

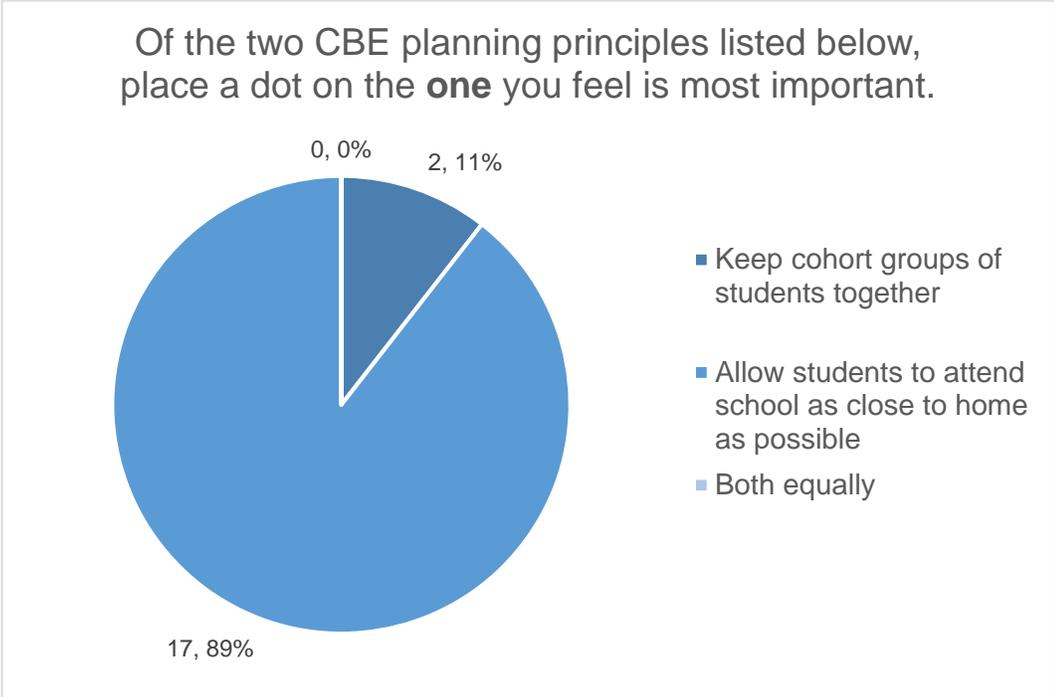


Shaping the Future of CBE High Schools Session Notes October 1, 2019 at Jack James High School

North/NE groups: Crescent Heights, James Fowler, Lester B. Pearson, Nelson Mandela, Jack James, Forest Lawn,

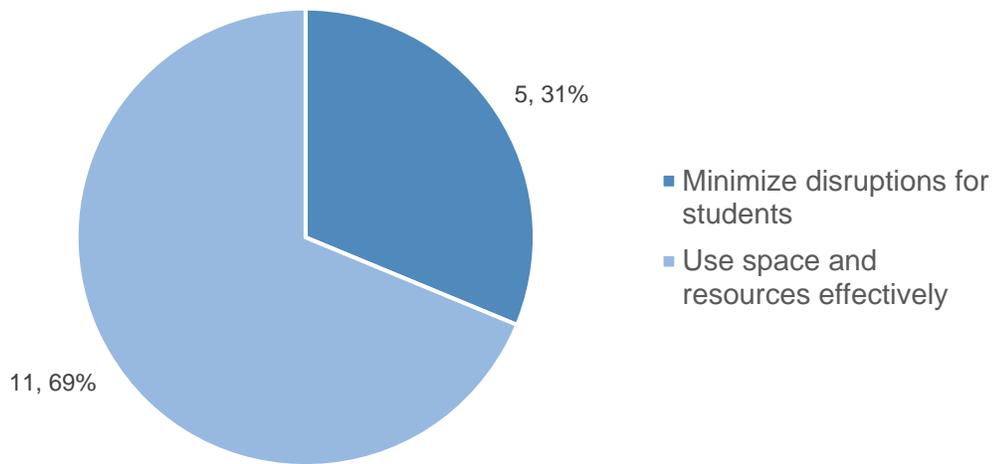
CBE Planning Principles

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

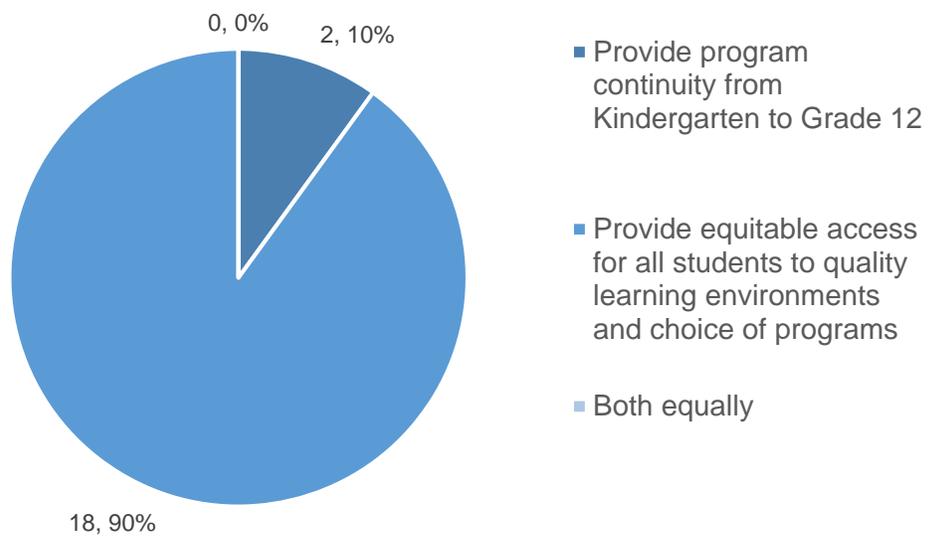




Of the two CBE planning principles listed below, place a dot on the **one** you feel is most important.



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Notes from school-based conversations – October 1, 2019

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Crescent Heights

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
Become a location for existing alternative program	1
Add a new program such as a science / technology learning program to fill a need past gr. 9 programming	2
Look at alleviating over crowding of other schools BEFORE adding new programs	
If no high school is built in North Calgary, the boundaries for Coventry Hills or Hidden Valley should allow for the entire communities to attend the same school. This allows for car pooling, friendships, to remain connected	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
As a tax payer, as well as a parent, it's important to me that resources are used efficiently/effectively (minimize waste) so all kids benefit from using the funding dollars for programming	
It is important to have siblings attend the same school	2
It is important to keep transportation distances/time to a realistic minimum. We would prefer our kids not needing to travel for an hour + to go to school	2
Walkability to school is important to our family – better for the environment, keep communities stronger, kids can meet friends outside of school	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
Grandfather – allow student choice to finish high school at their current designation rather than moving from their current learning, maintain the sense of community	1
Transfer from over-capacity school to an under-utilized school should be taken under considered equally as programming	
When implementing the new changes I encourage the CBE to consider the grade 11 students. Please give them the option to continue at the current high school or move to the new designated school should boundaries be re-drawn	2
Transportation to schools with dedicated city buses are valuable and should be maintained	3

James Fowler

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
Re-designate an entire program to another school	1
Any chance Sage Hill kids would move to Robert Thirsk?	
Introduce IB to James Fowler?	3
Change boundaries to Re-designate some students to other school(s)	2
Do not cap enrolment	1
Engaged and approachable school admin and teaching staff whose relationship with students lead to strong student engagement,	1
Can you keep Evanston students together with jr high friends from Simon Fraser?	
Can you move Evanston students to a high school closer to their community like the new North Calgary 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
Siblings should be able to stay together	
Are the youth being asked? Do they have a voice?	3

Jack James/Forest Lawn

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
Change boundaries	
Allow more flexibility for students to attend out of area schools (7% designated – leave 25% open for out of area)	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
Changing boundaries/Re-designate schools need to get the newer communities designated into schools that are closer to home – not students going past 2 or 3 other schools on their way to their school each day	1
I feel students should go to school as close to home as possible. If they do need to take transit, CBE needs to work closely with CT to get routes that cut down travel time to and from schools.	4
No cap on enrolment (ex. AP/IB should be open to everyone)	
Are the children going to be given the opportunity to participate in this process?	
Reputation of the area of the city – people are reluctant to send kids to the Forest Lawn area even though all stats (i.e. crime, homelessness etc.) are similar to other areas of the city. It would be nice if CBE could assist in offering equitable programming options in these NE schools to help change the unfounded conceptions	1



Nelson Mandela

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
Reputation of the area of the city – people are reluctant to send kids to the Forest Lawn area even though all stats (i.e. crime, homelessness etc.) are similar to other areas of the city. It would be nice if CBE could assist in offering equitable programming options in these NE schools to help change the unfounded conceptions	2

Lester B. Pearson

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
Location of schools – ensure a reasonable distance to communities	



Participant Engagement Evaluation Shaping the Future of CBE High Schools Jack James High School – October 1, 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: 47

Number of evaluations completed: 17

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

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

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

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

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

11 Agree 6 Somewhat Agree 0 Somewhat Disagree 0 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.

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

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

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

6) What did you like most about this engagement?

Comment: 15

No Comment: 2

- The presentations helped to clarify the scope of our input. EXCELLENT to be able to meet with principals, aps and planners
- Open consultation with experts
- Number of people to talk one-on-one with



- The dot exercise – the staff available were knowledgeable
- Opportunity to provide feedback
- The tables where you could write down the answers, and the population charts
- The set-up and flow was good. I liked the dot system
- Meeting the school representatives
- CBE pretended to care
- Showing the predicated enrolments for each school
- Subject Matter experts to answer questions
- Seeing all levels with CBE attend. Having the opportunity to speak with the school administration
- I appreciated the information and the ability for discussion after. I gained a better appreciation of the scope and decision making process
- One-on-one discussions at the system and school boards. This is where I came to understand 'the point' of the session
- The face-to-face interactions with the principals of the high schools

7) What did you like least about this engagement?

Comment: 9

No Comment: 8

- I wish there was a question/answer session in the big group before breaking into the smaller groups
- More structure would have been appropriate
- The poor turnout – disappointing
- Sad and disappointing that not enough people showed up
- Constrictions on discussable topics
- Emphasis on alternative programs
- The video of all the schools was time filler. The photographs of the schools could be on the boards and not on a slide show
- I had no issues regarding this session
- The formal presentation at the start of the session (the language was in 'administrative-ese' and did not add much to my understanding of the real issues and what I was being asked to give input on

Other ideas

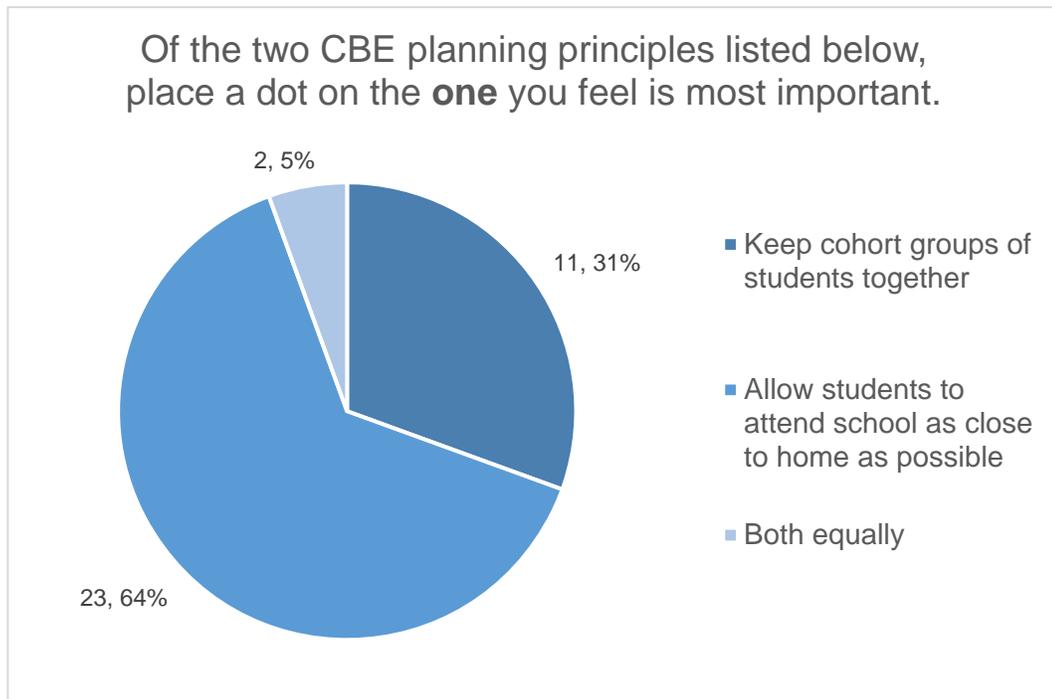


Shaping the Future of CBE High Schools Session Notes October 24, 2019 at Lester B. Pearson

North/NE groups: Crescent Heights, James Fowler, Lester B. Pearson, Nelson Mandela, Jack James, Forest Lawn,

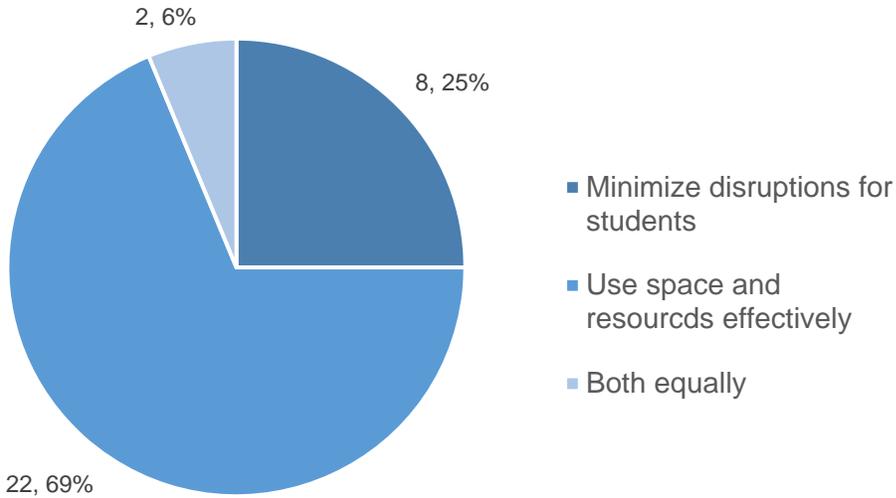
CBE Planning Principles

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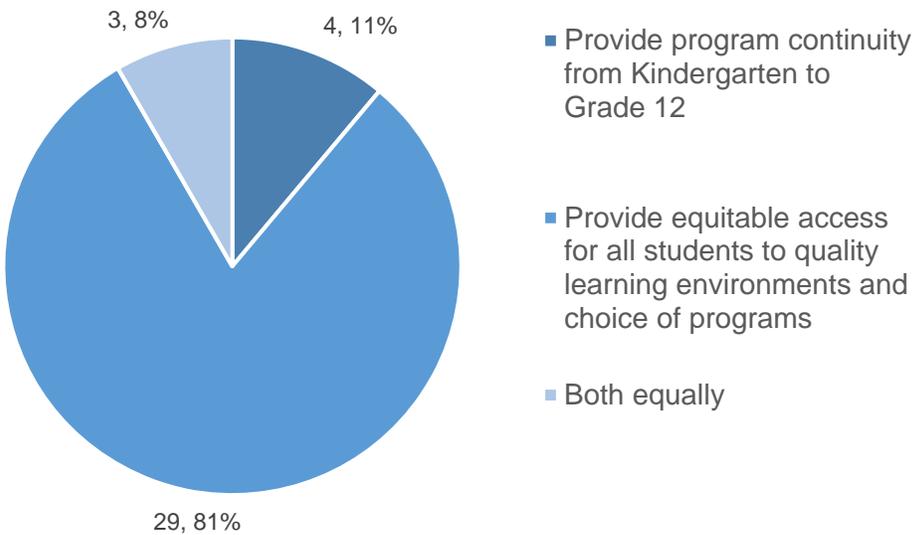




Of the two CBE planning principles listed below, place a dot on the one you feel is most important.



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 24, 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.

Crescent Heights 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
No responses	

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
Programs/options	1

Forest Lawn 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
Send them to JJ	
Capping does not benefit community but there are resources to support learning and community building	



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 sizes, siblings, family, close to home, programs (CTS) - allowing more	

Jack James 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
More CBE support to promote this school, programs and opportunities for students. Do Jr/middle schools outside of Forest Lawn area know what is available to support student learning skills and trades?	

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
No responses	

James Fowler 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
Closer to home. In spite of moving the programme and away from home, can we limit the seats in the programme? Ex. Based on academic results (PAT scores)?	



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
Minimum disruption to student and parent	
Transportation (big factor)	
Siblings	
Accessibility to the alternative program	
Close to home	
Have schools do split shifts (younger in the morning, older later in the day) 5AM – 5PM	1

Lester B. Pearson 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
Offering more programs at the low rank school	
French is one of Canada's official languages. It should be expanded, not contracted. Students should have the opportunity to attend French programs close to home for easier access.	4
Offer cutting edge programs at low population schools	1
More support to IB program and AP. IB is very relevant to students. Closer to home. Access to alternative program by limiting seats based on academic results (PAT scores) – minimum disruption to students	6
More support given to teachers. Decreasing the class sizes. Listen to students	3
Increasing FI program to more schools to spread the amount of students around/lower enrolments at overcrowded schools	2
Moving entire programs to focused facilities – or begin at younger grades (ie culinary skills starting in Gr 7)	



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
Number of immigrant /ESL families given extra support and engagement options (i.e. translators) at younger grades.	
Walk zone given priorities over out of boundary students	
Not having long commutes to designated high school allows students to be more engaged in activities and volunteering	
Maybe have both AP and IB opportunities at more 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
Proximity, siblings, should be able to pick another school if designated school is at capacity	1
Students should get priority based on their community (close by). Those students may drive by the local schools and build excitement and anticipate attending a certain school while they may drive by etc. on a regular basis.	3
Transportation – with new communities now accessible, is transportation to inner city high schools where there is a closer high school	
List the under-utilized schools to the gr 9 students. Let them have a chance to choose an under designated school early.	1
Closer to home, transportation, promote IB program and AP program	
Walk zone – immediate community/proximity priority. Siblings should be 1 st priority before out of boundary students. Keeping student peers together. Facility capacity/availability of equipment. 1 st language of families i.e. French 1 st language/Spanish	2
Keeping TLC students together – proximity of IB program	
IB is a great is a great program and like to have the access to these programs	2
Parents should be given the opportunity to go to schools with lower populations	1
Even out populations. It's better for everyone	1



Nelson Mandela 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
No responses	

2. 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
Students transferring from home based learning to traditional learning	
Consider split shifts to accommodate enrolment	

General Feedback Wall	
Response	Agreement
Offer transportation options to low population schools.	
Extensive programming is important but school culture is just as important. When and if a change happens there needs to be one school culture created.	
System needs more schools. What if resource sharing Catholic board to meet pressures?	
Would like to see more IB career/arts programs offered around the city (one each ¼)	
Late FI to start in grade 4 not grade 7	1
Budget space and resources of new schools to include AP/IB programs from the start	
Repurpose underutilized elementary schools to offer IB career programs on weekends to gr 12 students/mature students i.e. culinary arts condensed program	
Please have cucumber water at Mandela. It's dry in the north.	
This is such a complex decision...lots to consider. How about...increasing CBe-learn online offerings to alleviate over-utilized schools?	



General Feedback Wall	
Response	Agreement
Great information for the community	
I am having a hard time understanding how the grade 10 structure works at Lester B Pearson. Who do we contact about the structure?	
For healthy students and communities, local schools and local students create health and reduce stress. (lessen travel time for public education as much as possible.	1
It does seem that redesignating an entire program to another school would be a good solution to over-utilized schools	1
Would like to see more arts-centred learning high schools. The one in the north, I have not heard good things about and would not want to send my child there. So I feel like her options are limited.	1
Ideally, north Calgary high school opens with gr 12 first year, so our kids can quite their commute to Crescent Heights (and Fowler and Dief)	
Please include the students affected by (hopefully) North Calgary High School. 2—6 kids could go to 1 HS for 2020, another for 2022 and NCHS for 2023 – implementation of the current plan changes.	1
More opportunities for alternative programs like outdoor education, freeing up space and allowing for new modalities of learning.	
Would like to ensure that changes in 2022 do not impact gr4 12 students	1
French is one of Canada's official languages. It should be expanded. Students should have the opportunity to attend a school close to home to learn French. Please keep FI programs in multiple schools for easier access.	2
More liberal arts and arts learning as part of regular program (as well as trades)	
Alternative science program for high school. For students that attended the K-9 science program	4
Great information for the community	
If the new high school in the north does not open, I would support adding an entire program to Crescent Heights HS to maintain the balanced sweet spot utilization. If the new high school in the north does open I would not support adding an entire program.	
Increase Indigenous language and implement practices in the school (i.e. acknowledgement of land, smudging practices and teachings)	1



General Feedback Wall	
Response	Agreement
Indigenous practice and studies (TRC) needs to move beyond lip service to implementation	4



Participant Engagement Evaluation Shaping the Future of CBE High Schools Lester B. Pearson – October 24, 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: 46

Number of evaluations completed: 19

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

18 Agree 1 Somewhat Agree 0 Somewhat Disagree 0 Disagree 0 Not Applicable

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

15 Agree 3 Somewhat Agree 0 Somewhat Disagree 1 Disagree 0 Not Applicable

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

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

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

9 Agree 8 Somewhat Agree 1 Somewhat Disagree 1 Disagree 0 Not Applicable

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

13 Agree 4 Somewhat Agree 1 Somewhat Disagree 1 Disagree 0 Not Applicable

- Stickers (checked somewhat agree)



6) What did you like most about this engagement?

Comment: 19

No Comment: 0

- New North High School Boundary. Please Build this school as late as possible!
- Lots of information to process
- Great information!
- I got to speak to the AP one on one (from Lester B. Pearson)
- Just getting the information I needed. I also enjoyed talking to the principal one on one
- Talking to staff at schools
- Visuals, ability to discuss with others. Really tough it is shuffling deck chairs on titanic without more schools or expansion via modular
- Information board and meeting principals at other schools
- Enough staff to answer questions. Board to place sticky notes of additional thoughts.
- Friendly helpful peoples
- Not much seemed applicable. I understand the factors, just not how my opinion is of any consequence to just making the decisions.
- The numerous experts available to answer questions.
- Opportunity to engage with educators at the schools
- Poster boards which provided great visual. Opportunity for input.
- Very friendly people and very informative
- Information
- I appreciated the introduction at the theatre room for background. The displays were well tayedort and lot of people willing to answer questions.
- The ability to speak directly to those involved in decision making on a personal level
- Have a chance to shareing my idea

7) What did you like least about this engagement?

Comment: 15

No Comment: 4

- Set up
- The introduction to the ACTUAL ISSUE was not addressed at the beginning in a clear way. Perhaps a simplification of the basic issue should have been outlined at the beginning
- Know more about the CBE
- Not sure how any of this is relevant to me. My kid will be entering HS in 2021, done in 2024



- Not sure why the schools were grouped by geographic areas. The two school of interest to me were Diefenbaker and Fowler (designated schools for IB and regular program). Would have been nice to see representation from both schools here
- Not enough community came out
- N/A
- I showed up early for no reason
- Accessibility where main event speaking was not accessible for mobility devices, event planners, blocked ramps, usable doors & directional arrows lacking if you were coming in from transit or walking
- I was expecting open dialogue as a group and took some time to understand what was being expected of me
- Would appreciate instructions on tables – i.e. please write on the table paper. Would have liked a Q&A at beginning part (15 min) or breakout circle groups....
- N/A
- Would have like to stay for the last portion of the session but it was getting too late
- We live Hidden Valley and new north high is in Hidden Valley area so it might affect my girls school boundary
- Thought it would be more interactive

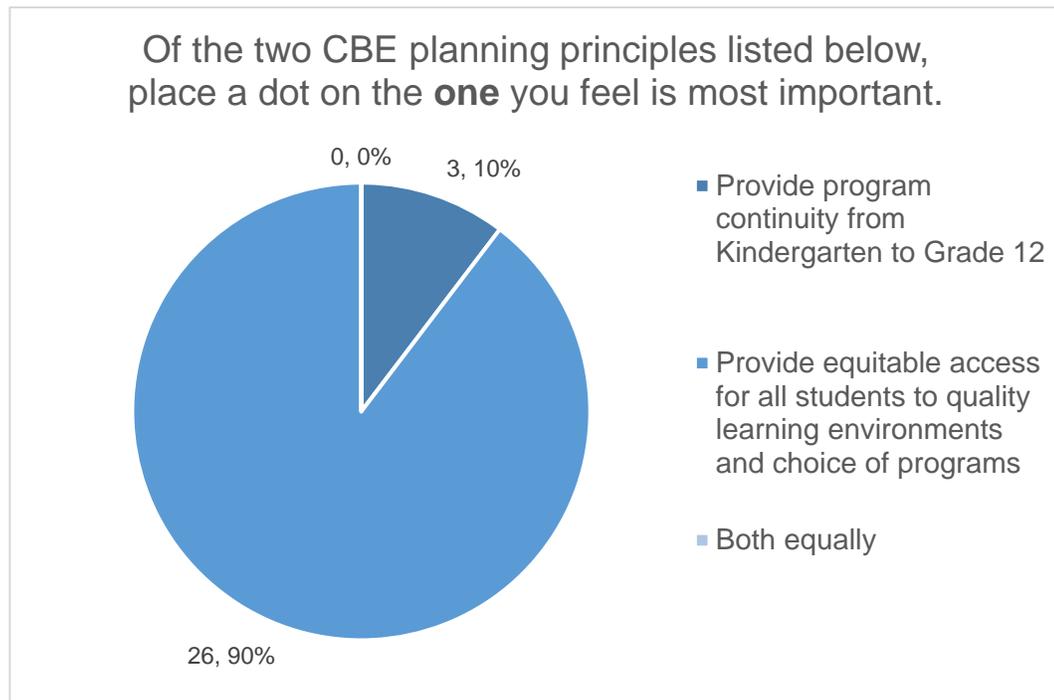


Shaping the Future of CBE High Schools Session Notes October 30, 2019 at Nelson Mandela

North/NE groups: Crescent Heights, James Fowler, Lester B. Pearson,
Nelson Mandela, Jack James, Forest Lawn,

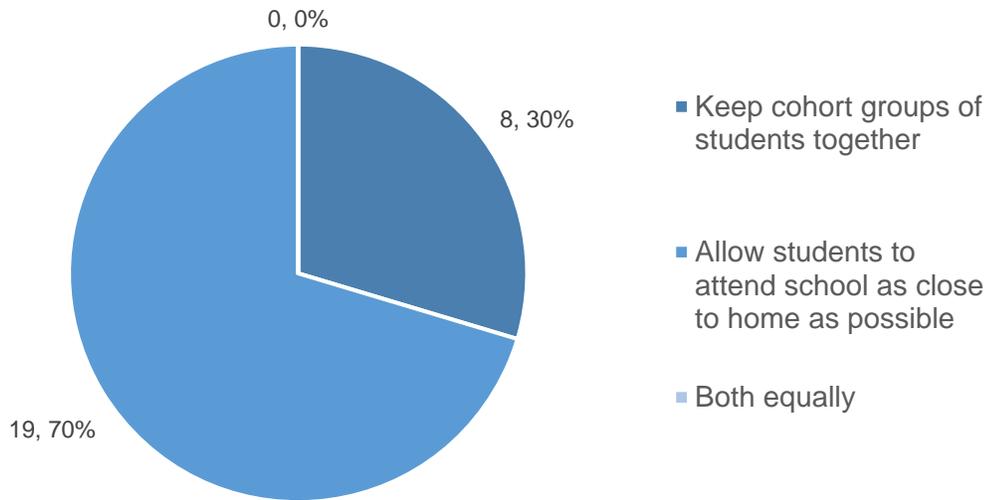
CBE Planning Principles

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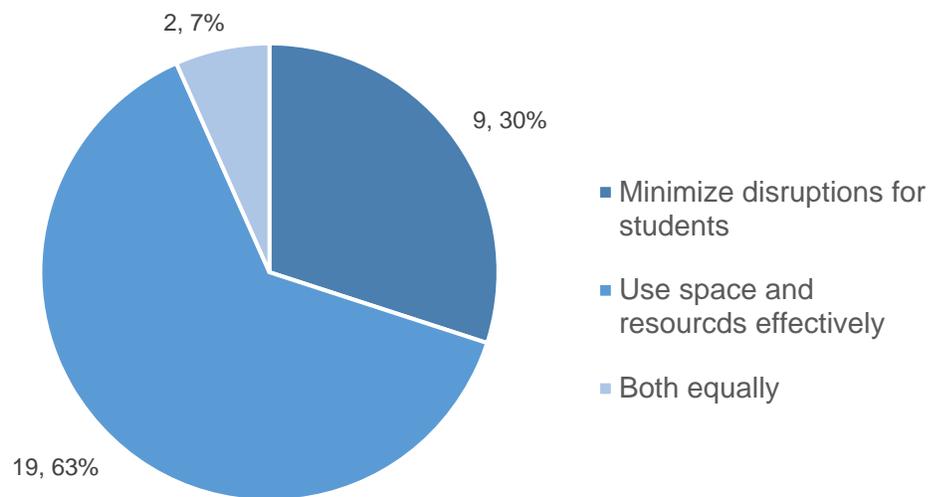




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Notes from school-based conversations – October 30, 2019

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Crescent Heights 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
Look at adding Gr 9 to high schools. Developmentally they are ready (socially, emotionally, academically) Middle schools that offer Gr 4-9 = 4s are not developmentally ready for middle school nor are they socially prepare tot interact with Gr 9s)	3
No	
This times 3	
Transportation facilities for students who are willing to attend this school (previous transit dedicated to high school students)	
Grandfathering students into some high school for continuity	
Community, community, community	
Shorter commute to designated school	5
Middle school that promotes a high level of learning	
If we are thinking that far then think virtual schools (not online) Virtual schools is teacher led remote school where student can visit an actual school on weekly basis for hands-on practical concepts	

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
Should redesignate boundaries. Bring special programs so students can attend from all parts of the city	



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
The lowest possible time the students take to and from the school. More direct routes from communities minimizing stops and reducing time on the bus	3
Make 1 central HS home for all alternate programming to free up more room for regular program at community HS	
CBE and Calgary Transit should do a better job of planning bus routes	1
Would it make sense for GP Vanier French students to go to Crescent Heights	
Quality programming is more important than location	
William Aberhart is the designated French and Spanish high school for communities included in this session. It should be included in the discussion	
Why were there no session held in the northern hills communities?	2
Better transport to Crescent Heights High School will make more sense if we are thinking get a work load of the other overloaded school	1

Forest Lawn 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
No response	

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
No response	



Jack James High School

1. When you think about the in-scope factors relevant to this school, record the possibility or possibilities for 2022 and beyond you think would have the most positive impact on student learning and explain why.	
Response	Agreement
Consider support for coded/special ed. Keep class sizes small to support students. The % of coded students and resources needed.	
Expand the boundaries	
Bring in IB/AP	

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
Special Ed, trades opportunities, explain what K&E is _> inform jr/middle schools staff/admin/parents	

James Fowler 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
City people should start redeveloping the old communities so new houses can be built and enjoy the existing facilities like schools, hospitals, transportation. Stop wasting money.by allowing new communities.	
Facilitate transport from other areas	



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 the new north high school have a PLP program?	

Notes from school-based conversations – October 30, 2019

Lester B. Pearson 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
Transportation from new communities is an issue. There is no Calgary Transit developed for students to commute.	
Boundary changes: more equitable numbers for all	3
Safety of students becomes a factor when numbers get too big.	4
Placing portables or an extension at current schools. Looking into the possibility or changing land designation with the city to allow more infrastructure to have space for more students.	
Increase enrolment for special programs in one school. If a child wants to go into IB/AP or French/Spanish should be willing to travel to get to this program	
About boundaries: We need to move boundaries in such a way that the commute is easy and short. E.g. Redstone could be put into Lester Pearson or bussed to Crescent Heights. Not Forest Lawn where child travel >1 hour to and from	

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
The high school should be closer to home. No worry about programs. Redefine boundaries to accommodate kids closer to home high schools please!	
Children attending schools outside their boundary should require a subsidy for transit or a reduced rate	



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
Do not agree	

Notes from school-based conversations – October 30, 2019

Nelson Mandela 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
Allow those residing in the boundary area or close proximity to attend the closest high school	5
Start AP/IB program	2
Virtual classes (few) in a week. Redesign the boundaries so that capacity of this school can be used only to its maximum. Bring better transport so people can encourage to travel to other close by schools	
Consider virtual school. The virtual school is blend on live online school and in-house leasing programs. The class will look same way as it looks in school, instead you will be attending using technology at home. Students will get chance to visit schools on certain days a week depends on the demands of program.	

2. 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
Allow siblings to attend the same school, if boundary changes occur	3
Allow students from other areas to enrol in robotics/mechanics specializations.	
Facilitate transportation to other schools out of area to lessen stress on Nelson.	1
Have an exchange athletic program with different schools	
Maybe introduce Arts Centred Learning program or French Immersion program	



General Feedback Wall	
Response	Agreement
North Calgary high school. It's past our turn.	2
When North HS is built consider making Crescent Hghts an alternative only HS	1
North Calgary HS	3
North Calgary HS	3
North Calgary HS. It's our turn	4
North Calgary HS	3
The planning for this session supported thoughtful one-to-one conversations	
#teenagetsunami	1
Please continue to support equity of access especially for the families who may not be engaged in conventional ways. Thank you.	
North Calgary HS	3
Please build that North Calgary HS. Please keep PLP classes in North Calgary HS	1
Thank you for the ability to respectfully discuss our concerns. It was extremely helpful to have dialogue with stakeholders and other parents, offering multiple perspectives that I hadn't considered. Hopefully we will the North Calgary HS in time for my daughter.	6



Participant Engagement Evaluation
Shaping the Future of CBE High Schools
Nelson Mandela High School – Oct. 30, 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: 40

Number of evaluations completed: 19

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

17 Agree **2** Somewhat Agree **0** Somewhat Disagree **0** Disagree **0** Not Applicable

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

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

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

13 Agree **5** Somewhat Agree **1** Somewhat Disagree **0** 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.

12 Agree **6** Somewhat Agree **1** Somewhat Disagree **0** Disagree **0** Not Applicable

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

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



6) What did you like most about this engagement?

Comment: 15

No Comment: 4

- Being able to talk to staff and then on to talking to some of the principals of the more local schools
- Got to talk to the principals of the schools and other CBE staff regarding questions I had.
- I agree
- That people are talking about a North Calgary High School
- I was encouraged to share my position
- Good conversations and different viewpoints
- I like the visual charts and staff available to answer questions and provide input
- Clarify Displace all the information on the board
- Direct interactions with teachers and ask questions
- Getting opportunities to ask questions about different programs
- About AP & IB programme
- I discussed about transport planning since new high school are difficult to come by in near future
- Having principals available!!! Visuals!
- Engaging with CBE decision makers. Add professionalism, coding and all around students. Listened and carine
- Wide variety of perspectives. Great to hear input of others

7) What did you like least about this engagement?

Comment: 11

No Comment: 9

- While the speakers were talking at the beginning, using examples would have allowed for better understanding. I was lost in some of what was said.
- Wish some time for open discussion as a group
- Yes
- That no one said we can have a North Calgary High School
- That the CBE doesn't have the ability to get a North Calgary High School
- I would like to receive more information regarding what changes are possible in the City
- There are no proposal about the board thinking to do with programs with the numbers of students



- I hope AP & IB programme will start all school
- Nothing
- Nothing
- Wide variety of perspectives. It is hard for you to gauge/know the background information people have as they give their opinion. Sometimes the loudest/largest voice is not the best interest of students (even if their voice is coming from a place of love)