



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

Tom Baines School

Session Notes and Evaluation

October 27, 2016

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

November 9, 2016



Number of Attendees: 220

Participating Schools: Simon Fraser
Simons Valley
Captain John Palliser
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The Hamptons
Edgemont
Tom Baines

Scenario 1 Discussion

OPPORTUNITIES

- This gives a lot of room for all schools to grow as it looks like all school class sizes will drop.
- I live in Hamptons. I have two children one is grade 6, and one is grade 5. Tom Baines School is closer to my house. It is difficult for children to go Simon Fraser School.
- Edgemont school site will be smaller.
- Grade 6 kids will have opportunity to enjoy the fun options at Tom Baines.
- Have before and after care at schools.
- If you want to go to French Immersion – you are prepared to drive / bus, there. People bought in their community to go to their community school.
- Grade 6's would have opportunity to take options (i.e. Shop, art, drama, band, sports)
- Better sport opportunities in Jr High.
- Scenario 1 & 2 – address over capacity in Edgemont for 100 kids but create an issue for 200 kids in Hamptons.
- Address overflow now – could fix all.
- Edgemont is over capacity – this scenario addresses this.
- 5-9 at Simon Fraser.
- Room to grow Montessori.
- Grade 6 at Tom Baines good for students.
- Edgemont students able to attend Edgemont school with students from community.
- More options for Grade 6 at Tom Baines.
- Edgemont to Simon Fraser rather than Hamptons – shorter travel.

CHALLENGES

- Hamptons will be sacrificed.
- Simon Fraser not in walking distance.
- To far – similar to Scenario 2.
- Unfair for Hamptons students, when you compare with Edgemont.
- Traffic issues with scenario 1 and 2 at Tom Baines.
- Edgemont elementary 100 grads, not too many so Hamptons kids shouldn't be moved.
- Doesn't make sense to move Hamptons students to a new environment further away from home.
- Travel cost involved.
- Concern regarding expanding middle school from 5-9 doesn't make sense.
- During longer distance for Hamptons students when relocated.
- Hamptons kids can't be escorted to all before and after school programs.



- Child comes first! We are breaking the cohort for Hamptons kids!
- A lot of Hamptons kids are closer to Tom Baines than some Edgemont kids.
- Transportation.
- Too far distance for Hamptons community.
- Does not keep existing cohorts together at Tom Baines
- Disruptive for existing students to move to new school.
- Grade 6 students should be awarded and managed more than high school students.
- Grade 6 students should be treated as elementary rather than mixed with middle school students.
- Concerned about Grade 6 going to Tom Baines because of potential for increased class size.
- Concerned about lack of recess and concerned about unsupervised lunch hour.
- Wanted my child to be able to walk from K-6.
- Hamptons has to travel further – past local school.
- Concerned kids aren't mature enough to be in junior high.
- Long travel for Hamptons kids not fair to Hampton's family - cost for travel.
- Too much travel time for Hampton students. Walking to Tom Baines school only 10 mins.
- As a Grade 6 student's parent the scenario 1 will impact Hamptons community, for longer travelling to school every day.
- Grade 6's and 9's should not be in same school due to maturity and social skills.
- Buffer 1 more year in peanut free school.
- Moving further away from home & potentially losing programs.
- Transportation costs, busing to Simon Fraser.
- Impact on family with moving school.
- Losing community connection between Hampton and Edgemont.
- Does not resolve over-capacity in long term (Scenario 1 & 2).
- Potential for increased bullying.
- Doesn't maintain consistency between children in family.
- Middle school spread 5-9 concern for younger kids. The difference is maturity in Grade 5 vs Grade 9.
- Enrolment numbers at Grade 6 from Hampton's won't fill up Tom Baines.
- Travel distance and cost will be high for the Hampton's kids.
- No numbers. Lack of information makes it difficult to understand the issue. There are 5 empty classrooms at Tom Baines.
- As parents, part of deciding where to live is proximity / school. Less change / compromise better. Prefer closer to home.
- Adding this change is adding stress to Calgarian families (economy) / school unstable.
- Shipping to 4 schools.
- Kids in 5/6 split would need to move mid – year.
- Too much time on the bus.
- Grade 6 is too young for junior high experience.
- Cohorts of students split.
- Change is difficult for students.
- Children going to 3 different schools before high school.
- Cohorts being divided.
- Taking small kids further away on buses from home, no options for extracurricular activities if they need to bus.



- Number of transitions is problematic for Hampton's. Will move 4 times.
- Do not like the talking circle format.
- If live in Edgemont expecting kids to go to school in Edgemont not to CJP as overflow.
- Long busing times.
- Younger siblings on waitlist. Kids going to Edgemont not from the community – bell times / busing different for kids in different schools but the same family.
- Does not follow CBE values.
- Travel times takes 25 mins to walk to school.
- Going past local school.
- Moving students out of their schools, existing students should stay, but have to know best grades to move out.
- Students in shoulder grades having to move schools for a short period of time – concerning.
- For Hamptons kids, many school changes. Siblings not staying together. Moving away further – less extra-curricular activities / no worries about missing bus.
- Putting kids in Junior High situation too soon.
- Children upset about having just moved and now moving again possibly.
- Hamptons kids can walk now – distance / busing concern.
- Concern about environment / quality of education – for new school.
- Younger sibling unable to attend Tom Baines.
- Creating conflict between communities.
- Cohort divides. Loss of teacher/ student relationship.
- Grade 6 – loss of playground. Need more resources for younger children.

Scenario 2 Discussion

OPPORTUNITIES

- This allows for growth but less than Scenario 1.
- Same as scenario 1.
- Address overflow now – could fix all.
- I like how Hamptons 5-9 is in one school in Scenario 1
- Minimalized change – least amount of impact.
- Close to school for kids – no additional costs
- Doesn't disproportionately impact the Hamptons.
- Edgemont and Hamptons like each other.
- CJP can keep relationship with Hamptons.
- Wider mix of students at CJP.
- Keeps CJP as public school in the community.
- Tom Baines – only regular program – less strain on resources.
- Redraw the home area based on geography / physical location and not base on major roads.
- Edgemont/Hamptons is one community. Together have created community and want siblings to share same experiences – teachers.



- Montessori can be expanded because over capacity in Edgemont and Tom Baines will be out.
- Scenario 1 & 2 – address over capacity in Edgemont for 100 kids but create an issue for 200 kids in Hamptons.
- Edgemont kids use Hamptons School to bring up to capacity.

CHALLENGES

- Creating conflict between communities.
- Evanston kids travel the whole of Calgary for school.
- Cohort divides. Loss of teacher/ student relationship.
- Grade 6 – loss of playground. Need more resources for younger children.
- Not safe for Grade 5/6 students. Will they have free reign at lunch?
- I have 3 kids to school. Divide my kids to 3 different schools and make lots of time for transit every day.
- My kids will lose lots of friends out of school.
- Traffic issues with scenario 1 and 2 at Tom Baines.
- Same as scenario 1. Maturity different between Grades 5 vs Grade 9.
- Very in for every family, great challenges for parents to arrange before and after school care.
- Hamptons community moving schools 4 times!!!
- Longer distances to travel for Hamptons kids!
- Difficult to escort kids (Hamptons) for before and after programs as a lot of us are working full time.
- More cost involved in travel.
- Younger siblings on waitlist. Kids going to Edgemont not from the community – bell times / busing different for kids in different schools but the same family.
- Important for a junior high child to be closer to home.
- Child comes first!
- Grade 6 is too young for Junior High experience.
- We are breaking the cohorts for Hamptons kids!
- A lot of the Hamptons kids are closer to Tom Baines than Edgemont.
- Transportation issues.
- Too disruptive to move children so often.
- Before and after care.
- Too far distance for Hamptons community.
- Disagree with scenario 1 or 2
- Most disruptive for everyone. Same comments as for #1, #2 and #3.
- Same as for Scenario 1 (Long travel for Hamptons kids not fair to Hampton's family cost for travel).
- Too much travel time for Hamptons community. Walking to Tom Baines school only 10 min.
- The scenario 2 will cause our student to wake up early, travel long distance to school every day.
- Some people purchased house over 15 years prior due to school expectations – not fair as over capacity was not an issue at time.
- Loss of friends / cohort group to social component of having to make new friends.
- Potential for increased bullying.
- Doesn't maintain consistency between children within same family.



- Paying for busing.
- Have young kids on bus for long length of time when a different school walkable.
- Maturity difference between Grade 6 and Grade 9.
- Different bus / costs for junior high.
- Change in CBE rules messes with family finances and long term planning.
- Does not address overflow issues – overflow driven by Edgemont (large community) but impacts Hampton's (small community).
- Challenge: / Comment – Not concern for Scenario 3
- Maturity break seen between Grade 6/7 may change between time and shift down to Grades 5/6.
- Potential future over capacity issues – how will changes affect future neighborhood growth?
- When CBE considers scenarios, should minimize change / disruption - want sustainability.
- Concerned with change in Scenarios 1&2.
- Value placed on community vs. fiscal /transportation concerns.
- People in Hampton's purchased house because Tom Baines was so close (same with Edgemont).
- Prefer option that provides least change.
- Ongoing / cyclical issue – expectations / waiting lists.
- Moving into Edgemont: know about issue; Hampton's no expectation different school may be required.
- Not enough notice given for change.
- This is most disruptive scenario; Scenario 3 is least disruptive.
- Too many communities at Sir John A. Macdonald and Simon Fraser.
- Harder to maintain friend groups when student peers are from many communities.
- Transportation times for Hamptons increasing.
- Taking students away from North Haven and Cambrian Heights when it's under capacity.
- Hamptons in 3 schools K-9.
- Environmental impact of increased busing
- Students should be encouraged to walk / bike to school not ride bus.
- Increased transportation related issues. Service calls, etc.
- Adding school moves to teenager's compounds anxiety – less stability – could cause long-term issues.
- If they stay at Tom Baines, they move to High School together.
- As parents, part of deciding where to live is proximity / school. Less change / compromise better. Prefer closer to home.
- Adding this change is adding stress to Calgarian families (economy) / school unstable.
- Busing challenge.
- Concerned about transitions.
- Changing a child from a school in the community to a school further away.
- Cohorts of students split.
- Change is difficult for students.
- Does not follow CBE values.



Scenario 3 Discussion

OPPORTUNITIES

- Hamptons Edgemont kids already play soccer and baseball together as one community. Even the farthest child in the Hamptons is closer than the farthest from Edgemont to Tom Baines.
- Our children in the Hamptons can walk to school at Tom Baines versus busing to Simon Fraser. Edgemont and Hamptons really are one community.
- Being able to walk allows greater opportunities to participate in after school extracurricular activities without being tied to school bus times. Less time on buses is better behaviorally and health wise.
- I have 3 kids in the Hamptons. My kids don't need to travel long distance every day. Easy for them to go to school.
- Fewer shuffles / transitions.
- More time travelling and less time on extracurricular activities.
- Easy for parents to arrange before and after school. Helpful for parent to be work.
- More opportunity and more time saved for kids to out of school activities. More friendships. More stable friends for both parents and kids.
- It will be good for the Hamptons kids to go to their school as is. Keep Hamptons and Edgemont as one community / entity.
- It's easier for Hamptons kids to go to Tom Baines.
- Increase sense of community and bonding.
- Makes more sense.
- Consider Hamptons and Edgemont as one community!
- Least change to kids. Most preferred.
- Least distance.
- Least disruptive to existing students.
- Consider Hamptons and Edgemont as one community and balance students accordingly.
- Yes. As change to the current system.
- Agree with 3rd choice.
- Hamptons kids should be treated kindly; they should not be taken to Simon Fraser which is much further from home. It will create lots of safety problems.
- Students from Hamptons just got used to new school, new friends, new teachers.
- Least impact on everyone – best option.
- Think more for kids rather than convenience for the family in Hampton's.
- We want to keep Hamptons community students in Tom Baines School so scenario 3 has less impact for family students.
- We would like to keep our children to stay going to Tom Baines School.
- Hampton kids in 2 schools rather than 3 schools.
- Fixes some issues that 3 doesn't in a win-win scenario.
- Hamptons remains a K-4 (Edgemont overflow dealt with at Hamptons – 2 empty classes)
- Tom Baines – (using 5 empty classes). Hamptons goes to Tom Baines for 5-6.
- Deals with overcapacity in Edgemont with Hamptons and Edgemont working together.
- Prefer scenario 3 – youngest sibling excited to come to school.
- Scenario 3 is best.



- Growth/attrition in community's demographic data. It seems to take projection into account.
- Decreased committee time.
- Walkability.
- Increased community and social aspects.
- Impacted least number of students.
- Look at more cross boundary between areas as schools are so close together.
- Least disruptive as Edgemont parent.
- Schools close to home preferred over staying with cohort.
- Liking Grade 5's in junior high
- Child comfortable in current school, don't want to move to further school.
- Students should be grandfathered, not move to new school for 1 year.
- Hamptons kids close to home, less bussing, staying in community = stronger community.
- Status quo is predictable and honours past practice.
- Less of a commute for Hamptons.
- Least amount of disruption for all the schools in areas I / II.
- Prefer Option 3.
- Less transportation – safer for students.
- Home areas remains walking distance. Home is close. Don't have to consider moving.
- Less change for families. Status quo.
- Not creating a middle school environment (mix young with middle school).
- Open space at CJP for Montessori to grow.
- Edgemont would stay a PURE Elementary.
- Set CBE up for future and can get own school for Kincora / Evanston.
- Take time to implement / let scenarios iron out.
- Close to home.
- Adding Grade 6 to Tom Baines and adding before and after school.
- More students to stay at school longer.
- Keep students close to home.
- More kids could walk.
- Scenario 3 good for Hamptons students. Students closer to home.
- Transitions are difficult for children and families. Scenario 3 easier on Hamptons.

CHALLENGES

- This does not seem to address any root cause. If changing this, may be not changing anything.
- It is too terrible to let them go to another school.
- Does not solve Edgemont over capacity but could be solved with balancing with Hamptons School.
- I'm concerned that the CBE is concerned about expanding programs like French Immersion and Mandarin for a small percentage of people where the bulk of students utilize the main school program.
- Scenario 3 does not allow my child to attend a local school. (We live in Edgemont, elementary age).
- As parents, part of deciding where to live is proximity / school. Less change / compromise better. Prefer closer to home.



- With Grade 6's staying at Edgemont, good character building, leaders of school.
- Hamptons students moving still doesn't solve Edgemont issues.
- Doesn't alleviate capacity issues.
- Keep child in Tom Baines. Don't want transition.
- Hard to comment on other communities.
- Evanston kids bused to Colonel Macleod – too far.
- If people are renting in Edgemont and still over capacity.
- Hampton kids have more transitions and more years' farther away from community.
- Edgemont School is capped, about 60 kids that can't go to Edgemont School.
- Having junior high closer to home is more valuable because they are more independent and can go to the mall. But elementary kids are always with parents.
- Breaking up siblings.
- Concerned about doing a lot of disruption for alternative programs, over regular / home schools and programs.
- Do not support 3 because our child can't get into Edgemont School.

Other Comments and Questions

- Alternative to all scenarios, keep Tom Baines the same, use Hamptons for Edgemont overflow in empty class space.
- Uncertainty of future school designations.
- Can we remove early dismissal if they need after / before school care for Edgemont kids?
- If you move Hamptons from Tom Baines – numbers too low vice versa.
- Are there kids from other communities attending Edgemont?
- Can there be investigation about families using false addresses?
- Maybe other solutions other than just moving kids?
- Can CBE do a survey to see who resides in Edgemont?
- If new schools are opening, why are there still capacity issues, numbers, more data – CBE spinning?
- Edgemont seems to be the reason for changes - can we do something just with that school?
- Can we look at enrolment projections based on census data?
- Losing so many Grade 5/6 at CJP at once.
- Moving students from Tom Baines to Simon Fraser.
- Social / Academic challenges moving schools.
- Students should be allowed to finish at the school they are currently attending.
- Not enough mix of people from different communities.
- Wider geographic range for schools and residential districts (community)
- Increased transit times because geographic distance.
- Will not solve overflow (over capacity) issues at Edgemont because of more interest with no overflow. In the long term.
- Tom Baines feels like a community school for the Hamptons.
- Hamptons geographically closer to Tom Baines than much of Edgemont.
- Reallocation of students breaking community. Removing Hampton's principal is part of community.
- Hampton students have longer travel (transportation). Walk now – will need to take bus.



- Difficult to understand the logic to support development of the scenarios.
- Can 7 & 8 students at Tom Baines finish at Tom?
- Phase in scenarios.
- Mingling grade 6 with older students,
- Physically / emotionally maturity should be considered
- Bought home in community close to school.
- Decision factor /investment in children.
- Kids won't be able to go to walk zone school.
- Implementation challenge for kids & teachers to bring grade 6 into a junior high – different structure.
- Can't fix a problem by creating another problem.
- Have you used models with inputs focused on where the children live?
- Because of distance, people (families) will leave community.
- Look at the communities as a group rather than breaking them up. (i.e. Hampton's / Edgemont).
- Edgemont K-5 but also make Hamptons K-5 and make Tom Baines a 6-9 for all.
- Open grade 5+6 at Tom Baines instead of CJP / Simon Fraser. Distance is too far and too many transitions.
- Having junior high close to home more important than elementary. Because elementary kids have before / after school care but Junior High kids have lots of activities and can't participate b/c of time spent travelling.
- Hope that CBE includes travel times. Suggest driving around the community. School buses are late and have to drive kids.
- Having siblings at multiple schools has challenges (Transportation).
- Need what is known – enrolment and capacity, what are the givens?
- How did the 3 scenarios come about?
- Please include challenges for each scenario. CBE must inform parents what are the opportunities / challenges. This will help us understand.
- How are special education classes affected in all this?
- Worried decision is already made and this is just to make people feel better.
- 15 new schools? How does this have no effect on the schools in question?
- Why are there 6 empty classrooms at Tom Baines?
- Can we change Edgemont 6-9 and keep Hamptons in Tom Baines?
- Special program talked about years ago at Edgemont? Anything about this?
- Kids = \$\$ - No matter what CBE would still be trying to put Hamptons kids in Simon Fraser
- Change affects more children and more children travelling farther from community with whole scenario.
- Include Hampton Elementary as part of the scenario. Edgemont kids are close to Hamptons Elementary.
- Can we have more information on the programs offered at each school? Or Programs that may be offered at these schools following the changes? What are the benefits to the community?
- Can Tom Baines 7& 8 students finish at Tom Baines?
- Are there more children born in Edgemont?
- What about children with special needs / learning disabilities?
- Changes have happened in past for Hamptons residents. How are they factored into the scenarios?
- How would it work with kids in Edgemont School who are staying in other communities but has their grandparent's addresses registered enable to be in Edgemont School?
- Would the residents of Edgemont and Hamptons be given the choice of school to attend? As opposed to a designated school?



- We want Scenario 3. We all pay tax, so why is Edgemont and Hamptons school designation is so different?
- Again, why should all these children be disrupted to allow for the expansion of programs that a small percentage use?
- Need more information from CBE as to how they came up with three scenarios. More numbers needed! Consider Hamptons & Edgemont as one community! Why not combine Hamptons Elementary and Edgemont Elementary?
- Please think more about the kids rather than the number FOR THE CAPACITY OF THE SCHOOL. People shall be put in higher priority.
- Consider Hamptons and Edgemont as one community!
- We need more numbers as to how we came up with 3 scenarios.
- It is possible for CBE to divide the students for schools not according to the community but considering the geographic location?
- Currently, CBE outlines school catchment area based on communities. i.e. treating each community as basic unit. In the future, is it possible to use sub-community as basic unit? This will give CBE more flexibility in school planning because some are relatively small.
- If CBE recommends some change, at least give us several years' notice in advance. Family normally has long-term plan. CBE can't just change whole plan at any time. At least, it should not affect current enrolled students.
- Consider the views of students and speak carefully to them. They may ask, does CBE support them?
- Have you considered grandfathering grade 7 & 8 at Tom Baines to minimize disruptions? (X 3)
- Will the loss of students (200) affect options at Tom Baines?
- No numbers. Lack of information makes it difficult to understand the issue. There are 5 empty classrooms at Tom Baines.
- How will changes impact class size?
- Why are we passing the problem from one school to the next? Solution: Expand school (Edgemont).
- Need what is known – enrolment and capacity, what are the givens?
- How did the 3 scenarios come about?
- Include average increase or decrease for travel times for each scenario.
- Have you looked at the list of out of boundary kids?
- What is the overriding purpose of this engagement?
- How many students affected at Tom Baines and Hamptons?
- How do children get to new schools, Calgary Transit, CBE bus?
- Hamptons 7-9 to Tom Baines, Edgemont 6-9 to Tom Baines – could this work?
- Is there increase in busing costs for parents for these scenarios?
- What are opportunities with scenario 1?
- Concern that decision has already been made.
- Can we remove early dismissal if they need after / before school care for Edgemont kids?
- If you move Hamptons from Tom Baines, the numbers will be too low and vice versa.
- Are there kids from other communities attending Edgemont?
- Can there be investigation about families using false addresses?
- Maybe other solutions other than just moving kids?
- Can CBE do a survey to see who resides in Edgemont?
- If new schools are opening, why are there still capacity issues. We need numbers, more data and less CBE spinning.
- Younger children with older children.



- Keep Junior High separate.
- Grade 6 students should stay in K-6.
- Edgemont seems to be the reason for changes - can we do something just with that school?
- Can we look at enrolment projections based on census data?
- Have you used models with inputs focused on where the children live?
- How will overflow be addressed?
- Potential future over-capacity issues. How will changes affect future neighborhood growth?
- Will change to one community harm another?
- Value placed on community vs. fiscal /transportation concerns.
- Hamptons community has to go so far away. Why?
- Only having alternative programs at Colonel Irvine. How will they work together?
- How are special education classes affected in all this?
- How will the facilities / classrooms be set up (i.e. homeroom) with the curriculum change moving grade 6 to junior high?
- Will the grade 6's have homeroom for the whole year?
- Will grade 6's have the opportunity to participate in junior high sports and options? What about school plays?
- Will grade 6's have recess?
- Why can't they divide community up and send different quadrants to different schools?
- Regarding scenario 1 & 2, will bumping up one grade from elementary to junior high really solve over-capacity issues?
- Why is portable expansion off the table? (not consistent with where people want to put kids)
- Will you be notifying the entire community of these changes?
- Will kids immediately walkable to one school be forced to bus to another?
- There are more people in Edgemont than Hampton. How will this influence which scenario is chosen?
- Why are we moving children further when there is a school that's closer?
- How will transition occur? Phasing?
- How will potential long term overcapacity / transportation issues be addressed under scenario 1& 2?
- Can you provide a summary of all questions / comments/ concerns using email?
- Will community size (Edgemont vs Hampton) affect decision-making?
- Will concerns actually be taken into account?
- Can we change Edgemont 6-9 and keep Hamptons in Tom Baines?
- Are there 6 empty classrooms at Tom Baines?
- 15 new schools? How does this have no effect on the schools in question?
- Special program talked about years ago at Edgemont. Anything new about this?
- Can we have more information on the programs offered at each school?
- What is the advantage of Scenario 3 vs current CBE? Please include this information.
- What are the selection criteria for making final decisions?
- Top 4 schools in table having nothing to do with the rest, need to understand why all 10 schools have to be together? Optimize pockets, not whole area.
- Why do we need different programs at same school? Should all be single track for each program.
- If Edgemont is over capacity, scenario 3 doesn't solve this issue. Does Simon Fraser need more kids?
- Why kick Hamptons kids out. Penalizing us? It is Edgemont's problem, so move Edgemont kids.
- Hamptons 7-9 to Tom Baines, Edgemont 6-9 to Tom Baines. Could this work?



- What will extra dollars be to bus Hamptons kids to Simon Fraser?
- Will we know where the kids are going before registration?
- Why are new schools in new communities K-4 and not K-6?
- Can we build a new school in the Edgemont community for all the overflow students?
- Why does Edgemont have so many students?
- Will students be grandfathered in their current school? (X 2)
- Will students with special needs be accommodated?
- How will decision be made? Is this a vote?
- How is residency being determined?
- Can we set up bilingual programs in different schools?
- Can we choose based on programs? How have out-of-boundary students been considered in the scenarios? (i.e.: families that move but still go to same school).
- Regarding implementation, how are consequences considered?
- Has CBE considered moving Grade 9 to high school?
- Is there an option for designations to be determined by distance?
- What is Tom Baines doing right that Simon Fraser is not?
- Is there an option to have Grade 6-9 for both Edgemont and Hamptons at Tom Baines? Is there capacity?
- Simon Fraser told me they are over capacity, but is it true that they are under capacity?
- Will CBE allow students from Catholic and other schools before Hamptons kids?
- Will kids in dual track be able to come here in Scenario 3?
- Does Hamptons School have capacity to take Edgemont School students?
- Is it possible to add grade 5-6 to Tom Baines?
- How did CBE determine the scenarios? i.e. guiding influence?
- How will transportation be changed and walkability to schools for moving from Hamptons to Simon Fraser? How will students respond to changes?
- What is the capacity at schools?
- How are numbers influencing these scenarios?
- Do these scenarios consider long term stability?
- Has the planning been developed with accurate math? (capacity #'s).
- Can there be better transit (buses) program implemented?
- Why plan to bus more? This is costly and expensive.
- Hamptons are moved around a lot.
- Revising Edgemont and Hamptons as one community.
- Recommend: K-3 Edgemont School (Edgemont and Hampton) home area; 4-9 Tom Baines (Edgemont and Hampton) home areas.
- Evanston / Kincora – community exploding.
- How consequences considered?
- What will parents do to keep child at school?
- Alternative option to all scenarios – Tom Baines grades 6-9 Edgemont K-5
- Alternative option – Scenario 3* (fixes issue with / 3): Hamptons K-4 (with Edgemont overflow using 2 empty classes in Hamptons), Tom Baines 5-9 (Hamptons goes to Tom Baines for 5-6 using 5 empty classrooms in Tom Baines)
- Historically process was not effective for gathering feedback on CBE decisions.



- Children's needs are more important than utilizing space to capacity.
- A school with just regular programs would be ok.
- After school programs and projects (Band or memory book, some project, if she stays late, she can take bus and easy to get home, if she moves to another school, it becomes difficult to get home.
- The school is so close to our community, our home. We cannot accept it if to a different school.
- We are immigrants. Big part of the change for us is for children's education. They are our hearts, our future. Education is the most important part of their lives.
- We have long-term plan, start from elementary school, to junior high to high school, even university.
- We are paying big mortgage; we are working very hard to give them good education.
- You may know, many parents lost their job and they did move, just for kids' school, education.
- If CBE does some change, at least give us several years notice in advance. Family normally has long-term plan. CBE can't just change whole plan at any time.
- At least, it should not affect current enrolled students. As you said, students come first.
- When we talked the news to my daughter, she starts crying. She kept on crying and crying. School is their whole world.
- They have established friendships and relationships in the school. They love their school, teachers, and friends. School is their community, their family, friends are their brothers and sisters.
At home, even move the kids' bedroom from one to another, you should be carefully talking to them. As you cannot just say, tomorrow, you will move to another. So please protect them! Young teenage! Be careful.
- They are growing up and establish their life philosophy. Some small change may affect or destroy their future.
- They may ask, does CBE support them? Or are they standing behind and try to control them. This may change their image of CBE and the school system. Some of them are dreaming of becoming a teacher.
- Junior high is different from elementary. They have options classes. Their friends are from different class and grades.
- Look at the beautiful picture (picture with comments). How happy they are! How bright their future will be!
- As parents, schools, teachers, CBE, all our responsibility is to protect them, not to destroy them.
- We cannot be like a big hand behind and try to move some of them out!
- We cannot do it!
- Protect them please!
- Safety of students travelling to school.
- Child in Grade 8, disruption to new school and friends is an issue/ concern, only 1 year and should remain.
- Concerned about class sizes, lack of recess, supervision at lunch (can leave school).
- Maturity of students in Grades 5&6 in a junior high.
- Change is disruptive and should be minimized.
- What is the overriding purpose of this engagement?
- School facility needs to match grades going to each school.
- How many students affected at Tom Baines and Hamptons?
- How do children get to new schools, Calgary Transit, CBE bus?
- Please include more scenarios.
- In general travel times are long e.g. Evanston.
- Hampton students to Simon Fraser takes 1 hour and 2 buses by City and walking.
- Value walking my kids to school. Value of going to a community school.
- Breaking Hamptons and Edgemont, we are one community.
- Include average increase or decrease for travel times for each scenario.



- All groups are not the same.
- People have bought homes depending on schools. This disrupts our plans.
- Distance to school is priority over keeping cohorts together.
- Need notification time for parents to adjust.
- Schools in Hamptons and Edgemont are the best schools and want to keep our children in these schools. Programs are good and we want what the community likes.

SCENARIO 1

- Need more information from CBE as to how they came up with three scenarios. More numbers needed! Consider Hamptons & Edgemont as one community! Why not combine Hamptons elementary and Edgemont Elementary?
- Don't like junior high beside high school.
- Busing vs walking have increased pressure on family (i.e. have to get ready earlier).
- Long period to be busing young students.
- Expectation of school when home was purchased.
- Considered grandfathering grade 7 & 8 to minimize disruptions.
- Loss of students (200) will it affect options at Tom Baines?
- How will changes impact class size?
- Why bus more? This is costly and expensive.
- What happens to Grade 6 when early dismissal happens?
- Will Grade 6 be treated as Junior High or Elementary?
- Hamptons student would have to move?
- Is there an option for designations to be determined by distance?
- If Grade 6 student comes to Tom Baines, would want to see comprehensive anti – bullying programs and respect.
- Starting to look at private schools to provide continuity.
- Bus is not reliable.
- Is there an option to have Grade 6-9 for both Edgemont and Hamptons at Tom Baines? Is there capacity?
- Simon Fraser told me they are over capacity, but now are under capacity?
- No one wants to attend Simon Fraser.
- Will kids in dual track be able to come here in Scenario 3?
- Does Hamptons school have capacity to take Edgemont School students?
- Is it possible to add grade 5-6 to Tom Baines?
- Community was chosen because it is close to the school.
- How will transportation be changed and walkability to schools for moving from Hamptons to Simon Fraser?
- How will students respond to changes?
- What is capacity at schools?
- How are numbers influencing these scenarios?
- If capacities match with future plans of school.
- Do these scenarios consider long term stability?
- Can there be better transit (buses) programs implemented?
- Scenario 2 most changes for most students.



- Solution for scenario #3 – Hamptons has room; why can't we use space in the community. Stay in community, children can bike or walk.
- Wonder why scenario #3 not work well no more?
- Edgemont families should be able to go to school in Edgemont.
- Scenario 1 – more reasonable. Edgemont overflow K-6 need to go back to Edgemont!!
- Make Dalhousie school K-6.
- We are protecting a stable education environment (Hampton Parents).
- Scenario 3 is best for my community Hamptons. I don't want my kids to spend extra time for travelling to and from school.

SCENARIO 2

- Consider Hamptons and Edgemont as one community!
- We need more numbers as to how we came up with 3 scenarios.
- Same comments as scenario 1 – still doesn't solve Hamptons students moving to 3 schools.
- How will the facilities / classroom set – up (i.e. homeroom) / curriculum change moving grade 6 to junior high?
- Scenario 1 & 2 – will bumping up one grade from elementary to junior high really solve over capacity issues?
- Will kids immediately walkable to one school be forced to bus to another?
- There are more people in Edgemont then Hamptons – how will this influence which scenario is chosen?
- Why are we moving children further when there is a school that's closer?
- How will transition occur? Phasing?
- Will current grade 8's for example be able to finish at current school within current structure?
- How will potential long term overcapacity / transportation issues be addressed under scenario 1 & 2?
- Can you provide a summary of all questions / comments/ concerns in e-mail?
- Will community size (Edgemont vs Hamptons) affect decision making?
- Will concerns actually be taken into account?
- Why bus more? This is costly and expensive.
- Will change to one community harm another?
- Hamptons Community has to go so far away, why?
- Only having alternative programs at Colonel Irvine. How will they work together?
- How will overflow be addressed?

SCENATIO 3

- It is possible for CBE to divide the students for schools not according the community but considering the geographic location.
- It is more convenient to students and parents; it will reduce the traffic.
- Currently CBE outlines the school catchment area based on communities. i.e. treating each community as basic unit. In the future, is it possible to use sub-community as basic unit? This will give CBE more flexibility in school planning because some are relatively small.
- Scenario 3 is the best – keep the community stability otherwise people in Hampton may move to other community. For parents who have small kids, they may not let kids take bus for 8 years.
- What is the advantage of Scenario 3 vs current CBE? Please include this information.
- Need information to support the scenarios.



- Younger students do adjust to school situations in a junior high setting.
- Priority #2 is choosing the program.
- If Edgemont is over capacity – S.3 doesn't solve this issue, Simon Fraser needs more kids?
- What will extra dollars be to bus Hamptons kids to Simon Fraser?
- Will we know where the kids are going before registration.
- Why are new schools in new communities K-4 and not K-6?
- Can we build a new school in the Edgemont community for all the overflow students?
- Why does Edgemont have so many students?
- Will students with special needs be accommodated?
- Will students be grandfathered in their current school?
- All prefer scenario 3.
- Why do we need different programs at same school, should all be single track for each program?
- How will decision be made? Is this a vote?
- How is residency being determined?
- Can we set up bilingual programs in different schools?
- Can choose based on programs?
- Root problem is Edgemont is over capacity.
- Top 4 schools in table having nothing to do with the rest, need to understand why all 10 schools have to be together? Optimize pockets, not whole area.
- Should have an option to go to the closest school.
- Priority is the location.
- Many students want to stay at Tom Baines.
- Hamptons pay more property tax – not fair if have to move.
- To address overcapacity at Edgemont: Tom Baines – Edgemont 6-9, Hamptons 5-9 (and take 5-6), Hamptons Elementary– K-4
- Could Tom Baines become a middle school for Hamptons?
- How have out of boundary students been considered in the scenarios? (i.e.: families that move but still go to same school).
- We know Edgemont is full so can Tom Baines go 6-9 for Edgemont kids and 7-9 for Hamptons to be win-win for both communities?
- Can CBE be stricter about proper designations? To avoid overflow?



Participant Engagement Evaluation

Tom Baines School – Host Location: October 27, 2016

- Simon Fraser School
- Simons Valley School
- Captain John Palliser School
- Dr. E. W. Coffin School
- The Hamptons School
- Edgemont School
- Tom Baines School

Number of participants in attendance: 220

Number of evaluations completed: 63

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

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

49 Agree **13** Somewhat Agree **1** Somewhat Disagree **0** Disagree **0** Not Applicable

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

44 Agree **17** Somewhat Agree **1** Somewhat Disagree **1** Disagree **0** Not Applicable

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

28 Agree **21** Somewhat Agree **10** Somewhat Disagree **4** Disagree **0** Not Applicable

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

41 Agree **18** Somewhat Agree **3** Somewhat Disagree **1** Disagree **0** Not Applicable

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

23 Agree **25** Somewhat Agree **7** Somewhat Disagree **8** Disagree **0** Not Applicable

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

45 Agree **14** Somewhat Agree **3** Somewhat Disagree **0** Disagree **1** Not Applicable



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

Comment: 37 No Comment: 26

- I liked the talking circle where people in the 4 centre chairs could talk and the rest listened
- The thing I like least is that its not very clear how much, if any, this feedback will influence the decision making, and was it only a PR exercise by the CBE
- I really liked the facilitator – thought he did an excellent job of presenting and keeping focused – thank you
- We like CBE gave the parent opportunity for the engagement. We think CBE should have engaged the parent earlier before CBE proposal three scenario
- I liked of course Scenario 3. We live in the Hamptons. My kids can walk to school and whenever they have afterschool program they can come home by themselves. That's why we buy this house. Just because Location! I didn't like #1 and #2.
- Facilitators were 3rd party (not related to CBE)
- Most like – CBE is listening
- Least like – CBE wouldn't do as what they heard
- People in the middle of a circle to talk can be intimidating for some people
- My voice is heard. I'm all for scenario 3
- I prefer scenario 3
- Data should have been provided to advise parents how the 3 scenarios came to be
- I like most about scenario 3
- Most - Open discussion forum
- Least – not sure how useful our feedbacks will be for CVE decision makers
- Not enough information to support the change
- The opportunity to engage is great. Thank you. It is evident a lot of thought and preparation wen into this process.
- How could we know the final decision will be based on parents concerns if there is no vote?
- How do we know the idea / inputs we provide today is valuable enough to impact the decision making?
- If a vote is not conducted, comments / concerns may not be fully reflected in the final decision
- Interesting views. However cynical decision already done and this is to get ready to respond to negative feedback
- Group discussion was valuable
- We like scenario 3 – minimize change, provide program continuity, students to attend school as close to home as possible
- Opportunity to hear other concerns. Lacking data on demographics and future projections for the schools / neighbourhoods. If do Hamptons 7-9 and Edgemont 6-9 will they have space for the bump year (grade 4 year at Edgemont right now ~ 125 kids)? Want GS to be transitioned well. Have outdoor education.
- I am glad the CBE is consulting us. Please consider Edgemont Gr 6-9 kids and Hamptons 7-9 kids attending Tom Baines
- Not very transparent on how to create scenarios. And how much CBE is going to consider the public engagement and opinion. Public notification has not been done very well.
- Engagement – walking distance
- Opportunity to ask questions and to see concerns of other impacted students
- The facilitators did a good job
- That's good chance for parents to communicate with the CBE
- Good discussion. Scenario 3!!
- I was able to give my ideas. I hope I still have chances to put my feedback
- All positive – open discussion. Candid conversation.
- N/A

dialogue)))

- Well organized
- Very good collection
- The changes are too big, too soon, for parents
- Feel CBE already made decision
- Everyone had an opportunity to share their opinions
- Least – chairs in the middle, lack of information and data. Restrictions of scenarios. Most – ladies were great moderators (Stantec)