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## The Future of CBE High Schools Fall 2019 Engagement Results – Parents & Public

This report includes a two-page executive summary of results followed by a more detailed breakdown of results broken out by high school. This report includes input and feedback gathered at in-person sessions and through online engagement.

Comments are 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.

### Active Engagement

In Fall 2019, the following opportunities for input and feedback were provided for parents and the public:

- Twelve in-person sessions Sept. 24 – Oct. 30, 2019 open to students, parents, staff and community members: 1184 attendees
- An online engagement discussion forum:
  - 1293 people participated

The Fall 2019 engagement opportunities were focused on the four in-scope factors, which include possible ways to balance enrolment at the 20 high schools. They are as follows:

- a. Location and designated communities/boundaries of existing programs:
  - Regular program
  - Alternative programs
  - Advanced Placement
  - International Baccalaureate Programme
  - International Baccalaureate Career Programme
- b. Expansion and contraction of the following existing programs:
  - Alternative programs
  - Advanced Placement
  - International Baccalaureate Programme
  - International Baccalaureate Career Programme
- c. Grade configurations
- d. Implementation (timing and considerations)

In addition to the feedback and input received from stakeholders, the CBE will be guided by the CBE values and planning principles in making decisions about the future of CBE high schools. The planning principles are as follows:

- minimize disruptions for students
- provide program continuity from kindergarten to Grade 12
- keep cohort groups of students together
- allow students to attend school as close to home as possible
- provide long term sustainability
- use space and resources effectively



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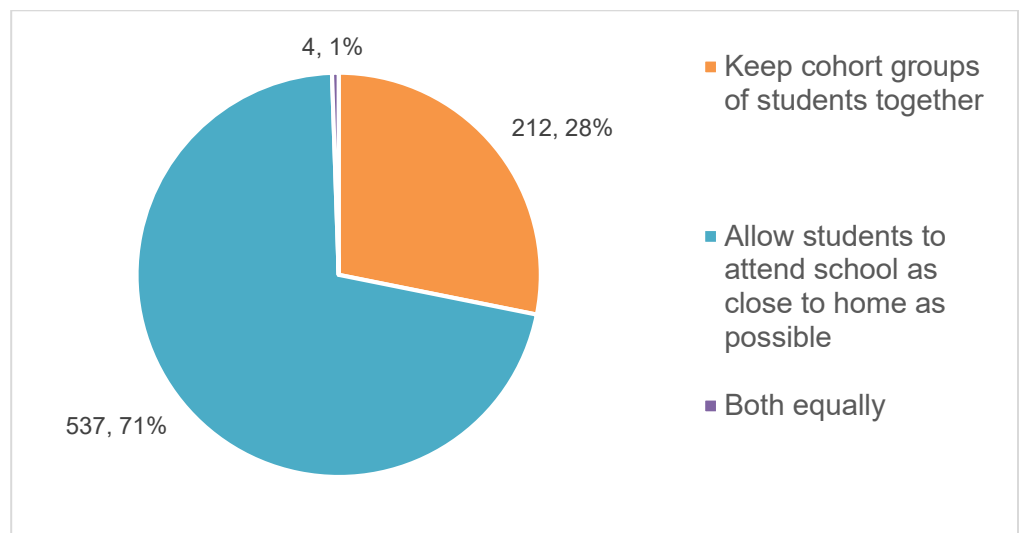
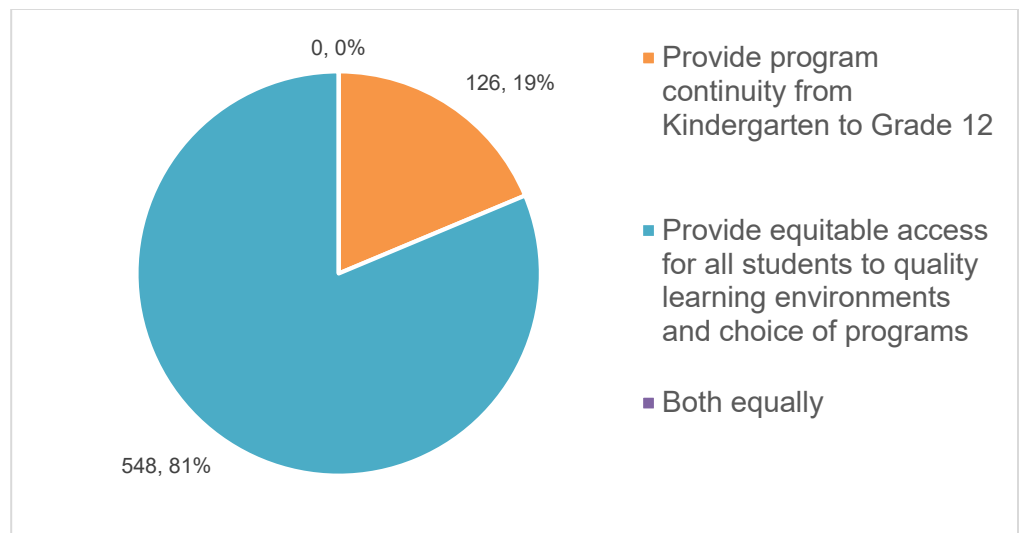
- provide equitable access for all students to quality learning environments and choice of programs

People had the opportunity to comment on six of the seven planning principles. Below you will find the responses we received:

## Feedback on CBE Planning Principles

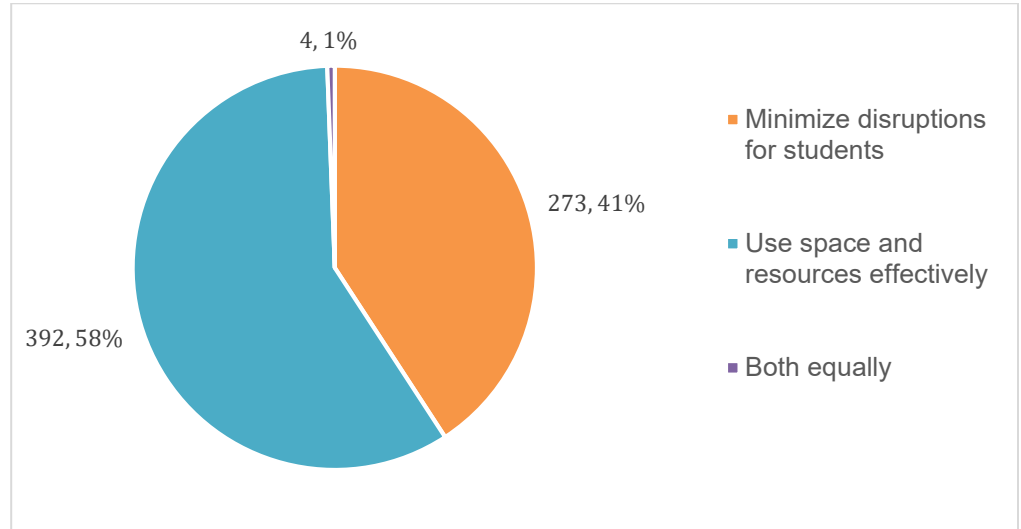
### In-Person Session Responses

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



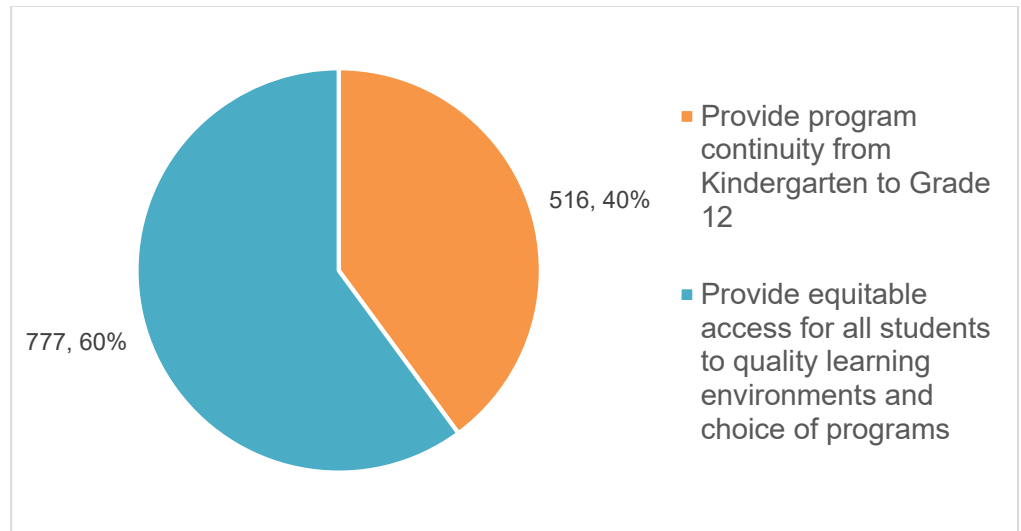


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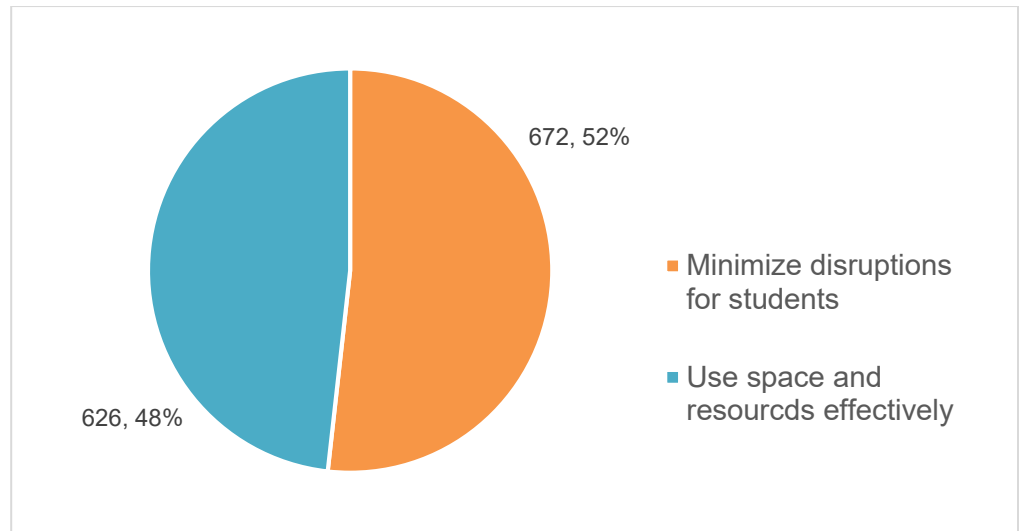
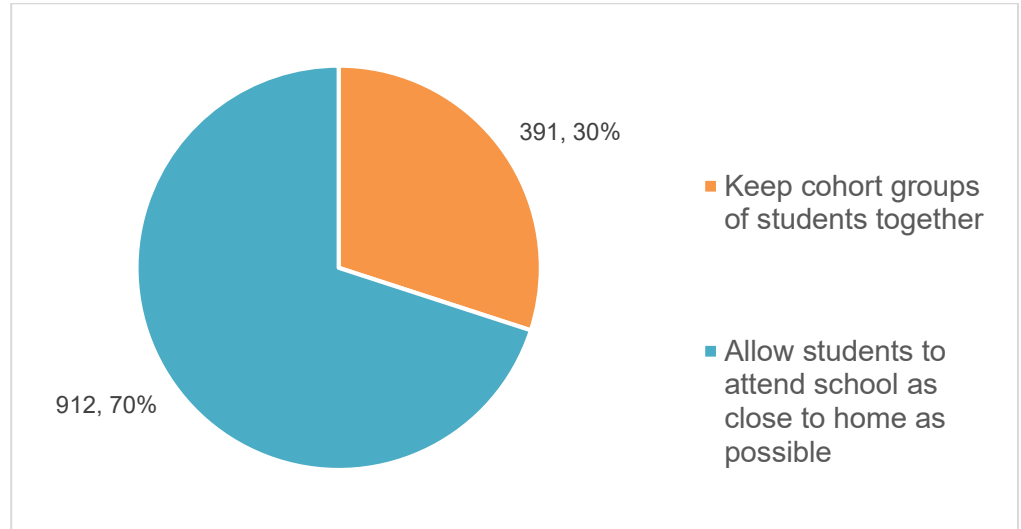
## Online Responses

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





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## Verbatim Comments

The full in-person school comments, comments posted on feedback walls at sessions and online comments are available in a separate document on our website:

[cbe.ab.ca/highschoolengagement](http://cbe.ab.ca/highschoolengagement).



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## School-Specific Feedback

People also had the opportunity to comment about specific schools. Some overall themes emerged from these comments, as follows:

- All high schools should offer a strong regular program.
- Being able to attend a school that is close to home or is easy to get to is important.
- Transportation can have a significant impact on opportunities available to students in and outside of school.
- There should be consistent, high quality programming offered at all high schools.

## Bowness High School

<b>Expansion or contraction of programs</b>	<b>13</b>
<ul style="list-style-type: none"> <li>▪ Add an alternative program: 2</li> <li>▪ Expand Spanish Bilingual: 5</li> <li>▪ Move Spanish Bilingual to Bowness and expand to Central Memorial: 1</li> <li>▪ Increase enrolment by adding language program: 5</li> </ul>	
<b>Location and designated communities/boundaries</b>	<b>193</b>
<ul style="list-style-type: none"> <li>▪ <b>Redesignate some/all of a program to Bowness: 77</b> <ul style="list-style-type: none"> <li>▪ Spanish Bilingual or French Immersion : 2</li> <li>▪ Spanish Bilingual: 18</li> <li>▪ Spanish Bilingual or Arts-Centred Learning: 1</li> <li>▪ Arts program: 1</li> <li>▪ French Immersion: 11</li> <li>▪ IB Programme: 25</li> <li>▪ Maximize program availability/choice close to home: 19</li> </ul> </li> <li>▪ Keep Spanish schools close together (HS &amp; jr. high) – 8</li> <li>▪ Want single-track Spanish school – 8</li> <li>▪ When adding new communities, don't be restricted by quadrants but look geographically (i.e. Wildwood is close) - 8</li> <li>▪ <b>Regular program designations: 92</b> <ul style="list-style-type: none"> <li>▪ Regular program should have priority: 5</li> <li>▪ Regular program students should be close to home: 11</li> <li>▪ Keep community focus – single track school: 18</li> <li>▪ Keep community boundaries - 9</li> <li>▪ Do not push out existing programs and courses: 1</li> <li>▪ Expand boundary: 31</li> <li>▪ Add SW communities: 5</li> <li>▪ Add Scenic Acres: 1</li> <li>▪ Add Scenic Acres and Varsity: 1</li> <li>▪ Add Varsity: 5</li> <li>▪ Add Wildwood: 3</li> </ul> </li> </ul>	
<b>Grade Configurations</b>	<b>0</b>
<b>Implementation Considerations</b>	<b>53</b>
<ul style="list-style-type: none"> <li>▪ Grandfathering is important: 1</li> </ul>	



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<ul style="list-style-type: none"> <li>▪ Keep siblings together: 4</li> <li>▪ If changes happening, do all at once or in a short time period: 9</li> <li>▪ Proximity to school: 1</li> <li>▪ Hiring teachers for specialized programs: 1</li> <li>▪ Every school should offer a well-rounded program, instead of specialized programs, so kids can stay close to home: 3</li> <li>▪ Keep communities together: 2</li> <li>▪ Build more high schools: 1</li> </ul> <p><b>Transportation: 31</b></p> <ul style="list-style-type: none"> <li>▪ Provide transportation from Cougar Ridge/Westhills: 5</li> <li>▪ Provide transportation for Spanish Bilingual: 3</li> <li>▪ Charter transportation?: 2</li> <li>▪ Travel time, access to transportation important: 13</li> <li>▪ Work with Calgary Transit on bus stops, direct routes: 2</li> <li>▪ Money should be spent on programming not busing: 2</li> <li>▪ Transportation: 3</li> <li>▪ Every student should pay for transportation whether or not they take it: 1</li> </ul>	
<b>Out of Scope (see full comments for all; multiple mentions here)</b>	
<ul style="list-style-type: none"> <li>▪ Class size and quality teaching important: 10</li> <li>▪ Class sizes are important to consider: 12</li> </ul>	

<b>Planning Principles</b>	
Minimize disruptions for students	0
Provide program continuity from kindergarten to Grade 12	2
Keep cohort groups of students together	2
Allow students to attend school as close to home as possible	29
Use space and resources effectively	83
Provide equitable access for all students to quality learning environments and choice of programs	23
Provide long term sustainability	0



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## Centennial High School

<b>Expansion or contraction of programs</b>	<b>9</b>
<ul style="list-style-type: none"> <li>▪ Expand IB and AP to more schools: 1</li> <li>▪ Distribute programs equally throughout city: 7</li> <li>▪ Add IB: 1</li> </ul>	
<b>Location and designated communities/boundaries</b>	<b>47</b>
<ul style="list-style-type: none"> <li>▪ Do not redraw the boundary: 1</li> <li>▪ Would like to attend, but am not in the boundary: 1</li> <li>▪ Redesignate Douglas Glen, Mackenzie Towne/Lake to Beaverbrook: 1</li> <li>▪ Move French Immersion or Spanish to Centennial: 2</li> <li>▪ Move alternative/AP/IB to lower enrolment schools: 8</li> <li>▪ Change boundaries: 1</li> <li>▪ Add Evergreen to the catchment: 4</li> <li>▪ Add Walden in the catchment: 3</li> <li>▪ Add Sundance to catchment: 7</li> <li>▪ Prioritize programs, not communities: 5</li> <li>▪ Prioritize students who live closest to the school: 10</li> <li>▪ Keep Chaparral: 1</li> <li>▪ Designate deep south communities closer to home: 2</li> <li>▪ Add communities south of Centennial to Centennial: 1</li> </ul>	
<b>Grade configuration:</b>	<b>0</b>
<b>Implementation Considerations</b>	<b>16</b>
<ul style="list-style-type: none"> <li>▪ Grandfathering: 12               <ul style="list-style-type: none"> <li>○ Siblings: 8</li> <li>○ All students in school in 2021: 2</li> <li>○ Keeping siblings together is not important: 1</li> <li>○ Grandfathering is important: 1</li> </ul> </li> <li>▪ Work with CT for express/dedicated busing: 3</li> <li>▪ Have guidance counsellors help students navigate choices: 1</li> </ul>	
<b>Out of Scope (see full comments for all; multiple mentions here)</b>	
<ul style="list-style-type: none"> <li>▪ Add onto the building: 5</li> <li>▪ Add 'real world classes: 2</li> <li>▪ Reduce class size: 4</li> </ul>	



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<b>Planning Principles</b>	
Minimize disruptions for students	1
Provide program continuity from kindergarten to Grade 12	0
Keep cohort groups of students together	0
Allow students to attend school as close to home as possible	2
Use space and resources effectively	8
Provide equitable access for all students to quality learning environments and choice of programs	4
Provide long term sustainability	0





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## Central Memorial High School

<b>Expansion or contraction of programs</b>	<b>14</b>
<ul style="list-style-type: none"> <li>▪ Add Spanish Bilingual or IB: 1</li> <li>▪ Add Spanish Bilingual: 7</li> <li>▪ Add French Immersion (if PVA not impacted): 2</li> <li>▪ Add French Immersion and international students: 1</li> <li>▪ Expand programs at school, attract out of boundary: 3</li> </ul>	
<b>Location and designated communities/boundaries</b>	<b>43</b>
<ul style="list-style-type: none"> <li>▪ <b>Redesignate some/all of an alternative/IB/AP program: 13</b> <ul style="list-style-type: none"> <li>○ Move entire French Immersion Program from Western: 1</li> <li>○ Add/move a language program: 12</li> </ul> </li> <li>▪ Change boundaries: 7</li> <li>▪ Cohorts: 6           <ul style="list-style-type: none"> <li>○ Keep program cohorts together: 4</li> <li>○ Keep school cohorts together: 2</li> </ul> </li> <li>▪ <b>Redesignate students from the regular program: 17</b> <ul style="list-style-type: none"> <li>○ Redesignate some regular program students from Western (e.g., South Calgary): 4</li> <li>○ Add Springbank Hill to option boundary: 1</li> <li>○ Redesignate some regular program students from Ernest Manning: 3</li> <li>○ Redesignate communities of Killarney, Glenbrook, Glendale and Richmond from Ernest Manning: 4</li> <li>○ Expand the boundaries: 1</li> <li>○ Expand boundaries but keep PVA: 1</li> <li>○ Make Central Memorial a designated overflow school: 1</li> <li>○ Keep regular program: 1</li> <li>○ Designate east of Sarcee to Central Memorial: 1</li> </ul> </li> </ul>	
<b>Grade configuration:</b>	<b>2</b>
<ul style="list-style-type: none"> <li>▪ Do not add Grade 9: 1</li> <li>▪ Do not add Grade to school: 1</li> </ul>	
<b>Implementation Considerations:</b>	<b>30</b>
<ul style="list-style-type: none"> <li>▪ Transportation: 19           <ul style="list-style-type: none"> <li>○ Is important to consider: 8</li> <li>○ Needs to be reliable, reasonable and accessible: 4</li> <li>○ Siblings should be able to commute together: 2</li> <li>○ Work with Calgary Transit for better service/dedicated routes: 3</li> <li>○ Transportation and siblings are important: 2</li> </ul> </li> </ul>	



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<ul style="list-style-type: none"> <li>▪ Encourage/allow out of boundary attendance at under-utilized schools: 1</li> <li>▪ Maintain class size: 1</li> <li>▪ Allow out of boundary students to attend: 1</li> <li>▪ Grandfather existing students: 1</li> <li>▪ Add more alternative program locations across the city: 1</li> <li>▪ Build more schools: 4</li> <li>▪ Ernest Manning map is incorrect - Discovery Ridge designated to school: 1</li> <li>▪ Allow students to finish where they start: 1</li> </ul>	
<b>Out of Scope (see full comments for all; multiple mentions here)</b>	
<ul style="list-style-type: none"> <li>▪ Keep PVA: 195</li> <li>▪ Add more option courses: 6</li> <li>▪ Add Science Program: 8</li> </ul>	

<b>Planning Principles</b>	
<ul style="list-style-type: none"> <li>▪ Minimize disruptions for students</li> </ul>	10
<ul style="list-style-type: none"> <li>▪ Provide program continuity from kindergarten to Grade 12</li> </ul>	0
<ul style="list-style-type: none"> <li>▪ Keep cohort groups of students together</li> </ul>	4
<ul style="list-style-type: none"> <li>▪ Allow students to attend school as close to home as possible</li> </ul>	8
<ul style="list-style-type: none"> <li>▪ Use space and resources effectively</li> </ul>	8
<ul style="list-style-type: none"> <li>▪ Provide equitable access for all students to quality learning environments and choice of programs</li> </ul>	2
<ul style="list-style-type: none"> <li>▪ Provide long term sustainability</li> </ul>	137



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## Crescent Heights High School

<b>Expansion or contraction of programs</b>	<b>5</b>
<ul style="list-style-type: none"> <li>▪ Expand programs at under-utilized schools: 1</li> <li>▪ Do not expand alternative programs. Focus on regular: 1</li> <li>▪ Add an alternative program: 1</li> <li>▪ Add French Immersion (GP Vanier feeder): 1</li> <li>▪ Make one central high school for alternative programs. All other schools offer regular program: 1</li> </ul>	
<b>Location and designated communities/boundaries</b>	<b>7</b>
<ul style="list-style-type: none"> <li>▪ Move an alternative program to Crescent: 2</li> <li>▪ Prioritize students who live closest to the school: 3</li> <li>▪ Do not split communities when drawing boundaries: 2</li> </ul>	
<b>Grade configuration</b>	<b>1</b>
<ul style="list-style-type: none"> <li>▪ Add Grade 9 to high schools: 1</li> </ul>	
<b>Implementation Considerations</b>	<b>42</b>
<ul style="list-style-type: none"> <li>▪ Provide high quality education at all high schools: 4</li> <li>▪ Provide high quality education at middle schools: 6</li> <li>▪ Quality of education more important than transportation/commute: 1</li> <li>▪ Transportation: 22 <ul style="list-style-type: none"> <li>○ Provide transportation for students willing to attend non-designated school (out of attendance area): 1</li> <li>○ Do not provide transportation to out of attendance area students: 4</li> <li>○ Minimize commute to designated school: 4</li> <li>○ Work with CT for express/dedicated routes: 13</li> </ul> </li> <li>▪ Grandfather: 9 <ul style="list-style-type: none"> <li>○ Siblings: 3</li> <li>○ Existing students: 6</li> </ul> </li> </ul>	
<b>Out of Scope (see full comments for all; multiple mentions here)</b>	
<ul style="list-style-type: none"> <li>▪ Add Science alternative program: 3</li> <li>▪ Why no session in northern hills communities? 3</li> </ul>	

<b>Planning Principles</b>	
Minimize disruptions for students	0
Provide program continuity from kindergarten to Grade 12	3
Keep cohort groups of students together	3
Allow students to attend school as close to home as possible	2
Use space and resources effectively	1
Provide equitable access for all students to quality learning environments and choice of programs	6
Provide long term sustainability	0



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## Dr. E.P.Scarlett High School

Expansion or contraction of programs	14
<ul style="list-style-type: none"> <li>▪ Add Spanish Bilingual to Central Memorial: 3</li> <li>▪ Add Spanish Bilingual to west high school: 3</li> <li>▪ Add new French Immersion program at a high school: 1</li> <li>▪ Do not contract French Immersion. It is an official language: 2</li> <li>▪ Do not cap or contract French Immersion or Spanish Bilingual: 2</li> <li>▪ Keep dual track schools: 3</li> <li>▪ Add more alternative program locations across the city: 7</li> </ul>	
Location and designated communities/boundaries	173
<p><b>Redesignate some/all of an alternative/IB/AP program: 86</b></p> <ul style="list-style-type: none"> <li>▪ Keep French Immersion: 14</li> <li>▪ Keep French Immersion and Spanish Bilingual: 15</li> <li>▪ Keep Spanish Bilingual: 9</li> <li>▪ Offer alternative programs at under-capacity schools near feeder schools: 8</li> <li>▪ Smaller catchment area for Spanish Bilingual: 2</li> <li>▪ Move either French Immersion or Spanish Bilingual: 1</li> <li>▪ Move French Immersion to Beaverbrook and make school French Immersion only: 3</li> <li>▪ Move entire French Immersion Program: 20 <ul style="list-style-type: none"> <li>○ No school specified: 5</li> <li>○ to HWW or Beaverbrook: 2</li> <li>○ to HWW: 10</li> <li>○ to JCS or Centennial: 1</li> <li>○ to low enrolment school: 1</li> <li>○ to Beaverbrook: 1</li> </ul> </li> <li>▪ Move entire French Immersion and Spanish Bilingual programs: 14 <ul style="list-style-type: none"> <li>○ to HWW: 2</li> <li>○ to HWW or Beaverbrook: 9</li> <li>○ to low enrolment school: 2</li> <li>○ No schools specified: 1</li> </ul> </li> </ul> <p><b>Redesignate students from the regular program: 87</b></p> <ul style="list-style-type: none"> <li>▪ Regular program students should have priority: 16</li> <li>▪ Have dual designation zones/option boundaries with overflows: 3</li> <li>▪ Do not cap and overflow: 1</li> <li>▪ Redesignate all regular program students: 15 <ul style="list-style-type: none"> <li>○ to Beaverbrook: 1</li> <li>○ to Beaverbrook or HWW: 1</li> <li>○ no school specified: 6</li> <li>○ to Centennial: 7</li> </ul> </li> </ul>	



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<ul style="list-style-type: none"> <li>▪ Redesignate some regular program students: 52               <ul style="list-style-type: none"> <li>○ Redesignate communities north of Centennial to Beaverbrook to allow students south of Stoney Trail to attend Centennial: 2</li> <li>○ No communities or schools specified: 24</li> <li>○ Evergreen to HWW: 1</li> <li>○ Silverado, Yorkville and Belmont to HWW: 2</li> <li>○ To Beaverbrook: 1</li> <li>○ To Centennial: 1</li> <li>○ To HWW: 1</li> <li>○ Lake Bonavista and Beaverbrook: 2</li> <li>○ To schools closer to home: 1</li> <li>○ Walden and Legacy to Centennial or Beaverbrook: 1</li> <li>○ W&amp;H Willow, Walden and Legacy to Centennial: 4</li> <li>○ Evergreen to EPS: 1</li> <li>○ Legacy to Centennial: 6</li> <li>○ Lake Bonavista to Beaverbrook and Southwood to HWW: 4</li> <li>○ Redesignate communities furthest from Scarlett: 1</li> </ul> </li> </ul>	
<b>Grade configuration</b>	<b>0</b>
<b>Implementation Considerations</b>	<b>54</b>
<ul style="list-style-type: none"> <li>▪ Transportation: 35               <ul style="list-style-type: none"> <li>○ Work with CT for express/dedicated busing: 10</li> <li>○ Provide transportation to out of attendance area students: 2</li> <li>○ Consider commute, not distance: 3</li> <li>○ Add more consolidated bus stops: 1</li> <li>○ Better transportation options to Scarlett and Wise Wood: 2</li> <li>○ Provide transportation for French Immersion and Spanish: 17</li> </ul> </li> <li>▪ Provide better access to transportation: 2</li> <li>▪ Have guidance counsellors help students navigate choices: 1</li> <li>▪ Have equitable extracurricular opportunities: 1</li> <li>▪ Provide quality education for all students: 1</li> <li>▪ Consider past disruptions to students and do not disrupt again: 5</li> <li>▪ Ensure plan is long term (8-10 years): 3</li> <li>▪ Grandfather all students in the school in 2021: 4</li> <li>▪ Programming more important than commute/transportation: 2</li> </ul>	
<b>Out of Scope (see full comments for all; multiple mentions here)</b>	



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| <ul style="list-style-type: none"> <li>▪ Limit international students: 5</li> <li>▪ Accuracy of enrolment projections questioned: 4</li> <li>▪ Have guidance counsellors help student navigate choices: 1</li> <li>▪ If moving Spanish, would transportation be provided? 6</li> <li>▪ Alternative program parents are more engaged in the school: 3</li> </ul> |  |
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<b>Planning Principles</b>	
▪ Minimize disruptions for students	13
▪ Provide program continuity from kindergarten to Grade 12	8
▪ Keep cohort groups of students together	12
▪ Allow students to attend school as close to home as possible	21
▪ Use space and resources effectively	41
▪ Provide equitable access for all students to quality learning environments and choice of programs	5
▪ Provide long term sustainability	9



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## Ernest Manning High School

<b>Expansion or contraction of programs</b>	<b>26</b>
<ul style="list-style-type: none"> <li>▪ Add Spanish Bilingual to Central Memorial: 12</li> <li>▪ Add Spanish Bilingual to a central/west high school: 3</li> <li>▪ All 20 high schools should be multi-track: 3</li> <li>▪ Add IB: 1</li> <li>▪ Keep AP: 3</li> <li>▪ What is value of AP?: 3</li> <li>▪ Offer more locations for programs of choice so they're closer to home: 1</li> </ul>	
<b>Location and designated communities/boundaries</b>	<b>337</b>
<ul style="list-style-type: none"> <li>▪ Do not have a lottery: 5</li> <li>▪ Cap enrolment with lottery: 9</li> <li>▪ Keep all communities on 'the hill', including Cougar Ridge and West Springs: 3</li> <li>▪ Keep the communities on 'the hill. Redesignate east of Sarcee: 1</li> <li>▪ Keep Coach Hill in catchment: 1</li> <li>▪ Keep communities that were in boundary of the old Ernest Manning location: 2</li> <li>▪ Keep school cohorts together: 27</li> <li>▪ Keep Discovery Ridge in catchment: 1</li> <li>▪ Keep regular program close to home for students: 126</li> <li>▪ Redesignate <ul style="list-style-type: none"> <li>○ central communities to Central Memorial: 1</li> <li>○ some students to Central Memorial: 1</li> <li>○ communities near Old Banff Coach Rd to Bowness: 1</li> <li>○ Discovery Ridge and east of Sarcee to Central Memorial: 1</li> <li>○ Discovery Ridge to Central Memorial: 1</li> <li>○ the communities of Cougar Ridge and Westhills and provide transportation: 1</li> <li>○ Killarney to Central Memorial: 3</li> </ul> </li> <li>▪ Change boundaries: 119</li> <li>▪ All alternative programs in consolidated location: 2</li> <li>▪ Move IB to charter schools: 4</li> <li>▪ Move IB to under-utilized CBE schools: 9</li> <li>▪ Don't send West Springs to Bowness: 5</li> <li>▪ Alternative programs in under-utilized schools: 14</li> </ul>	
<b>Grade configuration</b>	<b>1</b>
<ul style="list-style-type: none"> <li>▪ Make Bowness Grades 9 – 12: 1</li> </ul>	
<b>Implementation Considerations</b>	<b>192</b>
<ul style="list-style-type: none"> <li>▪ Transportation: 98 <ul style="list-style-type: none"> <li>○ Is important to consider: 85</li> <li>○ Add Spanish to Bowness with supported CT route: 1</li> </ul> </li> </ul>	



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<ul style="list-style-type: none"> <li>○ Bus route from Cougar Ridge to Bowness: 2</li> <li>○ Needs to be reliable, reasonable and accessible: 2</li> <li>○ Provide a bus route to Bowness from ‘the hill’: 3</li> <li>○ Provide transit rebates and improved transportation service: 1</li> <li>○ When considering transportation, commute time and transit route are as important as distance: 3</li> <li>○ Transit rebates for students choosing to attending under-capacity schools: 1</li> <li>▪ Grandfather: 72               <ul style="list-style-type: none"> <li>○ Keep siblings together: 51</li> <li>○ Grandfather siblings and cohorts: 1</li> <li>○ Thoughtful grandfathering: 4</li> <li>○ Allow students to finish where they start high school: 16</li> </ul> </li> <li>▪ Provide equitable funding and facilities at all high schools: 4</li> <li>▪ Timely communications: 16</li> <li>▪ Consider after hours support of learning at schools re: travel: 2</li> </ul>	
<b>Out of Scope (see full comments for all; multiple mentions here)</b>	
<ul style="list-style-type: none"> <li>▪ Provide courses in regular program that would keep students at designated school: 3</li> <li>▪ Prioritize CBE students over students from other systems (Catholic, private, charter): 115</li> <li>▪ Do not accept out of boundary students: 34</li> <li>▪ Allow out of boundary students at under-utilized schools: 4</li> <li>▪ Is there a solution that will work to keep everyone on the hill?: 2</li> <li>▪ Action needed sooner for this school: 24</li> <li>▪ Important to consider class size: 17</li> <li>▪ Do kids choose a school because it has IB or AP or do they choose IB or AP because it’s at their school?: 15</li> <li>▪ Add modular units: 3</li> <li>▪ Program fit is more important than location: 4</li> <li>▪ Ensure critical mass in option classes: 2</li> <li>▪ More frequent enrolment adjustments to keep balance: 8</li> </ul>	
<b>Planning Principles</b>	
▪ Minimize disruptions for students	66
▪ Provide program continuity from kindergarten to Grade 12	2
▪ Keep cohort groups of students together	95
▪ Allow students to attend school as close to home as possible	140
▪ Use space and resources effectively	42





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▪ Provide equitable access for all students to quality learning environments and choice of programs	52
▪ Provide long term sustainability	0



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## Forest Lawn High School / Jack James High School

<b>Expansion or contraction of programs</b>	<b>4</b>
<ul style="list-style-type: none"> <li>▪ Expand programs at under-utilized schools: 1</li> <li>▪ Add alternative program, AP/IB: 1</li> <li>▪ Add IB or AP to Jack James: 1</li> <li>▪ Do not cap AP or IB: 1</li> </ul>	
<b>Location and designated communities/boundaries</b>	<b>7</b>
<ul style="list-style-type: none"> <li>▪ Change boundaries: 3</li> <li>▪ Redesignate some students from Forest Lawn to Jack James: 1</li> <li>▪ Do not cap enrolment: 1</li> <li>▪ Expand the boundary for Jack James: 1</li> <li>▪ Redesignate newer communities to schools closer to home: 1</li> </ul>	
<b>Grade configuration</b>	<b>3</b>
<ul style="list-style-type: none"> <li>▪ Add Grade 9: 2</li> <li>▪ Consider Grade 9 transition program: 1</li> </ul>	
<b>Implementation Considerations</b>	<b>10</b>
<ul style="list-style-type: none"> <li>▪ Transportation: 6 <ul style="list-style-type: none"> <li>○ Short commute times: 1</li> <li>○ Work with CT for express/dedicated busing: 5</li> </ul> </li> <li>▪ Offer equitable programming at all schools to help with reputation/perception: 2</li> <li>▪ Promote K&amp;E and student supports: 2</li> </ul>	
<b>Out of Scope (see full comments for all; multiple mentions here)</b>	
<ul style="list-style-type: none"> <li>▪ Reserve 25% of space at schools for out of attendance area students: 2</li> </ul>	

<b>Planning Principles</b>	
<ul style="list-style-type: none"> <li>▪ Minimize disruptions for students</li> </ul>	0
<ul style="list-style-type: none"> <li>▪ Provide program continuity from kindergarten to Grade 12</li> </ul>	0
<ul style="list-style-type: none"> <li>▪ Keep cohort groups of students together</li> </ul>	0
<ul style="list-style-type: none"> <li>▪ Allow students to attend school as close to home as possible</li> </ul>	0
<ul style="list-style-type: none"> <li>▪ Use space and resources effectively</li> </ul>	2
<ul style="list-style-type: none"> <li>▪ Provide equitable access for all students to quality learning environments and choice of programs</li> </ul>	3
<ul style="list-style-type: none"> <li>▪ Provide long term sustainability</li> </ul>	0



# dialogue)))

## Henry Wise Wood High School

Expansion or contraction of programs	14
<ul style="list-style-type: none"> <li>▪ Add AP program: 1</li> <li>▪ Add French Immersion Program: 4</li> <li>▪ Ensure each quadrant of the city offers the same number of alternative/AP/IB programs: 1</li> <li>▪ Offer more locations for programs of choice so they're closer to home: 1</li> <li>▪ Add one or more language program: 1</li> <li>▪ Expand Arts-Centred Learning in the south: 1</li> <li>▪ Expand IB: 2</li> <li>▪ Add Spanish Bilingual Program to HWW: 3</li> </ul>	
Location and designated communities/boundaries	49
<ul style="list-style-type: none"> <li>▪ <b>Redesignate some/all of an alternative/IB/AP program: 32</b> <ul style="list-style-type: none"> <li>▪ Move entire French Immersion Program from Dr. E.P. Scarlett: 16</li> <li>▪ Move entire French Immersion Program or Spanish Bilingual Program from Dr. E.P. Scarlett: 2</li> <li>▪ Move some or all of French Immersion Program from Western: 2</li> <li>▪ Add an alternative program: 1</li> <li>▪ Add French Immersion or Spanish Bilingual: 2</li> <li>▪ Add/move French Immersion Program: 6</li> <li>▪ Keep language programs central: 1</li> <li>▪ Move Spanish Bilingual: 2</li> </ul> </li> <li>▪ <b>Redesignate students from the regular program: 17</b> <ul style="list-style-type: none"> <li>▪ Have dual designation zones/option boundaries: 2</li> <li>▪ Designate as an overflow school: 3</li> <li>▪ Expand regular program boundaries: 8</li> <li>▪ Prioritize students who live closest to the school: 2</li> <li>▪ Dual designation/option boundaries: 2 <ul style="list-style-type: none"> <li>▪ For Woodbine: 1</li> <li>▪ For Woodlands and Evergreen: 1</li> </ul> </li> </ul> </li> </ul>	
Grade configuration	4
Do not add Grade 9: 4	
Implementation Considerations	22
<ul style="list-style-type: none"> <li>▪ Transportation: Work with CT for express/dedicated busing: 2</li> <li>▪ Keep cohorts together: 8</li> <li>▪ Provide high quality education at all high schools: 3</li> <li>▪ Make busing subsidies universal: 1</li> <li>▪ Consider cycle routes when redesignating: 1</li> <li>▪ Provide transportation if moving French Immersion: 1</li> <li>▪ Granfathering: 5</li> </ul>	



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<ul style="list-style-type: none"> <li>○ Siblings: 4</li> <li>○ Students in the school in 2021: 1</li> <li>▪ Siblings and transportation are not factors: 1</li> </ul>	
<b>Out of Scope (see full comments for all; multiple mentions here)</b>	

<b>Planning Principles</b>	
▪ Minimize disruptions for students	0
▪ Provide program continuity from kindergarten to Grade 12	0
▪ Keep cohort groups of students together	3
▪ Allow students to attend school as close to home as possible	5
▪ Use space and resources effectively	13
▪ Provide equitable access for all students to quality learning environments and choice of programs	8
▪ Provide long term sustainability	0



# dialogue)))

## James Fowler High School

<b>Expansion or contraction of programs</b>	<b>6</b>
<ul style="list-style-type: none"> <li>▪ Add IB: 4</li> <li>▪ Add IB to every high school: 1</li> <li>▪ Make alternative programs more accessible: 1</li> </ul>	
<b>Location and designated communities/boundaries</b>	<b>12</b>
<ul style="list-style-type: none"> <li>▪ Change boundaries and cap enrolment: 1</li> <li>▪ Redesignate an entire program to another school: 2</li> <li>▪ Redesignate Sage Hill to Robert Thirsk: 1</li> <li>▪ Redesignate some students to other schools: 3</li> <li>▪ Do not cap enrolment: 2</li> <li>▪ Keep Evanston students with Simon Fraser cohort: 1</li> <li>▪ Redesignate Evanston students to high school closer to home: 1</li> <li>▪ Regular program should have priority: 1</li> </ul>	
<b>Grade configuration</b>	<b>0</b>
<b>Implementation Considerations</b>	<b>7</b>
<ul style="list-style-type: none"> <li>▪ Provide transportation to out of attendance area students: 1</li> <li>▪ Transportation and siblings should be considered: 1</li> <li>▪ Access to transportation: 1</li> <li>▪ Grandfather siblings: 2</li> <li>▪ Minimize disruption for families: 1</li> <li>▪ Attend school close to home: 1</li> </ul>	
<b>Out of Scope (see full comments for all; multiple mentions here)</b>	
<ul style="list-style-type: none"> <li>▪ More approachable staff: 2</li> <li>▪ Consider split shifts: 2</li> <li>▪ Are students being asked? 4</li> </ul>	
<b>Planning Principles</b>	
<ul style="list-style-type: none"> <li>▪ Minimize disruptions for students</li> </ul>	0
<ul style="list-style-type: none"> <li>▪ Provide program continuity from kindergarten to Grade 12</li> </ul>	0
<ul style="list-style-type: none"> <li>▪ Keep cohort groups of students together</li> </ul>	1
<ul style="list-style-type: none"> <li>▪ Allow students to attend school as close to home as possible</li> </ul>	2
<ul style="list-style-type: none"> <li>▪ Use space and resources effectively</li> </ul>	1
<ul style="list-style-type: none"> <li>▪ Provide equitable access for all students to quality learning environments and choice of programs</li> </ul>	0
<ul style="list-style-type: none"> <li>▪ Provide long term sustainability</li> </ul>	0



# dialogue)))

## Joane Cardinal-Schubert High School

<b>Expansion or contraction of programs</b>	<b>4</b>
<ul style="list-style-type: none"> <li>▪ Add French Immersion: 2</li> <li>▪ Expand French Immersion to SE high school: 1</li> <li>▪ Centralize special programs: 1</li> </ul>	
<b>Location and designated communities/boundaries</b>	<b>122</b>
<ul style="list-style-type: none"> <li>▪ <b>Redesignate some/all of an alternative/IB/AP program: 5</b> <ul style="list-style-type: none"> <li>▪ Move alternative programs to underutilized schools: 3</li> <li>▪ Make an under-capacity high school single track French Immersion: 2</li> </ul> </li> <li>▪ Change boundaries to balance enrolment: 15</li> <li>▪ <b>Redesignate students from the regular program: 102</b> <ul style="list-style-type: none"> <li>▪ Redesignate north of 130 Ave back to Beaverbrook: 8</li> <li>▪ Do not cap and overflow: 4</li> <li>▪ Redesignate some communities back to Lord Beaverbrook: 5</li> <li>▪ Redesignate Douglasdale/glen and McKenzie Lake to Lord Beaverbrook: 3</li> <li>▪ Redesignate Douglasdale/glen and McKenzie Lake and possibly New Brighton to Lord Beaverbrook: 1</li> <li>▪ Keep McKenzie Towne at Joane Cardinal Schubert: 4</li> <li>▪ Redesignate north of Stoney Trail (22x) back to Beaverbrook: 13</li> <li>▪ Keep Mountain Park School cohort together: 1</li> <li>▪ Include only Seton, Auburn Bay, Mahogany and Cranston: 1</li> <li>▪ Prioritize regular program students who live closest to the school: 56</li> <li>▪ Designate by feeder school, not community: 1</li> <li>▪ Keep Copperfield: 5</li> </ul> </li> </ul>	
<b>Grade configuration</b>	<b>0</b>
<b>Implementation Considerations</b>	<b>83</b>
<ul style="list-style-type: none"> <li>▪ Timing: 17 <ul style="list-style-type: none"> <li>▪ Make changes before 2021: 14</li> <li>▪ Give families enough notice to make decisions: 2</li> <li>▪ Don't implement changes until 2023-24: 1</li> </ul> </li> <li>▪ Transportation: 16 <ul style="list-style-type: none"> <li>▪ Provide transportation options for students to go to Beaverbrook instead of Joane Cardinal-Schubert: 1</li> </ul> </li> </ul>	



# dialogue)))

<ul style="list-style-type: none"> <li>▪ Commute times: 1</li> <li>▪ End congregated stops: 1</li> <li>▪ Work with Calgary Transit for better service/access to transportation: 6</li> <li>▪ Consider transportation corridors (ease of transportation), not just distance: 1</li> <li>▪ Move Copperfield to Beaverbrook and provide dedicated busing: 5</li> <li>▪ Offer subsidies to affected students: 1</li> <li>▪ Expand the walk zone to decrease transportation: 1</li> <li>▪ Grandfathering: 39               <ul style="list-style-type: none"> <li>▪ Grandfather current Grade 9 students from McKenzie Towne: 1</li> <li>▪ Siblings: 23</li> <li>▪ Siblings and current middle school students: 6</li> <li>▪ Grandfather all students in the school in 2022: 9</li> </ul> </li> <li>▪ Keep friends together: 4</li> <li>▪ Keep communities together: 4</li> <li>▪ Transportation and siblings are both important: 2</li> <li>▪ Provide quality education at all high schools: 1</li> </ul>	
<b>Out of Scope (see full comments for all; multiple mentions here)</b>	
<ul style="list-style-type: none"> <li>▪ Prioritize CBE students over students from other systems (Catholic, private, charter): 18</li> <li>▪ Reduce class size: 10</li> <li>▪ Make transfer process easier: 4</li> <li>▪ Remove open concept classrooms: 15</li> <li>▪ Waitlist or do not accept out of boundary students: 11</li> </ul>	
<b>Planning Principles</b>	
<ul style="list-style-type: none"> <li>▪ Minimize disruptions for students</li> </ul>	0
<ul style="list-style-type: none"> <li>▪ Provide program continuity from kindergarten to Grade 12</li> </ul>	1
<ul style="list-style-type: none"> <li>▪ Keep cohort groups of students together</li> </ul>	10
<ul style="list-style-type: none"> <li>▪ Allow students to attend school as close to home as possible</li> </ul>	27
<ul style="list-style-type: none"> <li>▪ Use space and resources effectively</li> </ul>	36
<ul style="list-style-type: none"> <li>▪ Provide equitable access for all students to quality learning environments and choice of programs</li> </ul>	2
<ul style="list-style-type: none"> <li>▪ Provide long term sustainability</li> </ul>	0



# dialogue)))

## John G. Diefenbaker High School

<b>Expansion or contraction of programs</b>	<b>0</b>
<b>Location and designated communities/boundaries</b>	<b>23</b>
<ul style="list-style-type: none"> <li>▪ Add or combine programs: 1</li> <li>▪ Students close to school have priority registration: 7</li> <li>▪ Questions and comments about new north high school impacting programs and enrolment at school: 4</li> <li>▪ If kids are out of area but apply for IB, they should not be allowed to remain at the school if they pull out of IB. This only contributes to overpopulation: 1</li> <li>▪ Focus on regular program: 5</li> <li>▪ Move special programs, i.e. IB or complex needs: 5</li> </ul>	
<b>Grade configuration</b>	<b>0</b>
<b>Implementation Considerations</b>	<b>12</b>
<ul style="list-style-type: none"> <li>▪ Transportation: 6               <ul style="list-style-type: none"> <li>○ Extend the hours dedicated CT routes are available: 1</li> <li>○ Work with Calgary Transit for better service: 1</li> <li>○ Transportation is important to consider: 4</li> </ul> </li> <li>▪ Keep siblings together: 5</li> <li>▪ Students should be able to finish at school where they start: 1</li> </ul>	
<b>Out of Scope (see full comments for all; multiple mentions here)</b>	
<ul style="list-style-type: none"> <li>▪ North high school is needed for Country Hills, Panorama Hills, Evanston: 2</li> </ul>	
<b>Planning Principles</b>	
<ul style="list-style-type: none"> <li>▪ Minimize disruptions for students</li> </ul>	0
<ul style="list-style-type: none"> <li>▪ Provide program continuity from kindergarten to Grade 12</li> </ul>	0
<ul style="list-style-type: none"> <li>▪ Keep cohort groups of students together</li> </ul>	0
<ul style="list-style-type: none"> <li>▪ Allow students to attend school as close to home as possible</li> </ul>	12
<ul style="list-style-type: none"> <li>▪ Use space and resources effectively</li> </ul>	2
<ul style="list-style-type: none"> <li>▪ Provide equitable access for all students to quality learning environments and choice of programs</li> </ul>	0
<ul style="list-style-type: none"> <li>▪ Provide long term sustainability</li> </ul>	0





# dialogue)))

## Lester B. Pearson High School

<b>Expansion or contraction of programs</b>	<b>19</b>
<ul style="list-style-type: none"> <li>▪ Expand French Immersion into more schools: 8</li> <li>▪ Increase number of IB/AP/alternative programs and cap enrolment based on academic results: 7</li> <li>▪ Increase number of IB/AP/alternative programs: 1</li> <li>▪ Add AP program to more schools: 1</li> <li>▪ Expand IB program to more schools: 2</li> </ul>	
<b>Location and designated communities/boundaries</b>	<b>7</b>
<ul style="list-style-type: none"> <li>▪ Redraw boundaries between Nelson Mandela and Lester B. Pearson: 1</li> <li>▪ Prioritize students who live closest to the school: 1</li> <li>▪ Change boundaries: 4</li> <li>▪ Designate students to their closest high school or one with the shortest commute: 1</li> </ul>	
<b>Grade configuration</b>	<b>0</b>
<b>Implementation Considerations</b>	<b>3</b>
<ul style="list-style-type: none"> <li>▪ Balance populations: 1</li> <li>▪ Transportation: 2               <ul style="list-style-type: none"> <li>○ Keep commute time to a minimum: 1</li> <li>○ Work with CT in new communities: 1</li> </ul> </li> </ul>	
<b>Out of Scope (see full comments for all; multiple mentions here)</b>	
<ul style="list-style-type: none"> <li>▪ Add cutting edge programs: 2</li> <li>▪ Decrease class size: 4</li> <li>▪ Safety of students at risk when schools too full: 5</li> </ul>	

<b>Planning Principles</b>	
<ul style="list-style-type: none"> <li>▪ Minimize disruptions for students</li> </ul>	0
<ul style="list-style-type: none"> <li>▪ Provide program continuity from kindergarten to Grade 12</li> </ul>	0
<ul style="list-style-type: none"> <li>▪ Keep cohort groups of students together</li> </ul>	0
<ul style="list-style-type: none"> <li>▪ Allow students to attend school as close to home as possible</li> </ul>	4
<ul style="list-style-type: none"> <li>▪ Use space and resources effectively</li> </ul>	14
<ul style="list-style-type: none"> <li>▪ Provide equitable access for all students to quality learning environments and choice of programs</li> </ul>	22
<ul style="list-style-type: none"> <li>▪ Provide long term sustainability</li> </ul>	0



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## Lord Beaverbrook High School

Expansion or contraction of programs	26
<ul style="list-style-type: none"> <li>▪ Add IB or alternative program: 4</li> <li>▪ Do not contract any programs: 4</li> <li>▪ Add IB and AP: 3</li> <li>▪ Add French Immersion or Spanish Bilingual: 5</li> <li>▪ Add IB: 2</li> <li>▪ Offer AP: 1</li> <li>▪ Add Spanish Bilingual: 1</li> <li>▪ Expand Arts-Centred Learning: 1</li> <li>▪ Contract alternative programs and focus on regular program: 1</li> <li>▪ Distribute programs equally throughout city: 4</li> </ul>	
Location and designated communities/boundaries	78
<ul style="list-style-type: none"> <li>▪ <b>Redesignate some/all of an alternative/IB/AP program: 17</b> <ul style="list-style-type: none"> <li>▪ Move entire French Immersion and Spanish Bilingual from EPS: 6</li> <li>▪ Move entire French Immersion program from EPS: 4</li> <li>▪ Add AP or IB and move Arts-Centre Learning: 4</li> <li>▪ Keep AP: 1</li> <li>▪ Move French Immersion, Spanish Bilingual or pre-engineering to the school: 2</li> </ul> </li> <li>▪ Expand boundary: 10</li> <li>▪ <b>Redesignate students from the regular program: 51</b> <ul style="list-style-type: none"> <li>▪ Regular program should have priority: 1</li> <li>▪ Add community of Lake Bonavista: 2</li> <li>▪ Redesignate communities north of 130th back from JCS: 4</li> <li>▪ Redesignate some communities back from JCS: 4</li> <li>▪ Redesignate some of the communities back from Joanne Cardinal-Schubert. Add Ogden and Riverbend: 2</li> <li>▪ Designate by feeder school, not community: 2</li> <li>▪ Add Douglasdale: 1</li> <li>▪ Add Douglasglen/dale, Lake Bonavista, Bonavista Downs, McKenzie Lake, McKenzie Towne, New Brighton: 1</li> <li>▪ Have dual designation zones/option boundaries: 4</li> <li>▪ Prioritize students who live closest to the school: 15</li> <li>▪ Redesignate some regular program students from EPS: 3</li> </ul> </li> </ul>	



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<ul style="list-style-type: none"> <li>▪ Redesignate some regular program students from schools west of Beaverbrook: 2</li> <li>▪ Remove dual designations/option boundaries: 4</li> <li>▪ Move Sherwood park programs from Western to Beaverbrook: 1</li> <li>▪ Move Copperfield and New Brighton together: 4</li> <li>▪ Split Copperfield and New Brighton: 1</li> </ul>	
<b>Grade Configuration</b>	<b>12</b>
<ul style="list-style-type: none"> <li>▪ Do not add Grade 9: 12</li> </ul>	
<b>Implementation Considerations</b>	<b>60</b>
<ul style="list-style-type: none"> <li>▪ Provide quality education at all high schools: 2</li> <li>▪ Make sure school has enough students for quality core and option courses: 9</li> <li>▪ Support complex learning needs: 1</li> <li>▪ Keep feeder school cohorts together: 1</li> <li>▪ Personalized learning is most important: 3</li> <li>▪ Timing: Make changes before 2021: 2</li> <li>▪ Grandfather: 6               <ul style="list-style-type: none"> <li>○ Siblings: 5</li> <li>○ Grandfathering siblings is not important: 1</li> </ul> </li> <li>▪ Transportation: 36               <ul style="list-style-type: none"> <li>○ Provide transportation to out of attendance students: 2</li> <li>○ Do not provide transportation to out of attendance students: 2</li> <li>○ Work with Calgary Transit for better routes and service: 27</li> <li>○ Minimize commute time: 5</li> </ul> </li> </ul>	
<b>Out of Scope (see full comments for all; multiple mentions here)</b>	
<ul style="list-style-type: none"> <li>▪ Academic programming has declined because of redesignation of so many communities to Joane Cardinal-Schubert: 3</li> <li>▪ Add Science at the high school level: 16</li> </ul>	
<b>Planning Principles</b>	
Minimize disruptions for students	0
Provide program continuity from kindergarten to Grade 12	8
Keep cohort groups of students together	1
Allow students to attend school as close to home as possible	7
Use space and resources effectively	32
Provide equitable access for all students to quality learning environments and choice of programs	17
Provide long term sustainability	0



# dialogue)))

## Nelson Mandela High School

<b>Expansion or contraction of programs</b>	<b>8</b>
<ul style="list-style-type: none"> <li>▪ Add AP or IB: 6</li> <li>▪ Add French Immersion Program: 1</li> <li>▪ Add Arts-Centred Learning Program: 1</li> </ul>	
<b>Location and designated communities/boundaries</b>	<b>3</b>
<ul style="list-style-type: none"> <li>▪ Prioritize students who live closest to the school: 1</li> <li>▪ Cap and designate overflow school: 1</li> <li>▪ Changing boundaries is a better option than cap and overflow: 1</li> </ul>	
<b>Grade Configuration</b>	<b>0</b>
<b>Implementation Considerations</b>	<b>8</b>
<ul style="list-style-type: none"> <li>▪ Grandfather siblings: 1</li> <li>▪ Provide transportation for students to attend an undercapacity school (out of attendance area): 4</li> <li>▪ Offer equitable programming at all schools to help with reputation/perception: 3</li> </ul>	
<b>Out of Scope (see full comments for all; multiple mentions here)</b>	
<ul style="list-style-type: none"> <li>▪ Add virtual school/classes: 4</li> </ul>	
<b>Planning Principles</b>	
Minimize disruptions for students	2
Provide program continuity from kindergarten to Grade 12	0
Keep cohort groups of students together	0
Allow students to attend school as close to home as possible	1
Use space and resources effectively	7
Provide equitable access for all students to quality learning environments and choice of programs	0
Provide long term sustainability	0



# dialogue)))

## Queen Elizabeth High School

<b>Expansion or contraction of programs</b>	<b>8</b>
<ul style="list-style-type: none"> <li>▪ Add IB: 1</li> <li>▪ Add alternative program: 1</li> <li>▪ Add Spanish AP: 1</li> <li>▪ Expand AP: 2</li> <li>▪ Increase access through program expansion: 2</li> <li>▪ Expand popular programs: 1</li> </ul>	
<b>Location and designated communities/boundaries</b>	<b>79</b>
<ul style="list-style-type: none"> <li>▪ <b>Redesignate students from the regular program: 3</b> <ul style="list-style-type: none"> <li>▪ Expand boundaries north and south of the river: 1</li> <li>▪ Expand boundaries south of the river to alleviate pressures at Western: 1</li> <li>▪ Make QEHS a designated overflow school: 1</li> </ul> </li> <li>▪ Keep regular program: 15</li> <li>▪ Regular program close to home: 10</li> <li>▪ Keep regular program at all schools: 13</li> <li>▪ Allow out of boundary students to attend schools: 2</li> <li>▪ Offer language program: 3</li> <li>▪ Offer IB: 2</li> <li>▪ No lottery: 3</li> <li>▪ Change boundaries: 3</li> <li>▪ Adjust boundaries for Sandstone/MacEwan: 1</li> <li>▪ Do not keep all alternative programs at one school; multi-track schools are good for students: 3</li> <li>▪ Boundaries revisited and communities not split: 4</li> <li>▪ Move small regular programs closer to where more students are: 8</li> <li>▪ Move program into QE: 2</li> <li>▪ Alternative programs located centrally for access: 7</li> </ul>	
<b>Grade Configuration</b>	<b>1</b>
<ul style="list-style-type: none"> <li>▪ Could QE become middle school, 4-9 or 7-9?: 1</li> </ul>	
<b>Implementation Considerations</b>	<b>57</b>
<ul style="list-style-type: none"> <li>▪ Transportation is important to consider: 29</li> <li>▪ Offer guaranteed transportation for GATE high school students: 2</li> <li>▪ Keep siblings together: 17</li> <li>▪ Students with exceptional needs/gifted should be in a school with another program: 4</li> <li>▪ Keep multi-track schools; positive for students: 5</li> </ul>	
<b>Out of Scope (see full comments for all; multiple mentions here)</b>	
<ul style="list-style-type: none"> <li>▪ Keep GATE students at QE even if leave GATE: 4</li> </ul>	



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| <ul style="list-style-type: none"> <li>▪ GATE program location should consider GATE student interest in AP/IB: 2</li> <li>▪ Keep GATE at QE: 6</li> <li>▪ Individualized educational programming: 2</li> <li>▪ Catholic high school needed in west of city: 2</li> <li>▪ Allow out of boundary students designated to high utilization school to attend low utilization school: 2</li> </ul> |  |
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<b>Planning Principles</b>	
Minimize disruptions for students	1
Provide program continuity from kindergarten to Grade 12	4
Keep cohort groups of students together	4
Allow students to attend school as close to home as possible	55
Use space and resources effectively	12
Provide equitable access for all students to quality learning environments and choice of programs	28
Provide long term sustainability	0



# dialogue)))

## Robert Thirsk High School

<b>Expansion or contraction of programs</b>	<b>3</b>
<ul style="list-style-type: none"> <li>▪ Add Spanish Bilingual to Bowness: 1</li> <li>▪ Expand IB programs: 1</li> <li>▪ Expand AP programs: 1</li> </ul>	
<b>Location and designated communities/boundaries</b>	<b>121</b>
<ul style="list-style-type: none"> <li>▪ <b>Redesignate some/all of an alternative/IB program: 42</b> <ul style="list-style-type: none"> <li>▪ Move an existing alternative program from Aberhart: 1</li> <li>▪ Move entire IB program from Churchill: 1</li> <li>▪ Move French Immersion to school: 3</li> <li>▪ Move French Immersion to Bowness: 4</li> <li>▪ Move IB to school: 12</li> <li>▪ Move language program to school: 10</li> <li>▪ Move Spanish Bilingual Program to Bowness: 4</li> <li>▪ Move Spanish Bilingual Program to school: 7</li> </ul> </li> <li>▪ <b>Redesignate students from the regular program: 18</b> <ul style="list-style-type: none"> <li>▪ Do not cap and overflow: 1</li> <li>▪ Expand boundary to include students from Churchill: 4</li> <li>▪ Redesignate communities of Sherwood and Nolan Hill: 1</li> <li>▪ Redesignate Scenic Acres to Bowness: 1</li> <li>▪ Change boundaries: 11</li> </ul> </li> <li>▪ Regular program close to home: 27</li> <li>▪ Don't move programs: 7</li> <li>▪ Keep current community cohorts together: 27</li> </ul>	
<b>Grade Configuration</b>	<b>3</b>
<ul style="list-style-type: none"> <li>▪ Do not add Grade 9: 2</li> <li>▪ Add Grade 9: 1</li> </ul>	
<b>Implementation Considerations</b>	<b>89</b>
<ul style="list-style-type: none"> <li>▪ Equitable access to programs across city: 21</li> <li>▪ Alternative programs should have best access to Calgary Transit and/or staggered start and end times: 3</li> <li>▪ Transportation is important to consider: 5</li> <li>▪ Changes should not affect long term sustainability of programs: 1</li> <li>▪ Diversity of programs is important: 2</li> <li>▪ All schools should offer the same program choice (alternative, AP etc.: 5</li> <li>▪ Have more consistent cultures across schools: 4</li> <li>▪ Tackle perceptions, issues re: reputation of school: 3</li> <li>▪ Balance enrolment across schools: 4</li> <li>▪ Ensure support for ELL before students advance: 3</li> </ul>	



# dialogue)))

<ul style="list-style-type: none"> <li>▪ Ensure more consistent quality of education at schools: 11</li> <li>▪ Keep siblings together: 4</li> <li>▪ Transportation: Better transit routes to Bowness: 1</li> <li>▪ Keep siblings together: 3</li> <li>▪ Stop accepting out boundary/stricter rules &amp; process: 8</li> <li>▪ Students who pull out of IB should go back to designated school: 11</li> </ul>	
<b>Out of Scope (see full comments for all; multiple mentions here)</b>	
<ul style="list-style-type: none"> <li>▪ Need consistent offering of courses at schools year over year (i.e. AP Biology): 9</li> <li>▪ Consider staggered start times (i.e. 8 AM and 10 AM): 12</li> <li>▪ Keep HPAD program: 2</li> <li>▪ Offer online learning: 5</li> <li>▪ Send online poll to parents, not all come in person: 4</li> </ul>	
<b>Planning Principles</b>	
Minimize disruptions for students	0
Provide program continuity from kindergarten to Grade 12	0
Keep cohort groups of students together	28
Allow students to attend school as close to home as possible	27
Use space and resources effectively	22
Provide equitable access for all students to quality learning environments and choice of programs	21
Provide long term sustainability	1





# dialogue)))

## Sir Winston Churchill High School

<b>Expansion or contraction of programs</b>	<b>6</b>
<ul style="list-style-type: none"> <li>▪ Add IB to all high schools: 1</li> <li>▪ Cap IB: 4</li> <li>▪ Reduce alternative programs: 1</li> </ul>	
<b>Location and designated communities/boundaries</b>	<b>313</b>
<ul style="list-style-type: none"> <li>▪ <b>Redesignate some/all of an alternative/IB/AP program: 151</b> <ul style="list-style-type: none"> <li>▪ Keep IB program: 10</li> <li>▪ Move entire IB program: 37</li> <li>▪ Move special programs/not regular: 33</li> <li>▪ Redesignate some IB students to new program at Robert Thirsk: 1</li> <li>▪ All French at William Aberhart: 1</li> <li>▪ Add French Immersion: 1</li> <li>▪ Add Spanish Bilingual: 1</li> <li>▪ Change IB boundaries: 6</li> </ul> </li> <li>▪ Change boundaries: 12</li> <li>▪ Maintain current student cohorts: 39</li> <li>▪ Move a program: 2</li> <li>▪ Moving current programs not fair: investment in houses: 8</li> <li>▪ <b>Redesignate students from the regular program: 101</b> <ul style="list-style-type: none"> <li>▪ Redesignate communities of Sherwood and Nolan Hill to Robert Thirsk: 8</li> <li>▪ Redesignate communities of Sherwood and Nolan Hill: 2</li> <li>▪ Regular program should have priority: 7</li> <li>▪ Redesignate Sherwood, Nolan Hill and Hamptons to Robert Thirsk: 4</li> <li>▪ Keep Hamptons: 4</li> <li>▪ Do not cap and overflow: 4</li> <li>▪ Redesignate furthest communities: 3</li> <li>▪ Keep students who live closest to the school (Varsity, Brentwood, Dalhousie Charleswood, University): 3</li> <li>▪ Redesignate some communities to Bowness: 3</li> <li>▪ Keep Edgemont: 2</li> <li>▪ Keep boundaries as is because of property taxes: 1</li> <li>▪ Cap enrolment: 1</li> <li>▪ Redesignate furthest communities to Robert Thirsk: 1</li> <li>▪ Redesignate Hamptons: 1</li> <li>▪ Redesignate Varsity and University to Bowness: 1</li> <li>▪ Regular program close to home should have priority: 52</li> <li>▪ Move regular program: 4</li> </ul> </li> </ul>	
<b>Grade Configuration</b>	<b>0</b>
<b>Implementation Considerations</b>	<b>85</b>



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<ul style="list-style-type: none"> <li>▪ Reduce student numbers at school to better support students: 2</li> <li>▪ Keep siblings together: 31</li> <li>▪ CBE does not need to consider siblings: 11</li> <li>▪ Consider class sizes: 16</li> <li>▪ Focus on core program: 1</li> <li>▪ Multi-track schools are good for students: 6</li> <li>▪ Transportation: 18                             <ul style="list-style-type: none"> <li>○ When considering transportation, commute time and transit route are as important as distance: 5</li> <li>○ Reduce amount of busing overall: 2</li> <li>○ Transportation important to consider: 8</li> <li>○ Work with Calgary Transit for dedicated routes/better service: 3</li> </ul> </li> </ul>	
<b>Out of Scope (see full comments for all; multiple mentions here)</b>	
<ul style="list-style-type: none"> <li>▪ If students pull out of IB, they return to designated school: 12</li> <li>▪ Stop taking out of boundary students/stricter rules: 48</li> <li>▪ Reduce international students: 3</li> <li>▪ Questions/requests for information: 2</li> <li>▪ Build on to over-capacity high schools to accommodate more students: 2</li> </ul>	

<b>Planning Principles</b>	
Minimize disruptions for students	5
Provide program continuity from kindergarten to Grade 12	0
Keep cohort groups of students together	46
Allow students to attend school as close to home as possible	92
Use space and resources effectively	22
Provide equitable access for all students to quality learning environments and choice of programs	7
Provide long term sustainability	0



# dialogue)))

## Western Canada High School

Expansion or contraction of programs	11
<ul style="list-style-type: none"> <li>▪ Expand IB: 2</li> <li>▪ Add IB to Lord Beaverbrook: 1</li> <li>▪ Redesignate IB students in the west end of the catchment area to a new IB program at Ernest Manning: 1</li> <li>▪ Offer alternative programs/IB at more high schools: 1</li> <li>▪ Make all high schools multi-track: 1</li> <li>▪ Program choice is important: 1</li> <li>▪ Cap and reduce boundary for IB: 1</li> <li>▪ Should there be IB French?: 3</li> </ul>	
Location and designated communities/boundaries	473
<ul style="list-style-type: none"> <li>▪ <b>Redesignate some/all of an alternative/IB/AP program: 184</b> <ul style="list-style-type: none"> <li>○ Redesignate some IB/FI students to other schools (shrink boundaries for these programs): 10</li> <li>○ Move entire French Immersion Program: 57</li> <li>○ Redesignate some IB students: 2</li> <li>○ Move entire IB program: 10</li> <li>○ Redesignate some French Immersion students: 1</li> <li>○ Move entire IB or French Immersion program rather than splitting between schools: 1</li> <li>○ Keep west end in IB boundary: 1</li> <li>○ Alternative programs/AP/IB should be offered in central locations for good access: 7</li> <li>○ Program choice is more important than keeping cohorts together: 1</li> <li>○ If moving a program, the entire program to keep cohorts together: 2</li> <li>○ Keep French Immersion: 19</li> <li>○ Shrink IB boundaries: 59</li> <li>○ Shrink French Immersion boundaries: 13</li> <li>○ Having a choice of programs and access is important: 1</li> </ul> </li> <li>▪ Shrink boundaries rather than losing programs: 2</li> <li>▪ Keep program student cohorts together: 8</li> <li>▪ Move a program: 15</li> <li>▪ <b>Redesignate students from the regular program: 264</b> <ul style="list-style-type: none"> <li>○ Regular program should be given priority: 4</li> <li>○ Regular program and walking distance should be given priority (e.g., Elbow Park): 2</li> <li>○ Redesignate regular program students from Ogden and Inglewood: 1</li> <li>○ Redesignate regular program student from Sunalta to QEHS: 1</li> <li>○ Redesignate some regular program students: 1</li> </ul> </li> </ul>	



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<ul style="list-style-type: none"> <li>○ Redesignate students from south end of catchment to HWW (regular, French Immersion and IB): 1</li> <li>○ Students in regular program not in IB/AP should have top registration priority: 32</li> <li>○ Important to have regular program close to home: 146</li> <li>○ All schools should have regular program: 8</li> <li>○ Keep community students together: 20</li> <li>○ Change regular program boundaries: 42</li> <li>○ Move Ogden to a different school: 6</li> </ul>	
<b>Grade Configuration</b>	<b>0</b>
<b>Implementation Considerations</b>	<b>86</b>
<ul style="list-style-type: none"> <li>▪ All high schools should have a balanced and diverse learning community: 2</li> <li>▪ More transparency/info about IB and impacts: 10</li> <li>▪ Keep siblings together: 19</li> <li>▪ Students finish at school where they start: 20</li> <li>▪ All schools should have good quality programs: 4</li> <li>▪ Multi-track is valuable student experience: 3</li> <li>▪ Transportation: 28               <ul style="list-style-type: none"> <li>○ Is important: 21</li> <li>○ Work more closely with CT: 1</li> <li>○ When considering transportation, commute time and transit route are as important as distance: 2</li> <li>○ Needs to be reliable, reasonable and accessible: 3</li> <li>○ Work with Calgary Transit for better service: 1</li> </ul> </li> </ul>	
<b>Out of Scope (see full comments for all; multiple mentions here)</b>	
<ul style="list-style-type: none"> <li>▪ Stop taking out of boundary students/have stricter rules/process: 88</li> <li>▪ Out of boundary students who drop IB should not stay at the school: 3</li> <li>▪ Perceptions and reputations need to be addressed: 9</li> <li>▪ Property value impacts should not be part of decision: 4</li> <li>▪ Requests for different information/comments about online survey/engagement process: 29</li> <li>▪ Prioritize CBE students over students coming from Catholic or private schools: 7</li> </ul>	
<b>Planning Principles</b>	
Minimize disruptions for students	20
Provide program continuity from kindergarten to Grade 12	0
Keep cohort groups of students together	31
Allow students to attend school as close to home as possible	197
Use space and resources effectively	9



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Provide equitable access for all students to quality learning environments and choice of programs	15
Provide long term sustainability	0



# dialogue)))

## William Aberhart High School

Expansion or contraction of programs	49
<ul style="list-style-type: none"> <li>▪ Consolidate or reduce the number of alternative programs and focus on regular program: 3</li> <li>▪ Expand Spanish Bilingual to Central Memorial: 4</li> <li>▪ Offer French Immersion and AP at more schools: 2</li> <li>▪ Expand Spanish Bilingual to Central Memorial, Crescent Heights or QEHS: 2</li> <li>▪ Add IB French: 1</li> <li>▪ Expand Spanish Bilingual to third location: 11</li> <li>▪ Cap enrolment: 5</li> <li>▪ If capping, do earlier than high school: 4</li> <li>▪ Don't cap: 7</li> <li>▪ Add Spanish and French AP programs: 10</li> </ul>	
Location and designated communities/boundaries	234
<ul style="list-style-type: none"> <li>▪ <b>Redesignate some/all of an alternative/IB/AP program: 137</b> <ul style="list-style-type: none"> <li>▪ Move the entire Spanish Bilingual program: 14               <ul style="list-style-type: none"> <li>▪ No school specified: 5</li> <li>▪ Move the entire Spanish Bilingual program to Bowness: 2</li> <li>▪ Move the entire Spanish Bilingual program to Bowness or Thirsk: 1</li> <li>▪ Move Spanish program to another school or split: 6</li> </ul> </li> <li>▪ Keep Spanish Bilingual: 10               <ul style="list-style-type: none"> <li>▪ K-12 continuum is the same community is important for Spanish Bilingual: 2</li> <li>▪ The program is not big enough to split into two schools: 1</li> <li>▪ Moving the program would cause families to leave, potentially making the program unsustainable: 2</li> <li>▪ Overflow for Spanish and French Immersion: 5</li> </ul> </li> <li>▪ French Immersion is the largest program and should have priority: 3</li> <li>▪ French Immersion single-track high school: 19</li> <li>▪ Keep French Immersion at school: 28</li> <li>▪ Keep French Immersion and Spanish together: 2</li> <li>▪ Move an entire program to keep the cohort together: 2</li> <li>▪ Redesignate some students in French Immersion: 4               <ul style="list-style-type: none"> <li>▪ No school specified: 2</li> <li>▪ Bowness or Thirsk: 2</li> </ul> </li> <li>▪ Redesignate some alternative program students: 2</li> <li>▪ Have language only school, no regular program: 39</li> <li>▪ Move a language program to another school: 14</li> </ul> </li> </ul>	



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<ul style="list-style-type: none"> <li>▪ <b>Redesignate students from the regular program: 80</b> <ul style="list-style-type: none"> <li>○ Expand regular program boundary: 1</li> <li>○ Move the regular program: 4</li> <li>○ Regular program should have priority: 3</li> <li>○ Move a program from William Aberhart to Robert Thirsk: 1</li> <li>○ Keep regular program and one language program: 4</li> <li>○ Regular program and Spanish together at school: 8</li> <li>○ Keep regular program at school: 55</li> <li>○ Branton students should go to William Aberhart: 2</li> <li>○ Allow students to attend close to home: 2</li> </ul> </li> <li>▪ Attend school close to home; impact of fossil fuels: 4</li> <li>▪ Change boundaries: 4</li> <li>▪ Reduce triple track to dual track: 9</li> </ul>	
<b>Grade Configuration</b>	<b>0</b>
<b>Implementation Considerations</b>	<b>212</b>
<ul style="list-style-type: none"> <li>▪ Transportation: 75 <ul style="list-style-type: none"> <li>○ Is important</li> <li>○ When considering transportation, commute time and transit route are as important as distance: 3</li> <li>○ Do not expand Spanish Bilingual to Crescent Heights. Transportation is not good: 1</li> <li>○ Spanish Bilingual catchment is too large when you consider commute times: 1</li> <li>○ Work with Calgary Transit on routes: 1</li> <li>○ Reasonable commute times: 7</li> </ul> </li> <li>▪ Grandfather all students currently enrolled in middle/junior high: 1</li> <li>▪ Grandfather all students in middle/junior high in 2021-22: 1</li> <li>▪ Class sizes are important to consider: 18</li> <li>▪ Provide equitable access across CBE: 1</li> <li>▪ Consider recent disruptions with FI changes in north/NW in decisions: 8</li> <li>▪ Keep siblings together: 26</li> <li>▪ Timely communications: 3</li> <li>▪ Multi-track schools are good for students: 5</li> <li>▪ Keep current cohorts together: 61</li> <li>▪ Suggest phase in approach: 1</li> <li>▪ Maintain program choice: 3</li> <li>▪ Prioritize Early French Immersion for high school: 1</li> <li>▪ Ensure adequate resources if moving programs: 3</li> <li>▪ Have more multi-track schools: 1</li> <li>▪ Consider adjusting bell times: 2</li> </ul>	



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<ul style="list-style-type: none"> <li>▪ Cost to hire teachers if splitting an alternative program: 2</li> </ul>	
<b>Out of Scope (see full comments for all; multiple mentions here)</b>	
<ul style="list-style-type: none"> <li>▪ Stop taking out of boundary students/stricter rules: 11</li> <li>▪ Attendance area maps are misleading: 4</li> <li>▪ Grade 6 and 7 French Immersion students have already experienced significant disruption and shouldn't be affected again: 3</li> <li>▪ Remove out of boundary students: 3</li> <li>▪ Wish parking lot here was bigger: 3</li> <li>▪ Requests for more/different information/questions: 18</li> <li>▪ School culture is important: 2</li> <li>▪ If Spanish moves too far, we will choose closer school: 3</li> <li>▪ French Immersion registration to consider Grade 9 teacher recommendation: 5</li> <li>▪ Alberta is only province that considers French Immersion an alternative program: 14</li> <li>▪ French should be at every K-12 school: 3</li> <li>▪ Remove out of boundary students: 2</li> </ul>	

<b>Planning Principles</b>	
Minimize disruptions for students	24
Provide program continuity from kindergarten to Grade 12	1
Keep cohort groups of students together	64
Allow students to attend school as close to home as possible	79
Use space and resources effectively	15
Provide equitable access for all students to quality learning environments and choice of programs	3
Provide long term sustainability	4