

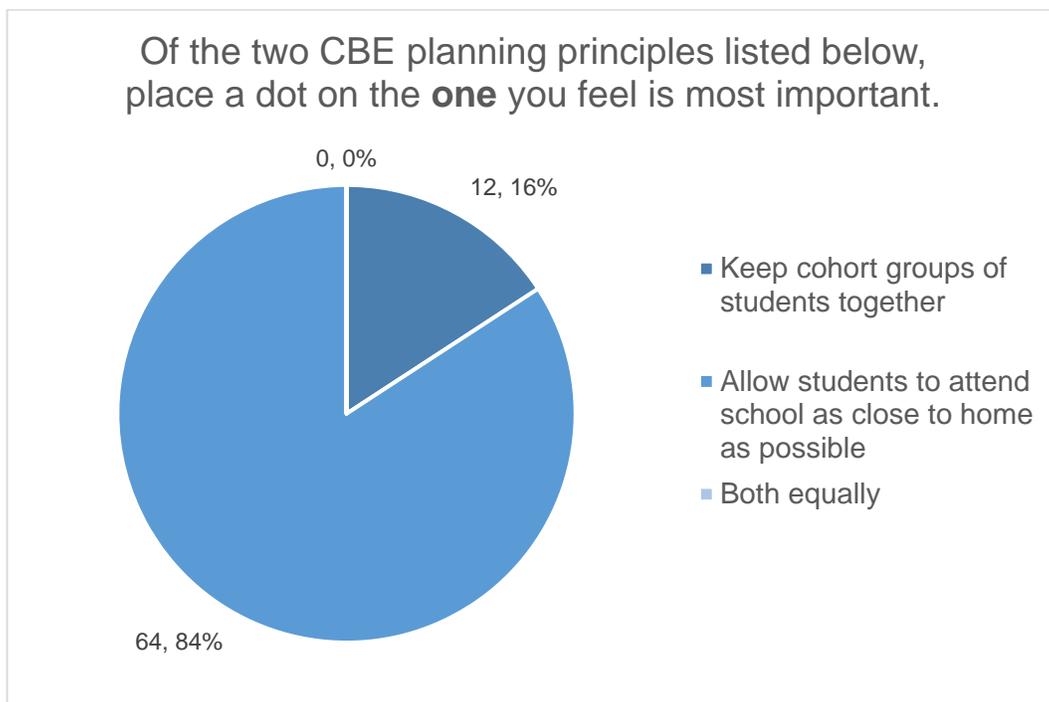


## Shaping the Future of CBE High Schools Session Notes Sept. 26, 2019 at Ernest Manning High School

Central West Group: Ernest Manning, Western Canada High School,  
Central Memorial High School, Queen Elizabeth High School

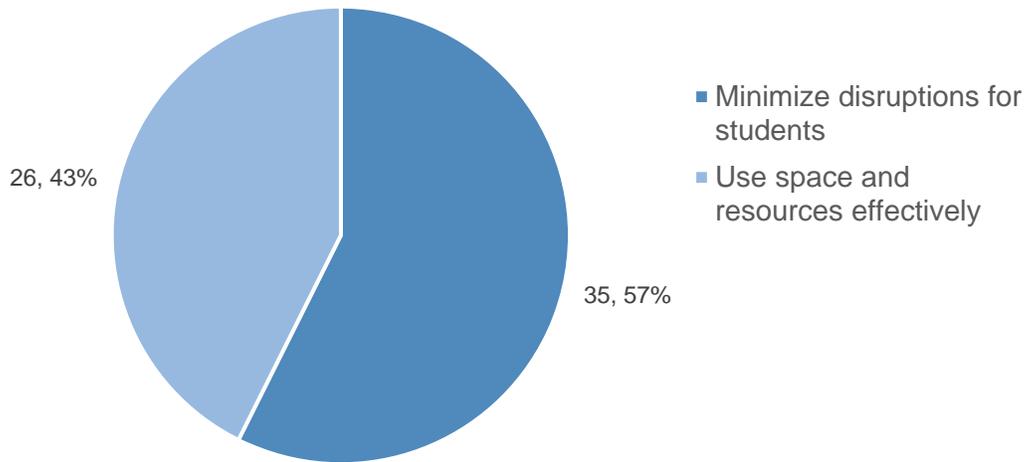
### CBE Planning Principles

For each pair, select the planning principle you feel is most important.

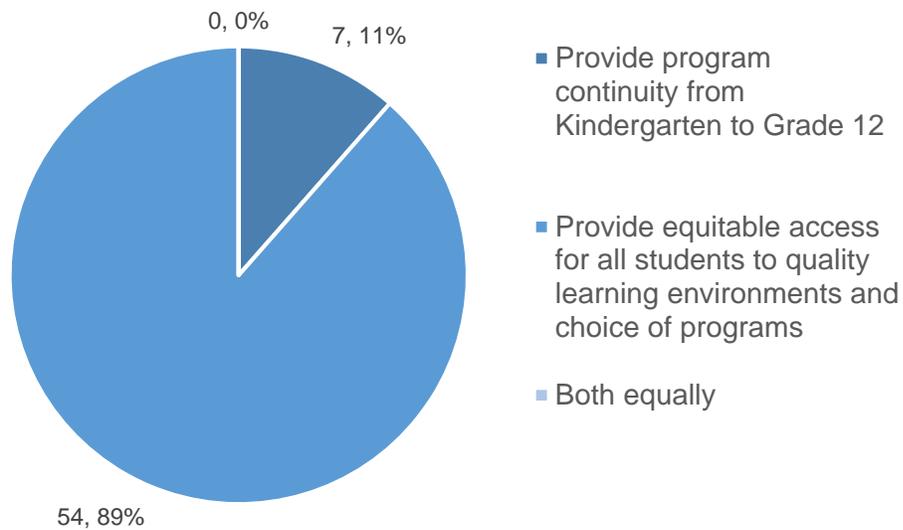




Of the two CBE planning principles listed below, place a dot on the **one** you feel is most important.



Of the two CBE planning principles listed below, place a dot on the one you feel is most important.





## Notes from school-based conversations – September 26, 2019

Below you will find all open-end comments from the in-person session as they were written. Opinions are the writers' own and content has not been vetted for accuracy. Comments have not been edited for spelling, grammar, sentence structure or otherwise. Comments have been edited to ensure anonymity. We also edited or omitted abusive, discriminatory and otherwise inappropriate comments.

### Ernest Manning High School

1. When you think about the in-scope factors relevant to this school, record the possibility or possibilities for 2022 and beyond you think would have the most positive impact on student learning and explain why.	
Response	Agreement
If a student chooses an alternative program (language, IB etc) they must remain in the program to stay at the school. If they want to switch to the regular program, they return to their zoned regular program school	4
All alternative...IB, Immersion...programs should be placed in the underutilized schools. Those folks have already chosen to have commutes to get to school	9
Draw radius around each high school and those residents closest to the schools, go to the schools	1
Build a bridge across Bow River	
Use Sarcee Tr as the boundary cut-off: Springbank Hill to Cougar Ridge are very interconnected communities	5
However this may decrease the diversity of our student population	1
I don't think so. Olympic Heights is a very diverse school and there aren't any kids from east of Sarcee	2
Available programming – (AP)	
Move IB programs to under-utilized schools	8
Add charter schools (Re-designate low attendance schools) and move IB programs to these schools	3
Keeping student populations optimized (100% utilization MAX)	3
Use underutilized schools for alternative programs so students using regular programs can attend the school closest to their home. Alternative programs are a choice!	20



1. When you think about the in-scope factors relevant to this school, record the possibility or possibilities for 2022 and beyond you think would have the most positive impact on student learning and explain why.	
Response	Agreement
Please grandfather families currently attending the school (i.e. siblings get into the same school)	4
Catchment for Ernest Manning should be limited to west of Sarcee and south of Bow Trail. Inner city communities should be utilizing the underutilized high schools (i.e. Central Memorial)	10
Not south of Bow Trail. Coach Hill is a 5 min city bus ride to EMHS – to send kids from there anywhere else would triple that time or more	3
Shrink walk zones and give priority to those closer to the school	1
At EMHS you can't wait until 2022 to solve a problem created in 2014. Fix it NOW! Plans for new communities within a 5 min drive	2
Keep families together. Keep students close to home - short commute, less transportation. Shrink boundaries. Use underutilized schools for alternative programs, keep West Springs, Aspen, Cougar Ridge, Strathcona etc (on the hill) at Ernest Manning High School	
Do kids choose a school because it has IB or AP or do they choose IB or AP because it's at their school? Your maps seem to suggest they pick the school. So need to figure that out.	14
Consider making Bowness a composite (gr 9-12) high school again. It was in the 80s	1
Why did this take so long? My gr 10 student had a hard time getting into KG.	5
Better bound definition. Better future forecasting. How is EM already 300+? Students who can walk to school should be given priority.	7
Shrink boundary. Grandfather students who start Gr. 10	2
Being on a bus for > 35 mins each way should be discouraged	5
Equitable school populations (smaller class sizes)	
Shrink boundary but don't lose option for AP/IB. Do not grandfather existing students if it means bussing new qualifying (in boundary) students outside of the catchment	1 (3 disagreements)
Boundary changes with thoughtful grandfathering - maintains continuity	



1. When you think about the in-scope factors relevant to this school, record the possibility or possibilities for 2022 and beyond you think would have the most positive impact on student learning and explain why.	
Response	Agreement
Class sizes, boundary sizes, transportation	
Re-designation for Patterson residents – currently designated to Manning, bussing distance doubles or triples to underutilized schools - school commute will become unworkable	1
Cougar Ridge would like to stay close to home and in current designated boundary 'Stay on the Hill'	2
What is the real-life value of the AP program vs resources needed? If needed it doesn't deliver value re: university entrance it should be scrapped	
School boundaries should compliment community belonging	
Consider/communicate budget for all high schools. Perception is that EMHS is brand new, gets lots of funding – Bowness and Central are older with less money. Can more money be diverted to older schools to improve facilities and programming? EMHS is a \$90M HS – can we put money into the older schools	3
Don't send West Spring students to Bowness	4
Transportation wise this is a very unrealistic option	
Preference to stay in community	4
Boundary changes vs enrolment caps – boundary changes still preferable over enrolment caps or elimination of programs. If caps are placed on program enrolment, qualification should be based on student grades/achievement (i.e. earned)	
Are struggling, hardworking students less deserving of a close school?	3
Grandfathering (relative to boundary changes) – has to be relative to established (predecessor) siblings – but also a family's tenure in the neighbourhood and community – homes and jobs established relative to previously established school boundaries and moving or excessively long bus rides are not fair options for long established families	1



<b>2. What factors should be taken into consideration in how we implement a decision for CBE high schools (i.e. transportation, siblings etc.)?</b>	
<b>Response</b>	<b>Agreement</b>
Don't bus my child from 2 blocks away to pass EMHS to get to Central	3
If designated boundaries are to be changed, families need to know before Gr 7 starts Gr 10. It impacts a household in so many levels. Waiting until 2021 may be too tight	2
Public transportation access and length	2
Students in Manning prior to implementation should be able to graduate there	3
CBE should not include Catholic system kids after Gr 9. Where is the funding going	2
Consider natural transportation boundaries. (e.g. Sarcee Trail) natural divides for traffic flow	12
Those living closer to school should get priority – one walk zone is too big; make more zones and cut down on bussing kids all over the place to overflow schools	
The communities of Glendale and Killarney should be left 'in area' for boundary consideration. Students have a short walk to C-train transportation to Manning. City bus transport would take much longer with transfers to Central Memorial	
Put all alternative programs in one 'building'	1
We're thinking of moving, however, would want to know new boundaries for Manning prior to doing so. Should be made public prior to 2021 for families to prepare	
Siblings/accessibility via transportation	1
Students in alternative programs are choosing to be in alternative programs and this must be considered when deciding where these alternative programs should reside. Regular programs and both advanced and delayed programming should be local	3
In boundary students should be prioritized over out-of-boundary.	2
It makes logical sense to adjust bound at Sarcee. East of Sarcee should go to Central and west should go to Manning. Discovery Ridge should go to Central because of easy transportation	8
Keep siblings/families together – short commute/transportation close to the residing community	4



2. What factors should be taken into consideration in how we implement a decision for CBE high schools (i.e. transportation, siblings etc.)?	
Response	Agreement
Provide info about boundary changes prior to 2021 to allow families to plan for potential changes	12
Siblings most important. Transportation. Proximity to school	8
Students living in walk zones should be guaranteed spots in the designated school - do not bus out	13
Consider Calgary Transit routes for high school students – avoid requiring a transfer	
Consider redrawing Robert Thirsk HS boundary (very odd) to better allocate to Bowness to up attendance @Bowness	
Some boundary changes will result in excessive commuting (on bus) times. Require careful consideration for ‘pocketed’ communities	1
Yes, maybe close ‘as the crow flies’ but not ‘as the road goes’	
Families together, time spent traveling, community density	
Grandfather siblings into school	
Keep student regular AP closest to home as these are core programs	3
Consider feeder schools to High School. Partnerships exist between HS/JH schools (i.e. Manning/Griffith Woods)	
Keep students close to home for regular programs – keep commuting time minimal	8
Should keep families together in a school	8
Minimize number of interruptions so kids don’t have to change high schools part-way through	2
Consider promoting underutilized HSs now, to give families more options if they want smaller classes, etc. prior to 2022	1
Consider impact of new transportation opportunities in the city.	
If you can walk to the school, you should be a priority	4



<b>2. What factors should be taken into consideration in how we implement a decision for CBE high schools (i.e. transportation, siblings etc.)?</b>	
<b>Response</b>	<b>Agreement</b>
When determining new boundaries, start redrawing boundaries starting with communities closest to the school with capacity. For example, when redefining the boundary for Ernest Manning HS, look first at Glenbrook, Glamorgan, Killarney, etc..	1
Grandfather students in gr 11 and 12 so that they do not have to change schools in the last year of high school	2
Grandfather siblings	5
Shortest commute/travel-safety for kids-consider they will be new drivers	5
Keep siblings/families together	
Kids who went through K through Gr 9 in the Catholic school system should have to stay within the Catholic school system. Those families paid taxes toward the Catholic board, not the public. Public kids should be prioritized	2
Curious how many Manning students switched from Catholic to public due to St. Mary's being so far	1
Student learning is often supported with teachers providing assistance before school hours...please consider this in regards to travel time to school	2
Siblings likely have different learning needs and interests by High school age. Should be a consideration but not a priority	3

<b>3. When you think about the in-scope factors relevant to this school, record the interim/short term possibility or possibilities that should be considered prior to October 2021 and why.</b>	
<b>Response</b>	<b>Agreement</b>
Temp boundary change. Move students coming into Gr 10 to underutilized	1
Current students who are out of boundary (i.e Springbank) should be required to attend their designated schools	5
Students from Catholic JHs should be able to join/attend a public high school 'with space' not 'bump' out public school JH students from their path/designated school	6



3. When you think about the in-scope factors relevant to this school, record the interim/short term possibility or possibilities that should be considered prior to October 2021 and why.	
Response	Agreement
Out of boundary should not be prioritized if over-crowded	5
Keep students at existing schools. Keep students close to home. Shrinking boundaries	4
Keep students in existing schools. Keep families together	2
Keep travel distance to a minimum if considering bound changes and natural boundaries (Sarcee)	10
This is a short term plan, CBE needs more budgets to build more schools	1
You can't wait until 2022 to fix a problem at EMHS that you created in 2014. Fix it NOW.	7
Look at boundaries and bus. Griffith Woods opened 1.5 years ago and over capacity when it actually moved in (down the street) 9000+ people due to be on 77 St SW in < 5 years	
Have to build another Sr. High in the deep SW	
Shift Discovery Ridge population to a school closer to them (ie Central)	2
Communicate any boundary changes prior to Sept 2021 to allow families to plan for potential changes	7
Provide programming at other nearby HSs that would draw students back to their community (eg computer science program)	2
Can CCSB students be given 2 <sup>nd</sup> preference to CBE students in at capacity HSs?	
Keeping siblings together	2
There is significant development underway between 77 & 85 south of OBCR- 1000s of people moving in over the next few years – where will they be accommodated?	2
Consider student population closer to Central Mem (under populated) – old location of EM- location and location – distance and time required for transportation – move Discovery Ridge students - student within catchment should have priority over student coming for specific program benefit	1



3. When you think about the in-scope factors relevant to this school, record the interim/short term possibility or possibilities that should be considered prior to October 2021 and why.	
Response	Agreement
Consider working with the Catholic system to utilize their spaces/resources – collaborate with the CCSB where it makes sense – work with the CCSB to lobby/support building a CCSB HS in the west to take the pressure off EM	3
Make it attractive to send kids to underutilized schools by offering alternative programming -maintain reg/core programs in community students live in	3
Make it attractive to send kids to underutilized schools by offering regular programming with guaranteed smaller class sizes	5
Consider core class sizes which are over the 1:25 ration instead of averaging across all classes to determine capacity	2
Give CBE students priority over those coming from private schools or the Catholic school system	7
If parents are losing jobs and have to abandon private school , they are still part of the community and cannot be turned away	
Too many options which take away from core class prioritization for class size	
Most positive impact on student learning will be the option to stay with peers that they have grown up with. The regular program should be offered only to those in the closest proximity to the school. Those wanting something more specific in program would sacrifice the ability to stay in their home community school. Transportation – kids shouldn't have to commute more than 20 mins to high school	3
Keep AP an option with regular program to maintain a wide breadth of educational opportunities over specialization at schools. Limits students' opportunities. Would rather see boundary changes	1
Give core classes, regular stream with smaller classes vs alternate programming	2
Particularly when budgets are constrained	
Keep school population balancing evergreen rather than waiting until there is a big problem. Consider smaller changes on a more frequent basis	3
Give regular and AP programs priority over alternative programs	5
There is a demographic bubble coming next year (2020-21) how will this be addressed? Summer school cannot be the only fallback.	



3. When you think about the in-scope factors relevant to this school, record the interim/short term possibility or possibilities that should be considered prior to October 2021 and why.	
Response	Agreement
Give priority to students coming from a CBE program as opposed to the Catholic school system or private school as these students chose an alternative school board and have more options than people who are not in catholic/private	18
Can you implement shorter term solutions like allowing students designated to over-populated schools to transfer to a regular program at an under-populated school without a lot of red tape? Parents with kids designated to over-populated schools should be made aware of the population imbalance (proactively!) to aid in their decision making as to which school their child should go to.	4

General Feedback Wall	
Response	Agreement
Investigating hours of school with options for students to choose	
When my grade 10 student was in KG, I had only one choice for public education as opposed to people who had the choice to go to the local catholic school. Schools in my area were all over capacity and Catholic families were able to choose schools closer to home. Now that these students are in high school, the designated Catholic school isn't as close (or new) so these families are coming back to public schools. Can priority be given to the students who didn't choose (or couldn't choose) the Catholic school board?	
Have you considered 3 semesters with kids doing 2 of the three?	
Complex needs class should go to Central. Better fit.	
For future engagement sessions: Your questions are leading and do not provide a platform for meaningful feedback. This engagement process did nothing to address the fears/concerns of parents, it was only frustrating in its fluffiness. It would be more valuable to lay out a 'feedback sheet' for each in-scope factor and ask people what are the most important things to them in each area specifically	
Please provide more information on dual credits program/courses	



## Western Canada High School

1. When you think about the in-scope factors relevant to this school, record the possibility or possibilities for 2022 and beyond you think would have the most positive impact on student learning and explain why.	
Response	Agreement
Offer IB programme at other schools like Bowness or Central	1
Mainstream in area students s/b allowed to attend western and not be bussed to an out of area school	1
School needs to check the address to register kids	
Move alternative program (French) to an underutilized school (ie French)	3
I would rather see boundaries change than limit on breadth of program access at individual schools	
Western seems to have several programs. Perhaps move one of those programs to an underutilized school	3
Western overflow – need to keep boundaries same as much as possible. If too many in IB complex maybe this group moves?	2
So for a school like Western it appears that most of the population is in regular IB programs – reducing/putting a cap on this might be helpful. French immersion is not very widely found so encouraging this might also help to regulate flow and population. Reducing boundaries for regular program might also be helpful.	
Student proximity to school should be paramount to boundary decisions. Transportation savings in both time and cost (and environment). How are alternative class deliveries being considered? (i.e. web, online, etc)	3
Technology – Civic responsibility. Think like Greta	
Move out of attendance area IB students to an underutilized school	



2. What factors should be taken into consideration in how we implement a decision for CBE high schools (i.e. transportation, siblings etc.)?	
Response	Agreement
Can we be more transparent about the real impacts of IB on student achievement, mental well being, and post-secondary admittance? I think IB may be drawing students to Western based on assumptions about the IB program	
Cohorts of students in the programs of choice (i.e. French Immersion) should be lifted and shifted together based on community. For SW could be lifted together and moved from Western to Bowness or to Central	7
Completely agree! Move French Immersion from Western to Central. Keeps that group of kids together in an underutilized school. It would take some pressure off Western	
Ditto what this person said	
Families currently in area for Western should be able to attend Western post-implementation (as mainstream students, it is understood if IB moves)	
Combining programs (e.g. IB) at underutilized schools. Like Central Memorial	4
Students who are close to the school should have priority over out-of-area students. It would also be ideal if communities aren't divided by boundaries (ours currently is)	
Will my spot be taken by someone from not in the designated area?	
Travel time to/from school	1
Transportation should be a significant factor for designated schools. However, when children are seeking particular programs, there should be barriers to enrolment, so for example a child wanting French immersion should be given the opportunity to attend his/her school of choice	1
Distance and transportation should be considered but alternative program travel if anyone does	1
Walkability to schools should be a first priority when re-designating school boundaries	
Keep groups of students from the same neighbourhood (elem/jr high) together when considering boundary changes	
Ease of transportation vs distance from home is important	1



<b>2. What factors should be taken into consideration in how we implement a decision for CBE high schools (i.e. transportation, siblings etc.)?</b>	
<b>Response</b>	<b>Agreement</b>
Very important that students attend their designated schools for regular programming	

<b>General Feedback Wall</b>	
<b>Response</b>	<b>Agreement</b>
Maybe worth considering reducing Western's commitment to IB. Is this actually good for students? I know of many where mental wellbeing has been compromised by this program. If it's stressing students out, lowering GPAs and drawing too many students, is it time to reconsider?	
Please continue to give mainstream students who live in area the opportunity to attend Western. Look to decrease Western's capacity concerns by moving French Immersion or some IB students to a current low capacity school.	
Western Canada High School has a long history of French Immersion programming. The culture of school supports this program. The mixture of students (social-economic) is one of the AMAZING draws to Western. A school is more than a building. Please keep the French Immersion.	

## Central Memorial High School

<b>1. When you think about the in-scope factors relevant to this school, record the possibility or possibilities for 2022 and beyond you think would have the most positive impact on student learning and explain why.</b>	
<b>Response</b>	<b>Agreement</b>
FI cohorts of students (i.e. Bishop Pinkham jr high) should go together to the HS - such as CM	
Maintain class size to old level. Children need to be heard	
Re-designating areas like Killarney (which are closer to central than Ernest Manning) by redrawing boundaries. My gr 10 daughter is in her designated school which is way overpopulated and travelling farther to get there. Would make more sense to redraw boundaries.	



<b>1. When you think about the in-scope factors relevant to this school, record the possibility or possibilities for 2022 and beyond you think would have the most positive impact on student learning and explain why.</b>	
<b>Response</b>	<b>Agreement</b>
Plus we should never have got to the current imbalance in the first place! I appreciate this large-scale engagement but the CBE should not be afraid to keep rebalancing/evergreen (every 2-5 years) rather than waiting for the 'big engagement' and compromising students' education in the mean time.	3

<b>2. What factors should be taken into consideration in how we implement a decision for CBE high schools (i.e. transportation, siblings etc.)?</b>	
<b>Response</b>	<b>Agreement</b>
Proximity to school/transportation-Keeping groupings of smaller communities together. By Gr 10, siblings should be less of a consideration. Grade 10 students are independent and don't have the same needs to stay with siblings than at younger grades. Keeping vibrant schools with optionality in programming	1
Early promotion of underutilized/balanced schools to areas where the local HS is over capacity. Some families may choose to go to smaller HS for other reasons. It would be a 'selling point' for transportation to be less of a burden to look at schools further from home	
In considering new boundaries, public transportation from west of Sarcee to CMHS should be considered as well as safety for students driving from west of Sarcee to CMHS vs driving to another school west of Sarcee	
Central pick up and drop off zones in other areas	

<b>General Feedback Wall</b>	
<b>Response</b>	<b>Agreement</b>
Will long-term boundary projections (5-10 years) be made? Will they be made public?	
A map with current catchment boundaries would provide helpful context. How will boundary changes be determined/communicated post 2022? It appears that older/smaller communities are disadvantaged as they aren't aggregated like the newer/larger communities are. Can they be 'shuffled' more because they're small?	



## Queen Elizabeth High School

<b>1. When you think about the in-scope factors relevant to this school, record the possibility or possibilities for 2022 and beyond you think would have the most positive impact on student learning and explain why.</b>	
<b>Response</b>	<b>Agreement</b>
Lower population means smaller class sizes, which is excellent for student learning	1

<b>2. What factors should be taken into consideration in how we implement a decision for CBE high schools (i.e. transportation, siblings etc.)?</b>	
<b>Response</b>	<b>Agreement</b>
Advance notice on the decision before summer 2021	
Transportation	
Options in the south and north for GATE student who opt to do AP/IB eg. QE who want IB and HWW who want AP	
Transportation for GATE /AP students	
GATE classes	1
Sell/promote under capacity schools to other areas where the HS is overcapacity – families could decide to change and it could lessen burden. Transportation for cohort groups from 'out of bounds' or non-designated families who choose under capacity school	
IB/AP should be offered at QE and HWW for GATE students – far to travel	

<b>General Feedback Wall</b>	
<b>Response</b>	<b>Agreement</b>
GATE Schools Could there be AP offered at Henry Wise Wood? – GATE students are not always in GATE classes in high school, so having AP as an option at both GATE high schools would be great to support student learning. Will GATE still be offered at QE and HWW? Transportation: Students travel from all over the city to GATE high schools. Is there CBE bussing provided?	



## Participant Engagement Evaluation Shaping the Future of CBE High Schools Ernest Manning High School – September 26, 2019

Below you will find an evaluation summary with comments provided as they were written. Comments have not been edited for spelling, grammar, sentence structure or otherwise. Comments have been edited to ensure anonymity. We also edited or omitted abusive, discriminatory and otherwise inappropriate comments.

Number of participants in attendance: 103

Number of evaluations completed: 34

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

27 Agree    6 Somewhat Agree    1 Somewhat Disagree    0 Disagree    0 Not Applicable

### 2) I was able to learn about the opportunity for input/feedback prior to my participation in this engagement.

26 Agree    7 Somewhat Agree    1 Somewhat Disagree    0 Disagree    0 Not Applicable

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

16 Agree    14 Somewhat Agree    3 Somewhat Disagree    1 Disagree    0 Not Applicable

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

15 Agree    14 Somewhat Agree    3 Somewhat Disagree    2 Disagree    0 Not Applicable

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

24 Agree    7 Somewhat Agree    0 Somewhat Disagree    0 Disagree    2 Not Applicable

- One individual did not fill in a selection

### 6) What did you like most about this engagement?


**Comment: 32**
**No Comment: 2**

- Reading comments from other families to see things from a different perspective. Everyone just wants what's best for their kids/family
- Very welcoming and open
- Positive and active engagement
- The statistics for enrollment
- The space and movement
- Straight forward, clear message of what is required
- Lots of opportunity for documented comments
- Describing process
- Questions on the tables and dots to support them
- It was very open and easy to participate
- Individual schools represented
- Clarity on the considerations
- The opportunity to be a part before a decision is made
- Organized. Structure provided help from high schools present
- Maps
- Opportunity to ask questions of the experts
- Early
- Excellent access to speak to involved schools and decision makers
- Visible look at scope of problem of over crowding
- I am not convinced that our voices will be heard. I feel that your decision has already been made
- That there is an opportunity to provide feedback. Do question whether it will be truly considered – based on previous CBE exercises
- Paper & dots to see different ideas
- The initial presentation and then break-out to discuss specific school concerns
- Clearly explained – thank you!
- Overall clarity and openness of dialogue
- Had the decision makers available for questioning. Ability to engage in more discussion online after session
- People offered information and answered questions
- Informing of the plan
- Being able to ask questions, give my feedback and suggestions
- Everyone was very approachable and engaging



- Writing down comments to be taken into consideration
- Board display – relevant information, clearly documented

## 7) What did you like least about this engagement?

### Comment: 22

### No Comment: 12

- No free coffee
- The faulty technology
- Timeline. Some schools are in crisis
- Timeline
- How we got this way and how it won't be a problem in 2021
- The boards should have been in the other order - not leading to the place of the introductory lecture
- The light on during the presentation and a chance to ask Q&A
- Would have like more directions
- Nothing
- No cookies – LOL
- Need more information about enrollment numbers, boundaries and current class sizes (not averaged)
- Would like to have seen more information on individual schools
- I did not like the dots in the hallway. The boards made it appear that we had to choose between the two options
- Not all community, parents were aware
- Each school to present to the small group
- I felt the questions were leading
- Was most interested in finding out potential boundary changes and this was not shares. Class sizes?
- Restricted options on changes led to most comments in break-outs being the same – could have been accomplished better with presented options being marked (similar to boards in lobby)
- Everything looked good
- GATE is not included in this engagement
- Format – too long (too much time between presentation and HS specific session)
- Nicely done

### Other ideas

-

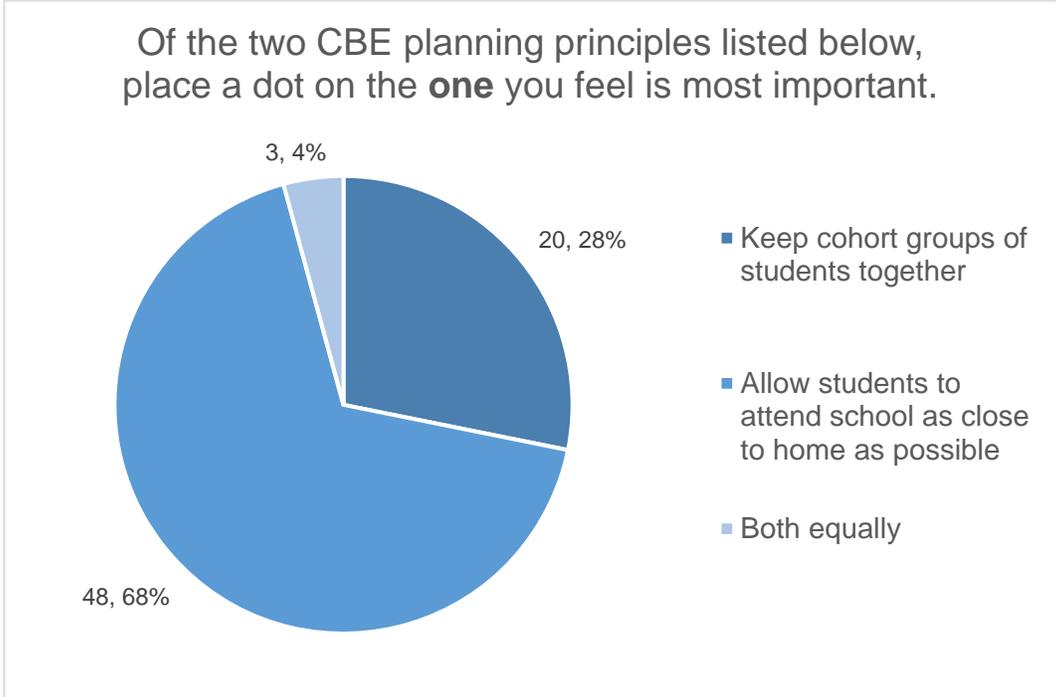


# Shaping the Future of CBE High Schools Session Notes October 9, 2019 at Queen Elizabeth High School

Central West Group: Ernest Manning, Western Canada High School,  
Central Memorial High School, Queen Elizabeth High School

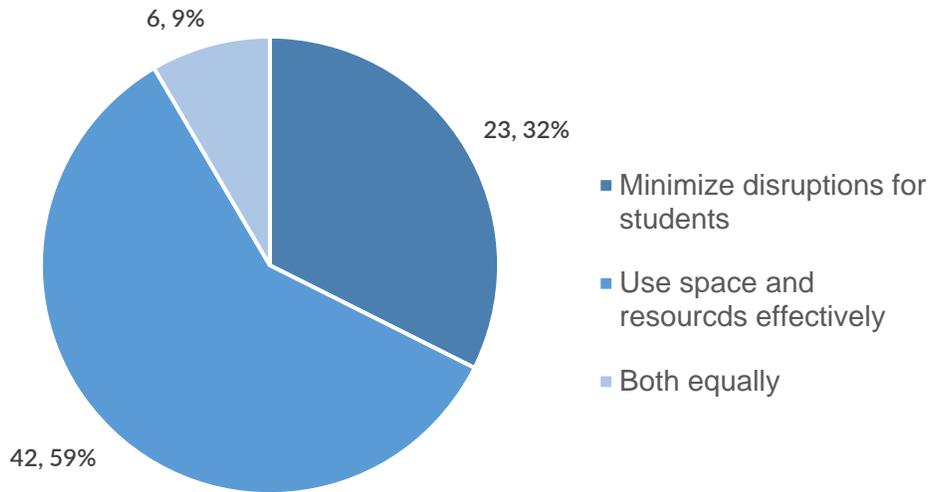
## CBE Planning Principles

For each pair, select the planning principle you feel is most important.

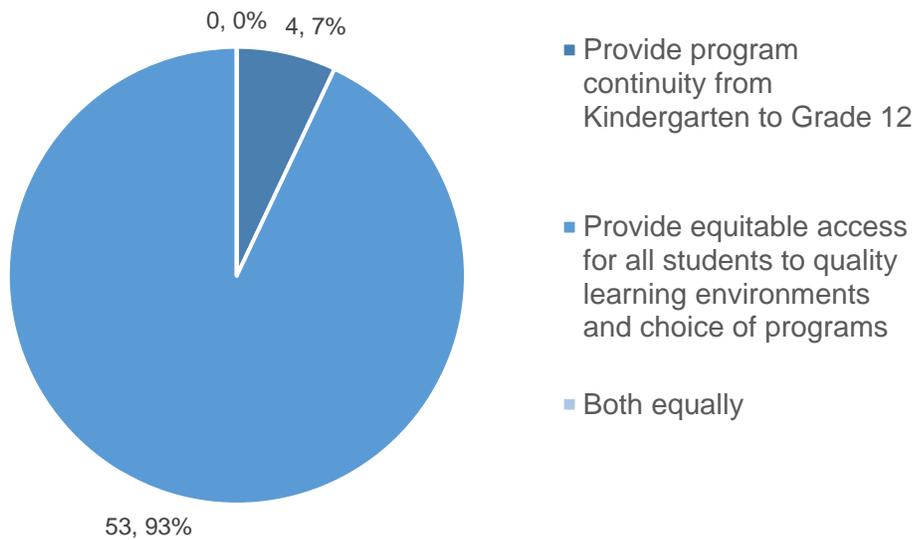




Of the two CBE planning principles listed below, place a dot on the **one** you feel is most important.



Of the two CBE planning principles listed below, place a dot on the **one** you feel is most important.



## Notes from school-based conversations – October 9, 2019

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### Ernest Manning High School

1. When you think about the in-scope factors relevant to this school, record the possibility or possibilities for 2022 and beyond you think would have the most positive impact on student learning and explain why.	
Response	Agreement
AP program doesn't affect successful application to university. It's by grade only. Why offer it? Spend those resources making the regular program stronger or offer a wider selection of program offerings.	1
Not factually correct	3
Manageable and reasonable class/school sizes	3
Range in specialized programming availability to meet students' learning need is of utmost priority. The goal is after all for them to learn. Let's make sure they have what they need to be the best they can be, and happy, productive, insightful citizens.	
Seems most reasonable to adjust community designations	
Allow temporary grandfathering for cohort entering grade 10 in 2021 if desired	
Why wouldn't Bowness be a possible overflow school for EM?	2
Why move closer students to EM away to accommodate farther communities?	3
Transportation?? EM has LRT and parking. QE has neither.	2
Grandfather siblings	2
Add modular to increase capacity in short term (school should have been built bigger in the first place.	2
Keeping children together from K-12 builds community and friends for life.	1
Or at grades 10-12 they need to spread their wings.	1



1. When you think about the in-scope factors relevant to this school, record the possibility or possibilities for 2022 and beyond you think would have the most positive impact on student learning and explain why.	
Response	Agreement
Moving school boundaries – Wildwood, Westgate, Glendale, Glenbrook, Rosscarrock, Spruce Cliff, Shaganappi, Killarney, Glengarry and Richmond...why all at Manning? Why not QE/ Central who are underutilized?	6
Important to grandfather siblings to same school even if older sibling is leaving or a recent student. Parents and students already familiar with the programs, culture and teachers to some degree so continuity is easier for families.	3
Fit of student to school is more important than grades for high school. (e.g. many students drive, take public transit etc.) Critical that they want to be there. Program that fits for them, peers and school culture needs to fit not just proximity to school.(Richmond community parent designated to Manning currently)	
Ernest Manning zone is very small as it is. I would hesitate to make it any smaller. Making the zone any smaller would increase the transportation to get to a different school. This would make for a much longer school day and likely impact after school or pre-school activity participation.	2
Moving school boundaries as many of these are communities under construction (i.e. they will continue to grow and up pressure)	1

2. What factors should be taken into consideration in how we implement a decision for CBE high schools (i.e. transportation, siblings etc.)?	
Response	Agreement
Siblings should be allowed to attend same school. Keep families together. Even if older has graduated. They often have bee to band concerts, sports etc. there and are wanting to continue sibling traditions. More important than geography.	2
Transportation: ease of access using transit/existing roads. A school is close 'as the crow flies' may be difficult to access using existing routes.	6
Program fit more important than geography	1
Transportation? No LRT? No parking?	
Enrolment – how many CCSD kids enrolled at Manning b/c St. Mary's is too far away?	2
Why no Bowness HS for Manning overflow?	2



2. What factors should be taken into consideration in how we implement a decision for CBE high schools (i.e. transportation, siblings etc.)?	
Response	Agreement
Why is CBE responsible for CCSD students who want to stay in CCSB but don't have a high school on the west side of the city?	2
Reducing school boundaries is very important to provide ease of access	2
Why change these communities? The transportation options to QE via transit are difficult and not that easy a school to get to. Please consider public transportation options as you re-designate boundaries.	
Boundaries – why Wildwood, Westgate, Glendale, Glenbrook, Rosscarrock, Spruce Cliff, Shaganappi, Killarney, Glengarry and Richmond not designated to QE? Why Manning? Or Central?	7
Allow younger siblings to be grandfathered even if 1 <sup>st</sup> sibling has left school – easier transition for parents/students – pride of school	2
Allow for fit – more important than proximity. At high school level kids need to want to learn those programs with that culture and with their peer group. (Killarney parent)	
Transportation – wherever possible bus time should be minimal	2
Transportation is absolutely one of the heaviest considerations for implementing any boundary changes. Students should not spend large amounts of time getting to and from school	7
Coming from Cougar Ridge we are keenly interested in boundary changes for both AP and IB/Reg programs for this area. We would like to be within the boundaries for Manning/Western	1
Coming from Richmond we are keenly interested in remaining within the boundaries for EM and Western.	1
We must keep siblings together.	
Cap OOA students. Cap non-CBE transfers e.g. CCSD	1
1 <sup>st</sup> priority - CBE continuity 2 <sup>ns</sup> priority - all others. (if cap is full with CBE alone then school is full)	
Grandfather siblings should be automatic enrolment.	4
When considering capping enrolment, siblings in the same school or program specific requests should have first consideration (program specific to the school)	



<b>2. What factors should be taken into consideration in how we implement a decision for CBE high schools (i.e. transportation, siblings etc.)?</b>	
<b>Response</b>	<b>Agreement</b>
Boundaries – West Springs should be included	

<b>3. When you think about the in-scope factors relevant to this school, record the interim/short term possibility or possibilities that should be considered prior to October 2021 and why.</b>	
<b>Response</b>	<b>Agreement</b>
Boundaries – West Springs should be included	
Allow out of area students at other close schools based on likely boundary changes and encourage visiting other school options. e.g BP students could tour Bowness and other schools not currently on tour list. Highlight other schools features and magnet initiatives not alternatives (e.g. sports @Bowness, arts @ Central)	2
Would be helpful to know designated overflow schools	
Clearly state ASAP and define what the 'cap' is and why (physical space, staff space, class #s, etc)	
Try to pilot the solution(s) and follow the students (social/academic)	1
Change boundaries to push some students to Bowness	



## Queen Elizabeth High School

1. When you think about the in-scope factors relevant to this school, record the possibility or possibilities for 2022 and beyond you think would have the most positive impact on student learning and explain why.	
Response	Agreement
Kids were making friends from elementary school. I do prefer that kids from same community should go to junior high or high school together - continue their friendship (Parent from Sandstone, Gr 7)	
Transportation is the most important thing, for kids to get to school and back home safely. Why not more Sandstone /MacEwan grade 7-9 students to Queen Elizabeth Jr High School and have them continue QE HS. But school bus is a must to have. Calgary Transit to SJAM for my Gr 7 is so bad. Parents will miss more working days to drop off kids to school in bad weather conditions.	1
School boundaries need to be revisited and make sense! Community is critical and sense of belonging is critical so boundaries need to be geographically set logical. Communities should not be split like Kincora, Sandstone and MacEwan.	3
Use centrally located schools for Alt programs to increase access	6
Disagree. Instead expand , move, improve programs to more schools to enable access	
Consider increase to alt programs – e.g. in W Calgary no student continue in Spanish because schools are too far away, so how about adding AP Spanish? Or opening up QE as new Spanish 10-12?	
Important to have efficient transportation so student don't spend 2+ hours /day on the bus!	1
Why are we bussing instead of offering programs at community schools? Waste of time and funds	
It is challenging to answer this question without all the data...what % of students are in IB/AP programs in surrounding schools?	
Keep regular programs at all schools and allow for those in the community to be a part of that school.	4
Any decision that doesn't support allowing for siblings to follow each other is very disruptive for families.	5
Cohorts from elementary school should be allowed to continue together through junior high and high school. In particular, GATE cohort, particularly from jr high to high school. If, rightly or wrongly, families prefer the IB alternate for their gifted students in high school, maybe QE should offer IB as that is a program that attracts that cohort.	



1. When you think about the in-scope factors relevant to this school, record the possibility or possibilities for 2022 and beyond you think would have the most positive impact on student learning and explain why.	
Response	Agreement
Boundaries and neighbourhood considerations. Social community –stronger learning experiences are supported by social networks and positive experiences unfold when students have a strong connection to their school community.	2
Bussing is expensive to the system so put that money into learning. Have kids walking and build up community.	1
West side of the city needs a Catholic high school	
Offer a wider variety of alternative programs or high quality regular programs in each school so that which school you go to makes less of a difference.	
Important to maintain bussing option for kids going to specialized programs – language, art, LD/gifted	2
Using schools that don't have a lot of students nearby for alternate programs, moving regular program capacity to schools closer to students.	7
Increase AP program capacity	1
Don't put all alternative programs together at one school. Our kids learn about life and how to work with others who are different from them if they are integrated with the community school children – not by being surrounded only by 'their own kind'.	1

2. What factors should be taken into consideration in how we implement a decision for CBE high schools (i.e. transportation, siblings etc.)?	
Response	Agreement
Regular programs remain in the communities. Alt programs if decide to enrol there, expect to travel to get there.	1
Proximity to school should be of high consideration as it relates to reduction of transportation times, keeping communities thriving and unified, social/friend continuity, sibling experience continuity	6
Proximity to school, also school size (more opportunities available to students if the high school size isn't too small)	
Transportation – taking 2-3 city transit busses to school is not safe!	3



2. What factors should be taken into consideration in how we implement a decision for CBE high schools (i.e. transportation, siblings etc.)?	
Response	Agreement
Sandstone/MacEwan kids could start at Gr 7 instead of Gr 10 * Already city designated bus from Sandstone/MacEwan to QE	4
Transportation – boundaries need to take into account 1 bus to school (or work with Calgary Transit to make it happen)	1
Transit rebates for alternative programs	
Continue to allow GATE kids to stay at QE if they decide to leave GATE program and go into AP or IB program, so they can stay with their friends, even if not the designated school based on home address	3
Reconsider GATE boundaries for students in inner city (for many, QE would be much closer than current designated GATE school)	
Each high school should offer the regular program.	5
Students living walking distance to high school should have that school as designated school...keep community schools!	13
Keep siblings together and keep community kids (grandfathered) together	2
I'd love to see French immersion option at QE	2
Could QE become a middle school? 7-9 or 4-9?	
Travel time	1
We need a Catholic high school in the west to relieve the pressure on public high school	
Keep community schools – If a student can walk to a school they shouldn't be bussed out of the community.	2
Agree. This is important but think it's very important to have all options in CBE open to all students, either through attending non-designated school or starting new programs in local schools	
No lottery system to determine who goes to a school – base it on proximity to the school	2
Also allow kids to attend a non-designated school if space permits for better options and better learning environment	
What are the 'better options'? How do we change *this* if this is a thing (equity)	



2. What factors should be taken into consideration in how we implement a decision for CBE high schools (i.e. transportation, siblings etc.)?	
Response	Agreement
Or have flexibility in programming to expand popular programs to under-capacity schools (i.e. don't shut down existing /move programs - open up new program to open more spaces.)	
The existing GATE program should be a huge factor in decisions being made around alternate programs. It is important to continue a robust overall GATE program and to offer GATE classes in high school here at QE. GATE cohort interest in IB and AP should influence where those programs are offered.	
There is a critical need to increase number of spots for students with LDs and giftedness to enrol in specialized programming where school has both appropriate infrastructure to support and administration and teachers have expertise in working with these kids to support building their confidence in selves as learners and adopting tools and strategies that can help them to function optimally in their communities. These programs allow students with common struggles to share tools/tricks and families to connect and support one another. With the view to long-term integration into 'neurotypical' society, these programs would be best situated within a regular stream program so that exceptional kids can move as cohort through core subjects, and integrate into phys.ed., options, home room, clubs athletics etc. We owe this to these kids as a community and we will all also benefit from improving their abilities to be successful and reach their potential.	3

General Feedback Wall	
Response	Agreement
Keep children who go to elementary together. Some Northern communities are bumped around so much. If we value mental health then we should try to help kids stay with friends they have built relationships with. Ex. Sandstone, MacEwan and Kincora	
Sandstone/MacEwan – Have kids come to Queen Elizabeth in Gr 7 instead of Gr 10	
There is value in offering GATE classes, keep GATE cohort together at the high school level, because of the non-academic benefits it brings to these students at this critical developmental period. However this factors into alt. program decisions should be considered.	
Consider that parents providing feedback may have young kids. In elementary, community, staying with friends, etc. may seem very important but it isn't in high school	



General Feedback Wall	
Response	Agreement
I would like to see transportation paid for if going to one's designated school. That way boundaries and distances to school become less relevant. There is so much choice now that I find school communities are much more transient so having my kids go to school with the same people doesn't happen regardless of community. I'm fine with altered boundaries or moved programs as long as the CBE works with Calgary Transit to get my kids there as painlessly as possible. I like using existing schools, balancing the population as you've suggested, rather than building new schools and having more fees for regular programming.	
Get non-core classes out of mainstream schools... Technology, foods, drama/music, PE, these can occur elsewhere in the city.	
It would be helpful to indicate the location of other high schools nearby on boundary maps	
Out of box idea – CBE needs to be more AGILE - move grades/subjects/classrooms/programs into empty space DOWNTOWN	
Consider four semesters for year round school and let families decide how to best journey through high school. (part time for three full years, fulltime for semester 1 and 3)	
Desperate need for increased number of public school spots in specialized program for kids with LDs and giftedness. Programs need to be specialized with appropriate infrastructure, experts in this area and be accountable. These programs should be geographically centralized so accessible to all quadrants. The programs should be integrated into regular stream schools level vs class level. Integration develops all learners to function, be resilient, be tolerant...to build an optimally functioning community of students and future workers.	
Please consider keeping small cohort communities together. E.g. Shaganappi only has 1-15 kids/year – it would be sad to have them split.	
Move Sandstone/MacEwan/Kincora students to QE Jr High school. Keep them together. All of them will go to QE high school together. . Benefits of doing this...keep same community students together and QEHS will be close to capacity and not under. Most important is to offer school bus. My kid (gr 7 in SJAM is taking CT to school Not so convenient for students and parents while we are paying higher fee).	



## Central Memorial High School

1. When you think about the in-scope factors relevant to this school, record the possibility or possibilities for 2022 and beyond you think would have the most positive impact on student learning and explain why.	
Response	Agreement
Why can't special programs like French Immersion and IB specialties be moved to Central and reduce pressure on schools like Western?	
Pull inner city communities with small numbers and good transit access into this school and work with City of Calgary to coordinate transit.	

2. What factors should be taken into consideration in how we implement a decision for CBE high schools (i.e. transportation, siblings etc.)?	
Response	Agreement
Is there a possibility of opening a science alternative program at the high school level?	4
Same idea, but STEM (or STEAM as the arts are already at CM)	2
Where is the information for CTC and PVA?	
Why is online learning out of scope?	
Transportation – Kids should be able to access schools easily on CT whenever possible	
What about offering more language options (i.e. Mandarin)	1
What about offering modified immersion program with French LA (and potentially one or two other classes) for immersion kids who want to maintain their French but do not need a full curriculum.	1
On the same note, offer advanced Spanish class	1

General Feedback Wall	
Response	Agreement
Still so many unknowns in this process. Please consider long term planning and program integrity for the success of each student	



General Feedback Wall	
Response	Agreement
People are choosing private schools that offer smaller classes and focussed attention. This dilutes our communities. Up the game CBE!	
Thank you for engaging with the public early in the process. I'm impressed with the amount of representatives supporting this open house. It was very organized and made me feel confident the CBE will come up with the best solutions possible. Kudos!	
High school capacity issues have been on the horizon for years (my child is in gr 8 and we discussed during engagement in gr 1!) No decision will please all. Get smart people involved (e.g. data scientists) and make the change ASAP. Do not wait until 2022. It is just putting off the inevitable. Rip off the band aid please!	
Facilitate online learning opportunities to increase in-school pace where needed. De-localize education through e-learning and flexible (multi school) registration for specific programs.	
Planning process flawed! Missing key components. Stop pathologizing online and home school options. Online learning should be centre-scope not out of scope. Seek alliances with post-secondary institutions for certification program.	
Thanks for the engaging session. This is a great opportunity to find out our kids future education programs. Keep students from same communities together from KG to high school would be good for them to build their friendship. School bus or designated transit to school would be the most important thing to make sure students get to school safely. Please don't cut the budget for school bus. Offering more capacity of alternative programs in QEHS to get more students to enrol AP program. We do like QEHS as our designated high school. It has been so long for our community to have QEHS.	
Thank you for engaging so early in the process. Always engage with the parents as we speak for our children.	
Can schools not go back to the day when kids attended their community schools? Saves on bussing, creates a real world in schools vs. segregation.	



## Western Canada High School

1. When you think about the in-scope factors relevant to this school, record the possibility or possibilities for 2022 and beyond you think would have the most positive impact on student learning and explain why.	
Response	Agreement
Central shouldn't be the same as accessible. Make specialized programs to schools that need the numbers	1
Alternative programs like AP/IB programs should stay in locations of the city that are accessible to all (i.e. WC being in downtown: kids from all areas could attend/access) To have to continue IB French would be beneficial for kids to continue at WC. As well, offering other alternative programs within one school like WC would allow for similar demographics of kids to be together and promote diversity with similar interests. That may be a good option to help with the overutilization at some of these schools. Thank you for your consideration.	5
Keep siblings together.	1
Re-examine parts of the boundaries that are closer to under-utilized schools. Move FI to underutilized or balanced school. Stress walkability and keep kids in their community.	10
Implement a simple proof of address requirement. We have to show this to register for minor hockey. How could a high school not have this verified?	2
Proximity to a school should be of high consideration...less impact on requirement for transportation to get to school. Continuity of social connections, thriving students feel a commitment to their educational community.	8
Start FI and other special programs at EM	2
Move FI program to an underutilized school	2
Keep communities together. Proximity to schools should be ranked above specialized programs. Consider moving FI out off WCHS	18
Proximity to school is important.	1
Consider ensuring that each school is viewed at the core, as a strong academic school that supports the local communities. This is not the current case.	2
FI to move out of WC to CM or HWW and EM	2
Why is Ogden in the catchment when closer to HWW?	1



1. When you think about the in-scope factors relevant to this school, record the possibility or possibilities for 2022 and beyond you think would have the most positive impact on student learning and explain why.	
Response	Agreement
Shrink IB catchment Ogden, Riverbend, to HWW makes logistic sense. Strict identification of address to ID out of area	4
Program of choice is IB/AP	
Change regular program boundaries for WC	8
Is there a possibility of starting an alternative science program at the high school level?	
Keep siblings together	11
Do not have specialty programs at WC at the expense of students in the regular program who live closer to the school, being displaced.	1
Ensure quality programs at all schools, not just at WC	2
How will parents have input into decision making related to changing boundaries? This is a major concern.	1
What about offering FLA at an immersion level at another underutilized school to allow kids to maintain their 2 <sup>nd</sup> language but also go to their regular program school? (Bev Facey in Strathcona County did this in the 90s) (how many FI students take core courses in English while they are at WC?	
None except ELA as FI is a full time program	
Transportation /commute time is important	2
Keep diversity of programs. This is more important than boundaries. ( i.e. shrink boundaries before losing programs) to ensure exposure to different learning experiences	
Families choose their homes and neighbourhoods with schools in mind. Having specialized programs for out of boundary students displaces those families that live in and directly support those communities.	4
Why are Catholic students being permitted to transfer to public HS only because of closer proximity? Catholic board does not allow this for public students!! Public HSs are being filled with Catholic students who don't have a Catholic school . But public students are then being sent elsewhere!	6
Eliminate out of area students	3
Agree., unless they are attending to participate in a specialized program.	



<b>1. When you think about the in-scope factors relevant to this school, record the possibility or possibilities for 2022 and beyond you think would have the most positive impact on student learning and explain why.</b>	
<b>Response</b>	<b>Agreement</b>
Do not allow out of bounds transfer students for single courses. i.e. Latin, Japanese	2

<b>2. What factors should be taken into consideration in how we implement a decision for CBE high schools (i.e. transportation, siblings etc.)?</b>	
<b>Response</b>	<b>Agreement</b>
Please provide some context for parents re: French Immersion. Currently the areas listed are designated to WC to continue FI. A 9 year commitment to this point. Our kids are not taking regular classes	4
Please update the maps to show where the other schools are	3
What effect will moving French program too far have on EM and WC regular/English programs?	6
If WC is over capacity, the FI program should be moved to another high school. The mandate of this school should be to accommodate the students that live within the school boundary.	19
French is in the school boundary. I find it hard to believe that the regular program of WCHS is growing so substantially in these communities. I think address confirmation is dearly needed! The French Immersion program is flat/not growing but has a larger catchment area.	1
Why were the number of students in IB included in the regular program numbers? Would be helpful to understand how many kids come to Western from outside the boundaries for through the IB program.	5
Agree and fully describe the IB program for Western (i.e. Which subjects? Are there IB classes for special programs like FI? What are the numbers year over year of IB students in each class?	
Can we get more granular data representation of % IB vs non-IB under the 'regular program' (blue bar) data on the chart? I believe this misrepresents the number of student from outside the community.	2
CBE community schools should prioritize keeping community regular students at the school	5
Address confirmation required for WCHS	3



2. What factors should be taken into consideration in how we implement a decision for CBE high schools (i.e. transportation, siblings etc.)?	
Response	Agreement
Why are we only talking about the boundaries for French? Can you not change the regular program boundaries?	4
It costs families, the city and the CBE more to move/transport students – keep kids in their community in a regular program first! Then consider the size and number of specialized programs second. Move specialized programs that make a school over-capacity. Thank you.	9
Community high schools are essential for the children living in these areas. Boundaries should not divide those children who have grown up together and created a support system for our children. Transportation across the city to bring kids into a community school seems counterintuitive if the children living there are displaced. Please consider moving special programs out of Western to allow community kids the room to continue their education with their neighbours.	19
Why can't FI be moved to Lord Beaverbrook? It is underutilized, but we are bussing in kids from that community (Ogden/Riverbend) for FI at Western? Makes NO sense.	2
RE: Western Implement transfer requirements regarding proof of address to all registrants, even those coming from feeder schools. This will deter false addresses being used to get in to schools from out of district. Do not assume that students from feeder schools are in district.	
Do not allow manipulation of special programs (i.e. registering for ONE course such as Latin or IB Yoga jus to get into the school from out of district	4
If students from out of district are no longer registered in a special program (not just one class) they must leave the school and return to their designated school.	2
Prioritize community (walkability). Keep community together.	1
Shrink catchment for IB and FI	
Minimize bussing and keep community feel of school	1
Have more open discussions with parents. Different forums for discussion. It can be difficult to understand perspectives reading paper.	
French is a part of the community. We are in the boundaries and should be treated as such.	5
A high school should meet the regular system needs of all students with its boundary before any alternate programs are added. Students within this boundary should all have access to IB/AP if desired and should not be told one of theses regular programs are full.	3



2. What factors should be taken into consideration in how we implement a decision for CBE high schools (i.e. transportation, siblings etc.)?	
Response	Agreement
I purchased a house in a neighbourhood based on the schools within the community. My children should be able to attend schools in our community.	4
The CBE has enable Western to become a 'super school' with students across the city vying to enrol This is a significant problem that ?? to a core value of the CBE. I love WCHS, however, other schools should be the focus of the CBE's resources.	14
Seems to result in movement of focus away from community/family values	
Yes, we need students in all areas of city to succeed. Spread them out	
Information regarding IB (partial vs full) should be disclosed to allow an informed decision. e.g. WCHS allows partial IB from across the city...even given it's overcrowded status. Failure to separately disclose and discuss this issue undermines the credibility of the CBE	8
The numbers issue could be partially mitigated if there were more direct confirmation of addresses: a significant number of students use false addresses to have the opportunity to attend Western.	9
The numbers issue could be partially addressed by taking a hard look at Western's corrupt recruitment policies for school teams. E.g. how many girls playing basketball at Western also play for CBA (club)? How many of those girls live in the catchment area for Western? Western's teams are not 'school teams'!	4
Part of the issue with families wanting to go to certain schools is the belief some schools are better than others from word of mouth. This is a PR issue - the CBE need to work on ensuring all schools are well looked upon. For instance – I went to Beaverbrook at time it was still considered a 'bad school'. I did well, have a degree, am a professional as are all of my friends from high school. 25 years later people still consider it a 'bad school'. Why is this?	5
Me too! With Bowness. Reputations need to be fixed.	
Could French program be expanded to Central again?	1
It is obvious that a simple solution for Western is to no longer allow an out of attendance area 'free for all' to continue. French Immersion could be amalgamated to another HS offering this specialized program. This allows the community children to continue their schooling with their community.	



General Feedback Wall	
Response	Agreement
Improve communication to GATE families concerning how we can provide feedback/input about our children's learning during Shaping the Future of High Schools. What is the decision making process for GATE?	
Retain more high school GATE students at QE by improving programming and transportation- increasing enrolment at QE towards 100% and possibly decreasing enrolment at above capacity schools like Western and Churchill. Many GATE students attend Western or Churchill after Gr 9	
Create a separate engagement process for GATE – allow parent and student input as per special education (AR3003) – honour CBE's 3-year plan to engage all stakeholders – how can our voice be heard if we are about 2% of the student population?	
If GATE changes, involve parents in transition planning. Consider reaching a decision for GATE prior to Oct 2021 because I am concerned people would leave GATE for regular high school	
Communicate out of scope. No moving of a program?	
Why are there so many HSs with IB programs available – with teachers specifically trained and expert in delivering excellence in teaching for that group yet so few options for specialized learning environments with teachers specifically trained and expert in delivering excellence in teaching for kids with LDs? The proportion of kids being recognized, understood and coded continues to grow while expertise and programming does not.	
As a general principle, reducing the need to bus students out of their community should be desired. – reduces time on busses for students – reduces transportation costs which can then be allocated to providing all students supports they need at their community school – reduces environmental footprint of fuel usage	
Can partial programs be offered at under-utilized schools? Ex. Spanish/French language following immersion? – 1 or 2 IB/AP classes?	
What is the zoning for ACL programs?	
An observation: Only three high schools are anticipated to be underutilized. All others are balanced or over-utilized. Simple boundary changes won't readily solve this. Shifting special or alternative programs to underutilized schools would help. But once this is done, is there still a physical shortage of schools? Can any underutilized schools serving other grades be converted to high schools? If not, show the province (AB Ed) the output of your best planning efforts to support another school.	1



## Participant Engagement Evaluation Shaping the Future of CBE High Schools Queen Elizabeth High School – October 9, 2019

Below you will find an evaluation summary with comments provided as they were written. Comments have not been edited for spelling, grammar, sentence structure or otherwise. Comments have been edited to ensure anonymity. We also edited or omitted abusive, discriminatory and otherwise inappropriate comments.

Number of participants in attendance: 117

Number of evaluations completed: 67

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

**54** Agree   **13** Somewhat Agree   **0** Somewhat Disagree   **0** Disagree   **0** Not Applicable

### 2) I was able to learn about the opportunity for input/feedback prior to my participation in this engagement.

**50** Agree   **14** Somewhat Agree   **2** Somewhat Disagree   **1** Disagree   **0** Not Applicable

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

**36** Agree   **24** Somewhat Agree   **5** Somewhat Disagree   **2** Disagree   **0** Not Applicable

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

**32** Agree   **25** Somewhat Agree   **7** Somewhat Disagree   **3** Disagree   **0** Not Applicable

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

**51** Agree   **9** Somewhat Agree   **1** Somewhat Disagree   **1** Disagree   **4** Not Applicable

- One individual did not know. I wrote it down – where does it go from there?

### 6) What did you like most about this engagement?

**Comment: 48**

**No Comment: 19**

- Generally decent information
- Hopeful that feedback will be valued and taken into consideration but from previous dealings with the CBE I am very skeptical this will be the case



- Opportunities to write suggestions
- It was a good start to the dialogue. I understand it is very complicated and there are many factors to consider – need to educate and engage more people
- Access to principals and CBE staff to ask and answer
- Eye opening re: status of school population
- The opportunity to engage
- Open, clear presentation, thank you
- It was a learning experience. I will provide my thought in future
- Making clear what is ‘in scope’ and lots of info on numbers, enrollment, maps, etc
- Ease of access
- Collaborative
- Access to SMEs. Boards
- Very clear overview of how the process will work and what is in/out of scope
- Clear presentation of information
- Thank you for asking parents what we think before you decide what to do
- Gives me something to think about
- CBE staff and leadership
- Feedback wall
- The openness to the community of parents
- Having representation from each school to answer specific questions
- Seeing admin out and about
- Being open, transparent
- Clear about what we can change and what we cannot. Not too long winded – nice and concise
- Lots of heads up beforehand. Good information on boards. Ability to provide input with simple dot (2 choices). Resources (people) available to pose questions to
- Lots of representatives all engaging and it’s clear everyone is working towards a common goal in coming up with the best possible solutions. It will never be perfect but I’m confident everyone cares enough for it to be a great solution. The fact it’s in the plans and public engagement has been sought early in the process is encouraging and wonderful to see!
- Ability to ask questions directly to school administrators
- Engaging parents in process that will be impacted
- The chance to make comments on what’s important to us during this decision process
- Clear presentation, enjoyable format. Lots of ways to provide feedback
- The engagement of the superintendents was appreciated. They really listened to our concern – encouraged us to put our thoughts down for the record



- That I had the opportunity to view the presentation in person and provide feedback on issues important to me
- I liked talking to principals and other parents
- Information provided was valuable. Encouraging sharing thoughts with other engaged parents and educators
- Have input
- I think some of the info was great
- It appears to be a 'real' process with intent to collect feedback/access the 'wisdom in the room' to help make the best decisions. Also appreciated there were knowledgeable CBE staff available to discuss ideas with
- Lots of options to engage
- Many knowledgeable people close to stations to answer questions – took time to fully address questions
- The opportunity to discuss one-on-one some of the challenges that administrators have to face with demands to transfer students into desirable schools like Western
- Principals/superintendents clearly visible and accessible
- Opportunity to provide input and gather information
- The opportunity to see all the schools in my zone and to talk to the principals
- Having school principals present (they were great!!)
- Talking with people about ideas
- The opportunity to express my view and learn more about the issues going forward
- It was a good first step – possible scenarios would have been better
- Good for initial but need proposed solutions to really consider pros/cons

## 7) What did you like least about this engagement?

**Comment: 34**

**No Comment: 33**

- Not enough information about 'why' current decisions have been made – like offering IB and AP. Why do we need these programs?
- Don't believe the CBE was honest in presenting what their true plans/intentions/ideas are at this point. I'm sure they have some ideas they are thinking of
- Definitely the 'promo video' – is that really good use of resources?
- Lack of clarity around information? Missing data on other potentially effects schools cohorts. Data around AP/IB% populations
- Would have liked a longer formal presentation
- Nothing – it was well done – thank you
- Not enough substantial information. I would like opinions and thoughts from the principals of the school for their perspective. My child is in grade 7 so some perspective from the high school would have been informative



- It's early – eventually would like to see A vs B options presented to parents to get direct input
- Maybe a visual showing the timeline/milestones between now and implementation date
- Decision process too long
- Chance to collaborate and discuss directly with other parents
- The set questions “This or That” with dots are too general – could mean to many things and a bit unclear
- The need for it
- This form should be digital, not paper ... come on CBE – it is 2019, not 1999
- Concern is elevated over the issues. I am now worried about the quality of education my child may receive
- Super high-level info only. I would have liked more details available really interested in stories behind each school (at stations) (like – weird – why is Sandstone in Queen E boundary?)
- I could not comment on my neighbourhood schools at the same time (child in GATE programs so likely to attend Queen E) Will do so online. I understand why it was done this way.
- I think it would be better to have another forum where parents can speak and share ideas rather than writing them down on paper. Western Canada High School – it would be helpful to see numbers of students in the IB program, AP program, French IB, etc. It would even be interesting to see #'s of specific subjects like English IB, math etc., and where these students live in the city. It you could have a map with clickable (selectable) layers indicating which neighborhood students in different programs like (ie) a layer for Western could be all IB students
- None. Well done
- I feel like the out-of-scope factors will outweigh the factors that parents can influence
- Ultimately the opinion of the parents will have little impact on the decision
- Would like to know what CBE is thinking for the boundary change
- I feel like calling it engagement is the wrong title. Having been through this process before I don't feel like decisions are made based on this feedback. I feel most decisions are made based on funding. Call it info sessions instead
- A big topic and I don't feel I know what's going to be best for my kids until they are closer to high school - maybe talk to current H.S. families about how these hypothetical changes would impact their kids
- That my opinions may not be enough of a factor to ensure my children can attend their community school @ the expense of out of attendance students who manipulate the special programs offered @ Western
- “Administration speak” wording
- Initial presentation would have been better if explained in greater detail some of the key questions



- Uncertainty about how it will be used
- The zoning for all programs was not included – we missed information on the Arts – Centred learning program (though the staff were very knowledgeable)
- Need data overlays and more info (still no idea which schools have which programs) No more dots please!
- No idea what the new boundaries will look like
- Why we build schools too small like Manning and JCS in South
- French Immersion always seems to be misunderstood. It is often the scapegoat for capacity issues and yet has often been the saviour of older and under utilized schools
- All high schools not shown on all maps if at optimal capacity across all schools. What is the space shortfall. French immersion is easy target as people don't understand the program

#### **Other ideas**

- Good job!

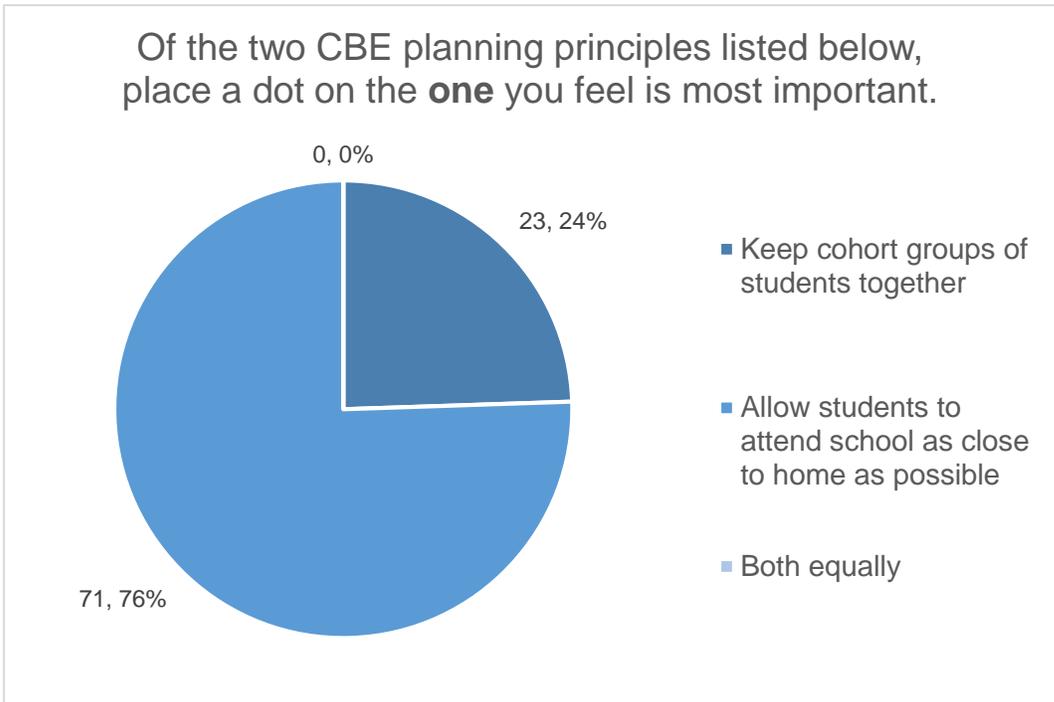


# Shaping the Future of CBE High Schools Session Notes October 28, 2019 at Central Memorial High School

Central West Group: Ernest Manning, Western Canada High School, Central Memorial High School, Queen Elizabeth High School

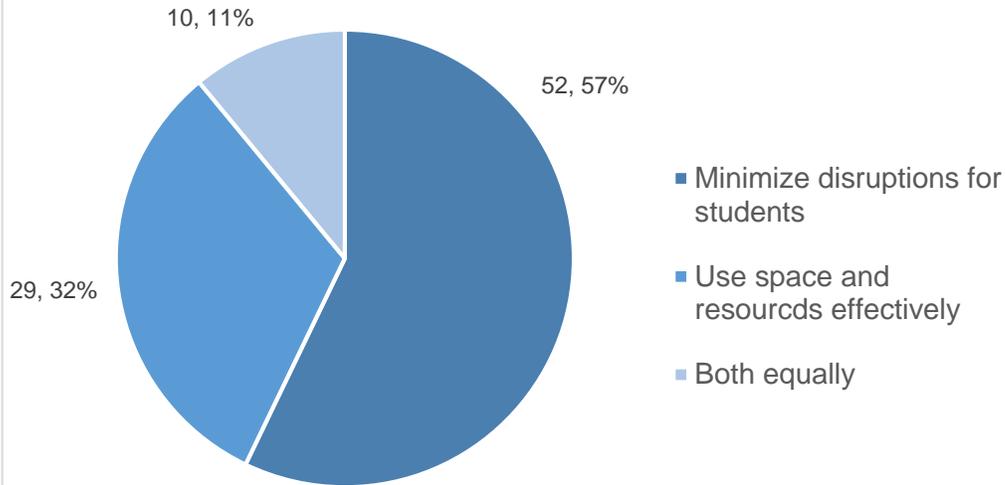
## CBE Planning Principles

For each pair, select the planning principle you feel is most important.

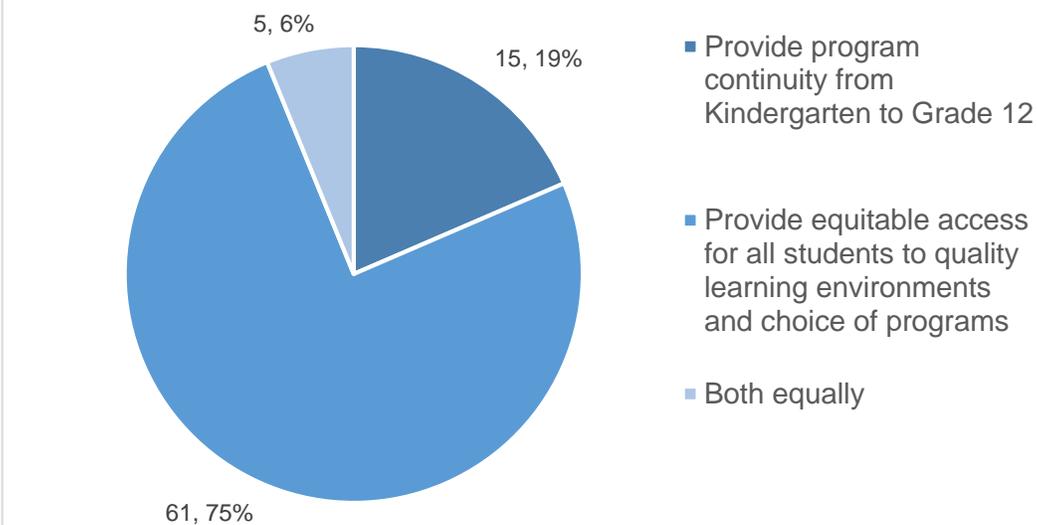




Of the two CBE planning principles listed below, place a dot on the **one** you feel is most important.



Of the two CBE planning principles listed below, place a dot on the **one** you feel is most important.





## Notes from school-based conversations

Below you will find all open-end comments from the in-person session as they were written. Opinions are the writers' own and content has not been vetted for accuracy. Comments have not been edited for spelling, grammar, sentence structure or otherwise. Comments have been edited to ensure anonymity. We also edited or omitted abusive, discriminatory and otherwise inappropriate comments.

### Ernest Manning High School

1. When you think about the in-scope factors relevant to this school, record the possibility or possibilities for 2022 and beyond you think would have the most positive impact on student learning and explain why.	
Response	Agreement
Consider student transferring to CBE schools (EM) from catholic schools because EM is closer. Have students transfer in to a school that has space for them.	6
Also private schools....loyalty to CBE	6
Grandfather rule for younger siblings	2
Students who live within walking/biking distance to a high school (EM) should have this school as their designated high school. Consider this when shifting boundaries	1
Consider social impact of 'home address' determination of designated school vs. feeding jr high'. Peer group/social ties for success and mental health	3
Ask gr 7 whether they may be interested in AP/IB for projected interest in communities	
Boundaries east of Sarcee to CM	2
Consider keeping students from schools together rather than communities	6
Grandfather sibs	1
Change boundaries to keep cohorts together re: Griffith Woods - EM (SBH & DIS)	5
Add option for CBE as well (SBH)	
Consider adjusting boundaries – Killarney area to Central Memorial	1
And Discovery to Central Memorial ( easy commute)	
Availability of transportation access to school	2



1. When you think about the in-scope factors relevant to this school, record the possibility or possibilities for 2022 and beyond you think would have the most positive impact on student learning and explain why.	
Response	Agreement
Some inner city communities to Queen E! (SW)	
Consider adjusting boundaries to better balance student numbers	5
Make sure room is available for designated students before transfer requests granted	2
Consider students on eastern boundary of EM catchment to Central Memorial	2

2. What factors should be taken into consideration in how we implement a decision for CBE high schools (i.e. transportation, siblings etc.)?	
Response	Agreement
School ranking is very important for some families. Level of academic achievement is not equal throughout CBE. A lot of families make their decision on what neighbourhood to live in based on the schools in that area and their quality.	
Transportation (or public transport)	
Express bus to Bowness for students unable to attend EM	3
Keep cohorts together. Transition to HS is stressful - give kids peer support	6
Prefer not going to an 'overflow' model that involves lottery system, greater uncertainty for families, separation of siblings/friends	2
Consider length of commute	2
Yes! Redesignation of boundaries must be accompanied by greater consideration toward transportation planning and coordination with Calgary Transit to vastly improve school service routes and regular routes in same directions as school designations (e.g. Cougar Ridge to Bowness, Discovery Ridge to CMHS, etc.)	1
Considering siblings when creating short term solutions	5
Consider transit routes which increase/decrease distances as measured by time spent commuting. Some times a further school is easier to get to. Kids need parking if travelling to far for a bus.	5



<b>2. What factors should be taken into consideration in how we implement a decision for CBE high schools (i.e. transportation, siblings etc.)?</b>	
<b>Response</b>	<b>Agreement</b>
Considering communities on a c-train line to ease transportation concerns	6
But also don't let students outside designated boundaries in just because they live on a ctrain line	
Is there a cap for international student intake when school is to full for residents? Should be considered.	
Walking zone should be a priority in determining access to a school.	8
Consideration should be giving to students who have been in the CBE throughout K-9 -- charter- catholic - private	9

<b>3. When you think about the in-scope factors relevant to this school, record the interim/short term possibility or possibilities that should be considered prior to October 2021 and why.</b>	
<b>Response</b>	<b>Agreement</b>
Ensure critical mass in 'optional; classes to better utilize resources	1
Boundaries – CM vs EM	1
Lottery for kids w/o siblings and not in walking distance	1
Boundaries – CM vs QE	1
If children within walking distance would like to attend EM, but have not attended CBE before, they should be allowed. Especially if they have been paying taxes to the public system the whole time they've been a property owner.	2
Boundaries – EM vs Bowness	3
EM is currently overutilized and expects continued growth. Boundary changes are needed to keep enrolment levels within optimal range. Thi is needed immediately to allow EM to begin offering other programs as well.	4



## Queen Elizabeth High School

1. When you think about the in-scope factors relevant to this school, record the possibility or possibilities for 2022 and beyond you think would have the most positive impact on student learning and explain why.	
Response	Agreement
Consider changing boundaries to QE (from CM & EM)	1
Please do not centralize alternative programs in schools per north/south. This will alienate students in these programs and decrease diversity in schools	
Move a small program from an over-utilized school to QE to further balance system	1
Adjust boundaries so that student from Sandstone, MacEwan don't need to commute as far	

2. What factors should be taken into consideration in how we implement a decision for CBE high schools (i.e. transportation, siblings etc.)?	
Response	Agreement
Dual or multiple track programs are an important aspect o learning diversity...the challenge is to keep a crucial mass to keep it thriving. Single track does not help the diversity.	
Consider commuting distance for students	
Time transition so that siblings can attend together	
QEHS has multiple tracks that created a positive learning environment but it's important that all alternative programs don't get designated to 1 or 2 schools as this creates fragmentation and scheduling challenges. All CBE high schools should include more than 1 track to ensure divers learning environments.	2
Transportation = Time (that affects kids)	1
Need to expand catchment area for this school and consider communities north and south of the river to ease burden on over-utilized school and ensure continued access to course and opportunities for all students.	



## Central Memorial High School

1. When you think about the in-scope factors relevant to this school, record the possibility or possibilities for 2022 and beyond you think would have the most positive impact on student learning and explain why.	
Response	Agreement
Add to or expand special programs to attract more out-of-boundary students. Help families with logistics getting kids to/from school when they live farther away.	1
PVA program not recognized. Out of attendance area not adjusted as a % of overall school enrolment. Diversification of economy supported by programs live PVA	1
The Spanish bilingual program should be added into Central Memorial. Students coming from West/central locations (AE Cross) have no reasonably accessible high school. Take program from Aberhart and split between a central option (CM) and a north option- the program is growing.	
Please ensure PVA continues to exist at Central. It is such a great program!!	11
Add Glenbrook, Glendale and Killarney to boundaries.	
Arts programs are a richer experience when more students involved. It's hard to run a school band with one percussionist.	1
Every dollar spent on arts based education comes back doubled	6
Why not include Gendale/Killarney in CM area to increase enrolment and decrease strain on adjacent schools (Western/EM) It would keep more peer groups from AE Cross together.	
PVA programs encourage tolerance and values diversity. Instilling these values is critical to our society.	7
PVA is so popular. Should there be more than one school offering it?	
It's important to have a program like PVA so that students in he arts, particularly males, have a like-minded community to belong to. My son graduated from the PVA program and is now in a world-renowned post secondary program and will pursue a career in musical theatre – without a supportive arts-focused environment this would not have happened.	13
PVA is supported by research that show how the arts encourage lateral thinking in other areas, increase personal confidence, improve communication skills, and help develop engaged, caring citizens.	15



1. When you think about the in-scope factors relevant to this school, record the possibility or possibilities for 2022 and beyond you think would have the most positive impact on student learning and explain why.	
Response	Agreement
PVA is an integral part of my daughter's learning. She has gained so much confidence in herself in terms of public speaking and learning strategies. She studied and auditioned to get into this program and cried tears of joy when she was accepted. I have seen her grow in many different ways. This school has a diverse population which in these times is so important as safety of our children is utmost. PVA is as important as AP/IB learning.	15
PVA program is essential to high school students who are art oriented. Central Memorial has the existing facilities to support the program and staff of course. . Our 2 daughters graduated from PVA and are both pursuing professional acting careers. This program was instrumental in them graduating from high school and provided a safe and happy place for them to attend classes.	10
Expand boundaries to allow more nearby kids to come	
PVA creates a well-rounded individual that is confident and accepting of our current world around us. This program is vital to the school and unique to the city.	6
PVA program is not just for children that want to specialize in the arts. It also helps expand your learning ability and apply those skills to other academic pursuits. For ex. I am in the PVA choir program, which incorporates music theory or learning how to read music. I have transferred these skills that I have learned to my math class which I have seen an incline in and understanding.	9

2. What factors should be taken into consideration in how we implement a decision for CBE high schools (i.e. transportation, siblings etc.)?	
Response	Agreement
Central has a diverse community of artists, athletes, student leaders, technical –minded students who are supported and encouraged to pursue their passions. We should not , however, remove the regular stream from the school and become a school that only provides education within alternative programs. This creates complexities that would ultimately limit student flexibility, access and choice. (e.g. scheduling) . All CBE students should have opportunity to have a diverse learning community and not just provide single-track programming.	8



2. What factors should be taken into consideration in how we implement a decision for CBE high schools (i.e. transportation, siblings etc.)?	
Response	Agreement
PVA offers a unique program and collaborative experience that ignites their creativity, innovativeness and emotional intelligence. This enhances all other outcomes socially, emotionally and academically and develops transferable skills for the fourth industrial revolution.	8
There is a real sense of belonging to a community for the students in PVA. That is a hugely positive aspect for some students who feel this PVA program is the only place they feel accepted. I would be a shame to not keep a program that helps students feel a part of a community.	9
Expand the attendance area to help other central schools. Allow more students the opportunity to grow in this program.	
The community of acceptance in PVA has been a lifesaver and catalyst for my daughter.	2
Transportation times (via public transportation)	
Not in favour of adding a grade to CM	
We are out of area with a grade 11 here now with 2 more wanting to come from grade 5-8. Expand boundary to Springbank Hill	1
Consider moving alternative program here in addition to PVA (French Immersion)	2
Balance of academic and PVA programming	
Equal access for students out of bounds	
Programming – PVA is a fantastic program that develops well-rounded young adults. We are out of designated area but will travel to Central to attend PVA.	12
Don't take a future grade 11 and force a move to a new school as you implement this (grade 8 today – wants PVA at CM out of area today)	
Maintain community of successful programs currently in place. Such as PVA	6
Grow the PVA program as it helps teen stay focussed on school and clear of drugs	2
Keep PVA in central location in the city. For out of area like us at least it's close to work downtown and we have 3 children to attend here over time.	1



2. What factors should be taken into consideration in how we implement a decision for CBE high schools (i.e. transportation, siblings etc.)?	
Response	Agreement
My daughter at 17 yrs old has a better ability to speak with confidence, integrity and character than most adults I know. The experience from PVA has helped to grow her confidence, courage and passion. Show me another program that can instill that in a teen... it does not exist! PVA is helping to foster confidence in a generation of students who are increasingly engaged in onscreen activity. It MATTERS! Please fund PVA.	3

## Western Canada High School

1. When you think about the in-scope factors relevant to this school, record the possibility or possibilities for 2022 and beyond you think would have the most positive impact on student learning and explain why.	
Response	Agreement
Shrink IB area for Western and problem is solved.	9
The survey isn't clear. Many parents feel it is misleading and unclear	
Take Riverbend out of Western and send to Central Memorial where he rest of Riverbend goes	5
Elective programs should be inconvenienced. Not regular programs	4
Take IB out of Western	5
The survey questions are biased and not clear. Survey needs to be redesigned for clear results	7
AP for in-bounds students. Shrink IB boundaries to ensure school is not overcrowded	12
Shrink French Immersion boundaries.	10
Ensure high quality education for regular program	
Take French Immersion out and move to under-utilized school	1
Purchase home in community to ensure 4 children attend Western. Risk to property value if regular program is moved to community further away	12
^Property value impacts (real or perceived) should not be part of decision	3



1. When you think about the in-scope factors relevant to this school, record the possibility or possibilities for 2022 and beyond you think would have the most positive impact on student learning and explain why.	
Response	Agreement
Consider boundary changes for complex programs (IB) to manage school population (many students are enrolling in IB just to get into Western)	27
The survey is confusing. Need clear examples to make a clear decision	1
Reduce regular program boundary	5
Close to home	25
Move Ogden to a different designated school for regular. e.g. They're close to Wisewood, which is under-utilized. (remove dual designation)	5
^^Why? Their student population is low so why does it matter?	1
At Western, one of the aspects that are important to me is the cross-pollination between FI, regular, IB and French IB. I value having all three available tat one school so cohorts of kids who have gone to school together K-9 can then stay together.	2
It's important that kids attend school in the local community they live in.	9
If a student is designated to an IB school somewhere else in Calgary, then they should not be admitted to Western for IB.	13

2. What factors should be taken into consideration in how we implement a decision for CBE high schools (i.e. transportation, siblings etc.)?	
Response	Agreement
Please consider looking at the schools that don't offer special programs curenty as a home for programs like IB, Immersion etc. so that one school –like Western- isn't the catch school fo so many special programs	
Healthy schools must have strong regular programming first and foremost. When extra-curricular programming takes over at a school , community doesn't happen as the boundaries are so large and kids from far reaching communities don't bond.	4
Tighten up on attendance zones. i.e. make sure people attend schools where they actually live.	4
All high schools should maintain a regular program	7



2. What factors should be taken into consideration in how we implement a decision for CBE high schools (i.e. transportation, siblings etc.)?	
Response	Agreement
What happens with students who are enrolled in an alternative program in a high school? If that program is move, do those existing students have to change out of the school? Or will there be grandfathering?	2
Non IB/AP students in the regular program should have priority attendance in the schools that ar close to their community.	31
Public transit routes –city of Calgary is changing routes all the time to save money. Not taking our kids into account.	7
Keep cohorts together for alternative program (i.e. Fr. Immersion kids stay together)	6
Students within walking distance to their designated school should not have boundaries change to be bussed elsewhere.	7
A student who finishes gr 11 in Jun 2022 should not be moved to a different school for gr 12 in Sept 2022. This would negatively affect their ability to learn.	19
Siblings should attend the same school	1
French Immersion – Keep it!	4
French Immersion is critical to WCHS. Only French IB programme and so FI should stay.	5
Respect boundaries – close in east of Crowchild and north of Glenmore	2
A candid discussion on if Calgary should even offer IB French. We have FI for these students to go to.	2

General Feedback Wall	
Response	Agreement
Shrink boundaries for FI programs	
Add a third Spanish HS	
Please do not move students as they progress from Gr 11 to Gr 12. They should finish high school where they attended gr 10 & 11, not a different HS at gr 12	2
The CBE planning survey is very unclear. The survey results will be biased as a result.	2



<b>General Feedback Wall</b>	
<b>Response</b>	<b>Agreement</b>
Extra curricular programming (IB, Immersion, etc) should never take precedence over strong regular programming. Change or shrink/move IB boundaries to deal with over/under capacity.	
Spanish attendance map is not forward looking. Students are coming up in the grades from W/Central neighbourhoods (AE Cross) and have nowhere to go for high school. Look at current students in Elementary/jr high, not past data. Past data shows disproportionate attrition in Spanish from west/central neighbourhoods because there are no options for these students	
Why have language immersion programs become more important than regular programming?	
Does AP help more kids than IB? If so, should we have IB affecting inner city schools? Is it more cost effective to offer AP?	



## Participant Engagement Evaluation Shaping the Future of CBE High Schools Central Memorial High School – Oct. 28, 2019

Below you will find an evaluation summary with comments provided as they were written. Comments have not been edited for spelling, grammar, sentence structure or otherwise. Comments have been edited to ensure anonymity. We also edited or omitted abusive, discriminatory and otherwise inappropriate comments.

Number of participants in attendance: 158

Number of evaluations completed: 44

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

**30** Agree   **11** Somewhat Agree   **1** Somewhat Disagree   **1** Disagree   **0** Not Applicable

**1** Did not answer

### 2) I was able to learn about the opportunity for input/feedback prior to my participation in this engagement.

**26** Agree   **16** Somewhat Agree   **1** Somewhat Disagree   **0** Disagree   **0** Not Applicable

**1** Did not answer

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

**14** Agree   **21** Somewhat Agree   **5** Somewhat Disagree   **1** Disagree   **0** Not Applicable

**3** Did not answer

1 Comment: I wasn't sure what info I needed prior

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

**18** Agree   **18** Somewhat Agree   **5** Somewhat Disagree   **2** Disagree   **0** Not Applicable

**1** Did not answer

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

**28** Agree   **12** Somewhat Agree   **0** Somewhat Disagree   **1** Disagree   **0** Not Applicable

**3** Did not answer



## 6) What did you like most about this engagement?

**Comment: 37**

**No Comment: 7**

- Stations for specific schools
- I appreciated being able to speak with principals and assistant principals to find more details about a specific school
- Well done
- Lots of people able to answer my questions. Felt heard, understood
- The fact that our voice was heard – opportunity to share my thoughts in written form
- Communication, awareness of the process, ability to engage online and ongoing; love the dots approach
- All presenters were helpful and approachable
- Well presented. Clear information on current situation. Open and Transparent
- That it feels like people are listening
- The opportunity to engage
- Information boards
- The ability to write down my opinion
- Understanding the big issues and how they affect our community
- Being able to ask questions and given written feedback
- Very worthwhile
- Lots of data presented
- To be able to talk with school specific representatives
- Clear information provided
- Lots of staff available for questions
- Feedback boards, ability comments
- Opportunity to speak with school principal
- Ease of providing feedback
- Most of the information boards were useful, especially those with existing boundaries and projected enrollments
- Open for discussion with multiple people and roles
- Large group session
- Thoughtful, respectful engagement for everyone
- Opportunity to discuss with CBE representatives and give written feedback



- Being able to participate
- Change to talk to specific high school principals
- Opportunity to discuss issues with principals and CBE decision makers, positive framing in presentation
- Ability to speak directly to leaders on all levels of CBE: principals, trustees. Was able to discuss global CBE issues and local school considerations
- Opportunity for feedback and engagement
- Informative infographics. Enjoyed the Administrators and how approachable they were to talk to
- I like that it's happening early and consistently over a two-year time frame
- That this process involves affected parties
- Talking to the CBE personnel
- Small Group, Feedback tables, I truly hope the specific comments are considered as the survey was VERY unclear

## 7) What did you like least about this engagement?

**Comment: 34**

**No Comment: 10**

- I felt like special interests (supporters of specific programs) came out to support their program. It's encouraging that they love the program, but doesn't allow for focus on individuals not that program
- Took me some time to figure out all the information on the boards
- Nothing
- Questions at tables were awkwardly worded
- N/A
- Created more questions, willing to accept that the process will evolve and there will be opportunity for further feedback
- Thank you 😊
- The CBE planning principle questions are very unclear and this will lead to biased results. To clear the principles up add examples of what you are meaning
- Should be advanced notice of filming – not at the door
- N/A
- The info was so depressing I feel like my kids will suffer attending a CBE high school
- The info video seemed weak
- The PVA arts program should have the same consideration as IB or AP programs. Arts programs are as essential as the academics



- I would have like to have had the opportunity to listen to parents of older children (junior and senior high) speak. It is somewhat difficult to anticipate what issues will be most important to me when it come time for my children to attend. As a parent, I would have like other parents to address the whole audience
- Cohort vs Same Group question – confusing
- Risk of property values, Inconvenience of family continuity of children/schools
- Group discussions were lacking format
- Had I known that only 4 schools were in attendance, I would have paid more attention to when my designated school would be at the session
- Story boards were difficult to access due to the number of people present
- The central PVA program seems to be excluded from the evaluation
- The planning principle dichotomies are too vague (i.e. provide program continuity vs provide equitable access....) and the presentation was “jargony” and too high level
- Feel like I’m leaving with more questions. Wish there was more sharing of possible changes
- Writing publicly on large chart paper not too appealing. Individual pages (like this) would be better
- The online and main hall poster board survey questions are incredibly confusing and not clear. This will lead to meaningless answers, at best, and wrong decisions, at worst.
- Very little specifics
- Fact that most sessions appeared online as “full” and yet there was like room for more to participate in person
- The survey questions very unclear and I don’t see how they will help form decisions
- Wish more long term plans were made available e.g. what boundary designations are they really thinking? Will they allow out of area kids or non CBE kids to attend? Still not really further ahead.
- I found it confusing – I wasn’t clear on what I was supposed to comment on. For example, the PVA program at Central Memorial. Is this in danger of being removed? Parent feedback would indicate year. However, this specifically was not identified as an issue. Perhaps, clarity will come through out the process.
- CBE reps seemed more interested in discussing between themselves than with the public and Central Memorial principal & Area Education Director. No talk of specialized programs – what is PVA??? Attendance maps are historical – not forward looking. Spanish map is biased due to lack of current Spanish high school in middle of city. Why ask the exact same thing as online – useless. Photographer did not respect wishes to not be photographed.
- How much of the input from these engagement sessions will really have an impact on the decision process? Why does the school planning process always lacks so far behind the community development process?



- The survey was confusing and misleading
- The presentation - already felt I saw that online
- Some wording was a bit misleading until I asked questions