belong in a JR. HIGH. A jr. high cannot be made into a

T207

middle school for such young children. Their social and emotional needs would be met by only the basic of requirements and encouraged and flourish as if they were in elementary. They are only 10 year old children.

Thought: Where would 10 year old children be allowed to play at recess, use their

T208

What are some of the **CHALLENGES** you can identify if we were to make this change?
Scenario 2 - Find a new grade 5 to 9 location for one of the programs. A.E. Cross School has been identified as a potential location.

(continued)

Adding Grade 5 to Jr high school.

G1

imagination with their friends during free play. Again, they are only 10 year old children!! 3 years away from being a teenager!

Thought: In middle school, grade 5 and possibly 6, would have to earn "freedom" on the school grounds with good behavior - ie. being much more responsible and having to worrying about keeping up with the older kids.

T210

Thought: Keeping grade 5 and grade 6 in elementary schools makes this scenario plausible

T211

Bussing/Transportation

G27

Thought: longer bus ride for kids impacted with this change

T19

Thought: Bussing schedules and distances

T162

Thought: Busing two kids to different schools
 Grade 5 and 6 with junior high students, unacceptable.

T200

Thought: More bussing issues as there is currently not enough drivers

T205

Child care

G10

Thought: Childcare issues - are there enough before and after school programs in the area to support the influx of new students?

T47

Hours of the school are not consistent.

G17

Thought: Hours of the school are not consistent
 Fridays is early dismissal which creates problems in families where both parents work during the day

T35

Thought: Different Schedule
 It's difficult for parents to deal with different school schedules and different bus routes for different siblings at different elementary schools.

T87

What are some of the **CHALLENGES** you can identify if we were to make this change?
Scenario 2 - Find a new grade 5 to 9 location for one of the programs. A.E. Cross School has been identified as a potential location.

(continued)

Hours of the school are not consistent.

G17

Thought: Start - Finish Times are drastically different

T176

Location

G3

Thought: its totally different school , different way of running school , i don't like this school at all

T5

Thought: A.E. Cross location is not ideal for younger students due to high traffic, and local distractions.

T8

Thought: Poor Location

T10

A.E. Cross School is very far away for students who are already on the far edges of Westgates boundaries.

Thought: I would not want my child to attend AE Cross.

T13

Thought: Although you are freeing some room in the school for the other program the potential for overcrowding is still there.

T16

Thought: Lack of specificity in this option makes it seem less planned out

T24

Is there more information/analysis on other data that might influence which of the programs would better succeed at another location, such as AE Cross? E.g. demographics?

Thought: I personally don't see any challenge apart from the fact that AE Cross (if chosen) might be a less advantageous location for some students.

T25

Thought: This school is very far away from both our home and work in Cougar

T28

Ridge and downtown. We would have to add at least 25-30 mins to my commute both ways in order to drop my two kids off at different locations during the two years they would be apart from each other.

Thought: AE Cross is an awful location and I would never send my child there.

T32

Thought: The school looks run down from the outside and VERY busy traffic corner

T73

Thought: A.E. Cross is not the same community.

T75

May be a little too far out of the way for some parents.

Thought: Ae cross is an undesirable school in a bad location with transient families

T78

**What are some of the CHALLENGES you can identify if we were to make this change?
Scenario 2 - Find a new grade 5 to 9 location for one of the programs. A.E. Cross School has been identified as a potential location.**

(continued)

Location	G3
Thought: Is AE Cross as good as Pinkham? Bishop Pinkham has a great shop, drama room, music room, lunch room, etc. Does AE Cross have all these things?	T80
Thought: AE Cross does not have the best reputation currently Some people may find this a great disadvantage but the culture should shift with an influx of new students and teachers	T91
Thought: AE Cross is on a very busy street	T92
Thought: Moving a bilingual program to a school that is not prepared for such You will putting Bilingual grade fives with English grade nines opening the door for bullying due to being different.	T99
Thought: Distance because right now I live on the beltline-expensive cab fare	T114
Thought: AE Cross cannot support French program. I note that this online survey has changed this scenario wording to propose that "one" of the programs be relocated to a different school e.g. AE Cross. It is impossible to speak to any of the particulars of variations on this scenario other than AE Cross since the data is not available. However, it seems clear that as laid out in the written presentation of the scenarios, Spanish is the only program that could be located at AE Cross as they don't have the capacity to hold the French program.	T118
Thought: Hazardous materials still not repaired at AE Cross?	T119
Thought: Is AE Cross ready? B. pinkham's administration worked collaboratively with Westgate to prepare for the absorption of Grade 6. this was not done in one semester! The solution of moving the kids to a school with an existing population and an existing Eng program last minute is very concerning. What confidence do I have as a parent that AE Cross will have a Spanish program within next 5 months? BP had to do a lot of prep. What prep has any other Jr High done to accept the kids for next school year??	T122
Thought: A.E. Cross Location This school is situated at an extremely busy crossroads and there is no protection for the younger grades to be monitored properly.	T137
Thought: Language program would become a minority at A.E. Cross Students that have been exposed to being a minority in English speaking schools have had negative experiences.	T140

**What are some of the CHALLENGES you can identify if we were to make this change?
Scenario 2 - Find a new grade 5 to 9 location for one of the programs. A.E. Cross School has been identified as a potential location.**

(continued)

Location

G3

Thought: Location of School

T150

A.E. Cross is located at a very busy intersection. Even though the younger kids aren't supposed to leave school property I don't like the idea of my young child being in such a busy area. Bishop Pinkham is a better, quieter location for young kids.

Thought: Busy intersection.

T158

Thought: A.E. Cross does not have a good reputation

T160

Thought: AE Cross will soon be full

T165

Thought: AE Cross is at a location that poses potential safety issues.

T167

The intersection where AE Cross is located is dangerous and very busy with traffic. This seems risky for younger children particularly.

Thought: I do not think the Spanish program would integrate well into AE Cross.

T180

There is no commonality between the programs. Students might even be tempted to leave their language program because they might perceive it to be 'easier' to do everything in English.

Thought: A.E. Cross has a negative reputation.

T186

Many parents (either Spanish or French program) would reject the idea of their children attending A.E. Cross.

Thought: AE cross is situated in a very busy area which has a number of challenges

T193

- a) this would make drop off and pick up dangerous
- b) this area is dangerous for children at lunch hour due to vehicular traffic

Thought: This is a dramatic change of location which causes logistical challenges

T194

We purchased our home trying to reduce busing when our children are older and allow them to be community based. This dramatic change in location would not allow them to be community based and would cause logistical issues for us.

Thought: School in a busy commercial location.

T199

Thought: A.E. Cross has the added concern of being close to traffic and shopping.

T209

Not Challenges

G7

Thought: Better

T21

**What are some of the CHALLENGES you can identify if we were to make this change?
Scenario 2 - Find a new grade 5 to 9 location for one of the programs. A.E. Cross School has been identified as a potential location.**

(continued)

Not Challenges

G7

Scenario 2 is a better option than 1 or 3, because at least the children will be stable until grade 4, but still seems to be missing the long term goal. I mean you only moved grade 6 out of Westgate a year ago and already we are now thinking of taking grade 5 out? We specifically bought in THIS neighborhood - Westgate - so that we could walk our children to school for the next 5-6 years. Now it looks like we may have to drive them at some point - no matter which scenario is chosen (except 4). It is really disheartening to think that we may be KICKED out of the community school that my children love and cherish. Let's be realistic - the scenario says ONE OF THE PROGRAMS - but most likely it will be the Spanish program!

Thought: I don't like this at all

T53

Thought: It will be difficult to find a good facility.

T56

One that is in good condition, that is conducive to learning.

Thought: A.E Cross

T57

If A.E. Cross can accommodate the load I don't see a challenge.

Thought: the challenges are in the benefits section. There are many and this is the poorest scenario.

T71

Thought: None.

T83

Thought: A.E. Cross School location is closer to our community than Bishop Pinkham.

T85

Less commute for the kids.

Thought: this school.

T98

Thought: No challenges

T104

Thought: no challenges. best option

T108

Thought: No other locations proposed as potential locations.

T109

Thought: Would it be able to have everyone within the current boundaries included?

T110

Thought: I don't have any challenges for the scenario 2 though.

T113

Thought: Last minute relocation of grade 5

T121

very concerned about this issue. Are the kids ready? is grade 5 not too early? do kids thrive as well in grade 5 outside of elementary? what research has been done to support this? My kids are thriving now in the Spanish program- concern is that they will not be as successful with this LAST MINUTE change, (son is in Grade 4 correctly)

**What are some of the CHALLENGES you can identify if we were to make this change?
Scenario 2 - Find a new grade 5 to 9 location for one of the programs. A.E. Cross School has been identified as a potential location.**

(continued)

Not Challenges

G7

Thought: Best choice

T129

location is an important consideration when looking for a new location as I would not want bussing times to be greater than 30 minutes.

Thought: A.E. Cross School has been identified as a potential location.

T131

Thought: don't like

T171

Thought: no challenges for our family on scenario 2

T173

Thought: one program has to go to 3 schools

T189

Programs would be separated

G12

Thought: Mixes the program into a school that is already burdened

T1

Thought: Don't think this is a good option for Spanish students, as it appears from

T9

your graph that AE Cross will be at capacity by the time my children transition to this school - obviously not much of an improvement over the status quo. Also, I cannot access before and after school care through Kidzinc if my children attend AE Cross. This would significantly impact my ability to work, and provide financially for our family.

Thought: We have built community with the Spanish bi. Families.

T18

The challenge we see in this scenario is splitting up the community we have built.

Thought: separating friends from different programs

T34

Thought: A challenge would be deciding which program should go to Bishop Pinkam and

T37

which program should be relocated. Students currently in the Spanish program at Bishop Pinkam may not like the relocation and vice versa. Parents will pick scenarios to suit their own needs based on geography, school preference, etc.

Thought: Choosing between French and Spanish

T45

I believe that the Spanish should move as French has been at Westgate for years and should be grandfathered in so to speak.

Thought: Separating French-Spanish friends

T48

Many children attend a daycare facility with children from the alternate language program and have formed friendships. This scenario would split those friendships up in grade 5.

What are some of the CHALLENGES you can identify if we were to make this change?
Scenario 2 - Find a new grade 5 to 9 location for one of the programs. A.E. Cross School has been identified as a potential location.

(continued)

Programs would be separated	G12
Thought: the part of the program is the french and spanish together. can the capture area be smaller so that kids can live closer to the school but offer the two programs?	T52
Thought: I love the assemblies at westgate where the french and spanish come together. It enhances the experience of separate but equal rather than an "us and them" mentality that might exist if only spanish is added to an english school	T64
Thought: Those kids would lose out on exposure to the third language....	T65
Thought: Keep the language programs together or separate from English tracks A language-oriented school environment is supported by all the staff/teachers in direct and indirect ways by creating, and reinforcing, a school culture/philosophy. Either keep language tracks together (Spanish with French) at one middle school or find a location that will accommodate Spanish-only middle school students.	T72
Thought: Language education is reinforced by the entire culture of the school. It would be better to have language school where the culture/learning is supported in every aspect of the school (i.e., inside and outside the classroom). I think Westgate is successful because of the staff/teachers and students are all reinforcing the languages learned directly and indirectly.	T84
Thought: Deciding which program moves One of the programs would lose Grade 5 at Westgate.	T86
Thought: Loss of community for 1 of the programs	T88
Thought: tough change for those already attending bishop pinkham	T89
Thought: may have to separate from friends in the french program	T101
Thought: French and Spanish should be kept together As mentioned in the previous slide, french and Spanish should be kept together. The children seem to learn and pick up on each other's language. I would suggest that you change Bishop Pinkham into a language school. Move out the english/regular program and move it to A.E. Cross where there is room. Currently, Bishop Pinkham already has languages, so you would be essentially keeping it the same- only, you would be moving the regular program to a nearby school that already has a regular program in place (A.E. Cross).	T120
Thought: Loss of 3 languages/one school philosophy One of the benefits of Westgate to parents are the languages. separating Spanish from French after Grade 4 is a true disservice to a program we supported and helped thrive	T123

What are some of the **CHALLENGES** you can identify if we were to make this change?
Scenario 2 - Find a new grade 5 to 9 location for one of the programs. A.E. Cross School has been identified as a potential location.

(continued)

Programs would be separated	G12
Thought: creates a bit of a split between languages as they wont stay together	T134
Thought: Separation of programs reduces overall benefits for students Students at Westgate are now exposed to both alternate languages and cultures. They would lose that if programs where separated.	T139
Thought: Why Spanish to AE Cross? Why not French?	T154
Thought: Loose of French friends and language.	T156
Thought: Which program would you choose? The biggest challenge would be to determine which program moves to AE Cross. Either way, this would take getting used to.	T177
Thought: separates the 2 programs and they are so good together One of my concerns with separating the 2 programs stems from my own experience as I child attending the bilingual program. When a second language program is paired with a regular program at the elementary school level, there is definite segregation and even rivalry. I lived in Westgate and attended the school, but those attending the English program never socialized with me because I was in the language program (not even outside school). This is not an uncommon story in speaking with others. In speaking with another parent today whose children attended Westgate in the few years before the Spanish program, described a similar if not more severe situation. I appreciate that the 2 language programs are together, there is not that rivalry or division. The children socialize between the programs and there is a sense of community. It is an amazing learning environment with wonderful diversity. For me it would be very sad to see the 2 programs separated	T183
Thought: I think there is a symmetry with the 2 programs and they thrive together	T188
Thought: How do you decide which program should move? I can see parents getting upset over this issue.	T196
Thought: Who leaves and why? This would be a precarious decision, negative discord and strife would result.	T197
Thought: I prefer for my kids to go to Bishop Pinkham. Think it is better school...	T202
Thought: You break the language programs apart	T212

What are some of the **CHALLENGES** you can identify if we were to make this change?
Scenario 2 - Find a new grade 5 to 9 location for one of the programs. A.E. Cross School has been identified as a potential location.

(continued)

Programs would be separated

G12

There is strength for both the student body and teachers by having the two languages moving together at schools. Like minded parents, teachers and children will grow stronger by being with similar peer groups

Quality Education/Resources

G5

Thought: Parents of the relocated program will feel singled out.

T2

Thought: The challenge would be the school location selection and th lack of support of this particular selection.

T3

Thought: The challenge would be that other options for location would be required to make an informed decision and give proper consideration to enroll in another location

T4

Thought: Our son would be devastated if he had to change schools next yr. BP has be an amazing school.

T12

Thought: Uprooting children that have started familiarity with the location, friends and teachers will be lost

T17

Thought: new Grade five to nine location

T22

It is hard to start up new programs, usually many complications come with it. Busing routes, acceptance of program from students that have been there for a while . Resistance from teachers who also have to accomodate the program. Resources for the library.

Thought: The first students going in would be somewhat of a minority at Cross.

T29

Only one or two at the most grade 5 classes of Spanish going into Cross would be a tough transition as they would be the only grade 5/6 classes there.

Thought: Change is hard for everyone

T33

What would happen to the kids currently at AE Cross?

Thought: school needs to be better prepared than when the gr 6s moved a couple of years ago

T36

Thought: Quality in the programa could be impacted as new teachers need to be hired and the A.E. Cross School does not have experience in teaching second languages.

T39

Thought: The educational cycle, so important at young ages, will be cut and spread

T51

What are some of the **CHALLENGES** you can identify if we were to make this change?
Scenario 2 - Find a new grade 5 to 9 location for one of the programs. A.E. Cross School has been identified as a potential location.

(continued)

Quality Education/Resources	G5
out. It is not what students need.	
Thought: There would be administrative challenges in separating the programs.	T58
It may be difficult to pull this off by September 2013 which is when you really need to have a viable solution in place.	
Thought: The kids will be separated from their siblings, there will be a lack of learning resources.	T59
Thought: span or french at AE cross being a minority. multilingual community GONE.	T62
It's a big school and if Spanish were to enter there I fear it would just be grades 5 and 6 and they would be small fish in a big pond. Not only would the span/french multilingual community be gone, it's a brand new program having to be created. my fear is that it would be an uncomfortable year for all.	
Thought: I like that the programs share locations.	T66
Thought: will have to integrate a language program into an existing school climate.	T70
Thought: Administration costs will rise to bring program to a larger school.	T93
Thought: 3 different schools merged into 1 school and operating as separate language schools could pose a problem. Our children were placed in a language for a purpose, not to be always taught in english.	T96
Thought: AE Cross is a big school; there would be a number of programs there	T135
Would having a number of programs in the same school mean a lack of focus and attention to any one program?	
Thought: New school will not like another school coming into there school.	T159
Thought: Would need strong teaching staff and administrators	T161
Thought: staff and students will face great change and learning to adapt to another school, rules, environment, etc	T163
Thought: Location may be a challenge for some of the families.	T168
Thought: Not as "homey" as Westgate; bigger school.	T169
Thought: A.E. Cross inherits growing pains	T185

What are some of the CHALLENGES you can identify if we were to make this change?
Scenario 2 - Find a new grade 5 to 9 location for one of the programs. A.E. Cross School has been identified as a potential location.

(continued)

Quality Education/Resources

G5

New language introduced to A.E. Cross will result in growing pains at the expense of the Spanish students and their program. The students will also be the Minority group at this school.

Thought: AE Cross and a language program won't mix well.

T190

Combining an underprivileged school community (AE) with a privileged language community is not a good mix. There will be tensions and resentment. Neither program can relate to the other. Both programs would receive better resources if they separated their populations because their needs are completely different.

Thought: mixing language and non-language programs will cause disparity division

T192

Thought: as with all scenarios this is only short term solution

T206

Short Term Solution

G13

Thought: Westgate is still very full with k-4.

T14

Thought: Firming the space in AE Cross

T23

Thought: Still high demand for space for k-4

T26

This scenario does not really address the growing interest and need for space for grade k-4 in both programs

Thought: westgate remains over capacity

T41

Thought: It doesn't solve the problem at Westgate.

T43

You buy one year reprieve only at Westgate with this scenario. This makes no sense.

Thought: Leaves a bunch of unused instructional space at 3 other schools.

T44

Rosscarrock, A.E. Cross, and Bishop Pinkham remain underutilized. This is a waste of resources when you're stuffing Westgate to the gills still in this scenario. This makes no sense.

Thought: It is a short term solution.

T50

Thought: It is a shortsighted solution

T55

It would only help Westgate for 1 or 2 or 3 years before crowding, again, becomes an issue and something else has to be done.

Thought: I think this would be very short term solution for Westgate.

T61

Thought: Westgate over capacity in 2014 so we would need to do this over again.

T68

**What are some of the CHALLENGES you can identify if we were to make this change?
Scenario 2 - Find a new grade 5 to 9 location for one of the programs. A.E. Cross School has been identified as a potential location.**

(continued)

Short Term Solution

G13

it doesn't make sense to me to explore an option that doesn't address the issue for at least 5 years.
This is my preferred option for Spanish kids

Thought: Does not solve the problem at westgate school?

T69

Thought: does not ease space at Westgate

T77

Thought: Not a long term solution

T79

the grade sixes are already gone, moving out the grade fives will help a little, but not long term.

Thought: No long-term help for Westgate

T100

Thought: Lacking long-term strategy for growth

T102

Again the concern is around mixing Grade 5 students with others who are so much older as well as if this would support the long-term growth needs.

Thought: westgate is still FULL

T105

Thought: doesn't alleviate space issues at Westgate by a very large margin

T112

Thought: Does not address root of the problem.

T115

Continuing growth in Calgary West could contribute to continued demand in Spanish bilingual programs. Without addressing the shortage of schools in Calgary West scenario 2 is a temporary solution to the growing demand for Spanish bilingual programs. Given the current growth rate at Westgate, what will prevent my children from being shut out of Westgate/A.E Cross in the future. There is no alternative Spanish programs in Calgary West.

Thought: Does not solve the problem at hand. Westgate overcrowded in 2013.

T116

Looking at the charts, the Westgate number for 2013 for this scenario is already above the provincial cap of 675 in 2013!!! SO THIS SOLUTION DOESN'T EVEN WORK FOR NEXT YEAR. Clearly this is unacceptable.

Thought: short term plan - Westgate will be full again soon

T117

Thought: Does not address the current capacity issues at Westgate. Grade 5 does

T124

not account for a large portion of the overall school population at Westgate. Kindergarten grade 1 is where the school struggles with capacity

Thought: Creates space for now, but not a lot of room for future growth

T130

Thought: Westgate school will again be at its population maximum within a few years

T132

This appears to be another bandaid solution, and does not offer a long term option.

**What are some of the CHALLENGES you can identify if we were to make this change?
Scenario 2 - Find a new grade 5 to 9 location for one of the programs. A.E. Cross School has been identified as a potential location.**

(continued)

Short Term Solution

G13

Thought: No long - term or even short term help for Westgate.

T142

The difference in numbers at Westgate is so few that it would make NO difference to this school.
Long-term solutions are needed!!!

Thought: Westgate will still be very crowded.

T146

Thought: The projected enrollment numbers only show this as a short term solution.

T147

Thought: This doesn't really solve the long term issues.

T148

While a move like this moves some of the students out of Westgate and Bishop Pinkham in the short term, over the long term there will still be a space issue if we continue to accommodate both growing programs.

Thought: Short term solution

T151

Doesn't free up much space at Westgate for the long term.

Thought: Doesn't solve Westgate's capacity issue at all!

T152

Still far too many children at Westgate school.

Thought: AE Cross will reach capacity by 2017.

T155

Temporary, not a long term plan.

Thought: no change or benefit for Westgate

T164

there is no change to the capacity at Westgate, still overflowing

Thought: Does not solve the enrollment issues at Westgate.

T170

Westgate is still operating at capacity after 2013.

Thought: This is only a short term solution

T175

Anticipated growth of both programs will mean that this solution will only work for a year or two before Westgate is out of space again.

Thought: short-term solution - capacity at Westgate would soon be exceeded

T178

Thought: Combining english and language programs would over populate this school

T195

Thought: student total number does not seem to go down

T198

only removing Grade 5 does not increase the space at the Westgate. It seems to be ok for the Bishop, but won't be long term solution for Westgate elem.

Q5: What are some of the BENEFITS you can identify if we were to make this change? Scenario 3 - All kindergarten students at Rosscarrock School. Grade 1 to 5 at Westgate School. Grade 6 to 9 French at Bishop Pinkham and Spanish at A.E. Cross.

Started: 2 Dec 2012 **Ended:** 4 Jan 2013

Background information

No background information

Participation summary

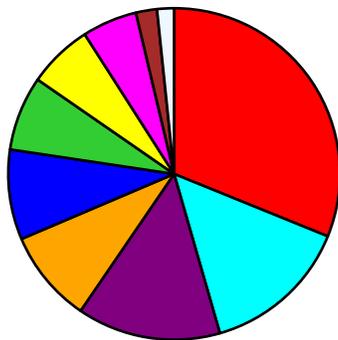
Demographic	Participant Count	Thoughts	Choose
other	2	1 thought	0 votes
Spanish Bilingual	139	114 thoughts	397 votes
French Immersion	105	91 thoughts	299 votes
Participated		20 % (178)	20 % (177)
Opted out		0 % (4)	0 % (5)
No participation		78 % (680)	78 % (680)

Question Overview

Q5: What are some of the BENEFITS you can identify if we were to make this change? Scenario 3 - All kindergarten students at Rosscarrock School. Grade 1 to 5 at Westgate School. Grade 6 to 9 French at Bishop Pinkham and Spanish at A.E. Cross.

Choose Summary

	overall rating	participant count	average rating
Not Benefits	227	68	3.34
Long term solution for middle school grades.	105	59	1.78
Less disruption/more continuity	102	58	1.76
Keeps the two programs together in elementary	66	43	1.53
I prefer Scenario 3	64	31	2.06
Separating kindergarten	53	32	1.66
Location	46	32	1.44
Quality Education/Resources	39	20	1.95
Good use of space	15	14	1.07
Child Care	12	8	1.50



Not Benefits	227
Long term solution for middle school gr...	105
Less disruption/more continuity	102
Keeps the two programs together in elem...	66
I prefer Scenario 3	64
Separating kindergarten	53
Location	46
Quality Education/Resources	39
Good use of space	15
Child Care	12

What are some of the **BENEFITS** you can identify if we were to make this change? Scenario 3 - All kindergarten students at Rosscarrock School. Grade 1 to 5 at Westgate School. Grade 6 to 9 French at Bishop Pinkham and Spanish at A.E. Cross.

Child Care

G21

Thought: Close to their after school care.

T221

Good use of space

G8

Thought: creates capacity at Westgate

T43

Thought: Good for French.

T45

Thought: Relieves the crowding at Westgate.

T61

Thought: solves the space issue

T68

Thought: It would help with some of the crowding at Westgate.

T71

Especially since Kindergarten seems to have the most students.

Thought: creates room at westgate for span and french to be together through gr 5

T81

Thought: space issues

T94

Thought: open up space at Westgate

T99

Thought: Preserve current Programs at Westgate School; increase student population

T103

at Rosscarrock (keep school open); create more classroom space at WS; RS and WS are in close proximity, thus transition from K to Gr. 1 is minimal

Thought: only benefit to help alleviate space issues

T104

Thought: ease the over population at Westgate

T117

Thought: It alleviates the crowding problems.

T131

I DO NOT like this solution!!!

Thought: solves space issue

T140

Thought: less kids at westgate

T205

Thought: good for next year at Westgate

T211

i am concerned that this is going to be short term solution.

What are some of the BENEFITS you can identify if we were to make this change? Scenario 3 - All kindergarten students at Rosscarrock School. Grade 1 to 5 at Westgate School. Grade 6 to 9 French at Bishop Pinkham and Spanish at A.E. Cross.

I prefer Scenario 3	G5
Thought: I think that is very good idea to solve the problem	T5
Thought: provides least disruption - in close proximity to Westgate; Gr 6 Jr high!	T6
Thought: Less changes for Westgate school With the exception of Kindergarten being at Rosscarrock, Westgate would remain the same.	T12
Thought: More convenient for families with multiple children, close in age. With Westgate being a 1-5 school and Bishop Pinkum remaining a 6-9 school, families with young children close in age could attend the same school for longer.	T15
Thought: seems reasonable also	T19
Thought: Least disruptive plan for children in current programs. This keeps the grade 5s together with their more suited age group. It also continues the sense of community and the relationships built over the last5 years between kids in both programs.	T25
Thought: i like this option as it doesnt impact my son until another three years,	T26
Thought: I like this approach. The kids will not get disturbed as much since they already know they would have to jump to a different school after grade 5	T30
Thought: I think it is very beneficial to have all students attend the same school from Grade 1 to 5 and then transition to Junior High. Having the kids attend kindergarten in Rosscarrock is a good option as at that age, I don't think it matters which school they are attending!	T32
Thought: Less movement from one location to another overall.	T36
Thought: sort of clean - all kindergarten kids in one place. Common age groups.	T41
Thought: This is the best idea of the 3	T47
Thought: Great Idea I think this is a great idea. It relieves the pressure of the over enrollment. It moves Spanish to AE Cross where there is tons of room. The only minus would be changing schools from Kindergarten to Grade 1. But honestly I remember growing up and not having Kindergarten at my elementary school either.	T58
Thought: Easy to do and to manage.	T65
Thought: It would be a relatively straightforward change.	T84
Thought: this scenario is of most benefit for my child	T95

What are some of the **BENEFITS** you can identify if we were to make this change? **Scenario 3 - All kindergarten students at Rosscarrock School. Grade 1 to 5 at Westgate School. Grade 6 to 9 French at Bishop Pinkham and Spanish at A.E. Cross.**

(continued)

I prefer Scenario 3

G5

The transition to middle school at grade six seems much more age appropriate. We also have great before and after school care right now ...a move to a new school at grade 4 or 5 will require new child are options which are not easy to come by.

Thought: It would be great. Because my oldest, middle and youngest sons would be

T100

still in the same building, same bus stops, same afterschool care. My sons would be in grade 5,2 and 1 next year.

Thought: Currents students are not impacted

T101

Thought: Keeps kids currently at Westgate at Westgate for 1 - 5.

T106

This is by far the preferred alternative.

Thought: This seems like a much better plan.

T112

I think this way the Spanish students can finally perform more in spanish and the French students can finally do their assemblies in French. It has been an extreme disappointment coming from an all French school to see my children always speaking and performing in english and not utilizing the language that they are being taught.

Thought: It would work for our family

T113

Thought: Best plan by far. Keeps kids in one school from Grade 1-5.

T127

Thought: This is my favorite scenario, the benefit is that the two programs will remain together for five years in elementary.

T156

Thought: sounds like the most logical of choices

T164

Thought: like option 1 or 3

T188

Keeps the two programs together in elementary

G11

Thought: Keeps the french immersion/spanish bilingual children together

T21

Thought: French and Spanish together for 5 years.

T37

Thought: Sustains both programs at Westgate.

T52

Thought: Spanish remains at westgate school.

T86

Thought: Retains diversity at Westgate

T111

What are some of the **BENEFITS** you can identify if we were to make this change? Scenario 3 - All kindergarten students at Rosscarrock School. Grade 1 to 5 at Westgate School. Grade 6 to 9 French at Bishop Pinkham and Spanish at A.E. Cross.

(continued)

Keeps the two programs together in elementary

G11

I appreciate the current diversity of having French and Spanish programs at the same school for these grades.

Thought: Synergies in keeping the program together

T118

Shared resources between the programs

Thought: Students stay together

T119

Students develop learning acquaintances throughout their elementary career.

Thought: Keeps French and Spanish programs in the same buildings

T120

Thought: spanish and french together and then french stays at BP. Great scenario!!

T122

Westgate is originally English and French. French should continue at Westgate and with Spanish there as well the opportunity is languages are picked up through osmosis and assimilation. BP should still be the designated French Immersion school. I am not crazy bout the grade 6's going to a junior HS. I believe that they are still too young.

Thought: Students able to build stronger bonds

T129

Thought: Strengthens school identity, mottos, values

T130

Thought: Keeps French/Spanish together for 1-5

T137

Thought: Keeping French and Spanish together in elementary

T138

This would allow the French and Spanish to remain together in Elementary school. The program already exists at Westgate so there is consistency for the children in both programs. There would minimal change to the students. Keeping the 2 programs together allows them to learn from each other and pick up different languages from each other.

Thought: Keeps similar children together

T179

Kids of similar ages at the school

Thought: Spanish-French mixing

T180

allows children in the two different programs to integrate/know each other - which gives them broader views

Thought: Good for students to keep them together.

T185

Thought: Good for teachers to keep them together.

T186

Thought: Grades for both programs stay together

T219

What are some of the **BENEFITS** you can identify if we were to make this change? Scenario 3 - All kindergarten students at Rosscarrock School. Grade 1 to 5 at Westgate School. Grade 6 to 9 French at Bishop Pinkham and Spanish at A.E. Cross.

(continued)

Keeps the two programs together in elementary

G11

Children developed friendships and support by being in the same schools by grade until high school

Less disruption/more continuity

G6

Thought: Program continues.

T7

Thought: Existing students make one school change at grade 6, so retain a better sense of community.

T8

Thought: Transition grades would be the same as they currently are for most kids

T11

With the exception of kindergarten, all students would transition to their new schools at the same stage in their education.

Thought: As my child is in Gr 4, this scenario would work fine for us.

T17

Thought: The only benefit I can see is that students will have some stability for

T22

five years. They will have a school they can call "my school". No moving around all the time.

Thought: the children stay together throughout their elementary career

T23

Thought: Could provide a contained space for families to test drive immersion

T31

Centralizing of appropriate resources/facilities that would benefit one age group, possibly easier to set up Kindergarten-friendly space and programming in school

Thought: Grade 6-9 at separate schools

T33

Again, I like the focus within the entire school being on the language program of choice so the student skills grow.

Thought: better coherence in the early years

T48

Thought: Fewer childcare issues for both French Spanish

T59

Grade 6 is starting to be old enough for some parents to consider allowing their child to stay home or travel to an after school program alone, reducing the demand for childcare around both middle schools. Also, most facilities cater to both Westgate and Rosscarrock which allows the kindergarten students continuity into grade 1.

Thought: Existing students only have to change schools once.

T60

Thought: Children with friends in the opposite language program remain together

T63

What are some of the **BENEFITS** you can identify if we were to make this change? Scenario 3 - All kindergarten students at Rosscarrock School. Grade 1 to 5 at Westgate School. Grade 6 to 9 French at Bishop Pinkham and Spanish at A.E. Cross.

(continued)

Less disruption/more continuity

G6

Many children attend before and after school care with students from the alternate language program and have developed strong friendships. This scenario allows them to stay together from Kindergarten through grade 5.

Thought: fairness to the two programs

T66

Thought: Treats the programs equitably

T69

Thought: Benefit

T72

I like the fact that the student will be at the same elementary for the first 5 years.

Thought: Keeps elementary students at the same school for a longer period of time.

T75

Thought: Would allow Westgate to keep grades 1 through 5

T77

Thought: Least amount of moving current children around that are currently at Westgate.

T80

Thought: It keeps the programs together till grade 5.

T83

Thought: families stay together longer, 10 year olds not at junior high

T87

Kindergarten is shorter and follows a different schedule than the rest of the grades therefore less disruptive.

Thought: only having to change schools once and older for junior high

T89

Thought: Children would transition to "big school" together.

T90

Thought: More consistency

T97

I like the fact that children would only be at a different school for kindergarten, and then they would get 5 consecutive years at the same school.

Thought: Grade 1-5 at Westgate for BOTH programs

T102

Thought: Grade 1-5 students have the familiarity of being in the same school.

T121

The Spanish and French in the same schools, like it is now, is cultural, cross-minded, and develops GLOBAL citizenship. The Spanish community have rallied to adopt their language program and have worked out the kinks and all the challenges along the way. And there have been many. We went from one principal who could give a straight answer to one who bullied her staff out of the school to one now, THANKFULLY, who is on the ball and OPEN in all areas. Our young elementary students need that strength that is in Westgate now.

Thought: 5 years of consistency for both students and administration.

T128

What are some of the BENEFITS you can identify if we were to make this change? Scenario 3 - All kindergarten students at Rosscarrock School. Grade 1 to 5 at Westgate School. Grade 6 to 9 French at Bishop Pinkham and Spanish at A.E. Cross.

(continued)

Less disruption/more continuity	G6
Thought: consistency for grade school kids keeps the grade 5 kids in an elementary setting	T132
Thought: Less disruption for the kids- less moving around	T133
Thought: Separating school between French and Spanish for grade 6 to 9, all students can be better to focus on their language to learn. For example, a child who is taking Spanish does not need to challenge to a child who is taking French.	T134
Thought: Kindergarten remains optional. With K being optional and with the population increasing drastically, the K classes need to be elsewhere. With K only being a half-day, twice the space is needed for their classrooms. This is the start of the overcrowding at Westgate.	T148
Thought: Large grade group consistency. Both the Spanish and French programs would have their communities stay together longer.	T151
Thought: Kids are young enough to adapt to the changes.	T155
Thought: some stability for the most important grade levels	T159
Thought: Some stability to the families having to travel and transport to Westgate	T160
Thought: kindergarten is only 2.25 h/day the 4, 5 and 6 year olds are only in school for part of the day and don't really mix with the other grades - no recess, lunches, etc so does it matter where they are learning	T167
Thought: keeping grade 5s in elementary school is important 10 year olds may not be ready for junior high (and many people would not want 14 year olds socializing with 10 years olds)	T168
Thought: Separate kindergarten program	T170
Thought: Keeps majority of Westgate students where they are now. As kindergarten students do not often interact with other students (at recess, lunch, etc) this is not a bad option in terms of creating space at Westgate. It also allows the grade 5s to stay at Westgate as they are now.	T173
Thought: Keep two languages together until grade 5.	T175
Thought: After K, no transition until Grade 6.	T178

What are some of the **BENEFITS** you can identify if we were to make this change? Scenario 3 - All kindergarten students at Rosscarrock School. Grade 1 to 5 at Westgate School. Grade 6 to 9 French at Bishop Pinkham and Spanish at A.E. Cross.

(continued)

Less disruption/more continuity **G6**

Thought: Keeps the programs intact (except for K). T184

Thought: Keeps K-5 tri-lingual culture at Westgate T191

Thought: Better to separate Kinders than mix grds 5 to 9 T192

I would rather have my kindergarten child attend Rosscarrock than have my grade 5 child socializing with grade 9's.

Thought: Less disruption/movement for kids, more chance of siblings being together T198

More consistency for kids staying at one school for longer period. Higher likelihood of siblings being together at one school (siblings provide more support and set good examples to one another whether it's the older child to the younger child or EVEN viceversa younger child supporting older child).
Easier for families to plan for child care, work, physical relocation (if necessary) etc. Less strain on resources (teachers, CBE support etc).

Thought: Maintains current Westgate school culture. T201

By moving the Kindergarten, we gain space at Westgate. The space allows Westgate to continue to have kids up to Grade 5, with both French and Spanish. That would sustain the current "school culture".

Thought: One more year at the school they are use to. T220

Location **G14**

Thought: Rosscarrock is a good alternative location T16

Rosscarrock is so close to Westgate school that it would be reasonably convenient for families who have children in both Rosscarrock and Westgate.

Thought: take advantage of rosscarrock facility that is currently underused T24

Thought: males use of available space at Rosscarrock T42

Thought: makes use of capacity at rosscarrock school T54

Thought: This would utilize space at Rosscarrock T76

Thought: Rosscarrock is smaller school for kindergarten/good for younger students T93

Thought: Better use of space at Rosscarrock school T109

Support for this school as a community resource

What are some of the **BENEFITS** you can identify if we were to make this change? Scenario 3 - All kindergarten students at Rosscarrock School. Grade 1 to 5 at Westgate School. Grade 6 to 9 French at Bishop Pinkham and Spanish at A.E. Cross.

(continued)

Location	G14
Thought: Rosscarrock is close geographically for pick up drop off	T142
Thought: Rosscarrock students utilize the same before/after school care as Westgate	T143
Thought: Yes to sending kindergarten to Rosscarrock.	T146
Thought: Roccarrock is close, I think this is a good option	T157
Thought: Helps Rosscarrock out with increasing population.	T172
Thought: Rosscarrock school located close by.	T176
Thought: Use of Rosscarrock which is currently underutilized	T177
Thought: Kindergarten is not far from Westgate	T199
Rosscarrock is in the same vicinity as Westgate which is not a huge disruption to families planning child care, work schedules etc. Possibility of both schools interacting with one another to try to promote multiculturalism and respect for each others language.	

Long term solution for middle school grades.	G19
Thought: Students don't leave until Grade 6 when they're older.	T38
Thought: You at least have separated Spanish and French in Junior High.	T39
Thought: keeps children from jumping to "jr high" culture too soon (before gr 6)	T40
Thought: makes use of capacity at a.e. cross school	T55
Thought: keeps grade 5 students at westgate, not at junior high school	T56
Thought: Students don't start middle school until grade 6.	T62
Grade six is not ideal, but this scenario gives kids one more year in their elementary school before putting them in with the "big kids."	
Thought: Don't like grade 5 at AE Cross	T67
Thought: Prevents grade 4's from going to Pinkham (that's a big plus)	T70
Thought: Grade 5 are not as mature as kids in Junior High and it allows them to be kids	T78

What are some of the **BENEFITS** you can identify if we were to make this change? Scenario 3 - All kindergarten students at Rosscarrock School. Grade 1 to 5 at Westgate School. Grade 6 to 9 French at Bishop Pinkham and Spanish at A.E. Cross.

(continued)

Long term solution for middle school grades.	G19
Thought: This would eliminate overcrowding at Bishop pinkham.	T79
Thought: Keeps Grade 5 with younger Grades. Avoids mixing Grade 5 with older grades (up to Grade 9)	T110
Thought: Similar to what has been going on except grades 6-9 Spanish now at AE	T126
Thought: Keeps Westgate students in one school through 1-5.	T135
Thought: Keeps the kids longer in elementary	T139
Thought: Spanish needs room for the grades 6 to 9 in ONE place. I'm not thrilled with the location of A.E. Cross at a busy intersection, but if there truly is room there for the Spanish, that's awesome. Proximity is great. I trust there will be an experienced Spanish program leader/teaching staff who will move to the school. The existing Spanish students at Bishop Pinkham should be grandfathered in. It is a critical year and they have had enough moves and changes being the oldest Spanish class that they don't need to be pulled from Bishop Pinkham for the sake of two classes right now, one grade 6 and one grade 7. Have some compassion.	T149
Thought: Jr. High for Spanish 6 - 9 at A. E. Cross is a good idea no matter what This frees up space at Bishop Pinkham and splitting the jr. high programs is a good idea with any scenario	T166
Thought: separating the languages the separation of the programs is needed as there is not enough space at westgate or bishop pinkham for each of the growing programs	T169
Thought: Splits the older students up between schools. Splitting the two language programs is likely a good thing long term. In addition, at A.E. Cross more of that school will be used and put to capacity.	T174
Thought: Bishop P is at a more manageable growth rate the additional students is not so great that it pushes the shcool into overcapacity in a few years	T181
Thought: AE Cross is not overwhelmed with additional students the number of additional students to AE Cross is not overwhelming to the school and doesn't put AEC into overcapacity within a few years	T182
Thought: Long term solution for middle school grades. Makes the best use of space at Bishop Pinkham and A.E. Cross.	T187

What are some of the **BENEFITS** you can identify if we were to make this change? Scenario 3 - All kindergarten students at Rosscarrock School. Grade 1 to 5 at Westgate School. Grade 6 to 9 French at Bishop Pinkham and Spanish at A.E. Cross.

(continued)

Long term solution for middle school grades. G19

Thought: Gr. 5 remains in Elementary school and not exposed to middle school. T200

Kids remain at one school for a longer period which nourishes sense of belonging and self esteem.
Dual languages are kept together for a longer period promoting different cultures and mutual respect.
Children also develop friendships from the "other speaking language" children.

Thought: No students move from Westgate to Junior High until Grade 6. T202

More age-appropriate time to enter Junior High school environment.

Thought: The only benefit I can see here is that the students would get to stay at T209

Westgate for as long as possible (end of Grade 5) before having to move on to Junior High.

Thought: good for Bishop to have only French T212

Not Benefits G10

Thought: no benefit. Creates confusion for children as they move schools T1

Thought: See q. 3 T2

Thought: Don't see any benefits for my children in the Spanish T9
program.

Thought: This plan does not change the demographic of Westgate much. T10

Thought: None T18

Thought: NO STABILITY T28

NONE! This seems like even more of a ridiculous suggestion. To staff Rosscarrock school with bilingual/immersion teachers for 1 grade seems like a waste of resources and once again a SHORT TERM SOLUTION! Does anyone see a pattern in these scenarios.

Thought: All kindergarten students at Rosscarrock school T29

There are no benefits to changing a school after your first year especially kindergarten. Children need consistency and the students will just get use to Rosscarrock and then have to move and have the change of full days plus new location. There is no consistency.

Thought: None, too confusing for the student. T34

Thought: none T35

What are some of the **BENEFITS** you can identify if we were to make this change? Scenario 3 - All kindergarten students at Rosscarrock School. Grade 1 to 5 at Westgate School. Grade 6 to 9 French at Bishop Pinkham and Spanish at A.E. Cross.

(continued)

Not Benefits	G10
Thought: Kindergarten kids need security. Moving them in Gr. 1 too is too much!	T46
Thought: that would be difficult on such a young age group as well as adjusting child care	T49
Thought: Totally unacceptable to have children change after kindergarten. The whole point of kindergarten is to get them integrated into school so that gr 1 is an easier adjustment and they are better able to focus on learning.	T50
Thought: None	T53
Thought: No benefits at all. It' awful for kids, parents and the learning process.	T74
Thought: this is a ridiculous option and shouldn't be considered I this option is explored I would not send my upcoming K kids.	T85
Thought: no benefit	T88
Thought: parents with multiple children would have potentially more overlapping years.	T92
Thought: I'm not sure I see a benefit to this scenario.	T96
Thought: NONE.	T98
Thought: There are no redeeming points for this poor scenario	T105
Thought: None	T107
Thought: concerned about how the spanish children are once again passed around to	T114
Thought: multiple schools before high school	T115
Thought: none. Kindergarten is the the first year of school and the most challenging for most kids. Just as they may find themselves the will be carted off to a new school.	T116
Thought: None.	T124
Thought: Would rather see Kindergartens with rest of school. Older kids move.	T125
Thought: Grade 6 to 9 French at Bishop Pinkham and Spanish at A.E. Cross.	T150

What are some of the **BENEFITS** you can identify if we were to make this change? Scenario 3 - All kindergarten students at Rosscarrock School. Grade 1 to 5 at Westgate School. Grade 6 to 9 French at Bishop Pinkham and Spanish at A.E. Cross.

(continued)

Not Benefits

G10

All kindergarten students at Rosscarrock School, this scenario is not very suitable for me. Because I have kid in grade 2 in westgate right now. If it happens this scnario, I'm in big trouble. I have to go two places every morning and afternoon.

Thought: band aid

T158

once again, poorly thought out option. school will be full again in next few years

Thought: None

T162

Thought: Short term solution

T163

We would have same problem in the near future.

Thought: Not really any

T165

Thought: none

T171

Thought: none

T189

Thought: can't see any benefits to this one :(

T190

Thought: no benefit

T193

Thought: No benefit! How does this make sense for programming?

T194

Moving the k's to another site is a bandaid fix and excludes them from the greater school community.

Thought: None.

T195

Thought: You have not suggested alternative scenarios for the french students.

T196

Why does the Spanish program need to do all the compromising?

Thought: Short term solution

T197

This would free up space at Westgate short-term but as the population grows we would be faced with the same problems in 2 years.

Thought: No benefits.

T206

Thought: None other than population control

T208

Thought: good for another school to open a new program.

T213

not sure if AE.Cross is a good choice

Thought: This temporarily solves the space issues at Westgate.

T215

What are some of the **BENEFITS** you can identify if we were to make this change? Scenario 3 - All kindergarten students at Rosscarrock School. Grade 1 to 5 at Westgate School. Grade 6 to 9 French at Bishop Pinkham and Spanish at A.E. Cross.

(continued)

Not Benefits **G10**

Thought: No benefits at all. T216

Thought: NONE T217

Thought: small amount of change T218

Quality Education/Resources **G2**

Thought: Grades 1 to 5 at Westgate would enable continuity for G 6 to 9 transition being appropriate before high school T4

Thought: Grade 5 students staying with lower elementary grades T27

Thought: grade 5's have one more year to mature before being with older kids T44

Thought: Better to keep French students at Westgate until gr 6. Gr 7 would be better T64

Thought: This seems to be a solution that requires less lead-time. T73
In other words, you stand a chance of pulling this off in a reasonable manner by September 2013.

Thought: keeps the grade 5 students in an age appropriate location T91

Thought: junior high is only for grade 6 plus. T123

Thought: Age groups appropriate T145
This option seems to do a good job of grouping students by age at schools

Thought: Keep grades 1-5 at Westgate T147
Do not allow anymore to sign into language program

Thought: Grade 5 kept in an elementary school community, no middle school. T152
Grade 5's would not have to try to fit in to a Jr High school with an older, more mature population.

Thought: kids get to stay at westgate until end grade five instead of grade four T154

Thought: Grade 5 remains in elementary school. T183

Thought: Students remain together in logical age groupings T207
These three groupings make sense both educationally and socially. An even better solution would be to have Grade 1 - 6 at Westgate.

What are some of the **BENEFITS** you can identify if we were to make this change? Scenario 3 - All kindergarten students at Rosscarrock School. Grade 1 to 5 at Westgate School. Grade 6 to 9 French at Bishop Pinkham and Spanish at A.E. Cross.

(continued)

Quality Education/Resources

G2

Thought: Students would only have to attend one year away from Westgate.

T210

Kindergartens would not be affected as they attend part time and would not have a reference point to deem such a start as unconventional.

Separating kindergarten

G3

Thought: Kindergarten in another location nearby would be ok for transition

T3

Thought: Separating the kindergarten children is the best scenario

T20

Thought: Since many parents use Kindergarten as an opportunity to test the second

T51

language option, a benefit is a percentage of the kindergarten students will be weeded out by the time they enter Grade 1 at Westgate. Parents often decide the second language is not suitable for their child in the early years. To have the initial weeding take place at Rosscarrack saves valuable space at Westgate.

Thought: Better use of Rosscarrock.

T57

Thought: kindergarten group is huge- makes sense to move them and keep together

T82

Thought: since kindergarten children are not left alone It would be fine IMO

T108

Thought: Kindergarten children are in a smaller school setting at Rosscarrock vs.

T141

Westgate where space is limited

Thought: Kindergarten is an optional program. Parents may think through their

T144

decision to try a language program more critically if they have to make the effort to move to another location

Thought: Kindergarten students are not a full part of the school at Westgate already

T153

The kindergarten students do not participate in recess, lunch or many assemblies with the general school population. They have different start and finish times than the rest of the school, therefore they would not be missing the interaction with the other Spanish/French students.

Thought: Least amount of pain as K is not a big deal and both langs stay together

T161

This is actually the most status quo scenario that addresses the problem for now

Thought: Kindergarten is the easiest program to move to another location.

T203

What are some of the **BENEFITS** you can identify if we were to make this change? Scenario 3 - All kindergarten students at Rosscarrock School. Grade 1 to 5 at Westgate School. Grade 6 to 9 French at Bishop Pinkham and Spanish at A.E. Cross.

(continued)

Separating kindergarten

G3

Since Kindergarten operates differently than the rest of the school, it makes sense to move that group out of the building. The resulting space would allow Westgate to keep both French Spanish to Grade 5.

Thought: this is GREAT! You can keep these programs together and K is the perfect to have at a separate but close by school.

T204

Thought: All you are doing in this scenario is removing the K students

T214

I don't see how this benefits the school at all, without knowing the actual enrollment in the K program. Are there that many K students that it will allow for growth of the other grades.

Q6: What are some of the CHALLENGES you can identify if we were to make this change? Scenario 3 - All kindergarten students at Rosscarrock School. Grade 1 to 5 at Westgate School. Grade 6 to 9 French at Bishop Pinkham and Spanish at A.E. Cross.

Started: 2 Dec 2012 **Ended:** 4 Jan 2013

Background information

No background information

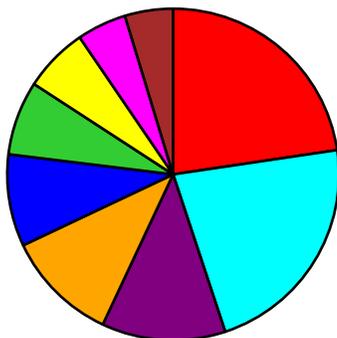
Participation summary

Demographic	Participant Count	Thoughts	Choose
other	2	3 thoughts	0 votes
Spanish Bilingual	137	153 thoughts	393 votes
French Immersion	105	89 thoughts	313 votes
Participated		20 % (178)	20 % (175)
Opted out		0 % (4)	0 % (5)
No participation		78 % (680)	79 % (682)

Q6: What are some of the CHALLENGES you can identify if we were to make this change? Scenario 3 - All kindergarten students at Rosscarrock School. Grade 1 to 5 at Westgate School. Grade 6 to 9 French at Bishop Pinkham and Spanish at A.E. Cross.

Choose Summary

	overall rating	participant count	average rating
Disruption/Continuity	169	81	2.09
Not a long term solution	166	76	2.18
Adding Grade 5 at Jr. high school	90	43	2.09
Not Challenges	82	24	3.42
Quality Education/Resources	67	42	1.60
Does not keep language programs together	54	34	1.59
Location	47	31	1.52
Child Care	36	23	1.57
Bussing/Transportation	35	21	1.67



■ Disruption/Continuity	169
■ Not a long term solution	166
■ Adding Grade 5 at Jr. high school	90
■ Not Challenges	82
■ Quality Education/Resources	67
■ Does not keep language programs togethe...	54
■ Location	47
■ Child Care	36
■ Bussing/Transportation	35

What are some of the **CHALLENGES** you can identify if we were to make this change?
Scenario 3 - All kindergarten students at Rosscarrock School. Grade 1 to 5 at Westgate School. Grade 6 to 9 French at Bishop Pinkham and Spanish at A.E. Cross.

Adding Grade 5 at Jr. high school

G17

Thought: Grade 5 at AE Cross is not appropriate

T63

Thought: I prefer that grade 6 children are not in with junior high students.

T70

Thought: Grade 6 students would be mixed with predominately grade 7-9 kids.

T84

may not be age appropriate, or the best social and learning environment for the grade 6 students.

Thought: Grade 6 children are young to be with junior high students

T90

As mentioned before, I would like to see grade 1-6 together at an elementary school rather than having grade 6 be part of junior high like it currently is.

Thought: grade 6's at a junior HS. I don't like this.

T114

Thought: Grade 6 to 9 French at Bishop Pinkham and Spanish at A.E. Cross.

T148

Thought: Spanish Grade 6's on their own in Junior High setting.

T179

Thought: French Grade 6's on their own in Junior High setting.

T180

Bussing/Transportation

G1

Thought: Transportation and busing problems for families with children in multiple schools especially if they have similar start times.

T22

Thought: Bussing issues for siblings.

T34

With students in Kindergarten they would be on a different bus schedule than older siblings which could prove difficult for before/after care that depends on older siblings.

Thought: bussing

T39

Thought: Transportation issues

T47

Thought: Two locations for some parents and students.

T78

Thought: Two children at two different schools.

T91

Difficulty coordinating bus pick ups if they are different locations or times. Would prefer having both young children at the same school.

Thought: 3 kids means 3 bus routes

T100

What are some of the **CHALLENGES** you can identify if we were to make this change?
Scenario 3 - All kindergarten students at Rosscarrock School. Grade 1 to 5 at Westgate School. Grade 6 to 9 French at Bishop Pinkham and Spanish at A.E. Cross.

(continued)

Bussing/Transportation

G1

Thought: Transportation issues for families with multiple children.

T122

I have a child entering kindergarten next year and I very much dislike the idea of her being in a different school than her older brothers. This is particularly challenging, because it means having to accommodate an trip to the bus each day since she will no longer ride the same bus as her brothers. Furthermore, because Rosscarrock starts at a different time than Westgate it means that I would be driving kids to the bus stop about 20 minutes apart. This is about how long it would take me to drive home from dropping my older kids at the bus stop, remove coats, mitts, hats and boots, and then put it all back on again five minutes later to take my next child to the bus stop.

Also, if a bus is ever late, I would then have the added stress of worrying that I might not make it to the next bus stop to pick up the next child. There have been at least 5 occurrences so far this year where the school bus has arrived over 20 or 30 minutes late, so this is a real issue.

Thought: Distance-Bishop Pinkham is very far for me I don't have a car.

T125

Thought: Difficult with parents of more than 1 child for bussing, drop off, etc.

T169

Thought: Additional bussing required

T206

Can Southland transportation accommodate the additional bus routes and schedules?

Thought: kids who are walking distance to westgate, aren't within walking distance to Rosscarrock.

T227

Thought: This is a dramatic change that will cause logistic issues

T233

people purchase their homes to provide community. In our case we planned to allow our children to be community based at Bishop Pinkham. There will be serious logistic challenges for us as we are not in favor of busing

Child Care

G9

Thought: Difficulty with before and after school care

T157

Finding before and afterschool care at a location for a single year will be a great challenge for families.

Thought: challenging for parents to plan child care

T203

it's hard enough to find good child care, let alone have to find it once and then again only a year later. most dayhomes/daycares in westgagte won't go to rosscarrock school and vice versa.

What are some of the **CHALLENGES** you can identify if we were to make this change?
Scenario 3 - All kindergarten students at Rosscarrock School. Grade 1 to 5 at Westgate School. Grade 6 to 9 French at Bishop Pinkham and Spanish at A.E. Cross.

(continued)

Child Care

G9

Thought: Frequent movement between schools for the students

T230

Likely creates another headache from a before and after school care standpoint for many parents.

Disruption/Continuity

G11

Thought: children are moved too often

T1

Thought: Disruptive to families who will have kids in both locations

T5

Thought: Again, children will be required to attend 3 vs. 2 schools before they

T8

start high school. Poor option for our family as no access to before and after school child care if my children attend AE Cross. Also, I would like my children to have the option of attending Western Canada High School in the future. Is AE Cross a feeder school for Western Canada?

Thought: Separation of siblings enrolled in both programs in grade 6.

T9

If a family has, for example, a student in the French program and another in the Spanish program, they would not attend the same school in junior high, which would be inconvenient.

Thought: Volunteers may have to choose between volunteering at some or all schools.

T12

Moving kindergarten, a program that relies heavily on parent volunteers, to Rosscarrock, means that parents' time will be further divided between the schools. This could result in an even greater volunteer shortage. Less volunteers means less programming.

Thought: Unfair to kindergarten students and families with more than one child.

T13

Young children need to feel safe and settled in their school. Changing in grade 1 would be stressful. Families with a kindergartener, grade 3, and grade 6, would have three different schools, even though their kids are all in the same program and elementary aged.

Thought: difficult for parents with children in K and grade 2 and up.

T19

Thought: hard on the kindergarten kids, however, change is half days and kids adapt

T20

in almost any situation.

Thought: Kindergarten separate

T30

I do not like this scenario because I would not want my child to attend kindergarten in a separate school and then have to get used to another school in grade 1 unless very necessary. I know they get used to change quickly but that adds a lot of extra anxiety for both students and parents (mostly for the parents).

What are some of the **CHALLENGES** you can identify if we were to make this change?
Scenario 3 - All kindergarten students at Rosscarrock School. Grade 1 to 5 at Westgate School. Grade 6 to 9 French at Bishop Pinkham and Spanish at A.E. Cross.

(continued)

Disruption/Continuity	G11
Thought: Makes transition to all day too hard in a new school	T31
Thought: This would be extremely difficult on my youngest when he starts, he wouldn't be with his brother at an age where he would love to have his big brother teaching him some important things. Day care would be terrible for one year, again, adding at least 20 mins to my commute in the morning and evening.	T32
Thought: all new staff for the kids in grade 1 which is already a big jump	T33
Thought: I don't want my kids all over the place I have a job and use bussing!	T35
Thought: kindergarten kids have to change schools for grade one	T36
Thought: Kindergartens getting move Kindergartens getting use to one school and then having to be moved to another school and get use to that one	T38
Thought: Too hard on kindergarten kids to move again in Gr 1. They need security security and familiarity are very important for a child beginning school. Better to change older students than younger ones.	T40
Thought: it will be hard for kindergarten students to transition to grade one The kids barely get used to kindergarten and one set of routines and then have to move to another school.	T41
Thought: My children would attend different schools	T42
Thought: Grade 1 comfort level Kindergarten is very beneficial in transitioning children into grade one. This is a very difficult transition for many students, and switching schools makes it more challenging.	T45
Thought: Too many changes for students could impact productivity	T46
Thought: tough on kindergarten kids, starting at another new school for grade 1	T50
Thought: Too many school changes for young kids. Moving kids to a new school after only one year of starting school may be tough on some of those kids.	T53
Thought: Young children moving schools after kindergarten	T54

What are some of the **CHALLENGES** you can identify if we were to make this change?
Scenario 3 - All kindergarten students at Rosscarrock School. Grade 1 to 5 at Westgate School. Grade 6 to 9 French at Bishop Pinkham and Spanish at A.E. Cross.

(continued)

Disruption/Continuity	G11
moving after kindergarten is probably my only thought against this idea. But really it is minor. I think the idea is great as a whole.	
Thought: Kindergarten students must change schools for Grade 1.	T55
Thought: Additional transition for little guys.	T57
Thought: moving kids already in Bishop Pinkham, JR High is the worst time to move	T62
Thought: Another transition for students.	T66
They have to get used to going to school all-day in Grade 1 and they have to get used to attending a new, different school	
Thought: The kids are separated from siblings, the parents will be crazy, the learning process will suffer.	T68
Thought: Children must transition after one year.	T69
This can't be very positive for children this young to have to transition after only one year.	
Thought: It would be an added hassle for parents with multiple children in the programs.	T76
Thought: too much transition for 5 year olds	T77
Thought: Separating school age students and dividing language programs	T81
Again, parents of younger children are challenged to send their children to two different school and accommodate transportation/childcare/schedules etc. Please consider the logistical/financial limitations of families who have young children spread out at different locations especially from K-5 when busing may be too expensive and bus-driver shortages potentially mean that very young children are out in the elements for more than is reasonable or safe.	
Thought: Students should never have a kindergarten in a different school	T87
Half the point of Kindergarten is adapting to the school and routines, becoming familiar and feeling safe so learning can proceed smoothly over the next 3 years.	
Thought: too many schools for young children	T89
Thought: Logistical nightmare for parents of small children	T92
This would be a very difficult logistical exercise for parents who need to coordinate pickup/transportation and scheduling for more than one child.	
Thought: Students starting kindergarten will move schools 3 times before grade 9	T95

What are some of the **CHALLENGES** you can identify if we were to make this change?
Scenario 3 - All kindergarten students at Rosscarrock School. Grade 1 to 5 at Westgate School. Grade 6 to 9 French at Bishop Pinkham and Spanish at A.E. Cross.

(continued)

Disruption/Continuity	G11
Thought: Different Schedule	T96
It's difficult for parents to deal with different school schedules and different bus routes for different siblings at different elementary schools.	
Thought: would prove to be a difficult adjustment for kindergarten/grade one	T98
I am not a huge fan of this scenario due to the fact that kindergarten is such a crucial year for them to be introduced to their school environment, become familiar with the school, its routines and sense of community. It would prove to be difficult to adjust to grade one after having to move schools again.	
Thought: Less children of the same age at the school. Limits social growth within the same age group. This can have a detrimental effect to the concentration of learning over to large of an age group.	T102
Thought: Too much change at this early development stage.	T106
Kindergarten is the the first year of school and the most challenging for most kids. Just as they may find themselves the will be carted off to a new school.	
Thought: having different holidays than siblings	T107
Thought: Kindergarteners will be at a disadvantage come grade 1 to being orientated to surroundings and students/teachers and school routines.	T109
Thought: Spanish is being kicked out of BP as a unit. THAT is discrimination!!!	T112
BP can grandfather the Spanish students who are already there. That school welcomes them. They are already familiar with the rules, schedules, classroom locations. They like the options available to them. Pulling a grade 8 class of Spanish to go to A.E. Cross as the oldest Spanish class is NOT acceptable. Grade 8 is a special year for changes in a young teen's life.	
Thought: Kindergarten students moving twice at early age	T115
Thought: Why would you knowingly cause this much turmoil for young people?	T117
Grade 1 is hard enough, you would just get them comfortable in kindergarten and then transition them to a new school, full days? Doesn't make sense, again a band-aid solution.	
Thought: Younger kids not in the language loop of the school as a whole.	T118
Thought: I prefer my kindergartner to go to school with siblings.	T123
It was very comforting for my second child to begin kindergarten knowing that his brother was already at the school. I don't want to lose this advantage with my third child. This makes parent-teacher interviews easier to coordinate as well.	

What are some of the **CHALLENGES** you can identify if we were to make this change?
Scenario 3 - All kindergarten students at Rosscarrock School. Grade 1 to 5 at Westgate School. Grade 6 to 9 French at Bishop Pinkham and Spanish at A.E. Cross.

(continued)

Disruption/Continuity	G11
Thought: Greatest impact on youngest learners	T129
Kindergarten children should feel comfortable at their school and they will have to change locations after only one year	
Thought: kindergarten children can't be supported by older children in same program	T131
Thought: Kindergarten is "orphaned"	T132
Kindergarten is the point of entry into school. Putting these kids into a school all by themselves seems like a slight both to the students and to the Kindergarten teachers. Who will support the program?	
Thought: Separating Kindergarten kids	T138
NIGHTMARE for parents!!!	
Thought: Young children would have to move to Westgate in grade 1	T141
Thought: K is prep for 1 - 5/ moving schools in 1 negates many of K's benefits	T142
gr 1 will hold all new routines, staff-faces, bus-routes etc - not positive	
K gives feelings of security to face gr1 w confidence - not in this scenario so much	
Thought: attendance @ 3 schools k-9 is harder on families w multiple kids	T143
having kids in 3 schools @ once is exponentially harder than 2 - different pd days, different concerts/fundraisers etc	
Thought: attendance @ 3 schools k-9 is harder on kids, negatively affects learning	T144
kids thrive on/feel safe with familiar routines	
move kids around less - they'll learn better and waste less time learning new routines (thinking especially of those that aren't super confident, flexible etc)	
Thought: Young Siblings	T145
Kindergarten kids get a lot of support in their first year from older siblings. Separating kindergarteners from their older siblings could be an issue for some.	
Thought: Change in environments for Grade 1 students	T146
Thought: K kids in one school offers no modeling/leadership from bigger kids	T152
Thought: Separating sibilings	T154
This separates families, and keeps the kindergartens away from their older siblings. I like this scenario least of all.	

What are some of the **CHALLENGES** you can identify if we were to make this change?
Scenario 3 - All kindergarten students at Rosscarrock School. Grade 1 to 5 at Westgate School. Grade 6 to 9 French at Bishop Pinkham and Spanish at A.E. Cross.

(continued)

Disruption/Continuity	G11
Thought: Separates kindergarteners - requires them to move just as they settle in Just as the kindergarteners settle in they will have to move schools.	T155
Thought: Logistical nightmare for parents with students at diff schools	T160
Thought: Lack of continuity after just one year of school Smaller children need stability, they may react negatively to such a change	T164
Thought: Moving the Spanish is unfair. french immersion already has a "strong-hold" with the school system. Why not try to foster other language programs? Move the French to A.E. cross or have Bishop Pinkham as the language school (move it's regular program to A.E.Cross).	T166
Thought: difficult for parents to shuttle children of different grades to/from school	T168
Thought: Spanish program has the most change	T171
Thought: Uprooting kids after kindergarten I think it'd be difficult once kids have settled into their school in kindergarten to change school immediately for grade 1. It's a huge adjustment for them all over again.	T173
Thought: Three schools from kindergarten to grade 9. Lots of different schools over 10 years.	T176
Thought: Kindergarten should be kept with Grades 1-4. I think entering school is a big enough change for little people, let alone changing schools after an intro year of Kindergarten.	T177
Thought: Splitting of families with 2 or more kids.	T181
Thought: Disrupting 4 schools.	T184
Thought: Kindergarteners not familiar with Westgate for grade 1.	T185
Thought: Could be unsettling for K	T186
Thought: Lose benefit of easy transition from K to Grade 1.	T189
Thought: New school for Grade 1s to integrate into they won't be familiar with the school, though I think this is a minor challenge	T190

What are some of the **CHALLENGES** you can identify if we were to make this change?
Scenario 3 - All kindergarten students at Rosscarrock School. Grade 1 to 5 at Westgate School. Grade 6 to 9 French at Bishop Pinkham and Spanish at A.E. Cross.

(continued)

Disruption/Continuity	G11
Thought: it introduces extra changes for students/family by making them go to K at have Kingergarten at Rosscarrock and then switching seems like too much change for for sutdents	T191
Thought: Separating Kindergarten can pose complications for families. For families with kindergarten children with older siblings it is particularly comforting to have an older sibling close by.	T193
Thought: too many schools My kindergarten age child would be terrified to take the bus, a different bus from her sister. The benefits of having them together on the bus is very compelling.	T198
Thought: difficult for siblings to remain at same school	T199
Thought: difficult and early transition of kindergarten students to a new school	T200
Thought: too disruptive to learners new to school children need a consistent environment and changing schools after only one year would not be beneficial to their learning.	T202
Thought: too many schools for students Having students attend 3 separate schools by the time they are 14 years old seems overwhelming. If siblings are involved, the challenge of keeping track of many school calendars for all the children in a family seems like a big task for parents.	T209
Thought: Too many school changes for both French and Spanish kids.	T211
Thought: Kindergarten kids would lose the benefits of mentorship.	T212
Thought: Kindergarten kids would lose the benefits of community (belonging).	T213
Thought: kindergarten age kids should not be separated from their grade school kids that age are at an emotional stage, should not be shuffled around at this age	T217
Thought: the only challenge I see would be with siblings.	T224
Thought: parents with children in kindergarten and grades 1 to 5 have to go to 2 different schools	T225
Thought: kindergarten kids normally adjust to westgate during this first year, will be have to readjust to a new school	T226

What are some of the **CHALLENGES** you can identify if we were to make this change?
Scenario 3 - All kindergarten students at Rosscarrock School. Grade 1 to 5 at Westgate School. Grade 6 to 9 French at Bishop Pinkham and Spanish at A.E. Cross.

(continued)

Disruption/Continuity	G11
Thought: Children in too many different settings.	T228
A logistic challenge for families. Kindergarten children can't start school with the comfort of their older sibling in the building.	
Thought: Too many changes in location and friendships between language learners	T234
Thought: Once again, as with Scenario 1, children are being moved around too frequently. Two different school environments in the elementary years is too much.	T236
Thought: Why Spanish program.	T237
It seems that preferential treatment is afforded to the French program while there are already far more French schools in the CBE than Spanish. Although an official language of Canada, French is less relevant in today's society than Spanish. Preserving this current thought is traditionally motivated, not pragmatic.	
Thought: After care logistics	T241
With two children, three years apart...and three different schools, it would be a logistical challenge to coordinate after school care, even assuming it was available at all three of the schools. So much so that again we would most likely pull them out of the language program altogether. Which would be a tragedy bc they both seem to love Spanish.	
Thought: This is too disruptive for kindergarten children.	T243
Kindergarten is good preparation for grade one. Having it in a different school takes away any benefit of preparation because the children will get used to a school and program and then have to do it all again in grade one.	
Thought: I would rather keep my 3rd child in the Montessori kindergarten than send	T245
him to Roscarrock, if he will have to change a school again.... Until mid of Oct we were struggling with Southland Transportation because we thought it is important for our kindergarten daughter to go the Westgate kindergarten. No one helped us even though we asked... I was questioning my decision to take my daughter to the Westgate kindergarten, and thought I should have kept her at the Montessori one. However, if kindergarten is moved to Roscarrock, then probably I will not have my son go there...	
Thought: siblings would never see each other	T249

What are some of the CHALLENGES you can identify if we were to make this change?
Scenario 3 - All kindergarten students at Rosscarrock School. Grade 1 to 5 at Westgate School. Grade 6 to 9 French at Bishop Pinkham and Spanish at A.E. Cross.

Does not keep language programs together	G6
Thought: Does not provide for benefits of having all language students together I.e. is good for all young Spanish learners to be together to share language cultural experiences in interactions outside of class, collaboration between classes etc.	T27
Thought: Friends in the opposite language program are separated in grade 6.	T56
Thought: Spanish and french are separated after grade 5. Loss of the multilingual community that I love.	T72
Thought: My community (Discovery) is zoned for BP. I don't want my kids in the span program being bussed to AE Cross when the rest of the community goes to BP in Lakeview.	T74
Thought: separating the languages makes these children a minority at a public school and feeds the bullying factor	T105
Thought: Separating the programs in Jr. High I think it is better to try and keep the 2 programs together in Jr. high. Alternatively, move the french to A.E. cross (where there is more room) and keep the Spanish at Bishop Pinkham.	T137
Thought: Break apart long standing friendships and lang tracks	T161
Thought: Prefer to keep both lang tracks together	T162
Thought: Difficult for parents in more than one language stream	T170
Thought: Loss of friends and second language at grade 6 level.	T182
Thought: separation of students based on language program	T201
Thought: Separation of dual languages doesn't promote multiculturalism 2nd language programs are unable to provide support for one another. Children unable to learn customs/respect for other cultures and beliefs. Children unable to develop friendships with "other language speaking" children.	T222

Location	G3
Thought: The challenge would be the selection of the location of the 6 to 9 school a wanting more options	T3

**What are some of the CHALLENGES you can identify if we were to make this change?
Scenario 3 - All kindergarten students at Rosscarrock School. Grade 1 to 5 at Westgate School. Grade 6 to 9 French at Bishop Pinkham and Spanish at A.E. Cross.**

(continued)

Location	G3
Thought: Location of A. E Cross not ideal for grade 6 students.	T7
Thought: A.E. Cross is a poor location. For students who live on the boundaries of the Westgate area, A.E. Cross is even further for most.	T10
Thought: Kindergarten students to Rosscarrock Young students like consistency and familiarity. the kindergarten students will get used to Rosscarrock and feel comfortable and then you have to tell them they are going to a different school the next year plus they are going full days!!!!!!!!!!!! why have only a kindergarten program at the school. They will not hear French that much and they are not immersed in the language!	T25
Thought: AE Cross is a bad location. Too young to go there in grade 6 as well.	T37
Thought: The question again is why Spanish at A.E Cross and French at Bishop Pinkham? how was this allocation determined? What are the reasons? Is this fair to the Spanish program. Answering these questions may alleviate some of my concerns regarding this option.	T44
Thought: Kindergarten students having to adhere to the modified school calendar at Rosscarrock	T73
Thought: will have to integrate spanish into AE cross.	T79
Thought: Ross is on year-round calendar My 3 children would be spread across 3 schools on 2 different school calendars. This is completely untenable.	T99
Thought: AE Cross has a poor reputation	T101
Thought: Concerned about language support within Rosscarrock Will there be enough support for language courses with only any kindergarten staff	T111
Thought: A.E. Cross can't be the dumping grounds for higher Spanish grades from BP!! The work that Bishop Pinkham has already done to adopt and welcome the Spanish program should not be yanked out now. Our Spanish students deserve to feel comfortable and 'at home' in their junior high years.	T113
Thought: Don't know about AE Cross.	T119
Thought: Rosscarrock a year round school	T120
Thought: Modified calendars between the schools.	T121

What are some of the **CHALLENGES** you can identify if we were to make this change?
Scenario 3 - All kindergarten students at Rosscarrock School. Grade 1 to 5 at Westgate School. Grade 6 to 9 French at Bishop Pinkham and Spanish at A.E. Cross.

(continued)

Location	G3
Thought: Concerns over Rosscarrock's low school rating.	T127
Thought: Can't build a school community for kindergarten children if they separate	T130
Thought: Hazardous materials still not repaired at AE Cross?	T135
Thought: What is condition of Rosscarrock School facilities?	T136
Thought: Is AE Cross ready As in scenario #2, considering the prep work BP administration and Westgate Administration put into moving grade 6, (it was not a last minute change), it is unreasonable to expect AE Cross to be ready to not only absorb a Spanish program but also prepare their student body to respect and support grade 5 kids!!!!	T140
Thought: Field and park at Rosscarrock not comparable The field at Rosscarrock is significantly smaller than that accessible at Westgate Elem.	T150
Thought: The spanish classes will still have to go to A.E. Cross. This school's location is unacceptable and I have yet to hear one good thing about this schools reputation. Therefore, if the kids move to this school, there is a strong possibility that unfortunately, we would remove our son from the bilingual program.	T158
Thought: Adamantly opposed, K French should stay in neighbourhood. I chose to live in this neighbourhood for the school and value the importance of walking/biking to school every day. This scenario forces me to drive my 5 year old out of the neighbourhood, completely defeating the purpose of living in Westgate.	T172
Thought: only a short term fix over two years	T207
Thought: Capacity problem unresolved at Westgate. No 2nd language experience at A.E. Growing pains for A.E. Cross (at the expense of Spanish students) with introduction of 2nd language. Spanish kids are a MINORITY at A.E. Cross, potential conflict between English program and Spanish program. Strain on resources (2nd languages now exist at two different schools vs. having languages under same roof). Capacity issue unresolved at Westgate.	T221
Thought: Unfair to Rosscarrock kids Rosscarrock is a high needs population and their focus will be diminished by the onslaught of hundreds of language learners requiring a completely different approach to education (no one wins).	T229
Thought: AE cross is a school located in a very busy area - safety issues	T235

What are some of the **CHALLENGES** you can identify if we were to make this change?
Scenario 3 - All kindergarten students at Rosscarrock School. Grade 1 to 5 at Westgate School. Grade 6 to 9 French at Bishop Pinkham and Spanish at A.E. Cross.

(continued)

Location

G3

Safety issues for drop off
 Safety issues for lunch hour/recess

Thought: rosscarrock modified calender school

T238

Not a long term solution

G14

Thought: Westgate is still too full.

T14

Thought: The overcrowding element is still there. IT does not fix the problem.

T16

Thought: NO STABILITY

T24

This scenario, once again, does not solve the ISSUE - which is capacity! Should this scenario be put into action we will be back having THE SAME discussion again in a few years time. Children need stability and as in scenario 1 and 2 , stability is NOT offered to the children in scenario 3. It just feels like you are making them jump from school to school to school with no forethought as to how the numbers will grow in future years!

Thought: Unfortunately it sill doesn't solve the space struggle completely. Like any of the past scenarios, seems that the projection still reveals to be overbooked.

T26

Thought: westgate remains over capacity

T51

Thought: Doesn't solve the Westgate problem.

T52

Westgate is back over-capacity in 3 years. Doesn't solve the problem.

Thought: Partial and short term solution. Some classrooms would be used for Primary

T59

School students, but there are classes with no natural light. The overcrowding in the gym, not having lunch room... this solution does not point at other space problems. The space problem is not only a matter of how many classrooms there are.

Thought: If the current enroll continues at 140 new students a year this would only be a temporary solution.

T71

Thought: It doesn't fix the numbers for more than a year or two.

T75

Thought: only eases space concerns at Westgate for small period of time

T85

Thought: Does not help Westgate long term

T88

Thought: Short-term plan, separates kindergarten children from proper integration

T110

**What are some of the CHALLENGES you can identify if we were to make this change?
Scenario 3 - All kindergarten students at Rosscarrock School. Grade 1 to 5 at Westgate School. Grade 6 to 9 French at Bishop Pinkham and Spanish at A.E. Cross.**

(continued)

Not a long term solution

G14

This is not a long-term plan for growth and does not allow the kindergarten children to part of the school and program they will be a long-term part of.

Thought: westgate is still FULL

T116

Thought: doesn't alleviate space issues at Westgate

T124

Thought: Does not address root of problem.

T128

Continuing growth in Calgary West could contribute to continued demand in Spanish bilingual programs. Without addressing the shortage of schools in Calgary West scenario 3 is a temporary solution to the growing demand for Spanish bilingual programs. Given the current growth rate at Westgate, what will prevent my children from being shut out of Westgate/A.E Cross in the future. There is no alternative Spanish programs in Calgary West.

Thought: Short sighted approach -- only helps Westgate for 1 year

T134

Looking at the charts, the Westgate number for 2013 for this scenario is at approx 650 and thereafter it keeps going up. The purple line on the chart is shown as being our Westgate population today -- a population that everyone agrees is unfair to students, teachers and admin and damaging to overall quality of education. After all, that is why we are having this engagement! The chart shows 2014 already at the provincial cap of 675 (which already requires use of non-standard classrooms). SO THIS SOLUTION ONLY WORKS FOR ONE YEAR AND THEN BACK TO THE DRAWING BOARD -- THAT IS UNFAIR TO EVERYONE INVOLVED (INCLUDING THE TAXPAYER) AND NOT IN THE BEST INTEREST OF THE STUDENTS.

Thought: Short term solution

T151

The grade 1-5 programs at Westgate will continue to grow and will out grow the school again. This is not a long term solution.

Thought: Short term solution.

T163

Westgate would have same problem in near future.

Thought: This is just a short- term solution for Westgate.

T167

Thought: Short term solution

T174

Westgate will be full again in a couple of years.

Thought: This is a choppey, temporary solution

T175

Thought: Westgate still over populated.

T178

Temporary fix, school overfilled again by 2015.

What are some of the **CHALLENGES** you can identify if we were to make this change?
Scenario 3 - All kindergarten students at Rosscarrock School. Grade 1 to 5 at Westgate School. Grade 6 to 9 French at Bishop Pinkham and Spanish at A.E. Cross.

(continued)

Not a long term solution	G14
Thought: Still having over crowding at Westgate in class room and class sizes.	T183
Thought: Westgate cannot accomodate 1-5 for long - not sustainable	T187
Thought: doesn't alleviate much of the issues of capacity at WEstgate there isn't a significant change for the capacity issues at Westgate	T192
Thought: The schools will reach maximum capacity in a very short time.	T194
Thought: Very short term solution for Westgate. The school is back at capacity after two years maximum.	T195
Thought: Short term solution This solution would only work for a year or two before anticipated growth will outgrow the space again at Westgate.	T205
Thought: short-term solution - capacity at Westgate would soon be exceeded.	T210
Thought: Not a long-term solution This does not address the root cause of the problem; the alternative language programs are increasing in popularity and enrollment. In order to remove the uncertainty for the children and allow them to concentrate on learning, a long-term solution needs to be discovered. It cannot be a band-aid for 2-3 years with the hopes that something will magically change (population, new schools, etc).	T215
Thought: Does not address other underutilized schools in area IV There are many other underutilized schools in the area but this scenario only looks at Westgate. What about Glenboro, Dr Oakley?	T216
Thought: still doesn't create enough space long-term.	T219
Thought: This is a short-term solution for Westgate. There will soon be another space shortage at Westgate school with this option.	T223
Thought: Requires a re-evaluation of the situation again in 2015 Based on the projections, it looks like the capacity would be exceeded again in 2015.	T231
Thought: short term solution	T240
Thought: Is not a long term solution for the space issues. This will only temporarily help the over crowding at Westgate and Pinkham.	T244

What are some of the **CHALLENGES** you can identify if we were to make this change?
Scenario 3 - All kindergarten students at Rosscarrock School. Grade 1 to 5 at Westgate School. Grade 6 to 9 French at Bishop Pinkham and Spanish at A.E. Cross.

(continued)

Not a long term solution

G14

Thought: Short term solution

T246

Kindergarten is a year of many hurdles for a 5 year old. It would be better to get them used to a school that they will be going to in the years to follow.

It will soon max out with the number of children in the following two years and then other changes will have to be made.

There needs to be a long term solution

Thought: Westgate and BP would be full in a short time. Not a long term solution.

T251

Not Challenges

G13

Thought: This is probably the most fair.

T2

However, it may be tough on young children to transition twice. Also does it accomodate the two programs' growth needs, or will you potentially be seeking consultation on over-population again in a few years?

Thought: I can't see any

T4

Thought: I do not see any challenges with this

T15

Thought: BP will not be overcrowded.

T17

Thought: Some parents might not like the idea of having their child in a different

T29

school for kindergarten - other than that, I don't see a challenge. It could be done really easily I believe. I think this is the BEST option. I really like it.

Thought: I think the Calgary Board of Education should open the Spanish and French

T49

programs in more schools around this area (i.e. Cougar Ridge, Aspen, Strathcona, etc.) as there is a lot of demand in those programs.

Thought: None

T64

Thought: I can't think of anything.

T67

Thought: none

T80

Thought: none

T82

Thought: Do not think that there would be challenges for us since we are ready to

T93

send our oldest son to grade 6 to Bishop Pinkham anyway.

What are some of the **CHALLENGES** you can identify if we were to make this change?
Scenario 3 - All kindergarten students at Rosscarrock School. Grade 1 to 5 at Westgate School. Grade 6 to 9 French at Bishop Pinkham and Spanish at A.E. Cross.

(continued)

Not Challenges	G13
Thought: I do not see major challenges to this scenario	T97
Thought: I don't see any personally	T103
Thought: The enrollment may decline in each school and not being able to support two schools.	T104
Thought: I don't see any challenge with scenario.	T126
Thought: Parents may choose Grade 1 entry Given the scenario, it must be considered that parents might instead choose an alternate program for kindergarten and then choose grade 1 entry for French/Spanish. While there is already some Grade 1 entry, the majority of students enter in kindergarten, thus greatly easing the transition required in grade 1.	T133
Thought: Send the kids from Discovery Ridge to AE Cross. Allow Spanish kids to go to Pinkham.	T147
Thought: n/a	T159
Thought: none	T165
Thought: Congestion at Pinkham is resolved	T188
Thought: Awkward and confusing. It would be confusing to kids to have only one year at one school and then be transferred to another.	T196
Thought: ?	T197
Thought:	T239
Thought: Again what do we benefit from this. In 3 years we are at the same point as we are now.	T242
Thought: kids developing the feeling of being cast out all the time.	T250

Quality Education/Resources	G25
Thought: Not ideal for the K classes, to be isolated.	T6
Thought: Separation of kindergarten students from older siblings.	T11

What are some of the **CHALLENGES** you can identify if we were to make this change?
Scenario 3 - All kindergarten students at Rosscarrock School. Grade 1 to 5 at Westgate School. Grade 6 to 9 French at Bishop Pinkham and Spanish at A.E. Cross.

(continued)

Quality Education/Resources	G25
Thought: staffing rosscarrock with Spanish kindergarten teachers	T18
Thought: Kindergarten students and teachers may not feel fully integrated into the "culture" of a language school and because this is an entry point it is an important time for them to feel a part of a the culture and the community of the school.	T21
Thought: Dilutes fundraising money between schools	T23
Thought: Seems artificial segregation of Kindergarten students Would this just be for convenience, because there is so much attrition after Kindergarten? If so, this will possibly exacerbate that dynamic?	T28
Thought: Poor choice. Take a look at learning and socialization of young children better understand the impact of changing at kindergarten!	T43
Thought: Quality in the program is right now impacting students in Kindergarten, I have a child in that program, we speak Spanish at home, and I don't see that any improvement in my kid's language as the school expects that parents teach kids at home both English and Spanish, so I am wondering why I should send my kids to school?	T48
Thought: Isolation of Kidergarten students and staff.	T58
Thought: Space and the size of the school. In Primary Education schools should not be so big, even if there is space available.	T60
Thought: From the point of view of the students welfare, Primary Education schools should not be so big. Schools are our kids second homes. Difficult to feel like that if the kids have not real idea of the dimension of the school.	T61
Thought: A sense of isolation among students and staff	T65
Thought: Kindergarten students may not have a "big buddy" and lose that interaction.	T83
Thought: none this is a terrible idea	T86
Thought: Kindergarten students don't have their older siblings for support	T94
Thought: No longer have that mentorship with the kindergarten students	T108
Thought: Loss of 3 languages/1 school philosophy	T139

What are some of the CHALLENGES you can identify if we were to make this change?
Scenario 3 - All kindergarten students at Rosscarrock School. Grade 1 to 5 at Westgate School. Grade 6 to 9 French at Bishop Pinkham and Spanish at A.E. Cross.

(continued)

Quality Education/Resources

G25

As in scenario #2, separating the French and Spanish programs significantly impacts on the learning philosophy the kids have been exposed to. This philosophy is one of the NIG reasons we all support Westgate and the language programs.

Thought: Kindergarten students do not feel a part of a language community

T149

The Kindergarten students would not be able to grow as a part of the schools language centered community.

Thought: this move would further isolate K from the rest of the grades

T153

Thought: No opportunity for any mentoring from older Spanish/French students

T156

By separating the youngest, you take away the opportunity for mentoring by the older students from their second language.

Thought: unfair to residents of westgate

T204

i live across from westgate school and run a dayhome. I am too far to walk to rosscarrock and not far enough to be bussed there. My son will be at a major disadvantage if this scenario goes through!

Thought: Not instructionally sound practice.

T208

This seems more like a daycare model. Having K teachers isolated from colleagues doesn't enable them to see how their curriculum connections fit and are built upon as students progress through the grades.

Thought: You will need to determine how to share spanish resources - libraries,

T214

books and other learning resources if you are going to move the program to several schools.

Thought: grade 1-5 kids need to learn how to be role models for the young ones and

T218

develop relationships. How can they do that if the kids are elsewhere?

Thought: not a great introduction to the language program

T220

I think the kindergarten children really benefit from being able to attend the second / third language events / celebrations / concerts / assemblies at the school. I also think they benefit from the one on one reading time they get with their reading buddies in the older grades. This motivates the children to learn the second language and continue in the program. It also assists in picking up the language. These older children are role models and mentors for the kindergarten students. I think this option would be isolating for those children. Kindergarten is a formative year and sometimes the first exposure students have to school. In my opinion it would be better to welcome them into the environment that they will be in and the larger school community that they will be a part of.

Thought: mixing language and non-language programs will cause disparity division

T232

What are some of the **CHALLENGES** you can identify if we were to make this change?
Scenario 3 - All kindergarten students at Rosscarrock School. Grade 1 to 5 at Westgate School. Grade 6 to 9 French at Bishop Pinkham and Spanish at A.E. Cross.

(continued)

Quality Education/Resources

G25

I am more in favor of keeping the language based children together. I do not understand why the french program has priority for the incumbent school in this case Bishop Pinkham

Thought: Really? Does the CBE really believe this scenario is good for kids??

T247

Thought: no long term familiarity

T248

Q7: What are some of the BENEFITS you can identify if we were to make this change? Scenario 4 - Start a new Spanish Bilingual Program and change the boundary for Westgate.

Started: 2 Dec 2012 **Ended:** 4 Jan 2013

Background information

No background information

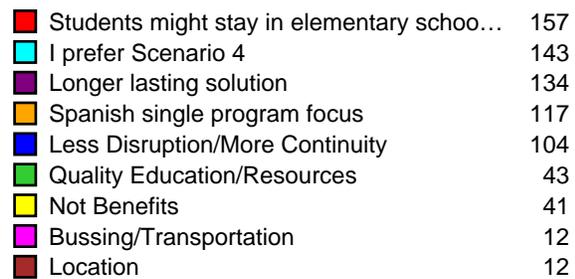
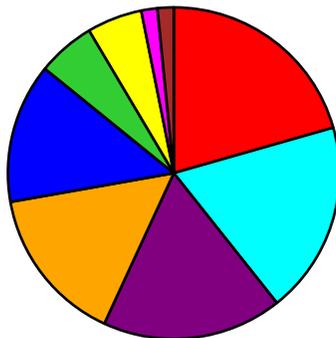
Participation summary

Demographic	Participant Count	Thoughts	Choose
other	2	2 thoughts	0 votes
Spanish Bilingual	137	145 thoughts	383 votes
French Immersion	105	94 thoughts	333 votes
Participated		20 % (178)	20 % (174)
Opted out		0 % (4)	0 % (5)
No participation		78 % (680)	79 % (683)

Q7: What are some of the BENEFITS you can identify if we were to make this change? Scenario 4 - Start a new Spanish Bilingual Program and change the boundary for Westgate.

Choose Summary

	overall rating	participant count	average rating
Students might stay in elementary school longer.	157	82	1.91
I prefer Scenario 4	143	62	2.31
Longer lasting solution	134	92	1.46
Spanish single program focus	117	70	1.67
Less Disruption/More Continuity	104	71	1.46
Quality Education/Resources	43	32	1.34
Not Benefits	41	13	3.15
Bussing/Transportation	12	10	1.20
Location	12	9	1.33



What are some of the **BENEFITS** you can identify if we were to make this change? Scenario 4 - Start a new Spanish Bilingual Program and change the boundary for Westgate.

Bussing/Transportation

G17

Thought: Less bussing and transportation issues for families with multiple children.

T18

Thought: keep bussing more centralized

T35

Thought: The bus zone is large.

T43

Many children have to travel long distances on the bus or by car to get to school. Opening another Spanish school in the city would help with this problem.

Thought: Transportation could be improved

T50

Thought: Less of a drive for many families to get to the school.

T132

Although I live close to Westage, I know it has been challenging for soem families who live quite far away from Westgate to send their children to this school. Some have even opted to withdraw their children from the school for that reason. I think families like these would appreciate having a Spanish program in closer proximity.

This is my favorite solution.

Thought: Bussing

T134

This will minimize the distance that busses have to travel to get children to school. This will be more cost effective.

Thought: would make bus better for kids as they wouldnt have to travel so far

T153

Thought: May reduce transportation time for some children

T202

Depends on home community.

Thought: shorter commute for those families who are further away

T213

Thought: transportation efficiencies for all involved

T219

Thought: kids will spend less time on the bus

T229

I prefer Scenario 4

G11

Thought: May be best option.

T2

Best option since it allows full growth of french program. However, spanish program parents will feel short-changed.

Thought: I think this would be the best idea , a new school to concentrate on one

T4

What are some of the BENEFITS you can identify if we were to make this change? Scenario 4 - Start a new Spanish Bilingual Program and change the boundary for Westgate.

(continued)

<p>I prefer Scenario 4 program.</p>	<p>G11</p>
<p>Thought: Given the expanding popularity of the French Immersion and Spanish Bilingual Programs, and the phenomenal growth within the City of Calgary, I think that this is THE ONLY SUSTAINABLE, LONG-TERM OPTION, to continue to meet the needs of all students, present and future. For our family, this option would be ideal, as my children would only have to attend 2 schools (both excellent) prior to starting High School. This would give them some sense of security, which is critical for learning. In addition, our family would continue to access before and after school care through our existing child care provider (at least until the end of grade 5) - again promoting security, and enabling me to work and provide for my family. Not only would this option work well for my family, but I believe that it offers a more proactive (versus reactive) approach to long-term planning.</p>	<p>T7</p>
<p>Thought: This could work, hopefully parents would be on board to go along if so.</p>	<p>T9</p>
<p>Thought: I think that this is the best scenario. None of the other scenarios provide a long term solution to the over crowding issues that both Westgate and Bishop Pinkham are experiencing, and will continue to experience as both the French and Spanish programs grow. This scenario has the best chance of fixing the problem.</p>	<p>T10</p>
<p>Thought: is likely necessary in time</p>	<p>T13</p>
<p>Thought: this creates a strong foundation for the Spanish program creates a separate learning school dedicated to the bilingual program</p>	<p>T14</p>
<p>Thought: This sounds like a feasible idea and would solve some volume issues. decreases bus time.</p>	<p>T16</p>
<p>Thought: Now we are talking! I see VERY FEW IF ANY challenges to this scenario, and in my opinion it should be the ONLY VIABLE SOLUTION! French enrollment is pretty steady and has been for years. Spanish is growing by leaps and bounds. I attended the very first information night in 2005 regarding bringing Spanish to Westgate. My daughter was only a few months old then and I already knew this would be the perfect fit for our family. We chose to build a home here for a reason, and that reason was the Spanish program in Westgate Elementary. Shrinking the boundaries and opening a second spanish bilingual program in our zone not only makes scene is seems like this is a NO BRAINER! It provides the stability our children need - keeping them in 1 school for as long as possible - and relives the strain on Wetsgate. It also opens up more possibilities for families considering the Spanish program for their children if there were other locations to choose from.</p>	<p>T21</p>
<p>Thought: New Spanish bilingual program</p>	<p>T22</p>

What are some of the BENEFITS you can identify if we were to make this change? Scenario 4 - Start a new Spanish Bilingual Program and change the boundary for Westgate.

(continued)

I prefer Scenario 4

G11

This will allow the Spanish students to concentrate on their language . having only French at Westgate would help the children with the French language. they can become immersed in the program and not hear the bilingual side of English that is mixed with Spanish. Only hearing French gives more opportunity for the students to be immersed for the immersion program. French program has been in existence longer, it is our national language and should be made a priority.

Thought: Enables self-sufficiency of Spanish program and French program

T24

I.e. each program can stand on its own and maintain its own population, focusing on needs of language- and culture-specific programming, teaching staff, etc.

Thought: This would be extremely beneficial. We could settle into Westgate as it

T28

seems like a wonderful school, very good location for on our way to work (or not too far when we are coming from home). My boys could be together in school for a long time. It would keep them in the before and after school care right beside Westgate school. It would be one drop off for both my kids for at least 6 years. This is the least disruptive to my family and, I have kind of had it with being rejected from every school we are near. Enough is enough, let Cougar Ridge enjoy the benefits of a good school for some time to come. We cannot attend West Springs or either school in Wentworth as is. To be pushed even farther from home would be so frustrating. I would probably have to take this issue up the latter as I would guess many of my neighbours in cougar ridge would want to do the same.

Thought: not really sure what this entails. New school location?

T29

Thought: This is the best thought I have heard so far - All would benefit

T30

Kids, Classmates, stay together and with their siblings, bussing makes sense and is easier, start times for working parents like myself are not all over the place and after school care can be at one place with our children together rather than at 3 different day homes.

Thought: YEs, we need more schools to run french and spanish programs.

T33

Thought: Schools could potentially be closer to students

T37

The areas served by westgate and Bishop Pinkham are huge where many families are busing or driving long distances. With a new school and smaller areas served we would not have such long commutes. Kids also have a higher chance to connect with neighbors as classmates.

Thought: it would be good to have a school designed just for them

T39

Thought: The Spanish Bilingual program is growing.

T42

This seems to be a growing program with increasing demand. Many parents are willing to bus or drive their children to have them in the program.

Thought: Increased awareness of the program

T44

What are some of the BENEFITS you can identify if we were to make this change? Scenario 4 - Start a new Spanish Bilingual Program and change the boundary for Westgate.

(continued)

I prefer Scenario 4

G11

Many parents do not even realize that there is a Spanish Bilingual program. By starting another school, there will be increased awareness, as well as better access for many families.

Thought: I think is great idea. We need more schools in other areas e.g.

T46

CougarRidge does not have any school and there is a lot of new families living here.

Thought: More opportunity for new students to get into the program

T47

Thought: Probably uses overall instructional space much better.

T54

Thought: Another good idea

T55

creating a whole new bilingual school for spanish is a good idea too.

Thought: There is a need and a desire of the families and this is a solution.

T59

Thought: This is a good idea, if it can be accomplished in time for 2013 year

T65

Thought: this is the only one clever decision. it takes more time, than other

T68

scenarios, but it will be much more better, than what we have today. The programs will be separated. There will be more learning materials for students of the program, more space. The siblings will not be separated. The parents will be happy. The quality of education will be higher. All the teachers of the program, will be at one school. The teachers and administration will be happy too. Calgary School Board is reach. I think they can afford high quality education for our kids.

Thought: It could help with the overcrowding at Westgate.

T70

Thought: program can continue to grow in at both locations

T76

Thought: Shows a commitment to Spanish program and quality of education

T80

Best of the options. A dedicated Spanish-only K-5 school and then merging to a language-oriented middle school (Bishop Pinkham) would support the learners, parents, and manage resources more effectively. I would be happy to take my children to any of the under-utilized primary schools in the area so long as it is Spanish-only program.

Thought: Add another Spanish/French school in the area (duplicate the format)

T81

I would also suggest creating a sister school in the area (same format) since the programs are already worked out in terms of curriculum and educational template. Clearly, there is a demand for both language programs so why not replicate it in the area at a currently underutilized school (e.g., Glendale, Glenbrook, Glamorgan). That way, even if the boundaries are reassigned, families can still educate their children in Spanish or French. Let's not limit a successful formula, instead extend it.

Thought: address the need for the growing Spanish needs

T82

What are some of the BENEFITS you can identify if we were to make this change? Scenario 4 - Start a new Spanish Bilingual Program and change the boundary for Westgate.

(continued)

I prefer Scenario 4	G11
Thought: would allow for greater growth of program overall	T87
Thought: this might be the best idea. The boundary is too large	T88
Thought: Provides for increased growth	T89
Thought: This could work but need more information	T93
If the Spanish program could be moved and have the schools relatively close together, this could be a good option.	
Thought: Shows a commitment to the Spanish program and frees space at Westgate	T96
A dedicated Spanish-only school shows a commitment to the quality of education for current students and will accommodate future growth of the Spanish program as it seems to be increasing in popularity in the communities in which it is offered. I would recommend choosing one of the under-utilized schools in a nearby community such as Glendale/Glenbrook to be a Spanish bilingual school.	
Thought: I think it would benefit Calgary south all together. It would be easier	T98
for parents of spanish language stream to have kids in one building rather than change building every couple of years. What about challenge when you have more than one child???	
Thought: long term benefit to accommodate more growth and avoid present situation	T104
Thought: This could be a positive scenario.	T113
except that there aren't enough french schools in the city and changing the boundaries isn't the solution. Unless the board can open up more french schools or spanish schools or even start a charter program for these language schools such as the TLC program or etc, there will be families that will be unable to attend language schools because there aren't enough spaces. Private schools are way too expensive, having already tried with 3 children but then I see that there isn't possibilities of doing full french immersion assemblies since Westgate can only provide English as a buffer rather than being able to do all spanish and all french.	
Thought: have more room for proper classrooms/computer lab/library/music/cafe	T117
Thought: Open the program to more students	T118
There are a growing number of people who would like to expose their children to other languages, a new program would make this realistic for more people	
Thought: Larger Spanish programs may attract more staff	T119
Thought: Spanish is considered popular and will maintain its integrity with space.	T120

What are some of the BENEFITS you can identify if we were to make this change? Scenario 4 - Start a new Spanish Bilingual Program and change the boundary for Westgate.

(continued)

I prefer Scenario 4

G11

This should have been considered at the onset of the Spanish program. My oldest child is in grade 7 at Bishop Pinkham. Spanish students at BP NOW should be grandfathered in to be able to finish grade 9 there. Where is the designated high school for them? Let's look at the population of those Spanish grades for High School considerations NOW.

Thought: Lots of added benefits!

T126

Make the school more conducive to the culture of the language. French and Spanish culture are quite different and while it's great to have the cultures mix it's becoming too overwhelming because of the desire of the second language programs.

Thought: Start a new bilingual Spanish school would be excellent.

T127

Thought: Great if it was still close to where we live. We are close walking distance to Westgate.

T128

Thought: This allows for continued growth of the Spanish Program in the city.

T131

As more and more of my friends and acquaintances hear about the Spanish Bilingual Program, interest in this program continues to grow. I think it is very reasonable to have a fourth elementary school in the city to accommodate a growing desire for Spanish Bilingual education.

Thought: Spanish program is growing in popularity, the numbers will be there in the upcoming years to support a second program

T145

Thought: Fresh Start

T149

This fresh start might be the best way to make it all work

Thought: That could work, too.

T150

Not allowing students from the new areas to enroll in Westgate could ease the problem of overcrowding

Thought: would allow more families to participate in spanish program

T152

Thought: Growth

T158

By downsizing the boundaries, con't growth is available, without overcrowding.

Thought: This will allow for continued growth of the Spanish program

T159

The Spanish bilingual program is clearly popular, and growing quickly. Creating another school and changing the boundary is a more long term solution.

Thought: This is my preferred option for my family

T161

Thought: This one is a good idea as demand seems to be increasing, this may be the

T163

What are some of the BENEFITS you can identify if we were to make this change? Scenario 4 - Start a new Spanish Bilingual Program and change the boundary for Westgate.

(continued)

I prefer Scenario 4 best option.	G11
Thought: best option this option has some benefits: more of a long term solution depending on the capacity for the new school, and if this was done, might not have to change the boundary for westgate as it will have 330 less students	T164
Thought: Full focus on Spanish	T170
Thought: It seems throughout the city that the spanish bilingual program is very popular and would benefit from more programs offered.	T176
Thought: Best long term plan as language programs grow. Long term I think this is one of the best options as the demand and growth continues for both of these language programs. Most of the current solutions proposed are relatively short term (present - 5 years) and this is but one way to plan long term.	T178
Thought: Better availability to all those choosing Spanish Bilingual. This seems to be the best long term solution to Westgate's population problem.	T179
Thought: More space for all staff and students.	T183
Thought: A second program will be needed eventually, this is good planning	T186
Thought: Fantastic. Makes way more sense to split the programs. Most families with multiple children will have siblings in a single program, so it would be more convenient to keep siblings together in one school across more grades.	T188
Thought: Allows for growth of Spanish program If this is truly a viable option, why not have a completely separate Spanish school instead of two?	T201
Thought: It would be exciting to launch an alternative program at a new building. The spanish program would have more flexibility to do language specific activities without feeling like they HAVE to include the French population.	T204
Thought: new enrollment in Spanish, and new families to the area can go to Rosscarrock, and build a new community there. Seems like a great idea to me.	T211
Thought: additional growth of the Spanish program will be accommodated and this discussion won't be happening again in 2 years.	T228
Thought: Area IV has huge growing populations in the west (westhills)	T231

What are some of the BENEFITS you can identify if we were to make this change? Scenario 4 - Start a new Spanish Bilingual Program and change the boundary for Westgate.

(continued)

I prefer Scenario 4

G11

This might help accommodate these growing numbers

Thought: Alleviates the space issue allowing for additional capacity

T232

Likely adds a capacity buffer for a number of years to come

Thought: As Spanish is growing rapidly this allows for the growth

T234

Thought: a spanish only school would allow for growth of the westage french program

T236

Thought: I like this option the best. If the Spanish program were to move

T239

then both programs could keep their respective students together for the longest time possible within the same school for the entirety of the elementary school years.

Thought: I like this one the best, as this would not affect me and my family. I

T251

would assume this would even help that French immersion goes longer maybe until Grade 6 as until 2 yrs ago... Also, the same thing for Spanish kids, once they initially change school, they will not have to change as often...

Thought: could allow for growth of the program

T254

Less Disruption/More Continuity

G19

Thought: Students would stay at one school for a longer period of time.

T17

Thought: Foster a sense of community and culture amongst the parents and students and staff because there would be less movement of students etc.

T19

Thought: I think it would be beneficial as the Spanish students would be able to attend the same school for many years instead of being mixed around for a few years in a few different locations.

T25

Thought: At least kids get to stay together and planning for long term can be done.

T40

Thought: least disruptive scenario for westgate school

T51

Thought: Most seamless transition, especially for kids just starting next year.

T53

This presents the least disruption for both the kids in the system and the ones coming in.

Thought: Less moving schools for future students.

T57

Thought: Students will stay and have one school as a reference in Primary

T60

What are some of the BENEFITS you can identify if we were to make this change? Scenario 4 - Start a new Spanish Bilingual Program and change the boundary for Westgate.

(continued)

Less Disruption/More Continuity Education.	G19
Thought: Keep spanish at westgate.	T75
Thought: grades, siblings, parents can stay together.	T77
Thought: families would stay together	T79
Thought: no disruptions for current students and families	T83
Thought: students have stability of one school	T90
Thought: Consistency If we had a new Spanish program, then our children would probably have more consistency as they wouldnt need to be jumping from school to school because there isn't enough room at Westgate anymore.	T94
Thought: Simplifies things for parents Ensures kids are attending the school closest to their homes, therefore, less time on buses, families can keep their kids together at the same school.	T95
Thought: Each Program would have ONE school from K-6 Students wouldn't have to move schools more than once	T99
Thought: Same Schedule Siblings would be on the same schedule and same bus route for the longest period of time. This is the easiest scenario for a family.	T101
Thought: Minimizes the number of affected families Many kids and families see no change whatsoever.	T105
Thought: Children only change schools once from K to 9	T106
Thought: Allows families with multiple children to keep their children all together ...at the same school for as long as possible. I think this option is the most convenient for just about everybody.	T133
Thought: smaller physical geographic area allows children from same communities to go to school together	T141
Thought: seems the simplest solution, least disruption and change	T154
Thought: Less disruptive in the long term	T160

What are some of the BENEFITS you can identify if we were to make this change? Scenario 4 - Start a new Spanish Bilingual Program and change the boundary for Westgate.

(continued)

Less Disruption/More Continuity

G19

This scenario is the least disruptive in the long term. It will be a year of transition for those children who are affected by the boundary change, but they change schools only once, which is far preferable to several of the other scenarios which have more frequent moves.

Thought: No separate schools for the different grades.

T162

Thought: Solution would affect less quantity of children

T167

Thought: Keeps kids in the same school longer.

T173

Thought: Less jumping between schools.

T175

I like the idea of my child going from K-5 at one school and not having to change twice in elementary.

Thought: Our children would be in same school longer.

T177

Thought: single school for longer period of time

T195

Agree. If the school was within close proximity to Westgate this option could be attractive to us. How long of a time would the programming at this school be?

Thought: greater likelihood of siblings remaining together at same school

T196

Agree this would be compelling.

Thought: school and grades stay the same

T199

Thought: does not impact community and residents of westgate.

T200

Thought: Continuity and community for students siblings

T217

Thought: Allows Westgate to maintain its history as French Immersion school.

T224

Thought: This seems like the simplest solution since children aren't being moved

T240

around so much. There is consistency and that is what children need in order to learn effectively.

Thought: keeps the french program at Westgate intact

T244

It is important to keep French program at Westgate as French is one of the official national language of Canada. Westgate school has been providing french education for a number of years as does bishop pinkham.

Thought: This will be the least disruptive option for all programs involved.

T250

Thought: This might allow for siblings to be together

T253

What are some of the BENEFITS you can identify if we were to make this change? Scenario 4 - Start a new Spanish Bilingual Program and change the boundary for Westgate.

Location

G24

We will provide possible locations based on stakeholder feedback at the open house Jan. 9 and online.

Thought: Depends on specifics of the changes.

T6

Thought: Things would remain the same for many of the French students.

T8

As long as French students are currently within the future boundaries, little would change for them.

Thought: This may be not a bad idea, depending where the school will be

T63

Thought: assume spanish remains at Bishop Pinkham which is good

T64

Thought: Changing boundary I think would be best.

T67

The benefits here is you can redistribute the students more evenly.

Thought: Pinkham has a better reputation than AE Cross

T107

Thought: That will depend on the boundries

T109

With not seeing what the boundaries would be it is difficult to say. Administration, transportation and support costs would have to be determined.

Thought: my daughter is from out of boundaries it would change her ability to atten

T110

Thought: Depends on the boundary set.

T115

It would be beneficial if we were within the boundary

Thought: Change the boundary how?

T123

Thought: possibly the school could be "up the hill"

T124

Large number of students in Aspen/Springbank/Discovery. Could be nice to have a school "up the hill"

Thought: How about Glenbrook school

T129

I

Thought: I don't know-it depends on how the boundary is drawn

T136

Thought: Boundary changes.

T157

According to the map, those who moved to Westgate and for us, Killarney, for the reason to be close to the school, will con't to go to westgate.

Thought: depends on where and details

T168

Thought: new boundaries means some kids will be moved away from they're friends and class mates they've known for many years

T171

What are some of the **BENEFITS** you can identify if we were to make this change? Scenario 4 - Start a new Spanish Bilingual Program and change the boundary for Westgate.

(continued)

Location	G24
Thought: Boundaries need to be adjusted, they are currently too large!!	T187
Thought: Makes boundary areas smaller. I think this will better accommodate all students and make the boundaries more manageable.	T193
Thought: Living in Signal Hill, I see that finding another school to designate would entail a much longer commute for my daughter. This seems unnecessary since we live so close to Westgate.	T207
Thought: short term solution for Westgate Frees up space at Westgate for now	T208
Thought: people who live in westgate, get to go to westgate	T227
Thought: I suggest Dr. Oakley for this idea	T237
Thought: This might be closer to families in other parts of the city	T252

Longer lasting solution	G32
Thought: brings the numbers down for Westgate and keeps the grades together	T5
Thought: Would reduce crowding at Westgate and BP.	T11
Thought: Longer lasting solution Depending on projections for growth of interest in the Spanish program this sounds like it would be a scenario that would better accommodate the number of students.	T26
Thought: Free's up space.	T27
Thought: Less crowded at Westgate	T32
Thought: there would be more room I think it makes sense to move spanish out. It's not a official language of canada	T34
Thought: Benefit of local schools There are many benefits to going to a local school. There will probably be increased enrollment in the program, by opening another location.	T45
Thought: could make use of extra capacity at another location	T52

What are some of the BENEFITS you can identify if we were to make this change? Scenario 4 - Start a new Spanish Bilingual Program and change the boundary for Westgate.

(continued)

Longer lasting solution	G32
Thought: Relieves the crowding at Westgate.	T56
Thought: It has the potential to relieve the problem of overcrowding at Westgate	T66
Thought: Opens up plenty of space at Westgate	T71
Thought: It would relieve the pressure of numbers.	T72
But the new Spanish Bilingual Program should be at Rosscarrock so the kids to the west of it aren't travelling too far, and the benefits of an additional program can be felt by the children currently attending Rosscarrock. Some families with more resources attending that school might enhance the entire program because so much is funded by parents in the system, and all the kids would benefit. The school could provide more of a hub for the community as well, and perhaps the whole tenor of that neighbourhood would be strengthened.	
Thought: addresses capacity	T74
Thought: long term solution to the "accommodation" problem at westgate and BP.	T78
Thought: Would offer more space to Westgate.	T84
Thought: may reduce the need to require a shift if grades and schools again	T86
Thought: lessen the overcrowding at westgate for those who would stay	T116
Thought: Westgate might not be full	T125
Thought: Addresses the growing need for this to be considered as necessary	T130
Thought: alleviates space at Westgate	T135
encourages other families to consider Spanish for their kids if its offered closer to their community	
Thought: Long term solution.	T138
This would address growing demand, potentially relieving future issues with congestion that the other scenarios do not address.	
Thought: Alleviates concerns over future restrictions at Westgate for enrollment.	T139
Thought: potentially a better long term solution	T140
Thought: Potentially more forward-thinking.	T142
Given the right approach and facility, this approach could potentially support the growth of the Spanish program for a number of years.	
Thought: There would be room for growth and increase enrollment.	T143

What are some of the BENEFITS you can identify if we were to make this change? Scenario 4 - Start a new Spanish Bilingual Program and change the boundary for Westgate.

(continued)

Longer lasting solution	G32
you could facilitate all the students wanting a Spanish program.	
Thought: better long term solution	T147
Thought: solves space problem	T148
Thought: would allow for more growth down the road	T151
Thought: Room to grow again at Westgate.	T155
This would ease some of the population pressures at Westgate Elementary.	
Thought: Addresses the enrollment issue immediately	T166
Thought: A good solution.	T169
This appears to help decrease the numbers of students at Westgate the most.	
Thought: all students would have the necessary space required for learning	T172
Thought: Could be better long term solution for capacity at Westgate	T174
If another Spanish children go to a new Spanish school this could potentially free up enough space at Westgate to provide a longer term solution.	
Thought: Space issues in Westgate and Pinkham are resolved	T185
Thought: Space	T189
allows room for programs to grow and addresses current challenges	
Thought: will potentially make room for more students at WEstgate	T190
may take some students out of westgate leaving room to breath (or room to grow)	
Thought: Allow for future growth of Spanish program.	T192
Promotes and encourages growth in Spanish program by bringing offering another school site.	
Thought: Fantastic idea! So many benefits!	T209
Thought: This frees up tons of space for French enrollment at Westgate and Westgate	T210
till continues to be a tri-lingual school, which benefits everyone	
Thought: long term this will definitely be needed	T215
Thought: probably solves the space issue better	T216
actually addresses the population explosion west of Sarcee with a longer term view	
Thought: Assured capacity for growth	T218

What are some of the BENEFITS you can identify if we were to make this change? Scenario 4 - Start a new Spanish Bilingual Program and change the boundary for Westgate.

(continued)

Longer lasting solution

G32

Thought: Permanently solves space issues for Westgate and Bishop Pinkham.

T223

Thought: more of a long term solution.

T242

Thought: decreases the number of students at Westgate and Bishop Pinkham

T245

Not Benefits

G6

Thought: no benefit - foolish idea

T1

Thought: Big change with little time to think it through.

T15

We have spent 5 years building community with the families inter spanish bilingual program. that includes sharing driving because we do not live within walking distance.

Thought: Fundraising dollars may be less diluted between schools because families with multiple students could focus on fundraising for one school.

T20

Thought: Expand boundary? wouldn't that lead to the same scenario down the road?

T36

Thought: I see no benefits to this scenario.

T41

Thought: Unclear.

T73

Thought: Would present no change for us

T97

Based on the current boundaries provided at the open house, there would be no change for our family moving forward with this scenario

Thought: all students in school (as I am reading it) and taking spanish and there is no mixing of languages

T111

Thought: Cougar ridge is constantly getting screwed over. we have two private schools in our neighbourhood has resulted for us to not have a school of our own and we end up being at the mercy of other schools and what they can seem to do for us...which seems to continue to pass us around. This makes me feel like I should put my children in private school.

T114

Thought: I don't see any benefit from the scenario.

T137

Thought: Unless this Scenario guaranteed a Spanish Program to all the communities involved, I do not see any benefit

T165

Thought: Better class rooms with windows and walls.

T182

What are some of the BENEFITS you can identify if we were to make this change? Scenario 4 - Start a new Spanish Bilingual Program and change the boundary for Westgate.

(continued)

Not Benefits	G6
Thought: ok	T194
Thought: no benefits seen	T203
Thought: Not sure.	T206
Thought: Thought #1 in Scenario 4 should have been in Scenario #3. Please note! Please add to BENEFITS in Scenario #3	T221
Thought: Not enough info. provided by CBE Where would this school be located? Busing issues? Why not FAST TRACK building a new school (for Spanish program) like you did for Ernest Manning?	T222
Thought: this would be my 2nd pick but I prefer keeping F together	T225
Thought: For my family none. We are in an area outside of the westgate boundary so unless there is a new school for my girls then there are no benefits for us. 41 % of the enrollment at westgate comes from ASP/SPH/DIS/SHG but unfortunately ASP/SPH/DIS have no non-private schools built in their actual areas so changing the boundaries for my family has no benefit. Unless there is a school in SIG that would be able to house the Spanish program.	T248

Quality Education/Resources	G13
Thought: independent programs allow stronger focus for each	T31
Thought: Better community if several grades of Spanish were in the same school If k-6 were together there are many programs that enhance school community such as reading buddies, bus buddies, where older spanish speaking kids can impact younger kids. This gives the older kids a sense of responsibility and leadership practice and the younger ones benefit from example.	T38
Thought: Better quality of education	T48
Thought: Education's quality could be improve as right know students from Westgate are performing poorly in the provincial exams	T49
Thought: like this as younger students can stay longer in elementary.	T58
Thought: Consolidate all Spanish resources in one school.	T69

What are some of the BENEFITS you can identify if we were to make this change? Scenario 4 - Start a new Spanish Bilingual Program and change the boundary for Westgate.

(continued)

Quality Education/Resources

G13

BUT... the way it has been proposed - by moving approximately 135 kids - makes no sense. How would this work? One class per grade? I support this option ONLY if it involves the entire Spanish program moving. I do not support moving only a fraction of the kids.

Thought: concentrated resources and support systems

T91

Thought: great opportunities for peer leadership and modeling

T92

Thought: Siblings are at the same school for the longest period of time

T100

Same schedule, same bus route. It's difficult for parents to deal with different school schedules and different bus routes for different siblings at different elementary schools.

Thought: Provides the greatest sense of school community.

T102

Students and parents have the opportunity to be invested in the development of the school for the longest period of time. This will breed success.

Thought: Increase space at WS; better focus on Program of Study

T103

Thought: Retention of the current Grade structure at Westgate

T112

Avoids adding Grade 5 to older Grades in the same school.

Thought: Smaller class sizes.

T181

Thought: Keeps program together and allows for future growth.

T191

Thought: manageable class and enrollment sizes

T197

Thought: focused program

T198

Spanish single program focus

G35

Thought: Programs will be clearly divided and more space will be "released" for each of the programs

T23

Thought: The school's identity would be clear: bilingual Spanish. The whole school would work on the same track and cultural atmosphere.

T61

Thought: The benefits of the bilingual program would be clearer, because the process will start and finish in one place. A period of time and a space, related to a language acquisition.

T62

Thought: Would be great to have a designated K - 9 spanish only school

T108

What are some of the BENEFITS you can identify if we were to make this change? Scenario 4 - Start a new Spanish Bilingual Program and change the boundary for Westgate.

(continued)

Spanish single program focus

G35

I don't see any significant benefits to mixing Spanish and French given the capacity issues that exist. Spanish should be given priority as it is clearly in demand and there are very limited options as compared to French immersion programs which are abundant in the city.

Thought: spanish have their own school, French have their own at Westgate as before

T122

Thought: Keeping Spanish together from Kindergarten to grade 9.

T180

Thought: There is no need to have two language programs in one school.

T184

Thought: French Immersion students would have the opportunity to be fully immersed

T205

Announcements, assemblies and clubs could be done in French giving students more meaningful opportunities to practice their oral skills.

Thought: Spanish bilingual is growing and needs space.

T230

City-wide enrollment/numbers indicate the need for more space. Spanish could thrive with its own building with ample space and resources.

Thought: This could allow for improved community similar to Canyon Meadows

T235

Having a specialized new Spanish only school would allow for a community to grow around it and support it. Again, I am not in favor of mixing language learners with non-language learners

Thought: Children, in the same language program, would learn from one another

T241

focusing on one language only, rather than two languages almost competing with each other.

Thought: spanish program can be intact at a new location

T246

i believe this only works if the entire spanish program is moved to a new location.

Thought: This will help the spanish program and its continued growth.

T249

Students might stay in elementary school longer.

G38

Thought: The benefit would be keeping the continuity right through until Grade 6 in one place and environment

T3

Thought: Might be possible to bring grade 6's back to the elementary school.

T12

Thought: keeps the elementary school students together in the best age appropriate environment.

T85

Thought: The kids can stay in an elementary environment K-6

T144

What are some of the **BENEFITS** you can identify if we were to make this change? Scenario 4 - Start a new Spanish Bilingual Program and change the boundary for Westgate.

(continued)

Students might stay in elementary school longer.	G38
Thought: Supports keeping grade 5 in elementary school where it belongs	T146
Thought: Keep the Spanish and French K-6 students together in the same school. Grade consistency for both programs.	T156
Thought: Keeps Westgate grades at K-5, (or even K-6 someday?), which is a much better mix than K-4. Grade five kids should still be in elementary	T212
Thought: Gr. 5 students in Elementary;less disruptive Gr. 5 students remain in Elementary school and are not exposed to middle school. Kindergarten program is not far from Westgate making it easier for parents to plan: child care, work, physical relocation (if necessary). Less disruption and physical movement for the children: kids at one school longer nourishing sense of belonging and self esteem. Dual languages are kept together for a longer period (promoting multiculturalism and respect	T220
Thought: Kindergarten and grades 1-5 stay together in the same program	T226
Thought: Students would be allowed to stay at the same school for a longer duration Students would not need to be consistently shuffled around, allowing the kids to develop stronger relationships and providing parents with more predictability in their planning.	T233
Thought: Students would remain at Westgate, preserving the school climate. Students and families could continue respective routines that have been carefully constructed.	T238
Thought: all kids would stay in elementary for longer the students wouldn't be catapulted into a junior high environment before they are developmentally ready	T243

Q8: What are some of the CHALLENGES you can identify if we were to make this change? Scenario 4 - Start a new Spanish Bilingual Program and change the boundary for Westgate.

Started: 2 Dec 2012 **Ended:** 4 Jan 2013

Background information

No background information

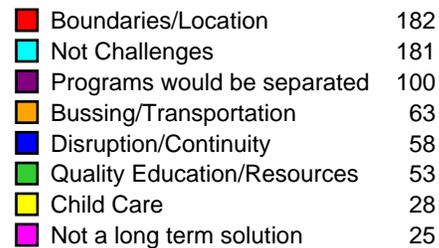
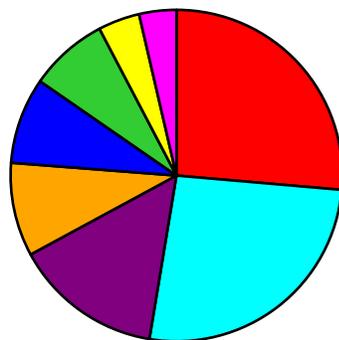
Participation summary

Demographic	Participant Count	Thoughts	Choose
other	2	1 thought	0 votes
Spanish Bilingual	136	145 thoughts	377 votes
French Immersion	105	64 thoughts	281 votes
Participated		20 % (178)	20 % (173)
Opted out		0 % (4)	0 % (5)
No participation		78 % (680)	79 % (684)

Q8: What are some of the CHALLENGES you can identify if we were to make this change? Scenario 4 - Start a new Spanish Bilingual Program and change the boundary for Westgate.

Choose Summary

	overall rating	participant count	average rating
Boundaries/Location	182	89	2.04
Not Challenges	181	54	3.35
Programs would be separated	100	52	1.92
Bussing/Transportation	63	38	1.66
Disruption/Continuity	58	38	1.53
Quality Education/Resources	53	30	1.77
Child Care	28	18	1.56
Not a long term solution	25	15	1.67



**What are some of the CHALLENGES you can identify if we were to make this change?
Scenario 4 - Start a new Spanish Bilingual Program and change the boundary for Westgate.**

Boundaries/Location	G1
Thought: The challenge would be determining the cut off for the boundary	T3
Thought: boundaries could be a challenge for Spanish program families	T5
Thought: Depends on where new school is. Community of Westgate school lost to existing Spanish students.	T6
Thought: Changing the boundaries results in immediate transition to a new school for some students. Children benefit from routine and stability. Up-rooting them in an untimely way that makes them feel negative (you need to move to a different school because there is no room for you in Westgate anymore) about their current educational opportunities. No one likes to feel like they are being kicked out.	T8
Thought: Proposed boundaries do not make sense. Some of the kids up the hill would be bused to a different school than their neighbours and the kids just down the hill. Would also create busing issues.	T10
Thought: Very little information provided about this scenario. We do not know a location, school, or grade configurations.	T11
Thought: Where? Details?	T19
Thought: The new Spanish school might be too far for some students to be bused to or driven to.	T20
Thought: where?	T27
Thought: depending how many students and location	T29
Thought: Location - people move into this neighbourhood and encatchment so their children can go to westgate. Now they may not be close by, etc.	T30
Thought: Being out numbered by the French program at the school If half the Spanish program is moved out, the numbers in each program will not be as equal and any decisions in the school will lean more to the French program just due to numbers.	T32
Thought: This seems like the best idea assuming instructional space elsewhere avail	T38
Thought: In short term, some groups would be spread out.	T44
Thought: please provide location as not fair to make comment without understanding impacts.	T47

**What are some of the CHALLENGES you can identify if we were to make this change?
Scenario 4 - Start a new Spanish Bilingual Program and change the boundary for Westgate.**

(continued)

Boundaries/Location	G1
Thought: Finding a suitable facility. One that is available for use, with good infrastructure, that is conducive to learning, that don't pose significant transportation challenges to current parents/students.	T49
Thought: Would depend on the new school. Don't want to be bussed longer than we are right now (45 min).	T56
Thought: Depending on the new boundaries- could disrupt friendships formed over the last 5 years for my son in 4th grade	T57
Thought: It still needs to be in the SW of the city. We need to be thinking about schools as little heartbeats for the communities surrounding them - and if the children go too far away, the heartbeat is lost. Also, if those communities needing a bit more stability and energy can be supported by families from wealthier communities, that heartbeat can be strengthened. (That will depend on school and parent council leadership....)	T58
Thought: There is unused capacity in existing schools it doesn't make sense to build new schools when there is capacity in existing schools.	T60
Thought: location of school could be very challenging. Friendships split, new child care issues for working parents.	T63
Thought: Exclude families who value language education I would not want to exclude families/students who would benefit from language education based on being outside the boundary. It is an arbitrary tool that has traditionally created loop-holes and pressure on schools to make exceptions and let in students from outside the boundary. Instead, let's expand the format to another primary school that is currently underutilized and allow the out of boundary areas to opt into that location if they value the language programs.	T64
Thought: without knowing where students will be going it is too hard to comment	T69
Thought: where do you find this new school? Build? How many years will this take	T73
Thought: Space is freed up at Westgate for French only, no boundary reassignment? If the Spanish program is transfer to a different school, will there be room to allow for the current boundaries. I would not want to exclude families who value and want to send their children to the French program who are currently allowed to do so. Also, boundary reassignment may result in families using false addresses and finding other loopholes to send their child to the French program which creates an unfair situation.	T78
Thought: Boundaries are far too Large	T79

**What are some of the CHALLENGES you can identify if we were to make this change?
Scenario 4 - Start a new Spanish Bilingual Program and change the boundary for Westgate.**

(continued)

Boundaries/Location	G1
The proposed boundary area is still way too big. The area stretches from Cougar Ridge to Riverbend. This is far too big of an area to be bussing elementary school kids.	
Thought: Pinkham is not close for most families	T85
AE Cross is more central within the boundary	
Thought: Unknown new location is troubling	T87
The scenario is not complete without offering specifics to those families being asked to relocate.	
Thought: Reducing access to the Spanish bilingual program	T93
If a family is outside the boundary they may not be able to find another suitable Spanish Bilingual program for their family	
Thought: friends would be separated if boundaries changed	T96
Thought: Many could argue the longer distance from home to school depending WHERE.	T100
This solution will not please everyone, but it gives Spanish the identity of warranting its credibility, respecting that kids need familiarity, not four different schools before high school.	
Thought: New school could be a great distance away	T103
Depending where the new school is chosen, it could be a large distance away for some students.	
Thought: Where would that school be? How would the boundary change?	T106
Thought: Messes with boundaries for those not "within" the new Westgate areas.	T108
Thought: Possibility, that some families would have to travel farther.	T109
Depending on the location of the new school, some families might find themselves in a situation where they are farther away from their new school, which would be unfortunate.	
Thought: All depending on where the boundaries are drawn as I live by the beltline	T111
Thought: Location of new Spanish program.	T115
Determination of the new program location could be met with challenges from parents, particularly because of the increasing demand coming from wide geographical region within region IV. This may cause further delay in program start up.	
Thought: difficult based on current geographic location of students	T116
Thought: no 'empty' schools	T117
Thought: unpredictable for Spanish parents making it difficult to plan long term	T118

**What are some of the CHALLENGES you can identify if we were to make this change?
Scenario 4 - Start a new Spanish Bilingual Program and change the boundary for Westgate.**

(continued)

Boundaries/Location	G1
Thought: I think the proposed boundary is counter-intuitive - why 3 chunks not 2? West of Sarcee will grow a lot in future - a simple east west split may accomodate more logically for smooth transitions and long term growth than the tri-partide split proposed	T126
Thought: Impacted Regular Programs As with all scenarios, there will have to be engagement with other stakeholders who could be impacted (i.e. regular programming parents)	T127
Thought: We may not qualify to stay in Westgate if the boundaries are changed	T128
Thought: I don't have the confidence that boundaries can be revamped in 8 months! The numbers speak for themselves. Spanish is popular and those of us in the program have already had our share of guinea pig experiences. I'm tired of not knowing what is going to happen "next year" each year!!	T129
Thought: French and Spanish boundaries should be equal. The boundaries to the French and Spanish schools should both be changed. It would be unfair if French students from one neighborhood would be allowed to go to Westgate when their Spanish counterparts would not. Again, this option discriminates against the Spanish students at Westgate.	T132
Thought: Boundaries very scattered and random. It would be very difficult to explain why neighborhoods next to each other have different boundary options. Why divide the boundaries 'up the hill' so drastically? Communities in the middle are allowed, while those on the edges are cut off?	T133
Thought: Rezoned students would have excessively long commute. Based on the alternate school options discussed at the meeting on Dec 3 (Inner city or deeper south), students from the far boundary of the new school would have excessively long commutes to and from school. You are taking schools from the farthest western edge of the boundary and relocating them to a school further east.	T134
Thought: new school not sure there is funding for this and where the school would be located, might be more of a hassle to get there and what about Bishop Pinkom, how does this solution help with their over crowding?	T138
Thought: A grave challenge would be that neighboring communities could be left out of the Spanish Program	T139
Thought: depends on where and details	T144

**What are some of the CHALLENGES you can identify if we were to make this change?
Scenario 4 - Start a new Spanish Bilingual Program and change the boundary for Westgate.**

(continued)

Boundaries/Location	G1
Thought: The location of the new school Ideally this would be somewhere accessible to the students displaced from Westgate School.	T145
Thought: All of the Spanish students should still go to A. E. Cross Jr. high	T146
Thought: The boundary makes no sense. You are going to send kids from one side of the territory over to the far side where there are no kids in the program.	T149
Thought: Boundaries may not work for some families. This will work to the advantage of some and not so for others.	T153
Thought: Finding a school w/ available capacity for a new Spanish Bilingual Program Finding a school to host this program could be difficult. Also, interest in a new program could just encourage more people to enroll creating an enrollment problem at the new school.	T154
Thought: Potentially starting at a new location or possibly a longer bus ride.	T155
Thought: Students may be geographically far from their designated Spanish school. In the proposed map for this boundary change for a new Spanish school, some of the students home locations looked far from where the new school could potentially end up being. While this is not great - having space needed for each program far outweighs the travel component to the new school.	T156
Thought: Location of second program?	T157
Thought: Westgate's new boundaries?	T158
Thought: The proposed new boundary map? In order to keep busing simple why isn't the boundary straight up Sarcee Trail and have the kids west of Sarcee put into a school with some room, ie West Springs School? And leave the rest at Westgate?	T159
Thought: Where is it located.	T160
Thought: Need to ensure the school is close to the communities it draws from	T165
Thought: the boundaries are ridiculous it would be better to have one strictly Spanish bilingual program in one school k- 6 then to AE cross for 7-9	T180
Thought: Depending on the school, travel time might be unreasonable.	T183
Thought: Depending on the school, ages of kids might not be aligned.	T184

**What are some of the CHALLENGES you can identify if we were to make this change?
Scenario 4 - Start a new Spanish Bilingual Program and change the boundary for Westgate.**

(continued)

Boundaries/Location	G1
Thought: At least Rosscarrock is an elementary school. This makes more sense than sending the kids to a junior high. I still do not support sending them to AE cross at any time.	T186
Thought: deciding who from Westgate has to move to Rosscarrock	T191
Thought: Location? Boundaries? Where will the location be? How do you determine the boundaries? Discouraging families who were wanting to enroll their child into the Spanish Program.	T195
Thought: Where will space be found for new Spanish program? Many families are concerned about long distances between their home and the available schools.	T196
Thought: I don't like the idea of changing boundaries or separating the programs	T197
Thought: Students near to Westgate could have a longer commute Depending on where the new program was situated, some students would require a much longer bus ride.	T199
Thought: Where would the schools be? This scenario is very vague and gives parents almost no opportunity to comment because it has no details to work with. This is unfair to parents because the idea of a new program is what is needed.	T200
Thought: The boundary change on the map requires explanation Why is the center strip of Area IV designated to Westgate/BP but separations made on either side? This is confusing and requires more information. It immediately turns people away from the idea without really giving it a chance.	T201
Thought: Depending on location, there may be issues of traffic/safety /logistics	T203
Thought: It would require a lot of reconfiguration but I think it would be worth it in the end.	T204
Thought: finding a new school for Spanish program in an appropriate location it is important to find a school that can take entire spanish program.	T206
Thought: Can westage continue to flourish if this happens? 41% of the students come from ASP/SPH/SIG/DIS taking those kids away will you not be going back to what you where at before the Spanish program came along, struggling to get numbers so the CBE doesn't consider shutting the school down.	T207
Thought: size of the school - it needs to be large enough to allow for growth	T214

**What are some of the CHALLENGES you can identify if we were to make this change?
Scenario 4 - Start a new Spanish Bilingual Program and change the boundary for Westgate.**

(continued)

Boundaries/Location of the program.	G1
Thought: Location of the school - as close as possible to where the majority of students live. Westgate is already a long bus ride for many students.	T216

Bussing/Transportation	G2
Thought: too much bussing	T1
Thought: Longer commute for some families.	T15
Thought: Busing times Perhaps opening a second Spanish location would make families living out of our boundaries have a longer commute to school either by driving or by bus. But as I was sitting at the many tables, I spoke with many families who said "I would rather have my child on the bus for an extra half an hour and be in 1 SCHOOL than have a shorter bus ride and be forced to attend 3 different elementary schools throughout k-6." Seriously - I beg the CBE to look at the longevity of this scenario. It seems like the most sustainable option with the LEAST IMPACT ON THE CHILDREN!!!	T17
Thought: Longer commute for some students	T22
Thought: Transportation if the new school is far a way from new students	T34
Thought: transportation adds time and money	T70
Thought: Students with longest commute, will have to travel even farther to attend	T135
Thought: Longer bus rides and commutes to new program.	T151
Thought: Bussing	T166
Thought: More students bussed from greater distances.	T168
Thought: May increase transportation time. Depends on the child's home community.	T179
Thought: Much longer bussing times for Aspen kids By excluding Aspen from Westgate and putting the new program farther East, the bussing times would greatly increase	T187
Thought: Most of the surrounding areas are not included in this Singles out the communities that are willing to travel for a Spanish Bilingual Program!!	T210



**What are some of the CHALLENGES you can identify if we were to make this change?
Scenario 4 - Start a new Spanish Bilingual Program and change the boundary for Westgate.**

(continued)

<p>Bussing/Transportation</p> <p>Thought: bussing</p>	<p>G2</p> <p>T211</p>
---	-------------------------------------

<p>Child Care</p> <p>Thought: Childcare challenges for parents moving to the new location.</p>	<p>G8</p> <p>T42</p>
--	------------------------------------

<p>Disruption/Continuity</p> <p>Thought: Too many transitions.</p> <p>Starting a new Spanish program seems counter-intuitive and like a lot of work. This would be a huge transition for staff and students.</p> <p>Changing the boundaries for Westgate is unfair to students who moved to an area to be close to a French Immersion School that their children could attend. This will just shift the students who form the extra burden to another school, for which there is no proposed location. Give us a location and example of how the boundaries would change and you may get more constructive feedback regarding the question posed for this scenario.</p> <p>Thought: moving current children to a new school maybe they can be grandfathered to stay at westgate, with sibilings</p> <p>Thought: moving children from a school and familiar place</p> <p>Thought: what do you do with the people "in flight" (cut them off or cut off starting 2013?)</p> <p>Thought: more changes to follow many parents choose the programs for geographical reasons in addition to program content. changing the location of part of the spanish program would change the number and location of students enrolled, potentially leading to more changes necessary.</p> <p>Thought: Some existing students will have to move schools twice.</p> <p>Thought: Separating lots of friends. Spanish students moving to the new school will lose friends from all programs. Students staying in Westgate will lose classmates and friends who have left for the new school.</p> <p>Thought: it takes more time and headache for Calgary School Board, than other</p>	<p>G9</p> <p>T9</p> <p>T12</p> <p>T13</p> <p>T14</p> <p>T37</p> <p>T40</p> <p>T41</p> <p>T52</p>
---	---



**What are some of the CHALLENGES you can identify if we were to make this change?
Scenario 4 - Start a new Spanish Bilingual Program and change the boundary for Westgate.**

(continued)

Disruption/Continuity scenarios.	G9
Thought: will require existing students to be separated from friends	T68
Thought: Pulling current students out of their school A lot of the students who are in higher grades are probably used to being at Westgate, and starting a new program would probably cause many students to move to a new school.	T75
Thought: Students in the current boundary are relocated There will be an adjustment period as students are required to settle in to a new school.	T82
Thought: Logistical challenges for SBP parents, e.g., getting kids to school	T83
Thought: difficult adjustment for students	T84
Thought: Some children separated from friends and class mates.	T86
Thought: If the spanish bilingual program were to move to their own school, it would be fine, however then Westgate should go back to K-6 school.	T91
Thought: challanges are bouncing my children around...where is the consistency?	T92
Thought: would have to wait 2 years if new school is constructed	T95
Thought: Will grade 6 French stay at Westgate then?	T102
Thought: splitting up relationships made amongst students in Spanish how many kids would actually be removed from Westgate to free up space?	T110
Thought: Social adjustment Kids in a smaller program and smaller classes have formed friendships that are their security base for the transition to middle school. My kids was prepared to move to BP for grade 6 b/c all of his friends are moving with him. How will creating a new boundary for the current student population impact social adjustment and transition to middle school?? are their studies on psychological impacts of these changes on a mass level??	T124
Thought: If I have two children, I cannot put my kid different program.	T130
Thought: Families will choose to abandon the Spanish program. Families from rezoned neighborhoods will choose to leave the Spanish program instead of having their students attend a school even further away.	T136
Thought: Splits up developed friendships	T137

**What are some of the CHALLENGES you can identify if we were to make this change?
Scenario 4 - Start a new Spanish Bilingual Program and change the boundary for Westgate.**

(continued)

Disruption/Continuity

G9

Many students have made significant friendships in their class, removing some of the students would have social implications on the students. Taking away half of a class has as much of an impact as removing half of the grades.

Thought: Long standing friendships will be severed

T141

Thought: The students/friends will be separ

T147

Thought: Once again it is the spanish program that has to change

T152

Thought: When would it be open?

T161

Thought: What age groups would be in the school? How would you keep the older kids away from the smaller kids?

T163

Thought: Separation of children from established friendships.

T171

Children have made connections with friends from other communities through their connection at school. For some children these connections are difficult to make and crucial to their success at school.

Thought: splitting of existing friends/classmates

T175

Thought: does not address that westgate does not take children in grade 6

T177

I find the current situation with grade 6 a bit frustrating. If boundaries changed I'd like to see kids stay at Westgate school from K to 6.

Thought: What happens with the middle schooling?

T178

Will the additional students from the second school be too much for Bishop Pinkham to accommodate?

Thought: exclusion...separation from community

T185

Delicately speaking the Spanish program might feel pushed out. A lot of consideration and support would need to be given to the Spanish teachers/students.

Thought: More kids in French

T188

Rather than busing Spanish kids to new school, many parents would switch their kids into the French program at Westgate and the school would quickly be over capacity again.

Thought: some Spanish families will not want to move to Rosscarrock, won't want to share the school with English speaking kids

T189

Thought: mixing the old and the new students together at Rosscarrock in 2013

T190

What are some of the **CHALLENGES** you can identify if we were to make this change?
Scenario 4 - Start a new Spanish Bilingual Program and change the boundary for Westgate.

(continued)

Disruption/Continuity

G9

Thought: Waiting period.

T205

How long would this take to implement. Would the changes be within the school budget.

Thought: Having to move

T212

Thought: Seems viable for elementary (k-6) but if it was k to 9, could enough options be offered to the jr. high students?

T217

Not a long term solution

G25

Thought: This does not address the overcrowding at Bishop Pinkham.

T54

Thought: Will this address crowding at Bishop Pinkham?

T150

Thought: This is not a long term solution for Westgate.

T172

Thought: As the numbers continue to increase beyond expectation, it may only be temporary.

T213

Not Challenges

G16

Thought: See prior answer

T2

Thought: I can't think of any

T4

Thought: None that I can see!

T7

Thought: None. This would be wonderful for our family to have a school we can depend on for years and years to come. Not to mention a before and afterschool care program for years and years to come. :)

T23

Thought: NONE

T24

Thought: none

T25

Thought: Nothing

T39

Thought: This will solve the problem, if the school is close to most areas

T46

Thought: None

T48

**What are some of the CHALLENGES you can identify if we were to make this change?
Scenario 4 - Start a new Spanish Bilingual Program and change the boundary for Westgate.**

(continued)

Not Challenges	G16
Thought: As currently proposed it just doesn't make sense. Moving approximately 135 students into a brand new program doesn't make sense. There is not enough information to evaluate this option.	T53
Thought: Unclear to me at present.	T59
Thought: none	T66
Thought: Not enough information to comment	T74
Thought: None.	T76
Thought: I am not sure there are any.	T80
Thought: No challenges. Rosscarrick is available and AE Cross.	T101
Thought: This solution is the best for everyone. My main concerns would be what grade levels would the Spanish program include and where would the program/school be located. Also, would the principal have the necessary experience being the Spanish is a relatively new program?	T105
Thought: Honestly I don't understand about scenario 4.	T112
Thought: More details/data required to analyze this scenario. The idea seems sound but there are so few details that it is difficult to comment on the feasibility. What do the school population charts look like under this scenario? What locations can realistically be considered?	T119
Thought: What is the rationale behind the proposed geographic split? The split seems unusual to say the least. It takes populations from opposite ends of the current area and puts them together. Why? And the numbers shown for the "new" school seem very small compared to the remaining population. Why? Is there a current map for Area IV French Immersion that mirrors the proposed map for Area IV Spanish (under scenario 4)? It would be helpful to see how the area has been split up for French and how the enrollment in that program is currently distributed.	T120
Thought: Why not add a third French program instead?	T121
Thought: Why not add a new Spanish AND French school?	T122
Thought: none	T148
Thought: it is unclear what the benefits are for this change	T170

What are some of the **CHALLENGES** you can identify if we were to make this change?
Scenario 4 - Start a new Spanish Bilingual Program and change the boundary for Westgate.

(continued)

Not Challenges

G16

Thought: Lack of information.

T174

More details are needed so we can see the impact of this on Westgate and Bishop Pinkham.

Thought: You should really consider moving the current Rosscarrock English students

T192

to other schools close by. If more people from west Calgary could go to West Springs, that would create space at Wildwood for the Rosscarrock students. Or bus some of the Rosscarrock kids to Glenbrook, which is at 56% enrollment. Make space for it to be a spanish-bilingual program only, with room to grow! The challenge here is in pleasing the current Rosscarrock families with that change.

Thought: none

T194

Thought: none

T198

Thought: Perhaps Spanish kids will not have opportunity to learn French, and vice

T209

versa... However, I didn't see any benefits yet from being a school with 3 different languages... Perhaps, because my daughters are only grade 2 and K now, so it is still early...

Programs would be separated

G10

Thought: Many of the spanish students have been going to school together for severa

T31

years. Strong bonds have been created; to separate these children based on a boundary hardly seems favourable. A classroom of 25 could be split into 2 areas, what does this solve. If all students currently attending Westgate in Spanish were able to attend the new spanish Program then I would see the merit, but to separate the Spanish program is not beneficial

Thought: Too bad to lose the mixing of Lang/ culture in one school.

T43

Thought: Loss of multilingual community! I like having Spanish and French together

T55

Thought: Lose the dynamic of having both programs in one school.

T67

Thought: Spanish students are all relocated to a new school

T81

Thought: Loss of friendships already established

T107

Thought: Separating the 2 programs.

T123

French and Spanish would no longer be together- which is a huge negative.

The new school may not be ready in time to facilitate all the students.

Other ideas may be start a new French Program school and keep Spanish at Westgate as there seems to be a higher percentage of students wanting French.

What are some of the **CHALLENGES** you can identify if we were to make this change?
Scenario 4 - Start a new Spanish Bilingual Program and change the boundary for Westgate.

(continued)

Programs would be separated

G10

Thought: takes away the richness of having both programs together

T131

Thought: Do not want to break apart the two lang tracks

T140

Thought: Loss of another language and friends.

T164

Thought: the Spanish program would be paired with a regular program

T193

One of my concerns with separating the 2 programs stems from my own experience as I child attending the bilingual program. When a second language program is paired with a regular program at the elementary school level, there is definite segregation and even rivalry. I lived in Westgate and attended the school, but those attending the English program never socialized with me because I was in the language program (not even outside school). This is not an uncommon story in speaking with others. In speaking with another parent today whose children attended Westgate in the few years before the Spanish program, described a similar if not more severe situation. I appreciate that the 2 language programs are together, there is not that rivalry or division. The children socialize between the programs and there is a sense of community. It is an amazing learning environment with wonderful diversity

Quality Education/Resources

G3

Thought: Losing out on some of the hard work and time spent establishing the program

T16

Thought: Finding the space and staff.

T18

Thought: Resources

T21

Are there enough resources available to accommodate another bilingual program? School with room in SW, teachers, support staff?

Thought: More schools designated french and spanish, funding?

T26

Thought: Building a new school takes time

T28

Thought: Find well educated and qualified teachers to perform the work

T33

Thought: New school does not have experience in teaching Spanish language

T35

Thought: Teaching quality

T36

Thought: Challenging for the staff, to start a whole new program in another placement.

T45

**What are some of the CHALLENGES you can identify if we were to make this change?
Scenario 4 - Start a new Spanish Bilingual Program and change the boundary for Westgate.**

(continued)

Quality Education/Resources	G3
Thought: Administrative and staffing challenges	T50
It seems a labor-intensive solution that would likely take a long time to put into action, i.e. not before September 2013, which would not be helpful to the current problem of overcrowding at Westgate.	
Thought: Maybe added cost for CBE.	T51
Thought: Split resources between schools.	T61
Thought: finding teachers?	T62
Thought: Starting from scratch is a big endeavour, ie, staff, admin,etc	T65
Thought: library resources bought for new program	T71
Thought: Need Fluent specialist teachers (music, PE etc)	T72
Thought: Some people will not want their community school to be Spanish bilingual	T77
If the Spanish program is transferred to a new under-utilized school in the nearby communities (e.g., Glenbrook, Glendale, Glamorgan) some of the parents of the current students at those community schools may not want their children to take Spanish (for whatever reason) and protest at having to transfer their children to a new/nearby English-only school.	
Thought: How long will it take to make this reality?	T88
Current spanish kids could suffer if there is too much shifting around. This would be my FAR preferred scenario but ONLY if a) it can be implemented by fall 2013 or b) it can be implemented fall 2014 AND children currently in Spanish at Westgate STAY at Westgate to Gr 5 so they aren't bounced around.	
Thought: Keeping costs in control and still deliver quality education.	T89
Thought: more money	T90
Thought: may encounter overcrowding at another school if SPAN program implemented	T94
Thought: Funds	T97
Where would the funds come to support a separate program	
Thought: Quality	T98
Risk quality discrepancies between the two programs	
Thought: Staffing	T99
Where would you find staff for another program	

**What are some of the CHALLENGES you can identify if we were to make this change?
Scenario 4 - Start a new Spanish Bilingual Program and change the boundary for Westgate.**

(continued)

Quality Education/Resources	G3
Thought: Getting crammed into another school Since the extra kids that no longer were within Westgate boundaries would not be big enough to fill their own school, they likely will just become crammed into a different school.	T104
Thought: Implementation challenges. will there be enough time to start up a new program, including resourcing?	T113
Thought: Quality of program Will same outline of Spanish bilingual program used at Westgate be used in the new school system? Will simply an underutilized school such as Rosscarrock be used to start a new Spanish bilingual program without addressing the reason why it is underutilized? This will not motivate parents to send their child to the new Spanish program and will leave parents fighting for enrollment into Westgate.	T114
Thought: Resources Are there sufficient resources for the SW communities to create 2 successful schools, (teaching staff, administration, materials)	T125
Thought: Could end up with difficult division of faculty	T142
Thought: Having to create a new administration body for this new program/school By administration support I am referring to Library, teachers, etc.	T143
Thought: Do you have qualified staff to run the school properly?	T162
Thought: Finding qualified teaching staff	T167
Thought: Cost the cost of this program is unknown	T169
Thought: Fundraising. Money resources raised to date would need to be distributed equitably to those leaving Westgate.	T173
Thought: difficult staffing if limited teachers for this program are available	T176
Thought: Might be harder to attract Spanish teachers to a small program.	T181
Thought: Small Spanish program might get lost in another school.	T182
Thought: mixing language and non-language programs will cause disparity division	T202
Thought: There would be an adjustment for the spanish program. It would take some time to set up a new program with all the necessary materials.	T208

What are some of the **CHALLENGES** you can identify if we were to make this change?
Scenario 4 - Start a new Spanish Bilingual Program and change the boundary for Westgate.

(continued)

Quality Education/Resources

G3

Thought: It needs to be in a school as fully equipped or better than Westgate is

T215

now. A lot of parents of Spanish program children have donated a lot of time and money to provide Westgate with its rich music program and to bring in Smartborads.

Q9: Additional Scenarios - What other scenarios should we consider? What are some of the BENEFITS you can identify if we were to consider your scenario?

Started: 2 Dec 2012 **Ended:** 4 Jan 2013

Background information

No background information

Participation summary

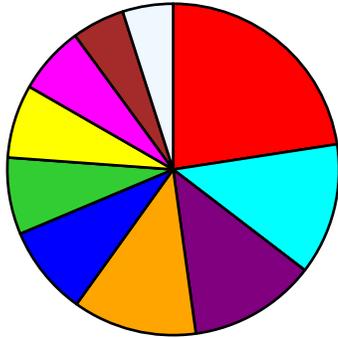
Demographic	Participant Count	Thoughts	Choose
other	2	0 thoughts	0 votes
Spanish Bilingual	135	146 thoughts	614 votes
French Immersion	105	70 thoughts	488 votes
Participated		20 % (176)	20 % (174)
Opted out		0 % (4)	0 % (5)
No participation		79 % (682)	79 % (683)

Q9: Additional Scenarios - What other scenarios should we consider? What are some of the BENEFITS you can identify if we were to consider your scenario?

Choose Summary

	overall rating	participant count	average rating
Westgate K-6 French, BP 7-9 French/Spanish/English. Rosscarrock K-6 Spanish	211	69	3.06
Move regular programs to make space for language programs	120	57	2.11
A New School or new location	116	66	1.76
Completely split the programs.	113	63	1.79
Long term solution	82	51	1.61
Change Boundaries	70	39	1.79
Add portables or make structural changes to Westgate	67	39	1.72
Grades 6-9 @ Bishop Pinkham - French and Spanish	62	27	2.30
Consider capping the programs.	48	28	1.71
Fr 7-9 @ BP, Spanish 7-9 @ A E C (or vice versa)	46	20	2.30
K-3 at one school both programs, 4-6 at one school both programs, 7-9 at	45	19	2.37
Spanish 7 - 9 at A.E. Cross - no matter what is done in elementary	43	22	1.95
Keep the language programs together.	42	24	1.75
Leave it to the experts	22	10	2.20
Child Care	21	11	1.91
Provide us with more information. Numbers are not the only factor. What	20	11	1.82
Transitions	20	13	1.54
Fine tune Scenario 3: Gr1-Gr4 @ Westgate	18	10	1.80
Abolish Kindergarten @ Westgate	15	10	1.50
Parking Lot	4	2	2.00

Q9: Additional Scenarios - What other scenarios should we consider? What are some of the BENEFITS you can identify if we were to consider your scenario?



Westgate K-6 French, BP 7-9 French/Span...	211
Move regular programs to make space for...	120
A New School or new location	116
Completely split the programs.	113
Long term solution	82
Change Boundaries	70
Add portables or make structural change...	67
Grades 6-9 @ Bishop Pinkham - French an...	62
Consider capping the programs.	48
Fr 7-9 @ BP, Spanish 7-9 @ A E C (or vi...	46

Additional Scenarios - What other scenarios should we consider? What are some of the BENEFITS you can identify if we were to consider your scenario?

Abolish Kindergarten @ Westgate

G5

Thought: Abolish Kindergarten @ Westgate

T119

Add portables or make structural changes to Westgate

G6

Thought: Add portables to Westgate to accommodate students.

T4

Less disruption for students.

Thought: Build additions onto Westgate and Bishop Pinkum schools.

T7

The same or more children could be accommodated at both schools. This would result in less transitions for students.

Thought: Add portables to the Westgate school for the grades 4 5, add 6

T82

Thought: Release portables from underutilized CBE schools

T101

Many parents have asked why portables are not an option. The quick answer always seems to be "there's a two year wait." But looking at the data provided, there are schools with portables that are under capacity e.g. Riverbend, West Springs etc. And CBE wide there appear to be more: Ranchlands, Scenic Acres, WO Mitchell, Pineridge, Saddle Ridge, Deer Run, Douglasdale etc etc If there is a logical answer why portables are not an option, it would be helpful if all of the details could be provided. There is a lot of language in CBE documents about

Thought: Portables at Westgate

T145

If adding portables at Westgate is feasible this could help.

Thought: Addition on to Westgate school. Remove hockey rink or part field and put

T152

up another building(s). Portables. Add second level to school. This keeps the two programs together. It decreases class size. It gives back needed school areas (library, computer labs, additional gym space, staff room.

Thought: School structural additions.

T195

Would it not be feasible to make additions to the school. A second floor maybe or adding portable classrooms. There's only a few months of summer vacation that this could be done in order not to endanger the safety of the kids as you wouldn't want to be doing construction while teaching is happening. Adding portable classrooms provided there is physical land where there can be added to, would alleviate the problem but not fix it.

Thought: Convert Westgate gym to classrooms

T212

Then build dome over compound for exercise.

Additional Scenarios - What other scenarios should we consider? What are some of the BENEFITS you can identify if we were to consider your scenario?

(continued)

Add portables or make structural changes to Westgate

G6

Thought: Portables

T225

A New School or new location

G4

Thought: there was an intelligent, well-thought out scenario offered to you

T1

the idea of separating the Spanish program K-6 to a nearby, under subscribed school was proposed at the meeting. Why is it not here? It would keep kids together K-6, alleviate the G6 problems at BP and makes sense. The scenarios presented here are very poorly considered in the light of an obvious and simple solution.

Thought: Additional scenarios that should be considered are other possible locations for relocation besides AE Cross

T2

Thought: A new french/spanish k-9 school up the hill.

T9

A lot of the demand comes from the new communities west of Sarcee Trail. There is a shortage of spaces in all schools up the hill, many kids, but no french or spanish program.

Thought: has any one considered moving French gr 5-6 to Wildwood?

T14

Thought: Additional scenario all French at Westgate and Spanish at new location AE

T17

Benefits are that each program can concentrate on their language. French immersion can become immersed. The new location will not have two programs to set up that are different ie bilingual and immersion.

Thought: A spanish biligual school in cougar ridge, I'm sure it would fill up easily as there is no public school option close to us right now.

T20

Thought: The need is great for more schools to be designated french and spanish.

T24

We have recently moved from Victoria BC, where we had a much smaller population than SW Calgary, and many more schools designated for French Immersion. Spanish Bilingual was not an option, but if it were then the need would have been even greater as there are such benefits to students with these two approaches to education.

Thought: Open the new school in the new areas e.g. Cougar Ridge, Aspen, Strathcona,

T29

etc. could benefit the students in this area as for example students who live in Cougar Ridge right now are unable to attend other schools like St. Joan of Arc.

Thought: To build a new school in the area in which to settle a bilingual

T36

Additional Scenarios - What other scenarios should we consider? What are some of the BENEFITS you can identify if we were to consider your scenario?

(continued)

A New School or new location

G4

Spanish-English program. There is a need and a desire of the families and there are economical resources to do it. It is a question of priorities, and for the families the prior need and priority are the kids and their education.

Thought: Find another location to house current Westgate students in K-5

T40

Thought: Change boundaries for Westgate but keep new school for both French and Spanish. Not JUST Spanish.

T51

Thought: Is there an under enrolled school that could accommodate a k-9 spanish program? Some have suggested in Alltidor? Allows for growth of program and use of existing space?

T56

Thought: Find a school that can house the Spanish program k-6.

T64

Thought: Build a new school or schools in Calgary SW in particular

T73

The SW of Calgary is booming. Demography and inbound movement all point to a growing need for schools in this region. We should be breaking ground now on new construction so that a long term solution can be implemented within a few years.

Thought: Spanish K - 6 at a school of their own.

T79

This would really be the ideal solution if there was a school available

Thought: A new Spanish bilingual school

T85

Why can the full spanish bilingual school be moved to another school - it would allow for long-term growth, for children to have a more stable long-term program in one location. At a school at Rossarock with small numbers why cannot this not be moved into Westgate and the growing spanish program moved out.

Thought: Have the complete Spanish program move into Rosscarrock school.

T92

Thought: three full schools vs 2 half full and one over crowded

T95

Thought: move the entire Spanish program to Rosscarrock
allows growth for French and Spanish programs

T96

Thought: Consider impact of unfunded schools in new areas

T105

Additional Scenarios - What other scenarios should we consider? What are some of the BENEFITS you can identify if we were to consider your scenario?

(continued)

A New School or new location

G4

My understanding is that attrition in the current Grade 5 Spanish at Westgate occurred when West Springs opened and a number of parents opted to move their children to a school closer to home. What are the prospects for funding for the identified schools in Cougar Ridge, West Springs, Springbank Hill and how would the opening of those schools potentially impact the Spanish and French programs at Westgate (and/or new alternate locations)? The irony of the current situation is that Westgate is overcrowded not because of the students from the area but the fact that the vast new developments were built with ZERO schools and even to date have vastly insufficient infrastructure. Eventually, those new schools will likely be built and the problem in Westgate will go away as all of the suburban students go away to their shiny new schools while residents of the older neighborhoods who supported all those students are left with fluctuating populations and major wear and tear on old facilities.

Thought: Add Spanish track at Jennie Elliot

T106

Could Jennie Elliot be a location for a second Spanish K-5 track? What would the school charts look like then?

Thought: Incorporate Spanish and/or French into new suburban schools

T107

Spanish and/or French could be part of the program plan in Cougar Ridge and/or Springbank Hill elementary schools

Thought: Open another school that is both Spanish and French in one school

T108

This would build upon the positive experiences at Westgate and could possibly also take some additional students from William Reid catchment area given that it appears to be maxing out as well. What about Dr Oakley as a potential location? Or Sunalta? Or Richmond? Or Glenmeadows? Knob Hill ? Killarney? Mt Royal?

Thought: Re-do the boundries for Westgate shcool.

T110

This would allow students living in the area to continue with the school and programs and allow more room to community residents to attend.

Thought: Move older kids(grade 4-5) to different school.

T123

Thought: Move Spanish K-6 to Dr. Oakley in Altadore

T126

It is a large school that could easily house the entire K-6 program. Possibly relocate the current population and allow for K-9 at Dr. Oakley. Dr. Oakley's entire population is bussed, therefore there would be no 'neighborhood' or community impact with this change. Students living down the street would not have to be concerned about losing their program. Spanish program could run on traditional program while the Alternate program could maintain their modified calendar. As the two programs would not be 'blending' the different calendars would have little impact. There would be room for both the Spanish and French schools to grow.

Thought: Minimal community impact

T131

Additional Scenarios - What other scenarios should we consider? What are some of the BENEFITS you can identify if we were to consider your scenario?

(continued)

A New School or new location

G4

The student population at Dr. Oakley is 100% bussed, there would be no loss of local school in Altadore

Thought: Open up Spanish to a new Neighborhood

T132

The new school would attract students from more central communities like Altadore, Lakeview, Mount Royal and Elbow Park

Thought: move spanish program to a new school entirely

T138

grade k-6 at new school and 7-9 at Bishop

Thought: building schools

T141

Thought: A New School

T151

In a perfect world the CBE would be able to build a large new school on the land set aside in Aspen. It could hold K to Grade 9 Spanish Bilingual and French Immersion programs. This would keep schooling and life the simplest!

Thought: Moving the Spanish program to Dr. Oakley

T164

Split out the Spanish program from Westgate and move to Dr. Oakley.

Thought: one spanish school

T166

Glendale Meadows is closing in two years could be used as a k - 6 Spanish program
Take over Rosscarrock completely removing the English program and making it a k-6 spanish program

Thought: I like that we can support local schools (Ross carrock) and share language

T181

maybe all English can be moved to AE Cross and French/spanish can stay at Bishop Pinkham.

Thought: Since Rosscarrock School is functioning at such low numbers right now,

T187

would it be a possibility to move one of the language programs there?

Thought: Move the spanish program to calgary art academy building

T191

Spanish only at calgary art buidling to grade 6 - bishop pinkham for spanish 7-9
This build community and keeps does not mix language learneres with non language learneres.

Thought: Having two designated Spanish schools in Area IV.

T197

Moving the Spanish program into two schools such as Inglewood and Rosscarrock would help with growth.

Thought: Spanish K-5 moves to Rosscarrock

T201

Additional Scenarios - What other scenarios should we consider? What are some of the BENEFITS you can identify if we were to consider your scenario?

(continued)

A New School or new location

G4

- Maximizes use of space.
- Allows for program growth.
- One consistent school for program.
- Will not exceed school's capacity for the projected five years.

Thought: move a program into wildwood

T209

Thought: Begin campaign to have more schools built in calgary!!

T213

Thought: Add Fr and Sp to Jenny Elliot along with the English program there. This

T217

would allow for two schools to continue with the excellent program, teacher collaboration between languages and 3 languages one school motto. This would change boundary lines. By keeping Fr and Sp together, bussing would remain more cost effective (ie. my kids stop has 2 sp and 2 fr kids at it - keeping them at the same school, means one bus not the two that would be required if the school took separate programs.

Thought: Add students to schools where their student population is low

T220

Richmond Hill and Glenbrook student population would grow. Jennie Elliot population is stabilized, it won't need to search for students, and will compensate for loss of students to Science school and Girls school also situated in Lakeview.

Thought: Glenmeadows will be an empty CBE school 1 neighborhood away from Westgate

T223

It is an existing CBE owned school that will be in need of a new tenant once the Arts Academy moves to it's new campus. Why make a change that affects so many schools and communities, when an empty school will be available for the 2014 calendar year?

Change Boundaries

G40

Thought: Smaller Boundaries

T69

The area illustrated on the boundary map for the Spanish program is far too large, this area should be broken down into at least four and then expand the Spanish program into the under utilized schools in these smaller areas. This will hopefully expand the interest in this program and at the same time limit the length of time children will be spending on the bus. I know a number of people who would enrolled their kids in this program if it was more accessible.

Thought: ***Change boundaries school designations for Discovery /Jennie Elliott

T192

Additional Scenarios - What other scenarios should we consider? What are some of the BENEFITS you can identify if we were to consider your scenario?

(continued)

Change Boundaries

G40

** LONG-TERM SOLUTION AS LANGUAGE PROGRAMS OF CHOICE GROW: Discovery Ridge should change to same designation as Lincoln Park and Springbank Hill (Glenbrook/AE Cross). Lakeview students can have a choice (Altadore/Richmond/Glenbrook and AE Cross). Boundaries make Westgate AND Jennie Elliott French/Spanish K-6 for their surrounding communities and Bishop Pinkham goes 7-9 French/Spanish. This keeps Glenbrook/AE Cross as English focus and greatly improves the demographics and numbers of these schools. This makes the intake areas smaller for both Westgate and Jennie Elliott (easier for busing and parents driving) and encourages community. And if both Westgate and Jennie Elliott fill to capacity for K-6, Bishop Pinkham can still easily accommodate from both schools for 7 - 9. THIS WORKS!!! If Discovery kids currently bus to Lakeview anyway, Glenbrook/AE is closer and they'll keep the same friends onto Ernest Manning (which they're designated to now).

Thought: Redesignate Discovery k-6 to Glenbrook, move Spanish to Jennie Elliot

T219

Jennie Elliot English program and Spanish K-6 would share a school with plenty of room to grow. English students from Marda loop would be encouraged to go to Richmond Hill and increase their population numbers, inclusion of Discovery Ridge students at Glenbrook would increase their student population.

Child Care

G38

Thought: Offer before and after school care.

T26

Today many house holds have 2 parents that work. The cost of independent after school care is expensive and challenging for parents to manager. A school like Lycee Louise Pasteur offered a drop in program that you could use when needed or use as a permanent after/before school child care. The after school care offered assistance from a teacher to assist children with home work if needed.

Completely split the programs.

G17

Thought: Switch Westgate to a one language program school.

T5

Continuous program, with same school for K thru 6.

Thought: separate schools: french in one, all spanish in another

T11

ie. K-9 spanish at for example, Bishop Pinkham; K-9 French at Rossacarrock...

Thought: Simply put: Move one of the programs out of Westgate.

T12

Additional Scenarios - What other scenarios should we consider? What are some of the BENEFITS you can identify if we were to consider your scenario?

(continued)

Completely split the programs.

G17

I am a little biased here but I would want to see the Spanish program moved out and make Westgate into a one program school. This way it can be a K-6 or K-5 school. There is more stability for the children. Then you move the Spanish program into another school that has room or has the potential of closing and you make that school a one program school.

For me, it is a simple solution.

Thought: Separate the programs

T18

Have the spanish and the french programs at separate schools for grades K-5 and 6-9.

Thought: Completely split the programs.

T19

I

Thought: All Area IV Spanish K-6 or K-9 at one location- Dr. Oakley?

T21

Thought: move all of spanish out

T22

Thought: Move the French immersion program

T28

Most of the scenarios have involved disrupting the Spanish program.

As a long term resident of the community, we were informed that Westgate was struggling with enrollment a number of years ago. Since the introduction of the Spanish program, we have seen it increase dramatically. Spanish is becoming more and more popular and could potentially fill the school if it was run k-6. French could phase out. Continuing with the higher grades, and starting the younger grades at Rosscarrock, or another option. You could still move the Spanish Junior high as it has not developed yet. It will be frustrating to watch the Spanish program get shuffled every couple of years due to it's increasing demand. We need to look at the long range benefits.

Thought: switch spanish program at westgate with regular program at roscarrock

T31

deals well with under/over capacity issues at both schools without splitting programs.

Thought: separate three languages into three schools for elementary.

T35

Westgate Fr k -6: roscarrock Spanish k-6: Glendale English K-6.

Thought: the scenario to separate Spanish program is perfect.

T43

Thought: Could Rosscarrock hold the french program? Move the english program over

T57

to west gate? Westgate larger school could hold both those programs, Rosscarrock's numbers suggest they could hold just french?

Thought: separate the french and spanish programs into separate buildings.

T62

this will keep the K-6 range together with room to grow. and if need be adjust boundaries or add another location for each program as they expand.

Additional Scenarios - What other scenarios should we consider? What are some of the BENEFITS you can identify if we were to consider your scenario?

(continued)

Completely split the programs.

G17

Thought: Move the Spanish program to Rosscarrock

T65

Move Spanish to Rosscarrock for k-6. Then 7 to 9 can be Spanish at AE Cross and french at Pinkham or the other way around.

Thought: Move French program from Westgate

T71

The French program could not sustain a school on its own. The Spanish program is growing exponentially and shortly could easily fill Westgate on its' own. As such, the French program should find a new school where its' modest and stagnant program can be accommodated.

Thought: Most sustainable to move the French program

T72

The Spanish program would likely outgrow any of the Scenarios 1-4. The French program likely will not. As such, moving the French program has the highest probability of being sustainable for the future.

Thought: Kindergarten - grade 6 French at Westgate: Spanish start a new school

T88

Schools will be able to accommodate better

Thought: English and French at Westgate, Spanish at Rosscarrock K-6.

T90

Keep the K-6 together and move the entire spanish program to Rosscarrock and the entire English program to Westgate. A swap! Keeps both schools under capacity and given they are close to each other, it is a relatively minor shift.

Thought: no conflicts, no language cionflicts

T94

Thought: Move one of the elementary language programs out of Westgate and into

T112

Rosscarrok.

Thought: French only k-6 @ Westgate , 2 Spanish k-6 programs @ other sites

T117

One-time disruption for Spanish families, but consistency/stability thereafter for all

Solves space problem long-term

Leaves elbow room for inevitable growth of both programs

Less likely for siblings to be separated over 3 schools/ time spent in different schools from sibs will be lessened

Kids spend first 7 years in one setting - very positive, supported by research

Thought: Create 1 English, 1 Spanish and 1 French school in neighborhood

T125

Combine the under occupied English schools in the community (Rosscarrock and Glenbrook) at

Rosscarrock school, move Westgate K-6 Spanish population to Glenbrook School, maintain

Westgate Elementary as a K-6 French program. You would have 3 schools, 3 programs, no blending languages, plenty of room for each program to grow and no division of grades into smaller groups.

Additional Scenarios - What other scenarios should we consider? What are some of the BENEFITS you can identify if we were to consider your scenario?

(continued)

Completely split the programs.	G17
Thought: No blended programs. All language schools would be separate, no blending of English with French or Spanish.	T129
Thought: Keep Spanish program together Spanish K-6 would remain together with possibility of housing K-9 if alternate program is moved.	T133
Thought: French K-6 stays together The French K-6 program would stay together and have room to grow	T134
Thought: Utilize two of the under utilized schools and make it an all Spanish, French school. Thus avoiding do things in 1-2 years due to over capacity issue with both languages.	T153
Thought: move the spanish program to Rosscarrock benefit is it makes room for students at Westgate and uses the capacity at Rosscarrock	T157
Thought: French K-6 at Westgate, Spanish K-6 at Rosscarrock 1 - This is a long-term solution to space issues at Westgate. Rosscarrock has the capacity to accept the Spanish program. 2 - Rosscarrock school is in a central, accessible location (equivalent to Westgate for most families). 3 - All students remain in an elementary environment until the end of Grade 6. More age-appropriate. 4 - By keeping Grade 6 students in elementary schools, Bishop Pinkham also gains more space.	T182
Thought: Have the French program leave (see earlier comments). Again, preferential treatment to French students is dubious in terms of the long term benefit, especially with respect to how society is developing.	T183
Thought: I like the idea of separating the two language programs into two different schools, however that may be accomplished - whether as in Scenario 4 or in another way.	T186
Thought: Benefits of separating the two language programs would include a stronger focus on each language within their own schools and less need for students to be moved around to different schools at such young ages.	T188
Thought: separate French and Spanish programs French K-6 at Westgate, 7-9 at Bishop Pinkham Spanish K-6 at new location, 7-9 at A E Cross (?) French is a national language, there should be an equal opportunity for everybody who wish to study in that program. Unfortunately taking Spanish bilingual program, i think, is a personal choice. If the school has a limit in the total number of students in that program, it should be ok...	T193

Additional Scenarios - What other scenarios should we consider? What are some of the BENEFITS you can identify if we were to consider your scenario?

(continued)

Completely split the programs.

G17

Thought: Fully separate the two language programs.

T196

There is such growth in the Spanish and French programs that I think would be easiest to separate them sooner than later.

Thought: Will allow for more stability if the programs are separated now.

T198

There will be chance for more growth and stability by separating the language programs.

Thought: French K-5 stays at Westgate

T202

Maximizes use of space.

Allows for program growth.

One consistent school for program.

Will not exceed school's capacity for the projected five years.

Thought: Have one school designated for the Spanish Bilingual Program Grades K-6

T205

There is obviously a demand for this program so if all of the grades were in one school the kids would have a similar focus and the parents of two or more children could drop off and pick up at the same location.

It would be significantly a lower impact to move all the grades and busing to one school and you wouldn't have to change the boundaries

Thought: Find a school that can house all the Spanish Bilingual

T206

Making sure that there will be room for growth. The number of student/teacher ratio would be smaller and each class could have a window as opposed to being stuck in a library/staff room/computer room with a depressing and unhealthy way of learning.

Thought: Consider equal movement of the French students. The Spanish program is

T214

just as important, if not more popular. Please don't continue to treat it as the secondary program.

Consider capping the programs.

G18

Thought: Keep grade 1-5 @ Westgate French and Spanish

T120

Do not accept any more than will fill the school.

Start a waiting list if full.

Thought: Consider capping the programs.

T150

While not ideal, this would impose registration limits.

Additional Scenarios - What other scenarios should we consider? What are some of the BENEFITS you can identify if we were to consider your scenario?

Fine tune Scenario 3: Gr1-Gr4 @ Westgate

G45

Thought: Fine tune Scenario 3: Gr1-Gr4 @ Westgate

T179

Both languages:

Kindergarten @ Rosscarrock

Gr 1 - Gr 4 @ Westgate (alleviating Capacity issues)

Gr 5 - Gr 9 @ Bishop Pinkham

Both languages keep together (promoting multiculturalism respect). Better chance of "cross over" friendships developing amongst the two languages.. Easier planning for families regarding childcare, work, physical relocation etc.

Both languages under same roof and no "growing pains" as B. Pinkham has already adjusted to having a second language. Less strain on resources (teachers, CBE support), no minority groups created.

Fr 7-9 @ BP, Spanish 7-9 @ A E C (or vice versa)

G23

Thought: Fr 7-9 @ BP, Spanish 7-9 @ A E C (or vice versa)

T118

One-time disruption for Spanish or French BP families, but consistency/stability thereafter for all - I included "vice-versa" thinking that if Spanish 1-5 families face disruption then maybe French 7-9 families should absorb the other school change. (K and 6 students face new site either way)

Solves space problem long-term

leaves elbow room for inevitable growth of both programs

Thought: Keeping Grades 7-9 in junior high is positive growth.

T160

In grade 7 students are ready for junior high. They are better equipped for independence in academics and organization. In addition they have reached an age that they can use public transit.

Thought: Put French program at AE Cross if not too many students

T162

Grades 6-9 @ Bishop Pinkham - French and Spanish

G26

Thought: 6-9 French at BP, 6-9 Spanish/English at AE Cross.

T53

This would be more likely to put groups of children of similar maturity levels together in the same school. Systems could be run as most jr. high schools are.

Thought: Keep French K - 5 at Westgate, 6 - 9 at Bishop Pinkham

T81

Thought: Grades 6-9 @ Bishop Pinkham - French and Spanish

T121

Send Discovery Ridge to AE Cross.

Additional Scenarios - What other scenarios should we consider? What are some of the BENEFITS you can identify if we were to consider your scenario?

K-3 at one school both programs, 4-6 at one school both programs, 7-9 at **G29**

Thought: K-3 at one school both programs, 4-6 at one school both programs, 7-9 at **T38**

Bishop Pinkham. Programs are treated equally by the CBE, we went through this 2 years ago, the foresight was terrible by the CBE, these are our children and it is not fair to treat one program differently then the other I will have 2 children at Bishop Pinkham and 2 at Westgate and we have chosen our location of our house based on these schools. This is our 7th year, please be fair and make a long term decision.

Thought: Keep grades K-3 at Westgate. **T41**

Move grades 4-6/7 to another facility. And grades (7) 8 and 9 to yet another facility.

Thought: keeping the children from being exposed to older children would be easier **T75**

Thought: One less grade of each to bsh pink or continue with SPAN to a.e cross. **T84**

Thought: Short term make changes but long term build new schools. **T149**

Clearly in the short term we need to get creative for space with the resources and space that we have. But in the long term, new schools need to be built for sustainability otherwise in 5 years the problems will be even worse!!

Keep the language programs together. **G32**

Thought: Have Spanish and French feed together into AE Cross **T50**

Thought: Bishop Pinkham can accommodate students from 7-9 **T68**

If the Spanish tracks joins B. Pinkham from grades 7-9, the school can accommodate the numbers easier than sending all the students from the language programs over from grade 5 on.

Thought: Keep the language programs together. **T122**

Thought: No program would be split up. **T128**

All English, Spanish and French students would stay with their language community for grades K-6

Thought: Both French and Spanish programs would be together for grades K-6 **T135**

Thought: Instead of being a Spanish only solution, both the Spanish and French schools would have to make concessions to accommodate the schools growth. **T137**

Thought: Keeping language programs together K-6. **T161**

Keeping the French and Spanish elementary programs together is positive reinforcement for language students. It enables them to learn this new skill together and share in their triumphs.

Additional Scenarios - What other scenarios should we consider? What are some of the BENEFITS you can identify if we were to consider your scenario?

(continued)

Keep the language programs together.

G32

Thought: French and Spanish students BOTH feel the impact of school growth

T218

Instead of a Spanish only concession, both French and Spanish would have to make accommodations, eliminating the discrimination against the Spanish programs that the previous scenarios exhibit.

Leave it to the experts

G34

Thought: I liked scenario # 4

T3

Thought: you cant make everyone happy but I guess if classes of kids that my son

T15

had built relationships with were being moved, that's a benefit. Change helps with a support group,

Thought: Scenario 4 is pretty close but bring French Gr6 back to Westgate

T23

I think K-6 French should come back to Westgate. K-6 Spanish at some other school. I think you are going to have a Junior High issue sooner than later and by opening up more space for the growing Westside you can keep your numbers in line at all schools and with a capacity that does not have great programs disappear because of space issues.

Thought: unsure, you're the experts but please stay focused on what's best for children and learning, not the Board of Education!

T27

Thought: I do not have any additional scenarios, only waiting list for Kindergarten

T37

Thought: consider option 2 but start at grade 4

T54

Ensures Westgate below capacity beyond 2014

Thought: Ok with 3/4 scenarios. No suggestions. Less disruption better

T60

Thought: Cannot think of another scenario.

T61

Thought: Take Scenerio Three and send all Kindergarten and Grade 1 to Rosscarrock

T63

this would ease the pressure on space at Westgate. Younger students would be in smaller school environment which is ideal for the age rather than a larger, busy building

Thought: I do not have alternative scenario in my mind.

T70

Thought: Scenario 1 gives the best solution to cost and quality education.

T74

Thought: If it is just regular school, we have more options to choose a school.

T98

Since it is not, I can not think other scenario. I think scenario 1,2,3 and 4 covered what we can do pretty much.

Additional Scenarios - What other scenarios should we consider? What are some of the BENEFITS you can identify if we were to consider your scenario?

(continued)

Leave it to the experts

G34

Thought: We need vision and respect for growth of alternative programs.

T103

The Spanish Bilingual program is growing and that is something wonderful to celebrate! These students are excited to attend school and their families have made a conscious decision to pursue this program thus adding a tremendous level of parent support and buy-in. Yet it seems like the scenarios are largely trying to simply "work the numbers" to slot the various "populations" into spots in declining schools. We seem to be missing an opportunity here. Can we consider ways in which we can better seize this opportunity and build on it to create a viable long-term plan for the program? The CBE's mandate is to serve the school population and these alternative programs are clearly one way in which parents are saying that they see the education system going. So instead of piecemeal solution, we need a vision. It is difficult as a parent and taxpayer to accept short sighted proposals when the CBE goes ahead to announce a \$9M sports school that addresses the needs of just 150 students.

Thought: Move 1 language program to A.E Cross and out of Bishop Pinkham

T114

Thought: Leave it to the experts

T116

I'll leave it to those who have all the information to come up with a solution that works for everyone, recognizing that we can't please everyone, all the time.

Thought: My favourite is represented in finding a new location for Spanish.

T154

Long term solution

G35

Thought: Look for a better wholistic solution vs. a band aid solution.

T45

- The CBE is approaching the language programs like they are misfits to be 'fit in' with other programs. If you look at Bishop Pinkham's and AE Cross's regular program numbers, they are fairly stable over a 5 year projection. However, your 5 year projection for status quo at BP shows a 500% increase in Spanish enrolment and a 20% increase in French. These programs should be treated like a 'home area' and given the proper facility.

Thought: Look at city-wide not just area IV

T109

Is there any data available on Spanish bilingual (and also French immersion if relevant) enrollment/accommodation and space issues city-wide? (So as to look at the issue also from a CBE-wide perspective in addition to an Area IV issue in case this might provide additional creative solutions.) Maybe boundaries can be redrawn. Maybe resources can be pooled. At the very least it seems like an excellent opportunity to put our heads together in a larger group since we are all experiencing very similar issues.

Thought: Make one big move to improve sustainability of a quality language program

T113

Additional Scenarios - What other scenarios should we consider? What are some of the BENEFITS you can identify if we were to consider your scenario?

(continued)

Long term solution	G35
than revisiting capacity issues every 2 years	
Thought: Make 1 big move to provide a high quality, sustainable language program vs. revisiting capacity issues every 2 years	T115
Thought: Room to grow.	T130
All 3 schools would have room to grow, and it would make better use of school facilities. There would not be a school in the community running with a 50% capacity.	
Thought: Room to grow	T136
Both French and Spanish programs would have the required room to grow.	
Thought: Repeatedly moving children from school to school cannot be beneficial for their education. They need constancy in their lives, just like everyone else. Any change will be a big adjustment and I do not think it is fair to expect them to readjust every couple of years. The original middle school at Bishop Pinkham was a good solution to this issue. I don't understand why the CBE makes a decision and then rescinds it within a couple of years. Is it not part of your job to plan for the future?	T174
Thought: Long term solution	T175
Splitting the French and Spanish programs completely and giving each their own school, with enough space to accommodate future growth (Westgate, Rosscarrock, Dr Oakley, AE Cross) will provide a solution in which the kids start and end at the same school with the same classmates and mostly the same staff and administration. This would remove the uncertainty for the children and allow them to concentrate on learning and growing up.	
Thought: I am not sure what other scenarios, but I really think for kids to grow out as best as possible, as less change as possible is what they need... It would be best if each program could have their own school from K-G9	T204

Move regular programs to make space for language programs	G11
Thought: Amalgamating the glenbrook and rosscarrock english programs and moving to one of the schools, which would open up an entire school.	T16
Thought: English to Rosscarrock. Spanish at Wildwood. French at Westgate.	T25
Thought: Move the Spanish program in its entirety to another school- ie Rosscarrock	T44

Additional Scenarios - What other scenarios should we consider? What are some of the BENEFITS you can identify if we were to consider your scenario?

(continued)

Move regular programs to make space for language programs

G11

- If you move the K-5 Spanish program to Rosscarrock, and move the Rosscarrock English program to Westgate, then you have room for both programs to expand over the 5 year term. Further, you can move the Grade 6 French back to Westgate to alleviate Bishop Pinkham's numbers.
- Or, you can consolidate Rosscarrock with the English program in Glendale.

Thought: Consolidate the home area at Bishop Pinkham into AE Cross.

T46

-BP would then be the designated program for Spanish and French. If you did it right - and properly separated grade 5 and 6 from the junior high and ran it as an elementary program, I might support moving grade 5 there.

Half the children in BP are from Discovery Ridge - AE Cross would be closer. There are only 100 students in junior high that have BP as their home area. Shouldn't we be moving 100 in order to save moving 300?

- All English resources are consolidated in one place.
- All second language resources consolidated at one school.

Thought: Combining Rosscarrock and Glendale schools and making converting one of the schools to Spanish program. Have the kids continue on to A.E. Cross.

T47

Thought: Remove english from BP and keep Span and French together for grades 5-9

T49

Thought: shift non language students from BP to AE, turn BP into language only.

T55

or vice versa. Allows less fragmentation of programming.

Thought: Place under utilized English programs together and put one of the programs at the school.

T58

Thought: Make Bishop Pinkham only for Spanish/French programs, AE Cross English

T59

This option allows families of middle school students from Lakeview the opportunity to choose English only education at a middle school that is relatively close by (directly down 37th Street) and open space to accommodate the ever-growing Spanish/French tracks.

Thought: Create a Spanish only K-6 school and merge into B.Pinkham for 7-9

T67

A dedicated Spanish bilingual school in the area would accommodate current and future number of students, eliminate redundancy in currently under-utilized schools in the area (Glamorgan, Glenbrook, Glendale schools) and allow for families to send their elementary school age children to be at the same school for a longer period of time (easing logistical demands on families).

Thought: If the spanish program is smaller than the french, then perhaps the French

T76

Additional Scenarios - What other scenarios should we consider? What are some of the BENEFITS you can identify if we were to consider your scenario?

(continued)

Move regular programs to make space for language programs

G11

students should be offered their own school using another existing school that has low enrollment and keep both schools happy. The K-4 is not ideally the greatest strategy as the children need to keep changing schools. Is there any other schools in the SW that are not be utilised properly and can fit K-6 or K-9 somewhere for each school and perhaps merge the low enrollment english schools together? It would be utilizing the properties much better and our tax dollars wouldnt be wasted keeping low enrollment schools open.

Thought: English only schools can change boundaries to allow Spanish in.

T86

There are English only elementary and junior highs that are under populated. If language programs are so popular across the city, merge the English-only to allow a proper elementary school for Spanish and French (K-3), a proper middle school for Spanish and French (4-6), a junior high (7-9) and a high school (10-12). Boundaries for English only can change to accommodate where the growth is.

Thought: Glenbrook as a spanish only school, westgate as a french only school and combine Rosscarrock and glenbrook the two half full english schools in the area

T93

Thought: Create a scenario where students from an English are relocated.

T99

Could create demand for an underutilized school.

Thought: Another location for Spanish Bilingual but in a school by itself.

T102

What about Glenmeadows and/or Knob Hill after Calgary Arts Academy moves out? When does their lease expire? What about Dr Oakley? Sunalta? Richmond? Killarney?

Thought: What about grouping English programs from declining schools together?

T104

To challenge mainstream thinking, imagine that the French and/or Spanish programs were the ones with very few students in a declining school. The thinking would be to move them elsewhere, correct? Why not consider that here and take declining English programs and centralize them.

Thought: Creating a Spanish/French Grade 6-9 environment

T111

have you done projections and analysis of the AE Cross student body? how many are within walking distance boundary?

The scenario I propose is moving the AE Cross regular program, or phasing it out, (as was done with Westgate), and creating a languages Jr high that can absorb the Westgate kids. The benefits are:

- creates a SW language program that is as strong as Westgate
- Strengthens the philosophy of 3 languages/1 school so strongly reinforced at Westgate
- keeps the language resources within 1 school, (teacher, specialized admin, library etc)
- keeps the kids together- better social adjustment= better learning

Thought: Move full Spanish program to Rosscarrock, Rosscarrock English to Westgate

T127

Additional Scenarios - What other scenarios should we consider? What are some of the BENEFITS you can identify if we were to consider your scenario?

(continued)

Move regular programs to make space for language programs

G11

The combined English and French population at Westgate would be small enough to allow for growth while allowing both programs to remain K-6. Moving the Westgate Spanish program to Rosscarrock Elementary would keep the full K-6 program together. This shares the impact of growth between all 3 schools and doesn't only impact the Spanish program. No program would be divided outside of standard K-6, 7-9.

Thought: Kick out English at AE Cross/other, k-5 Westgate, 6-9 AE Cross both

T139

Thought: Keep Westgate and A.E. Cross for both programs from (K-9)

T140

Move current students of A.E. Cross to Bishop Pinkham. This would keep both programs together and in only 2 schools.

Thought: Relocate Rosscarrock program to Glendale or AE cross school.

T144

Rosscarrock becomes a Spanish Program from K-6. Westgate K-6 French program. Bishop Pinkham 7-9 Fr and Spanish.

Thought: Combine Kilarney's new Montessori program with the children from

T146

Rosscarrock, choose either location as both have low enrollment. Relocate Spanish from Westgate to the available site.

Thought: Combine students from Kilarney or Rosscarrock into Glendale or Glenbrook

T147

and use that available site for Spanish program.

Thought: Consolidate the english students to other english schools where feasible.

T148

Consider moving the Rosscarrock english kids to another english school nearby to use that school for one of the language programs. Consider moving the Bishop Pinkham english kids to AE Cross to make more room at Bishop Pinkham for the french/spanish kids. Or consider moving both the Bishop Pinkham and AE Cross english kids to another english school so that the language programs (french and spanish) can assume both schools for their programs.

Thought: Merge Rosscarrock + Dr. Oakley school together if they are both special

T155

needs schools into one school. That frees up one school for Spanish program. One for French (Westgate) and one school a special needs school. Then no over crowding of schools and better utilization of schools in the area.

Thought: Move Glenbrook population to Rosscarrock. Merging the English population

T156

together and leaving a school open that could accommodate a Spanish program. Glenbrook then becomes a Spanish school. Westgate French.

Thought: Dr. Oakley school is an under used school.

T158

Dr. Oakley School is greatly under used. This could be a potential home for the Spanish K-9 program or possibly the Spanish French K-6 programs.

Additional Scenarios - What other scenarios should we consider? What are some of the BENEFITS you can identify if we were to consider your scenario?

(continued)

Move regular programs to make space for language programs	G11
Thought: Glenbrook and Rosscarrock schools could be combined at Rosscarrock. This would free the Glenbrook school for either French or Spanish.	T159
Thought: Consolidating the English programs at Rosscarrock and Glenbrook Move English program at Rosscarrock to Glenbrook (or vice versa). Then use the vacant school for either the K-6 Spanish or K-6 French.	T163
Thought: Move english A.E.Cross to Bishop Pinkham Move the English program at A.E. Cross to Bishop Pinkham. Then utilize the larger A.E. Cross school for a Spanish/French gr 5 to 9 middle school.	T165
Thought: move Rosscarrock kids to Westgate; move Spanish K-5 to Rosscarrock - this keeps all families together (English, Spanish and French programs); it minimizes the number of school changes for all kids (English, Spanish and French); the schools are geographically close to minimize transportation issues; the solution is long-term (since school capacities can accommodate this scenario for the foreseeable future).	T167
Thought: move Rosscarrock kids to Glenbrook; move Spanish K-5 to Rosscarrock - this keeps all families together (in the English, French and Spanish programs); it minimizes the number of school changes for all kids (English, French and Spanish); the schools are geographically close to minimize transportation issues; the solution is long-term (since Glenbrook has capacity for the foreseeable future); it keeps Rosscarrock kids with other kids in English programs.	T168
Thought: move Glenbrook kids to Rosscarrock; move Spanish K-5 to Glenbrook - this keeps all families together (in the English, French and Spanish programs); it minimizes the number of school changes for all kids (English, French and Spanish); the schools are geographically close to minimize transportation issues; the solution is medium-term or long-term (depending on how many Glenbrook kids would choose instead to go to Killarney or Glendale); it keeps English programs together.	T169
Thought: make Glenbrook Spanish only; redesignate boundaries for Glendale and Killarney to accommodate former English Glenbrook kids - all Westgate Spanish kids would move to Glenbrook - this keeps all families together (in the English, French and Spanish programs); it minimizes the number of school changes for all kids (English, French and Spanish); the schools are geographically close to minimize transportation issues; the solution is potentially long-term (since both Glendale and Killarney have lots of capacity, and some Glenbrook kids may choose to change to the Spanish program to stay close to home); there would be capacity at Glenbrook to move the grade 6 Spanish kids from BP to Glenbrook, which relieves the future space crunch at BP	T170
Thought: move Rosscarrock kids to Killarney; move Spanish K-5 to Rosscarrock - this	T171

Additional Scenarios - What other scenarios should we consider? What are some of the BENEFITS you can identify if we were to consider your scenario?

(continued)

Move regular programs to make space for language programs

G11

keeps all families together (in the English, French and Spanish programs); it minimizes the number of school changes for all kids; the schools are geographically close to minimize transportation issues; it keeps Rosscarrock kids with other kids in English programs.

Thought: move Rosscarrock kids to Richmond; move Spanish K-5 to Rosscarrock - this

T172

keeps all families together (in the English, French and Spanish programs); it minimizes the number of school changes for all kids; the schools are geographically close to minimize transportation issues; it keeps Rosscarrock kids with other kids in English programs.

Thought: move Rosscarrock kids to Sunalta; move Spanish K-5 to Rosscarrock - this

T173

keeps all families together (in the English, French and Spanish programs); it minimizes the number of school changes for all kids; the schools are geographically close to minimize transportation issues; the solution is long-term (since Sunalta has capacity for the foreseeable future); it keeps Rosscarrock kids with other kids in English programs.

Thought: Know that the language programs will continue to be popular in this area.

T176

We need room to grow. I firmly believe that we need to use Scenario 4, but with modifications. We could take the English program out of Rosscarrock, and move those kids to other English schools. This is possible if some of the kids from Cougar Ridge could go to West Springs (perhaps by lottery draw). That creates room at Wildwood school for those who want to walk to school from the Rosscarrock area. The kids on the south side of Rosscarrock school could be bussed to either Glendale or Glenbrook schools, both of which have space available. Glenbrook is at 56% capacity! Let's use that space and the very valuable space at West Springs for those families. Then you have enough space at Rosscarrock for either some or all of the Spanish program, grades K-5. I believe that the grade fives should not be mixed with the older kids in junior high. They are too young. Furthermore, if the Spanish moves to Rosscarrock for the elementary school, they can go to AE Cross for junior high, it is not far.

Thought: k-4 at Westgate, 5-9 AE Cross, move all regular program 7-9 to BP

T177

keeps programs together
2 language programs need more space than available at BP for 5-9 and AE Cross is larger

Thought: move Rosscarrock regular program and put Spanish K-6 at Rosscarrock

T178

might allow the programs to be together 7-9
probably more room longer term
challenge is that Westgate may end up with a regular program and we would be back to the rivalry

Thought: Relocation of English program to Jennie Elliot

T180

To alleviate potential capacity problems at B. Pinkham, move the English (only) program to Jennie Elliot. As a result, B. Pinkham will continue to be a dual speaking school (under "one roof"), alleviating strains on resources.

Additional Scenarios - What other scenarios should we consider? What are some of the BENEFITS you can identify if we were to consider your scenario?

(continued)

Move regular programs to make space for language programs	G11
Thought: make bishop pinkham a language only school - move english to AE cross	T184
Thought: Utilize Dr. Oakley as a Spanish Only School - relocate current program	T185
The current program at Dr. Oakley is predominantly non-community based and are bused in. If they were relocated, this would therefore cause the least amount of community upheaval. This school currently houses approximately 150 students and is tremendously under utilized. It is situated in a safe low traffic community. The location is also in the general vicinity of Bishop Pinkham which would be a similar commute as Bishop Pinkham.	
Thought: Make Bishop Pinkham exclusively a French/Spanish 'school of choice'	T189
Redirect the English language community from Bishop Pinkham to AE Cross where language is not the main focus and make Bishop Pinkham a language-learning community for grades 5 - 9. Students can excel in their target language and also explore the other second language. Language learners would thrive and could carry on the unique 'three language' experience from Westgate.	
Thought: Open Dr. Oakley school as Spanish Bilingual	T190
Centrally located very large school in Area IV, close to Bishop Pinkham and currently only holding 135 students. This high needs community is bused and changing their school location might be easier (no relocating of neighborhood kids). Even if this program is running successfully to date, it is clear that all larger schools within Area IV need consideration and if the Oakley students can be successful in a smaller building (eg Rosscarrock, Richmond, Glenbrook, etc) then Area IV has found its Spanish school.	
Thought: Regular Rosscarrock program moves to Westgate.	T203
Maximizes use of space - makes necessary space available to Spanish program. Allows for program growth. One consistent school for program. Will not exceed school's capacity for the projected five years.	
Thought: Move special needs out of wildwood	T207
Thought: move english program out of wildwood	T208
Thought: Move english program out of Rosscarrock	T210
Thought: Move language into Empty Rosscarrock	T211
Thought: Consider moving/consolidating some English programs to allow for French and Spanish to continue together.	T215
Thought: Remove pressure from high population schools	T221
Over crowding at Westgate would no longer be a concern, French would have room to grow.	

Additional Scenarios - What other scenarios should we consider? What are some of the BENEFITS you can identify if we were to consider your scenario?

(continued)

Move regular programs to make space for language programs

G11

Thought: MOve k's to Rosscarrock for 1 year, move k-6 spanish to Glenmeadows 2014

T222

Calgary Arts academy will be leaving Glenmeadows for their own Youth Campus for the 2014 calendar year, at which time a CBE owned school in area IV will become vacant. It will hold Spanish k-6, and will have little or no community impact.

Thought: Eng 6-9 at AE Cross, SP k-6 Rosscarrack, Fr k-6 Westgate, Ross Eng to GIndl

T224

English from Rosscarrack go to glendale to fill that school, Spanish k-6 go to Rosscarrack, French k-6 go to westgate, Spanish and French 7-9 Bishop Pinkham, with all 7-9 english going to AE (or vice versa). Keeping specialty languages together builds strength for the programs, this reduces moving to 3 schools for either program.

Parking Lot

G21

Thought: none

T13

Thought: Offer Spanish-French programs in Catholic schools and publics around the area

T30

Thought: leaves room for future adjustments with junior high schools

T32

Thought: no major relocation as these schools are only 1 km apart

T33

Thought: Whatever is done, it probably should involved better using Rosscarrock.

T34

Thought: None

T39

Thought: Eliminate overcrowding at Westgate and Bishop Pinkham.

T48

Thought: None.

T66

Thought: Make Westgate an all Spanish Bilingual and French immersion school.

T77

In removing the non bilingual students would allow for these programs to grow and flourish and for non bilingual kids to not have to fight for resources.

Thought: Rosscarick and AE Cross

T89

Thought: each program can continue majority of elementary at one school

T97

Thought: Could increase the rating of a particular school.

T100

under resourcing could be the source of low rating, therefore freeing up resouce could alleviate issue.

Additional Scenarios - What other scenarios should we consider? What are some of the BENEFITS you can identify if we were to consider your scenario?

(continued)

Parking Lot

G21

Thought: move entire

T124

Thought: hiring teachers

T142

Thought: I challenge the CBE to really look at all their schools within area 4. The

T143

population is not the same as it was when the schools were built. I know that this will impact a lot of students rather than just the students at Westgate but in the end we have to do what is best for students. The CBE needs to come up with a 10 year plan not a short term plan that will affect the least amount of students. No one wants to go through this every 2 years.

Thought: see separate letter

T194

Provide us with more information. Numbers are not the only factor. What

G46

Thought: Provide us with more information. Numbers are not the only factor. What

T216

are the pros/cons of grade 5 and or 6 in elementary vs middle school. Is it more cost effective or beneficial to teachers to have a division I and div. II school?

Spanish 7 - 9 at A.E. Cross - no matter what is done in elementary

G41

Thought: Spanish 7 - 9 at A.E. Cross - no matter what is done in elementary

T78

This will be a long-term solution to benefit both Bishop Pinkham and the Spanish Jr. high program will benefit from it being a long-term solution.

Thought: Spanish 7-9 at AE Cross and French 7-9 at Bishop Pinkham

T91

Split the spanish and french junior high programs to two different junior high schools. Both have room. No need to have grade 5 students interacting with grade 9 students.

Thought: Grades 6-9 Spanish move to AE Cross

T199

This allows for growth in the program and maximizes use of space at AE Cross. Long term planning for both programs.

Thought: Grades 6-9 French stay at Bishop Pinkham.

T200

By moving Spanish to AE Cross, we don't have to engage in this discussion again in a few years when BP is at capacity.

Long term planning for both programs.

Additional Scenarios - What other scenarios should we consider? What are some of the BENEFITS you can identify if we were to consider your scenario?

Transitions

G28

Thought: Some principles to consider: Minimize the number of school changes

T6

students need to make prior to starting high school; Consider access to before and after school programs for schools being considered - Child care is a critical factor for parents who have to work a "conventional" workday. I think it is also important to consider which high schools these students will likely transition to, now.

Thought: If the 5-9 program at BP were to be moved, please let kids already there

T8

Finish their junior high years. I truly believe that at these ages changes WILL be harder. If the program is moved, I have already considered removing my son from the Spanish program and entering him in English in order to keep him at Bishop Pinkham.

Thought: same location and time table for siblings in different grades

T83

Thought: You must look at the high school expected numbers in all of this as well.

T87

Where is the designated high school for the Spanish program?? This needs to be considered NOW. There is only one grade 7 Spanish class that my son is in. There are 17 students there. There is only one grade 6 Spanish class. If you pull those two classes out of Bishop Pinkham, you will lose numbers of students from those classes in the Spanish program. Is that a success?

Westgate K-6 French, BP 7-9 French/Spanish/English. Rosscarrock K-6 Spanish

G44

Thought: Westgate K-6 French, BP 7-9 French/Spanish/English. Rosscarrock K-6 Spanish

T10

Would reduce numbers at both Westgate and BP. Increase currently low numbers at Rosscarrock. Minimal change for most kids. Kids stay at one school for years. Young grade 5's and 6's would be in a safe environment in elementary school with recess, playground, lunch supervision, choir, mad science, after school care. Currently, Bishop Pinkham does not offer recess, no playground, has a short lunch, kids eat in the hallways, have school dances, late entry Fridays, and the young kids are given too much freedom and responsibility. It is not truly a middle school since late immersion and english are still 7-9.

Thought: Spanish/French at Westgate + Spanish/English at Rosscarrock.

T52

This has the advantage of keeping the language programs together in the same area of the SW, and of providing an opportunity for different ways of learning through the different environments it would provide. Also, at Westgate, we'd get to keep all three languages. At Rosscarrock, they'd get an enriched program, and more kids with more resources. Back and forth, they'd get ways to work together that they don't currently have. Families would be able to keep children close to the same age together in the same school for at least a few years. Children would start kindergarten in the same school they will attend.

Additional Scenarios - What other scenarios should we consider? What are some of the BENEFITS you can identify if we were to consider your scenario?

(continued)

Westgate K-6 French, BP 7-9 French/Spanish/English. Rosscarrock K-6 Spanish	G44
Thought: Split Westgate with new spanish program.	T80



Q10: Additional Scenarios - What other scenarios should we consider? What are some of the CHALLENGES you can identify if we were to consider your scenario?

Started: 2 Dec 2012 **Ended:** 4 Jan 2013

Background information

No background information

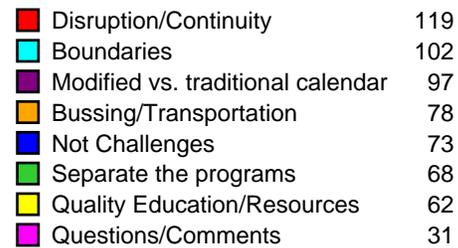
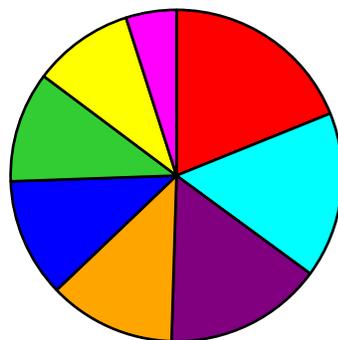
Participation summary

Demographic	Participant Count	Thoughts	Choose
other	2	0 thoughts	0 votes
Spanish Bilingual	135	77 thoughts	341 votes
French Immersion	105	37 thoughts	259 votes
Participated		20 % (176)	20 % (173)
Opted out		0 % (4)	0 % (5)
No participation		79 % (682)	79 % (684)

Q10: Additional Scenarios - What other scenarios should we consider? What are some of the CHALLENGES you can identify if we were to consider your scenario?

Choose Summary

	overall rating	participant count	average rating
Disruption/Continuity	119	65	1.83
Boundaries	102	59	1.73
Modified vs. traditional calendar	97	53	1.83
Bussing/Transportation	78	43	1.81
Not Challenges	73	26	2.81
Separate the programs	68	38	1.79
Quality Education/Resources	62	43	1.44
Questions/Comments	31	20	1.55



Additional Scenarios - What other scenarios should we consider? What are some of the CHALLENGES you can identify if we were to consider your scenario?

Boundaries	G9
Thought: Changing the zoning to reopen the area near Waldorf school for a public spanish bilingual program.	T18
Thought: Discovery Ridge, Springbank, and Signal Hill will be displaced	T72
Thought: Changes to the new montessori school, (even though new program - enrollment is low)	T87
Thought: Consider enforcing within boundary students. I'm not sure if we have many kids in our programs from outside of the current boundaries or not. But if we did, then they should have to attend their own designated school to free up space for students who are within the designated boundary.	T90
Thought: move spanish to Rosscarrock and change the boundaries may quickly overwhelm the capacity at Rosscarrock without change in boundaries for the spanish program	T97
Thought: Change Boundary for Discovery Ridge, Jennie Elliott K-6 Spanish, Bishop 7-9 Move Discovery to Glenbrook/AE Cross, making these English-only schools with improved demographics and enrollment. This will draw Springbank Hill kids too, thus solving overcapacity issues at Batallion. Allow Lakeview kids choices (Glenbrook/AE, Altadore, Richmond etc) OR to remain at Jennie while English as a sole language is phased out. Phasing out can be successful because upper grade Spanish numbers are still small. Challenges: Jennie Elliott families will have a transition, but Lakeview can opt to stay. Discovery should know change can occur because their home community has no school. BENEFITS: Discovery kids will be moved to a school close by, Lakeview may welcome Spanish, and Westgate parents are already planning on going to Lakeview for Bishop Pinkham so going there for elementary won't be a big transition for them. CBE capacity issues can be solved over the short term AND long term. Buses can link Jennie Elliott and Bishop Pinkham routes and siblings can be together.	T111

Bussing/Transportation	G19
Thought: Not applicable	T7
Thought: none	T12
Thought: none	T13
Thought: none	T17



Additional Scenarios - What other scenarios should we consider? What are some of the CHALLENGES you can identify if we were to consider your scenario?

(continued)

Bussing/Transportation

G19

Thought: none

T20

Thought: None

T31

Thought: None.

T50

Thought: none

T51

Thought: none.

T82

Thought: More bussing

T85

Thought: Moving the Spanish program to Dr. Oakley.

T100

Thought: Moving the Spanish program to Dr. Oakley

T101

Additional transportation time.

Disruption/Continuity

G11

Thought: Many Westgate parents would like to stay within the area

T3

Thought: More disruption for one of the two language programs.

T6

Thought: I see all the scenarios posing similar challenges!

T10

However, it seems to me that the more there is one singular focus, ie. a "K-9" effort at streamlining each educational path; an effort at simplicity and efficiency where reducing moves for kids parents teachers.

Thought: Parents might be upset moving out of school they are used to.

T11

Sure parents would not be happy if their program got moved out but if you move somewhere nearby it may not be much of an adjustment.

Thought: I feel that differences in maturity make moving kids from an elementary...

T19

Setting to a junior high environment is risky and perhaps detrimental to the young ones. My preference is that they make the jump after grade 6, so moving grade 5s to a school with grade 9s horrifies me.

Thought: effects the english program as well.

T22

If combine english in rosscarrock. French at wetsgate and Spanish at wildwood.

Thought: My vote is clear k-6 French at Westgate, 7-9 Bishop Pinkham.

T23

Additional Scenarios - What other scenarios should we consider? What are some of the CHALLENGES you can identify if we were to consider your scenario?

(continued)

Disruption/Continuity

G11

The challenge will be getting Spanish parents to understand that they are the new program and that the French program has been long established and successful for 35 years. I can only hope that the CBE stops feeling the need to keep these programs together. I used to like Spanish now I resent it.

Thought: French has been here a long time.

T24

Moving the French Immersion program would meet a lot of resistance because it has been at Westgate for a long time. Given that, it should be predictable what enrollment will be over the next number of years, because the program is not in it's initial growth phase.

Thought: switch spanish program at westgate with regular program at rosscarrock
massive short term disruption for schools, programs, students, families

T26

Thought: moving children from their second home.

T30

Thought: Parents at Rosscarrock may be hesitant to move schools.

T34

Thought: Parents at BP may prefer not to move.

T35

Thought: Combining of the schools would be a challenge and it is short notice.

T36

Thought: Challenges of new school... losing friends from westgate who stay at the school

T37

Thought: non language students would be impacted
political implications

T39

Thought: Can not make everyone happy? Spanish is being asked to make the most accommodations and changes?

T40

Thought: making everyone happy, buy in from other families

T41

Thought: Lakeview residents may not like AE Cross

T42

There may be socio-economic, demographic differences that Lakeview residents will find negative at AE Cross and transportation issues (bus or parent pick up). At least from the transportation stand point, the children are a bit older by Grade 5 and could commute with more independence on the bus.

Thought: students would have to change schools several times in Gr. K-9

T45

Kids are resilient and would be moving all together with their friends. It is good for kids to have these rights of passage!

Thought: have to move English kids out of there school

T48

Additional Scenarios - What other scenarios should we consider? What are some of the CHALLENGES you can identify if we were to consider your scenario?

(continued)

Disruption/Continuity	G11
Thought: English program at Rosscarrock may have to be moved to Westgate	T49
Thought: Moving the French will lead to some disappointment for any in that program The French will feel as if they have been squeezed out.	T53
Thought: Keep age groups together for both programs as it builds community. This could mean more school moves over the students educational time.	T55
Thought: The same challenges of moving other children from a community to another School	T59
Thought: English and French at Westgate, Spanish at Rosscarrock K-6. English students would be impacted in this case which seems to be something the CBE does not want to consider, but they are also part of the neighbourhood and the solution makes sense.	T61
Thought: unsure of climate and conditions of Rosscarrock school where do the existing Rosscarrock students go?	T62
Thought: Creates concerns for parents of children in the English school.	T65
Thought: Powerful parents I know that the idea of moving English programs is highly controversial. The approach makes sense because it prioritizes the majority of students, but the reality is that the minority of students will be backed by powerful parents willing to fight tooth and nail to keep their English programs in the existing schools. Which is fine EXCEPT that those schools CANNOT be kept open indefinitely with low enrollment in keeping with the CBE's own plan to keep utilization levels high. So ironically, it is the alternative programs that are these schools' tickets to remaining in existence.	T66
Thought: Current student body impacted	T69
Thought: Create 1 English, 1 Spanish and 1 French school in neighborhood Glenbrook school population would have to move, students could choose between Rosscarrock or Glendale. There are many English language schools in the community.	T76
Thought: Move Spanish K-6 to Dr. Oakley in Altadore Spanish students would have to travel farther to go to school. Families who currently walk to school would have to drive or be bussed.	T77
Thought: Move full Spanish program to Rosscarrock, Rosscarrock English to Westgate Rosscarrock students would have to move schools. Possible change of modified calendar.	T78
Thought: What happens to English are there other schools to handle it	T79

Additional Scenarios - What other scenarios should we consider? What are some of the CHALLENGES you can identify if we were to consider your scenario?

(continued)

Disruption/Continuity	G11
Thought: Moving the English program from A.E. Cross	T80
Thought: Adapt A.E. Cross for smaller children in time for 2013-2014 school year.	T81
Thought: Upsetting local community	T88
Thought: Moving other schools to make Westgate thrive in two languages.	T92
Thought: disruptions of other schools	T95
Thought: disruption of communities and families	T96
Thought: Consolidating the English programs at Rosscarrock and Glenbrook Families at the consolidated schools may not be happy about the change and may have additional transportation/childcare burdens.	T99
Thought: Move English A.E. Cross to Bishop Pinkham. Families of A.E. Cross may not be happy with the location change as it may increase transportation time.	T102
Thought: Think of the impact on the students in the new host schools. I'm pretty sure AE Cross students would not be too receptive to an enclave of spanish elementary students. What would they use for a playground? They should enjoy being elementary kids before being exposed to jr high life. How would the kids fit with the students at Rosscarrock? Would this be a good fit, or would there be social problems? You need to consult with the teachers at the affected schools in order to understand the human dynamic of their schools and how each scenario would impact them as well.	T104
Thought: Upheaval for current populations There would be upheaval for any current populations designated to a new school. However, if a long-term solution is followed the upheaval would be only once rather than having to face uncertainty and potential unheaval every 1-2 years as would happen with band-aid short-term solutions that have been proposed.	T105
Thought: your biggest challenge is change management and pleasing the majority. Good luck with that!	T106
Thought: Rosscarrock community must adjust if Spanish program is moved there.	T108
Thought: Convincing local residents of change	T110
Thought: Regular English program redistribution	T117

Additional Scenarios - What other scenarios should we consider? What are some of the CHALLENGES you can identify if we were to consider your scenario?

(continued)

Disruption/Continuity

G11

For future growth, CBE should look at redirecting some students from Regular program to close proximity schools with significant available space - Glenbrook, Glendale and Killarney.

Thought: Find a school for ALL of the Spanish Bilingual Grades K-6

T118

Modified vs. traditional calendar

G18

Thought: Modified calendar vs. traditional calendar

T63

Not Challenges

G7

Thought: I cannot think of any challenges - only benefits

T1

Thought: I can't think of any

T4

Thought: nil

T14

Thought: Cannot think of any challenges.

T43

Thought: Meetings at 6:30 are too early for working parents

T47

I know many parents who get home at 5:30 or later from jobs, pick up kids from daycare, get kids fed supper, pick up the sitter and try to get to a meeting by 6:30. It is almost impossible for many families. Please consider either providing child care at meetings or moving them later. Thank you.

Thought: No scenarios in my mind.

T52

Thought: Make Westgate an all bilingual school for Spanish and French

T57

Westgate may find itself bursting at the seams as the demand for these programs continues to rise.

Thought: No challenges.

T60

Thought: No further scenario since all scenarios are covered what I can do.

T64

Thought: N/A

T70

N/A

Thought: I don't know.

T74

Thought: See the 7 additional scenarios under Question 9.

T103

Thought: see the parent letter with our names on it for other options pls

T113

Additional Scenarios - What other scenarios should we consider? What are some of the CHALLENGES you can identify if we were to consider your scenario?

(continued)

Not Challenges

G7

Thought: School structural additions.

T114

Is there space (land) to be able to do this?

Adding more classrooms means potentially more students, will the current infrastructure (gym/washrooms) be able to handle the influx.

Thought: please see previous page.....

T120

Quality Education/Resources

G5

Thought: The challenge would be to find a reasonable geographic location that suits many needs from the many students from different locations.

T2

Thought: Costs may be higher for temporary structures.

T5

Thought: Building additions is a huge cost to CBE.

T8

Building additions onto Bishop Pinkum and Westgate would no doubt be very costly. However, why should families have to pay the price of inconvenience when their children are re-allocated to different schools? I think CBE should have to pay for the inconvenience in the form of building additions. High enrollment is something CBE should have projected based on Calgary's growth, so they should have been saving for expansion.

Thought: Building a new school up the hill might take a long time.

T9

Would need a short term fix and long term plan.

Thought: Portables, additions to schools etc.

T15

Thought: Funding.

T21

Thought: Resources: teachers, finances, etc.

T25

Thought: The difficulties of starting everything from zero.

T28

Thought: I don't know if waiting list is an option for public school

T29

Thought: Finding a good facility.

T32

Thought: Running a cohesive school/educational program.

T33

When students are divided among so many different facility, there are challenges to maintaining a consistent and rigorous educational program.

Thought: Setting up parallel programs so close together.

T38

Additional Scenarios - What other scenarios should we consider? What are some of the CHALLENGES you can identify if we were to consider your scenario?

(continued)

Quality Education/Resources

G5

I don't know what additional costs another program at Rosscarrock school would have, and whether there would/could be synergies with them so close together in adjoining neighbourhoods. I don't know if the number of teachers exist that would be necessary, and whether the current situation at Rosscarrock could make this possible.

Thought: the culture of the program will shift

T44

mixing of languages encourages students to be more open to other.s

Thought: New construction will not solve the immediate short term issue

T54

Thought: May cost more to build portables??? Than relocate???

T58

Thought: If it's possible build new class rooms.

T75

Thought: government funds are limiting

T83

Thought: Portables at Westgate

T86

Cost, bathrooms, heating, short term solution.

Thought: Capping students is not ideal.

T89

I personally am not familiar with the logistics of capping enrollment but I am not sure where next parents would be able to go if their desired designated public school was full.

Thought: A New School

T91

A challenge is obviously cost and not utilizing the schools we already have in place.

Thought: Staffing schools with qualified teachers.

T93

Thought: money, time,staff issues

T94

Thought: Gr 5 is now in middle school, capacity issue @ B. Pinkhm

T107

Gr. 5 are young and vulnerable and are now exposed to middle school. Temporary solution as by 2015 B. Pinkham will have capacity problems. (What if the English program at B. Pinkham moved to Jennie Elliott)???

Thought: finding a school/schools in an appropriate locations.

T112

Thought: There would be an adjustment period.

T115

There will be a period of adjustment to set up new programs in different schools but in the longterm it will help with stability for all the programs.

Thought: Fundraising

T116

Resources and money raised to date should be distributed equitably.

Additional Scenarios - What other scenarios should we consider? What are some of the CHALLENGES you can identify if we were to consider your scenario?

(continued)

Quality Education/Resources

G5

Thought: All Scenarios are short term solutions with no long term answer.

T119

Let's be clear and blunt. The parents of westgate have fought hard to get a principle we could be proud of and we want our children to stay put. We want exposure to both languages. We want siblings to be able to share the same school. I see no long term solutions with what the CBE proposes and this issue will be with us again in 2-3 years. This is not an example we should be setting for our children. I think parents are more likely to support short term solutions if there was a long term plan in place. Don't kid yourselves. Other languages will continue to gain popularity and always faster than you expect.

Questions/Comments

G22

Thought: This survey type is catered to highly literate people

T46

It allows everyone to put ideas forth and state their opinion but I would say that many who are not highly literate would be filling this out. Some people who are literate will not take the time to do this during the busy Christmas season. Has something easy like Survey Monkey going to be done in the future?

Thought: Find underused schools in the area and set them up as charter schools or

T56

public schools in the French Immersion and Spanish bilingual schools separately. The demand is there and it will see many of the parents unable to put their children in French or spanish due to lack of space pull out of the private schools and come back to the public. There is a huge demand, why not make it profitable for the city instead and charge charter fees and also obtain more grants from the government?

Thought: Lack of data

T67

There does not appear to be anywhere to add general comments or ask questions. Here are the questions I posed via email but to date have received no response:

1. Is there a layperson's translation of the various columns on the Area IV schools list? (e.g. what does weighted refer to? what is exempt? what does the # Port/Relocs column refer to?)
2. Is there an easy to refer to list of the CBE numbers for instructional space for each school? (It would be helpful to see those numbers presented on the chart discussed above.)
3. Is there a current map for Area IV French Immersion that mirrors the proposed map for Area IV Spanish (under scenario 4)? It would be helpful to see how the area has been split up for French and how the enrollment in that program is currently distributed.

Thought: More re: lack of data

T68

Additional Scenarios - What other scenarios should we consider? What are some of the CHALLENGES you can identify if we were to consider your scenario?

(continued)

Questions/Comments

G22

4. Is the data used in different charts sourced from different data points? I'm confused that on the status quo slide, the Westgate enrollment is 733 but then the Area IV schools list shows it as 674 (or 665 "weighted").

6. Similar to the above, the proposed map for Area IV Spanish (under scenario 4) shows a total enrollment K-6 of 391. Taking that 391 and subtracting the 337 current K-5 Spanish enrollment at Westgate shown on the status quo chart for Westgate would put the current grade 6 Spanish enrollment at 54 students, yet the chart re: status quo for Pinkham shows enrollment of 41 in Spanish at Pinkham.

7. Is there any data available on Spanish bilingual enrollment/accommodation and space issues city-wide? (So as to look at the issue also from a CBE-wide perspective in addition to an Area IV issue in case this might provide additional creative solutions.)

Thought: struggle btw program advocates each wanting to stay @ Westgate

T71

That's why you get paid the big bucks and I'm a mere volunteer - some will be unhappy no matter what

But:

The more long-term the solution, the happier stakeholders will be

The more room for future growth of programs provided by solution, the happier stakeholders will be

Complaints will be from those not wanting to move; ironically this solution offers a plan wherein all kids ultimately move around less

Solves space problem - you can complain about moving or complain about crowding but not both (we already used our turn complaining about crowding) :-)

Thought: Thank you for such pro-active listening to families

T73

I live a short walk from the Fr International Sch, and for myself and many of my neighbours who have chosen public school for our children over private school, this consultation process is reaffirming our choice. Sincere thanks.

Thought: 10 year plans will impact more students but will allow more stability for

T84

kids.

Thought: Estimating and allowing for future growth.

T98

As clearly noted from the past years it has been very difficult to estimate and prepare for the growth of the language programs particularly Spanish. The solution requires long term planning therefore the scenarios provided are unsuitable.

Thought: This is a mess.

T109

Additional Scenarios - What other scenarios should we consider? What are some of the CHALLENGES you can identify if we were to consider your scenario?

(continued)

Questions/Comments**G22**

Predicted population increases should have been properly addressed sooner, preventing such a catastrophe.

Separate the programs**G21**

Thought: Separate the programs

T16

Are there schools in required areas that could accommodate? Probably not.

Thought: loss of diversity in separating languages.

T27

Thoughtstream information

Thoughtstream (Ts1) title: French Spanish at Bishop Pinkham Westgate

Thoughtstream (Ts1) description: No description

Participants: 629 participants (names withheld)

Started: 2 Dec 2012 **Ended:** 6 Jan 2013

Question (Q) summary

Q1: What are some of the BENEFITS you can identify if we were to make this change? Scenario 1 - Relocate grade 4-6 Spanish Bilingual to Rosscarrock School. Spanish K-3 at Westgate, 4-6 at Rosscarrock, 7-9 at Bishop Pinkham French K-4 at Westgate, 5-9 at Bishop Pinkham

Started: 2 Dec 2012 **Ended:** 6 Jan 2013

Q2: What are some of the CHALLENGES you can identify if we were to make this change? Scenario 1 - Relocate grade 4-6 Spanish Bilingual to Rosscarrock School. Spanish K-3 at Westgate, 4-6 at Rosscarrock, 7-9 at Bishop Pinkham French K-4 at Westgate, 5-9 at Bishop Pinkham

Started: 2 Dec 2012 **Ended:** 6 Jan 2013

Q3: What are some of the BENEFITS you can identify if we were to make this change? Scenario 2 - Find a new grade 5 to 9 location for one of the programs. A.E. Cross School has been identified as a potential location.

Started: 2 Dec 2012 **Ended:** 6 Jan 2013

Q4: What are some of the CHALLENGES you can identify if we were to make this change? Scenario 2 - Find a new grade 5 to 9 location for one of the programs. A.E. Cross School has been identified as a potential location.

Started: 2 Dec 2012 **Ended:** 6 Jan 2013

Q5: What are some of the BENEFITS you can identify if we were to make this change? Scenario 3 - All kindergarten students at Rosscarrock School. Grade 1 to 5 at Westgate School. Grade 6 to 9 French at Bishop Pinkham and Spanish at A.E. Cross.

Started: 2 Dec 2012 **Ended:** 6 Jan 2013

Q6: What are some of the CHALLENGES you can identify if we were to make this change? Scenario 3 - All kindergarten students at Rosscarrock School. Grade 1 to 5 at Westgate School. Grade 6 to 9 French at Bishop Pinkham and Spanish at A.E. Cross.

Started: 2 Dec 2012 **Ended:** 6 Jan 2013

Q7: What are some of the BENEFITS you can identify if we were to make this change? Scenario 4 - Start a new Spanish Bilingual Program and change the boundary for Westgate.

Started: 2 Dec 2012 **Ended:** 6 Jan 2013

Q8: What are some of the CHALLENGES you can identify if we were to make this change? Scenario 4 - Start a new Spanish Bilingual Program and change the boundary for Westgate.

Started: 2 Dec 2012 **Ended:** 6 Jan 2013

Q9: Additional Scenarios - What other scenarios should we consider? What are some of the BENEFITS you can identify if we were to consider your scenario?

Started: 2 Dec 2012 **Ended:** 6 Jan 2013

Q10: Additional Scenarios - What other scenarios should we consider? What are some of the CHALLENGES you can identify if we were to consider your scenario?

Started: 2 Dec 2012 **Ended:** 6 Jan 2013



Q1: What are some of the BENEFITS you can identify if we were to make this change? Scenario 1 - Relocate grade 4-6 Spanish Bilingual to Rosscarrock School. Spanish K-3 at Westgate, 4-6 at Rosscarrock, 7-9 at Bishop Pinkham French K-4 at Westgate, 5-9 at Bishop Pinkham

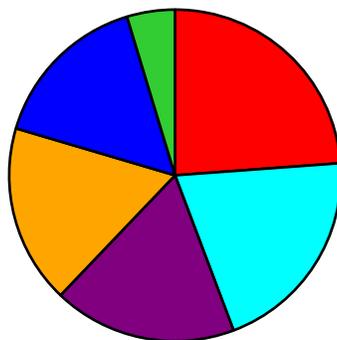
Started: 2 Dec 2012 **Ended:** 6 Jan 2013

Participation summary

Demographic	Participant Count	Thoughts	Choose
Spanish Bilingual	18	17 thoughts	52 votes
French French Immersion	54	33 thoughts	133 votes
Regular Program	16	5 thoughts	31 votes
other	2	1 thought	0 votes
Participated		7 % (45)	10 % (65)
Opted out		1 % (9)	2 % (17)
No participation		91 % (575)	86 % (547)

Choose Summary

	overall rating	participant count	average rating
Not benefits	56	18	3.11
Less Disruption/More Continuity	48	30	1.60
I prefer Scenario 1	42	16	2.62
Meets the capacity issues for five years.	41	25	1.64
Location	37	26	1.42
Bussing/Transportation	11	11	1.00



■ Not benefits	56
■ Less Disruption/More Continuity	48
■ I prefer Scenario 1	42
■ Meets the capacity issues for five year...	41
■ Location	37
■ Bussing/Transportation	11

What are some of the **BENEFITS** you can identify if we were to make this change? Scenario 1 - Relocate grade 4-6 Spanish Bilingual to Rosscarrock School. Spanish K-3 at Westgate, 4-6 at Rosscarrock, 7-9 at Bishop Pinkham French K-4 at Westgate, 5-9 at Bishop Pinkham

Bussing/Transportation

G20

Thought: Sc 1 - Benefits specific to Spanish 7-9 at Bishop Pinkham (Location)

T24

The location of BP school is very convenient for us with regard to the duration of the bus ride to/from our home.

I prefer Scenario 1

G21

Thought: Scenario 1 is my preferred scenario

T63

Less Disruption/More Continuity

G7

Thought: Keep grade 6 - 9 (Spanish and French) and Grade 7-9 English in one school

T3

|

Thought: Least # of schools involved

T5

With only three schools it minimizes the disruption to the students

Thought: It brings the two programs back together in Junior High

T6

Thought: Minimal change for French Immersion students

T7

Thought: Scenario 1 is beneficial to BP

T11

BP benefits from having Spanish and French in the same school and available to LFI (Late French Immersion) and English students.

Thought: Continuity for current K-2 spanish students

T13

Thought: Continuity for 6-8 spanish students

T14

Thought: Continuity for most French students

T15

Thought: This is beneficial to the Spanish classes who are already at Bishop Pinkham

T19

What are some of the BENEFITS you can identify if we were to make this change? Scenario 1 - Relocate grade 4-6 Spanish Bilingual to Rosscarrock School. Spanish K-3 at Westgate, 4-6 at Rosscarrock, 7-9 at Bishop Pinkham French K-4 at Westgate, 5-9 at Bishop Pinkham

(continued)

Less Disruption/More Continuity

G7

The current grade 7 Spanish class has undergone a lot of 'trailblazing' for the Spanish program. This has allowed success of the program, but has been difficult at times for the grade 7 class, itself. This scenario allows the Spanish program (which is 'developing') some stability and allows it to fully develop into a robust program. Both the French and English programs are well developed. However; I think that making the younger Spanish classes change schools 3 times before they reach high school is ridiculous! it is difficult to bring a new group of kids into an existing school. For eg. when you bring grade 4-6 into Rosscarrock this allows for marginalization of the spanish group. Also, this creates a lot of work and cost to resource three schools with a Spanish resources and teachers. Obviously the Spanish program is popular, so put some effort and thought into keeping it that way. This will completely diminish the popularity of the program.

Thought: Sc 1 - Benefits specific to Spanish 7-9 at Bishop Pinkham (Consistency)

T23

Our child moved from Westgate in sixth grade (2010) to BP and we feel that having her remain at BP to finish eighth and ninth grade, would provide stability, particularly at this stage of her development as a young adult.

Thought: Preserves the Spanish program at Bishop Pinkham

T25

Thought: Least amount of kids required to move

T28

If this scenario would have been proposed when Lauren was in Westgate, we would have found this acceptable. If I understand, it would only affect the Grade 5's currently at Westgate as they transition to BP, they would spend one year at Rosscarrock... other benefit would be is the 2 schools are only blocks away from each other - not likely to upset parent's routines in dropping off/picking up their kids. For us, the move to BP has been positive, but did change the way our day works as we both work downtown, Westgate used to be on the "way in" to work... now we come in via Crowchild after going to BP.

Thought: French continue through the same 2 schools

T30

Thought: I like the scenario of having spanish at westgate K-3, 4-6 ...-7-9 at BP

T31

Thought: This allows for children of the same age to be grouped together

T32

o

Thought: Also will allow BP to keep English program for Lakeview residents

T33

Thought: Maintaining two language options for students in 7-9 at Bishop Pinkham

T42

For a student in the regular English program, maintaining two language options (French and Spanish) is a great benefit.

Thought: All kids currently at bishop pinkham do not have to change schools

T43

What are some of the BENEFITS you can identify if we were to make this change? Scenario 1 - Relocate grade 4-6 Spanish Bilingual to Rosscarrock School. Spanish K-3 at Westgate, 4-6 at Rosscarrock, 7-9 at Bishop Pinkham French K-4 at Westgate, 5-9 at Bishop Pinkham

(continued)

Less Disruption/More Continuity

G7

Minimize the impact of changes on the kids currently at the school. Familiarity with the school has a huge impact on learning

Thought: Grade 5 kids at Westgate are changing schools next year anyway

T44

Thought: That the Spanish program will continue at Bishop Pinkham is a benefit

T52

because the program was just moved there last year. To make a major change for the grade 6 and 7 students would be difficult for staff and students. There would be little change for French and English students, so few students overall would be affected.

Thought: Scenario 1 smaller group impact Gr 4-6 Spanish relocated to Rosscarrock

T54

Scenario 1 Has small impact overall; Gr 4-6 Spanish has one extra transition to make before Junior High into an already established program for Spanish at BP.

Thought: Continue to develop 3 language program in early years and JR High.

T56

For K-3 and 7-9 students would continue to benefit from the 3 language programming developed and appreciated in the Westgate community as currently running.

Thought: One less transition for the Spanish students already at BP.

T57

Bishop Pinkham has worked hard to create an accepting community for the Spanish students over the past 2 years. They have created a respectful environment among the students and have conquered the many challenges that came with starting a new program in an already well established community of learners. Families in the Spanish program in Jr High should not have to experience that once over again. It would be a benefit to the Spanish program to allow an already established and flourishing program to continue at B. Pinkam. As an example, the current grade 7S1 students absolutely love BP and have endured the transition and are now well settled into a Junior High setting. It would be extremely unfair and unfortunate to have this trailblazing group of pioneers withing the Spanish program removed from BP to transition yet again at such a critical time in their formative early teenage years. This choice allows for students to endure a transition with a school set up with experience.

Thought: Kids can complete grades seven through nine without changing schools

T59

Location

G19

Thought: There is no great geographic dislocation

T40

All the affected schools are relatively close.

Thought: Rosscarrock in close proximity to Westgate.

T58

What are some of the **BENEFITS** you can identify if we were to make this change? Scenario 1 - Relocate grade 4-6 Spanish Bilingual to Rosscarrock School. Spanish K-3 at Westgate, 4-6 at Rosscarrock, 7-9 at Bishop Pinkham French K-4 at Westgate, 5-9 at Bishop Pinkham

(continued)

Location

G19

The possible transition of Spanish grade 4-6 to Rosscarrock would not alter their bus ride dramatically and could possibly run on a schedule close to that of Westgate's current schedule. Transportation could be shared bussing between the schools allowing for a financially responsible move.

Meets the capacity issues for five years.

G17

Thought: It is basically shifting Spanish bilingual to one location.

T4

Thought: Space at Rosscarrock would be optimized

T8

AE Cross would not be involved. French pretty much stays as it is today minus a grade at Westgate.

Thought: reduces number of kids at Westgate

T9

Thought: Revitalizes Rosscarrock school

T12

Thought: Only scenario where Westgate's proposed numbers don't exceed space

T16

Other schools still have capacity above the projections which makes this the most flexible alternative for unexpected growth (other than Westgate that reaches it's maximum instructional space.

Thought: Rosscarrock is currently underutilized

T17

Moving the Spanish program has an equalizing effect for Westgate and Rosscarrock.

Thought: It makes sense for new students to start at new location while it's too much change for the students who has started program already to relocate.

T20

Thought: Program continuity for french program in Westgate school.

T22

Students in the french program will stay in one school for Division 1 2 providing a continuity in learning strategies, school administration and familiarity with the teachers.

Thought: Utilizes space at Rosscarrock and is geographically close to Westgate.

T26

May allow for the Spanish k-3 and 4-6 programs to interact.

Thought: Make use of unused space at Rosscarrock

T27

Thought: Boost amount of students at Rosscarrock which has a low population

T29

Thought: Westgate doesn't exceed its limits.

T38

Thought: Meets the capacity issues for five years.

T39



What are some of the **BENEFITS** you can identify if we were to make this change? Scenario 1 - Relocate grade 4-6 Spanish Bilingual to Rosscarrock School. Spanish K-3 at Westgate, 4-6 at Rosscarrock, 7-9 at Bishop Pinkham French K-4 at Westgate, 5-9 at Bishop Pinkham

(continued)

Meets the capacity issues for five years. G17

Thought: Makes good use of under utilized schools T41

Thought: frees up more space at Westgate T45

Thought: This seems to alleviate the problems at Westgate. T50

Thought: Very small change for the French program. T55

This is only one transition for the French program from Westgate to B. Pinkham. The only change for this program is moving Grade 5 into the middle school environment that has proven to work well in other CBE schools.

Not benefits G8

Thought: My son does not take part in the second language programs T1

Thought: I do not believe that it would be appropriate to mix grade 5 students with, for example, grade 9 students in the same school. For this reason, I would not support either option 1 or option 2. T2

Thought: I don't like this scenario, I feel Bishop Pinkham will be over crowded. T18

Thought: I see no benefit to this scenario T36

Thought: I don't think there are any benefits T37

Thought: Dont see any benefits to Scenario 1 T46

Thought: Scenario 1- Keeps it simple, however will there be crowding at Bishop T47

Thought: That is a lot of changes for the Spanish kids T48

Thought: Is Bishop Pinkham ready to be a true middle school? T49

Thought: There are no benefits here. T51
Rosscarrock is not an option. Period.

Thought: - T53

Thought: Younger kids attending junior high school (or middle school). T60
Younger kids are vulnerable when are mixed with older kids in junior high school.

What are some of the **BENEFITS** you can identify if we were to make this change? Scenario 1 - Relocate grade 4-6 Spanish Bilingual to Rosscarrock School. Spanish K-3 at Westgate, 4-6 at Rosscarrock, 7-9 at Bishop Pinkham French K-4 at Westgate, 5-9 at Bishop Pinkham

(continued)

Not benefits	G8
Thought: A lot of moved for Spanish program Kids in Spanish program will not have stability in the school.	T61
Thought: Bishop Pinkham will have space issue in few years This is not going to solve problem with teaching space in Bishop Pinkham. BP will have the space issue in few years. This is not long term solution for Bishop Pinkham school.	T62



What are some of the BENEFITS you can identify if we were to make this change? Scenario 1 - Relocate grade 4-6 Spanish Bilingual to Rosscarrock School. Spanish K-3 at Westgate, 4-6 at Rosscarrock, 7-9 at Bishop Pinkham French K-4 at Westgate, 5-9 at Bishop Pinkham

Choose instructions

Please assign stars to the ideas that you agree are benefits. Max. 3 stars per idea. If this is your preferred scenario please make that selection. Click on each line to view detailed comments from participants.

Not benefits				G8
Choose summary				
overall rating	invited participants	participant count	average rating	
56	629	18	3.11	
Thought: My son does not take part in the second language programs				T1
Thought: I do not believe that it would be appropriate to mix grade 5 students with, for example, grade 9 students in the same school. For this reason, I would not support either option 1 or option 2.				T2
Thought: I don't like this scenario, I feel Bishop Pinkham will be over crowded.				T18
Thought: I see no benefit to this scenario				T36
Thought: I don't think there are any benefits				T37
Thought: Dont see any benefits to Scenario 1				T46
Thought: Scenario 1- Keeps it simple, however will there be crowding at Bishop				T47
Thought: That is a lot of changes for the Spanish kids				T48
Thought: Is Bishop Pinkham ready to be a true middle school?				T49
Thought: There are no benefits here. Rosscarrock is not an option. Period.				T51
Thought: -				T53
Thought: Younger kids attending junior high school (or middle school). Younger kids are vulnerable when are mixed with older kids in junior high school.				T60
Thought: A lot of moved for Spanish program Kids in Spanish program will not have stability in the school.				T61
Thought: Bishop Pinkham will have space issue in few years This is not going to solve problem with teaching space in Bishop Pinkham. BP will have the space issue in few years. This is not long term solution for Bishop Pinkham school.				T62

Less Disruption/More Continuity	G7
--	----

What are some of the **BENEFITS** you can identify if we were to make this change? Scenario 1 - Relocate grade 4-6 Spanish Bilingual to Rosscarrock School. Spanish K-3 at Westgate, 4-6 at Rosscarrock, 7-9 at Bishop Pinkham French K-4 at Westgate, 5-9 at Bishop Pinkham

(continued)

Less Disruption/More Continuity				G7
Choose summary				
overall rating	invited participants	participant count	average rating	
48	629	30	1.60	
Thought: Keep grade 6 - 9 (Spanish and French) and Grade 7-9 English in one school				T3
Thought: Least # of schools involved				T5
With only three schools it minimizes the disruption to the students				
Thought: It brings the two programs back together in Junior High				T6
Thought: Minimal change for French Immersion students				T7
Thought: Scenario 1 is beneficial to BP				T11
BP benefits from having Spanish and French in the same school and available to LFI (Late French Immersion) and English students.				
Thought: Continuity for current K-2 spanish students				T13
Thought: Continuity for 6-8 spanish students				T14
Thought: Continuity for most French students				T15
Thought: This is beneficial to the Spanish classes who are already at Bishop Pinkham				T19
The current grade 7 Spanish class has undergone a lot of 'trailblazing' for the Spanish program. This has allowed success of the program, but has been difficult at times for the grade 7 class, itself. This scenario allows the Spanish program (which is 'developing') some stability and allows it to fully develop into a robust program. Both the French and English programs are well developed. However; I think that making the younger Spanish classes change schools 3 times before they reach high school is ridiculous! it is difficult to bring a new group of kids into an existing school. For eg. when you bring grade 4-6 into Rosscarrock this allows for marginalization of the spanish group. Also, this creates a lot of work and cost to resource three shcools with a Spanish resources and teachers. Obviously the Spanish program is popular, so put some effort and thought into keeping it that way. This will completely diminish the popularity of the program.				
Thought: Sc 1 - Benefits specific to Spanish 7-9 at Bishop Pinkham (Consistency)				T23
Our child moved from Westgate in sixth grade (2010) to BP and we feel that having her remain at BP to finish eighth and ninth grade, would provide stability, particularly at this stage of her development as a young adult.				
Thought: Preserves the Spanish program at Bishop Pinkham				T25

What are some of the **BENEFITS** you can identify if we were to make this change? Scenario 1 - Relocate grade 4-6 Spanish Bilingual to Rosscarrock School. Spanish K-3 at Westgate, 4-6 at Rosscarrock, 7-9 at Bishop Pinkham French K-4 at Westgate, 5-9 at Bishop Pinkham

(continued)

Less Disruption/More Continuity	G7
Thought: Least amount of kids required to move	T28
<p>If this scenario would have been proposed when Lauren was in Westgate, we would have found this acceptable. If I understand, it would only affect the Grade 5's currently at Westgate as they transition to BP, they would spend one year at Rosscarrock... other benefit would be is the 2 schools are only blocks away from each other - not likely to upset parent's routines in dropping off/picking up their kids. For us, the move to BP has been positive, but did change the way our day works as we both work downtown, Westgate used to be on the "way in" to work... now we come in via Crowchild after going to BP.</p>	
Thought: French continue through the same 2 schools	T30
Thought: I like the scenario of having spanish at westgate K-3, 4-6 ...-7-9 at BP	T31
Thought: This allows for children of the same age to be grouped together	T32
o	
Thought: Also will allow BP to keep English program for Lakeview residents	T33
Thought: Maintaining two language options for students in 7-9 at Bishop Pinkham	T42
<p>For a student in the regular English program, maintaining two language options (French and Spanish) is a great benefit.</p>	
Thought: All kids currently at bishop pinkham do not have to change schools	T43
<p>Minimize the impact of changes on the kids currently at the school. Familiarity with the school has a huge impact on learning</p>	
Thought: Grade 5 kids at Westgate are changing schools next year anyway	T44
Thought: That the Spanish program will continue at Bishop Pinkham is a benefit	T52
<p>because the program was just moved there last year. To make a major change for the grade 6 and 7 students would be difficult for staff and students. There would be little change for French and English students, so few students overall would be affected.</p>	
Thought: Scenario 1 smaller group impact Gr 4-6 Spanish relocated to Rosscarrock	T54
<p>Scenario 1 Has small impact overall; Gr 4-6 Spanish has one extra transition to make before Junior High into an already established program for Spanish at BP.</p>	
Thought: Continue to develop 3 language program in early years and JR High.	T56
<p>For K-3 and 7-9 students would continue to benefit from the 3 language programming developed and appreciated in the Westgate community as currently running.</p>	
Thought: One less transition for the Spanish students already at BP.	T57



What are some of the **BENEFITS** you can identify if we were to make this change? Scenario 1 - Relocate grade 4-6 Spanish Bilingual to Rosscarrock School. Spanish K-3 at Westgate, 4-6 at Rosscarrock, 7-9 at Bishop Pinkham French K-4 at Westgate, 5-9 at Bishop Pinkham

(continued)

Less Disruption/More Continuity G7

Bishop Pinkham has worked hard to create an accepting community for the Spanish students over the past 2 years. They have created a respectful environment among the students and have conquered the many challenges that came with starting a new program in an already well established community of learners. Families in the Spanish program in Jr High should not have to experience that once over again. It would be a benefit to the Spanish program to allow an already established and flourishing program to continue at B. Pinkam. As an example, the current grade 7S1 students absolutely love BP and have endured the transition and are now well settled into a Junior High setting. It would be extremely unfair and unfortunate to have this trailblazing group of pioneers withing the Spanish program removed from BP to transition yet again at such a critical time in their formative early teenage years. This choice allows for students to endure a transition with a school set up with experience.

Thought: Kids can complete grades seven through nine without changing schools T59

I prefer Scenario 1 G21

Choose summary

overall rating	invited participants	participant count	average rating
42	629	16	2.62

Thought: Scenario 1 is my preferred scenario T63

Meets the capacity issues for five years. G17

Choose summary

overall rating	invited participants	participant count	average rating
41	629	25	1.64

Thought: It is basically shifting Spanish bilingual to one location. T4

Thought: Space at Rosscarrock would be optimized T8

AE Cross would not be involved. French pretty much stays as it is today minus a grade at Westgate.

Thought: reduces number of kids at Westgate T9

Thought: Revitalizes Rosscarrock school T12

Thought: Only scenario where Westgate's proposed numbers don't exceed space T16

What are some of the **BENEFITS** you can identify if we were to make this change? Scenario 1 - Relocate grade 4-6 Spanish Bilingual to Rosscarrock School. Spanish K-3 at Westgate, 4-6 at Rosscarrock, 7-9 at Bishop Pinkham French K-4 at Westgate, 5-9 at Bishop Pinkham

(continued)

Meets the capacity issues for five years.	G17
Other schools still have capacity above the projections which makes this the most flexible alternative for unexpected growth (other than Westgate that reaches it's maximum instructional space.	
Thought: Rosscarrock is currently underutilized	T17
Moving the Spanish program has an equalizing effect for Westgate and Rosscarrock.	
Thought: It makes sence for new students to start at new location while it's too much change for the students who has started program already to relocate.	T20
Thought: Program continuity for french program in Westgate school.	T22
Students in the french program will stay in one school for Division 1 2 providing a continuity in learning strategies, school administration and familiarity with the teachers.	
Thought: Utilizes space at Rosscarrock and is geographically close to Westgate.	T26
May allow for the Spanish k-3 and 4-6 programs to interact.	
Thought: Make use of unused space at Rosscarrock	T27
Thought: Boost amount of students at Rosscarrock which has a low population	T29
Thought: Westgate doesn't exceed its limits.	T38
Thought: Meets the capacity issues for five years.	T39
Thought: Makes good use of under utilized schools	T41
Thought: frees up more space at Westgate	T45
Thought: This seems to alleviate the problems at Westgate.	T50
Thought: Very small change for the French program.	T55
This is only one transition for the French program from Westgate to B. Pinkham. The only change for this program is moving Grade 5 into the middle school environment that has proven to work well in other CBE schools.	

Location	G19		
Choose summary			
overall rating	invited participants	participant count	average rating
37	629	26	1.42
Thought: There is no great geographic dislocation	T40		

What are some of the **BENEFITS** you can identify if we were to make this change? Scenario 1 - Relocate grade 4-6 Spanish Bilingual to Rosscarrock School. Spanish K-3 at Westgate, 4-6 at Rosscarrock, 7-9 at Bishop Pinkham French K-4 at Westgate, 5-9 at Bishop Pinkham

(continued)

Location G19

All the affected schools are relatively close.

Thought: Rosscarrock in close proximity to Westgate. T58

The possible transition of Spanish grade 4-6 to Rosscarrock would not alter their bus ride dramatically and could possibly run on a schedule close to that of Westgate's current schedule. Transportation could be shared bussing between the schools allowing for a financially responsible move.

Bussing/Transportation G20

Choose summary

overall rating	invited participants	participant count	average rating
11	629	11	1.00

Thought: Sc 1 - Benefits specific to Spanish 7-9 at Bishop Pinkham (Location) T24

The location of BP school is very convenient for us with regard to the duration of the bus ride to/from our home.



Q2: What are some of the CHALLENGES you can identify if we were to make this change? Scenario 1 - Relocate grade 4-6 Spanish Bilingual to Rosscarrock School. Spanish K-3 at Westgate, 4-6 at Rosscarrock, 7-9 at Bishop Pinkham French K-4 at Westgate, 5-9 at Bishop Pinkham

Started: 2 Dec 2012 **Ended:** 6 Jan 2013

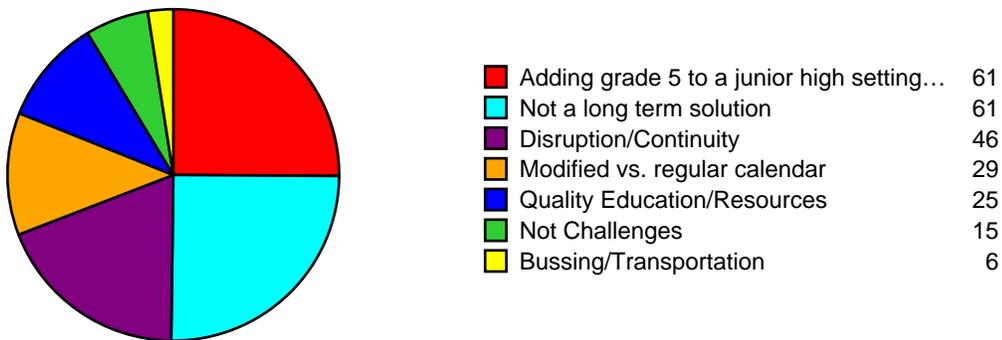
Participation summary

Demographic	Participant Count	Thoughts	Choose
Spanish Bilingual	16	14 thoughts	51 votes
French French Immersion	50	30 thoughts	126 votes
Regular Program	15	7 thoughts	45 votes
other	1	0 thoughts	0 votes
Participated		6 % (39)	10 % (63)
Opted out		1 % (9)	2 % (17)
No participation		92 % (581)	87 % (549)

Q2: What are some of the CHALLENGES you can identify if we were to make this change? Scenario 1 - Relocate grade 4-6 Spanish Bilingual to Rosscarrock School. Spanish K-3 at Westgate, 4-6 at Rosscarrock, 7-9 at Bishop Pinkham French K-4 at Westgate, 5-9 at Bishop Pinkham

Choose Summary

	overall rating	participant count	average rating
Adding grade 5 to a junior high setting.	61	30	2.03
Not a long term solution	61	29	2.10
Disruption/Continuity	46	23	2.00
Modified vs. regular calendar	29	15	1.93
Quality Education/Resources	25	12	2.08
Not Challenges	15	8	1.88
Bussing/Transportation	6	4	1.50



What are some of the CHALLENGES you can identify if we were to make this change?
Scenario 1 - Relocate grade 4-6 Spanish Bilingual to Rosscarrock School. Spanish K-3 at Westgate, 4-6 at Rosscarrock, 7-9 at Bishop Pinkham French K-4 at Westgate, 5-9 at Bishop Pinkham

Adding grade 5 to a junior high setting.

G1

Thought: Junior high school status not maintained

T3

Bishop Pinkham is a junior high school and the introduction of grade 6 into Bishop Pinkham compromises activities that normally take place at a junior high such as dances.

Thought: french immersion, grade 5 too young for junior high

T11

Thought: BP will become much younger population, and grade 9 may be ill prepared for high school as a result

T12

Thought: Grade 5 students young to be entering a junior high

T15

Thought: Grade 5 is too young to mix with Junior high at BP

T32

Thought: Bishop Pinkham has to accommodate young (Gr 5) students with Gr 9

T36

Thought: Adding grade 5 to a junior high setting.

T37

Age is too young to mix with junior high kids

Thought: Challenges are. I don't like this scenario. We as parents have had this

T39

discussion 2 years ago when this problem came up before. We don't want the Gr 5's at Bishop Pinkham because they are not ready to mix in with grs 8 and 9's. Plus I don't get where there would be room for them anyway. Isn't it bad enough that the Gr's 6 7 have to share those tiny little lockers as it is???

Thought: There is too big of an age gap to maintain community in a 5-9 scenario.

T48

There are huge developmental gaps between grade 5 and grade 9. I think grade 5 benefits best in an elementary environment.

Thought: Convincing parents that Grade 5 does belong in middle school

T55

It could prove challenging to have the parents understand that grade 5 can work well in a middle school concept and that currently CBE has 23 schools operating under this model.

Bussing/Transportation

G4

Thought: Bussing will be a challenge, we are already short drivers

T44

What are some of the CHALLENGES you can identify if we were to make this change?
Scenario 1 - Relocate grade 4-6 Spanish Bilingual to Rosscarrock School. Spanish K-3 at Westgate, 4-6 at Rosscarrock, 7-9 at Bishop Pinkham French K-4 at Westgate, 5-9 at Bishop Pinkham

Disruption/Continuity	G7
Thought: Too much movement.	T1
Thought: Students have change schools more often.	T5
Thought: Multiple moves for Spanish students.	T7
Children do best in a school environment they are comfortable in. This change would see children changing schools three times in six years which may impact their comfort and ultimate learning.	
Thought: Families could end up with children in three schools	T8
Having children in multiple schools is very challenging, particularly in the younger years. Despite best efforts to bring PD days together there are always challenges with school hours, report cards, etc. This creates multiple challenges for parents.	
Thought: Spanish kids parents may find this idea too choppy	T9
The Spanish students may not like having to move. I guess geographically this option could be taxing for some parents. Also, of course that would mean Spanish kids are in 3 different schools over a 10 year period.	
Thought: spanish kids will attend 3-4 schools	T10
Thought: Spanish program divided between three schools, might make difficult for some families if there are different school hours, or calendars.	T14
Thought: This is not ideal for the Spanish program - too many school changes!	T19
The Spanish program is obviously very popular - but, requires a lot of effort, resources, etc. My son has been in the 'first' Spanish class for Westgate and now, BP. His class has experienced the difficulties of being the 1st language program in each school. Selfishly, this proposal is best for my son, as it allows him to finish at BP and I would be upset with the thought of him having to experience yet another change! However, this proposal will be disruptive to the younger grades and to the Spanish program as a whole. I know from experience, how difficult it is for children and families to have to develop a new program in a new school. Also, it seems that it would be more effort and expense to the CBE to have to build Spanish resource and curriculum in 3 schools! Also disruptive to Rosscarrock's current students and risk of marginalizing the Spanish classes when the enter another new school.	
Thought: Managing the Gr 4-6's expectations at Westgate	T24
I know that our daughter has become WAY more independent over the past 2 years... would make the most sense to make a schooling change before they get to 12 years old (or so).	
Thought: Spanish students would be changing schools in each Division.	T25

What are some of the CHALLENGES you can identify if we were to make this change?
Scenario 1 - Relocate grade 4-6 Spanish Bilingual to Rosscarrock School. Spanish K-3 at Westgate, 4-6 at Rosscarrock, 7-9 at Bishop Pinkham French K-4 at Westgate, 5-9 at Bishop Pinkham

(continued)

Disruption/Continuity

G7

Loss of continuity in one school could hinder learning in grade 4 with the transition into a new school, new administration, new learning strategies and new teachers.

Thought: The extra switch for Spanish from Westgate to Rosscarrock

T26

Thought: Would prefer to keep Spanish and FI similar grades together

T33

Thought: Haphazard and disruptive.

T40

Thought: Young children shouldn't be shuffled around from school to school.

T41

Thought: Unnecessarily complicates life for families and siblings

T42

Thought: No flow for Spanish Steam Students

T43

Moving students from school to school disrupts their progress. I believe adding the grade 5's to Bishop Pinkham only moves the problem of overcrowding to another school as they will reach their maximum within a few years and another "solution" will need to be found at that time.

Thought: Lots of change for the Spanish kids, not part of any one school.

T45

Thought: It is a challenge to shift a program so soon after families have already experienced a change

T47

Thought: What about grade 5 students who will finish this year at Westgate, have one year at Rosscarrok and then will move to Bishop Pinkham? 3 schools in 3 years seems like a lot of stress for students.

T51

Thought: Extra transitions for grade 4-6 spanish and teacher programs as well.

T53

These students would have to endure one extra change/transition in Div 3. And teachers may have to move and endure a transition as well.

Modified vs. regular calendar

G10

Thought: Is a modified calendar to be followed by Spanish students at Rosscarrok?

T50

What influence will this have on parents who have one child at Rosscarrok and a child at Westgate? Is this what is best for PARENTS (i.e. easiest on their lifestyle) or what's best for STUDENTS?

What are some of the CHALLENGES you can identify if we were to make this change?
Scenario 1 - Relocate grade 4-6 Spanish Bilingual to Rosscarrock School. Spanish K-3 at Westgate, 4-6 at Rosscarrock, 7-9 at Bishop Pinkham French K-4 at Westgate, 5-9 at Bishop Pinkham

Not a long term solution

G3

Thought: Over crowding

T4

Bishop Pinkham does not have enough lockers for existing students let alone the capacity envisioned under this scenario

Thought: Schools projected to be over capacity

T6

Two schools show to be at or over capacity within the 5 year term.

Thought: Run out of room in Pinkham in 5 years.

T16

Thought: I feel that Bishop Pinkham will become too crowded as well.

T17

Thought: Westgate is still too full!

T23

at 725 students, Westgate is too full. Library space and even the staff room have been converted to classrooms. This is not a sustainable number, and provides no cushion for possible 'bumps' in enrollment. This option doesn't provide a long term solution for Westgate unless it is combined with the start-up of a new French Or Spanish program in Area 4.

Thought: Westgate still has too many students

T27

Thought: BP is overpopulated by 2016

T28

Thought: Bishop Pinkham will exceed its limits in 2017

T35

Thought: Solution is medium term at best

T38

Bishop Pinkham will have capacity issues by year five.

Not Challenges

G13

Thought: do not see any particular challenges

T18

Thought: This is the best plan for the French program

T46

Quality Education/Resources

G11

Thought: Plan looks suspicious

T2

What are some of the CHALLENGES you can identify if we were to make this change?
Scenario 1 - Relocate grade 4-6 Spanish Bilingual to Rosscarrock School. Spanish K-3 at Westgate, 4-6 at Rosscarrock, 7-9 at Bishop Pinkham French K-4 at Westgate, 5-9 at Bishop Pinkham

(continued)

Quality Education/Resources

G11

This scenario with 2/7 regular English versus 5/7 French Immersion + Spanish Bilingual looks suspiciously like a plan to curtail regular English at Bishop Pinkham. English and French language rights are protected under the Charter of Rights and Freedoms, Spanish is not. Consequently any plan to shut down the protected English program at Bishop Pinkham will be viewed as a betrayal of the Charter.

Thought: Scenario 1 creates challenges for BP

T13

BP is already 'multitasking' all the elements of learning it is currently asked to carry out. Adding younger students and also additional grade 7 Spanish students may hinder the leadership's abilities to properly ensure quality education.

Thought: Sc 1 - Challenges specific to Spanish 7-9 at Bishop Pinkham (Class Sizes)

T21

The only challenge I can identify at this time would be if the Spanish program were to accept an excess of children to meet public demand, and the teaching staff were not able to address the needs of individual students due to large class sizes.

Thought: Honestly I find the scenarios listed confusing. Recommend keeping kids of
s

T29

Thought: same ages together. This format for answering questions is also not easy
to us

T30

Thought: Bishop Pinkham continues to have to divide its attention among 3 programs

T34

Thought: Rosscarrock is not a demographic for sending Spanish 4-6 to.

T49

Spanish kids and families have worked hard at the program it is today. We have done fundraising at Westgate and there needs to be some grace shown to the Spanish program.

Thought: Sense of community - Spanish vs French? Westgate has worked very hard

T52

over the years to have their vision of 3 languages, one school..... does this plan favour / divide one group over the other?

Thought: Resources

T54

It might be difficult to house hard copy resources and teaching resources (teachers themselves) in 2 different buildings for the Elementary grades.

**What are some of the CHALLENGES you can identify if we were to make this change?
Scenario 1 - Relocate grade 4-6 Spanish Bilingual to Rosscarrock School. Spanish K-3 at Westgate, 4-6 at Rosscarrock, 7-9 at Bishop Pinkham French K-4 at Westgate, 5-9 at Bishop Pinkham**

Choose instructions

Please assign stars to the items that would be challenges for you. Max. 3 stars per idea. Click on each line to view details.

Adding grade 5 to a junior high setting. G1

Choose summary

overall rating	invited participants	participant count	average rating
61	629	30	2.03

Thought: Junior high school status not maintained T3

Bishop Pinkham is a junior high school and the introduction of grade 6 into Bishop Pinkham compromises activities that normally take place at a junior high such as dances.

Thought: french immersion, grade 5 too young for junior high T11

Thought: BP will become much younger population, and grade 9 may be ill prepared for high school as a result T12

Thought: Grade 5 students young to be entering a junior high T15

Thought: Grade 5 is too young to mix with Junior high at BP T32

Thought: Bishop Pinkham has to accommodate young (Gr 5) students with Gr 9 T36

Thought: Adding grade 5 to a junior high setting. T37

Age is too young to mix with junior high kids

Thought: Challenges are. I don't like this scenario. We as parents have had this discussion 2 years ago when this problem came up before. We don't want the Gr 5's at Bishop Pinkham because they are not ready to mix in with grs 8 and 9's. Plus I don't get where there would be room for them anyway. Isn't it bad enough that the Gr's 6 7 have to share those tiny little lockers as it is??? T39

Thought: There is too big of an age gap to maintain community in a 5-9 scenario. T48

There are huge developmental gaps between grade 5 and grade 9. I think grade 5 benefits best in an elementary environment.

Thought: Convincing parents that Grade 5 does belong in middle school T55

It could prove challenging to have the parents understand that grade 5 can work well in a middle school concept and that currently CBE has 23 schools operating under this model.



What are some of the **CHALLENGES** you can identify if we were to make this change?
Scenario 1 - Relocate grade 4-6 Spanish Bilingual to Rosscarrock School. Spanish K-3 at Westgate, 4-6 at Rosscarrock, 7-9 at Bishop Pinkham French K-4 at Westgate, 5-9 at Bishop Pinkham

Not a long term solution

G3

Choose summary

overall rating	invited participants	participant count	average rating
61	629	29	2.10

Thought: Over crowding

T4

Bishop Pinkham does not have enough lockers for existing students let alone the capacity envisioned under this scenario

Thought: Schools projected to be over capacity

T6

Two schools show to be at or over capacity within the 5 year term.

Thought: Run out of room in Pinkham in 5 years.

T16

Thought: I feel that Bishop Pinkham will become too crowded as well.

T17

Thought: Westgate is still too full!

T23

at 725 students, Westgate is too full. Library space and even the staff room have been converted to classrooms. This is not a sustainable number, and provides no cushion for possible 'bumps' in enrollment. This option doesn't provide a long term solution for Westgate unless it is combined with the start-up of a new French Or Spanish program in Area 4.

Thought: Westgate still has too many students

T27

Thought: BP is overpopulated by 2016

T28

Thought: Bishop Pinkham will exceed its limits in 2017

T35

Thought: Solution is medium term at best

T38

Bishop Pinkham will have capacity issues by year five.

Disruption/Continuity

G7

Choose summary

overall rating	invited participants	participant count	average rating
46	629	23	2.00

Thought: Too much movement.

T1

Thought: Students have change schools more often.

T5

Thought: Multiple moves for Spanish students.

T7

What are some of the **CHALLENGES** you can identify if we were to make this change?
Scenario 1 - Relocate grade 4-6 Spanish Bilingual to Rosscarrock School. Spanish K-3 at Westgate, 4-6 at Rosscarrock, 7-9 at Bishop Pinkham French K-4 at Westgate, 5-9 at Bishop Pinkham

(continued)

Disruption/Continuity

G7

Children do best in a school environment they are comfortable in. This change would see children changing schools three times in six years which may impact their comfort and ultimate learning.

Thought: Families could end up with children in three schools

T8

Having children in multiple schools is very challenging, particularly in the younger years. Despite best efforts to bring PD days together there are always challenges with school hours, report cards, etc. This creates multiple challenges for parents.

Thought: Spanish kids parents may find this idea too choppy

T9

The Spanish students may not like having to move. I guess geographically this option could be taxing for some parents. Also, of course that would mean Spanish kids are in 3 different schools over a 10 year period.

Thought: spanish kids will attend 3-4 schools

T10

Thought: Spanish program divided between three schools, might make difficult for some families if there are different school hours, or calendars.

T14

Thought: This is not ideal for the Spanish program - too many school changes!

T19

The Spanish program is obviously very popular - but, requires a lot of effort, resources, etc. My son has been in the 'first' Spanish class for Westgate and now, BP. His class has experienced the difficulties of being the 1st language program in each school. Selfishly, this proposal is best for my son, as it allows him to finish at BP and I would be upset with the thought of him having to experience yet another change! However, this proposal will be disruptive to the younger grades and to the Spanish program as a whole. I know from experience, how difficult it is for children and families to have to develop a new program in a new school. Also, it seems that it would be more effort and expense to the CBE to have to build Spanish resource and curriculum in 3 schools! Also disruptive to Rosscarrock's current students and risk of marginalizing the Spanish classes when they enter another new school.

Thought: Managing the Gr 4-6's expectations at Westgate

T24

I know that our daughter has become WAY more independent over the past 2 years... would make the most sense to make a schooling change before they get to 12 years old (or so).

Thought: Spanish students would be changing schools in each Division.

T25

Loss of continuity in one school could hinder learning in grade 4 with the transition into a new school, new administration, new learning strategies and new teachers.

Thought: The extra switch for Spanish from Westgate to Rosscarrock

T26

What are some of the **CHALLENGES** you can identify if we were to make this change?
Scenario 1 - Relocate grade 4-6 Spanish Bilingual to Rosscarrock School. Spanish K-3 at Westgate, 4-6 at Rosscarrock, 7-9 at Bishop Pinkham French K-4 at Westgate, 5-9 at Bishop Pinkham

(continued)

Disruption/Continuity	G7
Thought: Would prefer to keep Spanish and FI similar grades together	T33
Thought: Haphazard and disruptive.	T40
Thought: Young children shouldn't be shuffled around from school to school.	T41
Thought: Unnecessarily complicates life for families and siblings	T42
Thought: No flow for Spanish Steam Students	T43
Moving students from school to school disrupts their progress. I believe adding the grade 5's to Bishop Pinkham only moves the problem of overcrowding to another school as they will reach their maximum within a few years and another "solution" will need to be found at that time.	
Thought: Lots of change for the Spanish kids, not part of any one school.	T45
Thought: It is a challenge to shift a program so soon after families have already experienced a change	T47
Thought: What about grade 5 students who will finish this year at Westgate, have one year at Rosscarrok and then will move to Bishop Pinkham? 3 schools in 3 years seems like a lot of stress for students.	T51
Thought: Extra transitions for grade 4-6 spanish and teacher programs as well.	T53
These students would have to endure one extra change/transition in Div 3. And teachers may have to move and endure a tranistion as well.	

Modified vs. regular calendar	G10								
Choose summary									
<table border="1"> <thead> <tr> <th>overall rating</th> <th>invited participants</th> <th>participant count</th> <th>average rating</th> </tr> </thead> <tbody> <tr> <td>29</td> <td>629</td> <td>15</td> <td>1.93</td> </tr> </tbody> </table>	overall rating	invited participants	participant count	average rating	29	629	15	1.93	
overall rating	invited participants	participant count	average rating						
29	629	15	1.93						
Thought: Is a modified calendar to be followed by Spanish students at Rosscarrok?	T50								
What influence will this have on parents who have one child at Rosscarrok and a child at Westgate? Is this what is best for PARENTS (i.e. easiest on their lifestyle) or what's best for STUDENTS?									

What are some of the **CHALLENGES** you can identify if we were to make this change?
Scenario 1 - Relocate grade 4-6 Spanish Bilingual to Rosscarrock School. Spanish K-3 at Westgate, 4-6 at Rosscarrock, 7-9 at Bishop Pinkham French K-4 at Westgate, 5-9 at Bishop Pinkham

Quality Education/Resources				G11
Choose summary				
overall rating	invited participants	participant count	average rating	
25	629	12	2.08	
Thought: Plan looks suspicious				T2
<p>This scenario with 2/7 regular English versus 5/7 French Immersion + Spanish Bilingual looks suspiciously like a plan to curtail regular English at Bishop Pinkham. English and French language rights are protected under the Charter of Rights and Freedoms, Spanish is not. Consequently any plan to shut down the protected English program at Bishop Pinkham will be viewed as a betrayal of the Charter.</p>				
Thought: Scenario 1 creates challenges for BP				T13
<p>BP is already 'multitasking' all the elements of learning it is currently asked to carry out. Adding younger students and also additional grade 7 Spanish students may hinder the leadership's abilities to properly ensure quality education.</p>				
Thought: Sc 1 - Challenges specific to Spanish 7-9 at Bishop Pinkham (Class Sizes)				T21
<p>The only challenge I can identify at this time would be if the Spanish program were to accept an excess of children to meet public demand, and the teaching staff were not able to address the needs of individual students due to large class sizes.</p>				
Thought: Honestly I find the scenarios listed confusing. Recommend keeping kids of				T29
s				
Thought: same ages together. This format for answering questions is also not easy				T30
to us				
Thought: Bishop Pinkham continues to have to divide its attention among 3 programs				T34
Thought: Rosscarrock is not a demographic for sending Spanish 4-6 to.				T49
<p>Spanish kids and families have worked hard at teh program it is today. We have done fundraising at Westgate and there needs to be some grace shown to the Spanish program.</p>				
Thought: Sense of community - Spanish vs French? Westgate has worked very hard				T52
<p>over the years to have their vision of 3 languages, one school..... does this plan favour / divide one group over the other?</p>				
Thought: Resources				T54
<p>It might be difficult to house hard copy resources and teaching resources (teachers themselves) in 2 different buildings for the Elementary grades.</p>				



What are some of the CHALLENGES you can identify if we were to make this change?
 Scenario 1 - Relocate grade 4-6 Spanish Bilingual to Rosscarrock School. Spanish K-3 at Westgate, 4-6 at Rosscarrock, 7-9 at Bishop Pinkham French K-4 at Westgate, 5-9 at Bishop Pinkham

Not Challenges G13
 Choose summary

overall rating	invited participants	participant count	average rating
15	629	8	1.88

Thought: do not see any particular chalenges T18
Thought: This is the best plan for the French program T46

Bussing/Transportation G4
 Choose summary

overall rating	invited participants	participant count	average rating
6	629	4	1.50

Thought: Bussing will be a challenge, we are already short drivers T44



Q3: What are some of the BENEFITS you can identify if we were to make this change? Scenario 2 - Find a new grade 5 to 9 location for one of the programs. A.E. Cross School has been identified as a potential location.

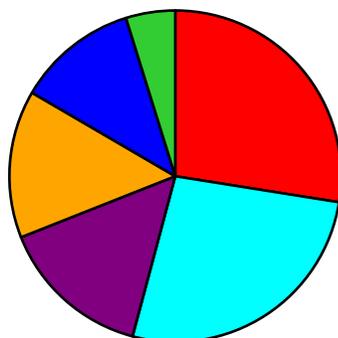
Started: 2 Dec 2012 **Ended:** 6 Jan 2013

Participation summary

Demographic	Participant Count	Thoughts	Choose
Spanish Bilingual	15	10 thoughts	46 votes
French French Immersion	52	23 thoughts	129 votes
Regular Program	15	8 thoughts	34 votes
other	2	1 thought	0 votes
Participated		6 % (42)	9 % (61)
Opted out		1 % (9)	2 % (17)
No participation		91 % (578)	87 % (551)

Choose Summary

	overall rating	participant count	average rating
Not Benefits	63	22	2.86
Less Disruptions/More Consistency	61	26	2.35
Good use of space	34	20	1.70
Quality Education/Resources	33	22	1.50
Location	27	15	1.80
I prefer Scenario 2	11	6	1.83



■ Not Benefits	63
■ Less Disruptions/More Consistency	61
■ Good use of space	34
■ Quality Education/Resources	33
■ Location	27
■ I prefer Scenario 2	11

What are some of the **BENEFITS** you can identify if we were to make this change? Scenario 2 - Find a new grade 5 to 9 location for one of the programs. A.E. Cross School has been identified as a potential location.

Good use of space

G9

Thought: Eliminates over crowding at Bishop Pinkham

T2

This program enables existing infrastructure, such as lockers and class rooms to accommodate the needs of both of our national languages through 2017 without overcrowding

Thought: Utilizes surplus capacity at AE Cross

T4

Moving Spanish Bilingual (grades 5 - 9) to AE Cross utilizes spare capacity at AE Cross

Thought: good idea. AE Cross is under populated

T9

Thought: Pinkham doesn't run out of room.

T12

Thought: This will free up space at Westgate

T13

Thought: Will address the capacity issues for Bishop Pinkham in future years.

T18

Thought: BP is not overcrowded

T19

Thought: Bishop Pinkham won't exceed its limits

T24

Thought: Removes pressure from Westgate

T25

Thought: create comfortable space at BP; make use of AE Cross space

T27

Thought: The only Benefit I see to this is it would allow the room that is needed at Westgate. Which I don't see being that bad of a problem.

T28

Thought: Frees up space

T30

Thought: Gives space to the other schools - Westgate and BP.

T37

Thought: Will help Bishop Pinkham space issue

T44

BP will have enough space,

I prefer Scenario 2

G14

Thought: Scenario 2 is my preferred scenario

T45

What are some of the **BENEFITS** you can identify if we were to make this change? Scenario 2 - Find a new grade 5 to 9 location for one of the programs. A.E. Cross School has been identified as a potential location.

Less Disruptions/More Consistency

G12

Thought: Only one school change from elementary to middle school

T20

Thought: That would mean our daughter would have to change schools. We bought our house in lakeview so we wouldn't have to bus. It would make us question whether she would continue in French

T23

Thought: This keeps a program intact and peers stay together.

T34

Thought: moving current BP Students

T41

A huge negative, as they have already established the program at B Pinkham and students have already made a challenging transition there. They have worked hard to establish this program and now it would be all for not and a major set back for the development of these students.

Location

G2

Thought: AE Cross is closer to Westgate than Bishop Pinkham

T29

Not Benefits

G13

Thought: See my first comment.

T1

Thought: I do not see a benefit of moving Late French Immersion to AE Cross

T10

Thought: no particular benefits if students have to relocate.

T14

Thought: Sc 2 - Benefits specific to Spanish 5-9 moving to AE Cross (None)

T16

I cannot identify any benefits specific to my personal situation with regard to this scenario.

Thought: No Benefit

T17

Scenario 1 does not sound too difficult to implement, Scenario 2 is a complete move which will affect many things... budding relationships, participation on teams at school, etc...

Thought: Sorry it is unclear what exactly the intent is regarding changes?

T21

Thought: This is not a benefit.

T35

Grade 5 of any language does not belong in a school located at a major intersection.

Thought: -

T38

What are some of the **BENEFITS** you can identify if we were to make this change? Scenario 2 - Find a new grade 5 to 9 location for one of the programs. A.E. Cross School has been identified as a potential location.

(continued)

Not Benefits

G13

Thought: No comments here.

T39

Thought: difficult to establish a "new" program in a new setting.

T42

Just established this at Bishop Pinkham. Change takes time and patience. It would be a serious detriment to go through this again for our young adolescents.

Thought: There aren't no benefits to moving kids to A.E Cross

T43

Quality Education/Resources

G10

Thought: Maintains the original intent of Bishop Pinkham

T3

Maintains the historical two language system, English and French Immersion at Bishop Pinkham

Thought: keeps one program and all grades in one location. Less taxing on teacher

T5

Thought: French and Spanish specialization

T6

I think there is merit to having a concentration of a specific language within a particular school.

Thought: Fewer transitions for both programs.

T7

If this were to happen then students would experience fewer transitions and the program would be kept together. This would benefit the students in multiple ways. Resources could be pooled (ie library books) so that they meet the needs of each program.

Thought: Depends on the location

T8

It would keep all the language students together for a 5 year period.

Thought: Continuity in one school for grades 5-9

T11

Thought: More consistency for children in the long run.

T15

This will allow more consistency in the long run. But means extreme disruption in the short term. If you move the Spanish kids, yet again, then you risk the success of the overall Spanish program as I believe the parents of the grade 6 7 classes would not tolerate this.

Thought: It would keep students together in one program.

T22

Thought: Bishop Pinkham can better focus on fewer programs

T26

Thought: Keeping the group of students together and only making the move once.

T31

What are some of the **BENEFITS** you can identify if we were to make this change? Scenario 2 - Find a new grade 5 to 9 location for one of the programs. A.E. Cross School has been identified as a potential location.

(continued)

Quality Education/Resources

G10

Only having to move the students once seems beneficial and parents may feel better about fundraising as it will actually benefit their child over several years.

Thought: Keeps one track of children altogether with the least amount of disruption

T32

Thought: I think that it would work well for one school to have one language and there are benefits to having older and learners together celebrating one language

T33

What are some of the **BENEFITS** you can identify if we were to make this change? Scenario 2 - Find a new grade 5 to 9 location for one of the programs. A.E. Cross School has been identified as a potential location.

Choose instructions

Please assign stars to the ideas that you agree are benefits. Max. 3 stars per idea. If this is your preferred scenario please make that selection. Click on each line to view detailed comments from participants.

Not Benefits G13

Choose summary

overall rating	invited participants	participant count	average rating
63	629	22	2.86

Thought: See my first comment. T1

Thought: I do not see a benefit of moving Late French Immersion to AE Cross T10

Thought: no particular benefits if students have to relocate. T14

Thought: Sc 2 - Benefits specific to Spanish 5-9 moving to AE Cross (None) T16

I cannot identify any benefits specific to my personal situation with regard to this scenario.

Thought: No Benefit T17

Scenario 1 does not sound too difficult to implement, Scenario 2 is a complete move which will affect many things... budding relationships, participation on teams at school, etc...

Thought: Sorry it is unclear what exactly the intent is regarding changes? T21

Thought: This is not a benefit. T35

Grade 5 of any language does not belong in a school located at a major intersection.

Thought: - T38

Thought: No comments here. T39

Thought: difficult to establish a "new" program in a new setting. T42

Just established this at Bishop Pinkham. Change takes time and patience. It would be a serious detriment to go through this again for our young adolescents.

Thought: There aren't no benefits to moving kids to A.E Cross T43

Less Disruptions/More Consistency G12

Choose summary

overall rating	invited participants	participant count	average rating
61	629	26	2.35

Thought: Only one school change from elementary to middle school T20

What are some of the **BENEFITS** you can identify if we were to make this change? Scenario 2 - Find a new grade 5 to 9 location for one of the programs. A.E. Cross School has been identified as a potential location.

(continued)

Less Disruptions/More Consistency **G12**

Thought: That would mean our daughter would have to change schools. We bought our house in lakeview so we wouldn't have to bus. It would make us question whether she would continue in French **T23**

Thought: This keeps a program intact and peers stay together. **T34**

Thought: moving current BP Students **T41**

A huge negative, as they have already established the program at B Pinkham and students have already made a challenging transition there. They have worked hard to establish this program and now it would be all for not and a major set back for the development of these students.

Good use of space **G9**

Choose summary

overall rating	invited participants	participant count	average rating
34	629	20	1.70

Thought: Eliminates over crowding at Bishop Pinkham **T2**

This program enables existing infrastructure, such as lockers and class rooms to accommodate the needs of both of our national languages through 2017 without overcrowding

Thought: Utilizes surplus capacity at AE Cross **T4**

Moving Spanish Bilingual (grades 5 - 9) to AE Cross utilizes spare capacity at AE Cross

Thought: good idea. AE Cross is under populated **T9**

Thought: Pinkham doesn't run out of room. **T12**

Thought: This will free up space at Westgate **T13**

Thought: Will address the capacity issues for Bishop Pinkham in future years. **T18**

Thought: BP is not overcrowded **T19**

Thought: Bishop Pinkham won't exceed its limits **T24**

Thought: Removes pressure from Westgate **T25**

Thought: create comfortable space at BP; make use of AE Cross space **T27**

Thought: The only Benefit I see to this is it would allow the room that is needed **T28**



What are some of the **BENEFITS** you can identify if we were to make this change? Scenario 2 - Find a new grade 5 to 9 location for one of the programs. A.E. Cross School has been identified as a potential location.

(continued)

Good use of space G9
 at Westgate. Which I don't see being that bad of a problem.

Thought: Frees up space T30

Thought: Gives space to the other schools - Westgate and BP. T37

Thought: Will help Bishop Pinkham space issue T44
 BP will have enough space,

Quality Education/Resources G10
 Choose summary

overall rating	invited participants	participant count	average rating
33	629	22	1.50

Thought: Maintains the original intent of Bishop Pinkham T3
 Maintains the historical two language system, English and French Immersion at Bishop Pinkam

Thought: keeps one program and all grades in one location. Less taxing on teacher T5

Thought: French and Spanish specialization T6
 I think there is merit to having a concentration of a specific language within a particular school.

Thought: Fewer transitions for both programs. T7
 If this were to happen then students would experience fewer transitions and the program would be kept together. This would benefit the students in multiple ways. Resources could be pooled (ie library books) so that they meet the needs of each program.

Thought: Depends on the location T8
 It would keep all the language students together for a 5 year period.

Thought: Continuity in one school for grades 5-9 T11

Thought: More consistency for children in the long run. T15
 This will allow more consistency in the long run. But means extreme disruption in the short term. If you move the Spanish kids, yet again, then you risk the success of the overall Spanish program as I believe the parents of the grade 6 7 classes would not tolerate this.

Thought: It would keep students together in one program. T22

What are some of the **BENEFITS** you can identify if we were to make this change? Scenario 2 - Find a new grade 5 to 9 location for one of the programs. A.E. Cross School has been identified as a potential location.

(continued)

Quality Education/Resources **G10**

Thought: Bishop Pinkham can better focus on fewer programs T26

Thought: Keeping the group of students together and only making the move once. T31

Only having to move the students once seems beneficial and parents may feel better about fundraising as it will actually benefit their child over several years.

Thought: Keeps one track of children altogether with the least amount of disruption T32

Thought: I think that it would work well for one school to have one language and there are benefits to having older and learners together celebrating one language T33

Location **G2**

Choose summary

overall rating	invited participants	participant count	average rating
27	629	15	1.80

Thought: AE Cross is closer to Westgate than Bishop Pinkham T29

I prefer Scenario 2 **G14**

Choose summary

overall rating	invited participants	participant count	average rating
11	629	6	1.83

Thought: Scenario 2 is my preferred scenario T45

Q4: What are some of the CHALLENGES you can identify if we were to make this change? Scenario 2 - Find a new grade 5 to 9 location for one of the programs. A.E. Cross School has been identified as a potential location.

Started: 2 Dec 2012 **Ended:** 6 Jan 2013

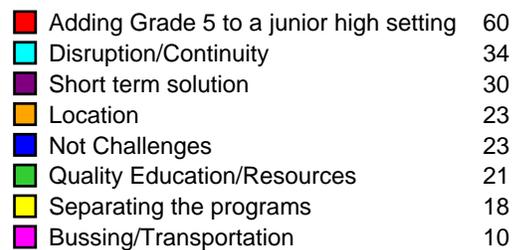
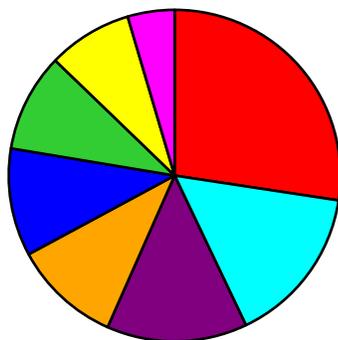
Participation summary

Demographic	Participant Count	Thoughts	Choose
Spanish Bilingual	14	13 thoughts	45 votes
French French Immersion	52	23 thoughts	128 votes
Regular Program	14	4 thoughts	26 votes
other	1	0 thoughts	0 votes
Participated		6 % (41)	9 % (59)
Opted out		1 % (9)	2 % (17)
No participation		92 % (579)	87 % (553)

Q4: What are some of the CHALLENGES you can identify if we were to make this change? Scenario 2 - Find a new grade 5 to 9 location for one of the programs. A.E. Cross School has been identified as a potential location.

Choose Summary

	overall rating	participant count	average rating
Adding Grade 5 to a junior high setting	60	28	2.14
Disruption/Continuity	34	17	2.00
Short term solution	30	17	1.76
Location	23	11	2.09
Not Challenges	23	10	2.30
Quality Education/Resources	21	9	2.33
Separating the programs	18	9	2.00
Bussing/Transportation	10	6	1.67



What are some of the CHALLENGES you can identify if we were to make this change?
Scenario 2 - Find a new grade 5 to 9 location for one of the programs. A.E. Cross School has been identified as a potential location.

Adding Grade 5 to a junior high setting

G8

Thought: Gr 5 too young for jr. high setting

T7

Thought: Sc 2 - Challenges specific to Spanish 5-9 moving to AE Cross (Demographics)

T15

Based on our experience having moved our child to Jr High one year early, we do not feel it is beneficial to have fifth grade students placed at a Junior High school with older students prematurely. These children need to maintain their elementary school routine (incl recess, longer lunch periods, consistent teachers) at least until sixth grade.

Thought: Not enough students to create a true middle school.

T18

If the Spanish 5-9's are moved to AE Cross, there will not be enough 5 and 6's to change the culture of the school. By my calculations, the 5 and 6's will only amount to 64 students in 2013. It would likely work better to open a new French immersion program at AE Cross and set the geographic enrolment area to capture enough younger kids to make a larger cohort.

Thought: Mass Relocation - Inappropriate Ages of Kids Together

T19

Too many kids/families moving - also does not make sense to have Grade 5 kids in the same school at Grade 9's. These kids conduct themselves VERY differently! When I was a kid, I went to Fairview elementary which was Gr 4-9 and it was terrible... Grade 4's were super innocent, some of the Grade 9's were smoking! Once kids get to junior high age, their behavior changes dramatically, would be a shame to see younger kids getting influenced by a bad pack of Grade 9's

Thought: Concerns around the range in age between grade 5 and 9.

T20

The Administration at A.E. Cross would need to develop strategies to integrate the grade 5 6 students while being mindful of the impact of the behaviours of grade 9 students on the younger grades. Bishop Pinkham did a great job when the grade 6 students came in.

Thought: Bishop Pinkham has to accommodate young students, Gr 5 with Gr 9

T23

Thought: grade five is too young to place in junior high setting

T26

Thought: AE Cross may not be able to adapt to this change immediately

T30

Thought: Location is not conducive to grade 5 students.

T34

The Spanish program has been the guinea pig program from the onset. Do not pluck them out of familiarity and flush the to a junior high starting in grade 5!

Thought: Very small community of Grade 5 and 6 learners at AE Cross

T40

What are some of the **CHALLENGES** you can identify if we were to make this change?
Scenario 2 - Find a new grade 5 to 9 location for one of the programs. A.E. Cross School has been identified as a potential location.

(continued)

Adding Grade 5 to a junior high setting

G8

The grade 5 and 6 Spanish students would be a very small cohort of young students in a largely populated school of mostly 13-15 year olds. This would be more intimidating for this small group of students within a big school of older students. This could challenges for programming as well. (less students in the group may mean less choice for options for example).

Bussing/Transportation

G10

Thought: Bussing may become an issue

T31

Disruption/Continuity

G6

Thought: Concerned about the current students--disruptive

T4

My concern would be around disrupting the students already at BP--I would suggest leaving them be and moving only the students transitioning next year to the new school. Otherwise there are too many transitions for those students who are already settled into their junior high. However, that leads to the potential concern of multiple schools for one family.

Thought: For some, it would mean third new school in 3 years

T8

Thought: I don't want my program to move - I love my child's school and teachers.

T33

Thought: Divides groups of friends made between French and Spanish students at

T36

Westgate. Does this promote the idea of community at Westgate of 3 languages, one school?

Thought: Brand new transition for Spanish Program again.

T38

The Spanish program made a transition into Westgate 7 years ago and was understandably met by resistance via the community of French Immersion families, as they were unsure what these changes would impose on them. Spanish Program made a transition into Bishop Pinkham 2 years ago met by resistance once again of the French and English community of the school as they were unsure what these changes would impose on them. Changes of acceptance and of attitudes take time. Historically with these specific transitions, this took some years to establish and foster a strong Spanish program. After two years at BP, there is evidence of a thriving community. Why would we vote to make a change again and go through the set up of a brand new situation for our sons and daughters at AE Cross? Establishing a new program with new parents, new teachers, new routines, new timetables, new community of learners and start at square one again would be a really frustrating position to be put in once again.

Thought: Difficult transition for students currently at Bishop Pinkham.

T39

What are some of the **CHALLENGES** you can identify if we were to make this change?
Scenario 2 - Find a new grade 5 to 9 location for one of the programs. A.E. Cross School has been identified as a potential location.

(continued)

Disruption/Continuity

G6

One of the purposes of a middle school is to "emphasize the development of skills and personal attitudes needed to succeed in life" Says the CBE. If the CBE is to be successful, middle school cultures need to support "tweens" as they change physically, socially and academically. Middle schools must create a culture of respect, trust and integrity. Respect requires a deeper sensitivity and appreciation of others and is pivotal in establishing a relationship with parents and the community alike. Bishop Pinkham has fostered and developed this over the past 2 years for the Spanish Bilingual Students as well as the greater community. So why would we jeopardize that? Please keep them at Bishop Pinkham. They really have a fantastic community of respect and a positive environment for these tween to flourish and engage in learning in a three language program. Choose an option for the 7-9 to stay at BP.

Thought: Another huge adjustment for our children going into grade 8.
 they've been shuffled around enough

T41

Location

G4

Thought: Sc 2 - Challenges specific to Spanish 5-9 moving to AE Cross (Location)

T16

AE Cross is not a convenient location for us as the bus ride duration would longer to/from our home. Furthermore, the location of this school is in a higher traffic area than our current school and we feel the safety risk would be higher.

Thought: AE Cross is not a child-friendly location

T28

Not Challenges

G12

Thought: None

T1

Thought: BP has the French 'brand'

T6

BP has worked diligently for years to provide excellence in French education. This is good for the students and for the CBE. Its reputation should be enhanced, not altered.

Thought: where would the other program go? not enough information

T12

Thought: A. E school has no necessary mentality that Bishop Pinkham has.

T13

Thought: Which program is the key question, as most parents will want status quo.

T32

What are some of the **CHALLENGES** you can identify if we were to make this change?
Scenario 2 - Find a new grade 5 to 9 location for one of the programs. A.E. Cross School has been identified as a potential location.

(continued)

Not Challenges

G12

Thought: -

T37

Quality Education/Resources

G2

Thought: If you move the Spanish program to AE Cross, it will be too disruptive.

T14

The Spanish program is very successful, yet this change would be very disruptive to the children who are currently in grade 6, 7. Particularly the grade 7 spanish class has been forced to deal with 'trailblazing' the program and has had years where it has been more challenging than it should. They are now comfortable in the BP shcool and it would be very detrimental to move them in grade 8 or 9 again. In addition, you should consider the effort and money involved in developing a language program in yet another school. Before you do this, you should also determine if this is a sustainable and 'long term' solution. Don't move kids only to tell them in another year they have to move again.

Thought: Adding a new program to another school

T29

It would require starting from scratch at a new school regarding resources, teachers, etc. as they cannot be assimilated into a current program. If that school starts at grade 7 then introducing grade 5's may not be comfortable for the students or some parents.

Thought: There is serious lack of compassion and empathy towards Spanish program.

T35

Everyone in the French program is sitting pretty in every option. Listen to the Spanish community!

Thought: A.E. Cross does not have culture for bilingual program

T42

A.E. Cross is considered a rough school, kids coming from school like Westgate will have difficulties to adjust to this environment and they are susceptible to be bullied.

Separating the programs

G14

Thought: The only challenge I see with this is, that it's a shame to have to slit

T27

up the Spanish and French. They are two languages that work well with each other. But that said I don't think friendships have been made between the kids so I don't think it would be that difficult for one program to leave

Short term solution

G3

Thought: Will AE Cross get over capacity in afew years and we are back to square

T2

What are some of the **CHALLENGES** you can identify if we were to make this change?
Scenario 2 - Find a new grade 5 to 9 location for one of the programs. A.E. Cross School has been identified as a potential location.

(continued)

Short term solution	G3
Thought: Two schools projected to be at capacity Same as scenario # 1 - only postpones another move in a few years.	T3
Thought: Depends on the location If AE Cross were chosen it would become a very big school.	T5
Thought: Doesn't solve the problem at Westgate after the first year.	T9
Thought: Creates an over capacity problem at AE Cross.	T10
Thought: Doesn't solve the under capacity problem at Roscarrock.	T11
Thought: as in Scenario 1, Westgate is still too full under this option.	T17
Thought: Westgate still has too many students	T21
Thought: AE Cross has too many students by 2016	T22
Thought: Westgate may still exceed its limits	T24
Thought: short term solution for Westgate - ongoing capacity issues	T25
Thought: A.E Cross will have issue with instructional space soon. Problem with instructional space will move to A.E. Cross school in few years.	T43

What are some of the **CHALLENGES** you can identify if we were to make this change?
Scenario 2 - Find a new grade 5 to 9 location for one of the programs. A.E. Cross School has been identified as a potential location.

Choose instructions

Please assign stars to the items that would be challenges for you. Max. 3 stars per idea. Click on each line to view details.

Adding Grade 5 to a junior high setting

G8

Choose summary

overall rating	invited participants	participant count	average rating
60	629	28	2.14

Thought: Gr 5 too young for jr. high setting

T7

Thought: Sc 2 - Challenges specific to Spanish 5-9 moving to AE Cross (Demographics)

T15

Based on our experience having moved our child to Jr High one year early, we do not feel it is beneficial to have fifth grade students placed at a Junior High school with older students prematurely. These children need to maintain their elementary school routine (incl recess, longer lunch periods, consistent teachers) at least until sixth grade.

Thought: Not enough students to create a true middle school.

T18

If the Spanish 5-9's are moved to AE Cross, there will not be enough 5 and 6's to change the culture of the school. By my calculations, the 5 and 6's will only amount to 64 students in 2013. It would likely work better to open a new French immersion program at AE Cross and set the geographic enrolment area to capture enough younger kids to make a larger cohort.

Thought: Mass Relocation - Inappropriate Ages of Kids Together

T19

Too many kids/families moving - also does not make sense to have Grade 5 kids in the same school at Grade 9's. These kids conduct themselves VERY differently! When I was a kid, I went to Fairview elementary which was Gr 4-9 and it was terrible... Grade 4's were super innocent, some of the Grade 9's were smoking! Once kids get to junior high age, their behavior changes dramatically, would be a shame to see younger kids getting influenced by a bad pack of Grade 9's

Thought: Concerns around the range in age between grade 5 and 9.

T20

The Administration at A.E. Cross would need to develop strategies to integrate the grade 5 6 students while being mindful of the impact of the behaviours of grade 9 students on the younger grades. Bishop Pinkham did a great job when the grade 6 students came in.

Thought: Bishop Pinkham has to accommodate young students, Gr 5 with Gr 9

T23

Thought: grade five is too young to place in junior high setting

T26

Thought: AE Cross may not be able to adapt to this change immediately

T30

Thought: Location is not conducive to grade 5 students.

T34

What are some of the **CHALLENGES** you can identify if we were to make this change?
Scenario 2 - Find a new grade 5 to 9 location for one of the programs. A.E. Cross School has been identified as a potential location.

(continued)

Adding Grade 5 to a junior high setting **G8**

The Spanish program has been the guinea pig program from the onset. Do not pluck them out of familiarity and flush the to a junior high starting in grade 5!

Thought: Very small community of Grade 5 and 6 learners at AE Cross **T40**

The grade 5 and 6 Spanish students would be a very small cohort of young students in a largely populated school of mostly 13-15 year olds. This would be more intimidating for this small group of students within a big school of older students. This could challenges for programming as well. (less students in the group may mean less choice for options for example).

Disruption/Continuity **G6**

Choose summary

overall rating	invited participants	participant count	average rating
34	629	17	2.00

Thought: Concerned about the current students--disruptive **T4**

My concern would be around disrupting the students already at BP--I would suggest leaving them be and moving only the students transitioning next year to the new school. Otherwise there are too many transitions for those students who are already settled into their junior high. However, that leads to the potential concern of multiple schools for one family.

Thought: For some, it would mean third new school in 3 years **T8**

Thought: I don't want my program to move - I love my child's school and teachers. **T33**

Thought: Divides groups of friends made between French and Spanish students at Westgate. Does this promote the idea of community at Westgate of 3 languages, one school? **T36**

Thought: Brand new transition for Spanish Program again. **T38**



What are some of the **CHALLENGES** you can identify if we were to make this change?
Scenario 2 - Find a new grade 5 to 9 location for one of the programs. A.E. Cross School has been identified as a potential location.

(continued)

Disruption/Continuity

G6

The Spanish program made a transition into Westgate 7 years ago and was understandably met by resistance via the community of French Immersion families, as they were unsure what these changes would impose on them. Spanish Program made a transition into Bishop Pinkham 2 years ago met by resistance once again of the French and English community of the school as they were unsure what these changes would impose on them. Changes of acceptance and of attitudes take time. Historically with these specific transitions, this took some years to establish and foster a strong Spanish program. After two years at BP, there is evidence of a thriving community. Why would we vote to make a change again and go through the set up of a brand new situation for our sons and daughters at AE Cross? Establishing a new program with new parents, new teachers, new routines, new timetables, new community of learners and start at square one again would be a really frustrating position to be put in once again.

Thought: Difficult transition for students currently at Bishop Pinkham.

T39

One of the purposes of a middle school is to "emphasize the development of skills and personal attitudes needed to succeed in life" Says the CBE. If the CBE is to be successful, middle school cultures need to support "tweens" as they change physically, socially and academically. Middle schools must create a culture of respect, trust and integrity. Respect requires a deeper sensitivity and appreciation of others and is pivotal in establishing a relationship with parents and the community alike. Bishop Pinkham has fostered and developed this over the past 2 years for the Spanish Bilingual Students as well as the greater community. So why would we jeopardize that? Please keep them at Bishop Pinkham. They really have a fantastic community of respect and a positive environment for these tween to flourish and engage in learning in a three language program. Choose an option for the 7-9 to stay at BP.

Thought: Another huge adjustment for our children going into grade 8.

T41

they've been shuffled around enough

Short term solution

G3

Choose summary

overall rating	invited participants	participant count	average rating
30	629	17	1.76

Thought: Will AE Cross get over capacity in a few years and we are back to square

T2

Thought: Two schools projected to be at capacity

T3

Same as scenario # 1 - only postpones another move in a few years.



What are some of the **CHALLENGES** you can identify if we were to make this change?
Scenario 2 - Find a new grade 5 to 9 location for one of the programs. A.E. Cross School has been identified as a potential location.

(continued)

Short term solution	G3
Thought: Depends on the location	T5
If AE Cross were chosen it would become a very big school.	
Thought: Doesn't solve the problem at Westgate after the first year.	T9
Thought: Creates an over capacity problem at AE Cross.	T10
Thought: Doesn't solve the under capacity problem at Roscarrock.	T11
Thought: as in Scenario 1, Westgate is still too full under this option.	T17
Thought: Westgate still has too many students	T21
Thought: AE Cross has too many students by 2016	T22
Thought: Westgate may still exceed its limits	T24
Thought: short term solution for Westgate - ongoing capacity issues	T25
Thought: A.E Cross will have issue with instructional space soon.	T43
Problem with instructional space will move to A.E. Cross school in few years.	

Location	G4		
Choose summary			
overall rating	invited participants	participant count	average rating
23	629	11	2.09
Thought: Sc 2 - Challenges specific to Spanish 5-9 moving to AE Cross (Location)	T16		
AE Cross is not a convenient location for us as the bus ride duration would longer to/from our home. Furthermore, the location of this school is in a higher traffic area than our current school and we feel the safety risk would be higher.			
Thought: AE Cross is not a child-friendly location	T28		

Not Challenges	G12		
Choose summary			
overall rating	invited participants	participant count	average rating
23	629	10	2.30
Thought: None	T1		

What are some of the **CHALLENGES** you can identify if we were to make this change?
Scenario 2 - Find a new grade 5 to 9 location for one of the programs. A.E. Cross School has been identified as a potential location.

(continued)

Not Challenges	G12
Thought: BP has the French 'brand'	T6
BP has worked diligently for years to provide excellence in French education. This is good for the students and for the CBE. Its reputation should be enhanced, not altered.	
Thought: where would the other program go? not enough information	T12
Thought: A. E school has no necessary mentality that Bishop Pinkham has.	T13
Thought: Which program is the key question, as most parents will want status quo.	T32
Thought: -	T37

Quality Education/Resources	G2								
Choose summary									
<table border="1"> <thead> <tr> <th>overall rating</th> <th>invited participants</th> <th>participant count</th> <th>average rating</th> </tr> </thead> <tbody> <tr> <td>21</td> <td>629</td> <td>9</td> <td>2.33</td> </tr> </tbody> </table>	overall rating	invited participants	participant count	average rating	21	629	9	2.33	
overall rating	invited participants	participant count	average rating						
21	629	9	2.33						
Thought: If you move the Spanish program to AE Cross, it will be too disruptive.	T14								
The Spanish program is very successful, yet this change would be very disruptive to the children who are currently in grade 6, 7. Particularly the grade 7 spanish class has been forced to deal with 'trailblazing' the program and has had years where it has been more challenging than it should. They are now comfortable in the BP shcool and it would be very detrimental to move them in grade 8 or 9 again. In addition, you should consider the effort and money involved in developing a language program in yet another school. Before you do this, you should also determine if this is a sustainable and 'long term' solution. Don't move kids only to tell them in another year they have to move again.									
Thought: Adding a new program to another school	T29								
It would require starting from scratch at a new school regarding resources, teachers, etc. as they cannot be assimilated into a current program. If that school starts at grade 7 then introducing grade 5's may not be comfortable for the students or some parents.									
Thought: There is serious lack of compassion and empathy towards Spanish program.	T35								
Everyone in the French program is sitting pretty in every option. Listen to the Spanish community!									
Thought: A.E. Cross does not have culture for bilingual program	T42								
A.E. Cross is considered a rough school, kids coming from school like Westgate will have difficulties to adjust to this environment and they are susceptible to be bullied.									



What are some of the **CHALLENGES** you can identify if we were to make this change?
Scenario 2 - Find a new grade 5 to 9 location for one of the programs. A.E. Cross School has been identified as a potential location.

Separating the programs

G14

Choose summary

overall rating	invited participants	participant count	average rating
18	629	9	2.00

Thought: The only challenge I see with this is, that it's a shame to have to slit

T27

up the Spanish and French. They are two languages that work well with each other. But that said I don't think friendships have been made between the kids so I don't think it would be that difficult for one program to leave

Bussing/Transportation

G10

Choose summary

overall rating	invited participants	participant count	average rating
10	629	6	1.67

Thought: Bussing may become an issue

T31

Q5: What are some of the BENEFITS you can identify if we were to make this change? Scenario 3 - All kindergarten students at Rosscarrock School. Grade 1 to 5 at Westgate School. Grade 6 to 9 French at Bishop Pinkham and Spanish at A.E. Cross.

Started: 2 Dec 2012 **Ended:** 6 Jan 2013

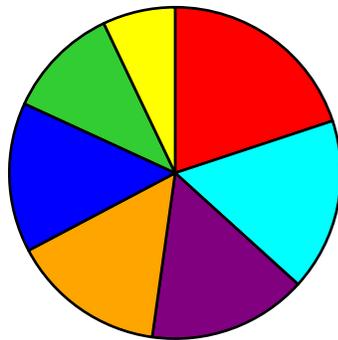
Participation summary

Demographic	Participant Count	Thoughts	Choose
Spanish Bilingual	13	10 thoughts	40 votes
French French Immersion	50	35 thoughts	126 votes
Regular Program	14	10 thoughts	44 votes
other	1	0 thoughts	0 votes
Participated		6 % (39)	9 % (58)
Opted out		1 % (9)	2 % (17)
No participation		92 % (581)	88 % (554)

Q5: What are some of the BENEFITS you can identify if we were to make this change? Scenario 3 - All kindergarten students at Rosscarrock School. Grade 1 to 5 at Westgate School. Grade 6 to 9 French at Bishop Pinkham and Spanish at A.E. Cross.

Choose Summary

	overall rating	participant count	average rating
Not Benefits	45	15	3.00
Less Disruption/More Continuity	38	18	2.11
I prefer Scenario 3	35	15	2.33
Alleviates space issues	34	20	1.70
Quality Education/Resources	33	16	2.06
Separates the programs	25	14	1.79
Location	16	11	1.45



Not Benefits	45
Less Disruption/More Continuity	38
I prefer Scenario 3	35
Alleviates space issues	34
Quality Education/Resources	33
Separates the programs	25
Location	16

What are some of the **BENEFITS** you can identify if we were to make this change? Scenario 3 - All kindergarten students at Rosscarrock School. Grade 1 to 5 at Westgate School. Grade 6 to 9 French at Bishop Pinkham and Spanish at A.E. Cross.

Alleviates space issues

G5

Thought: Solves space issues

T2

This version utilizes the spare capacity at both AE Cross and Rosscarrock schools.

Thought: Head Room in Middle schools

T5

All scenarios show that Westgate is over capacity. Has the benefits of scenario # 2 and provides optimal use of space within the junior high schools.

Thought: Revitalizes rosscarrock school

T13

Thought: Lots of room at Pinkham.

T14

Thought: Lots of room at Rosscarrock.

T15

Thought: Will free up space at Westgate

T16

Thought: AE Cross and BP are not overcrowded

T22

Thought: Alleviates Westgate issues

T31

Thought: utilizes under utilized space at AE Cross and Rosscarrock

T35

Thought: creates comfortable space utilization at BP

T36

Thought: Only Benefit is that it frees up the room that we need

T38

Thought: Frees up more space at Westgate Bishop Pinkham

T39

Thought: Keeps Bishop Pinkham the way it is now, to prevent overcrowding

T44

I prefer Scenario 3

G9

Thought: best plan

T8

Less Disruption/More Continuity

G8

Thought: Maintains intent of Bishop Pinkham

T3

Regular English and French Immersion streams continue at Bishop Pinkham which maintains the two national languages at this school and allows for local Lakeview children to walk to school all the way to grade 9.

What are some of the **BENEFITS** you can identify if we were to make this change? Scenario 3 - All kindergarten students at Rosscarrock School. Grade 1 to 5 at Westgate School. Grade 6 to 9 French at Bishop Pinkham and Spanish at A.E. Cross.

(continued)

Less Disruption/More Continuity	G8
Thought: Better for younger kids.	T4
Thought: K kids would be in a cosy smaller setting as Rosscarrock is a small school French kids stay as is - perfect.	T7
Thought: BP stays as middle school with only 4 grades	T9
Thought: Continuity for gr. 6-9 french students	T11
Thought: Continuity for 1-5 immersion students	T12
Thought: continuity for french immersion program at the same school.	T17
Thought: Grade 5 can stay in Elementary school setting	T23
Thought: Bishop Pinkham has more consistent age group (6-9)	T30
Thought: Least impact on regular system of options 1 - 3	T32
Thought: keeps grade five out of junior high	T33
Thought: gives kids five years at respective schools (stability)	T34
Thought: Allows the kids to not have to start middle school until Gr.6	T40
Thought: It keeps Westgate and BP with their current feel. It would allow Westgate to maintain its "elementary" feel where the kids would be able to be kids for that final year in grade 5. BP would not be in the position of reaching their maximum in the near future and would be able to keep their other streams (english and late french immersion). There would only be one move for the Spanish program at a time when all students move anyway.	T41
Thought: Keeps the Kindergarten kids altogether	T42
Thought: Keeps the strength of 3 languages at Westgate, which we like.	T43
Thought: Grade 1 to 5 remain in familiarity which is appreciated at their ages.	T48
Thought: Children of the same young age attending school together.	T52
Thought: As children age/progress, they continue schooling together w/age group.	T53
Thought: Very little change for the French Immersion students.	T55

What are some of the **BENEFITS** you can identify if we were to make this change? Scenario 3 - All kindergarten students at Rosscarrock School. Grade 1 to 5 at Westgate School. Grade 6 to 9 French at Bishop Pinkham and Spanish at A.E. Cross.

(continued)

Less Disruption/More Continuity

G8

Other than Kindergarten changes, the French Immersion Parents would be thrilled with this choice as there would be no different transitions than the ones that currently have been established.

Location

G4

Thought: Scenario 3 - good for focus?

T10

I wonder whether it would be easier to create excellence in Spanish if AE Cross took it on.

Thought: 7-9 spanish at AE.

T26

Thought: All schools in close geographic locations/neighborhoods

T37

Thought: Spanish at A.E. Cross could be a good mix with the English there.

T49

At the higher Spanish grades, English is more of the curriculum so would be a good fit. Existing Spanish at Bishop Pinkham need to be grandfathered in, however.

Thought: Starting Spanish grade 6 at A.E. Cross is more reasonable than grade 5.

T50

Grade 5 is too young to be mixed with grades up to grade 9.

Thought: Seems to keep all parties together throughout school w/o lots of movement.

T54

Not Benefits

G16

Thought: Sc 3 - Benefits specific to Spanish 6-9 moving to AE Cross (None)

T19

I cannot identify any benefits specific to my personal situation with regard to this scenario.

Thought: No Benefits

T20

This will lose the cross pollination of Spanish, English and French kids... I personally believe that the Spanish language will be more valuable in the future for a kid to understand... french kids will miss this opportunity.

Thought: Would like to see programs at one school so teachers and kids are on the

T24

Thought: are on the same page. Suggest 1-6 at Westgate, 7-9 at BP French 7-9

T25

Thought: This change would not affect my child as he would remain as is.

T47

Thought: -

T51

What are some of the **BENEFITS** you can identify if we were to make this change? Scenario 3 - All kindergarten students at Rosscarrock School. Grade 1 to 5 at Westgate School. Grade 6 to 9 French at Bishop Pinkham and Spanish at A.E. Cross.

(continued)

Not Benefits

G16

Thought: No benefits to Spanish program going to a e cross

T56

Quality Education/Resources

G14

Thought: Disagree with moving Spanish program to AE Cross

T18

Spanish is a specialized program which is relatively new to CBE. Why add extra challenges to a 'new' program by moving it every few years. Keep Spanish at BP and consider moving a more 'developed' program like French or English.

Thought: Splitting the programs for 6-9 will address the capacity issues in BP.

T21

It makes sense to move one of the programs to A.E. Cross to address the capacity issues that BP will be facing. Grade 6 students should be able to transition to a junior high with minimal issues - worked well at BP.

Thought: Gearing to one grade could be beneficial for resourcing of teachers and supplies.

T27

Thought: Spanish kids continue to be together, teachers able to combine resources

T45

Separates the programs

G11

Thought: Continuity for all students. More focused use of resources by splitting the Spanish students from the French students.

T1

Thought: Grade 6 - 9 in one school allows for the program to develop

T6

Thought: different streams at different schools seem to make sense

T28

Thought: Bishop Pinkham can better focus on fewer programs

T29

Thought: Grade 6-9 in one school, one language is easier to administer.

T46

Resources can be centralized around one language program instead of dispersed over two programs.

What are some of the **BENEFITS** you can identify if we were to make this change? Scenario 3 - All kindergarten students at Rosscarrock School. Grade 1 to 5 at Westgate School. Grade 6 to 9 French at Bishop Pinkham and Spanish at A.E. Cross.

Choose instructions

Please assign stars to the ideas that you agree are benefits. Max. 3 stars per idea. If this is your preferred scenario please make that selection. Click on each line to view detailed comments from participants.

Not Benefits

G16

Choose summary

overall rating	invited participants	participant count	average rating
45	629	15	3.00

Thought: Sc 3 - Benefits specific to Spanish 6-9 moving to AE Cross (None) T19

I cannot identify any benefits specific to my personal situation with regard to this scenario.

Thought: No Benefits T20

This will lose the cross pollination of Spanish, English and French kids... I personally believe that the Spanish language will be more valuable in the future for a kid to understand... french kids will miss this opportunity.

Thought: Would like to see programs at one school so teachers and kids are on the T24

Thought: are on the same page. Suggest 1-6 at Westgate, 7-9 at BP French 7-9 T25

Thought: This change would not affect my child as he would remain as is. T47

Thought: - T51

Thought: No benefits to Spanish program going to a e cross T56

Less Disruption/More Continuity

G8

Choose summary

overall rating	invited participants	participant count	average rating
38	629	18	2.11

Thought: Maintains intent of Bishop Pinkham T3

Regular English and French Immersion streams continue at Bishop Pinkham which maintains the two national languages at this school and allows for local Lakeview children to walk to school all the way to grade 9.

Thought: Better for younger kids. T4

Thought: K kids would be in a cosy smaller setting as Rosscarrock is a small school T7

French kids stay as is - perfect.

What are some of the **BENEFITS** you can identify if we were to make this change? Scenario 3 - All kindergarten students at Rosscarrock School. Grade 1 to 5 at Westgate School. Grade 6 to 9 French at Bishop Pinkham and Spanish at A.E. Cross.

(continued)

Less Disruption/More Continuity **G8**

Thought: BP stays as middle school with only 4 grades **T9**

Thought: Continuity for gr. 6-9 french students **T11**

Thought: Continuity for 1-5 immersion students **T12**

Thought: continuity for french immersion program at the same school. **T17**

Thought: Grade 5 can stay in Elementary school setting **T23**

Thought: Bishop Pinkham has more consistent age group (6-9) **T30**

Thought: Least impact on regular system of options 1 - 3 **T32**

Thought: keeps grade five out of junior high **T33**

Thought: gives kids five years at respective schools (stability) **T34**

Thought: Allows the kids to not have to start middle school until Gr.6 **T40**

Thought: It keeps Westgate and BP with their current feel. **T41**

It would allow Westgate to maintain its "elementary" feel where the kids would be able to be kids for that final year in grade 5. BP would not be in the position of reaching their maximum in the near future and would be able to keep their other streams (english and late french immersion). There would only be one move for the Spanish program at a time when all students move anyway.

Thought: Keeps the Kindergarten kids altogether **T42**

Thought: Keeps the strength of 3 languages at Westgate, which we like. **T43**

Thought: Grade 1 to 5 remain in familiarity which is appreciated at their ages. **T48**

Thought: Children of the same young age attending school together. **T52**

Thought: As children age/progress, they continue schooling together w/age group. **T53**

Thought: Very little change for the French Immersion students. **T55**

Other than Kindergarten changes, the French Immersion Parents would be thrilled with this choice as there would be no different transitions than the ones that currently have been established.

I prefer Scenario 3

G9

Choose summary

What are some of the **BENEFITS** you can identify if we were to make this change? Scenario 3 - All kindergarten students at Rosscarrock School. Grade 1 to 5 at Westgate School. Grade 6 to 9 French at Bishop Pinkham and Spanish at A.E. Cross.

(continued)

I prefer Scenario 3				G9
overall rating	invited participants	participant count	average rating	
35	629	15	2.33	
Thought: best plan				T8

Alleviates space issues				G5
Choose summary				
overall rating	invited participants	participant count	average rating	
34	629	20	1.70	
Thought: Solves space issues				T2
This version utilizes the spare capacity at both AE Cross and Rosscarrock schools.				
Thought: Head Room in Middle schools				T5
All scenarios show that Westgate is over capacity. Has the benefits of scenario # 2 and provides optimal use of space within the junior high schools.				
Thought: Revitalizes rosscarrock school				T13
Thought: Lots of room at Pinkham.				T14
Thought: Lots of room at Rosscarrock.				T15
Thought: Will free up space at Westgate				T16
Thought: AE Cross and BP are not overcrowded				T22
Thought: Alleviates Westgate issues				T31
Thought: utilizes under utilized space at AE Cross and Rosscarrock				T35
Thought: creates comfortable space utilization at BP				T36
Thought: Only Benefit is that it frees up the room that we need				T38
Thought: Frees up more space at Westgate Bishop Pinkham				T39
Thought: Keeps Bishop Pinkham the way it is now, to prevent overcrowding				T44

Quality Education/Resources				G14
Choose summary				



What are some of the **BENEFITS** you can identify if we were to make this change? Scenario 3 - All kindergarten students at Rosscarrock School. Grade 1 to 5 at Westgate School. Grade 6 to 9 French at Bishop Pinkham and Spanish at A.E. Cross.

(continued)

Quality Education/Resources				G14
overall rating	invited participants	participant count	average rating	
33	629	16	2.06	
<p>Thought: Disagree with moving Spanish program to AE Cross</p> <p>Spanish is a specialized program which is relatively new to CBE. Why add extra challenges to a 'new' program by moving it every few years. Keep Spanish at BP and consider moving a more 'developed' program like French or English.</p>				T18
<p>Thought: Splitting the programs for 6-9 will address the capacity issues in BP.</p> <p>It makes sense to move one of the programs to A.E. Cross to address the capacity issues that BP will be facing. Grade 6 students should be able to transition to a junior high with minimal issues - worked well at BP.</p>				T21
<p>Thought: Gearing to one grade could be beneficial for resourcing of teachers and supplies.</p>				T27
<p>Thought: Spanish kids continue to be together, teachers able to combine resources</p>				T45

Separates the programs				G11
Choose summary				
overall rating	invited participants	participant count	average rating	
25	629	14	1.79	
<p>Thought: Continuity for all students. More focused use of resources by splitting the Spanish students from the French students.</p>				T1
<p>Thought: Grade 6 - 9 in one school allows for the program to develop</p>				T6
<p>Thought: different streams at different schools seem to make sense</p>				T28
<p>Thought: Bishop Pinkham can better focus on fewer programs</p>				T29
<p>Thought: Grade 6-9 in one school, one language is easier to administer.</p> <p>Resources can be centralized around one language program instead of dispersed over two programs.</p>				T46

Location	G4
----------	----

What are some of the **BENEFITS** you can identify if we were to make this change? Scenario 3 - All kindergarten students at Rosscarrock School. Grade 1 to 5 at Westgate School. Grade 6 to 9 French at Bishop Pinkham and Spanish at A.E. Cross.

(continued)

Location				G4
Choose summary				
overall rating	invited participants	participant count	average rating	
16	629	11	1.45	
Thought: Scenario 3 - good for focus?				T10
I wonder whether it would be easier to create excellence in Spanish if AE Cross took it on.				
Thought: 7-9 spanish at AE.				T26
Thought: All schools in close geographic locations/neighborhoods				T37
Thought: Spanish at A.E. Cross could be a good mix with the English there.				T49
At the higher Spanish grades, English is more of the curriculum so would be a good fit. Existing Spanish at Bishop Pinkham need to be grandfathered in, however.				
Thought: Starting Spanish grade 6 at A.E. Cross is more reasonable than grade 5.				T50
Grade 5 is too young to be mixed with grades up to grade 9.				
Thought: Seems to keep all parties together throughout school w/o lots of movement.				T54

Q6: What are some of the CHALLENGES you can identify if we were to make this change? Scenario 3 - All kindergarten students at Rosscarrock School. Grade 1 to 5 at Westgate School. Grade 6 to 9 French at Bishop Pinkham and Spanish at A.E. Cross.

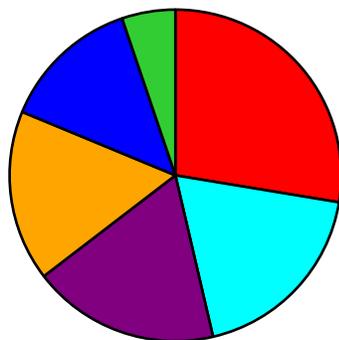
Started: 2 Dec 2012 **Ended:** 6 Jan 2013

Participation summary

Demographic	Participant Count	Thoughts	Choose
Spanish Bilingual	13	11 thoughts	43 votes
French French Immersion	50	23 thoughts	109 votes
Regular Program	13	3 thoughts	23 votes
other	1	0 thoughts	0 votes
Participated		6 % (39)	9 % (57)
Opted out		1 % (9)	2 % (17)
No participation		92 % (581)	88 % (555)

Choose Summary

	overall rating	participant count	average rating
Not Challenges.	53	17	3.12
Quality Education/Resources	36	16	2.25
Disruption/Continuity	35	16	2.19
Separates the programs	32	14	2.29
Short term solution	26	12	2.17
Bussing/Transportation	10	6	1.67



■ Not Challenges.	53
■ Quality Education/Resources	36
■ Disruption/Continuity	35
■ Separates the programs	32
■ Short term solution	26
■ Bussing/Transportation	10

What are some of the **CHALLENGES** you can identify if we were to make this change?
Scenario 3 - All kindergarten students at Rosscarrock School. Grade 1 to 5 at Westgate School. Grade 6 to 9 French at Bishop Pinkham and Spanish at A.E. Cross.

Bussing/Transportation	G6
Thought: Bussing will a challenging	T30

Disruption/Continuity	G8
Thought: Students again have change schools often.	T3
Thought: Younger children should experience fewer transitions. Kindergarten children are less equipped to deal with multiple transitions. Part of the work of kindergarten is getting children accustomed to a school environment. That environment should be one the child will be staying in for some time.	T4
Thought: Families may experience multiple children in multiple schools And the most vulnerable will be on their own. There is no option of an older child helping a younger child onto the bus in the morning or off the bus in the afternoon.	T5
Thought: Potentially 3 different schools for some families with different school hours and calendars	T10
Thought: kids just starting school have to move schools for Grade 1 grade 1 is a big enough adjustment without having to switch schools! This would also create a strange culture at Rosscarrock, with so many young kids and no older children to partner with for any language based activities.	T17
Thought: Another Mass Move As Scenario #1 looks relatively easy to do... this looks tough. Not clear on how a mass move would impact teachers too?	T19
Thought: Kids have to change schools after kindergarden	T24
Thought: Challenges would be having a kindergarten child at Rosscarrock and one or two at Westgate or AE Cross. Is Rosscarrock not year round schooling. That would be difficult to juggle.	T27
Thought: disruptive for children at a very young age	T28
Thought: Kindergarten overload at Rosscarrock I would think having 3 streams at Rosscarrock would be quick an overload of that age group on any school.	T29



What are some of the **CHALLENGES** you can identify if we were to make this change?
Scenario 3 - All kindergarten students at Rosscarrock School. Grade 1 to 5 at Westgate School. Grade 6 to 9 French at Bishop Pinkham and Spanish at A.E. Cross.

(continued)

Disruption/Continuity **G8**

Thought: Change for kids very young, changing from Rosscarrock to Westgate **T31**

Thought: Shifting to a new school again will challenge parents and students. **T32**

Thought: A tough transition for Kindergarten students. **T37**

Difficult for families of children with K student and grade 1-5. Part of the Kindergarten transition is to become a part of the culture and community of a school. It would be a benefit for them to be transitioned with older siblings, and into the language community of Westgate. In this scenario, a move in grade 1 requires a major transition for them again.

Thought: 3 transitions for all students regardless of program **T38**

This presents too many transitions for students. Including High School, students will have 4 transitions and changes imposed on them during their educational years with the CBE.

Thought: Another tough transition for the Spanish students. **T39**

This would once again require new program development in a new setting for the Spanish program (no change for the French program). Many challenges for the Spanish students and the Spanish teachers in this scenario at AE Cross. Students would be better off transitioning into a well established program with teachers who have already set up the program at Bishop Pinkham, particularly in a Junior high Setting. The CBE distributed a pamphlet stating that the "middle school model ensures that students would not have to move during the most tumultuous times in their development." And yet your suggestion is that we not only make this move to AE Cross for the current grade 7 8 students in BP for next year during this difficult developmental time, but on top of that, the program would have to start all over again at reestablishing Spanish teachers and program settings for students in a school that is doesn't currently have this program. That is a tough situation for the Spanish Students.

Thought: Another shuffle for our children going into grade 8 **T40**

Not Challenges. **G9**

Thought: Few challenges. **T1**

Thought: None **T2**

Thought: no particular challenges **T14**

Thought: There are no challenges from my perspective. **T33**

What are some of the **CHALLENGES** you can identify if we were to make this change?
Scenario 3 - All kindergarten students at Rosscarrock School. Grade 1 to 5 at Westgate School. Grade 6 to 9 French at Bishop Pinkham and Spanish at A.E. Cross.

(continued)

Not Challenges.

G9

Thought: -

T36

Quality Education/Resources

G10

Thought: impact on AE cross?

T7

Thought: separate language school.. good for teacher organization

T8

Thought: Not enough Gr 6's to create a true middle school at AE Cross.

T18

In 2013, there would only be 24 gr 6 students at AE Cross. This is not a large enough cohort to establish a middle school identity at this jr high school.

Thought: Separating K will require a full infrastructure at Rosscarrock.

T21

Rosscarrock will need to provide an infrastructure for both language programs for only half day classes and the teachers there will have minimal support throughout the day and on PD days unless they go to Westgate.

Thought: Getting the right people in place at A.E. Cross to adopt the Spanish.

T34

This needs to be a smooth transition!

Separates the programs

G4

Thought: Resentment of Spanish families.

T6

AE Cross would become a much bigger school - learning issues could arise

Thought: Withdrawal of Spanish from BP would be detrimental

T9

Spanish as an option for BP students, and the Spanish culture in the school, are assets to BP

Thought: as long as the English Program and late French stays at Bishop Pinkham

T13

Thought: Disagree with moving Spanish program, again!

T15

Spanish program is relatively new to CBE. Why put extra strain on the program by moving it, when you have just began establishing it at BP? If you have to move something away from BP, why not move the French or English? These programs are well-developed within the system and could survive much easier with a change. The Spanish program is likely much more 'fragile' if you will, and hence, it could be detrimental to move it again.

What are some of the **CHALLENGES** you can identify if we were to make this change?
Scenario 3 - All kindergarten students at Rosscarrock School. Grade 1 to 5 at Westgate School. Grade 6 to 9 French at Bishop Pinkham and Spanish at A.E. Cross.

(continued)

Separates the programs

G4

Thought: Sc 3 - Challenges specific to Spanish 6-9 moving to AE Cross (Location)

T16

AE Cross is not a convenient location for us as the bus ride duration would longer to/from our home. Furthermore, the location of this school is in a higher traffic area than our current school and we feel the safety risk would be higher.

Thought: Possibly lose Spanish as a language option for English program students.

T26

We really appreciate having Spanish as another language option for English program students and making the assumption this is likely to not be offered if not a skill set of teachers.

Thought: Allowing existing Spanish to stay at Bishop Pinkham!

T35

Grade 7 8 Spanish kids cannot be yanked out of familiarity from Bishop Pinkham now. They already know the rules, expectations, and have adopted the option and classroom schedules.

Short term solution

G3

Thought: Only a short term fix for Westgate.

T11

Thought: AE Cross approaches over capacity.

T12

Thought: Will not address the capacity issue in Westgate.

T20

If the projections for enrollment continue as they are, the capacity at Westgate will not be sufficient for grades 1-5 in both programs (150 x 5 grades = 750 total students) and CBE will need to go through this process again in a few years.

Thought: Westgate is still overcrowded

T22

Thought: Westgate may still exceed limits

T23

Thought: Westgate school operating very close to capacity/overcapacity

T25

What are some of the **CHALLENGES** you can identify if we were to make this change?
Scenario 3 - All kindergarten students at Rosscarrock School. Grade 1 to 5 at Westgate School. Grade 6 to 9 French at Bishop Pinkham and Spanish at A.E. Cross.

Choose instructions

Please assign stars to the items that would be challenges for you. Max. 3 stars per idea. Click on each line to view details.

Not Challenges. G9

Choose summary

overall rating	invited participants	participant count	average rating
53	629	17	3.12

Thought: Few challenges. T1

Thought: None T2

Thought: no particular chalenges T14

Thought: There are no challenges from my perspective. T33

Thought: - T36

Quality Education/Resources G10

Choose summary

overall rating	invited participants	participant count	average rating
36	629	16	2.25

Thought: impact on AE cross? T7

Thought: separate language school.. good for teacher organization T8

Thought: Not enough Gr 6's to create a true middle school at AE Cross. T18

In 2013, there would only be 24 gr 6 students at AE Cross. This is not a large enough cohort to establish a middle school identity at this jr high school.

Thought: Separating K will require a full infrastructure at Rosscarrock. T21

Rosscarrock will need to provide an infrastructure for both language programs for only half day classes and the teachers there will have minimal support throughout the day and on PD days unless they go to Westgate.

Thought: Getting the right people in place at A.E. Cross to adopt the Spanish. T34

This needs to be a smooth transition!



What are some of the **CHALLENGES** you can identify if we were to make this change?
Scenario 3 - All kindergarten students at Rosscarrock School. Grade 1 to 5 at Westgate School. Grade 6 to 9 French at Bishop Pinkham and Spanish at A.E. Cross.

Disruption/Continuity

G8

Choose summary

overall rating	invited participants	participant count	average rating
35	629	16	2.19

Thought: Students again have change schools often. T3

Thought: Younger children should experience fewer transitions. T4

Kindergarten children are less equipped to deal with multiple transitions. Part of the work of kindergarten is getting children accustomed to a school environment. That environment should be one the child will be staying in for some time.

Thought: Families may experience multiple children in multiple schools T5

And the most vulnerable will be on their own. There is no option of an older child helping a younger child onto the bus in the morning or off the bus in the afternoon.

Thought: Potentially 3 different schools for some families T10

with different school hours and calendars

Thought: kids just starting school have to move schools for Grade 1 T17

grade 1 is a big enough adjustment without having to switch schools! This would also create a strange culture at Rosscarrock, with so many young kids and no older children to partner with for any language based activities.

Thought: Another Mass Move T19

As Scenario #1 looks relatively easy to do... this looks tough. Not clear on how a mass move would impact teachers too?

Thought: Kids have to change schools after kindergarten T24

Thought: Challenges would be having a kindergarten child at Rosscarrock and one or T27

two at Westgate or AE Cross. Is Rosscarrock not year round schooling. That would be difficult to juggle.

Thought: disruptive for children at a very young age T28

Thought: Kindergarten overload at Rosscarrock T29

I would think having 3 streams at Rosscarrock would be quick an overload of that age group on any school.

Thought: Change for kids very young, changing from Rosscarrock to Westgate T31

Thought: Shifting to a new school again will challenge parents and students. T32

Thought: A tough transition for Kindergarten students. T37

What are some of the **CHALLENGES** you can identify if we were to make this change?
Scenario 3 - All kindergarten students at Rosscarrock School. Grade 1 to 5 at Westgate School. Grade 6 to 9 French at Bishop Pinkham and Spanish at A.E. Cross.

(continued)

Disruption/Continuity **G8**

Difficult for families of children with K student and grade 1-5. Part of the Kindergarten transition is to become a part of the culture and community of a school. It would be a benefit for them to be transitioned with older siblings, and into the language community of Westgate. In this scenario, a move in grade 1 requires a major transition for them again.

Thought: 3 transitions for all students regardless of program **T38**

This presents too many transitions for students. Including High School, students will have 4 transitions and changes imposed on them during their educational years with the CBE.

Thought: Another tough transition for the Spanish students. **T39**

This would once again require new program development in a new setting for the Spanish program (no change for the French program). Many challenges for the Spanish students and the Spanish teachers in this scenario at AE Cross. Students would be better off transitioning into a well established program with teachers who have already set up the program at Bishop Pinkham, particularly in a Junior high Setting. The CBE distributed a pamphlet stating that the "middle school model ensures that students would not have to move during the most tumultuous times in their development." And yet your suggestion is that we not only make this move to AE Cross for the current grade 7 8 students in BP for next year during this difficult developmental time, but on top of that, the program would have to start all over again at reestablishing Spanish teachers and program settings for students in a school that is doesn't currently have this program. That is a tough situation for the Spanish Students.

Thought: Another shuffle for our children going into grade 8 **T40**

Separates the programs **G4**

Choose summary

overall rating	invited participants	participant count	average rating
32	629	14	2.29

Thought: Resentment of Spanish families. **T6**

AE Cross would become a much bigger school - learning issues could arise

Thought: Withdrawal of Spanish from BP would be detrimental **T9**

Spanish as an option for BP students, and the Spanish culture in the school, are assets to BP

Thought: as long as the English Program and late French stays at Bishop Pinkham **T13**

Thought: Disagree with moving Spanish program, again! **T15**



What are some of the **CHALLENGES** you can identify if we were to make this change?
Scenario 3 - All kindergarten students at Rosscarrock School. Grade 1 to 5 at Westgate School. Grade 6 to 9 French at Bishop Pinkham and Spanish at A.E. Cross.

(continued)

Separates the programs

G4

Spanish program is relatively new to CBE. Why put extra strain on the program by moving it, when you have just began establishing it at BP? If you have to move something away from BP, why not move the French or English? These programs are well-developed within the system and could survive much easier with a change. The Spanish program is likely much more 'fragile' if you will, and hence, it could be detrimental to move it again.

Thought: Sc 3 - Challenges specific to Spanish 6-9 moving to AE Cross (Location)

T16

AE Cross is not a convenient location for us as the bus ride duration would longer to/from our home. Furthermore, the location of this school is in a higher traffic area than our current school and we feel the safety risk would be higher.

Thought: Possibly lose Spanish as a language option for English program students.

T26

We really appreciate having Spanish as another language option for English program students and making the assumption this is likely to not be offered if not a skill set of teachers.

Thought: Allowing existing Spanish to stay at Bishop Pinkham!

T35

Grade 7 8 Spanish kids cannot be yanked out of familiarity from Bishop Pinkham now. They already know the rules, expectations, and have adopted the option and classroom schedules.

Short term solution

G3

Choose summary

overall rating	invited participants	participant count	average rating
26	629	12	2.17

Thought: Only a short term fix for Westgate.

T11

Thought: AE Cross approaches over capacity.

T12

Thought: Will not address the capacity issue in Westgate.

T20

If the projections for enrollment continue as they are, the capacity at Westgate will not be sufficient for grades 1-5 in both programs (150 x 5 grades = 750 total students) and CBE will need to go through this process again in a few years.

Thought: Westgate is still overcrowded

T22

Thought: Westgate may still exceed limits

T23

Thought: Westgate school operating very close to capacity/overcapacity

T25



What are some of the **CHALLENGES** you can identify if we were to make this change?
Scenario 3 - All kindergarten students at Rosscarrock School. Grade 1 to 5 at Westgate School. Grade 6 to 9 French at Bishop Pinkham and Spanish at A.E. Cross.

Bussing/Transportation			G6
Choose summary			
overall rating	invited participants	participant count	average rating
10	629	6	1.67
Thought: Bussing will a challenging			T30

Q7: What are some of the BENEFITS you can identify if we were to make this change? Scenario 4 - Start a new Spanish Bilingual Program and change the boundary for Westgate.

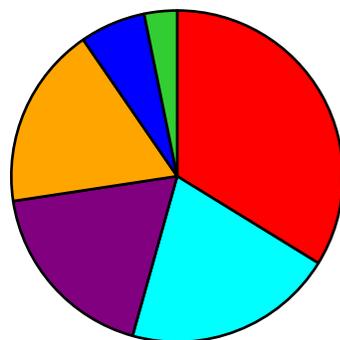
Started: 2 Dec 2012 **Ended:** 6 Jan 2013

Participation summary

Demographic	Participant Count	Thoughts	Choose
Spanish Bilingual	13	8 thoughts	37 votes
French French Immersion	50	23 thoughts	132 votes
Regular Program	14	5 thoughts	33 votes
other	1	0 thoughts	0 votes
Participated		6 % (39)	9 % (58)
Opted out		1 % (9)	2 % (17)
No participation		92 % (581)	88 % (554)

Choose Summary

	overall rating	participant count	average rating
Longer lasting solution	74	31	2.39
Programming/Resources	45	23	1.96
Less Disruption/More Continuity	40	25	1.60
I prefer Scenario 4	39	16	2.44
Not Benefits	14	5	2.80
Bussing/Transportation	7	4	1.75



■ Longer lasting solution	74
■ Programming/Resources	45
■ Less Disruption/More Continuity	40
■ I prefer Scenario 4	39
■ Not Benefits	14
■ Bussing/Transportation	7

What are some of the **BENEFITS** you can identify if we were to make this change? Scenario 4 - Start a new Spanish Bilingual Program and change the boundary for Westgate.

Bussing/Transportation

G11

Thought: This would reduce the travelling time for the students.

T19

Area 4 spans the width of Calgary which could result in long travel times for the students. Adding another school should address this issue if the boundary is set with the mindset of reducing the carbon footprint of the school bus routes.

I prefer Scenario 4

G8

Thought: Best solution. Continuity of program in one spot.

T3

Thought: Children would stay at the same school for several years.

T5

Thought: good idea because can separate school.. by language

T7

Thought: This is the BEST Scenario! But what school would you be using?

T12

Thought: This is the best long term solution.

T20

The CBE needs to look further ahead than 5 years. The Spanish program is extremely popular and the only reason I think the numbers aren't even HIGHER at Westgate is that parents did not want such a crowded school or the principal issues they had last year. The CBE needs to find a separate school for the Spanish Bilingual program that can accommodate Grades K-6. Could Rosscarrock be the school to house Spanish. Could the low enrollment of Rosscarrock be better added to Wildwood Elementary. It would give those children a bigger school with more going on.

Thought: this may be the best long term solution

T24

Thought: good idea

T26

Thought: Continue a 3 language program at Westgate and into Bishop Pinkham.

T38

For some communities it would mean continuing a 3 language program in a well established and respectful learning environment in Westgate and B. Pinkham. Keep a good thing going.

Less Disruption/More Continuity

G9

Thought: Status quo for french students

T10

Thought: Would likely allow for less changes/moves in the long-run

T15

It is likely that this is the best long-term solution as it would hopefully prevent frequent moves/changes each year. It appears that the Spanish program is very popular and might be most successful with some concerted effort and thought put into it.

What are some of the BENEFITS you can identify if we were to make this change? Scenario 4 - Start a new Spanish Bilingual Program and change the boundary for Westgate.

(continued)

Less Disruption/More Continuity

G9

Thought: Alleviates multiple programs at Bishop Pinkham and others

T23

Thought: Less transitioning for students.

T37

Establish a long term plan for the Spanish program and this would only only impose one transition for our students into Junior High. I am a parent of 3 students in Spanish is Grade 1, 5 7. I feel this would scenario create an environment that would be positive long term and would be beneficial for students in each division. Also it would please parents who find the early transition into JR High too challenging because they no longer have to endure that change. And One transition from elementary to Junior High.

Longer lasting solution

G7

Thought: under scenarios 1 to 3, westgate continues to be pressed for space.

T25

Thought: frees up space at Westgate

T27

Not Benefits

G10

Thought: None

T2

Thought: Sc 4 - Benefits for new Spanish Program (None)

T16

At this time, it would be difficult to identify any perceived benefits to this scenario as there are no options to consider. We would be inclined to revisit this idea if some specifics were provided relating to grades impacted and location of program.

Thought: No Benefit

T18

I do not want my kid to go to a specialty language school - she will miss all the intangible benefits of being around kids that speak differently and have unique cultures.

Thought: No benefit.

T34

There are enough partially populated English only schools that can merge to make room for other languages.

Thought: -

T35

What are some of the BENEFITS you can identify if we were to make this change? Scenario 4 - Start a new Spanish Bilingual Program and change the boundary for Westgate.

Programming/Resources

G6

Thought: Ability to start a fresh program and draw on a more diverse population.

T1

Thought: Adds capacity to the system

T4

Would add to the overall capacity within the system.

Thought: Keeping all Spanish together would keep them united

T6

Thought: Boundary Changes May be required

T8

It would be beneficial for Spanish students for Spanish to become a focus for a designated school. It would be better, in my view, to have some of it at BP as well. Boundary changes for all of these schools should be carefully examined at this time to ensure proper planning.

Thought: Ease of admin for 1 school to house 1 program

T9

Thought: Hopefully allows for more even distribution among the schools.

T11

Thought: very good as it would be fresh start for this program.

T14

Thought: Spanish program is growing and eventually this will be required.

T17

Thought: Spanish group stays together from K - 9

T21

Thought: Reduces impact on other schools

T22

Thought: The Spanish program needs room to grow

T28

It appears the the Spanish program is in a boom and has no signs of slowing (as is the french) but there are very few schools for this program. Having its own school and growth plan is looking towards the future rather than just at the short term.

Thought: Westgate boundaries

T29

the Boundaries for Westgate are currently very large, moving the spanish program to its own school would lessen the strain but looking at the boundaries is also a good idea to maximize the use of the other french programs in the south and southcentral.

Thought: Pulls resources together for the Spanish Program

T30

Thought: Demand would open up options for students to study Spanish.

T31

Thought: Boundary changes would alleviate the burden on Westgate.

T32

Thought: Maybe a dedicated school for the Spanish Program would draw more students.

T33

Thought: Spanish community may be stable in long term environment.

T36

What are some of the **BENEFITS** you can identify if we were to make this change? Scenario 4 - Start a new Spanish Bilingual Program and change the boundary for Westgate.

(continued)

Programming/Resources

G6

This scenario allows for an establishment of a long term viable plan for the students in Spanish Program. It will create some consistency in programming and teachers and stability for parents making the decision to choose the Spanish Bilingual Program. This is the best solution long term of all the scenarios.

What are some of the BENEFITS you can identify if we were to make this change? Scenario 4 - Start a new Spanish Bilingual Program and change the boundary for Westgate.

Choose instructions

Please assign stars to the ideas that you agree are benefits. Max. 3 stars per idea. If this is your preferred scenario please make that selection. Click on each line to view detailed comments from participants.

Longer lasting solution				G7
Choose summary				
overall rating	invited participants	participant count	average rating	
74	629	31	2.39	
Thought: under scenarios 1 to 3, westgate continues to be pressed for space.				T25
Thought: frees up space at Westgate				T27

Programming/Resources				G6
Choose summary				
overall rating	invited participants	participant count	average rating	
45	629	23	1.96	
Thought: Ability to start a fresh program and draw on a more diverse population.				T1
Thought: Adds capacity to the system				T4
Would add to the overall capacity within the system.				
Thought: Keeping all Spanish together would keep them united				T6
Thought: Boundary Changes May be required				T8
It would be beneficial for Spanish students for Spanish to become a focus for a designated school. It would be better, in my view, to have some of it at BP as well. Boundary changes for all of these schools should be carefully examined at this time to ensure proper planning.				
Thought: Ease of admin for 1 school to house 1 program				T9
Thought: Hopefully allows for more even distribution among the schools.				T11
Thought: very good as it would be fresh start for this program.				T14
Thought: Spanish program is growing and eventually this will be required.				T17
Thought: Spanish group stays together from K - 9				T21
Thought: Reduces impact on other schools				T22
Thought: The Spanish program needs room to grow				T28

What are some of the BENEFITS you can identify if we were to make this change? Scenario 4 - Start a new Spanish Bilingual Program and change the boundary for Westgate.

(continued)

Programming/Resources **G6**

It appears the the Spanish program is in a boom and has no signs of slowing (as is the french) but there are very few schools for this program. Having its own school and growth plan is looking towards the future rather than just at the short term.

Thought: Westgate boundaries **T29**

the Boundaries for Westgate are currently very large, moving the spanish program to its own school would lessen the strain but looking at the boundaries is also a good idea to maximize the use of the other french programs in the south and southcentral.

Thought: Pulls resources together for the Spanish Program **T30**

Thought: Demand would open up options for students to study Spanish. **T31**

Thought: Boundary changes would alleviate the burden on Westgate. **T32**

Thought: Maybe a dedicated school for the Spanish Program would draw more students. **T33**

Thought: Spanish community may be stable in long term environment. **T36**

This scenario allows for an establishment of a long term viable plan for the students in Spanish Program. It will create some consistency in programming and teachers and stability for parents making the decision to choose the Spanish Bilingual Program. This is the best solution long term of all the scenarios.

Less Disruption/More Continuity **G9**

Choose summary

overall rating	invited participants	participant count	average rating
40	629	25	1.60

Thought: Status quo for french students **T10**

Thought: Would likely allow for less changes/moves in the long-run **T15**

It is likely that this is the best long-term solution as it would hopefully prevent frequent moves/changes each year. It appears that the Spanish program is very popular and might be most successful with some concerted effort and thought put into it.

Thought: Alleviates multiple programs at Bishop Pinkham and others **T23**

Thought: Less transitioning for students. **T37**



What are some of the BENEFITS you can identify if we were to make this change? Scenario 4 - Start a new Spanish Bilingual Program and change the boundary for Westgate.

(continued)

Less Disruption/More Continuity G9

Establish a long term plan for the Spanish program and this would only impose one transition for our students into Junior High. I am a parent of 3 students in Spanish is Grade 1, 5 7. I feel this would scenario create an environment that would be positive long term and would be beneficial for students in each division. Also it would please parents who find the early transition into JR High too challenging because they no longer have to endure that change. And One transition from elementary to Junior High.

I prefer Scenario 4 G8

Choose summary

overall rating	invited participants	participant count	average rating
39	629	16	2.44

Thought: Best solution. Continuity of program in one spot. T3

Thought: Children would stay at the same school for several years. T5

Thought: good idea because can separate school.. by language T7

Thought: This is the BEST Scenario! But what school would you be using? T12

Thought: This is the best long term solution. T20

The CBE needs to look further ahead than 5 years. The Spanish program is extremely popular and the only reason I think the numbers aren't even HIGHER at Westgate is that parents did not want such a crowded school or the principal issues they had last year. The CBE needs to find a separate school for the Spanish Bilingual program that can accommodate Grades K-6. Could Rosscarrock be the school to house Spanish. Could the low enrollment of Rosscarrock be better added to Wildwood Elementary. It would give those children a bigger school with more going on.

Thought: this may be the best long term solution T24

Thought: good idea T26

Thought: Continue a 3 language program at Westgate and into Bishop Pinkham. T38

For some communities it would mean continuing a 3 language program in a well established and respectful learning environment in Westgate and B. Pinkham. Keep a good thing going.

Not Benefits G10

Choose summary

What are some of the **BENEFITS** you can identify if we were to make this change? Scenario 4 - Start a new Spanish Bilingual Program and change the boundary for Westgate.

(continued)

Not Benefits				G10
overall rating	invited participants	participant count	average rating	
14	629	5	2.80	
Thought: None				T2
Thought: Sc 4 - Benefits for new Spanish Program (None)				T16
At this time, it would be difficult to identify any perceived benefits to this scenario as there are no options to consider. We would be inclined to revisit this idea if some specifics were provided relating to grades impacted and location of program.				
Thought: No Benefit				T18
I do not want my kid to go to a specialty language school - she will miss all the intangible benefits of being around kids that speak differently and have unique cultures.				
Thought: No benefit.				T34
There are enough partially populated English only schools that can merge to make room for other languages.				
Thought: -				T35

Bussing/Transportation				G11
Choose summary				
overall rating	invited participants	participant count	average rating	
7	629	4	1.75	
Thought: This would reduce the travelling time for the students.				T19
Area 4 spans the width of Calgary which could result in long travel times for the students. Adding another school should address this issue if the boundary is set with the mindset of reducing the carbon footprint of the school bus routes.				

Q8: What are some of the CHALLENGES you can identify if we were to make this change? Scenario 4 - Start a new Spanish Bilingual Program and change the boundary for Westgate.

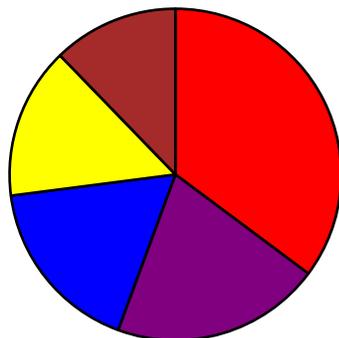
Started: 2 Dec 2012 **Ended:** 6 Jan 2013

Participation summary

Demographic	Participant Count	Thoughts	Choose
Spanish Bilingual	13	8 thoughts	41 votes
French French Immersion	50	20 thoughts	113 votes
Regular Program	14	5 thoughts	26 votes
other	1	0 thoughts	0 votes
Participated		6 % (39)	9 % (58)
Opted out		1 % (9)	2 % (17)
No participation		92 % (581)	88 % (554)

Choose Summary

	overall rating	participant count	average rating
Not challenges	69	23	3.00
Location	40	18	2.22
Bussing/Transportation	34	15	2.27
Quality Education/Resources	29	16	1.81
Disruption/Continuity	24	12	2.00



■ Not challenges	69
■ Location	40
■ Bussing/Transportation	34
■ Quality Education/Resources	29
■ Disruption/Continuity	24

What are some of the **CHALLENGES** you can identify if we were to make this change?
Scenario 4 - Start a new Spanish Bilingual Program and change the boundary for Westgate.

Bussing/Transportation

G5

Thought: How much farther will kids have to travel on the bus?

T11

Thought: Bussing would be challenging

T28

Thought: Kids may be travel a large distance to maintain a language school option

T29

Disruption/Continuity

G11

Thought: Sc 4 - Challenges for new Spanish Program (Consistency)

T16

Our preference would be to have our child remain in the Spanish program as BP to avoid interruption and maintain consistency for her remaining two years of Junior High.

Thought: abruptly changing the boundary will separate friends!

T17

A better way to start up a new program would be at a geographic location far from Westgate so that families could choose to attend the new school, instead of being forced to switch by a boundary change. The boundary change could apply to new students only. Area 4 may also require another French immersion program!

Thought: Would impact families with younger children.

T19

If you already have a child/ren in Westgate, the younger kids would be designated in the new school which can be a logistical nightmare for some families.

Thought: The communities designated are very distant.

T20

Parents may decided not to enroll as they would have to bus them across the city.

Thought: some families may be dislocated from their current community school

T24

this will depend on if the new spanish program is phased in/offered to new incoming kids v moving existing kids out.

Thought: Where would the current students of those schools go?

T27

This would affect many different districts and other parents would be upset and not want to move any more than our students want to.

Thought: People in the current boundary area would be quite upset.

T31

Possibly they moved within the boundary with the goal of their child(ren) attending that school

What are some of the **CHALLENGES** you can identify if we were to make this change?
Scenario 4 - Start a new Spanish Bilingual Program and change the boundary for Westgate.

Location

G4

Thought: Finding new space. Potentially different schools and boundaries for students within the same family.

T1

Thought: Finding a location could be challenging
 Depends how much the boundary change affects parents

T7

Thought: Are there alternatives that have sufficient space?

T9

Thought: Where would this school be? And when?

T14

What would the location be? Would it suit the already existing families? And, when would this change take place? Would the current classes (wherever they are - BP, Westgate) have to move to this new school? Could you make Westgate the Spanish school? Why not consider moving another program besides the Spanish?

Thought: Sc 4 - Challenges for new Spanish Program (Details Undefined)

T15

At this time, it would be difficult to identify any perceived challenges to this scenario as there are no options to consider. We would be inclined to revisit this idea if some specifics were provided relating to grades impacted and location of program.

Thought: difficult to comment without knowing proposed new boundaries locations

T26

Not challenges

G9

Thought: no challenges

T12

Thought: no particular challenges

T13

Thought: None

T21

Thought: I see no challenge to this

T25

Thought: -

T33

Quality Education/Resources

G3

Thought: funding?

T2

Thought: Violates our Charter and increases our tax burden

T3

What are some of the CHALLENGES you can identify if we were to make this change?
Scenario 4 - Start a new Spanish Bilingual Program and change the boundary for Westgate.

(continued)

Quality Education/Resources

G3

This program accommodates for growth in Spanish Bilingual but should it be funded via our tax system when there are only two national languages in Canada, English and French? In my opinion, the sustainability of these choice programs is at risk because a) lack of continuity at the high school level and b) the lack of tax programs to fund all choices. Plus any attempt and to fund these programs will increase our debt and we must learn from Greece and the PIIGS. Further, no other country in the world provides for additional language training other than regular classes in these foreign languages and if when has Canadian children in a foreign country such as Mexico, one has to pay for them to attend private school if you want them to learn in either of our two national languages.

Thought: The US has a much higher Hispanic Population

T4

The US and in particular the southern belt that borders Mexico has higher proportion of Spanish residents/students than Alberta and the City of Houston has more than all of Canada. The US does not fund Spanish Bilingual with government tax dollars. Why should we?

Thought: Do we need more capacity?

T5

Given the lack of funds available, seems to be a waste of existing capital resources and invariably is capacity in the system.

Thought: Resources would be spread thin

T6

There was a lot of work that went into setting up BP to take Spanish students. Funds were used to stock the library and a teacher was assigned to facilitate this process. Now this will need to be done at a second school with additional resources needed. Two schools will need to be properly funded to accommodate

Thought: BP loses

T8

Starting a new Spanish school would help focus resources for learning.

Thought: Does the Spanish program lose strength?

T10

Is it easier for kids when the program has critical mass?

Thought: Another Mass Move - Recruiting Teachers?

T18

We went through the "growing pains" of "starting a new program" 7 years ago - not too interested in doing this again.

Thought: Funding/prioritization

T22

Thought: Timing

T23

Thought: Are resources available to do so?

T30

Thought: Sorry but I don't have the confidence that can happen within 8 months.

T32

What are some of the **CHALLENGES** you can identify if we were to make this change?
Scenario 4 - Start a new Spanish Bilingual Program and change the boundary for Westgate.

(continued)

Quality Education/Resources

G3

Thought: Splitting the Spanish Bilingual Community of Learners

T34

Will this thin out the program and resources?

**What are some of the CHALLENGES you can identify if we were to make this change?
Scenario 4 - Start a new Spanish Bilingual Program and change the boundary for Westgate.**

Choose instructions

Please assign stars to the items that would be challenges for you. Max. 3 stars per idea. Click on each line to view details.

Not challenges G9

Choose summary

overall rating	invited participants	participant count	average rating
69	629	23	3.00

Thought: no challenges T12

Thought: no particular challenges T13

Thought: None T21

Thought: I see no challenge to this T25

Thought: - T33

Location G4

Choose summary

overall rating	invited participants	participant count	average rating
40	629	18	2.22

Thought: Finding new space. Potentially different schools and boundaries for students within the same family. T1

Thought: Finding a location could be challenging T7
Depends how much the boundary change affects parents

Thought: Are there alternatives that have sufficient space? T9

Thought: Where would this school be? And when? T14
What would the location be? Would it suit the already existing families? And, when would this change take place? Would the current classes (wherever they are - BP, Westgate) have to move to this new school? Could you make Westgate the Spanish school? Why not consider moving another program besides the Spanish?

Thought: Sc 4 - Challenges for new Spanish Program (Details Undefined) T15
At this time, it would be difficult to identify any perceived challenges to this scenario as there are no options to consider. We would be inclined to revisit this idea if some specifics were provided relating to grades impacted and location of program.



**What are some of the CHALLENGES you can identify if we were to make this change?
Scenario 4 - Start a new Spanish Bilingual Program and change the boundary for Westgate.**

(continued)

Location	G4
Thought: difficult to comment without knowing proposed new boundaries locations	T26

Bussing/Transportation	G5		
Choose summary			
overall rating	invited participants	participant count	average rating
34	629	15	2.27
Thought: How much farther will kids have to travel on the bus?	T11		
Thought: Bussing would be challenging	T28		
Thought: Kids may be travel a large distance to maintain a language school option	T29		

Quality Education/Resources	G3		
Choose summary			
overall rating	invited participants	participant count	average rating
29	629	16	1.81
Thought: funding?	T2		
Thought: Violates our Charter and increases our tax burden	T3		
<p>This program accommodates for growth in Spanish Bilingual but should it be funded via our tax system when there are only two national languages in Canada, English and French? In my opinion, the sustainability of these choice programs is at risk because a) lack of continuity at the high school level and b) the lack of tax programs to fund all choices. Plus any attempt and to fund these programs will increase our debt and we must learn form Greece and the PIIGS. Further, no other country in the world provides for additional language training other than regular classes in these foreign languages and if when has Canadian children in a foreign country such as Mexico, one has to pay for them to attend private school if you want them to learn in either of our two national languages.</p>			
Thought: The US has a much higher Hispanic Population	T4		
<p>The US and in particular the southern belt that borders Mexico has higher proportion of Spanish residents/students than Alberta and the City of Houston has more than all of Canada. The US does not fund Spanish Bilingual with government tax dollars. Why should we?</p>			
Thought: Do we need more capacity?	T5		

**What are some of the CHALLENGES you can identify if we were to make this change?
Scenario 4 - Start a new Spanish Bilingual Program and change the boundary for Westgate.**

(continued)

Quality Education/Resources	G3
Given the lack of funds available, seems to be a waste of existing capital resources and invariably is capacity in the system.	
Thought: Resources would be spread thin	T6
There was a lot of work that went into setting up BP to take Spanish students. Funds were used to stock the library and a teacher was assigned to facilitate this process. Now this will need to be done at a second school with additional resources needed. Two schools will need to be properly funded to accommodate	
Thought: BP loses	T8
Starting a new Spanish school would help focus resources for learning.	
Thought: Does the Spanish program lose strength?	T10
Is it easier for kids when the program has critical mass?	
Thought: Another Mass Move - Recruiting Teachers?	T18
We went through the "growing pains" of "starting a new program" 7 years ago - not too interested in doing this again.	
Thought: Funding/prioritization	T22
Thought: Timing	T23
Thought: Are resources available to do so?	T30
Thought: Sorry but I don't have the confidence that can happen within 8 months.	T32
Thought: Splitting the Spanish Bilingual Community of Learners	T34
Will this thin out the program and resources?	

Disruption/Continuity	G11								
Choose summary									
<table border="1"> <thead> <tr> <th>overall rating</th> <th>invited participants</th> <th>participant count</th> <th>average rating</th> </tr> </thead> <tbody> <tr> <td>24</td> <td>629</td> <td>12</td> <td>2.00</td> </tr> </tbody> </table>	overall rating	invited participants	participant count	average rating	24	629	12	2.00	
overall rating	invited participants	participant count	average rating						
24	629	12	2.00						
Thought: Sc 4 - Challenges for new Spanish Program (Consistency)	T16								
Our preference would be to have our child remain in the Spanish program as BP to avoid interruption and maintain consistency for her remaining two years of Junior High.									
Thought: abruptly changing the boundary will separate friends!	T17								

What are some of the CHALLENGES you can identify if we were to make this change?
Scenario 4 - Start a new Spanish Bilingual Program and change the boundary for Westgate.

(continued)

Disruption/Continuity	G11
A better way to start up a new program would be at a geographic location far from Westgate so that families could choose to attend the new school, instead of being forced to switch by a boundary change. The boundary change could apply to new students only. Area 4 may also require another French immersion program!	
Thought: Would impact families with younger children.	T19
If you already have a child/ren in Westgate, the younger kids would be designated in the new school which can be a logistical nightmare for some families.	
Thought: The communities designated are very distant.	T20
Parents may decided not to enroll as they would have to bus them across the city.	
Thought: some families may be dislocated from their current community school	T24
this will depend on if the new spanish program is phased in/offered to new incoming kids v moving existing kids out.	
Thought: Where would the current students of those schools go?	T27
This would affect many different districts and other parents would be upset and not want to move any more than our students want to.	
Thought: People in the current boundary area would be quite upset.	T31
Possibly they moved within the boundary with the goal of their child(ren) attending that school	



Q9: Additional Scenarios - What other scenarios should we consider? What are some of the BENEFITS you can identify if we were to consider your scenario?

Started: 2 Dec 2012 **Ended:** 6 Jan 2013

Participation summary

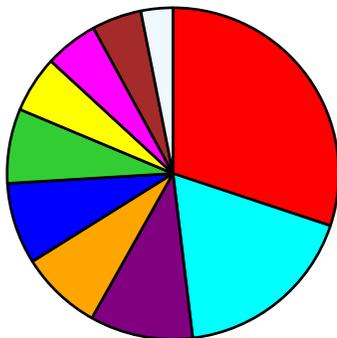
Demographic	Participant Count	Thoughts	Choose
Spanish Bilingual	13	9 thoughts	61 votes
French French Immersion	50	17 thoughts	166 votes
Regular Program	13	2 thoughts	36 votes
other	1	0 thoughts	0 votes
Participated		6 % (39)	9 % (57)
Opted out		1 % (9)	2 % (17)
No participation		92 % (581)	88 % (555)



Q9: Additional Scenarios - What other scenarios should we consider? What are some of the BENEFITS you can identify if we were to consider your scenario?

Choose Summary

	overall rating	participant count	average rating
French K-Gr.6 @ Westgate. Spanish K-Gr.6 @ Rosscarrock	87	26	3.35
Separate the programs completely.	52	22	2.36
Move another program to make room	29	10	2.90
Charter School for Spanish Bilingual	23	9	2.56
Start a new French Immersion 5-9 program at AE Cross.	23	13	1.77
Move Grade 9 Spanish Kids to Ernest Manning a Year Early?	21	9	2.33
Cap the numbers coming in	16	7	2.29
Quality Education/Resources	15	6	2.50
Other locations	14	8	1.75
No additional scenarios to offer	9	4	2.25



■	French K-Gr.6 @ Westgate. Spanish K-Gr...	87
■	Separate the programs completely.	52
■	Move another program to make room	29
■	Charter School for Spanish Bilingual	23
■	Start a new French Immersion 5-9 progra...	23
■	Move Grade 9 Spanish Kids to Ernest Man...	21
■	Cap the numbers coming in	16
■	Quality Education/Resources	15
■	Other locations	14
■	No additional scenarios to offer	9

Additional Scenarios - What other scenarios should we consider? What are some of the BENEFITS you can identify if we were to consider your scenario?

Cap the numbers coming in

G8

Thought: Keep Westgate Fr/Sp k-5. cap # entering school

T28

Keep Westgate as-is. Cap # of children allowed in for the upcoming years. Endure the high volume for another year or two until it settles. Keep BP as-is and ensure that the numbers from Westgate match the number that BP can house. This allows all programs to continue successfully. It may mean that there is a tight squeeze at Westgate for the next few years, but I believe the majority of elementary would be willing to put up with this if it would mean there would be less disruption.

Charter School for Spanish Bilingual

G4

Thought: Charter School for Spanish Bilingual

T2

This allows the CBE to focus on improving the centres for excellence in English and French language instruction so our children can compete in an ever increasing global environment. This allows the CBE to utilize cost savings via economies of scale. This allows the CBE to focus on recruiting teachers for just the English Stream and the French stream. This does not fill up the space in CBE schools.

Thought: Stop providing Spanish programs in publicly funded education system

T17

Spanish program should be paid for as a charter school. Look at Texas as an example of what should be expected in the public system. Canada is bilingual, not trilingual.

French K-Gr.6 @ Westgate. Spanish K-Gr.6 @ Rosscarrock

G6

Thought: French K-Gr.6 @ Westgate. Spanish K-Gr.6 @ Rosscarrock

T20

This would provide a long-term solution and would have the least impact on the children. Rosscarrock is a 2 minute drive from Westgate school. Siblings will stay together and each school would have it's own specialty. The school calendar could be changed and the small number of existing English kids could be sent to Glenbrook.

Move another program to make room

G12

Thought: English or French 7-9 move to Rosscarrock;

T9

Additional Scenarios - What other scenarios should we consider? What are some of the BENEFITS you can identify if we were to consider your scenario?

(continued)

Move another program to make room

G12

I appreciate that I am a parent of Spanish, and have a bias. But please consider that the Spanish program is very popular and held in high regard. You need to be more 'protective' of it as a new and developing program. A program like this cannot thrive with continual change of schools. Both English and French are well developed within the CBE and would not suffer as much with a change (though I acknowledge it wouldn't be easy for them either). Also, when planning, please consider what would be the least disruption for the junior high students as these are challenging years for children. In addition, you need to be aware of the difficulty in 'integrating' these language classes into new, 'english' schools. It seems difficult for the children to integrate among the different language classes. ie. the english stick with english, french with french etc. It's unfortunate but a fact. It's difficult to integrate 3 languages. Would it help with projected # to move English out of BP?

Thought: Move Rosscarrock students to Wildwood Elementary and give Rosscarrock school to the Spanish program.

T16

Thought: Make AE cross all English and BP a language school

T27

Or vice versa and make BP all English and AE cross a language school. It seems strange to me that you have such a small amount of kids in the English program at BP yet you have not even considered moving the English program. From what I understand, someone from CBE has made some type of 'deal' or 'promise' to the principal and parents at Jenny Elliot that their English kids will not move away from BP. Is this the same promise that you made to the Spanish/French families at Westgate who were also told that you would promise our children would finish at BP? I am very disheartened at this. CBE's Spanish program has been excellent from an academic perspective. However, had I known that CBE would be moving my child around on a whim, I would not have entered it. Be careful or the Spanish program will not get further enrollment, as parents will not be willing to place their children in a program that doesn't appear to be a priority to CBE. High cost/work to start language in AE Cross!

Thought: Move the Discovery Ridge English Students or all BP English to AE Cross

T29

Would this potentially make room for the established Alternative Language Programs to use Bishop Pinkham in grade 5-9? This will seem radical, but the benefits are that the Language Programs stay together and transition well into all established school programs. The English students would transition into already existing English program at AE Cross. Discovery Ridge is in close proximity to students from Springbank Hill and Signal Hill communities. These communities may have alliances for sporting culture of community soccer, hockey, ringette etc. that would help to foster the transition.

Move Grade 9 Spanish Kids to Ernest Manning a Year Early?

G11

Thought: New Scenario - Benefits specific to Gr 9 Spanish Program

T10

Additional Scenarios - What other scenarios should we consider? What are some of the BENEFITS you can identify if we were to consider your scenario?

(continued)

Move Grade 9 Spanish Kids to Ernest Manning a Year Early?

G11

Perhaps a proposal could be drafted to have Spanish Grade 9 students move to Ernest Manning West to continue their program at a larger school and create room for younger students at elementary/jr high schools.

Thought: Move Grade 9 Spanish Kids to Ernest Manning a Year Early?

T12

Many of the BP spanish kids are likely to attend the new high school on 69th street and 17th ave... maybe move there one year early like they did when they moved from Westgate to BP

Thought: Take kindergarten out of Westgate take gr 9 out of BP

T26

Make Westgate a Spanish/French grade 1-4 program. Make BP a 5-8 English/Spanish/French program. Move kindergarten to Rosscarrok (or somewhere else) and move grade 9 to AE cross or to High School. Moving grade 9 might be difficult, but please consider that you moved the Westgate Spanish/French kids to a junior high with little notice. Although it might seem 'difficult' or 'unfair' to move grade 9, it is no more difficult than starting a Spanish program at AE cross!!

No additional scenarios to offer

G13

Thought: No comments

T1

Thought: Potential avoidance of overcrowding.

T5

Thought: Potentially longer term solution.

T6

Thought: i don't have any to offer

T18

Thought: No additional scenarios to offer

T22

Thought: We have not resided here long enough to identify scenarios.

T23

Thought: None

T24

Too many ideas give too many options and you won't be able to please everyone!

Thought: -

T25

Other locations

G10

Thought: I really like the idea of using under populated schools in area

T3

Thought: Mount Royal Junior High

T4

Additional Scenarios - What other scenarios should we consider? What are some of the BENEFITS you can identify if we were to consider your scenario?

(continued)

Other locations

G10

Is this school being used to its full capacity? Could Late French Immersion be sent there? I do not know enough about this option to know if there would be any benefits/challenges. I can imagine that it would suffer without the continuing French being present at the same space...

Thought: using the Rosscarrock school

T7

at the meeting most parents I listened to liked the Rosscarrock location for Spanish as well...some suggested using the Science school location

Thought: We need more schools in our area and city. Open new schools

T19

Quality Education/Resources

G3

Thought: Additional funding /fund raising nobody would have to move

T8

Separate the programs completely.

G14

Thought: Separate the programs completely.

T13

Designate Westgate the french immersion school and Rosscarrock the spanish bilingual school. Then have Westgate feed into BP and Rosscarrock feed into AE Cross. Rosscarrock and AE Cross have the capacity to accommodate the spanish program without jeopardizing the current programs in those schools.

Thought: Suggest keep spanish and french programs separate. Divide programs K-6,

T14

Thought: 7-9

T15

Thought: French Grade 7-9 @ Bishop Pinkham. Spanish @ BP or AE Cross

T21

This allows the children to stay at elementary school longer and will free up space at Bishop Pinkham. Depending on the numbers, Spanish kids could most likely also attend Bishop Pinkham or if not, they would AE Cross starting in GR.7 instead of GR.5.

Start a new French Immersion 5-9 program at AE Cross.

G15

Thought: Start a new French Immersion 5-9 program at AE Cross.

T11

Additional Scenarios - What other scenarios should we consider? What are some of the BENEFITS you can identify if we were to consider your scenario?

(continued)

Start a new French Immersion 5-9 program at AE Cross.

G15

Westgate would have k-4 Spanish and French students. Since Westgate would still be too full, the start-up of a new Spanish and/or French elementary program in Area 4 will be required in the long-term. By starting a new French program for gr 5-9 at AE Cross, the CBE has the opportunity to reconfigure the whole French program in Area 4 to take pressure off of Elboya and William Reid which are also at or above capacity. This would create a large enough cohort of kids in gr 5 and 6 at AE Cross to create a really great middle school.

Additional Scenarios - What other scenarios should we consider? What are some of the BENEFITS you can identify if we were to consider your scenario?

Choose instructions

Please assign stars to the scenarios that you think we should consider. Max. 3 stars per idea. Click on each line to view detailed comments from participants.

French K-Gr.6 @ Westgate. Spanish K-Gr.6 @ Rosscarrock G6

Choose summary

overall rating	invited participants	participant count	average rating
87	629	26	3.35

Thought: French K-Gr.6 @ Westgate. Spanish K-Gr.6 @ Rosscarrock T20

This would provide a long-term solution and would have the least impact on the children. Rosscarrock is a 2 minute drive from Westgate school. Siblings will stay together and each school would have it's own specialty. The school calendar could be changed and the small number of existing English kids could be sent to Glenbrook.

Separate the programs completely. G14

Choose summary

overall rating	invited participants	participant count	average rating
52	629	22	2.36

Thought: Separate the programs completely. T13

Designate Westgate the french immersion school and Rosscarrock the spanish bilingual school. Then have Westgate feed into BP and Rosscarrock feed into AE Cross. Rosscarrock and AE Cross have the capacity to accommodate the spanish program without jeopardizing the current programs in those schools.

Thought: Suggest keep spanish and french programs separate. Divide programs K-6, T14

Thought: 7-9 T15

Thought: French Grade 7-9 @ Bishop Pinkham. Spanish @ BP or AE Cross T21

This allows the children to stay at elementary school longer and will free up space at Bishop Pinkham. Depending on the numbers, Spanish kids could most likely also attend Bishop Pinkham or if not, they would AE Cross starting in GR.7 instead of GR.5.

Move another program to make room G12

Choose summary



Additional Scenarios - What other scenarios should we consider? What are some of the BENEFITS you can identify if we were to consider your scenario?

(continued)

Move another program to make room				G12
overall rating	invited participants	participant count	average rating	
29	629	10	2.90	
<p>Thought: English or French 7-9 move to Rosscarrok;</p> <p>I appreciate that I am a parent of Spanish, and have a bias. But please consider that the Spanish program is very popular and held in high regard. You need to be more 'protective' of it as a new and developing program. A program like this cannot thrive with continual change of schools. Both English and French are well developed within the CBE and would not suffer as much with a change (though I acknowledge it wouldn't be easy for them either). Also, when planning, please consider what would be the least disruption for the junior high students as these are challenging years for children. In addition, you need to be aware of the difficulty in 'integrating' these language classes into new, 'english' schools. It seems difficult for the children to integrate among the different language classes. ie. the english stick with english, french with french etc. It's unfortunate but a fact. It's difficult to integrate 3 languages. Would it help with projected # to move English out of BP?</p>				T9
<p>Thought: Move Rosscarrock students to Wildwood Elementary and give Rosscarrock school to the Spanish program.</p>				T16
<p>Thought: Make AE cross all English and BP a language school</p> <p>Or vise versa and make BP all English and AE cross a language school. It seems strange to me that you have such a small amount of kids in the English program at BP yet you have not even considered moving the English program. From what I understand, someone from CBE has made some type of 'deal' or 'promise' to the principal and parents at Jenny Elliot that their English kids will not move away from BP. Is this the same promise that you made to the Spanish/French families at Westgate who were also told that you would promise our children would finish at BP? I am very disheartened at this. CBE's Spanish program has been excellent from an academic perspective. However, had I known that CBE would be moving my child around on a whim, I would not have entered it. Be careful or the Spanish program will not get further enrollment, as parents will not be willing to place their children in a program that doesn't appear to be a priority to CBE. High cost/work to start language in AE Cross!</p>				T27
<p>Thought: Move the Discovery Ridge English Students or all BP English to AE Cross</p>				T29



Additional Scenarios - What other scenarios should we consider? What are some of the BENEFITS you can identify if we were to consider your scenario?

(continued)

Move another program to make room G12

Would this potentially make room for the established Alternative Language Programs to use Bishop Pinkham in grade 5-9? This will seem radical, but the benefits are that the Language Programs stay together and transition well into all established school programs . The English students would transition into already existing English program at AE Cross. Discovery Ridge is in close proximity to students from Springbank Hill and Signal Hill communities. These communities may have alliances for sporting culture of community soccer, hockey, ringette etc. that would help to foster the transition.

Charter School for Spanish Bilingual G4

Choose summary

overall rating	invited participants	participant count	average rating
23	629	9	2.56

Thought: Charter School for Spanish Bilingual T2

This allows the CBE to focus on improving the centres for excellence in English and French language instruction so our children can compete in an ever increasing global environment. This allows the CBE to utilize cost savings via economies of scale. This allows the CBE to focus on recruiting teachers for just the English Stream and the French stream. This doe snot fill up the space in CBE schools.

Thought: Stop providing Spanish programs in publicly funded education system T17

Spanish program should be paid for as a charter school. Look at Texas as an example of what should be expected in the public system. Canada is bilingual, not trilingual.

Start a new French Immersion 5-9 program at AE Cross. G15

Choose summary

overall rating	invited participants	participant count	average rating
23	629	13	1.77

Thought: Start a new French Immersion 5-9 program at AE Cross. T11

Additional Scenarios - What other scenarios should we consider? What are some of the BENEFITS you can identify if we were to consider your scenario?

(continued)

Start a new French Immersion 5-9 program at AE Cross. G15

Westgate would have k-4 Spanish and French students. Since Westgate would still be too full, the start-up of a new Spanish and/or French elementary program in Area 4 will be required in the long-term. By starting a new French program for gr 5-9 at AE Cross, the CBE has the opportunity to reconfigure the whole French program in Area 4 to take pressure off of Elboya and William Reid which are also at or above capacity. This would create a large enough cohort of kids in gr 5 and 6 at AE Cross to create a really great middle school.

Move Grade 9 Spanish Kids to Ernest Manning a Year Early? G11

Choose summary

overall rating	invited participants	participant count	average rating
21	629	9	2.33

Thought: New Scenario - Benefits specific to Gr 9 Spanish Program T10

Perhaps a proposal could be drafted to have Spanish Grade 9 students move to Ernest Manning West to continue their program at a larger school and create room for younger students at elementary/jr high schools.

Thought: Move Grade 9 Spanish Kids to Ernest Manning a Year Early? T12

Many of the BP spanish kids are likely to attend the new high school on 69th street and 17th ave... maybe move there one year early like they did when they moved from Westgate to BP

Thought: Take kindergarten out of Westgate take gr 9 out of BP T26

Make Westgate a Spanish/French grade 1-4 program. Make BP a 5-8 English/Spanish/French program. Move kindergarten to Rosscarrok (or somewhere else) and move grade 9 to AE cross or to High School. Moving grade 9 might be difficult, but please consider that you moved the Westgate Spanish/French kids to a junior high with little notice. Although it might seem 'difficult' or 'unfair' to move grade 9, it is no more difficult than starting a Spanish program at AE cross!!

Cap the numbers coming in G8

Choose summary

overall rating	invited participants	participant count	average rating
16	629	7	2.29

Thought: Keep Westgate Fr/Sp k-5. cap # entering school T28



Additional Scenarios - What other scenarios should we consider? What are some of the BENEFITS you can identify if we were to consider your scenario?

(continued)

Cap the numbers coming in G8

Keep Westgate as-is. Cap # of children allowed in for the upcoming years. Endure the high volume for another year or two until it settles. Keep BP as-is and ensure that the numbers from Westgate match the number that BP can house. This allows all programs to continue successfully. It may mean that there is a tight squeeze at Westgate for the next few years, but I believe the majority of elementary would be willing to put up with this if it would mean there would be less disruption.

Quality Education/Resources G3

Choose summary

overall rating	invited participants	participant count	average rating
15	629	6	2.50

Thought: Additional funding /fund raising nobody would have to move T8

Other locations G10

Choose summary

overall rating	invited participants	participant count	average rating
14	629	8	1.75

Thought: I really like the idea of using under populated schools in area T3

Thought: Mount Royal Junior High T4

Is this school being used to its full capacity? Could Late French Immersion be sent there? I do not know enough about this option to know if there would be any benefits/challenges. I can imagine that it would suffer without the continuing French being present at the same space...

Thought: using the Rosscarrock school T7

at the meeting most parents I listened to liked the Rosscarrock location for Spanish as well...some suggested using the Science school location

Thought: We need more schools in our area and city. Open new schools T19

No additional scenarios to offer G13

Choose summary

Additional Scenarios - What other scenarios should we consider? What are some of the BENEFITS you can identify if we were to consider your scenario?

(continued)

No additional scenarios to offer				G13
overall rating	invited participants	participant count	average rating	
9	629	4	2.25	
Thought: No comments				T1
Thought: Potential avoidance of overcrowding.				T5
Thought: Potentially longer term solution.				T6
Thought: i don't have any to offer				T18
Thought: No additional scenarios to offer				T22
Thought: We have not resided here long enough to identify scenarios.				T23
Thought: None				T24
Too many ideas give too many options and you won't be able to please everyone!				
Thought: -				T25

Q10: Additional Scenarios - What other scenarios should we consider? What are some of the CHALLENGES you can identify if we were to consider your scenario?

Started: 2 Dec 2012 **Ended:** 6 Jan 2013

Participation summary

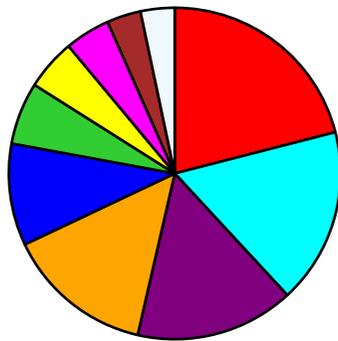
Demographic	Participant Count	Thoughts	Choose
Spanish Bilingual	13	4 thoughts	40 votes
French French Immersion	50	15 thoughts	101 votes
Regular Program	13	2 thoughts	24 votes
other	1	0 thoughts	0 votes
Participated		6 % (38)	9 % (57)
Opted out		1 % (9)	2 % (17)
No participation		92 % (582)	88 % (555)



Q10: Additional Scenarios - What other scenarios should we consider? What are some of the CHALLENGES you can identify if we were to consider your scenario?

Choose Summary

	overall rating	participant count	average rating
Quality Education/Resources	38	16	2.38
I am concerned about all these scenarios and the impact on high schools	31	14	2.21
Disruption/Continuity	28	12	2.33
Move Spanish K-GR.6 to Rosscarrock	26	10	2.60
Not challenges	18	7	2.57
Tweek Scenario 1	11	6	1.83
New Scenario - Challenges specific to Gr 9 Spanish Program	9	5	1.80
What if you combined 2 scenarios?	8	6	1.33
Reconfiguring the French program for the area	6	3	2.00
Transportation/Bussing	6	3	2.00



■ Quality Education/Resources	38
■ I am concerned about all these scenario...	31
■ Disruption/Continuity	28
■ Move Spanish K-GR.6 to Rosscarrock	26
■ Not challenges	18
■ Tweek Scenario 1	11
■ New Scenario - Challenges specific to G...	9
■ What if you combined 2 scenarios?	8
■ Reconfiguring the French program for th...	6
■ Transportation/Bussing	6

Additional Scenarios - What other scenarios should we consider? What are some of the CHALLENGES you can identify if we were to consider your scenario?

Disruption/Continuity

G4

Thought: Biggest challenge will always be satisfying ALL people involved

T3

Thought: I would like the English Program and Late French to stay at BP!

T10

Thought: Great resistance from English Students at B Pinkham and Jenny Elliot.

T22

Bishop Pinkham is a well established and well respected program. Parents of that community would not easily welcome any changes to their current educational options for their children.

I am concerned about all these scenarios and the impact on high schools

G3

Thought: I am concerned about all these scenarios and the impact on high schools

T4

Thought: increased populations in these programs are going to hit Western Canada

T5

High soon -- what is the plan??

Thought: Space at high schools?

T14

I went to high school in Saskatoon, 400 kids from Grade 9-12, I suspect that Grade 9's can integrate with older kids. One challenge would be another school having space for them?

Move Spanish K-GR.6 to Rosscarrock

G5

Thought: Move Spanish K-GR.6 to Rosscarrock

T19

I attended the Westgate information evening last week and this was the ONLY SCENARIO that received an applause from the several hundred parents in the room. During the discussions, both French Spanish parents thought this was the best option that would provide a long-term solution with the least impact on their children.

New Scenario - Challenges specific to Gr 9 Spanish Program

G6

Thought: New Scenario - Challenges specific to Gr 9 Spanish Program

T12

If ninth grade students were to move to Ernest Manning West to continue their program, they would essentially begin High School early. Some children may not be developmentally ready for this integration with older, more mature students.

Additional Scenarios - What other scenarios should we consider? What are some of the CHALLENGES you can identify if we were to consider your scenario?

Not challenges

G1

Thought: No comments

T1

Thought: Additional Scenario

T6

See notes above

Thought: None

T15

Thought: Use another closed school for the Spanish program (Glamorgan?)

T16

Thought: n/a

T17

Thought: We have not lived here long enough to consider other scenarios.

T20

Thought: -

T21

Quality Education/Resources

G7

Thought: Spanish still funded by tax dollars

T2

This is not sustainable especially given the growing national, provincial and municipal debt. When we check the box for use of proceeds (tax dollars), the choice is public and separate. Where does it say Spanish, Mandarin, Arabic etc. These families should send their children to private school like we had to when we lived in the Middle east.

Thought: not sure how CBE would look at that and if parents could raise money needed.

T11

Thought: The biggest challenge is getting the provincial government to support and agree with the fact we need new schools in our city and sooner rather than later.

T18

Reconfiguring the French program for the area

G10

Thought: reconfiguring the French program for the area is an expansion in scope

T13

this could take more time than we have but would ultimately provide a plan that allows for growth of the French program for the whole area.

Transportation/Bussing

G8

Thought: Transportation additions

T23

Additional Scenarios - What other scenarios should we consider? What are some of the CHALLENGES you can identify if we were to consider your scenario?

(continued)

Transportation/Bussing

G8

This would mean adding a new bus route from the English students from BP to AE Cross.

Tweek Scenario 1

G9

Thought: Tweek Scenario 1

T8

Move grade 3 Spanish from Westgate to Rosscarrock, to ease overcrowding in Westgate

Move Discovery Ridge kids from Pinkham to AE Cross to ease overcrowding at Pinkham. Bus ride is a similar distance.

What if you combined 2 scenarios?

G12

Thought: What if you combined 2 scenarios?

T7

Move the younger portion of the Spanish program to Rosscarrock, and the older portion to AE Cross

Additional Scenarios - What other scenarios should we consider? What are some of the CHALLENGES you can identify if we were to consider your scenario?

Choose instructions

Please assign stars to the items that would be challenges for you. Max. 3 stars per idea. Click on each line to view details.

Quality Education/Resources G7

Choose summary

overall rating	invited participants	participant count	average rating
38	629	16	2.38

Thought: Spanish still funded by tax dollars T2

This is not sustainable especially given the growing national, provincial and municipal debt. When we check the box for use of proceeds (tax dollars), the choice is public and separate. Where does it say Spanish, Mandarin, Arabic etc. These families should send their children to private school like we had to when we lived in the Middle east.

Thought: not sure how CBE would look at that and if parents could raise money needed. T11

Thought: The biggest challenge is getting the provincial government to support and agree with the fact we need new schools in our city and sooner rather than later. T18

I am concerned about all these scenarios and the impact on high schools G3

Choose summary

overall rating	invited participants	participant count	average rating
31	629	14	2.21

Thought: I am concerned about all these scenarios and the impact on high schools T4

Thought: increased populations in these programs are going to hit Western Canada High soon -- what is the plan?? T5

Thought: Space at high schools? T14

I went to high school in Saskatoon, 400 kids from Grade 9-12, I suspect that Grade 9's can integrate with older kids. One challenge would be another school having space for them?

Disruption/Continuity G4

Choose summary



Additional Scenarios - What other scenarios should we consider? What are some of the CHALLENGES you can identify if we were to consider your scenario?

(continued)

Disruption/Continuity

G4

overall rating	invited participants	participant count	average rating
28	629	12	2.33

Thought: Biggest challenge will always be satisfying ALL people involved

T3

Thought: I would like the English Program and Late French to stay at BP!

T10

Thought: Great resistance from English Students at B Pinkham and Jenny Elliot.

T22

Bishop Pinkham is a well established and well respected program. Parents of that community would not easily welcome any changes to their current educational options for their children.

Move Spanish K-GR.6 to Rosscarrock

G5

Choose summary

overall rating	invited participants	participant count	average rating
26	629	10	2.60

Thought: Move Spanish K-GR.6 to Rosscarrock

T19

I attended the Westgate information evening last week and this was the ONLY SCENARIO that received an applause from the several hundred parents in the room. During the discussions, both French Spanish parents thought this was the best option that would provide a long-term solution with the least impact on their children.

Not challenges

G1

Choose summary

overall rating	invited participants	participant count	average rating
18	629	7	2.57

Thought: No comments

T1

Thought: Additional Scenario

T6

See notes above

Thought: None

T15

Thought: Use another closed school for the Spanish program (Glamorgan?)

T16

Thought: n/a

T17

Thought: We have not lived here long enough to consider other scenarios.

T20

Additional Scenarios - What other scenarios should we consider? What are some of the CHALLENGES you can identify if we were to consider your scenario?

(continued)

Not challenges G1
 Thought: - T21

Tweek Scenario 1 G9
 Choose summary

overall rating	invited participants	participant count	average rating
11	629	6	1.83

Thought: Tweek Scenario 1 T8

Move grade 3 Spanish from Westgate to Rosscarrock, to ease overcrowding in Westgate
 Move Discovery Ridge kids from Pinkham to AE Cross to ease overcrowding at Pinkham.
 Bus ride is a similar distance.

New Scenario - Challenges specific to Gr 9 Spanish Program G6
 Choose summary

overall rating	invited participants	participant count	average rating
9	629	5	1.80

Thought: New Scenario - Challenges specific to Gr 9 Spanish Program T12

If ninth grade students were to move to Ernest Manning West to continue their program, they would essentially begin High School early. Some children may not be developmentally ready for this integration with older, more mature students.

What if you combined 2 scenarios? G12
 Choose summary

overall rating	invited participants	participant count	average rating
8	629	6	1.33

Thought: What if you combined 2 scenarios? T7

Move the younger portion of the Spanish program to Rosscarrock, and the older portion to AE Cross

Additional Scenarios - What other scenarios should we consider? What are some of the CHALLENGES you can identify if we were to consider your scenario?

Reconfiguring the French program for the area

G10

Choose summary

overall rating	invited participants	participant count	average rating
6	629	3	2.00

Thought: reconfiguring the French program for the area is an expansion in scope

T13

this could take more time than we have but would ultimately provide a plan that allows for growth of the French program for the whole area.

Transportation/Bussing

G8

Choose summary

overall rating	invited participants	participant count	average rating
6	629	3	2.00

Thought: Transportation additions

T23

This would mean adding a new bus route from the English students from BP to AE Cross.



Westgate Open House
Feedback
January 9, 2013

Tell us what you think?

- We need a long-term solution. I don't wish to be here again in the next 2-3 years.
- Cap the enrollment
- Be aware; new school in Area IV could be Ogden or Ramsey.
- Green dot – best choice, red dot – absolutely don't want.
- Good process – thanks. Concern that the suggestions have not been vetted – too vague or impractical.
- Comment
 - K-4: Westgate (both programs)
 - 5-8: Bishop Pinkham (both programs)
 - 9-12: high school
- Make Lakeview (Jennie Elliott/BP) a second language community much like Canyon Meadows and keep English – only programs together in another location.
- French
 - K-5: Westgate
 - 6-9: Bishop Pinkham
- Spanish
 - K-5 at Rosscarrock, if room
 - 6-9 at A.E. Cross
- Majority of scenarios impact only one language group. Should have had the ability to see which parent group voted for a specific solution. i.e. have different color stickers for French, Spanish and English “votes”.
- Rosscarrock K-6 Spanish traditional calendar please.
- K-6 French, Westgate, 7-9 Bishop Pinkham. Proven, long established, successful 35 + years. Move Spanish to another elementary/junior high so they can grow.
- Mantener programas bilingües pero en edificios separados (para el futuro). Thank you
- Westgate and Bishop Pinkham have been French for 30 some years. Should not change this.
- Scenario #1 does not work because Rosscarrock is too small to house Spanish K-6 (394 capacity = too small).
- Move Discovery kids K-9 to Rosscarrock/Glendale and A.E. Cross. Jennie Elliott/Bishop Pinkham for Spanish K-9.
- Can we use color coding stickers for voting representing voices different language choice of study?
- Scenario #4, Spanish K-6 at Jennie Elliot.
- Separate elementary, join in middle and high school.

- French K-6
 - Spanish K-6
- } middle and high school
- More consistency for sibling's social interaction most appropriate per developmental needs.
 - If Spanish goes to Rosscarrock, program not to be on modified program, to be the same as traditional.
 - Remove French/Spanish from all scenarios to get a real feel for what scenarios are preferred versus what language stays at Westgate.
 - Thanks for the process. Keep elementary in elementary.
 - No modified calendar.
 - For Rosscarrock to work with Spanish kids then it has to change to a traditional calendar and possible movement of the regular program out.
 - Modify scenario #4; re-draw the boundaries so that all west communities (i.e. Discovery Ridge, Richmond Hill) remain at Westgate.
 - Please stop moving these programs – make decisions and stick to them.
 - Move bused Discovery Ridge English from Jennie Elliott to Rosscarrock or Glendale. This allows for a new Spanish K-5. This allows the easy transition to Bishop Pinkham or the same community for pick-up etc.
 - Re: your suggestions #1
 - K-6 French Westgate
 - 7-9 French Bishop Pinkham
 - K-5 or 1-6 Spanish Rosscarrock *
 - 6-9 or 7-9 Spanish A.E. Cross **
 - * Modified calendar benefits 2nd language learners (retain Spanish in shorter summer holidays).
 - * Must not move current English population at Rosscarrock.
 - ** A.E. Cross closer proximity to homes of our students. Good reputation from parents whose kids attend there now.
 - Please keep kindergarten with rest of Div 1 for best education practices.
 - Move the French program to Rosscarrock Spanish is still growing and will grow larger, Rosscarrock will be too small.
 - Keep the Spanish at Westgate. Spanish is growing more than French. Move French.
 - Thank you for taking into account our opinion. Merci, thank you, Gracias.
 - Thank you for this process. Grade 6 does not belong in elementary school. Believe me I know, I work at Westgate.
 - K-6 Spanish at Rosscarrock. Then join the French and Spanish at Bishop Pinkham at 7-9.
 - Phase our Discovery Ridge English kids at Bishop Pinkham and move over to A.E. Cross.
 - Consider suggestion #1. Spanish at Westgate, French at Rosscarrock. It should be based on the numbers in term of which one program moves.
 - What will the numbers actually look like once a scenario is chosen? How many students would switch to English programs? Is the process addressing peoples reaction to decision as it may not look like we expect.

- Keep Spanish (K-6) at Westgate. French should go to Rosscarrock.
- I agree that the French students (from Cougar Ridge and Aspen Woods) can go to Wildwood.
- It seems like there is a language bias, this should be based on numbers not language.
- The whole elementary education cycle should be together. Kids and families don't need and don't want so many changes. We need a strong Spanish bilingual program. Gracias
- I like this process.
- I think the Spanish should stay at Westgate (K-5) and French should move as Rosscarrock cannot facilitate a large growing program like Spanish.
- Move Spanish K-6 to Rosscarrock and put the whole program on a modified calendar. Better for retaining second language skills. Gives parents consistency if they have more than 1 child in Spanish.
- Thank you for allowing us to be a part of this process.
- K-6 Spanish at Westgate, K-6 French at Rosscarrock.
- Suggestions #6 is most reasonable.
- Not sure why we are here again discussing this, I feel we did this 2 years ago and we told this was the best option (Bishop Pinkham). I feel we are not being told the truth, and then we just have to keep making choices. Please keep the best interest of the kids in mind.
- Jennie Elliott for Spanish? (650 capacity)
- Make Jenny Elliott K-6 Spanish program.
- How about French 7-9 A.E. Cross, Spanish 7-9 Bishop Pinkham?
- Do not add an additional complexity of modified year. Too many changes don't bring in anything new, not required.
- El programa en Español está creciendo más que el de Francés. Muevan el Francés a Rosscarrock o desháganse del Kínder porque es un desperdicio de espacio para 2 horas x 2 horas cada día.
- Rosscarrock is too small as a long-term solution (look at 50+ numbers at Dalhousie and Canyon Meadows as examples).
- Would be helpful to have open and honest discussion with regards to pros/cons of specific schools being discussed as possible locations – resources available, environment, and state of school.
- A lot of effort was put into developing the Spanish program at Bishop Pinkham. Keep the Spanish program there.
- No modified calendar for either program. Can Rosscarrock accommodate future growth? Consolidate English programs out of Bishop Pinkham.
- Suggestion
 - French 7-9 at Bishop Pinkham
 - Spanish
 - 7-9 at A.E. Cross or
 - 6-9 at A.E. Cross
- Spanish K-6 at Rosscarrock, Spanish 7-9 at A.E. Cross

- Why not open boundaries to Springbank School (Cougar Ridge, Discovery, Aspen, etc.)
- I am a student of Bishop Pinkham. In the Spanish program, I would like to say that I would like to stay at Bishop Pinkham until Grade 9.
- Please do not overlook the challenges of childcare for Grade 5 students when moving Grade 5 to junior high.
- Find a way to honor the Spanish program – not fight to survive and transition again to A.E. Cross. Find a way at Bishop Pinkham.
- Reframe all scenarios to remove bias in favour/against a particular program. Then ask parents to vote again.
- Lots of bias towards either program. Agree remove bias and vote again.
- I am concerned that Grade 5's are being pushed into an environment that is not developmentally appropriate.
- Priorities:
 - Keep appropriate age groups together
 - K-6, 7-9, high school, or
 - K-5, 6-8, 9+
- Don't cap the programs ✓
- Too much emphasis is being placed on keeping the programs together, why? I think it is more important to ensure appropriate learning environments with fewest school changes (kids should not be attending 4 different school between K-12).
- Have very limited options being from Cougar Ridge. Definitely don't want Spanish program further away.
- Move French
- Keep elementary students in K-6 school
- Cap the enrollment please.
- Keep Spanish at Westgate and consider moving French. There are lots of French options in Calgary and not as many for Spanish. It would be nice to keep it in a space that can accommodate growth.
- There needs to be a long-term solution for all schools, elementary and junior high.
- Do not want modified calendar (Rosscarrock) Spanish program.
- Spanish is definitely growing faster than French, so:
 - Close kindergarten
 - Keep Spanish at Westgate
 - Move French to Rosscarrock/Bishop Pinkham
- Re: open a 2nd Spanish school, would help to have details on real options for location and zone split.

French Immersion/Spanish Bilingual Programs at Westgate School

Addressing the growth at Westgate School

participate |

THOUGHTstream
February 12-28, 2013

OR

Open House

Westgate School
February 27, 2013

5:30 – 8:00 p.m.

background |

Over the past two months we have been working with you to find a solution to the continued growth in the programs at Westgate School. We originally presented four scenarios for feedback and asked stakeholders to give us ideas they didn't see reflected in these four scenarios. Parents were able to provide feedback on-line, and at two different meetings.

We have reviewed all feedback and the priorities of parents. We then developed five revised scenarios that were presented to our senior leadership team in late January 2013. As the next step in the process, we will work with all school communities who are named in the final scenarios.

feedback |

1. Online at THOUGHTstream <http://thotstr.ca/cbe/tBn>
Or
2. Open House: Wednesday, February 27, 2013, 5:30 – 8:00 p.m. at Westgate School, 150 Westminster Drive S.W

assumptions |

Three of the five revised scenarios received support from senior leadership for further consideration. Please take time to review the remaining three Scenarios A, B, & C and provide feedback.

The following assumptions were used in their creation:

- No scenario is possible that meets the desired K-6, 7-9 learning continuum that parents asked for that would not involve closing a regular program and moving the students long distances.
- All 3 scenarios involve a K-4, 5-9 grade configuration
- All 3 scenarios involve splitting the programs at grade 5
 - Spanish Bilingual can only be accommodated at A.E. Cross and assumes the eventual relocation of the Area IV office in the future.
 - French Immersion has a late entry point at Grade 7 and can only be accommodated at Bishop Pinkham.

Effective September 2013 in all three scenarios:

- Grade 5 students in both programs would be designated to Bishop Pinkham (French Immersion) and A.E. Cross (Spanish)
 - Current Grade 4 and 5 students at Westgate would move September 2013 to either Bishop Pinkham or AE Cross.
 - Current Spanish Bilingual students in Grade 6 and 7 at Bishop Pinkham would move to A.E. Cross for Sept 2013.

No regular program or school will close to make room for these changes.



consider |

Detailed information about these scenarios is located online:

http://www.cbe.ab.ca/Schools/ceop/pp12-13/westgate_french_immersion_spanish.asp

Scenario A:

- K-4 both programs at Westgate
- Gr 5-9 French Immersion at Bishop Pinkham
- Gr 5-9 Spanish Bilingual at A.E. Cross

What does this scenario mean?

- Keeps the programs together at Westgate K-4
- Does not provide a long term solution, but allows time to see if Provincial funding and approval can be obtained for placement of four modular classrooms at Westgate (Scenario A-1) or
 - If funding is not received for modular classrooms we would look at opening a second Spanish location at Jennie Elliott for 2014 (Scenario A-2).

Scenario B:

- Kindergarten for both programs together at Rosscarrock
- Gr 1-4 both programs together at Westgate
- Gr 5-9 French Immersion at Bishop Pinkham
- Gr 5-9 Spanish Bilingual at A.E. Cross

What does this scenario mean?

- Rosscarrock can accommodate the kindergarten from both programs for the long term with the regular program.
- French and Spanish kindergarten would be on a traditional calendar, while the rest of the school remained on a modified calendar.

Scenario C:

Open a second Spanish Bilingual site at Jennie Elliott for September 2013

- K-4 both programs at Westgate
- K-4 new location for Spanish Bilingual at Jennie Elliott
 - Boundary change for some Spanish Bilingual students
- Gr 5-9 French Immersion at Bishop Pinkham
- Gr 5-9 Spanish Bilingual at A.E. Cross

What does this scenario mean?

- New site would start kindergarten and Grade 1 for September 2013 school year
 - New boundary for Spanish Bilingual K-4
 - Some current kindergarten and students registering for kindergarten in 2013 must move to the new location.
- No closures but may require eventual relocation of the system classes from Jennie Elliott.



information |

Of the five revised scenarios, two involved the closure of a community program to accommodate the growth at Westgate. These scenarios, as well as the reason why they were not supported by our senior leadership are presented below.

Scenarios we are not able to consider (NC):

NC 1: Keep both programs together

- K-3 both programs at Westgate
- Gr 4-6 both programs at Rosscarrock
- Gr 7-9 both programs at Bishop Pinkham

Why not?

- Would require that the regular program students at Rosscarrock move to a different location.
- Other scenarios address the accommodation issue with no disruption for the students in other suggested locations.
- Administration did not support relocating a group of students that currently walk to their community school.

NC 2: Completely split the programs

- K- 6 Spanish Bilingual at Rosscarrock
- K-6 French Immersion at Westgate
- Gr 7-9 Spanish Bilingual at A.E. Cross
- Gr 7-9 French Immersion at Bishop Pinkham

Why not?

- K-6 will not fit at Rosscarrock School even if the regular program were relocated.

next steps |

- Feedback may be given online or at the open house
- All feedback will be reviewed
- Final scenario selected based on guiding principles and their alignment with your feedback
- Decision to be communicated via a letter to parents

Thank you for your continued interest and feedback in this important process.

Yours truly,



Calvin Davies
Director, Area IV



Dr. Donna Crawford
Acting Director, Planning, Transportation
& Environmental Services

French Immersion/Spanish Bilingual Programs at Westgate School

Addressing the growth at Westgate School

participate

THOUGHTstream
February 12-28, 2013

OR

Open House

Westgate School
February 27, 2013

5:30 – 8:00 p.m.

background |

Over the past two months we have been working with you to find a solution to the continued growth in the programs at Westgate School. We originally presented four scenarios for feedback and asked stakeholders to give us ideas they didn't see reflected in these four scenarios. Parents were able to provide feedback online, and at two different meetings.

We have reviewed all feedback and the priorities of parents. We then developed five revised scenarios that were presented to our senior leadership team in late January 2013. As the next step in the process, we will work with all school communities who are named in the final scenarios.

feedback |

1. Online at THOUGHTstream <http://thotstr.ca/cbe/VBB>
Or
2. Open House: Wednesday, February 27, 2013, 5:30 – 8:00 p.m. at Westgate School, 150 Westminster Drive S.W

assumptions |

Three of the five revised scenarios received support from senior leadership for further consideration. Please take time to review the remaining three Scenarios A, B, & C and provide feedback.

The following assumptions were used in their creation:

- No scenario is possible that meets the desired K-6, 7-9 learning continuum that parents asked for that would not involve closing a regular program and moving the students long distances.
- All 3 scenarios involve a K-4, 5-9 grade configuration
- All 3 scenarios involve splitting the programs at grade 5
 - Spanish Bilingual can only be accommodated at A.E. Cross and assumes the eventual relocation of the Area IV office in the future.
 - French Immersion has a late entry point at Grade 7 and can only be accommodated at Bishop Pinkham.

Effective September 2013 in all three scenarios:

- Grade 5 students in both programs would be designated to Bishop Pinkham (French Immersion) and A.E. Cross (Spanish)
 - Current Grade 4 and 5 students at Westgate would move September 2013 to either Bishop Pinkham or AE Cross.
 - Current Spanish Bilingual students in Grade 6 and 7 at Bishop Pinkham would move to A.E. Cross for Sept 2013.

No regular program or school will close to make room for these changes.



consider |

Detailed information about these scenarios is located online:

http://www.cbe.ab.ca/Schools/ceop/pp12-13/westgate_french_immersion_spanish.asp

Scenario A:

- K-4 both programs at Westgate
- Gr 5-9 French Immersion at Bishop Pinkham
- Gr 5-9 Spanish Bilingual at A.E. Cross

What does this scenario mean?

- Keeps the programs together at Westgate K-4
- Does not provide a long term solution, but allows time to see if Provincial funding and approval can be obtained for placement of four modular classrooms at Westgate (Scenario A-1) or
 - If funding is not received for modular classrooms we would look at opening a second Spanish location at Jennie Elliott for 2014 (Scenario A-2).

Scenario B:

- Kindergarten for both programs together at Rosscarrock
- Gr 1-4 both programs together at Westgate
- Gr 5-9 French Immersion at Bishop Pinkham
- Gr 5-9 Spanish Bilingual at A.E. Cross

What does this scenario mean?

- Rosscarrock can accommodate the kindergarten from both programs for the long term with the regular program.
- French and Spanish kindergarten would be on a traditional calendar, while the rest of the school remained on a modified calendar.

Scenario C:

Open a second Spanish Bilingual site at Jennie Elliott for September 2013

- K-4 both programs at Westgate
- K-4 new location for Spanish Bilingual at Jennie Elliott
 - Boundary change for some Spanish Bilingual students
- Gr 5-9 French Immersion at Bishop Pinkham
- Gr 5-9 Spanish Bilingual at A.E. Cross

What does this scenario mean?

- New site would start kindergarten and Grade 1 for September 2013 school year
 - New boundary for Spanish Bilingual K-4
 - Some current kindergarten and students registering for kindergarten in 2013 must move to the new location.
- No closures but may require eventual relocation of the system classes from Jennie Elliott.



information |

Of the five revised scenarios, two involved the closure of a community program to accommodate the growth at Westgate. These scenarios, as well as the reason why they were not supported by our senior leadership are presented below.

Scenarios we are not able to consider (NC):

NC 1: Keep both programs together

- K-3 both programs at Westgate
- Gr 4-6 both programs at Rosscarrock
- Gr 7-9 both programs at Bishop Pinkham

Why not?

- Would require that the regular program students at Rosscarrock move to a different location.
- Other scenarios address the accommodation issue with no disruption for the students in other suggested locations.
- Administration did not support relocating a group of students that currently walk to their community school.

NC 2: Completely split the programs

- K- 6 Spanish Bilingual at Rosscarrock
- K-6 French Immersion at Westgate
- Gr 7-9 Spanish Bilingual at A.E. Cross
- Gr 7-9 French Immersion at Bishop Pinkham

Why not?

- K-6 will not fit at Rosscarrock School even if the regular program were relocated.

next steps |

- Feedback may be given online or at the open house
- All feedback will be reviewed
- Final scenario selected based on guiding principles and their alignment with your feedback
- Decision to be communicated via a letter to parents

Thank you for your continued interest and feedback in this important process.

Yours truly,



Calvin Davies
Director, Area IV



Dr. Donna Crawford
Acting Director, Planning, Transportation
& Environmental Services

French Immersion/Spanish Bilingual Programs at Westgate School

Addressing the growth at Westgate School

| participate |

THOUGHTstream
February 12-28, 2013
OR
Open House
Westgate School
February 27, 2013
5:30 – 8:00 p.m.

information |

Over the past two months, the Area IV Office and the department of Planning, Transportation and Environmental Services have been working with the Westgate and Bishop Pinkham school communities to find a solution for the continuing demand for the French Immersion and Spanish Bilingual programs at Westgate School. As a result of these meetings your school was identified as part of a possible solution.

The CBE's Planning department maintains a system perspective when addressing student accommodation issues so that the best possible solution may be developed. In the Westgate issue, A.E. Cross, Jennie Elliott, and Rosscarrock Schools were identified as possible locations because they all:

- Have sufficient space over time
- Are in close proximity to affected students
- Are able to maintain their regular program over time

As we continue with this process, we will work with all involved school communities to gather your feedback on how these potential changes may affect you and your child.

Additional information on this engagement process to date is located at:

http://www.cbe.ab.ca/Schools/ceop/pp12-13/westgate_french_immersion_spanish.asp

feedback |

1. Online at THOUGHTstream <http://thotstr.ca/cbe/Nrz>
- Or**
2. Open House: Wednesday, February 27, 2013, 5:30 – 8:00 p.m.
 Westgate School, 150 Westminster Drive S.W

background |

Five scenarios were developed based on feedback from stakeholders from Westgate and Bishop Pinkham schools regarding their priorities. These scenarios were presented to senior leadership in late January.

Two scenarios involved the closure of a community program to accommodate the growth from these two alternative programs and were not supported by senior leadership.



Scenarios not considered (SN):

SN1: Keep both programs together

- K-3 both programs at Westgate
- Gr 4-6 both programs at Rosscarrock
- Gr 7-9 both programs at Bishop Pinkham

Why not?

- Would require that the regular program students at Rosscarrock move to a different location.
- Other scenarios addressed the accommodation issue with no disruption for the students in other suggested locations.
- Senior leadership did not support relocating a group of students that currently walk to their community school.

SN2: Completely split the programs

- K-6 Spanish Bilingual at Rosscarrock
- K-6 French Immersion at Westgate
- Gr 7-9 Spanish Bilingual at A.E. Cross
- Gr 7-9 French Immersion at Bishop Pinkham

Why not?

- K-6 will not fit at Rosscarrock School even if the regular program were relocated.

assumptions |

Three of the five scenarios involved solutions that would not require the closure of a community program and received support from CBE senior leadership. Please take time to review the three Scenarios A, B, & C and provide feedback.

The following assumptions were used in finalizing the scenarios:

- No scenario is possible that meets the desired K-6, 7-9 learning continuum that parents asked for that would not involve closing a regular program and moving the students long distances
- All 3 scenarios involve a K-4, 5-9 grade configuration
- All 3 scenarios involve splitting the programs at grade 5
 - Spanish Bilingual can only be accommodated at A.E. Cross and assumes the eventual relocation of the Area IV office in the future.
 - French Immersion has a late entry point at Grade 7 and can only be accommodated at Bishop Pinkham.

Effective September 2013 in all three scenarios:

- Grade 5 students in both programs would be designated to Bishop Pinkham (French Immersion) and A.E. Cross (Spanish)
 - Current Grade 4 and 5 French Immersion students at Westgate would move September 2013 to Bishop Pinkham, and Spanish Bilingual students to AE Cross.
 - Current Spanish Bilingual students in Grade 6 and 7 at Bishop Pinkham would move to A.E. Cross for Sept 2013.

No regular program or school will close to make room for these changes.

consider |

Detailed information about these scenarios is located online:

http://www.cbe.ab.ca/Schools/ceop/pp12-13/westgate_french_immersion_spanish.asp

Scenario A:

- K-4 both programs at Westgate
- Gr 5-9 French Immersion at Bishop Pinkham
- Gr 5-9 Spanish Bilingual at A.E. Cross

What does this scenario mean?

- Keeps the programs together at Westgate K-4
- This is not a long term solution but allows time to see if Provincial funding and approval can be obtained for placement of four modular classrooms at Westgate (Scenario A-1) or
 - If funding is not received for modular classrooms we would look at opening a second Spanish location at Jennie Elliott for 2014 (Scenario A-2).

Scenario B:

- Kindergarten for both programs together at Rosscarrock
- Gr 1-4 both programs together at Westgate
- Gr 5-9 French Immersion at Bishop Pinkham
- Gr 5-9 Spanish Bilingual at A.E. Cross

What does this scenario mean?

- Rosscarrock can accommodate the kindergarten from both programs for the long term with the regular program.
- French and Spanish kindergarten would be on a traditional calendar, while the rest of the school remained on a modified calendar.

Scenario C:

Open a second Spanish Bilingual site at Jennie Elliott for September 2013

- K-4 both programs at Westgate
- K-4 new location for Spanish Bilingual at Jennie Elliott
 - Boundary change for some Spanish Bilingual students
- Gr 5-9 French Immersion at Bishop Pinkham
- Gr 5-9 Spanish Bilingual at A.E. Cross

What does this scenario mean?

- New site would start kindergarten and Grade 1 for September 2013 school year
 - New boundary for Spanish Bilingual K-4
 - Some current kindergarten and students registering for kindergarten in 2013 must move to the new location.
- No closures but may require eventual relocation of the system classes from Jennie Elliott.

next steps |

- Feedback may be given online or at the open house
- All feedback will be reviewed
- Final scenario selected based on guiding principles and their alignment with your feedback
- Decision to be communicated via a letter to parents

Thank you for your continued interest and feedback in this important process.

Yours truly,



Calvin Davies
Director, Area IV



Dr. Donna Crawford
Acting Director, Planning, Transportation
& Environmental Services



Westgate Parent Meeting
Feedback
February 27, 2013

Can the current grade 6 and 7 Spanish finish out their middle school at Bishop Pinkham?

- Delaying the move of Spanish students until September 2015 is possible but would mean that current grade 6 students would need to relocate for their grade 9 year. It is not possible to delay the move to 2016. For September of 2015 students in grades 5-9 would all be attending at A.E. Cross School. This would allow for a larger cohort of students to move simultaneously, but would also mean that a larger cohort of students would be disrupted.

What do you think of this suggestion?

- I remember how upset some (a lot) parents were when our kids had to go to Bishop Pinkham for grade 6. Look at how they've adjusted and come to love Bishop Pinkham. It was a smooth transition and nothing terrible happened! I believe this could happen again with a move to A.E. Cross. My son in grade 7 Spanish and daughter in grade 5 would prefer Bishop Pinkham but we all feel okay with a move to A. E. Cross should that be required. They are comforted by their classmates moving with them. To pull our child from Spanish because of this move harms only your child and their friends.
- With the cap for kindergarten, please have limited kindergarten and prioritize siblings.
- I would prefer to move my child to the A.E. Cross location for 5-9 rather than having her move twice.
- Temporarily cap the program, allow the children to complete their education while in the next 2-3 years a long-term sustainable solution is developed. Do not rush into this.
- I'm good with my kids going to A.E. Cross. I would really like this process finished so we can move forward with planning.
- Will allow the program and curriculum to develop fully before moving half way through junior high.
- As a grade 4 Spanish family impacted by this move, we prefer for our son to transition to Bishop Pinkham in September 2013 where the program continues developing. We recognize that our son will face a 2nd move in the future. However, a united, strong student body with a well-developed academic and social voice is more likely to successfully assimilate into a new environment and will give the CBE a change to develop a long-term solution for the very popular Spanish program.



- There is room for the love of Spanish and French and English at Bishop Pinkham for more than 2 more years. Give the Spanish community fair notice please.
- This scenario makes more sense. All future numbers do not factor natural attrition, 2016 move is a maybe. Kids that are not yet in kindergarten should be easily designated to a school that needs kids. There will be room at Westgate in 2013 when 160 kindergarten aged kids are not there. Westgate will have 25% more room, more than grade 5's require.
- Bishop Pinkham has room for the current set-up; why change? Jennie Elliott doesn't have to be involved.
- Westgate is full, Bishop Pinkham is full; cost efficient for the CBE.
- The only kids that need to re-locate are those kids that are 4 years old today. Simple solution to buy 2 plus years of valuable time to implement a decision that works for more people.
- Delaying a move for Spanish students for 2 years would allow for:
 - A large group to move at once.
 - Development of a strong Spanish program.
 - Opportunity for the present grade 7 students to finish their junior high at Bishop Pinkham.
 - Opportunity to expand Spanish cohort of teachers.
- New Westgate option. Please reconsider capping. If Collingwood or others in the system and Canyon Meadows are capped today and you are considering uncapping them, then why not cap Westgate's program as it addresses our only issue and uncap one or both of them.
- I feel this is better for our kids as they will have more Spanish students support in a school that will only have one language up to that point in time. It will also allow for a stronger program for the younger grades to move into.
- As a Westgate resident, I would love to see both Spanish and French stay at Westgate and return to K-6.
- Ensures a large group of Spanish kids can move together; offers them safety and security.
- Moving my current grade 6 student in grade 9 with the rest of the Spanish kids is much better than moving smaller group now. My grade 7 Spanish student can finish at Bishop Pinkham and my grade 3 daughter will move with a large group of Spanish kids to A.E. Cross.
- I agree with this. ✓✓
- No change is required at Bishop Pinkham. There is space to accommodate both language programs until 2015. CBE, plan better. That is what we pay for as tax payers.
- All current scenarios are unacceptable. All are not sustainable. Delay this process and come back with better solutions for the stakeholders.
- Delay move so bigger group of students can transition. Would allow more time to review other options and or prepare A.E. Cross to welcome the program. Has the option of a program cap been considered?



- Allows families and students to adjust to the idea.
- Bishop Pinkham has room for Spanish for 2 more years. We have already transitioned to a wonderful place of learning and we would appreciate the opportunity to develop a strong grade 5-9 cohort, then move a great program to a new location instead of forcing re-building in a new location.
- My 3 children are at Bishop Pinkham and want to stay there with the Spanish. We want to stay.
- Yes, large group of students that can move as a group (Spanish) to move together.
- Expand Spanish/French program gradually at one or both schools to grade 1-6.
- Please no Rosscarrock as it would split up our kids. Logistically very difficult.
- I understand that something has to be done to address the capacity issues at Westgate. Bishop Pinkham does not have a capacity issue and will not have one for 2-3 years, so it may be possible for Westgate to continue to feed into Bishop Pinkham until the program is strong enough to move to A.E. Cross.
- I support this scenario as it has the least impact on the higher grades. It also provides time for the program to grow and strengthen so that at the time of the move to A.E. Cross you are moving a program not just students. The program will have built a solid core and support system.
- Please allow Spanish to continue at Bishop Pinkham now that the wrinkles are out. The 2 current Spanish grades can continue there for 2-3 more years. We can be a stronger group with strong teacher foundation who can move with the program. The older Spanish grades from Westgate have room to add to the Bishop Pinkham population in 2013. Four Spanish grades can move at once with their language leaders and their teachers. How many times do we have to be Spanish guinea pigs?
- Agree with this. Having the entire junior high Spanish program develop in one school and then moving is the best option for all kids.
- My grade 7 child came home in tears because she was going to have to move to a new school, and possibly “break up” her class that has been together for seven years building the Spanish program in Calgary west. Please put our children first.
- We want this one.
- Why can't we cap both French Immersion and Spanish?
- This will allow a high volume of Spanish students to make a move together if you move now there is small number of Spanish to increase number of English.
- Ensure that a large group of Spanish students are moving together as one group to A.E. Cross allowing the number of Spanish students to move closely represent the same number of existing students at A.E. Cross.
- Create grade 5-9 strong cohort at Bishop Pinkham for Spanish for 2-3 more years makes sense.



- 2 year transition Spanish; stay at Bishop Pinkham for greater than 2 more years.
- This alternative suggestion by parents makes the most sense based on the very limited options offered to the Spanish kids at Bishop Pinkham. The current grade 7 Spanish class has already moved once from Westgate and should be able to finish the 2 years of junior high they have remaining, which would allow the CBE to take more time to plan out a fair and all-encompassing plan.
- This option will allow for a complete 5-9 Spanish program to develop at one school. It will build student capacity and parent support when the time comes to make the move. Thus 5-9 grades will move at one time.
- Move kindergarten kids to another school to free up space at Westgate School. Kids least impacted by moving is kindergarten. Keep older kids at Bishop Pinkham until full.
- Spanish parents and students are being discriminated against. The fact that all 3 scenarios move these children is completely biased. Disrupting this language program will force us to escalate to the media. Agreed.
- Discovery Ridge kids bused to Vincent Massey to allow for both French and Spanish programs to remain at Bishop Pinkham until a school becomes available to house the program. The current Bishop Pinkham student should be able to finish thru grade 9.
- Allow the Spanish middle school to grow into a solid foundation so the entire program including teachers will move as a unit.



Westgate Parent Meeting
Feedback
February 27, 2013

Scenario A(1 and 2)

- K-4 both programs at Westgate**
- Gr 5-9 French Immersion at Bishop Pinkham**
- Gr 5-9 Spanish Bilingual at A.E. Cross**

If this is the scenario selected, what are the anticipated impacts of this change?

- Sounds the fairest option for all kids and parents!
- Are any of these long term solutions?
- Love this option. All we want is for our child to remain at Westgate for K-4.
- Bullying peaks in middle school. Grade 5/6 will be a minority – a 1:8 ratio to teens.
- This scenario works but only if the modular classrooms are approved.
- Though this is a short term solution it should be considered. Based on many points made by parents, I am not confident that scenario B & C have been properly thought out. This has been rushed. We should take the modular and use the time to validate and confirm the true viability of B & C. CBE has been wrong with numbers before. Take time to plan this right.
- This scenario leads to a very small contingent (8% - 10%) of very young children 10 – 11 years old in to an over 90% dominated Jr. High situation. This is not a middle school.
- Concerns with A.E. Cross: Age spread, school location, quality of Spanish community diminishes.
- Like this scenario! It sounds fair
- A.E. Cross won't be a true "middle school" like 85% of all other middle schools in the CBE
- Worst solution here
- Best scenario is A with the least amount of impact to everyone!
- I'm extremely concerned that this decision is being made in huge haste and needs to be better planned with full engagement. It's frustrating that my Spanish child was already moved and now needs to move again after < 2 years. I do not have enough confidence in the sustainability of any of these plans. Why the rush? Delay all decision for at least a year.
- Where is the money from the sale of King Edward School?
- All: concerns with only one school feeding into the Jr. High (the other 3 schools don't move until grade 7. A small group of young students will make transition more difficult. Every year there will be 2 major transitions: a very small group of grade 5 and all grade 7?
- The scenario A is our favorite



- Maybe we can get a portable for before and after (kindergarten) school care otherwise having spent many years in a portable as a student, it's an extremely unpractical arrangement. It's a temporary fix and doesn't solve any long term problems. The Spanish boundary has to change period, and if the growth continues, both boundaries need adjustment. What happens if all day kindergarten eventually becomes a reality?
- Modules do not solve gym and lunch room issues. Not a long-term solution
- It is totally unacceptable to have grade 3 & 5's at AE Cross (a very rough school)
- Unacceptable Option. This option risks the emotional and physical wellbeing of our elementary aged children. This school has no language based programming experience. Languages succeed together.
- No before and after school care available at Bishop Pinkham. Kids in grade 5 are too young, at age 9, to be left alone. Late entry a problem for parents with kids in grade 5. Bus stops too far away from people's houses at that age.
- Both my children are excited to go to A.E. Cross (in all documentation I have seen the school has improved).
- CBE should provide funding for grade 5/6 before and after care at A.E. Cross.
- In keeping with CBE guiding principles to minimize impact to students – scenario A is the best option.
- Scenario A-2: What guarantee can be given to Jennie Elliott families that this option will not result in the closure of a successful and needed before and after program, or result in loss of Art/Drama facilities?
- I don't like option "A" as it is waiting for funding for modular classrooms. Jennie Elliott is a highly functioning school with fantastic community support. Please leave it alone! We like it the way it is and want to keep the before/after school program/music room, etc.
- I support this scenario A. It gives time for re-evaluation scenario B & C are ridiculous.
- Best Option. Sounds like the fairest option!
- Why not provide portables to Westgate instead of uprooting all the Spanish kids?
- Build a playground at A.E. Cross.
- Modular classrooms are in no way a long term solution to this problem
- Scenario A: that is the best option to my child so far.
- Best Option: A. It seems the best and fairest solution for all.
- Do not like Grade 5-9 at any school
- Feel better to allow for the development of the Spanish program through 1 complete cycle (currently at BP) then move entire program (5-9) at that time (in 2 years). Outcome: Stronger program, more capacity, move entire program then.
- I think it is a big issue having grade 5/6 in with Jr. High kids.



- Modularity does not provide a long term solution – you need to change boundaries and cap.
- Too big of a change at A.E. Cross at one time. Will have to adjust to A: becoming a language school (currently no experience) B: Adjusting from a Jr. High model to a middle school one.
- Portables don't solve the problem: they allow it to continue. Undesirable. Unnecessary.
- More time is needed to make this decision
- How does A.E. Cross feel about having an alternate program imposed on their community?
- How will you mitigate the potential negative influence of Gr. 9s on Gr. 5 & 6's?
- You can bet that the favorable votes for this scenario are from French student parents as it favors their situation and has the least change.
- I would prefer scenario A – a 2014 start to the Spanish program at Jennie Elliott. Why can't CBE get the funding in the meantime? 2013 start under A2 is too soon for parents to adjust.
- I wonder if the tables were turned and French students were being directed to A.E. Cross if they'd be as supportive. We need to be fair to both programs! Let's wait, spend some time evaluating for the best of both programs. A.E. Cross seems to be the only solution for Spanish parents. We need to hear some options.
- We will opt out of Spanish before sending our 9-11 yrs. old over to A.E. Cross (rough school)
- This scenario does not truly give any long term solution. It will be a bandaid at best. The Spanish school needs their own space with room to grow not moving every 2 years.
- Could you not consider limiting enrollment in the Spanish program?
- Why can't we cap both French and Spanish?
- This does not give a long term solution. The Spanish school needs their own space.
- Not acceptable to J.E. If numbers need increased in schools, add English as opposed adding a different program.
- Cap Spanish program, as this is optional study
- I don't mind my grade 5 child going to A.E. Cross as long as he is still treated like a child, with recess and lunchtime play, and separate schedule from the older grades.
- Jennie Elliott is not a long term solution and will put additional strain on the programs existing at the school. This involves new boundaries for North Glenore Park and I do not support that.
- Scenario A seems unrealistic. Funding is a gamble for the portables. As parents, option A seems like a poor choice.
- Scenario A-2 will result in pushing J.E. to near full capacity which will lead to removal of resources currently supported by the J.E. parent community. We do not feel it's fair that J.E. students should lose lunch/student care/



- art/music or dilute gym/technology/other resources to support an optional program.
- A-1, The best scenario
 - Please take a year and find a solution that is long term and well thought out. This seems rushed.
 - We are happy with the A.E. Cross options – and feel confident we can work as parents with the transition team to have protocols in place for this younger (5&6) group of students.
 - None of the scenarios are acceptable. None are stable, sustainable or in the best interest of our children. Delay this process, cap Westgate and come back with better solutions for all stakeholders.
 - Keeping 1 building a larger population at B.P. saves the Spanish program. If a foundation is built and then moved the entire Spanish program, the teachers and resources and students could move as a unit.
 - How are Spanish kids being shipped to A.E. Cross a long term solution? How is it an option? Spanish kids are constantly being treated like guinea pigs, being moved around and give no stability of a positive learning environment.



Westgate Parent Meeting
Feedback
February 27, 2013

Scenario B

- Kindergarten for both programs together at Rosscarrock**
- Gr 1-4 both programs together at Westgate**
- Gr 5-9 French Immersion at Bishop Pinkham**
- Gr 5-9 Spanish Bilingual at A.E. Cross**

If this is the scenario selected, what are the anticipated impacts of this change?

- Scenario B, most long-term solution available for the kids. Best use of space available to the district.
- Scenario B is the best option among three pretty terrible options.
- Provide portables for the Spanish program. Keep all the K-6 Spanish kids together. This creates a better sense of community and stability. These scenarios do not work.
- All current scenarios are unacceptable. None are sustainable, safe or long-term solutions. Cap the program at Westgate, delay this process and provide better solutions.
- Option B, best long-term solution other than capping the Spanish program.
- This scenario leads to a very small contingent (8% in 2013 to 10% in 2017) of very young children 10-11 years old to an over 90% dominated junior high situation. This is not a middle school.
- Over 50% of Spanish students live west of Sarcee Trail. Why no school there?
- If the CBE is seriously committed to a Spanish program, it should create a long-term, permanent solution. Moving the children to new environments every couple of years does not demonstrate leadership in this program.
- Think option B is best option. Manageable program for all the schools. The French and Spanish program kept together.
- Scenario B, this completely makes sense to me. There is no way Jennie Elliott is within the catchment, 25 minutes from here. Please look at the numbers again. I don't feel Spanish is more important than music/art/core/TASC being sacrificed at Jennie Elliott. Spanish isolated in English school = bad idea.
- Why do all scenarios involve moving Spanish kids to A.E. Cross? Is that CBE's easy way out? This is completely unfair to the Spanish families. There must be other solutions (i.e. scenario 1).
- I do not like option B. Kindergarten students need to go to the same place where they will attend grade 1. This is very important for French Immersion students.
- Best option, keeps the language streams together and doesn't affect a good English community school at Jennie Elliott.



- Adequate, but not very creative and not very good long-term. Splits Spanish/French kindergarten resources with no discernible benefit.
- Like option B, provides better long-term solution. ✓
- Whoever came up with this doesn't have to take their kids to 3 different schools, ridiculous.
- Both of my children have attended kindergarten elsewhere then move to Westgate with no issues. The transition to a new school at an early age is more of an issue to the parents than the kids.
- I agree with this scenario B. I think it is in the best interests of everyone concerned.
- Option B is by far the best option for maintaining the integrity of Jennie Elliott. We are not a second language/bi-lingual school and do not support the Spanish invasion, at all.
- Isolation, impact from kindergarten being only program on traditional calendar at Rosscarrock.
- How would this work when you have a child in kindergarten and a child in grade 2 Spanish?
- Also concerned about isolation of language teacher at Rosscarrock. ✓✓
- Community impact to Westgate kids who will lose their kindergarten.
- Cap the Spanish program start better planning. Cap the program at Westgate.
- If A.E. Cross is the scenario, make it a true middle school environment and open it up to other grade 5/6 communities.
- Given current negative events at A.E. Cross, how can we be assured that our young children will be safe.
- These scenarios are optional for French. It is the French parents that have these ideas. Spanish parents are disillusioned with options as they are not viable, suitable or favourable.
- 2 changes for young kindergarten students in two years is too much.
- If there is not enough space for the relatively new Spanish program to be housed in the area it is being offered, why is it being offered? And why isn't there a cap on the number of students accepted?
- This is the only option that has any merit and that won't require us to have this discussion again in 2 more years.
- Too many school changes. Not good to have grade 5 & 6 kids with junior high kids in a minority.
- If kindergarten students will transition to grade 1 with the same kids in their class, the transition to a new school will be easier.
- We live blocks away but are denied access to our local, community school for kindergarten, so that others in the far reaches can bus and drive their kids to Westgate. This is messed up. Not sustainable. Not healthy. Not environmental.
- I am in favour of scenario B as it does not impact Jennie Elliott. Jennie Elliott is a great school. Both of my kids have gone there. Please leave



- Jennie Elliott as it is. We like having the room for before/after care and art/music rooms.
- “B” is our favorite. Best compromise. Kindergarten is a specialty class and can be separated. Keep French and Spanish together.
 - Why is the CBE housed in a brand new building and will not provide portables for schools? Why can't they step up and get money from the Province for this? This is an election year and the people of this ward are not happy.
 - I am concerned about loss of music/are space, gym time, student-teacher ratio, and the dilution of other resources such as computers and other technology.
 - Kindergarten is the most vulnerable. Transitions are hard enough, 2 in 2 years is too much for these little ones. ✓
 - I don't like the idea of kindergarten being separated from elementary. Part-time kindergarten creates enough logistical challenges, without having to manage drop-off and pick-up at yet another school for older siblings.
 - This solution will be a problem for families with 2 kids (one in kindergarten and one in 1-4). Every year moving forward opposition to other options will fade over time.
 - We like option B. ✓
 - Absolutely not interested in this option. We have a child in grade 3 in September and new one into kindergarten= together.
 - Why is Queensland Downs empty? Why is that site not an option for Spanish program? They could house the entire program.
 - It makes no sense to suddenly introduce a language program to a community school with no history of language immersion/bilingual programs.
 - In all A, B and C options my grade 5 student is going to A.E. Cross. I don't like grade 5's being with grade 9's. I don't like the busy intersection location of A.E. Cross.
 - As a parent of three current and future Spanish bilingual students, I'm really stressed and concerned about all these changes and my kids being bounced around. I just wish a new school could be built in my area (Aspen Woods).
 - Why is Dr. Oakley School not an option for the Spanish program? This would be a long-term solution. What about Rosscarrock School?
 - I have a child in kindergarten Spanish program. I support scenario B and I still have another child to come into kindergarten in 2015 as I prefer to see the language programs stay together. No it's not ideal but feels like a long-term solution. I don't like Jennie Elliott as it feels as though the Spanish kids are being squished into another school.
 - Do not like grade 5-9 at any school.
 - It is totally unacceptable for grade 5 students to be at A.E. Cross.



- Are there any other options for grade 5? All 3 options are the same; grade 5 to grade 9 is not a good idea.
- Option B is absolutely ridiculous.
- Biggest issue is A.E. Cross being an inappropriate physical location especially for young grades, as young as 9 years old. Who thinks this is a good idea.
- Cap Spanish to allow our children space and calm. Give them their program back.
- The Spanish program saved Westgate and the French Immersion program.
- Please find a permanent solution even if it means a two year solution as a transition.
- Westgate has capacity for several years, minus the kindergarten classes. Very likely more space as CBE's numbers do not include attrition. Grade 7 Spanish has had 30% in 7 years.
- Option B seems to have the most long-term and sustainable possibilities. Please ensure you are putting sufficient thought into making the right solution versus a rushed and politically driven one.
- Nobody needs to move. No second program at Jennie Elliott. Not portables at Westgate. There is enough space as is.
- This is the only scenario that follows the CBE's guiding principles. Kids that are not yet in kindergarten are not being displaced.
- Scenario B, most balanced, least disruptive, room for growth, Spanish at A.E. Cross would work, A.E. Cross would thrive.
- Grade 5-9 Spanish/bilingual at A.E. Cross. Totally unacceptable. A.E. Cross is a very rough school. Grade 5's should not be there.
- This is our favorite. Rosscarrock and A.E. Cross much closer to us than Jennie Elliott or Bishop Pinkham.
- Why can't we cap both French and Spanish?
- Scenario B appears to be balanced with this scenario, kindergarten has the space they need, 1-4 end up where planned. As parents we choose option B.
- Have Westgate residents been consulted? How? Do they know they are losing their local school for 1 grade in these scenarios? How would they know if they don't have kids in the system? This will be a surprise to many.
- Cap the Spanish program. It is a choice, just as it's a choice for us not to have our kids in multi-lingual.
- Cap Westgate for a year or so to breath. Please let our kids breath and learn.
- Scenario B, this seems like a viable option. Best of all the scenarios.
- Preferred option "B"; most room long-term.



- This is the best option. It keeps both communities (Westgate and Jennie Elliott) intact. Grade 5's will end up at Bishop Pinkham anyway. Continuity is best for the kids.
- This scenario is absurd. Moving around from school to school is ridiculous.
- Cap the Spanish program.
- Of all the scenarios presented (and I think that there are actually more) but using that, scenario B would be the best, if I get to choose, which I don't.
- This scenario is not feasible.
- A.E. Cross is not an appropriate location for the Spanish program. Let the current grade 4 & 5's go to Bishop Pinkham until a more suitable location can be established.
- Preferred B. My children are enrolled in Jennie Elliott and scenario B is best option that has any longevity. Why not use schools that have the option for room to grow without affecting this community.
- Horrible idea. Just one more stop I have to make in the morning. I have 4 kids and I don't need them in 3 separate schools.
- Having 2+ full schools must be more cost effective than 2-3 under capacity schools.
- This is the scenario that is least disruptive to Jennie Elliott and the students.
- This solution seems the best one and least disruptive to all involved.
- This is the best alternative. It is a good compromise.
- Cap the number of students.
- B is the most logical long-term solution.
- Scenario B makes the most sense; least disruption to students/classes.
- This option B sounds like the best of some very tough scenarios.
- Scenario B, most feasible solution by far. Doesn't negatively impact any of the schools and allows for growth. Accurately utilizes available space within the district.
- Preferred scenario B. This is the only scenario that has any longevity with respect to room for growth for the Spanish program.
- Please do not move kindergarten students out of Westgate. They are too young to be given two school changes.



Westgate Parent Meeting
Feedback
February 27, 2013

Scenario C

Open a second Spanish Bilingual site at Jennie Elliott for September 2013

- K-4 both programs at Westgate**
- K-4 new location for Spanish Bilingual at Jennie Elliott**
- Gr 5-9 French Immersion at Bishop Pinkham**
- Gr 5-9 Spanish Bilingual at A.E. Cross**

If this is the scenario selected, what are the anticipated impacts of this change?

- I can appreciate the worry coming from Jennie Elliott parents. However, two years ago Westgate also had a music room and staff room and smaller class sizes, which today are gone. Those are a luxury in Calgary. They cannot demand that they can keep those luxuries.
- Not enough time to implement properly.
- Scenario C is only a short-term for Spanish program. This does not show any benefit to the students in Jennie Elliott currently.
- How about using a school with enough excess capacity to be a permanent option i.e. Sunalta or Connaught.
- I don't feel like Spanish is more important than music, art, TASC, and safe and familiar after school care. I don't see an isolated Spanish program enhancing Jennie Elliott's environment. It only adds crowding to our class sizes. Please don't spoil our great English program.
- Jennie Elliott currently sports a wonderful chemistry/balance of programs and offerings. Its utilization rate is quite strong. This scenario proposal threatens a very soundly functioning school. Early engagement/communication seems to have been lacking in our community.
- At least 4 of the available classrooms at Jennie Elliott have no windows (student care/physio/art/music). I don't want my kid's homeroom to be in a cave.
- Not a good option.
- Loss of TASC. Loss of school amenities or dilution. Loss of community school, already two other specialized/charter schools in neighbourhood. Why does language trump music/ phys ed. etc? Why is Spanish not capped? Why was option C never an option until now? This seems like a short-term solution, why disrupt for short-term.
- Cap the Spanish program.
- Why are these programs not capped? Why does the CBE not cap programs when there is no space? The Spanish program at Westgate needs to be capped asap.
- Cap Spanish program. Its special program can't accommodate all.



- From a Westgate parent, Jennie Elliott is not at capacity now. If you lost your luxury items and had 25 kids per 1 teacher in each class, you'd be at capacity. The Board knows that and this is why option C is realistic.
- No, because what does eventual relocation of the system classes mean? Too vague. Don't support losing any programs at Jennie Elliott School.
- Scenario C, no. This scenario will be a short-term solution only for the Spanish program. It will affect class size, access to playground, music, gym, breakout workspaces and class size for both Spanish and regular Jennie Elliott program. The numbers don't support this solution (only 170 spaces) and it is against the CBE guiding principles.
- Why can't we cap both French and Spanish?
- Pushing Jennie Elliott numbers to full capacity will result in closure of many resources currently supported by the Jennie Elliott community. I do not support negative impacts to local community schools.
- Jennie Elliott is a super community school. If you must change that, please ensure you add a program that will allow the success that exists to remain intact. The Spanish program and its growth will exceed that.
- Cap Spanish, our community English is capped due to an expanding Spanish program.
- I am a parent at Jennie Elliott School. None of the scenarios provide long-term solution. What if the Spanish program demands goes up to double in the next 5 years. Will Jennie Elliott be able to handle both regular as well as Spanish programs?
- I believe it's a travesty to consider relocating the TASC program to make room for the Spanish bilingual. Who has this vision to move the vulnerable and make way for certain over capacity in a very short time. Come on CBE have a heart. Build more schools.
- The TASC program is an important part of Jennie Elliott. Our children are introduced to disability and diversity and develop empathy and tolerance. We have worked hard to create a supportive environment and there is a larger social contract to be considered.
- If Jennie Elliott would have to close programs i.e. TASC to accommodate Spanish, we don't want to expand to Jennie Elliott. It would seem Jennie Elliott is already quite full. An over-full school undergoing the challenge of transition and adaptation to a new program isn't good for anyone.
- Option C is not a good option. Many Lakeview residents are very concerned with the negative impacts. This would have on the Jennie Elliott School.
- This solution doesn't make any sense. It will destroy a high functioning community school and result in instability for the Spanish program.
- All 3 options are piecemeal and short-term. While I support the CBE offering programs of choice, if it cannot be done in a way that easily align Alberta Ed values and the CBE's guiding principles it should not be done.



- Losing before and after care and dedicated art and music rooms deteriorate the school experience for our kids and community families. Please don't stick more programs in Lakeview.
- No because it is a short-term solution. Build more schools.
- Don't select a school to serve as overflow for a popular program simply because of the school's location. Select a school that has the lowest utilization rate. That will disrupt the fewest students and ensure the viability of underutilized schools.
- Don't renew the lease for the science school, take it over and make it the Spanish school. That is a long-term for Spanish program and fixes the decrease in enrolment at Jennie Elliott in grade 4.
- Scenario C, please do not do this. Offers not benefit to Jennie Elliott, which is a thriving program in a community that is getting younger and will need more room for the regular programming in the near future. If any language program should be at Jennie Elliott, it should be one that allows students to continue to a proximate junior school i.e. Bishop Pinkham. And the language should be representative of the public that pays for the school i.e. French, an official language. Class sizes at Jennie Elliott will increase and the English program will suffer in preference for a trendy program.
- No net benefit to Jennie Elliott School. Seems only negative impacts.
- Why would it not be possible to have groups of 17-18 in separate classrooms? Your answer does not make sense.
- Recover the site of the science school for our full area. When is the lease up?
- Why not cap Spanish program. Plenty of schools/programs are at capacity.
- "C" not a long-term solution. Not enough time to properly assess.
- We love Jennie Elliott as it is: the sense of community, small class sizes and before and after school care. We worry about a less personal learning environment for our children and how that may negatively impact them. Losing student care would pose a serious problem for our family and would impact all of our family members very negatively.
- Scenario A-2 and C, too many resources away from regular program. 5 kindergarten students even 1 half time teacher costs \$50,000. Per pupil funding \$6,000.
 - Half time teacher \$50,000
 - Per pupil funding for 5 students \$30,000
 - Away from regular classroom \$20,000
- Grade 5-9 Spanish bilingual should not be at A.E. Cross. A.E. Cross is a very rough school.
- Ask Alberta Ed to prioritize its renovation project for A.E. Cross. A.E. Cross needs a beautification yard project attached to the decision to make younger/new kids feel included and with Spanish culture.



- Scenario C, totally unacceptable to both English and Spanish programs. Extremely short sighted solution. Will have a terrible negative impact on Jennie Elliott School; long-term no room for growth.
- I want to stay at this school longer.
- This option is the best for us short-term. Still would have long-term concerns about A.E. Cross.
- I would think Jennie Elliott parents could look at this as an opportunity to have their children learn a second language. Glass half full.
- I hate option B.
- I find it insulting that this new CBE Spanish program is taking precedence over a program that has been in Jennie Elliott for many, many, years, the TASC program. This group of students will find change much more challenging.
- There are currently 2 underutilized rooms at Jennie Elliott for a (1) Spanish kindergarten and grade 1 class. What happens the next years when there is a grade 2, 1 and kindergarten and then a grade 3, 2, 1 and kindergarten? And you anticipate 2 classes/grade; where will these children learn.
- I am completely opposed to possible relocating the TASC program at Jennie Elliott to create room for the Spanish program. The TASC program has been a very valuable part of our community.
- Strongly disagree. Affects Jennie Elliott negatively. Loss of before/after school care. Loss of music room. Loss of art room. Loss of library/riser area. Possible relocation of TASC. Dilution of resources.
- I strongly disagree with scenario C. Jennie Elliott TASC program is a huge part of what makes Jennie Elliott a great school. Taking away after school care, art room etc. to make room for Spanish is taking away from the great parts of our school. What makes our school great is the small things, once those are gone, we have another school with our kids crammed in a classroom all day long.
- The Spanish program saved the French program at Westgate. It seems the French can't wait to kick out the Spanish. If English only school boundaries can be relooked/reorganized, there could be a full English only school to open up a school for Spanish. There is a demand for Spanish.
- For us scenario C works. The kids only go to 3 schools for Spanish Immersion instead of the current 4 schools. It allows my second kid to be in kindergarten when my first is in grade 3.
- Strongly disagree with this option. Jennie Elliott is a successful school because of its current size, space for music, art, TASC. Why mess up something that is not broken. It seems like the plan to move Spanish students to Jennie Elliott is all guesswork and to say it's not going to affect a successful, functioning English program seems naïve. Why should language schools enrolments not be capped when schools like the science school, Girl's school etc. are. Why are they different?



- Deeply concerned about impact to Jennie Elliott School, as dilutes focus of our schools mandate and programs. Before and after care is integral to our school and cannot be jeopardized.
- Strongly disagree with scenario C. Possibly losing the before and after care. Losing art room and music room. Diluting the English program which is why we are there. Overstuffing a great functioning school. Bad idea from a Jennie Elliott parent.
- Absolutely disagree with this choice. The impact is far too great on the programs at Jennie with this option. It is not fair to impact the after-care programs, class-size and TASC students to accommodate at Jennie Elliott. I believe moving a crowding problem from one place to another doesn't make sense.
- Why mess with a school that is well run, has a strong sense of community, an active involved and dedicated parent group.
- Not a good idea to have grade 5-6 with junior high kids.
- Scenario C is the best option. As it is the only possible long-term solution of the 3.
- Possible/eventual loss of club/student care/art/music space at Jennie Elliott would be a harsh blow to the children and families who attend and support the local English program currently at the Jennie Elliott location.
- Forward thinking is necessary but the before and after school care, fine arts programs are an essential part of what makes Jennie Elliott great. If those programs are in jeopardy then option C is poor planning.
- Best choice for Spanish kids.
- Strongly disagree with C. Not a long-term solution. Grades 5 & 6 belong in elementary.
- Cap the Spanish program if you do not have the space for the kids (attendance cap-wait list, sibling priority, etc.).
- Scenario C, no. Jennie Elliott does not need a new program introduced. When they run out of room the Spanish bilingual kids will be moved again. Please don't do scenario C.
- Concerned about the impact to the English program at Jennie Elliott. If numbers were to push Jennie Elliott towards its capacity my concern is what this would mean to the English program. Lincoln Park was just zoned to Jennie Elliott last year and has a lot of young families. I wonder if the forecast of students from this area is light given many of the children are just approaching school age.
- Agree with scenario C.
- This is not the best option for the kids currently at Jennie Elliott. Classrooms are already at capacity. Please consider the special needs kids that are currently very comfortable with where they are. Where will they be relocated? It is very traumatic for these vulnerable children to change their routine not to mention their surroundings. The TASC



program has been successful at Jennie Elliott for 20 years. Please don't relocate them.

- I am a parent of a child at Jennie Elliott. I strongly disagree that this impacts the least people. There is possible displacement of the TASC/special needs program. A decrease in the diverse student population with losing TASC. Possible loss of music room/assembly space. Negative impact for Jennie Elliott.
- Disappointed to see Jennie Elliott as an option is late in the process.
- Scenario C; I worry the projected growth of the Spanish program will eventually overtake the English program at Jennie Elliott, leaving another community with no school (Lakeview and Discovery Ridge) it seems to be a very hasty decision with not enough planning. Jennie Elliott parents were not given enough notice regarding the decision that is being made.
- I disagree. I feel that two different programs in one school will create animosity between the two different groups. Jennie Elliott is a community and this will destroy that atmosphere.
- I strongly disagree with Jennie Elliott being the best option for the Spanish program. The TASC children have been attending Jennie Elliott for a long time and why should the Spanish take precedence. The English program will be affected by losing art, gym time, music and half the library. Also the before and after school care.
- I am a student at Jennie Elliott School and I don't want to lose the TASC program, art room etc.
- There is no guarantee that kids entering into grade 2 in September 2013 will move to Jennie Elliott. What provisions will be made for those families with siblings entering kindergarten (whose boundaries are now Jennie Elliott's) to be kept together.
- Option C: this is the worst option. Kids in grade 1-2 Spanish will be at 3 schools by grade 6.
- Scenario C should be off the table for the 2013-2014 school year. Where was the panel forum/discussion to give the parents at Jennie Elliott insight into the rationale of putting the Spanish program at Jennie Elliott where resources and space for the regular program will be depleted and minimized?
- Concern scenario C: is this really a long-term solution. Do not want to move kids again when this program gets full.
- No to scenario C. We don't want the Spanish program.
- If the Spanish program moves to Jennie Elliott could that mean in the next few years that students being bused in from Discovery Ridge be rezoned and bused to a school farther away? Jennie Elliott is a huge part of the Discovery Ridge community. This would be a huge loss. We moved there so we could have our children attend Jennie Elliott.
- Adding the Spanish program to Jennie would take away so many programs and affect the fact that Jennie is a community school which is



something that our children and families need. Although Discovery students don't live in Lakeview it is a community school for us and it would be really sad to lose that.

- I am a parent of a kindergarten child at Jennie Elliott: concerns with eliminating or decreasing the programs such as: before and after school care, music program, TASC, art. Why aren't you using vacant (empty) schools in the communities?
- As the most popular choice is "no longer considered" then this is the best of your 3 weak choices. Reasons being you are at least changing the boundary, splitting the programs and bringing back 5-6 French to Westgate may be possible in the future.
- You also need to cap the Spanish at Jennie Elliott as the long standing English programs in Lakeview need to remain. Find somewhere for Spanish and stop affecting the long standing success of the French and English in Lakeview.
- Not a good option.
- My kids would be split into two different schools with this choice, no. One in grade 1 at Jennie Elliott and one in Westgate. Don't split our kids or our family.
- Unless you have twins in the same grade as each other this split will happen eventually anyway.
- Option C: not acceptable due to:✓
 - Loss of TASC program
 - Impact on music and art rooms
 - Jennie Elliott already very near to capacity
 - Loss of before and after school care
- Other schools with lower capacity and closed (Rutland Park) that provide long-term solution
- If this option is approved, it results in a lifestyle change for my family. I do not support this lifestyle change.
- Do not like grade 5-9 at any school.
- I'm on the boundary line. Affects us negatively.
- Where are A.E. Cross and Bishop Pinkham?
- Hate to leave Westgate, but we live south of the boundary and this is the best option of us and for the Spanish program long-term.
- Best option because it recognizes the unsustainability of Spanish at Westgate.
- This scenario works long-term and short-term. Lakeview system enrollees are declining (as I understand it) unless missing accurate numbers on Jennie Elliott enrolment.
- Strongly disagree with option C. Before and after school care is essential for our family. The TASC program is also well established at Jennie Elliott School. Why doesn't the CBE look at what the rooms are being used for rather than strictly ratio to space availability. The library would be cut in



- size and loss of the art and music room would be terrible. There are surely other schools with less usage to capacity ratios closer to Westgate.
- Why split Spanish, place Spanish in Jennie Elliott? If French students are going to Bishop Pinkham, why not place French students in Jennie Elliott. An important part of any transition is familiarity of environment.
 - Spanish: Rosscarrock→A.E. Cross
 - French: Jennie Elliott →Bishop Pinkham
 - If there is no room for all the Spanish program children, consider putting a cap on enrolment. This would solve growth issues; no need to open 2nd location at Jennie Elliott.
 - Why does the CBE continue to lease out schools that could be used for a Spanish school? Dr. Oakley, Richmond School, the Arts School? Is it affording the CBE's fancy new building?
 - Disagree with option C. Schools with multiple programs are less focused. Even students at Bishop Pinkham told me that.
 - Disagree with option C. Resources will be directed to start new program rather than our regular program.
 - No thank you. This option forces yet another transition for our young students who are already at Bishop Pinkham.
 - Disagree with option C. Jennie Elliott has good programs now. Introducing a new program will make school lose focus.
 - As a parent of 3 Jennie Elliott students, I disagree with the option of having the Spanish program at the school. Please consider other schools at less capacity, keeping our art room and before and after school care, and TASC program.
 - C, A2, although having diversity of programs in schools is a good thing; it should not come at the cost of diluting the education and resources available to our children. I am concerned that TASC program at Jennie Elliott will be cancelled and although I don't have a special needs child this is the worst thing we could do to those children.
 - Cap the Spanish program. The CBE cannot provide all things to all people.
 - Making our public schools better instead of having so many other options. Where will English students go if Spanish ends up taking over Jennie Elliott? I don't trust the calculations.
 - I disagree with Jennie Elliott taking in Spanish students. We don't have the room without sacrificing a school that is actually successful. My daughter's class is 29. My son's is 25. Where is the space we need to focus on?
 - If Jennie Elliott is approved, we will have 1 child in grade 1 at Jennie Elliott and 1 child in grade 3 at Westgate. That doesn't work for us.
 - As a parent of a Spanish bilingual child, after reading the comments from Jennie Elliott parents, I certainly don't feel like we would be welcomed at that school. I don't want to send my kids where they're not welcome.



- Are you sure this process isn't already decided? Why did the A.E. Cross principal speak to Westgate students with no parental consultation? We are real people with feelings, any apologies?
- I do not have a special needs child but believe that it is important to have the TASC program at Jennie Elliott. It would be terrible to move this program in order to accommodate Spanish Immersion. What message does this send to TASC pupils/families? It would make more sense to have French Immersion at Jennie Elliott since Bishop Pinkham is the designated school for junior high. Jennie Elliott is a great community school, well ranked in provincial testing. It works, leave it alone. Find a better long-term solution and cap the numbers for the Spanish program. There has been little/no consultation with community members regarding this scenario.
- My biggest concern is the shutting down of music and other programs at Jennie Elliott which is one of the primary reasons for my child being at Jennie Elliott. How much would it cost to add more space at Jennie Elliott to allow programs like music, art and before/after school care to continue?
- What other options will be available to parents for before & after school care at Jennie Elliott?
- I am a Discovery Ridge/Jennie Elliott parent. My reason for not approving scenario A/A2 and C are as follows:
 - Relocation/removal of the TASC program takes away from our student diversity and an enormous opportunity to learn compassion. This would be incredibly traumatic for these students.
 - With no cap on the Spanish program there is no true understanding of how the incoming program will affect Jennie Elliott School, how many spaces will have to be sacrificed. The arts and music development would be compromised.
 - Resources like library and gym time would be reduced.
- A.E. Cross location: gas stations on 3 corners considerable commercial activity, 2 busy roads, no playground. Is this where you would send a 9 year old child?
- Totally disagree with scenario C. Engagement process has been non-existent for parents at Jennie Elliott. I am angry and upset that the Board has gotten to this point. Also the fact the Superintendents who will be making this knee jerk decision are not even here. We have been blind-sided.
- Strongly disagree with scenario, loss of strong sense of community.
- Scenario C is awful. Why is it ok to move some programs to accept others? Why is the CBE not considering the children's needs?
- Scenario C. This scenario is the best one in my opinion. I am for the boundary.
- Why not cap the language program instead of forcing the growth onto other schools and regular programs.



- Why do us Spanish families have no choice when French has lots?
- This scenario leads to a very small contingent 8% (2013) →10% (2017) of very young children 10-11 years old or to an over 90% dominated junior high situation. This is not a middle school.
- This will diminish the experience of the regular program at Jennie Elliott. There are so many facets to consider it is impossible to believe that they could be properly identified, assessed and dealt with appropriately in an implementation plan for September 2013. If this scenario is selected, I am sure it cannot be properly executed in the time frame. This whole process is not conclusive to good decision making, it seems so rushed.
- Strongly disagree with scenario C. Not enough information has been provided on how this is going to impact Jennie Elliott and our children at the school. We need details, not just that Jennie has extra room and could accommodate Westgate students. What will we lose? (TASC, art/music programs). Parking is already an issue. How will that be addressed? How will it affect class size exactly? What will the numbers be? We need more info and we need detailed information.
- Disagree with scenario C, don't have capacity long-term.
- I disagree. I am a student at Jennie Elliott. I don't think there should be a Spanish program because,
 - 1. The TASC kids will have to try to find a different school.
 - 2. The art room and music room will be gone so we won't be able to show our artistic talents.
 - 3. All the after school students won't have a place to go after school because there would be no after school program.
 - 4. And last that would mean that there would be no glee club and art club etc.
 - So it would make kids less happy to go to school when the school wants them to be excited about school.
- Why mess with a working model at Jennie Elliott? Aside from the obvious educational impacts to the regular program like increased class sizes, what about all the traffic issues? The impact on the community would be huge. The safety of the students would be compromised.
- Why is capping the number of students in the Spanish program not an option? Moving students into Jennie Elliott is not a good option. This will take away so many programs and reasons that make Jennie Elliott such a great school. The number of students should be capped until a better solution is presented. Jennie Elliott is not the best option.
- A.E. Cross is not a safe option for a small population of young kids. We have a small Spanish population now and I'm not certain we will keep the small numbers if we are yanked out of Bishop Pinkham.

Scenario A: If this is the scenario selected, what are the anticipated impacts of this change?

Thought instructions

Enter the main idea on the first line. Complete your thoughts in the window below.



Lack of funding for the portable classrooms

T5

Details: Without funding the Spanish program may get split into two different elementary schools



Terrible idea, let's learn how to perfect an English only program before

T2

Details: before we try to offer alternative programs at the detriment of the English program/schools.



Moving the spanish grade 5-8 to AE Cross next year is not acceptable

T28

Details: 2 years ago the CBE made a 'sudden' decision to place Spanish Gr 6 to BP. A move that many Parents opposed but went along with. We were promised that our kids would remain at BP until grade 9. Now another move?! CBE needs to take time to find a sustainable solution for the Spanish program, or decide to abolish it entirely if you are unable to find long term solutions. You are impacting lives of children with poor planning. My son is in Grade 7 Spanish and we love this program but are no longer willing to commit to it when the CBE can not convince us that there will be any consistency. This program is just now flourishing in BP and it makes no sense to move the program after only 2 years in 'middle school'. At least allow the Spanish program to finish at BP for one full cycle and then move the established program to a new location. As a parent of a child who has trailblazed this program in Area IV I can assure you that this move will be extremely difficult. More so for Gr 8!



Jennie Elliot's program will very possibly be drastically affected.

T10

Details: If funding for modular classrooms is not received, Jennie Elliott's program would change drastically. Introducing a Spanish program to a school that has no history of second language programs seems ludicrous. In addition, this would leave Lakeview (and Discovery Ridge) with no community school.

Scenario A: If this is the scenario selected, what are the anticipated impacts of this change?



Grade five students still need a playground and recess time! T6

Details: none



Makes the most sense in short term T7

Details: If there is no way to create a solid plan for the long term, this option makes the most sense in the short term to allow for thoughtful long term planning.

Makes the most sense in short term T8

Details: If there is no way to create a solid plan for the long term, this option makes the most sense in the short term to allow for thoughtful long term planning.



This scenario (and all 3 scenarios) go DIRECTLY against Guiding Principals T19

Details: On the slide in the package, CBE wants to minimize disruption, provide continuity and keep groups of kids together... ALL THREE of these Principals are completely thrown out with all three of the proposals to move the Spanish program to A.E. Cross. I will be calling my Alderman to express my displeasure.

A.E. Cross is known as a school that is not safe T20

Details: I have heard from many people, and even my Grade 7 daughter that she would be SCARED to go to school at A.E. Cross - she is not alone in her thinking. The Grade 7 class at Bishop Pinkham, which is the first Spanish Bilingual class will get fractured by Grade 8 with the 3 scenarios. People will abandon the Spanish Bilingual format in lieu of keeping their kids at a school that follows the Guiding Principals more. Great decision making, effectively the CBE will be killing a program that it has spent 7 years making.



Least impact on French Immersion. Lots of change for the spanish group. T16

Details: none

Scenario A: If this is the scenario selected, what are the anticipated impacts of this change?



I strongly believe that the Spanish students currently at Bishop Pinkham T27

Details: should have the opportunity to complete their middle school experience at Bishop Pinkham.



Gr 8 Spanish Bilingual at AE Cross T18

Details: It is completely unacceptable that NONE of the scenarios considered allow for the one any only Grade 8 Spanish class to remain at Bishop Pinkham. These kids have been the guinea pigs for this program and have already had to make a significant change in sixth grade. It is unfortunate that CBE would not consider have the Grade 9 French class move to Ernest Manning one year early to accommodate one more year for the Spanish program.



Does not provide a long term solution. Eventually we are going to find T12

Details: another place or solution for this problem.



Grade 5-9 of any language at AE Cross is not a safe consideration. T29

Details: There is no language program there now so the time to get it right for SO MANY students is NOT a good idea.

Location of AE Cross for young students is NOT SAFE.

Grade 9 AE Cross students were caught by police for slashing tires the night of one of the early planning meetings. And you want our grade 5 students in THEIR school. NO!



I would look for long term solution this does not offer that! T9

Details: none

Scenario A: If this is the scenario selected, what are the anticipated impacts of this change?

	
Grade 5-9 scenario	T25
<p>Details: I feel that this is not a typical middle school scenario. Middle schools are generally grade 5-8. There would be too much of a maturity level difference between a 10 year old and a 15 year old. Bishop Pinkham is classified as a Junior High School, grade 6 - 9 seems to work, but if you bring grade 5 into mix it is going to change the whole dynamic of the school.</p>	
	
kids will be disappointed to move from BP	T13
<p>Details: The kids will need +++ support and encouragemnet to accept this change</p>	
It's good for us as the school is close to home	T14
<p>Details: opportunities in a larger setting, keep the spanish together</p>	
Grade 5 will need shielding from the older kids	T15
<p>Details: none</p>	
	
westgate will still be overcrowded the rest of the scenario works	T11
<p>Details: none</p>	
	
Bad for us	T1
<p>Details: none</p>	

Scenario A: If this is the scenario selected, what are the anticipated impacts of this change?

	Current gr 6 and 7 Span should finish out their middle school years at BP. T23
	Details:
	They have pioneered the way and do not need more change. T24
	Details: Is not a long term solution to keep K-4 at Westgate and there will be more change so this is a poor solution.
	if you get the funding, every student affected can go back to Westgate, T3
	Details: thats positive because from the parents I talked to that would be the preferred scenario. I like that the French Immersion program will stay at Bishop Pinkham
	as long as the English program stays the same at Jennie Elliott for 2014 T4
	Details: none
	May result in new Spanish program at Jennie Elliott - not preferred. T21
	Details: none
	Unfair to current Grade 6 Spanish bilingual students T26
	Details: Spanish bilingual students currently in Grade 6 have just gone through (successfully) a transition to Bishop Pinkham and a junior high environment. They should not have to change schools as second time in a year!

Scenario A: If this is the scenario selected, what are the anticipated impacts of this change?


Not a long term solution T22
Details: The CBE really does need to look at a longer term solution


The impact is that we dont want our spanish kids to go to AE Cross, T17
Details: We want our spanish children to stay at Bishop Pinkham.

Scenario B: If this is the scenario selected, what are the anticipated impacts of this change?

Thought instructions

Enter the main idea on the first line. Complete your thoughts in the window below.



Kindergarten students have to switch schools T4

Details: It may affect some students but I think they can easily adapt.



Also unacceptable, try to perfect the English program T2

Details: before we try to offer alternative programs at the detriment of the English program/schools.



The program will not survive a move from BP to AE Cross T22

Details: You say you won't move the English because you won't move the community(walking distance) school, yet this is unfair! I moved from BC to Calgary 7 years ago to Springbank hill. There was and still is no community school in my neighborhood so I had to choose the 'closest' at that time which was Westgate (I guess you could say I chose Spanish over Fr). I and many others do not have a walking distance school. Shall we all move to Lakeview? Do not use incorrect reasoning assumptions. I did not CHOOSE the Spanish program over my English community program - I had no choice. Also, consider that many Spanish parents live in Lakeview

Not enough information provided for parents to make informed decision T23

Details: There is not enough information provided. More transparency would create less problems. If we had known that the CBE viewed the Spanish program as a 'least priority' program, we would have never placed our child in this program. It has become apparent that this wonderful, rapidly growing program holds the least priority merely because it is 'new'? Strange. Most organizations place their highest priority and greatest energy on their new initiatives that will result in their greatest growth and success. Not so here as the new and successful program is given the least resources.



All schools involved will have manageable programs. T8

Scenario B: If this is the scenario selected, what are the anticipated impacts of this change?

(continued)



Details: This scenario appears to be the most sensible solution. It's good for Rosscarrock as it brings their numbers up and they are able to accommodate the Kindergarteners for the long term without overloading on programs (Spanish and French only for K). Westgate, Bishop Pinkham and A.E. Cross would be dual program schools. There would be no impact to Jennie Elliott, a school that does not require more students, and has a very strong English Program that it can continue offering to the families of Lakeview and Discovery Ridge.



Grade five students still need a playground and recess time! T5

Details: none



Seems like too many schools for a small group of students T6

Details: This would probably not help students because there is more movement between schools required. Could be frustrating to parents to have to be involved with 2 elementary options.



Same as Scenario A as each scenario is the same for my situation T15

Details: Once again, we will contact anyone, school Trustee, Alderman, whomever to listen to our thoughts that were obviously disregarded



Overcrowding at Westgate not being solved. T12

Details: none

Scenario B: If this is the scenario selected, what are the anticipated impacts of this change?



Gr 8 Spanish Bilingual at AE Cross

T14

Details: It is completely unacceptable that NONE of the scenarios considered allow for the one any only Grade 8 Spanish class to remain at Bishop Pinkham. These kids have been the guinea pigs for this program and have already had to make a significant change in sixth grade. It is unfortunate that CBE would not consider have the Grade 9 French class move to Ernest Manning one year early to accommodate one more year for the Spanish program.



I think this scenario provides a long term solution.

T10

Details: none

This is better than scenario A, but again, AE Cross is not a safe choice.

T24

Details: NO AE Cross. I have heard rave reviews about the principal but there is no infrastructure NOW for the school to be ready to receive SO MANY students who are SO YOUNG. NO AE Cross!



I think this solution offers a long term solution.

T7

Details: Parents do not want to keep switching their child's school -this is the only solution that offers long term. Otherwise you will be going through this process again in a short time.



grade 5-9 scenario

T20

Details: I feel that this is not a typical middle school scenario. Middle schools are generally grade 5-8. There would be too much of a maturity level difference between a 10 year old and a 15 year old. Bishop Pinkham is classified as a Junior High School, grade 6 - 9 seems to work, but if you bring grade 5 into mix it is going to change the whole dynamic of the school.

Scenario B: If this is the scenario selected, what are the anticipated impacts of this change?



this would not affect my children

T11

Details: none



too many changes for the little ones junior high part is great

T9

Details: none



Not so bad for us

T1

Details: none



Current gr 6 and 7 Span should finish out their middle school years at BP.

T18

Details: none

Kindergarten is a specialty and can be separated. I think this will

T19

Details: alleviate some space issues.



I like that the French Immersion program will stay at Bishop Pinkham

T3

Details: none

Scenario B: If this is the scenario selected, what are the anticipated impacts of this change?



Good compromise for all.

T16

Details: none



Unfair to current Grade 6 Spanish bilingual students

T21

Details: It is unfair to expect the current grade 6 Spanish bilingual students to move schools again.



Kindergarten should not be separated

T17

Details: none



The impact is that we dont want our spanish kids to go to AE Cross,

T13

Details: We want our Spanish program kids to stay at Bishop Pinkham

Scenario C: If this is the scenario selected, what are the anticipated impacts of this change?

Thought instructions

Enter the main idea on the first line. Complete your thoughts in the window below.

Splitting the Spanish program is not beneficial to students.
T6

Details: Spanish should be kept together. They will always be a second class citizen otherwise.

Unacceptabe, try to perfect the English program
T2

Details: before we try to offer alternative programs at the determent of the English program/schools.

Spanish program not well developed enough to move program afteronly 2 years
T26

Details: Marginalization occurs with the Spanish program moving to the English school. Spanish is well integrated to BP. If you move a small number of Spanish kids to Established AE Cross, the Spanish kids will be at a disadvantage. This along with the younger grades of Spanish and older grade of established AE Cross is unsafe and unfair. Hold off on moving Spanish to AE Cross. Let the Spanish program stay at BP for 2-3 more years. Then you can plan better and prepare AE Cross or find another solution. CBE needs to make a decision that is best for the kids "no child left behind" Do the right thing, even if it's not the easy thing!

This scenario would drastically affect Jennie Elliott's current program.
T10

Details: The introduction of a Spanish Bilingual Program into a school that has offered only a regular English Program for, I believe, its entire history, seems ridiculous. Jennie provides an excellent, dynamic English Program that would be sorely missed if this change did indeed 'require eventual relocation of the system classes from Jennie Elliott.' From the scenario description, it sounds as though Lakeview and Discovery Ridge families choosing the English Program would eventually be left without a community school to attend. So, essentially this 'solution' is really just pushing the 'problem' of higher enrollment in immersion and bilingual programs to a different community of learners who are currently completely uninvolved in these programs.

Scenario C: If this is the scenario selected, what are the anticipated impacts of this change?



Grade five students still need a playground and recess time! T7

Details: none



Can Jennie Elliot handle the extra students? T8

Details: This would be a stretch for Jennie Elliot physical space as there don't appear to be extra class rooms for a Spanish group, depending on the size. On the other hand, it would help alleviate the mass exodus that occurs between Grade 3 and 4.



Same Scenario T18

Details: none



Could be difficult transition for Kindergarten T15

Details: Children adapt very quickly, and would be better with less disruption in later years.



Gr 8 Spanish Bilingual at AE Cross T17

Details: It is completely unacceptable that NONE of the scenarios considered allow for the one any only Grade 8 Spanish class to remain at Bishop Pinkham. These kids have been the guinea pigs for this program and have already had to make a significant change in sixth grade. It is unfortunate that CBE would not consider have the Grade 9 French class move to Ernest Manning one year early to accommodate one more year for the Spanish program.

Scenario C: If this is the scenario selected, what are the anticipated impacts of this change?

 the boundary change could be an issue for those students in the Spanish T12
Details: program. are they going to have transportation?

 So now you want our youngest students travelling to Lakeview? By busses? T27
Details: NO! There are two issues here - JE doesn't WANT the Spanish community there (therefore setting up for bullying and discrimination) and location is sooooo far to travel to for the young students. It's a shame that JE has the room but it is so far away for young students!

 Like I said before we need a long term solution this does not offer that. T9
Details: none

 Grade 5-9 scenario T23
Details: I feel that this is not a typical middle school scenario. Middle schools are generally grade 5-8. There would be too much of a maturity level difference between a 10 year old and a 15 year old. Bishop Pinkham is classified as a Junior High School, grade 6 - 9 seems to work, but if you bring grade 5 into mix it is going to change the whole dynamic of the school.

New Spanish location for Jennie Elliott T24
Details: What if there a boom in the next few years and Jennie Elliott's enrollment is increased, then what will happen to the Regular program as this is a dedicated school to communities. If the Spanish program is growing, what if Jennie Elliott is not able to accomodate numbers in the future, then what happens to the Spanish program.

Scenario C: If this is the scenario selected, what are the anticipated impacts of this change?



It would depend on what the boundaries are

T13

Details: I have a child at Westgate and wonder where the boundaries are as I have before and afterschool care near Westgate school

It would serve the increased need for spanish to open another program

T14

Details: none



not enough kids in the Spanish to support 2 schools that close

T11

Details: junior high scenario works perfectly



Bad for us

T1

Details: none



Current gr 6 and 7 Span should finish out their middle school years at BP.

T21

Details: none

Not a good option to separate the Spanish program at this time by dividing

T22

Details: it at Jennie Elliot and Westgate.



do not like this scenario , to sudden to change Jennie Elliott to Spanish!

T3

Scenario C: If this is the scenario selected, what are the anticipated impacts of this change?

(continued)

	
Details: need more specifics as to what will happen to the English program? It would be devastating if the English students would be moved! Jennie Elliott is a community school.	
what will happen to the English program at Jennie Elliott??	T4
Details: none	
Will the English Program at Jennie Elliott be affected?	T5
Details: none	

	
Immediate change to Spanish stream at Jennie Elliott - not acceptable.	T19
Details: none	

	
Unfair to current Grade 6 Spanish bilingual students	T25
Details: The current Grade 6 Spanish bilingual students end up being the ones expected to incur the most cost as a result of either scenario. Could there not be a scenario that does not impact a current cohort of students?	

	
Boundary change	T20
Details: I believe this will help for the long run but students will be split up who have been together since Kindergarten. Parents and students could be upset by this.	

	
The impact is that we dont want our spanish kids to go to AE Cross,	T16

Scenario C: If this is the scenario selected, what are the anticipated impacts of this change?

(continued)



Details: We want our Spanish program children to stay at Bishop Pinkham.



Additional thoughts:**Thought instructions**

Enter the main idea on the first line. Complete your thoughts in the window below.



Try to focus on the English program instead of adding programs of little

T2

Details: use to the community



keep Spanish at BP for 2-3 more yrs and find long term solution

T13

Details: Please keep Spanish at BP for 2-3 more years to develop the program, then move it at that time. At least you will have time to plan. However, I believe that this is not a viable and long term solution anyway. I suggest you don't place Spanish with English as the English speaking grades have parents who seem to have such animosity towards the Spanish. I don't understand why, perhaps it's fear. Please place Spanish on it's own or at least place language together. If you can not manage the long term plan and success of the Spanish bilingual program then you need to determine that now. And above all, be more transparent with the parents. Respectfully, it appears that this has been lacking to date.



Scenario B would cause the least disruption.

T4

Details: Scenario B appears to be the one that would cause the least disruption to all schools involved. It impacts Bishop Pinkham and A.E Cross in the same way as scenarios A and C. It would not force the introduction of a Spanish Program to Jennie Elliott, which would affect the entire school. The changes to Rosscarrock appear to only impact at the Kindergarten level. No closures of schools. No 'eventual relocation of system classes.'



This process has been a waste of time

T8

Additional thoughts:

(continued)

Details: Clearly there must be some research that shows that kids are more resilient to school changes when they are younger... when kids get to age 10, it would make sense that breaking them away from their friends, et al... gets tougher. Clearly the French Speaking kids have been given preference and we are not very happy. I will be calling Richard Pootmans in Ward 6, Ken Hughes (MLA) Calgary-West and Rob Anders (MP) to express my opinions. As well, make sure that every other parent who has a Spanish child in the program know how to contact these people as well.



No scenario will solve all the issues.

T5

Details: Keeping the same languages together is ideal. Middle schools work else where in the city, utilize the middle school concept to better balance the school population.



UNACCEPTABLE to move Current Gr 7 Spanish Program to AE Cross

T7

Details: It is completely unacceptable that NONE of the scenarios considered allow for the one any only Grade 8 Spanish class to remain at Bishop Pinkham. These kids have been the guinea pigs for this program and have already had to make a significant change in sixth grade. It is unfortunate that CBE would not consider have the Grade 9 French class move to Ernest Manning one year early to accommodate one more year for the Spanish program.



K kids must go to Rosscarrock; current Spanish at BP need to stay for 2 yrs

T14

Additional thoughts:

(continued)

Details: It is criminal to keep moving the Spanish students every two years. YOUR decision must be viable, sustainable, with TIME to GET IT RIGHT the first time (for the second time)... There is room at BP for the current two Spanish classes to continue there for 2-3 more years. Do that! All Kindergarten kids can go to Rosscarrock. K students are never left alone; it's not like K students even SEE their older siblings at Westgate now. AE Cross is not ready to receive Spanish kids in September 2013. After the Spanish program can grow with faith and confidence from ALL who are involved, then the program can move as a STRONG COHORT to a grade 5-9 location that is its own school! I'm tired of hearing 'not at our community school' from those who are fortunate to have a community school. Calgary is built like a growing doughnut. Westgate is in the doughnut hole and those of us supporting the school mostly live in the 'sweet part' of the doughnut. Let's see a community school in Discovery Ridge!

If it wasn't for the Spanish program at Westgate, it would be GONE!

T15

Details: I'm tired of hearing the parents of French students ready to kick out the Spanish. How is that for learning with HEART?? Disgraceful!



solutions

T12

Details: I feel that these are short term solutions and with the City of Calgary growing that in a few years you are going to be back to the drawing table, looking at this process all over again. I feel that is unfair to the parents involved in this situation. I find it difficult with schools being closed in the past that there is not an available space to move one of the programs, so that children are not constantly moving from school to school and dealing with long bus rides just to stay in a bilingual program.



Why would not build new Junior High school in the new communities?

T1

Details: none



Current gr 6 and 7 Span should finish out their middle school years at BP.

T9

Details: none

Additional thoughts:

(continued)

Have all Gr 5, 6, and 7 students start and finish at BP. There is space.

T10

Details: none

In about 4 years, send the Spanish students as a large group to AECross as

T11

Details: opposed to a small group.



Please clarify if the English Program at Jennie Elliott will be affected.

T3

Details: Jennie Elliott should remain an English Program school , that could perhaps accommodate a very small Spanish group.



Adjust Westgate all you want, that is the concern.

T6

Details: You had our children designated to Bishop Pinkham. we continued with the program based on this factor and others.

Move the kindergarten for both programs to Roscarrock, opens up 4 classes and gives room of 160+ students at Westgate.

You should be getting modules in for your schools to continue their programs based on your original management and designation, this would be responsible and accountable. Not expecting all the sacrifice to be on the students.

The lack of accountability that these problems were not assessed when the program opened is sad. I am sure if you looked at your other Spanish combination programs in the city you would have seen an increasing trend that would have suggested getting modules sooner!! Or at least capped the schools amount of children allowed into the program. Many systems in our society work on first come first served!!

Extremely poor.

Scenario A: If this is the scenario selected, what are the anticipated impacts of this change?

Thought instructions

Enter the main idea on the first line. Complete your thoughts in the window below.



Participant 869 French Immersion

does not make sense two programs with different conditions accomodate in

T159

Details: one school.



Participant 29 Spanish Bilingual

Children unable to understand older social dynamics

T176

Details: ...as well as behaviour they observe in the halls and outside. The will attempt to emulate negative behaviour the witness in an attempt to 'fit in' and gain a sense of belonging.

Children target for exploitation and bullying by older students

T177

Details: This could be self perpetuating as the 5's become 9's and reciprocate the behaviour exposed to them when they entered.

Children depressed because of removed 'play'

T178

Details: With no playground younger children are forced to submit to organized gym class perhaps inducing a sense of loss or depression.

No funding forthcoming a possibility

T179

Details: SPEAK WITH MLA AND WRITE TO THE PREMIER!
(also consider some private investment to acquire some portables. I see online Ontario has portable classrooms for sale at 13,500 or less. Money better not be the issue)



Participant 32 Spanish Bilingual

Of the 3 scenarios, this is my favorite.

T150

Scenario A: If this is the scenario selected, what are the anticipated impacts of this change?

(continued)

 **Participant 32** Spanish Bilingual

Details: Both my children will attend the same school for a few years. My daughter is beginning kindergarten and will get to start school with her brother. It does seem like a short term solution, as the chances of obtaining portables for the upcoming school year are slim. As a short term solution, I fear going through another round of this experience in the near future. Concerned about the newness of a middle school philosophy with a long standing mentality and experience of a junior high school

 **Participant 39** Spanish Bilingual

No change for our family. T12

Details: none

 **Participant 43** French Immersion

The grade 4s this year are being sacrificed for the sake of others. T186

Details: This plan is rushed. The grade 4 children and parents of those children are being forced to accept a large change that has not been planned well in advance to ensure a smooth transition. Their Grade 5 year will be bumpy and possibly very upsetting for them.

A sudden change in transportation T187

Details: The current Grade 4s will suddenly have a huge change in their commuting time and mode of transportation.

Uncertainty over who teaches the gr. 5s in the new middle school plan T188

Details: My son is very sensitive. Will the teachers at BP be elementary school teachers or jr. high teachers taking on new and younger classes?

 **Participant 57**

this is not a sustainable scenario, as already stated by CBE T133

Scenario A: If this is the scenario selected, what are the anticipated impacts of this change?

(continued)

 Participant 57	
<p>Details: this is only a patch up so another decision and changes can be done in 2014. The issue of accommodation has to be dealt with NOW, as we have been struggling with spaces for a couple of years already</p>	

 Participant 64 French Immersion	
Younger children in a junior high setting .	T68
<p>Details: none</p>	
Bishop Pinkham has not done a good job of addressing this age group/gap	T69
<p>Details: none</p>	
Separate SB and FI after all the "TALK" of the importance or togetherness	T70
<p>Details: none</p>	

 Participant 70 Spanish Bilingual	
Involves uncertainty around whether the modular classrooms will be added	T130
<p>Details: The uncertainty remains as to whether there will be 4 modular classrooms added or a second Spanish Bilingual school opened.</p>	

 Participant 72 Spanish Bilingual	
I don't want my daughter to go to a different school from her brother. I	T61
<p>Details: will consider to leave the program. Primary school students need to be in the same school all the educational period.</p>	
Any school bigger than 400 students is not healthy for children or	T62

Scenario A: If this is the scenario selected, what are the anticipated impacts of this change?

(continued)

 **Participant 72** Spanish Bilingual

Details: teachers. Westgate would still be too crowded with any of the scenarios. A Primary school with a proper lunch room is not a adequate space for children. IN any of the scenarios they will be eating lunch in a crowded, noisy gymnasium. This is an unhealthy situation.

 **Participant 81** Spanish Bilingual

Bussing, childcare, relationships T92

Details: If option A-2 is picked, then a proposed boundary split will have big impacts on people who suddenly need to contemplate Jennie Elliott. A long bus ride and finding new childcare options creates big challenges.

 **Participant 88** French Immersion

Not a long term solution T101

Details: none

Kindergarten children get to stay at Westgate T102

Details: none

 **Participant 103** Spanish Bilingual

short term, no impact. two years from now, big impact. T252

Details: We do not want to see our children moving from school to school to school over the next several years. We live in Discover Ridge and our kids are currently in kindergarten and grade 2. So we stand to be severely impacted if the boundaries change and we are moved to Jennie Elliott. If we see our kids bouncing around from school to school, we will seriously consider pulling them out of the Spanish Bilingual program. That is not what we want to do.

We want to see our children stay at Westgate through grade 4. T253

Details: We do not believe it is reasonable for our daughter, who is currently in grade 2, to see her in grade 3 at Westgate, then possibly at Jennie Elliott for grade 4, and then AE Cross for grade 5. What a terrible situation for anyone.

Scenario A: If this is the scenario selected, what are the anticipated impacts of this change?

**Participant 104** Spanish Bilingual

I strongly dislike the idea of moving children into a Junior High setting T40

Details: at grade 5. They are too young to be exposed to grade 7 to 9 kids (and their developmental issues) at this stage. I don't think we should be moving our kids to a Junior high setting until they are in grade 7.

I would rather see a second spanish bilingual program at Jennie Elliot T41

Details: school for 2013-2014 (Kindergarten to grade 6). If Jennie Elliot cannot accommodate K-Grd. 6, their kindergarten students can go to Rosscarrock.

I would also prefer Westgate Spanish and French kindergarten students to T42

Details: attend Rosscarrock school, and then move to Westgate for grade 1.

Continue to pursue funding for 4 modular classrooms at Westgate (or 2 for T43

Details: Westgate, 2 for Jennie Elliot), in addition to a second Spanish bilingual program at Jennie Elliot.

**Participant 113** Spanish Bilingual

Before and After School Availability T13

Details: This scenario only works provided the portable classrooms are secured. If this doesn't happen, many communities are suddenly 'rezoned' to Jenny Elliott. Currently at Westgate, there are TWO accredited before and after school programs servicing Westgate families. This is a VITAL service for families with both parents working outside the home. Moving to Jenny Elliott reduces the availability of this service, as now families requiring this kind of program are reduced to one option (which may not even have room to accomodate new families anyways).

**Participant 124** French Immersion

My children will be moving to another school too quickly T172

Details: Given my children will have to move to another school, it causes problems in trying to arrange after school care as they will be much further apart.

I think grade 5's are too young to be placed with grade 9's T173



Scenario A: If this is the scenario selected, what are the anticipated impacts of this change?

(continued)

 Participant 124 French Immersion	
<p>Details: There is a huge age and maturity difference between children in grade 5 and children in grade 9 and I think this will be a disadvantage to the grade 5's who will be forced to deal with issues that they might not otherwise have to face until they are much older.</p>	
Cap the number of students taking the non official language program	T174
<p>Details: French is one of Canada's official languages and should therefore be given priority. So, perhaps you should cap the number of students able to enroll in the Spanish program allowing for more space for those who want, and need, to learn French.</p>	
Modular versus new school at Jennie Elliott	T175
<p>Details: What happens if we are unable to get the 4 modulars need for Westgate and / or the new school at Jennie Elliott?</p>	

 Participant 137 Spanish Bilingual	
It's not a long term solution	T38
<p>Details: none</p>	
Kindergarten is a nice to have but it really doesn't need to be grouped	T39
<p>Details: none</p>	

 Participant 138 Spanish Bilingual	
Primary Concern Spanish Grade 5 forward	T153

Scenario A: If this is the scenario selected, what are the anticipated impacts of this change?

(continued)

 **Participant 138 Spanish Bilingual**

Details: As all three scenarios reflect the same outcome for Grade 5 (and our daughter will be in Grade 5 next year) I am going to answer only once. In short - I'm really quite happy with the idea of the Spanish cohort moving to AE Cross. Kelly Christopher gave an excellent outline of some of the specifics at a recent Westgate Parent Council meeting - and I left feeling quite excited about the possibilities. It will certainly be a change - for parents and kids - but as I understand - the CBE and the Principals/Teachers involved are working really hard to accommodate all involved.

My only concern now is that the good work done will be un-done by parent groups that don't represent the whole!!

Thank you, Cindy LaValley

 **Participant 154 Spanish Bilingual**

There is absolutely no choice left for gr 5 - 9 spanish so this survey T4

Details: All 3 remaining scenarios anticipate Gr 5 - 9 at AE Cross so there is no input value as my child will be in Gr 5 spanish. In other words, it is a moot point. It appears a decision has been made as far as it affects my child.

 **Participant 183 Spanish Bilingual**

There's a chance that portables will not be an option. T138

Details: If Portables aren't allowed, then Scenario C would have to be chosen anyways.

 **Participant 187 Spanish Bilingual**

No real impact for k-4 students for the 2013-2014 school year with A1. T198

Details: With this scenario, there is little change for the kindergarten through grade four students for the upcoming fall. They will still be at Westgate.

Move for the grade 4 students with A1 and A2 T199

Details: The grade four students will be moving sooner than expected. (though this occurs in all scenarios)

Scenario A: If this is the scenario selected, what are the anticipated impacts of this change?

(continued)

 Participant 187 Spanish Bilingual	
Big impact to the building's structure, and grounds with A1	T200
Details: Adding portables will mean impacts to the school itself - I thought it was determined earlier that portables were not an option due to a lack of availability, and no space to physically put them?	
Short time frame for decision making between A1 and A2	T201
Details: At what point will it be known whether funding will be available for portables? What is the lead time on getting them set up? Will this mean a rush to prepare in either case?	
Short term solution with A1?	T202
Details: Based on the projections, A1 doesn't solve the problem for long. Would it not be better simply to go directly to A2 (which is essentially Scenario C)	
Additional disruption for grade one students with A2	T203
Details: If I am interpreting the scenarios correctly, with A2 there is the chance that a child could go to kindergarden at Westgate, and then be moved to Jennie Elliot for grade one (if they fall into that portion of the boundary) Would it not be better to go to Scenario C - which has the same end result, with only a ONE time disruption for the students?	

 Participant 211 Spanish Bilingual	
Is short term solution.	T192
Details: Would rather see a more long term solution implemented so this process does not need to be reinitiated.	

 Participant 222 Spanish Bilingual	
Not a big fan of mixing grade 5's and grade 9's....big developmental	T181
Details: differences	
Modular classrooms seems far-fetched and moving to Jennie Elliot would be	T182

Scenario A: If this is the scenario selected, what are the anticipated impacts of this change?

(continued)

 Participant 222 Spanish Bilingual	
Details: detrimental to our lifestyle. We may consider changing schools or programs (shifting to French) if the Spanish program moves to JE. Childcare for both of our children is right by Westgate and we would have to change everything.	
I like keeping the language programs together - establishing a language	T183
Details: community.	
 Participant 223 French Immersion	
I like keeping kindergarten at Westgate	T16
Details: none	
big "if" involved regarding relocatable classrooms- what if the province	T17
Details: says no?	
Still seems a bit crowded	T18
Details: none	
 Participant 247 Spanish Bilingual	
No significant impact	T9
Details: none	
Child has to move from Westgate earlier than hoped	T10
Details: We'd originally hoped for a K-6 plan. We recognize that this is not a possibility.	
AE Cross is a good choice for us	T11
Details: AE Cross is relatively close to where we live (Westgate community), so the distance is not particularly onerous.	

Scenario A: If this is the scenario selected, what are the anticipated impacts of this change?

 Participant 266 French Immersion	
I support this scenario for the short term	T136
Details: none	
not a long term solution	T137
Details: Westgate is already large and adding modular classrooms is not a solution	
 Participant 285 French Immersion	
This is not a longterm solution. Why do all the disruptions now and again	T77
Details: when the fix is only temporary and more changes will be needed later.	
 Participant 286 Spanish Bilingual	
AE Cross Spanish Program will be a minority at the school	T232
Details: Gr. 5/6 have to manage transition to a Junior High setting, manage being the ONLY Gr 5/6, and manage with the growing pains of introducing a second language to AE Cross	
Concerned about well being of Gr 5/6 children in Spanish Program	T233
Details: Not only will the Spanish program be a minority at AE Cross, but the students in Gr 5/6 will be a minority. Very intimidating environment to a "minority within a minority".	
Very busy intersection and too close to strip mall	T234
Details: Even if the Gr 5/6 kids are "not permitted" to leave school boundaries, their "eyes" and "ears" will see/hear a lot of things that they are too young to be exposed to. How will the school "police" the kids during recess and noon hour?	
Keeps my younger child (currently in Kindgrtn) and her friends together	T235
Details: Better chance of keeping ALL Gr 1-4 Spanish students toether.	
Fails to address the overflow of new registrations	T236

Scenario A: If this is the scenario selected, what are the anticipated impacts of this change?

(continued)

 **Participant 286** Spanish Bilingual

Details: Still dealing with overcrowding at school.....potential for my younger child and her Grade to be impacted. Will the spanish program be divided up yet again???

 **Participant 309** French Immersion

Crowded T218

Details: Next year will remain crowded at Westgate.

Portables may not be approved. T219

Details: Cannot rely on the possibility of portables to solve the problem.

Spanish program will have room for growth. T220

Details: Changed the boundaries and opening a new program for Spanish Bilingual will open the program to further growth.

So overcrowded if portables come in. T221

Details: There is already so little space for lunchroom, gym time, music programs at Westgate. Adding portables and more students is too much of a strain on the existing school.

 **Participant 313** Spanish Bilingual

Grade 5 is too young for JUNIOR HIGH. T99

Details: none

 **Participant 323**

Dislike grouping Grade 5 kids with kids up to Grade 9 T134

Details: I think adding the grade 5 kids with older kids, up to grade 9 is not fair to the younger children. It could expose them to an element that they are not mature enough to handle.

Scenario A: If this is the scenario selected, what are the anticipated impacts of this change?

**Participant 328** Spanish Bilingual

Students in Grade 5 are too young to be in junior high.

T148

Details: none

The Spanish Program is forced to move to an unfavourable location next to

T149

Details: a busy intersection, limited or no supervision and a mini mall across the street. This is unsuitable for all students, especially Grades 5 and 6. The French Program remains relatively unchanged, the students will go to a better school location with a developed second language program already in place. It is unfair to the Spanish students. A better option needs to be presented for these students.

**Participant 331**

not a long term goal we would back to this process again very soon

T45

Details: Would be nice to keep the languages together for a few years. Not interested in sending my children to AE cross at grade 5

**Participant 334** Spanish Bilingual

Senario A: Status quo staying the same and adding portables.

T98

Details: + Impact: Less disruption to current program and current students
 - Impact: Portables are not ideal when permanent space is under utilized.
 - Impact: Short term solution as program will only get more popular.

**Participant 345** Spanish Bilingual

Keeping programs together is best option

T115

Details: none**Participant 347** French Immersion

Not a long-term solution

T93

Scenario A: If this is the scenario selected, what are the anticipated impacts of this change?

(continued)

 **Participant 347** French Immersion

Details: If funding for modular classrooms is not received then a new process will start up for Spanish students and their parents, along with more upheaval down the road.

 **Participant 354** French Immersion

This maintains the current Westgate "culture". T30

Details: none

Teachers do not like portable classrooms. T31

Details: none

 **Participant 369** Spanish Bilingual

This seems like the easiest solution, but it is relatively short sighted. T152

Details: With this solution, over crowding will likely be a problem in only a few more years and parents will be facing this same process. It seems the least invasive, but does it solve the problem? Im not sure!

 **Participant 374** French Immersion

Works for me. T14

Details: none

 **Participant 375** Spanish Bilingual

Short term solution T223

Details: With this being a short term solution this whole process will have to be repeated again in a few years.

Undesireable to have grade 5 children moved to a middle school T224

Scenario A: If this is the scenario selected, what are the anticipated impacts of this change?

(continued)

 Participant 375 Spanish Bilingual	
Details: I have strong concerns about the physical and emotional safety of grade 5 students mixing with grade nine students	
Grade 7 to 9 Spanish students forced to move again	T225
Details: Why does all scenarios put the Spanish students at the lowest priority? They are being forced to make the most changes. They should be treated equally with the French Students	
AE Cross is not suited for younger students	T226
Details: This school is on the corner of a very busy location and is across the street from a strip mall. There is no playground. There is no childcare.	

 Participant 376 Spanish Bilingual	
Bus times for K-4 and 5-9 at AE Cross	T121
Details: My main concern for this Scenario is the later start and different schedule of AE cross vs. Westgate. I would have my older daughter (going into Grade 6) arriving home much later than my younger 2 who would remain at Westgate. This makes after school care an issue.	

 Participant 381 Spanish Bilingual	
Stable, but short term K-4 solution	T52
Details: none	
I am unsure of the impact of adding a middle school (Sp. 5-9) into	T53
Details: a Jr. High (A.E. Cross). To me, the philosophies are different, so I would be interested to hear more of how this transition will be supported and facilitated.	

 Participant 383 Spanish Bilingual	
SAD	T44

Scenario A: If this is the scenario selected, what are the anticipated impacts of this change?

(continued)

 **Participant 383** Spanish Bilingual

Details: It makes me so incredibly sad that the CBE has NOT LISTENED to the parents concerns regarding having the grade 5's in with grade 9's. It actually has me in tears! You have little girls who haven't even gotten their periods in with girls who could be pregnant. Seriously, I understand the over crowding issues but THERE MUST BE a better way. You are forcing our children into an environment that is much too mature for them. Given this scenario I think I should just pull my children after grade 4 and put them in Wildwood ELEMENTARY - because that is what they are. ELEMENTARY school children. They are not junior high age. They are 9 and 10 years old.

 **Participant 388** Spanish Bilingual

Grade 5 students should not be with Grade 9 students T169

Details: The developmental gap between students in Grade 9 and students in Grade 5 has the potential for extreme bullying and exposure to a significantly more mature set of behavior that is not appropriate for children in Grade 5.

What are the boundaries if Jennie Elliot is open? T170

Details: How can we evaluate or comment on A2 if we don't know how the boundaries are to be drawn?

Continued under utilization of Rosscarrock T171

Details: Why is the concept of using this school more efficiently set aside because of the "walk to school" necessity? Why would the CBE not consider avoiding a future school closure discussion and utilize space that is available.

 **Participant 394** Spanish Bilingual

This seems like a short term solution. T144

Details: none

It does keep the programs together. T190

Details: none

In conjunction with Scenario A, move Kinder to Rosscarrock T191

Scenario A: If this is the scenario selected, what are the anticipated impacts of this change?

(continued)

 Participant 394 Spanish Bilingual
Details: This would allow both 5-9 French and Spanish to BP.

 Participant 397 French Immersion
I think scenario A is the most logical. T89
Details: Students going into grade five might be apprehensive about entering middle school early.

 Participant 406 French Immersion
We would still be waiting for approval and funding from the Government T5
Details: The provincial funding would still be needed but this is very similar to C. Good luck ever getting an answer from the Redford Gov.

 Participant 407 French Immersion
It is a delay for Scenario C. T154
Details: none
This does not address the space issue in the school. Too many students T155
Details: the gym usage and bathrooms!
Too many children for one school. T156
Details: none

 Participant 418 French Immersion
The children are exposed to both French and Spanish. T86
Details: At least for four years, they get some exposure to both languages in addition to English. That's good.

Scenario A: If this is the scenario selected, what are the anticipated impacts of this change?

(continued)**Participant 418** French Immersion

It's not a long term solution.

T87

Details: It means that things might all change again next year....**Participant 399** Spanish Bilingual

Disrupts learning of children for two schools

T94

Details: This scenario leaves more uncertainty which doesn't sit well with me. Should funding not be granted the children at two schools will be disrupted...students at Westgate need to transition to new school with new students and teachers in a new environment, change of this magnitude is bound to affect their learning. Students of Jeannie Elliott will have their studies interrupted by what they see as an invasion of their space and territory.

Adding four classrooms won't help

T95

Details: Realistically what are the chances of funding being available for adding four modular classrooms?! Even if funding is available, are four extra classrooms going to be enough?? Seems like a very short term solution.**Participant 458** French Immersion

Students have to change schools at a young age (gr.4 instead of gr.6)

T21

Details: I feel asking students in grade 4, at approximately 10 years old, to change to a new school with student up to grade 9 is unfair. Elementary schools are made grades K-6 for a reason, and that is that grade 6 students are much more emotionally and academically mature to be able to change schools, environments, and teachers, and be around other students as old as 14 (grade 9). There are many implications to think about when having grade 4 students attend the same school as grade 9 students.

K-4 makes things very difficult for parents with multiple children

T22

Details: Many parents will have two or more children in various grades and it is ideal for the whole family wellbeing that siblings stay in the same school as long as possible.

Keeping both programs at one school doesn't help space issues long term

T23



Scenario A: If this is the scenario selected, what are the anticipated impacts of this change?

(continued)

 Participant 458 French Immersion
Details: none

 Participant 463 French Immersion
westgate school community gets too big T107
Details: Westgate is already a large school with many children. this option only makes it bigger and less personal.

 Participant 471 French Immersion
Children attend the same school from K-4 which is HIGHLY desirable. T33
Details: Changing schools is tough on kids, particularly in the early years. As well, the transition from half day kindergarten to full day Grade 1 poses an additional challenge. For this reason, I would highly favour those scenarios which allow kids to attend the same school for Kindergarten and Grade 1.
This is not a long term solution. T35
Details: Given the rising numbers forecast at Bishop Pinkham, children in Kindergarten or Grade 1 face the prospect of a similar dilemma prior to completion of Grade 9.

 Participant 478 Spanish Bilingual
It seems that the 3 choices are essentially the same. T83
Details: The biggest concern in this scenario is the readiness as a facility of the AE Cross. It seems given the age of students being moved there the site will require some adjustments in its playground facilities. It would also be beneficial to have an open house for parents at Westgate in order for people to get a sense of what kind of facility they are being asked to commit to.
Additionally the other proposed option of moving the french program to Rosscarrick has not been addressed in the latest round of information given that program's size makes it a potential solution.

Scenario A: If this is the scenario selected, what are the anticipated impacts of this change?

 Participant 479 French Immersion	
Spanish students already at Bishop Pinkham will have to adjust to a new	T210
Details: school yet again.	
Some parents may choose to withdraw their children from either French	T211
Details: Immersion or Spanish Bilingual programs because they aren't comfortable with children as young as 9 years old moving to a middle school environment.	
 Participant 481 Spanish Bilingual	
A 9 year old will prematurely enter middle school	T189
Details: not fair for a 9 year old to be attending middle school, not in a good or safe area, in a language program that currently doesn't exist in the school	
 Participant 496 Spanish Bilingual	
portables less than ideal, more willing to have language program split	T244
Details: Would likely pull our children out of the spanish program. I would rather see french/spanish split then have portables (modular classrooms), and even more crowding in an already crowded school.	
AE Cross not suitable for grade mixing	T245
Details: Would likely pull our children out of the spanish program. AE Cross is not an ideal school as grade 5 mixing with grade 9, not to mention the size and location (busy streets near retail) is also not appropriate for grade 5/6. Grade 5 students are much different than grade 7/8/9, regardless of the amount of segregation, it would not be ideal.	
Second spanish school would split existing studets	T246
Details: Existing classmates would be split. I would prefer dedicated and separate french and spanish schools.	

Scenario A: If this is the scenario selected, what are the anticipated impacts of this change?

 **Participant 501** Spanish Bilingual

Children would benefit from not having to move schools three times T166

Details: No need to go from Kindergarten at Rosscarrock to Westgate to AE Cross.

Modular classrooms are not an ideal learning environment T167

Details: Children are separated physically from the rest of the school, and this option truly feels like a shot in the dark at best. Additionally, this is not a long term solution, and will require parents to come back to the table at a later date to go through this process again.

Spanish bi-lingual students will potentially need to bus even farther T168

Details: The location of Jennie Elliott is extremely problematic for those parents that have child care in the Westgate community. We would now be left to scramble to find an alternative child care option in a completely new community, with very little time to source that option. A number of those child care options have multiple year waiting lists as it is.

 **Participant 507**

I disagree with the grade 5 students having no other options T222

Details: I would rather them start Jr. high in grade 6 also I do like having the 2 languages together.

 **Participant 514** French Immersion

I think this is a great idea. The younger ones can stay together and in a T131

Details: lot of schools middle school is from Grade 5

 **Participant 515** Spanish Bilingual

Keep programs at Westgate and hope for portables T65

Scenario A: If this is the scenario selected, what are the anticipated impacts of this change?

(continued)

 **Participant 515 Spanish Bilingual**

Details: This is a short term solution that will depend of future CBE funding of portables. No need to ask for more money from CBE when permanent facilities are available in the SW (i.e., branch out Jennie Elliot). From my personal experience, portable classrooms tend to be less comfortable (too hot/cold) than being in the school and tends to be a hassle for teachers and students to get to and from other programs (i.e., phys. ed, music, lunchrooms).

 **Participant 521 French Immersion**

scenario most like current situation T214

Details: two programs stay together for the first 4 years

Grade 4s move to "middle school" too early T215

Details: In this scenario the biggest change is grade 4s being put into middle school. This is a very scary thought for many parents bc Pinkham has more of a junior high way of operating.

this is a BIDDING TIME scenario T216

Details: really, I am ok with waiting to see if portables can be brought in. they gym will always remain an issue even if the portables are brought in. its too bad the grade 4s are moving on so early but maybe if the portables come you can change back to " westgate until grade 5"

 **Participant 535 French Immersion**

Modular classrooms at Westgate T25

Details: Opening a second Spanish location at Jennie Elliott is a better, long-term solution.

 **Participant 545 Spanish Bilingual**

School change from Gr. 5-9 T123

Details: This is the best for my family.

Scenario A: If this is the scenario selected, what are the anticipated impacts of this change?

 **Participant 548** French Immersion

I think it is very important to keep Kindergarten in the school. T157

Details: This is a very important transition year for the little ones. It gives them the opportunity to familiarize themselves with the school, staff, and their surroundings. Grade one is a hard year, as children are away from their parents all day for the first time. Having kindergarten remain in the same school will allow for a smoother transition to grade one from kindergarten.

 **Participant 549** French Immersion

short term solution T237

Details: while it is an o.k.scenario, the school will still be over capacity

best for kindergarten T238

Details: Kindergarten kids can stay with older siblings in grade 1 to 3.

 **Participant 555** Spanish Bilingual

it works for 2013/14 but is a very short term solution T51

Details: none

 **Participant 556** French Immersion

I want the whole french elementary student stay in same school. T78

Details: none

I dont want my son be with older student with mature thought T79

Details: none

he is at the time to focus on study not new things T80

Details: none

Scenario A: If this is the scenario selected, what are the anticipated impacts of this change?

 Participant 559 French Immersion	
No guarantee of portable classrooms.	T71
Details: if no portable classrooms then program goes to Jennie Elliot	
Splitting K-4 Spanish between two schools is not the best use of resources	T72
Details: -library books/classroom materials in Spanish are very expensive	
Splitting K-4 between WES and JE: specialist staffing difficult: music, PE	T73
Details: -resource teacher needs to be aware of second language learning and they may not be in an English only program	
Harder to build community with smaller group in English school.	T74
Details: With more students in Spanish, more cultural events can be planned and students are exposed to more peers as language models.	
Not a long term solution so we will be in this situation again soon.	T75
Details: Having to go through this process is costly in money for staff, time for staff and families and emotions for staff and families. Let's get the job done right the first time!	
 Participant 577	
like this scenario	T91
Details: I like the scenario of keeping programs together at Westgate. My daughter is in Spanish but I like her exposure to French as well. I'm okay with modular classrooms but unfortunately downside is no long term solution and perhaps another change for 2014!	
 Participant 605	
I think is ok for me this scenario is perfect!	T84
Details: none	

Scenario A: If this is the scenario selected, what are the anticipated impacts of this change?

 **Participant 608** Spanish Bilingual

It should be an election system so the parents can vote. Democracy T135

Details: none

 **Participant 628**

I am most concerned about how the grade 5s will be managed in the new schoo T103

Details: I would hope that they will have their own section of the school where they will be supported through out the year. Minimal classroom changes, evaluated as children and not adolescents, and limited opportunity to observe the behaviors of the 15 year olds.

 **Participant 629** French Immersion

Good to keep the flow of k-4 in the same location. T19

Details: none

 **Participant 632** French Immersion

I dont like this scenario T126

Details: none

 **Participant 641** Spanish Bilingual

1). This will only be possible if funding is provided. T217

Scenario A: If this is the scenario selected, what are the anticipated impacts of this change?

(continued)

 Participant 641 Spanish Bilingual	
<p>Details: 1). Since no funding has been guaranteed to ensure modular classrooms, there is a possibility that parents, schools, and the school board will be going through this process again in a years time. There is a tremendous amount of time and energy (and possibly money) to go through the whole "thought process" and why subject children, parents, and staff through all this again. If funding can be guaranteed to provide modular classrooms then this would scenario ensure minimal movement, and minimal impact for elementary students.</p> <p>Without the funding, Spanish would likely be moved to JE school (2014) which is scenario C- so why delay that move by a year?</p> <p>As for grades 5 to nine, it would appear that the decision has already been made to move the Spanish to AE cross and the french to BP. All scenarios involve this type of move. The only concerns would be that separating the 2 languages would be a loss for both programs, and it seems a bit young to have grade 5 in a junior high setting.</p>	

 Participant 644 French Immersion	
K-4 instead of K-5	T127
<p>Details: Parents with children a few years apart will find it difficult to manage schedules, busing etc. to different schools.</p>	
Children on Different Schedules	T128
<p>Details: Managing multiple schedules for multiple children is not ideal. Most families want their children going to the same school for as long as possible</p>	
French and Spanish together	T129
<p>Details: Why do they have to remain together? Why not separate the programs entirely?</p>	

 Participant 645 French Immersion	
Does not truly provide long term solution	T34
<p>Details: There are a few "ifs" in this solution. Although its the best for my family.</p>	
Grade 5 too early to put with Grade 9	T36

Scenario A: If this is the scenario selected, what are the anticipated impacts of this change?

(continued)

 Participant 645 French Immersion	
Details: My step son in Grade 5 started at SPB in Sept 2012 and I have already seen the stress and changes due to the influence of older children in the school. Have the people in charge of these solutions really asked the families with the kids in this scenario already what they noticed? Do we want to carry out this experiment again with more children? I would like to see what a panel of psychologist has to say about this.	
No scenario considers leaving grade 5+6	T37
Details: In their developmental stage of life it is best if Grade 5+6 are the mentors and role models at this age rather than the youngest, most impressionable in a sphere of influence with preteens. Anyone consider this???	

 Participant 653 French Immersion	
Adding modular/portable classrooms will raise problems.	
	T85
Details: The schoolyard is already dangerous for access, with the ice not properly removed, salted or graveled. Outside space would be impacted negatively, in terms of play space, visuals and, potentially, ease of access.	

 Participant 661 Spanish Bilingual	
Kids will not be welcomed into the established school A.E. Cross	
	T160
Details: none	
Growing pains of A.E Cross never having younger student population.	
	T161
Details: none	
Growing pains of older students and younger students. Bullying, etc.	
	T162
Details: none	
Loss of a strong Tri lingual program and friends.	
	T163
Details: none	
A.E. Cross not having a principal that speaks Spanish.	
	T164

Scenario A: If this is the scenario selected, what are the anticipated impacts of this change?

(continued)

 Participant 661 Spanish Bilingual	
Details: none	
Possibl short term solution if funding does not go forward for modular	T165
Details: class rooms.	

 Participant 672 French Immersion	
Short-term Solution	T117
Details: I feel like with this solution we will be dealing with change again next year. I feel like it delays the inevitable.	
Modular classrooms take up outdoor space.	T118
Details: Children need the space for recess and to play outdoor as well. Is there room for these modular classrooms.? I feel like with this scenario the outside space of the school is now overcrowded as well.	

 Participant 678 French Immersion	
I am not really happy about sending my grade 5 child to a junior high	T184
Details: but I would feel better about it if the lunch hours and recess times are not shared with the grade 8-9 students. As long as those younger and older grades are not intermingling at lunch hour and recess, I am OK with it. I would rather send my grade 5 kid to a grades 5-9 school, than to send my kindergartener to a separate location.	
If scenario C is successful, we won't need the portables. Please do not	T185
Details: get portables. They take away valuable space where kids play outside. It would give the impression that we have created school space, but in fact would have not really increased space much. Plus, they are an eyesore. Plus, we are not guaranteed they will be here by September 2014. The portables would only be accepted if they were a short term solution. They cannot be a long-term solution. Oh, please do not get portables!	
I think it is OK to separate the languages at grade five. The kids will	T227

Scenario A: If this is the scenario selected, what are the anticipated impacts of this change?

(continued)

 **Participant 678** French Immersion

Details: miss their friends who they see at lunchtime, but really the main friends they have will be in their classes. There really isn't a lot of friendships that cross the language programs, so it is OK to separate them at the junior high level. And really, at that age if they want to remain friends, they can easily find ways to do that outside school time. So, in terms of any emotional/social impact on the students, I do not see a problem with sending Spanish to AE Cross and French to BP.

 **Participant 684** Spanish Bilingual

We do like the option of our 5yr old entering kindergarten at Westgate T145

Details: none

We have another child at Westgate in Gr.2 and want the girls together. T146

Details: none

We like a language only school and the community it creates. T147

Details: none

 **Participant 692** Spanish Bilingual

space T240

Details: This does not solve the space issue at Westgate. There will still be too many kids for them to have a proper gym class.

Long term T241

Details: This is not a long term solution. In the next few years we'll be having the same conversation. Let's fix the problem now.

Delaying Move T242

Details: If Westgate is not provided with portables, it just delays some of the kids moving to Jennie Elliott. Let's just move now and avoid the hassle.

Scenario A: If this is the scenario selected, what are the anticipated impacts of this change?

**Participant 694** Spanish Bilingual

Junior high too early could have a negative impact on our kids

T54

Details: I do not understand what the CBE and Alberta Education has in mind for JUNIOR HIGH. Is there a long term strategy regarding the most appropriate age groupings for education? What is best for our children? Is there a plan on how to consistently achieve what is best across programs? is the plan for English kids to have junior high from 7-9 , but English second language kids 5-9? The only arguments for any of the options proposed are related to the short-term logistical issues faced by the CBE. I have not heard any discussion on the impact of sending 10 years to school with 15...when they are a small minority of kids that are different because of their age and because they are in a second language program. Has anybody considered that?

Kids move out of the Second Language program

T55

Details: There has been constant uncertainty around this school, its leadership and the grades that it will serve. Our experience is that there is a lack of commitment to second language programs, and we I am assuming that there is a rationale for having kids from grades 7-9 together at one school, however, they keep moving second language kids in grades 5 and 6 into junior High schools (this happened at William Reid as well). Why is the age separation important for English language students and not for second language students? I question the CBE's commitment to providing quality second language education. There is clearly a demand from the community, but the CBE does not seem to be planning ways to support the increasing demand in a way that is consistent with the education and support that kids in English schools receive.

**Participant 698** Spanish Bilingual

Unhappy with Spanish going to A.E. Cross.

T15

Details: I like that the Spanish program will still be at Westgate however I'm not impressed that its the Spanish Program that will be sent to A.E. Cross. Its an inferior school. I've talked to many who go there as well as have been there in the past and not one has been happy with the school.

**Participant 699** French Immersion

Creating animosity towards Spanish as you insist on keeping them

T116

Details: together. At least you have it right by Junior High although I don't like that my Grade 5 will be in Junior High School because you can't figure out that you need to change the Spanish boundary and then use Rosscarrock and Jenny Elliot as the Spanish Elementary track.

Scenario A: If this is the scenario selected, what are the anticipated impacts of this change?

 **Participant 708** French Immersion

This will be easy to implement for the upcoming school year. T193

Details: Easy to move an additional grade to middle schools. Minimal disruption for youngest students.

Keeps the early grades of both programs together. T194

Details: This is a positive experience for all students.

This is only a short term solution. T195

Details: If funding is not received then we need to move to Scenario A-2.

I believe all parents would like to see some long term planning so that the programs can run effectively and grow without disruption for longer than 2-3 years at a time.

 **Participant 712** French Immersion

no changes T132

Details: That in a year we are back looking at this again!

 **Participant 714** Spanish Bilingual

AE Cross is not a suitable physical location, especially for kids so young T247

Details: 2 busy and dangerous roads
No playground
High commercial
Non-community feel
Even larger than Westgate

If following scenario one, why NOT add 2nd Spanish program T248

Details: And why wait to add Spanish 2nd location

Modular classrooms do not solve issues with gym etc being too small T249

Details: none

Scenario A: If this is the scenario selected, what are the anticipated impacts of this change?

(continued)

 Participant 714 Spanish Bilingual	
Modular classrooms seems unlikely	T250
Details: Media reports show that even school systems desperate for them are not getting them from the province	
All graphs in this scenario show a very short term solution	T251
Details: especially in light of growth in Spanish program to date.	

 Participant 727 Spanish Bilingual	
Far TOO STRESSFUL FOR GRADE 5 AND 6 students in large junior high settings!	T119
Details: Parents have continually expressed that they are NOT in favour of Gr 5-9 configurations, particularly when French gr 5-9 (small numbers) Span gr 5-9 (small numbers) are separated into 2 different junior highs. Even Elboya Jr High has an existing K-9 English program alongside their french gr 5's and 6's! This scenario is unfair to kids, teachers admin. Not enough provisions will be put in place to ever make gr 5 and 6 comfortable nor for their needs to be met. It will be stress for 10-12 yr olds year after year. This is a deal breaker for parents. Area IV has not listened to parental concerns for their kids' well-being. These junior high schools are huge. Their focus is grades 7-9, not on small isolated populations of gr 5-6 continuing language students. This is a strategy to deal with population issues in CBE schools and does NOT consider the academic program needs of language students who have invested years in an intensive language program.	
SEPARATES SPANISH AND FRENCH AT OPTIMAL YEARS FOR CROSS LANGUAGE LEARNING	T120
Details: Keeping Span and French together for K-4 has little impact on the enrichment potential of being exposed to both languages. AT JR HIGH, KIDS CAN APPLY THE MASTERY OF THEIR 2ND LANGUAGE AND EASILY DEVELOP PROFICIENCY IN THE 3RD LANGUAGE. THIS CANNOT HAPPEN IF FRENCH AND SPAN ARE SEPARATED. Bishop P is an opportunity for the CBE to have a unique trilingual learning environment and it's a shame that it's not wanting to allow this to continue.	

 Participant 729 Spanish Bilingual	
not sustainable	T228
Details: concerned about crowding at Westgate which is already too crowded without portables.	

Scenario A: If this is the scenario selected, what are the anticipated impacts of this change?

(continued)

 Participant 729 Spanish Bilingual	
happy with separation of programs in later grades	T229
Details: none	
don't need to keep the programs together at the K-4 levels	T230
Details: none	
Jennie Elliot families are not supportive of this move	T231
Details: none	

 Participant 760 French Immersion	
Grade 5 children are too young to join the grade 7-9 children.	T7
Details: none	
I oppose this idea and feel that the schools must go to the board to close	T8
Details: a school to allow the children to be together for k-6 or k-7 or k-8	

 Participant 762 Spanish Bilingual	
Not a lasting solution.	T60
Details: With an eye on the future, current efforts should not be short term solutions.	

 Participant 774 French Immersion	
I don't like any of the scenarios because there is no more grade 5 for	T90
Details: French immersion. However, this is my preferred scenario because I have a 2.5 yrs old, and I want him to go to the Westgate school where one of his sisters will still be at the time. Even though it is not a permanent solution, at least french kids will not be impacted any more, and if you don't have to make changes for spanish kids at this time and their parents support that, then this is my preferred scenario.	

Scenario A: If this is the scenario selected, what are the anticipated impacts of this change?

 **Participant 776 Spanish Bilingual**

Siblings kept together T24

Details: My kids are 6, 4, 2, and newborn. This scenario allows my kids to stay together in the same school as I will have one in kindergarten and one in grade two next year. This means catching one bus in the morning and managing only one school calendar etc. I would love to have my kids go to the same school.

 **Participant 777 Staff**

I do not like the idea of portables at Westgate. T124

Details: There is not enough room in the school itself to add another 100 students. There would be too much crowding in the gym, library and washrooms.

Wait a year and then look at starting the Spanish program at Jennie Elliott T125

Details: This would give more time for Jennie Elliott to get ready for the Spanish program.

 **Participant 844 French Immersion**

Scenario A = better immersion for Kindergarten students. T27

Details: Scenario A keeps Kindergarten students in the French and Spanish programs in a school that is a language school surrounded by other Spanish and French immersion students, which in my opinion will be better "immersion" and likely a more supportive environment for our youngest and most impressionable students.

Is scenario A less complicated than Scenario C? T28

Details: Although scenario A may be a bit of a stop gap measure, it seems less complicated than Scenario C. Not sure how difficult it is to change boundaries as proposed in Scenario C.

I'm indifferent between scenario A C, but I don't like Scenario B T29

Details: I'm indifferent between scenario A C, but I don't like Scenario B. Between A C I would opt for the Scenario that is the easiest to execute.

Scenario A: If this is the scenario selected, what are the anticipated impacts of this change?

 Participant 845 Other	
<p>UNSUSTAINABLE</p> <p>Details: NOT a long-term solution DOES NOT anticipate growth</p>	T57
<p>SECOND SPANISH LOCATION AT JENNIE ELLIOT IS PREFERRED TO PORTABLES</p> <p>Details: Modulars won't fix the real problem; they'll allow it continue unabated.</p>	T58
<p>WESTGATE COMMUNITY NEEDS TO KEEP A KINDERGARTEN</p> <p>Details: Kindergarten is a big enough transition. Let's not make the early school years harder on our youngest kids by shuffling them around so much. Keeping a Kindergarten in Westgate is VERY important to the Westgate community - to attracting and retaining young families and making the community vibrant. If we lose Kindergarten, people will choose to be close to schools with more stability.</p>	T59

 Participant 846 Spanish Bilingual	
<p>The younger students get to remain in their own school which is VIP.</p> <p>Details: I want to see the kindergarteners remain at Westgate.</p>	T81
<p>Both the french and spanish programs get to stay together from k-3.</p> <p>Details: This way, the program gets to run the way it was meant to, with 2 languages together for culture enrichment, at least for the younger grades.</p>	T82

 Participant 848 Staff	
<p>It is a possibility but with portables you get issues like going to the</p> <p>Details: bathroom and going to library and to gym.</p>	T56

Scenario A: If this is the scenario selected, what are the anticipated impacts of this change?

 Participant 849 Spanish Bilingual	
K-4 both programs at Westgate	T26
Details: I agree with scenario A and also with the idea to open a spanish option at Jennie Elliot	

 Participant 850 Spanish Bilingual	
Creates uncertainty	T47
Details: none	
Jenny Elliot too far from Westgate school that I originally wanted.	T48
Details: none	
Does not provide a long term solution.	T49
Details: none	
Classes will not be in a proper classroom.	T50
Details: none	

 Participant 851 Staff	
Still have space, resource allocation and safety concerns	T46
Details: All scenarios presented do not reduce the amount of children in the school by enough. In this particular scenario the concerns will remain the same for a year then be compounded the following year by adding portables. This increases the amount of children sharing computers and other technologies, sharing manipulatives, using gym equipment, using washrooms, attending music class and using extra space for resource support.	

 Participant 854 Spanish Bilingual	
I think this is the best for us.	T88

Scenario A: If this is the scenario selected, what are the anticipated impacts of this change?

(continued)

 **Participant 854** Spanish Bilingual

Details: Because it is the simplest way for kids and parents. We don't want to change that much.

 **Participant 856** Other

Allows for time to keep the program at one school T76

Details: I like that this option allows the CBE time to potentially keep the Spanish Bilingual French Immersion program at one school, which is less change for students and parents.

 **Participant 857** Spanish Bilingual

Provides a temporary solution which allows for the possibility of keeping T96

Details: both programs together at the earlier (younger) grades and would provide stronger connections between students.

No harm in taking a little time to find a permanent solution to keep the T97

Details: programs together in one location.

 **Participant 858** Spanish Bilingual

Scenario A T104

Details: This option does not solve the long term issue and there is a good chance there will be a need to open a second spanish location in the future. I think we should be solving the problem now then going through this process once again. I do not agree with this scenario.

 **Participant 860** Staff

Access for students to school programs/resources T108

Scenario A: If this is the scenario selected, what are the anticipated impacts of this change?

(continued)

 Participant 860 Staff	
<p>Details: This scenario does not address student access to facilities/people in the school including the gym, music room, library, computers, Educational Assistants, etc. We would still face huge scheduling difficulties with 700+ students and this scenario would not change this at all.</p>	
Limited facilities and running water	T109
<p>Details: Young students would potentially have to go outside (unsupervised) to gain entry to the school to access the bathrooms and water fountains. No running water would limit teachers in terms of art activities, science experiments and general clean up in the classroom.</p>	
Funding for portables	T114
<p>Details: If funding for portables is not approved, students will be required to move to Jennie Elliott in one year's time. To me it would seem the attempt for portables is a band-aid solution for a move that is inevitable. Why delay the move by one year when it is likely to happen anyway?</p>	
 Participant 861 Spanish Bilingual	
Overcrowding issue remains. Too much uncertainty.	T122
<p>Details: none</p>	
 Participant 862 Spanish Bilingual	
Scenario C doesn't make sense changing communities	T180
<p>Details: Why have a second Spanish Bilingual K-4 at Jennie Elliott (in Lakeview) but then send 5-9 Spanish bilingual to A.E. Cross in Glenbrook while French Immersion moves to Pinkham in Lakeview. I believe this scenario makes more sense if you have either: a second K-4 French Immersion at Jennie Elliott (instead of Spanish); or have 5-9 Spanish Bilingual at Bishop Pinkham Bishop Pinkham is the smaller school to AE Cross and Spanish Bilingual is the smaller program to French Immersion.</p>	

Scenario A: If this is the scenario selected, what are the anticipated impacts of this change?

**Participant 779** French Immersion

Grade 5's need to move up to a Junior High school.

T66

Details: none

Westgate will still be very full.

T67

Details: none**Participant 782** Spanish Bilingual

Grade 5-9 of any language at AE Cross is not a safe consideration.

T243

Details: There is no language program there now so the chance to get it right for SO MANY students is NOT likely in the least.

Location for younger students is NOT SAFE.

Grade 9 students from AE Cross were caught by police for slashing tires the night of one of the early planning meetings. And you want our grade 5 kids in THEIR school? Shame on you!

**Participant 786** Spanish Bilingual

Withdrawal of our 3 kids from the Spanish program

T64

Details: The choice of school and location trumps any decision of ours to continue in a language program. We chose the program because of the location, schools and streams.

We recognize supply and demand equations will change over time. However families like our have made major life changes to accommodate locations of the programs- we moved to within walking distance of Bishop Pinkham and chose to pursue this program because Pinkham was the feeder school for Western- both were deemed high quality schools.

Given the above and there is in fact capacity to Grandfather children already in the program- we demand a review of this option. The Grade 7 kids were the Trailblazers for this program and there has been disruptive changes and growing pains- this is no way to reward us for our patience. Simply grandfather the Grade 7 kids at Pinkham and as many grades at Westgate as you can.



Scenario A: If this is the scenario selected, what are the anticipated impacts of this change?

 **Participant 866** French Immersion

For our family, this is the best scenario. T139

Details: The youngest student population (kindergartners) don't need to transition into K and then again somewhere else for Gr1, one year later. That's too much transition for 4-5-6 year olds, as described in Scenario B. So, compared to Scenario B, Scenario A is better in my opinion.

I believe that this scenario would have the least impact/degree of change T140

Details: none

Splitting out the language programs into different schools makes sense, if T141

Details:if students rarely cross between programs (not sure if this even happens?)

 **Participant 867** Spanish Bilingual

I think that of the scenarios presented, Scenario A is the best fit. T196

Details: This is the Scenario that our family would like to see approved.

Would like to see Grade 5/6 accommodated at an elementary school T197

Details: In the future we would like to see the Grade 5/6 Spanish bilingual students at a k-6 Elementary school. We do not want our child to be at a middle school in grade 5/6 and may consider transferring out of the program in the future if Grade 5/6 is permanently accommodated at AE Cross

 **Participant 874** Spanish Bilingual

This is not a long term solution. T143

Details: Space will become an issue again next year.

 **Participant 876** Spanish Bilingual

Same as Scenario C for us. T151

Details: It is the same Scenario as C as we live in Cougar Ridge and it does not affect us as much.

Scenario A: If this is the scenario selected, what are the anticipated impacts of this change?

 **Participant 870 Staff**

The French and Spanish program remain together but little relief on space T158

Details: I think it is advantageous that both programs remain in the same building. We learn from each other (students and teachers), we share pedagogy relevant to second language learning, and we benefit from the cultural component that each program brings. However, the school will still be very full with little to no extra space available. As a staff member, I miss having a staff room where I can connect with my colleagues - an important part of education is relationships and it is difficult to forge relationships with people you never see! I also miss having spaces where children can go and learn in small groups - there is no where for them to go. If they need to work with the Occupational therapist, Speech therapist or the Physical therapist it is difficult for them to find space. Our library space is extremely limited and the teacher on the other side of the divider faces daily challenges as she is beside the music room and the library. We need more space!

 **Participant 873 Spanish Bilingual**

A good short term solution T206

Details: It will accomplish, at least temporarily, what the school board is trying to achieve in regards to capacity issues.

Portables? T207

Details: It seems like there would be minimal changes, which is good, but we are just crossing our fingers that we get the portables.

Could save time and money T208

Details: A new program might not have to be opened saving time and money establishing a new program in Jennie Elliot.

 **Participant 865 Staff**

This scenario is not my favorite. T212

Details: It's complicated for families who would have k-1 Spanish students potentially attending Jennie Elliott as well as older kids finishing off at Westgate. It also creates a fragmented language program. Resource distribution of Spanish pedagogical materials and library books would be a challenge.

Scenario A: If this is the scenario selected, what are the anticipated impacts of this change?

(continued)

 Participant 865 Staff
<p>Portables are not really a great solution. T213</p> <p>Details: This just puts too many kids at Westgate. Our gym will still be crowded and doesn't allow for long term growth of either program.</p>
 Participant 871 French Immersion
<p>We would rather have our child walk to school than bus T239</p> <p>Details: We would consider removing our child after Grade 4 to accommodate this</p>
 Participant 797 French Immersion
<p>This is a very temporary solution that does not help with the overcrowding T100</p> <p>Details: We had been told previously that the use of portables was taken off the table. Even if they are available, we still have an overcrowded school, which affects student learning and opportunities as well as teacher happiness. If the portables are not secured then the school will have suffered through another year of the overcrowding. I do not think this helps the situation in a timely fashion.</p>
 Participant 823 French Immersion
<p>don't really like having the Gr 5's mixing with the higher grades T32</p> <p>Details: none</p>
 Participant 842 French Immersion
<p>It will give enough time to CBE to think about it in depth. T20</p> <p>Details:</p>

Scenario B: If this is the scenario selected, what are the anticipated impacts of this change?

Thought instructions

Enter the main idea on the first line. Complete your thoughts in the window below.

 Participant 869 French Immersion	
This scenario has negative effects for all kindergartens.	T163
Details: none	
kindergartens student do not have enough time to adjust themselves for new	T164
Details: conditions and roles.	
 Participant 29 Spanish Bilingual	
animosity between the two programs	T177
Details: Young children may not understand why there are 2 different schedules for the school. This may also develop between staff as well (despite what may be said)	
Displacement and confusion of K students	T178
Details: K students may feel displaced by having to attend one school then attend another the next year.	
Separation of siblings	T179
Details: none	
Extra drop off for parents with siblings at different schools	T180
Details: none	
Rosscarrock has less than stellar ratings or reputation	T181
Details: none	
Introduction of young children to Jr High environment	T182
Details: none	

Scenario B: If this is the scenario selected, what are the anticipated impacts of this change?

**Participant 32** Spanish Bilingual

This is my second choice, of the three scenarios.

T152

Details: Both schools are in close proximity.

Hopefully my two children (one starting her school career in kindergarten in 2013) will still ride the bus together.

Still the concern of a junior high school changing into a middle school mentality philosophy.

At least my own kids won't be the guinea pigs (selfish concern).

This seems like a more long term solution, as we are not crossing our fingers for buildings that do not currently exist (portables)

**Participant 43** French Immersion

Same concerns as noted for scenario A because the plan is the same.

T189

Details: none

**Participant 57**

too many changes and moves for kids, specially little kids entering G1

T132

Details: we do not want our kids to have to switch schools in grade 1 and again in grade 5. Kids need the location consistency

**Participant 64** French Immersion

NEGATIVE impact on ROSSCARROCK - population mostly Kindergarten????????

T68

Details: none

3 schools by the time a child is in grade 5 :(

T69

Details: none

Splitting FI and SB after all the rhetoric about keeping programs together

T70

Details: none

Problematic if there is a low birth rate/ enrollment year.

T71

Scenario B: If this is the scenario selected, what are the anticipated impacts of this change?

(continued)



Participant 64 French Immersion

Details: none



Participant 70 Spanish Bilingual

Discontinuity for students between Kindergarten and Grade 1

T128

Details: For families with more than one child this means more than one drop off location.



Participant 72 Spanish Bilingual

The impact is the same as in scenario A. Taking away Grade 5 is not an

T62

Details: adequate solution for me and my family. Having such a big school is not a good choice for our family. Children are feeling comfortable thanks to having such an involved staff. But the material conditions (building, gymnasium, classrooms, furnitures....) are old and inadequate.



Participant 81 Spanish Bilingual

Allows for great continuity and cohesiveness

T93

Details: This is my first and most supported option. All the kids from both programs are kept together. Allows Westgate to maintain the wonderful synergies that are achieved by having both a French and Spanish program in the school.



Participant 88 French Immersion

Kindergarten children not with older children

T102

Details: Parents are likely to not put their children in a second language program if they have to be separated from older siblings.



Participant 103 Spanish Bilingual

This is the best option for our family.

T241

Scenario B: If this is the scenario selected, what are the anticipated impacts of this change?

(continued)



Participant 103 Spanish Bilingual

Details: Because we live in Discovery Ridge, and our children are in kindergarten and grade 2, we believe this is by far the best of the three proposed options for our family.



Participant 104 Spanish Bilingual

I like the idea of having the Westgate Spanish and French kindergarten T28

Details: students at Rosscarrock. They can move to Westgate for grade one.

In addition, open a second spanish bilingual program at Jennie Elliot T29

Details: (K-Grd. 6) for 2013-2014. If Jennie Elliot cannot accomodate all these kids, have their kindergarten students attend Rosscarrock too.

Continue to pursue funding for 4 modular classrooms in addition to adding T30

Details: a second spanish bilingual program at Jennie Elliot. These classrooms can be designated to Westgate and/or Jennie Elliot (or both) depending on where they are most needed.

I stongly dislike the idea of moving our children to a Junior High setting T31

Details: at grade 5. In my opinion, they are too young to be exposed to grade 7 to 9 kids (and their developmental issues) at this age. I don't think we should be moving our kids to a Junior High setting until grade 7.



Participant 113 Spanish Bilingual

Consistency T6

Details: This Scenario has the greatest potential to maintain consistency for families and students. While it is not ideal to have K at another location, at least everyone transitions together (all K's, all 5's). This scenario also allows families to have continuity in before and after school programming, a vital consideration for many families with two parents working outside the home.

Scenario B: If this is the scenario selected, what are the anticipated impacts of this change?

**Participant 124** French Immersion

Too many school changes for the young children.

T175

Details: This scenario is ridiculous. Children need routine and some semblance of continuity. If they are forced to change schools 3 times by the time they are in grade 5, this is only going to add undue stress onto their lives and may be extremely disruptive for those students who aren't as strong as others.

Too difficult for parents with multiple children.

T176

Details: This scenario would mean that I would have 3 young children in 3 different schools. Not only is this a transportation nightmare, it is also a logistical and planning nightmare for my husband and I who both work full time.

**Participant 137** Spanish Bilingual

It will allow for school age kids to hold on to the program for longer

T27

Details: none**Participant 183** Spanish Bilingual

I think this is the best scenario.

T139

Details: This is the best long-term solution.**Participant 187** Spanish Bilingual

Disruption every year for the kindergarten students

T196

Details: Each year, the kindergarten students be impacted by attending one year of school at Rosscarrock, and then having to move to Westgate for grade one. I really don't understand why this is even proposed as a scenario, especially as the CBE Guiding Principles claim to seek to minimize disruption for students, and provide program continuity. Why would a scenario that disrupts children EVERY YEAR, and separates them from the other grades in their language stream even be proposed?

Challenges with running a school with two calendars

T197



Scenario B: If this is the scenario selected, what are the anticipated impacts of this change?

(continued)

 Participant 187 Spanish Bilingual	
<p>Details: It seems needlessly complicated to run one school with a portion of the students on a regular calendar, and a portion of the students on a modified calendar. Will this not cause challenges with building utilization, staff, special programs and such?</p>	
Adding yet another school will impact families with multiple children	T198
<p>Details: With kindergarten at Rosscarrock, grades one through four at Westgate, and five through nine at Bishop Pinkham/AE Cross, there may be families with children at three schools. Other scenarios would have only two schools as a possibility (assuming the children were in the same program)</p>	
 Participant 211 Spanish Bilingual	
<p>Too many transitions</p>	
	T191
<p>Details: Hard on Kindergarteners to change schools for Grade 1. Confusing to have different calendars within the same school.</p>	
 Participant 222 Spanish Bilingual	
<p>Moving schools twice is not ideal - but not such a bad thing as</p>	
	T183
<p>Details: Rosscarrock and Westgate are very close in proximity.</p>	
<p>I appreciate keeping the language programs together to better enhance a</p>	
	T184
<p>Details: language community/enviroment....Spanish kids learn some French and vice versa.</p>	
<p>The modified calendar could present some challenges with integrating the</p>	
	T185
<p>Details: programs - but perhaps entirely workable.</p>	
 Participant 223 French Immersion	
<p>Don't like it at all. I have two children currently at Westgate and two</p>	
	T8

Scenario B: If this is the scenario selected, what are the anticipated impacts of this change?

(continued)**Participant 223** French Immersion

Details: more still to come. I think it is important to keep kindergarten children in the school they will attend for most of elementary.

Splits families up. I need my older child(ren) to escort my kindergarten T9

Details: child(ren) home from the bus. It won't work.

I don't like the idea of very young children having to switch schools T10

Details: after just one year.

**Participant 247** Spanish Bilingual

Later transition to Westgate for second child T3

Details: Our second child would not be going to our community school until later.

Second child remains at Rosscarrock an extra year. T4

Details: Our second child is already attending nursery school at Rosscarrock.

Creative Discoveries Nursery School to be forced from Rosscarrock? T5

Details: This detail is not clear in the scenario. Clearly, the space at Rosscarrock will be needed, and Creative Discoveries is not a CBE program.

**Participant 264** French Immersion

Seems like an administrative nightmare for Scenarios B C having the T133

Details: students spread out over more schools. Is there enough demand in the foreseeable future to justify engaging the use of so many schools? Scenario A seems perfectly acceptable if it can keep up with demand over the next 5 years. Less administration and movement of students. Easier for parents with less schools involved.

Scenario B: If this is the scenario selected, what are the anticipated impacts of this change?

 Participant 266 French Immersion	
Unacceptable - Some families will have children at three schools	T136
Details: none	
Kindergarten needs to be at the same school as Gr 1-4	T137
Details: Part of kindergarten is adapting to a school and getting to a point where students feel comfortable and safe, then learning takes place. All of this will be repeated when they switch to Gr 1. One year is too soon to change communities. Kindergarten students need the benefits of the leadership and role modeling provided by the proper Gr1-4 program.	
Unacceptable - some families will have children on three calendars	T138
Details: none	
 Participant 284 Spanish Bilingual	
splits kids in the same family	T148
Details: Kindergarten is exactly when most kids need the support of having an older sibling in the same school.	
Kindergarten kids lose the benefit of older mentors in a school.	T149
Details: none	
Kindergarten kids do not become part of the school community.	T150
Details: They are only there for one year. Any meaningful connection which they do build with the school community will be lost.	
Practical difficulties with combining a traditional and modified calendar.	T151
Details: none	
 Participant 285 French Immersion	
It is ridiculous to have the Kindergarteners move after they will just	T81

Scenario B: If this is the scenario selected, what are the anticipated impacts of this change?

(continued)

 Participant 285 French Immersion	
<p>Details: adjust to a school environment. They may be young and resilient but this is just the start of their education for many years to come. Why would we affect their learning environment at such an early age when they are still learning about their school and community by making them change schools so soon.</p>	
 Participant 286 Spanish Bilingual	
AE Cross Spanish Program will be a minority at the school	T224
<p>Details: Gr. 5/6 have to manage transition to a Junior High setting, manage being the ONLY Gr 5/6, and manage with the growing pains of introducing a second language to AE Cross</p>	
Concerned about well being of Gr. 5/6 children in Spanish Program	T225
<p>Details: Not only will the Spanish program be a minority at AE Cross, but the students in Gr 5/6 will be a minority. Very intimidating environment to a "minority within a minority".</p>	
Very busy intersection and too close to strip mall	T226
<p>Details: Even if the Gr 5/6 kids are "not permitted" to leave school boundaries, their "eyes" and "ears" will see/hear a lot of things that they are too young to be exposed to. How will the school "police" the kids during recess and noon hour?</p>	
My younger child would not lose friends to Jennie Elliott	T227
<p>Details: Keeps the current kindergarten students going into Gr 1 in 2013 together</p>	
Fails to address the overflow of new registrations	T228
<p>Details: Still dealing with overcrowding at school.....potential for my younger child and her Grade to be impacted. Will the spanish program be divided up yet again???</p>	
Better chance of keeping ALL Gr 1-4 Spanish kids together	T229
<p>Details: none</p>	
Rosscarrock Westgate close together - minimal impact	T230

Scenario B: If this is the scenario selected, what are the anticipated impacts of this change?

(continued)



Participant 286 Spanish Bilingual

Details: Parents who have children in both schools are able to find after school programs in the same neighborhood. Drop off/pick up is feasible.



Participant 309 French Immersion

Kindergarten students will be isolated. T209

Details: The kindergarten students will be isolated from the older grades in their language program. This will be detrimental to aspects of the kindergarten program that allow the children to learn from and integrate with the older students.

Disjointed start to school for young students. T210

Details: There will be no support for adapting to the regular school program for the kindergarten students. They will just get comfortable in their surrounding and then they will move schools.

Dynamic of a school of kindergarten students is weird. T211

Details: A school with 50% kindergarten students is too overwhelming for the other grades at Rosscarrock.

Running two calendars out of one school is an admin nightmare. T212

Details: It is unrealistic to run two calendars out of one school for the administration. It is confusing for all students and parents as well.

French Immersion will be exposed to too much english T213

Details: The French Immersion students are supposed to be immersed in French with no English for the first three years. The school will be surrounded by spoken English and I think this will be detrimental to the immersion program.



Participant 313 Spanish Bilingual

A,B,C still the same for grade 5 moving to junior high. Too young. T99

Details: none

Scenario B: If this is the scenario selected, what are the anticipated impacts of this change?



Participant 323

Would not be able to continue with the Spanish program

T134

Details: Our family has a child in grade one and a child that would be starting kindergarden. If this scenario was selected we would have to remove our children from the Spanish program due to an inability to manage child care and schedules for two small children at two different schools. Worst of all three scenarios!



Participant 328 Spanish Bilingual

Students in Grade 5 are too young to be at a school like AE Cross. The

T146

Details: school location is at a busy intersection, beside a mini mall and limited or no supervision is in place. AE Cross does not currently have a second language program in place. These students are now forced to be guinea pigs. Spanish students are given the less favourable option. Why??

This solution does not address capacity needs long term.

T147

Details: none



Participant 331

We would change schools if this scenario is picked

T33

Details: we want to continue the Spanish program but, next year we will have a child in Kindergarden one in Grade 2. We can NOT have them at 2 different schools due to Childcare. We would have to change schools.



Participant 334 Spanish Bilingual

Senario B: Use under utilized local school for Kindergarden

T97

Details: + Impact: For parents with children past Kindergarten no disruption

- Impact: Pick-ups with children at both schools

- Impact: short sighted in that if program becomes more popular eventually Westgate will be over capacity for the 1 -4 kids

Scenario B: If this is the scenario selected, what are the anticipated impacts of this change?

**Participant 345** Spanish Bilingual

Transition between kindergarten and grade 1 would be difficult

T110

Details: none**Participant 347** French Immersion

This scenario alienates the Kindergarten programme.

T35

Details: As a parent and a teacher, to me this scenario seems to go against the entire objective of the Kindergarten programme: to introduce young children to education in a thoughtful, meaningful and supportive environment. These youngsters will be in a separate school, many of them will also be separated from the support of their older siblings, and they will be dropped into the completely separate and unrelated environment of an english language school. They will miss out on the modeling and support of the children in the older grades at Westgate. And the fact that the kindergarten children will be on a traditional calendar while the rest of the school is on a modified calendar? The kindergarten children will have a very difficult time establishing any sense of school community. How will they feel like valued members of the school?

Siblings will be unable to rely upon/support each other while in Kinder

T36

Details: Younger siblings often look up to their elder siblings for guidance. My youngest daughter will be entering Kindergarten in the fall and is looking forward to being at the same school as her older sister who is currently at Westgate. Now this might not happen. Instead, she may need to start at a new school without any familiar faces and then begin at Westgate the following year, at yet another different school.

This is frustrating and discouraging for Westgate families

T37

Details: Instead of being able to walk our daughters to school together next fall, with this scenario we may have to drive them to the two different schools. I can't see that we would have time to walk one and then the other or even to walk one and then drive the other. This totally defeats part of the purpose of moving to this community: in order to be within walking distance of the school. I cannot even fathom the possibility of my young daughters starting each school day at different times. No one in their right mind would willingly choose to place themselves in this scenario, creating such possible chaos in their families. Life is stressful enough already. And why would we want to cause stress for our children, too???

This is discouraging enrolment at Westgate

T162



Scenario B: If this is the scenario selected, what are the anticipated impacts of this change?

(continued)



Participant 347 French Immersion

Details: I have several friends whose children go to preschool with my nearly 5 year old. They've told me they are considering Westgate for Kindergarten for their children in the upcoming school year however the possibility that the Kindergarten might not be a part of Westgate school is turning them off. They don't want their children to have to change schools twice at such a young age. They would rather sacrifice the language opportunities in order to have the stability of the K-6 programme offered at Wildwood School.



Participant 354 French Immersion

Scenario B leaves the most room in Westgate School. T22

Details: none

Kindergarten is a stand-alone program; can work at Rosscarrock. T23

Details: none



Participant 369 Spanish Bilingual

This seems like the best solution, given the present options we have. T154

Details: This decision has no impact on my family specifically, and keeps things status quo. I realize that the splitting off would impact resources and support for the Kindergarten teachers, but would allow for there to be some "breathing room" for the main program of 1-4.



Participant 374 French Immersion

Totally the most inconvenient disruptive. T7

Details: none



Participant 375 Spanish Bilingual

Rosscarrock is ideal for accommodating the kindergarten students T215

Details: Moving the kindergarten program to Rosscarrock is a long term solution.

Scenario B: If this is the scenario selected, what are the anticipated impacts of this change?

(continued)**Participant 375** Spanish Bilingual

Moving younger children has less of an impact than older students

T216

Details: Both of my children have attended kindergarten elsewhere then moved to Westgate with no issues. The perceived impact of relocating the kinders at grade 1 is far more of a parental issue that it really is for the children.

Span/French on traditional calendar - English on modified calendar

T217

Details: I see no issues with this.

AE Cross is not suited for grades 5 and six children

T218

Details: This school is located on the corner of a very busy intersection and is located across the street from a strip mall. There is no playground.

**Participant 376** Spanish Bilingual

Bus times very different between AE Cross and Westgate

T117

Details: My main concern for this Scenario is the later start and different schedule of AE cross vs. Westgate. I would have my older daughter (going into Grade 6) arriving home much later than my younger 2 who would remain at Westgate for grades 1 4. This makes after school care an issue.

**Participant 381** Spanish Bilingual

Splitting up of school resources may be difficult/expensive

T46

Details: none

Detracts from 'sense of belonging' for K staff/students

T47

Details: none

Seems to be a somewhat more long term solution

T48

Details: none

Scenario B: If this is the scenario selected, what are the anticipated impacts of this change?

**Participant 383** Spanish Bilingual

SADDER STILL

T32

Details: Once again an even more ridiculous scenario. "Hello busy parents of 3 - please enroll all of your elementary school children in different schools." There seems to be no regard for how this impacts a family with multiple children - some who are in school and 1 who will be in kindergarten in the next year. I bought and built in Westgate to WALK MY CHILDREN TO SCHOOL until Grade 6. HA!!! Jokes on me.

**Participant 388** Spanish Bilingual

Kindergarten should not be separate

T174

Details: Kindergarten is stressful. For many students having an older sibling in the school is beneficial. The transition from K to Grade 1 is also stressful and will only be amplified with having Kindergarten students essentially repeat this transition twice.

**Participant 394** Spanish Bilingual

Allows the G1-4 in both languages to remain at Westgate which is great!

T192

Details: If parents don't want to send their kids to Rosscarrock can send them Westgate for Gr 1.

Not great for parents with a child in Kindergarten and children at

T193

Details: westgate.

**Participant 397** French Immersion

This adds another transition for children who are very young.

T90

Details: none

**Participant 406** French Immersion

Separate kindergarten classes make no sense

T1

Scenario B: If this is the scenario selected, what are the anticipated impacts of this change?

(continued)

 **Participant 406** French Immersion

Details: I don't see any point in ever pursuing this idea. A and C seem like the way to go. Having Kindergarten in a separate school just so Spanish can stay at Westgate makes no sense long term. The Spanish and French will have to be separated because Spanish has become very popular and the program is very sustainable. This is great for the opportunity of our children but the only way it makes sense is to separate the schools.

 **Participant 407** French Immersion

Not developing community for the kindergarten children.	T155
Details: none	
Too many changes and transitions for 5 year olds.	T156
Details: none	
Leaves kindergarten teachers on their own, no support.	T157
Details: none	
No modeling of second language usage by older students and other teachers.	T158
Details: none	
How will this affect transportation?	T159
Details: none	

 **Participant 418** French Immersion

Rosscarrock might get some needed attention and resources.	T87
Details: With kindergarten going there, current Rosscarrock students and parents might get more exposure to both French and Spanish, and might choose to send their children to a language program (which would still be within walking distance - almost).	
It's a long term solution, which means there's no upheaval next year.	T88

Scenario B: If this is the scenario selected, what are the anticipated impacts of this change?

(continued)

**Participant 418** French Immersion**Details:** none**Participant 399** Spanish Bilingual

Parents of Kindergarten and later grades are inconvenienced

T94

Details: Added time and effort for parents with more than one child enrolled in the language program. Parents with a child in Kindergarten plus one or more in the higher grades may need to look at added costs of transportation, it is a nuisance for parents to deliver children to two locations. Parents requiring child care will need to juggle or have child care make special arrangements for them simply due to logistics.

**Participant 458** French Immersion

This is a terrible option!!

T17

Details: I think it would be terrible for teachers and students to separate the kindergarten program. It is not logical, nor does it provide any security for parents or kindergarten students. It is also very isolating and doesn't promote a good school atmosphere.

Students would change schools three times by the time they reach gr.5

T18

Details: Asking young students to attend three different schools before the age of 11 is unfair and unacceptable.

This would be very difficult for parents with multiple children.

T19

Details: Some parents could potentially have children in three different schools. I would have a student in kindergarten, grade 3 and grade 5. I would absolutely register my kids in a different school if this scenario is selected.

**Participant 463** French Immersion

kindergarten children are isolated

T105



Scenario B: If this is the scenario selected, what are the anticipated impacts of this change?

(continued)**Participant 463** French Immersion

Details: the youngest learners would not have the support of older siblings or other children in the same program. They are not being introduced the school community that they will become a part of. This will have an overall negative impact on the youngest learners.

**Participant 471** French Immersion

Children will have to change schools after completing kindergarten. T26

Details: Changing schools is tough on kids, particularly in the early years. As well, the transition from half day kindergarten to full day Grade 1 poses an additional challenge. For this reason, I prefer those scenarios which allow kids to attend the same school for Kindergarten and Grade 1.

**Participant 478** Spanish Bilingual

This option makes no sense at all given the other choices T83

Details: The one difference, moving the kindergarteners is not very practical for school dropoffs. It also doesn't make a lot of sense to split up the students if they don't need to be split.

**Participant 479** French Immersion

Starting kindergarten is a big adjustment for children. Changing schools T201

Details: again for grade 1 will require further adjustment, and may lead to some families opting out of kindergarten.

**Participant 481** Spanish Bilingual

A 9 year old will prematurely enter middle school T190

Details: none

Scenario B: If this is the scenario selected, what are the anticipated impacts of this change?

**Participant 496** Spanish Bilingual

too many school moves

T238

Details: Would likely no longer participate in spanish program.
Two schools in the first two years of school is not a good idea for a 4-5 year old.
In my opinion this option B is the worst of all options (of which none are anywhere near ideal).

split siblings

T239

Details: Would likely no longer participate in spanish program.
In addition the short amount of time siblings would have together at the same school due to westgate only going to grade 4, possible overlap would be shortened even more in this scenario.
In my opinion this option B is the worst of all options (of which none are anywhere near ideal).

**Participant 501** Spanish Bilingual

Children would need to move 3 times

T172

Details: Although close together in geographic proximity, the students would need to make a move to 3 different schools in a 5 year period.

The mixing of educational calendars at Rosscarrock

T173

Details: It could prove challenging to develop a strong culture within Rosscarrock, with the two different calendars in place.

**Participant 507**

same answer as previous question

T214

Details: none

**Participant 514** French Immersion

I do not think it is very settling at that age to keep moving the kids

T129

Scenario B: If this is the scenario selected, what are the anticipated impacts of this change?

(continued)

 **Participant 514** French Immersion

Details: from one school to another. In KG, they are just getting used to a particular environment and then they'd get uprooted to another school. They should move when they are mature enough to handle movement. This would be a lot

 **Participant 515** Spanish Bilingual

Kindergarten at Rosscarrock, Westgate stays the same... T64

Details: I think that this scenario is difficult for families with younger children who may need to be picking up Kindergarten students and then Grade 1-4 children. It is easier when children are older to be at different schools within the same family (i.e., Jr. High age) because they will be able to wait for pick up or get home on their own (i.e., bus, walk) which will be less stressful for parents/caregivers to coordinate.

 **Participant 521** French Immersion

this is a terrible scenario for parents of different ages T207

Details: how do you walk your kids to school if one is in K and the others are in 2 and 4?

doesnt make for a cohesive school community T208

Details: all kids would be in different school calenders
what would assemblies look like and school concerts?
would be very hard to accommodate cohesion between staff in each program

 **Participant 525** Spanish Bilingual

Least impact T204

Details: My child would remain in the same school he started kindergarten in, so there is minimal disruption for my son with Scenario B.

Invested in cultural diversity of both languages under one roof T205

Details: I strongly support both language programs staying together for as long as possible. Strong determining factor that led our family to choosing this path for our child's education.

Scenario B: If this is the scenario selected, what are the anticipated impacts of this change?

(continued)



Participant 525 Spanish Bilingual

Kindergarten location will change once my second child enters into Gr 1.

T206

Details: Increased disruption for family



Participant 535 French Immersion

Detraction for future program enrollment.

T20

Details: I think this scenario with ultimately reduce the interest in the French Spanish programs. Starting kids in Kindergarten at Rosscarrock, only to switch them to Westgate for grade one will be more complicated than some parents are willing deal with. Some of them will choose other programs for this reason alone.



Participant 545 Spanish Bilingual

Almost the same as Scenario A.

T119

Details: My kid is grade 1 now, so it would work as Scenario A.



Participant 548 French Immersion

Confusion for kindergarten children

T160

Details: Having kindergarten a a completely different school will defeat the purpose of a transition year. It will feel like an extension of preschool.

Staffing/students by mixing a traditional calendar with a year round school

T161

Details: What is this going to look like for office staff. How is it going to impact all the students. Students will feel different and feel as though they don't belong as a whole school union.



Participant 549 French Immersion

worst option

T231

Scenario B: If this is the scenario selected, what are the anticipated impacts of this change?

(continued)

 Participant 549 French Immersion	
Details: will disrupt transition of kindergarten to grade one. New school in kindergarten, then new school in grade one	
logistic nightmare for parents	T232
Details: having a child in kindergarten at roscarrock and one at westgate will be difficult for kids who walk, kids who are driven and kids who take the bus.	
poor long term	T233
Details: Little increase in room for a large inconvenience. Spanish program will keep growing and eat up the space quickly.	
 Participant 555 Spanish Bilingual	
Kindergarten is quite an insular program, so this would work	T43
Details: none	
not convenient for parents	T44
Details: none	
lacks a bit of flow - kids moving 3 schools between K and gr. 5	T45
Details: none	
 Participant 556 French Immersion	
lots of changes and move for parent and students	T82
Details: none	
 Participant 559 French Immersion	
Separating the kindergarten from the school is not good educationally.	T72

Scenario B: If this is the scenario selected, what are the anticipated impacts of this change?

(continued)

 Participant 559 French Immersion	
Details: Young learners need older peers to model the language.	
Spanish and French resources are costly.	T73
Details: Library resources in second languages are costly and would need to be purchased for the library at Rosscarrock.	
French/Spanish Specialist teachers: PE, Music, Resource not be available.	T74
Details: Rosscarrock would not be providing separate specialist staff to teach students in the target language.	
Having two programs on two calendars in one school not economical.	T75
Details: The point of modified calendar is not only for the educational benefits to the students but saves money on office staff, support staff, electricity, heating etc. This savings would not occur if the school was running all the time.	
Two calendars makes community building difficult.	T76
Details: Because the kindergarten students are in the building, Rosscarrock would want them to be included in cultural events, special days etc. But it is hard to include if they are on a different calendar.	
Some families could have their elementary-aged kids in 3 schools.	T77
Details: This would not be practical for many families for transportation and childcare. Having to get three kids on three buses at three bus stops in the morning would be very complex, especially in bad weather.	
For numbers this would work long-term.	T78
Details: none	

 Participant 577	
don't like this scenario at all	T92
Details: this scenario is not ideal. It's hard enough transitioning children from preschool to kindergarten and then to full day grade 1, changing school locations is another change for the little ones. Also, could present every more logistical problems for parents with kids having to go to multiple locations.	

Scenario B: If this is the scenario selected, what are the anticipated impacts of this change?



Participant 605

my daughter will be starting kindergarten in a diferent school than my son

T84

Details: none

My childrens will take different bus to go to the school

T85

Details: none



Participant 608 Spanish Bilingual

It should be an election system so the parents can vote. Democracy

T135

Details: none



Participant 628

I would like the k-6 same language group be together for the entire time.

T103

Details: none



Participant 629 French Immersion

Very disruptive for young kindergarten children.

T12

Details: This is their first introduction to school, familiarizing them with the building, the staff, the concept of school. Moving them after one year and introducing an new building and staff is not reasonable.

Very challenging for parents with kids in various grades.

T13

Details: Parents with children in kindergarten and grade 1-4 will be challenged to coordinate schedules for pick up and drop off.

Forces kindergarteners who now walk to relocate.

T14

Scenario B: If this is the scenario selected, what are the anticipated impacts of this change?

(continued)

 **Participant 629** French Immersion

Details: Page 33 of the power point presentation points out that 'administration does not support relocating students that currently walk to their community school.' My 4 year old, who will attend kindergarten in September 2013, will be forced to relocate. We bought a house in Westgate so we could be in walking distance to the school, and now that is at risk.

 **Participant 632** French Immersion

I don't like this scenario T126

Details: none

 **Participant 641** Spanish Bilingual

1) Best long term solution. T222

Details: This scenario would involve the least impact on elementary grades. There would only be one move the children and that would only occur in grade 1. This scenario would also involve keeping the programs together for grades k-4. This scenario also ensures that Westgate will have ample instructional space for future growth in both programs (i.e. beyond 2017)- this would also ensure there is limited movement and or change for the children. Rosscarrock would also maintain it's instructional space for the future growth within their school as well. This scenario would also mean that we are utilizing schools that currently have the space and can accommodate Westgate's kindergarten with minimal disruption to their current "status". We would not be relying on potential funding from the government.

2). Financial concerns: T223

Details: There might a bit of a financial concern with having both traditional and all year schooling at the same school. I am not sure how teacher's and support service's collective agreements work (i.e. union labor rules), but I suspect that there would be some challenges to staffing both traditional and all year students. The school board would have to ensure that there is adequate staffing for teachers, lunch room aids, busing, maintenance workers etc. It would seem that having both programs in one would school would mean that the school would likely only be closed for one month (July) and I'm not sure what they costs would be to maintain a school. I would suspect there is some cost savings as well as significant maintenance is done on the schools when there are no children attending.

Scenario B: If this is the scenario selected, what are the anticipated impacts of this change?

**Participant 644** French Immersion

Too much change

T127

Details: This situation is ridiculous!! To move from K in one school to 1-4 in another and then 5-9 in another is just not logistically friendly. It doesn't promote school pride or loyalty on any level.

**Participant 645** French Immersion

families separated

T24

Details: none

school calendar would remain the same

T25

Details: none**Participant 653** French Immersion

This would result in our three kids being in three different schools.

T86

Details: Scenario B fragments the French immersion line from K-5 into three separate groups, too much for the logistics of many families who might end up affected by the three-way split.

**Participant 661** Spanish Bilingual

Separates some families kids for a year.

T167

Details: none

A.E. Cross has no experience, and knowledge on running a bilingual

T168

Details: program.

School and students don't accept students or program.

T169

Details: none

Mixing of ages in school with no middle school back ground A.E. Cross.

T170



Scenario B: If this is the scenario selected, what are the anticipated impacts of this change?

(continued)

**Participant 661** Spanish Bilingual**Details:** none

How do you keep the young kids away from the big kids. Lunch, start

T171

Details: times, recess times, etc.**Participant 672** French Immersion

Families will now have to deal with another bus stop, bus time, bus route

T112

Details: Families with kindergarten students and westgate students will now have to get their kids to two bus stops or two schools in the morning. These children are too young to get to the bus and to school by themselves which means parents now have a harder time getting their kids to school in the morning.

Scheduling

T113

Details: You have said that the kindergarten students would remain on the traditional calendar yet we still need to think about start times and dismissal times.

Youngest students won't have familiarity

T114

Details: My youngest has been going to Westgate for years to see assemblies, activities, pick up older sibling. Westgate is a school they know and are looking forward to attending. Now these youngest students would have to go to a completely different school.**Participant 678** French Immersion

Kindergarten should NOT be moved to Rosscarrock school.

T186

Details: This is a terrible, very bad idea. I would be very disappointed if my younger child had to go to a different location for kindergarten. They're too young, they need to be near the older siblings. Introduce them to Westgate at Kindergarten, please do not separate them.

If you want to fill up Rosscarrock, take some overflow kids from Wildwood!

T187

Details: Please do not put our kindergarten kids at Rosscarrock!!!

Scenario B: If this is the scenario selected, what are the anticipated impacts of this change?

(continued)

 Participant 678 French Immersion	
I am 100% against this scenario. Kindergarteners belong in the same school	T188
Details: where they will attend grade 1. This is especially true for French Immersion.	
If you take away Kindergarten, then for the year that those students are	T219
Details: away, they are the youngest students at a separate school, not a part of that school, and very separate. Then they transition to a bigger school for grade one, where again they are the youngest kids. Really? Is that fair to them?	

 Participant 684 Spanish Bilingual	
Absolutely would drop out of the program.	T142
Details: none	
It is not feasible logistically for busing, aftercare.	T143
Details: none	
It is not healthy for our girls and their early bonding.	T144
Details: none	
It presents safety opportunities that we will not risk - 2 buses.	T145
Details: none	

 Participant 692 Spanish Bilingual	
Teacher isolation	T235
Details: Worried that the French and Spanish teachers would feel/become isolated from the program.	
Too many moves	T236

Scenario B: If this is the scenario selected, what are the anticipated impacts of this change?

(continued)

 **Participant 692** Spanish Bilingual

Details: This option would require the students to move three times, as opposed to two with option C. Although kids are adaptable, fewer is probably better.

 **Participant 694** Spanish Bilingual

Junior high too early could have a negative impact on our kids T49

Details: Many kids will likely leave the program...making them an even smaller minority in the school....making it even more difficult for them because they will be the only kids in grades 5 and 6 in either school, they are different because of the second language and there is only one class. You are setting these kids up to feel isolated and different as they enter those most difficult pre-teen years....Is now really the time you want them to feel different and isolated? What is best for the kids?

Kids move out of the second language program T50

Details: ...creating overcrowding in other schools in the area...then they have to re-shuffle and the number of kids going to junior high in grade 5 is even smaller,,,

 **Participant 698** Spanish Bilingual

Spanish going to A.E. Cross. T11

Details: This is a problem with all of the scenarios. The Spanish Program is being moved to A.E. Cross.

 **Participant 699** French Immersion

This is ridiculous clearly whoever thought of this has never had to take T111

Details: kids to 3 different schools!

 **Participant 708** French Immersion

Creates confusion for kindergarten students and parents. T194

Scenario B: If this is the scenario selected, what are the anticipated impacts of this change?

(continued)

 Participant 708 French Immersion	
Details: It doesn't make sense to start kindergarten at one school only to move to another school the following year.	
Lack of school community for common program	T195
Details: Being at a totally different location does not introduce kindergarten to the Westgate school community. It also doesn't provide support for these kids whose French Immersion or Spanish Bilingual programming is unique.	
 Participant 712 French Immersion	
less kids that are effected by the changes	T130
Details: none	
i think this is the best choice out of 3 crappy choices	T131
Details: none	
 Participant 714 Spanish Bilingual	
Too many school changes; too much disruption for low benefit	T240
Details: See no upside to this scenario, only downside	
 Participant 727 Spanish Bilingual	
TOO STRESSFUL TO PUT A FEW GRADES 5 6 WITH MANY JR HIGH STUDENTS!	T115
Details: The only way that the stress can be lessened with middle schools is if the French and Spanish gr 5 and/or 6 students are allowed to enter a jr high setting together (strength in numbers of programming, more focus put on language learning and making language learning a big part of the school). Gr 5/6 Spanish will be swallowed up at AE Cross.	
ADDING A LANG. PROGRAM TOO MUCH FOR AE CROSS' ALREADY HIGH NEEDS POPULATION	T116

Scenario B: If this is the scenario selected, what are the anticipated impacts of this change?

(continued)

 **Participant 727** Spanish Bilingual

Details: AE Cross has published online 1/4 students on IPPs, 1/4 ESL, many with severe needs and many requiring ongoing intervention and support. This school has a wide range of significant needs - adding a language program (COMPLETELY DIFFERENT CURRICULUM/APPROACH) does not adequately serve the needs of either community. This is unfair to both the existing students and the language students! French and Spanish should be in the same middle school/jr high and English focus in its own school because the curricular approaches and methodologies will be better matched to student needs. The current scenario is a poor attempt to deal with population issues rather than school programming. Many families have said they will remove their children from the language programs because of stress at the jr high level and needs not being met - a sad end to many years of their children's hard work at second language acquisition and the potential risks of falling behind grade level during the early years.

 **Participant 729** Spanish Bilingual

Better than Scenario A in that it is longer term. T220

Details: none

Would be our preferred option of all the options. T221

Details: none

 **Participant 760** French Immersion

A school needs to be closed to allow the children to remain together from T2

Details: k-6 or k-7 or k-8

 **Participant 762** Spanish Bilingual

Moderate option T60

Details: I am not a big fan of a middle school as grade 5 is too young developmentally to be grouped with grade 9 age children. However since all options have this disadvantage, this scenario is okay with kindergarten together in an environment they can get used to school. The disadvantage is I have seen my daughter be so excited about the learning process of spanish from the interaction she has with the older grade 5s. They have been great role models and I feel this option will lose this benefit.

Scenario B: If this is the scenario selected, what are the anticipated impacts of this change?

(continued)**Participant 762** Spanish Bilingual

Lots of bussing costs

T61

Details: Transportation costs are high having 1-4 centralized at Westgate. Utilization is high from Cougar Ridge as those families would be bussing anyway. Option C is much preferred as families that are far from Westgate may be more likely to consider the Spanish program if the bussing distance is more reasonable.

**Participant 774** French Immersion

Don't want kindergarten to be in Roscarrock, don't think will send my 2.5

T91

Details: yrs there, probably will keep him in Montessori. Will really have to think about that and if french immersion is the best choice in that case...

**Participant 776** Spanish Bilingual

splitting siblings - only temporarily

T16

Details: Although not ideal because I will have two schools to keep track of, two morning buses to catch for my kids it is only temporary.

**Participant 777** Staff

Kindergarten students would be too isolated.

T120

Details: none

Too hard to resource language programs efficiently with only 1 grade.

T121

Details: none

It would be very hard to create a French/Spanish culture in this context.

T122

Details: none

Teachers do not want to teach in this situation.

T123

Scenario B: If this is the scenario selected, what are the anticipated impacts of this change?

(continued)

 Participant 777 Staff	
Details: none	
Some parents would wait until Grade 1 to start French/Spanish.	T124
Details: This would weaken the program and make it hard to plan.	
Students need more stability in the younger years.	T125
Details: none	
 Participant 844 French Immersion	
Scenario B segregates the Kindergarten students.	T21
Details: The Kindergarten students should be in a school where they are truly immersed. Putting the kindergarten students in an English school defeats the purpose of immersion. My fear is that this could lead to bullying and could discourage them from continuing on in immersion.	
 Participant 845 Other	
WORST OPTION FOR OUR YOUNGEST KIDS	T58
Details: Please don't force the youngest, most vulnerable kids who live in the Westgate community to go to another community for Kindergarten. This penalizes the kids -- and the working moms who need to find ways to get their kids to school.	
WORST OPTION FOR WESTGATE	T59
Details: It hasn't registered anywhere in the discussion but Westgate is a community with its own kids. Many of these kids NEED to go to a local school. Families like mine consciously chose to live in Westgate to be close to a thriving school. Stripping out Kindergarten will have a huge adverse impact on the community.	
 Participant 848 Staff	
I feel that this is not a good scenerio because the Kindergarten classes	T51

Scenario B: If this is the scenario selected, what are the anticipated impacts of this change?

(continued)

 Participant 848 Staff	
Details: will be isolated from the rest of the Westgate Immersion and Spanish school	
Rosscarock is on a modified school calendar and the French and Spanish	T52
Details: Kindergarten classes would be on a traditional calendar so it would feel that they do not belong everywhere.	
It is nice to be in an environment where there is French and Spanish in	T53
Details: the school. Assemblies are in both languages and if at Rossacarock this would not occur.	
It will be difficult to find staff that would want to teach at that	T54
Details: school given the circumstances	
Less parents would be there children in the programs. They would probably	T55
Details: wait until Grade one and this would make teaching Grade one more of a challenge in the Immersion and Spanish programs	
Westgate has a lot of French and Spanish resources and the Kindergarten	T56
Details: classes would not have the same access to them	
Parents would not register as much in the Kindergarten classes and they	T57
Details: would wait until they students were in Grade one to register them in the program. This would make it more difficult for the Grade one teachers.	
 Participant 850 Spanish Bilingual	
Rosscarock has similar location to Westgate.	T38
Details: none	
Stability and good continuity.	T39
Details: none	

Scenario B: If this is the scenario selected, what are the anticipated impacts of this change?

 **Participant 851 Staff**

isolating for K teachers, loss of sense of community T34

Details: none

 **Participant 854 Spanish Bilingual**

I don't like this idea. T89

Details: Because Kids need to change the most.
My younger kids are going to kindergarten this year.
And my older kids are going to be grade 3 this year.
At least they can go to school together for 2 years.
But if this scenario selected, my younger kid needs to go to 4 different school. It is too much work.

 **Participant 856 Other**

I don't like the number of times kids are moving schools T79

Details: Kids would move schools twice before completing grade 9. The first move would be after kindergarten, which is already a big change for kids (even those in daycare). I think this option would have a negative impact on the kids, causing unnecessary conflict and stress. Children will face a new building, new equipment, new staff, new kids only one year after settling in to all of the same changes when they started kindergarten.

The # of school changes impacts before after care T80

Details: For parents that work full-time, before and after care is a reality for school-aged children. This option would mean that in addition to a new school (one year after starting school), children would likely have new before after care caregivers. I think this would cause undue stress and separation anxiety.

 **Participant 857 Spanish Bilingual**

I don't like the idea of the young children having to change schools after T95

Details: one year, transition between k and grade 1 could be difficult for these youngsters.

this scenario is my least desired because of the new school for k and new T96

Scenario B: If this is the scenario selected, what are the anticipated impacts of this change?

(continued)

 Participant 857 Spanish Bilingual	
Details: school for grade one.	

 Participant 858 Spanish Bilingual	
Scenario B	T104
Details: This scenario only gains 4 class rooms and is a inconvenience to families with multiple children. I do not believe this solves the problem long term as well. I do not agree with this scenario.	

 Participant 860 Staff	
Limited language exposure	T106
Details: Children in a second language program need to see the language in use in order to appreciate why they are learning it. To be isolated and only have their classroom teacher modeling the second language would not give them the exposure they require. All assemblies, announcements, music classes, etc. would be only in English, these students would not see anyone else using the language. There would be no possibility for a buddy reading class (especially in French Immersion where 100% of instruction is given in French) so they wouldn't get to see older students modeling the use of language.	
Difficult for families	T107
Details: Families would struggle having children in different schools. For example, if a family has a child in kindergarten, Grade 3 and Grade 5 they would have children in 3 different schools and would have to coordinate with three different bell times.	
Modified and Traditional Calendar	T109
Details: The fact that the school would be running three programs on two different schedules seems hard to imagine. Students in kindergarten would go for weeks without other students in the building. How would the school office be staffed, how would the admin be staffed? Where would teachers in kindergarten go to learn about the ins outs of the school if the rest of the teaching staff is on break? This would be difficult to manage.	

 Participant 861 Spanish Bilingual	
Kindergarten is not unified with rest of Bilingual/immersion program.	T118

Scenario B: If this is the scenario selected, what are the anticipated impacts of this change?

(continued)

**Participant 861** Spanish Bilingual**Details:** Overcrowding at Westgate will only be abated for short term.**Participant 779** French ImmersionA lot of transition for the young students. T65**Details:** noneParents may choose not to send their kids to kindergarten. T66**Details:** Or parents may send their kids to their local english school for kindergarten since they will need to switch schools anyway. This would put strain on the grade one french and spanish programs, if a large group of kids have no knowledge of the second language from kindergarten. Could delay the entire class.Rosscarrock running both a traditional/modified calendar would be chaotic. T67**Details:** Holidays, staffing, maintenance, would be complicated. Could create divisions in the school between the two groups.**Participant 782** Spanish BilingualThis is better than scenario A but still, AE Cross is not a safe choice. T237**Details:** I'd love to hear how the current student population at AE Cross would welcome the Spanish students! Seriously! While the principal at AE Cross might be getting rave reviews, there is no infrastructure for a language program. Don't yank the Spanish kids over there, fail miserably because it is so premature in planning, upset the parents of the Spanish students to lose faith in the CBE and HOPE that Spanish can be sustained.**Participant 786** Spanish BilingualWithdrawal of our 3 kids from Spanish program T63

Scenario B: If this is the scenario selected, what are the anticipated impacts of this change?

(continued)

 **Participant 786** Spanish Bilingual

Details: The choice of school and location trumps any decision of ours to continue in a language program. We chose the program because of the location, schools and streams.

We recognize supply and demand equations will change over time. However families like our have made major life changes to accommodate locations of the programs- we moved to within walking distance of Bishop Pinkham and chose to pursue this program because Pinkham was the feeder school for Western- both were deemed high quality schools.

Given the above and there is in fact capacity to Grandfather children already in the program- we demand a review of this option. The Grade 7 kids were the Trailblazers for this program and there has been disruptive changes and growing pains- this is no way to reward us for our patience. Simply grandfather the Grade 7 kids at Pinkham and as many grades at Westgate as you can.

 **Participant 866** French Immersion

Too much transition for the youngest population (kindergartners) T140

Details: They would have to transition twice when they are youngest/most vulnerable to change: Rosscarrock for only one year, then transition again to Westgate a year later? I think this is a bad decision for children. As well, these language programs have separate K calendars than the other K students? That should be invisible to children who may have friends in different programs.

 **Participant 874** Spanish Bilingual

No. T141

Details: I would not choose to have my children move so many times!

 **Participant 876** Spanish Bilingual

DO NOT LIKE THIS SCENARIO. T153

Details: This affects us greatly as we have a child that will be going into Gr. 2 at Westgate and another one in Kindergarten and both will be attending two different schools for the year. This affects our child care greatly.

Scenario B: If this is the scenario selected, what are the anticipated impacts of this change?



Participant 870 Staff

Learning a language in isolation

T165

Details: If the Kindergarten programs are housed in a school that otherwise is a completely English school the students and teachers of these language programs are going to be isolated. Learning a language does not just happen in the classroom; it happens in the hallways, in the lunchroom, during assemblies, when working with buddy classes, during gym and music class. These interactions in the target language that happen outside of the classroom help to reinforce and give value and context to what happens within the classroom. It would be difficult for the teachers and the students to integrate into the school as we would more often than not be the exception - calendar, resources, specialists with knowledge of the second language, professional development opportunities etc



Participant 873 Spanish Bilingual

A lot of change for K students

T199

Details: A students first experience to school is transient one. They get to a school and at the end of the year when they start to have a good idea what to expect we change their school again. I think K-1 Students need more consistency.

Modified/Traditional Scheduling?

T200

Details: From an administrative stand point having half the school on a modified program and half on a traditional timetable would be a giant headache. It would get confusing for parents as well.



Participant 865 Staff

Having Kindergarten in another building is not ideal.

T202

Details: Continuity of the program and school culture would be effected by this decision. It also means lots of school changes for young kids. Having Kindergarten as part of our program increases the quality and allows for conversations between teachers teaching the same program.

Would parents just opt out of a K. language and enroll in grade 1 instead?

T203

Scenario B: If this is the scenario selected, what are the anticipated impacts of this change?

(continued)

**Participant 865** Staff

Details: I worry that this would weaken the program, as many parents may opt for a Kindergarten that is full day (private) or a 0.5 day closer to their house until their child is in grade one. Starting a second language in grade one is feasible, but it is always optimal for students to begin receiving instruction in an L2 from Kindergarten onwards. It may discourage parents from enrolling in a second language program at all. Finally, I would feel badly for the second language teachers who would be in a different building than the perceived "rest of the program". Potentially creates an ostracized small group of second language teachers in a regular program.

**Participant 871** French Immersion

As Wildwood is closer we would consider that school for K

T234

Details: none

**Participant 797** French Immersion

Kindergarteners not able to enter the school in Grade 1 feeling familiar

T100

Details: It is nice for kindergarteners to enter Grade 1 with a feeling of familiarity with the school and the expectations there. There are enough "news" without it being a new place altogether.

2 calendars would be difficult

T101

Details: I do not see how 2 calendars would be able to operate out of the same school effectively.

**Participant 842** French Immersion

very good solution for the long run.

T15

Details: none

Scenario C: If this is the scenario selected, what are the anticipated impacts of this change?

Thought instructions

Enter the main idea on the first line. Complete your thoughts in the window below.

 Participant 869 French Immersion	
Provide conditions for future to separate French and Spanish programs	T128
Details: none	
At least all children from K-4 can be familiar by school conditions.	T129
Details: none	
Increase the kids confidence to distinguish real world.	T130
Details: none	
Parents do not worry to change school for four years.	T131
Details: none	

 Participant 29 Spanish Bilingual	
Introduction of young children to Jr. High environment	T141
Details: none	
Different boundary may disrupt child routine	T142
Details: none	
change in bus routes may cause concern or discomfort	T143
Details: Children may experience apprehension or even fear with the change in bussing	
Funding still required for more Calgary schools	T144
Details: none	
New site may not be technologically ready for new students	T145

Scenario C: If this is the scenario selected, what are the anticipated impacts of this change?

(continued)**Participant 29** Spanish Bilingual**Details:** none**Participant 32** Spanish Bilingual

Least favorite choice. T118

Details: Far from home.

This scenario means changing schools 3 times, instead of 2.

Friendships made at Westgate will be broken up depending on new boundaries set for Westgate or Jennie Elliot.

Splitting up the duo language tract (as it stands at Westgate) by moving some of the Spanish kids to Jennie Elliot.

I would look at alternative options (other than Westgate) if this was the scenario chosen.

**Participant 43** French Immersion

Same concerns for Scenario A because the plans are the same. T150

Details: none**Participant 57**

Seems like the less worse solution, although Spanish program is sacrificed T102

Details: Spanish program is a very much growing and developing program and it seems that it is being stuffed in different schools so as to not move lots of children around. With a 2nd Spanish opening the 50 or so kids at Jennie Elliot will be very much alienated from the other Spanish kids missing out on resources, mentorship, sense of community.**Participant 64** French Immersion

The SB program is growing?? Really? T47

Details: none

Scenario C: If this is the scenario selected, what are the anticipated impacts of this change?

(continued)**Participant 64** French Immersion

Split FI and SB kids after all the TALK of keeping kids together.

T48

Details: none

French will "outweigh" Spanish at Westgate - even more SB parents hostile

T49

Details: none**Participant 70** Spanish Bilingual

Relocation of students depending on the community they live-in.

T99

Details: Unfortunately this causes some students to have to move schools based on the community they live in.**Participant 81** Spanish Bilingual

Proposed boundary split has a huge impact on parents.

T66

Details: As we live in Aspen Woods, we would become the farthest community from a new Spanish program in Lakeview at Jennie Elliott. This would contemplate a long bus ride and disrupt existing childcare relationships.

Lower enrollment

T67

Details: I know that personally we would have to consider not continuing in the Spanish program if our only option was to bus my child in Grade 1 from Aspen to Lakeview. It's too big of an ask.**Participant 88** French Immersion

Might cause too low of numbers at Westgate eventually

T73

Details: none

Scenario C: If this is the scenario selected, what are the anticipated impacts of this change?

**Participant 103** Spanish Bilingual

Material negative impact to our family.

T206

Details: We hear nothing but good things about Jennie Elliott as a school. We live in Discovery Ridge, and if we were not in the Spanish program at Westgate, we would be attending Jennie Elliott. But the disruption this scenario would bring to our family would likely lead us to pulling out of the spanish program. It makes no sense to have our kids separated, with our daughter attending grade 3 at Westgate next year and our son attending grade 1 at Jennie Elliott. And then possibly having our daughter attend Jennie Elliott for grade 4 before moving on to another school again. We are definitely not in support of this proposal.

**Participant 104** Spanish Bilingual

I full-heartedly support the idea of offering a second spanish bilingual

T21

Details: program at Jennie Elliot school (K-Grade 6) for 2013-2014. Given the phenomenal growth west of Sarcee in families wanting a Spanish/French education for their children, it is a necessity. Westgate alone cannot continue to meet this need.

I would prefer that Westgate kindergarten students attend Rosscarrock for

T22

Details: kindergarten. They can move to Westgate for grade one.

I would prefer that the Jennie Elliot kindergarten students attend

T23

Details: Rosscarrock, if Jennie Elliot cannot accomodate all students from kindergarten to grade 6 inclusive.

I strongly dislike the idea of moving children to a Junior High setting at

T24

Details: grade 5. They are too young to be exposed to grade 7 to 9 kids (and their developmental issues) at this stage. We should only be moving our kids to a Junior High setting in grade 7.

Continue to seek funding for modular classrooms (in addition to offering a

T25

Details: second program at Jennie Elliot). These classrooms could be used to ensure that kids in grade 1 through 6 are not "pushed" into a Junior High setting prematurely (i.e. prior to grade 7).

**Participant 113** Spanish Bilingual

Before and AftEr School Care

T5

Scenario C: If this is the scenario selected, what are the anticipated impacts of this change?

(continued)

 **Participant 113 Spanish Bilingual**

Details: Again, it is the rezoning of the communities West of Sarcee that is most problematic in these scenario, as many families choose to use the service of one of the two accredited before and after school care programs servicing Westgate Elementary.

 **Participant 124 French Immersion**

This is the same as Scenario A for French Immersion students at Westgate. T140

Details: none

 **Participant 137 Spanish Bilingual**

it'll be more disruptive to the Spanish program kids already enrolled T19

Details: none

Child care arrangements will not worked anymore and they're hard 2 find T20

Details: none

 **Participant 183 Spanish Bilingual**

Eventually, the new location may overcrowd. T108

Details: none

 **Participant 187 Spanish Bilingual**

BIG disruption for students and families impacted - but one time T161

Details: Adding a second Spanish school will be a big impact for the families that are now designated to Jennie Elliott. However, it would be a one time disruption.

Long term solution T162

Scenario C: If this is the scenario selected, what are the anticipated impacts of this change?

**Participant 223** French Immersion

I like this one the most. Seems least disruptive and less "what ifs"

T6

Details: none**Participant 247** Spanish Bilingual

No difference from Scenario A

T3

Details: As we live in Westgate, plans appear to be stable for us.**Participant 266** French Immersion

Excellent long term solution

T106

Details: Transition difficulties in the short term are worth it for a long term solution

Two schools for each program sounds ideal

T107

Details: none**Participant 284** Spanish Bilingual

Does not work if transition to Jennie Elliott is gradual.

T117

Details: Kids within the same family will be split. Teachers of Kindergarten and Grade 1 Spanish program may not get the support they need, if the Spanish program represents such a small portion of the overall student base. Instead, determine whether critical mass may be obtained in Grades 2, 3, 4 at Jennie Elliott.**Participant 285** French Immersion

This scenario does make the most sense for the following reasons:

T56

Scenario C: If this is the scenario selected, what are the anticipated impacts of this change?

(continued)

 Participant 285 French Immersion	
<p>Details: 1. French Immersion has been in this school for many years and the Spanish program is still "new" in comparison and not as large as the French population in the school.</p> <p>I am not happy with this choice either as my child in Grade 4 who will have to go to Bishop Pinkham next year, will have missed out on the opportunities of being the seniors in the school, their chances of being lunchhelpers, and other opportunities that only the senior students will have; and she will know because I also have a child in Grade 5 and was looking forward to doing some of those things that are currently not available to Grade 4's. The grade 4's will also not have had the fundraising opportunities for the farewell parties like the grade 5's have been doing. Having come from the Private school system, I thoroughly approved of the senior grades coming into the lower grades to be reading buddies, etc; thus encouraging the children with reading and having the peer support that will not be available to the</p>	
K-4 grades as they are just learning themselves.	T57
<p>Details: none</p>	

 Participant 286 Spanish Bilingual	
<p>AE Cross Spanish Program will be a minority at the school</p>	
	T186
<p>Details: Grade 5/6 have to manage transition to a Junior High setting, manage being the ONLY Gr 5/6, and manage with the growing pains of introducing a second language to AE Cross</p>	
<p>Concerned about well being of Gr. 5/6 children in Spanish Program</p>	
	T187
<p>Details: Not only will the Spanish program be a minority at AE Cross, but the students in Gr 5/6 will be a minority. Very intimidating environment to a "minority within a minority".</p>	
<p>Very busy intersection and too close to strip mall</p>	
	T188
<p>Details: Even if the Gr 5/6 kids are "not permitted" to leave school boundaries, their "eyes" and "ears" will see/hear a lot of things that they are too young to be exposed to.</p> <p>How will the school "police" the kids during recess and noon hour?</p>	
<p>Fails to address the overflow of new registrations</p>	
	T190
<p>Details: Still dealing with overcrowding at school.....potential for my younger child and her Grade to be impacted. Will the spanish program be divided up yet again???</p>	

Scenario C: If this is the scenario selected, what are the anticipated impacts of this change?

(continued)

**Participant 286** Spanish Bilingual

My younger child loses the majority of her friends to Jennie Elliott

T191

Details: none

High probability of Spanish program at Jennie Elliott being relocated

T192

Details: Jennie Elliott will exceed capacity in the short term.....another move for Spanish students!**Participant 309** French Immersion

Benefit to growth of Spanish program

T172

Details: Helps the program continue to grow by separating into two schools.

Keeps the K-4 french and spanish programs together.

T173

Details: This is important for the children to continue to learn from each other.

This is the best choice for all parties.

T174

Details: This option meets the needs of programs with the least disruption. It gets the process started as it is obvious the growth is there for the spanish program to be in more than one school.**Participant 323**

Best Scenario for our family, but...

T104

Details: Both our children would be able to attend the same school and there would be no changes to the status quo, but with the re-designation of the boundaries freeing up space at Westgate, why couldn't the grade 5 kids stay? Why do they have to go to AE Cross at grade 5?**Participant 328** Spanish Bilingual

This does offer a solution to capacity issues but is unfavourable to those

T116

Scenario C: If this is the scenario selected, what are the anticipated impacts of this change?

(continued)



Participant 328 Spanish Bilingual

Details: who are currently in Spanish at Westgate. Again the the Spanish Program is forced to move whereas the French remains status quo. If this is an option then why not keep Spanish at Bishop Pinkham as Jennie Elliott is in the same neighbourhood? CBE could then move French to AE Cross. The French students have the favourable option in EVERY scenario presented. Do you not want the Spanish Program to grow. Is this an incentive for Spanish students to drop out of the program. The end result of ALL of the proposed scenarios is parents in the Spanish Program are disillusioned with the future and more than uncertain about staying in the program. More advantageous options need to presented for the Spanish Program.



Participant 331

this is the best scenario for us

T28

Details: we are still not happy with the thought of our children going to AE cross at grade 5. This is not an ideal school or location. I am not interested in my children being exposed to grade 9 situations may move the kids out of your program in Grade 5. Changing the boundaries opening a 2nd school is more of a long term goal and would solve more problems long term.



Participant 334 Spanish Bilingual

Senario C: New Spanish school and boudary

T71

Details: + Impact: Best long term solution
 - Impact: Which teachers would go to new Spanish school and which would stay at Westgate.
 - Impact: For the students who have developed relationships with classmates, teachers ect...
 - Impact: Many of us have a commitment to Westgate school with administartion, teachers and boundary may effect that.



Participant 345 Spanish Bilingual

New site could be an inconvenience

T81

Details: none

Scenario C: If this is the scenario selected, what are the anticipated impacts of this change?

**Participant 347** French Immersion

This seems like the best long-term solution

T127

Details: Less disruption for students in the long run. Some Spanish kindergarten and grade one children would need to move to a new school in the fall but then would stay at Jennie Elliott, causing less upheaval for students in the long term. This would also allow for future growth of the Spanish programme, space that Westgate does not have.

**Participant 354** French Immersion

Scenario C: Preferred longterm solution for Westgate.

T15

Details: If the Spanish bilingual program continues to grow at the rate it has been, the sooner a second school is opened, the better. Start in 2013.

Good option for Spanish-Bilingual families.

T16

Details: It is fair to redraw the Spanish boundaries by neighbourhood. Jennie Elliot is a good school, with a good location for many Spanish Bilingual families.

**Participant 369** Spanish Bilingual

This solution does not work for me.

T120

Details: Not knowing where the new boundaries may lay, and what children will be moved to where, is an unsettling proposition and would be a huge strain for children. Not only this, but resources would be split between two schools and support systems in place would be shared between the two programs. This makes no sense in my mind

**Participant 374** French Immersion

A-ok.

T4

Details: none

Scenario C: If this is the scenario selected, what are the anticipated impacts of this change?

 **Participant 375** Spanish Bilingual

Jennie Elliot english program participants will be fearful of the change T176

Details: I saw at the open house many comments from Jennie Elliot parents that the Spanish program will ruin their school. This is ridiculous. Bringing in a language program to a school can only serve to enrich the culture of a school. I ask of the Jennie Elliot families if they considered that their fears are no different than the original Lakeview area residents when the school was opened to other communities (ie. Discovery Ridge).

AE Cross not suited for grades 5 and six students T177

Details: School is located at a very busy intersection and is across from a strip mall. There is no playground.

 **Participant 376** Spanish Bilingual

AE Cross vs. Westgate bus schedulles T87

Details: My main concern for this Scenario is the later start and different schedule of AE cross vs. Westgate. I would have my older daughter (going into Grade 6) arriving home much later than my younger 2 who would remain at Westgate. This makes after school care an issue.

 **Participant 381** Spanish Bilingual

Our 2 children would never be in Elementary together T33

Details: As I understand it, our older child, in grade one, would never go to Jennie Elliot, but our son, who would begin K in Sept 2014 would (we live in Discovery Ridge). This would disrupt the sense of community and belonging to the school we hope to create in our family. It seems very scattered and divided for people, resources and school community.

Stretching of Spanish Resources and support for staff T34

Details: none

Much happier with the potential location of Jennie Elliot. T35

Details: Bussing our children to a school in the SE was a deal-breaker - we would not have continued with the Spanish program if that had been the option.

Scenario C: If this is the scenario selected, what are the anticipated impacts of this change?

**Participant 383** Spanish Bilingual

See my scenario A comments

T26

Details: I do agree that keeping the k-4 is a better scenario than making kindergarten separate but is there no possible way of having 4-6's together SOMEWHERE, ANYWHERE????

**Participant 388** Spanish Bilingual

What are the proposed new boundaries?

T139

Details: How are parents supposed to comment and evaluate the option of a second location without understanding what the proposed new boundaries would be? This is essential information for the decision making process.

**Participant 394** Spanish Bilingual

Doesn't feel like a program, feels more like juggling a few kids.

T156

Details: none

Short term solution as the numbers show Jennie Elliot at capacity.

T157

Details: none

The program would only have 25% of the kids for area IV. Small population

T158

Details: to move over to AE Cross eventually. Makes the transition to middle school hard. Would rather see a larger group of students move to AE cross when then time comes.

**Participant 397** French Immersion

It's just less logical to have students switching schools so often.

T63

Details: none

Scenario C: If this is the scenario selected, what are the anticipated impacts of this change?

**Participant 406** French Immersion

Very similar to A

T1

Details: none**Participant 407** French Immersion

More room for both programs.

T121

Details: none

Positively considers the future of both programs.

T122

Details: none

Considers the needs of students and teachers.

T123

Details: none**Participant 418** French Immersion

Upheaval for Jennie Elliott - perhaps unnecessarily.

T61

Details: Unless there are a lot of children registered or expected to register in the Spanish Bilingual program from within the Lakeview area, it seems moving the kindergarten programs to Rosscarrock would be less upheaval for families and the system, and not leave people with a sense of impending doom at Jennie Elliott (I'm not sure what "system classes" means).

**Participant 399** Spanish Bilingual

Lost benefit to 'some' to be separated from the French program

T68

Details: A select group of students will lose the benefits of being submersed in a language enriched environment. The value of this exposure can not be replaced at Jeannie Elliott even if the best guidance and teachers were to move as well. I truly believe there is an essential advantage for all the children to learn a new language at the same time...there's a commonality among the students, it will unite them and create special bonds between them. Those relocated will have a clear disadvantage.



Scenario C: If this is the scenario selected, what are the anticipated impacts of this change?

**Participant 458** French Immersion

I don't understand this scenario.

T12

Details: Why would westgate have both K-4 programs if Jennie Elliott would have a spanish program?? Why would there now be two spanish K-4 programs?

**Participant 463** French Immersion

this has the least negative impacts

T75

Details: children from similar communities are kept together.

westgate keeps both language programs

T76

Details: none

youngest learners are not negatively impacted by segregation

T77

Details: none

**Participant 471** French Immersion

Children will be able to attend the same school from k-9.

T17

Details: Changing schools is tough on kids, particularly in the early years. As well, the transition from half day kindergarten to full day Grade 1 poses an additional challenge. For this reason, I would highly favour those scenarios which allow kids to attend the same school for Kindergarten and Grade 1.

**Participant 478** Spanish Bilingual

Not Applicable, We would still be in Westgate zone.

T59

Scenario C: If this is the scenario selected, what are the anticipated impacts of this change?

(continued)

 **Participant 478** Spanish Bilingual

Details: This option wouldn't affect us. In principle if the program is popular it seems a better use of resources to have one location for all the spanish students and move the french program elsewhere. Especially given the apparent difficulty in staffing the one program in place. It seems that beyond the odd assembly, the overlap between programs is not really happening so their being hosted in the same facility is a beautiful idea, but it seems to have little impact on the actual experience of the school. Ultimately our concerns as parents are that regardless of the locations, the programs are strong academically, innovative when innovation is called for and staffed with excellent quality teachers.

 **Participant 479** French Immersion

As with Scenario A, there will be a difficult adjustment for the Spanish T167

Details: bilingual students already at Bishop Pinkham, having to change schools yet again.

 **Participant 481** Spanish Bilingual

A 9 year old will prematurely enter middle school T151

Details: none

 **Participant 496** Spanish Bilingual

Seems the same as option A2, just 1 year delayed T201

Details: Thus, all my thoughts for option A2 apply here as well.

AE Cross not suitable for grade mixing T202

Details: Would likely pull our children out of the spanish program.
 AE Cross is not an ideal school as grade 5 mixing with grade 9, not to mention the size and location (busy streets near retail) is also not appropriate for grade 5/6.
 Grade 5 students are much different than grade 7/8/9, regardless of the amount of segregation, it would not be ideal.

Second spanish school would split existing studets T203

Scenario C: If this is the scenario selected, what are the anticipated impacts of this change?

(continued)

 **Participant 496** Spanish Bilingual

Details: Existing classmates would be split.
I would prefer dedicated and separate french and spanish schools.

 **Participant 501** Spanish Bilingual

Children would be separated from new friends T137

Details: Children, including my own, affected by the boundary change would no longer be with their new friends. These kids have developed strong friendships in a very short period of time, and it would be disruptive to break those relationships. We would strongly consider removing our child from the Spanish program and go into the French program if the boundary change was enacted.

Child care options would become problematic with boundary change T138

Details: For those parents with two children in childcare in the Westgate area, the move to Jennie Elliott becomes extremely problematic. With very little time to explore other child care options, there is the potential for having a 10 km distance between child care facilities. For two working parents, we could be in the situation where we are forced to remove our son from the Spanish program, because it becomes too taxing to make such disparate childcare options work.

 **Participant 507**

I like the idea of adding more Spanish in this area of Calgary. T175

Details: none

 **Participant 514** French Immersion

This is not a bad option, at least, streams stay together and progress T100

Details: uniformly

 **Participant 515** Spanish Bilingual

K-4 added to Jennie Elliot, all Spanish Jr. High @ AE Cross T44

Scenario C: If this is the scenario selected, what are the anticipated impacts of this change?

(continued)

 **Participant 515** Spanish Bilingual

Details: This scenario is a good compromise so long as there are informational resources to transition students/parents to a new school. My children would be designated to Jennie Elliot and AE Cross and I am relieved that they will be together during their younger school years to help with coordinating schedules. I think this scenario shows support of the Spanish language program expanding to encourage long-term commitment/success for parents/students.

 **Participant 521** French Immersion

this is a great scenario T170

Details: new students without siblings could be bussed to the new location and remain there
-scenario A may end up doing this anyway so why not just do it in the first place

good for Jennie Elliot T171

Details: many parents in Lakeview would take advantage of this if their kids could walk to a spanish bi program

 **Participant 535** French Immersion

Best of 3 scenarios T13

Details: none

 **Participant 545** Spanish Bilingual

Long driving to school T89

Details: If my kid is being sent to Jennie Elliott, that will be a 40min. drive to school. Waste too much time on the road everyday.

 **Participant 548** French Immersion

A sense of direction T124

Scenario C: If this is the scenario selected, what are the anticipated impacts of this change?

(continued)

 Participant 548 French Immersion	
Details: Students will have a sense of belonging as they know where they will be going to school for the next few years. Staff feel like this is not a bandaide solution, and next year things will be up in the air again.	
Transition year will be positive for kindergarten children	T125
Details: Children will be familiar with school, staff, surroundings and other students for next year. They will have a better idea of how grade one works because they will witness it all year. They will be able to say, "That will be me/us next year."	
School will have a more appropriate number of students	T126
Details: The school is over crowded now. Students are in small rooms that were never intended for classrooms. The library can go back to being a library and not a classroom. Staff can have a staffroom back that they need and deserve. (What kind of working conditions are we making our teachers work in? How can we expect them to be happy in their current conditions?)	

 Participant 549 French Immersion	
Best option	T193
Details: long term solution for increasing spanish enrollment	
Language programs are cohesive	T194
Details: Keeps spanish kindergarten kids with older siblings (grade 1-3) in the same program, and the same with french.	
Better for kids who live in westgate	T195
Details: no need to walk to rosscarrock	

 Participant 555 Spanish Bilingual	
change the boundaries for the french and the spanish programs: bussing	T32
Details: efficiency, "community " feel, balance between # of students in each program	

Scenario C: If this is the scenario selected, what are the anticipated impacts of this change?



Participant 556 French Immersion

I still want whole french stay in one school

T58

Details: none



Participant 559 French Immersion

This seems to be the best long-term solution.

T50

Details: none

Spanish program growing -second site needed.

T51

Details: none

Impacts the least amount of people.

T52

Details: System classes are a small amount of students.

Students only in two schools for K-9.

T53

Details: none



Participant 577

don't like splitting Spanish to two locations.

T65

Details: none



Participant 608 Spanish Bilingual

It should be an election system so the parents can vote. Democracy

T105

Details: none

Scenario C: If this is the scenario selected, what are the anticipated impacts of this change?

**Participant 629** French Immersion

excellent solution to reduce crowding in Westgate for 2014.

T7

Details: none**Participant 632** French Immersion

Scenario C is the least disruptive to my children. I still feel gr. 5 is

T95

Details: very young for children to be going to school with gr. 8/9 students. There are already so many pressures in society for kids to grow up too quickly. A straight divide of the Spanish/Fr Im programs would have made more sense. I couldn't care less what location my kids were at, they are already bussed as it is. Also by trying to keep the programs together, it forces families to be at multiple school for greater times. This makes parents less involved in school activities, fundraising etc.

**Participant 641** Spanish Bilingual

Separating both programs

T183

Details: This scenario involves separating both programs. It seems to be an added benefit for the students to have the influence of both french and Spanish.

Not a long term solution for k-4 students

T184

Details: This scenario does seem to address the long term issue of space. Plus, this move also significantly impacts JE school. There is a potential that there would be future moves and or changes in the near future to accommodate growth. Temporarily, we would be utilizing the current space available and thus not relying on funding.

Distance and redefining the boundaries

T185

Details: As this scenario involves redefining the boundaries, many students that currently attend Westgate will be impacted- even those that live close to the school. This would involve having the children bussed a further distance than they already are.

**Participant 644** French Immersion

too confusing: all or none

T96

Scenario C: If this is the scenario selected, what are the anticipated impacts of this change?

(continued)

 Participant 644 French Immersion	
Details: I'm not sure I understand why you would move only some of the spanish program to Jennie Elliott. It should be all or none.	
K-4 vs K-5	T97
Details: If you move the spanish why can't French stay K-5 at Westgate.	
Limits school pride	T98
Details: I don't like the idea of K-4 as I feel it doesn't give the students enough time to really appreciate their school and the value it brings. To have any kind of school pride/loyalty.	
 Participant 645 French Immersion	
Changing boundaries is hard on families moving into areas for schools	T18
Details: none	
 Participant 653 French Immersion	
The least impact, from our perspective.	T60
Details: none	
 Participant 661 Spanish Bilingual	
Boundary change may split families with kids in different grades. I.e.	T132
Details: grade1 goes to Jennie Elliot and other kid grade 3 goes to Westgate.	
Not accepted by school or students.	T133
Details: none	
No experience, and knowledge of a bilingual program.	T134

Scenario C: If this is the scenario selected, what are the anticipated impacts of this change?

(continued)

 Participant 661 Spanish Bilingual	
Details: none	
No principal that speaks Spanish.	T135
Details: none	
Short term solution as A.E. Cross has 10 -11 feeder schools all almost at	T136
Details: max capacity.	
 Participant 672 French Immersion	
I think that out of the 3 scenarios this is the best one.	T83
Details: none	
 Participant 678 French Immersion	
Fantastic idea to start a Spanish program at Jennie Elliott.	T148
Details: I support this idea 100%. We know that the Spanish bilingual program is very popular, and growing. This addresses that long-term growth and keeps the population at Westgate more controlled. Thank you for this!	
This is a much better option for the families of the Spanish bilingual	T149
Details: program who live in that area. There is less of a commute! There is room at Jennie Elliott, contrary to what those parents say. This looks like a fantastic solution, great place for the Spanish program to grow. Awesome!	
The parents at Jennie Elliot have had the luxury of small class sizes, a	T178

Scenario C: If this is the scenario selected, what are the anticipated impacts of this change?

(continued)

 **Participant 678** French Immersion

Details: music room, and space. This is exactly how Westgate was a couple of years ago. Now most schools in west Calgary are at capacity, so JE will experience that growth now too with the addition of some Spanish program kids. They will just have to adjust to having more kids in their school, just like the rest of us. Of course those parents are rallying to keep their small community school feel, so they are promoting option B, to send OUR kids to Rosscarrock, instead of using their available space. Please note that their reaction is really just territorial and protective, but illogical. It makes more sense to use that space, than to segregate kindergarten kids. In fact, I bet that you will get more enrollment in Spanish at JE because it is an attractive program, and JE families might be drawn to it. I hope that those JE parents will see the benefits of adding a language to their school, to provide diversity. A language enriches the school!

 **Participant 684** Spanish Bilingual

This option is good. Do not like A.E. Cross	T111
Details: none	
AE Cross cannot give the community focus we like about Westgate.	T112
Details: none	
Concerned for the safety of my child at A.E.Cross. Small program in	T113
Details: the minority and as the older kids out number the younger ones 8:1; the whole concept of a bilingual language education is watered down. Its become less about the quality of the program and more about making space for the program. We know it, the kids will know it and I do not want them to feel that they are in anything but a participant in an exceptional learning experience.	
I am very concerned about what kind of a teacher would be attracted to a	T114
Details: school that has such a small Spanish language program. They will likely go to the private schools offering the education as resources in a large school like A.E. Cross will not be prioritized for the Spanish program. And as CBE knows, its the teachers and the students that together optimize a learning experience. The reason Westgate has such high results on the provincial scores and private surveys is that it is focused programming. By putting the students at A.E.Cross the focus is completely lost. I might as well put them in Saturday morning language class and keep them in a local school with strong community and programming focus eg.Alex Ferguson.	
Why not move the English students out of Bishop Pinkham and keep the	T115

Scenario C: If this is the scenario selected, what are the anticipated impacts of this change?

(continued)

 **Participant 684** Spanish Bilingual

Details: Spanish and French students together. My daughter surprises us every day with the number of french words she is learning. Surely the school board can think longer term about the impacts on these learners and not just about checking the short-term box that yes, the students can be accommodated and yes there is a Spanish school available to them.

 **Participant 692** Spanish Bilingual

Longer term solution	T197
Details: This seems to be the longest term solution of the three options, getting more "life" out of all of the schools involved.	
Space	T198
Details: This will allow all of the students to participate in programs they are not able to in Westgate e.g. gym every day!	
Favourite	T199
Details: This is by far the option we're most in favour of!	

 **Participant 694** Spanish Bilingual

Lack of continuity in Education	T36
Details: none	
Detrimental impact on the kids	T37
Details: none	
kids move to the Catholic System	T38
Details: The Catholic school system in Calgary has set up several language school (french and spanish) and have clear plans on how to manage the growth of these programs in a way that focuses on continuity of education with the student's needs at the forefront. The CBE seems more pre-occupied with logistical issues, politics and keeping stakeholders happy...where is he "child" in these solutions?	

Scenario C: If this is the scenario selected, what are the anticipated impacts of this change?

 **Participant 698** Spanish Bilingual

New Program Open T8

Details: I think this is the best scenario because it opens up the program for growth.

Unhappy with the Spanish Program going to A.E. Cross. T9

Details: none

 **Participant 699** French Immersion

This is the best one as you are starting to think long term and hopefully T82

Details: the eventual separation of these two programs will be in the near future. And then maybe you can consider keeping the French Grade 5's and 6's at Westgate the original track of the French program! As more room will be freed up by opening a second location.

 **Participant 708** French Immersion

Better long term impact. T159

Details: This seems like the inevitable choice so that both programs can grow.

Will be a dramatic change for those who are impacted by boundary change. T160

Details: Difficult for students who have already made connections at Westgate. Is it possible and feasible for them to be grandfathered?

 **Participant 712** French Immersion

way too many changes T101

Details: none

Scenario C: If this is the scenario selected, what are the anticipated impacts of this change?

**Participant 714** Spanish Bilingual

Why do grade 5s need to move under this scenario?

T204

Details: none

Consider re-districting French as well

T205

Details: to offload some French into the other Area French immersion school**Participant 727** Spanish Bilingual

Jennie Elliott community is protective of their program - leave them alone

T84

Details: Though this school is an ideal size for a language program, it has strong community loyalty and a large number of students currently attending. It therefore cannot be an ideal setting for the Spanish program.

TASC kids moved, space compromised in the school, negative community

T86

Details: This program runs beautifully and is best left alone. Preserve a community school that has parents and staff passionate about its programming. Let the TASC kids stay, allow for flex space in their building. The building does not have enough space to accommodate Spanish K-4 as well as its current program.**Participant 729** Spanish Bilingual

Concern over boundary changes - unknown impact to families at Westgate

T179

Details: none

Timeframe does not allow enough time to plan

T180

Details: To have this scenario in place for 2013/14 school year is too rushed! This would not allow the required planning to set the program up for success and the students affected by the boundary changes would suffer.

Jennie Elliot families have made it clear they will not support this

T181

Details: none

After care would be a huge concern for our family with this move

T182



Scenario C: If this is the scenario selected, what are the anticipated impacts of this change?

(continued)

 Participant 729 Spanish Bilingual	
Details: KidZinc currently provides after care out of Westgate. The timeframe would not allow these programs to respond to the needs of parents and provide care out of Jennie Elliot. We have no other care options for our Grade 3 child with our Grade 6 child in AE Cross.	

 Participant 760 French Immersion	
A school needs to be closed to allow the children to remain together	T2
Details: through the end of grade 6, 7 or 8	

 Participant 762 Spanish Bilingual	
Best option	T42
Details: I personally know many families who would consider the Spanish program if it were not such a long bus ride. Altadore, Garrison, CFB Currie, Lakeview, Discovery, all come to mind. The program could accomodate more children from a larger area draw with a new program at Jennie Elliott.	

 Participant 774 French Immersion	
This scenario is similar to scenario 1 regarding the kids in french, still	T64
Details: no grade 5 which is bad. With your scenarios you impacted all the kids, you should have left french kids until grade 5, and change only spanish kids. It might not seem fair, but at least not everyone would be impacted with a change.	

 Participant 776 Spanish Bilingual	
splitting siblings - permanently	T11

Scenario C: If this is the scenario selected, what are the anticipated impacts of this change?

(continued)**Participant 776** Spanish Bilingual

Details: My daughter is going into grade two, and my son into kindergarten in september and in this scenario they will never go to school together. My daughter would continue at westgate and my son will start at Jennie Elliot. This would be terrible for us to manage two elementary schools and for them to never ride the bus together etc. I would be dropping kids off (age 5 and 7) at two different times and stops in the morning and afternoon - it is hard to be in two places at once. Could we move older grades as well to Jennie elliot for the kids in the new designated area?

**Participant 777** Staff

This is probably the best scenario. T90

Details: none

I like this scenario, but think it should be implemented for 2014/15. T91

Details: This would give more time for Jennie Elliott to get ready.

I like that French and Spanish stay at Westgate. T92

Details: none

Please try to grandfather older siblings. T93

Details: none

30 students per grade at Jennie Elliott is awkward. T94

Details: It is too many for one class per grade and not enough for two classes per grade.

**Participant 844** French Immersion

Seems like the best long-term solution T14

Details: This seems like a better long term solution than Scenario A, but I'm not sure how logistically difficult it is to change the boundaries. I don't like Scenario B.

Scenario C: If this is the scenario selected, what are the anticipated impacts of this change?



Participant 845 Other

THIS IS THE LEAST SHORT-SIGHTED OPTION

T40

Details: Anticipates and plans to accommodate future growth at another location

STARTS TO ADDRESS THE REAL PROBLEM THAT WESTGATE CAN'T ACCOMODATE SPANISH

T41

Details: And French. To continue attempt to do both adversely impacts the kids and the Westgate community.



Participant 848 Staff

This would be the best scenario as it keeps the programs together and

T39

Details: starts a new program for the students within the boundaries



Participant 850 Spanish Bilingual

If I am in the boundary of Westgate, it will work for me.

T29

Details:

If I am in the boundary of Jenny Elliot, it won't work.

T30

Details: Because of distance and traffic. Boundary change should take into account distance from the schools. People living closer to Jenny Elliot should be reassigned there, while people living closer to westgate should stay.

Not sure what you guys mean by saying "relocation of system classes"

T31

Details: none



Participant 851 Staff

best out of three but still too many kids for now

T27

Details: none

Scenario C: If this is the scenario selected, what are the anticipated impacts of this change?

**Participant 854** Spanish Bilingual

I think this scenario is better than B.

T62

Details: But I don't know my boundary .
 If I need to change Jennie Elliott school, it would be hard.
 Jennie Elliott school is too far away from my house.
 I want to know the boundary for new school.
 But for long term, this is not a bad idea.

**Participant 856** Other

I like that children only move schools once

T54

Details: I like that the kids only have to switch schools once before high school. These types of moves can cause stress and anxiety and this option seems to minimize the changes.

I don't like gr. 5 students in a junior high school

T55

Details: I don't like that at Grade 5, the spanish and french students would be immersed in a Junior High with much older kids. I feel like there is a big gap in maturity, interests, age between a grade 5 student and a grade 7 student.

**Participant 857** Spanish Bilingual

Could be the scenario if funding isn't found for scenario a.

T69

Details: none

only concern is that the Spanish program wouldn't have so few students and

T70

Details: less support.

**Participant 858** Spanish Bilingual

Scenario C

T74

Details: This is the only option that gives a long term solution and gives the program an opportunity to grow. I completely agree with this option.

Scenario C: If this is the scenario selected, what are the anticipated impacts of this change?

**Participant 860** Staff

Space would be addressed

T78

Details: This scenario allows for Westgate School to accommodate the students it currently has and to function with reasonable numbers of students. There would likely be enough space to allow students more time in the library, more time with computers and perhaps more time in the gym.

Siblings

T79

Details: I would question whether or a not a family with an older sibling at Westgate (for example in Grade 3) would be permitted to send their younger child (kindergarten or Grade 1) to Westgate in order to avoid having one child at Jennie Elliott and one child at Westgate.

Most feasible scenario

T80

Details: In my opinion, this scenario is the most feasible of all choices. It addresses space, the growing number of families interested in the Spanish Bilingual program, suggests a location that is not far from Westgate and provides students opportunities they don't have when in a school with almost 800 children.

**Participant 861** Spanish Bilingual

This scenario provides opportunity for the Spanish program to grow.

T88

Details: There are many French immersion programs in the CBE. This option divides up a massive region allowing increased access to more families. It allows Westgate to maintain its current identity while allowing Jennie Elliott the opportunity to develop a bilingual program along it's english one. It would appeal to many families that would like the option of spanish but are far from Westgate School. It provides a more balanced dividson of Area IV.

**Participant 847** French Immersion

This is my preferred option; Spanish catchment area currently large

T103

Details: Assuming there is enough demand to support two separate Spanish Bilingual schools, then this option gets my vote. If the schools are too full then having smaller catchment areas (and hence, presumably, shorter distances for students to travel) to me just makes sense. Also, as this does not appear to require additional funding (unlike Scenario A-1) I believe it is a more feasible option.

Scenario C: If this is the scenario selected, what are the anticipated impacts of this change?

 **Participant 779** French Immersion

Complicated to divide the spanish program and unsure of boundaries. T45

Details: none

Division of spanish k-4 resources between two schools is not ideal. T46

Details: Books, learning tools, spanish teachers all focused on early elementary would be best if they were in the same school and could pool resources.

 **Participant 782** Spanish Bilingual

So now you want our young students traveling to Jennie Elliott? By busses?? T200

Details: NO! Not only does it seem apparent the JE community doesn't WANT the Spanish students there (an invitation to bullying and discrimination THANKS TO THE PARENTS' MESSAGES) but the location is sooooo far to travel to for the young students. Is there another school that feed JE to fill it up so Spanish can have their school??

 **Participant 786** Spanish Bilingual

Withdrawing our 3 kids from Spanish program T43

Details: The choice of school and location trumps any decision of ours to continue in a language program. We chose the program because of the location, schools and streams.

We recognize supply and demand equations will change over time. However families like our have made major life changes to accommodate locations of the programs- we moved to within walking distance of Bishop Pinkham and chose to pursue this program because Pinkham was the feeder school for Western- both were deemed high quality schools.

Given the above and there is in fact capacity to Grandfather children already in the program- we demand a review of this option. The Grade 7 kids were the Trailblazers for this program and there has been disruptive changes and growing pains- this is no way to reward us for our patience. Simply grandfather the Grade 7 kids at Pinkham and as many grades at Westgate as you can.

Scenario C: If this is the scenario selected, what are the anticipated impacts of this change?

**Participant 866** French Immersion

Unfortunately the boundary changes weren't included in the info material??

T109

Details: I don't understand the impacts of the boundary change since this wasn't provided with the summaries of the 3 remaining scenarios.**Participant 874** Spanish Bilingual

Better, but not thrilled.

T110

Details: I would not choose to put my 5th grader with 9th graders. That is too much of an age difference bringing with it too many issues that there will not be enough staff and or support to handle!**Participant 876** Spanish Bilingual

Same as Scenario A

T119

Details: Again, this impacts us less as we live in Cougar Ridge.**Participant 873** Spanish Bilingual

Good if enough enrollment

T163

Details: A lot of time and money could be spent on a program that is low on enrollment.

Might not fix Westgate

T164

Details: Enough students might not be transferred out to fix the problems Westgate is facing with capacity.

Provides shorter busing for some areas

T165

Details: The areas designated to Jennie Elliot would have a shorter bus ride then they currently have to Westgate which I am sure the parents and students appreciate.

Shorter Bus ride might mean more enrollment as a whole

T166

Details: Busing can be a major deterrent is choosing a program they want. By having shorter bus rides and a school closer it might boost enrollment.

Scenario C: If this is the scenario selected, what are the anticipated impacts of this change?

**Participant 865** Staff

This scenario is a lot like A, but probably the best one.

T168

Details: I think that we need another k-4 Spanish site. I like the idea of starting one sooner rather than latter and completely forgetting the portable idea. Some families are not going to be happy but at least this is a long term solution and the space is there at Jennie Elliot.

I like the idea of having AE Cross be a 5-9 Spanish site.

T169

Details: In all the scenarios we have AE cross receiving the spanish students and Pinkham receiving the french immersion students. I very much like this idea. Parents are upset about AE Cross and I hope that we are able to work towards educating them that this is a very good solution for all involved. It is too bad that the Spanish and French students cannot continue to be together, but the long term space at AE Cross is simply too attractive. I sincerely hope that we are not going to be swayed by emotions and myths that parents have regarding AE Cross. The anxiety around the student population there is unfounded and the concerns around having grade 5's in a 5-9 building are fear based. There are successful middle schools throughout our school board.

**Participant 871** French Immersion

We would rather our child walk to school rather than bus

T196

Details: We would consider Wildwood for Grades 5 and 6

**Participant 797** French Immersion

beat long term solution to create space in schools

T72

Details: This creates sufficient space in all the schools and utilizes the available schools in the area

**Participant 842** French Immersion

Good solution for the long run but it might effect some student in the

T10

Details: beginning



Additional thoughts:**Thought instructions**

Enter the main idea on the first line. Complete your thoughts in the window below.

**Participant 869** French Immersion

Totally separate French and Spanish schools from K-6

T88

Details: benefits of separating schools:

- 1- students from K-6 can stay in one school
- 2-They will get more confidence when they are in the same school and understand the school condition
- 3- help them to adjust them self by school conditions and roles
- 4- parents do not worry for changing the school

**Participant 29** Spanish Bilingual

Why do we not hear more requests for more funding?

T98

Details: none

Why is CBE so ready to move young children in to older environments?

T99

Details: none

Please identify "Senior Leadership" who reduced ideas to these 3 scenarios

T100

Details: none

When will area IV office be moved out of AE Cross and where will it go?

T101

Details: none

Why did there seem to be a predisposition to favour the French?

T102

Details: none

Why does CBE find it acceptable to change the K-6, 7-9 learning continuum

T103

Details: Why is this just accepted instead of lobbying for more funding and fighting for a stable learning system for the city of calgary?

Additional thoughts:

**Participant 32** Spanish Bilingual

What about a building that can house K-6 Spanish, close to Westgate.

T83

Details: Just curious why this option isn't considered. Speaking with many other moms, I know this is a choice many parents would opt for. I believe "Westgate" will loose many families if this possibility isn't reconsidered. Many families are very concerned about the lack of choice for their Spanish kids. I also believe that a K-6 Spanish alternative would appease as well as keep many families happy at "Westgate".

**Participant 43** French Immersion

Take a year to implement these changes

T107

Details: Use this next year (2013-2014) to plan the transition for the grade 4s next year.

**Participant 57**

Spanish program has to be taken seriously and assigned the needed resources

T72

Details: one of the fastest growing program of CBE, the Spanish bilingual program has to receive the attention and resources it deserves. All solutions presented sacrifice the Spanish program as a community, separating grades prematurely, not keeping unity and community. The kids to be assigned to Jennie Elliot will be alienated from peers and older Spanish kids that they look up to today. The Spanish bilingual program needs to be taken seriously by the CBE, should not just be stuffed into available spaces in other schools. We need to have a stream of language schools that our kids can follow, from K to G12. We need language schools to be an entity in itself, with a specialized principal that can concentrate his/hers efforts in the language program for it to become stronger. To me it seems like a patch up solution made by the CBE in order to not disrupt the regular program. Why can't regular elementary schools move to a k-4 model, and the language schools be kept k-6 in order to keep resources

**Participant 64** French Immersion

There is hostility between parents in FI and SB. SPLIT THE PROGRAMS!

T34

Additional thoughts:

(continued)



Participant 64 French Immersion

Details: CBE has once again focused on filling buildings instead of BUILDING COMMUNITIES and CBE has created a sad environment of animosity and defensiveness. I have seen it before at Westgate with the French and English programs and I am reliving it. The years of French only were peaceful with like-minded parents and a true IMMMMMERRRRSIOONNNNN experience (which does not exist presently) We are NOT the Calgary French and International School - CBE "option".

It is more important to have siblings and families together than PROGRAMS! T35

Details: Rather that focus on French and Spanish together at all costs - focus on big brothers and sisters and little brothers and sisters learning together. People rarely chose different programs for different children. Let families be INTACT.

Splitting programs at a critical age? T36

Details: If it is important to keep the programs together - then be consistent in the argument and belief. Don't separate them in grade 5? That is counter to what is being "sold". Once again, it is a numbers game and I believe, an optics/political statement at the expense of our kids. Build communities - don't just fill buildings.



Participant 72 Spanish Bilingual

Any solution proposed are short term solutions. The school would still be T31

Details: very crowded, always too close to the limit. In my opinion, the Spanish bilingual program needs a building in good conditions, which would help to identify the school with a linguistic program and with a culture.



Participant 81 Spanish Bilingual

Keep the French and Spanish kids together at one school. T55

Details: The kindergarten children can all be together at Rosscarrock. Also, a robust before and after school care program can be supported and will work. The move to Westgate is just down the street, so it minimizes the



Additional thoughts:

**Participant 103** Spanish Bilingual

We would love to see a Spanish k-12 program set up in the city.

T163

Details: There has to be enough demand for this. Why can't we make it happen?

We do not want our grade 5's attending school with grade 9's.

T164

Details: none

We are concerned about attending AE Cross. Very poor location for kids.

T165

Details: none

**Participant 104** Spanish Bilingual

I strongly dislike the idea of moving children to a Junior High setting at

T18

Details: grade 5 (or even grade 6). In my opinion, these children are too young to be exposed to grade 7 to 9 kids (and their developmental challenges) at this age. Rather, we should be sending our kindergarten kids to Rosscarrock, adding a second program at Jennie Elliot, AND adding modular classrooms if needed, to ensure that our impressionable youngsters are not "pushed" into a Junior High setting prematurely i.e. before grade 7. Thank you for considering this feedback.

**Participant 113** Spanish Bilingual

Zoning

T8

Details: While I can appreciate the CBE administration decision to not move the regular Rosscarrock program, I am extremely dissatisfied with what administration feels is an equally viable option - rezoning current communities so that they are split down some arbitrary line. Depending on where you live within that arbitrary zoning, school commutes go from 10 minutes (Aspen Woods) to 25 minutes to Jenny Elliott.

Concurrently, there are two before and after accredited child care options at Westgate - living in the "rezoned" area reduces this available to potentially one (potentially because the program at Jenny Elliott is possibly already at capacity without the ability to accommodate more students)

**Participant 123** Spanish Bilingual

Change focus for decision to "program" and "space"

T117

Additional thoughts:

(continued)**Participant 123** Spanish Bilingual

Details: There seems to be a heavy bias, understandably, leaning to emphasize the children who are in the english program and who can walk to a neighborhood school. I think the time has come given how actually small this group is, to emphasize the program needs and space instead. If 15 children can walk to Jenny Elliott who are in the english program, and it is under-capacity, but 500 students of the spanish bilingual program need space - I think the spanish program should outweigh the first group need in this day and age. The majority of parents choose a program in a school, not a neighborhood school. The spanish program is growing, the french immersion is firmly in place and will continue to grow, and we can't ignore the english majority of course, but there are significant numbers in the spanish program, and the cbe should be applauded for having introduced spanish bilingual and filling a very important demand, now it seems, they need to back up their own original decision.

**Participant 124** French Immersion

Cap the number of students who take Spanish. T96

Details: none

Add modulars to other schools. T97

Details: Why not add modulars to other schools like Westgate, Rosscarrock, Jennie Elliott thereby allowing K-5 at Westgate.

**Participant 137** Spanish Bilingual

Scenario 3 will be awfully disruptive if it goes through :(T17

Details: none

**Participant 138** Spanish Bilingual

Thank you for all of your work! T85

Details: none

Additional thoughts:

**Participant 183** Spanish Bilingual

Scenario B is the best solution.

T75

Details: none**Participant 187** Spanish Bilingual

Scenario C is the best option

T114

Details: From the three proposed scenarios, I feel that Scenario C is the best option. It provides a longer term solution than any of the others. It will mean a large disruption for the families that are designated to Jennie Elliot, but it will be a one time disruption. Once the program is started at Jennie Elliot, it can grow and develop.

Moving grade fives still is a concern

T115

Details: I do still have concerns about moving the grade fives to junior high - though I do understand there is no way around it. Will there be changes made to Pinkham/AE Cross to accommodate the younger children? (playground, structure of the day, lockers etc?)

**Participant 222** Spanish Bilingual

I understand there is no perfect solution and many parents will be upset

T104

Details: any solution that is chosen. However, by far, THE BIGGEST concern for us is moving the program to Jennie Elliot...geographically this causes us major issues with childcare and school transportation. It would add half an hour onto our mornings and afternoons.....which is literally NOT an option in regards to our work. Should this happen, as I've said, we would seriously consider changing schools or switching our children into the French program. I can't help but wonder if other parents would do the same and then there would be an influx in the French program creating further issues.

**Participant 223** French Immersion

Is Bishop Pinkham/AE Cross ready to adopt a middle school model? It

T9

Details: should not be just starting junior high two years early. How will grades 5 and 6 look different from junior high?

Additional thoughts:

**Participant 247** Spanish Bilingual

Scenario B least favourable

T7

Details: Mostly concerned about preschool options for youngest child, and Creative Discoveries @ Rosscarrock appears to be our best (current) option.

**Participant 285** French Immersion

I don't see any of these solutions as long term plans as the population

T42

Details: grows and the limitations of having very little french immersion schools. There will be a growing demand and while this solution may work in the short term, why can't CBE be more proactive rather than reactive and plan for farther down the road. Having listened to many parents reactions at school today, it seems that there is quite a bit of damage done to the moral of students and parents. The Spanish families are claiming discrimination against them and the French families are on the defense of their program and school boundaries. This is a growing multi-cultural city and should be able to have more solutions than the shortterm positions being offered, so that potential growth is accounted for in the long run. There really should be two separate schools so that future growth would not be such an issue.

**Participant 286** Spanish Bilingual

Postpone the transition of the Spanish Program at AE Cross - Continue @ BP

T139

Details: There is no urgency to move the Spanish children out of BP. There is still enough room to sustain another 2-3 years of the dual languages. Allow the program to grow in a "well known" environment (i.e. BP). Allow time for cross training BP's "knowledge of managing a second language" to AE Cross. This scenario provides better chance of the transition to AE Cross as being successful and less "strain" on the Spanish children. In addition, once the program moves to AE Cross (after 2-3 years @ BP), there will be less discrepancy between the "english" vs. "spanish" student ratio! Spanish students won't be such a NOTABLE MINORITY!

Cap the Spanish and French programs at Westgate

T140

Details: Do we really want to subject our children to potential future relocations of the programs because we weren't proactive?

The Spanish program is here to stay. Start planning for more schools

T141



Additional thoughts:

(continued)**Participant 286** Spanish Bilingual

Details: The demand and popularity is continuing for both languages. The CBE needs to start planning for new schools (and build them too) to accommodate not only the dual language programs, but also the only english speaking schools. The population influx in Calgary is continuing.

**Participant 309** French Immersion

Westgate needs to remain K-4. T121

Details: It is too disruptive to kindergarten students to move them away from the children in older grades. These children serve as role models and examples of how great it is to be learning another language when you hear an older student using the new language well.

Both programs need room for continued growth. T122

Details: There is no signs that the enthusiasm for language programs is slowing. The changes made need to be long term so that we are not disrupting children every few years.

Can the junior highs become middle schools? T123

Details: Are there programs in place to help these schools change to the needs of grade 5/6 students?

**Participant 331**

Spanish 5-9 AE Cross T20

Details: very disappointed that AE cross will be the Spanish elementary/junior high. Can not imagine sending my children there with any confidence. We will re-evaluate our our own feelings about this in a few years when our Son will be ready to go there.

**Participant 334** Spanish Bilingual

Bishop Pinkham as the Spanish 5 - 9 for SW Calgary T57

Details: + Impact: Would be less disruptive to the Spanish kids that are currently at that school.
+ Impact: Would highlight CBE commitment to the Spanish track in Calgary
- Impact: Would be disruptive to the current French Immersion students

Additional thoughts:

 Participant 375 Spanish Bilingual	
Build new schools!	T125
Details: Has the CBE considered delaying the change for a year or two in order to allow time to build a new school on the Westside that would not only house the Spanish program but can also serve to relieve the overcrowding at some of the english-only schools?	
Cap the program	T126
Details: Cap the program as what has been done for some of the other language schools in other CBE districts.	
Currie Barracks?	T127
Details: Is there any suitable buildings in Currie Barracks that can be leased/purchased to open up a new location for the Spanish program?	
Safety	T128
Details: All three scenarios risk the physical and emotional well being of the Spanish grade 5 and 6 students by placing them as younger and minority students in a jr high setting.	
Delay change until more suitable options are available	T129
Details: Delay the accommodation plan until such time that more stable and sustainable options for ALL stakeholders can be presented and agreed upon.	
Childcare issues	T130
Details: Moving the Spanish grades 5 and 6 to AE Cross will have an impact on students who utilize childcare. If AE Cross is the only option for this program, then the CBE should allocate some funding to have an in-school before and after care program.	
AE Cross playground	T131
Details: If the grades 5 and 6 Spanish students move to AE Cross, then the CBE needs to build a playground for them.	
AE Cross to become a true middle school	T132

Additional thoughts:

(continued)**Participant 375** Spanish Bilingual

Details: Why not make AE Cross a middle school for both Spanish and English programs? That way the ratio of younger students to older will be better balanced. This will also serve to help alleviate overcrowding in the english only westside schools.

AE Cross Open House

T133

Details: Many parents are fearful of AE Cross. The impression you get driving by the school is not positive. Barren school yard on a busy intersection. AE Cross should host an open house so that parents can see the interior and get a realistic impression of the school. Without having an open house, I think many parents will choose to pull their kids from the Spanish program due to the lackluster curb appeal of the school.

Feb 27 Open House Comments

T134

Details: I found it extremely rude and selfish of the Jennie Elliot parents to form a tight circle around Calvin Davies so that no other parents could have a conversation with him. For the entire hour that I was there, they remained in a tight circle and berated and bullied the man. Shame! On national anti-bullying day too! Yes, I understand they are upset, but they also have to understand that other parents are upset too and everyone deserves their chance to have a voice.

**Participant 376** Spanish Bilingual

Long term solutions

T65

Details: I would like to see some long term solutions rather than patchwork for a few years. Opening a second site seems to be the most reasonable to solve this situation.

**Participant 381** Spanish Bilingual

I appreciate the respect shown to Rosscarrock school

T22

Details: The sense of community and belonging I have mentioned in my thought streams are system encompassing. While I do really want them for our children, I was bothered by some of the comments of pretty much commandeering another school for our benefit.

Strive to keep the language programs(SB FI) together

T23

Additional thoughts:

(continued)**Participant 381** Spanish Bilingual

Details: I think the more physically cohesive the programs are (even if the two programs are in different buildings), the more support and positive growth the programs will get, and create for themselves. Spreading out students, teachers and resources would be stressful on the programs in a variety of aspects.

**Participant 383** Spanish Bilingual

Heartbroken

T19

Details: Those are my thoughts on having my baby girl, 9 years old, in with 15 year old little punks!

**Participant 388** Spanish Bilingual

Efficiency of Area IV

T95

Details: Why is there such strong resistance from the CBE to consider a more efficient layout and use of schools in the area? It doesn't make sense to ignore a holistic assessment of the area and maintain program based schools when there isn't enough enrollment, specifically where the language programs have such supportable and growing enrollment. The experiment of placing elementary children (Grade 5) with in some provinces, high school kids (Grade 9) seems short sighted when other viable and less risky options appear available.

**Participant 391**

I have accepted that Spanish will attend AE Cross.

T113

Details: However, I do not think that many of the parents wanted their grade 5 children at a junior high. I am confident that you will do everything to ensure that they are safe and sheltered from the junior high influences. I am against boundary changes, can this not start with the children starting kindergarten?

**Participant 394** Spanish Bilingual

Ideally, would like a long term solution.

T109

Additional thoughts:

(continued)**Participant 394** Spanish Bilingual

Details: I personally believe that the CBE needs to look at all the schools in area IV and really look at how to best use their space. Which may mean affecting more than just Westgate, Rosscarrock, Jennie Elliot, AE Cross and Bishop Pinkham. We know that there are going to be space issues for the next 5 years at least and I believe that CBE needs to determine how to best use the space that is available. I also don't think that the CBE can really preserve their walk zones as they have to use the space.

Concerned with having a small spanish population at AE Cross.

T110

Details: none

Establish an all language middle school.

T111

Details: none

**Participant 397** French Immersion

I honestly believe parents have a one sided limited idea of what would

T53

Details: work best for the students and school. Teachers and staff know what they need to create the best possible learning environment for our kids and the staff of these schools are the ones who should have more say so as to which step makes sense for everyone.

**Participant 407** French Immersion

It is important to consider the impacts of having too many children in the

T86

Details: school. Having portables may solve classroom issues, but these children still need to use the bathroom, the library, the gymnasium.

**Participant 418** French Immersion

After school care. I hope it will exist for grades 5 6.

T48

Details: When I heard that grades 5 6 were likely to move to Bishop Pinkham, I looked at what the options were for out of school care in Lakeview. Jennie Elliott has a program that is listed on Calgary.ca's afterschool hours website. However, when I called they said that they were only open to children enrolled in Jennie Elliott. That's a problem.



Additional thoughts:

(continued)**Participant 418** French Immersion

Grades 5-9 together in a school seems like a broad age range.

T49

Details: I hope some careful thought will be given to how interactions are monitored, and hopefully positive, between those youngest two grades and the older two. This feels like a big jump for a 9 year old.

Thank you for your careful and thorough approach to getting input.

T50

Details: It has been refreshing to see how carefully this process has been constructed to make sure that those who are most affected by the changes have an opportunity to provide their input on the ideas and scenarios. Thank you.

I wonder about just moving K-4 Spanish to Rosscarrock.

T51

Details: Moving K-4 from Westgate to Rosscarrock seems like it would resolve the space issues for both schools without having to move the current program at Rosscarrock, and then the 5-9 programs would still be at Bishop Pinkham and AE Cross. But perhaps there's not enough room at Rosscarrock even for that?

**Participant 399** Spanish Bilingual

Put a cap on enrolment!

T56

Details: Why is a simple solution such as capping enrolment not being considered?? Limiting the numbers will cause the least amount of disruption for the current students at Westgate. The process should be first come first serve. Parents who register after the limit is reached can look at CBE schools with a language program in another district which aren't full. Can boundaries of the CBE language schools be opened up to parents insistent on a language program for their child in the event their designated schools are oversubscribed. If we are also addressing the current state of Westgate, won't sending grade 5 students to Junior High (although parents are clearly against it) instantly going to clear up space? In my opinion, I stongly feel the fifth grade should stay, the near capacity situation is a current problem Westgate has already accommodated so why change the present when what we should really be focused on is the future.

**Participant 458** French Immersion

I think further exploration needs to be done.

T12

Additional thoughts:

(continued)**Participant 458** French Immersion

Details: I don't feel any of these scenarios are acceptable. There must be a way to accommodate the full Spanish program at a different site. This would allow both programs to have the proper K-6 set up. Also there are many other French and Spanish schools throughout the city. Why not decrease the boundaries for registration at Westgate, therefore decreasing the number of registrations and students? What about changing Westgate to full time kindergarten, thereby essentially cutting Kindergarten classes in half, resulting in less students for grades 1-6?

**Participant 471** French Immersion

These are not long term solutions.

T16

Details: As noted under Option A, it is highly probable that students in Kindergarten or Grade 1 at this time will face the prospect of another shuffle prior to completion of Grade 9. For the benefit of parents that may move in the next few years, every effort should be made to determine the longer term plan and to communicate it to parents as soon as possible.

**Participant 478** Spanish Bilingual

Coherent Strategies work best.

T45

Details: I appreciate the work that has gone into addressing this problem. The consultation has been quite comprehensive. That said the options coming out of this process seem to be fairly predictable. Make it seem even for everyone. This isn't really a substitute for a vision of what these programs will be and how they will be supported in a way that they are not just nice options to have, but actually intentional strategic investments in the future of our students. Acknowledging the need for these types of programs and actually providing them is amazing and we are happy to be able to participate. Now that they are in place they need to be nurtured with a coherent strategy that develops expertise and excellence before expansion and part of this is thinking not about how we shuffle kids around to fit into empty spaces around the city, but how we support these programs as they mature to become leading examples in the province and Canada.

**Participant 479** French Immersion

The greatest concern I hear is around having students as young as 9 in a

T118

Details: middle school environment, and that the middle schools will need to adapt somewhat for these younger students.

Additional thoughts:

**Participant 481** Spanish Bilingual

reassurances needed - see below

T108

Details: all 3 scenarios present the same outcome for my child. as a spanish grade 4 student, he will be entering AE cross for grade 5. As a parent i need reassurances about:

- the principal being happy about the addition to his school
- adequate funding and teaching resources to create a new language program
- adequate resources that can be devoted to my child who is on an IPP
- adequate security to guarantee that my 9 year old won't be bullied by older kids or excluded b/c he is in a minority program

**Participant 496** Spanish Bilingual

Decision is too rushed

T149

Details: Not enough time is given in order to make a more informed decision.

More analysis and creativity needs to be applied, as none of the current options are anywhere near ideal, and any option chosen will likely result in our kids no longer attending this program, which is a real shame; not to mention hard on young kids to move to a new schools, make new friends, adjust to new teaching styles etc.

Other option - cap existing enrollment

T150

Details: This would allow more time to explore alternatives.

AE Cross 5-9 can't be the only option.

T151

Details: There needs to be more time to find additional options, as mixing grade 5 with grade 9 is a bad idea.

Abandon the 'tri' language, and create separate language schools

T152

Details: The idea of french/spanish/english in one school is noble, however I think the splitting of schools, classmates and having 5-9 at AE Cross does not justify keeping french and spanish together.

Choose one site for K-6 spanish (eg Westgate), and one site for K-6 French (eg Jennie Elliot).

Spanish 7-9 then moves to AE Cross, French 7-9 to Bishop Pinkham (or 6-9 if numbers are high).

**Participant 501** Spanish Bilingual

The Spanish program is being given final consideration and priority

T94



Additional thoughts:

(continued)**Participant 501** Spanish Bilingual

Details: In all scenarios presented, the Spanish program seems to be considered the lowest priority (modular classrooms, moving to Jennie Elliott) and I cannot understand why that is the case. On the flip side, I cannot make an argument for why French should be treated in the same manner.

This is an extremely difficult decision, and I truly hope that any option entailing a move to Jennie Elliott is not considered. In the reasons noted previously, it is clearly the option that creates the most disruption for families, with little benefits for the most important stakeholder, the student.

**Participant 507**

options still are too reactionary and not the best solution yet

T124

Details: I feel like we are filling school gaps parsing out our kids here and there. I don't think we are doing the best for our grade 4's. They don't/won't have the opportunity to take a leadership role being the youngest in Junior High. I also think there are benefits not being considered by continuing Spanish / French together after Elementary.

**Participant 514** French Immersion

For younger kids, it is usually best they have consistency, this enriches

T70

Details: learning and allows for balance. Children usually have to mature to embrace change, so the less moving around the kids experience at a younger age, the better they would be at adapting to learning and the school environment. I concur to any arrangement that leave the younger kids (Options A C) together for a period of time before disrupting their schedule because at that time, I believe they would be better equipped emotionally to deal with such changes

**Participant 521** French Immersion

Middle school philosophy!!

T120

Additional thoughts:

(continued)**Participant 521** French Immersion

Details: In the "converstation cafe" it was very apparent that parents were not happy with their young kids going to "junior high" in grade 4. we need to keep in mind the developmental stage and overall well being of these young children being put in a fast paced learning environment like junior high. I am making assumptions based on parent's anecdotes (kids getting bullied by older kids, no playground, getting seven (SEVEN!) different teachers--none of whom have the time or are really interested in the overall growth of an individual student.) what happens to kids on IPPs? kids with special learning needs? grade 4 is way too young to throw so much responsibility onto kids. the school needs to develop a proper middle school philosophy and manner of delivering education to these young kids.

**Participant 535** French Immersion

Grade 5 students in Junior High

T13

Details: Though I realize all three scenarios under consideration involve grade 5 students at the junior highs, I do feel that this will be quite difficult for them because they will be the youngest, and a minority at the schools, with the majority of the student body 2+ years older than them.

**Participant 548** French Immersion

Keeping Kindergarten at Westgate

T87

Details: I believe that it is in the best interest of the children to have a strong, positive, safe and secure start to their education. Moving such little children from one school to another does not give them a strong healthy start. It also defeats the purpose of the kindergarten year. I can teach my child numbers, letters, reading etc at home, and provide social interactions. Kindergarten is a stepping stone to grade one and we need to look at it that way. Shuffling children around from one building to another is not going to work, and is not meeting my child's needs nor any other child. I want my child to be excited about going to a new school for the next 5 years, not the next 10 months. I want them to feel a sense of belonging, not like the odd one out. I as a parent, want to feel that the CBE is thinking about my child and what is best for them educationally. That would mean, giving kindergarten a solid start to their education, not bouncing them around the city.

**Participant 555** Spanish Bilingual

T21

Details: none

Additional thoughts:

**Participant 556** French Immersion

it is better to separate by language school than grade

T43

Details: none**Participant 559** French Immersion

People need to look at big picture -not only their own situation.

T37

Details: none

Don't worry your kids will be fine/do well no matter where the school is.

T38

Details: It is the teachers, support staff and parents working together with resources which help children succeed, not necessarily the building they are housed in.

Be positive about the change with your kids, even if you don't like it.

T39

Details: Don't create stress for your child. Let your kids get excited about going to a new school.

View change as an opportunity to get to know others in a new community.

T40

Details: Work to create community with the parents and staff in your new school who are not in the same program as your child.

Work together for inclusion with the new community.

T41

Details: To the receiving school: be open and welcoming. To the newcomers: be gracious and work to get to know each other. To everyone: COMMUNICATE honestly and openly for the benefit of all students involved.**Participant 601** French Immersion

Under all scenarios, French Imm students affected the same.

T1

Details: none

Clearly, either need a second site for some program, or modular classrooms

T2

Details: none

Additional thoughts:

(continued)**Participant 601** French Immersion

No matter what, my kids going to Pinkham 5-9.

T3

Details: none

Just want to know the decision asap.

T4

Details: none

Do what best utilizes space and minimizes travel.

T5

Details: none**Participant 605**

I think that the scenario A is my best

T44

Details: none**Participant 608** Spanish Bilingual

I think parents should have the right to vote.

T73

Details: none

Both languages are important, how both having a separate school for each.

T74

Details: none**Participant 628**

I am most concerned with how the children will be managed.

T59

Details: The 10 year olds need a separate wing in the school where the expectations are for those who are 10 and not those who are 15. I expect elementary specialists not secondary teachers to ensure good instruction and fair evaluation. They need to be separate so they can be supported with classroom changes, age appropriate activities and influences.

Additional thoughts:

**Participant 641** Spanish Bilingual

Move "K" (both programs) to Rosscarrock school;

T136

Details: This has minimal impact on both schools and minimal impact on children. Kindergarten is only half days and some parents send their children to a kindergarten that works best for their current childcare arrangements, not necessarily to where their designated school is.

Keep Westgate with grades 1-4 or 1-5 for both french and Spanish

T137

Details: This ensures that both language programs stay together and continue to grow, allowing adequate space for future growth. Plus, Westgate already has established programs for French and Spanish with adequate teaching resources right on site. Rather than splitting the programs and thereby needing additional resources at other sites, it would seem the best to keep the programs together at one site.

Use Bishop Pinkham as the language Jr. high for grades 5-9 or 6-9.

T138

Details: This would entail moving the regular program completely out of BP and move it to AE cross. This ensures that all language resources etc. are kept together and not spread too thin by having language programs at multiple sites. With limited resources, teachers, etc. it would seem that by having multiple schools with the same languages, would require more resources. I think it is more financially/fiscally responsible if we consolidate programs at one place and keep "like-programs" together. There is ample room at A/E cross to move the english BP program there as the current space at A/E cross is under utilized. That would keep BP as a language Jr. High which they have already have established. This does require moving some students, however, it does not involve creating new programs at schools. Instead, it would involve utilizing and maximizing space at the current schools.

**Participant 644** French Immersion

Separate Spanish and French

T68

Details: while this is not an ideal situation as I like the idea of the two languages working together and the students having access to multiple languages, I feel it's more important to keep the younger grades together than apart. Ex K-5 or 6 instead of K-4.

Re-zoning

T69

Details: Was there any consideration for CBE re-zoning. Some of the communities that are included in Westgates curriculum are far away and could be re-zoned to closer french schools.



Additional thoughts:

**Participant 653** French Immersion

All three scenarios send Gr. 5 Fr. Immersion away. T46

Details: Our ideal (obviously taking only our interests into account) is to maintain continuity in the one school for as long as possible, given that we have three children with a significant gap between them.

Why not Westgate for French immersion only? T47

Details: The preferred scenario from our perspective appears not to have been considered: Westgate for French Immersion. Split the Spanish into two, as per scenario C here, with each in a separate school (e.g., Jennie Elliott Rosscarrock).

**Participant 661** Spanish Bilingual

Carrie on with the Spanish program at Pinkham as there is still room and T90

Details: it allows time for the other school to be better prepared for a smooth transition. Supports all staff at all schools. Prepares the community to host another program into their school.

Based on projected numbers BP has space to accomodate the Spanish program T91

Details: for 2-3 yrs.

Move grades 5-6 to Rosscarrock to keep them in an elementary school T92

Details: setting. Then go to A.E. Cross or BP for following grades.

Build more middle school for CBE in this area as there are 4 Catholic T93

Details: middle schools and only one option for Public (A.E. Coss). A crunch will happen again. Stop renting buildings and build!

**Participant 678** French Immersion

I cannot stress enough the importance of keeping the kindergarten program T105

Details: at Westgate. Please, do not move kindergarten to Rosscarrock. I would be greatly disappointed if you did this.

While portables may seem like a good solution, they will eat up valuable T106

Additional thoughts:

(continued)**Participant 678** French Immersion

Details: space for outdoor activities. They're such an eyesore too! let's go with option C to increase Spanish at Jennie Elliot, to create space at Westgate.

**Participant 684** Spanish Bilingual

Please keep the Kindergarten at Westgate

T79

Details: none

If you do not have a good long-term solution, consider hiring a consultant

T80

Details: to spend time properly researching options with short-term and long-term implications. Do not force a decision on the stakeholders when so much opportunity is at stake. These are life changing decisions fast consulting work is forcing parents to make. And with time and continued parent engagement, we can arrive at a better longer-term solution. A.E. Cross is a quick fix and a likely someone else's program to solve in a couple of years. If you force this decision on us, parents will have not choice but to pull kids out of spanish in Gr.5, bc the fear of being bullied by older kids, being a minority program in a large school that has to fight for resources, etc. My daughter loves Westgate, if you can guarantee A.E.Cross will give her the same experience, we are in. But can the CBE do that in good conscience? Please take more time with this decision. T

Please extend the time to decision another 6m or year.

T81

Details: none

Thank you for listening to the parent's ideas and concerns. Clearly there

T82

Details: is passion in the Spanish community, lots of engaged parents and staff. I understand there is CBC pressure to make space decisions, but this program is an investment in Alberta's future. Spanish is the 2nd most spoken language in the world. Yes, we are in Canada where French is important. But to compare French to Spanish is not correct. French for Canadian economy is important, however Spanish for the global economy is also important for Alberta.

**Participant 692** Spanish Bilingual

Congratulations thank you

T143

Additional thoughts:

(continued)

 Participant 692 Spanish Bilingual	
<p>Details: Congratulations to the CBE, the administration and teachers for creating such a successful language program, and for not capping registrations so that everyone who wants to provide their children with this unique opportunity is able!</p>	
Scenarios A B	T144
<p>Details: We are not in favour of scenarios A B as they do not provide longer term solutions to this issue.</p>	

 Participant 694 Spanish Bilingual	
<p>The middle years of school is the most critical phase of a child's</p>	
	T24
<p>Details: The middle grades represent the most critical period in education because so many decisions made during this stage determine whether children will reach their full potential. By the eighth grade, for instance, many students have decided whether they will drop out or graduate from high school, whether they will take algebra and other “gatekeeper” courses that predict success in college, and whether they will engage in risky behaviors such as drug use and unprotected sex. dpon't we want our children gaining confidence and acting as leaders in grades 5 and 6 in order to be better prepared to face some of those difficult decisions in grades 7, 8 and 9?</p>	
<p>our kids will not be set up for success (very few kids in a big school 7-9</p>	
	T25
<p>Details: We have heard from parents whose children went to Bishop Pinkham about how hard that transition was for the kids..now you are forcing kids in grade 5 to make that transition (mostly 9 year olds). there are great resources on the CBE website re: the importance of middle school and all the important things that should be set up to set kids up for success at this very vulnerable time. I would like to see evidence that these things are being done in these schools for our grade 5 and 6 kids, when they have been traditionally set up for kids in grade 7-9, and ours will be he only grade 5 and 6 classes. http://www.amle.org/portals/0/pdf/advocacy/policy_guide/NMSA_Policy_Guide.pdf</p>	
<p>How about those kids that started Spanish at Bishop Pinkham 2 years ago?</p>	
	T26
<p>Details: is there any reason to think that this won't all change again in a year or two? There is clearly no long-term plan. What happens when the numbers of spanish and french junior high numbers drop to one small class? Will they move the kids into the same school again? you can look at projected numbers, but i assure you that many parents will not want their 9 years olds going to a junior high set up for grades 7-9. You will be faced with very low numbers in both schools. There was power in numbers by having both languages in the same junior high.</p>	

Additional thoughts:

(continued)**Participant 694** Spanish Bilingual

Who will be educating the kids?

T27

Details: Our concerns here stem again from the logistically focused communication. It is not clear how the kids will be integrated into the new schools. Who will their teachers be? Will they rotate into different classes like all the other kids in the school? Will they have only one teacher? Will their teachers be trained in teaching kids of this special age group, and will they be teaching in their areas of expertise? All of these variables have been shown to significantly correlate with long-term success of students. Has any consideration been made in this respect?

**Participant 698** Spanish Bilingual

The Future for Spanish

T11

Details: I have such serious concerns regarding the Spanish Program going to A.E. Cross. I think this decision is unfortunate. Not only is the Spanish getting the short end of the stick, sending us to an inferior school, but the poor students who are at Bishop Pinkham and thriving there will have to move to a new school. A decision that is extremely unfair for them.

I can only hope that in 2 years, we'll be faced with this dilemma again and possibly change the outcome at that time. I would hate to have to take my son out of the language program.

**Participant 699** French Immersion

I attended every meeting and the consensus was clear We want K-6 French at

T62

Details: Westgate and 7-9 French at Bishop Pinkham. What is the point of our votes if you can't do as the people ask? You are elected to act on our behalf. Based on what you have provided in your scenario's it is clear you could have accommodated the return to the original and highly successful French program. Change the Spanish boundary, Move half of them to Rosscarock k-6 and the other half to Jenny Elliot k-6 ?? The room is there and you are ignoring our requests. And stop asking me to solve the Spanish problem, most French Immers parents don't care and we are sick of our kids being affected by a program we did not choose to be married to.

**Participant 707**

keeping grade 5 at Westgate

T15



Additional thoughts:

(continued)**Participant 707**

Details: Is there absolutely no way of keeping grade 5 French at Westgate? All of these scenarios have French grade 5 moving to junior high.

**Participant 708 French Immersion**

stronger commitment from CBE needed for the growth of language programs

T112

Details: I understand that closing or moving regular programs from neighbourhood schools would take time, but it would be nice to see some of the many elementary schools in the area operating at capacity. The CBE should be committed to growing language programs over the long term. Uncertainty and overcrowding is a detriment to both language programs

**Participant 712 French Immersion**

I think that it's all really messed up

T71

Details: I have a daughter who is only going to be 10 going to a school with no plans for a before and after school program and a kindergartener who I don't know where she will be at but do know now that the kindergarten care program that was offered thru calgary child's play is now gone also. So would love for the kindergarteners to be at Rosscarrock so I have childcare for the one.

**Participant 714 Spanish Bilingual**

AE Cross is an untenable physical location

T153

Details: none

AE Cross has no history of supporting a language program

T154

Details: And virtually no time to prepare

Need to consider longer term planning

T155

Details: What "big picture" solutions can be brought forward that would provide a true solution and actually support and BUILD growth of the Spanish and French programs?

What will CBE do with Glenmeadows school when CAA leaves?

T156

Additional thoughts:

(continued)

 Participant 714 Spanish Bilingual	
Details: This is an opportunity to look at resources and locations and think creatively and positively about win-win solutions	
CBE could benefit from program ambassadors	T157
Details: Parents feel disconnected from the system and the process. Build upon the massive parent support and work together and provide a conduit for information sharing that is actually transparent.	
Process has been somewhat damaging to the programs	T158
Details: Jennie Elliot parents are clearly feeling blindsided. It is wonderful that they feel passionate about their school and programs. However, inviting them to Westgate without providing ample background information on the issues at hand created a feeling of great hostility. Similarly, earlier on the process pitted French vs. English. How can this process be revised to provide more healthy dialogue as opposed to slinging mud on the wall via sticky notes?	
Would love to see some out-of-the-box ideas considered	T159
Details: If AE Cross happens, how about moving the principal from BP to AE Cross (and vice versa) to assist with the transition while also giving the Spanish program the message that it is not the "bottom of the heap" (i.e. bending over backwards to make sure changes don't affect any other school or program but giving the Spanish program the worst of all scenarios to live with)	
CBE needs stronger messaging	T160
Details: More time spent on answering questions and concerns. Less on compiling answers from TS and post-it notes. Process has been very demoralizing. What about small working groups with CBE admin parent groups.	
Need best/worst case scenarios	T161
Details: Whatever path is chosen should have a clear plan moving forward. e.g. what happens IF enrollment is higher OR lower. Then....what? Do not want to be goign through this process again in 2 years!	
Need info on plans for Spanish bilingual high school for our area	T162
Details: none	

Additional thoughts:

**Participant 727** Spanish Bilingual

Leave students at Bishop Pinkham for 2-3 years, take time to find solution

T63

Details: Reconsider Dr Oakley and its lease - can this program be relocated and still preserve its integrity for its students and staff? Oakley has room for almost 700 students.

This has not been a true stakeholder relations process.

T64

Details: Parents have said they don't want gr 5-9, Spanish parents have said they don't (and won't) do 5-9 AE Cross but we are nevertheless being forced into these arrangements.

**Participant 729** Spanish Bilingual

More communication is needed on CBE long term plans

T135

Details: As parents with children in the Spanish program, very little information is shared about what the plans are for the long term development of the program. Why is there no high school designated? Planning is too short-sighted and last minute to properly support the program. Information sessions should be held more regularly to provide updates in this regard.

**Participant 760** French Immersion

I feel that this survey is dishonest in that it does not explain to

T6

Details: parents that closing a school is only the inconvenience to you of going to the Trustees. The French and Spanish should be split and should have been split years ago to allow the children to stay together. No grade 5 or even grade 6 should be going to join the young teens. My daughter still plays with dolls and Barbie's and she will still be doing that next year and she loves the playground. She absolutely should not be with older children. The French program should all be run in one school and keeping the two languages together to form the school may have helped add it in the past but now it is long past the time to split the program. The French and Spanish children do not play together, barely know one another and it is already as if two schools were operating in one structure. Split them up and close a school to allow them all to be together and get the trustees involved but mostly be truthful with the parents and let them know this is possible and what it means to close a school.

**Participant 762** Spanish Bilingual

Solution should be long term

T28

Additional thoughts:

(continued)**Participant 762** Spanish Bilingual

Details: I really feel strongly that coming up with an intermediate step creates more opportunity for these same children to have to endure moves more that needed. Make this current solution the most long lasting.

**Participant 774** French Immersion

Said already everything.

T54

Details: none

**Participant 777** Staff

Will staff from Westgate move with the students who move?

T67

Details: none

**Participant 844** French Immersion

Great job giving parents a voice in these decisions

T14

Details: Thanks for making us part of the process. I feel I'm being heard.

**Participant 845** Other

CREATE A CATEGORY OF COMMENTS THAT RECOGNIZES WESTGATE IS A COMMUNITY

T29

Details: Westgate community is growing. There was a baby boom the summer of 2008. These kids are just about to enter Kindergarten in 2013. Will they have a school to go to in their community??

Parents make choices either to live close to schools - or to bus/drive their kids. For environmental, economic, health and community reasons, many residents of Westgate purchased homes in the community BECAUSE of the school. Because we didn't want our kids on buses. Because we are working parents who can't drive our kids to and from school - especially not Kindergarten.

THE CBE HAS AN OBLIGATION TO CONSULT THE WESTAGTE COMMUNITY ON THE CHANGES

T30

Additional thoughts:

(continued)**Participant 845** Other

Details: Children of Westgate are at risk of further losing access to Westgate School (under all scenarios) - BUT THE COMMUNITY HAS NOT BEEN CONSULTED APPROPRIATELY.

We need our own info sessions - just for our community.

A mailout to every mailbox letting people know where and how to comment.

**Participant 854** Spanish Bilingual

I'm not happy about that. T52

Details: I don't know about A.E Cross school, too.

There are so many changes.

I hope it would be work better.

I have to think different options, too.

It it very confusing.

**Participant 860** Staff

700+ students in one school T60

Details: With scenario 1, we have over 700 Kindergarten to Grade 4 students in one school. This seems like an enormous amount of students in one building, and I question whether it is worth having so many students in one building, and straining our resources when other options are available.

**Participant 861** Spanish Bilingual

Both programs are in demand, change is needed to make it accesible. T66

Details: School at Westgate is overcrowded and the area that attends for Spanish is enormous. It is time to add another school and make it more accesible and to families East of Crowchild Trail. Westgate could maintain its culture but Jennie Elliott could provide the opportunity for more families.

**Participant 779** French Immersion

Why is a new k-4, k-5, or k-6 school not being considered for the spanish? T33

Additional thoughts:

(continued)**Participant 779** French Immersion

Details: Spanish bilingual is a large program with growing demand. It does not seem reasonable to try to fit the program into several different schools. When Spanish was introduced at Westgate there was a concern that it would not fit with the French and we were assured that it was sustainable. As expected, both could not be accommodated after a few years and we had to move out the grade 6's, and now two years later, we are looking at moving out the grade 5's. For busing, teachers, resources, growth, would it not make sense to create a new Spanish program in an empty or nearly empty school, keeping the current boundaries?

**Participant 782** Spanish Bilingual

K kids must go to Rosscarrock; current BP Spanish need to stay for 2 yrs. T145

Details: You have to stop moving the trailblazing Spanish students every two years! YOUR decision must be viable, sustainable, with TIME to GET IT RIGHT the first time (for the second time)... There is room at BP for the current two Spanish classes to continue at BP for 2-3 more years. All Kindergarten students can go to Rosscarrock since at that age, they are never left alone anyways and the K students at Westgate now don't see their older siblings at school.

AE Cross is not ready to receive Spanish kids in Sept 2013 T146

Details: After the Spanish program can grow faith and confidence in the CBE and the Spanish program, THEN the 5-9 grades can move as a STRONG, unified group to a place that is WELCOMING them.

Calgary is built like a growing donut. Westgate is in the donut hole! T147

Details: Those of us supporting BOTH language programs at Westgate mostly live in the 'sweet part' of the donut. Let's see a community school built in Discovery Ridge or Springbank Hill. Somewhere in the 'sweet part'!

If it wasn't for the Spanish program at Westgate, there would be no French T148

Details: All I keep hearing is how the parents of the French students are ready to kick out the Spanish students. How is that for learning with HEART?? What can we learn about that for Dare to Care??

**Participant 786** Spanish Bilingual

Simply grandfather kids already committed to the streams T32

Additional thoughts:

(continued)**Participant 786** Spanish Bilingual

Details: You can make changes in a timely fashion so you don't disrupt families that have made life-choices based on location, streams and quality of planned schools.

Further, you can limit enrollment in existing streams and maintain the programs as is...

Grandfathering seems to have been discounted for no apparent reason. Moving the program to AE Cross will be highly disruptive and create another challenging developmental year for the Spanish program.

We can do better. Our family is committed to Public Schooling- but if we have to return to English streams we will likely move to Private Schools.

**Participant 866** French Immersion

Keep the two language programs together in the early years

T76

Details: Not sure how often this happens, but I would think that a student who wants to switch between French and Spanish may do so in the early years with the least amount of negative impact.

Please provide the boundary change for some Spanish Bilingual students?

T77

Details: none

**Participant 874** Spanish Bilingual

Move the Spanish or French program to West Springs School!

T78

Details: West Springs has tons of room, is in close proximity to Westgate and you would not have to disrupt the kids friend groups!

**Participant 876** Spanish Bilingual

Do not like the junior high decision and grade changes

T84

Details: We do not like the decision of Spanish attending A.E. Cross as well that grade 5's will be attending junior high/"middle school". We feel that grade 5s are not ready for this big change as well as the influences of grade 7-9 may have on them.

Additional thoughts:

**Participant 870 Staff**

Thank you

T89

Details: Thank you for facilitating this process. I feel like I have a voice in what is going on and that I have been well informed every step along the way.

**Participant 873 Spanish Bilingual**

Lets keep changes on the students at a minimum

T116

Details: Change is inevitable and some students will be negatively impacted no matter what. We should be trying to keep the change to a minimum for all student for now and the future which is why I feel senario B is the least ideal option.

**Participant 865 Staff**

Let's just make a decision in the next few weeks

T119

Details: All stakeholders have been consulted extensively. It is now time to just roll out a decision so that the principals of the schools can begin to plan for next year. The more time that goes on increases the tension and stress amongst the parent groups and is not productive. Parents have a micro view (which is their job), but the CBE has an obligation to have a macro view. Once a decision is made it must be final, long term and non negotiable. We will back any decision made and ensure that it is as positive and seamless as possible.

**Participant 871 French Immersion**

Scenario C is most probable, considering the Provincial Finances, but

T142

Details: would prefer to have Westgate as a K-6 school. As it is the closest school to our residence I believe it should be run in the interests of the local population rather than cater to the desires of those who would bus to it. Obviously, this is self interest, but to have young children bus over an hour a day is something that we want to avoid. We believe that exposure to another language at a young age is advantageous, but in all scenarios we would be looking at removing our child from the french immersion program in order that his school remains close to home. It seems to me that if the immersion programs are in such high demand that additional schools should be offering them.



Additional thoughts:

**Participant 797** French Immersion

Grade 5's are too young to be going to BP and AEC

T58

Details: 2 years ago, when the grade 6's were moved to BP, the original plan was to move Grade 5 6. After parent input, it was decided not to move Grade 5's, both due to room constraints in BP and because parents had expressed concerns about grade 5 being too young to move. Any people I have talked to (and that would be many), believe that grade 5's do not belong with the junior high school grouping. If scenario 3 were adopted, there would still be room to keep grade 5 students at the elementary school level.

**Participant 814** Spanish Bilingual

No Change

T61

Details: I have one child will be in Grade 1 next Sept and the other will be in grade 7, all three scenarios are the exact same, for me it doesn't matter. I wish my oldest in BP right now didn't have to switch schools but I can see that the option for that is completely off the table now. I hope that the level of schooling and support at AE is as good as BP. I hope the teachers are supportive with the decisions that have been made, at the end of the day the teachers in the program have the power to affect our children.

**Participant 842** French Immersion

the first 3 scenarios are better than others.

T10

Details: none

Scenario A: If this is the scenario selected, what are the anticipated impacts of this change?**Thought instructions**

Enter the main idea on the first line. Complete your thoughts in the window below.

**Participant 12** Jennie Elliott School

K-4 both programs at Westgate

T4

Details: none**Participant 13** Jennie Elliott School

New Boundaries for Jennie Elliott

T5

Details: Am concerned if the boundaries change, and that all students in North Glenmore Park, north of Glenmore trail would no longer be designated to attend Jennie Elliott or Bishop Pinkham.

I am also curious if Bishop Pinkham would still be offering a late french immersion program starting in grade 7. Or if students from Jennie Elliott would be sent to Bishop Pinkham in Grade 5 to start a french immersion program.

Thank you

**Participant 16** A.E. Cross School

I like Scenario A

T9

Details: I like keeping K-4 together and I like the idea of modulars at Westgate

**Participant 17** Jennie Elliott School

Guiding Principle to Minimize Disruptions

T12

Details: This scenario is potentially a one year band-aid. The uncertainty and anxiety that has already been created for parents and families is extremely difficult.

Cohesive Communities of Learners

T13

Scenario A: If this is the scenario selected, what are the anticipated impacts of this change?

(continued)

 Participant 17 Jennie Elliott School	
Details: How does the CBE support administration and parent councils in creating a single, cohesive community (which we know supports learning and minimizes bullying) out of 2 and 3 distinct learning communities?	
Early Exposure	T14
Details: This multi-track approach to school usage is not a middle school. The small population of grade 5/6 in a large junior high community is fraught with potential problems in terms of segregating and bullying.	
Short-term and Uncertain Future	T16
Details: This band-aid scenario involves a year of uncertainty for too many families. Parents at Westgate may be facing the disruption of moving in a year and parents of Jennie Elliott have no certainty around what our school community looks like in a year.	

 Participant 19 A.E. Cross School	
Increased population to AE Cross will bring additional funding to the	T17
Details: school. This might, in turn, impact the number of options in a positive way, to the current AE population of students. Jazz band, technology etc. have recently been cut. We would love to see a return to these types of opportunities for our students.	
Need additional teaching staff to balance both programs.	T18
Details: We would hate to see 12 students in the Spanish program and 35 in the regular program, simply because there is not enough teaching staff to maintain balanced classroom size in both programs. Please ensure additional staff will avoid that possibility.	

 Participant 24 Jennie Elliott School	
CBE guiding principles	T19
Details: How does adding the Spanish Program to Jennie Elliott meet CBE's guiding principles?	
TASC program	T20

Scenario A: If this is the scenario selected, what are the anticipated impacts of this change?

(continued)**Participant 24** Jennie Elliott School

Details: Why does the Spanish Program take precedence over the longstanding and successful TASC program? My children are not part of this program, but exposure to this program and interaction with its participants enriches the education experience at Jennie Elliott for all - values in action: compassion, leadership, empathy, patience, diversity etc.

Glenbrook School

T21

Details: Has this been considered? Have heard they are at 56% utilization and much closer to AE Cross which will house the 5 - 9 Spanish

Safety - arrival and departure

T22

Details: Safety concerns for drop off and pick up is already a constant problem and concern. What changes will take place handle additional buses, cars, and students to ensure their safety.

**Participant 25** Jennie Elliott School

Proposed scenario A-2 is ridiculous.

T23

Details: Jennie Elliott has a student population of close to 500 students. It is well utilized by a regular program.

Proposed scenario A-2 really only moves a small amount of students.

T24

Details: Not really enough students to allow a culture amongst them to develop, or provide enough staff for that program for a lot of collaboration and team building.

Scenario A in general accomplishes the goal.

T25

Details: Both programs are together. Go for the modular classrooms and keep everyone where they are happy.

These 2 programs are choice programs and parents choose these programs.

T26

Details: It shouldn't matter where you locate them. You are offering choice. Parents who choose not to use their designated schools in the community shouldn't be catered to. If the parents want a second language it ultimately will not effect these programs, they will still be chosen. Parents will just go where they are offered. Before Westgate offered spanish parents choose a long bus ride to canyon meadows. The spanish program was well subscribed to. Doesn't matter where you put them. CBE will keep that student population.



Scenario A: If this is the scenario selected, what are the anticipated impacts of this change?

(continued)

 Participant 25 Jennie Elliott School	
Parents don't choose the designated school.	T27
Details: The students at Jennie Elliott go there because of where they live. In many cases people buy in an area because they like the school, but that is different than choosing a program.	
The program that Jennie offers would have to alter if you add spanish	T28
Details: Our gym already can't handle every class with daily PE. The students already have no space to eat their lunch. We enjoy a music room and art room. We have an after school care program. The area for computers in the library is full and well utilized, access to the machines would be more limited if more classes need to use them. Is it really worth disrupting the education of 500 to fit 150 more kids in.	

 Participant 27 Jennie Elliott School	
A-2 - The language program may continue to grow in popularity	T29
Details: It seems that there is a desire for parents to have their children learn in another language - maybe this is because their local schools are not very impressive. This doesn't address the fact why parents are not happy with the local school systems. It is clear that parents send their kids to certain schools because they feel it will provide the best education. Are their local english schools failing to meet the standards that parents are looking for? If this program is brought to an already thriving english school, where parents are very happy with the existing programs offered it will eventually squeeze out the local english students.	
A-2 - More buses and parent cars in neighbourhoods school zones	T30
Details: I moved to Lakeview so that my kids could WALK to an amazing school. So that I could meet my neighbours and other parents on our daily walks to and from school, stop at the park and be more active. Already as a community, during school drop-off and pick-up times our streets are loud, empty buses drive too fast and pose hazards to our well being. By proposing to move more out of district students to Jennie Elliott in addition to the Science School and Bishop Pinkham we can't hear each other on the sidewalk, and we are just waiting for a tragedy to occur.	
A-2 - Disconnecting wonderful Lakeview as a community	T31

Scenario A: If this is the scenario selected, what are the anticipated impacts of this change?

(continued)



Participant 27 Jennie Elliott School

Details: Lakeview is a tight-knit, proud community. Neighbours know each other and it is very friendly. There are a lot of original owners, grandparents as well as new families living here all very proud of Jennie Elliott. By taking our kids out of the community for school and busing in ones who have no attachments here you are destroying a community. Many grandparents and neighbours provide after school care for our children and walk through the parks after school are such a social place for so many generations. Proposing to disrupt Jennie Elliott will force local parents to seriously consider alternative schools - forcing our own kids out of district and destroying a community. Communities take care of themselves and each other if they feel connected and have pride. Our parents encourage the kids to connect with our community, (parks, churches, shops, neighbours, SCHOOLS!) I'm not so sure that if you didn't live here you would feel any ownership.

A-2 - Why change what isn't broken?

T32

Details: Jennie Elliott is one of the best schools in the city. That is why we moved to Lakeview. The principal is fantastic, the teachers are wonderful and it seems like a great working environment for everyone involved. Why alter a workplace that is working and children are excelling and excited to go to such a wonderful school. Change a school that IS broken and needs help. Jennie Elliott has LOCAL parents who care about the community. CBE is sending the message that they just don't care about building and preserving thriving communities. Communities like lakeview are not easy to ind in a city as large as Calgary.



Participant 29 Jennie Elliott School

Jennie Elliott is already crowded.

T33

Details: Classroom and program space is already severely limited at Jennie Elliott. The school simply cannot accommodate hundreds of new students and still provide a "quality learning environment". This applies particularly to access and utilization of distinct learning spaces (e.g., gym, music room, performance/rehearsal space, playground space, before and after school, computers, even parking and road access for dropoffs, buses, and school events). I have 3 kids at the school and know first-hand that their "daily physical activity" often takes place in the classrooms because of lack of gym access. My 9-year-old daughter's class has 28 children in it. There are so many desks the students cannot move freely in the space.

Possible relocation of TASC classes is a loss for the school community.

T34



Scenario A: If this is the scenario selected, what are the anticipated impacts of this change?

(continued)

 Participant 29 Jennie Elliott School	
<p>Details: Integration of these students is an important part of the Jennie Elliott school experience - for all students who attend here. It helps teach compassion and tolerance and the importance of community. This would be a real loss for the students and staff at the school as it a big part of the school's history and culture. This seems contrary to the CBE guiding principle that these changes "minimize disruptions to students." These students have special needs. Yes, they may be fewer in number than your average class, but does not mean their voice and should not be heard and their rights and needs protected just as much as the needs of the Westgate students.</p>	
<p>Lack of certainty for long-term planning</p>	<p>T35</p>
<p>Details: Plan is dependent on whether additional funding is received from the province. This is a political decision and one that therefore leaves families in all of the affected schools in a state of limbo, not knowing what will happen and therefore, not provide adequate certainty and time for families to adapt (e.g., change schools).</p>	
<p>Second-billing to children in the public system, English stream</p>	<p>T36</p>
<p>Details: Priority seems to be given here to meeting the needs of families who have opted for specialized programming (i.e., language immersion programs). My feeling is that if you opt for specialized programming, you should expect to have to make some allowances - e.g., perhaps bus further, or separate the programs. It is appalling that consultation with the Westgate families began months ago and this is the first time the English-stream Jennie Elliott families have been fully informed and allowed to comment - mere weeks before the decision.</p>	
<p>Future crowding at Bishop Pinkham and AE Cross</p>	<p>T37</p>
<p>Details: Little information is being provided about the inevitable crowding that is likely at these schools with immersion/bilingual programs moving into what my understanding are already schools with space issues. Bishop Pinkham serves a catchment with a large and growing family demographic (Lakeview, N. Glenmore, Discovery Ridge), so even if these schools are not considered full enough now, isn't there a risk they will be in the next 1-5 years? I'm not sure that "busting at the seams" is the school model anyone wants their children to be part of.</p>	
<p>Further over-crowding, route extensions on school buses</p>	<p>T38</p>
<p>Details: The bussing scenario for Jennie Elliott is already appalling. Children in Discovery Ridge already have 20-35 min bus rides, 3-to-a-seat and drop-off/pick-up times that challenge any working parent. Can we expect further extensions to these bus routes with a wider catchment and additional students? Can we expect to still be at the mercy of the bus companies who set and change routes at their whim?</p>	

Scenario A: If this is the scenario selected, what are the anticipated impacts of this change?

**Participant 33** Jennie Elliott School

Jennie Elliott is not affected in the short term.

T39

Details: My understanding is that Jennie Elliot was not considered as an option to house some of the current Westgate Spanish students until quite late in the process. I personally feel that more time and research needs to be given to ensuring that Jennie Elliot is the right choice.

With the "A" scenario, JE would not be affected in the short term and would allow time to see if provincial funding could be allocated to modular classrooms at Westgate.

If modular classrooms were provided, that would solve the space issue without having to relocate Westgate students (a positive for them) and not impacting Jennie Elliott.

**Participant 35** A.E. Cross School

AE Cross is a junior high school not a middle school.

T40

Details: AE Cross is not a middle school, the grade 5 and 6 Spanish students should go there.

**Participant 3** Other

This would be the least impactful

T15

Details: It's simple

**Participant 7** Jennie Elliott School

This proposal allows a cohort to be together for the first 4 years

T1

Details: none

**Participant 8** Jennie Elliott School

This would provide time for the government to install modular classrooms

T8

Details: and leave the language programs at Westgate. This would prevent ANOTHER school being multi streamed.

Scenario A: If this is the scenario selected, what are the anticipated impacts of this change?

 Participant 11 Jennie Elliott School	
I think Scenario A is preferable.	T2
Details: Scenario A provides the most reasonable solution, albeit short term. ■	
I think Scenario C should be modified	T3
Details: Scenario C would likely be better accepted by the community if it involved French immersion at Jennie Elliot, rather than spanish. The bottom line is that whatever language program goes to Jennie, if any, should carry forward to Bishop Pinkham. This would create the most efficiency for bussing since the bus could drop off at both schools and carry siblings to schools that are within 2 blocks of one another. This strategy should be reconsidered.	

Scenario B: If this is the scenario selected, what are the anticipated impacts of this change?**Thought instructions**

Enter the main idea on the first line. Complete your thoughts in the window below.

**Participant 12** Jennie Elliott School

Kindergarten for both programs together at Rosscarrock

T5

Details: none

**Participant 16** A.E. Cross School

dislike children attending K in a different school than 1-4

T7

Details: Splitting K out to a separate school adds stress to families and children having to adjust to another school

**Participant 17** Jennie Elliott School

Sustainability

T8

Details: There is questionable long term sustainability to using Westgate as a 1-4 for more than a couple of years. To go through this process for a 2 year solution is unacceptable.

Disruption

T9

Details: Moving a large cohort between K and Grade 1 is extremely hard. The transition from K to Grade 1 is challenging enough in terms of the longer day, increased expectations, larger class size, interaction with the larger community, to also have to contend with a change of location creates unnecessary anxiety.

Early Exposure

T10

Details: Concerns around having a small cohort of Grade5/6 with a much larger Junior High population.

**Participant 19** A.E. Cross School

We have the same thoughts for each scenario.

T11

Details: none

Scenario B: If this is the scenario selected, what are the anticipated impacts of this change?

 Participant 25 Jennie Elliott School	
Rosscarrock has room.	T12
Details: Less than 200 in a regular program, in a school that fits many more.	
Rosscarrock is close to Westgate.	T13
Details: Not a big busing change, time wise, when kids leave kindergarten to go to grade 1. Schools are close enough to get together for joint activities.	
Kindergarten is a distinct program.	T14
Details: The nature of instructional time with kindergarten lends itself well to being separated from the other grades. Hours are different and students don't have lunch or recess. They are their own little population within a school. Lots of opportunity for team building and collaboration amongst staff if you have many kindergarten classes together. You are looking at 8 classes of one grade...that's a nice group to work with and some culture and friendships can be developed.	
Most long term proposal.	T15
Details: none	
Proposal leaves room for further growth.	T16
Details: If the regular program projections fall short, Rosscarrock has room for choice programs to expand.	
 Participant 27 Jennie Elliott School	
Looks like it is meeting the requirements for the LONG term	T17
Details: This looks like a better solution for the longer term. Though i do see that eventually the French and Spanish will need to be split, this will cause the least disruption later.	
 Participant 33 Jennie Elliott School	
Scenario B is the ideal scenario for all schools	T18

Scenario B: If this is the scenario selected, what are the anticipated impacts of this change?

(continued)

 **Participant 33** Jennie Elliott School

Details: I don't think Jennie Elliot should have been included as a consideration in the first place as it happened so late in the process with limited time/research. So, this scenario is ideal from a JE perspective because JE is not included.

I also feel that overall, this scenario seems to make the most sense since you are really only impacting the Kindergarten children for one year. Both K programs will stay together which is ideal and then they will all move over to Westgate in grade 1 - so no loss of peers, etc. I think K students would be less impacted than older students who might be more nervous about change. My son is in grade 3 and I know that he would be quite upset if he was told he was changing schools at this stage, whereas my daughter who is currently in K would roll with it as she was transitioning from playschool anyway - at a different location.

 **Participant 7** Jennie Elliott School

This proposal moves the students too many times T1

Details: none

 **Participant 8** Jennie Elliott School

Little Impact. Kindergarten is as much a separate program from grade T6

Details: school and thus those K students could move back into Westgate once in grade school. This option would allow for families local to Westgate have their 2013 kindergarten students in the same area.

 **Participant 11** Jennie Elliott School

Scenario B is unacceptable T3

Details: Kindergarten should follow a different school calendar. This is unacceptable to families with children in both Kindergarten and Grade school.

Scenario B could be acceptable under the following conditions: T4

Details: If kindergarten followed the same academic calendar as Westgate.

Scenario C: If this is the scenario selected, what are the anticipated impacts of this change?**Thought instructions**

Enter the main idea on the first line. Complete your thoughts in the window below.

**Participant 12** Jennie Elliott School

Open a second Spanish Bilingual site at Jennie Elliott for September 2013

T5

Details: I am a member of the Jennie Elliott community and welcome the Spanish Bilingual program to join our school. A few concerns I have are: will space continue to be available at Jennie Elliott for the Before and After Care program as this service is essential to many working families, I am concerned that boundaries for Jennie Elliott may change to make room for the Spanish program which would then move some children to Altadore School (I am opposed to being designated to Altadore School) and lastly I am concerned that boundaries will change for Bishop Pinkham's English program and that my child may be designated to Mount Royal Junior High (I am very concerned about having children attend Mount Royal Junior High).

**Participant 13** Jennie Elliott School

New Jennie Elliott boundaries

T6

Details: Concerned if Before and After school program that is currently offered would be gone because of the need for extra classrooms

**Participant 16** A.E. Cross School

dislike Spanish at Jennie Elliott.

T11

Details: none

**Participant 17** Jennie Elliott School

Utilization

T12

Details: While I appreciate the desire to maximize the use of taxpayer infrastructure. As the CBE is well aware the utilization ratio is a mathematical formula and can not be evenly applied particularly to buildings that are decades old. Classrooms with no walls, windows, or ventilation do not support learning.

In Scenario Cor should scenario A-2 become a necessity there is no way Jennie Elliott has the space to support 675 students engaging and learning to their full potential.

Scenario C: If this is the scenario selected, what are the anticipated impacts of this change?

(continued)

 Participant 17 Jennie Elliott School	
Timing	T13
<p>Details: There is no way the parents of Jennie Elliott have had near enough time to inform themselves as to the pro's and con's of multi-track programs. There is no evidence that this is a model that supports building a cohesive and supportive school community, there is an increased administrative burden, how are two distinct learning populations effectively taught and managed. Parents have no answers as to where these new students would fit, how many students can be expected. We already have 4 Kindergarten classes does this mean we would have 6 Kindergarten classes. Jennie is already K-4 heavy what are the consequences of further skewing this ratio? Are there 2 school councils? How is multi-track programming working in other schools?</p>	
System Classes	T14
<p>Details: Jennie Elliott parents and students are extremely supportive of our TASC program. As the parent of a typical child, I believe early exposure to people with obvious disabilities creates in invaluable awareness of disabilities, diversity, and builds tolerance and empathy. The TASC class is a valued and important part of our school community. This program needs a great deal of space which is not properly reflected in the utilization rate. The anxiety and disruption that current and future uncertainty is creating is extremely difficult on these students and their already stressed families.</p>	
Student Care	T15
<p>Details: Would the before and after student care be lost? This is an important service to many families in Lakeview. There is currently no provider of a similar service in close proximity.</p>	
All for nothing	T16
<p>Details: My understanding is that a clear majority of the parents Westgate are not happy with the Grade 5/6 classes being located at large Junior High's and would consider removing their children from the Spanish program in which case this entire exercise and the resulting disruptions are for naught.</p>	
No Good Options	T17
<p>Details: If you can not do something right do not do it. At this time there are no options which adequately support the guiding principles of sustainability, program continuity, keep cohort together, and minimize disruptions. Capping enrollment at Westgate for 1 year and allowing more time to examine options and have a broader consultation with impacted schools (not 2 weeks as is the current case for Jennie Elliott and Lakeview).</p>	

Scenario C: If this is the scenario selected, what are the anticipated impacts of this change?

(continued)

**Participant 17** Jennie Elliott School

Larger Community Engagement

T18

Details: Schools are an integral part of communities. Lakeview has experienced the closure of 3 community schools, the modification of our Junior High to a multi-track school and now the possible change of programming at our Junior High. Residents are change weary and increasingly seeking out other options which was resulting in a slow decline of our Junior High. The new principal at BP was engaging with residents and parents at Jennie and rebuilding relationships and trust which has been swiftly undone by this latest haphazard, narrow consultation process.

Disappointment

T19

Details: Jennie Elliott parents were not included in the early engagement process. When asked if we needed to be we were told by CBE representatives and administration that Jennie Elliott was not included in the initial invitation because our programming would not be impacted. With 2 weeks left in the consultation process, parents were informed that 1 and potentially 2 of the final 3 scenarios involve changes to programming at Jennie Elliott. We simply do not have enough information or have had enough time to thoughtfully consider the full implications of these changes to our children, our families, and our community.

**Participant 19** A.E. Cross School

We have the same thoughts for each scenario.

T20

Details: none**Participant 25** Jennie Elliott School

Jennie Elliott will feel over crowded

T21

Details: Don't care what your utilization formulas tell you, the school already feels full.

The program Jennie Elliott offers now will suffer.

T22

Details: We enjoy a music room, an art room a smart board in every regular classroom. If more kids are added this goes away.

The gym is not big enough.

T23



Scenario C: If this is the scenario selected, what are the anticipated impacts of this change?

(continued)

 Participant 25 Jennie Elliott School	
Details: Daily PE for all students in the gym does not happen now, with close to 500 students. If you add more classes their will be less gym time for everyone. The student body is already crowded in and its a tight fit for assemblies.	
Not all classrooms are equal.	T24
Details: Which program gets the windowless interior classrooms? Right now these are the specialty rooms, students don't spend 6 hours a day in windowless spaces.	
TASC program will move.	T25
Details: Money was spent making Jennie Elliott barrier free. Guess this money was wasted and will have to be spent again making another school barrier free for these kids. Sounds like poor use of spending to me.	
Community out of school program will be gone.	T26
Details: A nice bonus for working parents, but adding classes to Jennie Elliott will leave no room for this.	
Not all students will have equal access to technology.	T27
Details: The specialty classrooms have no smart boards. Which kids go without? It took years to get all the classes outfitted. The additional technology budget was to go to more laptops and ipads, not smart boards. In this scenario Jennie Elliott needs more smart boards and there isn't money for the other tech we wanted. Or there is inequality and some classes go without smartboards and the existing technology in the school had to be spread thin among more students. Please see point 2 again...the regular program suffers.	
As a school with only a regular program it is large.	T28
Details: Jennie Elliott doesn't really offer room for long term growth. It is one of the larger elementary schools in Area IV, with the exception of the neww schools being built. If we maintain such a large population compared to others why add a choice program to it.	
 Participant 27 Jennie Elliott School	
Disconnecting wonderful Lakeview as a community	T29

Scenario C: If this is the scenario selected, what are the anticipated impacts of this change?

(continued)



Participant 27 Jennie Elliott School

Details: Lakeview is a tight-knit, proud community. Neighbours know each other and it is very friendly. There are a lot of original owners, grandparents as well as new families living here all very proud of Jennie Elliott. By taking our kids out of the community for school and busing in ones who have no attachments here you are destroying a community. Many grandparents and neighbours provide after school care for our children and walk through the parks after school are such a social place for so many generations. Proposing to disrupt Jennie Elliott will force local parents to seriously consider alternative schools - forcing our own kids out of district and destroying a community. Communities take care of themselves and each other if they feel connected and have pride. Our parents encourage the kids to connect with our community, (parks, churches, shops, neighbours, SCHOOLS!) I'm not so sure that if you didn't live here you would feel any ownership.

Why change what isn't broken?

T30

Details: Jennie Elliott is one of the best schools in the city. That is why we moved to Lakeview. The principal is fantastic, the teachers are wonderful and it seems like a great working environment for everyone involved. Why alter a workplace that is working and children are excelling and excited to go to such a wonderful school. Change a school that IS broken and needs help. Jennie Elliott has LOCAL parents who care about the community. CBE is sending the message that they just don't care about building and preserving thriving communities. Communities like lakeview are not easy to ind in a city as large as Calgary.

More buses and parent cars in neighbourhoods school zones

T31

Details: I moved to Lakeview so that my kids could WALK to an amazing school. So that I could meet my neighbours and other parents on our daily walks to and from school, stop at the park and be more active. Already as a community, during school drop-off and pick-up times our streets are loud, empty buses drive too fast and pose hazards to our well being. By proposing to move more out of district students to Jennie Elliott in addition to the Science School and Bishop Pinkham we can't hear each other on the sidewalk, and we are just waiting for a tragedy to occur.

Not long term solution language program may continue to grow

T32

Details: It seems that there is a desire for parents to have their children learn in another language - maybe this is because their local schools are not very impressive. This doesn't address the fact why parents are not happy with the local school systems. It is clear that parents send their kids to certain schools because they feel it will provide the best education. Are their local english schools failing to meet the standards that parents are looking for? If this program is brought to an already thriving english school, where parents are very happy with the existing programs offered it will eventually squeeze out the local english students.



Scenario C: If this is the scenario selected, what are the anticipated impacts of this change?



Participant 29 Jennie Elliott School

Jennie Elliott is already over crowded.

T33

Details: Classroom and program space is already severely limited at Jennie Elliott. The school simply cannot accommodate hundreds of new students and still provide a "quality learning environment". This applies particularly to access and utilization of distinct learning spaces (e.g., gym, music room, performance/rehearsal space, playground space, before and after school, computers, even parking and road access for dropoffs, buses, and school events). I have 3 kids at the school and know first-hand that their "daily physical activity" often takes place in the classrooms because of lack of gym access. My 9-year-old daughter's class has 28 children in it. There are so many desks the students cannot move freely in the space. To add a K-4 new location for Spanish bilingual students, extending the boundary as shown in the attached document, would require a major change in space allocation at the school as well as hundreds of new kids being bused and placed in the school.

Possible relocation of TASC students a shock and loss for the school

T34

Details: Integration of these students is an important part of the Jennie Elliott school experience - for all students who attend here. It helps teach compassion and tolerance and the importance of community. This would be a real loss for the students and staff at the school as it a big part of the school's history and culture. Why should these students have to move to accommodate others? This seems contrary to the CBE guiding principle that these changes "minimize disruptions to students." These students have special needs. Yes, they may be fewer in number than your average class, but does not mean their voice and should not be heard and their rights and needs protected just as much as the needs of the Westgate students.

Aggressive timeline

T35

Details: To implement these changes for Sept 2013, which is only months away, does not allow suitable time for planning and response. Frankly, it's despicable that due to a LACK of planning and oversight to this point regarding how to suitably accommodate students in the Westgate language programs, these programs were permitted to over-subscribe and now everyone is supposed to scramble to accommodate them, to the detriment of the English-stream students.

Second-billing to students in the English-stream program

T36

Details: Priority seems to be given here to meeting the needs of families who have opted for specialized programming (i.e., language immersion programs). My feeling is that if you opt for specialized programming, you should expect to have to make some allowances - e.g., perhaps bus further, or separate the programs. It is appalling that consultation with the Westgate families began months ago and this is the first time the English-stream Jennie Elliott families have been fully informed and allowed to comment - mere weeks before the decision. What does "No closures but may require eventual relocation of the system classes from Jennie Elliott" mean exactly?!?!



Scenario C: If this is the scenario selected, what are the anticipated impacts of this change?

(continued)

**Participant 29** Jennie Elliott School

Moving Grade 5 students from Jennie Elliott to Bishop Pinkham

T37

Details: Unclear whether the intake of English-stream students to Bishop Pinkham would also begin at Grade 5. I do not support that as it is my view that Grade 5 students do not yet have the independence, learning skills and emotional readiness to be at school with Grade 9 students.

Further over-crowding, route extensions on buses

T38

Details: The bussing scenario for Jennie Elliott is already appalling. Children in Discovery Ridge already have 20-35 min bus rides, 3-to-a-seat and drop-off/pick-up times that challenge any working parent. Can we expect further extensions to these bus routes with a wider catchment and additional students? Can we expect to still be at the mercy of the bus companies who set and change routes at their whim?

**Participant 33** Jennie Elliott School

Jennie Elliot, in the long term, cannot accommodate a K-4 Spanish program

T39

Details: Although JE has physical classroom capacity to accommodate additional students at this time, I don't feel this is a long term, viable solution for the Spanish bilingual program.

First off, I think there needs to be a cap on the spanish program (much like other schools have - Science school, Calgary girls school). If the space isn't available, don't keep accepting students!

My fear, if there was no cap (and even if there is), is that JE regular program students would eventually be squeezed out of their school, to make way for the Spanish program students.

There are other, more viable solutions (scenario B) that would have a less disruptive impact on all students involved.

Eventual relocation of JE regular program or rezone of Discovery Ridge

T40

Details: This makes no sense to me. Why disrupt the Westgate K-4 program as well as eventually disrupting the regular program or having to rezone Discovery Ridge students because there is no longer enough room at JE. You need to ensure the least amount of impact on all students involved and really think through the logistics of these moves.

Budget considerations and allocation of \$\$

T41



Scenario C: If this is the scenario selected, what are the anticipated impacts of this change?

(continued)

 **Participant 33** Jennie Elliott School

Details: I think JE has been successful with the \$\$ they have and the fundraising they have done to provide their students with exceptional learning environments, special activities, technology, etc. I do have a fear if the Spanish bilingual program is introduced to JE, the allocation of \$\$ will be changed in a way that will not always benefit the JE regular program.

 **Participant 7** Jennie Elliott School

This proposal jeopardizes the English program at Jennie Elliot T1

Details: none

 **Participant 8** Jennie Elliott School

Dilute Resources T7

Details: this program will dilute the time for current Jennie Elliot students to have access to computers, gym, music. Our phys ed time is limited as it is- there isn't room for 2 or even 4 more classes of kids in the schedule.

Music Room T8

Details: the "available" classroom is our schools Music Room. If the language students move in our JE students will not have a music room. A more extensive music program was one of the main points coming out of our recent student/parent poll. You cannot simply take away the music room when the program is already weak and the JE community is looking for more!

Social Relationships. T9

Details: JE grade 4 students suffer enough when numerous kids leave the school each year to go to the local Girls or Science school. It is not responsible to have ANOTHER group of kids pulled out of the JE community in grade 4. Social relationships are a major part of elementary school and pulling out kids in grade 4 is stressful and unhealthy for the kids staying at JE. Is JE a K-6 school or a K-4 school with a few straggling classes is grade 5 and 6?

Bigger Classes T10

Details: JE administration has told our family that there will be 4 2013 kindergarten classes. Will this change to 3 to make room for these additional language programs and thus make our class sized too big?

Scenario C: If this is the scenario selected, what are the anticipated impacts of this change?



Participant 9 Jennie Elliott School

Spanish bilingual at Jennie Elliott

T2

Details: The students at Jennie Elliott are fortunate enough to have dedicated music and art rooms, which they make use of on a regular basis. If student numbers increased these rooms would most probably become classrooms and so the students would not have the opportunity to have dedicated art/music rooms. It would also affect the lunchtime clubs too.

Parking is another issue, if the numbers increased it would become more difficult to park close to the school.



Participant 11 Jennie Elliott School

Scenario C should be modified

T3

Details: If a language program is destined to be implemented at JE then it should be the SAME language as what Bishop Pinkham has to offer. This provides consistency for community children and efficiency satisfaction for those who are bussed. The schools are within 2 blocks of each other so it only makes sense that they be closely related. Transportation costs could be minimized by providing the same language program at different schools.

Scenario C involves further investigation and thoughtfulness

T4

Details: I would encourage the CBE to broaden their thoughts around the future of Jennie Elliott and Bishop Pinkham. Perhaps BP should offer French Immersion to ALL grades and Jennie Elliott should remain a community school which offers classes from K-9 (similar to St. James). This would be my preference and appears to be a Win-win-win situation. Spanish can stay at Westgate/AE Cross; French immersion from K-9 at BP, and regular track at Jennie Elliott from K-9.

Additional thoughts:**Thought instructions**

Enter the main idea on the first line. Complete your thoughts in the window below.

**Participant 16** A.E. Cross School

The CBE really needs to plan further ahead

T4

Details: If there is a dead inner city school, the CBE should take it over for Spanish k-9 to minimize the impact to families and students of moving around so much

**Participant 17** Jennie Elliott School

There are no good options

T5

Details: While I understand the CBE wanting to effectively use space and not limit the program options for parents looking for language programs. If quality of learning and experience can not be maintained, a limit on options must sometimes be considered. Putting a 1 year cap on enrollment would limit the options for a few families looking to move into the Spanish program but it preserves the learning experience for many, many more students in SW Calgary.

System classes

T6

Details: In a system where we try and integrate special needs into regular schools and it does not always go well, Jennie is an example of the value a special needs program can bring to a school population. These non-typical learners come to our assembly's, ride their trikes in our hallways, are known by name, and are a part of our family. Their art hangs in our hallways and parents of typical children support their Special projects and swim classes on Friday's. These children and their gear take up a great deal of space and their learning should not be considered as part of a mathematical, utilization formula but as part of a larger social contract.

A plan must be developed and communicated early for the TASC program

T7

Details: The impacts of the uncertainty, anxiety, disruption and difficulty of transitioning for the 9 students in the TASC program can not be overstated. While it would be a tremendous loss to the Jennie Elliott school community, if this program is moving, do it in a way that is thoughtful, deliberate and communicated well in advance. These are students for whom a slight difference in their lunch is cause for huge anxiety and a massive outburst.

**Participant 19** A.E. Cross School

Overall it is a good thing for AE if Spanish Program was designated here.

T8



Additional thoughts:

(continued)**Participant 19** A.E. Cross School

Details: As long as funding and teaching staff followed these students, there would be program benefits for the current population of students.

**Participant 25** Jennie Elliott School

Why not add scenario D?

T9

Details: Split the programs into k-4 and have one at Westgate and one at Rosscarrock and go with the middle school options as outlined. I don't understand why parents who choose schools of choice get even more choice and say in the matter. My kids go to their designated school. Why are parents who choose a quality regular program always asked to accommodate the parents who want something extra? The parents who want something extra should be the ones making the concessions. I don't think the Rosscarrock parents want to move, but their regular program is small, their school may benefit from increased size. It means more staff and a larger budget. These things mean increased resources. Jennie Elliott is already at 500 kids. The school is old and not all classrooms are as nice as others, not sure the 55 spanish kids and their parents will be happy with their windowless classroom.

**Participant 27** Jennie Elliott School

CBE should not disconnect Lakeview as a community

T10

Details: Include North Glenmore (South of Glenmore) in the school district if it will help preserve Jennie Elliott as a LOCAL school where kids can walk to school (remember those?!?). As a community we are already under fire to preserve our natural areas, don't go after our schools too! This would absolutely destroy all that Lakeview is. So many generations here that are here to stay and come back to send their own kids to such a caring community. You don't respect, care for, or value a rental car... Jennie Elliott is not a rental car to our locals - it is something that we all take care of and want the very best for our children to know 'small town neighbourly feel' in a very big city.

**Participant 29** Jennie Elliott School

Why was Jennie Elliot chosen as a candidate?

T11

Additional thoughts:

(continued)**Participant 29** Jennie Elliott School

Details: There would seem to be many other schools in the immediate area and beyond that have lower utilization and lower growth projections for their communities (school-aged demographic) that might be suitable candidates to accommodate an influx of students in either the Spanish bilingual or French immersion programs. For example: what about Lycée Louis Pasteur or Wildwood schools? What about schools in neighbourhoods with aging demographics? How and why did Jennie Elliott become a component of the proposed solutions and short-listed scenarios?

Effects on class size and access to quality learning experiences?

T12

Details: What effect will this have on REAL class size and learning spaces for the Jennie Elliott community? What is the REAL impact of further diminishing access to these resources in terms of providing "quality learning environments".

What is the long-term plan for Jennie Elliott's english stream?

T13

Details: What guarantees are there that further changes to the Jennie Elliott community aren't around the corner if the french and spanish programs continue to expand?

How will this affect already over-crowded bussing?

T14

Details: The bussing scenario for Jennie Elliott is already appalling. Children in Discovery Ridge already have 20-35 min bus rides, 3-to-a-seat and drop-off/pick-up times that challenge any working parent. Can we expect further extensions to these bus routes with a wider catchment and additional students? Can we expect to still be at the mercy of the bus companies who set and change routes at their whim?

**Participant 33** Jennie Elliott School

Please consider Scenario B seriously

T15

Details: I really feel that Scenario B is the most realistic, viable and positive choice for all the students involved and urge you to seriously consider this solution.

**Participant 8** Jennie Elliott School

BAD TIMING

T2



Additional thoughts:

(continued)**Participant 8** Jennie Elliott School

Details: the fact that the CBE has not made this proposal until this late in the year is unfair and frustrating. We have been looking at other schools as we are not supportive of the multi streamed Bishop Pinkham our 3 children are slotted to attend in junior high. We just completed a 6 week review of schools outside the CBE to move our children to. We chose to leave our kids at Jennie Elliot until they are through grade 6 based on what Jennie Elliott was in Jan and early Feb 2013. We finalized our decision Feb 5th 2013 as that is when the private schools available to us completed their application process for 2013. Now we are being told- with no more option to apply to area private schools- that JE will be a very different school for our children over the next few years. If option C is chosen we do not want our kids left at JE, but have NO OPTIONS on moving them because the CBE and our school were so late in revealing their proposed plans. This is sneaky and unfair.

Poor Delivery

T3

Details: it is hard for me to understand why the administration at JE can send out 3 emails a day reminding parents about pizza lunches and casinos, but the day this letter comes home outlining the sneaky, unfair, and new proposal affecting our school the administration can't send out an email clarifying the letter. They left it up to kids ages 6 - 12 to deliver some very important news through their agenda when many students don't get their agendas home every day. Very unprofessional and disrespectful.

**Participant 11** Jennie Elliott School

Please proceed cautiously!

T1

Details: Continue to communicate with parents! I want my thoughts and opinions to be heard and considered.



Area IV Accommodation Challenge

Westgate School (French Program)

Please review the options below and rank your preferences, with 1, 2 or 3

Option 1

- Relocate Spanish Bilingual Program from Westgate School to Eugene Coste School all at once effective September 2014. Bishop Pinkham School will become Grade 7 – 9 for both programs over time.
- The programs need to split to survive. I feel there is something fundamentally wrong about capping French. The CBE should have had a longer term solution years ago.
- Best decision in the long term for all.
- This is the best solution but Bishop Pinkham is also very full; should consider sending Spanish 7 – 9 to A.E. Cross in 2016 to alleviate this problem.
- I realize that Eugene Coste School is located far from Westgate, and students / parents will face inconvenience with every-day transportation. However, the alternative options include denial of students entering the program, which is unfair. We're talking inconvenience vs. denial students a chance to get into a bilingual program. No other bilingual school in Calgary would take students that are not allowed into the program, and even if they do, they will not be bused.
- Seems to be best option for everyone. Bishop Pinkham also very full. Should consider sending Spanish 7 – 9 to A.E. Cross in 2016.
- Decision was made – our family made choices and plans according to that choice (daycare, continuing in French, staying in community vs. moving). No Cap. Siblings need to be kept together. Grade 5 too young for junior high.
- As per information provided during the open house, Westgate is the only French Immersion program available through the CBE. Learning a new / different language is very important for our children and as such ensuring that every child / parent who wants to enroll their child in a French program should have the opportunity. In addition, French is one of Canada's official languages and should be given priority. Furthermore, we were also strongly reassured that the French program would not be capped in December, 2013. Decisions were made as a result and changes to these would impact our entire family for many years.
- This makes the most sense to keep programs together (i.e. Spanish at one school, French at another school).
- Best solution to build strong communities, strong schools.
- Objectively, if the aim is to provide the greater good for the greatest number of students then relocating the Spanish program to Eugene Coste effective 2014 is the only option that does not reduce the overall number of places for students who want to take a foreign language.
- I prefer this option, because it is a permanent solution (and) it allows both programs to grow without capping either. But, Bishop Pinkham is also very full, and will keep getting more crowded. Please plan now to send Spanish 7 – 9 to A.E. Cross in 2016.
- I support option 1 considering the fact that I have a Grade 3 and two kindergartener's (twins) students starting September 2014 at Westgate School and by any chance if my kids get split up, all our plans for having them together some years at elementary school will be ruined. The only reason we moved to this area 3 years ago was for our kids attending Westgate School and being together.
- I like k – 6 for both programs.
- This option will keep families / siblings together. While it creates some inconvenience to parents and children, but it is definitely much more fair than depriving other kids (those who will not win the lottery process) from learning French.

- I support option 1. French is one of the official languages of Canada and should be considered as the priority over Spanish. Also, I have a Grade 3 and two pre-k (twins) and it's absolutely important for me to keep my kids at the same school for as many years as possible.
- This makes sense to me; however, this may be a just few years solution for B.P. as the number of students are growing. We should keep A.E. Cross for Gr. 7 – 9 Spanish to go to. Not sure which year would be, but need another Spanish school from Gr. 7. B.P. is getting too full as well.
- K – 6 configurations are better for children, rather than Gr. 5 – 9 together. With the population and the popularity of both programs, they each deserve their own school, k – 6. Capping programs decreases the amount of children in both programs. We should continue to foster language-learning. In addition, capping enrolment would potentially split up families, forcing children in one family to go to multiple schools. This is a logistical nightmare. Having all children in one family also provides comfort, support, etc. for those children. We have the ability to keep both programs thriving. Let's separate into two schools by September 2014 and allow these programs to thrive.
- My research (done at U of A over 2 years in M.Ed) and my experience as a parent and a teacher for over 20 years have convinced me that k – 6 at one school for all siblings is best for learning and social development. Dreading appeal that is certain if option one is not chosen. Wanting resolution a.s.a.p.
- Unfortunately with this situation some families will be inconvenienced but I think ultimately it is the best solution because it will accommodate both programs better for the future. Although transitions are difficult and change is disturbing in the long term it would be better for each program to have their own spaces. Especially to eliminate the pitting of both parent groups against each other.
- This achieves best what parents want; their kids at one school and continuity for children through all their elementary years.
- Both of these wonderful programs need room to grow. I think k – 6 is a wonderful age grouping and junior high 7 – 9 works.
- Capping these programs is potentially very harmful to the growth of these programs in the future. What does capping look like for B. Pinkham and Western years from now?
- I find it difficult to accept that my two girls may not have access to the French Immersion program because of capping, especially when capping can be avoided. By choosing option 2 or 3 you are choosing to cut children off from learning a second language. You are taking away opportunity when you don't have to. Parents are appealing an inconvenience, not seeing the big picture.
- This option allows for the largest number of families and children to attend alternate programming, either French or Spanish. It also allows for growth in the French program which is important for future opportunities for working in Canada. Long term it allows for growth of both programs in Calgary; children can always be bused. However, once denied access to the alternate programs through capping they cannot make up the language deficiency.
- This is the only option. Why are we going down this path once again when the process worked the first time? Suck it up Spanish 1 parents, this is public school.
- The Spanish program needs its own space. They are growing in popularity as is the French program. Westgate is an older school with limited space. I am sure that one day that even having just one program at this school that program will out-grow this building.
- I strongly feel an open door policy to all children without limitations is priority. This scenario allows both programs to grow and flourish and this is crucial for healthy development.
- Keeps students in Grade 4, 5 and 6 together with their elementary peers. Alleviates

crowding at Westgate. Keeps original French Immersion at Westgate.

- Keep children together k – 6. Keep programs together, no cap.
- For my family this is the best. We live in Westgate. K – 6 in one place is the best for kids. This decision was already made and I don't see the logic in re-opening the discussion. We are committed to Westgate.
- This is not an ideal option for the Spanish program. It makes me extremely unhappy for the distance that these students would travel. This is the best option for our family personally but that doesn't make it a good option.
- Why is there no communication regarding alternative French programs if enrolment is capped and our children cannot get in to Westgate? Where else can we send our kids?
- I support this option because it doesn't cap enrolment. The consequences of not winning a lottery in an English program which isn't acceptable. Je veux que mon fils a la même opportunité que j'ai eu d'apprendre la Français (translation: I want my son to have the same opportunity as I did to learn French).
- I support this option because anyone who wants to enroll in both Spanish and French will have the chance.
- I feel separating the two programs is the only option to move forward. K – 6 for both will be best for students and families. The programs should not be capped. I have a daughter in Grade 1 (F1) and a son who will be in kindergarten in September 2014. My daughter attends after school program, as will my son, so I can work. If the school is capped and my son does not make it in the lottery I don't know where he will go as my designated English school is also full. Please keep families together.
- A Spanish program in one location and a French one elsewhere makes sense to me. It is too bad that Eugene Coste is so far however. A long-term, viable solution is needed. Restricting access to public education is unfortunate; a second language is a great skill to have. Stick to your guns CBE and don't back out of your long-term solution.
- I moved (bought a house) in Westgate in order to get my son into Early Immersion program at Westgate and registered him for French kindergarten September 2014 based on it was going to be the program left at Westgate. This option is my preference because we will not have to go in a lottery and we live 1/2 block way.
- Seems a better option as ensures continuity to students and siblings can attend same school for most of time.
- This is the only, and best, solution for Westgate.
- This is a good solution for everyone. Stick to your decision CBE and let this be over. Enough already. This is the solution for everyone.
- I have a strong preference to maintain / reinstate the k to 6 and 7 to 9 model. This benefits both the younger grades, who will be exposed to role models up to Grade 6. It also benefits the older, Grade 5 and 6 students who develop as role models to younger grades and avoid the influence and pressures of the junior high environment.
- Decision should stand, k – 6 French Immersion at Westgate. Capping is not an option. No other option.
- Unfortunate, but best, option. Get it over with. No capping, as we would all go through huge stress every year. Plan now. Build now. P.C's take note, Wildrose is on side.
- Options 2 and 3, not acceptable. No capping. Decision letter needs to stand. Westgate has had a successful 35 + year track of French Immersion, k – 6 with no caps. If it is not broke, don't fix it. I have the right to educate all my children in the 2nd language of Canada.
- This scenario seems to be the only one that will solve over-capacity issues. Although, I would hate for my child to be bused an hour and 1/2 both ways.
- We had originally wanted to register for Spanish bilingual for our daughter because of

the 50/50 teaching as opposed to the full immersion of the French program. The potential for the bus ride to exceed 30 minutes due to traffic or road conditions is too probable so we have chosen French even though it wasn't our first choice.

- My first choice. Allows for growth for both programs and relieves space issues in Area IV. It is too bad that it is so far, but the programs need to be split in order for schools not to be at capacity.
- This is the best option for all students involved. This scenario allows for both programs to flourish in a k – 6 environment and will allow for siblings to attend the same school. As a working family, I cannot have my children at different schools. There is no school within walking distance from my home so we only fall into tier 2 or 3 respectively. Ethically, the CBE needs to provide a school in either of the official...
- If the Spanish program came after the French program, then it seems appropriate that it should move. Capacity is an issue, but continuity is also important.
- I believe this is a good solution for all. They have a school to themselves and no capping involved. Thus allowing everyone access to the program; both programs. It is a special language program that makes sense you may have to travel far to. The Mandarin school, for example, has children attending from all over the city. Kids are resilient. My kids have been bused since the age of 5 and they are fine. Enough.
- I have one son, 4, who will be going into kindergarten. If you opt for 2 or 3 this means a lottery for us. I also have a daughter, 3, and son, 18 months. I really wanted a school that would accommodate all of them.
- Our preference is for French Immersion to stay; we moved within walking distance to be close to this program. The lottery process means we might not have a French Immersion program at all, in spite of living within 3 blocks of this school.
- To me option is the only one that makes any sense. There are several issues with Grade 5 at Bishop Pinkham. Also the other options are limiting people's access to both programs.
- I have a son in Gr. 1 and a 2 year old and the thought of my kids not being able to attend the same school is a big concern. As two working parents, paying taxes in the highest bracket we should have enough schools for our kids; we pay for it.
- Programs of choice must sometimes accept that they have to go where the space is. I would say the same even if it were French being asked to move.
- While difficult for Spanish families in terms of a longer commute, this option keeps k – 6 continuity, for both language programs and keeps families together; rather than risking the second child's access to the same program as his older brother due to a cap and lottery. My 2 kids need to be in the same program. If #2 doesn't get into k in September 2014 we might have to put #1.
- This is not a fair option for Spanish parents, and I am not one of them. I would not wish this commute on my worst enemy. And to make matters worse, they have no other alternatives in the community.
- This is a hard question because we don't know if there would be a cap.
- We live in Westgate, around the corner, which I assume is in the walk zone. We support whichever option will ensure that our children can attend Westgate and remain a part of the community.
- I am very sad that a school system has pitted the two languages against each other. Why no overflow plan for French children?

Option 2

- Relocate Spanish Bilingual Program from Westgate School to Eugene Coste School over time. To allow space at Westgate for current grade 1 – 4 Spanish Bilingual students to phase out over the next few years, it may be necessary to cap kindergarten and grade 1 registrations for French Immersion. If necessary the lottery process would be used to determine eligibility. Bishop Pinkham School will become Grade 7 – 9 for both programs over time.
- Caps and lotteries pull families apart and regardless of the k – 4 or k – 6, continuity for either program in any location, this is now my main priority. Keep families together; my 4 year old is entering k in September 2014 and he needs to be in the same school as his brother who is already Grade 1 French Immersion. Keep families together.
- What is happening to Viscount Bennett School? Is there a plan to re-build? Why couldn't there be a school closer to the centre of the draw area for the Spanish program? Why are schools being destroyed when there is clearly a demand for them in this area?
- It is unfair to do a lottery system when this school is in our neighborhood. Those travelling from outside of the neighborhood should be put into the lottery but locals should be given space first. I have a 4 year old who will be entering the program in 2015. Does this mean he could end up at a different school than his brother?
- Second Choice. Bad option for any family with kids coming in to the program. It separates siblings and creates for an issue for a large number of families.
- Capping concerns us as we wanted our daughter to have the opportunity to learn a second language. As she is just starting k this year we are concerned she won't get in.
- If you are willing to relocate Spanish, why do this in a prolonged time? Do it all at once so that all issues are solved at the same time.
- Capping is not a solution. Especially in an area where most schools are capped. Parents are being selfish thinking about themselves and not what is better for all.
- Capping of kindergarten and Grade 1 are not fair as it restricts access to community members.
- Not okay with my son having to go into a lottery even though we live 1/2 block away and bought the house because of Westgate School.
- While this would ease the transition, it directly impacts our family as we have one child entering kindergarten next year. Our neighborhood school, Olympic Heights, is a capacity as is the designated "overflow" school. Tell me where my child will go to school?
- Capping is not a solution. It hurts the children.
- I like the junior high (7 – 9) option here but I think a cap is going to result in more headaches for the board. Option #1 has no lottery and no cap.
- I do not like the idea of this scenario at all for several reasons:
 - 1 | Children in the French Immersion are capped.
 - 2 | Siblings would be split up.
 - 3 | Why delay the inevitable?
- Capping school will not help.
- This limits the number of children in both programs, which does not adhere to the CBE's policy of individual specialized content and learning for each child. The CBE needs to consider other schools for French and Spanish as the catchment area is clearly too large for the number of spaces available.
- Why bother doing it over time? Rip the band-aid off. If families no longer want the Spanish program because of this there will be just as many families that will want it in the new area. I don't see how the CBE can choose to limit children's opportunity.

- Capping and lotteries are sad situations if there is another alternative, and there is. It is unnecessary.
- Caps and lotteries cause stress and disruption and uncertainty and work. If this is an advantage to many families it should be considered, but I think it will also cause siblings to be at different schools. Advantage for some; disadvantage for some.
- I am opposed to capping and lotteries for any school / program.
- I do not have a school in my neighborhood; closest is Olympic Heights (full). I do not support capping and or lotteries because they pit neighbors against each other and cause huge stress for families. I therefore cannot support options 2 and 3 in any ranking.
- Too long process for change.
- Please don't cap the F.I. registration. We just moved from Ontario, August 2013, and chose to live in Springbank Hill thinking Westgate was my Gr. 5 son's designated school (per CBE's website). When we came to register him we were told the program moved to Bishop Pinkham. He attends the French Immersion program there now. Putting him in a regular school was not (is not) an option.
- Difficult for families with children currently at Westgate (Spanish) and younger siblings not yet in school.
- Difficult solution, too unstable and costly.
- French is an official language in Canada. Spanish is a luxury. Federal employment frequently requires ability / proficiency in French. It reflects poorly on parents in the Spanish program that they prioritize their convenience ahead of increased availability of programs to all children.
- Would be open to this option to provide transition.
- I encourage the CBE to avoid at all costs a lottery system to determine who gets in / stays and who doesn't. Too many schools are already utilizing this system and the consequences are not at all positive.
- Programs are not together in any way, kids are not encouraged to interact across programs, no point keeping them together. Benefit to only one language, continuity across schools.
- Unreasonable option. Capping too much of a gamble for parents.
- It is unfair, deny kids a chance to enter a bilingual program. This will deprive them of opportunities later in their life time.
- Unreasonable option, too costly.
- As a French parent, I would be happy equally with option 2 or 3. As a friend to many Spanish parents, I feel option 2 would be best for consistency of their kids.
- Keep it in the area, but don't pit Spanish vs. French.
- When their parents registered their kids in Westgate it was because of the program and the location. It is not fair to move them so quickly. Give them time to make arrangements for child care, living and work situations. Westgate must make a change but it must make a fair change, not a one-sided decision.
- We are interested to keep / have exposure to the Spanish program even though our children are attending the French program. This option allows parents from the Spanish program to better prepare their self for the transition.

Option 3

- Keep k – 4 French Immersion and Spanish Bilingual programs at Westgate School by capping new kindergarten enrolment at approximately 50 students per program each year. If necessary the lottery process would be used to determine eligibility. Effective September 2016, Spanish Bilingual students in Grades 5 and 6 will attend a new Spanish Bilingual middle school at A.E. Cross School. Current Spanish Bilingual students will phase out of Bishop Pinkham School.
- Caps and lotteries pull families apart. Siblings need to be able to stay together and with this option, my 4 year old may not get into the same school as his 6 year old brother entering k in September 2014 and Grade 1 French Immersion right now.
- Not good and last choice. Inhibits growth of 2 great programs.
- Don't like capping of students into k and Grade 1 and the break up of going to 3 schools between k – 9.
- I don't believe that this option solves any problems. This promotes growth in both programs, does not alleviate any issues.
- This is an unacceptable solution as it does not provide a permanent, long-term solution for the French and Spanish programs. I would like to see the CBE stop spending time and money on feedback processes. The experts should be making decisions that are best for the majority. We should have been building schools for several years. It is disappointing to see the government of Alberta move to a two-tiered education system where charter schools, who accommodate the few are given much needed funding and space while the public system fails to provide adequate space for our children.
- Same answer as option 2. (inserted from option 2): Not okay with my son having to go into a lottery even though we live 1/2 block away and bought the house because of Westgate School.
- This is totally unacceptable. The whole point of moving programs to another location is to accommodate growing programs. This would be disastrous for both programs.
- K – 6 is a must. The children need the 7 years together to learn a new language. Being successful at immersion is a long-term project. We live in Westgate and chose to live in this community for the school.
- Lottery is not a fair solution, limits access for some. More work for the board as more appeals. Grade 5 and 6 French students in a middle school is a poor choice. We would like our Grade 5 and 6 in an elementary. I would consider moving if this is elected.
- Limiting children access to either program is disheartening and unfair.
- Capping the program will not help anything.
- Not an option as it limits the number of children in both programs long term.
- Please do not choose to cap such wonderful programs.
- I do not approve of capping language programs if it can be avoided, and it can be. As a French parent I would not object to a move for junior high to A.E. Cross since the Spanish parents do not like that school. They can go to B.P.
- An abysmal solution; it punishes everyone in an attempt to be fair. Siblings are split up. K – 6 is not all at one school. Caps limit choice. Lotteries cause stress and disruption. Yet another change in 2016. No thank you.
- The lottery option puts both parents in both programs at a disadvantage. Parents from both programs would be forced to find private schools to meet their goals for children's education.
- I am opposed to a capping or lottery option.
- Capping sounds a bit of an issue. It might be necessary in this option, but if we don't have to cap the program somehow this works. A.E. Cross for Spanish program is great but for a few years at Westgate is too full.

- This is the least favorable option. Capping the number of enrolment is very detrimental to the kids as they will lose the chance to learn French, compared to the inconvenience of moving the children to another school, i.e. it is not fair to deprive kids from learning French because other kids are being inconvenienced. Going to a private school is very expensive and spaces are not readily available; there is a one year waiting list at the French international school.
- I prefer no capping.
- Does not solve over-population problem. If French is not capped I would consider this.
- It appears the CBE erred by failing to announce Eugene Coste was the potential Spanish program location, thus allowing avenue for appeal. It is unfair and unacceptable that CBE change the criteria after children have already commenced enrolment. When attending the January open house at Westgate no mention was made of possible lotteries or capping.
- This option is not acceptable. Does not grow programs. Capping and lotteries are risky to families and will not allow parents to support schools and communities for long term.
- This option allows for too few children to join either program. Capping enrolment at 50 students is much, much too low.
- Capping students not a fair option. Dividing families / siblings.
- Not effective in solving space issues. Capping too much of a gamble for families.
- It is not fair to deny kids a chance to get into a bilingual program. This will deprive them of opportunities in their life time further on.
- Will not solve the space / over-population issue at Westgate because 5 and 6 Spanish will have to stay until 2016.
- Many people with primary children are fearful of middle schools, and of A.E. Cross in particular. My son has been attending A.E. Cross for 2 years and I just love the teachers, the admin., the vision and even the building.
- Don't send young children to B.P. My older 2 have been forced to forgo part of their childhood and fun because they need to act much older, and participate in things that aren't for their age. Even homework; my girls need to stay up late like the high schoolers (11 p.m.) just to finish.
- A lottery program is not fair for those who feel education in French is a Canadian right. The option of St. Margarite is not on the table. I tried to enroll my children and they said no, very rudely. We are not Catholic or Francophone so it's not an option.



Area IV Accommodation Challenge

Westgate School (Spanish Program)

Please review the options below and rank your preferences, with 1, 2 or 3

Option 1

- Relocate Spanish Bilingual Program from Westgate School to Eugene Coste School all at once effective September 2014. Bishop Pinkham School will become Grade 7 – 9 for both programs over time.
- With regards to resources, school identity, school spirit, and learning environment, I feel this option provides the best opportunity for student learning. Although a significant break, it provides a stable long-term plan.
- Long term solution. Keep my kids together and I don't have to continue to go through this process every year.
- Eugene is not ideal if a parent who works downtown (and lives near Eugene Coste) needs to get to the school for any reason, including emergencies, school plays, etc.
- Language is the priority, location is secondary.
- This I believe, is the best possible solution for the long term of the Spanish Program. I do not wish my child to have to enter a lottery to be excepted for Spanish Bilingual.
- This option will allow my k and Gr. 2 kids to continue Spanish as well as my 3 and 1 year old. The location to me is not ideal but capping a program would be devastating. We would prefer Dr. Oakley, or another Area IV option.
- The only thing I like about this scenario is the fact that our kids would be in the same school all the way from k – 6. Getting a school to ourselves would be good as resources would all go there and not be split. Distance is a huge concern though.
- This is the option that makes the most sense in my eyes to allow the Spanish Program to grow and consolidate over time. It is true that it is far away, maybe assigning more buses to ensure fewer stops? It is the best option in the long term. The only solution that would be better would be finding a school to move the entire program that is closer. I just heard about Dr. Oakley.
- Comment: Seems like the best decision to avoid having to come back and debate all over again.
- This appears to be the only long-term solution. While the distance is not ideal it does meet all of my other criteria. It keeps the program viable and allows both of my daughters to attend the same school. E.C. would need a facelift though, and resources need to be made available (Smartboards, music, library, etc.).
- Keeping my kids together from 1 – 6 is my #1 priority.
- Best interest of program not necessarily of all parents but definitely for the children.
- This is by far my first preference. Reasons / Pros:
 1. K – 6 continuum. With this option, my children will not have multiple school moves prior to Grade 7.
 2. Eugene Coste is in a safer residential neighborhood compared to A.E. Cross. A.E. Cross is an unsafe location for elementary aged children (being adjacent to Richmond Road and 37th Street).
 3. Sufficient growth room at Eugene Coste. 4. I do not want my young kids exposed to behavior / language of older students at A.E. Cross.
- I am willing to drive for a good education. I moved across the city for the Spanish Program and am scared that capping enrolment will make that futile. Eugene Coste is a long-term solution. Who wants to deal with this every year? Great education, ideal location, publically funded. Pick 2, don't be greedy.
- If you move to Eugene Coste allow the Spanish Program to grow and gain strength.

- However, I'd appreciate CBE to look into another alternative for a closer school to Westgate to relocate the Spanish Program like the R.B Bennett School in Bowness which is 1/3 of the distance comparing against Eugene Coste for the 85% of the students that attend or would attend the Spanish Program. Why is that school not being considered as an option? Thanks.
- No bus stop even in Summit of Montreux. Not ok to have no bus stop and make it a communal bus stop across the way. Not safe, not okay, not cool. No way.
- This is the worst because they would change the rules in the middle of the game.
- This splits the school in half, pitting French vs. Spanish. Of course French families will pick this option as it has no impact on their family, program, community or neighborhood. May as well give it to them with a celebratory glass of wine.
- No, too concerned about transportation – time, safety and reliability.
- This option is very disruptive for families. I fear that many children will be pulled from the Spanish Program resulting in decimation of successful program.
- If there is an immediate relocation start time to be 8:00 – 8:15, no later please. This allows bus to come early enough for me to drop daughter off at bus stop and get to work on time rather than drive added distance together to school.
- That much travel time impacts the overall wellness of a child and their family. K – 6 is not a realistic expectations in Calgary's growing population.
- Never. Keep Spanish in Area IV.
- Bishop Pinkham for 7 to 9 Spanish is the only good part about this option. Use space in Area IV, divide up between Div. 1, Div. 2, etc.
- This option will eliminate the current program demographic and lead to the elimination of the Spanish Program in Area IV. This school, being listed in 2 out of 3 scenarios, leaves parents with 2 options only, leave the program or sacrifice extensively. The majority will elect to leave. This scenario divides a united language program into 2 camps, French vs. Spanish.
- Going with option #1 is not in the best interest of the majority. My children will not be going to Eugene Coste, it is not a feasible option. We believe the other options are better for our family, and would be willing to make either option 2 or 3 work. I truly believe going with option 2 or 3 would bring some trust back into the CBE accommodation process.
- Eugene Coste is not an option for my child, the distance and time of travel is too long.
- Too far on bus and pick up for after care. Too busy and congested roads. This would be our choice #3 if option 2 would allow for all current Westgate students (including kindergarten) to stay at Westgate so current kindergarten and Gr. 1, 2, 3 would stay together.
- I know this will be the option chosen because your mind is already made up. This latest appeal is just to make us feel like we have a voice. Our voice falls on deaf ears.
- I feel this is the best option for the actual program except the proximity to the Spanish Program already in Canyon Meadows seems silly. Why not move the French Program here and keep Spanish in the west end of the city?
- Not particularly desirable, but way, way better than option 2.
- If you move to E.C., are you having a bus attendant? You're going to tell me 40 screaming kids on a school bus with one driver on 3 dangerous, high traffic routes is not distracted driving.
- If this happens, we would not be able to continue in the Spanish Program. We would then have to find an English school for our Grade 2 student and have to choose if our 2015 kindergartner would join her big sister on the bus to an English school (Wildwood is likely full) or put her in French Immersion which would put her in a different language and school from her sister. This is the worst option for our family

unless we move.

- Too far from home. Long Travel time. Can't get to after school activities close to home.
- If this option is chosen we will likely give it a try, but still have serious concerns regarding the distance.
- Not in Area IV, unacceptable.
- It would keep our kids together but is way too far from home. On the other hand, it would be nice to have our own Spanish school k – 6.
- This is not even a choice. Didn't parents successfully appeal this option already? Why waste time on this one?
- I would support this option more if it felt sustainable long term. Will new families send kids moving forward, not being already committed. I fear that French families will outnumber our votes.
- Move all English Grade 6 in Area IV to A.E. Cross. Alleviating English program pressure. Put Rosscarrock back on table for Spanish k – 3. Westgate k – 6 French and 4 -6 Spanish move to Bishop Pinkham together as a community.
- This is an unfair, unrealistic location for a school that is 5 minutes from the majority of parents that are currently attending. When deciding on a school program, location, community all factor in the decision making. E.C. is much too far.
- I appreciate the need to use the space, and to unload students from Area IV. This option is hurtful to families and to students (two hours a day is uncalled for). It will also kill Spanish in Area IV within 3 years, no one will sign up for a program based so far away. Some will go but north of Richmond Road will likely not. Not an option. I cannot vote on an option that clearly pits French vs. Spanish.
- Not an option for our family. We live 17 km from E. Coste. We bought a house in Westgate catchment area because of the Spanish Program.
- Against all CBE principles to move this program out of Area IV. Our children will not have community based education.
- Eugene Coste was never on the agenda therefore not desirable. Too far for all Spanish students in current postal code.
- This is not a feasible option. Over 1000 people signed a petition against this option for many valid reasons. It is incredible that this option is still on the table. This pits the French Program parents against the Spanish as it is an all or none scenario. All for the French and none for the Spanish. You need to find options that are win-win.
- This option does not work for our family and if chosen will leave us no options for an Area IV school. I am surprised to see this option still on the table, this is what we appealed and had hoped for better options.
- This option is very unfair, my Grade 1 daughter should not have to be on a bus 3 hours. Unfair, of course French parents will choose this.
- Relocation will put children on very long commute times particularly the ones living in far west communities like Montreux, Aspen Woods, Cougar Ridge, etc. Furthermore, the Spanish-speaking community will be left with almost no choice for schools. Last, but not least, it discriminates against kids developing bi-lingual language skills.
- This option seems to be overwhelmingly preferred by those who will not have to bus to E.C. I suggest that if this option is really so good for all interested parties then, if it is selected, there should be a coin toss to determine which program moves.
- It seems that information is needed on Glenmeadows school immediately as it could be a possible best case scenario. Who is willing to lead this project? We need a leader today.
- This is not an option for our family. We would have to remove our child from the Spanish Program if this went through. It would be a real shame given all the

investment we have made in his education to date. Please do not consider the removal of children from Area IV as the fix for Area IV's spacing issues, we will end up exacerbating the space issues on the west side English programs.

- It is terribly unfortunate that actual distance travelled is not a priority. Kids whose travel is more than 25 minutes on a bus is only harming the kids.
- No thank you. Sends kids too far. This is an unfair process. French parents have little choice but to choose this option. Thus, it will be the democratic choice.
- Same key issues are not resolved, proximity to students in the Spanish Program require long bus rides with no educational value. Every day there are accidents on those arteries which leaves me to wonder if CBE has any consideration for the dangers this proposes. Is CBE trying to force students out of the program?
- If you really want to flip a coin move the French Program, there are already 3 plus French schools in the area. But shame on you CBE for putting this between the two groups.
- No, it is way to far for Cougar Ridge.
- This is not an Area IV option.
- This option is an unacceptable option for Area IV. This option would allow no transition and unfairly disadvantages the Spanish students. Too quick to move children in Sept. 2014. Too long bus rides.
- Never. Too far to bus. Keep Spanish in Area IV. I've already spent \$500 at another school.
- Do not want to drive this far. If this is the pick I would please like the bus routes to be pre-driven and planned out accordingly at the rush hour times. Please make a wise decision regarding the reality of Southland Transportation.
- This extreme measure will result in a large number of families abandoning the program. Please don't kill the program unnecessarily. This option will further add to the capacity issues at the English schools. This option will forever create a rift between the families of both programs.
- 18 km is too far for anyone, full stop.

Option 2

- Relocate Spanish Bilingual Program from Westgate School to Eugene Coste School over time. To allow space at Westgate for current grade 1 – 4 Spanish Bilingual students to phase out over the next few years, it may be necessary to cap kindergarten and grade 1 registrations for French Immersion. If necessary the lottery process would be used to determine eligibility. Bishop Pinkham School will become Grade 7 – 9 for both programs over time.
- If you cap some priority should be given to the closest neighborhoods. I was here at 8:02 a.m. on the first day of registration.
- I prefer option 2 over option 3 for sure. However, cons from my perspective are as follows:
 - Resources (staff / supplies) will be split between 2 sites, potentially limiting both programs.
 - The French Program may be negatively impacted for a few years.
 - Lottery option discriminates against younger siblings. Pros: No A.E. Cross. (see above for reasons)
 - (inserted) This is by far my first preference. Reasons / Pros:
 1. K – 6 continuum. With this option, my children will not have multiple school moves prior to Grade 7.

2. Eugene Coste is in a safer residential neighborhood compared to A.E. Cross. A.E. Cross is an unsafe location for elementary aged children (being adjacent to Richmond Road and 37th Street).

3. Sufficient growth room at Eugene Coste. 4. I do not want my young kids exposed to behavior / language of older students at A.E. Cross.

- Having my two kids at different schools is not an option. This does not work.
- As I have a 4 year old, this option scares me. Having my daughters in different programs at different schools would be a severe handicap. I would need to re-evaluate whether I continue the program.
- Lottery seems unfair.
- The con of this option for me is that it splits resources for the Spanish Program rather than centralize them like in option 1. Also, it may affect the French Program by capping it.
- This option would not work at all for families with multiple kids wanting to have siblings go to the same school.
- This would mean my k and Gr. 2 kids would be separate but Spanish is important to us so we would make it work.
- Not acceptable. This is not explained well because in the explanation it is not clear that if you have a child in the program, and another who is about to enter, the phase out will prevent them from ever being in the same school until they are in high school.
- Lottery process would put the losing families' children at a disadvantage, not being able to attend the desired program.
- This would not work for our family with 1 child at Eugene Coste and one at Westgate. We would plan to keep our oldest in Spanish Program but more than likely try to place our youngest in the French Program for kindergarten for 2015.
- This appears to be the best option. This is a reasonable option and allows siblings to stay together. It needs to be looked at where those families who still want Eugene Coste for their k or new Gr. 1 kids, CBE to open up a class at Eugene Coste for Westgate kids to go there if desired. This ultimately allows both programs to be k – 6 eventually if that truly is important. For our family k – 6 is not the most important factor, keeping our kids together in close proximity is.
- For selfish reasons only. Not a fair or just solution that fits within the guiding principles of the CBE.
- This is the best, least disruptive and most continuous education stream for my children. I think the numbers on this scenario suggest my Gr. 4 would do Gr. 6 at B.P. I love the middle school philosophy.
- I have one son in Bishop Pinkham and one at Westgate. My priority is to get 2 kids at the same school with minimum disruption. This is the only viable option for my family. Explain lottery process to French parents as it skewed their voting process.
- This is the only option, although the Dr. Oakley is off the table comment clearly has had facts withheld from parents. Thanks for that.
- I choose this option first because of proximity and daughter won't have to move schools 'til Bishop Pinkham 7 – 9.
- This is the best option for the following reasons:
 1. Allows current Spanish students to finish at Westgate – less disruptive, keeps friend groups together.
 2. Provides fairness for current families – we would not be yanked out of Area IV.
 3. Provides for long-term growth of both the French and Spanish Programs.
 4. Allows for the continuation of the very successful Spanish addition to Bishop Pinkham.
 5. Families with younger children (pre-k) have the option of French or Spanish if

it's important enough to submit to the long bus ride or drive.

- This is the best option for my family as it is the only option that keeps our kids in the area and going from Westgate – B.P. I already have one child at B.P. and don't want to split up my family. I do recommend that you create a Gr. 2 class at E.C. for older siblings and/or allow one more year of kindergarten to remain at Westgate for families who have siblings in higher grades (3, 4, 5).
- I like this option because allows the programs to stay together and the capping of kindergarten would be only for some years. I know that eventually kids will go to Eugene Coste; however, the future parents can take decisions based on known facts. For us, current parents at Westgate is a change, a very unexpected change when all the schools in the area are already full.
- Seems the most fair to allow both programs to finish what was promised to our students. It also allows expansion of program still but slowly. Best option.
- So current students who have younger siblings get in the life boats. For the rest of us it is the Titanic.
- Doesn't work for us, we have two kids.
- Yes. This option allows families to adjust to the change. I doubt that capping will be required as there will still be less families registering for Spanish. Putting the sentences regarding capping and lottery is just a scare tactic to manipulate the French families into option 1. Shame on you. This scenario allows for a common ground for both the French and Spanish programs. Option 1 will cause bad feelings in the community for many years.
- Don't want children to move to Pinkham for Gr. 6.
- Doesn't work for us. We already have a kid at Westgate Grade 3. 2 Different drop offs don't work.
- I want my kid in Area IV. I am ok with Bishop Pinkham and A.E. Cross. My daughter is at B.P. and loves it. I am ok with junior high in Grade 5. Please keep my son in Area IV. Don't kill the Spanish Program, Area IV.
- This option is preferable to option 1 because children get to stay at Westgate longer; however, I would prefer the longer term approach offered by option 3.
- At least this option allows people currently at Westgate time. Please ahead people.
- We have a Gr. 1 student currently enrolled and another child to start in 2 years. How does CBE explain how this is even an option for parents in my situation? This option isn't an option as far as we're concerned. Absurd.
- No thanks. Again, this involved sending children across town. This goes against CBE policy of the youngest children go closest to home.
- Undesirable because it would split our children for their entire school lives.
- It does not solve the issue. It transfers the problem to Grade 7 – 9 although older kids may manage better commute times. Still affects the very basics of solving the issue at the expense of the Spanish Program.
- This is a hold my nose option 2. It still involves Eugene Coste.
- My 2nd option; however, it seems very unfair to the younger students who may be starting at Eugene Coste with an older sibling still at Westgate.
- This is feasible but prefer option 3. Not feasible for families with younger siblings.
- Eugene Coste still too far.
- Not an option for our family. My oldest attends Gr. 2 Spanish here, but my two youngest are k and pre-k.
- This works for our family; however, doesn't allow the Spanish Program to continue and grow in Area IV.
- This is only a stop gap for current path. You are still looking at many kids entering French or the regular stream. 3 years from now, very few Area IV students will enrol

in the program. You are killing Spanish in Area IV. My 4 year old will enter French in 2015 because there will be no Area IV option.

- Get rid of Eugene Coste location.
- Removing Spanish from Area IV is unacceptable.
- We had 2 children in the Spanish Program, one in k and one in Grade 2. They would be at 2 different schools next year. Not an option.
- This is the least preferable option for my family. I do not want my children split up. My son, registered for Spanish kindergarten, Fall 2014, will be devastated if he can't go to the same schools as his sister (at least for a few years). If option 2 is chose I will pull both children. Have you considered that families with younger siblings will just register them in French? You'll have to cap anyway.
- With this option we would also have to consider pulling our child from the program, as then our 2015 kindergartener would miss the cut off. They would still be in different languages and schools because I will not put my 5-year old on a bus for that length of time.
- This option is ridiculous, there is a huge chance of splitting up families.
- This option would be a disaster for our family. My daughter entering, Grade 1, would be separated from her two older brothers (Grades 2 and 4 next year). I will also have a younger child in pre-school next year, which means I'd have 3 different drop off locations and times in the morning within the span of an hour, resulting in my kids stuck in my vehicle for ridiculous amounts of time every day before even getting on the school bus. I could also face a situation where a delayed bus means the other child/ren can't make it to their bus stop. It also means that for dentist appointments, I will have to leave the house 2 hours early just to cover the distance required to drive to and go into two different schools. This option means I forego a discount on the 3rd child in the school for school pictures. It means less convenience for parent-teacher interviews. There are countless other ways this option has a negative effect on our family and our time.
- This option is completely unrealistic for parents with younger children starting into the program.
- Worst option possible as it puts the littlest kids on the bus while their older siblings can walk across the street to school.
- My incoming children would go to Westgate French, not Eugene Coste.
- This would be our choice number 2 if it didn't split the kids at Grade 1. Currently we have a kindergartener and Grade 3 with this kindergartner to Eugene Coste and Grade 3 to Westgate and will never join at the same school. This would be a logistical nightmare with buses and after care pick ups, not to mention most importantly, siblings should stay together as long as possible.

Option 3

- Keep k – 4 French Immersion and Spanish Bilingual programs at Westgate School by capping new kindergarten enrolment at approximately 50 students per program each year. If necessary the lottery process would be used to determine eligibility. Effective September 2016, Spanish Bilingual students in Grades 5 and 6 will attend a new Spanish Bilingual middle school at A.E. Cross School. Current Spanish Bilingual students will phase out of Bishop Pinkham School.
- I don't like capping as it causes concern for sustaining the program. Unsure about only having Grades 5 and 6 at A.E. Cross to start with. Guarantee sibling entrance with capping even if not in walk zone.
- Capping would limit access to children and goes against the Guiding Principles, opportunity for all.
- This is great if everyone gets in. If the cap does not need to go into effect this would be my first choice.
- This is unacceptable, capping with a lottery is not fair to younger siblings or others in Area IV who want to start Spanish. This will kill the program. Please consider all children.
- I would really like my children to be in a k – 6 program and would rather have a long bus ride over sending a Grade 5 to junior high.
- This option was deemed unacceptable during the last round of engagement process. Option 4: Utilize Dr. Oakley as a long-term k – 6 solution with Bishop Pinkham kept as 7 – 9. The Can-Learn program will be vacating June 2014, students can transition with minimal renovation, technology can be upgraded over 2 year schedule.
- It limits the growth of both the Spanish and French Programs.
- If you cap for all kindergarten then all parents for kindergarten could be upset about the decision.
- Capping scares me as I have a 4 year old. Different programs and different schools is not an option that will promote good learning.
- I have a younger daughter in another kindergarten that we were required to pay for our tuition for 2014 / 2015 because CBE didn't give us the option of capping prior to when the fees were due. My 2nd child would not enter Spanish until Grade 1, which would eliminate most chance of her getting in the same program. I would like a guarantee entry point for Grade 1. This option forces entry in k. We would need a guarantee, not first preference, that our Grade 1 students could get in.
- As long as siblings are accepted this would be acceptable.
- Cons from my perspective are as follows:
 1. I am strongly opposed to A.E. Cross because younger kids mixing with older kids is not optimal developmentally. Also, the physical location is not ideal for elementary aged children being beside 2 very busy roads.
 2. Both programs may be negatively impacted by capping / lottery.
 3. Capping / lottery discriminates against younger children.
- I would like to add my comments about Dr. Oakley. I would not support this option if it involved displacing an existing program, particularly one for children with special needs. Furthermore, the physical environment needs to be appropriate for Westgate students i.e. sufficient number of classrooms, gym, library, etc. Thank you.
- To me this is not an option. That would mean there's a chance my children won't get the opportunity to attend the Spanish Program at all and that is no fair, considering that there isn't any room in our community school neither and he'll be bused out and forced to go to an overflow school. I still believe and trust that the CBE could do much better by finding an alternative school that is closer to the area like R.B. Bennett or Dr. Oakley School. Having said this however I'd rather send him in an 1 hour bus ride to Eugene Coste than having to go to an overflow school. Also, it would be very much

appreciated to have a final decision on this before the end of Feb. Thanks.

- This is a good option; however, the fact that the Spanish and French Programs will be separated, I think affects both programs as the kids lose that multi-culturalism that makes this school very special today.
- Yes, I like this as it keeps kids in Area IV; however, it splits my family in half where one of my children will be at Bishop Pinkham and the other two will be at A.E. Cross. The only positive is that it keeps my kids in the same area and at Westgate together longer.
- No, A.E. Cross doesn't make sense. The programs were meant to be kept together (we were told by the CBE). The kids were supposed to get opportunities to learn the other language as well. It is not fair to change the story after we've committed to the program.
- This option limits language programming in Area IV. Also moves the successful Spanish junior high out of B.P. Causes difficulty for parents to plan with lotteries. End up with young kids in different schools.
- I would prefer Dr. Oakley or Glenmeadows school if at all possible vacating of premises happen. I'm not happy with Eugene Coste distance.
- People are choosing this option out of fear of losing this option out of fear of another school getting it, not because it is their best choice. Fear that the Spanish vote is split and this will affect how we are represented.
- Again, we can make this option work. A.E. Cross middle school is perfectly fine, I think it would be great. If capping is necessary, that is fine, it is a reality. I truly hope the CBE listens to parents, and if needed, meets in the middle with option #2.
- School should be in geographic area they serve, at least same school district. Disruptive to local students. We chose to live in Westgate area partially due to Westgate Spanish. If Eugene Coste, we would have looked at buying a home there, now it's too disruptive to kids. Social impact of moves out of Spanish to a new school, now Spanish would be huge. Option 3 keeps kids of the Gr. 3 community together. Spanish Bilingual is an outstanding educational opportunity, unique in Calgary. I applaud every effort to make this programming accessible to our kids. Just hoping the options work out for us too.
- Since Westgate as a whole is at capacity then to do this is the fairest option as it impacts both Spanish and French equally. It is hard to see the French and Spanish pitted against each other.
- Even though this is my first pick, it still is not an ideal option. Capping and lottery adds far too much stress on families.
- I prefer this as my kids won't be on Glenmore Trail every day, twice a day. My biggest fear is that we will go to Eugene Coste for 2014 / 2015 and next year it will be announced the Glenmeadows is open for a program in 2015 / 2016 and we will not be considered for that location rather than in Area IV.
- Our children from k – 4 French and Spanish can stay together two more years based on the option 3. So, we have some time instead we have no time to find other school that closer than Eugene Coste. Also, I mean even A.E. Cross is closer school for our children than E.C. I do not want our children spend at least one hour on the school bus (that is just one way). I hear that there is a modified option 3 which is Dr. Oakley School may be another option since they have 679 spots in there. Why not looking at that school for us?
- This option works for our family as long as priority is given to siblings of students currently in school. I am fine with sending my kids to A.E. Cross starting in Grade 5.
- Please clarify the number 50 so people do not panic. Consider making the A.E. Cross a central junior high moving Grade 6 students from other schools in Area IV, West Springs, Olympic Heights, Battalion Park and creating room at Rosscarrock.

- This option is the only option that works for my family. Sending my daughter (and son) on a long bus ride over an accident prone causeway is unacceptable. Her safety is my concern. My daughter loves learning Spanish but thinks the drive to get to E.C. by car is too long and boring and that was not during rush hour. If the Spanish Program does not stay in a closer proximity we will be changing schools (and potentially school boards).
- Ideally, I would like both my children to attend Spanish Bilingual at Westgate. Moving to A.E. Cross for Grades 5 and 6 seems more reasonable than busing across the city. Older children will be better able to manage the bus ride and the commute is way more reasonable than to Eugene Coste. We are a Cougar Ridge family and I believe the anticipated travel times on the map are unrealistic. In the winter it would be more like 50 – 55 minutes each way to Eugene Coste. This is unreasonable for a kindergarten student.
- Of the lame options presented, this is the only acceptable one. More transparency at CBE and we can help you find better solutions and help with your budgets.
- Best possible solution is here. I don't see the interest of keeping languages together when we're at risk of capping, lotteries and most important distance.
- Please consider building an additional wing to Westgate. I am sure all the parents and community will help the fund raising. It's not fair the young children have to have a long ride to school, also not safe. Please consider the Canadian youth in this game.
- While this is not the best option for the Spanish Program to grow on its own, it is the best option for our family. Our first child could continue at Westgate, and we would hope that our proximity to the school would mean our second child would get in. This would allow both our children to complete the program. Also A.E. Cross is closer than B.P. P.S. I went to French Immersion at Westgate in the 80's and I hate that either language feels threatened. French does belong here but bad decisions have been made and now families are suffering.
- Three languages, 1 school. They work together and play together; just attend a school assembly.
- This is the best option for my family. I will take the chance on the lottery for my younger son. So many schools are capped. Why is it such a problem to institute it at Westgate? No situation is perfect and this is best for the children currently at Westgate and their siblings. I have no major concerns with middle school at A.E. Cross.
- Please note that having 3 options is unfair to the Spanish Program. It puts parents with older kids in the program voting for option 2, while parents with younger children (siblings not yet in the program) picking option 3. The other half of the school, the French Program, will all vote option 1. Ultimately this process gets nothing done, as option 1 will get majority based on the French Program alone.
- This is the best option with hopes that another school will open up for usage closer to home.
- This option gives parents time to look for other school. In the mean time students can continue learning Spanish.
- Basically split the Spanish vote with 2 options and French 1 option. French will vote to stay. Spanish will split vote between 2 options. French wins and stays, Spanish is relocated. Not many options for Spanish.
- This is the only option for our family. Okay with capping, our local school has capping. If this is not an issue with English schools, should not be issue with other language public schools. Having our children attend a school so far from our home is not an option. This is a public school / program and should be a reasonable distance from homes. Ok with k – 4 and 6 – 9 at other school. Glenmeadows school? Is this an option in two years? This would be our first option if it were proposed.
- Try to keep k – 6 together.

- We want Glenmeadows as an option in two years for Grades 5 – 7. We have a 3 year old that is going into the k program.
- Please do this for 1 year and move Spanish to Glenmeadows. Keep Spanish in Area IV. Move Spanish junior high to A.E. Cross. I know that this option is available, please, please, please do this.
- Without capping. Get portables if necessary. I prefer Dr. Oakley or something in Area IV.
- My guiding principles are that access is important for everyone. Moving the entire program to E.C. effectively removes Spanish from Area IV children. We have loved this program and I will not be able to allow our children to continue due to the distance of E.C.
- Distance be realistic. Sham on you for pitting a whole school against each other.
- All other schools are capped within the SW area; Westgate should have been capped all along.
- Like it or not, these are alternative programs. English stream does not have a luxury of unchecked growth, and neither can these programs. This is not an ideal situation but until new schools unload people looking to Westgate as a local school, this is the only tenable option.
- It's unfortunate you have used the word "capping" along with the number 50 (without any clarification) because it creates unnecessary panic (numbers haven't been reached and this 50 is an ideal number for classroom size) It's not set in stone. So less people may be amenable to this solution even though it makes the most sense out of these 3 options, and allows Spanish Program to grow in Area IV.
- The only option that works for our family, and the only fair option. It allows my kids currently attending the program they love and thrive in to stay and complete their bilingual education, and makes possible for my youngest one to follow suit.
- This option keeps Spanish in Area IV. Seems to be the consensus option for the Spanish community.
- A.E. Cross is half-way between all suggestions, so reasonable.
- These options are not equal for Spanish = French. The first 2 options benefit French and the Spanish will vote for option 3. 2 does not equal 1 votes. You should have 2 Spanish options versus 2 French options. Why advertise Spanish pre-schools in Area IV if there is no continuum plan for past pre-school. Shame on you for pitting French vs. Spanish. You are dividing us.
- Best option presented, although none are that great. This is the option that keeps Spanish Program in Area IV. It is the most feasible option for majority of families in the area. If option one or two chosen, people will choose to leave the Spanish Program and put pressure / create issues in an already over-flowing English CBE system.
- We are very happy with the program at Westgate and feel that it is very unfair to move Spanish to Area V, when they already have an option for Spanish. There is no options for Spanish in Area IV. Capping the school will be inevitable in the next few years due to the lack of area schools on the west side. It would be nice if Westgate could grandfather siblings and walk zone, to put families with younger children at ease.
- My daughter loves Westgate School. She cries over the option of moving out / being on the bus for long periods each day. This is the only fair option.
- This is the only fair option as this effects everyone in the school.
- As a CBE teacher it seems unethical to me that my child may not be able to attend an English or Spanish school any where near their home community. How does capping of all programs = public education? Makes me so sad.
- It is balanced and fair as the program allows for both programs while uncertainty is

dealt with the chance of lottery. No preference between communities (French or Spanish) and greatly diminishes commute times for small kids.

- No lottery, should be Westgate and surrounding first, then the rest can be picked and added in. I live in the walk zone, I should be able to attend my community school.
- Options 1 and 3 would be more appealing if they were interim measures to bridge a one or two year gap toward an eventual solution that would provide an uncapped Spanish school in Area IV.
- I have chosen this option as it is the only option presented that allows my children to attend a Spanish Program in our area. I am frustrated that the options of Glenmeadows and Dr. Oakley are not up for consideration even though some of the logistical considerations and facts around those spaces don't seem to be known. I can appreciate the students Dr. Oakley presently would not adapt easily to a school change, but question if the importance of keeping a viable language program in Area IV has truly been reviewed.
- Option 3 is a win-win for all. This is a joint problem and option 3 is a joint solution. The French and Spanish parents and families can work together and respect the fact that both programs at Westgate can co-exist and thrive. This allows children to continue in the Spanish program, with their friends in their communities, in Area IV.
- We are willing to enter a lottery. The plan for us to move into an area where our son could attend Westgate was made before he was 2-years old. We sold our dream home to get our son close to Westgate. This whole process is an unfortunate planning nightmare inflicted by and for the CBE.
- As minister McIver said on the Alberta Government release yesterday, all students deserve to take classes in their community near their home. That is the basic principle that we all need to protect for kids. Please continue to reach the government for the situation in Area IV to improve for a long term.
- Only fair choice. You cannot expect young children to be bused for 3/hrs per day to another city / school board area.
- Not really the best option even though we've ranked it first. A.E. Cross is a junior high is it not? This option is only reasonable when weighed against the other two. I think it is way more beneficial to have children in the same age range together then a grouping of k – 6 together. That said, keep Westgate k – 4 Spanish / French move 5's to Bishop Pinkham. Done. Easy.
- Area IV is already short on schools. My walking distance school, Olympic Heights, is capped, overflow, Wildwood, is capped. Why would you move the only Spanish school in Area IV out of the area? There are at least 4 French immersion options in Area IV (separate and public). I can't get into any English schools in Area IV public or separate. Please keep our Spanish school here and our sense of community.
- Every other school is capping. This is a result of poor planning and lack of foresight but will need to be done. If I have to vote, it's this. However, I am extremely disappointed Dr. Oakley is not being considered.
- This option is the most fair and equitable option and does not fairly disadvantage one language program. It also allows students in Westgate to stay longer and adjust to transition to A.E. Cross over time.
- I want my kid in Area IV. I do not want him busing to E.C. It's too far. Please keep our kids in Area IV. Please explain to French that siblings are first to get in when capping. My kids are separated already. Please keep in Area IV.
- Yes please quit pitting parents against each other.
- Grandfather admission to siblings.
- This is the best option. There's not much hope of our son being able to continue in the Spanish Program if it's moved. The time to drive him or even be on the bus is too far. I also volunteer quite a bit and that won't be an option as well. I don't care about k

– 6, I care about the proximity. Would it be possible to wait a year and then transfer to Glenmeadows? We need to keep Spanish in our area.

- Option 3b – Dr. Oakley accommodation is the most preferred option.
- The best choice if we manage to get our daughter starting k in Sept. 2015.
- I think this is the best option for the Spanish students. It keeps us close to home and keeps the siblings together as long as possible. We would be very happy to go to A.E. Cross.
- Eugene Coste is far.
- I love the idea of A.E. Cross being the middle school. I had hoped this scenario from last year would have been selected. This scenario would allow time for renovations to Dr. Oakley School to occur. Please reconsider the use of Dr. Oakley or renovate the Glenmeadows school.
- This is by far our best choice and hopefully our daughter entering kindergarten can start as well.
- With no current enrollment #'s how can you lead this with capping, causing widespread panic?
- Must grandfather siblings into program.