



Transportation Strategy Engagement Workshop

Crossing Park School

April 6, 2016

10 Participants

Interests	# of Participants
My child takes transportation arranged by the Calgary Board of Education to get to school (yellow school bus, handybus etc.)	9
My child gets to school in another way (walks, private vehicle, public transit etc.)	1
My child attends an alternative program (language, Montessori, science, TLC) or complex needs program	2
I currently have no children in the Calgary Board of Education system	0



Crossing Park School Flip Chart Summary

Travel Distance

Preserve

- Alternative programs should have congregated.

Flexibility

- 1.6km too far for elementary -> 500m-600m.
- Jr. high standards can walk or take Calgary Transit.
- Seasonal routes? Add more stops in winter.

Observation

- Special needs routing is sometimes determined 2 weeks before school starts and leaves parents scrambling to plan.
- Accurate bus tracking would be very beneficial to reduce waiting at stops in bad weather -> drivers don't always report lateness.
- Some parents cannot drive their kids to stops (no car.)
- 1.6 km is long for kindergarten, especially in winter.
- I don't drive so have to walk to bus stop.
- 1.8km is fine for junior high.
- Why does CBE provide bussing? Why not junior high on transit?
- Alternate program bus stops are congregated.
- Gr. 2 student has special needs and we find out 2 weeks before school starts.
- Elementary – 500-600 metre max.
- Dangerous – have to cross roads.
- Make jr. high walk.
- Different options for colder months? Add stops in winter.
- It's not just the walk, it's the wait.
- Bus tracker is not accurate online. More reliable tracking system to know buses are on time.
- Drivers don't always report lateness.
- When call Southland, they don't know where the buses are. GPS coming!
- Only add more stops in winter.
- Alternative programs have one stop in a neighbourhood.
- Alternative programs are not walkable.
- Can we concrete regular routes?
- Fewer people drive these days. Why can't buses pick up where students would normally be picked up if there was room in their community school.



Bus Ride Time: *No input was received for this factor.*

Eligibility for Ridership: *No input was received for this factor.*

Bell Times: *No input was received for this factor.*

Number and Location of Pick-Up Stops

Preserve

- Use green spaces for stops.
- Keep congregated stops for alternative programs.

Flexibility

- Consider separating bus areas in the community to reduce parking congestion.
- For overflow/alternative programs use the over capacity school as a pick-up/drop-off location.
- Consider removing transportation routes where programs have low attendance (i.e parents choosing programs like German should find their own transportation)

Observation

- Can we create “bus zones”? Lots of areas have more than one bus and compete for parking with parents and residents.
- Try to locate stops with existing pedestrian crossings (blinking lights preferred).
- Green spaces work. Residential do not. Kids have place to play.
- Can we create bus zones for pickups/drop offs? Work with city. Lots of congestion – unsafe.
- Not enough room for buses.
- Can’t find a place to stop. Should be marked, and snow clearance.
- Parents jaywalk with kids, because crosswalk is far away.
- More lighted crosswalks if kids walk.



- Keep efficiency of routes over raising costs.
- Parents know that alternative programs have fewer stops.
- Different standards for different alternative programs.
- Big expenses to pick up one student. Congregate more stops for alternative programs.
- Can families pay more for longer routes or extra bus stops?

Access to Waivers: *No input was received for this factor.*

User Fees

Preserve

- \$300/child is fair.
- No discount for multiple kids.
- No family maximum.
- No price difference based on age.

Flexibility

- Acceptable to pay more for the same level of service for alternative programs.
- Willing to pay higher fees for shorter distance to stops.

Observation

- Some parents want lunch and transportation fees as one : \$500/child.
- Why can't teachers/volunteers supervise lunch instead of paying people to do it?
- Lotteries cause too much uncertainty -> are there other factors that could be considered to determine who gets to attend.
- Expand size of schools to reduce transportation costs and overflow.
- Cannot write-off bus fees.
- Problem with paying transportation and lunch supervision.
- \$500 per child for both.
- Why can't teachers supervise students at lunch?
- If I have to bus, I am going to choose the program I want.
- We chose it, but CBE offered it.



- Plus, regular programs are full.
- Lotteries are random – you never know. Should there be other factors to determine who gets to attend?
- Could expand the size of the school to allow more kids to attend. Could reduce the costs.
- Build schools with greater capacity.
- \$300 is fair.
- If have six kids, should pay for each one.
- No family maximum.
- Discount after more than 2 kids?
- K-6-one price. 7-9 –different price?
- Closing the gap with parents fees is not palatable.
- Can't write off bussing.
- Alternative pay more for same level of service as regular program.

Low Ridership Routes

Observation

- In special schools (alternative programs), create fewer bus stops in the city/quadrants.

2 or 3 Year Implementation Plans: *No input was received for this factor.*

Other

Observation

- Changing rules after kids are in a program is not fair to families.



Public and Parents Engagement Evaluation – Crossing Park High School

To what extent do you agree with each of the following statements:

P1) I was encouraged to share my thoughts and/or feedback during this engagement.

10 Agree **0** Somewhat Agree **0** Somewhat Disagree **0** Disagree **0** Not Applicable

P2) I was able to ask questions and learn about the opportunity for input/feedback prior to my participation in this engagement.

10 Agree **0** Somewhat Agree **0** Somewhat Disagree **0** Disagree **0** Not Applicable

P3) I had the information I needed to participate in a meaningful way.

10 Agree **0** Somewhat Agree **0** Somewhat Disagree **0** Disagree **0** Not Applicable

P4) I was able to provide input on the best way for me to share my thoughts and ideas.

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

P5) I clearly understand all of the factors being considered in the decision making process and which of these factors I can and cannot influence.

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

P6) My input was documented as part of the engagement process.

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



P7) What did you like most about this engagement?

- It was well run and we kept on track.
- All.
- Focusing only on the issues more important to the group.
- Transporting your kids need to be attached with afternoon supervision. There is no way you can avoid the later if you choose your kid to be bused.
- Ability to be heard.
- The openness and option to put our input in.
- The chance to be heard.
- I have got lots of information – appreciate.

P8) What did you like least about this engagement?

- I felt under represented. I was the only parent in my category (non bussing) and I feel like the invitation to attend could have been more clear that it was for ALL parents.
- None.
- Not enough time.
- Not enough time.