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F.E. Osborne School Planning Survey 2025-2026 Online Survey Comments March 7 – 30, 2025

Below you will find all comments provided in the survey as they were written. Comments have not been edited for spelling, grammar, sentence structure, truncation or otherwise. Comments have been edited to ensure anonymity. We also edited or omitted abusive, discriminatory and otherwise inappropriate comments.

Please share any other thoughts you may have about our SDP.

- More funding is needed for education all around. Teachers and educational assistants especially need a MASSIVE raise.
- I can't find the presentation to review. Information sent out about doing the survey but no presentation to review.
- It is unclear what the SDP is this year. If it takes going through more than the first 10 hits on your school webpage search it's not accessible enough. I am assuming you are focusing on literacy and wellbeing as all CBE schools are, but there's not a lot of evidence that is visible for parents.
- I would like to see what specific actions the school is taking towards supporting this SDP goal. In my child's ELA class they do a lot of paper and pencil reading comprehension worksheets (printed off a website). What other strategies and activities are your teachers using to support reading comprehension that might be more engaging than this to the students?
- Plans are great, but they need the resources to back them up. Resources to support students with higher needs, and even average students in packed classrooms, are insufficient. I know that this boils down to provincial funding, but the CBE needs to be a better advocate for sufficient funding so school plans actually can make a difference.
- Thank you for the time and energy your staff puts into the work they do with students
- For the goal of "improved sense of belonging", the action of 'use of indigenous space'? What does that actually mean in concrete terms? How is this different from the action of "Create schoolwide and classroom learning environments that are supportive, culturally responsive, and focuses on building relationships and community."?
- I would like the school to continue having a resource teacher to support students.
- The literacy goal is extremely important since for way too long students did not receive adequate literacy instruction. Explicit, structured and direct support for literacy with quality instruction should be one of the highest priorities in our schools given the rates of low literacy across Canada. Literacy skills continue to develop through all of the grades, that is through



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grade 12, and the majority of students will benefit from direct quality instruction. The belonging goal is also incredibly important with respect to well-being and mental health. Feeling like they belong at school is a better protective factor for children and youth in preventing suicide than feeling like they belong within their families.

- Junior high needs CBE transportation to get students who live far away to school! And, many kids, such as mine live far from there designated school in Calgary. This is a huge short coming with the CBE programming. We - the parents - need help to get kids to school.
- Read FE Osborne website, and did not see a school development plan, but rather a write up about what a school development plan is
- Solicit student feedback regarding how to best develop a sense of belonging.
- Students need to improve writing skills, spelling, write detailed proper sentences, write longer paragraphs.
- While I appreciate the positive student culture at F.E. Osborne, I'm deeply concerned about the lack of meaningful support for neurodivergent students like my son, XXXXX. He is autistic and has a psycho-educational assessment that outlines clear needs around executive functioning and organization. Despite multiple proactive efforts on my part—including most recently reaching out to TEACHER and his teacher XXXXX two weeks ago about updating his ILP—I've received no follow-up. This lack of communication and follow-through is frustrating and impacts his ability to succeed. As a single parent of three autistic children, including two high-needs daughters, it's extremely difficult for me to manage all their care while constantly chasing the school to provide the help they've promised. I've made the school aware of our situation, but the burden remains solely on me. Additionally, over the past three years, XXXXX has had three teachers leave mid-year due to stress, illness, or inappropriate conduct. While I know our prior experiences were in Rocky View, it's clear that underfunding and burnout are systemic issues that continue to impact educational consistency and quality. FEO has access to strong fundraising, yet meaningful inclusion remains lacking. I hope the SDP moves beyond ideals into actionable, consistent support for students like my son.
- I fear there are so many "special needs" within our school, and programming changes to accommodate these ... that "normal" and higher functioning kids are now being marginalized — not having their academic needs met.

Please share any other thoughts you may have about our school budget and fees.

- Fund schools more, corporations can pay more taxes... corrupt care scandal anyone?
- Wish the government would understand the importance of education and find more funding for school programs and staff...



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- Parents are expected to pay way too many fees for public education. The CBE needs to be a better advocate for proper provincial funding.
- It is my child's second year (Grade X) at FEO and he has only been on 1 field trip in 2 years. To my knowledge he has also not experienced any residency programs. The school seems to focus a lot on band, volleyball and basketball but these are not activities that all kids participate in and benefit from. I would like to see more programming that benefits all kids such as field trips and residencies and the return of the Foods option!
- The more opportunities we can offer to students that make school a positive experience where they try new things and feel like they belong, the better. Athletics are important for all, in my opinion, but the other options such as performing arts, art, and other clubs and options that cater to a variety of interests help more students feel that they too have opportunities to belong somewhere within the school.
- Junior high needs CBE transportation to get students who live far away to school! And, many kids, such as mine live far from there designated school in Calgary. This is a huge short coming with the CBE programming. We - the parents - need help to get kids to school.
- Focus on make opportunities for students to learn. If parents can see the consequences of different, then stuff salaries should be decided. School should be students first. Teacher should have passion to teach and support students.
- During the recent strike, it became clear what the school prioritized: sports continued, while academic clubs like "Tune It Up"—which provides essential extra help—were cancelled. For families like mine, with a child who has autism and struggles academically and with organization, this was disheartening. My son doesn't need more athletics—he needs more structured academic support, consistency, and opportunities to catch up and stay on track. The school may not have been able to do everything during the strike, but the choices made spoke volumes about what's seen as most important. These decisions should reflect the needs of all students, including those who require additional support to succeed. Clubs and academic help sessions should be seen as essential—not optional extras. More investment in practical supports, learning materials, and structured academic resources would have a greater impact on students who are struggling than enrichment programs alone. I hope future budget decisions reflect a deeper commitment to equity, inclusion, and student well-being—not just enrichment for those already thriving.
- Some fees (Band Trip) make enrichment activities out-of-reach for many families. This has created a feeling of divide for Band participants.