

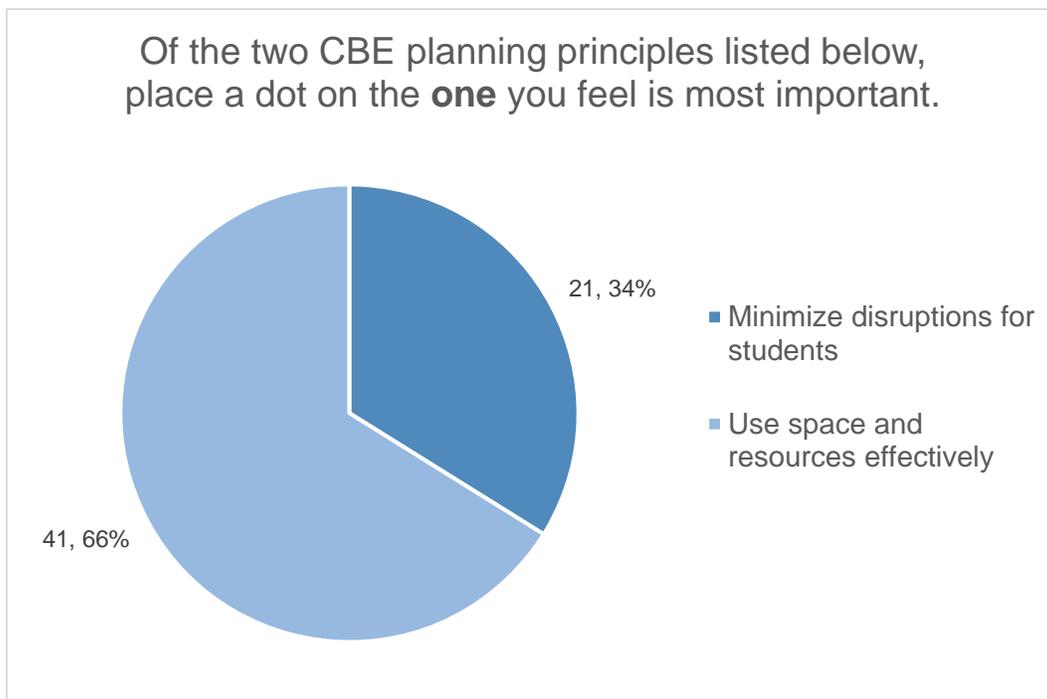


Shaping the Future of CBE High Schools Session Notes Oct. 3, 2019 at Bowness High School

North/NW Group: Bowness, Robert Thirsk, Sir Winston Churchill, John G. Diefenbaker, William Aberhart

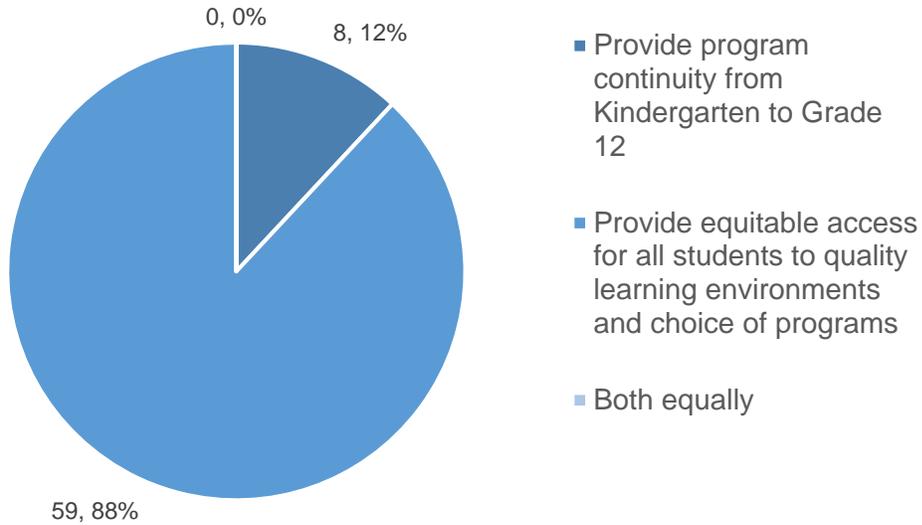
CBE Planning Principles

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

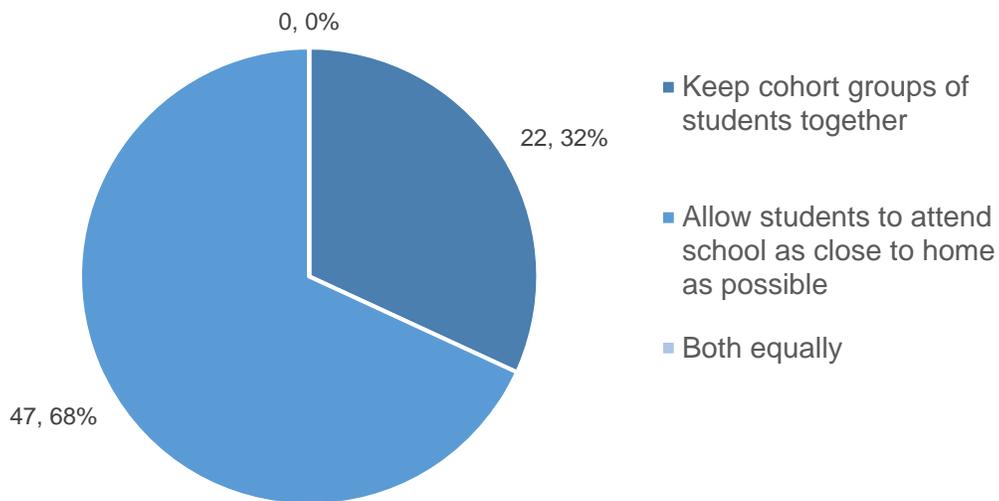




Of the two CBE planning principles listed below, place a dot on the **one** you feel is most important.



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.

Robert Thirsk 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
Increase boundaries to capture students from over utilized schools. Add IB program to capture some students from over utilized schools that have IB	
Move French Immersion program to Robert Thirsk	1
Please evaluate regular school boundaries. I can see Thirsk from my house but the designated HS for Silver Springs is Bowness	
Consider adding Spanish Bilingual program to Thirsk	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
Look more 'balanced' at boundaries – could the boundary of Churchill shift slightly to Thirsk (already require bussing, so just a shift in busses)	
Don't split resources for language programs	1



William Aberhart 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
Prioritize Early French Immersion for HS	
Reasonable class sizes	5
Reasonable commute (time and logistics – rush hour – multiple connections	3
Cap enrolment with overflow to another school for Spanish and FI. Make enrolment for late FI based on Gr 9 teacher recommendation	4
Don't wait too long to make decisions about moving programs to different schools	3
Plan for 50 years not 10 years!	
Move programs. Designate school with specific program. Ensure not to cap program	2
Move a whole program to an alternate facility. Don't cap enrolment. Keep students together. Allow designated area to attend (English) –offers students who switch to English in Gr 10-12 an easy transition	4
Diversity at Aberhart adds value. Is it valuable to spend so much time in transportation? Some Spanish program kids are travelling very far.	1
With FI changes to accommodate more children, more coming up asserts FI single track	1
Single track FI because of French diploma	6
Commute time for language learners	1
Change FI boundaries to support all French	



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 considering caps on enrolment, implement it earlier eg. Jr High late French enrolment. Capping programs at Gr 10 level is too disruptive	3
With the growth of Spanish, need to ensure space for our kids. Classes and sizes are getting big at SPB	
It appears that out of region students are around the same numbers as the increase projected for Spanish. If you cured out of region attendance short term then the over crowding problem could be mitigated	3
Don't split resources for Immersion and BL programs. Teachers and supports are spread too thinly. This keeps language resources together. Cost efficiencies, learning efficiencies, concentration of language resources	1
Plan now to build school along green line (New Ctrain) we still have 7 years	

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
Transportation	
FI all travel as well, and schools changed in 201-2020	1
^Transportation especially for students in the Spanish program who travel from all over the city. I think it would make sense to keep the Spanish program at Aberhart which is centrally located and easily accessed on the LRT	1
Class size	
Consider moving Spanish to QE to alleviate pressure on Aberhart	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
How many international students make up 'out of attendance'? Are our regular programs going to shift to accommodate 'out of attendance'?	
FI children who all changed sites in 2019-2020	2
FI should be CORE program due to being an official language	5
Kids were recently affected by FEO/Branton change	
Quality of the classroom experience. Great programs? We'll travel.	
Transportation/commute time	3
Class size	1
Grandfathering in or at least keeping social/peer groups together. E.g. moving FI program, kids in Gr 11/12 stay together	2
Keep the regular program with one alternative program (French or Spanish)	3
^Keep French and change boundaries (higher %) Spanish could be split with other high schools in the area/closer to home	2
Class sizes	1
Allow current students to finish their programs in the same schools	
Fossil fuel consumption due to distance for students to get to school	3
Parents/communities abilities to fundraise to fill gap in provincial funding for clubs, sports, arts. Public schools should not be 'rich' or 'poor' schools.	
Siblings -> one in a language program and one in a regular program	1
Please allow siblings to go to same school. Less driving for parents. Good for the environment	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
Keep French as an alternative program because of higher number of students (or %) and move Spanish or split Spanish with another high school	1
Commute time for students in alternative programs	1
Hire consultant. They can easily design expansion of schools	1

John D. Diefenbaker 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 the new north high school is built by 2022, the students of the school will be able to utilize the resources effectively. And CBE might be able to introduce new programs to the school.	
Communities closest to school should be kept within the school's boundaries. Not changed to move to newer schools	
If the north HS is built and Panorama and Harvest Hills are switched to that school, would that open Diefenbaker up to be the regular high school for communities like Sage Hill, Evanston, etc.? Alternatively, could the communities of Panorama, Harvest etc. shift down to James Fowler, so that northernmost communities (e.g. Sae, Evanston, Livingston) can attend the new north high 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
Will there be consideration for siblings to attend the same school	
On the first year of roll out will consideration be given for senior students to continue at current school?	
The number of qualifying students in the neighbourhood communities	2
The closeness in proximity of the neighbourhood to the high schools (preventing need for the students to need transportation and possibly use public transit if necessary	

Bowness 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
Adding IB program	
Add alternative programs i.e. French, IB, Spanish instead of changing regular program boundaries	2
Maintain sense of community (do not have separate streams)	4
Consider moving Spanish to Bowness	2
Chang Spanish boundaries to include Bowness: not quadrant but community	
Neighbourhoods matter: being in community close to school friends adds so much that can't necessarily be measured. But it matters, and has a deep impact	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
Add French program – take half that had been designated to Aberhart	2
Move IB to Bowness to help balance numbers	1
Move boundaries, add French and other languages to Bowness? (it's at Tuscany School now) Keep communities together and close as possible. Close is important.	
Class sizes	2
Arts Centred Learning options	
Move an alternative program (Spanish)	2
Commute time and availability	1
Move FI program to Bowness	1
Expand boundaries to maintain community atmosphere	2
Provide more language options as options	
Abe is over subscribed, Bowness is central and under subscribed. Spanish can relocate to Bowness?	
Move alternative program to Bowness (Spanish for example) to alleviate pressure at other school.	5



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
Expand boundaries to include northern *south* communities (ie Wildwood) A river should not be a delineation	
Transportation time is a huge consideration. I don't want a child to have to skip an activity before or after school to spend hours on a bus	
Transportation -> charter transit?	1
Transportation as the crow flies may be close, but very hard to access within current transit set up	
If programs are being populated, they should be offered. My son is in AP and I hope this program continues at Bowness	2
Access to programs is my priority	
Transportation! Utilize corridors. Don't ignore a community just because you have to cross a river. Quadrants don't always make sense. (i.e. Wildwood to Bowness = 10 mins!)	5
Expand boundaries rather than adding programs. Maintain sense of community	4
Interesting that the session tonight seemed 'quadrant based'. If this is a City of Calgary initiative, then please look at this city-wide. Northern 'south' communities should be considered in boundary re-drawing	2
Keeping communities close allows for both transportation and attending students' siblings to easily be managed and organized	1
^When considering adding new communities don't be restricted by quadrants but look geographically. A south community such as Wildwood is quite close. (with a major transportation corridor). Don't look at how the crow flies	7
Expand/add community to allow for increased programming	



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
Keep community boundaries, possibly add an additional program to Bowness	5
Split Spanish with Aberhart	1
Adjust boundaries to balance numbers. Transportation is important to keep in mind	
Bowness already has a nice balance of programming (AP), so the best choice is to just add more bodies. Add a couple appropriately sized geographically close communities (ie. Wildwood)	5
Ensure that regular programming is still accessible to the current boundaries if an additional program is added. Should be an addition not at the cost of current communities.	4
Class size	4
For regular programs distance to school should be a big factor	2
Add more communities for Bowness	1
^^Yes, including Wildwood	2
Ensure that those programs offered are full strength for the students	
To keep sense of HS community, add or expand boundary to include neighbouring communities	5
Maximizing program availability	
IB program	1
Program availability and proximity to community	4
Ensure that those programs offered are full strength for the students	



Sir Winston Churchill 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
Local kids should go to local schools!	1
Change boundaries to Redesignate some students to other under utilized or balanced schools. Over utilization does impact education, more of a balance across the city would benefit students in overcrowded schools. My children were in elementary school that removed gr 6 due to overcrowding, not an option here but something needs to be done.	
Do not limit capacity for IB. Designate non-IB to other less-utilized schools	
Add IB programs to underutilized schools so that Churchill school won't be over-utilized. Don't drop IB program from Churchill. Cap IB.	2
Keep IB in Churchill but create other programs in other high schools to reduce out-of-boundary attendance at these programs. The point is to decrease out of boundary attendance so kids to not ravel a lot everyday. Keep the same attendance area as it will be well below the provincial capacity of 2082.	
Try to keep designations within cycling-distance for students	
Space – where are kids actually going to fit? –fire code – bussing cost compared to building new school	
Expand to include either FI or Spanish. Change boundaries for regular program	
Will changes out of this process impact the five 'balanced' schools? (i.e. have potential to throw balanced schools out of balance)	
If student starts alternate program (i.e. French) at SWC prior to 2020 implementation and program moves out of SWC due to changes to balance attendance, would student have to move with the program once it's implemented in 2022?	



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 lower the number of students at Churchill (bursting at the seams!!) – eliminate out of attendance area students – focus on core program/cap the specialty/IB program enrolment.	

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
If some of the south communities in the NW are pre-designated (e.g. Varsity, University Hghts) to Bowness, would that alleviate some space from Churchill?	
Will the boundaries for IB change? Please keep Montgomery feed to Churchill IB!	1
Having moved and my son starting gr 8 at FEO which is a school split to many different HS. Keeping kids together needs to be considered Very hard leaving friends behind	1
Does CBE have statistics on % of students applying for regular vs IB program? With this it may be possible to determine if Bowness or Robert Thirsk adds IB, and redesignates communities, whether that can alleviate overcapacity at Churchill	
Siblings kept together	
Community schools are the most important thing. Drop special programs if need be.	1
Maintaining local attendance to community schools, even if out of area attendance needs to be reduced	



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
Keep close community/walking distance kids at these local schools. Maintaining community schools	
Reduce numbers. Kids need time space and attention for appropriate learning	
Community should be very important – support, friendships, walking (good for health, environment and economics for families)	

General Comments

Responses
Centralizing French into one high school would allow cohorts to stay together and decrease on operating costs for the alternative which would be adding French into multiple high schools. (centralize Spanish together but perhaps with a lower capacity school like Bowness.
It's nice to consider specialty programs for students. Please don't forget about student enrolment numbers for the regular programs. A new high school(s) is needed
There is a huge disconnect between our city and province when it comes to school placements and city living. The mayor wants more inner city living while the province closes inner city schools to build new ones in the new communities. A better balance needs to be found
Parents who 'choose' an alternative program are being penalized by location and transportation. Not many options for families to keep their kids in alternative programs when balancing whole family dynamics.
A thought to share. CBE's motto is 'as unique as every child', when a learner is struggling and falls below the threshold of what is considered 'significant' , then they qualify for funding towards testing, assessment and extra academic support. But when they are just barely average and not 'severe' enough, then they get no extra support. Where is the equity here? A strong students has different needs from a 'weaker' student and that is also different from a student who falls in the middle. I feel that CBE can offer better 'remediation' opportunities for

**Responses**

kids in middle school rather than allow them to scrape by. Failing to fail might be setting our kids up to fail in high school or in university. A truly successful educational program individualizes to each student's need and there is no 'one size fits all' for learners. Please step up the expectations and the resources for kids in middle school to help them succeed in high school. If you don't want to 'fail' them in middle school, please remediate them.

Opening IB/AP programs might seem appealing, but I think changing boundaries is better. IB teachers/AP teachers are specially trained in their field and opening a new program would require \$\$ and going through some growing pains

Thank you for offering this evening.

Appreciate the detailed maps for the areas

I liked seeing all the CBE staff and trustees present



Participant Engagement Evaluation Shaping the Future of CBE High Schools Bowness High School – Oct. 3, 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: 118

Number of evaluations completed: 66

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

59 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.

43 Agree 17 Somewhat Agree 4 Somewhat Disagree 2 Disagree 0 Not Applicable

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

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

1 Did not answer

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.

30 Agree 28 Somewhat Agree 8 Somewhat Disagree 0 Disagree 0 Not Applicable

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

49 Agree 13 Somewhat Agree 1 Somewhat Disagree 0 Disagree 2 Not Applicable

1 Did not answer

6) What did you like most about this engagement?

Comment: 57 No Comment: 9

- The information boards and having the chance to write ideas on the brown paper



- Lots of information, transparency on decision-making influence, opportunity to provide input, not too long, access to experts, rules of engagement
- That parents were able to attend. The massive amount of work that has gone into informing all/use of site boards/speakers/emails
- More of an open dialogue than just a repeat of information already available
- Able to separate out to schools that impact my family
- Boards helpful
- Openness/Information all out in the open
- Seeing the high school/the process/staff (CBE) accessibility
- Very clear. Enjoyed tables to write comments and initiate discussion
- What is in/out of scope/can express my concerns
- I like the information board the most. People can leave their feedback
- Opportunity to talk to current school principals
- The opportunity to speak to the Principal of the school my kids will be attending (Bowness High)
- Being able to talk to high school administrators
- Ability to participate, questions asked for consideration
- The video
- Lets you be independent. Very casual, I liked the children's video of the Treaty Acknowledgement
- Very open and honest discussion
- I appreciated how the Trustees and principals engaged in conversation and checked with us if we had enough information or any questions
- Having the opportunity to participate in the process
- The principals were available to discuss their schools
- Balance between formal presentation and information discussion/questions
- Clear student population charts
- The opportunity to write comments about factors that are important to me
- One-on-one participation with schools
- Speaking first hand with administrators at the specific High Schools
- Direct interactions with schools
- One-on-one discussions but often people were too busy to chat
- Well organized, lots of granular detail overview presentation at beginning, helpful, especially review of 'in scope' factors
- The information about the programs and area schools
- Meeting the Principal from the designated school and getting information from him
- Opportunity to walk around and see schools



- Visual presentation – opportunity to speak to key people
- I liked the board with maps and visual aids
- I liked that the school faculty were present and were so patient in answering questions/concerns
- Leaders in attendance
- The information boards and availability of staff for questions & discussions
- Open, no pressure
- Learning about different choices (programs) students can make in high school
- Good setup, easy to understand, clear messaging
- Well organized, respectful
- The boundaries, capacity posters. Very interesting to see such extreme discrepancies in numbers
- Opportunity to learn about programs and to meet with educators
- Very open, careful communication
- I liked seeing the programs and areas of all the schools
- Conversation with Principals and CBE staff
- Well organized, boards had great information, reps were knowledgeable and answered my questions patiently
- Flexible format – varied ways to present information having CBE/Principals/SME's on hand for Q&A
- The tangible sharing of ideas (sharpies and dots worked well) availability to school staff and CBE reps to have conversations and ask questions. Very relaxed
- The opportunity to obtain information from the principals and vice principals of the school whose input is personal
- All the display facts experts explanation onsite
- The large scale boards were good. Finding the information you wanted was sometimes a challenge. (i.e., how many students are in the alternative program someone has suggested more to Bowness)
- An open environment to discuss concerns and if necessary an anonymous forum to make comments
- The opportunity to meet with Admin for the current designate school
- There were enough CBE staff that we could all share thoughts. Thanks for that!
- Lots of school board representatives to speak to about all issues
- The data provided on the boards. The presence/attendance of so many CBE representatives at all levels

7) What did you like least about this engagement?

Comment: 29

No Comment: 37

- Nothing
- It was not clear which engagement I should go to, I went to the wrong one



- Could have offered more concrete options
- Not sure
- Not really anything to dislike about it
- Excited/under informed parents
- It would have been nice to see some concrete proposals for what will be changing. It seemed like 'everything was on the table' so it was tough to comment
- How long it was
- Wording of Questions 1 and 2
- I found it very helpful
- Not all schools represented
- I was glad to see it busy but that lessened the chances to talk
- N/A – this was well done. Thank you
- It was not 100% clear the changes which are going to happen in the future
- I didn't feel prepared coming in. I would have liked to know details about the meeting before hand so I knew what questions I wanted to ask
- Presentation was fairly useless and kind of lead you to believe that there wasn't a lot of choice
- No providing what CBE thinks what is their (CBE/professionals) plan/idea before asking the general/public – with special attention to every high school then public can give their feedback better
- Sometimes get the feeling scope of dialogue doesn't allow parents to truly affect changes
- Some of the answers seem obvious; change catchment areas/ move or limit specialty programs to rebalance enrolment. Does not include bold thinking. Is there any appetite to centre CBE and the Catholic Board?
- We feel limited in our ability to effect/influence change. Budget is always an 'out of scope' issues. But perhaps education should get back to CORE education – less special programs
- It's too big. I don't know how to contribute as there are too many factors
- Formal information sharing wasn't quite full on enough; needed more detail on the boards with 'decision dots'
- Beginning presentation (30 mins) not as helpful in sharing new info (repeat of what's already on boards)
- I think you've done a great job putting this together. It is both wonderful and scary to have a voice in this process. I'm glad to contribute, but I realize I am a small part of a bigger whole. This was not really about the engagement, I suppose, but facing the prospect that I might not get what I want is part of being in community.
- Having more detail information in the first 30 min presentation. Have stands both of more high school not just a couple
- The presentation at the beginning did not contain the information I expected



- Some questions could not be answered
- Specific times to sign up to speak to individual school reps would've been beneficial
- I thought it was good

Other ideas

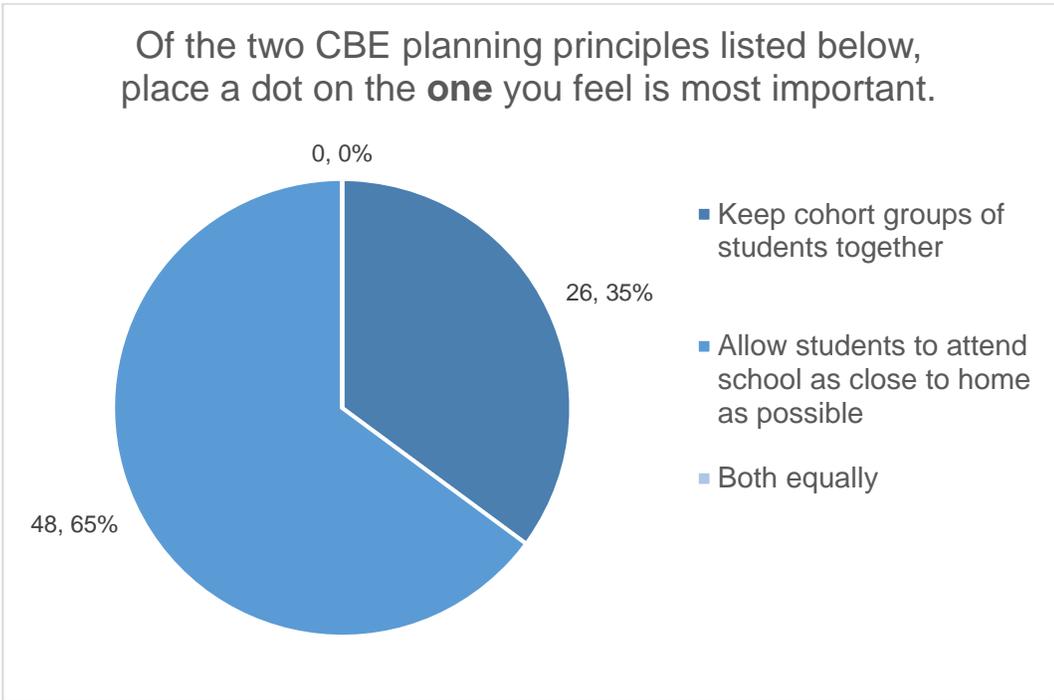


**Shaping the Future of CBE High Schools Session Notes
Oct. 16, 2019 at William Aberhart High School**

North/NW Group: Bowness, Robert Thirsk, Sir Winston Churchill, John G, Diefenbaker, William Aberhart

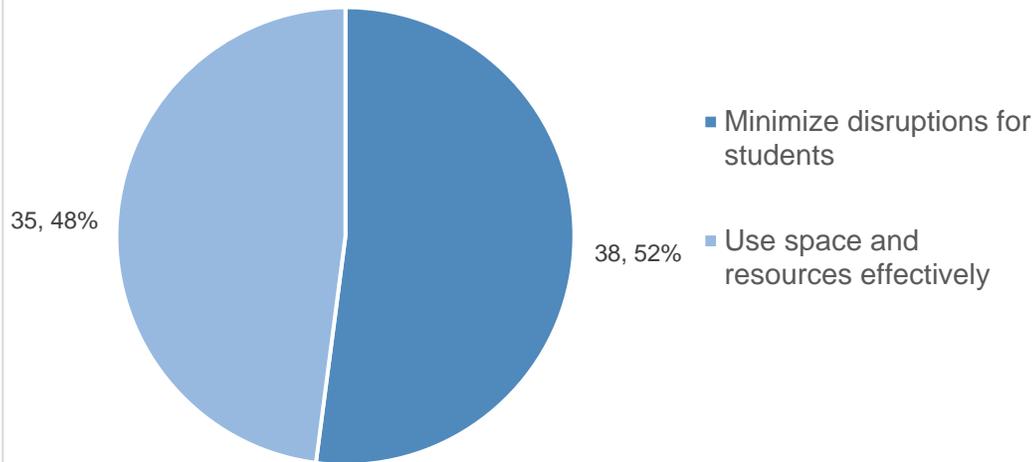
CBE Planning Principles

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

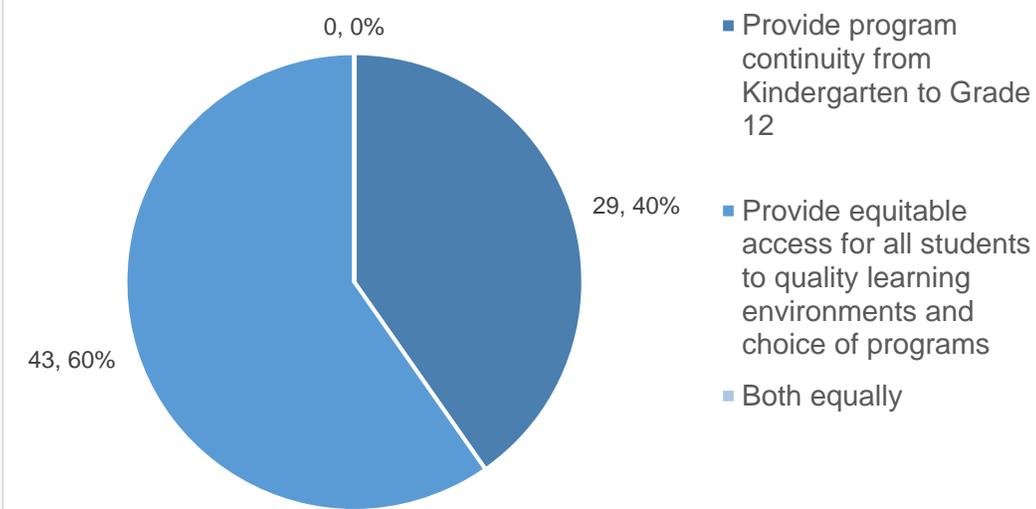




Of the two CBE planning principles listed below, place a dot on the **one** you feel is most important.



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 16, 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.

Bowness 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
Bowness is too far away for any of the following NW communities as it does not have access to reliable public transportation – Hawkwood, Tuscany, Scenic Acres, Silver Springs, Edgemont, Dalhousie, Charleswood/Brentwood	1
Bowness is well-positioned to receive an expanded FI program (especially given recent expansion in NW elem/jr high's)	1
^^ Tuscany regular stream kids already go to Bowness and now there is a FI program at Tuscany elementary. Makes sense to have FI at HS in Bowness too but is there really room?	
Bowness is a difficult location to reach from Central NW areas. It's a NW high school in the SW	
It has a terrible reputation. What can be done to strengthen Bowness' academic values?	
^^ No longer true	
Bowness HS needs to increase or add to the communities in its boundaries for the regular program. It could add some communities to its designated program to increase enrolment and take pressure off overutilized schools.	



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 –equal choice to equal program	
Quality teachers more important than class size in high school	5
Maximize diversity of student population. This is a strength at Bowness Consider how this strength can be leveraged	2
For effective learning, ‘class size’ AND ‘quality teachers’ are equally important. They are not mutually exclusive.	9
Reading, writing and arithmetic should be a primary focus.	
Keep options available to kids at all schools	
Given the popularity of French and Spanish schools, why not add a language program to increase enrolment?	4
If movement is happening, do it all at once or in a short time period.	8
I would like to see a single track high school for Spanish program to concentrate resources, provide increased courses and learning at the high school level for it to remain a bilingual program (rather than increasing the amount of courses in second language.) And keep the Spanish language schools close together.(HS & Jr High)	7
Regular program students should be able to attend a school they are walking distance to. Minimize transportation costs for students not in choice/alternate programs	2
^^ disagree – not all kids can walk to designated high school now	
Taking transit helps build independence	1
Class sizes are a big factor for parents and kids in high school.	3
Home address	



John G. Diefenbaker 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
Preference is to re-designate an entire program (i.e. IB, complex learning) to another school so the school can focus on regular programs. If someone wants to take a different one, they can travel to where it is.	1
Preference should be given to siblings if they already have/had an older sibling attending that school.	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
Transportation – access to school closer to home	1

Robert Thirsk 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
Adding a language program to alleviate overutilization of Aberhart. Greater distribution of language programs in the NW aligns with recent expansion of FI program to Tuscany. Increasing diversity of learners in Thirsk would also be good.	4
Adding a language program or academic focused STEM program could encourage higher attendance and retention from feeder neighbourhoods.	3
Consider Robert Thirsk (an underutilized school) to have a dual track English and French Immersion program	



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
^^ Or Spanish	1
Robert Thirsk HS should add a few communities (like Nolan Heights) to its designated area. Its boundaries for the regular program could increase to take some pressure off over-utilized schools and keep students closer to HS.	2
School spaces aren't over or under utilized.	
Could Thirsk fit NW Spanish bilingual program?	1
Consider an arts centred learning program in the NW quadrant of Calgary	

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
Encourage diversity within a school. Do no remove regular program from any school. This may negatively impact more vulnerable students.	

Sir Winston Churchill 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
Location and designated communities – Keep students in schools that ae as close to their homes as possible. This decreases transportation times and costs plus it gives residents an accurate representation of which school their children will end up attending based on their home residence.	4



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
While I understand that it might make sense to redesignate high schools to single-track program schools, it seems better for students to be able to attend a school that is close to their home; this makes attendance accessible to students from all socio-economic circumstances.	4
For in-scope factors: -location and designated community boundaries are very important – proximity to the school should be kept close. Transportation, accessibility commute times	9
Not moving the IB program from this school as it likely has a positive influence on the overall student population	2
Main feed school Tom Baines school should have the first priority to remain as Winston Churchill so the students keep in the same friendly environment and community culture. They should remain friends for the rest years which is important to future building.	15
I believe the tradition closest area students should have the most priority to stay with Sir Winston Churchill School. Besides, their siblings graduated from the same school should be considered a main factor of consideration.	2
If relocate the current existing designated students to out-flow schools, it is not fair for the parents that paid extra money invested in their houses.	3
Tom Baines is the main feeder school of Churchill and it includes two communities, Edgemont and Hamptons Churchill should keep these two communities together since all these kids have formed their own communities and we should keep them together.	12
Keep same middle school together. Same communities together.	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
Factors: -distance to the school shall be kept close proximity – sibling rule, if existing sibling in the school then allow younger sibling to also attend	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
Keep siblings together (including past graduates i.e. allow the children to attend the same HS as their older siblings. Keep communities together.	6
Allow kids to have a school they can walk to.	7
Distance from home (public transportation), siblings (traditionally family go to the same school, teacher team, we want to keep same middle school, same communities together.	9
Factors: - proximity to the school- keep students as close to the school as possible. This is best for students because of transportation and ease of access. –siblings- keep siblings together sot that they may all attend the same school	3
^^ include post-graduated siblings, since siblings wants the same experience together.	
Students from the traditional main designated areas should have the first priority as they and their parents obviously have the positive expectations, same middle school, same community together	7
Students from out areas for IB program could be relocated to other schools that provides similar or same programs.	3
Students that have fake address info should be picked out and asked to leave.	6
Home distance to the school and siblings, feeding school such as Tom Baines	2



William Aberhart 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 did CBE expand enrolment in Spanish and French programs at younger grades without a solution at the high school level to house them?	3
Having just gone through engagement process and that resulted in increasing enrolment in FI. Asking you if it would not make sense to now shrink or limit enrolment at the HS level.	1
Suggestion to expand Spanish to a 3 rd high school and redraw boundaries so all students can attend closer to home (South/Central./North)	
^^Look at commute times on public transportation to define boundaries	
I value that we have choice of programs to send our kids to. Thank you CBE.	
Does everyone know that Alberta is the ONLY province in Canada that considers French an alternative language program.	3
If Spanish program moves too far we will choose a closer school	2
If Spanish high school moves, please grandfather students	
A regular program and a Spanish program can operate together. It's not one or the other.	
A 100% French Immersion school would result in improved French Language skills. However, kids still require sufficient exposure to English through options.	8
^^Having a single track alternative program school (e.i. Spanish and French Immersion programs) would be beneficial especially with Churchill not far from here. Or potentially have an accessible immersion program school	8
^^disagree strongly	5
^^Disagree – Wm Abe needs English program if it has Spanish Bilingual.	5
If moving to French/Spanish how to maintain options?	



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
Siblings close in age could be split...it would nice to keep siblings together. 'Grandfather in"	
If you decide to add another Spanish program at another high school, will an existing cohort of students (kids who have been together since kindergarten) be broke up due to new boundaries? Seems unfair.	
CBE mandates says: Every student must have access to a regular program. What is the maximum commute distance for a student in the regular program? This should be taken into consideration when moving a regular program out of a school that currently offers one.	4
Why not having multiple high school have multi-track programs? That would give families more options.	
For over-utilized schools that ae also dual or multi-track, I limit the tracks. Disperse the tracks more widely.	4
^Or maybe don't. Does the track option not improve learning.	1
Try to keep a community program available. This does not require any extra classes as language programs still require the same high school classes. Otherwise transportation becomes an issue for these children and will affect their learning	3
^Yes...Regular English programming	
Core English program should be offered at all schools. Alternative (choice) programs should be shifted as needed.	4
^ respectfully disagree	
English (regular) should be one program at each school. If French enrolment goes up, could Spanish move to an under-utilized school?	5
^Spanish is a better fit with English than French	
^Disagree	
^ Or split ABE Spanish between two schools – one central and one north	



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
^ or vice versa –agree	
^ disagree- too hard to get Spanish teachers	
Would a combo of Spanish and French be considered as feasible and remove English program?	1
Would like to know current class size these schools to help better inform decisions. Why isn't this public information available?	4
Could dual track and multi track schools in combination with the general program be a positive symbiosis on the overall population?	
Son will be in Spanish bilingual in Aberhart in gr 12 in 2022. Would like existing student to be grandfathered in. VERY IMPORTANT.	8
^ Same with French immersion – Suggest phase in as opposed to a lifted shift for special programs	
^Asked this question – if a language program is moved I was told grandfathering wouldn't apply – child would have to move schools to follow language program	
^ Of course, no grandfathering will happen. We just went through this for French Immersion in Junior High.	
It seems obvious looking at numbers, that Aberhart should be Spanish and French only. Language learning is important and keeping these kids together is best.	16
^Disagree. This will impact learning of community kids as they will now have to commute.	2
^ lots of kids commute to school	
^Seems unnecessary. I disagree	
^ Seems like language programs make sense to keep together – like minded learning	



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
^diversity f the programs at ABE is a strength and should be maintained. Otherwise French/Spanis program kids in exclusive bubble. (a French immersion parent)	3
^^ Diversity and community	
WAH – feed school from Spanish is close in proximity and should remain so if the language program moves to another high school it will not be as close to SBP at Branton (location importance)	1
You have suggested that kids tin ABE in the Spanish program in 2022 will not be impacted. This seems misleading. Since the Spanish program could be moved, area boundaries changed or a watered-down program remains at ABE.	2
As the Spanish program grows in the central/west of the city , consideration should be given to expanding the Spanish program into an under-utilized school like Central Memorial. This would reduce numbers at Aberhart and Scarlett and allow students to attend school closer to home.	2
If the regular English program moves it would be nice to have AP programs in Spanish/French.	9
^This already exists for FI students	
It would be nice to be presented with a list of pros/cons by the CBE when discussing moving a given program from the school, so we understand fully the situation.	
There should be a serious consideration of adding another Spanish bilingual HS in the north. It would take some pressure off Wm Aberhart and reduce commuting time for students.	4
More regular program from feeder neighbourhood to another NW school with links to transportation.	
My child will be in gr 11 in 2022 (Spanish program) if the program moves to another school, will he be impacted? Will he have to move too? Or will he remain her in an watered down program for gr 11/12?	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
Diversity within a student population is an important value to me. I want my kid to build relationships and understanding with students from different backgrounds/perspectives. Making a school a 'program only' school goes against this value for me.	2
^^Spanish to stay at Abe	2
Keep individual alternative program cohorts together from KG-12	7
Lowering class sizes at high school	3
Has CBE considered what the enrolment numbers would look like if you move a program and then people choose not to move with that program?	5
^^Especially the Spanish program which has feeder schools in the central NW	2
It would be nice to have an IB French Immersion option in the NW	
French Immersion in the dominant program at Abe. One would hope that the CBE would contract FI at Abe given the time and resources spend re-vamping and expanding FI options at elem/jr high/middle schools for the NW. These kids got shuffled around once already. DO NOT CONTRACT FRENCH IMMERSION AT ABE. Keep catchment areas similar to new elem/jr high/middle school boundaries.	16
^^I actually think the threshold of efficiency was pass a while ago. Splitting French immersion would reduce transit needs.	
Does everyone know that Alberta is the only province in Canada that considers French an alternative program? We are not alternative...we are Canadian! If it was not considered alternative, we would have the same funding rights as the English which is why Alberta will not change this. Shame on our province and lucky for all other Canadian students across the country.	9
^^ Whatever the outcomes are, please don't force kids who are already established in a school to move to another high school. Leave the 10-12s who are currently there ot complete at the school they started at.	7
The culture of a school is important	



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
Class size and quality teaching equally important; they are not mutually exclusive.	2
^^disagree – Quality teaching more important than class size	1
There needs to be consideration for a single track alternative French immersion program high school	2
^^What if we had a central north and central south language school? Beaverbrook? Fowler? Crescent?	
^^That forces more student onto long bus rides with Calgary Transit. Think local. Consider estimates of local population changes as communities around Aberhart are developing substantially and diversifying.	
If you have any idea of what your plans are, let us know now, so we can soak them in and get our heads around possible scenarios rather than waiting.	2
The CBE keeps saying Aberhart is currently 99% capacity. In 2005, this school had 1700 kids and currently Abe has 1300 kids. We are not currently at 99% capacity. What is the CBE telling the community?	5
^^What is current class size?	
Why entertain out of area if we are concerned about capacity and the environment in driving/bussing extra distances?	5
Do not move the community program away from Aberhart. This will impact learning/quality of life of kids in the walk zone. The community program needs to be a priority.	5
English program (regular) is vital to each school. English kids have more flexibility in their options so English kids option choices allow French and Spanish kids their choice in options. It is vital to keep English at Aberhart.	18
Commute times on public transportation should be used to determine boundaries. Just because a neighbourhood is 'close' to a school doesn't mean you can get there on the bus/train. The river and the reservoir divide transit options for students. Many high school students don't have cars or are not old enough to drive.	



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
Since high school students take city busses, consideration should be given to city bus/transit routes to minimize transport time.	5
Transportation time can be horrendous. Keeping times low or walking is best.	1
Don't solve system problems via program exclusion	2
Does the projected enrolment include kids that might move into the private or charter system?	
Why aren't alternative program kids eligible for the transit rebate? Seems unfair that our kids need to travel the farthest and be offered no rebate/subsidy.	18
Kids already in high school/Abe when changes take hold should NOT be moved out. 'Grandfathering' existing students essential.	7
English program should be available at each CBE school.	6
Do not remove the regular English stream out.	2
French should be on every school K-12. Is one of the official Canadian languages.	2
Do not split siblings again. We just went through this with French jr high and you are saying the new plan will only affect fr 7 and younger, which leads to an obvious situation of splitting families who have a child entering gr 10 and other siblings who would be gr 11/12.	6



General Feedback Wall	
Response	Agreement
Transportation (public transit usage) must be considered when reassigning boundaries. Changes are being made to accommodate programming, but before and after school sports must be considered too. If students are taking public transit to and from school, they won't be able to try out for and join school teams as easily unless their parents are willing and able to pick them up after practices and games and drop them off at before-school practices. Athletics are as important as academics if we want well-rounded, healthy students.	
Keep NW students in the NW! Redraw school boundaries so students in Evanston, Kincora, Sage Hill and surrounding communities stay close to home (instead of taking public transit across the city)	
When boundaries are changed, communities in the far NW (the suburbs where 80% of growth is) – Evanston, Sage Hill, Nolan Hill, Carrington, Livingston – should be assigned to Robert Thirsk High School. Tuscany students attend the high school built in their community, so students living close to Robert Thirsk should have the same 'privilege'. Why bus students from Evanston to Fowler? Coventry, Harvest Hills and Country Hills would have a shorter commute to Fowler than Evanston and Sage Hill.	
To help make more informed recommendations, CBE should release classroom size as well as over capacity numbers for each of these schools. Shifting programs or limiting enrolment (caps) ...how would this impact classroom size if at all?	3
We need to drop the word 'regular' program as it implies the others are irregular. Semantics but so important.	
For changes to high schools, it would be better/preferred to have the following: -proximity of student residence to the school as the most relevant factor – Keep both IB and regular program.	
The assumption that all Spanish student from West/Central neighbourhoods are leaving Spanish because they are selecting IB or Spanish as an option (as a preferred path to continuing Spanish bilingual) is incorrect. Transit options to get to Aberhart or Scarlett from neighbourhoods like Killarney or West Hills are very limited. Families are moving back to (over capacity) English programs because of a lack of accessible Spanish HS program in their area. If a more accessible option existed, less students would switch programs.	



General Feedback Wall	
Response	Agreement
<p>The prioritization questions pit equally important items against each other. i.e. disruptions for students vs effective use of space and resources. How is this helpful?</p>	<p>3</p>
<p>The 14th St boundary for jr high French Immersion is very contested, but it's 'okay' if the NW French Immersion group gets reunited at ABE in the end. Don't disrupt that. Don't move the high school FI boundaries for the NW. It's important that Branton and GP Vanier kids come back together at ABE.</p>	
<p>Spanish program enrolment map shows 2018 student location information and is not reflective of future student home locations. It shows no Spanish student coming from the west/central section of the city. This is reflective of the original locations of Spanish bilingual feeder schools, not current. In the future, there will be an increase of Spanish students coming from West/Central neighbourhoods because of feeder schools like AE Cross and Glenmeadows. Maps used in planning should be reflective of future students not past (2018) when programs area already expanding into new areas.</p>	



Participant Engagement Evaluation
Shaping the Future of CBE High Schools
William Aberhart High School – October 16, 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: 126

Number of evaluations completed: 48

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

41 Agree 5 Somewhat Agree 2 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.

34 Agree 13 Somewhat Agree 1 Somewhat Disagree 0 Disagree 0 Not Applicable

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

21 Agree 19 Somewhat Agree 5 Somewhat Disagree 3 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.

14 Agree 25 Somewhat Agree 5 Somewhat Disagree 4 Disagree 0 Not Applicable

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

28 Agree 16 Somewhat Agree 0 Somewhat Disagree 1 Disagree 2 Not Applicable

1 Did Not Answer

Comment: Don't know if it will be considered or not

6) What did you like most about this engagement?

Comment: 40 No Comment: 8

- Boards showing population going forward



- Principal present to answer questions
- Information posted and opportunity to discuss with experts, get answers to questions right now
- All the people to talk to
- Opportunity to offer our family's perspective
- Being able to speak with the "experts" to get more information
- Many people available to answer questions
- Lots of help to provide context and more info as well as experience on the process
- Posters about each school
- Opportunity to speak directly to principals
- How many spokesperson there were from each of the schools
- Nice job! Well presented but so many factors to consider would require more time in smaller groups to really understand
- I like the format: start with speakers providing info, then time to write comments
- Ability to talk to specific school principals and Trustees
- Voting was good
- One on One, Q&A
- Various schools represented
- Presentations are professional, easy to understand
- The smaller group discussions specific to various schools
- Opportunity to see comments from others
- Visual boards and each school info
- The opportunity to learn from others perspectives and to share my opinion
- Some of the info was interesting (i.e. school population percentages)
- There was good information provided regarding scope and capacity issues
- Having teachers and principals here was great
- We can all express our own thoughts
- I appreciated being able to give my comments on papers and all staff willing to answer questions thoroughly
- Excellent work Might have been helpful to conceptualize how transportation effects the process.
- Access to staff at schools, Very informative
- Open access to share thoughts and ideas
- All the people to respond to questions
- Ability to speak with experts
- The opportunity to express concerns and questions



- Some info sharing at beginning. Then open opportunity for engagement. Nice blend of structure and flexibility
- Availability of CBE staff to answer questions. Great presentation materials
- Discussion
- I really liked the system maps showing where students come from for different programs – it helped to change my perspective
- The possibility to participate in an interactive way
- Informative, Interesting to hear other parents concerns
- Face to face discussions
- Talking to the experts

7) What did you like least about this engagement?

Comment: 28

No Comment: 18

- Not sure
- Can be intimidating writing comments on table when others are watching
- That registration was required. Why couldn't you have left it available to "walk-ups" too? Didn't like that I didn't hear about this from my son's school
- Information, basically
- Closed minded, biased individuals
- Not have a straight answer to why not improving reputation of schools with low enrolments
- Very helpful. All good.
- Land acknowledgement was great but might have been good to say why it is done. Great reference on the Calgary Foundation's website: www.calgaryfoundation.org . Not having yellow school bussing as part of the equation but roadways and Calgary Transit does factor in.
- For the next round of consultation, I would appreciate more detailed pros/cons of moving programs being shared
- We may not choose the best way for every kid
- Their tentative plans weren't shared. To have an idea of what they think the plan might be would be nice. To either object to it or accept it.
- It wasn't clear what the options might be for each school – what would the boundary changes look like? Where else could my children go to attend the French Immersion HS program? i.e. What other school options would become a reality?
- Parents (some) seemed to have an agenda to maintain status quo. Understandable but not necessarily helpful
- Not enough info!
- The NW/NE split. My children could end up in the French Immersion program at Aberhart or English at Fowler and they were presented at different sessions



- There should be a formal survey for all parents and other stakeholders to participate. The “dialogue” session was not thorough; the questions asked were too general.
- Wanted to stay to read more comments but need to leave. Can consolidated comments be posted online
- I would have liked more info on each school (class size, programs/courses offered) and how that would be impacted by decision
- Presentative in gym was a bit uninformative
- Would be useful to include the web link as a footnote on poster boards – I eventually found where everything was on the engagement website.
- Many questions still unanswered as info was not available or didn’t know off hand
- I would have like to see a clear “option list” – what is being considered? Reasons why?
- “Regular Program” is a poor use of the term. Therefore, all other programs are Irregular?
- The “voting” on principals to govern decisions seemed rather pointless. All those principals are important so choosing between 2 principles was odd. i.e. continuity vs resource efficiency: both important
- Would have like a little more site specific information on what the pressures are at each school
- Ideas being “shot down” by onsite staff. The reliance on past data rather than Forward looking data. Focusing on existing trends when talking about expanding programs is not necessarily helpful.
- The pitting of important questions that are not mutually exclusive! Why does CBE do that?
- Very similar to French engagement – no clear options, transportation not really indicated as a reason for boundary changes

Other ideas/suggestions: 2

- You should provide a map of the schools so parents know where to find the school (station) that they are interested in
- May include some data for student in 7-9 or K-6 so that some future maps could be drawn?

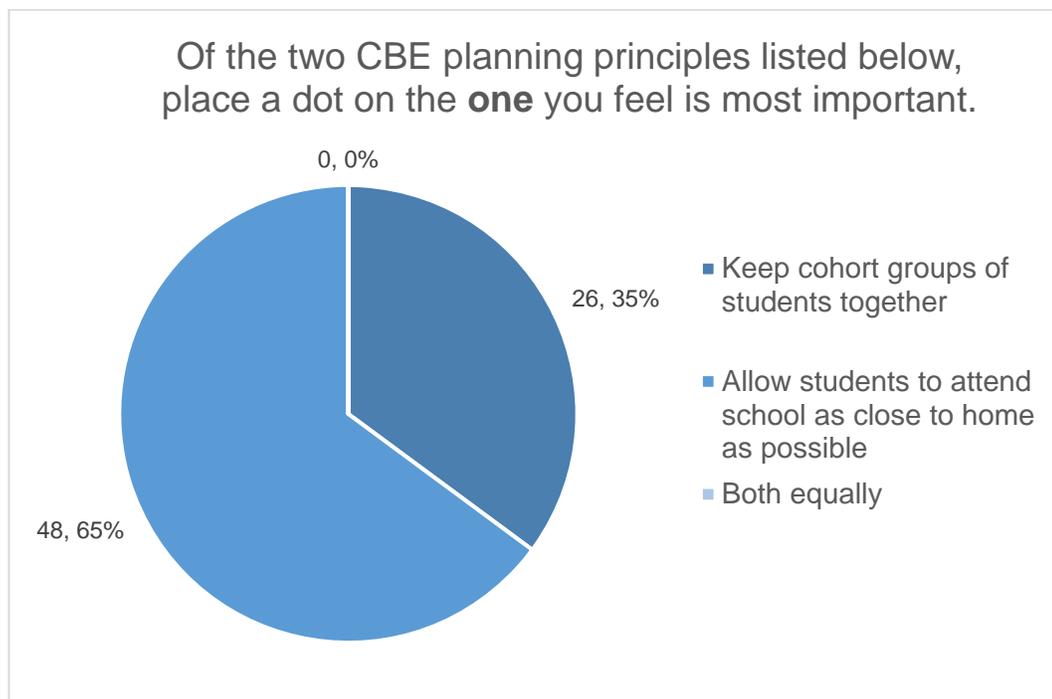


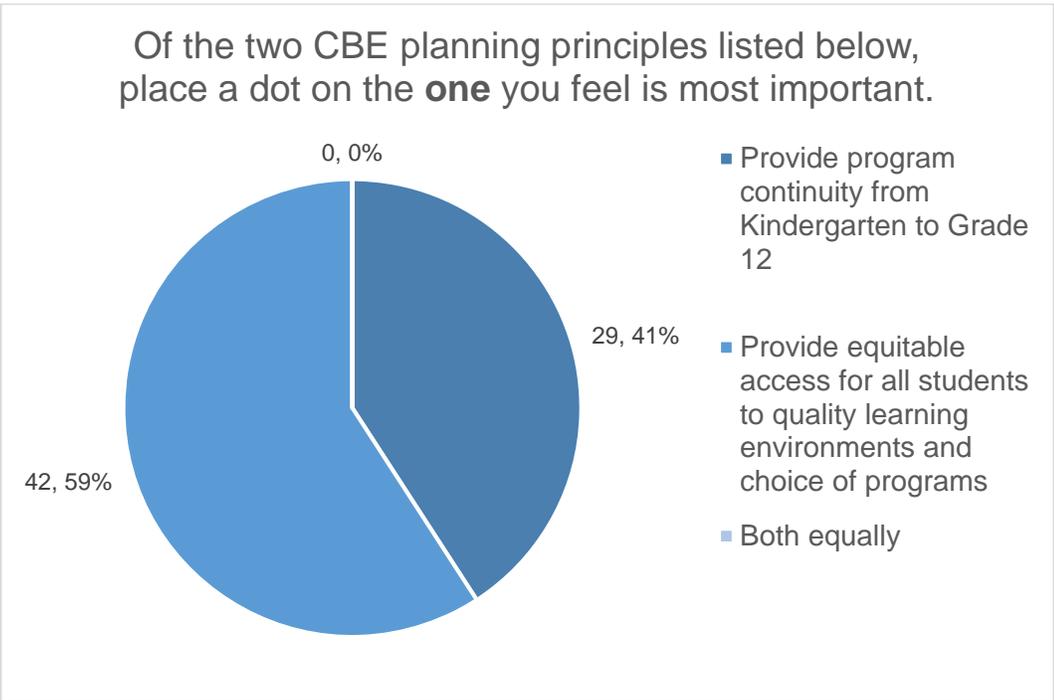
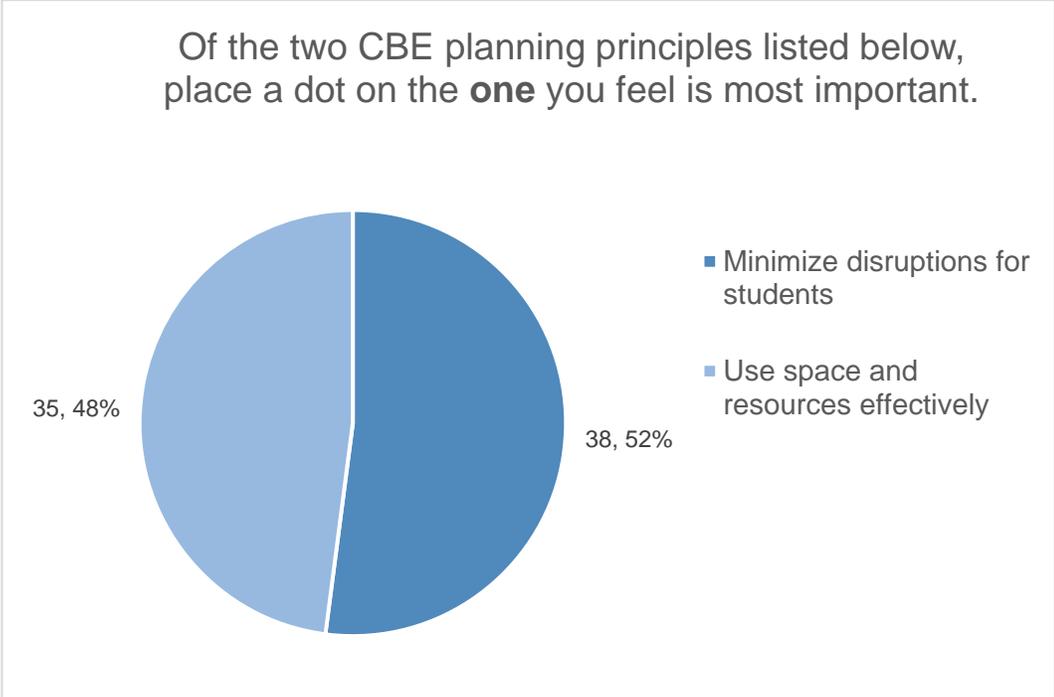
Shaping the Future of CBE High Schools Session Notes Oct. 22, 2019 at Robert Thirsk High School

North/NW Group: Bowness, Robert Thirsk, Sir Winston Churchill, John G, Diefenbaker, William Aberhart

CBE Planning Principles

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







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.

Bowness 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
Needs an alternative program that caters to he community needs. Bowness is unique due to its demographics and multitude of different families – arts-centred, French immersion	3
Expand boundaries south of 16 Ave	
^^ add IB program or move IB program from Churchill	6
Move boundaries to allow more students to be in catchment (i.e. Varsity)	5
^^Maybe Scenic Acres on west side of Crowfoot	
Move or expand new site(2 schools) Spanish program here (from Abe?) Current city transit routes make this a very easy school to get to from most NW areas (considering the majority of Spanish Bilingual students are from the NW)	
^^NO!	2
^^NO – it will kill the program for half the kids who already travel far (Taradale, Douglasdale, etc.) – ½ the city is going to 1 school and barely resources to cover kids well	
^^Need to assess where the largest demographic of kids is coming from.	
Move Spanish not French here.	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
Keep HPAD to bring in students that need flexibility for training and competition	6
^^ High Performance Athletic Development program	
Add an Arts program to redistribute some students	
Keep room for out of boundary kids who want to do trades from other NW areas	
How many FI kids are in nearby elementary and Jr high? The program at Aberhart is huge and competes with Spanish	
Add IB and ½ Spanish to Bowness	
Keep siblings together	
Redesignate boundaries to include Varsity – we have low number of students. We are close...please take us!	4
Work with Calgary Transit to ensure short commutes. Currently it is shorter to get to Bowness from University than Rocky Ridge. If an alternative program is moved here this needs to be considered.	
Keep community focus – single track school	5
Add an alternative program (IB) to Bowness to distribute IB program between Winston Churchill and Bowness	8
I support changing boundaries to redesignate students to Bowness HS (e.g. Cougar Ridge, Patterson, Wildwood	7
^^ But make sure transit is set up for this	



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
Move Ib from Churchill to Bowness	2
We love Bowness HS	4
Add IB program to Bowness	2

John G. Diefenbaker 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 kids are out of area but apply for IB, they should not be allowed to remain at the school if they pull out of IB. This only contributes to overpopulation	2
Either cap or move special programs (IB) so regular program continues in designated area. Parents don't need to worry about crowding, class size, etc. for their community school – regular programming.	2
Move some IB areas from Churchill (IF new high school opens)	
Possible better technology would enhance how much information students could obtain and in different ways	
Potentially add/combine special programs.	
When the new north high school is built and students are pulled from their bussed schools (Fowler, etc.), these now under-capacity sites should be converted to special program schools (French, Spanish, etc.) or possibly closed and sold, creating funds for new schools (i.e, This would reduce pressure at Churchill	



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
Transportation and transition with jr. high grouping together	
Sibling together if their program choice allows	
Honestly, I think parents can consult how these things are decided	
Transportation, students should go to the school closer to their community.	1
Designated school: Can Kincora be considered for the new north Calgary high school? It is a very small community	

Robert Thirsk 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 entire program relocating from an overutilized school would increase options for Thirsk students and help balance enrolment across schools.	2
Maintaining quality alternative programs plus need for teachers, etc. ex. French Immersion 0 access to AP in FI. Challenge of dividing up these limited resources	
Keeping kids and communities together	3
Keep students close to their community for regular programming	4
Redesignate RTHS boundaries. Delete Scenic Acres. Add Nolan Hill, Sage Hill Sherwood and Kincora	
Diversity of alternate programs and career paths	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
Add IB program	8
Add FI to Thirsk for NNW communities that struggle with commute time to Aberhart	2
Add alternative programs to underutilized schools. This could also improve accessibility to more programs	10
Allow students to finish special programs with their cohort. Expand programs to underutilized spaces like Bowness that is set up for special programs (space)	
Ensuring a critical mass of students if moving alternate program to a new school	1
Redefine regular program boundaries at Thirsk to move Spanish program to Thirsk. (more accessible than Bowness-Ctrain not bus)for ½ the city to attend.	
Let's share best practices. What makes the overutilized schools so popular? Teachers? Approach? Accessibility? IB? We should use these and bring them to Thirsk and bring it to capacity.	4
Keep language programs together. i.e. Move all French to Bowness or move all Spanish to Bowness or move all X to Bowness. Don't fragment the language programs. Need to consider travel time/distance for all affected enrolled kids first -> don't gut program enrolment over a move.	3
^^I think that Spanish is already as consolidated as possible. Two schools with the Spanish program should be a minimum	
More information/education to parents and students about Robert Thirsk to overcome stereotypes about the school being less academic than some others	2
All high schools should offer common alternate programs	4



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
Keep schools that offer athletic training and competition flexibility (such as Bowness HPAD programs)	1
Offer the odd online course as part of the school curriculum for those that are self-disciplined and they can work through the course at their own pace, creating more room in the classes for kids who prefer that style of learning.	2
Offer satellite locations for learning (i.e. use technology for a teacher at one school to teach at another with minimal assistance required from satellite location. (self-directed learning)	1
Need consistent offering of alternative programs. Ex. Offer AP Bio every year, not every 2 nd year so students can plan their high school career.	8
Keep kids in communities together at all costs. Peer pressure and friendships are critical at the high school age. If peers are separated, risk of mental health issues could arise due to lack of peer supports.	15
Staggered start times 8AM/10AM	2
More than anything, the culture/teaching philosophy is influencing parents' decisions. How can we create more consistency across schools.	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
Staggered start times 8AM/10AM	4
Keeping cohort groupings together	5
Minimize proximity to home, transportation time	14



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
Reasonable transit access to high school from student home communities. – minimal transfers – commute less than 45mins (better <30)	4
^^For regular school hours and afterschool extra curricular activities (team sports, music etc...)	
Start times of school if long transit is needed (i.e. not very early)	3
Schools should be as close to home as possible. Equal opportunities for all students for choice of programs	6
Keep communities that are close by 'walking distance' as a priority for boundaries. i.e.) Hawkwood to Thirsk as they can walk.	6
Keep siblings together if requested. This could be a deal breaker for families otherwise (e.g. unworkable logistics)	2
Expand IB/AP programs to meet needs of students for choice/individualized learning	
Allow special program student cohorts to finish together and allow siblings to enter	
Send online poll – not all parents attend in-person engagement session	3
Please make sure to give new students in Canada some help in English before admitting them to higher grades (9,10...)	2
Schools with specialized programs requiring longer commutes should have best access to transit and/or staggered start times	2
Equitable access across city	2
Needs of community for a HS so kids are not bussed/transit for greater than 1 hour to go to 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
Changes should not affect the sustainability of programs (i.e. –moving programs to new school causing students to withdraw due to transportation/scheduling/other issues) – ex. Is losing elem students from SW Spanish Bilingual school due to location shake-up in past.	
Families often apply to special programs such as IB just to get their kids into a school that is out of their designated area. These kids sometimes pull out of the programs but continue to take a space in the school. This should not be permitted.	10
FI students currently in grades 6/7 have already had to endure a reshuffling of schools -> minimizing the inpact to these classes would be a good idea	2
Alternative program attendance will increase as it becomes more available. i.e. regular program students will shift. What are the assumptions around this?	
There should be emphasis on bringing the quality of education to same standard across all high schools.	10
Check home address using tax return so people don't use rental property addresses (or an old address)	7



Sir Winston Churchill 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
Families often register their child in IB just to get into this school (but then pull the child out of IB) This strategy is used b kids who do not reside in the designated zone for this school. The child then stays at the school even thought they no longer utilize the special program. This should no be permitted as it contributes to over population.	11
^ Is it possible to remove the regular program to the schools besides (e.g. Robert Thirsk) and use the resources more efficiently this way? It will also somehow help with solving this problem.	1
Please redesignate the school boundaries.	3
We think the primary focus should be the regular program. You have a lot more communities designated for IP program. Can simply make same boundaries for regular and IB program. So the people talking IB just to join the school and them get out of that program and go to regular. This way there will be control.	4
Do not separate communities such as Edgemont simply because of its size. This results in friends being separated and causes issues of mental health programs if kids are separated from their peers.	3
More stringent checks on addresses so that out of area students who are not designated to school do not use fraudulent addresses to stay I the school hence making the school over-capacity.	12
Only IB program boundaries may be changed and be the same as regular	1
Reasonable class sizes conducive to allowing student participation.	7
Move IB program to Bowness	4
For Churchill – maybe some of the programs need to be moved out so students who live in catchment aren't crowded out.	9



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
Question the effectiveness of moving/redistributing IB program out if many students have seen to be starting at school despite being removed from the IB program. What the root cause of overcrowding?	
Create IB program at Bowness HS to take pressure off IB program at Winston Churchill, This will help redistribute the IB population between the two schools. These two IB programs will service the designated NW communities.	11

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
Classroom size should be a great consideration for teachers not to get overwhelmed by an overpopulated classroom	7
Keep the communities within 'walk zone' to HS designated school	1
Move IB programme	
Ensure people don't beat the system to attend a school, i.e. using non-primary resident address to be within catchment area	1
Moving some IB program designated to Churchill to some other high school will be helpful (Bowness)	2
French should ALL stay at Aberhart so move something from Churchill to Bowness to assist that...move regular kids from Abe to Churchill for example.	1
^^On same lines, we moved to Rocky Ridge to give our child option for a good IB school. Changing boundaries is going to change a lot for us	



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
^^ CBE should consider and be respectful to parents planning like when we bought the house we choose community to get best ranked school. And paid a lot of premium in 2016 to buy house in Nolan Hill just for Churchill	3
I don't think CBE need to consider about siblings	10
Keeping siblings together	8
Transportation- accessibility, not having students on buses for too long	4
Move IB to Bowness	4
How can you prevent people who use fake documents for getting admission	1
Transportation – proximity to home	1
The quality of learning opportunities provided by the way of offering diverse programs.	
If it was just the regular program and no out of area students then the capacity wouldn't be over 100%. Move those programs to an under capacity school. If students are willing to travel, they can go farther or their family can move closer to a school	20
^^ Doesn't work for programs only offered at 2 locations.	



William Aberhart 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
Stop offering out of attendance area enrolment.	
Reduced commute time.	1
Designate high schools' French Immersion only? Is there enough students? Does this make it easy for administration to manage schools and allocate resources? (Don't have to choose)	
Reduce from triple track to dual track or reduce the boundaries for this school. The stress levels for staff at this school are palpable and as an out of province student coming to this school, there was not a lot of confidence in getting req'd courses due to overcrowding/full classes.	1
Good school. Wish the parking lot was bigger	2
If capping an alternative program (i.e. Spanish), grandfather siblings	1
Move Spanish or French program to another location (Bowness)	5
^^ Do not split the French or Spanish cohorts -> critical mass is needed. FE Osborne is an example of not enough critical mass of students.	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
Why do we offer language programs for Spanish in schools? French, I get, as Canada is bilingual, but why offer Spanish? Why not any other languages?	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
^^Spanish is the most common 2 nd language in the world, NOT French. (that's why kids take it) and because it offers enrichment in math and science for kids who are gifted but have learning disabilities and do not therefore qualify for gifted programs.	4
If transit requires long distances, consider start times after 8:30AM.	1
We should not cap alternative/IB/AP programs. One of our principles is great education and if the desire is there, it would be great to make it work	
If a child has started in one school then a decision is made to move that program, allow students to finish that program at that school. – i.e. Start French or Spanish at Abe in 2020/21, then 2022 move program to Bowness – allow the 2020 and 2021 starters to finish Fr/Sp at Abe.	7
Length of time and transportation methods of getting to school for FI programs. Utilize north schools – new school Thirsk for alternative programs.	1
Work with city to create bus routes that support designations	5
^^ 30 minute commute for alt programs would be ideal from the far NW neighbourhoods like Tuscany, Rocky Ridge, Valley Ridge, Bowness	
French Immersion students in Gr 6&7 have already been moved once – a second move would add more uncertainty and stress to their learning path.	2
^^So have the Spanish students!	
^^Keep French together! Already had a move!	1
For French Immersion and AP courses, maintain quality of program by not dividing this between different schools/don't divide teachers etc. This is what happened with jr. high this year. Need to rebuild the program again. Would suggest keeping entire French immersion program together in one site.	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
Before dividing programs, ensure adequate learning supports (i.e. books, computers, teachers etc.) can be provided.	2

General Feedback Wall	
Response	Agreement
Allow teachers to work as close to home if possible.	
Allow the students to know how well they are doing in quiz/tests (in percentage in jr high and elem)	1
AP program – Need to increase IB/AP program as students need to be competitive with other cities/provinces/private schools.	
Given that north area is projected to have greatest growth, and all schools like JGD/Nelson/SWC/LBP/Fowler are overcapacity, we really need a northern HS even before 2024. Consider private funding for a northern HS, if not in budget	
Ridiculous to get +500 growth means areas like Pan/Cov/Ev to be bussed to other HSs/transit use up to 1 hour away or more to a HS especially in snowy weather	
Transportation is almost the single key issue here. If not captured as a principle for planning then the outcomes cannot be effective. The CBE needs to work with Calgary Transit as part of the process	4
We bought a house in Nolan Hill and paid premium for our kids to go to Churchill. So we don't want change of boundaries for regular program. Just add IB to Bowness. As for students taking IB, school ranking does not matter.	1



General Feedback Wall	
Response	Agreement
When I asked my gr 6 child what would you like to see change to shape the further of high school, his response was: More sports – specialized programs encouraging sports. Easy to commute – don't want to have to travel more than 1 hour to get to school. More academic challenges (i.e. option for all kids based on their interests. Competent teachers who nourish their brains	
I would support a thoughtful redesignation of community boundaries to solve the over/under capacity issues at our high schools. Thank you for being proactive	3
Add alternative/IB/AP programs to north hs at opening. What % of Calgary students currently used these programs? I don't see why we would assume the school will be at capacity with only regular program. If the other programs are offered, they will be utilized and can alleviate Aberhart capacity	
Thank you for being proactive and offering these sessions	1
Wish more than one bus company to choose from. Seat belts on school bus preferred. More parking space <lot> around schools. (i.e. William Aberhart/QE schools) Space between buses preferred in front of school door area (Queen Elizabeth)	3
Revisit school boundaries (designated) schools if north Calgary high school goes or not. Shorter commutes are possible along with keeping CBE values.	1
Keep language programs together -> move one entirely to a new underutilized school. Don't fragment French, Spanish etc. Can't see any benefit to that.	2
Thank you for reaching out to us as this is the most important thing to us. We moved house to ensure our child has the option to attend best schools in Calgary. If we move boundaries, pleas also have some options open for kids who have the potential to enrol into a program a particular school offers. Hope this process helps find a balanced change where we ease the pressure of the overutilized schools an build capacities in the underutilized schools.	



General Feedback Wall	
Response	Agreement
Please work with Calgary Transit to ensure short commutes and minimal transfers for students to get to their schools, especially alternative schools (i.e. Spanish program) Ideally less than 30-40 mins to get to school. (middle schools too...Tuscany SBP 1 hour vs 15 min drive)	5
Good process. Thanks for including parent perspective. Overall suggestions: Offer online high school courses for students who are interested and able to learn this way. Can create more room in the class for students who learn best this way. A student could maybe take one online class a semester if they choose. More education to parents and students about the high schools as I think there are some stereotypes out there. i.e. Some schools are more academic than others.	1
Add a second IB program to the NW. This could be at Bowness HS as it is underutilized. This will help decrease population at SWC	10
Why do we offer Spanish programs, but not other languages? Expense? Then why have Spanish programming at all? This session was very informative, collaborative. I read some ideas that I thought were great that I never would have thought of.	



Participant Engagement Evaluation Shaping the Future of CBE High Schools Robert Thirsk High School – October 22, 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: 74

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

60 Agree 12 Somewhat Agree 1 Somewhat Disagree 1 Disagree 0 Not Applicable

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

58 Agree 15 Somewhat Agree 0 Somewhat Disagree 1 Disagree 0 Not Applicable

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

41 Agree 29 Somewhat Agree 2 Somewhat Disagree 2 Disagree 0 Not Applicable

Comment- Will likely happen later with potential scenarios too early.

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.

34 Agree 33 Somewhat Agree 6 Somewhat Disagree 1 Disagree 0 Not Applicable

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

48 Agree 21 Somewhat Agree 2 Somewhat Disagree 0 Disagree 3 Not Applicable

6) What did you like most about this engagement?

Comment: 58

No Comment: 9

- Limited registration made it easy to see all the information. Small crowds
- Good tone – well organized



- Let me know what is the change and who will be effected
- Presentation was very good
- Talking to other parents
- Parents are involved and also school principal are informed
- Good to have key people here to talk with
- Opportunity to ask questions, talk to the principals, understand about opportunities/programs offered
- The ability to meet with many educators experts who helped me understand more, and answered all my questions
- Lots of people available to support and provide expertise
- Talking to principal
- Clear signage and bill boards
- It actually seems like decisions haven't been made and input will be taken into account
- The questions at the tables
- Opportunity to express our opinion about future boundaries
- Opportunity to speak directly w/ HS principals and other officials
- That it started earlier
- Proactive. Informative. Individual High School tables with personnel to talk to
- The opportunity to consider all possibilities and not have limited choice
- Multiple phases of engagement. Multiple ways of engagement. All available online
- The boards with the pictorial evidence of the problem
- Start of information process and interested in gathering public & parents feed back
- Seeing the issues that exist around enrolment in the various schools
- You are doing a great job with communication. This isn't easy and the more information people have the easier their transition
- The strategy to get feedback is great, major concern is how each jurisdictions of school identify. Students are travelling long hours to reach certain schools which need to be considered
- Allowed to give feedback opportunity
- I like the start as all communities have a chance to participate but just curious how all these comments/feedback will be used to make decisions
- School got involved and school principal was helpful to explain
- Understanding the situation that CBE is facing about High School over/under utilization
- The chance to talk to CBE staff



- I liked this engagement session because we got an opportunity to participate and voiced out our opinions
- Open and collaborative nature
- The opportunity to ask any question related to my children's soon to be high school experience
- Boards about each school and each program. Very informative
- Specific school and program info. Principals contribute to info
- The easy access to information
- Ability to talk to principals directly & provide feedback specific to a school
- It was held. The dots allowed me to easy comment
- Ability to ask questions to CBE staff in person
- That it encompassed ALL the city & not just area specific. The projection/population maps. The 4 choose with/or options @ the front
- Informal way to gather feedback. Dot voting
- Ability to talk to admin. Tables – ability to write down comments and support others' comments
- It was well organized with people who can answer questions about the engagement. I am pleasantly surprised to see the attendance of CBE staff
- Very straight forward and transparent about what can & can't be considered, as well as a realistic projection
- Info at the beginning to inform the engagement part. Also, pleased that it was so organized with the boards & high schools divided
- Open mind
- That this session was added – Thank you!
- Being able to write down my comments specific to my school/area
- I enjoyed the enlightenment I got especially about the IB program
- I learned about the HS in the N
- Opportunity to speak with School Principals
- Clear and concise information. Friendly and frank conversations
- To involve parents' input in this process is important. I really appreciate the opportunity. Thanks
- Organizers were very friendly and open to discussion
- Open environment with many people available for discussion
- Honestly about complexity of factors and decision making process
- Able to see student populations affected (ex – half city is covered under Spanish program @ Abe) & how french is staying fairly 'fixed' in numbers



7) What did you like least about this engagement?

Comment: 35

No Comment: 32

- The uncertainty of the whole engagement process. The factors are all stated, however, because of the uncertainty and having been involved in engagements such as this before there is always a part of me that believes that families are not heard. On the other hand you have a real problem that need real answers as well. Please try to keep families in thought more than money.
- Others asked interesting questions which would have had value for the group to listen to
- Nothing! It was amazing! Thank you so much for organizing this event
- Questions on boards very biased
- I disliked the phrasing of the questions that we put dots on – they felt skewed
- Nothing that I didn't like
- There are always limitations in any new project
- No chance to ask questions in the larger group to the CBE seems afraid that a bigger group will hear concerns skewed by many
- Nothing
- Nothing. It was great
- More information could be given @ the formal presentation. Example phases & timelines
- The problem is overwhelming and complex
- Not clear on who makes decision and when we can expect a report on this important. H.S. need to be balanced (not over capacity) enrollment to help kids learn optimal or else stress for teachers which decrease learning
- People was late for the presentation
- Most CBE staff just smiled and nodded
- That I came alone, should have brought a friend to bounce ideas off of
- None, however, not sure an information package was sent as prep. Hard time coming up with questions. Will go to website after I have thought more and can add some valuable feedback
- Wish each school presented some info before feedback sessions started. Q&A period would be good
- Would have liked Fowler info included. Good overall
- Even with the 'experts' I was not convinced they were about topic discussed
- Some of the questions seemed unclear or misleading. General feedback for program should be encouraged, not just individual schools. A lot of same comments on the different school tables
- It seemed to only draw parents who were focused on 'keeping their school' as opposed to parents who were/are looking for positive change. This relates to my answer for question 1 as I am not comfortable voicing dissent in person (against the crowd) ... but will online



- Was not immediately clear there was another gym with additional schools. More signage or direction would have helped so not crowded in the cafeteria area
- Need also a separate engagement with just your designated school
- None. Well done. Thank you
- Superintendents were mostly talking amongst themselves and to Chris U rather than at the discussion boards & tables where they would have been more available for questions and discussions. Standing in a circle on the outside of the foyer isn't helpful & optics isn't great. They needed to be mixing with the community as it was a community engagement
- Lack of large group discussion
- No snacks
- Nothing
- All good
- Anonymously able to share my thoughts without feeling the pressure that everyone is watching me. Also, able to read comments of like minded parents. Very well organized.
- Poster boards in the hallway created congestion as a bottleneck for people to move around
- Realize not in CBE control a) people who can see only 1 way (ie – move this program and problem solved) b) people who are so focussed on only their situation and not considering other wider perspectives c) would like to see program specific schools/info ie, all the CT schools or all the FI schools
- Didn't realize until after theatre presentation there were displays in gym. Principal @ Abe seemed to disagree with displayed student population numbers. * Would be nice if Calgary Transit could have some participation in process as many students travel routes could be more effective if they considered numbers. * Bus route overpopulation/difficulty in using regular transit to get to/from school outside of school bus route hours ex – Tuscany to Bowness HS (15 min drive) + 1 h on regular transit

Other ideas

- Thanks for the opportunity