

**Q1:** The attached PowerPoint talks about the different values that drive public education. What do you value in public education?

**Started:** 14 May 2014 **Ended:** 2 Jul 2014

### Participation summary

Participation % (of 164 participants)		
	Thoughts	Priorities
Participated	40 % (66)	66 % (109)
Opted out	3 % (5)	7 % (13)
No participation	56 % (93)	25 % (42)

The attached PowerPoint talks about the different values that drive public education. What do you value in public education?

**Priorities instructions**

Please assign stars to prioritize these thoughts from other participants. Click on each line to view the details.

**I value small class sizes, qualified teachers and positive learning** G25

**Priorities summary**

overall rating	participant count	average rating
150	72	2.08

I value small class sizes, qualified teachers and positive learning T12  
 environment for my children. I value safety while my children are at or on their way to school and I feel like these values are met by CBE.

Small class rooms T42

One on one teaching opportunities everyday. T43

Proper class sizes and up to date teaching techniques T80

small class sizes T119

**Appropriate facilities for the student population size** G9

**Priorities summary**

overall rating	participant count	average rating
119	66	1.80

Appropriate facilities for the student population size T28  
 Our designated English CBE school is currently over capacity because it also has a French immersion program which serves a number of large surrounding communities. All of the classrooms appear to have been divided in half to accommodate the excess students. As a result the classrooms felt stifling. With limited space teachers are forced to store classroom materials within these overcrowded classrooms resulting in storage solutions that looked to be extreme safety hazards.

As a result of these issues we are currently looking for alternative arrangements and won't be sending our children to the walking distance school.

Adequate Space for all student T38  
 Stress - free enrollment is important, not lottery systems where neighbors compete to get into a school. Enough space to house all the students, but to also allow for an enriched learning environment with movement and activities within the school.



The attached PowerPoint talks about the different values that drive public education. What do you value in public education?

(continued)

**Appropriate facilities for the student population size**

G9

Challenges of Capital Plan

T84

Calgary is growing like crazy compared to other cities in Canada and Alberta, but the provincial funding model isn't recognising this. Hence, ridiculously, parents are having to stump up massive user fees, while still there's a severe shortage of schools and the trustees are crying that they don't have enough money. The capital plan needs to look at community demographics and the individual needs of the communities, because schools are an integral part of community-building. Get the house builders to pay for some infrastructure; too often in Calgary the City is left to pick up the tab for stuff and that's wrong.

Availability

T110

Public education system is not keeping pace with growth. Massive communities are being built with no public schools in them, putting huge pressure on communities that do have a public school in them. The community in which the public school is built should have first priority entry into their community school and you need to ensure the entire community has equal access into their community school. No dividing community access. When new communities are developed a public school should be the first thing built and other development should follow. People in new communities should not have to wait for years for proper public schools in their neighbourhoods. Access to quality public education schools is what new home buyers are most interested in, when researching where they wish to purchase their home. School designation matters to property owners whether their children attend public school or not. Proper public consultation is currently not being undertaken when changes are made.

**easy access to schools**

G17

**Priorities summary**

overall rating	participant count	average rating
105	55	1.91

Schools Where Students Live

T1

Equity

T24

Access to schools close to home needs to be a government priority

Walk-able school locations

T27



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(continued)

<b>easy access to schools</b>	<b>G17</b>
<p>As a parent about to enter the school system I'm very concerned that fewer Calgary children are using active modes to travel to school than previous generations. This reduces the children and families ability to connect with their others in their community and promotes a less active lifestyle.</p> <p>Check out page 20 of this report produced by The City of Calgary Transportation Planning Department:  <a href="http://www.calgary.ca/Transportation/TP/Documents/forecasting/Changing%20Travel%20Behaviour%20in%20the%20Cal">http://www.calgary.ca/Transportation/TP/Documents/forecasting/Changing%20Travel%20Behaviour%20in%20the%20Cal</a></p>	
Proximity to home	T36
Equitable access to learning environments appropriate to student needs	T40
<p>1) Access to schools in communities. and 2) Access to appropriate learning environments and programming for students who truly require specialized spaces or specialized teachers so that they can have the best chance of success and meeting their potential. Full integration or mainstreaming is not always the environment that will give some students the best chance to develop and even equitable access to the curriculum.</p>	
Proximity to residential neighborhoods.	T46
that I can walk to my community school	T52
My children to be able to go to school in there community	T81
Schools should be welcoming for all as close to home as possible.	T102
easy access to schools	T108
<p>I appreciate being able to walk my kids to a school in our community.</p>	
Having a neighborhood school where the majority of the children would attend.	T113
Accessible education in my community	T132

<b>Excellence in Education</b>	<b>G19</b>	
<b>Priorities summary</b>		
<b>overall rating</b>	<b>participant count</b>	<b>average rating</b>
<b>92</b>	<b>58</b>	<b>1.59</b>
High Quality Instruction (Teachers & Material)		T2
A system that prepares my child for adult life.		T4



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(continued)

<b>Excellence in Education</b>	<b>G19</b>
The school system should prepare children for a wide range of post secondary school and career options.	
Values in education	<b>T15</b>
I agree with all of the values identified in the document. I especially identify with citizenship, because I think one of the major outcomes of school (and why all taxpayers pay regardless of whether they have children) is so that we are producing good citizens. A good education system contributes to a good society, and citizenship as a value is extremely important.	
Excellence to prepare them for university and beyond	<b>T18</b>
I have had excellent teachers and less than adequate teachers, and like sports, the coach makes the experience every time Have a good coach, and you will have a good experience.	
I want teachers to be able to teach, not 76 students like at EP Scarlett, but a reasonable number. Class sizes ARE important!!!!!! In grade 6 my daughter was sent to Fairview 19 in her class next year our youngest will be in grade 6 and enrollment is 32 to 35 plus. What do you think her experience will be compared to our oldest daughter? How will the teacher handle all those kids and have an exceptional experience?	
I value building strong relationships between student and teacher	<b>T21</b>
I believe that teachers need to have the time and space to build strong relationships with students. For many students, this relationship is the most important one they will have with an adult figure. If a teacher hasn't built that relationship with his/her students then the growth and work cannot happen. Kids need to know that their teacher believes in them and that they will hold that bar for them so they can reach towards it.	
That learners are exposed to rich learning experiences.	<b>T29</b>
These rich learning experiences should facilitate students to discover their passions and achieve their highest potential. This could be done with a variety of teaching opportunities: field trips, presentations, research projects, utilizing technology (eg. smartboards) etc... - otherwise students are not engaged in their learning or they are unable to make the needed connections from the material to real life.	
Strong academics.	<b>T39</b>
Current and relevant teachings to our next generation of leaders.	
Quality education	<b>T41</b>



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(continued)

## Excellence in Education

G19

I want my child to be able to read and have math skills that will make the rest of his learning career successful

Teacher Quality

T49

The teachers and technology.

T53

Education should be student-centered

T56

Students are the reason that a public education system is put into place. Any system should value students and their learning as its top priority.

Education should be about more than just the curriculum

T58

Although public education is centred around provincially-mandated curriculum, the reality is that students need much more than just that. Time and support needs to be given to developing well-rounded, global citizens, including access to 21st century technologies.

I value that the children are taught to always think for themselves

T59

Public education ensures that all children receive an excellent education.

T66

By ensuring a base level of education for all, schools provide opportunities for children to be successful and access future opportunities.

Public education should provide critical thinking skills.

T69

Students need to be taught how to critically review information presented to them. There is too much propaganda masquerading as information and it would benefit all individuals to be able to be reasonably skeptical in order to examine the merits of what is being presented to them.

Public education should teach students to be ethical in their behaviour.

T71

The basis of a stable society entails that people respect each other and act accordingly. School is not the only source but is a fundamental part of the equation.

Adaptability

T73

Our current education model was built when the world was very different, and the skills needed to function in that world were different. Our curriculum will need to be very adaptable and we may need to be comfortable with some unproven new ways.

Courageous

T74

If we value learning and it is for the greater good.....we will then need to be courageous to go off the beaten path and ensure we are looking at learning, and the components of learning with open minds, not with pocket books.

Meaningful Education

T78

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(continued)

## Excellence in Education

G19

I value public education that focuses on the best methods for educating our children. I think CBE is currently undergoing positive changes and I support the movement towards inquiry / project based learning. I am very interested in a system that values education above evaluation, as well as the interest and engagement of our children. I am very supportive of the CBE moving away from grading in report cards, but I also think we could go further and remove all evaluation and replace it with communication among schools / teachers / parents / students.

We need to prepare students for employability in the future

T83

What direction is Alberta heading in, compared with other nations? i.e. not just oil and gas, but competing in the world stage with other countries who are doing much better at us in core subjects. How do we do that, especially with teacher cutbacks etc. Alberta is a rich province, why is it even having budget issues? We need to maximise oil and gas revenue and get them to pay for things that matter like schools. What directions should the curriculum take? Inquiry based learning is good when it's taught well, but it has to be balanced with getting the core concepts down like phonics.

The quality of education

T89

Having a quality standard for educators and resources is important in getting a good public education. Having educators knowledgeable in both their materials and in teaching techniques is critical. Up to date text books and classroom instruction materials is also very important. I do not feel that excessive use of technology improves the quality of instruction to any degree as compared to competent and passionate educators who are given what they need to instruct.

Quality of education

T92

I appreciate the quality of education my children receive in their public school. Public schools should cater to the large majority first, specific needs second.

I value personal success for each child.

T96

It is important to me that each child shows personal growth, not only in academic achievement, but also socially and in regards to their self-esteem. If a child is struggling in any of the aforementioned areas, I desire to see them receive the assistance they need promptly. And I do not believe that this should solely (or even primarily) be the responsibility of the child's homeroom teacher. Assessments are not readily available for children ages 6+ in the public school system in the same way they are for preschool aged children, (e.g.: only 2 students per year receive assessments at my child's school, regardless of the demand) the wait times are too long (years), and the additional aides (e.g.: occupational therapists) are limited. Children with learning disabilities, social impairments, vision/hearing/speech impediments, etc., need to be given the extra support required to see them thrive in the classroom, without prioritizing. If there is a need, there should be help available.

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(continued)

<b>Excellence in Education</b>	<b>G19</b>
I value real world preparedness.	<b>T98</b>
<p>I want to see curriculum based on relevance to life skills and what the students will encounter in the world after graduation. I think the focus should shift away from keeping up on a global scale and move towards the long term health of the individual students: economic health, mental health and physical health. I would like to see the high school math curriculum delete the geometry, calculus and trigonometry units, in favor of more personal finance, tax and credit units with real life application (how to budget, how to complete your taxes, how loans work, etc). By including these as part of the math curriculum, it would free up more of the C.A.L.M. units, to be refocused on how to ensure mental health. The current Phys Ed curriculum is already focused on teaching students how to maintain a physically healthy lifestyle, but more emphasis on body image and nutrition would be beneficial for students over the long term.</p>	
Quality	<b>T105</b>
<p>I need to know that the staff, teachers, etc, of my child's school care and invest in continuing improvement in how the students are taught.</p>	
Qualified Teachers and curriculum guidelines.	<b>T112</b>
<p>Taxpayers expect qualified passionate educators and a means to evaluate educators and schools in our public system to ensure they are meeting the needs of our students and the communities in which they serve. Educator's and schools performance and salary should be based on performance and scholastic results in their districts. Public educators need to ensure students are learning what they need to, in order to stay globally competitive in the world and job markets of today. Parents want back to academic teaching, reading, written, math, social, spelling, physical education, arts. Not charity endeavours and daily school operation chores. Parents are tired of the constant requests to volunteer all the time. Most families have both parents working and cannot volunteer. Public Educator's need to ensure proper staffing levels within public schools so our children's education doesn't rely on how many people volunteer, this is not acceptable teaching standards.</p>	
Relationships	<b>T115</b>
<p>Students and Parents should have strong relationships with the adults at their school. - Trust, understanding, ease of communication...</p>	
quality: solid teaching of the basics	<b>T117</b>
creativity in teaching	<b>T118</b>
arts	<b>T120</b>
qualified teachers	<b>T121</b>
Excellence in Education	<b>T124</b>





The attached PowerPoint talks about the different values that drive public education. What do you value in public education?

(continued)

<b>Excellence in Education</b>	<b>G19</b>
Quality Teachers/Staff	T126
<p>I think all staff, teachers especially should have a performance review every year - 2yrs. I've been hearing about these teachers reviews that may come every 5yrs and that there's actual controversy around it. And some teachers have the nerve to be offended. I don't know if that's just a unionised mentality or just flat out pride. But it is not uncommon for any other work place to have annual performance reviews for their staff. I would feel much more comfortable if my child's teacher is held accountable for their responsibilities as a teacher. I think it would be valuable for both parents and students to have a part in their evaluation as well. It doesn't have to have much weight to the actual review, but it should be a good indicator from those that interact and work with the teacher everyday.</p>	
Quality education	T130
Relevant education	T131
Maximize potential	T140
<p>I see one of public education's main aims to be to provide students (as well as staff) with the tools to enable them to realize their maximum potential. Education should help them broaden their horizons and heighten their aspirations for themselves, their community and the world.</p>	

<b>I value that children come first.</b>	<b>G26</b>	
<b>Priorities summary</b>		
<b>overall rating</b>	<b>participant count</b>	<b>average rating</b>
<b>90</b>	<b>59</b>	<b>1.53</b>
I value that children come first.		T82
<p>Every decision the board is making should focus on the children. At times, I question if they are making the right decisions for everyone or if they are making it in the best interest for the more influential communities.</p>		
Student's come needs come first		T123



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<b>I value a respectful and safe learning environment.</b>	<b>G23</b>
<b>Priorities summary</b>	
<b>overall rating</b>	<b>participant count</b>
<b>84</b>	<b>57</b>
<b>average rating</b>	<b>1.47</b>
Safe, Healthy, Clean Schools in Neighbourhoods	T3
That learners feel valued and safe at school and in their classrooms.	T30
<p>Teachers should have class sizes that enable them to effectively teach. Large class sizes do not allow for individualized learning and proper supervision. A class of 35 is vastly different than a class of 25. Older students need smaller classes as do younger learners. They need to feel they can approach a teacher for assistance and the larger the class, the less opportunity for a student to get regular one to one assistance. In addition, inclusive education has put additional stress on teachers in these large classes - they need the proper resources to support their classes (ed. assistants, resource teachers etc...)</p>	
I value a safe, current and academically supported learning environment	T63
<p>One that recognizes the differences in learning of each student as well as provides them a place to grow.</p>	
I value a respectful and safe learning environment.	T97
<p>I want to know that my child feels safe, and feels a sense of belonging, no matter which school they are enrolled in. If a child does not feel safe and respected, they will be unable to reach their full learning potential. As such, I deem it a priority, equal to or even superior to academic outcomes. I desire there to be a focus on teaching children social skills, empathy, how to read the body language of others, how to act responsibly and how to be respectful of others. It cannot be left up to the parents alone, as some parents will not teach this to their children and then we have instances of conflict arising in the classroom or schoolyard. A more proactive approach could help prevent such instances, which detract from learning. I would like to see all teachers educated on the subject of EQ (emotional quotient), perhaps the focus of some PD days.</p>	
Safety	T116
<p>School should be safe for all</p>	
I value a safe environment for children to learn.	T142
<p>It's important that the environment for teaching and learning is safe.</p>	



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**Continued sustainable funding for all aspects of education**

G14

**Priorities summary**

overall rating	participant count	average rating
72	50	1.44

Sustainable funding for public education.

T31

There should be no huge fluctuations to education spending. Students and teachers should not suffer from sizable cuts in one school year and funding restored in the next.

Continued sustainable funding for all aspects of education

T35

All forms of education to should continue to be publicly funded. This includes music, art, physical education and technology trainer for all students from K to 12.

affordability

T109

Public Education Schools are the only affordable option for most people. Other options are completely unaffordable. I think education taxes need to be charged per taxpayer not per property home owner. Many people use the public education system but are not home owners. Every Canadian needs to pay taxes toward our public education system. The way in which you collect school taxes to run these public institutions needs to change.

**Public education is about building community values**

G32

**Priorities summary**

overall rating	participant count	average rating
64	41	1.56

Public education is about building community values

T60

Expansion of the city as it is occurring does not build community values. Bussing does not encourage community values. The CBE needs to stop accommodating expansion and focus on existing facilities. People need to make clear choices about their values and lifestyle - established neighbours with established schools cannot be allowed to fall to pieces to accommodate new builds.

I value my children developing community connections

T64

Keeping the kids in the community is very important to me. Having them develop the independence and confidence to bike a few blocks to their friend's house in the evenings or on weekends is a huge part of growing up. If the schools are too far flung, kids won't develop the same sort of roots for independence

Community

T90



The attached PowerPoint talks about the different values that drive public education. What do you value in public education?

(continued)

**Public education is about building community values** G32

A school is more than just a place of instruction. It is where children gain friends and a sense of community. It is the focal point of any community and provides many services beyond school classes.

Family Unit T136

Public education needs to consider greatly the needs of each family

**Public education should be public.** G33

**Priorities summary**

overall rating	participant count	average rating
<b>58</b>	<b>38</b>	<b>1.53</b>

Cornerstone of our society T11

Public education should be public. T13

Our education system is under tremendous financial strain and yet we continue to have two main school systems (public and separate) and a number of special interest publically funded charter schools in operation. Consolidation of education into one system is the only solution which will address the financial crisis faced by all boards today. Lets get rid of the splitting of our educational tax dollars into so may different boxes and develop effective, fiscally responsible and truly PUBLIC education!

**Public consultation on major changes to funding cuts and curriculum changes** G31

**Priorities summary**

overall rating	participant count	average rating
<b>57</b>	<b>41</b>	<b>1.39</b>

Public consultation on major changes to funding cuts and curriculum changes T33



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**Feed back on learning is very important.** G21

**Priorities summary**

overall rating	participant count	average rating
56	38	1.47

Feed back on learning is very important. T5

Parents (and students) should be treated like clients in the education system. It seems the system of tests and feedback (report cards etc.) is being dismantled. Parents and students need to steady feedback on learning progress.

Timely feedback on my child's progress/issues T128

**I value choice of program, and excellence in all program delivery.** G24

**Priorities summary**

overall rating	participant count	average rating
56	38	1.47

Variety of programs offered T37

Programs T50

I value choice of program, and excellence in all program delivery. T95

I value the ability to choose a program suited to a child's uniqueness and geared to their interests. Having options within the public system is important to me (e.g.: bilingual, Montessori, science, arts, sports). I want to know that no matter which program I choose for my child, that it will be delivered with a high degree of excellence. I want to know that if I put my child in an alternative program, that I have not sacrificed curriculum for other unique program aspects, but that my child is learning all the same basic skills (phonics, written composition, math) that a child in the regular program is receiving, PLUS receiving opportunities specific to the alternative program- not falling behind in basic curriculum/skills at the expense of choosing an alternative program within the public system.

Choices for option classes T134

There should be many choices for option classes and not a cost of very much travel



The attached PowerPoint talks about the different values that drive public education. What do you value in public education?

**Regular program** G35

**Priorities summary**

overall rating	participant count	average rating
51	31	1.65

Community based English language education as a first priority T23

Elementary schools should be located in the communities they serve. This connects parents and families to each other. Alternative programs (german, montessori etc.) should not be funded until sufficient community schools are in place. The CBE is always saying that it has a limited budget. These programs are luxuries and should be cut in order to restore the community school. If a family feels strongly they need Montessori, German, Spanish programs etc. - they can pay private providers for them.

Regular program T26

Our regular programs are fantastic and may be the best personalized program for students - they need to be celebrated

Choice is a nice luxury, not at the cost of basic public ed. T103

**Equal opportunity** G18

**Priorities summary**

overall rating	participant count	average rating
45	31	1.45

Equal opportunity T10

Public education should not value one students rights over another's. T14

Our system of public education is underpinned by the fundamental value that all students have a right to the best possible education to meet their specific needs. Who can argue with this value. However the reality is that meeting the needs of some students are, in fact, undermining meeting the needs of others. For example, in junior high schools we have ELL classrooms with a student to teacher ratio of 10 or 15 students to 1 teacher while other students are stacked into classes of over 30 students. While it is true that the ELL students need this lower student-teacher ratio to meet their learning needs the consequence is that some students in the now crowded regular classes do not get the attention they need to meet their learning needs. There are many, many examples of the educational rights of the few overriding the educational rights of the many. I do not suggest the few should be overlooked, but neither should the many!

Equitable distribution of opportunity T16



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(continued)

<b>Equal opportunity</b>	<b>G18</b>
In the finest form, public education provides opportunity for education and prosperity to all. However that only happens when the delivery is appropriate and of the highest quality possible.	
Provides a direct and indirect economic stimulus	<b>T17</b>
By providing classroom time during peak work hours public education allows more citizens to be fully engaged in employment. Although this likely leads to social issues, it provides an increase in family income and spending. In the best cases higher education leads to greater opportunities for prosperity.	
<b>Equality</b>	<b>T22</b>
Students from all areas should have access to high quality public education. Inner city schools should not be sacrificed to fund suburban schools. Suburban schools should have portables added when needed - not be capped. Parents should be able to have confidence that if they consider school locations in purchasing a home, the school by their house will not suddenly close, become full, or switch to a program serving a minority of students which may not work for their family (e.g. Something other than one of the two official Cdn languages).	
Public education is about equality	<b>T61</b>
Sadly students in inner city schools are not receiving the same opportunities with technology. This has to change. Upgrade technological capabilities of inner city schools. It is unfair that these students are learning less about the most important skill for the future.	
Public education needs to provide equal opportunity to each student.	<b>T68</b>
This opportunity should be based on the students ability and allow them to develop to the degree possible and to excel. this does not mean every student can be equal simply that they have the opportunity to develop to their full potential.	
I think the most important value is the opportunity to be educated.	<b>T75</b>
However, I think that most Albertans are lucky because we all have the opportunity to be educated.	
<b>Equity in Education</b>	<b>T79</b>
I believe that all children should have access to similar opportunities in their education. Class sizes should be consistent across all neighbourhoods / economic classes in Calgary. With this thought in mind I would like to suggest that the Alberta Government no longer provide funding to private schools - the money collected by taxpayers should support the public system.	
<b>Accessibility</b>	<b>T91</b>



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(continued)

**Equal opportunity** G18

Physical accessibility is important; some of the encatchment zones make little sense. Kids should be able to walk / bike to school. If needed, Every school should organise walking buses rather than motorised school buses. Many other developed countries do not have school buses and the system still works.

CBE and other public school board should be at the table when new communities are developed so school availability is discussed and consider BEFORE the development goes ahead.

If developers are granted permission to build a new community, they should also invest the capital in new schools

No one should face financial hardships to have children attend public T101

School

Accessibility T104

If school is accessible in terms of proximity and affordability, then it's accessible. If it's too far away, or there's too many fees, then it puts a hardship on parents to access education for their children.

**Timely knowledge of school availability and transportation** G37

**Priorities summary**

overall rating	participant count	average rating
45	29	1.55

School Times T47

Timely knowledge of school availability and transportation T129

**Accessibility** G1

**Priorities summary**

overall rating	participant count	average rating
42	35	1.20

Equal access T9

Accessibility T45





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(continued)

<b>Accessibility</b>	<b>G1</b>
It is imperative to me for public education to made accessible to all students across all demographics. Students' needs should be focused on - whether it is a learning disability, a gifted child, or and ESL student, the accessibility should not vary. Each child should have access to the same level or quality of education within the public system.	
That it is accessible to everyone	<b>T51</b>
access	<b>T54</b>
I value access in public education.	<b>T55</b>
There should be no barriers, distance or financial, that would inhibit any child from receiving a world class education. Many communities in Calgary have been forced to do with out a school, or adequate space in existing schools. The resultant busing and lunch programs put an undue burden on the time and finances on many parents, especially those trying to juggle a two income household, before and after school care, siblings and extra-curricular programs.	
It's a barrier that were it not mandatory, could put public education out of reach for some families.	
Public education should be easy to obtain, free and of the highest quality possible.	
All students should have access to the best possible education	<b>T57</b>
All students are unique and therefore learn in unique ways. Public education should provide opportunities for all students to reach their full potential and get the most our of their education. This includes reducing class sizes, providing many different programs and options, and providing adequate resources in the classrooms and schools to ensure that all students are supported in their education.	
Equal and Equitable access for all.	<b>T100</b>
Access	<b>T114</b>
Having the opportunity to make school accessible for all.	
That all students have access to and receive a high quality education	<b>T122</b>
Access to a quality education	<b>T127</b>
Access	<b>T139</b>
"Opportunity" should include accessibility, including addressing physical barriers and more practical elements (e.g. distance to a school)	



The attached PowerPoint talks about the different values that drive public education. What do you value in public education?

Accountability			G3
Priorities summary			
overall rating	participant count	average rating	
42	33	1.27	
System Accountability.			T6
<p>The reduction in standardized testing further reduces accountability of educators as well as students.</p>			
I value the need to improve student accountability and higher standards			T20
<p>I believe that there has been a major decline in student accountability that has resulted in lower standards of education. If a student says they "can't" do something, we allow them to quit or teachers give them another assignment or lowers the original expectations. If we truly want to improve our "RESULTS" then we should be raising that standard, not lowering it. Raising the bar so students are striving for something great! As a parent of 2 students currently in the CBE, I see that mediocrity is valued above excellence. Students are not encouraged to be great. They are encouraged to be "evident learners". Alberta Ed has taken away grades, failing students and teacher's right to discipline. This is the exact opposite of raising standards. When kids know that they don't have to try hard because they go to grade 10 regardless of attending school, earning anything above a 0 or even knowing how to read and write, we have a problem. "Inspiring Education" is a farce.</p>			
Fiscal responsibility			T25
<p>We may need to curtail growth of alternative programming while we struggle to meet fiscal restraints - while important to personalization, costs for some of these programs are significant and we are experiencing major shortfalls in funding.</p>			
Strengths of capital plan			T85
<p>I can't see the strengths of the current capital plan! It seems to be run on favouritism more than anything. Greater transparency about the process is needed.</p>			
School staffing			T87
<p>I'm not talking just about teachers. Support staff are a recognised part of the school system and they deserve to be recognised and utilised too in all budget discussions. The fees for lunchroom don't go to the lunch supervisors, so where is the money going? If the increased fees are being used for funding, then the CBE should be transparent and publish budget reports of where that money is going and how it's being used, and it needs to show that it's trimming the fat from its own budget. It's all well and good having a capital plan for buildings, but then there's the cost of staffing and furnishing the buildings, and no one seems to want to address those issues.</p>			
Cost			T93



The attached PowerPoint talks about the different values that drive public education. What do you value in public education?

(continued)

**Accountability**

G3

Tuition fees should remain as low as possible to ensure that every young Calgarian has access to education.

I am appalled by the perceived mis management of CBE operational funds at the expense of pure educational expenses (teachers salary, educational activities, school equipment)

As a tax payer, I would appreciate seeing the details of the expenditures, and the justification for such high administrative overhead. If I ran my business in the same way, I'd be bankrupt by now.

Accountability

T106

Because my tax dollars are being used for education, and because I am responsible in helping my child develop into a responsible, independent, intelligent adult, I need to be able to question anything about the education process. I need to know that my right to be involved in my childrens' education will be respected and honoured. This includes being able to trust that CBE is using the money wisely and with transparency.

**Second languages**

G42

**Priorities summary**

overall rating	participant count	average rating
38	25	1.52

Second languages

T135

There should be at least French instruction provided at every level at every school

**Administration Cost**

G39

**Priorities summary**

overall rating	participant count	average rating
25	16	1.56

an education system with most funding goes to the classroom

T72

too much of budget goes to things other than the classroom, reduce admin number of employees (not in schools - DOWNTOWN)

Administration Cost

T137



The attached PowerPoint talks about the different values that drive public education. What do you value in public education?

(continued)

**Administration Cost** G39

Money should be diverted, as much as possible, to students in classrooms...not into multi level administrations

**I value the standardization of delivery** G28

**Priorities summary**

overall rating	participant count	average rating
25	20	1.25

I value the standardization of delivery T65

I value that at a certain point, all the kids are learning the same things. I like that there is choice in broad terms, language immersion, specialty arts/science/etc. schools, but that overall, at the end of Grade 3 and Grade 6 Inadmarks, the topics covered are the same.

Standards for Core content T133

It should have very high standards for core content where students are able to attain strong results on standardized testing.

**Low cost education** G29

**Priorities summary**

overall rating	participant count	average rating
24	18	1.33

No added costs to parents. T44

Low cost education T107

I appreciate being able to send my children to school without having to pay thousands of dollars out of pocket each year.

**Fairness is the main issue that seems to be under debate.** G20

**Priorities summary**

overall rating	participant count	average rating
23	18	1.28



The attached PowerPoint talks about the different values that drive public education. What do you value in public education?

(continued)

**Fairness is the main issue that seems to be under debate.** **G20**

I value fairness, diversity and excellence T19

I value fairness because I have volunteered in a school for a few years, I see some teachers get the help they need and others with children that clearly need help completely ignored. I value diversity as I believe it is extremely important for children to learn about different cultures and world affairs and excellence because I know from experience that there are teachers who excel at there jobs and teachers who just show up to collect a pay cheque.

Main goal of public education should be to provide opportunities for all. T67

Schools should have access to similar amounts and quality of resources. Schools should strive to provided equal learning opportunities for all students, regardless of where in the city they live or what program they are able to attend.

Fairness is the main issue that seems to be under debate. T76

I think that how fairly provincial funds are distributed to communities needs to be determined objectively and that it is somewhat illogical to ask public opinion because the majority of the public are not educated enough on the full extent of the issue to make appropriate, objective judgments.

Fairness T125

Fairness

**I find the actual values of the CBE are flawed.** **G22**

**Priorities summary**

overall rating	participant count	average rating
21	17	1.24

I find the actual values of the CBE are flawed. T62



The attached PowerPoint talks about the different values that drive public education. What do you value in public education?

(continued)

**I find the actual values of the CBE are flawed.**

G22

The current values seem to be more statements of the obvious than actual values. These need to be redrafted and really need to be given some thought. Why do you not value responsibility, collaboration, respect, accountability, excellence, integrity, etc. Any of these terms are values, what you must do then is describe what they mean and how they correspond to your mission and vision. What you have done with your values is told me what some of the outcomes should be if you were to use a more defined value like the ones I have previously stated. below are links to some source material:

<http://www.sd44.ca/Board/VisionValuesGoals/ValuesGoals/Pages/default.aspx>

<http://www.epsb.ca/ourdistrict/vision/>

[http://www.bced.gov.bc.ca/schools/sdinfo/acc\\_contracts/2012/23.pdf](http://www.bced.gov.bc.ca/schools/sdinfo/acc_contracts/2012/23.pdf)

**Diversity**

G16

**Priorities summary**

overall rating	participant count	average rating
20	18	1.11

Every child has a place in our classrooms. T8

Even though it is sometimes difficult to plan and program for each individual child and their needs, it is an important value of public education that every child is included.

Funding for support of all learners in public schools. T32

This includes typical/normal learners, those with learning disabilities, students with ADHD, gifted learners. Students need to be supported through the entire arc of their education from K to 12 regardless of disability or challenge.

Public education should provide a common cultural thread to students. T70

While Canada has and respects the diversity of people public education should provide a common set of culture and vlaues that can be accepted and understood across all the diverse peoples in Canada.

Inclusivity, diversity (in all forms), civics, strong programs in all areas T77

(e.g. not just STEM classes, but also arts and humanities)

Every child/student is valued and welcomed T99

Diversity T111



The attached PowerPoint talks about the different values that drive public education. What do you value in public education?

(continued)

**Diversity** G16

Public Education is available to everyone. No one is turned away. Many diverse cultures. For that reason alone every taxpayer needs to contribute to the public system not just those that own property.

**Citizenship** G40

**Priorities summary**

overall rating	participant count	average rating
19	18	1.06

Citizenship T141

The importance of promoting citizenship should also be understood to include the goal of increasing the level of engagement with local, national and international communities.

**Ranking need for modular classes** G34

**Priorities summary**

overall rating	participant count	average rating
18	13	1.38

Ranking need for modular classes T86

This is such a band-aid solution. They look hideous on school grounds. In the longer term, the running costs of more permanent buildings would probably more beneficial and work out the same or cheaper, so the school boards should be prioritising permanent construction. I heard that there is a shortage of modulares because they all go up to the oil patch. I don't know how true this is but this isn't fair to other Boards if it is.

**Calculated corporate sponsorship when available** G10

**Priorities summary**

overall rating	participant count	average rating
16	13	1.23

Calculated corporate sponsorship when available T34



The attached PowerPoint talks about the different values that drive public education. What do you value in public education?

(continued)

**Calculated corporate sponsorship when available** G10

In areas where corporation can lend dollars or expertise to support infrastructure or provide learning opportunities

**Playground Quality** G30

**Priorities summary**

overall rating	participant count	average rating
16	14	1.14

Playground Quality T48

**Need to emphasize holistic approach** G41

**Priorities summary**

overall rating	participant count	average rating
14	13	1.08

Need to emphasize holistic approach T138

The AB Education and CBE values are a great start, but public education must also take into consideration a holistic approach, including health and wellness.





**Q2:** The attached PowerPoint talks about what the CBE currently considers when ranking new schools and major modernizations. What are some of the challenges with the current School Capital Planning process?

**Started:** 14 May 2014 **Ended:** 2 Jul 2014

### Participation summary

Participation % (of 164 participants)		
	Thoughts	Priorities
Participated	35 % (58)	62 % (102)
Opted out	3 % (5)	7 % (13)
No participation	61 % (101)	29 % (49)

The attached PowerPoint talks about what the CBE currently considers when ranking new schools and major modernizations. What are some of the challenges with the current School Capital Planning process?

**Priorities instructions**

Please assign stars to prioritize these thoughts from other participants. Click on each line to view the details.

Funding and the Provincial Government		G12
Priorities summary		
overall rating	participant count	average rating
46	31	1.48
Funding		T13
It doesn't matter how many plans you create if there is no funding to implement them.		
provincial funding		T20
If CBE's requests had been filled by the province in a more timely manner, we would not have to 'rob Peter to pay Paul' (changing ranking positions as 'hot spots' rise in different areas of the city) now that we find ourselves with such a shortage of space.		
timeliness of provincial funding		T58
by the time the province funds new school builds, communities have evolved in a way that may hurt their chances		
Not enough support from developers for schools in new communities		T61
Developers should be required to collectively build schools in new communities to support the urban sprawl.		
The Provincial Government		T68
Flat out, they don't care what you have to say. This needs to be addressed. They've gone as far as telling parents your documents are relatively meaningless to them (this is the Education Minister). It makes little sense putting an enormous amount of time and effort into a document that won't be read or considered. This is especially true in the upcoming years where there will be no new school announcements or modernizations.		
You could probably publish a document that was 30 pages, even 10, and have the same effect as a 140 page document.		
Funding is obviously the biggest challenge.		T43
CBE needs to more clearly communicate to parents that their choice and voting behaviours directly affect their child's learning. Our current government is not sufficiently funding education -- it is clear -- yet voting patterns always sway toward lower taxation. As well, the CBE is always blamed, not our government -- the one most parents vote for. The CBE needs to clearly communicate consequences, requirements and processes -- maybe people will vote for our kids' future instead of immediate greed.		



The attached PowerPoint talks about what the CBE currently considers when ranking new schools and major modernizations. What are some of the challenges with the current School Capital Planning process?

(continued)

<b>Funding and the Provincial Government</b>	<b>G12</b>
I don't think that people generally understand how much \$\$ is required	T48
In general, I don't think that people understand just how much it costs to provide good schools and good teachers. I think the restrictions (budget) imposed by the provincial government is unrealistic and unnecessary. New neighbourhoods need new schools and I don't think that there will be a risk of empty classrooms anytime soon.	
Limited Funding	T71
It must be very difficult to evaluate / plan for new schools and modernizations of existing schools when the funding is limited. I trust that the CBE has developed a ranking system that meets their needs and I realise that some sort of ranking system is necessary. However, I find that sometimes mathematical representations of complex problems often doesn't leave room for subjective thought and extenuating circumstances.	
Seems to be lack of money	T72
That we are reliant on provincial approvals for new schools	T97
That the province does not build schools when communities are built	T98

<b>Crowding in Schools</b>	<b>G14</b>	
<b>Priorities summary</b>		
<b>overall rating</b>	<b>participant count</b>	<b>average rating</b>
<b>41</b>	<b>31</b>	<b>1.32</b>
High schools are crowded		T16



**The attached PowerPoint talks about what the CBE currently considers when ranking new schools and major modernizations. What are some of the challenges with the current School Capital Planning process?**

*(continued)*

<p><b>Crowding in Schools</b></p> <p>Our friends' daughter is at EP scarlett If you dont get to class right away, there is not a chair for you or a desk you are at the back of the room, standing at a lab bench. How is this acceptable for 90 mins a day, every day?</p> <p>Why do schools expect kids will skip the class, and there will be enough seats? What kind of expectation is that?</p> <p>Another friend has a son at Western AP Math has 11, his son has something like 44 in regular math. Where is the balance and fairness in that? How can he learn and prepare for University in that situation? They moved our kids from Sam to Fairview as there was not enough room, now Fairview will be close to 900, and Sam is falling enrollment. Can the CBE not look at figures and see that demographics are changing? Can we be prepared for high school?</p>	<b>G14</b>
<p>The gymnasium at Varsity Acres Elementary is far too small.</p> <p>Our school cannot have celebrations such as a Christmas pagent in the gym because the gym cannot accommodate the families.</p>	<b>T62</b>
<p>Overcrowding in schools</p> <p>Schools are jam-packed and many class sizes exceed recommended levels. If students are crammed into a classroom, with very little space to move around, it detracts from their opportunities to learn. Schools are already using every available space, including libraries, staff rooms and resource rooms as classrooms, which eliminates any sort of break out space for those students who need it. More students in a classroom detracts from a teacher's ability to adequately meet the needs of every learner in her space. In an attempt to meet the needs of an ever-increasing class of students, teachers are facing burn out and an incredibly lopsided work-life balance.</p>	<b>T39</b>
<p>lack of space for growth of many schools</p> <p>many of the schools that were built so long ago were not designed to have sufficient parking spaces for all the teachers and support staff who work at the schools, and also were not designed to have parents driving their kids to school all the time or having multiple school buses dropping kids off, so using them as feeder schools can be problematic for traffic reasons. All new schools being built should have a maximum growth capacity determined ahead of time (including how many portables the school could accommodate) and then parking and traffic plans based on those potential projections, rather than what the school might need right now.</p>	<b>T90</b>



The attached PowerPoint talks about what the CBE currently considers when ranking new schools and major modernizations. What are some of the challenges with the current School Capital Planning process?

**Takes too long to build schools** G17

**Priorities summary**

overall rating	participant count	average rating
40	28	1.43

Because it takes so long for the school to actually be built, communities T24  
 are left in the lurch for years. IE: New NE highschool needed. Following year, whoops, 5 jr  
 highs need repairs, highschool put off. Year after that, highschool awarded to south, even  
 though NE high school is needed more, and the kids are bussed further.

Takes too long T30

Takes too long, we have been waiting over 4 years!! T63

Need more action on "actual building" the new schools faster. T36

**Balancing immediate needs with future needs** G3

**Priorities summary**

overall rating	participant count	average rating
36	28	1.29

Should numbers be the biggest factor? T12  
 The need for a new school is based in large part on numbers. However, by the time some  
 schools get built and opened the pulse of students going to the school has almost passed.  
 For example, I have family members who started in a K-9 school at grades 1 and 3. The  
 oldest was bussed for three years waiting for the school to be built. As the kids graduated  
 from the school it was already operating under capacity. All that expense to build a school  
 that was under-utilized within 9 years.

Lifecycle of a community T14  
 We know that eventually the student population will go away, and we will be left with schools  
 that need to close.

Seems to be a generation behind and seems impossible to make up the deficit T55  
 Much of the work needed to be done today should have been completed 15 years ago.  
 Maybe the solution is to jump ahead of the curve and begin meeting the needs of the next  
 cohort

Communities need new schools T56



**The attached PowerPoint talks about what the CBE currently considers when ranking new schools and major modernizations. What are some of the challenges with the current School Capital Planning process?**

*(continued)*

<p><b>Balancing immediate needs with future needs</b></p> <p>In Mackenzie Towne, there is a school with 14 portables in a row. If you in Inverness, you are not allowed to go to the school.</p> <p>Who would even buy a house there? There are 1000 or 1100 children in this school.</p> <p>When we looked at buying a house in 2001 in Douglasdale, they said you need to apply when your children are young, and one of you must be a baptised catholic to enter. ( this was a separate school) That is how little school space they had.</p> <p>So we did not buy a house in that community, we bought in Bonavista. They had 6 schools, and we thought, surely to goodness, they cant close all of them!down and rebuild in communitis like Marda loop and revitalize them. IT would save us lots of resources.</p>	<p><b>G3</b></p>
<p>Communities are growing quickly.</p> <p>Communities in the suburbs are expanding fast and attract MANY families with school age or pre-school children. CBE must be able to assess this growth and provide schools for the population.</p>	<p><b>T25</b></p>
<p>is doesn't seem to look at community trends</p> <p>For example it doesn't seem clear whether it looks at growing and diminishing communities. If a school is approved in 2007 based on current points are plans then changed for that school should the community population of children dramatically increase or decrease?</p>	<p><b>T65</b></p>
<p>Challenge is too decide what community to build first.</p>	<p><b>T34</b></p>
<p>There's never enough resources and it's hard to predict future needs.</p> <p>I think it's really hard to be able to figure out how to allocate resources as it seems impossible to predict what will and will not be needed in the future.</p>	<p><b>T49</b></p>
<p>Is taking a reactive approach to planning, instead of a proactive approach.</p> <p>The CBE is always trying to react to the city's growth and plan according to predictions and trends. However, the CBE doesn't realize the power it yields in regards to where young families will move. If, for example, the CBE was wanting to take pressure off of a community, e.g.: Bridlewood, because it was predicted that the utilization rate for the community's K-4 school were going to be too high, the CBE could build a new school in Silverado, another new community currently without any schools, adjacent to Bridlewood. This would both entice people who live in Bridlewood to bus to or move into the nearby community of Silverado, (only a 5 min drive away!) reduce the median travel time for students in Silverado to their bus receiver (30-40 mins) and decompress the overburdened K-4 school in Bridlewood. There would be no need to build a costly (and possibly temporary) modular classroom. Families will move to where there are new schools being built. You have control over migration.</p>	<p><b>T80</b></p>
<p>lack of planning for future communities</p>	<p><b>T89</b></p>



**The attached PowerPoint talks about what the CBE currently considers when ranking new schools and major modernizations. What are some of the challenges with the current School Capital Planning process?**

*(continued)*

<b>Balancing immediate needs with future needs</b>	<b>G3</b>
<p>The CBE should not only be looking at the communities that currently exist, but should also look at the communities that will be built in the next 5 years since it takes a number of years to build a school and such. How about being proactive and working with developers to designate spaces in all the new communities for schools before the ground is even turned? Our school is currently a feeder school that receives students from communities that don't have their own schools built, and I haven't even heard of schools being planned for those areas, so chances are slim that those kids will ever get to attend a school in their own community unless they move.</p>	
<p>Some communities seem to get fast tracked for a school based on points while other communities will be waiting for many years.</p>	<b>T91</b>
<p>Balancing immediate needs with future needs</p> <p>there are immediate pressures that will be different that the pressures 5,10, 15 years out. Predicting those differences is difficult.</p>	<b>T92</b>
<p>Using historical data to profile</p> <p>Using data collected from the census to make the decision may not be current and relevant once the decisions are implemented as communities continue to grow and change over time</p>	<b>T94</b>

<b>No linkage with developers/development</b>	<b>G25</b>	
<b>Priorities summary</b>		
<b>overall rating</b>	<b>participant count</b>	<b>average rating</b>
<b>33</b>	<b>29</b>	<b>1.14</b>
<p>No linkage with developers/development</p> <p>How can new communities be built out without schools? There should be a cap -- once a community is built out to accommodate X citizens, then further development halts until schools are available. Instead, it works backwards and development continues unabated and then the "biggest" and/or "most remote" community gets the school first. Although the developers make vast profits with this approach, students across the city lose. perhaps this would provide developers with an incentive to partner in building schools at an attractive cost for taxpayers.</p>		<b>T106</b>



The attached PowerPoint talks about what the CBE currently considers when ranking new schools and major modernizations. What are some of the challenges with the current School Capital Planning process?

Growth rates			G13
<b>Priorities summary</b>			
overall rating	participant count	average rating	
32	25	1.28	
Rate of growth can vary over long term			T8
New communities are growing quickly.			T10
<p>It seems that communities are growing faster than can be accommodated by new schools. I think a challenge is looking far enough in the future when ranking new schools. I live in Auburn Bay and love Andrew Sibbald school and am more interested in the ranking of a middle or senior high school in the deep south east before elementary school. We already have a lovely elementary we are designated for, please build a high school in Seton within 10 years for my kids!!</p>			
Growth rates			T54
<p>There are challenges when different areas grow at different rates, which makes the priorities change.</p>			
Schools cannot accommodate students in the catchment area			T40
<p>Many communities are facing population growth, due to new residents moving to the area. Many of these residents move to a specific area because of the schools within it, only to be told their children will be bused to a school in a neighbouring community.</p>			
Appears that some communities are growing faster than others, thus the			T70
<p>difficulty in determining which schools get priority. If the process could be adjusted for grow-outs, that would be useful.</p>			
It doesn't seem like you guys can keep up with the demand			T96
<p>This may just be a perception, but I see all these 'projected' number of new schools being built for the new communities seem to have years of lag behind the need and demand for the facility. It just seems like CBE waits for schools to be busting at the seams and have kids sit on the bus for a half hr. just to get to their building before they 'approve' or announce a new facility being built. And for how long it takes for you guys to build a facility, the need and demand starts to taper as those communities grow older and the generations of 'new families' are growing up. It's like by the time an elementary is built in a community, those kids kids are finishing Jr. High and preparing for High School.</p>			
Projected Growth			T100
<p>Points for projected growth should be heavily weighted as it seems like the capital projects are always playing catch up.</p>			





The attached PowerPoint talks about what the CBE currently considers when ranking new schools and major modernizations. What are some of the challenges with the current School Capital Planning process?

Schools in the inner vs New Schools in the suburbs			G10
Priorities summary			
overall rating	participant count	average rating	
32	22	1.45	
Use a more global and systemic perspective			T4
<ul style="list-style-type: none"> <li>- planning for new school locations and designations should take into account which schools will be used for overflow (both existing and future planned)</li> <li>- utilization rates at the nearest schools should be considered, i.e. where are current students accommodated and how full is the school(s)</li> </ul>			
New communities with high numbers of young families.			T5
High numbers of young families that initially move into new neighbourhoods will never be fully accommodated. Building schools in new areas for one generation while closing underused inner city schools is not a sustainable model.			
Incentives			T18
There is no incentive for new home buyers to purchase homes in established areas where school infrastructure already exists. According to the process, as long as enough people buy enough homes and have enough kids, it doesn't matter where they do it, a school will follow. The CBE needs to emphasize - and work with the city and province to require developers to emphasize - that a school may never come in these far flung areas. As it is, there is basically a reverse incentive - the capital planning process allocates resources to growing communities and takes them away from established communities - closing established schools to fund new ones and hollowing out the city.			
Older schools not being utilized, people are moving further away.			T26
CBE must struggle with keeping older community schools open and functioning when the community grows up and there are less children. Families are moving further and further from the Core where there are no schools built. Modular schools must be a consideration for the new areas, having a smaller permanent building with modular additions for flexibility is a smart way to accomodate the population changes.			
Would prefer existing communities more priority over newer communities.			T35
People moving to new communitis know there is no schools.			T66
People who live in established communities should get priotiy.			T67
Fairness is another big challenge			T44



The attached PowerPoint talks about what the CBE currently considers when ranking new schools and major modernizations. What are some of the challenges with the current School Capital Planning process?

(continued)

<p><b>Schools in the inner vs New Schools in the suburbs</b></p> <p>Inner city schools are bursting at the seams and / or falling apart yet are ignored because of new communities. Inner city students are missing out on opportunities for the benefit of developers. This is not fair.</p> <p>too much reliance busing to schools with low attendance.</p> <p>CBE relies on busing children to schools in developed communities instead of phasing out a certain school and selling the property then combining that student population with one in another nearby developed community. It is ludicrous that my child is bused to a school that is farther away than more than 5 schools in the area. lets not be afraid to close a school to place students and teachers in a better situation.</p> <p>Biased</p> <p>The current system is biased in favor of new schools in new neighborhoods. There does not appear to be any consideration for replacement schools in more inner city and/or older neighborhoods.</p>	<p>G10</p> <p>T45</p> <p>T104</p>
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<p><b>CBE Needs to consider creative solutions</b></p> <p><b>Priorities summary</b></p> <table border="1"> <thead> <tr> <th>overall rating</th> <th>participant count</th> <th>average rating</th> </tr> </thead> <tbody> <tr> <td>27</td> <td>22</td> <td>1.23</td> </tr> </tbody> </table> <p>Redraw "School Community" boundaries-ignore community name-use population</p> <ul style="list-style-type: none"> <li>- "The CBE defines a school community as the population require to sustain a school"- this is NOT based on community name</li> <li>- there is no consistency in size between communities, population, density or demographics.</li> <li>- redraw maps to capture the 10,000/24,000 threshold - IGNORING the name of the street or community</li> <li>- community name is not reflective of population (simply combining communities does not work, partials must be considered and some larger communities should be divided)</li> <li>- compare apples to apples - 10,000 threshold has ? kids here, versus 10,000 here has how many kids - even up the comparisons</li> <li>- update walk zone boundaries to include regional topography, physical boundaries, major roads and traffic</li> <li>- this does not pit community against community</li> <li>- See Milton Ontario - ERA and SRA (elementary review area and secondary review area) - lines drawn around schools where children attend</li> </ul>	overall rating	participant count	average rating	27	22	1.23	<p>G16</p> <p>T1</p>
overall rating	participant count	average rating					
27	22	1.23					



The attached PowerPoint talks about what the CBE currently considers when ranking new schools and major modernizations. What are some of the challenges with the current School Capital Planning process?

(continued)

## CBE Needs to consider creative solutions

G16

It is archaic and does not include modern ideas for meeting demand

T32

For example what about modular schools much like the accommodation at "camps" on oil-sands sites near Fort McMurray. A temporary building, that can be easily increased or decreased in size should need require. Schools could be built with a permanent gym and office site with modular classrooms attached. This way when the community no longer requires the classrooms can be relocated to a new site and the permanent structure can remain as a community space.

Perhaps the government should lobby for developers to pay the cost or a percentage of the cost of building new schools in their community developments. They encourage people to purchase in these area based on a school site but often times no school ends up being built there. At the very least they should be required to assist in securing contractors so that building may take place once a school is designated

Portable classrooms

T33

I am not sure why there are not more portables in the City, word on the street is that the CBE doesn't like they way the look or the "optics" of them. Because it looks like we don't have enough space for our students. Newsflash... WE DON'T HAVE ENOUGH CLASSROOM SPACE FOR OUR STUDENTS

If a portable is not approved based on something such as washrooms why then are hallways, storage rooms, libraries and computer rooms readily being converted to classroom space? Seems to me if a student can walk up to 2 kilometers to school then surely they can handle a few hundred extra meters that would be the difference between a portable and a converted storage room.

If you don't think school are converting unacceptable spaces to classrooms you need to see more schools. Currently my son's kindergarten class is in a converted storage room, labelled as AV room. It has no windows, dark play spaces hidden behind mammoth shelf units and no SMART board.

Online learning

T52

In the report their are no statistics of online learning offerings usage now and how that may increase in the future ...and possibly reducing the need for such large schools...if that is even possible or relevant

Site & school core constraints

T81

The attached PowerPoint talks about what the CBE currently considers when ranking new schools and major modernizations. What are some of the challenges with the current School Capital Planning process?

(continued)

**CBE Needs to consider creative solutions** G16

New/future schools should be built with the constraints in mind, so that the addition of a modular classroom is a future option. Older schools, in older communities, that are able to receive bussed students, thus relieving high utilization rates in newer communities should be modernized to alleviate the constraints and allow for modular classrooms, ONLY so long as the modulars will have long term usage (5+ years) and the median travel time for bussed students is under 20 mins. If a student is riding a bus to their designated school for longer than 15-20 mins, one way, in an older community, something is wrong.

**Doesn't take into consideration projected numbers.** G7

**Priorities summary**

overall rating	participant count	average rating
24	19	1.26

Use FUTURE population projections T2

- use populations of children who will be attending the school in 4 years when it is built
- Elementary - use preschool census data and 5 year forecast numbers
- Middle/Jr High - use preschool and K-4 numbers
- PROACTIVE not REACTIVE

Long term growth projections are not considered T22

The CBE should be looking at more than just current census data to identify future school needs. Population forecasts could be used to identify future needs and create long range funding plans.

Doesn't take into consideration projected numbers. T27

as stated in the powerpoint.

more focus of population forecasts. T46

I realize the challenge of developing the appropriate level of service in a rapidly expanding environment but we should be forecasting in a way that better prepares us for the future. today's trend with the CBE development is that they are very reactionary in nature. We must be able to place a service in an area precisely when it is required if not before. We currently seem struggle in keeping ahead of the need for new schools and if foretasted with greater efficiency we could ease the stress of this challenge on the CBE and Parents/students.

Guessing the number of students planning to attend public school T47

The points allocated to population growth seem insufficient. T69



The attached PowerPoint talks about what the CBE currently considers when ranking new schools and major modernizations. What are some of the challenges with the current School Capital Planning process?

(continued)

**Doesn't take into consideration projected numbers.** G7

From my point of view, the main factor determining where funds should be allocated should be based on projected growth but the majority of the points seem to be allocated based on the current state. This seems illogical and I think might be the cause of the many issues the system currently faces. The capital planning should be based on future expectations and not be reactionary to the current issues.

The potential for growth should be taken into consideration. T75

Just going off current populations, instead of accounting for the growth potential, is short minded. Considering how long it takes to approve, fund, and build a school, using current population metrics is already ~4 years out of date. The calculations should be forward looking so that we don't end up behind the needs of the communities before we even start.

Pre-school census is for public school supporters only. T109

Consideration should be given to include all pre-school children as schools in a neighborhood attracts all students not just public school supporters.

**Median Travel Time** G24

**Priorities summary**

overall rating	participant count	average rating
24	20	1.20

Busing children from far away communities to the school T29

understanding of route travel - for example how many buses and children need to travel on a major road (Deerfoot) to get to school. T37

I wish I didn't have to bus my kid 30 mins away to go to school, if T42

The youngest children should have the closest schools T74

When you talk about having to put a kindergartener on a bus, the length of that bus ride is very important. The average bus ride of ~30 min (more in traffic) may not be much to a Jr. High student but it is excessive for a 4/5 year old. When accounting for length of bus ride, it should be weighted to the age range as well. The youngest kids should have the shortest commutes to school, walking being preferable but not always attainable.

The points assignment for travel time to bus receivers T83

The points assignment should be higher for the K-4 group than for the grades 5-9 group for the same length of median travel time.



The attached PowerPoint talks about what the CBE currently considers when ranking new schools and major modernizations. What are some of the challenges with the current School Capital Planning process?

(continued)

**Median Travel Time**

G24

Median Travel Time

T101

This should only have 2 levels such as <25 mins and >25 mins. Once a student is on the bus, it doesn't make that much of a difference to that student whether it is 15 mins or 20 mins or 25 mins.

**English language community schools as a priority**

G9

**Priorities summary**

overall rating	participant count	average rating
20	13	1.54

School specialization.

T6

Particularly at the lower levels, school specialization (science, languages etc.) means students are being transported further to schools. Focus should be on local schools providing all round comprehensive education.

The diversity of programming offered by the CBE and the associated costs.

T60

When there is so much diversity offered and parents are not required to truly pay the associated extra costs (versus the designated community program available), this adds a burden to the entire CBE. For instance a student living in Auburn Bay whose family wishes them to be in a second language program (German I believe specifically) they would have to be bused to Bowness for their classes / school. Why is that family not required to pay the difference of transportation cost versus their community program - this would potentially allow for more funds to remain for School Capital Planning.

English language community schools as a priority

T88

Stop funding alternative programs. All of the money should go to English language community based programs.

**pitting one community against another.**

G18

**Priorities summary**

overall rating	participant count	average rating
19	17	1.12



The attached PowerPoint talks about what the CBE currently considers when ranking new schools and major modernizations. What are some of the challenges with the current School Capital Planning process?

(continued)

<b>pitting one community against another.</b>	<b>G18</b>
It seems as though the group with the "loudest bark" gets what they want.	<b>T17</b>
The major problem that I see is that the City of Calgary approves all of these homes and building permits for outer city limit building with NO plan to actually help pay for schools to be built there. For example: We moved to Copperfield in the Spring of 2006 with the understanding from our builder and the CBE's Capital plan that there was to be a school built over the next 4-5 years. After 2 years and seeing the school be bumped farther and farther down the list, we moved to a community that already had a school. How can the "planning process" change so dramatically? To this day, there is no Public school in Copperfield. That's the CBE's "planning process" in action.	
Again, it's the loudest group that gets the school	<b>T57</b>
When you have areas in Calgary that are almost entirely made up of wealthy stay at home moms competing for schools against the lower income two working parents, it's not hard to figure out why schools get promised over others. There is a MAJOR shortage of high school spaces in the deep south yet there is no promise to build a new school for another 5-10 years? The CBE is known for short-sighted planning and this is just another example.	
mla intervention	<b>T59</b>
When mla's are able to intercede and change the priority of our projects it upsets the system and that impacts public perception of how CBE manages need.	
Community pressure and government resources.	<b>T23</b>
It is difficult for the CBE to ignore mounting pressure from some communities who are advocatiing new schools in their neighbourhoors, which has in the past advanced them in the ranking system. This has pitted communities against each other. The reality is the government has allocated a certain amount of resources for new schools and modernizations which does not meet the current demand, so there is a need for a ranking system. However, the CBE should stick to the ranking system and not cave to the pressure to change the ranking of some projects based on community pressure.	
pitting one community against another.	<b>T85</b>
Communities are ranked against each other regardless of location.	<b>T108</b>
Ranking occurs for all new and developing communities regardless of location in the city and potential population. Due to the limitations in the east and west, this may not be a fair process into the future.	



The attached PowerPoint talks about what the CBE currently considers when ranking new schools and major modernizations. What are some of the challenges with the current School Capital Planning process?

**Reactive**

G27

**Priorities summary**

overall rating	participant count	average rating
19	13	1.46

Reactive

T103

The current process is essentially crisis management, with the system reacting to ongoing crises and crunches. There needs to be more foresight, forward thinking and global thinking.

Unreliable

T105

The space crunch currently being experienced (and the fact that this seems to be an ongoing issue for the last 30 years) indicates that the current model is not working.

**Shouldn't prioritize communities with existing schools above those without**

G21

**Priorities summary**

overall rating	participant count	average rating
18	17	1.06

Shouldn't prioritize communities with existing schools above those without

T76

The current formulation puts weight on communities that already have an existing school. The thought being that they do not want to split up a community. However, this puts communities with nothing at all at a disadvantage. Awarding a new school to a community will improve their chances for another one while everyone else gets pushed down lower.

**Combining communities**

G6

**Priorities summary**

overall rating	participant count	average rating
13	10	1.30

Very large communities are considered similar to small ones

T7

No consideration is given to the size of community being evaluated and how many school sites are available (in the long term)

Combining communities

T15



The attached PowerPoint talks about what the CBE currently considers when ranking new schools and major modernizations. What are some of the challenges with the current School Capital Planning process?

(continued)

**Combining communities** G6

If smaller communities fit together geographically for a school, then they should be combined to determine whether a new school is warranted for the combined population.

Smaller communities students are being overlooked. T82

Some smaller communities MUST bus their students as there may not be even ONE school (public or separate) in the community. Larger communities may already have schools, but because they are growing more rapidly, are putting more pressure on the CBE for schools with their larger populations. I think that the priority should be to make sure that each community has at least one elementary school. If not, the elementary students from that community should not have to travel more than 15-20 mins to a designated bus receiver school. Students in higher grades (junior high or middle schools) can travel longer and farther. Priority should be making sure that our youngest students in outlying smaller communities that aren't experiencing as rapid of growth are not being shipped for 30-40 mins to schools several communities away from home.

**Grade configurations** G23

**Priorities summary**

overall rating	participant count	average rating
12	10	1.20

The current school grade designation of new schools causes problems T95

New communities that are currently bussed to K-6 Elementary Schools and then 7 - 9 Junior High Schools causes issues when the new community school is K-4 as to the possibility that families could have kids in the new school through 4 and then bused back to the original designation for 5 & 6 and then to the Junior High or larger families have three kids in three separate schools based upon their grade levels. Why not build larger K-6 schools in the newer communities or larger K-4 to accommodate adjacent communities to reduce bussing times

Existing K-4 School T102

This should get higher points since it's about continuity of the community and the cohort within that community.



The attached PowerPoint talks about what the CBE currently considers when ranking new schools and major modernizations. What are some of the challenges with the current School Capital Planning process?

**Don't take into consideration where non-CBE schools exist** G8

**Priorities summary**

overall rating	participant count	average rating
11	10	1.10

Don't take into consideration where CSSD schools already exist T9

Separate vs public choices T53

I think a big challenge CBE faces is community members who go back and forth between public and catholic based on convenience of location. This makes it difficult for planning because numbers are skewed.

It doesn't take into account the existence of other types of schools T64

I.E Catholic, Charter, Private, French

**Communication & Timeline** G5

**Priorities summary**

overall rating	participant count	average rating
9	8	1.12

public awareness T21

We need to do more to educate the public on the number of school, modular and improvement requests made and for how many years before projects are funded. While the documents are available to the public the majority is not aware of this unless they are/ have been affected.

Challenges: Communication, Clarity, Common Sense T38



The attached PowerPoint talks about what the CBE currently considers when ranking new schools and major modernizations. What are some of the challenges with the current School Capital Planning process?

(continued)

<p><b>Communication &amp; Timeline</b></p>	<p>G5</p>
<p>The Capital Plan document is released with little notice and almost no time for feedback and consideration from parents and/or affected communities. The process makes it seem like a document whose outcome has been decided long before it's gone in front of the elected officials tasked with its assessment. In short, it might be a perfect document, but its delivery stinks.</p>	
<p>The document itself is overly long and complicated. I understand the methodology, provide as much information as possible in an effort to make the choices seem as transparent as you can. Instead we end up with a document that overwhelms the reader with information and buries important facts in a swamp of meaningless information.</p>	
<p>At the root of the Capital Plan is decision making that is out of date with the needs of the City. The document itself hasn't adapted to the changing socio-political landscape Calgary has undergone in the last decade and isn't meeting the needs of stakeholders as well as it should.</p>	
<p>There should be more than 24 hours for public feedback</p>	<p>T77</p>
<p>The capital plan comes out with the minimum 24 hour period for discussion, but the plan is already set. There is no change to what has been put forward. It is futile to debate its contents in that window. The public should be part of the process and given adequate time to respond and help shape the plan. Currently, the public has no voice on this plan.</p>	
<p>no public conversation on values and criteria.</p>	<p>T84</p>
<p>Lack of transparency and dialogue</p>	<p>T107</p>
<p>Despite rhetoric about community engagement, the CBE is generally inaccessible to the community. Current engagement provides no opportunity for true dialogue. Engagements should be town hall format (live or virtual) and the Thoughtstream approach should be minimized (if not eliminated). This would increase public trust and confidence.</p>	

<p><b>Schools need to keep up with changes to curriculum changes</b></p>	<p>G15</p>	
<p><b>Priorities summary</b></p>		
<p>overall rating</p>	<p>participant count</p>	<p>average rating</p>
<p>9</p>	<p>8</p>	<p>1.12</p>
<p>Inspiring 21 Century learners requires 21 century schools.</p>		<p>T11</p>



The attached PowerPoint talks about what the CBE currently considers when ranking new schools and major modernizations. What are some of the challenges with the current School Capital Planning process?

*(continued)*

**Schools need to keep up with changes to curriculum changes** G15

New schools are certainly essential. However modernization of existing schools is not given enough weight. If students come first and teacher are to be effective they should not have to make due with antiquated and non functional resources. Older classrooms are not designed for the current styles of teaching nor the numbers of students they are to hold. Computer networks regularly run so slowly that students loose whole periods of planned learning. Science laboratories are undersupplied and provide insufficient space for the number of students in a class to work effectively and safely. The list can go on and on.

Schools are run down and ill-equipped T41

Lack of funding for current schools means outdated technology and insufficient resources. How can a student become proficient with using 21st century technology if the computer lab is only equipped with enough computers for half of the class, and of those, perhaps only two-thirds actually work?

**Point System for High Schools** G26

**Priorities summary**

overall rating	participant count	average rating
8	4	2.00

Point System for High Schools T99

High Schools need to move to serve community needs first then system needs. Not the other way around

**Accommodation is a challenge** G1

**Priorities summary**

overall rating	participant count	average rating
7	6	1.17

Densely populated areas get first priority T31

Number of children being bused very far out of their neighborhood (Example: New Brighton to Acadia School!

Accommodation is a challenge T86

The attached PowerPoint talks about what the CBE currently considers when ranking new schools and major modernizations. What are some of the challenges with the current School Capital Planning process?

(continued)

**Accommodation is a challenge** G1  
 Existing schools undergo frequent changes T93

some school which are overflow seem to change feeder communities every few years as new school are built - hard to establish a sense of school community when there is so much change.

**focus on safety and accessibility in buildings** G11

**Priorities summary**

overall rating	participant count	average rating
6	6	1.00

The CBEs expectations are too high. T28

I feel that the CBE is trying to create a utopia, when we just need safe and clean facilities for education.

focus on safety and accessibility in buildings T51

if the school population warrants repairs (i.e. school is at capacity or close to), those schools should be priority

**Points Assignments Matrix - Eliminate Ranges** G19

**Priorities summary**

overall rating	participant count	average rating
6	6	1.00

Points Assignments Matrix - Eliminate Ranges T3

- Award 1 point per child. 1 point per minute of travel.
- Currently a difference of 298 children (a small elementary school) will result in the same number of points assigned.
- For travel this would eliminate the 5 point difference assigned when there is only 1 minute of difference in travel.
- Remove the 5 points for an existing K-4 school. This simply does not make any kind of sense.
- Award points for the number of years a school has been on the list.



The attached PowerPoint talks about what the CBE currently considers when ranking new schools and major modernizations. What are some of the challenges with the current School Capital Planning process?

<b>Fiscal considerations</b>			<b>G20</b>
<b>Priorities summary</b>			
<b>overall rating</b>	<b>participant count</b>	<b>average rating</b>	
<b>5</b>	<b>4</b>	<b>1.25</b>	
The needs/demands for new facilities will always exceed the supply.			<b>T50</b>
it is inherent that any society cannot provide everything to everyone. it is also inherent that a society must live within their means or ultimately fail under excess debt. The struggle is to find the balance in between that provides the needed benefits to society within a reasonable cost.			
Poor management of contractors' cost			<b>T78</b>



**Q3:** The attached PowerPoint talks about what the CBE currently considers when ranking new schools and major modernizations. What are the strengths of the current School Capital Planning process?

**Started:** 14 May 2014 **Ended:** 2 Jul 2014

### Participation summary

Participation % (of 164 participants)		
	Thoughts	Priorities
Participated	33 % (55)	61 % (101)
Opted out	3 % (5)	7 % (13)
No participation	63 % (104)	30 % (50)

The attached PowerPoint talks about what the CBE currently considers when ranking new schools and major modernizations. What are the strengths of the current School Capital Planning process?

**Priorities instructions**

Please assign stars to prioritize these thoughts from other participants. Click on each line to view the details.

**Uses statistics and data** G4

**Priorities summary**

overall rating	participant count	average rating
89	57	1.56

Identified the main components T20

I guess a strength is that the process has identified the main components in the decisions, though I am not sure that just because something is statistically reproducible it's actually fair.

It is good that the current demographics are considered as well as travel T25

However, I think this question should be removed from the survey because it is leading and indicating that the current school capital planning process has many strengths, especially when the next question does not ask for the weakness. This does not produce balanced results.

Considers all aspects of the student T37

The current process not only considers the preschool age census but the school age census, projected growth and bus travel time not just population when determining ranking

**List is public.** G8

**Priorities summary**

overall rating	participant count	average rating
78	57	1.37

List is public. T30

This is the first time I have seen different communities ranked by when they might get to school built so it is good to the order they would be built. T34

That enrolment is viewed by "community". T39

Speck of transparency T42

At least the points awarded are made public.

The current process is fair and transparent. T43



The attached PowerPoint talks about what the CBE currently considers when ranking new schools and major modernizations. What are the strengths of the current School Capital Planning process?

(continued)

**List is public.** G8  
 Political debate is limited with the current process.

**gives provincial gov't a glimpse at needs.** G3

**Priorities summary**

overall rating	participant count	average rating
55	38	1.45

gives provincial gov't a glimpse at needs. T31

**Considers many factors** G6

**Priorities summary**

overall rating	participant count	average rating
53	42	1.26

More than 2 school moves between K-9 T28

I agree that there should not be more than 2 school moves in that time frame and would like to see the CBE continue to try to prevent this from happening. However, I think that it should be assigned more weight/points.

it gives value to so many different aspects T33

by considering so many different categories it helps give a more accurate assessment.

**Schools in adjacent communities considered.** G7

**Priorities summary**

overall rating	participant count	average rating
43	36	1.19

It's very sensible to have schools in adjacent communities be considered. T26

Not ranking communities with options in directly adjacent communities T29



The attached PowerPoint talks about what the CBE currently considers when ranking new schools and major modernizations. What are the strengths of the current School Capital Planning process?

(continued)

**Schools in adjacent communities considered.** G7

I agree! See previous comment (Q2, #3) about overlooking smaller communities with less rapid growth.

**Different roles for high schools and other schools.** G2

**Priorities summary**

overall rating	participant count	average rating
33	24	1.38

Different roles for high schools and other schools. T21

Different types of schools play different roles in communities. I like that this is being addressed.

**Logical point system** G9

**Priorities summary**

overall rating	participant count	average rating
29	25	1.16

The process seems objective and rational. T18

...Although as per my last Thought, too much focus on new developments.

The method in the PPT appears unbiased. T22

it is important that the process draw its information from the key sources data that drive the needs. The challenge is to avoid the apprehension of bias where on person or community appears to be able to influence the process to their benefit. To succeed long term there must be no hint of influence affecting the allocation of available capital.

Point system T24

Would agree this method is the best to determine ranking

Logical point system T35

Point system seems logical and thorough.

Point system T41



The attached PowerPoint talks about what the CBE currently considers when ranking new schools and major modernizations. What are the strengths of the current School Capital Planning process?

(continued)

**Logical point system**

G9

I like the idea of a point system, but it needs to be changed so that priorities are apparent within the system

**It seems to be fair**

G5

**Priorities summary**

overall rating	participant count	average rating
22	18	1.22

It seem to be fair T19

I have no real issue in the scoring process. It seems to be fair and just.

The current process appears to reasonably allocate available resources. T23

When more funds are available it is clear where those funds should be spent to benefit the system and the need.

Seems like the schools are in order T27

Hopi

Is fair to the communités based upon the available data and projections T36

The points are unbiased and use the most current data available so as not to include any personal biases to or away from one community over another



**Q4:** What criteria do you think should be considered as a method to rank the need for modular classrooms is developed?

**Started:** 14 May 2014 **Ended:** 2 Jul 2014

### Participation summary

Participation % (of 164 participants)		
	Thoughts	Priorities
Participated	34 % (56)	60 % (100)
Opted out	3 % (5)	7 % (13)
No participation	62 % (103)	31 % (51)

**What criteria do you think should be considered as a method to rank the need for modular classrooms is developed?**

**Priorities instructions**

Please assign stars to prioritize these thoughts from other participants. Click on each line to view the details.

**How crowded the school is.** G6

**Priorities summary**

overall rating	participant count	average rating
57	45	1.27

Utilization rate T1

m<sup>2</sup> per student T19

Instead of using capacity numbers which appear to be skewed, consider looking at actual school area per student. This will ensure adequate space for all school needs is addressed (including offices, storage, library etc).

School space and programming need. T21

I believe there should be criteria in determining programming at a specific school which would have a direct impact on the utilization of space in a school building - either over or under capacity. Looking at the why a school would need modular classrooms (assumption is that the school is then over capacity), would facilitate the proper solution. Modular classrooms should be a temporary over capacity solution, other options should be explored for longer-term solutions.

Alternate spaces being used as classrooms T31

Has a school needed to convert the library, computer room and storage spaces in order to accommodate classroom needs? All this is happening at Acadia school next year. At what point will we need to convert gyms and hallways?  
I have heard of schools using hallways as classrooms

how crowded the school is T36

Need T37

The CBE has a goal of 80% capacity yet many inner city schools are far exceeding this number. If school needs modular classrooms, they should get them. Period. The health and welfare of our students is at stake.

I would think it depends on how over capacity the school is. T64



What criteria do you think should be considered as a method to rank the need for modular classrooms is developed?

**Distance children are travelling/Bus times** G13

**Priorities summary**

overall rating	participant count	average rating
55	38	1.45

Distance children are travelling/Bus times T4

- Aspen West of 85th to Jennie Elliott school - Sarcee Trail and Glenmore - ridiculous for elementary children
- south end of the city children are on the bus as early as 7:10 and over an hour in ride time

Distance to travel to & from school according to grade T30

**Class size** G11

**Priorities summary**

overall rating	participant count	average rating
44	36	1.22

Class size T22

Class sizes T50

Especially for younger school children, small class sizes are critical. As they get older, class sizes should still stay relatively small and not the current almost university lecture size they are now. I have had lecture sizes of 6-25 students in university where learning is more self guided. Having classes in the 30-40s range is counter productive and ridiculous in primary and secondary education. There should be modular expansion to accommodate class growth when classes get above 25-30 students and there is no new schools to take the overflow.

classroom size: teacher student ratio is very important. T67

classes need to be small enough that the teacher can properly assess the progress of each student and give each student the attention they need

**accommodate the immediate community** G5

**Priorities summary**

overall rating	participant count	average rating
40	29	1.38

New Neighbourhood Baby Booms T5

## What criteria do you think should be considered as a method to rank the need for modular classrooms is developed?

(continued)

### accommodate the immediate community

G5

Neighbourhood demographics that show disproportionate amounts of young families. To avoid building oversized single generation schools modular schools should be considered.

accommodate the immediate community

T9

I think that modular classrooms should be ranked based on where children are going and where their siblings are going. Schools should attempt to house the immediate community and not have to go to lottery systems. If you live in a community that does have a school your children should be eligible to go there.

Siblings of bussed students and walk zone students cannot be accommodated

T14

This is the most important situation where modulars should be added. There is no fair way to decide between these two groups and trying to do so will create conflicts in the community.

Percent of students in the walk area

T20

If a school is over capacity as a result of out of community students then the CBE should look for methods to increase capacity where the students are actually living.

Over capacity.

T24

CBE should in all cases try to house the students in the own community. Bussing is expensive and less safe than having students in a walk zone be able to attend their community school. By adding modulars they can flexibly accomodate population surges.

Always be prepared for new students.

T32

Community growth, also demand, particularly with schools that have many

T47

feeder schools, or an unexpected growth in community population.

Elementary schools needs more space in rapidly growing communities

T49

Community school

T65

If it is a school that is a community school then it should be ranked higher (keep more kids in the community)

Projected growth in a new community that will decline over time

T68

This allows to "right size" the school infrascture when enrollment declines as the community ages

Increase feeder enrollment rather than dividing communities designation

T69

Rather than having more than one elementary designation within one community, such as Evanston, modular classrooms would allow the students from the same community to attend the same school rather than splitting the enrollment between two schools

Existing Schools

T73

**What criteria do you think should be considered as a method to rank the need for modular classrooms is developed?**

(continued)

**accommodate the immediate community**

G5

It seems a bit ridiculous that people that live in the same community where a school exists are not able to send their children to that school. Modularity should be prioritized to existing schools in communities where children cannot go to the school in their area.

**Projected number of students**

G1

**Priorities summary**

overall rating	participant count	average rating
34	26	1.31

Population Projections (5, 10 and 20 year)

T2

Projections of demographics within the community

T7

# of kids in area?

T13

Is this a trick question? When a neighborhood school is at its capacity and there are still 20 plus kids that need to go to school, the CBE should provide a modular classroom. This isn't rocket science. In my community, there have been families turned away from the elementary school because the school was "full". The family actually moved in directly across from the school. How can we try to build community and support one another when they have been alienated because they moved in a year too late? Up until very recently, schools have been one of the centers for community to grow. When the CBE dictates that this child cannot attend because there isn't space, then we have shattered that opportunity.

Community enrollment

T34

Students within a community should be served by their community school, which may mean installing modular classrooms to accommodate the student population. Schools should not have to use every inch of space before a modular classroom is considered. Diverse needs of students means that schools need break out spaces, gym and library spaces to adequately meet the needs of a wide range of learners. Those spaces should not be sacrificed.

Population growth

T35

Modular classrooms should be installed in areas that have shown a rise in population. This may include communities on the outskirts of major cities, or in the suburbs, as research has shown these areas are rapidly growing.

Projected vs actual enrollment. Location and age of the school.

T40

school population/numbers

T44

add them if the population requires it (school is full)





What criteria do you think should be considered as a method to rank the need for modular classrooms is developed?

(continued)

**Projected number of students** G1  
 Determine needs. Which schools are the highest need. T57

**Attendance of Siblings** G21

**Priorities summary**

overall rating	participant count	average rating
31	23	1.35

Attendance of Siblings T74

Schools need to ensure that their capacity has been made so that siblings of students in attendance are also able to attend.

**Regular program as a priority** G14

**Priorities summary**

overall rating	participant count	average rating
26	19	1.37

English language as a priority T60

Do not add modular classrooms to schools with alternative programs.

Is the need for regular or alternative programs. T78

Although alternative programs provide choice for parents and students, the need for additional space in the regular program should take priority.

**Ability to place modular classrooms at a school** G12

**Priorities summary**

overall rating	participant count	average rating
23	21	1.10

The age of the current school they are to attach to T6

Development space T25



**What criteria do you think should be considered as a method to rank the need for modular classrooms is developed?**

(continued)

<b>Ability to place modular classrooms at a school</b>	<b>G12</b>
Working with developers in communities should be important in designating possible school locations - ensure that the site is conducive to modular accomodations.	
each school has a maximum capacity with or without a modular classroom	<b>T26</b>
Not every school can accommodate more students. It means more classes sharing the gym, art rooms and music rooms and no longer being able to provide quality instruction. On facilities that can handle the larger numbers in other aspects such as these should be considered.	
Quality and state of current School Facility	<b>T28</b>
If modular units are to be considered, it should only be if they meet the standards set out for new Schools today. Newly built Schools' have a limit on the number of units that can be build alongside the permanent facility. They also regulate that the units need to be connected to the permanent facility, as well as having direct access to washrooms, gymnasium, etc. this standard should be the same when considering modular units being used at older School Facilities. If they are to be used in these scenarios, the facility should be upgraded to allow it to have the same standards met - connected directly to main building, direct access to gymnasium, washrooms, etc.	
Space available	<b>T62</b>
space needs to be considered not only for where the actual classroom will sit, but also other considerations such as shared facilities, parking spots for extra teachers and support staff, playground space, space for additional families to be dropping off and picking up children, etc.	
Can the school accommodate modulars and how many.	<b>T77</b>
The first question should be how many modulars can the school accommodate and where would they be located on the site.	

<b>Where the community ranks (&amp; how long it has been ranked) for more schools</b>	<b>G19</b>						
<b>Priorities summary</b>							
<table border="1"> <thead> <tr> <th>overall rating</th> <th>participant count</th> <th>average rating</th> </tr> </thead> <tbody> <tr> <td>23</td> <td>17</td> <td>1.35</td> </tr> </tbody> </table>	overall rating	participant count	average rating	23	17	1.35	
overall rating	participant count	average rating					
23	17	1.35					
Where the community ranks (& how long it has been ranked) for more schools	<b>T8</b>						



What criteria do you think should be considered as a method to rank the need for modular classrooms is developed?

**Modular classrooms should be considered for elementary** G16

**Priorities summary**

overall rating	participant count	average rating
19	15	1.27

Modular classrooms should be considered for elementary T48

**Addressing short term needs** G20

**Priorities summary**

overall rating	participant count	average rating
18	15	1.20

Addressing short term needs T75

Modular options should focus on addressing shorter term needs and needs in older communities where student populations ebb and flow

**Ability of principal to budget funds to hire teachers for those classrooms.** G4

**Priorities summary**

overall rating	participant count	average rating
17	13	1.31

Ability of principal to budget funds to hire teachers for those classrooms. T23

Empty classrooms are useless.

**Availability of other options for students** G8

**Priorities summary**

overall rating	participant count	average rating
17	15	1.13

Area Utilization at nearby schools (overflow) T3

The school has already been reduced to K-4 T15

**What criteria do you think should be considered as a method to rank the need for modular classrooms is developed?**

(continued)

<b>Availability of other options for students</b>	<b>G8</b>
If a school is K-6, reducing it to K-4 might make more sense than adding modular classrooms. In many places, grade 5 is "middle school" not "elementary school" - it is a sensible point for a transition.	
No adjacent community schools	<b>T56</b>
If there is no school nearby that can receive some of the students and they would otherwise be facing a long travel time (greater than 20 mins) than the modular classrooms should be considered.	
potential for other schools in the area	<b>T63</b>
If there is potential for another new school to be built in the area to house the students instead of using modular classrooms, that should be given priority, and a lower priority given to putting modular classrooms at that school.	
Inclusion of choice programs within a school	<b>T70</b>
By using the modular classrooms attached to one school within a reasonable bussing distance for programs of choice this reduces bus travel time and would require less busses as one bus would travel to the designated school rather than separate busses from the same community to more than one or two schools	

<b>A public conversation on this process with those affected is essential.</b>	<b>G3</b>						
<b>Priorities summary</b>							
<table border="1"> <thead> <tr> <th data-bbox="310 1281 480 1310">overall rating</th> <th data-bbox="704 1281 925 1310">participant count</th> <th data-bbox="1138 1281 1326 1310">average rating</th> </tr> </thead> <tbody> <tr> <td data-bbox="378 1329 412 1356">13</td> <td data-bbox="797 1329 831 1356">11</td> <td data-bbox="1206 1329 1263 1356">1.18</td> </tr> </tbody> </table>	overall rating	participant count	average rating	13	11	1.18	
overall rating	participant count	average rating					
13	11	1.18					
Ramifications	<b>T18</b>						
do families understand this may negatively impact their future ranking and not solve problems?							
A public conversation on this process with those affected is essential.	<b>T58</b>						

<b>Modular means portable, if its not it shouldn't be built.</b>	<b>G17</b>						
<b>Priorities summary</b>							
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overall rating	participant count	average rating					
12	11	1.09					



**What criteria do you think should be considered as a method to rank the need for modular classrooms is developed?**

(continued)

**Modular means portable, if its not it shouldn't be built.** G17

Modular means portable, if its not it shouldn't be built. T10

There is no advantage to modular development if the modules are not transportable to another location. I realize there is an aging issue and old units may need to be retired. However, module should not be so purposeful to one location that they cannot be moved and fit into another. Also designs such as double level which make units not transportable should not be used.

Population T12

Sam Livingston has a portable that has not been used in several years, just for storage, since they kicked the grade 5 and 6's out  
Use that for a classroom for some kids that need it.  
Only costs you 80K to move, right?  
It is just sitting there, gathering dust.

**More than 2 moves between K-9** G18

**Priorities summary**

overall rating	participant count	average rating
11	11	1.00

More than 2 moves between K-9 T54

Priority should be given to students who would otherwise have to make more than 2 moves in 10 years.

**A classroom must address at least a medium term need.** G2

**Priorities summary**

overall rating	participant count	average rating
9	9	1.00

long term solution T16

Is this a permanent or temporary installment? T38

Is this solution to the problem T39



## What criteria do you think should be considered as a method to rank the need for modular classrooms is developed?

(continued)

### A classroom must address at least a medium term need.

G2

I don't see modular classrooms a very reasonable option in a city of our size. Yes at times they are necessary but with proper forecasting and other solutions like P3 modles of development there should be enough space for each of our students in permanent structures. Be better prepared for population growth and decay!

A classroom must address at least a medium term need.

T43

The PPT makes it clear that the cost for short term use is prohibitive so the criteria needs to reflect this consideration.

Length of use

T45

How long will the modular be used and are there other methods that could be used with that capital ...such as enhancing online learning programs

I think the modular classrooms should only be added if it addresses a long

T46

term need. This is because spending hundreds of thousands of dollars on short needs is wasteful and does not provide the return on investment that should be considered whenever the government is asked to spend tax payer dollars. Better planning should be utilized to handle short term capacity issues - for example, if the school will not be able to have four grade three classes if they have four grade one and two classes, they should not accept the new grade one students. Those students need to be re-allocated to different schools. Modular classrooms should only be considered once all other options have been explored.

Long term usage

T55

Given the high cost of obtaining and installing the modulars, it should only be considered an option if they can be used for a substantial foreseeable amount of time, (5-10 years) offsetting the costs.

predicted length of need

T66

Do not want to incur cost for 1-3 yrs then have to move again. should be more of a middle term length (10yrs)

Other accommodation options should be considered first.

T76

There are usually other accommodation options, however if the addition of modular classrooms solves the problem for 3-5 years, the additional space should be considered.

**What criteria do you think should be considered as a method to rank the need for modular classrooms is developed?**

<b>Costs of adding capacity</b>	<b>G9</b>	
<b>Priorities summary</b>		
<b>overall rating</b>	<b>participant count</b>	<b>average rating</b>
<b>9</b>	<b>9</b>	<b>1.00</b>
<p>No cost to CBE <span style="float: right;">T17</span></p> <p>do families understand this may negatively impact their future ranking</p>		
<p>Capacity <span style="float: right;">T33</span></p> <p>The addition of modular classrooms is dependent on having an existing school with space for modular classrooms as well as a need for them in the communities. Rankings should take into account those two factors but also be countered with the existence of schools and modular classrooms within the school's community.</p> <p>To be honest though, regarding the high cost of modular classrooms, I think the board should push for larger complete schools that negate the need for modular classrooms and plan schools in a way that allows them to transition into alternative facilities once the lifetime of the school is complete.</p> <p>in general, it needs to weigh the costs and benefits. <span style="float: right;">T42</span></p> <p>As noted in the PPT, modular classroom requests are exceeding supply and capital. i expect that the actual cost is much larger than people perceive and therefore it seems an easy solution to add a portable classroom.</p>		
<p>NEED <span style="float: right;">T51</span></p> <p>There was NO NEED for Elbow Park Modular classroom, other than pleasing some parents within 1 community. The CBE, The province and the MLA failed the tax payers. based on that I seriously question how the assessments are made to determine if a modular room / school is required.</p>		
<p>COST <span style="float: right;">T52</span></p> <p>There was NO NEED for Elbow Park Modular classroom, other than pleasing some parents within 1 community. The CBE, The province and the MLA failed the tax payers. based on that I seriously question how the assessments are made to determine if a modular room / school is required and affordable.</p> <p>I also question the cost of these units</p>		



What criteria do you think should be considered as a method to rank the need for modular classrooms is developed?

**Principals should request modulars**

G15

**Priorities summary**

overall rating	participant count	average rating
9	7	1.29

I think the individual Principals should have the most weight

T41

The Principal at each school knows their community, the children and the teachers best. If the Principal is of the view that a modular classroom is the best solution for the ever increasing population of our community schools, then that request should hold more weight than the demographic projections.

**Changing demographics and education practice**

G10

**Priorities summary**

overall rating	participant count	average rating
8	8	1.00

Changing demographics and education practice

T11

When the under secretary Kanter says " in 10 years, schools will be where students come to be coached on what they learned elsewhere the night before" maybe we should only be filling the gap with flwxible, easy to alter, easy to move facilities





**Q5:** What other information would you like to share?

**Started:** 14 May 2014 **Ended:** 2 Jul 2014

### Participation summary

Participation % (of 164 participants)		
	Thoughts	Priorities
Participated	34 % (56)	60 % (100)
Opted out	3 % (5)	7 % (13)
No participation	62 % (103)	31 % (51)



**What other information would you like to share?**

**Priorities instructions**

Please assign stars to prioritize these thoughts from other participants. Click on each line to view the details.

**Build more schools** **G4**

**Priorities summary**

overall rating	participant count	average rating
<b>70</b>	<b>33</b>	<b>2.12</b>

Middle school for West Springs. T11

Our Elementary is over capacity, lottery system, students who can visibly see the school cannot attend due to capacity and are bussed completely off the hill. Our hill is filled with families, we should have had a middle school built 3 years ago to accomodate the population.

Build a K-4 & 5-9 in the same location in New Brighton, in desperate need! T13

Needs far outweigh resources T16

The need for new schools far exceeds the actual number of new schools opening up.

CBE needs to exceed spending in other major cities T18

I hear all the time that Calgary is one of, if not the, fastest growing city in Canada. This means that our school system must grow faster and better than that of Vancouver or Toronto. The idea of modular school rooms as a stop gap for a certain demographic bubble is misleading. I do not see Calgary getting smaller or see the population aging without replenishment any time in our generation. We simply need more schools, and will need more schools well into the future.

Crunch time ahead. T19

My son starts Grade 1 in September (my daughter in 2016) and I am scared to imagine what the CBE will be like when he gets to highschool. I do not see a current ability to accomodate all of these overcrowded kindergartens and elementray schools in the high school system. I did not see the importance of new high schools adequately communicated in the power point presentation. It seemed to focus on how to get through next year, and not that this 'boom' will just continue to grow. I do not think that addressing a massive lack of secondary school space can be done on a 3 year timescale. Maybe there is a lot of work and planning underway, but it has not been communicated to the parents.

Communities should have schools built first so it attracts buyers. T24

What other information would you like to share?

(continued)

**Build more schools**

G4

A community should not have to wait for almost 15 years to have schools in there area. Especially a rapidly growing area like Cranston. Builders should not be allowed to build more homes unless the area is equipped with all amenities. If you have 2 or more children they both should be able to go to school together and grow up together. Instead we have to bus everyone or drive them all over. When this happens it is inconvenient for the parents as we are not able to make a decent living and it's not environmentally friendly. If we had proper schools in this area my children would walk and I would be able to work full time not have to switch hours around etc. to suit the needs of the school system. Living in the city is tough enough.

There was a potential school site on the plans for Kincora when we first moved here 9 years ago. Now we have 2 kids that could use a school.

T34

**Be fiscally responsible**

G2

**Priorities summary**

overall rating	participant count	average rating
40	26	1.54

fees increase

T3

I want to share that I think bussing fees should continue to be a user fee, if you use it, you pay for it, you have a choice where you live, and that I am pro-quality, well paid lunchroom supervisors. That is the time that bullying will happen and we need good people in those jobs.

Schools could increase revenue by renting out space on evenings.

T7

My community does not have any indoor recreations facilities. I have often thought that there should be an evening sports program at our local school for pre-teens. This helps get kids active that may not already be in sport, encourages families to get out and meet new people, and it helps to build community. The schools for some reason don't like to "rent" out space? There needs to be a "boiler" ticket person on site over the winter months just in case. Ok. So if the wage is covered for that and some money is paid to the school, why would the CBE not grant this proposal? I think that the lack of community building outside of the school's 4 walls is alarming. If we want to educate kids about living and working in the 21st century, we better figure out that building community and working together is not only on the backs of parents.

The capital allocation process needs to consider the larger society.

T20

Everybody pays education tax as it is clear that society as a whole benefits from an excellent education system. Part of the challenge is not letting one smaller segment of a society dictate the ultimate cost of providing the system.



What other information would you like to share?

(continued)

**Be fiscally responsible** G2

too much funding directed to admin (locally and provincially) T21

far too top heavy in administrative costs - too many people downtown, too many super-intendants, CLC area office employees, let's focus funding in classroom.

**BE FISCALLY RESPONSIBLE** T26

CBE MUST clean up and start acting in such a way that it demonstrate a healthy respect for the way tax peyers money is used.

Be transparent and use the defined principles (Alberta's and CBE's) as guiding principles.

Please just build the schools that Calgary needs. T31

And please spend the money where it needs to be spent--instead of expensive dinner parties and custom built office furniture, etc. When people can't attend school in their own community and can't afford to send their kids because of all the school fees, there's some major problems that need fixed immediately!!!

Kindergarten T32

Eliminate funded kindergarten if necessary to create space in community schools before adding modulars or capping schools. Or increase the fees as it is an optional program. It is better than capping the school because many private ecs programs are available. It is already a joke - less than 3 hours most days and an hour and a half on Fridays. Kids aren't learning anything and it is a pain for parents to get then there for such a short period of time. Often they are the ones put in the modulars - without washrooms - and the teachers spend the whole class taking kids to and from the school. Or consider other options - such as one or two full days a week - to reduce transportation costs and strain on the school spaces.

School Fees are NOT appropriate. T35

The amount of waste I see in the schools, and the lack of efficiencies is unacceptable. Rising school fees is a reflection of how poorly the CBE is at handling and allocating funds. This isn't the early 1900s, how poor of working conditions could you possibly have in the 21st century? Get rid of the unions and you wouldn't have to keep asking parents for more and more money to fund them...

**Consider creative solutions** G17

**Priorities summary**

overall rating	participant count	average rating
31	27	1.15

Thoughts T14

What other information would you like to share?

(continued)

**Consider creative solutions** G17

Has the CBE considered other more creative options to meet classroom needs or do you simply do it the way it has always been done? For example:  
 modular schools  
 Alternative, lower cost solutions to portables. Such as converted shipping containers as seen on Dragon's Den  
 The Catholic and Public boards should merge to avoid unnecessary spending overlaps

Innovation T41

Instead of focusing modular efforts on the same old overpriced metal trailers, we need to consider more innovative solutions such as prefab modulars offered by companies like SproutSpace (see <http://www.bdcnetwork.com/modular-classrooms-gaining-strength-school-boards>). These options provide a healthier alternative for students as well as opportunities for learning (e.g. learning about green tech, outdoor education) and a more aesthetically pleasing approach will increase community support. These modulars would also be ideal for leasing opportunities to third parties (after school care, dance/karate, community programs for the elderly etc.)

**Be Proactive!** G3

**Priorities summary**

overall rating	participant count	average rating
30	20	1.50

Be Proactive! T17

I know it seem as though we are being proactive by issuing a 3 year plan and score card for the cities needs but look at how long it takes to get funding and then build/develop. yes you have said there is a need for schools in areas but that is not what it is about. it is about ensuring that facilities are placed in a timely fashion and not after the community surpasses the point of needing it. by the time the facility is built you would be looking at years down the road potentially and that is reactive.

**Developer Money** G20

**Priorities summary**

overall rating	participant count	average rating
30	21	1.43

What other information would you like to share?

(continued)

**Developer Money** G20  
 Developer Money T40

Developers need to be part of this solution. Perhaps a cost-sharing with developers when the community is being developed to build schools within that new community. I'm sure it would be a selling feature for young families.

**Plan ahead** G13

**Priorities summary**

overall rating	participant count	average rating
30	23	1.30

Plan ahead T33

Planning for schools should be done before developers begin new communities. I think that all new communities should help pay for the new schools to be built as part of their new home fees.

**Sbilings** G22

**Priorities summary**

overall rating	participant count	average rating
28	19	1.47

Sbilings T39

Siblings being able to attend the same school needs to be written into CBE bylaws. The CBE cannot put such strain on a family and risk splitting siblings.

**Politics should not be in our school boards** G14

**Priorities summary**

overall rating	participant count	average rating
27	17	1.59

Politics should not be in our school boards T25

What other information would you like to share?

(continued)

**Politics should not be in our school boards** G14

The votes seem clear on the school board that it is inner city/belt line trustees against the suburbs on most issues. This is unacceptable. Making decisions to keep your local population voting you in at the expense of the rest of the city is not the mentality that should be tolerated. The "screw you, I got mine" thought process is not what we want to teach children, why should we have our adults acting that way? Get the politics out of the board room! You are here to improve the education for all Calgary children, not to keep getting elected!

Small/minority groups that are vocal should not influence decisions T37

**The CBE cannot solve this issue alone.** G15

**Priorities summary**

overall rating	participant count	average rating
26	23	1.13

The CBE cannot solve this issue alone. T4

Back to my first point. Calgary should have one school board leading to more a more cost effective education system.

**Grade configuration** G9

**Priorities summary**

overall rating	participant count	average rating
22	15	1.47

I don't understand the K-4 schools.....should always be at least K-6. T15

**I suspect no matter what, the CBE won't be able to please everyone.** G10

**Priorities summary**

overall rating	participant count	average rating
20	19	1.05

I suspect no matter what, the CBE won't be able to please everyone. T22

The unspoken realities T43

What other information would you like to share?

(continued)

**I suspect no matter what, the CBE won't be able to please everyone.** G10

Real dialogue with communities would greatly improve the efficacy of the planning process. Just crunching numbers doesn't reflect the realities. Why do families in Killarney choose late French Immersion at Bishop Pinkham? Because they are avoiding sending their kids to AE Cross which they perceive to be a "dangerous" and "undesirable" school. Planning needs to find a way to gather and address this type of dynamic.

**Communication** G5

**Priorities summary**

overall rating	participant count	average rating
16	13	1.23

Community engagement rocks - thank you for undertaking this process! T2

Communication T5

It would be helpful for people to receive an annual update for their community (or region) about capital planning for the area. So for example, people who live in Sage Hill/Kincora etc. might like to understand annually what is planned. There might be no change from one year to the next, but even that is helpful to know.

School Ranking T8

More needs to be done to commend schools to communities that will be bused in - it is tragic that some of our schools are critized and appealed because of school rankings when the majority have no understanding of what determines school rankings.

The public needs to know the realities of today's classrooms. T9

I believe many parents are not aware of the restraints the CBE and teachers have on delivering education to Calgarians. There should be provincial strategy to more sustainable and predictable funding for education. Class sizes are increasing. Teachers and other CBE staff are stressed in trying to deliver top-notch education with less and less every year. I believe education is an important value for Albertans and it should be properly funded. To assist with the restraints, I believe elective programming should be properly funded by those families choosing it - there too much diversity in the choices for student programming in such a large city. (science school, all-girls school, arts school, German program, Spanish program, etc... ) The exceptions should be French (official Canadian language) and special education - those students did not pick to be special ed.

This is one SMALL step towards community ad public engagement. NOT ENOUGH. T29

I would

I would like to hear ALL perspectives from parents that are in higher needs T30



What other information would you like to share?

(continued)

<b>Communication</b> areas.	<b>G5</b>
--------------------------------	-----------

<b>Alternative programs</b>	<b>G12</b>
<b>Priorities summary</b>	
<b>overall rating</b>	<b>participant count</b>
<b>13</b>	<b>11</b>
<b>average rating</b>	
<b>1.18</b>	
Really not happy about CBE Options available to my family	<b>T10</b>
<p>We recently attended 5 kindergarten information nights. Our designated school, Janet Johnstone, was by far the worst as a result of overcrowding.</p> <p>When we purchase our home 2 years ago we did a small amount of school research and opted to buy within walking distance of a French immersion school that was to offer K-6. As of next year it will be reduced to k-4 and is still projected to be over capacity. We're now facing the difficult choice between moving, bussing our kids out of area to a CBE alternative program or investing a private education in a neighbouring community.</p> <p>We're frustrated that instead of adding a French stream to one of the other neighbouring schools the schools capacity has been artificially increased through classroom partitions. I found documents online that show the capacity was increased by 50 spaces with no modular additions to my knowledge (based on aerial photo review).</p>	
Our school needs more space. French Immersion is very popular!	<b>T12</b>
<p>In 2012 when my child entered grade one, we have 100 students enroll the same year. We are growing and we need more space for the children</p>	
Alternative programs	<b>T42</b>
<p>Capital planning and modernization should be better coordinated with accommodation. Currently alternative programs are used as a "saviour" of sorts for older schools with declining enrollment. These programs flourish and yet the system does not find ways to support and sustain these programs. Distance is always an issue and often times families choose alternative programs b/c of a lack of other options in their neighborhood. This reality needs to be addressed.</p>	

**What other information would you like to share?**

**At least 1 bus stop in the child's community, even for alternative programs**

G1

**Priorities summary**

overall rating	participant count	average rating
13	10	1.30

At LEAST 1 bus stop in the child's community, even for alternative programs

T27

As an additional challenge...

I chose to enroll my son in an alternative program, as I live in a community that does not have a single school, nor is there one scheduled to be built at present. Our priority keeps being lowered.

My son is bussed, and his median travel time is between 30-40 mins, one way. However, I have to drive him to and from the bus stop, which is located in another community, which is NOT adjacent to my community. Therefore, his travel time is increased to more than 45 mins, one way. This is his "congregated" bus stop. There will be no option to have him walk home from the bus stop when he's older, as he would need to cross a major highway (4 lanes, divided). I am unable to walk to his bus stop (an hour and a half walk, one way) and if I cannot drive for some reason (injury, car failure, etc) I will not be able to bring him to the bus stop, or pick him up from it, unless I pay for transit passes for myself, my preschooler and my son & ride to the stop (2 busses)

Continued...

T28

I understand the function of congregated stops within a community, to reduce the number of stops and travel time it takes. It makes the process more efficient. However, I feel that both for safety and necessity, there should be at least ONE bus stop in each community that the alternative school services, so long as there is at least one student from that community enrolled in the program.

I have been told that the only way to get a bus stop in my community is to get more students from my community to enroll in the school, however, how do you sell a school that has a very long bus ride, commencing in another community to others? I HAD to send my son to a school outside of (and far away from) my community (North of Canyon Meadows Drive- I live South of Stoney Trail). However, I feel as though I am being punished with a terribly inconvenient bus route, for choosing an alternative program. It is not as though I decided to forgo a much closer, more convenient school in my community.



**What other information would you like to share?**

**Consideration of Alternate Education Values**

G7

**Priorities summary**

overall rating	participant count	average rating
11	11	1.00

Consideration of Alternate Education Values

T23

I believe that the priority when considering how to distribute limited funding should be the quality of the education, but also we may be able to develop new values and 'rules'. I believe that the CBE has a team currently studying the education system in Finland and I think we may have a lot to learn from their system. One aspect of Finland's education system is a later start age, I believe children begin school at age 7. It may be worth considering a delay in start age in Alberta / Calgary, even delaying until age 6 would reduce the number of children in the schools and it is likely better for children to be home longer. I imagine there would be a lot of push back on this idea - but 'education' is key even when it comes to parents!

**Demographic inputs in the 3 year capital plan**

G8

**Priorities summary**

overall rating	participant count	average rating
11	9	1.22

Demographic inputs in the 3 year capital plan

T1

The 3 year capital plan projects lower kindergarten enrolment in 2018 vs 2013. This seems odd given increasing immigration along with record births in Alberta in 2013 (kindergarten students of 2018).

**Information people receive from developers**

G11

**Priorities summary**

overall rating	participant count	average rating
10	9	1.11

Information people receive from developers

T6

When developers/builders are trying to sell their lots, they often give erroneous or misleading information about school planning for the area. I've heard extremely misinformed (or perhaps outright lying) about the potential for schools from developers. It might be helpful to require them to distribute CBE information on schools for the region.



What other information would you like to share?

**School and program change decisions s/b made in favor of the majority**

**G18**

**Priorities summary**

overall rating	participant count	average rating
10	7	1.43

School and program change decisions s/b made in favor of the majority

**T36**

**Transportation route planning process is brutal**

**G19**

**Priorities summary**

overall rating	participant count	average rating
10	7	1.43

Transportation route planning process is brutal

**T38**

**Racism**

**G21**

**Priorities summary**

overall rating	participant count	average rating
0	0	0.00

Racism

**T44**

To reflect the values of citizenship, fairness, common good etc. the planning process needs to stop placing priority on continually placing "like" communities together. The CBE needs to find a way to address this racist tendency and eliminate it from the planning process.

