



Transportation Strategy Engagement Workshop

Western Canada High School

April 7, 2016

4 Participants

Interests	# of Participants
My child takes transportation arranged by the Calgary Board of Education to get to school (yellow school bus, handybus etc.)	1
My child gets to school in another way (walks, private vehicle, public transit etc.)	3
My child attends an alternative program (language, Montessori, science, TLC) or complex needs program	0
I currently have no children in the Calgary Board of Education system	0



Western Canada High School Flip Chart Summary

Travel Distance: *No input was received for this factor.*

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

Eligibility for Ridership

Preserve

- Age up to which it is appropriate to travel independently should be maintained. Outside of a specified walk zone it should be imperative to supply transportation to children below this age because this is about safety.
- Don't change the distances.

Flexibility

- Can the funding formula be reconsidered? Can it be fought for?
- Are there savings available from categorizing younger children, so that older kids are required to walk further? For example, K-2 would have one distance; 3-6 would have a different walk distance?
- Increase flexibility in the system so that the policy isn't really ridged in order to take advantage of savings in areas where there is a 'grey area'. For example, one parent told a story of a group of kids on one side of a street getting picked up, but on the opposite side of the street, the kids walked, because the distance was right on the threshold. The parents on the side that weren't picked up would have gladly paid a user fee to enable their kids to get picked up (even though they were lower income). The strict policy didn't allow flexibility.
 - Parents are willing to pay a premium (i.e. \$300 more) to get their kids on the bus.
 - Even lower income people may find value in paying due to the simpler system for transporting their kids (i.e. some have to higher babysitters to take their kids to school, other have to take two buses to escort their kids to alternative schools.)



- Set up a zone policy - Zone 1 - kids take the bus. Zone 2 - Higher user fees. 'Grey area' between the zones – parents pay a premium to be on buses. This would have the advantage of filling up the seats on the bus, because there are 'conditional riders'.
 - Under 1.2 KM – no bus
 - 1.6 km or more – people pay a user fee
 - 1.2-1.6 KM –grey zone – people could choose to pay a premium
- Transportation should not be provided to all grades – yes for grades K-6, but no to 6+. Kids over grade 6 should get themselves to school "Not up to CBE to get my kid to school". This also has better health benefits – combat child obesity by increasing walk distances for older kids. 2.4 KM is not a big enough walk zone for a grade 6+ kid in junior high or senior high.
- Make a subsidized pass like for seniors on the Calgary city bus. Partnership with the city to evaluate the price of student passes.

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

Number and Location of Pick-Up Stops: *No input was received for this factor.*

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

User Fees

Preserve

- Keep the policy that every special needs (Complex needs – physical needs, psychological needs, etc.) student who has a need should be provided transportation.

Flexibility

- Find partnerships to help fund complex needs, such as the province, health organizations, etc.
- Increase public awareness of the cost and importance of providing transportation to students with complex needs.



- The only alternatives are really to: A. Increase user fees or B. reduce the number of riders (fewer kids on busses).
- Consider a “one way” rider program so that the assumptions isn’t that kids are on the bus home if they took the bus to school. (Create a differentiated user fee approach). This would allow flexibility for kids to stay for after – school programs, and not to have empty seats on the way home.
- The cost-to-bus per student per year – not a fan where people are choosing alternative programs (not liking differentiated user fees). Is the \$1400 / year for alternative programme a validated number? (The answer was yes, it is an average of many different programs, all of which have very distinct transportation requirements).

Low Ridership Routes: *No input was received for this factor.*

Two- or Three-Year Implementation Plan for Changes: *No input was received for this factor.*

Other

Observation

- Consider the impact of self-driving cars, use of UBER, etc. Are there opportunities here?



Public and Parents Engagement Evaluation – Western Canada 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.

4 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.

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

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

3 Agree 0 Somewhat Agree 1 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.

3 Agree 1 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.

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

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

4 Agree 0 Somewhat Agree 0 Somewhat Disagree 0 Disagree 0 Not Applicable



P7) What did you like most about this engagement?

- Knowledgeable individuals on the issue.
- Different thoughts and ideas.

P8) What did you like least about this engagement?

- Lack of hard data i.e. \$ issues.
- No role envisioned (as part of official process at least) of dialogue with province.