

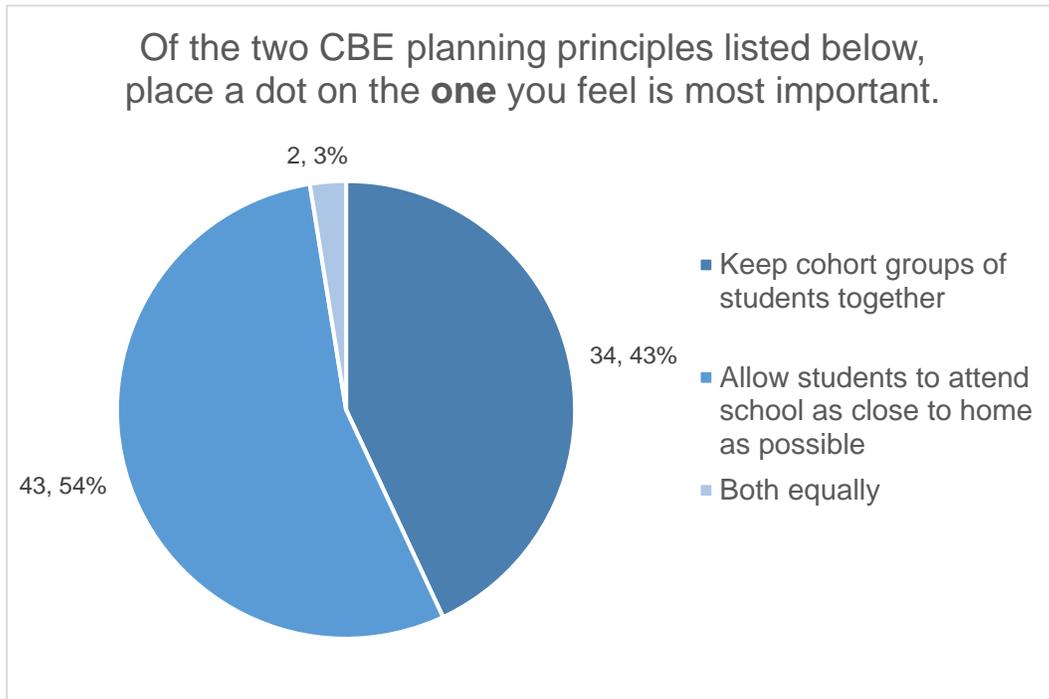


Shaping the Future of CBE High Schools Session Notes Sept. 24, 2019 at Lord Beaverbrook High School

South Group: Centennial, Dr. E.P. Scarlett, Henry Wise Wood, Joane Cardinal-Schubert, Lord Beaverbrook

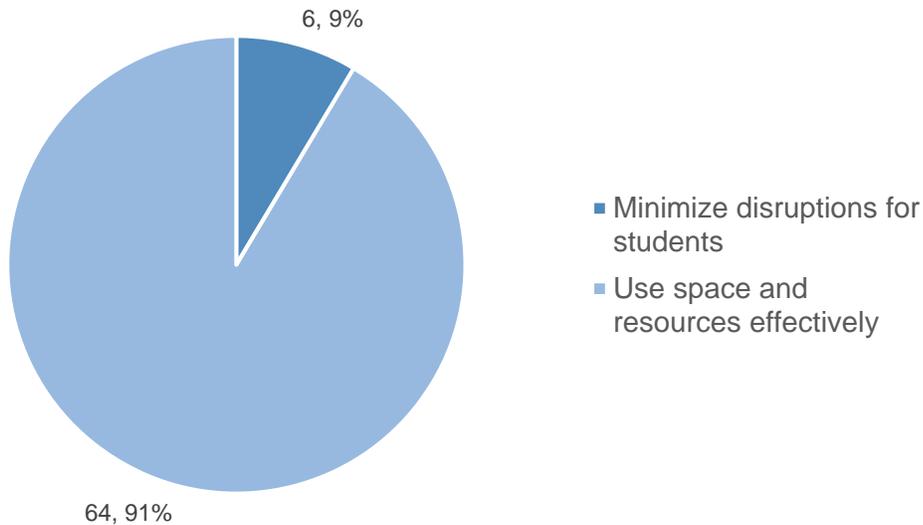
CBE Planning Principles

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

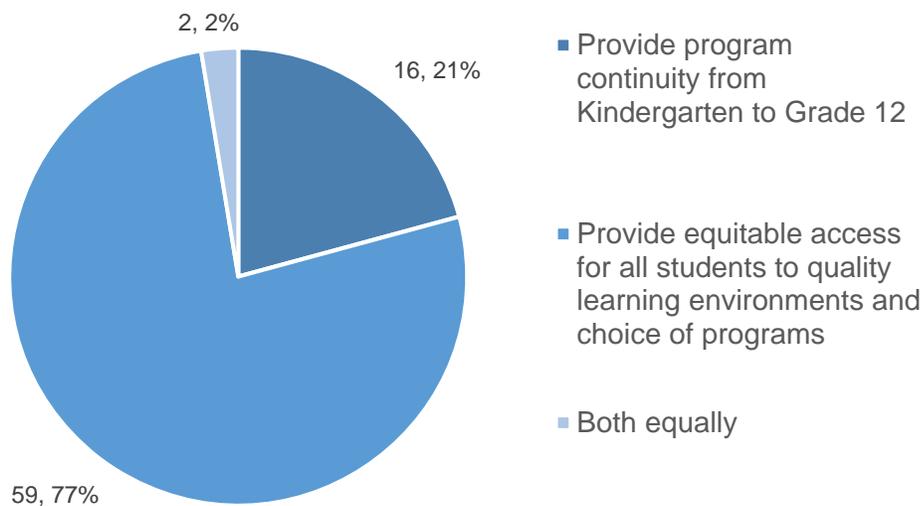




Of the two CBE planning principles listed below, place a dot on the **one** you feel is most important.



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





Notes from school-based conversations – September 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.

Dr. E.P. Scarlett 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
Redesignate some students' regular program to Wisewood to allow alternate programs to run here – this would be better for all students to have a lower enrolment %	
Redesignate deep SW to Centennial	
Keep FL and SL with other academically-focused programs	
Have staff allocated to help students, teachers, and parents navigate the changes so all students are aware of all their opportunities, even if they don't have a capable adult at home to help them. Ex. Guidance counsellors at jr. high/middle school/high school to aid in choosing courses and programs, keeping communication clear between schools , holding info nights etc.	
French is one of Canada's official languages and it is a prerequisite for many careers (hospitals, government, etc.) in many provinces (ON, NB, PQ etc) It should not be contracted especially when the demand is so high	
^ Yes, and why is French an alternative program and not more mainstreamed? It is an official language	
Have an equitable distribution of extra-curricular opportunities	
Keep French Immersion and other language learners together at Scarlett to make use of resources. Reduce capacity by shifting regular program boundaries of Silverado, Yorkville and Belmont to Wisewood	1
Shift French to a more underutilized school – maybe Wisewood?	
Keep language programs stable and together for long term success	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
Please keep language program in a similar area. Spanish -> Canyon Meadows, French -> Chinook Park/Kelvin Grove -> move to Wisewood. Keep cohorts together!	
If a school changes/implements a program, is there a guarantee that the program will remain for a minimum of 8-10 years in order to allow a family with multiple children to all go to the same school	1
There are more children in alternative programs than regular programs. Redesignate regular programs and have alternative program students closer to home rather than giving regular program students all of the advantages – free transportation, close to home etc	
Regular program is the mandate and should be the priority- those kids shouldn't be sent out of area. Sometimes kids go into alternative programs simply because that's what is offered in community (ex. Science) If someone chooses alternative they should have to cover their own cost.	
Expand boundaries for HWW to include Evergreen (or at least provide choice between HWW and EPS)	
EPS is estimated to be ~750 over capacity by 2022 and ~550 of the growth is coming from the regular program. Rezoning/changing boundaries for regular program would have the biggest impact. Ultimately rezoning to move regular program students to Beaverbrook and HWW. No certainty if a language program is moved that students will follow and not switch to regular program ultimately not solving the capacity issue	
^ Agreed –regular program students should be encouraged to attend LBHS	
French Immersion has made three program moves in six years. This creates education insecurity with families. These families need stability in programs	
Alter boundaries to reallocate some students from EPS -> Beaverbrook	
^I agree i.e.) Lake Bonavista move regular program vs alt program	
Move language programs to HWW	
Relocate French program from EPS to HWW or LBHS	



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
Spanish Bilingual program is already strong, existing program within Canyon Meadows with Escuela Canyon Meadows and Robert Warren -> continuity of program within same community: Spanish HS students connecting with elementary school students for teaching and learning purposes	2
Move languages to HWW – Spanish and French	
Move language program – French – out to low attendance schools < 85%	
Many families have moved to Canyon Meadows for the Spanish programs (K-12) Keeping them in the community is important! This already exists!	1
Move language program(s) (Fr & Sp) to lower capacity school (Wisewood, Beaverbrook) to address overcapacity @ Scarlett	1
Shift some of the communities currently designated to Centennial that are north of Centennial (i.e. Midnapore) up to Beaverbrook to allow students south of Stoney Trail to go to Centennial	1
Moving French Immersion had a huge impact on community, learning, teachers and resources. Moving the program took two school years to build up. Feedback from parents was never asked for after this move.	1
Too many programs in one school – should Spanish or French move to a regular program school?	
Alternative programs are increasingly difficult to access for families and the projections for alternative program population out to 2025 are likely way overestimated	
^ I think the numbers are actually underestimated for French and Spanish programs especially	
Why not move the French Immersion program to a school with lower registration range? -> Henry Wisewood or Beaverbrook	
Question: Why are the students in South Calgary (Walden, Legacy) being allowed or directed to attend EP Scarlett, a school in overcapacity, instead of being told or directed to either Centennial or Lord Beaverbrook which are HSs under capacity?	



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
Previous displaced students – ie) 1 year at Fairview then moved to David Thompson, these same kids may have one year at EPS before possible move again	
^Who says? Was this discussed as a possibility?	
If relocating a program implement change at a natural break if possible. So it won't be 1-2 years at one school and then a move.	
If students are going to be expected to choose their course/programs across a multitude of high schools based on fluctuating boundaries, program contraction/expansion, transportation available etc., there needs to be staff allocated to help students navigate those, choices, as not all students have a capable adult at home to assist them. Eg. There needs to be guidance counselors available at both the jr/middle school level and the high school level to be able to meet with students and potentially parents, and teachers to keep them informed of the changes and possible impact on the education available for students	
Long term planning is key to success	
Keeping FL students together, maintaining existing boundaries	

Feedback Wall: Dr. E.P. Scarlett
Responses
Move catchment area for regular program deep south from EPS to Centennial
Relocate French program from EPS to HWW
Redistribute/ alter boundaries to move some kids from EPS to Beaverbrook (regular program)
French program has been disrupted and relocated and the disruption has huge impact on families, learning, teachers and resources



Feedback Wall: Dr. E.P. Scarlett
Responses
No impact of program relocation was sought by CBE to use for future decision making
Move French/Spanish program from EPS to LBHS
You could move any program or group of programs to Centennial or HWW
Keep alternative programs together. Spanish has a strong community, and FI has suffered changes already. Move boundaries to LBHS and/or HWW
Consider decreasing catchment area for regular program for EPS (i.e. remove deep SE /SW or similar)
Provide a 2 nd school in south that offers French Immersion? Or a more central school? FI students do need the option of leaving French without switching HS (only 3 short years to complete 10-12
Are projection numbers accurate? I have notice many unanticipated changes in number in FI feeder schools and regular program in in inner SE
EPS is over capacity and has both French and Spanish programs. How about relocating one of these programs to Beaverbrook, which is under capacity
Prefer to keep cohorts and languages together(by feeder school) (e.g. All French for economies of scale/offerings and with Spanish is a positive)
Middle school FI went through restructure already. Same kids could be displaced again fi moved from EPS
Prefer language programs stay clustered together
Moving language program may not result in reduced numbers if students witch to regular program
Keeping language cohorts together and redistributing boundaries -> North of Anderson/east of Macleod going to schools more centrally located to their areas (1 disagreement)
Advocate for new high school south of Stoney Trail



Henry Wise Wood 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
ACL is a far distance for students access from the south. Could we add another?	
Structured and high quality education with access to prep for university	
Expand the attendance boundary for regular program to reduce burden on more full schools	1
Overlapping designated areas	
Expand boundaries and add alternative programs such as French and Spanish	1
Focus on strong community programs especially in the case(s) of dual or multi-track schools	
Vocational options with certification offered (maybe out of scope)	
Grandfathering to keep siblings together	
Change boundaries vs. becoming overflow school so that cohorts can stay together	
Expand programs to include French programming to reduce burden on EPS	2
Keep language programs at central location for resources and expand regular program	
Keep/expand IB program – catchment out of scope by maybe allowing kids that have IB program to stay at Wisewood would help.	
Expand boundaries/designated overflow (with some kind of choice where families can indicate their desire/willingness to go further distance)	



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
Woodbine – choice of two schools or designated?	
^ Woodlands and Evergreen too!	
Spanish pocket in Canyon Meadows (Elem, JH, HS) – French pocket in Kelvin Grove (Elem, JH, SH) facilitates a cohort moving together. Utilizes HWW as a central French School	3
^ I disagree with this position – Alternate Programs make up 30% of the student cohort. They should stay at EPS and move or provide the community surrounding the option to go to HWW or EPS or LBHS. We need to prioritize the regular program kids more – 80% of CBE population	
Reasonable access to transportation – distance to stops, travel times for students, closer communities possibly (ie Evergreen, Shawnee Slopes, Millrise	
Proximity of residence to school	
EPS is way over. Could they change boundaries that could support HWW	
Do not like adding grade 9 to high school	
Keep siblings and grandfather for gradual implementation	
Try to keep siblings together (user for sports, P?D days, other celebrations)	
Keeping cohort of students together over the years	
Keeping cohorts together – Can EPS French program move to HWW?	
Could Evergreen go to HWW? So many of these kids go to out of community schools at this time	
Keep families together, try to get students going to HS close to their community (if applicable)	
Move Southwood to HWW and don't give Woodbine the choice to go to EPS	



2. What factors should be taken into consideration in how we implement a decision for CBE high schools (i.e. transportation, siblings etc.)?	
Response	Agreement
Please consider consistency in administrative leadership at high schools. It is so important that the leaders at high schools stay the same to support the cohort of kids coming in.	
Allowing access to students outside of boundaries, if desire to participate in AP IB	
Siblings and transportation are not factors	

Joane Cardinal-Schubert 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
Programs offered – staying with friends, how to get there	3
Registration is based on proximity and local community further out communities could be redesignated to bring their number back in line.	2
Centralize geographically special programs – transit, No ctrain access	
Reduce class sizes to help with special needs learners and ELL	
Enough room to provide a good learning environment	
Keep student class size to a minimum or not over enrol students. Some students tend to get 'lost' with large class size	3
Students get lost in large classes. Keep class sizes manageable	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
Access to quality education: schools do not have even diploma exam scores. Suppose a school is designated to a community but has poor records for diploma scores? Does that place students designated to that school at a disadvantage?	
Siblings	
Transportation. I don't mind my Copperfield child moving to LBHS if there is dedicated bussing. They should not have to commute 1 hr+ one way every day.	3
Timing. If changes are made to boundaries and option allocation, they need to be communicated to families with enough notice so they can consider and make decisions.	1
Siblings staying together	1
School capacity should not be exceeded so soon after opening. Indicates poor planning. Redefine community designations	4
Offer more reductions/subsidies for bus/transit during the transition period (~2 years) for students with significant changes in the location of their designated regular program. (no additional subsidies for alternate programs)	
Allow some flexibility (ie families with siblings can/may attend some school even if it's not eh 'designated' school after implementation as long as they would be there at the same time and program is offered	
Adequate transportation from Copperfield area to LBHS (2021-2022) –future gr 10 student	



3. When you think about the in-scope factors relevant to this school, record the interim/short term possibility or possibilities that should be considered prior to October 2021 and why.	
Response	Agreement
Allow out of area schools to attend lower enrollment schools and offer support to get there	4
Expand transportation option from area to under-utilized schools elsewhere in the area (would rather send kid to school with room than one where they are crammed in but they have to be able to get to the other schools	5
Grade configurations – transportation to outside boundaries	
Expand programs (ie ACL) they have demand, families are to manage their transportation, fund them!	
Redraw boundaries for LBHS include Bonavista, Parkland, Midnapore etc. – Ensure growth in regular program please at LBHS, do let \$24M upgrade at LBHS go to waste	
Allow kids to be accepted out of boundaries – provide access to programs	
Open the boundaries, promote the schools, different focuses (ie. first responder at JCS, and mechanics at LBHS, Kids will flow to their focuses. Then provide designated bussing to the schools	
Redraw the boundaries	1
Give parents/students the option of going to an out of boundary school; provide additional subsidies for transit or direct bussing in order to do so. Make sure all such students go to the same school – the closest under-utilized or balanced school but do not over-subscribe the other school	
Redraw school and community boundaries so LBHS can regain growth	2
We cannot afford not to utilize this school and its awesome programs since \$24M was spent to expand these programs	3



Lord Beaverbrook 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
Maintain consistency in programming for jr high (ie continue science/technology – this is missing from alternative programs and a gap in the workplace)	
Maintain consistency within groups of kids, communities	
Change boundaries to make designation fluid as population densities change	
Provide express route bussing. If you build it, they will come	
Maintain programs (academically, athletically)	
Don't remove AP from Beaverbrook. Promote AP to RT Alderman kids since no science HS	
Move French or Spanish from Scarlett to Beaverbrook	1
Consider adding stronger academic programming (IB?) to increase demand for this school	
Maintain all current programming	
Broaden the boundaries for Beaverbrook (ie Bonavista) to increase enrolment and reduce enrolment at EPS	
Add IB or AP to this school to get better balance and reduce the burden on other schools that are over subscribed. Perhaps a swap of arts with one of these at as different school	3
Maintain or expand current boundaries (include Douglasdale)	
Ensure the size of class enrolment for optional programs (important even though optional) lie band and choir that require fundraising to operate to have enough parents/guardians to support 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
Any thoughts on a science/STEM/technology alternative program to attract more students to LBHS and continue the Maple Ridge/RT program	2
Market the specialty programs (auto etc.) to new communities (i.e. south/Seton)	
Rezone boundaries so over capacity schools can come to LBHS	
If there is a program or optional a student from another area prefers at LBHS let them transfer in	
Promote regular programs(too much choice which is causing problems in the schools...over capacity in some, not enough in others)	
STEM program for kids enrolled in STEM jr high programs	2
Move either the French or Spanish program form EPS to Beaverbrook and add a science program to boost enrolment	
Implement science/technology alternative program to coincide with the elem/jr high structure to boost enrolment and meet a capability gap in the workplace	10
Ensure boundaries protect priority for students that live closest to the school (do not put kids in a lottery that live close)	3
Redefining some boundaries to make more dual designation zones with provided express route bussing	2
Move either the French or Spanish program from EPS to Beaverbrook	
STEM program for RT Alderman to feed into	4
Make a STEAM program and include Arts program currently at LBHS	2
Relocate French immersion from EPS – this will reduce their overcrowding and add an alternative program to LBHS	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
Expand ACL to accommodate multiple classes if needed or STEAM program	
Keep programs at LBHS and change boundaries to add students	1
Eliminate redundancies with education funding – 1 school board (merge CBE CCSD) to reduce administration bus program costs	
Eliminate dual designation and redraw boundaries providing transportation for 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
The 'neighbourhood' school within walking distance may be an outdated model. Kids can commute within reason. Kids are in city-wide activities, they have friendship circles in and out of their neighbourhood. Far better to go to a reasonably populated school with reasonable class size.	
Biggest factor is... are the schools/facilities optimized? A commute is fine for a school with a manageable population and reasonable class size. I have a child at Beaverbrook, an under capacity school but he sits in a class of 41. I would send him anywhere for an adequately staffed/funded school	3
Siblings don't necessarily have to attend the same school	
Transportation for out of district kids, please	1
Location, distribution of programs throughout city based on demand	
Bussing availability and proximity to home	
Ensure bussing is provided and publicized	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
For out of boundary attendees, transportation should not be a high priority. That is a family's choice. However, siblings should be a consideration as families have chosen the school for a reason and it is an important factor	
Protect boundary priority for students that live close to the school. Do not put kids in a lottery that live close	
If a family chooses to put their child in a different school CBE should not have to cover transportation cost	
Beaverbrook need more special programs to boost attendance – perhaps moving the French or Spanish program from EPS which is over capacity	
Increase the boundaries for the regular program to include other SE communities to reduce numbers at JCS (never deep south areas)	
Move another alternative program to LBHS to reduce pressures on other schools (eg. Pre-engineering at CHS, or Spanish/French language program) and increase utilization rate	
Offer clear bussing options to help move students from overcrowded schools like EPS to Lord Beaverbrook	



3. When you think about the in-scope factors relevant to this school, record the interim/short term possibility or possibilities that should be considered prior to October 2021 and why. (Joane Cardinal-Schubert High School only)	
Response	Agreement

Feedback Wall: Lord Beaverbrook High School
Responses
<p>Thank you for allowing parents the opportunity to give our feedback but *please* be very willing to be accountable. Tell us what was said (i.e. % of parents said x) and WHY decisions were made, especially if they are counter to what parents said.</p>
<p>It is very important to me that my child not be crammed into a school over 100% capacity. There is simply no reason to allow this. Not only is it a terrible learning environment, it's a safety risk (evacuation) and health concern (way too many bodies spreading germs) as well as incredibly stressful to staff. Teachers have a very difficult job: don't make it worse.</p>
<p>If a family chooses to send their child to a non-designated school, the CBE should not have to provide transportation and cover associated costs. Again – it's a public school</p>
<p>The CBE is trying to offer too many options. As a public program, stick to regular programming where options can be selected as a course but not based on the entire school focus.</p>
<p>It is critical that kids go to school in their community where possible. These boundaries must be protected from a lottery process. It is ridiculous that kids would be forced to go to a school outside their community.</p>
<p>It seems unacceptable that a new school should already be bursting at the seams. Very bad planning, or justification to build a new school even though you pilfer from an established school to make it happen.</p>
<p>I feel high school zones should follow jr high zones. Many kids are sent different directions after being together as a community by SCHOOL not address – jr high and elementary alternative programs</p>



Feedback Wall: Lord Beaverbrook High School

Responses

When making changes, please ensure there is a critical mass of students left behind at lowered enrolment schools to support core and option programs existing in impacted schools (that will be reduced in enrolment)

Where is the science high school? CBE has science schools K-9 but no high school. It's been a good strategy to expand enrolment at Maple Ridge and RT Alderman. Why not at Beaverbrook? Costs CBE nothing, as they provide no additional funds for alternative programs. (2)

Given the current state of the imbalance, and obvious frustration, I suppose an admittance of failure on behalf of the CBE trustees and government of AB would be appropriate. Invest in our future!

By the time a change is made, another will need to be done. Have to be quicker! This is NOT rocket science. I don't understand how/why there needs to be so much money spent on the people entrusted to make these plans and decisions. Please look at the two charts...figure it out please! We are paying you to do so!

More direction from CBE during the exploration portion of the night to avoid 'new' parents to influence 'to be' parents into group think based on their experiences now.

Help current students at Lord Beaverbrook. Help fund optional programs so they can operate effectively for student learning. (1)

Centennial 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
Have 100% of Douglas Glen, Mackenzie Towne/Lake go to Beaverbrook, avoid filling up deep SE 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
Hope to see that the alternate programs not move out of he schools they are currently at – makes planning difficult if you can't know the program offering will stay stable	1
If students are going to be expected to navigate choosing course/programs across a multitude of schools, there will need to be appropriate supports to help students making these choices who may not have an adult at home to assist them. Ie. There needs to be staff allocated in guidance counselor positions that students can access at both the junior high and senior high schools	
With digital youth, physical closeness might not be as important. Students need to feel connected even via distance.	
Need to keep programs together rather than keeping students in a community together	
Programs make a big difference to my selection. Both my kids are different so I don't need them to go to the same school	
Balancing resources and balancing class sizes is huge.	
Calgary Transit commutes under 45 mins (preferably 20 mins) Redesignate boundaries to accommodate	
Deep South communities to attend CBE programs closer to home	1
^I disagree with this concern. Transit is not always efficient. Will there be any designated transit busses to take students to further high schools?	

Feedback Wall: Centennial High School

Responses

Programs and funds – I find that the AP and IB programs appear to be very similar. Do we need to have both?



Move French and Spanish to Beaverbrook, can handle ongoing growth, keeps student cohorts together, balances Scarlett's enrolment.

Would be nice to see re-designation of boundaries in deep south communities, so that students can attend closer high schools (ie. Silverado, Walden, Legacy, Yorkville etc.)



Participant Engagement Evaluation Shaping the Future of CBE High Schools Lord Beaverbrook High School – September 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: 111

Number of evaluations completed: 52

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

47 Agree 5 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.

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

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

22 Agree 21 Somewhat Agree 8 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.

28 Agree 20 Somewhat Agree 2 Somewhat Disagree 1 Disagree 0 Not Applicable

- One individual did not fill in a selection

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

38 Agree 9 Somewhat Agree 1 Somewhat Disagree 1 Disagree 3 Not Applicable

6) What did you like most about this engagement?

Comment: 45 No Comment: 7

- Truly seemed interested in hearing what we have to say. Good to be able to provide feedback.
- The information.
- Opportunities for one-on-one discussion with decision-makers.



- I liked being able to talk to the Principals.
- Spoke with parents with completely opposite views and was able to have rational conversations.
- Opportunity to give feedback and see the projections (enrolment)
- Understanding problems and numbers – what each high school is facing
- There were many qualified people available to answer questions at all the stations, it moved smoothly. Boundaries for respectful engagement were made clear.
- Having subject matter experts was good; CBE admin, Principals, etc.
- The ability to provide feedback/input towards the future decisions.
- Opportunity to talk with leaders from schools about direct issues facing each school
- The opportunity to ask questions right on the spot
- Start at early stage
- Good information
- The Gallery walk and school discussions, had very good visual representations
- The graphics were helpful visualizations. Talking to the Principals
- The clear graphics (visuals) and the presence and engagement of current high school principals.
- Learning what programs are where and being able to speak with school reps.
- I liked having the principals involved in each of the discussion areas
- Being able to talk to senior CBE leaders
- Good information. I learned things I didn't know about the CBE overall
- Plenty of information and access to subject matter experts
- Opportunity to learn to be educated about options
- Breaking out into the school groups to understand their challenges
- Open opportunity to provide written feedback/ask questions
- Stations and dialogue
- Learned a lot about our designated school
- The involvement in the process and school availability for questions
- The ability to see all high schools and to engage with the principals
- That hopefully you will really take parents input into consideration
- That it's happening
- Many opportunities to provide feedback
- Openness of all the Principals and Directors
- Graphs, subject matter experts
- Chatting with other parents and teachers and principals. Thank you for all the hardwork.
- Full of information



- The opportunity to provide written feedback re: the different schools
- Subject matter experts available to answer questions
- Very open and friendly
- Ability to talk to admin from CBE
- Interactive – Lots of opportunity to discuss and ask questions
- Availability of people to talk to/ask questions
- Engaged and informed educators to answer my questions
- All the people around to answer questions
- Great conversations, lots of CBE staff here to listen and explain

7) What did you like least about this engagement?

Comment: 35

No Comment: 17

- Don't know how it will impact the decisions.
- I feel like I need more concrete information on what the real possibilities are (scenarios).
- Lack of information, lack of history regarding previous changes, no real answers.
- I believe the CBE already has ideas in mind regardless of what was said tonight. It was the same situation that affected the alternative language programs for elementary and junior high students a couple of years ago.
- Numbers don't add up – ie, regular program / out of area IB & AP included in regular program need to get granular
- Need more information on scenarios to fully engage – put together options then ask for feedback
- Being in the beginning stages it is difficult to really get a sense of where the changes can occur – obviously speculation only
- The video of pictures of all the high schools was a complete waste of time. There should have been time allocated prior to the session in the theatre to ensure lighting and sound was appropriate for all people viewing (eg. The screen was impossible to see for the first ¼ of the presentation)
- Most charts/data could have been pre-distributed so it could be digested prior. Need better explanation of when the potential options (short list) will be decided on so that further input from public can be decided.
- Not sure if the parent vote will 'actually' be considered in the final decision
- I was not totally clear on the definition of 'in-scope'. It would be better to define this and provide examples of the in-scope factors
- Presentation at the beginning was very dry
- Change due to budget of course
- Lack of platform to provide opinion on future of programs at high schools
- It was under attended, unfortunately that is a hard issue to police
- No snacks (joking)



- In scope factor planning principles are leading statements seems like CBE is gathering support for whatever decision they 'want' to make or have already made. Parents don't understand the opportunity cost of those factors so feedback without full disclosure is useless
- Bit drawn out at the beginning, unnecessary if you previewed the content online
- 10 years is too long of a time span to actually plan population, it will lead to further poor planning. Plans need to be addressed quicker
- Very little discussion of how we got here re: enrollment (JSCH/LBHS). Poor A/V in slide presentation as well as little meaningful information
- I do not like the 'open slate' approach. I appreciate the opportunity to provide input but it should be on a well defined set of options.
- Some terms abstract – cohort?
- Difficult to navigate differing strong, valid opinions (age of children Alt programming, community etc) It's a complex decision that not everyone will be happy with in the end
- No existing proposal or ideas to discuss. Light on feeder system Jr. Highs with programs. For projects use ranges
- Learned I have a lot to learn before Grade 10 comes
- It's to late for my child (gr 12)
- Lack of clarity as to what I need to provide feedback on. The school-specific sessions helped but the presentation at the beginning was somewhat vague as to what was required from us.
- Maybe a 'closing' with group would have been beneficial
- Not all historical stats available
- It seems that man of the graphs were inaccurate and misrepresentative of the data. They were leading to inaccurate conclusions. The numbers were not accurate (according to staff who actually work at the school in question)
- Some data was confusing
- Inability to discuss out-of-scope issues
- Different data sets on same school showing different enrollment levels. Hard to provide input when you don't know what options were being considered
- No information on current circumstances and how they come to be. Who made the decisions on zoning and why?
- That ACTUAL scenario's were not shown

Other ideas

- GREAT job!

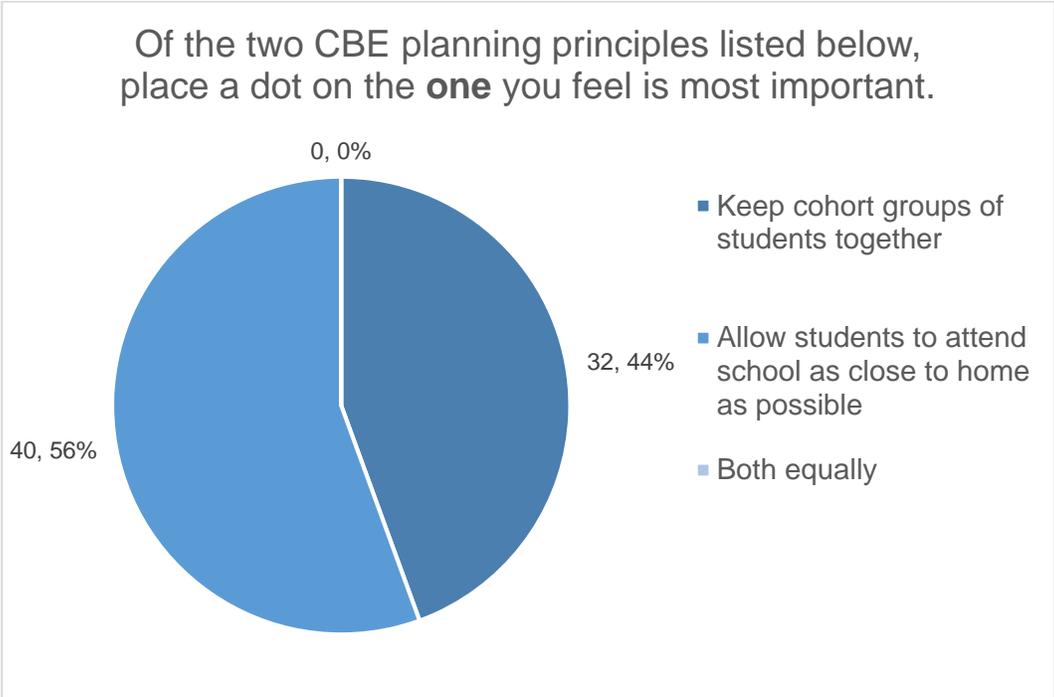


Shaping the Future of CBE High Schools Session Notes Oct. 7, 2019 at Centennial High School

South Group: Centennial, Dr. E.P. Scarlett, Henry Wise Wood, Joane Cardinal-Schubert, Lord Beaverbrook

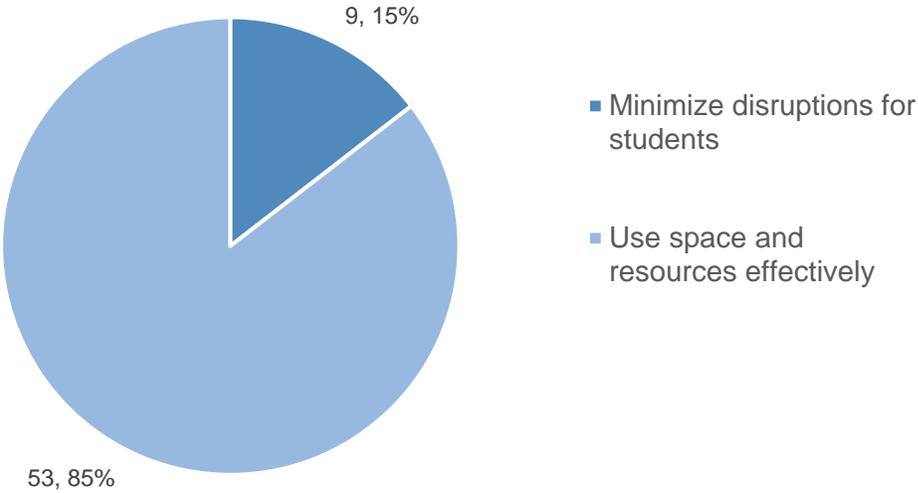
CBE Planning Principles

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

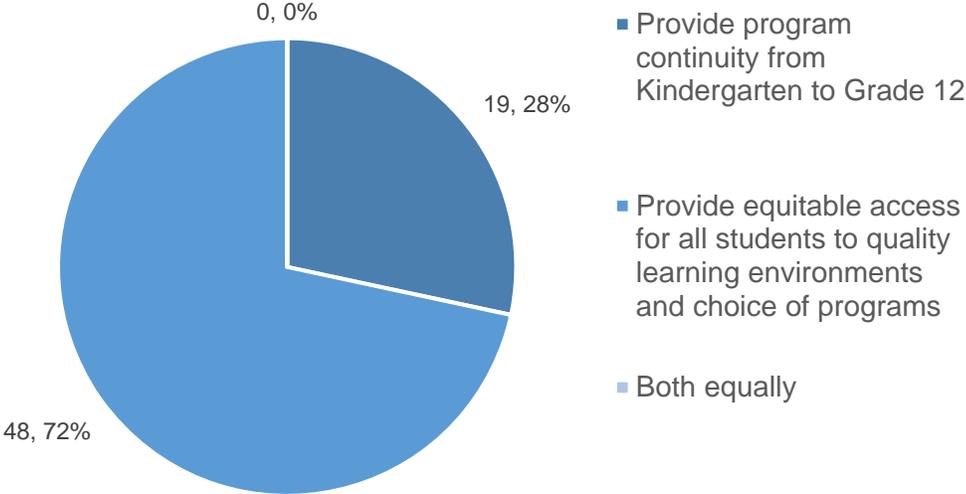




Of the two CBE planning principles listed below, place a dot on the **one** you feel is most important.



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 7, 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.

Lord Beaverbrook 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
Change boundaries for regular program to relieve some of the regular program over population at Scarlett	2
It would seem that 'gerrymandering' the respective school communities and target program take-up would be the most sensible utilization – to a geographic limit. (i.e. sometimes you just have to build a new school.	
A healthy student population ensures optional program availability	3
The school's capacity can take on more students, reducing the strain on resources and provide a more positive environment for students	3
Expand geographic boundary to include schools west of LBHS. Consider adding IB and/or AP programme to draw students from other areas	1
Utilize the school buildings. Dwindling enrolment affects how a school runs and feels. Move programs and change boundaries to fill the building	



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
Douglasglendale and Lake Bonavista, Bonavista Downs 100% to Beaverbrook, possibly other deep south communities (McKenzie Lake, McKenzie Towne, New Brighton)	
Provide rich options and quality core classes to keep learning standards high	1
Changing boundaries to help with enrolment issues	
Add either Spanish or French Immersion group to enrich the school community	3
Provide reasonable transportation options so that there is equitable accessibility to fabulous programs of choice	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
There should be logistical limits, relative to mainstream programs. Elective programs (not special needs) can be prioritized but not priority	
If there is direct bussing from our community (New Brighton) I support changing boundaries to LBHS	
Ensure students in all areas of city have equal access to special programs without having to travel across the city. (e.g. 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
Boundary areas should consider access to public transit with minimal transfers. Also locations close to students' homes.	5
Boundary areas should include thought about cycling, infrastructure. (maybe even work with the city to build more!)	
Program accessibility and class sizes. Direct access for students who use public transportation	1
Transportation – helping make the bus routes more direct.	2
To balance enrolment- split Copperfield and New Brighton designated high schools	
Consider support for diverse learning needs	
What learning supports will be available for students with learning challenges? At each individual school? Centralized at certain schools?	
Travel distance /length. Equal access for students	1
Replace planning principle of 'close to home' with 'minimize commute time'.	3
Transportation – students need to be able to get to school safely... not about distance but about looking at a map for accessible routes to bus stops – express bussing	2
Plan to have community students attend same school even with different programs	



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
Resiliency – it should be about ‘friends’ but about the best learning environment and program for each individual	2

3. When you think about the in-scope factors relevant to this school, record the interim/ short term possibility or possibilities that should be considered prior to October 2021 and why.	
Response	Agreement
Consider moving FI/SB in 2021 instead of putting it off! This is an obvious solution for EPS and LBHS	1
Ensure that students have access to quality core courses and options over these years, despite lower enrolment	1
Resources will be underutilized, loss of options/program choice. Move Spanish and French programs to LBHS	4
^There is only about 500 students so it likely won't solve overpopulation problem at EP if SB/FI are moved. Need to consider boundaries of which communities are going where	
Expand boundaries -> catchment area is pretty small for LBHS	
Need to provide transportation if Spanish is move to LBHS. It's a great option.	
Promote out of area student enrolment by highlighting the new and updated culinary and other specialized classes	
Expand boundaries to he west or north of LBHS sooner than 2021	1



3. When you think about the in-scope factors relevant to this school, record the interim/ short term possibility or possibilities that should be considered prior to October 2021 and why.	
Response	Agreement
The school is so underutilized at this time -> why wait to Redesignate students?	6

Feedback Wall- Lord Beaverbrook	
Response	Agreement
Thank you for the opportunity to meet face-to-face with the many stakeholders in our children's education. The post displays were informative and well-designed to push my thinking as I consider my grade 6 son's trajectory in public education.	

Joane Cardinal-Schubert 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
Easy transition. Distance to school, student not having to travel a ridiculous distance	
By 2028, 1324 over capacity at JCSHS. Redraw boundaries to move Doulasglen/dale, McKenzie Lake and McKenzie Towne and possibly New Brighton to Lord Beaverbrook which is at around 1200 students.	



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
Ease of public transportation to reduce time spent getting to/from school	
Keeping communities together so jr high kids (e.g. DGS) stay @JCS with peers	
Proximity to school in walk +/-bike zone to reduce demands on public transportation	
Ease of transit resources in the right locations	
'Gerrymander' the communities to balance utilization to a reasonable limit.	
In scope for JCSHS – Cranston, Seton, Auburn Bay, Mahogany which agree for south of 22X all other areas are out of scope.	

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
Given capacity is in the northern part of the south, parts of the south students and families may need to consider the closest school 'north' of them. Ensuring deep south communities have access to capacity and avoid super long bussing.	
Neighbourhoods closest to the school get priority in the boundary decision	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
Consider siblings as grandfathered so older siblings help with transportation	
Broaden the walk/bike zone to ease requirement and demands on bussing/public transportation	
Program selection: each student should have access to whichever program they chose so HS partners need to be set so area high schools can offer a diverse set of programs	
There needs to be logistical limits for transportation, notably mainstream programs. Elective (not special needs) are secondary priority	

3. When you think about the in-scope factors relevant to this school, record the interim/short term possibility or possibilities that should be considered prior to October 2021 and why.	
Response	Agreement
End dual designation for Douglasdale/Glen and send back to LBHS w/McKenzie Towne/Lake, New Brighton and Copperfield. Cranston/Seton/Mahogany/ Auburn Bay/ are all still growing and will fill JCSHS	2
Work with Calgary Transit to create dedicated routes to underutilized schools (i.e. Beaverbrook) when redrawing the boundaries for northern-most communities.	4
Redraw boundaries forcing northern most communities to go to underutilized schools (i.e. Beaverbrook) – north of ring road/Stoney Tr. – be firm on these boundaries(i.e. no choice is given to remain with friends, access CTS programs etc	



3. When you think about the in-scope factors relevant to this school, record the interim/short term possibility or possibilities that should be considered prior to October 2021 and why.	
Response	Agreement
Future on-ramping of students to manage capacity as SE communities continue to grow at the fast rate they are. (i.e. Seton, Cranston, Mahogany and future developments)	
Send those seeking AP programming to an underutilized school so JCS only offers regular programming	
Consider another school as overflow. JCS could be considered capped and overflow students bussed to an underutilized school	
Redraw boundaries so northern most communities go to underutilized school closest to them such as Beaverbrook	
What is 2028 and beyond look like? Construction should not be off the table. Short term to underutilized schools	
Disruption to the student. Student makes a move and stays, does not change school after 1-2 years	
Capacity is a problem at JCS now and needs to be addressed before 2022	1

Henry Wise Wood 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
All French Immersion program to HWW	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 an alternative program to relieve pressure on over capacity schools	
Utilize overflow schools more. Have dotted boundary lines to allow for flexibility. Year over year. Re: intaking -> manage 3 year bubbles, instead of 10/20 year solid plans	
Revise regular program boundaries to balance population	1
If moving FI from Scarlett, ensure there is appropriate transportation with reasonable commute times	
Think about cycle routes.	

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 a student is already in high school in 2022, they should be allowed to remain in the school even if boundaries change	
^^ or for specialized programs, keep them together with appropriate resources and teachers	
High school is a time for increased independence and transportation/siblings should be less of a factor, with keeping a community cohort together being more of a priority.	4



Feedback Wall – Henry Wise Wood	
Response	Agreement
Consideration of boundaries around regular programming i.e. reallocating Legacy/Walden/deep south to other underutilized schools to prevent shifting the special programs	
Does not make sense to move Scarlett's FI program here as that would drive the population to near/over capacity immediately	

Centennial 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
Providing AP or IB at as many schools as possible. Given the choice between staying with friends vs choosing AP many would forego AP. Many schools = more students branching out	
Spreading various programs and classes (different CTS options etc.) equally across the system so fi the local school doesn't have it the next one nearby does have it.	3
Another gym!	
Include Evergreen in your catchment area	3
Add onto Centennial's building and capture the south end of the city. Stop bussing them north.	3
Classes the will benefit the students in the real world market	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
Include IB in the programs offered in addition to AP	
Include Walden in your catchment	2
Ability for student to access as many programs as possible as close to home as possible	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
Chaparral residents should stay in the designated area – least amount of bussing as possible	
Sundance resident students should be able to stay at Centennial High School	6
Attendance to a school as close as possible to the students' residences	3
Classroom sizes and overall class environment is important to our students. Overfilled classes meeting alongside other classes or in open areas is not ideal	3
Attendance in school as close as possible and keep cohort students together	
Adjust boundaries for Centennial to include students in deep south like Legacy, Wolf Willow, Silverado to include the regular ed kids who currently attend EP Scarlet impacting the high numbers at EP Scarlett and aiding with the eventual decline at Centennial.	8



2. What factors should be taken into consideration in how we implement a decision for CBE high schools (i.e. transportation, siblings etc.)?	
Response	Agreement
If a family lives within a certain distance from the school they need to be able to attend the school nearby. Siblings to go to the same school even if boundaries changes	4
Rezoning – change the boundaries to balance attendance. Put specialized programs in lower-enrolment schools	7
Don't keep bouncing special programs between facilities!	
If boundaries change would students in grade 11/12 also move? This would be devastating for families and students	1
Safe transportation with no bus transfers needed. Busses that enable student to participate in after-school activities.	

Feedback Wall- Centennial	
Response	Agreement
Enrollment that doesn't isolate regular program students. I see a lot of value in AP and IB programming but as the parent of a student with an LD, she needs solid regular programming with educators that are passionate about providing top notch regular programming. She should not have to leave her community school due to a specialized program being a higher priority or focus. When decisions are made please remember regular program students.	



Dr. E.P. Scarlett 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
This is so challenging to even fathom when the census and other decisions in the Evergreen community have created chaos and disappointment with a 2 nd elementary school that is not needed (underutilized). It makes one questions if the info (projections) are even accurate for high schools like Scarlett	2
EP Scarlett estimated to be 800 over by 2028. Redraw boundaries to move regular program --100-200 Woodbine/Woodlands to Henry Wise Wood an option, ~200 Southwood to HWW, Lake Bonavista to Beaverbrook ~ 300. Some deep south communities to Centennial if there is capacity	3
Change (expand) the boundaries of under utilized schools (i.e. Lord Beaverbrook) to include students from the regular program who currently attend EP Scarlett drastically decreasing the numbers in the regular program at EP making more room for the specialized programs	10
Designate entire French program to another school (like the Panabaker/Woodman swap of French/English programs in 2017)	2
Move FI to Henry Wise Wood and move regular program boundaries	
Redraw boundaries – yes. Don't cap/decrease in special programs of choice	1
We should continue to provide rich options. Students can select what suits them/interests them. But if we don't have reasonable transport from early grades we are decreasing enrollment in these programs. These programs provide rich/divers parent populations to help with engagement/building community.	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
Consider future populations before making final decisions. A second elementary school is currently under construction in Evergreen. We have a very large number of students who will be moving to high school in the near future. Perhaps large communities wshou7ld be re-designated to under-utilized schools	
Boundaries for regular programs should be flexible on a 3 year basis (grade 10 intake) to keep community/regular kids together as close as possible...a dotted line to allow for overflow as needed. Moving programs is too expansive.	2
Cooperate with Calgary Transit on any plan's implementation	3
High school for just French and Spanish	
Keep French and Spanish together but more than this...hits your utilization goal.	
You cut off your nose to spite your face by eliminating bussing for elementary students in Spanish and French programs! You've created a high school issue. Moving French and Spanish means some will move to designated school as has happened already	5
Keep special programs together. Don't keep moving special programs	1
Please consider that students starting FI gr 10 in 2021 @ Scarlett and now potentially being moved out in 2022 have already had to move schools in middle school between grade 5/6 (only two years ago) from Fairview to David Thompson. That's a lot of moves.	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
Reinstate transportation for special programs. It would reduce pressures on high schools in heavily populated suburban areas. By encouraging the earlier grades to attend special programs, you are alleviating the population of regular programming at currently overpopulated schools	6
French Immersion program is important to Calgarians	1
Dual Track programs create rich and diverse communities for our students	2
Moving programs does not guarantee all students will move and solve population/capacity issues. ~ 800 language students at EP Scarlett – Most Spanish students live in Canyon Meadows and likely won't move to another school. On top of that the costs to move the program and the disruption to students need to be considered.	
Rich cores and options continue to be provided	

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 and the number of previous program moves (current grade 7s being moved for some a second time, for others a fourth!)	4



2. What factors should be taken into consideration in how we implement a decision for CBE high schools (i.e. transportation, siblings etc.)?	
Response	Agreement
EP Scarlett a more central location for FI and SB based on current communities feeding into the FI program. If Spanish was to move, would transportation be provided from all communities? What are the alternate locations? Lord Beaverbrook?	5
This is a regular stream issue. The French/Spanish programs are fine. Centennial has room for south regular stream students. Start there!	6
Consider new communities of W&H Willow, Walden and Legacy to go to Centennial	3
French immersion is crucial here in a bilingual Canada	1
Students who move to Scarlett stay, they don't move 1-2 years down the line	2
With Evergreen population so high, surely it makes sense for them to move to the regular program at Scarlett	
What are the current factors in how we implement a decision? And is there a priority considered for those factors?	
Transportation will continue to affect growth of programs of choice. They won't grow if we continue to make them inaccessible.	3
Parent engagement – there has to be a core program focus in order to help with accessibility – but surprisingly 'program of choice' parents will increase engagement as they will travel to events and meetings and get involved	2
Transportation needs to be considered by commute time, not straight line proximity	



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
Consideration of programming in surrounding schools (i.e. Spanish in elementary, jr high in proximity to high schools offering programming. If not, what transportation will be offered to those in other designated areas?	1
Why not reconsider the allocation of the English regular program? Why are the areas such as Legacy being directed to Scarlett when there is room at Centennial?	5
Accessibility of transportation, along with reasonable commute times is important	

Feedback Wall – Dr. E. P. Scarlett	
Response	Agreement
Why on earth is the public system responsible for offering multiple bilingual programs? Offer one bilingual program that kids can travel to and focus on a good minimum standard regular program. Might be easier to re-draw boundaries with less program choices.	2
The way the population graph is presented is pretty 'leading'. Visually presents a ready-made decision. Intentional? (i.e. move FI and SB out)	
Is there any way to let those families (students, parents, etc.) who will be impacted by change in 2022 have longer than 11 months to understand changes/impact?	3



Feedback Wall – Dr. E. P. Scarlett	
Response	Agreement
My main concern: I have a daughter that ws in Chaparral, she then got moved to Fish Creek. Made good friends in both schools. Will be together with all friends from both schools in MidSun. Then currently if the boundaires don't changes, she will end up at Scarlett while ALL friends go to Centennial. There are no girls her age she knows in Walden. We live a bloc away from he boundary. It is important to us that she is with friends and going to the closest school. She was already uprooted once, going into grade 10 is a curcial time in a teenager's life, to be pulled away from everyone they know. (name and number provided)	
Take out bilingual programs please. Offer quality regular programming	2
Too much choice. Maintaining regular core programs above any other. Children will then be allowed to stay in designated areas	
Large portion of growth coming from regular population, need to address regular population as opposed to programs. Past practice shows people more likely to dorp a program to stay at a school. Population problem will still exist. Redrawn boundaries!	5
We live in a bilingual country –so offering French immersion programs should always be a priority. And let's not forget ot make the programs accessible to students who are passionate about taking on this challenge. If we don't provide transport, the program suffers. Students deserve some choices. Designated programs are important too!	3



Participant Engagement Evaluation Shaping the Future of CBE High Schools Centennial High School – October 7, 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: 101

Number of evaluations completed: 59

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

49 Agree **9** 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.

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

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

26 Agree **30** Somewhat Agree **2** 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.

34 Agree **20** Somewhat Agree **3** Somewhat Disagree **2** Disagree **0** Not Applicable

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

39 Agree **9** Somewhat Agree **1** Somewhat Disagree **1** Disagree **8** Not Applicable

- One individual did not know



6) What did you like most about this engagement?

Comment: 48

No Comment: 11

- Talking to staff from the different schools. Giving feedback
- Very much appreciate the early engagement/consultation and recognize the challenge
- Clear information about the school and programmes. Also the utilization of the programs in different areas
- The visuals
- Ability to talk to the individual school
- Writing down the feedback and sharing it on the brown paper with other participants
- Being able to speak with current school principal and see projected population growth
- Focus on interactivity
- I liked that you could put a sticker on someone else's comments if you agreed. Lots of people to talk to. Mandate delivered aft the beginning
- Access to school board staff to speak about concerns
- The ability to ask questions
- The projection charts
- Open env for viewing info & ability to write comments. Dot exercise also helpful
- Identify things in scope that we an influence and those we can't influence
- I liked it wasn't just a broad topic and you could focus on the schools you'll need and meet people from the schools and compare schools and program
- The opportunity to ask questions to the direct high schools. The presentation at the beginning was a good information into what was going to happen and why
- Flexibility to engage with the high schools that were relevant to our family
- The charts
- Being provided with info and being able to give feedback
- Inclusive. A lot of information provided
- The layout and boundaries were clear
- Talking with informed members was most useful they were able to provide more information than what was on CBE website
- The access to knowledgeable members of the CBE
- Access to respective representation from CBE areas, schools, etc. Reps did seem to genuinely engage
- Being able to speak to staff from the schools about the individual schools' concerns and issues



- All the visual boards around, the open discussion
- I liked being able to move around from school to school rather than sitting and hearing someone speak
- There was a lot of information that was useful
- Face to face engagement with leadership
- The stations for each school and availability of specialists/SME's
- The opportunity to speak in-person really helped me understand more of the decisions being made as well as the presentation was somehow more informative than reading the emails/website
- At least there were no pre-determined options
- Casual atmosphere. Time to talk and discuss
- Hearing other parent concerns. Talking to the school principals and their willingness to change
- It seemed well planned out in terms of space and materials
- Engagement with principals. Real discussion about what may or may not happen. Not much discussed about will actually happen though
- Shared basic understanding of factors involved in the decision making. Can use this information to help come up with solutions to improve issue of over/under capacity schools
- The affect/projections on each community and that CBE is very open to providing in-depth information
- That they are allowing us to have input in big decisions
- Having school admin on hand to answer questions was very helpful
- The graphs and boards along with knowledgeable people to discuss the data with
- Opportunity to speak with all different staff and teachers, CBE board, etc
- Very well planned with visuals and lots of staff available to communicate with
- Being able to make suggestions and add a sticker to those that had already been added (Flexible time to come in and join in)
- Well explained and poster boards were very informative and helpful. Lots of 'in the know' CBE folks to speak with
- The ability to see how each school was impacted. The ability to speak to the principals
- I am hopeful that perhaps our input will actually be considered and the impact on our grade 7 kids will be lessened
- Providing some thoughts – getting more info details. Speaking to others about our thoughts. Thanks to principals, directors, everyone for their time.



7) What did you like least about this engagement?

Comment: 36

No Comment: 23

- Initial part in theatre was pretty dry but necessary. Wording of questions unnecessarily convoluted
- In spite of very clear principles laid out, the philosophical application/overlay on a family's day-to-day reality makes it difficult. The practicalities of a student's realities make us want to get more 'granular'. Looking forward to the next phase of engagement. Thank you.
- I wish you could have shared more options – but I understand that maybe you aren't there yet
- The dual schools (for area designation) was a bit confusing
- Nothing – very fluid, well organized
- The presentation (but thank you for keeping it short)
- Would have liked to see possible projections/options for school rebalancing
- There was some information but some of it was vague
- It was good
- No general recommendation place to express thoughts
- Hard to know what to contribute at this early stage. Not sure what I think when I don't know what could be proposed
- I would have liked to see enrolment breakdown per community on each school, meaningful suggestions on whole boundaries could shift
- Not a 100% questions answered or much idea on how to go forward
- The planning principles imply measures used to compare options, but they are still quite vague. I want to see the KPI's that will be used
- Meeting in the auditorium
- Why was this decision delayed so long? 11 months is not enough notice for our child to learn which high school she will be attending. We had the date. This should have been done 2 years ago
- Not enough information about how other jurisdictions have addressed these issues and what 'long term' means. I wish CBE would think differently about how to address demographic changes in their long term planning
- Would prefer a seated table discussion vs walk around = more productive discussion/brainstorming. Also language of questions and information should consider the audience. A lot of it is written as though people know what scope, factor, utilization means. Should be written in laymen's terms
- The presentation portion had/felt like a positive PR session for the CBE. Better information was to be had in the hallway. The lack of brainstorming by participants; I am interested in other points of view
- A bit high level. Lots of devils in the details not addressed
- It was a little confusing at first
- I was hoping to see concrete examples of what CBE might do to solve over capacity issues



- It was great but this issue is actually a larger issue impacted by city development. Money should be set aside by developers of new neighbourhoods and funding must be in place for schools and services before new developments are built. It would have been nice to have someone from the city to speak to this
- Unsure how our feedback will be considered or incorporated into all the data necessary for making the decisions
- We don't actually have a lot of info about potential solutions to the problems set out
- It is difficult to understand the city-wide issues. More regionally focused info would be useful
- You've had 12 years to identify and manage this issue. Why are you just scrambling now to solve it? I am concerned you will take people's comments and misconstrue them. This appears to happen regularly with the CBE
- Don't necessarily feel like the decision makers will use parent feedback
- Sessions were not 'led' – meaning you had to strike up conversations with people standing there so did not really get a group discussion
- Overall pessimism from parents
- Use of application during lecture to submit questions live and that can be later posted for all to see as the same will appear over and over
- Having information spread over two levels of the building was a bit disjointed
- Areas where to find information on specific numbers was not super clear but once I asked a staff member I was quickly directed to the right areas
- I hope our feedback is truly accepted last time we felt no one was heard
- I still feel like the information is indicating a predetermined end result regardless of what parents truly want. (ie, not moving FI out of EP)
- Unclear where to go/haphazard layout of areas – some harder to find

Other ideas

- Thank you!

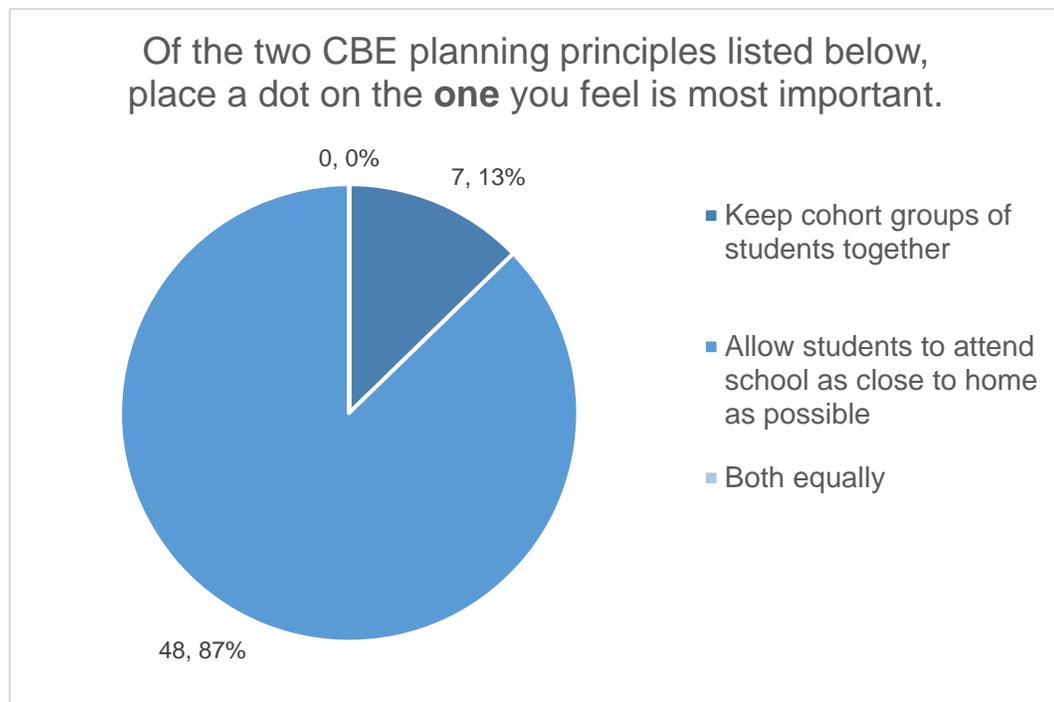


Shaping the Future of CBE High Schools Session Notes Oct. 17, 2019 at Joane Cardinal-Schubert High School

South Group: Centennial, Dr. E.P. Scarlett, Henry Wise Wood, Joane Cardinal-Schubert, Lord Beaverbrook

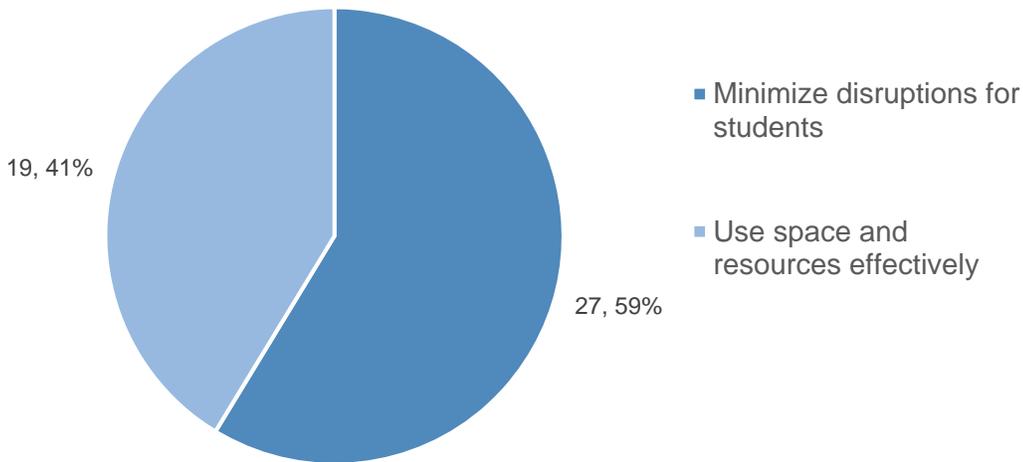
CBE Planning Principles

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

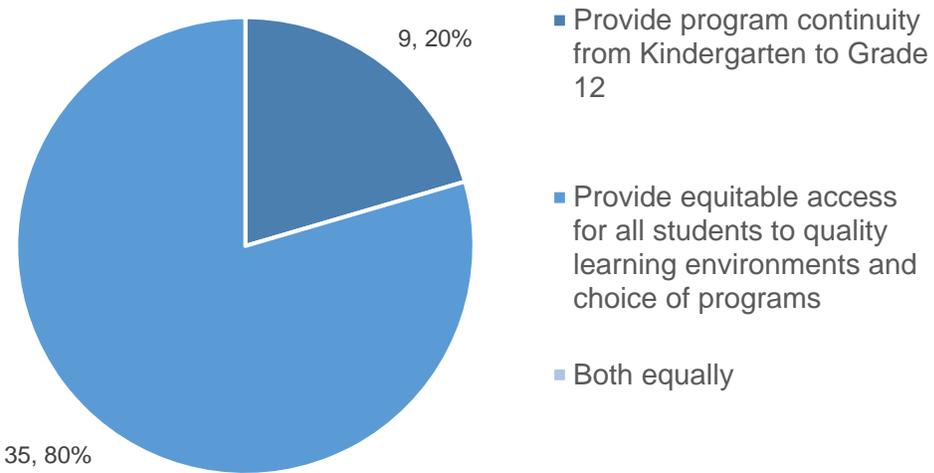




Of the two CBE planning principles listed below, place a dot on the **one** you feel is most important.



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 17, 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

Lord Beaverbrook 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
Expand enrolment in alternative programs. Add alternative programs (e.g. French, Spanish) to ease pressure on over-capacity schools.	
Add Spanish. Spanish is new in middle school. Give the Spanish a chance for these students. Please bring it in. Also why are designation set to area and not 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
Ensure direct transportation is available	10
Move both Copperfield and New Brighton together as both go to DMC and kids stay together alleviating undue stress	3



3. When you think about the in-scope factors relevant to this school, record the interim/short term possibility or possibilities that should be considered prior to October 2021 and why.	
Response	Agreement
Will you be giving a firm boundary in the interim for McKenzie Lake/Douglasdale? Or will there be the choice as last year was? Please do firm boundaries.	3
Need to get students to Beaverbrook to use the great facilities	
Have you ever thought about agreements between other boards? Public/Catholic schools in Saskatchewan would sometimes reach an agreement and share school resources. In the Yukon, in the 70s 80s public /catholic ran programs out of the same school. When catholic pull out, public bought the school for \$1	
Will bussing be efficient for students at the end of McKenzie Lake if designated to Beaverbrook?	
Close Beaverbrook into Wisewood, sell the land for inner city housing to raise capital for SMART future builds	
Consider adding immersion programming, especially French Immersion to this ex expand enrolment and offer relief to E.P. Scarlett	2

Joane Cardinal-Schubert 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
Revisit existing boundaries to ensure that siblings of existing/attending students are considered.	7
Revise current boundaries to avoid overcrowding	12
Ensure students who have started prior to 2022 are not moved to a new school (i.e. students in gr 12 are not moved to a new school in their last year)	8
Reconsider open concept classrooms – why are we still using those after the failure of this 90s experiment	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
Revise boundaries sooner than later to minimize # of families/siblings impacted	8
Keep kids closer to home except for specialized programs	13
Move non-regular programs to schools with low enrolment or to a school of its own (e.g. immersion/arts)	5
More specialized programs in the SE! French Immersion students dropping out of French due to distance to schools/logistics	
Make the transfer request (to change schools) process known to parents to allow choices for students to learn and embrace their passions and career paths. Don't make change difficult.	3
Please keep Copperfield in your boundaries. We have waited 13 years for schools to be close by.	4
^^And others i.e. McKenzie Towne	

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
Current CBE students get enrolment priority over students coming from other school systems	6
Carbon footprint for design – JCS too open, windows, especially SW, too high for long term maintenance cost, too many useless spaces, not enough classrooms, My child attends here. The library and common areas are not accessible as planned as they do not host classes. Open areas he finds distracting (several classes in same areas) Build it smarter. Waste less. Accommodate students.	11
Transportation: proximity to home, classes are offered as other schools offer (i.e. Spanish) schools designated to this school should get first priority. Other schools get waitlisted.	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
Will grandfathering be available for families that have gr 9s in 2019/2022 and will have grade 7s in 2022/2023? And for those with gr 8s in 2019/20 and gr 7s in 2019/2020	5
Would it make sense to have changes at least start 2023/2024 as a lot of families have kids 2 years apart?	
Keep communities together	2
Impact on the education of current high school students	
Waitlist anyone outside boundaries. Proximity to home consideration with other programs (Spanish, French) offered at other locations. Schools within feed boundaries first priority	10
Siblings of current students should be considered regardless of boundary changes made.	5

3. When you think about the in-scope factors relevant to this school, record the interim/short term possibility or possibilities that should be considered prior to October 2021 and why.	
Response	Agreement
Split communities currently attending middle school to balance enrolment at high schools. i.e Douglasdale/Glen, Quarry Park, McKenzie Lake/Towne	
Short term rezoning of boundaries to reduce overall enrolment for incoming Gr 10s. That will help to reduce overall numbers as the years progress towards 2022.	14
Are portable classrooms a possibility?	1
Allow current CBE students (enrolled) priority access over students coming from other school systems/boards (i.e. charter, separate)	8
Designated schools need priority. Other schools not in the designation should wait. 12	



3. When you think about the in-scope factors relevant to this school, record the interim/short term possibility or possibilities that should be considered prior to October 2021 and why.	
Response	Agreement
Can the AP program at JCS be moved out? Can students be encouraged to explore alternative programs? -> French is a gr 7 entry, could we try a gr 10 entry (at an under-capacity school)?	
Too many communities were designated to JCS after years of being designated to Beaverbrook. Make the change now before more families establish themselves at JCS	14
Cut communities-> Start with Quarry Park and Douglasdale. Work your way up.	1
Could further promotion of IB programs at Wisewood help to ease the stress at JCS? Also promotion of other alternative programs but this has to start in middle school because gr 10 is often the entry point.	
Is there an option to explore using space at the 'Y' in the interim?	1
Boundaries need to be changed sooner rather than later to lessen the burden on overcrowded schools, and bring up the population on underutilized schools.	3

Henry Wise Wood 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
Moving the Spanish bilingual program to Wisewood could potentially add another language option for the IB program, and offer an IB option to Spanish students	1
Bussing subsidies should be universal regardless of school elections	
Expanding/promoting the IB program to attract move students from out of boundaries could help to ease the pressure on nearby over-utilized schools	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
Not a good idea to add a grade but adding a program is a good idea..i.e. Spanish Bilingual	2
Sounds like HWW is balanced enrolment now and perhaps if anything use as overflow for other 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
Transportation/commute time	

Centennial 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
An idea could be to move French immersion (or Spanish) program to Centennial to help relieve pressure from EP Scarlett (closer commute for kids who live in Cranston for FI high school)	1
Changing boundaries for future years when capacity – used is lower. Ease pressure off JCS	



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
Consider adding communities south of this school instead of bussing them north of this school	

Dr. E.P. Scarlett 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
Decrease enrolment in the regular program so that EP Scarlett school can be balanced and since the regular program can be though in ALL underutilized high schools, the boundaries for regular program are more flexible for ALL high schools.	2
Move French Immersion to further south schools like Joane Cardinal Schubert or Centennial which can become dual program schools to better accommodate students that live in the south of Calgary who want to continue in French Immersion but the proximity to the school must be more realistic so students can still have active school life (i.e. participate in school clubs etc.) without worrying about the long commute times.	
Moving the alternative programs – French and Spanish - to a school that is underutilized. This could be HWW or Beaverbrook. This would allow a change of boundaries so over-utilized schools like Centennial could transfer regular program students to ease their over-crowding.	6
^^ Beaverbrook is close to FI middle school...easier transition?	
Two of the three feeder schools for the Spanish Bilingual program are in Canyon Meadows. It makes no sense to move the Spanish program out of E.P. Scarlett, especially given that the program is a small portion of the total school population.	
Moving the Spanish program to another high school will eliminate the mentoring that these students give to the jr. high and elementary schools in Canyon Meadows.	



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
Move alt programs to underutilized building. Offer more options to ease population pressure on 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
Transportation should be at the top of the list when making a decision on boundaries and enrolment capacity since the longer the distance the students need to be transported, the more resources are needed and attendance and punctuality are very much affected especially in the winter months.	5

General Feedback Wall	
Response	Agreement
JCS underbuilt, poorly executed. Carbon footprint, poor. Glass/open spaces, too much heating/cooling. Too many windows. High long term maintenance. No tie to the Y which could have saved resources – works well with Bishop O’Byrne. Not enough classrooms. Build better. Waste less. Accommodate students. Less fancy, more learning. (JCSHS)	
My primary concern is that designated boundaries for JCS get re-assessed ASAP (not waiting three years) The school can’t continue to absorb all these students 3 more years when the school many of those communities previously attended sits half-empty (Beaverbrook) . Seems like a common sense, quick fix that will stop the bleeding. (JCSHS)	5
If any current JCS designated communities are re-designated back to Beaverbrook then Beaverbrook needs serious improvements.(JCSHS)	5
Siblings of current JCS students should be given priority/consideration regardless of any boundary redesignation.(JCSHS)	3



General Feedback Wall	
Response	Agreement
When designing the surveys for engagement processes, can you please include a space to add feedback to each question? Sometimes the questions are too vague and I would like to provide clarification on my answer! Also, please use care when wording the questions. I feel like in the past, question responses were twisted and not used in the way people may have intended.	1
The demographic trends to the 'burbs has been present for years, stalled (in CBE favour) with the slow down. Opportunities have diluted (bad management) but remain. A) take the 3 south central schools (Wisewood – upgrade, expand, close/roll in Scarlett/Beaverbrook) sell the land to developers to pay for it and give capital for new schools/upgrades B) Add onto JCS. Very poorly executed school. My child attends – space is used poorly, not enough classrooms, choke points are class turnover, open areas for classes – distract/don't reflect understanding of high school learning/needs. Carbon footprint is poor. Fancy over function. Too much capital maintenance in long term. Build it simple/ effective. Students first.	8
If students have to attend a designated school further away will there be direct bussing from that community provided? So they don't have the hassle of having to transfer to another bus just to get to school.	1
Seems reasonable to provide students within the existing public system priority for enrolment. Students from other boards should expect to wait for an available vacancy because those other options exist for them outside the public system.	8
All high schools can provide regular programming so enrolment in reg. program should be capped giving priority to communities closest to school. Once cap is reached, send students to next school over. School w/alternative programs should be as central to their zones as possible. Always keep siblings in same school.	1



Participant Engagement Evaluation Shaping the Future of CBE High Schools Joane Cardinal-Schubert High School – October 17, 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: 100

Number of evaluations completed: 67

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

58 Agree **7** Somewhat Agree **1** Somewhat Disagree **0** Disagree **0** Not Applicable

- One individual did not respond

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

54 Agree **10** Somewhat Agree **1** Somewhat Disagree **0** Disagree **1** Not Applicable \

- One individual did not respond

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

37 Agree **25** Somewhat Agree **3** Somewhat Disagree **1** Disagree **0** Not Applicable

- One individual did not respond

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.

35 Agree **26** Somewhat Agree **3** Somewhat Disagree **2** Disagree **0** Not Applicable

- One individual did not respond

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

47 Agree **7** Somewhat Agree **2** Somewhat Disagree **1** Disagree **8** Not Applicable

- Two individual did not respond



6) What did you like most about this engagement?

Comment: 58

No Comment: 9

- Able to speak openly with School personnel (Assistant Principal, Principal, various school board people)
- Dots used to assess priorities, ie. Choose which principle is most important. This can help with future decision making
- The questions on the table – great format
- Ability to talk to Principals and other parents/hearing other people's ideas and being able to agree with them or add support to them
- I believe that presenting the information on boards and maps really helped participants get a better idea of what is the full picture of High School situation in YYC
- Having open dialogue with people involved in helping make the decisions and learning about the factors being considered
- One-on-one interaction, lots of 'reps' to engage with
- School reps here to talk to parents
- Open discussion with various ways to provide input
- SME availability/SME knowledge depth
- The ability to speak one-on-one with principals and area supervisors and understand what we can and cannot change
- I liked the chance to ask questions in a more private way – one-on-one
- It is hugely important for parents to have a say as opposed to the CBE making an arbitrary decision that is not in the students' best interest (see GATE). I appreciate the opportunity and the work that has been put into this process by the CBE
- I like that you are taking the time to make an informative decision and taking all the ideas into consideration
- General information was good
- Good background info
- Well prepared
- Made to feel welcome and I like that the expectations were clearly laid out
- The change to interact with the principals at the various HS
- Seeing higher level CBE/trustee and engagement
- Ability to talk to specific principals for a better understanding
- Participation to the discussion



- Understand some of the future and current demands on the CBE system and how we can plan to balance what we do to alleviate some of the issues for us
- The fact there were so many CBE reps around and that they came and engaged me
- The balance of formal and informal discussions
- A lot of good data/information- projections were extremely helpful. Great to have the school principals/asst principals on hand to give excellent perspectives
- The opportunity to speak with the principals of both JCS and Beaverbrook to learn about programming offered and class sizes. Learning that there will be an interim plan for JCS announced in Nov.
- The openness and availability of CBE staff. Having my questions and opinions heard and addressed
- We were able to speak directly with many CBE officials. They all seemed interested (genuinely) in our feedback. Enjoyed meeting some principals to learn more about high schools in our area
- Learned more about the current capacity situation @JCS. Reconsidered what might be a good fit for high school for my kids, ie, smaller classes at Beaverbrook vs JCS
- I appreciated the accessibility of the information! Having the chance to learn first hand from the individuals who are contributing to making the decisions was extremely worth my time. Thank you!
- Interaction with administrators and decision makers
- An actual visual of the student enrollments in each school – helped to understand the complexity of the issue
- Good to hear from the people making the decisions and their sincere efforts to hear from us all
- Information boards were very informative, however, repetitive of what I had read online previously
- Being able to talk to the principals of each school and ask questions
- Ability to speak to the principals/asst. principals of the schools
- Very informative
- Well organized; respectful atmosphere
- The opportunity to give feedback immediately by writing it down
- Good info – but very general
- The boards. Lots of helpful information
- Presence of reps from High Schools
- The fact that we were able to talk with all the schools we needed to and the limit of participants was limited
- Very eye opening as to just how challenging the situation is
- Ability to see the opinions of others though seems to be a backlog @ JCS station
- Allowed us to ask questions of the principals of the different schools



- The personalization of the information of the website. The opportunities to ask questions
- That it's open
- Asking for input
- Lots of visual info, lots of valuable data presented, improved confidence in CBE taking this seriously
- One-on-one discussions – no rob rules open mike! I got direct answer to my questions
- Talking to the school principals
- The opportunity to speak to the principals and to leave feedback
- Engaging with the principals of Lord Beaverbrook and JCS
- Being able to talk to principals at other schools than our designated regular program
- I liked the info was spread out in a large area so I could read/look at it at my own pace without a large crowd around
- The ability to actually talk to school principals assistant principals and other CBE employees. The opportunity to offer written feedback onsite

7) What did you like least about this engagement?

Comment: 35

No Comment: 32

- A little overwhelming with all the charts, Presentation at the start was not useful
- It covered what I already looked at online about I know not everyone had time to do all the reading beforehand
- The number of attendants was a bit limited or maybe not representative of all the affected population
- Too far south – I missed the one near my house
- No answers. It's stressful for families to plan long term when boundaries are constantly changing
- I feel I have more questions that were given partial answers. Lots of unknowns. Why is AP/IB included in general enrollment at schools?
- You don't want our feedback about this session!
- Format was appropriately timed
- School staff seemed to be overrun. Not enough to get all questions answered so all could hear the answers
- Need much more management/information before making an informed decision
- No timbits
- Nothing, well done!



- Didn't feel able to put meaningful input – child too young. Thought potential ideas would be presented so could evaluate merits like changing boundaries. Plan A pro con, B pro con C pro con, etc. where I would be able to contribute to the pro/con
- Maybe a better way to take comments in writing rather than on the tables. Though it did allow us to see other comments
- All good
- Would have liked more info initially about what all the struggles area and why this change is happening
- Nothing really, well done – much better than the middle school engagement process a few years ago!!
- Ambiguity on the boards that we were to put dots on. Though clarification was given once asked
- Felt the formal portion was dry (slideshow)
- The wording on the posters was vague until the presentation!
- N/A. Thank you CBE!
- Sense of repeated basic info – lots of simple statement that “students will have to be moved” as a more direct focus
- Seemed all parents in attendance wanted to hear most about JCS. A full group session on this school specifically would have avoided the large crowd and inability to get a word in with the principal
- No answers
- Somewhat difficult to provide feedback without more detail of what specifics are being considered, ie, communities/programs are more directly under scrutiny
- All was good
- Not enough info for me to fully develop my thoughts. Have you considered various sport association boundaries when looking at designated schools? Number of kids currently in community going to which school and projected (if not going to split communities, it becomes a math shifting game and that info wasn't available
- Wish there was more discussion though understand that will occur in further steps. Perhaps presentations@ each school location highlighting concerns/options
- Nothing specific
- Too reiterative of the info on the website
- I don't have faith our suggestions will be heeded
- Video – provided no data for use in the discussion very professional but not needed!
- I would have liked more open talk in the large group discussion
- Would have liked to see a current zoning of entire city
- It seemed like the information from the CBE is skewed in regards to enrollment from certain communities



Other ideas

- Thank you for providing these sessions. I also appreciated the session was actually close to home
- Thanks!