

Shaping the Future of High School Spring Survey

Aug. 1, 2019

Prepared by:
CBE Communication & Engagement Services



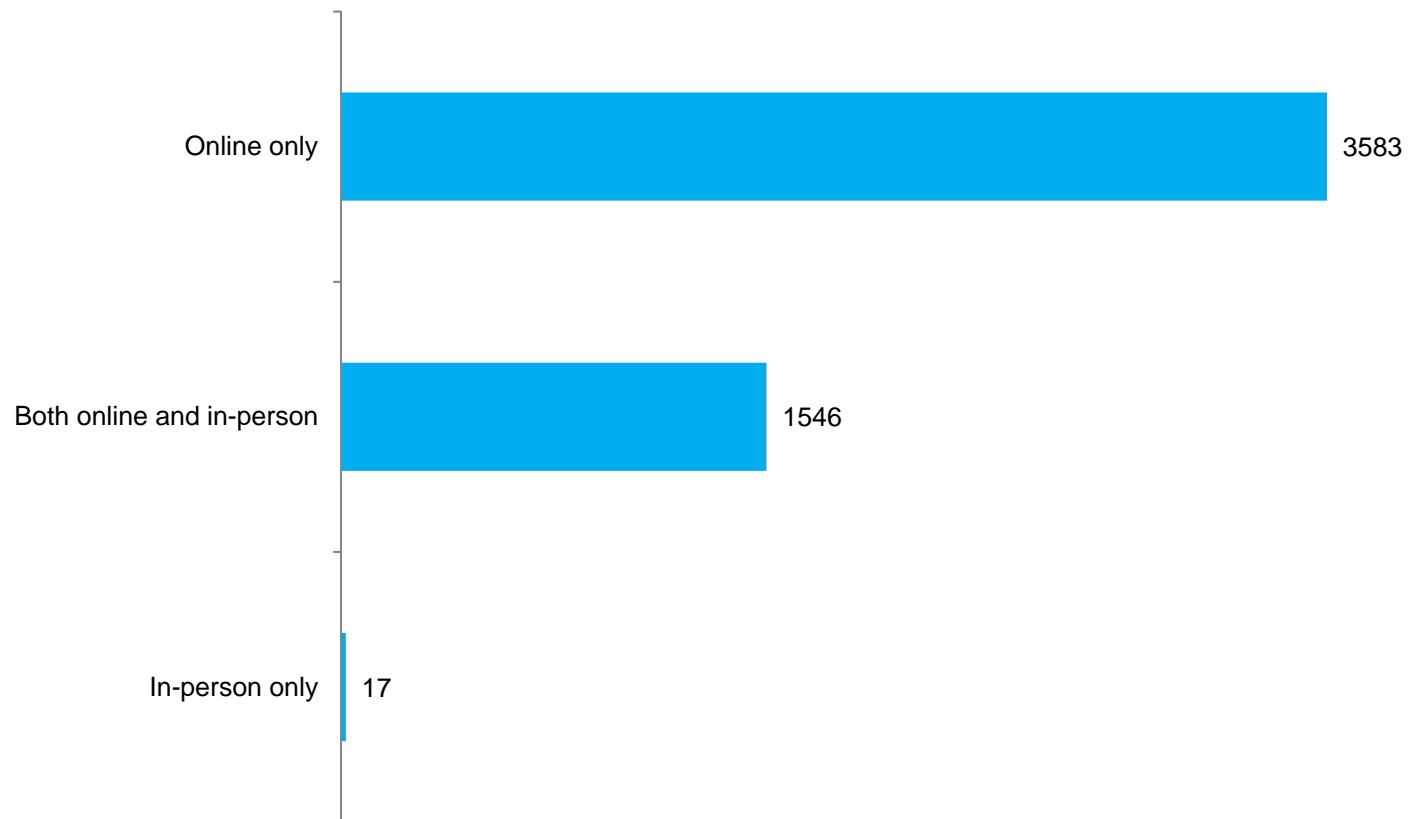
**Calgary Board
of Education**

Shaping the Future of High School

- ❖ **Purpose of Engagement** | By October 2021, the CBE will communicate a sustainable system-wide plan for high schools that continues to offer students access, flexibility and choice in programming given available space and resources. The plan will be developed through consultation with affected students, staff, parents and community members, with full implementation of the plan beginning in 2022-2023.
- ❖ **Purpose of Survey** | This spring 2019 survey for parents, staff and community members is the first of many engagement opportunities. The purpose of this survey is to understand the engagement and communication preferences of participants and factors influencing choices in high school. Gaining this understanding allows us to plan effectively for engagement opportunities in fall 2019 and beyond.
- ❖ **Responses** | A total of 5,165 people filled out some or all of the online survey.

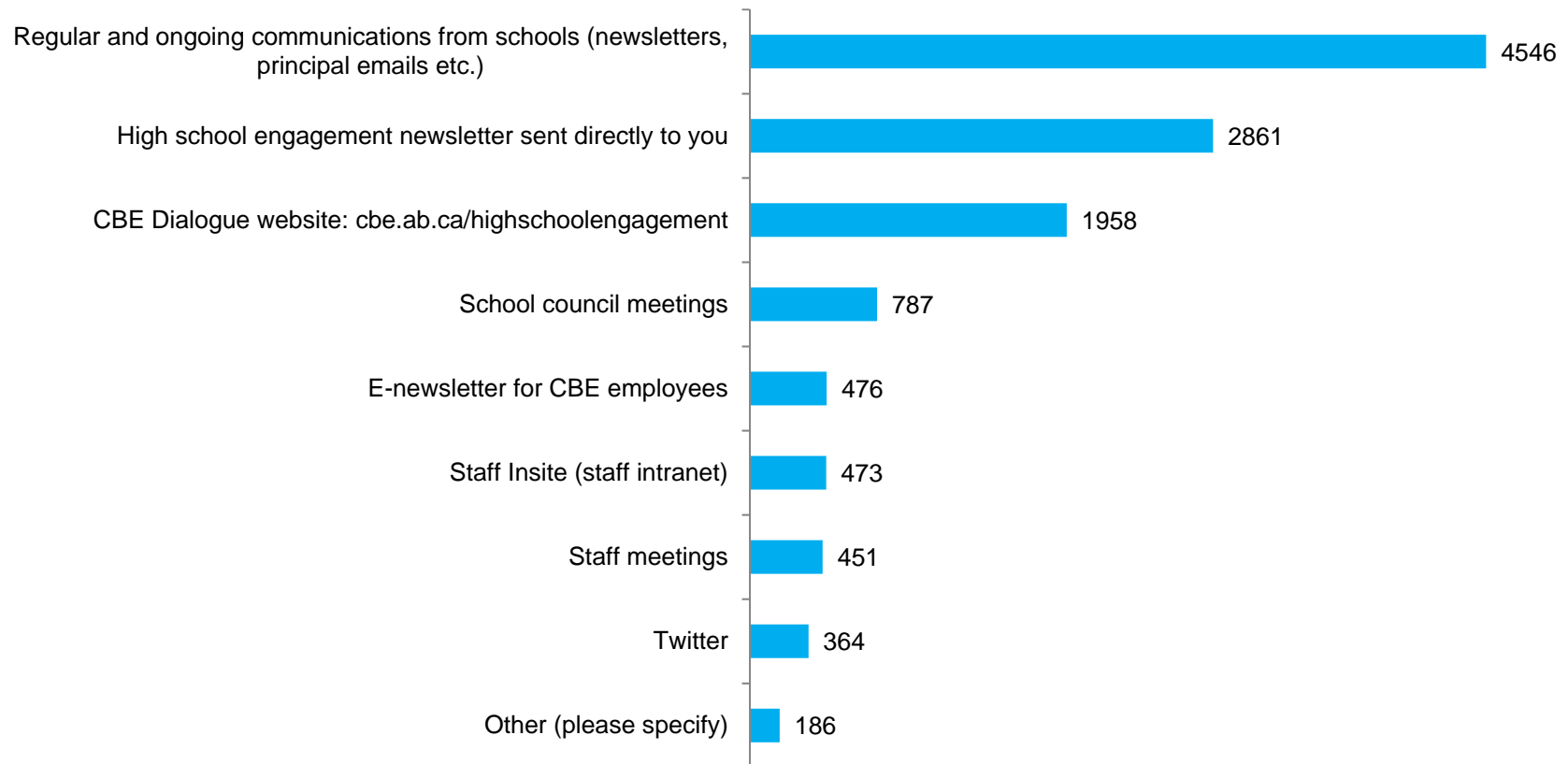
Q1 | In-person and online opportunities will be provided for people to provide input and feedback in the high school engagement process. How do you expect to participate in this process?

Answered: 5,146



Q2 | Please indicate the methods that are effective for us to share information with you about this engagement? This list includes some options only relevant to parents and some only relevant to CBE employees - please select all that apply and are effective methods for you.

Answered: 5,143



'Other' responses (186) can be found on [page 13](#) of this document.

Q3 | There is information currently posted on the high school engagement page of the CBE website about school utilization and student enrolment at CBE high schools. In fall 2019 we will be asking people to provide input on the following in-scope factors:

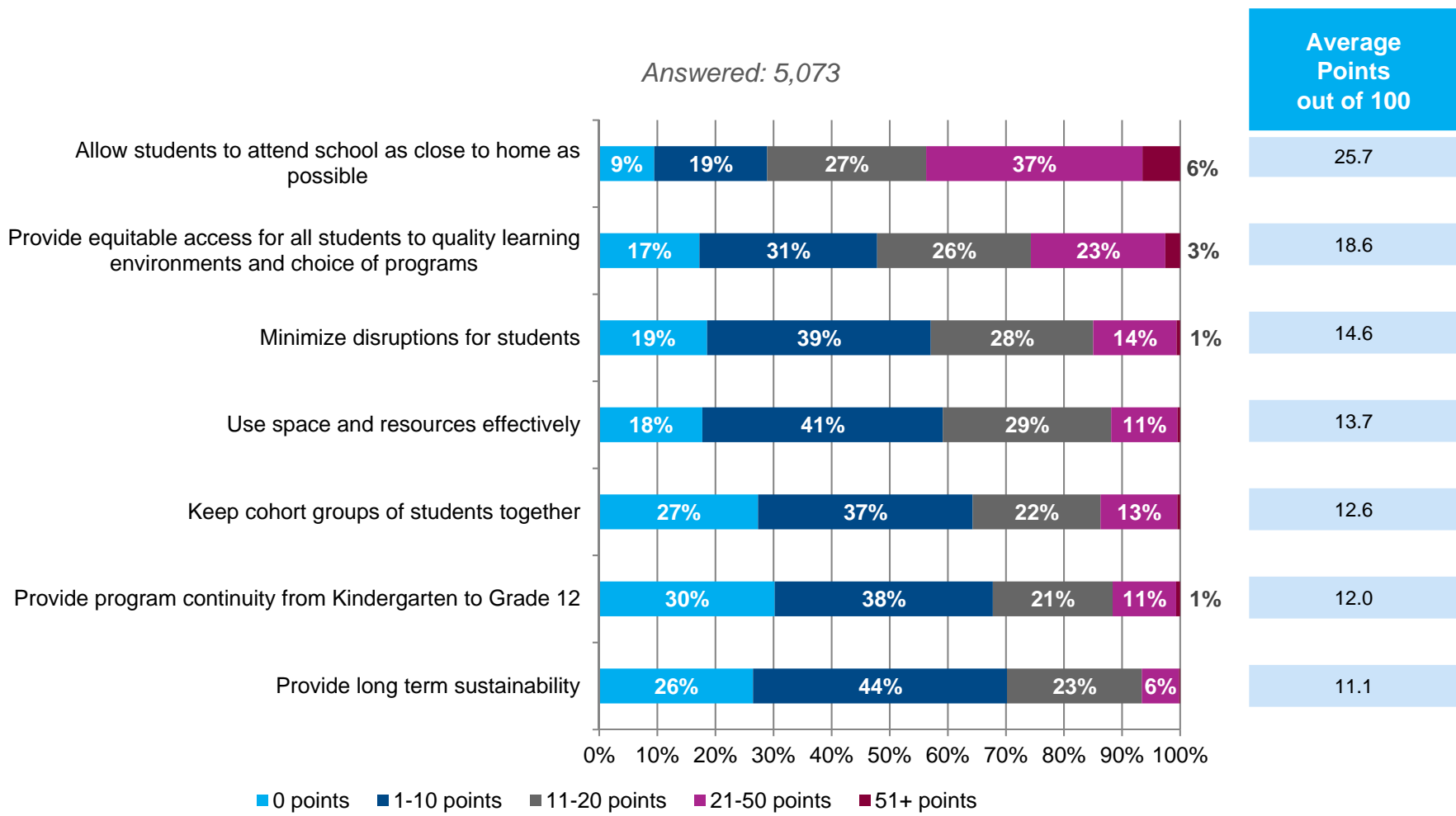
- Expansion or contraction of some existing programs (French Immersion, Spanish Bilingual, Arts-Centred, Advanced Placement, International Baccalaureate, International Baccalaureate Career)
- Location and designated communities/boundaries of existing programs,
- Grade configurations (i.e. changing from Grades 10 - 12 to Grades 9-12 at a school)
- Implementation (timing and considerations)

With this in mind, what additional information (other than what is currently posted on the website) do you need to provide informed input and feedback in fall 2019 on these options?

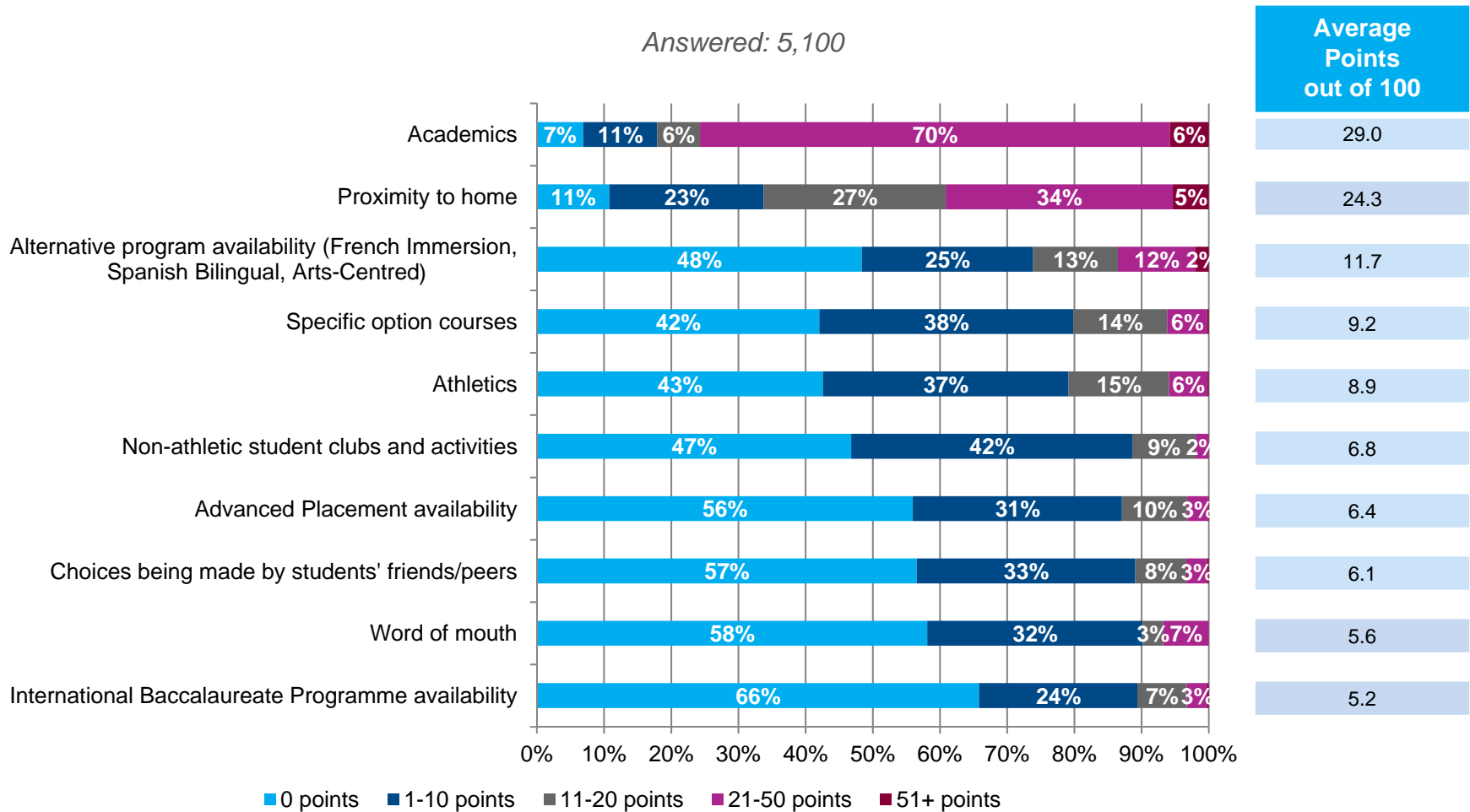
Answered: 1,474

Responses can be found on [page 20](#) of this document.

Q4 | CBE planning principles guide the decision-making process. Some principles are more important to some people than others, and it is not possible to address some of these principles for all stakeholders at the same time. Below are the planning principles. Please allot 100 points in total to the principles, giving the most points to the principles you find important and the least points (or no points) to those that are less important to you in this decision-making process. You must assign a value to all factors. You can choose zero (0) for those that are not at all important to you. The total value must add up to 100.



Q5 | If you were able to choose between two different high schools, which factors would influence your choice? You have 100 points you can assign to the factors below. You must assign a value to all factors. You can choose zero (0) for those that are not at all important to you. The total value must add up to 100.



Q6 | Do you have any other questions or comments to share?

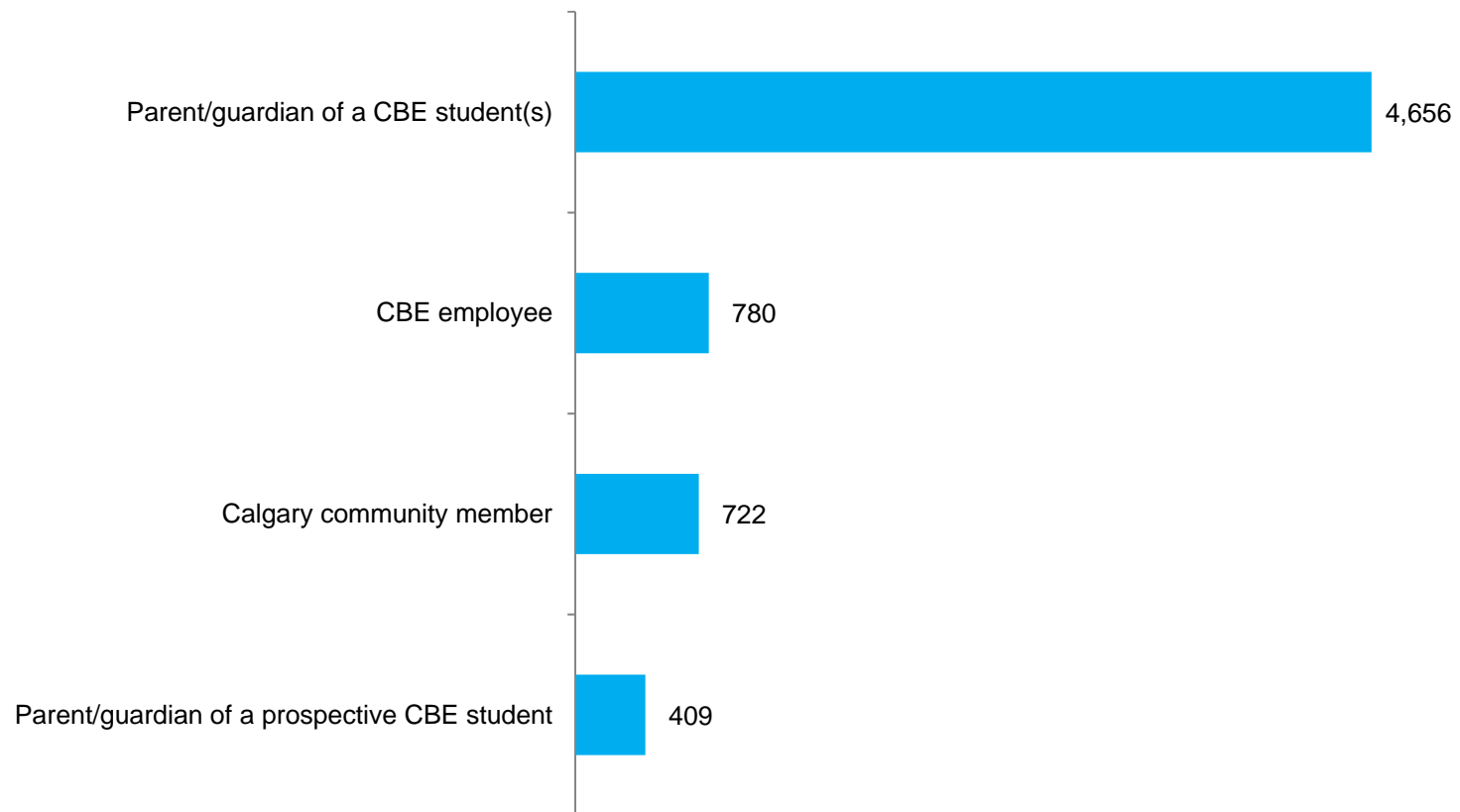
Answered: 1,347

Responses can be found on [page 79](#) of this document.

About the Participants

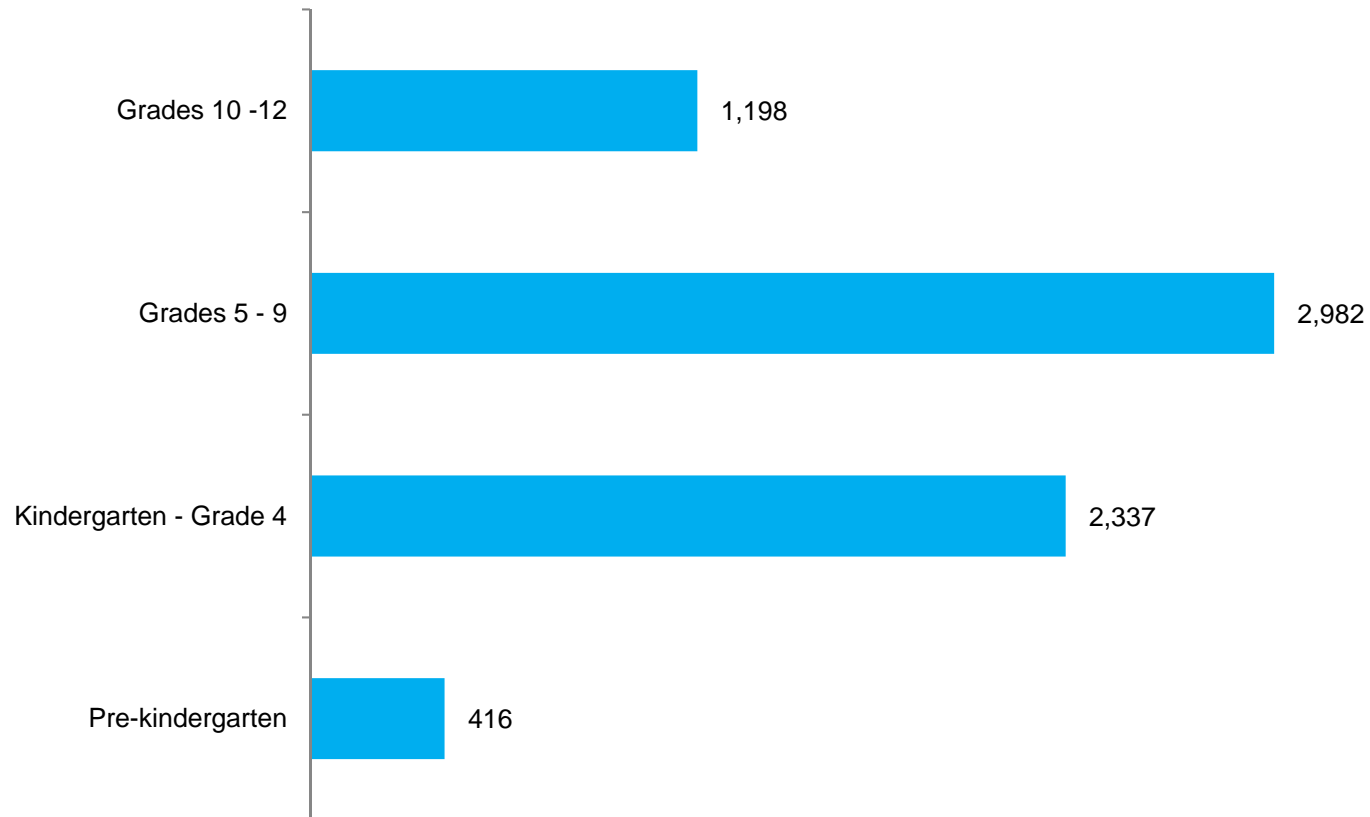
Q7 | Are you a... (please select all that apply):

Answered: 5,126



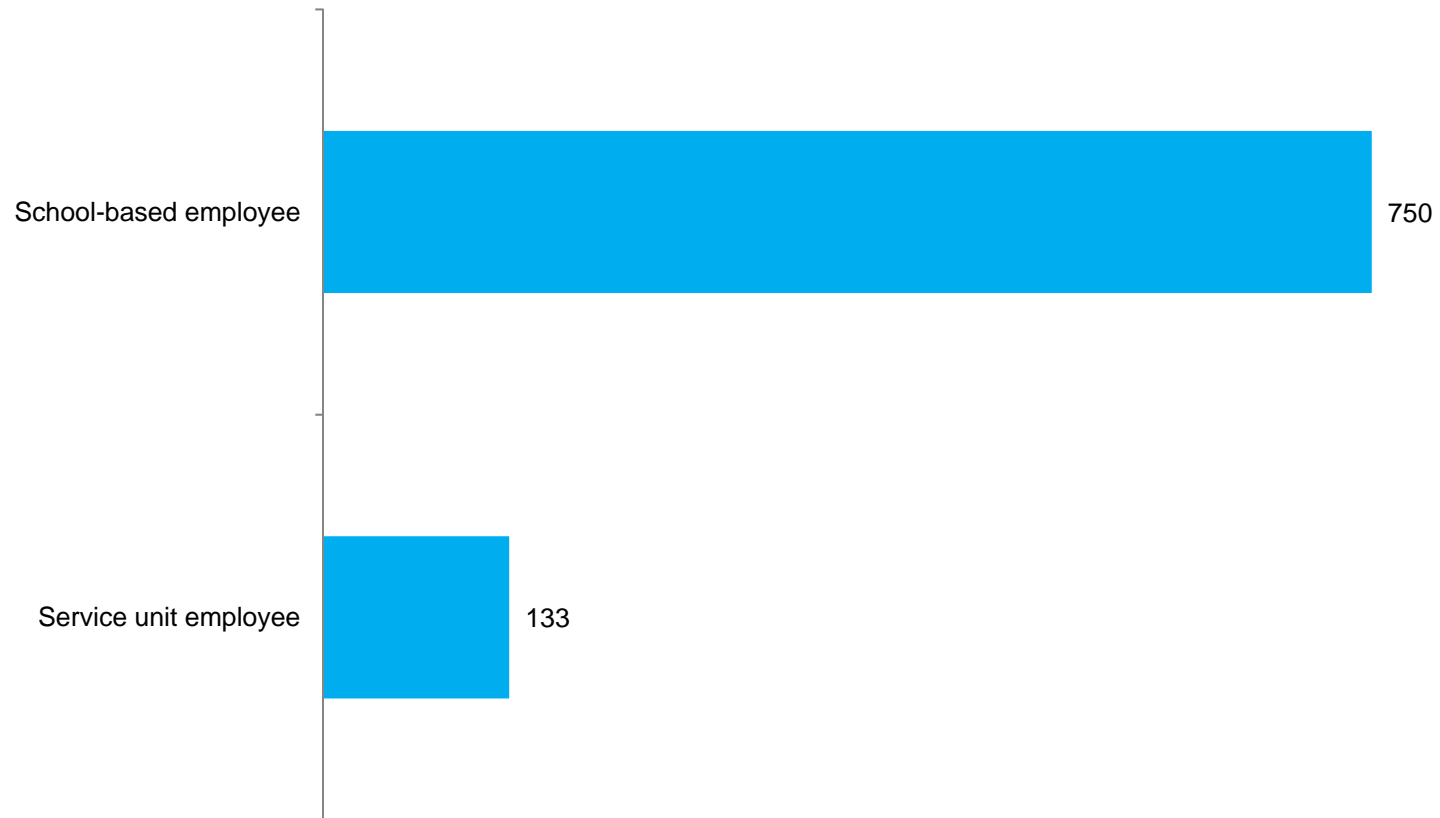
Q8 | What is the current grade level of your school-aged child(ren)?

Answered: 4,962



Q9 | For employees, please indicate if you are a school-based or service unit (not school based) employee.

Answered: 883





dialogue)))

Shaping the Future of High School Spring Survey – July 16, 2019

Below you will find all open-end comments for questions 2, 3 and 6 as they were written. Opinions are the writers' own and content has not been vetted for accuracy. Comments have not been edited for spelling, grammar, sentence structure or otherwise. Comments have been edited to ensure anonymity. We also edited or omitted abusive, discriminatory and otherwise inappropriate comments.

Q2 | Please indicate the methods that are effective for us to share information with you about this engagement? This list includes some options only relevant to parents and some only relevant to CBE employees - please select all that apply and are effective methods for you.

Other (please specify)

- Information sent directly from school my child is attending.
- Regular emails
- information sent home with students
- Regular and ongoing email updates directly to me - this is the best method of communication.
- Facebook
- Email
- School newsletters. Direct email to impacted families with real information
- Facebook
- email
- some sort of public notice is required - especially for those who may be new to the area, or the school system, for example.
- email to staff
- Facebook updates from the school directly
- instagram
- Facebook
- D2I or PowerSchool
- NEVER DO AUTOMATED CALLS LIKE ATA. I really hate those automated calls. Please and thank you!
- Schools should actually use them and should be mandatory.
- Text messages
- Facebook, engagement sessions for parents
- Email please. Not everybody does Facebook or Tweeter



dialogue)))

- email
- Email
- Community associations within impacted communities
- SMS push notifications would be useful.
- please push out e-mails to families who share their e-mail and wish to have information sent to them. E-mails need to be sent from the CBE as a CBE message, not a principal message as this makes it their responsibility to speak to. Too many of your options are passive and I have to search out the information. IT needs to be easy to find all info from a message in my e-mail. Please be as transparent as possible, make info easy, easy to find, send it to all who want it - don't make us need to go find it. Take the burden off of school council , and schools and ensure the CBE shares this via e-mail to those who want it.
- Emails directly sent to parents
- People don't go to the CBE Website. Please come to us.
- Through community associations.
- communications directed to the community associations
- an email mailing list to get updates (as a parent of a gr 6 student I am not linked into high school communication yet)
- Email from CBE directly
- Direct engagement at schools, school council meetings and workplaces. Facebook, youtube, linkedin.
- Facebook, other social media
- send emails to parents just like this survey
- To clarify, direct emails sent to personal inboxes.
- text or email
- online only
- Flyer sent home
- emails
- PowerSchool / MyCBE
- Emails
- emails from CBE to current parents and future parents
- Emails to elementary/middle and junior high schools
- email
- Regular and ongoing communications from CBE: newsletters and emails
- Electronic broadcasts of all varieties is always preferred
- Posting via all social media outlets like Facebook or Instagram. Twitter - not something I ever use, that platform typically used more for businesses I would say.
- Emailed Surveys



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- Email updates
- Emails from Junior high schools
- A newsletter that requires parent to read and acknowledge.
- Using the media (newspapers, TV, etc.)
- In person engagement events.
- E-mail
- Open dialogue sessions at various schools. Call them town halls or whatever--but some face-to-face time, please!
- Notice documents
- Email
- e-mail parents
- email correspondence
- email would work well. hdmatchim@cbe.ab.ca
- E-mails from CBE directly
- email
- Direct emails from CBE to parents
- Telephone
- Facebook
- email
- by email
- email notifications
- One line bullet for each of the important areas
- School website
- Email
- Community newsletters of the relevant communities
- News Outlets
- Direct Email communications to all parents like this, it's gotta be easy!
- Facebook
- Emails to CBE parents
- I'd prefer to get single-topic emails that are specific to this issue. If the information is buried with a whole bunch of other things, I likely won't read it. I would also like to have all the information in an email rather than links to websites.
- More Social media choices like instagram
- anything electronic would be more effective for us.
- As a community member, it would be helpful to have updates or notifications shared through broader media (newspapers especially)
- Too many communications and methods could cause confusion and less important, I guess.
- email



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- My youngest son graduates this May so I won't have high school students come next fall.
- Email from CBE
- Public media. Tax dollars - from parents and non-parents- fund education. Transparency is important.
- My experience is that parents are “told” about planed changed and it's discised as asking for input. Parents aren't actually influenceing them.
- Direct mail to home email
- Public info sessions with authentic opportunity for input - you truly listen to parents
- direct e-mail
- Texts
- Article in local newspapers.
- School meetings for parents to inform them about latest topics & news; more surveys (if applicable).
- CBE email pushes
- my personnel email
- Newspaper
- CBE Website
- Community based meetings
- On the news.
- None
- E-mail list
- community town halls
- news
- Parent teacher meetings
- open meetings at school
- email
- Media: Calgary Herald and CBC
- Town hall meetings hosted by our riding trustee
- Informal community gatherings
- Mail outs
- Summary emails directly from the CBE
- public media
- Signage in affected communities and Using Media sources for families not yet in the system for high school but expecting to attends CBE for HS
- Oh, you know, actually talking to your parents and constituents? You should try that sometime — instead of constantly blowing us off.
- Social Media (FB, Instragram) are ways to give quick access to generic and upcoming events etc. this will likely also increase



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- involvement and from parents and students since FB & Instagram are the most used and opt-into communication tool
- in person sessions
- music parent association meetings, athletic meetings, Feeder school meetings
- News
- School Instagram
- email
- Emails
- Publically posted info - have switched to CSSD because of overcrowding already
- Facebook
- At least every quarter a broad summary of the progress made should be reported to all parents, whether part of 20 in the survey or in the five unique schools. The parents in the five unique schools should not be left out of the conversation.
- Email
- COSC
- Emails
- Town hall type meetings with CBE representatives rather than only getting info from one school might be helpful
- Emails direct to parents
- e-mails
- Teacher blogs
- Get rid of your high price downtown office
- E letters to parents emails
- social media: instagram / fb
- Facebook
- Social Media
- Note that some stakeholders may not be in teh CBE Education system at this time (i.e. charter schools, out of area) but planning to attend CBE for high school
- Email
- News media
- TV News
- Online
- In person town halls and BoT Meeting
- Public media
- Emails
- Information from our kids
- Email or other individual notifications when website is updated
- Emails



dialogue)))

- E mail
- Facebook
- emails from CBE
- I got an email for this one - that works
- email
- direct email to parents
- Email from all involved
- Email
- Email
- email
- I don't really expect to be kept in the loop on this.
- For info GATHERING (not sharing) - Hire a researcher from the U of C to follow up with brief phone interviews (5 mins?) for parents who wish to offer input. The quality of feedback will be higher, may yield fresh ideas, and the data can be summarized thematically in a brief report.
- That said, I honestly don't need to know every minute detail of what's going on at school. I only want to know the important FACTS. I'd love to see the principal's emails edited down to just the FACTS. Currently it's so sugary sweet and insincere. I just need to know the details, not some flowery speech on how she thinks all the students felt about something.
- Email updates
- Unlikely to seek out information if there is no cue to let us know something has changed
- Email is best
- Facebook or an email
- Please do NOT make use of printed materials as they may not make it to both homes in shared parenting situations.
- direct email
- Email to Subscribed parents
- Occasional emails with links to documents and transcripts where I can find more information.
- emails
- I'd prefer to be on an e-mail list but a website should be ok
- Like this link was sent
- email
- Please don't make me "regularly check" websites. I'm an old man, I don't have Twitter.
- Emails
- sms text msgs
- Facebook



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- CBE emails
- email
- Instagram
- Direct emails from CBE
- News stories
- open and transparent communication through local media
- WeChat
- Emails from cbe to parents
- Parent Association / Council Facebook Pages
- PD seminar



dialogue)))

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- **Expansion or contraction of some existing programs (French Immersion, Spanish Bilingual, Arts-Centred, Advanced Placement, International Baccalaureate, International Baccalaureate Career)**
- **Location and designated communities/boundaries of existing programs**
- **Grade configurations (i.e. changing from Grades 10 - 12 to Grades 9-12 at a school)**
- **Implementation (timing and considerations)**

With this in mind, what additional information (other than what is currently posted on the website) do you need to provide informed input and feedback in fall 2019 on these options?

- high schools' international rankings
- n/a
- All pertinent information, not just what the CBE is only willing to allow the public to have access to. Provide a breakdown of the response to this survey based on the different program (language, regular stream etc.) There currently appears that this survey does not take student program demographics into account - how will explain the validity of the data you obtain if you are not able to determine which demographics provided the data.
- Need to know if the proposed boundary change will affect/remove the ranking of North Calgary High School from the Capital plan
- Students progress trends
- Actual enrollment data (not a range), Historical Data on enrollment (both projections that were made and actuals).
- Geographic proximity to school
- Location and designated communities/boundaries of existing programs
- nothing further



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- Class sizes
- Projections. Number of students in lower grades, i.e. future students
- All schools should be local community public schools with limited out of bounds
- Where the sports schools will be located, where to Arts programs will be located, when is this all happening so we can plan
- Availability of complementary programs such as band, drama, choral, shops, foods
- Math Science centered education with Nerd-class support in people skills development!
- the boundaries and communities currently included in each high school - i.e. are children going to a high school in their larger/community "area", what programs are included at each school
- New schools as well as estimated size of classes. What drives these?
- school boundaries
- Information about the feeder middle/junior high schools for these high schools, including whether the feeder schools are over/under capacity and how much they are over/under capacity.
- n/a
- Advanced Placement program, university applications
- data on the students currently enrolled in the Catholic School system, who will likely transfer to CBE. If you do not have that data, base it on trends in the past. Are the administrators of that system involved in this discussion? If the results of these decisions influence the choices made by the families enrolled in the Catholic system, such as a new program being moved closer to that neighbourhood.
- No
- Which programs could get moved to where.
- Feedback of community members (with children in regular programming) most affected by changes
- Not sure yet - need to read the questions first.
- Expected funding levels,
- Class size, teacher ratio
- Anticipated class sizes
- Number of students in existing programs, where are they travelling from to get to school, is the program growing or shrinking
- Travel times or busing options especially when it takes 1-2 hours in the am and pm for travel times.
- projected enrollments over the next 10 years
- Yes
- I don't know



dialogue)))

- School boundaries
- Don't just post info. Send it to all effected families of middle school students.
- none
- School newsletter-email
- Direct impact on programs impacting my child
- Population growth, proposed developments
- When will new schools open
- New curriculum developments, anticipated population/demographic changes by boundaries
- None
- Class size and classroom supports
- If schools change from grade 10-12, to 9-12, will grade 9 teachers be able to move with the students to the new high school programs?
- what are the plans?
- What are the final targets for utilization rates for existing high schools?
- % of capacity by school. i.e. which schools are full
- n/a
- I think moving the grades for a longer period of time is a good idea
- The website is very comprehensive. It seems sufficient right now.
- Which neighbourhoods are being considered in change of boundaries...no secrets on who is being targeted for boundary change
- nothing additional required
- should be enough for now
- N/a
- don't change the grades!!! school is already crowded and annoying, don't add grade 9s. please
- I'm looking for more specific info as to which school are over or under capacity and I can't find it.
- None
- They are good
- Implementation timing and boundaries
- consideration and comparisons to previously attempted solutions
- n/a
- Quick communication via email/newsletter when the website has been updated with new information
- N/A
- Are there implications to programming at school (ie ; Physical Education)
- Yes



dialogue)))

- not sure at this time
- None
- Specialized programs value in the system
- transportation plan
- None
- Yes
- Program options. Projected community growth rates. Strategic planning principles.
- Why is bussing not an option to average out enrollment?
- Percentage of students with IPPs/special needs
- any supporting data
- What is the formula does the CBE use to calculate class sizes?
- The Transfer Process. Not allowing some schools (Churchill, Western) to take or deny students of their choosing.
- none
- When Is the north high school going to be built? And what communities will be designated to that school?
- Not sure
- possible reasons and ideas to address high/low enrollment at various schools
- Students who choose to attend charter and special interest schools should be charged some tuition.
- School hours for the different grade levels that provide for the same community - i.e. hours for elementary school vs. hours for junior high/ high schools
- It would be valuable to have a mid-point check in to review what impact the initial feedback offerings might have on future enrollment at high schools.
- website is good
- Community surroundings
- none
- Details on differences between IB program and regular program
- schools with PLP, ALP, TASC, Access
- information about schools that offer Alternative Programs such as Cosmetology, Mechanics, Restaurant Industry (Chefs)
- proposed scenarios, or samples of how things might change.
- timelines, options available for students to remain at their current designated school if there are changes
- What about CTS programs?
- It's good for now.
- it would be helpful to have some research evidence to support inclusion of special programming.



dialogue)))

- none so far
- I don't yet know; my oldest child is entering grade 7 and I am just beginning to research this.
- what they are and how they help?
- Age of building and availability of facilities
- not sure
- GPA averages for districts and programs
- None
- All information are good enough for now
- Transportation distances and the impact to this for some students
- None
- None
- Transportation for those not close to the schools.
- N/A.
- I can't think of anything
- Current school utilization rates
- Catchment area student totals for proposed boundaries.
- Nothng
- Wellness and mental health programs for staff and students. Safe and resonable transportation.
- nothing
- None
- busing available for french immersion
- Class sizes
- n/a
- Text with a link to remind me to look at the site
- don't know
- Impact on and alternative program availability outside designated schools
- Simply posting to the website is not enough.
- How important these programs are to students, parents and the community. Geographical locations of programs - in what schools. Are they equitably accessible.
- nothing
- none
- none
- Finanical reports for school board. If ultimately funding is what drives a lot of the decision making then transparency in how the school board and individual schools are managing money would be beneficial and complement everything else.
- Specialty Programming
- Breakdown between regular programs and complex classes.



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- Extremely concerned with quality of education, class sizes and AP opportunities in current funding crisis.
- None
- Transportation
- 5 and 10 year plans for the future configurations, do some programs not fit with the CBE vision
- past successes in other jurisdictions, studies re impact on students, pros and cons of each alternative
- When the proposed changes will be implemented and what affect that will have on children if they are mid way through their (middle/high) school experience when the changes take effect.
- What courses are available
- Planned new schools and locations, source of students for each school.
- Staff Implications
- Will students be transferred to other school when he has started at a high school before designated school change?
- Budget provisions for 2019-2020 academic year
- All options offer at each High School in details.
- class sizes
- specifics - what programs where, what schools, whose interests are being served, direct comparisons between options i.e - if I state a preference for option A, what am I specifically voting out, honest transparency, and not just serving the desires of wealthy inner city communities
- CBE Policies for changing boundaries
- None
- City demographic information current and future projections
- The high school overview links on the website are extremely helpful . What is the criteria for deciding which highs school would contract some of the existing programs?
- class sizes per each grade
- City demographic projections and development plans
- clear, concise changes considered
- None
- Is there something in place to determine potential new students coming from CSSD schools?
- The information on this seems to be sufficient.
- Sharing of proposed ideas as they arise
- Yes please
- I would like the principal's message to include a summary of the hi lights and how we voice any concerns formally



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- How school location can shape our city.
- Yes
- none
- none
- Options available for extra curricular activities
- Current grade group which will be affected first
- Catchment areas and options based on home address
- Support for students with exceptional needs
- I need to know you don't already have plan A and are just waiting for parents to agree to this. I need transparency. Families make incredibly high stakes decisions about home purchases, child care etc for what is best for their kids and it seems the CBE doesn't really care about this. I am hopeful this process will be more transparent, actually listen to those who this affects. I hope the CBE has learned from FI and applied some of those learning to this process.
- Proposed boundary changes
- None
- How class sizes and CTS course offerings will be affected
- Better communication related to assessment practices
- Options available such as boundary changes
- Can't really think of anything at the moment...
- Will there be sufficient funding to provide effective education to Alberta students? If not, how can we INCREASE funding?
- Info on proposed boundary changes or discussion about it and how we can counteract proposed changes if needed
- A system where a students education takes priority, not trustees, and admin staff
- transportation options for students to get to various high schools
- Which options can be implemented in short term vs. long term
- I really think it's a mistake to curtail art centered learning. My daughter responds only to this sort of learning out of my four children. Not all kids learn the same way.
- Grade configurations need more clarity
- Direct contact, I do not go onto the cbe website
- Stop posting on Website
- Paramaters related to innovation - how innovative can the opportunities be?
- More information on the scenarios CBE is considering
- Inclusive Education Programming, Supports and Services
- I think the information you have provided is sufficient.
- How budget cuts will effect student class sizes.
- Online learning options for high school students



dialogue)))

- Class sizes, funding info.
- what each school has to offer / special programs, academic supports, athletics, technology available, options, career guidance.
- unsure
- none
- Teacher experience and expertise, Fraser Institute ranking, number ESL students, policies for dealing with delinquent behaviour
- Extra activities and opportunities for career planning and development
- What is there is sufficient.
- Specialty Program - Like DHH
- implementation
- class sizes, options available
- While French Immersion is separated out in the numbers, it may be helpful to see enrolment in all of the special programs. When presenting any options for the future, as long as the current situation and proposed alternatives are both clearly laid out, that will help in providing feedback.
- I've reviewed all available information so far. As the parent of a gr. 6 student entering highschool the year the changes may roll out, the sooner proposed boundary changes are communicated to the public, the better for planning (we are also planning to move communities and high school factors in!!) Interestingly, we are hoping to attend one of the less full high schools (Central Mem) but currently live just outside of the boundary so hopefully it will change to encompass our area (Glenbrook / Glendale)
- NA
- yes, it is better to be informed input and feedback on these options.
- If Seton is over capacity and Beaverbrook under - keep Douglasdale/glen/quarry park students at Beaverbrook. Have Silverado and Evergreen students go to Wisewood. Is there consideration of combining Jack James and Forest Lawn schools, then selling one. Is there movement towards eliminating the division between Catholic and regular school? Please leave the specialties intact; those students have been through enough already; emotional well being of students needs to be given a priority, unlike in the past.
- School need to provide Lunch for all students
- No
- These options seem fine
- I would like to know when these changes will take place - for example - Sept. 2021, Sept. 2022 ???



dialogue)))

- It's important to understand how decisions related to programs of choice affect the fundamental work of the public school board. I might want expansion of a second language program but I might not want it badly enough to harm fundamental programs and services and if I understand that I can provide better feedback. Please make sure we have the information to make a responsible decision understanding the system, not just our school or program and the necessary background or context.
- Expected costs
- What changes have we made in the past?
- i expect facilities to be used well, quality programming nearby, but the option to travel further if close to home is a specialty high school not suiting our kids
- In person Q&A sessions
- Current projected numbers for special programs of choice and capacity numbers for the schools
- What plan is driven to lower to over capacity at schools sooner
- considerations for attendance in specialized classes for example transportation considerations, minimum numbers of students to make a specialized program feasible
- If Grade 9 is added to a high school, would those Grade 9's operate as "mini Grade 10's" in that they could fail a course or have access to higher level complementary courses?
- I am satisfied with the process as it is laid out
- Budget allocation towards special programs and their impact; if any, on core programs.
- no
- Nothing
- As long as everything is posted on the website I think that is efficient enough. I hope it is posted in a timely manner.
- No extra information then what is listed above required
- changing location of existing programs - french immersion
- Low enrollment schools
- Send us emails when the website has been updated with new content as this won't be checked regularly by most parents
- Class sizes
- travel time and travel time differences from the current configuration, addition or loss of optional programs, projected class size for specific programs
- How much demand and interest there is for these programs. Completion rates for special programs.
- Yes



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- Specialized services like Aboriginal Programs and the need to continue in our high schools
- none
- supports and programming for special needs and IPP students, learning issues etc.
- High School redesign - how HS are evolving in supporting students as 21 Century Learners.
- what the changes to the designated communities would look like, and impact of grade configuration changes.
- I would like timetabling to also be considered within the whole high school engagement process.
- When these changes would happen.
- Projected class sizes
- Nothing comes to mind
- What the current preferred option is by the CBE, the best ways to advocate for students/parents outside of the online and in person venues.
- nothing that i can think of at the moment
- None
- Spanish Community of Schools in the South
- I think you have covered all the bases.
- what program are currently offered at over capacity schools, which programs are currently being offered at under capacity programs as part of the info/video shared in the info for the survey
- Payment for CBE transportation - updated with any changes
- None
- What are the current demographic needs at the various schools?
- None
- what public transportation (ex public bus routes) will be available?
- Yes
- na
- Expansion of other programs i.e. Science Program
- Staff experience and introduction
- Reminder email. I never go to CBE site.
- We need to know what is being planned
- More specific details on what changes are being considered and why.
- Yes
- I would like to know how many students transfer out of the Catholic system to attend CBE high schools. In our area many families transferred to the catholic system to avoid the disruption of having new elementary and jr high schools built then plan to move back to



dialogue)))

the CBE high school because it's more convenient than the catholic high school. Our area has had many disruptions (my current grade 10 student has attended 5 schools without us moving from our house (with one year's classroom in a cafeteria) - I would like to see some consideration given to the neighbourhoods who have already had large changes and disruptions in this age groups school experience. I would like to see consideration given to having siblings attend the same school - it has been very difficult balancing the schedules of 3 children moving between the 5 schools we've been forced to attend.

- NO
- I cannot see how changing grade configurations will assist in maximizing the use of schools.
- When will there is a Mandarin bilingual high school? There is a definite need/want for one.
- Supports for students with learning challenges/disabilities, class size, availability of aides
- Transportation
- Transferring from designated school protocols
- Average travel distance per student by school - Locations of specialized programs such as automotive, cosmetics, aviation, etc.
- transportation ease of access
- n/a
- Projected Class sizes.
- None
- Projected student enrolment post-2022 per community per program
- considerations for students taking blended programs (in school and online), as well as how requests to attend non-designated schools will be handle: if the changes to the current school situation require a student to seek an alternative school to continue a program
- If the new govt allows people to go to school till 21 - how will that be incorporated?
- transportation considerations to allow students access to different schools
- Just direct communication from the school would be appreciated
- Beltline schools and making resources and opportunities for learning on an even playing field
- None. Info provided should be sufficient.
- I would like to know the capacity of each schools and the number of students (long term) expected to fill the school, particularly if they are going to 9-12.
- class size
- nothing else



dialogue)))

- Avg grade of core subjects or school ranking
- The various options and timelines and how to be involved
- Projected funding from the province over the next 4 years (hasn't been released as of May 2019)
- none
- Benchmarking of Calgary curriculum vs UK curriculum
- no
- Class sizes
- List of communities that are eligible to attend the school. The map is difficult to read and determine the areas.
- Newsletter
- None
- Class sizes
- Transportation for grade 9 students to High School. City transit? Yellow bus? Grades for grade 9 students compared to reporting process of grade 10-12 students.
- None
- What will the boundary re-drawings look like? If programs are added or removed from schools will bussing for students reflect that? How will the program changes affect staffing? Which schools could have their underuse addressed by adding gr 9? how would that affect the school culture and scheduling?
- Adding another gym to Centennial.
- Information on the GATE classes at the high school level and the impact
- Based on our son being Grade 1, not too much, but knowing where we live the 'local catchment area' and path to High School would be good
- My children go to Rideau Park school. My family chose the community of Parkhill because we wanted our children to attend Western High School. It is important for us that our children are able to walk/bike to school. I am now hearing rumours that Rideau students will attend Henry Wisewood for high school. Why would the CBE bus in students to Western and bus inner city students out to Wisewood. Acceptance into a school should be based on proximity. This enables children to walk to school and remain in their own community. If the IB program inspiring this change of borders then move the IB program to another school
- Information on capping enrolment.
- It looks fairly thorough. Anticipating future needs of school and the changing face of education is good info to have as well.



dialogue)))

- What is the distribution of home addresses of students utilizing existing programs? Are students traveling to schools outside of their designated boundaries to utilize existing programs, while those students within the designated boundaries are not utilizing the programs within their designated school? Is the CBE verifying that the home address that a student is using is actually a residential address and not a place of business, such as a downtown office tower?
- You need to add closing under utilized schools and relocation of programs to new schools. Why spend resources to maintain older under utilized schools? Sell the land from the lower growth areas like downtown and build newer facilities that will attract enrolment in areas that have higher growth. Families are continuing to move away from the core and into suburbs.
- None
- CBE website is not working so I can't answer.
- Curriculum, staff support for students in IPP
- None
- N/A
- Athletics
- will bussing be available? Would start and end time for schools change?
- Course Options and Class Size
- Direct/auto emails inviting participation (include links to the site).
- None
- Future expected population changes by area
- Chances/locations of new High schools
- information at middle schools and elementary school websites help as well
- Class size should be a factor in whether boundaries should or should not be expanded.
- Rationale behind decision. How pedagogical, rather than fiscal considerations are driving decisions.
- Programming for special needs and inclusion strategies, the effect of High School Redesign on high schools, how it is being implemented, and how well it is being implemented in schools
- Provide benchmarks for example for enrollment numbers in comparable boards
- sports programs, cts options
- Evidence about the efficacy/impact of these programs/changes
- None, thank you.
- Unsure



dialogue)))

- None
- A simple list of what programs are at what schools, and whether they are being considered for change (range of highly considered, possible change or not likely to change). This will help with understanding what is where at a glance. Rationale for moving grade 9 kids into high schools and how this would effect programming. boundaries that are being considered, criteria for admission to special programs or certain schools if they are not designated by boundary alone; number and percentage of students currently enrolled in special programs, and anticipated numbers for those programs
- Teacher / student ratios
- None
- the impact on students regarding program changes, changes to bussing, changes to class size
- MORE SCIENCE SCHOOLS!!!
- Existing practices and future changes thought by CBE on those practices. Our child attends K and we do not know anyone attending High School in CBE, so information of the current challenges and ways CBE think about tackling those challenges is important to make an inform decision. For example, CBE executed a change in the busing system to save money. I would have personally prefer that we could have pay more to avoid those changes due to changes resulting in hectic schedules for our family (we had to change extracurricular activities after school since our child was going to arrive later home and we could not longer enroll him in the swimming club due to late schedule, and hiring a before school care). I would have preferred that CBE gave the opportunity for parents to chip in with a higher fee (to those who could afford it) because it would have been cheaper that the current option and it would not have resulted in drastic changes in our family routine. Planned changes should be shared with all stakeholders (current and future students) so that appropriate feedback could be considered before rolling the changes
- accessing specialized settings at ALL regular high schools for students with complex behavioural and academic needs
- none needed. My kids all graduated and in universities by fall 2019.
- More information about whether the school I am planning to use is considered a likely candidate for disruption.
- how many school changes these groups of students have already been through at the cbe's request
- newsletter by email
- n/a



dialogue)))

- Numbers of students enrolled in or expected to be enrolled in special programs (i.e. french immersion). How does the CBE's offering of special programming compare to other cities of the same size?
- Yes
- Possibility of the board paying to bus students to under utilized schools
- University / post-secondary preparation
- Which specific schools are affected with over capacity and under capacity, and what programs may be affected at these specific schools.
- Cost implications of expanded extra programs ie. extra busing costs
- Not sure at this point.
- Changing school boundaries
- What are possible changes to boundaries and programming
- BAcground on what the current situation is and how changes to individual factors may improve the situation
- None.
- Honesty and visibility of what is actually happening. Not manipulating the numbers to make it what CBE has already decided.
- Options/programs offered at teach school
- Which schools offer which courses/specialties / programs and have them in a comparison chart along with numbers, # teachers, etc. in previous 1-2 years and following 1-2 years projections.
- ?
- Change the definition of "regular program" as you are currently including IB and AP and the boundaries/catchment for these programs are different than boundaries for non-IB/AP (regular) courses
- None
- N/A
- Build school in high density areas or provide free busing for students that have to leave their boundary due to inadequate school distribution
- any anticipated changes as a result of the new provincial government
- Nothing yet
- I think my biggest concern is that with any decision made or direction taken, will it be sustainable? Or will we be back at the table within the following 5 to 10 years talking about the same thing?
- Input regarding system classes such as LEAD and ELL placements
- n/a
- website is informative
- n/a



dialogue)))

- Local demographics
- that was enough
- Yes parent opinions are important as long as they are taken into consideration.
- Are the new schools being built to the same standard as previous schools? Are they designed with special programs... could a North school focus on athletics.. swimming, hockey, dance? Many of the other schools have specialized programs. Would like for new school to have swimming pool, tennis courts, hockey arena.
- None
- Expanding mental health support opportunities for more students and those without a code or official diagnosis
- How many students are in special programs (i.e. AP) in each school and how many in each program if there's more than one offered at a school?
- The website is very informative. What about increasing readership by making it more personal? For example, my daughter is in Grade 7 at A.E. Cross and we live between Ernest Manning and Central Memorial. Looks like she will need to move in Grade 11 from EMHS to Central. An email (now) from A.E. Cross to the Grade 7 students/parents would definitely increase awareness and support families in preparing/planning.
- Transit options as applicable if material change
- better parent/ teacher communication
- not sure
- Schoolranking and initiatives to improve that ranking
- Bussing
- current and expected capacity at schools in my area, not just my designated school
- As long as I receive email reminders when feedback is needed, that should be great and I can visit the website as directed.
- What about delivering education to High School students in a new way? Like the Universities do today in Lecture Style or Virtual offerings? This will prepare students for future success when they arrive to post secondary or even work place after high school. The realities HS students live today is not what they experience in the real world post high school.
- Contract opportunities
- I would rather information come from the school, as checking the website isn't convenient (also, don't know when website is updated).



dialogue)))

- Current school enrollment statistics, which high school is under utilization, and the required utilization goal(s). What are some other cities in Canada are doing to deal with this issue?
- how is in put being used, will data be published?
- None at this time.
- If we want to redistribute the student population how will you address transportation for students who are willing but unable to attend a high school further from home?
- What some of the preliminary thoughts are regarding the options to optimize the distribution.
- map of school locations and include covered associated communities of each school
- Need more accomodation for learning disabilities and gifted.
- An explanation of how this low utilization of some high schools happened. This seems criminal.
- A transparent and clear understanding of how parent input will influence the decisions.
- none
- N/A
- transportation - how students will get to school -distances - and length of time -
- class sizes for core classes
- Looking at re-designation of communities to high schools due to distance (ie: Evanston community kids sent to James Fowler)
- This is good information for us.
- website is good
- None
- Yes
- breakdown of students from neighbourhoods attending k-9 CBE, CCBE, Alternate program, private
- Having more ELL classes participate in Phys Ed etc
- none
- Don't just post this information on a website, reach out to parents
- No
- None
- Perhaps FAQs
- N/a
- demographics/ numbers, and maps/boundaries (current and otherwise)
- Other than specifics about these various things, not much else comes to mind at the moment.
- Yes.



dialogue)))

- What will the impact be on the junior high schools with moving to grade 9-12 high schools.
- Name which schools are under/at/over capacity.
- Nothing other than what is posted.
- n/a
- None
- Would like information on Science based programs that are planned
- enforcement of boundaries, adjustment of boundaries, consolidating and or moving special programs to nearby schools the tare not overcapacity
- Demographic info on affected schools
- Add better opportunities for academic support and availability to skip grades.
- Plans on possibly building new high schools
- email to me pls
- Schools performance ranking-position, % of their students accessing university.
- No
- What is being promoted is fine, informative.
- curriculum
- All information seems to be available
- To add an (All Girls) high school and All Boys high school as well
- Yes
- transit times? splitting of cohorts from junior high to senior high?
- possible options & opportunity to provide feedback well in advance of when a decision is going to be made
- email communication
- How many students will be in each class; specifically core classes? NOT AN AVERAGE where smaller size option classes distort averages.
- This is good for me.
- yes
- Future Plan of Action (10 years) based on current Kindergarten Enrollment
- Nothing else.
- NA
- other specialized programs offered at the schools. (ie mechanics, food study, etc)
- Possible scenarios for each school
- none
- Timelines for changes (will changes happen with one year of notice, or two, etc)



dialogue)))

- That information looks to be good. We are just concerned that our kids can go to high school in our area.
- Approximate registration numbers
- Location of International ELL Programing
- students can go to any high school in calgary rather than only designated area schools
- Better quality of teachers.
- I'm not sure, but will read whatever is sent to me.
- website provides enough information in my opinion
- Proposed new school locations and their projected opening dates.
- Siblings that are caught in the middle of any changes MUST be grandfathered in to the school that their older sibling is staying at!!!!
- none
- Nothing more.
- student to teacher ratios for core academic classes (eng 10-30, math 10-30, chem ,bio and physic 10-30)
- A clear projection of a designated boundaries map
- Options for programs offered at which schools.
- I don't see information about projected over-under enrolment by grade or program, so that information will be helpful if feedback is needed on grade configurations and expansion/contraction of some existing programs. A list of options to help mitigate the projected issues would be helpful, to get stakeholders to begin thinking about the impacts of each, or to propose alternative options.
- CBE budget options
- Optional Classes Provided at each school (e.g. Drama, Band, Drafting & Design, etc.)
- N/A
- Email with links to relevant information
- The long term projected growth/shrink of these areas, the cost to maintain programs, which programs will be shrinking, which programs will replace them (if any). The demographic of student this program tends to serve.
- Options being considered to address the severe over-capacity situation. A collection of ideas that are presented from the community as to options - a running list for us to see what other parents are thinking.
- Distribution patterns for students attending high schools. Are they coming mostly from on part of the city to certain schools, from the same neighbourhood, or from farther away? Redistributing or expanding programs to other schools, costs associated with this.
- A 2 year study is too long.



dialogue)))

- Number of students in each area or program.
- More French.... and stay at 10-12
- NA
- Bussing, fees, and class sizes
- Curriculum and classroom discipline
- Telephone
- None
- Why are enrollment in certain high schools above 100% and below 85%. I think it is imperative CBE understands why students/parents are attracted to the schools that have over 100% enrollment.
- Number of students in each grade/ program and estimated class sizes
- yes
- None
- An online feedback forum. A means to track and monitor consensus or preference(s) by the CBE and public to assess how close they are or how far apart they are.
- To know which schools currently have special programming such as languages that could be moved to lesser utilized schools.
- NO
- more specifics i.e. what do you consider close to home, what value do you give to decrowding classrooms vs. providing alternative programs, at what cost do we change boundaries, grade configurations etc.
- yes
- Sufficient info online at this time
- No other info
- None
- timeline
- Million dollar upgrades to be used and not gathering dust.
- None
- email / communication when opportunities to participate become available.
- Be open about the options and what they would mean for each school.
- How does the change in AB government impact the process? If community boundaries are changed, what is the impact on transportation, i.e. getting students to their new designated high school?
- Earlier the better
- Rationale for suggested changes; potential pros and cons of various options



dialogue)))

- The total of students, if there is to be a grade 9 to 12 at our designated high school
- none really
- I can't think of anything else
- The information indicated should be enough.
- Effect on students of being separated from peer cohorts, academic rankings at each school, developmental affects of grouping different grade levels
- Current and previous staffing statistics, i.e. teacher to student ratios; proposed government budget impacts
- The difference between AP IB and IBC and the advantages of these programmes.
- none other.
- How will these changes affect staffing?
- nothing
- Will student choice and family choice be honoured? Will peer group, friends, and schools of preference be considered a reasonable reason to transfer between high schools?
- That covers it all
- None
- none
- Details on specific programs that make one school stand out over another.
- What specific scenarios would mean to a high school in a specific area such as adding grade 9 or moving boundaries.
- construction of new high schools
- Student numbers impact
- N/A
- How would you minimize disruption of the changes to students in their last 2 years of high school (i.e. Gr 11-12)?
- good so far
- N/A
- Performance of schools in academics and otherwise
- location, designated communities/boundaries of existing programs, grade configuration
- I would like to be provided a comparison of the CBE budget with that of other provinces. How do they spend the money allocated to them by the provincial government. How is it different, better, worse, than what the CBE is doing. Why are my friends and colleagues in Ontario shocked to hear how much we pay for bussing and fees in Alberta? What could we learn from other areas of the country?
- Demographic information



dialogue)))

- How are schools allowed to let out of boundary students into a program??
- No
- High schools in all areas...panorama hills and Coventry could fill a high school easily
- none
- RAM Budget for each school
- None
- French immersion
- I would like to know why the public school board and the catholic school board are not considering becoming one board to help offset the imbalance
- Transportation to these schools
- What schools specifically are over capacity
- Expanding boundaries for under capacity schools
- I can't add more
- School ratings, athletic achievements
- none at this time
- Current school populations detailed in an easy to read summary page
- Enrolment in these programs
- yes
- nothing
- Whether or not students may have to change schools as a result of this process
- New high schools that will be built in the next 10 years
- Updates on decisions being made or progress on decision making process
- How will it affect our current high school
- The pro & cons of changing grade configurations, is there a need for the expansion or contraction of the programs
- When is the CBE going to change the south boundaries to more equitably distribute students? Currently, many schools are over-populated, yet some face severe population deficits as a result of incorrect boundaries. For example, boundaries for JCSHS should be examined and re-evaluated. It is a shame the CBE continues to spend money on buildings that are under-utilized. Perhaps more transparency from the CBE, with regards to how schools are to be re-purposed, would alleviate teachers', parents', and the general public's concerns. Tax payers have the right to know how their hard earned dollars are being used by the CBE. Their children have the right to classroom conditions which do not infringe on their ability to



dialogue)))

learn. 38-45 high school students in a classroom does not support the best practices model. Without re-drawing the boundaries, particularly in the south quadrant of the city, class size will continue to be an issue.

- Expansion of French immersion programs
- proposed location of existing programs under review and discussion
- Numbers of students in the existing programs
- grandfathering rules, areas of Calgary that have already had this done
- Transitional plans > aka "grandfathering" > the respect given to (or lack thereof) in relation to parents' and families' "vested decisions", including as regards younger siblings
- None
- Students who live outside a particular school boundary, however, opt into an IB or IBC program to target getting into a desired school and then drop out of program and stay at the desired school. There needs to be rules around this conduct to remove the students and have them attend the school within their catchment area.
- Which schools are forecasted to be over capacity and under capacity as well as the estimated population of high school students in all areas over the next 5 years.
- Timelines for transitions when they occur.
- What are your priorities?
- Proposed class sizes
- None
- pass fail rates of courses provided by school
- Yes
- Need to know impact on students attending GATE
- Yes, I need
- Approximate housing prices/taxes for houses in the high school communities compared to those that are not high school communities.
- Prioritizations of existing CBE students versus those from other school divisions, specifically catholic, that are enrolling at CBE high schools
- Transportation
- attendance levels in all current program (inc. AP & IB). Are there new programs being considered within the next 5 years that may alter projections?
- '-
- Na
- Whom to contact if we have questions.



dialogue)))

- Unsure
- What are the alternative schools being considered by neighborhood
- How our current designated school are specifically affected.
Proposed plans for each school for parents to look at an analyze.
- What considerations are we making for students who are Indigenous?
- Email
- Proposed boundary and grade changes impacting JUNIOR highs as well.
- Keep up the communication.
- What are the schools that are currently over capacity.
- No idea
- In my opinion, it will be hard to comment on preferences for certain approaches without being able to evaluate more comprehensive scenarios. It would be helpful to get general feedback on preferences and then build some of the most likely scenario options that would drive to the balance sought and then allow us to vote or provide feedback on specific scenarios which will then help us understand the actual implications of our preferences and the potential impact to our students and neighbourhoods.
- How high schools communicate with parents. How schools will manage quality education while being at over capacity?
- School focus/facilities- I.e is it a school with a great arts facility and program, strong sports focus, science facilities. Also what clubs and extracurricular are at the school
- No
- Nothing
- draft / proposed changes in boundaries - that will really enable families to consider what this may mean for them
- Programs used to go to schools outside ones current boundaries. ie. IB at Western is used by kids to get into Western. Also IB teachers have higher expectations when teaching non IB classes. Our school is harder because of this and causes a lot of anxiety. Who uses IB? I know one kid who used it to go to school in Europe. I feel IB is a waste of money. AP seems more applicable.
- N/A
- How the student outside of community school can get admidsion in that school
- Can't think of anything at the moment
- More information on the content, staffing, resources of programs under consideration
- Current and projected population growth within boundaries



dialogue)))

- yes
- School hours of surrounding elementary/ junior high schools.
- No
- If transportation options to the emptier schools will be improved from crowded areas.
- Additional information on schools that offer real working options with professional work spaces and real customers from the public such as Autobody and Cosmetology. These great options allow for students to obtain real work experience, they are not simply high school options, and the students emerge "work ready". They are offered at some great high schools like Lord Beaverbrook High School!
- Economic future of Calgary, projected population changes as a result, projected growth of new communities impacting demand for schooling
- Any anticipated increases or decreases in these numbers, and why.
- What options are offered and how they will be evened out throughout the programs
- Bussing and transportation
- Availability of automotive programs
- None
- I'd like to see projections for each school based on the different variables. Maybe an online tool can be created which allows users to change the variables and see the effect on each school.
- Any changes to core classes; potential or planned boundary impacts as a result of expansion or contraction
- none
- Nothing
- None
- Which schools are over capacity or under
- Expansion or contraction of some existing programs
- A Video or a one page overview is great to summarise all the information. It is nice not to have to read too many documents to have the pertinent information to make decisions and participate in the dialogue and surveys.
- Yes
- Optimal class size numbers so I can compare what is optimal and what is the reality at high schools
- I want to have information on how designated high schools would change depending of the changes being contemplated.
- not yet for now !
- Yes
- None



dialogue)))

- No, thanks
- Which schools are you considering for which changes to programs and boundaries?
- none
- Forecasted community designations due to the utilization
- specifics about what AP science courses are to be offered at the school I am working at so I can order supplies for next year.
- none
- When the cbe will put Coventry Hills high school as a priority. Newer and less established communities have high schools. We are tired of being ignored
- What you provide seems sufficient.
- Possible plans
- Number of students per grade. Total capacity per school.
- N/A
- Specific proposals for individual schools and a better understanding of which schools are over or under capacity. Hard to think about generalities in this case, need to know how will specifically impact the school(s) my child will be attending.
- nothing
- how would the boundaries change? How will transportation be an issue or thought of
- Where are most of the high school students living in which communities? Will there be new high schools built in the near future?
- Need to know when the information is updated. Email would be nice. Or use Teams so we can see updates.
- More information about potential grade 9 student numbers to understand how adding grade 9 to a high school would change utilizations.
- it's sufficient
- class size
- Availability of Special Programs (The Class, PLP, ALP, etc); CTS courses offered
- Nothing that I can think of.
- I think, benchmarking process would be good tool for all these.
- If my daughter will be able to attend High School (regardless of program offerings) in our district
- What is the risk factor of putting grade 9 students in a school with grade 12 students - this, in my opinion, is not a good idea.
- Basic Alberta education system info as we're currently new to the system
- To increase interaction opportunity with parents



dialogue)))

- No
- boundaries for schools as we are physically closer to a school that we're not able to send our kids to.
- Completion of the North Central High School
- Transportation to French Immersion and IB programs, fees for various programs and high school options
- Updates on new-school proposals/construction timelines
- Academic track record of each school
- Bussing and school fees
- Transportation to schools out of the designated area
- AB distance learning options
- Computer programming should be added into elementary school in 2019.
- teacher to student ratio, sports and clubs, and counselling services,
- yes and thank you as it helps to plan
- na
- Outside of boundaries enrolment, New schools
- yes
- demographics, numbers, cost to run special programs
- --
- what is posted is sufficient fr my purposes
- pedagogical reasons for changes-not just strictly numbers
- A school's perceived reputation, reasons why parents transfer their child
- Numbers of students that schools would have after proposed changes and before and how it affects class size. Any potential program cuts.
- Proposed changes to city transit to accommodate travel to/from school
- An email with updates
- The problem is urban development/sprawl. What is the CBE doing to engage the municipality and developers?
- More in group sessions/ one on one sessions for students regarding post secondary courses and help to reach those goals
- Enrollment numbers; how many students want these programs (are they competitive?); how this impacts class sizes and overall hiring for the new school year
- I would like to see less speciality schools CBE is supporting- if a child wants French it should be a ta cost or Science school or a special Drama program- all this should be pid by parents NOT CBE.
- None
- the summary infographic is helpful



dialogue)))

- Classroom size
- School demographics - particularly ELL component, also option classes offered
- Nothing
- None
- My son is in grade 7, so my interest would be where he would attend high school and how to get him there if it's outside of the local area.
- Which schools are at capacity and which aren't and which schools offer which program?
- Student enrolment numbers; teaching staff capacity; and new school expansion
- Proposed sites of new high schools
- Yes
- Current population counts for schools
- current population and numbers for the school as well as max capacity
- How do the changes they plan to make affect the transportation. All impacts of the option need to be clearly identified up front so that informed opinions can be given.
- Specifics
- Where the schools are, options offered. Is there a special diploma my children receive if they complete gr. 12 in French Immersion?
- This looks adequate
- Maintaining connection with existing feeder programs (ie. canyon meadows to Robert warren to EP Scarlett)
- No
- What impact each of those decisions will have to capacity, teaching staff, budgets, school fees, etc
- Enrolment data for schools showing percentages, since the information about optimal numbers was given in percentages. Since the bar charts don't show the exact capacity number we cannot calculate this ourself.
- I would like to be emailed a link to the most current information as opposed to having to go search for updates & the latest info because, before this email questionnaire, I had no idea that a high school engagement website page existed nor would I have known to go check it out.
- Make the info graphic better. It is exceedingly vague. The "areas of high growth" are enormous and not delineated in any meaningful way.
- No
- What specific schools this impacts. Also if /then out comes listed.



dialogue)))

- Yes
- none
- Cost of building and operating new schools
- Teacher priorities when educating in boundary students and co located alternative programs eg IB. How are you ensuring programs don't get imbalance of resources?
- what does expansion or contraction look like; bussing considerations
- Boundary options proposals
- Yes
- Zoning boundaries
- Na
- N/A
- My daughter will be going into grade 12, so anything on university application process, grants, etc. would be helpful.
- None
- na
- An info graphic that shows what programs, by school and the current number of students in the program by each grade.
- none
- None
- That is good
- class size information - now and projected
- No matter which ever government comes in province, please try and make it even and uniform for the school system to function cos after all it is our kids future that we are shaping thus please DO NOT BARGAIN HARD OR LET GO TOO MUCH .
- I have no information about the above, I was unaware of the High School engagement page.
- How many kids are coming from Catholic system junior high to public system senior high due to home location near to school.
- How any potential changes would directly affect students and parents, such as new designated schools which result in different commute times.
- Walk zones, transportation times, budget implications of various choices
- Information on new schools in the southeast that haven't been built yet
- None
- When will these changes come in to effect?
- The cyclical nature of neighborhoods and new families moving in where older generations have since vacated. Current inner city



dialogue)))

- highschools will once again have higher enrolments. i.e. the permanent or transitional nature of any changes proposed.
- ELL % of student body, availability of classes (for example what vocational, CTS, FAPA Courses are available at each location)
 - Bus
 - should be decent enough, maybe future planning of schools
 - No
 - Not sure
 - School rankings would be useful as well.
 - Time flexibility, extracurricular activities, advanced academic program.
 - info needed on ALL non-official language programs
 - Information about what all of these programs entail. High school is a long ways away for my 3 & 5 year olds but I am interested in the engagement project. But if I have to do my own research (can't find all of the info in one place) then I'm less likely to respond. What is the difference between IB & AP?? Asking me to vote on these now... my answer could completely change in a few years once my kids are in school and I see what their strengths and weaknesses are. Please provide more info, or links within each survey, where parents can go to find out more information about what they're being asked to comment on.
 - Families' point of view
 - expected class sizes, alternative options for your area
 - n/a
 - None
 - Transportation and what it will look like with any changes proposed.
 - I would need proposed scenarios.
 - Current and projected student population, as well as recommended capacity, for specific schools
 - Public company, all wages should be shared
 - information about transportation
 - How these changes (ex. grade configurations) will impact area junior highs
 - Not sure
 - I would like to know what particular problems/needs are to be solved (in detail, not just generalized statements); and what options are considered.
 - No additional information needed at this time.
 - Why are high schools not moving forward with technology and requiring a bring your own device (computer) for students like other



dialogue)))

school jurisdictions to make the CBE a more attractive option and more technologically based?

- Boundaries effected, how many children can attend, specified date of opening.
- Nothing further at that time
- Contraction of athletic programs
- population demographics; % change yr over yr, comparison of courses/programs offered at all the schools, comparison of the academc performance of all the schools
- Number of students from Calgary Separate switching to CBE
- Busing
- WHEN A JUNIOR HIGH SCHOOL WILL BE BUILT IN AUBURN BAY
- any specific information related to Spanish bilingual students in the NW who would normally be transitioning to Aberhardt
- What physical condition are the schools in? Which have recently been renovated? What spare space is avaiailable. What are busing costs?
- How much does choice cost? It's hard to advise that we should expand or contract programs when I don't know, on aggregate, what the cost is to provide those programs, relative to the regular program.
- How boundaries will change, transportation plans,
- No
- flexibility regarding the completion of core courses. Use of online learning, flexible tutoring options, etc.
- 10 year population estimates for schools, costs
- Newly built schools
- Tendencies from some areas in terms of opinion.
- nothing
- School boundaries
- Information on junior high schools as well in regards to boundaries, grade configurations and programs.
- None. I'm interested in long term planning but it's years away to high school for my kids.
- idk
- how these changes will affect students.
- The cost of some of these programs and how many students are estimated to enrol in special programs
- any factors or decisions that impact geo-catchment and current designated school boundaries
- It would be helpful to get a geographical snapshot of school capacity (can be like a heat zone map). This will help give a visualization of areas that are over/under capacity, and by how much.



dialogue)))

- Expansion or contraction of some existing programs (French Immersion, Spanish Bilingual, Arts-Centred, Advanced Placement, International Baccalaureate, International Baccalaureate Career)
- Programs offered
- None
- benchmarking, qualitative information to aid context and decision making
- Direct email to parents
- Arts Centred schools are incredibly important.
- Progress for when new schools will be built
- Whether there are any new schools scheduled to be built and which communities would be designated to them.
- none
- N/A
- Any proposed changes to designated communities for schools
- None
- Email notification that input can now be submitted.
- To which high schools these changes will be applied?
- To know which school my child will attend and how current status will be changed
- no
- I would like to see what your proposed options are for each of those programs.
- Bussing & transportation options.
- Principal's names assigned to each school.
- HOW SPECIAL PROGRAMS WILL BE HELD TO ACCOUNT FOR TEACHING THE CURRICULUM
- Projections for occupancy for the next 5 years, information about STEM programs to be offered at each (will they be)
- It would be helpful to have the walk zones and approximate travel times to school from various communities when looking at boundary changes.
- N/A
- I can't think of anything.
- students overflow, and walking zone changes
- none
- no. those are enough.
- Projected lifespan/utility of the current building (and any capital investment in past 5 years); Proposed/suggested capital investments needed within 5 years (and projected added duration of utility); Longest/maximum travel time to/from school for students within



dialogue)))

catchment area; Proposed new building(s) within 5 years and projected impacts on current schools;

- NONE
- A breakdown of communities/populations that are contributing to each school's student base. As new schools are built they appear to be full already while others are at half-capacity (Seton vs Beaverbrook). How does the CBE define boundaries/redefine boundaries as new schools/communities are built? Census infor of ages by community within a boundary would be useful information for us to understand why certain decisions are made.
- FULL YEAR classes in MATH, SCIENCE, SOCIAL STUDIES & ENGLISH. 1/2 year classes DO NOT WORK they are DETRIMENTAL to learning especially in relation to MATH & SCIENCE!!
- list specific schools name affected and the years that changes will be in place
- Projected versus actual enrollment numbers as we move through this 5 year process. I suspect that the information shared will cause parents to consider rebalancing by choice and will impact numbers.
- put in paper advertise
- What percentage of CBE high school students come from the Catholic system? Seems Catholic students can pick whatever school is convenient for them, putting pressure on CBE schools.
- scenarios beign considered
- Would need to know which programs and unique opportunities are available at all of the schools, especially the ones near us.
- want to know if the new high school will include a PLP classroom just like Nose Creek School
- parent council meetings, community engagement and presentation evenings
- none
- Nothing
- enrollment data for k-9 for alternate programs. Spanish is growing significantly in the NW
- Number of Administrators/Learning Leaders for areas vs teachers in the classroom teaching full classes
- constraints you are working with and impact of trade-offs
- None
- Every time the CBE opens a new school, it seems to decimate an 'old' school. Can't they mitigate this change ahead of time?
- n/a
- N/A



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- potential impact to Junior high schools removing grade 9 just to help high school enrolment
- none
- Class sizes
- Athletics and Options
- Information about how children with special needs will be included/assisted in these schools
- Haven't checked the site yet
- nothing
- Building facility capabilities/capacities (ex. Gyms, music rooms, breakouts, libraries)
- NA
- keep everyone informed of all potential scenarios
- n/a
- School rankings and performance statistics (with action plans in case of lower performance)
- If redesignating zones, busing with Calgary Transit concerns should be addressed as well.
- None
- Facilities. i.e. new high schools have no theatre, some no gym
- Think it's covered above can't think of anything
- Designation is most important as our current designated high school is at capacity.
- Which school would change to 9-12
- I'd like to know when a new school in the NE coventry/country hills will be open. It seems this engagement process is going to take 3 years and that seems a bit outrageous.
- Nothing else
- None, at least not right now.
- Please take in account the travel time to schools - I know you provide city transit school routes, however that does not take in account before or fater school activities . Hidden Valley to Crescent Heights is wat to far, we have SWC with a direct 20 city transit route.
- yes
- more information on AP & IB program numbers, more information on feeder school communities and numbers
- N/A
- Public transit implications of changes
- Specialized options in the schools
- Out of area processes and options
- no
- None so far.



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- Are students still able to apply to a school outside their boundary if there is room available
- Current enrollment at the middle schools would be helpful
- STEM Programming
- Don't need any additional information.
- I want to be able to easily find out which communities/schools and/or programs will be affected by any possible changes.
- Changes (if applicable) to the PLP program
- interested in how to advocate for transportation hubs for special programs in various communities with Calgary transit (ie. if there is a bus depot in far south east could there be a bus designated for special schools then linked to designated communities - Central Memorial PVA/NSA bus from McKenzie Towne Hub to Riverbend at least once in the AM and PM)
- I think most people want to know how it may impact them especially if their designated schools are the ones over capacity
- none
- My biggest request would be that we get proportionate votes, based on how many children we have that will be impacted by these changes. I.e. I have 2 children in the Spanish bilingual program, thus would expect to get 2 "votes".
- comparison of the programs offered within each high school. survey of students asking why they attend the school that they do.
- Didn't know there was anything posted anywhere about these matters
- What areas will be effected?
- why the expansion or contraction? economy, populaton. As community we would like to understand why the proposed changes
- No
- specific details how this will impact the high school my son will be attending (Western)
- n/a
- Admittance procedures such as lottery systems
- The reasons behind only considering these options and why there is no discussion of building high schools (especially in the Northeast and Southeast quandrants).
- I'd like to know what trustees plan on doing, some seem more interested in supporting the government than ensuring the CBE is functioning at a high level.
- .
- no
- dates for changes and implementation



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- class sizes based on grade and course and school
- None
- None.
- Availability for out of boundary acceptance, Availability of specialized programing.
- Not sure
- none
- Yes
- Updates on status of new high school construction as this will impact all other factors
- If any new high schools are being built in the suburbs of Calgary.
- Specifics on how changes will impact my child (boundaries). Any changes to her designated high school to be communicated directly via email to any parent with a child impacted.
- Math curriculum
- very thorough website on capacity for all schools.
- N/A
- Information on the various reorganization options, survey results as to which organization plans work best (e.g, combine regular and other program vs segregate special programs, etc.)
- We need a HIGH SCHOOL built in the NW (Coventry/Panorama area!)
- None
- Expansion/contraction of Bridges or similar programs
- Current and anticipated school capacity / classroom sizes / other metric of school "density".
- more information on the justification of changes. What the pros and cons are of these changes are
- more details on Beaverbrooks Art Centered Learning, more on courses offered, more on if trade tranining is available
- NA
- I'd be interested in the logistics surrounding transportation to alternate high schools and specifically what would draw me/my child to register in an alternate school. Is there free parking available for out of area students? What would the estimated commute time from a specific community to the school if relying on public transit, etc.
- Parents want to know what to expect when their kids go to high school. Kids dream for years of attending one school and when they find out they've been designated to a different school it can be hard to take. Teachers want to know where they'll be working in two years. Taken together, this information points to the critical importance of



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timely and accurate information. My son in grade 8 *has already come home with inaccurate information about this process!*

- Enrollment numbers
- staffing forecast, class size estimates, challenges for students, LD forecasts
- The differences in both capital and operating costs associated with each option, and best practices/outcomes from other jurisdictions
- Times/days, & criteria for admissions.
- Community population numbers of current/projected high school aged students
- Evaluation of impacts of these changes on students educational outcomes
- no
- Grades 9-12 would be more ideal to save on space
- Transit routes for the schools
- Impacts at individual schools
- Special programs offered at each school
- N/A
- Usage and need
- Anything related to the French Immersion HS programmes
- List what the school's average marks are for core subjects by grade level.
- Class sizes, community demographics
- Instead of changing boundaries or designated communities, check drivers' licenses for proof that families actually reside in the designated community/boundary. There is a problem at Griffith Woods, an elementary and a high school, That most certainly exists within high schools as well. There have been several complaints to the principal, That people are using fake addresses and fake rental agreements or addresses of relatives in the area, so that their child can attend the school instead of their designated school. We have suggested to the principle that if IDs of the parents were checked and the address shown on the drivers license was Outside of the designated area, that would serve to avoid the overcrowding we are experiencing at Griffith Woods. I understand the reason the principle doesn't do this is because the school receives funding per student but we are starting to lose enrichment rooms intended for students with in the designated area's to make room for students that shouldn't be attending the school. I know of cases where specific students have been named as not living in the area and nothing was done by the principle. In summary, my suggestion is that drivers



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licences of parents should be the ONLY Proof of address that is accepted and this may solve the problem at the root cause.

- Any programs for those with learning disabilities
- Evening out student distribution in the NW
- What does the School Act say about programs, transportation, etc
- N/A
- Yes
- Class sizes, support for students with special needs such as ADHD and Autism spectrum
- None
- My children aren't in high school yet so we haven't seen that information. However we'd like to provide feedback knowing this issue will affect them in future years.
- What options and extra curricular are currently offered, current student teacher ratios
- Expansion or contraction of option courses and any other flexible programming, PRACTICAL space allocation and realistic commute timing
- None at the moment
- Na
- Usage of said programs perhaps by quadrants
- Emails
- Yes
- If we give the history class, we should equip our kids with future class. A time for them to dive into the usage of tech in our world.
- Clear listings of what will end up as collateral damage as a result.
- Web site isn't phone-friendly so review limited8
- None
- Which schools are which with regards to projected enrollment.
- Location
- None
- How this will affect local schools
- Affected schools and neighborhoods
- I'm happy to do online surveys.
- potential impacts at my children's designated high school
- Will this impact offerings at Robert Thirsk?
- newsletter summary of the information
- How it would impact my kids' high school options
- A combined map... looking at individual documents of boundaries is very challenging. There are some "weird" extra boundaries for some schools. Are any of these "regular program" boundaries for a specific reason?



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- Call for feedback posted on CBE website and social media accounts.
- What the proposed changes are for our designated school.
- long-term trends & forecasts, as my child is in Kindergarten presently
- Transportation Options
- Projected Student:Teacher ratios; number of staff likely to be employed/surplussed at any given school
- No
- Consideration of efficient travel times/transit routes that link communities to their designated schools
- I need to look at what is currently posted first, before i can answer this question effectively.
- it is difficult to say. i would like to see projections for existing programs (totalled) as well as the informaiton that is currently posted about existing school projections. More information about the advantages of changing grade configurations (i'm unclear on how adding grade 9 to already overextended schools will alleviate the current challenges - so am assuming i'm missing someting in this idea).
- FUTURE HIGH SCHOOLS TO BE BUILT?
- Temporary measures to bring equity to students in declining enrolment schools.
- Grade 9-12 and Hockey Program at Joan Cardinal
- What are the deciding factors? Are you going to move whole programs or split programs to have smaller groups spread out over more schools? Will you keep communities together, groups of kids together that have been together over the years? Will you consider travel time and distance? What are the likely scenarios?
- These cover the primary areas
- Nothing
- Gay straight alliances, and new/updated curriculum
- None
- You need to make better budding options. Wth the amount of money you are paying for the fancy building downtown, you can provide a seriously reduced cost or free bussing instead of being downtown.
- yes
- Positives and negatives of each change
- No
- Which schools are at capacity/over subscribed, class sizes, proposed changes to catchment
- CBE releasing Viscount Bennett school back to the city of Calgary instead of turning it back into a middle school/high school.



dialogue)))

- Sandstone & MacEwan kids should start at Queen Elizabeth in grade 7. Sir John A MacDonald will be overcapacity in the next few years
- How far will kids need to travel if you change boundaries to increase enrolment?
- A ton of fiscal resources has been poured into underutilized schools through modernization efforts (LBHS, Jack James, James Fowler). How will you entice students to attend?
- Main teaching themes and average grades of those attending
- Enrolment numbers for specific program options
- None
- Numbers expected at each facility
- Exceptions to the rules
- Discussion on content/type of students in a class and not just class size. (i.e. can have larger classes of students without education challenges to make smaller classes for students with education challenges, same with having ESL students grouped in the same class, etc.))
- n/a
- Would we be able to see one sheet/graph showing number of out of area students for each school.
- When is the northern hills high school being built?
- Stop allowing over crowded schools. My son was denied programs because of too many kids
- More writing homework to engage in study
- unsure
- none
- Spanish bilingual
- Yes
- It is well-known that student athletes are recruited from out of catchment and allowed to attend already overcrowded schools. Why is this practice tolerated and/or encouraged at Western Canada High School?
- Can't identify anything else at this time
- Will there be any new high schools built? Plans to? When?
- Hard to say what we dont know
- Rationale for decision based on qualitative factors such as quality of student life - e.g. length of commute, availability of course options, athletics, extra curricular activities
- Calgary Transit times per school/community, Current and Predicted Changes to Options/Extra Curricular
- N/A



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- Can you provide more information on what the International Baccalaureate and International Baccalaureate Career programs are so that we can make informed decisions.
- None
- Emails with specifics as webpage doesn't always open
- That decisions are best for STUDENTS not just to 'balance budget', kids are IMPORTANT!!!
- Nothing
- I am a big believer in independent learning, and would like to see how my son might use school when he gets to that age, versus how school might grade him and force him to learn subjects he is not interested in.
- enrollment projections.
- School start and end times, NIDs,
- information on student enrollments and anticipated changes
- Transfer rates and why? International student program, Any limits to what a high school can offer in terms of programs?
- None
- current usage of high schools, what options are available within buildings (i.e. shop, auto, etc)
- Switching grades from: elementary-kindergarten to grade 6, junior high grade 7 to grade 9, high school grade 10-12.
- Advanced notice of which way CBE decisions are leaning even if you are still "engaging" with parents for feedback.
- New school plans
- why certain designated community boundaries are being suggested or not being considered
- I need detailed statistics as to which schools are over and under capacity and what the boundaries currently are. Maps with the school locations and capacity limits expected. Then the same for the options that are being presented.
- None
- Location, grade configurations, and Implementation.
- An email reminder, perhaps two.
- None
- None
- Carbon impact of proposed changes, definition and explanation of CBE planning principles, pros and cons summaries of options
- What does long term sustainability mean? Whether partial immersion programs can be offered. Ex my child takes French Immersion to grade 9, and then takes French Language Arts to a 30 level, but all other courses are in English



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- I don't know.
- Not entirely sure I understand the question.
- Both website and email
- I was looking at the six year projections. I'm confused when I see a rating of 120% when the school in 2023 is at 100%. Data should be within a +-5% range as the projections have at least that degree of error.
- Yes
- Na
- N/A
- Current enrolment numbers for previous school year of the schools
- That is good enough
- Grade 9 is too young to be with Grade 12 students, grade 10 is a good entry grade to high school
- Pls see comments below
- Langevin school boundary changes
- Unsure
- Na
- The info provided seems sufficient at this point. Maybe some interactive discussions and debate would be useful.
- Nothing
- N/a
- EDC programs and locations
- Could you provide projections for enrolment and allow for feedback on options
- Nothing at the moment
- Changes to schools in every aspect, proposed new schools,
- Yes
- I do not have children that participate in these programs. With the greater demand for complex needs, I would prioritize complex needs programs more.
- Growth projections for alternative programs
- This seems sufficient as the process starts - engagement process may inform additional information requirements
- which schools are going to be impacted?
- How out of attendance area students plan to be treated.
- No
- Yes
- None sounds good.
- planned transportation?
- N/A
- unknown



dialogue)))

- -
- Transportation considerations
- Our son is special needs and off curriculum and in Gr. 8 now. We're open wherever the system can best serve him.
- none
- Transportation for students to get to school
- None
- NA
- I am receiveing all info I need
- Description of all the programs, more details on changes contemplated and their impact
- Timely communications prior to any changes being made.
- Need to understand teacher supports available for youth with learning and behavioural disabilities (ASD, ADHD, etc.),
- N/A
- N/A
- None
- Which schools are above capacity and which are below.
- Learning Disability support
- which programs of choice will be affected and how, potential sibling impacts
- When a North Central high school will be built
- N/a
- More information on impact to specific programs such as arts centred learning.
- None
- If there is a more direct transportation plan for students who travel more than 3 km to school, other than relying on Calgary Transit.
- Research regarding effects of proposed implementation options on student development and learning
- Cougar ridge students should attend Ernest Manning not Bowness, it may be physically closer but not by roadways
- Are you really going to listen to the feedback anyways? You didn't for the elementary schools so what gives me the confidence that you will this time?
- none
- Volunteer opportunity
- Just would like to have input before decisions are made. Unlike what we have seen in the past.
- Which schools are effected? By name.
- None



dialogue)))

- Get rid of your high priced downtown office and 90% of the brass.. you are not running an appropriate system
- Feeder school information regarding percentage of capacity/number of unused classrooms.
- Unbiased advantages and disadvantages of each
- Timing,
- Program options including IB. AP. Options. Sports. Etc.
- Nothing comes to mind. The website is pretty clear.
- IB
- Transportation options/impact
- Plans for new schools, updates and renos for existing schools
- No
- Accurate enrollment numbers over the past decade, recent upgrades of schools, planned upgrades of schools
- Location/designated boundaries on ALL schools as a whole.
- Additional information would include number of students currently attending CBE schools based on community broken down by attendance. For example in the community of Citadel high school students currently attend Robert Thirske, Sir Winston Churchill, or William Aberheart. #s would be helpful in evaluating where opportunities might occur for boundary changes.
- Neighborhood entry to schools. I chose to buy my house knowing which high school my kids will attend. If this would change I would be very upset
- Which communities/boundaries are being considered for adjustment and when. Advantages and disadvantages of these changes.
- Transportation implications
- Sure. 3years until my child is in grade 9.
- Outcomes based assessment in all disciplines
- none
- What mistakes were made the led to the current situation? How did the past projections result in the current situation?
- -
- CT Centre info
- Special programs like nsa pva
- Yes
- How will teacher allocations be addressed for schools that are over booked / under booked?
- n/a
- New high schools being built
- Numbers of students expected to be moving up into the schools
- Yes



dialogue)))

- Timelines for these types of changes. Maps showing proposed changes to boundaries and designated communities. Right now some students are in a designated school that is a 1 hour bus ride. There are under utilized schools that are closer so good to see how boundaries and designated communities could change.
- Special needs student programs and or availability
- About transportation to and from school
- Hello, I would like direct email when there is an update to information posted on the web site.
- none
- Implications for students where boundaries are being changed/adjusted
- I do not use this site
- Actual evidence and data about the learning outcomes for these programs, costs, number of students, etc.
- With cuts to \$\$, scale back special programs. Class size more important
- None
- Dealing with gifted or ADHD kids in high school
- Degree of participation of students in each program
- I need to know what changes are being considered for designated school boundaries, grade configurations and existing programs in my neighbourhood and adjacent neighbourhoods.
- Options for assigning children to the high schools
- Electives, special programs, etc
- Would like to see one city map showing all school boundaries with 2019-20 capacity (%) noted for each school. Provides a clear pic for me of which areas likely to see most changes
- How long will your plan be expected to last? I'm wondering how relevant this planning process is to those of us with elementary-aged children.
- Math and prep for university
- Projected enrolment numbers resulting from each proposed change.
- Email updated
- Transportation options should boundaries change
- Nothing else
- Expected demand based on graduation at secondary level. This would give an idea of the future needs.
- Projected enrolment numbers for areas
- Yellow School Busing Availability
- School performance
- N/A



dialogue)))

- Nothing
- would like to be on an e mail list as thing are brought up
- Whether or siblings of existing students will be grandfathered in, in the event that boundaries change (ie. Altadore elementary school did NOT grandfather in siblings of existing students)
- Benefits and drawbacks to each potential remediation option provided
- Let's not loose sight of the CBE request for the new north central high school. I want regular updates on this
- keep current classes together
- Attending out of bounds school
- Specialized programs (I saw French only) and not options to move schools (may be reasons they can't ie/ specialized equipment.
- an email with a link
- Programs offered at each school
- Details about programs like AP and IB etc and demand for these programs over time as well as cost to CBE and to families individually
- List of schools potentially affected
- None
- Designated regular program high schools by community name
- ?
- Na
- Yes
- Looks fine
- Programs offered (shop, aesthetics)
- The projected number of students in 2022 from each community feeding into a particular high school
- Nothing more
- If your child is a grade 10 student currently, will they be affected by these changes?
- I think the scope is appropriate.
- no
- none
- Keep sending emails to parents.
- How students with IPPs and/or unique learning needs will be supported in programs
- This is a good start
- expansion and contraction of some existing program
- Out of scope resources like before and after school care, bussing issues



dialogue)))

- What programs are offered at each school, from art specialties to how good an athletics program and how good an academic program is good
- What are the CBEs anticipated resource and programming constraints, particularly with respect to budgets?
- Do universities accept IB and AP as an advanced course?
- nothing at this time
- In the past few years, it has been proven that redrawing boundaries is the worst strategy, especially when the changes affect elementary grade students.
- Fair enough!
- Enrollment estimates for schools
- Trades/College/University pathways programming.
- Enrollment sizes of classes being expanded or contracted. Logic behind determining boundaries. Who makes these decisions.
- # of students in each program at schools that currently have multiple programs
- Bussing and safety of students
- Enrollment projections for each school and program
- Nothing more
- Nothing - build another HS in the SE, and make it a 9-12. I would recommend Cranston area. Split the deep south by the Deerfoot.
- New high school for the Northern Hills Areas
- extra cost of school transportation if students need to be bussed out of their school area
- this is fine
- no
- No idea. I am 100% uninformed about high school programs.
- None
- GATE program
- no
- Nothing
- In SE, there is only one high school (Joane Cardinal) and will be over capacity this year. There is an urgent need for a new high school to ensure balanced utilization and quality education for our kids
- French schools and planning for locations and class sizes
- Make sure parents understand the ASAA policy on sports when you are not at your designated school. Keep Jr High students together instead of street boundaries
- International Baccalaureate, and International Baccalaureate Career
- Demographic data
- None



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- When are we getting the new high school in the northern hills?
- Right now Douglasdale/glen are being sent to Cardinal. At what point will they be re-appointed to Beaverbrook?
- None
- I think it's relevant to understand the impact to individual families. Families have to consider transport time, routes, and timing for jobs and other factors. The CBE should be transparent in its approach of where potential boundary changes will or may be.
- advantages and disadvantages of International Baccalaureate or Advanced Placement classes to know what to recommend for the highschool my children will attend
- Projected Enrollment numbers
- ensure appropriate travel distance for student (one bus trip)
- Not sure
- Are building new schools an option or renovating old ones?
- none
- Nothing
- Plans for transportation, enrolment projection numbers for specialty programs
- I'll probably just rely on hearsay and innuendo on social media. It's way faster than reading the real information.
- how to choose course
- None
- More specific information. Having just gone through the NW French Immersion engagement process, I feel like parents would have felt more "engaged" had the process began with something like "We are definitely moving boundaries to accommodate French in the NW and our preferred option is to X". Then we could have discussed the merits of X. As opposed to what did happen, which in many cases was miscommunication that boundaries were in fact even being moved. Please provide as specific information as you can about what you intend to do. For example, "Bowness and Thirsk are extremely under capacity. We definitely will be moving programs or boundaries to these two schools it is just a matter of which ones and where." As opposed to "Well, anything is possible, we may not even move boundaries or programs." This is not helpful.
- none
- NOT SURE
- Special needs placements (PLP program) and how they will be impacted by these issues.
- Na
- Information about future schools



dialogue)))

- We recently moved to an expensive house to be eligible to attend a specific designated high school. We paid a premium price for that. Taking away that option is not fair, and that would decrease the property values in that community in the future
- Plans for boundary changes for schools
- Location, implementation, configurations
- zoning - right now school is based on home address - what if you wanted to attend a school outside of zone?
- nothing
- Which programs exist at the low enrolment schools & which exist at the high enrolment schools. Other helpful information would be age of school buildings & needed renovations, and differences in technology access that may exist. Also, when referring to the different schools, it's helpful to continually refer to where they are located (ie "James Fowler School, 4th St NW") because when I was trying to provide feedback on the redrawing of boundaries for NE french immersion, it was incredibly annoying to keep having to look up where they're all located.
- how these changes will implement 2SLGBTQ+ students, racialized students, low income students, and Indigenous students.
- none
- i'd be interested in how students and parents feel about the quality of the education they are receiving, the quality of the programs and teaching, the barriers to their success, and safety (vaping, drugs, weapons, violence, bullying at school).
- yes
- None
- Class sizes, option programs, option course choices for each school
- Will special needs b
- What is going to happen to the spanish bilingual program
- Yes
- None
- I feel the website has MORE than sufficient information for me, at this time. Kudos to those who put together such detailed info!!
- nothing
- no
- update on new schools and timing, specifically in the NW (Northern Hills area)
- You can have overlapping shifts as I did in my high school until a new school was built.
- Removing cell phones in school and all vaping on school grounds and in class.



dialogue)))

- no
- Please provide info on funding and budgets.
- Mandarin Immersion Program
- SES of neighbourhood and circumstances of the real estate temp in the surrounding area. Also physical conditions of the schools, and quality of teachers. Rates of turn over in school staff, levels of perceived safety in the area. Accessibility by foot and by transit.
- NA
- no idea yet
- Personal newsletter
- None
- None
- Where are we at with merging the separate and public school boards? Wouldn't that help with logistics?
- Special programs and options to pick other schools
- Whatever will affect my children directly.
- Student populations and projections, Impact to extra-curricular programs
- None
- I need to know if decisions about Ernest Manning will be accelerated and dealt with outside of this process or will it be dealt with in the process unde the proposed time frame?
- Notification that information is posted and links to the information location
- Not at this time
- That is good for now
- The options to be considered; what "levers" can we meaningfully change in this process to affect the end result.
- I can't think of anything so far
- ?
- since one of the options for rebalancing the high schools is to change the grades offered at each - information on which schools have which grades current along research on expected capacities in junior high would be useful
- Nothing
- I think when you get a call home for an absent it should be more specific on which class an time was missed
- How does/will changing the grades at a particular High School affect Jr High/Middle School numbers? Where might this make sense to do?
- Days off (PD day etc) not always on Fridays



dialogue)))

- demand for existing programs (how many are turned away now), transportation options for students
- Progress on new high school calgary northern hills
- None
- class size and enrollment numbers.....like to know which schools are over capacity
- The districts and projected populations for the pertinent ages for a 5-10 year forecast
- Outcomes - where do students end up after they've taken those programs? How would former students reflect on their experiences in those programs; how did they feel they were prepared for the next phases of their journey's by participating in these? It seems they would be more informed than parents such as I who have a Gr. 6 student has little experience with those programs.
- More specific info on planned changes to the above mentioned examples as well as timing of implementing changes.
- Factors for consideration (numbers currently attending, and how changes would impact attendance). Costs associated with transportation for these current programs and how proposed changes would impact transportation costs. How location changes would impact class sizes (for example, in schools with more than one program, the community program often has larger class sizes because programs like languages, sometimes have smaller numbers).
- Don't Change Grade Configurations
- Anticipated demand in those communities and / or for those programs in 5, 10, 15, etc years
- Which junior high schools will feed into which high schools.
- Numbers - how many are in the program, how many in the community/boundary
- a statistical range of where schools are lacking or overran with kids and the programs that are offered at the schools
- Transportation options/approach
- designated School changes for communities
- potential impact of factor 1 on parents and students
- Class room size limits and proper distribution of student bodies across communities.
- 100
- Changing to grade 9-12 would be horrible
- Boundary change proposal map
- None
- projected class size and range of available courses



dialogue)))

- Western is our high school. I don't see a breakout of each of the programs that you've described (IB, other languages ...). Also, why are there people from out of bounds?
- Spanish Bilingual
- More info on how this will impact each community.
- Options to engage programs outside boundaries if a program is shut down or moved.
- L&L programs
- I honestly would never bother to go read that.
- Expected enrolment by year over the next few years
- I think that the multiple choice questions in #4 could be more clear. ie. most people will not understand "long term sustainability" and how it applies to this questionnaire. Also the next question about "if you were able to choose", currently you are not able to choose. CBE dictates which school the kids go to.
- none.
- Nothing else
- Not sure
- Projected Enrollment
- None
- YES and YES and YES please
- What are the possible changes. Which schools will be affected.
- 1/ I rarely visit the website (too much of irrelevant info) - a monthly newsletter would be best. 2/ I would appreciate relevant info coming from my school council instead.
- nothing comes to mind
- Redesign student designation. There are not enough high school to the far north. Repurposing lower than capacity facility may be needed to accommodate for the growing/spreading city.
- Class size, program changes, transportation
- ??
- no
- None
- Unknown at this time.
- Important deadlines and upcoming changes that will impact my geographic zone
- more about academic upgrading and retaking courses
- Teacher / student ratios.
- Eliminate lottery process. I know this is not the answer to this question. But if you decide a students future based on lottery, there is nothing worse than this in Canada in 2019.
- class size configuration



dialogue)))

- For me it's results. Everything the school does impact students.
- None
- sports programs
- The need for a NW high school
- Start and End times across specific schools and areas
- direct messaging if my child's existing school is impacted
- Transportation changes relating to changes
- No
- No
- Transportation of students; GATE,
- Science Alternative options
- No additional info required except to update regularly as discussions happen and options progress or change
- Nothing else
- New high schools
- N
- Comparison chart of programs offered across all CBE high schools; as well as how many currently registered students are designated, and if they are not, what are the reasons the school has accepted the external students into the school (e.g. for IB).
- college / university enrolment ratio
- Gifted and talented programs.
- time lines for these proposed changes, impact on busing
- Are there any CBE Highschools that offer self-directed learning (like Bishop Carroll in the Separate School System)? Central Memorial would be a good candidate. CBE students wouldn't have to leave the system to go to Bishop Carroll.
- Advanced Placement and IB
- n/a
- Yes
- None currently
- Other options for high school outside of our school zone if any
- I choose a safe community for my children to be educated We have had to sign up for alternate programs to avoid communities with higher social problems.
- Na
- maybe staff recruiting process?
- class size
- Yes
- Nothing
- Not sure
- Not sure



dialogue)))

- The right to choose where your child goes, if out of bounds. If students have to go to out of bound areas why are parents stuck paying busing, this should be free to out of bounds kids.
- Proposed governmental curricular changes potentially being implemented. Infrastructure and supporting costs for different options and choices.
- Presume you'll be surveying parents on intent of where and which high school programs we intend to send our kids to - thinking three or four years out
- It would be helpful to have specifics, how do I know what the possibilities are that I am giving feedback on. It looks like my child's high school will be under capacity in 5 years, what things will end up being cut, or will something change to put it up at capacity?
- If applicable, any info on resources available to students with IPPs or other special needs
 - none
 - Nothing
 - None
 - Current and expected grade size and class size.
 - Cost implications of changes or not changing
 - n/a
 - Set budgets for each school.
 - I need this information in an emailed newsletter
 - Data on evidence of overcrowded high school vs one at or under capacity
 - n/a
 - Special education options
 - nonr
 - n/a
 - impact of decisions of special programming
 - None
 - GATE program info
 - yes
 - bussing considerations
 - This question does not really make sense...
 - Open houses where we can ask questions and provide feedback
 - None
 - How it will impact the community where I live
 - How has CBE manipulated attendance already in ways that make existing utilization numbers misleading? Example directing principals to regent out of area students even when their utilization numbers



dialogue)))

are below 85%. How will you consider what makes each schools special and unique when dismantling established programs.

- none
- These options aren't really relevant to us, unless the boundary changes and we are moved to a different school. The question itself is irrelevant.
- Information provided with plenty of time for review and consideration, not putting information out the day before meetings or with short turn around times from information to meetings.
- None
- None
- email
- None
- N/A
- French immersion, boundaries of existing programs (do not exclude Cougar Ridge from Ernest Manning!)
- nothing - there is alot of good stuff there
- no
- Which schools. What time line.
- Technology level at each school. It seems there is a great difference in the quality of tech from school to school.
- Options available for out of boundaries students if we want an alternative school and the current assigned school
- Nothing
- Not sure because I don't know what type of information might be available.
- N/A
- N/A
- Just the Spanish program
- I just need to know the realities of my specific situation. As parents, we want to know how anything will affect our child.
- I have no reason to go to the CBE website to hunt for information that MIGHT be helpful. Send me what you want me to see, put my kids in a school close to home. Don't make my 10 year old take the c-train and a bus to school in a city of 1,100,000 people.
- Boundaries for school like Joan Cardinal need to be changed. Sent to Beaverbrook
- easier access to power School
- none
- N/A
- What is provided on line is fine
- N/a



dialogue)))

- Bussing
- None
- no
- Which schools will open in new communities
- Transportation plans / commitments
- Nothing
- I'd like it to come to me directly related than me needing to seek it out
- I think students who patronize the public system should be given priority over students who have patronized the separate/Catholic system. The 2 Boards need to figure out a solution to keep Catholic kids in their designated schools through to grade 12.
- HS overview sheets are very helpful and clear. It would be good to see CBE's proposal, so parents can just provide feedback/vote or alternatives.
- Expected population changes, expected budgeting direction, existing CBE priorities/limitations
- no extra at this time
- Not sure
- Current enrollment numbers and projected enrollment numbers
- None
- None
- Specifics about what is being proposed at each school to clearly identify the impacts on my family. For designated community changes, what transportation changes will coincide? Very difficult to provide feedback on changing zones when it's not clear whether a child will have a 20 minute or 2 hr bus ride.
- This looks good
- anticipation of when these changes will occur.
- No
- What about your online program? This is helpful to many students throughout the city and gives flexibility and choice of programming.
- None
- not sure
- Research related to grade configurations, esp. related to potential move to 9-12 from 10-12.
- Projected class sizes
- Nothing
- walking areas maps - we should be ensuring students that can walk to the school are not sent to another school. Bus maps with travel times so that we can understand if students have to take city transit what that will mean to their day.
- nothing else



dialogue)))

- Enhancement of the Regular Programs
- fees for bussing - so tired of paying to help the CBE out by choosing an alternative program (our local high school is oversubscribed) yet get penalised for that in terms of bussing fees
- No
- none
- Size of Spanish immersion program in Area 5 (student numbers) and any projected changes to the program such as location, contraction
- None
- Easy way to see on map which high schools offer which programs (immersion, etc). Right now only projected enrolment stats are shown not programming
- none
- Expected impact of rezoning (ie. how many students affected if you rezone an area to another high school?)
- demand for existing programs (i.e. french, spanish, IB), growth projections - further detail than high/average/low
- n/a
- Long range plans - our oldest is only in kindergarden now but we are already concerned about this
- nothing else
- numbers intended for Centennial HS
- how much time students will have before they are impacted by boundary changes
- The engagement process for French Immersion was a disaster. I am hoping that you can do a better job being transparent and actually listening to parents. If it is all about utilizing space - please be honest and say that vs. the idea that it is best for kids...
- If expansion or contraction of specific programs is being considered a breakdown of enrollment numbers in each specific program for all affected schools should be provided.
- Nothing that I can think of.
- none
- None
- school academic performance
- Possibly demographics of the Calgary population. Is there any information on how the CBE is working with the city to promote inner city densification for families, and the potential limiting of suburban sprawl.
- course selection by school
- None



dialogue)))

- In my experience the CBE is going to do what they think and public engagement is a farce. Why don't you just provide the plan that you are going to implement upfront so then parents have time to decide if they want to relocate in the city to go to the school they want?
- 1. Trade Programs 2. Successful and unique programs linked to individual schools (additional to those mentioned above)
- New school location and timing.
- targeted emails for matters which impact my child. i.e. when there are decisions about french immersion, see input from parents with kids in french immersion.
- n/a
- Class size, overpopulation at my local school and what my alternatives are. All the options available for non core academic study
- Current planned schools to be built, over-and under-served communities, transportation considerations, and options for future planning. My children are only in early years of school but these plans affect them and current students immensely. The more information, the better.
- .
- Where is the option to bring in modular units to the over-capacity schools to deal with the student load?
- Website has everything I need.
- Transportation and accessibility
- class sizes
- The numbers & projected numbers of students in elementary and junior high and what programs they are enrolled in and what areas students reside
- Location and designated communities/boundaries
- Detailed info on future projections of school capacity at all 20 high schools and which programs are currently offered at each, their feeder schools, estimated Calgary Transit times for high schools with revised expanded boundaries
- Yes
- Ensuring regular programs are supported and coded student supports
- Don't know
- Class sizes and bussing
- none
- Special Education classes
- bus or transportation information



dialogue)))

- Expected High School Enrollment by Community / Distance from each community to each high school (or a list of which high schools are in range for the community).
- Uncertain, will review the existing information shortly.
- Some inclination of the class sizes
- No
- Specialized schooling designations ex. Science/engineering based schools or arts based schools
- Class sizes
- Supply lists... class sizes
- nothing I can currently think of
- expansion of an after school care program
- ramifications - positive or negative - about only 1 school transitioning to include grade 9 --- rules for exemptions to boundaries (mandatory rules or optional per school?) --- if closing some programs what is phase out plan for current students --- if expanding some programs what is plan for student loss in other programs
- CTS course offerings



dialogue)))

Below you will find all open-end comments for questions 2, 3 and 6 as they were written. Opinions are the writers' own and content has not been vetted for accuracy. Comments have not been edited for spelling, grammar, sentence structure or otherwise. Comments have been edited to ensure anonymity. We also edited or omitted abusive, discriminatory and otherwise inappropriate comments.

Q6 | Do you have any other questions or comments to share?

- i think i broke the survey; CBE has bad websites;
- We bought a house in our neighborhood because of the schools (including the fact that our kids would be attending Western). Being able to walk to a neighborhood school that provides an outstanding education and sends graduates to the best schools in the Canada and the world is important to us. Not bussing our kids to school was an important consideration for our family as we think it degrades their quality of life, education and friendships. I would prefer to have a temporary building added to Western rather than being forced to bus our children.
- CBE should define the terms used i.e what does the CBE define as 'Resources", how am I as a parent able to answer a question without knowing what the question really means? This survey is so poorly set-up that the conclusions arrived at will be suspect and not withstand close scrutiny.
- Problem needs to be fixed now.
- The north Calgary High school needs to be built. The lack of proximity for the students in the area feeding that high school is large and it is time to be built. Any changes to boundaries must be made to keep that high school as close to #1 on the Capital plan to increase the chance of provincial funding. Any changes to boundaries for the north central Calgary communities will affect that school's probability of being built. we cannot afford for this to be affected where the North Calgary High school would drop in ranking or from the capital plan entirely.
- We purchased a home in elbow park, along with many others in elbow park, with the expectation that our children will go to Western Canada High School as this has been the designated high school for this area for many many years. It is a concern to us and many others that this could change as the school is within walking distance from



dialogue)))

our neighborhood. We strongly value the fact that our children can walk to school along with their classmates.

- A 2 year process seems long.
- Please allow elbow park students to attend Western High.
- It amazes me that a student may chose a school based on academics (IB or AP or speciality program), but can not go to a school where they may excel athletically - where they can get the best coaching to help them get into a college or university (with a scholarship) - Athletics is a gift not unlike art, musicality or academics
- Please ensure Elbow Park and our local Community can still attend their local school Western. Walking to school is very important to our community.
- Geographic proximity to school is of the utmost importance. Students should be able to attend their designated (and closest) school - often walking distance - rather than be bussed to another location. We will consider taking our children out of CBE entirely if they are not able to attend their current designated high school: western on 17 ave. We hope good sense prevails and that we are not forced into this position when the time comes.
- Geographic proximity of my child's school to our home is extremely important to us.
- We as a community of Elbow Park are very concerned with some of the recent information shared in regards to boundaries to balance out populations etc. Many of us in the community attended our local school such as Western as students, and have chosen to live in the community so our children can also walk to their designated high school. It would be an absolute shame to have our kids not to be able to walk/bike to their local neighbourhood school. Please consider other alternatives. Thank you.
- Under question 5, I would have liked to see a reference for "additional academic support", for those students whom really struggle academically but try very hard to be successful. When private support is not a financial option, these children are falling through the cracks & it severely affects the mental health & well being of these children.
- I would have liked the band music program as an option in the above question as 25 points from me.
- I wouldn't change the schools that are working now like Western, Aberhart, Wisewood.



dialogue)))

- I would see how you can improve the other schools, and one way is to add IB, maybe even partial IB? Full time IB at Western and partial IB at another school. This brings in the best teachers into a school, they teach IB and non IB classes and just naturally increase the level of teaching in the non IB classes.
- Do NOT integrate adults into high school with high school students. Adults do not want to be with teenagers - find them their own building, with perhaps alternative programs.
- Place students in the high schools that are closest to them. Why is Quarry Park/Douglas Glen going to Seton? Isn't Beaverbrook closer? why is Ogden, Lynnwood going to Western? Isn't Beaverbrook closer? Why is Riverbend going to Central? Isn't Beaverbrook closer?
- Don't be afraid to adjust the boundaries so students are attending school closer to home! They are high school students - they can adjust as they are resilient students - they will handle the change just fine.
- We have ourselves a little nerd, and want him to be frocked (Get Stem Degree) and get as much people skill development for nerds as possible. NOTE PEOPLE SKILLS FOR NERDS is not currently offered by CBE! This needs to change!
- We need to push the Province for more high schools and funding. Our children's future is at stake.
- if students have an older sibling in the school , they should be allowed to attend that school.
 - students should not be forced to switch part way through high school.
 - school proximity should be major factor.
 - existing school boundries should also be a major factor, trying not to disrupt existing school boundries.
 - ib program should not be discontinued.
 - communities should not be cut in half for school boundries.
- Allowing siblings to follow the same high school path that their older siblings have been through is important, especially if a high school designation is changed which would preclude the younger siblings from being able to attend the same high school as their older sibling, resulting in children from the same family being forced to attend 2 or 3 different high schools based on their year of entry into high school.
- The survey information and link should've been emailed to staff



dialogue)))

- not at this time
- Because French is our second language it should have a higher priority than other alternative programs like arts or other languages.
- Has this survey been sent to the Catholic school system and the private schools? The numbers presented in this engagement do not seem to show the trend of students transferring into the CBE from those groups. It is impossible to know future enrolment at this time, but perhaps your data should include historical data/trends of new CBE students from those systems, so we can gauge if that is a large population to include. Otherwise, thank you for doing this engagement. It is important.
- No
- I would like that the proximity of being close to the locality/home be of prime concern. Also strong focus on academics and extra curricular.
- Alternative programs are important and should be placed at schools with low utilization 50-85%. It is important students in regular programming (which is the largest majority) are designated to a high school that is within close proximity to their home to ensure an easy daily commute. Should a family choose one of the alternative programs then consideration of access needs to be considered when finalizing their decision.
- I would like to see class sizes for high school capped at 28 students
- What happens to families who live in boundaries for schools that do not offer what their children want/need to succeed?
- Catholic and charter schools should be included in this - it is unfair for public schools to shoulder this burden when other taxpayer funded alternatives are undercapacity
- School/teacher reputation could affect choice
- Having been through an engagement process before for transportation and then losing our busing to an alternative program, we have now finally established a new learning community at a middle school with a regular program. I will be very upset if my children have to go through this type of disruption and stress again with the transition to High School in 2021 and 2022. It is VERY important also that our children can stay at the same high school. With students currently in grade 6 and 7 right now, the timeline for implementation of changes hits right when they could be separated to different schools if the boundaries change between those years. Our designated school is JCS and I would like to keep it that way for



dialogue)))

both children but with the projected over capacity, this engagement process is very stressful. We have never had a school in walking distance for our kids and I was hoping that finally JCS would be that school. Please keep Auburn Bay within the JCS boundaries, kids here have been shuffled too much!

- I believe keeping students as close as possible to their communities (for school) is healthy for all involved in so many ways. The ability to walk to school as well as walk to meet up with friends (from school) for outside of school activities is the reason we chose our neighbourhood (and pay the premium to do so). We have a lot of foot traffic in our neighbourhood due to students walking to school and it really makes it a safer / healthier / friendlier environment. It would be a shame if I had to put my kids on a bus and send them out of our neighbourhood to attend school since we do have all levels of school within walking distance from our house.
- If I tried to register at the crowded Catholic schools in my community, I would be turned away because we aren't Catholic. I'd be told that I should enroll in public school. Why can't we do the same thing with our crowded public high schools? Catholic families should be directed to enroll in Catholic high schools.
- I believe courses such as CTS, Fine Arts, etc. have a huge impact on an high academic school. I think it's important to keep those high standards in all areas and to make those options (and AP programs) that help with post-secondary, apprenticeship, etc. available for high school students. It builds a morale and a community with those students. Also programs like Skills Alberta being offered and coached by staff is a wonderful contributing factor.
- Do not over crowd classes please, more oversight on what kids are doing while on school premises after school.
- Not at this time
- Keeping kids in schools as close to home is critical
- Why is there no science based program when Louis riel snd Rt alderman both funnel to 2 of the lowest attended schools. There are arts based middle schools and high schools but not science based. There is a huge miss on utilization of these schools for these students. Where are they going?
- no
- Keep kids close to home And families at the same schools. Don't break up a family.



dialogue)))

- Please make sure the change has a long implementation time frame once announced and let students who are in a high school stay and do not force them to leave mid way through high school. It is very hard and disruptive to deal with these changes. Families buy houses and plan lives based on the school designation information. These same families just finished going through this for all the elementary and junior high changes. It was a tough experience and this is the same age group that will go through this change. I also feel strongly that if a school has space they should be able to welcome a student who wants to go there even if out of the assigned zone. Also, it should be easy to add a tally at the bottom of the survey question so that it is quick to know if you have reached 100.
- We need to do what's best for the kids period. They are our future. Everything else is secondary.
- My children are still in elementary and middle school so I found this a challenge to answer as I haven't researched a lot of these programs. I want a high school that supports kids to continue the learning process of critical thinking and not just memorization. Also one that believes in well rounded students not just high grades or sports excellence but in developing interesting humans that push themselves and still support others around them.
- Rating system in this survey is awkward.
- no
- What is missing from #5 above... I am tired of having my child stuck in a class with a high proportion of students who don't want to be there and make it their mission to disrupt classes/school with no consequences. This does not allow my child the quality of education they desire and deserve. If I had a choice of a school where these students were removed I would choose it!
- Why is Central Memorial not a designated school for some SW communities? Manning is getting too big.
- no
- no
- School culture is one of the most important factors to me in choosing between two different high schools.
- I don't think a school that goes from kindergarten to grade twelve is healthy for students.
- Keep Elbow Park students in the catchment area for Western Canada High school



dialogue)))

- Proximity to home/ability to walk or ride a bike to school is very important to us.
- Students who can currently walk to designated high school should not be assigned to a different school which would require bussing. Priority should be given to students in the current catchment areas. IB and/or French Immersion programs should be switched to underutilized high schools.
- School grade (as a %, NOT just 1, 2, 3 4) Better Mathematics foundations
- People who are looking for specialized programs (french or spanish immersion, IB, etc.) should be prepared to have to send their children to those schools where ever they may be located. For ourselves, we moved into a particular neighbourhood to be close to the schools that we wanted our children to attend. To require them to have to travel afar seems to trying to serve the minority of users who are desiring specialized education for their children. They should be the ones who have to make more of an effort to send their children to those schools
- don't change the grades. 10-12 is just fine
- Please minimize disruption to students who will already have started high school when these changes occur. Try to implement on a going forward basis as opposed to moving existing students from a school. This is a very delicate time in their lives and they will have already have picked their school. Don't move them out once they have started.
- We are really disappointed with the lack of appropriate planning that the CBE does. Mismanagement of funding and fees is a huge issue (ex new schools and sites that are too small for the community, expensive office building downtown, congregated bus stops for alternative programs, staff reductions at schools, etc).
- none.
- I think that boundary issues exist in the current high school system. While it's difficult to predict populations and enrollment, it is inappropriate to have schools having wild fluctuations in enrollment and so much disparity in over- or under-capacity.
- I think there is too much time and thought placed on keeping cohort groups together and ensuring kids are placed with friends. Put that time into something more important like course content and course availability.



dialogue)))

- This survey does not consider other creative options for providing sustainable, quality education at the high school level. We need to look at HOW some course content is delivered. More subject material in certain courses could be provided online with teacher modules provided onsite, allowing for greater use of space for arts and hands-on type courses that cannot be provided online. The face of teaching needs to change so that teachers can provide expertise and support for students which is different from what the students can gain through their own reading etc. Even in Junior High, there is far too much time spent where students watch a video and/or read information on their own and then answer questions. You don't need a teacher for that. Teachers need to be experts. If teachers are supervisors while kids do their own online learning anyway, they don't need to take up space in a classroom. None of this survey deals with sustainability or the future. It is all same old, same old. Has everyone's imagination already died?
- I have two hats to wear during this survey: one as a parent who's child will be affected by the choices made for high school as she will be in grade 9 in 2022 and one as a teacher who currently is in a school that is over capacity. Perhaps you could in the future, have two different surveys so that teachers can answer from a teaching perspective and one from a parent perspective
- More options and focus on the Arts and Coding (graphic design, computer game programming, film, etc.)
- The total adding to 100 is difficult and alienating to some people who might take this survey. Too complicated. Frustrating to the point I almost decided to not finish.
- N/A
- I do not want to see my children displaced from the school within walking distance to our house to accommodate students from out of bounds being bussed in for special programs. The special programs can move to the empty schools.
- I value my children being able to walk and attend their neighbourhood school and would be very upset if their attendance at the school closest to our home was prioritized in a way that did not support that.
- A dedicated school for Spanish bilingual would be greatly appreciated.
- not at this time



dialogue)))

- Its important to maintain specialized programs as well as filling high schools.
- What's your plan for kids with special needs(Autism,down's syndrome,learning disability)who are in need of small size classroom facilities and need extra help other than from teachers?
- The boundaries for JCS were poorly set from day 1. Given that this is a new school, it should not be over capacity for years while you study the problem. At the same time, Beaverbrook is grossly under capacity and at risk of losing programs and further losing students as a result. Please redraw the neighbourhood boundaries immediately, based on geographic proximity, to address capacity issues at both schools. Again, this cannot and must not take 3 years of study! (If it does, we are personally going to look into private or separate school options.)
- It is extremely important to my family that my son be able to continue in the Spanish Bilingual program and to have the program continue at EP Scarlett. We moved to Canyon Meadows several years ago for the program and because the elementary, middle and high school were all located there. We have had several proposed changes to the program over the years and it extremely frustrating that we always have to fight to keep the program going and to have the 3 schools remain close together in location. The CBE actively promoted alternative schools back when we were deciding what kindergarten to register our son in but since then has been not supporting the program.
- This isn't very specific. I hope that another survey will come out that asks us to rate the different option classes provided to students.
- As noted in answers above, my primary concern is for my child to attend French Immersion in her currently designated school (Western Canada) so that she may continue with her current cohort and not be moved to another location to complete her program without her peer group
- The most important factor is that the school is an inclusive, supportive, healthy place to learn. This means that class sizes need to be such that a teacher can manage all levels of learning and ability and meet the needs of his/her students without sacrificing personal health and work-life balance. Resources are key; funding is key.
- I do not consider French Immersion an "alternative program ". In my opinion, choosing an education in one of countries two official



dialogue)))

languages should not be considered “alternative” as though it is a luxury, frivolous, or in anyway not an educational option that should be the right for every Canadian.

- All teachers should use the assigned PowerSchool App for homework and not just the if they choose to or not. Also schools should get more computers for the whole school.
- no
- North High school-when will it be built? What communities will get to access it?
- I believe there needs to be total revamp of what public education is, could be, should be... I'm my experience here in Calgary over the last 3 years with the public system; not only have I been let down but most sadly my children. Teachers here have no passion. Is extremely discouraging, draining and just all around a huge let down to all involved.
- Would like to see children living a quadrant be able to attend the high school within that same city quadrant without having to travel down a 80km/h hwy. For example, West Springs/Cougar Ridge students would attend Ernest Manning instead of Bowness.
- Strong administration is very critical; someone who knows how to build relationships with students, staff and parents and has their respect as well.
- Some questions are not very clear - where does music program fit in? If this survey is due to budgetary constraints due to cutbacks on funding, perhaps wage freezes or temporary salary reductions should be considered in order to give our students the best possible opportunities.
- I really appreciate the opportunity to give input and the transparency/ communication around this very significant process. Utilization of space and resources such as at the newly modernized Lord Beaverbrook High School is critical when there are schools over capacity now and anticipated to be so in the future. In my experience, it is difficult for a high school to run smoothly and with a feeling of connection if over capacity, similarly it is difficult for a high school to run smoothly when undersubscribed as choices need to be made about what programs to sustain and what to cut.
- none



dialogue)))

- It's important to provide access to students within bounds and proximity to home vs alternative programs and access to kids out-of-bounds.
- Class size is an issue at our local high school. As well, Bishop Carroll is now restricting access to CBE transfers-why can CBE not restrict transfer from CSSD?
- No
- Prepare learners for post secondary experience and the importance of time management
- none
- We need to utilize schools that don't have many students in them better. Take all the students in a radius vicinity closest to that school and put them there. Students deserve to go to a school that is under 30 minutes bus ride/drive away from their home. Over 30 minutes is very detrimental to students' mental health. Add to all that the stress of riding in busses where bullying and assaults happen frequently and you have a recipe for disaster.
- These "distribute 100 points" questions are kind of silly and arbitrary to guess and assign value to.
- I believe a strong CTS program will help retain students.
- No further comment
- not at this time
- no
- I had two daughters attending Lord Beaverbrook High School, a truly first-class high school with over 2,000 students in those days. The location is great, with swimming and tennis facilities close by. Academic standards were high, and the school had an excellent reputation. Please do not close it as the students from Acadia, Willow Park, Bonavista, Maple Ridge, Riverbend, Douglas Glen and nearby S.E. communities can maintain an acceptable population for the 2019-2020 school year if they are not bused to newer schools in the deep south! The lame excuse of having friends together (not splitting up group friendships) is totally inexcusable for not having the S.E. junior high schools attend their neighbourhood school.
- Fine arts that are NOT band are very important to me as a parent when choosing a school.
- A clearer report of student progress would be appreciated via report card or other means. Availability for higher academics in all schools, AP teachers and classes in all schools. A focus on both student and



dialogue)))

teacher moral as both groups are spending most of there day at the school. A comfortable place to teach and learn less institutional more of a place your happy to come to rather than have to.

- No
- All good, thank you!
- I think proximity to home is important for the ease of participating in extra-curricular activities, managing family demands, and transportation costs. I think if students/parents are choosing specific specialized programming (e.g. IB, AP) that these should be concentrated in some schools.
- no
- I think your tactic of including Mackenzie lake and Douglasdale in your prediction of numbers to get funding approved to build the jcs high school knowing it would make the school over capacity and therefore moving the kids back to beaver brook after only a couple years was shady and directly affects the kids.
- We need a high school in the Northwest for Evanston and surrounding communities so our children do not need to sit on a bus wasting their time every day!
- No.
- No
- I'm upset the talk of CBE utilization of resources/ redrawing school boundaries & bus-out the overflow when our family is taxed at the highest rate & I am unable to send my child to a school close to home. We live in an urban development full of kids. Why am I paying so much in taxes when you can't provide the necessary schooling? The new boundaries/bus ride will also have an impact of her athletics. As an elite athlete representing AB how is this justifiable?
- Access to high school via public transit without transfer helps make a high school attractive
- I feel that our high schools need to be safe, respectful, dynamic and rich in opportunity for all learners.
- A fine arts and band program would influence my choice. A strong fine arts program promotes strong community and connection to the school. Our children need that.
- nothing
- No
- I think it is very important to continue to give all students the access to the alternative programs such as arts centered learning that CBE



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has started. We need to make boundary decisions on school capacity and not friend groups.

- This form is not effective. There definitely is a better way to compile this result.
- no
- If a parent chooses to send their child to a specific school I don't think it is unreasonable to expect they pay more for their decision. Specifically, out of area child going to a science school or art learning school. They may have to bus their kids and this is their cost not mine or the school boards. It is important to spend our education dollars wisely and have as much as possible going directly to the children's classrooms. I am worried that too much of the budget is going to management or overhead.
- School culture is an important aspect of school life. A school is a focal point in the community. When elements in a school changes such as program or school size - it does have an impact on the community at large. Communities value their schools and what they bring to their families. Sensitivity to this is crucial.
- there should be a good quality English speaking school in each community such that we do not have to bus students from out of bounds (think physical activity ie walking to school, sociability ie walking with friends, green community ie not driving/bussing to schools and safety ie no vehicle congestion by schools). once this is established, specialty schools can provide the slack and this is something parents, children can worry about getting themselves to if they so desire. these are nice but should not take the place of good quality English schools in each walkable community. thank you,
- no
- PLEASE DO NOT PUSH COMMUNITY STUDENTS OUT OF WESTERN TO ACCOMODATE A SPECIALTY BILINGUAL PROGRAM. If a parent chooses to put their child in bilingual, THEY should be the one inconvenienced. We have invested significantly into the community (home/life/friends/family) for the purpose of our children to live in close proximity to good schools. IT WOULD BE EXTREMELY UNFAIR to bus MY CHILD out of the community to accommodate a specialty program. Western High School is a Calgary institution and should not change!!!! PLEASE RESPECT THE COMMUNITY IN WHICH IT HAS THRIVED FOR 100 YEARS AND DO NOT DO THIS!



dialogue)))

- The school board needs to start being more transparent with how money is being spent and allocated. It's not fair to have a survey asking what's important when picking a school when all of it is irrelevant if there's no money to pay for things.
- I believe that boundaries can be adjusted within a shorter timeline in order to keep the numbers more effectively balanced across the high schools. This can be done while the "big picture" is also being assessed.
- No
- Instead of finding a good school for my kid and trying to get her in, I specifically moved to the catchment area for the schools I want her to attend, based on academics, learning options, and performance of the school.
- No
- Thank you for conducting this survey.
- I am deeply concerned about our neighbourhood high school, which is a great one, will diminish it's standard due to the concerns of too many students.
- Western Canada should be changed to local students only and the french and IB program moved to another location.
- Would like more information on the IB programs and AP programs
- My thoughts are that children should walk to the schools in their communities. Having children commute for school programs available only at certain schools seems unnecessary given that there are far fewer teachers than there are students and teachers can get from one school to another much easier than 30 children. Have the teachers that offer specific curriculum make rounds to various schools rather than force children to commute across the city.
- When an admin. team uses politics to favor one program over another this is a huge disadvantage to our students. Although we are an extremely dedicated team we were not able to best assist the students because of the way the time table was set up.
- need to coordinate with Calgary Transit for busing hubs around the city that help students access alternative programs like PVA, NSA, bilingual and other programs more readily.
- The concept of having parents choose what will have value for our children's education because of a potential lack of funding is really unconscionable.
- Nothing



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- Looking for Schools that continue to support and implement strong Fine Arts programs, especially band and choir
- I have answered this survey in the manner I have as we chose our community to live in 20 years ago based upon existing schools. In my opinion children should be able to first access their community school and special programming if desired can be sought out. These can be centralized or housed beyond what they are now in communities where there is the demand. IB and French entry at my inner city school is used by many families to justify attendance at that school and not just to access those programs.
- Our granddaughters should be able to attend Western High School. They live in Parkhill and are able to walk to school as their brother has. They live in that area so their children can walk to school. Also music, drama and art programs should not suffer. We want our young adults to be interesting, well educated in all subjects.
- Before considering changing policies (on top of what already appear to be heavily modified or not enforced policies), it would be helpful for the CBE to recalibrate schooling requirements based on where children live as opposed to where they are currently enrolled. Meaning, if the schools verified and enforced a child's eligibility to enroll in a specific school, then it would allow the CBE to determine what changes are needed based on where children reside as opposed to where they think they want to go to school.
- I am in favor of expanding French immersion at high school level to Crescent Heights HS as I have heard there is space there and there are many children in my sons' program (King George) who would be local to CH. I understand Aberhardt is at max capacity and this seems like a good solution.
- None
- I have real concerns with class sizes in my high school. (My child had 37 kids in his AP Science 10 class) . I think this can have a great impact on learning. And concerns with the school environment where kids are not making wise choices and lockdowns, vandalism, fights, are taking place.
- Class sizes is the one f the most important criteria for us and many other parents, though it is not on your list
- No
- Why can't you ask for a score each of 1-10 instead of needing us to total up to 100. If you want people engaged, make it easier for people



dialogue)))

to participate. It's not that hard to add up to 100, but a bit inconvenient. Why are you even asking us to rank if equitable access to quality education is important. Isn't this your #1 job in running a school system? Are you planning to sacrifice quality at some schools?

- I think it is critical that there is a "community school". one of the reasons we live in the Western zone is so our children can walk/bike to school and create friend groups with those close by. Western's greatest strength is it diversity! Focus on kids in zone and I a bet numbers will not be an issue. there are so many students that come from outside the school.
- Schools are woven into the fabric of communities and help shape our city. I oppose the CBE continuing to build out and not up. Closing centrally located schools and not maintaining and enhancing existing structures is very concerning.
- I think that a student should be able to pick which school they want to attend even if it is out of their designated school boundaries.
- No
- no
- none
- Music is incredibly important to our family and the strong band program at William Aberhart is one of the reasons we want to go there. Please keep this school's music program strong!
- IB Program in schools like Western Canada High School or Winston Churchill high school have been running very well for the past few years with the Expression of interest process. Minimum disruption to this process which have a a well proven track record would be appreciated. This gives the future students to have access to these programs.
- I have two children with special learning needs and I am worried that they will not be supported in the High School environment like how they are supported in Elementary.
- What ever the CBE chooses to do is going to unsettle and anger parents and community members - this goes without say. I hope you are transparent. I hope you consider the immense changes some programs have already endured in the last 12 months as you make these programs. I hope you are transparent. I hope you engage is honest feedback to parents and stakeholders a I don't feel there was honest conversation with parents in the FI sessions. (Actually as a



dialogue)))

CBE employee and a parent - I know there was dishonest feedback to families - this makes engagement really difficult... - this practice is unacceptable as my family and my children are far more important to me.)

- Two considerations - population and requirements shift and your plan is to try and maximum efficiency based on a snap shot of today - this is a flawed approach. For those that have lived in the same community for generations and have a history of their kids going to the same schools couple with the fact that they can walk to school seems outrageous that you would choose to bus those students to a different location.
- Children should attend the school in their area.
- No
- I would like to see access to special learning addressed in these discussions. Currently the lack of funding and support (especially at the high school level) is not enough to help students with IPPs and other disabilities. I want to keep my child with his peer group however I don't feel he will get the proper support unless he goes to a specialized school.
- I believe that we need to merge the Public and Separate school boards in order to eliminate expensive administrative duplications and put those savings to work for our future citizens and leaders, our students.
- Currently some schools favour certain programs while others do not. If our designate school is not suitable, can other options be made available.
- The only arts centred high school in the entire city is Central Memorial from what I have heard, and you need to try out for it as there's so much demand. Why not have that focus in some other schools, like one in north Calgary such as Robert Thirst?
- This survey is difficult to answer. I am very satisfied with the high school and program my kids are in. It would be very disappointing if this changed.
- It is quite disappointing to have graduations/ convocations before students are finished. End of May beginning of June should be all about supporting students complete their courses with the best outcome possible. It is too distracting to students! Disrupting Gr. 10 & 11 with no school because of convocations NOT good. Why do all



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teachers need to attend? This even in my view the way is now in place is not in support of academic success.

- I was not entirely sure how to answer question 5 as the choice would not primarily be mine, but my son's. He is currently only in 5th grade.
- If there are going to be budget cuts, I want to know WHO TO CONTACT to advocate for that to NOT happen!
- Help the cbe to save money instead of crying about lack of funds constantly. Lower wages for new teachers. Stop paying rent in the highest price downtown area. Parents and province only have so much. Remember that parents are the province. And yes, lay off music and drama teachers vs enlarging class sizes to the core subjects. Start teaching math again.
- No
- Quality music is important to us. It feels like, there are certain high schools in more affluent neighbourhoods who don't have to follow the rules in terms of catchment areas, over-loading sports programs, etc. It would be really nice to see a set of rules for all schools and then holding people to those rules.
- Having gone through a previous CBE process about school closures and busing of students any opinions expressed in the "engagement process" are moot. I am sure the CBE has already made decisions on this issue and is merely going through the motions to make it appear they care about student education.
- If the quality of education available in the CBE schools deteriorates by the time my son reaches high school, private school would become an option for me. I prefer the public system, but not if the quality cannot keep up with the private school system.
- The elephant in the room is that too many communities were redesigned to JCS that should have stayed at Beaverbrook. I think that is a priority 1 short term fix that can't wait 3 years. That was a problem created overnight that should be solved overnight. Other than Ernest Manning perhaps, there do not appear to be other burning capacity issues that are as urgent as this one. The rest can be resolved over a 3-yr process IMO. For JCS be overcapacity by THAT much within its 1st year of full enrolment is a dire situation that is better addressed now before families and communities become too entrenched in that being their designated school.
- Our choice to attend public school is primarily about the ability to stay LOCAL, within our community and with our neighbours!



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Overcrowding is already an issue, stop bussing in to overpopulated schools because of programming when there are other high schools that are underpopulated.

- Wanted to know more about special schools such as science or mathematics expert schools for sharp children
- How are you always surprised by enrollments at all grades? Shows a lack of communication with current parents.
- If changes result in negative consequences, please attack this problem from a 'least harm' perspective.
- Perhaps the kids from the sprawling suburbs should be bussed to the schools experiencing lower enrolment in the communities that are closer to the core.
- Just feel overwhelmed by the choices for high school and want to do what's best for my child so any help and guidance is appreciated.
- One of the biggest factors us parents look at and discuss is school culture. There are reasons that some schools are academically better than others, and that some schools have more of a drug problem than others. How a school handles social interaction of the kids is critical. Parents talk about all of the things you have listed in question #5, but above all else, we are looking for a safe environment that knows how to handle the social interaction problems our kids are going to face in high school. Drugs, sex, bullying, academic pressures, social groups. Topics that CBE will never rate school vs school, because all schools should theoretically be equal. But they are not. this is the most important thing we look at, the a culture of the school. If a child does not feel safe, has bad social influences, or cannot handle the stress of the school environment, then academics are irrelevant, non-athletic student clubs are irrelevant, course options and languages are irrelevant. Maslow's hierarchy.
- Since my children are a long way from HS some of these choices may change dramatically. I have no idea if they have a specific aptitude in science, athletics, or arts so don't consider any one of those important yet. I'm far more concerned about reasonable class sizes and minimizing importance of across the system tests for students.
- Where will my child go to school if her designated school is at 150% capacity?



dialogue)))

- when are changes expected? Details on how students attend non-designated schools for different programs. Unique programs available at different schools.
- not at this time
- I think it shameful for the CBE and ATA to be posturing and manipulating families with these surveys. Families across Alberta having been learning to do more with less for years and now and it's so very disappointing to see the posturing with emotions here ahead of a hypothetical announcement from the government. Of course we want our children to have the best of everything. We also want to be able to see them instead of having to work 2nd jobs to cover the increases in taxes for our teachers to make more and have more. It's time they learn to adapt to the new world and evolve like everyone else.
- I would not want to see a reduction in choices or quality of education.
- The culture of the school is also important. Emphasis on character development - ie. perseverance, work ethic, taking responsibility for oneself, getting work in on time, respecting authority, using appropriate language. Please just teach my kids effective writing, real history, and strong STEM skills. I don't want to send my children to a school that is soft on tardiness, and late work. I want the school to actually prepare my kids to be productive, functional, entrepreneurial, tax-paying members of society.
- I am concern about the safety issue in school and outside of school
- No
- When I went to high school in Calgary we were able to choose our schools. As such, many of of us choose to go downtown far away from our houses. Our group stayed together, got a " better" education and made a big difference in our futures.
- na
- I don't know about the process or if it is difficult to do but if you have a family that is willing to cross boundary for a regular program in a lower enrollment school, perhaps make this easier?
- NA
- Kids usually don't realize how important the grades will affect their selection of school' program, especially for IB class. Is there any way to give them opportunities to get into the program if they really put effort to improve themselves later at school? Thanks.
- Thanks for allowing us to be involved in the engagement process.



dialogue)))

- We would consider not choosing a High school due to lack of upkeep. We would love to see golf teams as an athletic choice at every high school... so without golf being anywhere close athletics doesn't matter at all.
- More art centred learning, more nutrition, more life skills development (resumes, taxes, stress management, emotional regulation, etc), more collaborations for real life work experience and summer jobs.
- Thank you for realizing this issues early enough to begin planning effectively.
- By the high school level, I feel it is important for students to be able to attend the high school that their friends are attending. They should not be split up because they live in different areas of the city that were previously designated to the same junior high school. By high school, most kids are taking the city bus and are able to navigate the bus routes to get to the school they want to go to and we want our kids to want to be at school.
- NA
- We live in the community of West Springs - looks like Ernest Manning is already full and there is no way our child will be attending the high school closest to home. This is so disappointing - why on earth does the CBE/City council do long term planning on schools? With all the housing being built on the "hill", why is there no other high school OR A CATHOLIC HIGH SCHOOL???
- Why is Fine Arts not mentioned? Academics, Athletics....and Fine Arts. Always an after thought in the CBE.
- Smaller class sizes. Additional help to students as needed. Phone free during school hours so the students can learn to socialize "old school." Safety for our children with relation to drug use and bullying is of highest importance.
- One of my main concerns are class sizes. I want to ensure my children can get quality education and access to their teachers attention regularly and not just if they have major learning or behavioral challenges.
- No
- We moved into our area in large part because all three schools were walking distance. I would appreciate having that maintained.
- A major factor is whether my children can both attend the same school. One child is currently enrolled in TASC. We have not yet explored what our options are after elementary and Junior High.



dialogue)))

- Keeping students in their own neighborhoods is critical, long costly bus rides (both in time and money) is bad for a students education. It seems common-sense that all the options are important to education above. It makes me wonder why we have a board of education if these simple decisions are not be made.
- Considering the under utilization of Henry Wisewood, and the over utilization of Dr. EP Scarlett, it would make sense to move some of the smaller programs (i.e. french immersion or spanish) to Henry Wisewood. Therefore making the most of both sites and improving the experience of students at both schools.
- This survey is a math quiz. Ranking or priority or checkmarks would be more straightforward.
- Our children are currently enroled in French Immersion - a program that continues to see growth year after year. I hope that the CBE will treat us more fairly than they have in the past when dealing with capacity issues. We are tired of being set aside because we are considered an "alternative" program.
- There should be more optional courses for career placement
- no
- I attended arts centered programming and late french immersion as well as my sister and most of my friends and found it to be highly be beneficial and to give a learner some choice in their experience. I also have a gifted child who will benefit from Advanced Placement
- for question 5, I also think it is important that the high schools have supports and programming for IPP students and other learning issues etc.
- Friends are a huge influence in high school and can influence whether a child successfully graduates high school. A parent should have the opportunity to choose a school that has the academics, athletic program or IB/AP courses that they think is the best fit for their children, regardless of what their designated school is.
- I think timetabling changes would have a greater impact on how high schools are staffed and the focus should be on academics at all levels.
- None
- Ensure that communities that have been targeted negatively in previous initiatives do not bear the brunt of the current initiatives. eg. South Calgary Spanish Bilingual program
- Not at this time.



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- No
- Are there any high schools proposed to be built that have not been considered? Please explain further why are certain high schools not included. Or could they be reconsidered? I feel it's important to keep school community considerations in mind ie Spanish Bilingual Program within walking distance of each other to facilitate peer engagement, as well as sibling assistance as busing is already eliminated for the middle school in this instance.
- Offer things at all high schools that will appeal to all people (for example, emphasize strong academics at Central Memorial, not just arts and sports). Academics are the biggest draw for most people, and if you have a school with space, boost their academics with strong teachers and programming and the numbers will come. Also, divide programs according to boundaries to balance out high school numbers (move part of French immersion from western Canada to Central Memorial, etc.)
- None
- I strongly disagree with increasing the age for high school to 21. I do not think 15 year old girls should be in school with 21 year old men. This is an unfortunate reality.
- No
- Class size is always a concern.
- High school should be close to home and ease of busing should be considered
- Please avoid any inputs from social media in planning CBE high schools.
- None
- Improve academic level of students
- My child is choosing a high school, not me. I can't say with any certainty that she (now in grade 4) will want / get into a IB or AP program, or what sports or options would interest her.
- I would like all three of my children to attend the same high school (currently in grades 5, 9 and 11). I don't want them in different high schools in different communities
- Being close to home needs to be calculated by how long it takes on regular public transit NOT by a line on a map.
- With a baby boom bubble moving through the system will you be looking at short term measures to increase capacity at some schools like portable classrooms - it seems like big changes like altering



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boundaries will affect families and students much longer than a temporary increase in capacity for 5-7 yrs will

- Please take into consideration the disruptions many of these students have already faced with new elementary and jr high schools opening.
- Can you not allow all continuing CBE students access to the current community high school before allowing out of system and out of boundary students? Are the schools over capacity based solely on the number of CBE jr high students moving up?
- All kids should be able to get to school without the use of a vehicle. Bike, walk, scooter, skateboard. We drive them around way too much.
- A strong academic program would be of the highest priority for me as a parent of a high school student. I do believe that school culture (acceptance, diversity, inclusion) are also very important. Because not all students are academically inclined then it is also important to offer a range of options. School counselling and opportunities for career exploration are also important at the high school level.
- We would like to have a Mandarin Bilingual High School.
- If a CBE school is too far from my home I will simply pay more and choose a quality private school which is close and has a program I am interested in for my child
- n/a
- I believe that smaller class sizes are a crucial component for student health and wellness within high school. In addition the extracurricular activities and options which go beyond sports & athletics are important components to a holistic education experience. I would like to highlight environmental science, sustainability and outdoor education as areas of particular importance.
- Keep communities together! Don't split up Cougar Ridge and West Springs. If you are going to send them to Bowness, send them all! Keep friends and siblings together!!
- I think following the Ontario model of grades 9-12 in high school is a great idea.
- The planning principles in this survey are vague at best. The idea of long-term sustainability requires context, are we talking about maintaining numbers of students or having the population maintained over time from the same intake zones, or financial sustainability for running programs including specialized programs? Also, more



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students might take advantage of (or naturally create better and more equitable access to programs) if there was better information distributed about the various programs and facilitation with respect to intake schools releasing students for those programs. These processes should be more transparent and openly communicated with the parents of students in the CBE.

- Small schools, close to home - all providing excellent options and academics is the way to go
- My son goes to a school that has a split boundry Central Memorial and Western Canada HighSchool. One has been labeled the remedial/trade school and the other the Academic. My son is designated to Central. He can't get into Western. I beleive these schools are not offering the same value to academics. This dissapoints me it should be the same. Every highschools should be offering the same opportunities.
- Consideration needs to be given to making the catchment area smaller for some of these programs. As a parent in Rideau, I would like our children to have access to a High school close to home and access to good academic programming.
- Not at this time.
- I believe it is important to keep percentage assessment in high schools to better prepare students for post secondary and/or the work place. I believe students need some form of change from Elementary to Junior, and Junior to High school. For example, generalists should end after Gr 6, and in Gr 9 or 10, students should follow a traditional high school model (selecting own courses and some based on recommendations from teachers)
- Need to support class room teachers
- I am disappointed that I live in a new community with no schools, I grew up in calgary with a baby boom in the 70's and went to new schools. Now I have to place my kids in James Fowler which by the way is still a rough school. Its poor management through the years. I hope this can change.
- Consider selling surplus portions of certain school sites for mixed-use and/or residential development. For instance, portions of parking lots at Western Canada and Henry Wisewood HS could both be attractive redevelopment opportunities. Proceeds could help fund the construction of additional educational space (maybe even in the new building).



dialogue)))

- I don't love the format of this survey. Maybe a pie chart where you physically change the sizes of the slices which would give the same info but be more visual would be more appropriate? It's probably outside the scope of this engagement but presumably transportation plays a huge role in this decision making. By Highschool students should just be taking regular public transit.
- The Arts-Centred learning program has greatly enhanced my daughters educational experience. Through the regular program she could barely complete basic math. Now she is excelling in advanced placement. Perhaps it's time to think differently about your regular instruction. 40% failure rate is not a positive educational experience.
- I use Fraser Ranking as the first data source to choose High School. Rank = Quality for me. I think provide best quality everywhere would be key. Second, special programs like IB or AP seem to me as an opportunity each student should have regardless the place in the city or special program. It is the possibility to excel at college... it should be a door open to all.
- No
- French immersion programs should be better promoted in this city and more widely available. We are a bilingual country and it's so difficult to transport students to these programs. Give them room to grow at various locations in our city!!!
- factors important to me are that all teachers are invested in all learners academics- meeting students where they are at because they have the time. Overcrowded classrooms don't work for students or teachers. Balance schools also make balanced kids. I could not answer question #4 because the factors are not clear. For example, what does 'using space and resources effectively' mean? Overcrowding of classrooms and overworked teachers?
- Neighbourhood schools are so important . Walkable schools creates community and that creates connection and safe neighbourhoods
- I believe that if a school is under capacity there may be issues at that school that need to be addressed in order to attract families.
- Availability of learning choices for students with learning difficulties.
- Improvement to the French immersion programs, and better advocacy and opportunities to those in the program.
- The last 2 questions are a really difficult and inaccurate way to ask for opinions. I almost quit the survey because of how the questions were asked.



dialogue)))

- This questionnaire has NO consideration for the GATE student body and how GATE is handled at the high school level. How will this be considered if AP & IB are considered? What about class size with increased student population? What about transportation with specific programs and the start times of schools?
- Please consider the kids that are already having to go through big changes because of Varsity/Branton/FEO. It would be very frustrating if they are the same group of kids that has to head the next new program.
- Understanding how the programs are run at the school and it's capacity level will have an impact on choice.
- Residents of parkhill (Rideau Park School). should remain within the boundaries (walking distance) of western high school and should not be bussed to another location.
- To balance utilization of schools specialty programs should be moved from overutilized to underutilized schools.
- Sustainable development should be defined. It means different things to different people. I think of operating costs, not environmental development.
- Get rid of the IB program. Few in Canada outside of Calgary know of this program and/or offer it. It is not required to provide students an enriched experience and appears to me to drive ridiculous amounts of extra administration, stress, logistics that simply isn't required. There appears to be a lot of unwarranted 'cache' around this program that I'm not convinced is real outside the CBE and/or the schools that offer it.
- Siblings to have the same opportunity and get to go to same schools.
- Having access to mental health services/programs at school is very important for my daughter who need that extra support.
- I am interestedly in well rounded offerings not specialty programs. I want my kids to have significant choices, but not be forced into specialty programs.
- None of your options included support for gifted students, students with learning disabilities or students with ADHD. These factors would have an impact on my decision as a parent.
- overall it should be fair a possible
- No
- Why not continue the bilingual Mandarin program in High School?



dialogue)))

- It is important at this age to have schools close to homes so travel long distances is not an issue as well as balancing academics with other interests in schools. It should be enriching experience with choices. It is a vulnerable age
- In my opinion, the high school environment should start earlier...at least Grade 9. Currently it seems the curriculum (core subjects) is outdated. Students should be able to choose not to focus on math and science but on equally important areas like accounting, economics, business economics, coding, computer applications and tools, instead.
- Your survey is too vague. Giving total is not enough for many principles. I am pro academics and this needs to be established in highschool because going to university is hard. I want students to be ready and what will they expect in college or university. Teach them better curriculum that they can use in tertiary school.
- Geographic boundaries help to keep kids in their community. When boundaries get too large, so do the class sizes.
- Why no auto calc function for your multi field answers that must =100? Lazy programmer
- It is really disappointing that a survey by an education group includes 2 questions with very challenging scoring to complete. Point values are notoriously arbitrary and you have a number of options which must add up to 100. Why wouldn't you have a likely scale available for each option with descriptions so that you can more accurately score? Or you could have done a ranking - with an option that some items could be ranked equivalent. I find it troublesome that our education system designed a survey with these kinds of questions since it is almost a fundamental concept of survey development to not develop questions like that.
- Not at this point
- Please provide definitions for terms used in order to obtain more meaningful responses. For example, under planning , what does long term sustainability mean and how does it differ from using resources effectively and efficiently
- No
- NA
- This survey system using "100 points" is absolutely terrible. The CBE has done a poor job of planning and building schools as the city grows. New schools don't have capacity for the children in a



dialogue)))

community, and older school facilities are out of date and inaccessible. Some of the underused schools are not going to see enrolment balanced no matter what the CBE does. Parents will move or look for other options before we will bother bussing our kids for hours at a time to and from schools on roads with constant construction, backups, and delays.

- Keeping class sizes lower and having more opportunity to make sport or club teams is most important. Having 50 kids try out for something that only has 7 spots seems unfortunate.
- What does the boundary review mean for staffing or complex needs classes?
- Would like to see more schools have International Baccalaureate availability.
- Schools like Western have a HUGE population from outside the area, many students from Cochrane using parents work addresses for example. Central Memorial would be a great option for kids who are between Central and Western however, with PVA at Central, many of the students are 'different'. There needs to be more local community kids go, most are opting for private schools if they can't get into Western or Ernest Manning. More focus at Central needs to be on regular and Advance Placement. The PVA is driving many students away, especially with the close proximity to the Alternate High School
- No.
- n/a
- not at this time
- No
- French immersion should not be in the same boat as other language programs. As a bilingual country students should have access to French Immersion schools before other languages, French immersion should get the same treatment as English schools.
- I strongly believe that proximity to home is important. To ask our kids to spend 1.5-2 hours/day commuting is outrageous. It cuts into their study time, extracurricular time and social time. Long rides make many kids motion sick, which decreases their desire to attend school, or to do anything other than lie around and watch TV after school. Ease of transit access should be a factor in deciding where various neighbourhoods should be designated. no more than one transfer should be required for any student. Kids should go to school close to their community so that they have a vested interest in the community



dialogue)))

and the area that the school is in. They know the area, and can identify places that are safe or less safe, they are more likely to participate in community development activities, What they are learning can be best applied to their lives when they have local context.

- Western High School is overcrowded at the expense of students who are designated to go there are. The students who should be at Western are suffering because students are coming from out-of-area on the pretext of enrollment of a specialized program, but then drop the program and are allowed to stay. This should not be allowed. If they gain access to the school because of a specific program, they stay in the program or leave to their own designated school. In our families' experience (two students), the students coming from out-of-area are an academic drain on the resources of the school.
- There are ZERO options for kids in ALL GRADES in NW Calgary to access a Science program. It's not ALL about languages and sports! Just TWO spots were available for grade 4 students to get into the Science School this year. This is RIDICULOUS! Come on! Start by asking WHAT KIDS WANT TO LEARN! If you want to keep kids and parents in CBE schools - START LISTENING!
- I think it is very important to involve parents in planning changes and executing the changes. I love many things about CBE. I personally think that a couple of changes in the programming and some of the implementation of the programs are unfriendly to parents that work or have busy schedules.
- I don't believe that students from non public schools should be allowed to change just for high school because of the location of the school. Then the students that have supported public may not be able to go to that high school.
- Many students are already being affected by the change to French Immersion Schools next year. Many of these students are going into grade 7 next year. These same students will be going into grade 10 the year that High School changes will be implemented. I hope that these students will not be affected by these major changes again.
- Thought and consideration must be placed on the group of students the decisions will directly affect and what other decisions have previously been made to affect this specific group! My oldest is in his 6th designate school and we have never moved or changed school systems and live in a 30 year old neighbourhood that only this year



dialogue)))

got a "local" high school and has only had a community middle for 3 years and elementary for 7. This HAS NOT been a good learning environment, nor has it provided a continuity of care for anyone with learning difficulties/concerns.

- n/a
- I teach at one of the local universities, and am concerned about the lack of civics (civic engagement, knowledge of government, the democratic system, etc.) and the generally poor writing skills of students. There is so much blather about math, when our attention needs to be on how we navigate the 21st century, how we communicate and how we build and foster creativity.
- Our children attending their local high school is extremely important to us - our particular high school is one of the over capacity high schools (Western Canada High School) that has an extremely large IB boundary catchment - an easy solution would be to shrink that IB catchment area for Western and send the kids wanting that program who are already traveling a long distance to one of the under-utilized IB schools (Henry Wisewood) This would also ensure Western Canada has a better community atmosphere and more level diversity of students that is not overly dominant in IB.
- Not at this time.
- No
- Some high schools have a reputation for high drug use - What measures can CBE have in place for increased discipline and student accountability in high schools ? My kids currently go to a Traditional Learning School . The teachers and principal do an excellent job in imparting academics, values and discipline to the students. Currently these schools go only upto grade 9. My suggestion is to utilise the inner city high schools with falling attendance to Traditional Learning High Schools . Students and parents currently in TLC schools would love to continue to grade 12 with the TLC model...and it can be open to others who have not previously studied in TLC schools too
- no
- I do not like having to assign numerical values and make them add up to 100. That takes too much of my time. Why do my values have to add up to 100? Please design a better survey that will tabulate the results and not force me to add to 100 repeatedly!
- small class sizes and diverse learning needs.



dialogue)))

- We would like to see well rounded schools.
- The jump from grade 9 to grade 10 is quite large, and can have a negative impact on students who aren't prepared or unaware of how different it is.
- We would also be interested in which school had smaller class sizes, if the teachers mix in exploratory learning with traditional vs. just exploratory, if the school offers flexibility for outside activities, as we believe it's important to have well rounded children but to still excel and have the opportunity to have support. We find some teachers do not help those students who have to miss school for sports or activities, and we understand this is CBE policy, however we still feel it is something that should be supported if we want our youth to succeed. We also believe support for students that are highly disruptive or demanding of a teachers' time (to the point it disrupts the learning of the whole class) should have a place to go and learn if it becomes too much for a teacher or one class.
- It seems pretty ridiculous to be asking me if it's important that you use space and resources efficiently.
- Balanced class room numbers and good teachers are important
- The bar graph for Western Canada High School is misleading because the regular stream includes regular and IB. At Western Canada High School the catchment area for IB is too large. Too many kids are being forced to do IB to come to Western which is out of their regular catchment area. We are tired of the IB students taking precedence over regular students. Please change the IB catchment area for over capacity high schools like Western Canada High School.
- What about class size? I think that would be a factor as well when answering question 5 and choosing between two different schools.
- My opinion would be to do away with neighborhood boundaries for high school. Allow a student to pick their school from multiple options and make the enrollment an easy process.
- for question 5: social media policy
- It seems that the situation now is a clear indication of poor planning re: high school utilization. Good to see a plan in place.
- Music/ Drama/ Fine Arts programs were not mentioned as a choice. To me they are not an Alternate program (Arts Centred) and are just as important as Athletics.



dialogue)))

- Designated boundaries will have to change to even out student populations and keep programs and opportunities fair and more even for students across our high schools. It is unfortunate that when JCS opened in Seton, they took such a large population of students from LBHS. Many great teachers also had to leave due to the drop in population, which changed the experience for those students left behind. I wish the change had not been so drastic.
- Although I'm a parent with children in the French immersion program, at the end of the day, all I want is that my children get a good education - regardless of the language of instruction. As a parent, I want my children - and all students - to be taught by teachers who are equipped with the resources & means necessary to teach effectively and put forth strong, smart, well-educated students!
- No
- no
- CT Centre current organizational structure is not balanced for the best overall student learning. ie transport, lack of social attachment to home school, class timing between schools, communication. Days off unknown if Central Mem is not your home school. Quality of learning within courses offered is superb though with several instructors in courses like autobody, expectations are varied between teachers and this is troublesome for students.
- It is critical for Coventry Hills, a community of over 16,000 citizens, to provide local schooling through all grade levels.
- If we are able to drive our kids to a different school than the designated one, we should have the option to. Having the reason only applicable to academics for a non designated school isn't great. For example, if a parent is willing to drive because the school is near their place of work rather than near their home then we should have that option to do so. The designated school is inconvenient to get to for some parents where kids don't take the bus.
- None
- The SW is enormously underserved by High Schools. The section west of Crowchild Trail, and south of 16th Ave is a huge quadrant of the City that I would estimate has upwards of 300,000 people, or about 20% of the City's population. And there is only ONE high school, Ernest Manning. This is a monumental failure in City and School planning that must be rectified immediately.



dialogue)))

- It would be beneficial for our students to have grade 10 courses semestered once again.
- ability to attend a school outside where the student resides outside of the school boundary is of high importance to me
- As a parent of students currently in a feeder school that is our designated school which is not the designated high school for our living community, I am VERY annoyed that my children will be sent VERY far away to attend high school. After starting school in Kg with the same group and being with them until Gr 9, it is outlandish to split them from their peers for high school. This is a huge time of uncertainty for kids. They need their peers!! Our community is Walden. Our designated Elementary is Fish Creek and Jr High is MidSun. Our High school is EP Scarlett (designate). It should be Centennial like the rest of MidSun!!
- Community engagement, to me, is when opinions expressed can significantly shape the outcome. At times I think the CBE has used community engagement as a way to try to make parents and other stakeholders feel ok about foregone conclusions. I would like to see the organization communicate its decisions in a very open, clear and timely manner.
- stop the call after school hours if your child is late or absent from school.
- There is definitely an inequality in program quality and delivery based on postal code.
- no
- Reduce the number of IB, AP and language schools to be equitable for a greater number of students to benefit from. Currently, there are too many "specialized" programs so the students in the 70 % and lower end of the bell curve are disadvantaged. I have been told for too many years that the coding my son is given is distributed through the school and his needs are not as pressing as the other students so he does not get the extra help of these dollars. I am upset that the resources / funds allocations for specialized programs for AP and IB students are used to profit students that already do well, and sums of money are taken from the students that need the extra help to succeed, they just get "pushed through" the system because "no one fails" in the CBE.
- Not at this time



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- I feel the CBE did not give sufficient information which high school is under-utilization to address the issue specific to those school(s); instead, I feel that CBE has decided even many well running high school(s) will need to go into the pool of high school re-structuring, and this may impact a lot more families. I feel that the Alternative Programs are not used by the majority of families but it is now decided to keep those programs running, and thus we will need to make decision along with the alternative programs in entire high school engagement approach. This again, may impact more regular program families. I feel that CBE should focus on core education and regular program to serve the maximum numbers of the families. I feel that many high schools that have well managed utilization should be excluded from this high school engagement. I feel that the well run high school(s) did not get reorganized for hard work they have done; for example, to keep their utilization balanced, they have well support staff and teachers, and supportive community and students. I feel that under-utilization high school should have been identified and provided with the options to move forward. We should explore what other cities in Canada are doing with school utilization issues.
- Transportation to the school would be a factor
- Quality of teaching to enable students to learn is imperative. Class sizes must remain small so teachers can ensure students are learning
- I am an employee, but I am also a parent of 4 who have recently finished high school in Calgary (there was no spot for me to state that I am a community member who has had children in the system). I found the process of trying to help my children attend school in a non-designated school frustrating. Randomly designated school boundaries based on which community a student resides in, creates dissatisfied students and parents who would rather choose how they will complete high school. I think that students should be able to choose where they attend high school based on interest, availability of programs they are interested in, school reputation in the public's eyes, proximity to home, sports, specific option courses, where their friends are going etc. Schools should be adaptive and open to looking at how we teach and deliver courses to students (not necessarily only in the traditional classroom setting). Flexibility in teaching and learning is the future of quality education and can be



dialogue)))

achieved in many different ways , but all would be a departure from traditional thinking.

- no
- no
- Good schools need good programs and teachers and people will come. Some parents even move homes to be closer to the good schools.
- Accommodation for learning disabilities and gifted students. Computers, standing desks, smaller class sizes, and university track.
- We chose our house location based on the school district, including the high school.
- This process taking three years is ridiculous. This should be a quick decision brought to the board with input from the schools. The CBE has the numbers and projections. In the case of Lord Beaverbrook High School, there has been a huge error! Put back the students ASAP - the critical mass of students is required to use those beautiful new CTS facilities properly. The lines should be easy to draw - 130 Avenue.
- Survey is designed poorly and the vague wording and choices feel like token engagement instead of genuine engagement. I hope that isn't the case, but this is the impression.
- I think if the CBE got it's pre-high school system under control it would greatly help the high school program. By providing so many options for "streams of Schoo" in the grades 5-9 category we are developing a multi-tiered education system. This not only causes a nightmare for transportation, but magnifies the issues heading into high school. Let's provide a solid base of learning in pre-high school for all students and then allow high schools to begin to specify as students begin making career direction choices.
- A fundamental factor that should be considered is the number of students in each core class. This number seems to be creeping higher and higher, and is directly influencing the quality of the teacher-student relationship. This in turn affects the students' motivation, successes, feelings of support, willingness to go to tutorial, ability to access teacher during tutorial, teachers' abilities to address individual student needs, etc.
- My concern at this moment is that there are schools not being utilized fully at this moment to help reduce class numbers. Plus newer communities are requiring the parents to send their kids to travel



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45mins (on a good day) both ways to get to school because the enrollment is lower. There needs to be a reassessment for designated schools for newer communities.

- The free market will decide which schools are attended. Why this agenda of balancing resources?
- NA
- I would like students and parents to understand that teachers are responsible to teach everyone and not spend most of their time on the disruptive and special needs students. Teachers have to also allocate time to students who are trying hard so that they don't lose their motivation and interest in their classes.
- Is the high enrollment rate in certain schools due to the population in the surrounding communities or due to the programs offered in said schools?
- Please allow us to put in the numbers that we deem fair for the questions when asked for. Do not expect 100's on every answer. Not everyone will agree to put in the 100's .
- Please make all schools safe and healthy for our children.
- Consider boundaries being relaxed if the student fits a particular school better than another, based on identifiable factors.
- None
- None
- I would like to see fine arts such as music and band included in your choices in question 5. They are for many students more important than athletics.
- We absolutely, positively need a public high school built in Northern Hills.
- I find the questions where the total has to add up to 100, not the best way to poll your audience.
- I live in the Northern Hills area and we do not have a high school yet for our massive population and my son may never attend the high school that might be built therefore I have to look in other areas for his high school. I don't mind the commute as long as I feel he is getting the academic support he needs. There are too many kids in his middle school now. It is the largest in Calgary with 1000 students and I am afraid of what will come in a few years and where all these students will fit. My concerns are my son will not get into the high school he requires to fully prepare him for post secondary schooling.



dialogue)))

The designated school is already far and not able to hold so many students in the next few years. Thank you for your time.

- Nothing so far. I'm sure plenty will emerge in the coming days!
- None
- Stop with all the programs of choice. It's costing a lot of money to offers bizillion programs (I.e Spanish, German, Montessori, science, all girls, all boys, traditional learning, etc) and it's pulling the most engaged families from the community schools.
- A school with strong administration would also be a factor to consider. Administration sets the tone for a school.
- Thank you for including the parent voice.
- proximity is number one for us - don't want the kids to spend time on buses getting to and from
- Getting people to indicate their priorities by adding up to 100 points was a terrible idea...at least include something that indicates how many points remain or whatever. That part was so annoying.
- No
- no
- Greater focus on Academics. Clubs and sports and special programs can be provided by the community. Focus on education and excellence in academic programs, no one else does that but schools. Everything else can be provided int he community. Sports or clubs will form but that should not be the focus. Special schools exist for that small number of students who chose to focus on an athletic career.
- The North REALLY needs the new High School built.
- School ranking is important
- I am looking forward to individual desks in High School. Sitting in a table group with the students back to the board and teachers is not an optimal working environment.
- Other factors affecting school selections are bad reputation.
- Recommend to adjust G8 & G9, particularly G9's program to make the student life a little closer to the G10~G12 student life, and reduce the dramatically changes a G10 student has to take. Today, a G10 student has so much home work to do every night, while in G9 s/he has almost no homework.
- We need to promote going to our local school so students can walk to school (less bus transportation) and build a community.



dialogue)))

- If a school, such as Joanne Cardinal, has only the Regular program and is overpopulation, it seems that the only option is to redraw the school boundaries. I'm wondering how decisions are made regarding new school boundaries?
- There should be sufficient options for student to choose depends on their academic interests
- Please we need an only (All Girls) high school and All Boys high school as well.
- I wish you had started this right after the junior high reorg.... Also it is hard to rank keeping cohorts together when there are other strong considerations. but it cannot be overlooked. maybe it is part of city life, but my child lost school mates when going to junior high and it will happen again for senior high due to school catchment areas. its not the end of the world but its unfortunate.
- High school boundaries need to be reviewed and changed. Maintaining current boundaries for regular program schools which force students to travel further to go to their designated high school than to the closest high school is ridiculous. It is a waste of time and resources for students, families, the CBE and Calgary Transit. Boundaries should be reviewed every several years and adjustments made as necessary instead of maintaining the status quo when it obviously is not working anymore. There really is no logical excuse for underutilized high school in this city when there are so many that are over capacity. The population and communities are constantly changing and the CBE needs to adapt and respond to those changes proactively instead of their seemingly preferred reactive response to such matters.
- I think it is very important for age groups in schools to be appropriate and for children to be able to attend a school close by.
- How can we try and make the new high schools in Calgary just as good as high schools that have been around for much longer. There seems to be quite a disparity in terms of structure, programs offered and overall clarity.
- I am most concerned with class sizes for core classes. Why is this not being addressed?
- If a school must attend a designated school, all high schools should have the same courses available since they may not be able to get in to the school that has a certain program due to space availability.
- How to enroll in a high school that is not within the assigned district?



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- None
- Supply more opportunities to participate social activities.
- NA
- reallocate more funds to the classroom and less at the top management and headoffice.
- The CBE would benefit from being aware of the reputation held in the community regarding certain schools. It would also be of benefit to encourage staff to represent schools favorably.
- If schools are under capacity and others over I think we should be trying to best utilized the unused capacity even if it means busing kids around. Parents are free to move into neighborhoods with capacity if they decided avoiding busing is a priority for them. Lets only build new schools if all existing schools are at or above ideal capacity now and projected into the future to remain that way.
- Reduce the amount of program options to a standard single Alberta curriculum for all and allow our children to attend their closest neighbourhood schools. Transportation issues will be solved at a stroke.
- I think that when you are making boundary decision it should also be at a community level before any decision is made.
- tlc program should extend to grade 12
- If a student's designated school qualifies for subsidized bussing, any school the child chooses to go to should qualify for subsidized bussing. Offering choices makes students and parents feel empowered and less bitter about the fact that there is no high school in their area.
- classes to be with less students and more work in classes not just games...
- I'm excited that the CBE is being proactive and looking into the future in order to maximize the available resources. With children in grades 3 and 5 right now the steps that are being taken now to improve their education and high school experience is of great importance to me.
- My child will be attending highschool in 2021. Currently she has a choice of Wisewood and Scarlett. Knowing that Woodbine has a choice between Wisewood and Scarlett I would say since Wisewood in under capacity we would select it.
- Being in SE Calgary, I am super disappointed in our options. It seems that in this city you have to be living in the SW to be able to



dialogue)))

effectively educate our children. How could the CBE allow such poor planning? As I look at the map, I can see the schools everywhere else in the city have more choices and even better choices than those in the SE corner of the city, where of course, most of our high schools are over capacity. What is the CBE proposing for this solution? Drive to the SW in Crowchild Tr traffic?! I am not fully understanding what the CBE is proposing to gain from us in the end of the city

- no
- Having just been through this debacle of the French North/Northwest Junior High plan, we have lost all trust and respect for the CBE and their decision making process. If you are going to ask for our input again for 2 years, and then not use that information at all because you already know what the plan is, then do not waste our time. We dedicated so much of our time to the Junior High process, and even though the survey results PROVED that the decisions made were not what we wanted, the CBE went ahead with their plan. Why would it be different this time? Is it just for legal reasons that you must include us in the communications? Because we all know now that our input makes no difference in the final decision.
- Ogden should be removed from Western's catchment area and moved to a school closer to their location, ideally one of the schools that is being underutilized.
- Keep Indigenous LLs in the high schools. Expand sheltered ELL courses.
- We are worried that by living in McKenzie Towne, just north of stony trail that our children will not be able to attend the new high school. This is having us considering moving further south in the next 3 years to endure they can attend. But is that even enough? If it goes to lottery anyway, the CBEs original comment of keeping friends together will prevent that very thing. Lottery is worse than just having the boundary for the more mature communities of McKenzie Lake & Douglasdale continue with Beaverbrook as their designated school. Why the constant changing and rethinking/zoning? Isn't that worse and harder for the children?
- If these surveys are going to continue you need to make them more user friendly. Providing a simple numeric grading system for optional choices would be a good start. The current process is ridiculous.



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- key component is the teacher to student class size ratio. this has had the biggest effect on student success. kids will make new friends in high school so "keeping cohorts together" shouldn't be a main priority.
- We moved into this community so we did not have to drive on Deerfoot to get our child to school. Please consider rush hour, accidents and travel distance when changing school boundaries. (Ex. School starts at 8am, student needs at least 1hr for breakfast and essentials. If driving on Deerfoot at least 1hr travel time to school. Student would need to be awake by 6am very latest. There would also be conflicts with private, extracurricular activities if travel distance is to far from home. Students may need to be continuously pulled from school early to accommodate.)
- N/A
- It is important to get this right, you are making a huge decision that needs to be long-term. Years ago, we made a house purchase based on the programs offered in that area, within a couple of years, CBE was recommending changes to the program locations. If you are make a city-wide change, it needs to be sustainable for at least a student's school lifetime (eg. 10 years)
- I would like to see as great a range as possible of alternative programming and special courses, thus increasing the availability throughout the city. Currently, a full slate of K&E high school courses is only offered at Jack James High School. Students in the far south and west areas of the city are not able to be served by this.
- It shows an absolute lack of planning on the case of the CBE that there are schools operating at less than 70 percent capacity and other schools at over 100 percent capacity. This error in judgement and foresight needs to be addressed. It is extremely disappointing that this has been allowed to happen.
- What has happened to Lord Beaverbrook is absolutely inexcusable. The overcrowding at JCS and the underutilization of Beaverbrook is a direct result of the CBE changing the school boundaries. The patch to allow student choice does nothing to solve real problems of both. The boundaries should be redrawn. Not fudged by seemingly giving choice. The CBE knows that the number one factor for students choosing schools in a majority of cases is proximity to home and where peers go. Nothing will be resolved until the boundaries are redrawn.



dialogue)))

- In your decisions, please consider what you say is important to the CBE vs what you actually do. For instance, the CBE typically says that it is important to develop the whole student but then eliminates option programs, trades, etc. They say they want students to be fluent with technology but never emphasize it in their courses and make accessibility to software extremely onerous and difficult. They say they want to make strong programs for children who are lagging in their learning to catch up but typically assign only new teachers to these courses and apply them in such a way as to make teaching them effectively impossible. Sports and clubs are considered to be extra-curricular but are emphasized during staffing decisions and often take precedent over the school's ability to provide programs. Staff health and workload rarely seems to be a major consideration.
- We need to be planning now for the high school population bubble that will be coming in 5 years. We need to be thinking "outside the box" as to options that we can use for the 10 year period when there is a high number of students needing to have access to top quality education from the school that is in their neighbourhood. We should not be moving students outside their neighbourhood when there is a school there. Those communities that don't have a school (ie. newer communities) they should be the ones that get moved into inner city underutilized schools. People pay more for homes and move to communities knowing that have schools, pre-planning for their children. We cannot change the situation for those people because new communities open and there are not enough highschool space.
- Athletics & Academics are available in all schools. If transportation was both ways thereby easier, I think students would go to a far off school for CTS and other programs
- If the designated school boundries are going to be changed. There needs to be an easy way for kids to get to and from school on their own. Students should not have to take 3 different form of transportation and spend 1 hour just to get to and from their designated school.
- 0
- Debate needs more administrative support from ALL High Schools. You'd be surprised how many students will choose a public school based on their debate program and just say that it's IB or French or AP



dialogue)))

- I have concerns over inconsistency in timings among CBE schools in the same vicinity. My daughter goes at 8 am (elementary school) and i have to wait for my son until i drop him at 9 (middle school) both within the same area. i disturbs the scheduling big time for parents like me
- No
- Schools are over emphasizing sex education, children are receiving more sessions on this topic that has been already done previously. No education on other moral an ethical aspect of life are provided for school. There should be a balance between all human values in curriculum. Sexual education is very important for the students, but schools are overfeeding students with these sessions!
- No
- I know my kid's school, some students already taking marijuana and e-cigars at school. I hope the school will educate the student how harmful are they, and treat them seriously.
- no
- none.
- That special programs such as languages must not cause basic classes to have higher than acceptable ratio's. I understand that basic math can have 40 or more students while Spanish math has 15 students. The ratio looks good at 27.5 to 1; but it's totally not acceptable to have a class much over 30 if at all. Resources MUST flow to the greater good, if that means the CBE moves away from some special courses such as languages to ensure ALL students receive a fair and equitable education then so be it.
- NO
- When my child goes to high school my primary concern is quality of education; I want less crowded classrooms, more resources, more exposure to different things, more opportunity for extracurricular activities, more opportunities for the future be it, university, trades, anything. I am willing to drive further for this, but not unreasonably so, I am willing to pay more but I need to see my resources allocated efficiently. I think too often decisions are made short sighted, we live in a neighborhood that 5 years ago had hardly anybody under fifty as the years pass and those community members move on it's becoming a younger neighborhood, but your projections haven't accounted for that and I find the schooling is struggling to catch up and it will only get worse and you will always be behind. I also find



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that when you think of each child independently you lose sight of how the family has to work as a unit. the feeder schools for french immersion in our neighborhood have the exact same bell times and somehow I need to have my children in two different places at the same time whether I drive them or if they are bussed. I understand you can't do it for all schools but a little forethought into how children get to school and that their might be more than one child in the family might help some of the transportation issues. I also think that for us if you look at where the french immersion school is for us (DAvid Thompson) our high school will be E.P. Scarlett, which is over capacity, maybe take a look at adding Lord Beaverbrook as a french immersion program possibly. it's not far from the middle school and might take pressure off E.P. Scarlett.

- The violence in schools has to stop so many bad high schools it's really hard to choose for your kid
- none
- This survey format, making us do math is horrible. Not exactly faith building. At minimum, show me the running total as I enter values.
- Not at this time, thank you
- My son is autism affected and does his work from home. I don't see much here that is relevant to his situation. I'd like to see way more emphasis on providing quality access to courses via online tools. The current cbe-learn offering is pathetic with broken online "labs" and interactive elements that rely on obsolete flash software and don't work on modern systems. The systems emphasis on rigid deadlines and in-semester completion is also a ludicrous holdover from school systems designed in the 18th century. Could we have some new ideas please.
- Thank you for seeking our input...it's appreciated!
- All students who live within walking distance (i.e. 3 km or less) to a high school, should be able to attend that school. Do not make these students having to use transportation (public or private) to get to school, especially if this would be a result of community boundaries being re-drawn.
- I would also be considering the reputation of the school for being a welcoming and caring community that is known for 'knowing' their students - one that values the power of relationships and has ways to get to know it students in order to really personalize learning for all of



dialogue)))

its learners rather than a being a school that uses a one size fits all approach...student centered rather than teacher/staff centered.

- French emersion, being an official national language, should not be lumped in with Spanish bilingual, arts-centred programs and other optional programs but should be considered separately and on equal terms with english programming.
- I believe CBE should try to offer less options to families, focus should be on sustainable, cost effective, high quality education over diversity in educational options otherwise everyone losses because we simply can not afford to maintain status quo.
- If parents want access to specialized schools and services they should expect to pay more and to have to commute if necessary to ensure kids in public school can get an education in their own community, with their friends with as little disruption to their commute as possible.
- no further comments
- This is a highly theoretical process for our family. We will be affected by these changes, but are currently focused on different priorities. So, what we think might be important now - might not be important at all in three years time as our children mature and develop in their interests, aptitudes and academic careers. Regardless, we appreciate the CBE talking with the community about it now.
- I am also concerned about government budgetary cutbacks and the negative impact on the CBE's ability to provide our students with the education that will prepare them for secondary school and beyond. I would like to be informed on how the government is or is not supporting our teachers and staff, and how the parents can actively engage and advocate for both students and staff.
- One of our children went to Western in grade 10 in 2015 and was unable to get on the Jr basketball team. I think a minority of the players were in the catchment area. Students should not be allowed to cross school boundaries for athletics (often disguised as having to take a course offered by WCHS like Latin). I hear of kids attending who live in Chestermere and by Cross Iron Mills. Western is bursting at the seams. If the catchment area was respected, it wouldn't be such a problem.
- no



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- Strong consideration should be made for sibling to be able to attend the same high schools without having to apply or jump through hoops.
- No
- class size is also of great importance...hoping to keep class sizes down to a maximum of between 26-30
- Actually listen to parents and students before making changes. What is being done this year with the NW French program is just wrong. There is no consideration for situations that people are being put in. I worry that the same decisions will be made going forward with high school, then have more fake information sessions when the decision has already been made. If this happens again with high school I'll pull my kids find the money for private and send my tax support to the catholic system.
- thank you
- None at this time
- CBE needs to be accountable when they drop the ball on students education, own it, don't be political, be transparent, be accountable. Stems from the top down. CBE needs a complete overhaul in education, curriculum, teachers, how much teachers take on, stop being so considered about being politically correct, start teaching our children the education they need to live in the real world.
- no
- Would be nice to see a High School with a similar focus to Connect Charter.
- Boundaries need to be redrawn so that school populations are balanced.
- no
- The predicted student numbers for 2023 at Western Canada where my teens attend are ridiculous. The school is already bursting at the seams and is very overcrowded. A high school close by with lower student numbers should take on a specialty program to ease the load. Students should attend their community schools whenever possible, so that all schools are full and well regarded, rather than just one or two in the city.
- I think we have gone overboard with specialty schools and trying to have absolutely all options available everywhere. Would prefer to see a return to the basics (4R's) and making sure our students have the support they need in these areas first as they are key as the



dialogue)))

move into University realm. I think this approach would reduce transportation costs that have had to increase with busing kids all over to get to special delivery schools.

- I want to ensure that all students, regardless of gender association or orientation, race, religion, or ethnic background, have an opportunity to attend classes with full support of faculty and staff, and have the ability to participate in GSA without parents being informed.
- Priority should be given to current CBE students to attend their closest designated high school. I know some students attending the Catholic elementary school will choose to go to the Public high school because it's closer than their designated Catholic high school. This is frustrating and not fair.
- I think it is time to stop being reactionary to the projected numbers and get creative about solutions that having lasting power. Consider expanding existing schools with modular spaces that can be moved or used for other community purposes when no longer required. Calgary is a mobile and still growing city. We see that the demographics shifted out from the core to new housing areas where families can afford to live and that the core city schools are underused since the demographics are older, mature households with no children. That won't stay that way forever. Don't close and sell those schools - repurpose them for now, rent them to communities etc and then open them again when needed. Don't build new schools in the outer areas or force kids to travel out of their communities or preferred schools, add modular/moveable learning spaces onto existing schools and build on the resources already in place. Lastly - we are a bilingual country and all children should have the right to learn and study in both of our official languages. It is not an "alternative" program and it is time for the CBE to stop hiding behind an outdated School Act. It is time for the CBE to be progressive and set an example by giving french bilingual students and families the same rights as their unilingual counterparts. Canada will continue to be mocked by most of the rest of the world for our failure to teach our children, at the very least, our two official languages.
- Important going to maintain standards and provide that excellence in all parts of the City. I am worried about disparity between wealthy and poorer neighbourhoods. My children have been well served by the CBE - especially Western Canada High School. Thank you.



dialogue)))

- I have experienced students who say yes to specific programs in order to get in to an out of boundary school. Once they are in the school they do not engage in that program. Some are there out of parental and or peer pressure.
- I truly hope this is an effort at parent engagement. I have been a part of several of these CBE initiatives over the years. It has always been quite apparent that you already made a decision, and these efforts are just window dressing. The consultation process becomes “insultation”, and is called just that by most of the parents and colleagues I know.
- Centennial is our closest high school. In our current situation, our kids will be forced to go to some other school and will not be with any of their friends they have been with from Kindergarten through junior high. This policy needs to change.
- More parking spaces, lockers and secure bike racks to be installed at high school
- students should not be forced to attend a "designated school" as happened when students not given the choice to go to Beaverbrook for tech courses, but told they must go to JCS. Unfortunately, that made Beaverbrook way under enrollment and JCS over enrolment. And now consideration being made to redo the boundaries
- Build the North Central High School
- This survey is incredible vague and very poorly written. Honestly, after going through it, the impression I've been left with is that this is just a make work project trying to justify a pay cheque.
- I think it is important that students attend a high school close to home - staying close to their community and peer groups.
- students should not be bounded to go to their designated school, Parents want kids to attend the best school.
- Non
- I recognize that it is a provincial decision, but the CBE should be lobbying the province to amalgamate with the catholic board to make the best use of the schools in the city.
- Secondary school is a decision parents make long before their children are of age, and buying a home in the zone for a specific high school is a huge investment and disruption undertaken years ahead of the actual school admission.
- If there are IB program , that is be good
- none



dialogue)))

- na
- Athletics is a big part of high school selection. Kids do often plan to utilize sports in planning for post secondary education
- Schools prioritize athletics far too much, and put too many resources and teachers towards sports teams rather than the classroom. That's not okay.
- no
- Since my daughter is still only in kindergarten, my choices might change over the next several years!
- Stop spending money on changes and surveys. Put the money into more teachers and lower class sizes instead of downtown thinktanks. Its not rocket science. You are wasting money and depleting the value of public education trying to follow every fad.
- Class size is an important consideration, too.
- In Saskatchewan the catholic and public boards share space two separate schools on either side of a large area that can be used for concerts, athletic events. The two boards share gym, theatre, etc.
- Both my children are have learning disabilities and the local school was incapable of giving them what they needed. We switched to Arts centred learning and it's been a huge difference so I fully support Arts Centered Learning
- In our area of Evergreen where it is over populated and a third elementary school is being built a high school also it is very much needed in this area/ district. Yes, high schools are very expensive to build but it is very much needed instead of students being bused out to schools far away from their homes.
- Keep quality accessible to all socioeconomic groups.
- Thanks for allowing to participate
- Student Classroom sizes should not exceed number of desks in a high school class room. Sitting on the floor or on ledge of window is not suitable
- I would love to see a science program like that in maple Ridge and RT Alderman!!
- If a student is in a non-CBE school currently but wishes to change to a CBE high school for grade 10. What is the process and considerations?
- I would like the CBE to value teacher specialization as they did in the past. Meaning, teachers who are trained/experienced in specific subject-disciplines teaching those courses. Social Studies teachers



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ARE NOT English Language Arts teachers. The courses offered cannot be taught by just anyone. In essence, the notion "a teacher is a teacher" needs to stop. High school teachers are specialists - THEY ARE NOT GENERALISTS. Also, teachers in schools where surplussing has become the norm, due to improper boundary designations and other management issues, should not be threatened with the possibility they may be sent to an elementary school or a junior high - unless the teacher verbally requests such a placement. There are very particular skills required to effectively and successfully communicate and build relationships with students in each age group. I would like to see the CBE value teachers' skills, specialization, experience, and knowledge. I would like the CBE to respect its teachers, and treat them in the manner the CBE expects teachers to treat their students and school community. I would like the CBE to live up to its rhetoric on teacher wellness.

- I am quite concerned about the over-capacity issues within CBE high schools. We strongly support the public school system and wish to have our children continue in it. However if the appropriate class sizes and resources are not available, we will change to a private program. This is a terrible outcome for a country like Canada where we value public schools and health care. Need investment in schools. Tell Mr. Kenney.
- I would add attention to student wellness
- My major concern is how CBE has dealt with similar issues in the past. It feels like once parental engagement is requested, decisions have already been made. The request for input seems only to inform CBE of which arguments they will have to prepare to defend their position. For example, the reorganization of French immersion programs last year split up a cohort of young children halfway through their elementary years- justified by CBE so they could fill up a school with low enrolment, under the pretense of equalizing resources.
- Most kids already have to bus, so proximity to home is not the major issue. The major issue is allowing children to attend schools with strong programs, with their peer group for support.
- No, thanks.
- CBE should be more proactive about school bullying. I am highly concerned about the bullying that is tolerated and the offenders are



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not being punished. Bullying has a deep negative impact on a young person's confidence and mental health well being.

- As an in bounds family at WCH I am livid at the ballooning student numbers. The amount of out of bounds students allowed in is ridiculous to the point of dangerous in terms of crowding in hallways. Classes are routinely 40 plus students. It was suggested in a school newsletter email my daughter consider attending Math 31 at MRU as the class size at WCH was so high. We pay inner city property tax rates - generally higher than suburbs - and yet fund huge numbers of out of bounds students. I've written to the former education minister, my CBE trustee and principal about this to no avail.
- I've never felt that any comments, feedback, or questionnaires that we've submitted, either as a family or as a community, ever played any part in impacting CBE decisions. I'm hoping I haven't wasted even more time on a survey that doesn't really matter to anyone making those decisions.
- No
- Where is the CBE at with regards to requesting funding from the government for the building of new schools? i.e.: requested last year and are waiting for approval. Thank you!
- You should have something on the bottom that adds your assigned choices to 100 for ease of answering. Otherwise, parents are just going to skip these questions.
- I think that the grade range 10-12 is preferable- kids are growing up way too fast. I realize it is one option to keep inner schools open and of course I am all for keeping schools open but preferably 10-12
- One of my concerns not listed here is class size and availability of support to students who need extra help. Class soze significantly impacts the level of support students receive during class time and are often above average in high schools.
- Better music program, buy up-to-date technology (computers, iPads, etc.), don't waste money to go to the Jubilee; just do the music concert at school gym, more musical clinicians session, go to more band festivals, fundraising (casino, etc.) for school programs, buy newer instruments, more variety of options, have clubs, more activities, make a printer/copier for the students
- The questions where you need to sign a value to are too time consuming. I was much prefer rating them from strongly disagree to strongly agree. Or least to most.



dialogue)))

- i think that ib option courses like languages like french are often much to difficult in comparison to other options
- Having experienced being told at the end of a school year (late May) that my daughter would be attending a middle school the following September for grade 5 with a very minimal parent engagement opportunity in the process of making this decision, I believe that it is very important for transitioning students to have time to process this- prior to the end of the school year- as my daughter is now transitioning to grade 10 (high school) for the Fall and has already selected her option courses, language program option (continuing in a language program) and is confident that she will be attending the school that she thinks she is in the Fall- it would be devastating for her and very frustrating to us as parents if that was to change now.
- No
- no
- 1. Should survey the students' opinion through the questionnaires or interview for teachers' teaching quality. 2. Strongly suggest the teachers should be accepted the performance appraisal and need to publish the schools' teacher teaching satisfied index.
- It would be useful to know how much more home owners pay for anything if they live in communities with high schools versus those who do not live in a community where there's a high school.
- The rating off the school academically would affect my choice.
- This comment is probably premature and may be simplistic, but for schools that are currently (or forecast to be) over 90% capacity, why not cap the 'out of attendance area' student population so that the total student population does not exceed 90% ? It would be acceptable if this entails reducing or eliminating special programming at these schools and moving the special programming to those schools which are under capacity.
- Next time do a ranking system to ask these questions instead of assigning numbers.
- I hear of many catholic school kids switching to CBE high schools in grade 10 due to proximity. I believe existing CBE feeder schools should have priority over kids from catholic, private or other charter schools.
- This was a useless survey. Used broad categories in a manner leaving any interpretation open and able to be massaged and



dialogue)))

manipulated in any messaging re results. Unhelpful and unsubstantive.

- Thank you for creating a survey. My child is a kindergartener, so it is possible that the way I would weigh the various factors would change if he were older. I'm from the US, so from my perspective the alternative programs (we do Spanish Bilingual) are on of the most fantastic things about public education in Canada. There is nothing like that where we moved from and I think it is very valuable. I also see AP courses as extremely important for preparing kids to gain entrance to the world's best universities.
- Need a high school for nw calgary panorama hills , coventry hills, etc in less than 5 min wars max
- A school that is under capacity are using specialized staff to teach subjects that they are not specialists in. Why do all the options have to kept open? For example domestic foods and culinary foods when there are not enough students in the school? Administrators could favour some teachers over others regardless of their teaching credentials and in the end students are losing out.
- Please provide as much info as possible and as frequent as possible as this process unfolds.
- Students entering Grade 11 have already selected their academic and non-academic path based on their school in attendance. Changing that mid-point creates many challenges and issues for the current students as they prep for Post-Secondary. Changes could be made for those students who have yet to enter High School.
- none.
- An additional factor should consider student supports for mental health, academic support, SOGI, Indigenous Ed. etc.
- Please keep support clubs available for students confidentially to them.
- No. Thanks
- Re Question #5 - My understanding is that all academic courses are offered at each High School. Question 5 is confusing to me as Academics would not be a consideration in choosing a school based on their availability unless you mean Academics in regards to the overall averages the students achieve for their final marks in their core courses as an incentive to attending that school
- My children attend the Calgary girls charter school and I wish (and believe there would be a demand) for an all girls high school.



dialogue)))

- No
- academics means the quality of teaching, not the reputation of the school (I have found the reputation is based on the students attending not on the quality of its teachers) IE> Western
- The "allocate 100 points" style of questions are, sadly, going to put off a lot of people from answering because it's effort to do so. Better to use a drag and drop "rank these in order of preference" style of question to increase engagement.
- Most of the problem lies in the curriculum. When Universities are bumping up our grades by 4% this raises a red flag. Our kids need confidence in high school so they apply to post second day school. Our learning environment needs more project based learning and we are too heavy in multiple choice test taking. It does not allow kids to get part marks and show how much they know. I see too much anxiety in kids. Ages and stages are more important. Alberta teaches more like a University and most kids are not ready. Another concern is we need more courses outside of Math and Science that are accepted by Universities. In Alberta arts kids need more choices. We have 4 maths, 1 English, 1Social, and 4 sciences that are unilaterally accepted by universities. Some accept one combination of two 3 credit courses..... And not all these courses are available at all Alberta high schools.
- The whole school experience is central to student success. They that they need to feel that they have a place at the school,, that their contributions to the school are valued, and the relationships with others in the building are respectful and healthy. The success of many programs requires special facilities and materials. How will funding contribute to the decision- making?
- No
- This measuring factors by % seems invalid to me. A series of q's or scenarios where we'd rank 2-3 factors in terms of priority, maybe the kinds of scenarios you're actually anticipating, is more likely valid and helpful.
- Class size would also be a factor
- No
- No
- Build the high school in North Central Calgary !!
- How would the high school accommodate to special needs children with learning disabilities?



dialogue)))

- CBE needs to streamline its education - focus on high demand specialty options/ programs. You cannot try to please everyone. If parents want students to go to a particular specialty school they need to move close to it - too much \$\$ wasted on bussing
- Quality of space; as in does the physical space itself facilitate health and wellness, learning and productivity?
- The most important criteria is how effectively the school is able to develop the children's love of learning. The most evident manifestation of this is a student's well-developed and healthy approach/view of his or her own work/life balance, as well as enthusiasm for independent learning. Competition and selective praise are useless and so is the outdated idea of the carrot on a stick.
- Transportation is a key concern. I don't really care where the school that offers our program is, as long as my child's commute is kept to ~1 hour or less.
- Offer a 7-12 year Montessori program
- Please consider the hidden gems in our community. Sometimes the public are not aware of what their community has to offer!
- Pls note I'm answering the questions in the context of extrapolating from my son's current interests/priorities/school program. He's currently in gr. 7 so he won't actually be part of the age group that starts the new High School program.
- I like the idea of having 9-12 in the areas where there are less students.
- No
- Over-crowding would be a negative factor in choosing a school. Competence and caring of Guidance Counsellors is important. Teacher reputations and competencies is important. Ability of a school to care for individual students is important. These factors are not reflected in Question 5.
- No
- N/A
- None.
- Allow parents and students to the option to enroll in schools in other areas where class numbers are lower.
- I think it is really important for there to be an online tool that allows everyone to adjust the variables (boundaries, programs, grades, etc)



dialogue)))

and see how it will affect the enrolment. It will make the conversations a lot more effective and useful.

- Reputation of the staff and Principle are high on my list. Knowing that the staff care and support are important to me.
- No
- Unfortunately for new communities need schools just can't be built to accommodate. We must utilize buildings we have to keep the CBE on budget and keep taxes within reason. Sometimes new schools are needed but great consideration must go into justifying these cost.
- Millions of dollars should not be spent modernizing a school only to have it decimated by a brand new school that takes the majority of the students away with no choice to parents or students.
- I would really like to see the movement forward with some grade 9 programs moving to the high schools.
- Thanks for the survey!
- My children will be in French Immersion, therefore that is a very important aspect for me. I think, parents and the School Board should stop listening to loud subgroups that only want to make demands and cause trouble but will complain no matter the outcome.
- This is such a tender age to me messing with big changes like this. Please do all you can to keep kids and programs together. We are part of the Spanish program. Our designated high school would be William Aberhart which we currently share with the french program. Many of us like the idea that our already bilingual kids could also go in and learn french with the french students. They have a common ground with both programs having learned a second language since a young age. It's a great mix.
- not yet for now, still work on understanding of the Canadian education system. Thanks
- Do the zoning right so that all the high school gets an adequate number of students.
- Nope
- None!
- No
- I would like to see room for kids to explore the arts as well as sciences. As it stands, there is no room in the curriculum to take the core courses + advance in multiple sciences + have drama and the arts as part of a rounded curriculum.



dialogue)))

- Looks like we may need another new high school in the SE. Bussing should be minimized.
- none
- Stop putting priorities for new communities to get high schools prior to giving ones to long established, highly in need high schools. Start making it fair for all students. Coventry is one of these communities long promised (2005) and yet still waiting
- Budget....solar panels with the critical state even this survey portrays.....it's ridiculous.
- None.
- No
- CBE should keep it simple. focus on academics and preparing kids as opposed to appeasing every group
- no
- you should listen to the students
- There are schools that would be good for specific students that don't have access to get to them (Alternative high school, arts-centered etc). Would an option to have kids go to the community school and get bussed to the "specialty" schools be an option? We live in the far north but to get my 15 year old to the alternative school just isn't a feasible option for us.
- Spending too much time, commuting to school and back home, could definitely make students wasted their valuable time and energy.
- Maybe an option would be that grade 9 students apply to High School based on what they are interested in. Not having designated schools for areas, but designated schools for programs. Schools should be looked at in regards to classroom space only, not open study spaces, for student population.
- It is very hard to get in touch with guidance counselor to discuss course selection.
- The questions where it all had to add up to 100 wasn't clear - each line or split between all variables. Those questions could have been set up better. I don't know what advanced placement availability and international baccalaureate Programme availability is.
- I honestly feel that the design of these questions needs to be reworked. Question 4 is wildly unclear.
- How do I find out which high school are over/under populated?
- Accessibility to all programs regardless of zoning is important



dialogue)))

- I have two children recently completed high school and two younger children (one in high school and one in junior high). My priorities are academics, mental health, the cost of programs (ie. band and school field trips), the cost and availability of busing for high school students to the closest french immersion school, preparing kids for university and the future (particularly in math), and the confidential access and support for GSA's and access to transgender washroom facilities in high school (ie. one transgender washroom on the main floor of Western Canada HS with a large population of transgender kids causes kids to avoid drinking water throughout the day or arrive late for class because they have to run down three flights of stairs between classes to use the one washroom.)
- Age and condition of the building also play a major role, as some of the inner-city high schools are in need of updating/remodelling, and I see no point in doing that to a 100-year-old building when a new, more modern building can be constructed in a location better suited for the vast majority of the student population attending.
- I would like the equations that the CBE uses to assign maximum school population at a school to be revisited on a more realistic scale. As class sizes increase, it becomes more difficult for teachers to provide quality public education and it also reduces the opportunities for new teachers to enter the system on probationary contracts. As the accuracy of these calculations increases, it allows for an increase in the quality of education for the students that are our top priority.
- Long travel times by poor bussing wastes times for kids taking from their studies
- UNIFORM PLEASE SAVES LOTS OF TIME AND MOST SMARTEST WAY to go SCHOOL.
- na
- I don't have time to read about every high school. You need to provide simple, quick to read updates that highlight most important information. It would help if it was by quadrant in the city as well so I can focus on the area I live in.
- I believe that if specific program availability such as AP, IB or other, students should expect to travel further distances. Basic programming with a minimum diversity of options should be available at all schools to allow for a choice close to home.



dialogue)))

- Not at this point. I am looking forward to more information on this and hoping that the CBE does not yet again punish alternative programming families.
- I like the idea of re-examining Grade configurations (e.g. 9-12) to use buildings more efficiently. I am frustrated that the CBE and other school boards continue to build new schools are inflexible to future changes in enrollment or grade configurations (e.g. Why build an "elementary" school that is too small to become a "junior high" later on if the demand in neighbourhoods is different 10-15 years in the future).
- 20% If there is transit. Our closest high school is 25-30 minute walk, which is almost too far in winter; or 5 minute drive in car. But the only transit is a 15 minute walk, 5 minute bus ride, 10 minute walk...so it is better for my child to attend a school further from our house that has sensible transit to and from.
- Programs of choice have destroyed our communities and entrenched parent entitlement in a public system. Our neighbourhoods need equitable access to school programs so my kids can walk/bike to school, get to know their neighbors, feel part of a community and become a responsible citizen who cares about that community.
- Introducing a course where students can learn about credit, investing, interest, different career options, debt, taxes, loans. Lets also create a mental health awareness class where they can learn about anxiety management, identifying and avoiding abusive situations and about building a strong healthy family. Yes, parents can teach this at home but the students who NEED this are not learning this from their parents.
- Grade 11 and 12 teachers should be more engaging with students and approachable and easy going especially when the students are falling behind they should sit down with that student and offer alternate solutions to the student instead of letting them keep falling behind. The teacher should teach properly and the tests should be reflective of what they are teaching. They should be happy to teach and not assume that their ways of teaching are understood by all students. There should be teacher assessments done by parents so the teachers can improve their teaching habits. Sometimes it's the teachers who are responsible for students not willing to go to class or learn. Teacher attitude and behavior should not be demeaning. They



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should not take their profession as just a job but more of a leader and nurturer who can either make or break a student's future.

- I feel you have built so many new schools and the older are left behind in new technologies and programs. Why don't you bus and fill the schools that are already built? It bothers me CBE puts so much into Charter schools and funding to a program that should sustain on their own- this should be a cost to the family's who wish to send their kids there. I can't believe the French school in Mount Pleasant is a CBE school and I believe there are less than 20 grade 12 kids that graduate from here. To me this should be reviewed and move the resources to a school that is not specialized and can be used by a mass majority instead of a few kids- under 20- this is very stupid and a total waste of money- we have French in high schools why do we need a full French school funded by CBE with 16 students attending- this is not fair to our community! - again specialty schools should have a much higher cost to attend.
- The fact that no busing is included for children attending alternative education programs in high school is appalling. A 15 year old in grade 10 in a special education program (GATE) having to get themselves to school is ridiculous. In our case it involves two buses and a C-Train. Programs that are educationally required, not an optional program but required for a student's learning but offered in only 1 or 2 locations, such as GATE, should have transportation through high school.
- I would like to know why schools that have been modernized such as Lord Beaverbrook are now being gutted because the CBE redrew the catchment areas. Why not keep the schools with a variety of programs in them full and work on slowly filling up the newer schools as more families move to those communities. I think this is a waste of money on the CBE's part. Good programs are being killed due to lack of student enrollment and students are now being offered limited elective classes that could help shape their career path. Let's remember that not every student is destined for university.
- Appreciate the chance to participate
- I've loved choice in education is key. Since CBE does not provide high school transportation it should be up to families
- TLC grades 10-12 back, doesn't make sense to terminate at grade 9!
- Thank you



dialogue)))

- Allowing students to attend whichever high school they want, so long as they can get themselves there would be nice to see so that the kids whose parents can't afford to move to a nicer neighborhood so they can attend a better school aren't disadvantaged more than they already are by not getting to go to their preferred school.
- None
- Children in Communities like Cougar Ridge have been left as an afterthought for years. We have always been sent to overflow or under-utilized schools further away than the new ones afforded to our more affluent communities. We are facing being carved off again from Ernest Manning so that the rich kids can go to the new school. Our children get bounced from overcrowded old schools with long bus rides to another school to accommodate kids who have been afforded schools they can walk to with their friends. Our son and other community kids struggle to make friends in a middle school that started at 5th grade because the majority of those kids started kindergarten together. Treat all communities the same regardless of affluence and how loud the activist groups squawk.
- It seems that this survey and evaluation process is already two years behind (referring to the baby boom years 2005-2010). I would appreciate if this process could be finished in a shorter amount of time (maybe just half of it) to minimize complications for the children now in Grade 5-8 getting into Highschool (close to home with their peers) as they are already overflowing. This way the building of new schools in areas of urgent need (West of the City) could start sooner and the total collapse of school capacities / availabilities in the meantime might be limited.
- Found this survey very difficult to complete. It assumes a level of knowledge of your process and/or purpose I don't have. It also does not include many things important to our family, like safety, class sizes, ratios, approach to teaching and mental health support.
- As a student teacher, I have seen the impact overcrowding has on high school students from a unique perspective. I have especially noticed the positive benefits that balancing academics and extra curricular activities has on students.
- French immersion should not be considered equally with other languages. As it is a national language of Canada, there needs to be a higher emphasis placed on its availability. Further, given CBE has already made a number of disruptive changes to the French



dialogue)))

Immersion program in NW Calgary this should also be considered in this review. This group of students are already experiencing change, including being separated from peers and siblings. Further change needs to be absolutely necessary before proceeding.

- It is valuable for students to go to school close to home - but as a student who travelled in Calgary for 1.5 hrs both ways to and from school so I could do French immersion - the programming and opportunities the school provides are the most important. The bus rides were opportunities to do homework and read... leaving French immersion early would have been a bad decision for me and I can see that clearly now as an adult.
- Not at this time
- no
- Students' placements became an increasingly concerning issue in the past few years for our child who attends french immersion program. Despite the CBE's consultation with parents we ended up with the outcome that many parents were dissatisfied with. Some kids were pulled from the program altogether, because CBE cannot figure out how to compromise parents concerns with CBE's interests. At some point you should ask yourself a question: "why to create the versatile programs (like French Immersion, Spanish Bilingual, Arts-Centred, Advanced Placement, International Baccalaureate) if you cannot provide stability and support students in completing those programs?" Many parents would enroll their kids in the schools which would be specifically chosen as the designated schools, if they knew that kids will be able to stay in this one location and not have to be moved from place to place. You cannot expect parents to enrol their children into various programs without providing stable environment for kids. Or without organizing dependable transportation to those schools from communities that are further away. Obviously there is an interest in those programs and maybe instead of adding french, spanish, mandarine, etc immersion programs to schools where regular programs account for the majority of the student population, you should consider opening designated schools housing ONLY those immersion program students. That way kids could start and finish their studies in one place. And parents would have the opportunity to plan ahead their kids enrolment, knowing that those placements are not going to change in a year or two.
- Students should have a choice for where they want to go.



dialogue)))

- No
- We pay fees and taxes for Public CBE and have committed to CBE based on a Spanish program that was promised longevity and continuity from grade K-12. Siblings and feeder programs should be protected in whatever decisions are made given that CBE put them out there in the first place.
- The ultimate goal needs to be to prepare students for further education and success beyond high school
- The friendly environment in school and have friends together is important to sensitive kids.
- Excessively large class sizes are a concern for me. Providing the research that shows the impact of class size on learning environments would be helpful to understand.
- We picked Ernest Manning based on the facts that it was a new school with new infrastructure, a culinary program for my daughter, a music program for my son, proximity to the LRT and a good word of mouth academic reputation amongst parents. We feel there is way too much focus on organized competitive sports teams and way too little focus on getting kids involved in and enjoying basic Phys Ed & intramural.
- My children are a long way from high school, but it wasn't immediately clear to me what the potential plans are to alleviate the over burden on most schools. I know this is an area of planning, but presenting some options clearly and concisely up front would be helpful.
- No
- I have so much to say on this topic. Some that I think needs to be looked at are:
 - 1. students that left the area to go to a specialized school, (ie, an art school (Willow Park), Science School (Louis Riel)) they are not part of the area schools so maybe they are put onto a waiting list to see if there is room.
 - 2. students coming from the separate school system see brand new schools and want to attend them, again maybe they need to be put onto a waiting list.
 - We have lived in McKenzie Lake for over 17 years, knowing that a high school was going to be built. Our children have attended all the designated area schools. They should be able to get to go to Joane Cardinal-Schubert High School



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without question. I am a very frustrated parent. My kids are looking forward to attending JCS High School.

- no thank you
- Families are wanting good solid education - many saying like when they were in school. I believe we are offering too many different programs that then come with the cost and complications of transportation, implementation and boundary concerns. Community is eroded when kids are traveling across the city to attend the high school that has the good reputation. Tighten up the boundaries and have kids attend their local high school ... great community comes together when these people get to know each other!
- I want my son to be educated so he can effectively deal with the profound changes happening in our environment and society.
- It is hard to do in this context, but discussions on efficient use of existing resources needs to be a broader discussion about the sustainability of allowing older neighbourhoods to hollow out while building new neighbourhoods that are effectively just servicing one generation. The cost of building all this public infrastructure, including schools, is very expensive and does not do a good job of building up diverse communities.
- Shame on Western leadership and certain teachers for allowing out of boundary into the school and favouring IB over in boundary students. I observed this over past 6 years with this year being the worst.
- I assume curriculum is consistent and that there are expectations of quality in education regardless so that does not factor in for me. Bussing concerns are a factor, even if high school students are expected to take Calgary transit.
- No
- Good Luck
- It is important to me that my child goes to their neighbourhood school and receives high standards for academic rigour
- No
- No
- My daughter wasn't able to get any of her 1st choice options as they filled up too quickly and there wasn't an opportunity to make it fair, especially for grade 10 students new to this option selection.
- The survey adding to 100 is annoying can we just rate items 0-10 or something different. Thank you



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- No
- Once a school is close or at capacity, students from outside of the boundaries should be expected to leave and head to a school closer to their home. The excessive number of students at my daughters high school has impeded my daughters ability to chose/move between classes because they were already full.
- high school class size is a concern
- I went to a high school that was a 40 min. bus ride away from home as there was no high school in the NE at the time. It made it hard to do after-school activities and home work as I was very tired by the time I arrived home. There was still supper and basic chores to complete too. I really don't want that for my children. It is also a fact that many kids now have to work part-time to earn money for post-secondary education. Where is the down-time in that? I would like to see high schools open up more to the community at large: allowing after-school meeting space for community activities for example. While this is happening at some schools it depends on the Principal. Schools take up a lot of space for part of the day. Let us open them up after-school to extend their use-time. Partner with the CPL, rec. centres, community cooking programs for new immigrants and the working poor.
- Established communities should be taken into consideration in terms of proximity to schools prior to new communities.
- I am concerned the the increasing specialization of our CBE schools detracts from the neighbourhood feel of school, increases busing costs and overall cost of our system. Let s just make our school as good as possible without specializing and developing so many niche learning programs.
- Try to make specific highschoools speicalised for certain group of cohort. EG: fine arts and performing arts one highschoool , all sciences seperate and integrated one school , all sports another school , all social studies one school , all languages one school, all skills options one school , all technology one school . By this i mean all schools will or may be will have CORE subjects FOR SURE and in addition they will specialise in one stream so , students will have chance to focus on their choice of career path way earlier in their school years and get a specialised knowledge as well, so they become more academic yet career focused in an informed manner . It is difficult for CBE or any school board to offer all options every



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where in all high schools . rather offering specialised options in focused schools will increase their credibility, keep cost down for cbe and benefit students as well.

- No
- Minimize the need for busing; stop pitting the schools against each other -- offer as much as the same programs as possible - there is a perceived "hierarchy" of schools. Or make people pay a fee for attending school outside of their boundaries. Only have special programs offered a "North" and "South" school and pay to get these special programs. Don't just look at the issues now - project into future - and not just 5 years. Talk to city planners - are we going to continue to allow sprawl? How about increasing urban density - how will that affect schools? Ask post-secondary schools what are the most important aspects they are looking for in prospective students - is AP worth the time? How many students actually "need" IB for their chosen program or does it just look good on a transcript? Parents should be concerned about classes sizes MORE than the name on the building but the Fraser Institute has created a perceived inequity in ranking schools based solely on marks outcomes. People wanna go to the "best". All schools should be seen as similar. Can you use some "under-utilized" elementary schools to pair with high schools?
- I have heard of many families moving their children from Catholic system to public system at the senior high level (particularly on the west side of city) and this is one of the factors that has made Ernest Manning full beyond capacity. I believe that these families should only be able to join the public system at this stage if there is space in the school after enrollment of all public funded junior high kids have registered. I also think that proximity to home is a major factor secondary to the costs of transportation for CBE. The boundaries need to be redefined in many zones i.e. Glamorgan and Killarney kids going to central vs. EM and Tuscany kids going to R. Thirsk vs. Bowness.
- Decisions should consider the climate emergency and impacts on the overall carbon footprint of the CBE - this means more walkability and active modes of transportation, and less reliance on bus/vehicle transportation to school.
- Would like to know about future schools in the southeast
- "Word of mouth" in that it means the school is respectable, safe, well run and has a good culture.



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- nope.
- My children should have the right to access high quality schooling across the city vs being crammed into an over populated high school (our feeder school is Ernest Manning). Travel while inconvenient is worth the pain if the result is a high school with reasonable class sizes and course opportunities not impacted by too many kids in one school.
- Thank you for asking
- "Provide equitable access for all students to quality learning environments" and "choice of programs" should be treated as separate options
- none at this time
- The location of the school must be good as in safety, both with traffic and neighbourhood children shouldn't go to school in a neighbourhood less safe then where they live
- No
- 1. The CBE needs to start thinking about building schools (Elementary, Jr. High and High School) in a neighbourhood, AS SOON AS a new development of a new neighbourhood begins. Not so many years later. Start building the schools immediately. 2. The CBE must start including traffic patterns and extra parking for parents at Elementary & Jr. High schools. It is a nightmare and problem at EVERY school when I speak to parents around the entire city.
- We are going to our non-designated high school next year because of EM being too full. We have been accepted into Bowness and excited about the change. NOW we find out that we won't get the City bus subsidy because of this. This is at a cost of \$500 to our family for taking a seat in an under utilized school instead of a too full school. This is not acceptable.
- Spanish Bilingual programs and many of the alternative programs should be axed. Spanish is NOT one of the official languages. Alternatives should be offered as courses, not programs that DISCRIMINATE against those not in the program. Decent Spanish etc. courses should be offered in many schools (ONLY if they have the enrollment) not focused on a few.
- We bought a house within walking distance of an elementary school because that it extremely important to us. I want my children to go to school with kids in their neighbourhood, and I would love if they were able to walk there. I want to whole heartedly encourage my kids to



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participate in before and after school extra curricular programs, without dreading a cross-city commute to pick them up or drop them off at rush hour.

- I do not believe the method of assigning values adding up to 100 accurately portrayed my opinions.
- Travel time affects students, less time on transit and more quality time doing things that are more important such as family time, activities, extra courses, etc
- I would like to see more science based alternative programs in high school, such as robotics and video game programming/development. Also, more programming geared towards finances ie: banking, investing, borrowing, student loans, etc.
- No
- n/a
- Going back to the old method of grading with the higher percentage for tests should not happen.
- If kids are forced to travel far from home for high school, transportation should be a VERY high priority. I grew up in Calgary and because I was in French Immersion, I was forced to take two buses and a train to school. I traveled 3 hours per day in order to get to and from school, this was extremely difficult for me and therefore I enrolled my daughters in community school so that they would not have to travel so far.
- no
- career training center important. Fraser Report results important. Newer school infrastructure important. Transit / C-train access important. More flexibility with out-of-bounds access.
- I have one son in Grade 10 at EMHS and it is terribly over capacity. Another son, currently in Grade 6, would hope to go there in 2020, if it is not unreasonably crowded. I am disappointed that school was not built larger.
- Teachers wages are too high, if they are to paid on par with professionals, they should have to put forth the same effort. More teaching is being put on the parents and the teachers have less responsibility for students actions.
- What about mental health and supports for students beyond academics? How do high schools with alternative programs build a sense of community when students come from so many communities?



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- Class size is my most important consideration and it appears nowhere in these questions. Why not?
- No sure what you mean by Question 5, as my children already go to an alternative program and of course its the key factor but I don't want to waste points on something that obvious. I wouldn't be sending my child to a school that wasn't in their program.
- We should celebrate ALL of the gifts and talents of our students. If we allow students to pick a high school for a special program (IB, AP, fine arts, etc.) we should also let them pick a high school for athletics. Many students play community sports and they want to go to a high school where their community "friends" are going. It has nothing to do with recruiting and a lot to do with kids going to high school with a comparable social group. There also needs to be a consistent standard for accepting students. It is well known that some high schools have very loose regulations on who the let in which leads to a gross over population. Other schools follow the letter of the law when it comes to letting kids in out of area, and that hurts their programs. Let kids go to the high school of their choice as long as there is room for the kids designated to that school.
- Please share particular details, not just general information.
- I am not sure the logic in blending grades 9 to 12
- We seriously need a 7-9 school (junior high)option in signal hill area . We also badly need a 10-12 built ASAP . Keep our kids in their community. Busing should not be so heavily needed.
- Please have high school from grade 9 to 12.
- What's going on with the student allocation between JCS and Lord Beaverbrook must be fixed. The CBE has created a "lose-lose" situation at both schools by de-populating LBHS and over-populating JCS.
- I would love to understand why there seems to be a lack of 'regular' middle and high school options to choose from - most options appear to be late immersion french/spanish/mandarin etc. but not everyone wants those programs.
- If a school is not full it would be nice if our kids could attend that school even if they didn't live in the boundary. ie. Lakeview attend Western
- BUILD MORE SCHOOLS!
- I notice that none of these documents are taking into consideration students switching from Calgary Separate School District to CBE.



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When my children were in elementary school, they were not eligible to attend the local CSSD schools and were limited to the overflowing, waitlisted CBE school(s). Children attending CSSD had multiple options. Now that these students are in high school, they are choosing to take up spaces in the CBE schools because they are better or closer to home. I feel strongly that preference should be given to students who were in CBE schools all along. CSSD students can go to their designated CSSD school. At the very least, this should be a factor for consideration when assessing the capacity of these high schools.

- Provincial rollbacks in funding for busing are an important aspect of facility utilization. More information should be provided on how this impacts decisions.
- Are some of these decisions ones you could make without a 2-year engagement? If you know which schools are projected to be under capacity, which will be over, and where the greatest growth is occurring in the city, how much can be solved just by adjusting boundaries for regular program students at those schools? If that wouldn't be enough to get past the crisis stage, it would be good to see that in the support materials... it feels like the obvious solution, so I guess it must have already been explored and there's a reason that it hasn't been implemented. It would help to know why, both to guide my thinking and to help me feel confident in where you're taking action and where you're asking for input. Right now, it feels like a basic problem with a basic solution, and I don't understand why it requires such extensive study to be resolved.
- None
- My experience has been that my son has needed online courses, summer school and tutoring to make it through high school. I would like to see more of these options available via the CBE.
- Don't bus kids that are within walking distance to a school - waste of resources.. send the kids that would be bussed regardless to other schools to help utilize space.. i.e. Cougar Ridge and West Springs to Bowness and keep EM as is..
- Urgent need for Junior and Senior High Schools that are closer to Kincora and surrounding areas. We are looking at selling our house and moving so kids can be closer to school for grades 7-12.
- No



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- It would be great if the CBE had more sports school options that include sports such as school based hockey programs at the junior high level.
- No
- I believe CBE schools place insufficient attention on a sense of community. I would prize that as highly as many of the other factors indicated above.
- no
- We NEED a high school in Coventry ne. I can't believe there isn't one
- no
- Based on the locations of existing high schools on the CBE website, it doesn't seem like there are any high schools north of Country Hills Blvd. With several new communities developed in the central Northern region of Calgary in the recent years (Kinora, Evanston, Sage Hill, Nolan Hill, Carrington, Livingston), and the upcoming communities that will be in development in the next few years (Glacier Ridge), it would be good to have at least another new high school to serve the communities there. Shuffling the students around between the existing high schools may work for some areas where the commute distance between one school to the other doesn't make a huge difference, but in the case of these newer communities, the choices seems to be "far away" or "even farther away" even before factoring in program choices.
- School principle qualities - I am hearing from many, many parents and teacher a concern that the high school principles CBE is currently lining up, and many currently in place, do not have the appropriate skill set to run and manage high schools, staff and teens. These might be great individuals in other areas, but I am hearing repeatedly that the CBE is choosing based on the wrong reasons to move people into these roles. This concerns me a great deal. What is the skill set, background experience the CBE is using currently to base their hiring decision?
 - I am seeing strange hiring practice trends happen throughout the public sector. We are hiring managers who can manage but don't have the expertise (in this case teachers, teaching and students) to make good decisions for the sector, or we are hiring bean counters who care about the bottom line but can't build a culture of trust with employees, citizens. We are hiring people who make decision from the top but don't have



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a clue how to drive engagement at all levels to determine and drive changes at their own area of expertise. I see more driven by corporations which is not a society builder, but a profit builder which is fine in its place but has no place in setting human rights, education, care. We are seeing tendencies that are promoting people not based on competence in their field but on some political clout. I want to see integrity and care in our leadership in schools, not just been counters and rule-makers that remove autonomy and motivation from staff. Also I am hearing that our CBE administrative/program teams have been whittled so far back that the resources aren't there to make things current and bring meaningful program updates. Our teens are entering a world that was not the world our adults experienced. We need to stop the insanity of putting our heads in the sand and thinking they need what we needed. They need to understand a global consciousness we never had to, they will need more resiliency, more creative thinking and problem solving. Innovative young people will not develop under culture-killing, non-visionary and uninspiring leadership. I want to understand what we are doing to help our future society builders in the hiring of the schools?

- I think it is great to go a school close to home, but I also want to see some flexibility to attend schools that may have certain focuses - language, arts, science, sport, etc. Principles need to build calm and community with teachers, parents and students. We need to groom, hire, promote differently. Also I am so INCREDIBLY angry that our education minister is now a former leader of anti-abortion group. That we are removing protection for LGBTQ kids in schools (I don't have anyone in my circle this impacts, but this is critical to having kids grow up in safety to become resilient vs dependent). I am fearful for the rights of my kids. I would also like to see what the CBE has planned to move the needle on the anxiety levels in schools. What experts are being engaged to help build in some skills to handle the mounting anxiety in teens? What are we doing with all the research coming out on teenage brain development to help teens and parents? What are we doing in schools to help kids with socio-economic difficulties



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level-set against their peers so they can step out of this loop and be productive citizens?

- Brain science is showing that our kids need to be outside, to be active, to eat real food, to have strong trusted adult relationship to develop properly.
- I am so pleased about the indigenous learning programs I am seeing in elementary schools with my kids. It has been amazing for them and for me. They love and respect talking with elders, learning about the history of what we did, embracing this culture. My family is not indigenous, but this program has builds so much respect of people, places, cultures including their own that I am seeing really positive thinking in these kids.
- Kindergarten - 12 year continuity - I want to see that my kids can start and finish in the same consistent school on each leg of the journey - elementary, middle, secondary. Each year boundaries are changing, schools are filing and going to lottery, pro. Siblings should be able to go the same school regardless of changes. My kids are constantly threatened to be bumped to another school and I think this is so damaging bumping them around. What can we do to provide consistency for those who need it and flexibility for those who need it. We know there is a bubble of kids born 2004-2010 from statistics... it is 2019 (9-15 years later). Help me understand why we don't already have the plan in place before the emergency of schools overloading?
- We've made great strides in bullying behaviour education and prevention. This has made a meaningful difference for many kids. Let's keep it up.
- I want to understand how Alberta, having it's richest period ever for over a decade has let school infrastructure decay but can give tax breaks to citizens? What did the PC government do with the money when other provinces seem to manage? Why are tax payers paying for new schools in large new communities, the builder should be funding (not managing the school build). What is the barrier there?
- If students primarily went to the school closest to their home I think it would ensure that the community would put resources into that school and overall best outcome for everyone.



dialogue)))

- A north central high school is needed.
- A way for CBE to save money is not have a school open for only 70-80 students and 7 staff members. Why not put those students to nearby school instead of wasting tax payers money.
- Arts centered should not be lumped in with french and spanish, yet athletics has its own category.
- Would like to see the high school in Coventry Hills built soon
- no
- Nope
- N/A
- No
- I think you should look at the options available for students who wish to persue a career in the trades, without huge travel time there are limited options especially in the deep sw/se. It would be good to have more vocational high school courses available as well as the IB and AP programs. Alternative programs are great if they are sustainable and there is still interest and value in offering them. I think having these options available without an hours commute by transit should be implemented - trades, arts, athletics etc should be accessible to all not just advanced academics.
- No
- There is zero mention in all of this about children with exceptional needs. I find this appalling, discriminatory, and shameful that they would be tossed aside with no thought or consideration.
- Need to limit emphasis on going to a particular school because the Fraser Institute or some other fake measure reckons it's "better" than another in any way - academics, athletics, etc.
 - Strength is in diversity - if families with the means are allowed to pick and choose, that is what leads to imbalance in quality, and this negatively affects those who do not have the means to choose (eg. ability to travel to other locations).
 - Athletics shouldn't even be a factor. Same for choices made by friends/peers - each student should be encouraged to make the best choices for themselves.
 - As far as keeping cohorts together, i wouldn't place an emphasis on it. Teenagers are adaptable - they'll be fine even if their group from grade 1 isn't intact (and some might even be better off for it!).
- no



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- Our oldest child is in grade 8 so high school is still a new world for us. Our children are enrolled in the regular program, but have some learning disabilities, so we hope that the regular program also provides continued support in terms of specialized learning and effective use of IPP's.
- Please be more transparent with this process than you were during the restructuring of French Immersion in NW Calgary. That experience gave the distinct impression that all major changes had been decided well in advance and your stakeholders only had input in to unimportant elements. If you are going to ask for input, use that input.
 - Post all of your documents on the website including your statistics. Executive summaries written to a grade six level of language are fine, but have your detailed technical documents available for review.
 - When posting your proposed changes, post your most likely scenarios. The scenarios proposed in the NW Calgary French Immersion project seemed a tad farcical: two of the proposals seemed legitimate, and two seemed designed to make people feel as if there were choices but were clearly not intended for implementation.
 - Please don't have people put stickers on their 'favourite option' as was done during the NW Calgary French Immersion engagement sessions.
 - When asking for input, structure questions to give you more quantitative than qualitative answers. Having waded through the morass of comments posted during the NW Calgary French Immersion process, this seemed like an aspect of the project they was not taken seriously by the planning team.
 - During your engagement sessions, bring team members who can legitimately answer questions. Allow your principals/delegates to express their own opinions.
 - I don't need emotional reassurance from an administrator who has no in-depth knowledge of your project. I want deeply technical answers from people who are intimately involved with the development of the project.
 - Ensure that your superintendent level staff have more than a cursory understanding of the statistics involved. While I understand that these individuals cannot have the same level



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of knowledge as members of the planning team, their seeming complete ignorance of the variables associated with planning processes left me concerned that the leadership of the CBE was not leading. Rather, they appeared to be relying exclusively on the judgment of the project management team without understanding the fundamental aspects of the planning process and that they lacked a coherent vision for students in the CBE.

- Academics is most important.
- Not yet. But i am sure i will
- It would be really helpful to have travel times to schools when assigning boundaries. This will ensure the shortest commute as possible for the students.
- Programs with flexibility and hands on opportunity to explore potential career paths.
- N/A
- I think there should be a value around having an accepting, safe and positive culture.
- I assume that academics are roughly equivalent based on the student and their willingness to apply themselves. Using existing assets while concentrating on creating equity is important to us.
- no. Thanks
- None
- Why do new buildings become flavour of the month experiments for the board/district administration? Every example for the past 20 years (going back to Pearson & Centennial) has struggled at inception, and ultimately abandoned the model (Humanities driven; Career Pathways; Discovery model) due to heavy handed implementation that adheres to philosophical beliefs over practical logistics and teacher expertise in content delivery.
 - There is an alarming amount of disregard for institutional memory and experience at the high school level as new administration take over existing buildings. This is especially acute where administration has predominantly Elementary or Jr. High experience (typically immediately) prior to joining the High School environment. Institutional wisdom and experience is often perceived as anachronistic rather than pragmatic, and I've witnessed it being disregarded out of hand. Messaging and image are given greater weight than



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sound pedagogy and/or logistics, and too many decisions seem to be made reactively rather than proactively as there is a limited or small brain trust that often fails to see the possible hurdles or unintended consequences of decisions/actions as they are narrowly focused on only image/philosophy/message. When administration has limited experience of high school, and are not receptive to the institutional wisdom of those who do, one of the obvious consequences is mistrust and contempt (both ways), which can be toxic to staff morale, undermines the delivery of the school program and philosophy, and a steeper and longer period for the school to iron out any kinks and wrinkles (i.e. timetabling, class size balance, appropriate placement for student success, etc.). And what feels most tragic about all of this is that if the worst consequences can be avoided or mitigated.

- Practical and pragmatic considerations need to balance the well intended philosophical ideals that the board/administration wish to implement (i.e. high school flexibility; outcomes based learning); and adjustments of mindset ought to be modeled by admin for both sides to get in step and move forward.
- WOULD BE NICE IF THERE WERE HOME-EC, ROBOTIC CLASSES, WOOD/METAL WORKING CLASSES, CLASSES TO HELP THE KIDS SUCCEED IN THE REAL WORLD
- FULL YEAR CLASSES FOR CORE SUBJECTS in particular for math and science. 6 weeks for Chemistry, 17 days for physics the remainder for weather and biology - this is NOT teaching! 1/2 a school year for math in term one and the possibility of NOT having math again until term two in the second year - again this is NOT TEACHING. With such a large space between core subjects how do you expect students to retain any information which has been crammed into such a short period. Every year they will have to review what they have forgotten from the year before. PLEASE TEACH OUR CHILDREN THE CORE SUBJECTS YEAR ROUND!
- Is information also tied to the physical infrastructure of the buildings /schools concerned- will that be a factor as well. What are implications for the staffing of the schools..that is many of the schools are also known for the experience of senior high school staffing.



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- Historically our loudest voices in these engagements have been the parents that have self-selected their family into alternative programs yet they only represent a fraction of the parents and students at CBE. It is vital that the CBE recognize that they have a responsibility first to universal quality public education - that means regular community programs. They must have choice and opportunities to explore and have quality experiences in all of their educational environments before we look at the placement of alternative programs. Alternative programs should be seen as a tool to achieve this goal for the CBE.
- Changing the designated community boundaries seems to be the easiest and most logical approach to balancing the utilization issues.
- Students deserve to have space and have the choice to be able to grow their student profile. it sucks to have to limit students on location or space available. maybe look at dual high school students or super senior for those who intend to graduate but could use that extra year
- I think Alberta would be better served by having one school system. It is ridiculous that Catholics can attend whatever school they want - jumping back and forth between systems depending on what suits them (we've personally seen families move 3+ times), meanwhile my kids have to go past a Catholic school a block from our house to get to school every day. The CBE high school in our area is quite new and the only one conveniently located for many communities, so the Catholics understandably choose to attend this one...crowding out many CBE students who have been with CBE their whole student life. Why should taxpayer money be used to propagate any religion.
- It is not proximity to home that matters, it is travel time, ease and convenience. Good transit connections are important.
- Our designated school in our neighborhood did not offer Mandarin or AP physics (James Fowler). As a result we chose the closest designated IB school that also offered Mandarin (Deifenbaker)
- How soon could the high school potential be built and up and running. Will a PLP program be included in the North High School.
- None
- no
- As an inner city tax payer it is super frustrating for me to see new schools at a huge cost being build in new communities while schools in older communities are under utilized. I think the belief that you are



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entitled to a school being build in your new community is ridiculous. This is why buses and public transportation exist. Go back to lotteries for full schools and the other kids whose names don't get drawn unfortunately need to take the bus to another school... I also do see that programming and word of mouth is a big factor- Western Canada is inner city yet always full- this is because it has always been known as a strong academic school. Perhaps stronger academics need to be built into schools that are lower capacity or changing the programming to fit more diverse needs. I went to a high school the 1990's that wasn't considered a great school and I don't think this belief has changed. I did well, went to university, am successful. It's about marketing these empty schools as well..

- High schools need better guidance counsellors when it comes to having specific steps and timelines and courses needed to get into post secondary.
- I believe the most important factor in the quality of education in class size. I hope the board invests in hiring more teachers, not in building more schools. If students have to commute further to get to school, this is an acceptable consequence of their families moving to outlying communities. Anyways kids now are traveling way shorter distances than they did when I was a kid.
- Students need to be held to deadlines for assignments and tests. This will help prepare them better for college/university and the work world.
- keep band programs - have kids attend their community schools
- I would prefer my child not be split from cohorts again, which is currently happening to her during the restructuring of French Immersion, so in high school of this needs to happen do not disrupt the students that are already in place!
- The quality of education my children have received in 2 different CBE schools is directly related to the quality of the teacher. Not weeding out the worse than average and poor teachers is what costs certain kids a full course of learning at the high school level (which has compounding effects). Putting in new teachers who are unprepared to teach high school aged children with little to no teaching experience also makes little sense.but I've seen it happen on several occasions.
- The CBE always seems to be 'surprised' by enrollments and yet why are they not aware of these situations in advance. Every year we are



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asked to fill in a questionnaire about what school our students' will be attending. Why is this data not being used?? Every year there are projections that are often very wrong. Who is in charge of this data? I feel they could be doing a better job. Also communicating better with the Catholic board. There is only a set number of students in the city of Calgary, so the board looks foolish having to change their strategies mid stride. I believe CBE and Calgary Catholic are sometimes counting the same students. For example in Cranston there are soon to be 3 elementary schools, and 2 middle schools for the combined population. I think building this many schools in one community was a mistake, particularly given the fact that the over flow school is only 5 minutes away in McKenzie Lake. There are many examples of waste in the CBE and these are just a few examples. Get organized CBE!!!

- Schools need to focus on Core Education; ie French is an official language in Canada and thus French language instruction should be readily available to those who choose it, BUT, other languages instruction should only be offered where numbers warrant, at no incremental cost to taxpayers. Incremental costs such as bussing and special classroom resources should be at full cost to parents. Apply the same approach to other "nice to have" courses. The wide open offering of everything under the sun cannot be afforded.
- CBE should not be closing down schools and building new ones; this is a clear waste of education funding. More consideration should take place for utilizing the buildings that exist, not spending money on building new ones, especially when that money would be much more effectively used to offer more options at schools, smaller class sizes, etc.
- The CBE likely needs to take a look at the Catholic schools in similar areas.
 - no
 - class size would be a major factor not listed
 - Being able to attend regular programs at close proximity to home should have more priority than alternative/specialized programs, as the majority of students attend regular programs.
- I would like to see greater discussion around children with special needs as they enter high school. What kinds of support will be made available to them to ensure a successful high school experience?



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Also, what will be done to reduce bullying in the school system at the high school level?

- How can one place importance on question 5 options if it does not apply to your child? This is unique to the individual family.
- Promoting community within the school and beyond are important, as well as sustainability.
- no
- NA
- As a Cdn expat, my kids went to international schools in Asia from grades K-10/11. The main objective was academic excellence geared towards university admission, but balanced with enjoyable/social experience ie athletics and other enriching opportunities (non academic clubs/activities). 95% of students succeeded. Academics was everything in the local schools as well. They are ahead in Asia, and our kids are competing with them for spots in our universities. I have met a surprising no of students here from abroad. French, Spanish, art can be taught in the regular schools and extra proficiency thru tuition. No tax money for these niche schools. Ideally, a broad selection of AP courses should be offered in all schools. This could be included in “academics”.
- By high school kids can handle longer travel to get to the places they want to go including school
- The system above assigning only up to 100 is silly. A better way would be a scale from not at all to very important. Assigning a number is hard to gauge individually. Each of those things is important but how is it used on a greater scale in comparison to others?
- no
- School performance data plays a big part in the decision. There is a strong correlation between under-capacity and low performance. This will need to be addressed, in order to facilitate easier re-balancing. Also, a stronger transport system (suitable for high-school lifestyle) could help to overcome home-proximity concerns, even if some of this cost was taken by parents.
- Please specifically include Fine Arts as a choice in Factors (#5)
- I am curious about what will happen with Ernest Manning in the next 10 years (my oldest child will be attending around then). I am curious how the current government will fund schools in general.



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- Proximity to home is very important - High school students do not need to spend 2hrs on a bus a day .
- Yes. For #5, you did not include an option to support Learning Disabilities with QUALIFIED AND EXPERIENCED STAFF. I am very happy for the children that are able to attain the Baccalaureate Programme. Bright, non-traditional learners and their families are left with 'leftovers'. Please offer more Dr.Oakley programming from mid-elementary to grade 12, for their WHOLE school career. (would that be line 2 in #4?) These children need continuous reading and writing support, as well as consistent organizational supports in order to be able to continue the skills past high school. We are leaving them in a continuous placement of catching-up-behind, instead of setting them up for success. Families are trying very hard to manoeuver, as well as relying on you to lead.
- No
- I feel it is an obligation of the public school system to offer exemplary educational environments if our children (province and country) are going to thrive. I am very concerned that the quality of our current high school programs is decreasing and am highly invested that my children are given the opportunities they deserve.
- Need to look at the boundaries better. When new communities are involved. They only get bigger. Don't assume you won't have students from there even if the houses are not built. Also we have just had a year in a new school where there is only grade 10-11. Honestly not a good situation. You really do need the dynamics of all three grades. The grade 10 students don't rule when there are grade 12 in the school. Has not been a good year in a new building. Extremely disappointing. Wish we would have stayed in our previous school but how do you do that when all their peers move on. Too big of a decision for a 15 year old to make. And if they stay in the previous school once the boundaries have changed there was no bussing. No options. Not a lot of students-friends in school with my student. It has been a very disappointing experience for high school for our student. We now just want to finish and get out. 2 more semesters to go in a jam packed school that has no room for the amount of students that are slated to go there.
- I'm happy to see the foresight in this exercise and the willingness to share with the community.



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- I believe that this will be an ongoing issue as the city expands. I would like to see developers have a hand in the cost of building new schools when an area is developed. The City needs to also be accountable for area school capacities as they plan land usages and new subdivisions.
- The stakeholders would like to feel like they have a voice. This did NOT happen with regards to changes in bell times that very much adversely affected our school families.
- I am always keen to understand the consideration for special needs programming - they often seem forgotten or of less importance than academically focused programs and yet these kids are the most affected by change and disruptions
- interested in how to advocate for transportation hubs for special programs in various communities with Calgary transit (ie. if there is a bus depot in far south east could there be a bus designated for special schools then linked to designated communities - Central Memorial PVA/NSA bus from McKenzie Towne Hub to Riverbend at least once in the AM and PM)
- I have noticed with both of my children that when they moved from grade 9 into 10 they both struggled significantly. They told me that it was totally different and they had no background into what was being taught (especially math). Grade 9 needs to ensure they are ready for high school, and high school needs to make sure they're ready for college/university. I think schools need a course in life skills...how to budget, how to do taxes, how to shop, how to fix a tire. Just an everyday real life course. Many children these days are not ready to be part of the real world, in my opinion and it seems there is an increasing number of children with anxiety and low coping skills.
thanks,
- My choice would go to a school with the good academic rating because schools near proximity have a very bad reputation so when kids reach high school parents who care about their kid's education are forced to move to a community with reputed schools. CBE should take efforts to maintain the standards of all high school equally. There should be a framework for students also about how to behave in school. The use of cell phones or electronics should be restricted in school like France.
- As a high school student, I remember friends being the most important part of high school. These are the years that help shape



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the person that one will become. Splitting friends at this age must have a greater impact on a student's mental health than a dollar figure could represent. If the CBE provided equitable learning at all high schools, we might not be dealing with this issue to date? But currently, I'm not informed of what high schools offer what programs or what communities are designated to which high school.

- Recommendation. Rather than shuffle students around I feel it would be better for teachers to move around to accommodate the students.
- no
- Efforts to mitigate long waiting lists should be considered
- I find it concerning the in-scope options only include cutting of programs; reorganization of catchment boundaries, which is a sneaky way of forcing kids to be bused to schools without addressing the underlying problem of utilization and long-term sustainability; and re-configuring student populations, which again is a sneaky way of making the utilization numbers look good without fixing the underlying problem. A quick glance at the utilization map reveals a lack of future planning by the CBE. In the fast growing northeast quadrant, only three high schools serve the population and have done so for over 40 years. In the even faster growing southeast quadrant, only a single high school serves that community. The north end of Calgary (Coventry Hills, Country Hills, Panorama Hills, etc.) have been in existence for nearly three decades and no high school has been built to serve those communities.
 - What is also concerning is this process is only a five-year plan. There is great risk in taking away programs or making major changes to schools based on low or high utilization rates that in 7-10 years makes no sense. There needs to be a short, medium, and long term view of the problem in order to best decide what is the best course of action to balance the impacts over 5, 10, and 15 years. Otherwise, any decisions made are reactionary in nature and will continue to be so in the future.
 - My final concern is there is no mention in the background material provided stating any recognition that populations at schools ebb and flow as communities mature and then revitalized as older families move away and younger families move in. This ties into my previous point about taking a longer look at population growth and projections. It is a reality that



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some schools will not be fully utilized each year or even for several years but may quickly fill to capacity or beyond when demographics in the catchment area change.

- Why are there so many out of area students in over capacity schools?
- Since you really didn't do much engagement for the changing of how you mismanaged the French immersion in the NW, I don't have a lot of faith in this. Regardless, I've found that the High schools in the NW seem more concerned with Athletics than Academics... focus on the school work. You should be doing more of that anyway...
- The possibility the promotion of core classes online for learners that are good at self-regulation would be an interesting option for students. Are students in grade 10-12 able to take online classes, and if so how would the school accommodate schedules?
- n
- With the under-utilization of specific schools and a demographic change in those neighborhoods perhaps the conversion of these high schools to centralized technical schools would maximize their use. Trades programs, computer-based technical training and engineering co-op programs could work as in other Canadian cities. This could result in a reduction of Out of Attendance Area students attending traditional programming high schools, along with Attendance Area students choosing to travel to the technical high school, in turn allowing more spots for Out of Attendance Area students. If not already being tested perhaps the shift to 4-day school days would help reduce the on-campus number of students at any one time. By having teachers and students attend classes either Mon - Thurs or Tue - Friday with a slightly longer daytime schedule it would allow for lower numbers on campus while providing for a single administration day per week for teachers to plan classes, mark papers, etc. Thank you for taking the time to review my feedback, it is very much appreciated.
- No at this time.
- None
- Odd question format for questions 5 and 6 on this survey - it is unnecessarily cumbersome and confusing. Why not just ask survey takers to rank factors on a scale in order of importance (i.e. most important to not important at all) instead of having (essentially) mathematical skill testing questions??



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- why do we have so many directors and managers when we need more teachers?
- Question 5 - advanced placement and academics are essentially the same in a survey answer. Double dipping....
- Sorry but who designed this form? It is essentially impossible to complete. How is any reasonable person meant to be able to exactly divide 100 points between 6 or 10 categories. You have already set this up for failure.
- It is apparent that the goal of this survey was not to ask parents for feedback - rather to push some CBE program propoganda that does not service the needs of the students. Students attend school for academic preparation for post secondary and career placement - where were the questions related to these fundamentals?
- the website is very good in showing projections. This survey asked me to do math to equal 100(I know, sounds silly, but took a couple of extra minutes to calculate) that might turn many people away from doing this survey.
- Please push to have the high school build in the NW (Panorama/Coventry Hills). I will be taking my child out of the CBE and putting them in Notre Dame otherwise.
- I would pick a school based on academics and recommendations from others on staffing. the staff is a big issue. My daughter currently goes to a school where there is little to no communication from the staff to the parents. There is very little involvement from the staff. It is beyond disappointing.
- All schools require space and programs for students with challenges, not just a few schools. Access to good education needs to be sustainable.
- I have heard that my childrens' designated school is already at over 117% capacity. That tells me that an additional school is required, that kids are coming to this school from other areas, and schools needed to be built in those areas too.
- For severely underutilized schools, consider closing or converting part of the school down (eg convert to daycare facility and rent out the space, in-school before/after care, etc)
- If we can try to improve the quality of education and keep clear tracks for the students that would be good. Having the kids do k-6 at one school, then junior high at another, then high school at another is



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disruptive. If we can consolidate education centres and keep changes to a minimum that would be good and help create stability.

- Thank you for asking these questions, as my son goes into grade 9 next year so we need to start looking at High School carefully, and I have heard our designated Beaverbrook is not doing as well as we would hope.
- Another factor that can impact families in choosing a school is whether or not there is a subsidy for transit. Currently if you are not at your designated school there is no rebate for bussing which can save a family up to \$400 a year. This does not mean adding designated busses for the area if not needed but still qualify for the rebate if you are attending any high school and using city transit. I feel it is very unreasonable to have to pay upwards to \$700-\$800 per year to have your child attend a high school of their choosing.
- No
- I'm interested to know if you are looking at changing the designated school based on community or if there will still be options available. Specifically for my community we were previously designated to Lord Beaverbrook... Were we given the option to attend Henry Wise Wood instead I would be more agreeable to the kids going to a school other than our currently designated one.
- No
- Consultation is so important. Thanks for your time to complete it!
- In theory, choice is good. But in a system of constrained resources, we must limit choice to ensure high quality basic education for everyone, and allow extra curricular and private activities to enhance those basics. If not we'll have a huge breadth of under funded, poorly delivered choices which will deliver poor outcomes.
- Please give due consideration to parents who have made the commitment to live in a particular neighbourhood because of the school catchment. It would be unfair to change the rules on them.
- No
- Where is the numbers/buttons for a strong staff, dedicated to student achievement? A staff that works together to ensure student success? A staff that is NOT full of turn overs so that there is consistency of program and teaching for a number of years? A school that has a high rate of turn overs amongst staff has a feeling to the building and that is felt by students and parents.



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- Really need to relocate some communities from the North that are designated to Churchill. The school has changed in recent years with Nolan Hill and Sherwood. The CBE did not plan for many families buying in those areas. It has made Churchill far too packed. The communities immediately around Churchill will be self-sustaining such as Hamptons, Edgemont, Dalhousie, Varsity, Brentwood as young families will move in to be in Churchill catchment. I like the idea of kids being able to walk/ bike to school! Nolan Hill/ Sherwood should go to Bowness or other high school.
- Please remain transparent and try to communicate with parents as often as you can
- CBE needs to make better use of existing buildings
- no
- Great questions and please keep surveys twice a year and maybe more once approval of new schools or major changes to schools.
- Would like the schools that have Asian language courses.
- Is like to send my child to the high school of my choice which may not necessarily be my designated school or the one closest to my house without having to be forced into private, expensive education because I may not be happy with my designated school
- NO
- Student engagement at school should be a priority!
- This is hard to know as my kids are many years from high school. I feel like arts and music should have a more specific place on this poll, as that is what would likely be the deciding factor for my family.
- All children should be able to go to a public High School close to their home. No child should be spending two hours a day on a bus.
- Parents Should have free choice to have their kids in any High School...
- All CBE staff should teach at minimum 50% of the time; remove all non-classroom-staff and outsource functions that classroom staff does not want to do. There is no reason to have administration staff that cannot contribute directly with students inside the classroom.
- Please make it CBE policy to only accept drivers licenses as proof of address so that people who pay taxes to a particular school get priority placement and those outside the boundaries who are paying towards a different school can either go to their designated school or apply to other schools via lottery. Please put this change in place before September 2019 and ensure principals are following the rules.



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If a parent determines via word of mouth or research that a particular high school is of interest, and they want their child to go there and have priority placement, they should move to the area and pay taxes towards that school.

- I found this survey tough as I have 2 children soon to enter high school. One with a learning disability and one who is assessed as being gifted. One child who loves sports and one who doesn't. So I place a huge importance on the ability of a school to be able to accommodate all types of children and to give them the best opportunity to complete high school
- CBE must have foresight in planning and stop operating in crisis mode.
- keep siblings in the same schools to minimize the impact on families should be a priority. keep current students in their streams to keep moving in the system it was designed for when we signed them up for early french immersion, not keep changing boundaries like the early french immersion fiasco in the NW
- I hope there is a consideration to update the CALM class to make it more beneficial.
- CBE should provide a standard core education system . Providing too many options dilutes the system and costs more. Now is the time to focus on specific core academics.
- No
- No
- Ensuring sufficient academic support for students with learning challenges who are capable and smart yet require specific support that their peers don't. The answer isn't more tutoring on top school to compensate for lack of appropriate time and structure while in school etc, but focused quality in class time so they can succeed and pursue post-school dreams and goals. Engage their parents early and listen to them. Utilize them and their willingness to be in the schools and to support educators.
- I'd like to get information on universities and colleges .
- No
- In order to make an informed decision the CBE needs to communicate what a school currently has/does not have in terms of programming, options, faculty, etc it is in danger of losing or gaining. There needs to a more comprehensive fact sheet and list of what a school currently offers so parents can make an informed decision.



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- There's been no comments about school community, while some programming and options are nice to have I think there's work to be done building and sustaining the community and culture within a school - both my children experienced bullying and dropped out of traditional learning environments due to the culture within high school - both from other students and faculty. One school cannot be all things to all people and it's important to remember that as public schools there needs to be consistency at the highest level for physical wellbeing and academic learning for everyone. Additional programming, choices, and options change the culture and dynamics creating beliefs and "better than" perceptions. Back to basics; focus on that, build students, schools, and faculty with exceptional character and leave the 'electives' to be explored once they are out of the public school system. Build people of character and hope.
- None
- Move specialty stuff to schools with vacancy. If you want specialty, travel.
- 1. We need our children to be very well prepared according to their different abilities for the higher grades and collage. 2. Get the parents always involved with the school decisions about the kids chances and opportunities for their future because parents know their kids the best.
- We need to offer classes such as coding to all kids across the city. Not just in private schools.
- Firstly, get out of the business of determining where children go to school. You have the ability to move high demand programs around - use that to load balance your schools. Quit with the push for high Math and Science academics and instead radically expand applied programs like Computer science, Multimedia design, Computer Programming/Robotics, Arts/Music programs, Political Science, Psychology/Social Science etc. Thirdly, radically expand special needs staffs, budgets and power to force teachers to offer accommodations and help kids learn instead of simply offering the same performance they learned in college. Finally, insist every teacher gets a Masters Degree by the end of their 10th year of teaching so they know what they are doing. There's a reason most kids consider high school to be useless. It is -- go fix that.
- No



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- I would like advance transparency of at least 2 years warning prior to program changes that may require changes to schooling decisions. Some past decisions have had only a few months warning that causes undue stress on families
- No
- Allowing schools to save their allotted funds instead of forcing them to spend it all would promote frugality and solve some of the “oh my gaud, we don’t have enough money this year problem. Governments need to look at ways this would be possible instead of immediately writing it off.
- Increase the time and intensity of daily exercise - and focus on making a variety of athletic activities available. That's more important than a specialization like football.
- More IPP’s support
- No
- Bordering neighborhood students (communities directly beside the school locations community) are always moved when capacity is reached and these students are often bussed to long distance old schools with multiple transfers and less desirable options. These communities have it happen continually despite being so close to all the new schools in elementary middle and high. It happens to some students 4-5 times before they even reach high school age.
- We would be very upset if boundaries changed and prevented my grade 7 student from attending the same high school her older sibling has been attending. Also, if boundaries are changed, I hope all existing kids will be grandfathered so that they do not have to move schools. Kids have enough stress that they should not have to stress socially by being forced to attend different schools than their friends.

- We need a north high school (for the Northern Hills Communities - Coventry Hills, Panorama Hills, Harvest Hills)!
- There is no credibility to the CBEs pretends of valuing parental input. When you begin by stating that you have no intent of pleasing everyone it’s pretty clear that this is a meaningless exercise.
- Disruptions to staff, students and school cultures are going to happen. People will be upset. But we need to look at the long term. Calgary's population distribution has changed. CBE must adjust. We cannot build "more" schools. We need to utilize the ones we have.
- No thanks.



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- We moved to our current home in the summer before my son's kindergarten year specifically so my son could attend good schools that are within walking distance. It is not FAIR that these same schools are now overfull because you bus students into these schools from other districts!!! The attention my son gets from teachers is now limited. Seriously ... local residents should take precedence. Once a school is at the 85% - 100% capacity then more students shouldn't be accepted. ... and when you talk about equitable access to programs ... then FUND all the schools equitably. Students in socially/economically disadvantaged areas should receive MORE funding to make their programs comparable. This would account for the greater fundraising done by more involved parent councils.
- No
- It is fantastic that multi-languages were considered based on "Important Notice: Please have someone translate this for you", which I assume accessibility / no barrier is already being considered and adopted... yet ASL / LSQ is not an option in most communication channels. It is being assumed that everyone who receives this email is literate and can read, therefore may not require translation. CBE needs to adopt ASL / LSQ as a language and embrace every effort to implement it within your curriculum as a Language options in all Junior & High Schools at a minimum. Under the Alternative program availability (French Immersion, Spanish Bilingual, Arts-Centred), why isn't Sign Language an Alternative program option??? As well, ensure all effort is made to be accessible for everyone. If you need to chat further please feel free to contact me.
- If you are planning on having more "totalling 100" questions, please add a cell at the bottom that totals the score for us so that it is easier for us to balance our choices in priorities
 - not at this point.
 - robust band and choir including jazz, fine arts. Dual careers in CTS and fine arts opportunities.
 - Hockey program at Joan Cardinal?
 - I believe long commute times are detrimental to learning and development.
 - No



dialogue)))

- This questionnaire only solicits predefined answers from parents, and doesn't address the issues I have with schools, which are the namely the polarization and politicization.
- I want old schools to be renovated.
- You need to reduce costs without cutting funding to the schools. You are paying your executives WAY too much money and paying for a fancy building downtown that is no my necessary. There is a huge disconnect between the downtown folks and the schools. Get rid of that space and find something cheaper and provide better education to the students, and less costs for bussing. What you are charging for bussing is not affordable for a lot of people, even people who are not considered low income to be able to qualify for subsidies. I am seriously disgusted with the amount of money you are spending on unnecessary things. You are hemorrhaging money and forcing the parents to pay for your incompetence. You need to make it easier for students.
- when are they going to build an high in the north west/north central in calgary
- Proximity is so much more important than just being close to home. The time kids spend traveling to and from schools is time they aren't doing sports, hanging with friends, joining after school clubs, doing homework, spending time with family. If a child has to travel ridiculously distances to school it can hinder their education and social development.
- keeping manageable class sizes is so important. in low enrollment elementary considering extending higher grades at least jr. high before moving those kids into the high schools. K-9 is a popular model in the separate board.
- I would drive my kid anywhere in the city to a school that had a 100% commitment to anti-bullying. The CBE is lacking in practicing their policies. Rules on a piece of paper and the half-hearted activities around anti-bullying does not stop bullying our children. After high school these kids are on their own contributing to society...c'mon CBE! Take real action and take strong actions against bullying.
- Please look at sending MacEwan and sandstone kids to Queen Elizabeth grade 7-12. There is a designated transit bus already and SJAM is going to be at capacity soon.
- Question 5 has different answers depending on which of my children I'm thinking about.. one kid is totally academic the other more sports.



dialogue)))

- Need more teachers for the ever expanding system in those schools that are over enrollment and need support.
- No
- None
- With the rezoning of NE students and the capacity at Aberhart, I strongly support our Spanish bilingual program being moved to James Fowler high school
- We really need an International Baccalaureate Programme in the far SE (Cranston/Seton/...) area.
- We bought our house based on the current designated schools. I know we are one of many who did so. With the housing market the way it is moving is not an option for us. I hope to see the designated schools in my area remain our designated schools. If I wanted different schools I would have bought a different house.
- Found survey ambiguous and am concerned that the difficulty level of interpretation will exclude many participants from participating which will skew population size and results. Also feel trepidation for the potential for analysts to extract predetermined results. Number of the planning principles do not align to the website and the language differs. No clarity to intention or context behind this survey.
- The survey is skewed. In Question 4, the first three choices are essentially the same thing. Minimize disruptions for students, Provide program continuity from kindergarten to Grade 12, and Keep cohort groups (peer groups) of students together are all variations on the same theme. You're trying to spread the responses to this across three answers to lower the total percentage for this preference.
- We need a Coventry hills high school for commute times, capacity, and future growth
- The over crowded schools such as centennial have an over worked admin staff. As a result The kids suffer and are not looked after as they should be. Violence is overlooked.
- no
- Class size is very important. Students need to be able to have attention from their teachers so they can also get a complete education.
- It is shocking that teachers are allowed to recruit student athletes from out-of-catchment when schools are already over-crowded. School teams are not school teams under the current system.



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- In my personal experience with my two children, having mixed classrooms (eg. G. 4/5 & 5/6), have lead to bullying for both of them and/or learning inappropriate jokes from older kids. Also, volunteering in the classroom became harder, specially with teachers new to managing two grades at the same time. I want teachers to feel comfortable and confident with their job while parents are present. When teachers can't work comfortably, their students can't deliver properly and so parents can't comfortably sent children to school.
- No.
- N/A
- Half of my four children are already enrolled in their current school. Disrupting access to their current incumbent high school would be a major disruption to our family. Above all else, I believe that minimizing disruptions to students is the key deciding factor.
- Calgary needs to be better at getting schools into new communities. Children shouldn't have to ride the bus for 20-30 minutes/day to get to school in elementary and middle school age groups.
- My oldest daughter will be entering Grade 10 in six years from Fall 2019 (and the youngest in 9). My interest in the long-term planning of high schools is very important to my family and I cannot emphasize how important and well suited I think the opportunity to be part of an AP program would be for both of my children and would be hands down the number one consideration we would contemplate and encourage our children to base their high school choice on. They would do well anywhere, we are fortunate that way. They would have the best opportunity to challenge themselves to reach their full potential, however, in an environment full of like-minded and like-focused students.
- N/A
- Calgary north high needs to be built. The huge number of children can not be ignored. Our UCP candidate campaigned on this and it it imperative. It is not money wasted when it saves other costs for these families and children.
- Academics, athletics, and proximity to home are the top 3 requirements
- I'm concerned students' social groups will be broken up during a stage in their lives when their friends are everything.



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- Get rid of excess 'downtown' and put more money towards students directly!!!! Students first!!!
- I am highly concerned that students who attend Catholic school from K-9 are electing not to continue their high schooling in the Catholic division simply because they would prefer to attend high school closer to their community. Those of us with children in the CBE do not have the luxury of choice and it will be an outrage if CBE children need to attend high school further away to accommodate Catholic students. This is actively happening with Earnest Manning high school and it is unacceptable. If you pay taxes to the separate division you can attend their schools.
- Students coming from catholic elementary or middle should be second priority to students who have been in CBE and paying tax to CBE for their children's elementary and middle years
- Why, in the current economic climate and budget shortfall situation, and with High School redesign underway is a school like Henry Wise Wood being allowed to spend upwards of a quarter of a million dollars on a courtyard renovation? We need to close older buildings that don't offer rich option choices for our students.
- Schools should have home work and agendas again so parents can have a clearer sense of what their child is being taught in school. Also if there are issues with your child regarding academics or other children the parents should be notified immediately.
- Ernest Manning population growth is ridiculous - start at 120% for next year and 143% by graduation. How does 118% currently and 45 students per class seem reasonable. Is 54 students per class at all acceptable????
- What does advanced placement mean?
- No
- Please don't overlook the kids again like you did when you changed the designations of the French immersion programs. Please do not split kids from their peers, please do not split peer groups...I feel like you didn't care at all about my child and her group of peers. At least the new principal seems to care...I think you have made many negative changes to the French immersion program for elementary and junior high. There are numerous people dropping out because of the terrible job you have done.
- Please stop bouncing kids around all over the city. My daughters JH has kids going to 4 different HS. This is CRAZY because every time



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they go to a new school they start over with friendships. We need to reduce stress, not ramp it up for these kids. Please think about their well being instead of thinking of them as chess pieces.

- No
- No
- Would like art funding
- What does "continuity of program from k-12" even mean? Your video wasted at least 3 minutes telling me things like you care about students. Of course you do. Thank you. Can't we just move onto solutions? If you move ep scarlett's french program to beaverbrook you just solved two schools problems. Hooray.
- School culture is not really incorporated into this list. I know it is hard to measure, but it is significant in our decision making, as we have children who have anxiety issues and mental health is very important to us. I have captured this under "word of mouth", but it is bigger than that. Also, I'm Not sure how long term sustainability impacts our childrens' education?
- I don't know anything about International Baccalaureate Program or Advanced Placement so I am not sure what the value/advantage is.
- It would be interesting to have the elementary school go from k-8 and high school 9-12.
- How much is this three consultation and plan development going to cost the parents who pay education taxes to the province. What portion of it goes to high priced consultants when the CBE has the capability to do the work themselves.
- Would be nice to have a German language option up to grade 12 as the only program currently available is only up to grade 6
- No
- This survey should also be send to all those covered in census who's to be children will attend the school system. The reason most current parents who are not going to use the school system after 2 or 3 years may not take the survey or may not offer the survey with utmost care and accuracy .
- I believe alternative programs are essential to the public school system. They allow students to learn the way that suits their needs. Having a choice in programming is very important to these kids in order to nurture their talents and their future after secondary school.
- None at this time.
- None



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- PIs allow kids living close to school to access the school in their quadrant. Kids should not have to travel by bus no more than 10 min to get to their school. School bus should be free for kids who live up to 5 blocks away from the school. In the winter, not everyone can walk to school. Also need to be mindful of school hours in relation to normal working hours for parents. Not have more than 20 students in one class. More students creates disruption to learning and less one on one for students.
- Please don't change school boundaries and don't impact current students in particular school. For an example recent boundary changes to Langevin school.
- N/A
- Students should go to school closest to home except if the school has low enrolment.
- Based on city growth and changes it might be time to take a tough look at designated school zones. While difficult, perhaps an optional phased approach over the next 3 years that allows cohorts to stay together IF they wish but also open the door for switching to future designated schools as well.
- We plan on switching from french immersion to english IB in grade 10 and know of many other families with the same thought in mind.
- Please do not discontinue or lessen access to Arts Based Learning through to the end of high school!
- Na
- It is time to make the school budget transparent to all teachers and all parents. Transparency will get support from teachers and parents.
- Keep up the engagement
- I'm not seeing much in relation to complex needs and its supports and integration into the school.
- My children have questioned where they will be attending high school. If a decision is made public in October 2021, when will changes be implemented?
- No
- no
- N/A
- nothing at this time.
- Arts are key. Especially music.



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- There are other factors that will cause us to make decisions. These include the approaches and policies of the school administration and leadership. In fact, this is the single most important variable as they have the most direct impact on student success. It is disappointing not to see this in the considerations.
- If they are left under utilized, they can turn into charter schools
- I believe it is important to balance optimization. This means student will need to commute. Students within close proximity to an existing school 30min - 45min walk should be able to attend that school.
- siblings entering high school should have the option of attending the same school as their sibling even if the boundaries are changed
- I prefer smaller high schools to better learning outcomes
- For proximity to home - it is not how the crow flies but the time it takes to travel and the safety of the roads to get there.
- This should not take 3 years to complete. You don't have a single moment to waste, the junior high surge facing at capacity high schools is huge and you've known it was coming for years. Look at the boundaries now, alleviate the crush now. I couldn't care less if my dream high school was in my neighbourhood with every option I wanted if it's at 120% capacity. Who can learn like that?
- NA
- Our family has learned that providing support for youth with learning disabilities is an increasing challenge and has become much more common than when we went through High School. We will be looking for our children's schools to accomodate these conditions in our children, and other students.
- n/a
- What is CBE doing to ensure there are no Vape shops for example just across the High Schools?? This is absolutely not acceptable. I want to see action in this regard. Don't want our kids lives spoilt by greedy decisions being made.
- Not yet - I am interested in solutions that come out of this. I think it is time to make a change - it has been proven that giving students more autonomy and choice makes better students so I think the CBE has an opportunity to make a paradigm shift - something bigger than how do we shuffle the students.
- Minimize driving distance for families.
- High schools should offer "honours" classes; different than AP and IB. This used to be offered at Crescent in the early 90's and had an



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inquiry approach for students attaining higher than 80% but no interest in AP or IB.

- As a parent and teacher, I believe student:classroom teacher ratios are crucially important to allow the needs, abilities and potential for all students to be realized. Ideally, this ratio ought to be no more than 25-28:1. This is exclusive of specialist teachers.
- With regards to boundaries, and Ernest Manning high school, I strongly feel that all the kids living west of Sarcee Trail should be designated to Ernest Manning. My son currently attends Bishop Pinkham, but we live in Cougar Ridge and West Springs. I feel that students living East of Sarcee Trail should be designated to Central Memorial. I've heard rumours that we may be sent to Bowness. This would be horrible for us as we are trying to stay away from Bow Trail and Sarcee when the roads are bad, which is quite often. I feel we should be able to attend Ernest Manning as it is closest to us and easiest access. (This was a very strange way to rank these choices. Why not rank from 1 to 10?)
- Keeping siblings together is also important to me
- We need a high school in North Central Calgary. I'm sure other areas need schools too. We need to build where needed rather than bus all over the city.
- Opening several new suburban high schools over the pas few years without planning for the existing inner city infrastructure seems like poor planning by the CBE. Boundaries should be redrawn to re-distribute students more evenly. Additionally, programs such as AP and IB that will attract students to a specific school should be offered at the under-subscribed inner city schools and not at the suburban schools, to help balance enrolment through student choice.
- No
- None
- More option to entry the school near to home which has athletic option
- Disappointed that our tax dollars were spent on a substantial renovation and update to Lord Beaverbrook and then the CBE cut enrolment to that all of those updates are now under utilized. It just doesn't make sense and is frustrating.
- Why do you have a high priced downtown office? Why do you have a lot of managers that do nothing? Why do you have principles that are useless? Why are you always over budget and blaming the



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government? Why do smaller school boards that receive less money perform better than CBE. I think that the CBE is the problem. The solution to your problem is simple.... no cost busing! Why am I paying for your poor choices

- No
- No
- No
- As a participant of the survey, I would prefer survey results be sent to my email, rather than having to remember, and then look for the link to see the results.
- No
- We built a house in an area (Ramsay) near western Canada because of its successful programs. I want that boundary to remain.
- We have just moved within Calgary, and anticipate our kids will be in a different Highschool than we originally thought. But our experience of CBE schools (we've had kids in 2, and are enrolling in a 3rd school for September) has been tremendous. We have faith that there aren't "bad" schools...the calibre of staff, intentionality toward students achieving good outcomes in learning and life shaping, and the value of healthy culture in school has been amazing. As a result we feel good about wherever our sons will be educated within the CBE.
- Music is important to me.
- We purchased a home in a specific inner city community when our children were young so they could attend specific schools throughout their school careers. To change these options IN THE MOST IMPORTANT YEARS of their lives, would be extremely frustrating. I would not want my daughters to have to make lengthy commutes each day to school because of the CBE's lack of thought process into these issues years ago. It is no surprise to me that you are facing these issues as you chose to ignore them when these students entered their first years of school.
- Please provide IB in more schools.
- Need IB schools in all areas of city
- No
- I have heard that Earnest Manning is full and they want students from Cougar Ridge to go to Bowness. I would not like this option as it is difficult to get off the hill in the winter with busses and cars and it separates the friendships that cougar ridge students have with west spring students being in communities that are side by side.



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- Lack of basic arts programming as a core choice is oddly missing in the above list.
- No
- I think large schools should be used to their capacity. Newer schools are so small and are bursting at the seams. Were never meant to hold over 2000 kids where as older schools like Beaverbrook were. I really don't like adult students with teenagers. It has been very problematic this year and I don't like it. I don't think Chinook should be mixed with regular high schools it should be separate.
- no
- I would chose a high school for my child that has no more than 25 students in a class.
- Academics, using resources effectively, new experiences, and opportunities to build real life skills (such as cooking, money management, social skills, emotional control, etc).
- Consideration of neighbourhoods that have or have had close schools and are choosing to move students to a 'newer' school should only be based on capacity after designated school students are in place. Should not be able to drive past one school to go to another.
- More academics is needed in schools.
- I am not in favour of adding grade 9 to high school.
- Better support for special need (code 42) low level learners etc
- The transfer process which certainly impacts enrolment is still not being followed consistently or equitably by all schools. It is still school vs school. Schools are forced to try and offer every single option to compete with the larger cornerstone schools
- Please optimize CBE websites for mobile. Consuming this content is painful.
- Gate availability in high school
- Please build a high school in the Coventry area. We need one badly.
- Examining existing boundaries is of interest to me, ideally a north Calgary high school will be built in the coming years, but if that does not happen, I hope to see some changes to which neighbourhoods feed which schools.
- CBE high schools being populated by students who've attended CCS for elementary & middle school grades?
- No



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- Use space and resources effectively so school utilization is more equitable while minimizing student travel time to school.
- My main concern/ focus would be on ensuring a globally competitive academic program so that CBE graduates are on par with others around the world.
- The sooner we know about changes the better we can prepare kids with special needs. Which should have been a topic for consideration.
- Good resource and extracurricular for their future careers. Exchange students opportunities
- Is busing available to High School?
- Complex learning classes is not listed but i would rank it 50, have used Alternative programs because it made sense if it does include complex learning classes.
- Yes, I think that children who have gone through school with the Catholic School Board should be made to attend a Catholic high school. There were many children in Auburn Bay and surrounding areas who transferred from the Catholic School Board to CBE because JCS High School was closer for them to attend school. This takes up spaces for other children who could possibly attend.
- Future planning needs to be done before the school is open. It does not create a good sense of community when the schools (JCS) opens and second year is over capacity. Boundaries need to be set and firm to provide opportunity for students to go to their local high school and not be changed every other year.
- Let's avoid transitioning students from class based interactive query based learning to post secondary style lecture based learning. We know this does not create good life learners. As a post secondary teacher we get students who want to be hand fed info from the white board, cannot deal with processing information nor form an opinion due to being spoon fed information at high school. We have a duty to create thinkers and problem solvers and teens in classes of 50 will not contribute. This is not best Practice and does not allow them to explore ideas and theories or be in a safe learning environment where all ideas are welcome.
- None for now
- Support for learning needs is important for us
- Parent choice of program is a high priority



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- It would be nice to have grade 6 Spanish available at canyon meadows school. Then jr Hugh has less kids. And ep scarlette could only have 10-12.
- Boundaries should be redrawn so that students are closer to home. Move alternative programs to the under used high schools (Bowness) and open up space in high schools in areas in the nw where there is more population (aberhart/Churchill)
- Close under utilized schools and reallocate the saved money to the overcrowded schools.
- I think priority must be given to regular programming in communities. There are extra-curricular options available for families to invest in, but kids across the city from all income groups deserve a high-quality public education close to home. If the CBE could elevate standardized test scores and win back some charter students, perhaps we would see helpful changes to enrolment and/or test scores. I don't think people leave the CBE for French or traditional learning. They leave for smaller class sizes and higher test scores. Also, use your parent base. The same parents spending thousands on hockey and dance, want our kids to do well on school. Educate parents on how to help their kids to bring up their scores -- it's cheaper than Mathnasium.
- Open catholic schools to public kids to help balance everything
- Bullying and Mental Health an important factor of choice in any school and especially at High School; what are you doing to ensure this is addressed
- Our high schools are too large. Students get lost in the large numbers and have little opportunity to participate in sports or clubs when populations exceed 2000 students. At an age where children are still exploring their options this is not a good thing.
- I believe that if you move to an area without schools you should be prepared to bus your child long distances. Other children should not bear the brunt of your choices.
- Any changes to school boundaries be communicated early in the process. As a parent looking to move areas in the next year specifically for schools, I do not want to be in the position that we end up out of the boundary for the schools we are hoping our children can attend.
- If redistribution of students to schools further from their homes where there is more space available occurs, the CBE should ensure that



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adequate transportation options are available ie Calgary Transit special routes, in order to minimize the number of parents or students driving to school and creating traffic and parking problems for these high schools; also, creative use of school space around high schools should be considered - there are many high school classes that don't require specialized classrooms - perhaps they could be moved to nearby middle schools? All solutions should be considered to ensure high schools are not overcrowded especially if there is excess capacity at any other school in the vicinity

- Yellow school bussing is also an important factor. Students must be able to get there without Long Calgary Transit commute. My daughter currently gets complex learning needs bus for Gate, if not for bus she would be taking 2 buses and 2 trains each way.
- The distance between school and home is not an issue at night school. If you see challenges of attending a particular school is low and people filling transfer get a survey at transfer and find out why the transfer rates are high.
- I believe that if school performance was more comparable across all schools there would be less hesitancy among parents to have attendance distributed across other low attendance schools. A large contributor to high attendance for certain schools is that they attract students because they have higher performance results than other schools. More work should be done on equalizing performance rather than changing boundaries etc.
- No, not at this time.
- First priority kids need to learn the basics
 - They need get to school safely
 - They need a good social environment
 - They need to be challenged and engaged.
- I would be so disappointed to see boundaries change in a way that means a student has to commute further if they don't want to. I also strongly prefer the k-6, 7-9, 10-12 structure and would be unimpressed if we moved to a k-4, 5-8, 9-12 structure, as I don't think it's as effective a grouping in terms of compatible maturity after k-4
- Calgary has changed and the new populations in the pipeline to enter school are taking longer and longer commutes to justify older aging assets. Stop drawing lines on maps to justify the infrastructure that exists and deal with the bigger problem that having 2 separate school systems (one based on a religion that makes up a minority of the



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population) and one for all others is not one of the structural problems that exists.

- no
- Great need for good public option on west side
- Make sure you tell us how the information received from stakeholders has influenced the decisions that are made and why you are NOT able to use some of the input. □
- None
- Not at this time
- Length of time to commute to/from the high school is a bigger factor than proximity to home. A high school that is fairly close as the crow flies, may take an exceedingly long time to reach by public transit, depending on the number of transfers required to get there. Another school that may be farther from home, but along a more direct transit route could be much more convenient to get to/from and require a shorter commute.
- Class sizes are a huge consideration.
- My biggest concern is that my students are able to have equal access to courses no matter which school they attend and that these courses are offered by competent teachers that are trained and content.
- Don't dilute/cannibalize successful schools to prop up struggling schools. Build new capacity at struggling schools. Quality programs attract quality students
- No
- The engagement should not take as long as outlined. A sense of urgency that is not apparent is required.
- none
- No
- LBHS doesn't need to be so far under capacity. JCS is overflowing and all that had to happen was to re-designate these new "optional" communities officially to balance numbers and opportunities. Students are not returning to LBHS by choice because they are wanting to stay with their friends and think the new high school offers a better learning environment and are impressed with the new construction. This is a huge failure on the part of the CBE.
- For question #5, our decisions will be based on how students with IPPs and special learning needs are supported. This includes diagnoses such as ADHD and giftedness.



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- We need a high school in northern hills and as design has been approved, we hope it will be built.
- Access to both French Immersion and regular English should be equitable in a bilingual country.
- No
- is there any plan to have any heritage language courses offered through school as after school or weekend program?
- no
- Not yet!
- Make designated kids the priority & give preference
- North-Central Calgary, more than any other sector, requires a high school ASAP. Move alternative programs and specialized options into the older, more central schools. Look at innovative solutions for new sites/structures (existing facilities, 'swaps', co-locations). Create a phased model of new high school development.
- none
- Coventry needs a public high school. We are thinking of relocating so my soon to be grade 4 twins can go to a high school without being bused, especially in the winter.
- At high school age, students are very capable of commuting to the destinations they want to go, therefore "designated school" should not be applied to high schools thus allowing students to choose any school they want to attend. Subsidized bus pass is the best way to help students and families for their transportation expenses.
- Prioritize High school for Northern Hills area.
- No
- No
- No
- BUILD A HIGH SCHOOL IN NORTH CENTRAL CALGARY!!!
- I work in post-secondary, and I believe it would be beneficial to give students the ability to choose pathway programs that would help them prepare for any certificate/diploma/degree credentials that they would like to achieve at the post-secondary level, or to help them prepare to enter the workforce if they aren't ready to decide on post-secondary.
- you HAVE to relook at the boundaries for schools, especially new ones like JCS where the school is going to be way overpopulated vs others that serviced the SE like Beaverbrook. JCS should first allow only Cranston, Auburn Bay, Mahogany and Seton as those are



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obviously much closer to the new school. Communities North of Stoney Trail should remain in their existing designated schools since they are bussing anyway.

- No
- Would be great to see science alternative programs extended to grade 12 rather than ending at grade 9
- these changes continue to affect only one of my children...have you taken into account the timelines for these changes?
- It seems by the time this is implemented 1/2 of the boom will already be immersed in high school. This planning seems to be behind by 2-3 years.
- Yes! WHAT were you thinking changing boundaries for Beaverbrook. Your decision decimated that school and only added to JCS. It was said you wanted to keep middle school kids together from MP but Nickle students are separated. You have made HUGE mistakes on the backs of the students and your timeline for change is ridiculous
- Regular updates on new high school progress for the Northern Hills. Considering switching to Catholic program for location.
- No
- Montessori program should be available from K-12. It is really sad not to have continued Montessori education after leaving Captain Jhon Palliser at Grade 6.
- Build another HS in the SE, and make it a 9-12. I would recommend Cranston area. Split the deep south by the Deerfoot. Programs are important but having a sports centered school ie Wise Wood, and an Arts School etc separates students from friends, and makes the school too specific. I think a great, general public high school, close to home is the most important thing. There could be sharing of sports teams to make those work. i.e. the successful football program between Scarlet and Centennial.
- under utilized schools with less than 200 students should be closed. Try renting out schools for community meetings for extra revenues.Extra bussing costs as mentioned earlier.
- This is a great survey, although, and basing off of our current school specifically, is not one that would be easy to answer for many parents, especially for those that don't have english as their first language. Perhaps communicating notices and surveys in the most straightforward way possible, keeping in mind that some students may be interpreting for their parents, would be most effective.



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- Building community and school in our own neighbourhood that provides high quality education is extremely important. We shouldn't have to go to charter school, private school or special 'arts' or any other specialized school to get an excellent education.
- Alternative programs like homeschooling and CBE-Learn need to be protected.
- no
- This seems a bit unfair for these programs as I'm sure they're important to those who use them but most don't use them so your survey results are going to give you what you're looking for. I don't even know what some of these programs are or what may be available as my child is not in high school yet.
- As you can see by my answer, proximity to home is very important to me. I believe the school is an integral part of the community surrounding it. Although I do know of families that travel across town to specific schools to get a specific program, that is not my thought. I believe that the village that it takes to raise a child should encompass the school, and the same children that go to that school should also be your neighbours...when possible. In that vein, I would like to see the specialization of schools be diminished...all our children should have access to the same programs and obtain the same level of education. If parents want to have specialization...they should go to charter schools.
- Are you sure your growth statistics are right for inner city. Altadore school is too crowded (have had a lot of CBE/teacher/parent info sessions) and we feed into Central Memorial- which you're showing as under utilized. I question whether you have forecasted the inner city re-gentrification and densification correctly
- No
- Jnh kids are already planning... changes should be 2 or 3 years out, so their plans aren't crushed.
- Nope
- No
- N/A
- My son is currently in grade 10 at Ernest Manning. 200 students from his Jr High (AE Cross) were designated to Manning and only 30 to Central. He had been going to school with most of these children since grade one. When we finally got him transferred to Manning to be with his friends (although you are not allowed to say that on the



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transfer form), we found out he couldn't play sport for one full year. This has been a very challenging year to a child who has played on every sport team going in Jr High. Now he is playing video games after school. Highly disappointed in the system which we believe has failed our child and his well being. One month of being separated from all the kids he had grown up with, and spending lunch hours on his own, to finally getting to move and then being told he couldn't participate in any sport, including football next fall.

- There should be more open spots for special needs kids. Needs to open more special education schools to meet their needs.
- No
- I suggest catchment areas can be redrawn to spread out students more evenly across the schools.
- We can appreciate that boundaries will likely change but we hope that students currently attending a regular program will be grandfathered to allow them to finish their Grade 12 program
- Must be able to attend a school close to home
- No
- I think it is critical that public schools provide quality education in the neighborhoods where students live. It's a terrible waste of resources to have people driving/busing all over the place.
- Keep classroom sizes small for optimal reach of all students.
- Not at this time.
- What about offering bussing at a discounted rate if a student chooses a school further away from home.
- We have yet to decide on IB or AP for my children so I can't appropriately assign a value to one of them
- schools need to reflect the socio-economic status of the community.
- no
- No
- I'm not sure what Advance Placement means... if that's university prep, then I would likely rate that higher. I'd like to know what High Schools we have access to from our area and what they specialize in so that I could make the right choice for my children.
- Would love to see late, late immersion of Spanish, Mandarin, and Arabic.
- Redesigning the boundaries is something that should be done.
 - Bowness High School- Courgar Ridge, West Springs, Coach Hill, Patterson



dialogue)))

- Ernest Manning- Springbank Hill, Aspen, Strathcona, Signal Hill, Christie Estates
- Central Memorial- Richmond, Westhills, Discovery
- Please stop teaching "cultural" studies and start teaching life skills. Accounting, taxes, credit & finance, budgeting, employment search & career pathing, health, diet, cooking, hygiene, effective speaking, citizenship. Prepare children much earlier for taking personal responsibility and teach them how to be held accountable and hold themselves accountable for their actions or lack of actions. Bring back failing grades and remove participation awards. Bring back strict and severe consequences for inappropriate behavior, attitudes and poor participation (suspensions, remedial program requirements, summer school).
- No
- My kids are gifted, so my answers are biased based on this. I don't want them to have to spend 2-4 years of their lives in a an additional post high school university just to make the requirements for their university of choice... That's extra time and money, when they could learn all the prerequisites in a good advanced placement high school, or other programs that would offer those prerequisites in the same high school.
- High school with high performance development programs for athletes would be a larger decision in our choice but it was not an option.
- Please be more specific and upfront than what took place in the French Immersion engagement. If there is a preferred option by the CBE at this point or one which is likely going to pushed along (ie. all of Spanish immersion will be leaving Aberhart or all of the English program at X school will be leaving or these north communities will have to be re-zoned from Churchill) then please start with that so it can be legitimately discussed.
- I would like to see siblings being able to attend school together
- no
- Not at this time.
- No
- With respect to overcrowding at Ernest Manning. I believe primary consideration should be taken for keeping kids close to home and with their school peers. As well, much like was done when allowing Cougar Ridge students to enter West Springs School, the children



dialogue)))

already attending their designated CBE School were given priority. That should apply here too. And most certainly apply to people coming from the Catholic System and choosing to switch to CBE for access to Manning. It would also make absolutely zero logistical sense to have any extra traffic/vehicles/kids leaving the area West of Sarcee Trail (which is already a traffic nightmare) when there is a High School available to keep traffic off the Bow/Sarcee intersections. And it makes far more sense for the traffic from East of Sarcee to flow and merge onto Sarcee to head to Bowness High School.

- No
- Please keep French Immersion Program at Western Canada
- I think that it important to have proper planning when new sub divisions are going in to ensure that schools are available so that schools near by do not have to take on additional kids and go over their capacity limit. Should not allow people to pick and choose where, should be completely location based
- Rationalize and limit specialized programs. But certain ones are federally mandated and supported, ie. French immersion. These should be priorities.
- Keep children and families in the same schools. Stop making so many changes and keep children together who have been together for a long time. Grandfather families into schools who have already been in a school.
- Ensure that STEM courses are well designed for our students to enter further education.
- My background is in marketing (specifically assessing market needs) From my perspective, if you have an overdemand for some of your products, and would like to increase demand for others, it makes the most sense to assess why the in-demand options are so popular & try to re-create those circumstances in the less popular option. if that is financially unfeasible, then it makes more sense to shift resources from the more popular one to the less popular one. This begs the question to me, how are the resources and programs that drive the popularity of your overpopulated schools compare with the underpopulated schools, and do student indicators of success correlate with how many students want to attend that school. I hope as this process unfolds, that data is examined as well.



dialogue)))

- Very interested in academic focused high school programming in Deep South Calgary. My children are currently in elementary TLC programming.
- The idea High Schools are becoming so full is a bit worrisome as I know Ernest Manning is one of them and that is our designated school. Students should be allocated to schools which make sense not just for proximity but for having decent class sizes too. Maybe not allowing out of bound students to attend a high school simply because there is a program of choice for them, but designating them to their school if numbers become so large.
- I would also choose a school based on how safe it is for racialized, Indigenous, and 2SLGBTQ+ students, and how many institutional supports exist for those groups.
- I find the method of assigning values to factors, making them equivalent to 100, confusing, time consuming and not user friendly. I would prefer answers indicated by numbers from most desired to least.
- QUALITY OF ADMINISTRATORS and , TEACHERS should be the most important considerations. Assuming all administrators and teachers are good at their jobs has resulted in a decline in the the quality of education.
- My oldest is only in grade 3 so my perspective may change!
- Self directed study that is supported for high performance athletes is what we are looking for, we need a school that will work with our daughters National Canadian League waterpolo training and competition schedule that still offers AP and Band.
- No
- I recognize this will be a difficult process. I thank you for taking this on... It is a big job to restructure the entire city. My family went through the French Immersion elementary / junior high restructuring and recognize the heartache and headache BOTH the CBE and Parents went through. To each and every parent, our children are massively important, and it is our job as parents to advocate for them while trying to find the best compromise. We do appreciate your hard work too.
- The Catholic School board should be combined with the public school board. This would advance most of the key objectives - i.e. proximity to home, effective use of space and resources and long term sustainability.



dialogue)))

- no
- my priority is seeing a high school built in the NW
- Teachers need to be empowered to remove disruptive students from classrooms. Better tool kits and mentoring need to be provided to teacher to better manage those disrespectful students, more needs to be done, as it affects good 'model' students that want to learn and enjoy school. It's very disturbing hearing that kids vape in the classroom during class.
- N/A
- I feel that a local high school should provide a variety of options for the students however if it is more specific such as AP, BA or language/arts focused the CBE should have specific schools for those students so they are all at one with equal minded peers instead of splitting up and offering all of these courses at each high school.
- Class sizes and availability of funding for an appropriate number of support staff are always a concern.
- Thank you for collaborating with the parents, I understand high schools impact students, staff and families. I'm happy to help shed some light on the topic as long as our kids have choices for their education. It's not always about how close a school is although it's convenient for families but choices in programming shouldn't be bound to boundaries.
- No
- None
- Emphasis on STEM programs is most important
- Have you never heard of ranking-style questions? e.g. drag and drop to rank? If you can't put out a well-structured survey, I'm deeply concerned about your broader plan execution.
- None
- No
- As noted above I need to understand whether the decisions affecting Ernest Manning will be accelerated and if so how can I participate in that.
- I think for some parents choosing other schools outside of their designation would be an option if they had transportation. Also, if there were more school options for students with special needs I would choose those if I could.
- We went through the process of choosing a High School last year as my oldest is in Grade 10 right now. We ended up letting him choose



dialogue)))

where he wanted to go and he chose a school because it offered a course he wanted. It is a bonus that it is within walking distance. My answers may have been very different last year before my child was actually in High school though. Much talk among the parents about the reputations of the schools. Many parents were totally scandalised that I let my son not only pick his school but let him go to a "less desirable" one. This should be a very interesting process.

- The focus needs to be on equity and quality of education. Small class sizes and support for teachers is key. I would rather my sons travel slightly further for a better academic experience and to be with like minded peers and motivated teachers.
- Not at this time.
- None
- I think that moving special programs such as immersion, bilingual, baccalaureate, arts, sports and specialized programs to schools with lower enrolment forecasts, would help elevate overcrowding at current schools. Also, people look at exam scores for PATs and choose schools they think are better based on those. You need to move some 'draws' to those schools around, to even out enrolment.
- Why are new schools built without enough capacity for the area?
- Students should always be allowed to go to the closest school to their home and I think Grade 9 to grade 12 is a much better idea than what we have now kids are constantly changing schools it becomes a big hassle
- Other considerations would be flexible programs and school schedules
- We are enrolled in the Traditional Learning Centre (TLC) program but it is not mentioned in this survey.
- Strongly disagree with moving toward 9-12 instead of 10-12 for high school.
- I am hearing rumours that my children are to be moved to central (which I hear is a good school) instead of Ernest Manning which is within walking distance
- high school open house information
- What I really believe would enhance our education system (I am speaking from my role as a psychologist here), would be better quality education around: communication skills, emotional intelligence/regulation, planning, note-taking, and organizational skills. From my clinical work, it seems as though they get too much



dialogue)))

emphasis on standardized content and not enough on important process issues (i.e., how to communicate effectively; how to absorb vast amounts of information and organize it for deeper understanding) or other life skills that are foundational to academic success. In teaching those skills, I think it would be important to consult with social scientists and mental health professionals. I have worked as a mental health coordinator at a major university in Alberta and I believe the mental health crisis in the post secondary setting, as well as what we see in the health care system more broadly, has a lot to do with a lack of preparedness for what comes after high school. Some of this risk could be mitigated (potentially) through consultation with an interdisciplinary team of regulated health professionals re: program and course content and design. High school students also report (in private practice) a lack of awareness and sensitivity on the part of school staff re: mental health issues. Suicide is something that comes up often, but there are a number of issues. It is hard to find quality content that actually helps; this is where the interdisciplinary aspect in consultation becomes important, lest you end up with programming that is overly 'medicalized' and leaves students feeling their mental health issues can be reduced to neurotransmitters and treated with drugs. They seem to need much greater support in developing a sense of intrinsic motivation and self-efficacy.

- My son, born in 2011, is part of the country's second biggest baby boom, after the 50s baby boom. I hope you are considering g that he is part of a large group of kids about to start high school in 5-10 years. I'm worried you are only considering the current population and sprawl and not the future years. I'm also curious where these numbers come from. Like the source.
- My daughter is doing extremely well in her classes, attends regularly, and is bored silly with school. Really does not like going.
- I do not believe that specialized programs are more valuable than regular community programs. Stop shipping kids all over the city - if parents want programs beyond regular community school, they should have to foot the bill themselves by going charter or private. Our government will not fund the public system to accommodate for ridiculous numbers of "choice" programs, at the expense of regular community programs.
- make busing cheaper



dialogue)))

- When there is a lottery for high school, priority should be given to students who were in the CBE system in 5-9 (or even K-9).
- I would really like to know that my children will not continue to be shuffled from school to school, year to year with long and costly transportation plans just to be able to access specialized programming.
- The proximity map for bus coverage should be reassessed. My son has to walk for 40 minutes each way once he starts High school and I will not get any coverage for buses for this. Then he will have homework once he gets home. This leaves him no free time unless I pay full price for bus pass. Not in my budget as I make just enough to get by as a single mother but too much to get any help on this. Not only stresses the child out but the parent
- No
- My child may still be in competitive downhill ski racing when he reaches high school. An important factor in our choice of where he will go may involve choosing a school that supports independent learning (i.e. not necessarily a program with Monday to Friday instruction, but something more flexible for attendance if he's training on weekdays and a program that supports students learning outside of the classroom).
- I am hopeful there will be a new high school built in the NW (Panorama area)
- Factor: smaller class sizes; academic not athletic culture
- I think all students who attend CBE junior highs and live on the hill should be allowed into Ernest Manning. Do not allow kids who attend Catholic or other junior highs to switch to Manning for High School.
- What a weird way to do a survey. Questions that have answers that must add up to 100? Very strange...
- I am concerned about a lack of diversity among teachers. Our kids go to school where not a single teacher looks like them.
- Science Alternative program continuation from Jr. High should be considered
- No
- I would like to see decisions made based on a well supported (research) learning philosophy rather than just economics and logistics. For example both my kids experienced the change from the elementary-junior high- high school model to elementary- middle



dialogue)))

school- high school model. The communication and engagement process around that centred on logistics. Too many kids in elementary, we need to deal with overcrowding so let's send them to junior high and call it middle school. Rather than these are the philosophical reasons why middle school is being embraced and therefore we are making that adjustment and reconfiguring the grade structure. But we all knew it was to move kids out of the overcrowded elementary school. The focus wasn't on the benefits of middle school and grouping those particular grades together.

- Class size is not on this list??
- Can you produce a table comparing all of the schools that you expect to be impacted? Are you engaging people with kids in elementary school as well as those of us with kids just entering high school next year? Will you please continue to email me directly?
- If a current school offers what the student needs/wants but is full, will they have to move to the lesser filled school, and possibly lose the options/field of learning, or will students be given the option to decide to move.
- Options and elective programs need to have a clear sustainable plan for long term viability. In addition, if these programs are to be offered equitably and eye to making them mobile or decentralized with partner institutions or organizations should be evaluated. The value of partnering with others institutions could be a potential boon for all, but at least should be explored.
- I'm disappointed by the distance my child will have to travel to high school.
- I can't stand all the fluff stuff. My kids seem to spend more time on field trips and watching movies in class than they do learning the basics. The school system here is broken. You try to be too fancy and miss the basics like times tables, which neither of my kids know off by heart. What benefit is there to knowing how an airplane can get aloft if you don't even know how to multiply in your head. Shocking!!!! You need to go back to the basics - reading, writing and arithmetic.
- Children that are in grade 7 learning disabilities classes should be provided yellow bus service! 11years old is way too young to take a train and 2 buses alone!
- Build new schools? I'm not sure why this is a shock, it should have been visible in the enrollment from kindergarten and onwards as to the student population in which communities and to plan accordingly.



dialogue)))

To try and plan this late in the game is going to result in a fail, as it takes x amount of years to plan and budget and get approval to build a school, then it takes a couple of years to actually build the school. The need will be here before the infrastructure is. That is truly unfortunate for our children and their future education. The classes are too large as it is, and to forecast a 150% capacity is dreadful. Maybe families will consider moving to alternate cities and provinces solely for their child's education

- Athletics should not even be a factor. The IB and AP programs are deeply problematic imports from other countries and don't do much to assist students planning to attend Canadian universities.
- Yes, in the above question, there is no factor for principle/staff. That is also a VERY large factor in picking schools. Also, a lot of the choices in this survey are not very clear, so I don't think you will end up with a very accurate outcome for decision making.
- Both my children have Complex Learning needs and attend the GATE program, which I assume question #5 includes as an Alternative program. Would love to have them going to a school closer to home, but in the end just very grateful such a program exists.
- When resources are scarce, choices and preferences must be removed to ensure that the MINIMUM BASIC resources are enough for everyone. Please ensure that every child receives a quality BASIC education before offering ANYONE a choice beyond the BASIC.
- Transportation access is a big issue for our community. Our child attends a Spanish bilingual school but is only offered bussing until grade 5. After that she has to take public city transit alone until grade 12.
- It's very distressing to hear of a potential shake up at high school. Our French immersion kids have been bounced around to fill low enrollment schools for their entire educational career. We were never informed of this potential when we first signed up for FI and it has been hard on one in particular. We were happy to know we could go to Scarlett for high school and there would be no more bouncing around. There has been no continuity for our kids, except for their peer group and high school. Please no more bouncing around!
- Why was this survey so complicated? If this is the introduction to the consultation process, I expect it will be confusing and overly difficult,



dialogue)))

resulting in outcomes that no one is really happy with. Please aim to keep things as simple as practical.

- Programming for complex learning needs should be accessible to all students who need it.
- I hope the final decision does not sacrifice regular program students in favour of alternative programs. It needs to find a way to revitalize high schools that were decimated when you opened the newest high schools.
- Based on personal experience. Daughter going into grade 12
- Please consider a Montessori JR High and High School. It is a must for our children to receive education using the successes of Montessori and provide continuity. So much value in Montessori and there is nothing offered past grade 6.
- Class size matters too. Don't ever do the "add to 100" question again.
- I think this is a very sad state. Our kids deserve better than this and after coming through an elementary system that was busting at the seams I see it's effect. We need to fix this - more schools, better transportation to open up city centre schools to those in more populated areas. It's time we made the kids a priority - this has gotten way out of hand. Perhaps add some specialty courses to lower populated schools (ie. arts-centric, sports-centric, language specific) to draw more kids and spread out the numbers.
- nope
- no
- I would feel better if parents were informed of potential and current optional classes. My son made class selections without any parental discussion. Also the optional classes seem quite ridiculous at times.
- Why are you making us rank adding up to 100? It's difficult to do. There must be a better ranking system.
- I think designating too many communities to the new seton high school was a problem initially. The closer communities should have preference over ones further from the school. I don't want my kids being on a bus for a long period of time when we are promised a new school 10 minutes away
- Coordinated calendar as feeder junior high and elementary in the line of schools. It would be nice if all schools feeding and receiving are on the same calendars



dialogue)))

- Fair opportunity is very important and the quality to make my child ready for university is very important, access should not only be taken for granted because you live in a certain area.
- A high school serving the northern hills that doesn't require an extensive bus ride should be a priority, particularly as the communities age and on-going development of new communities is approved.
- Eliminate lottery and make available the alternative programs in more schools. If it means collecting additional fees (nominal of course to keep it affordable) from parents, so be it.
- The assign values section of this survey is really annoying to fill out.
- No
- Mathematic planning and implementation has been a disaster from elementary to high school. Who dreamed up the current math model called "discovery math". I have to hire tutors because our schools fail to teach the basics. Time tables for one guys!!
- For a school like Scarlett, it looks as if the French Immersion should move to Henry Wise Wood as the Elementary and Jr High French are already nearby. The Spanish schools from K-9 are already in Canyon Meadows. So they may as well continue for High School as well.
- Are you also looking at under-utilized junior high schools? I would think that some of these schools could be converted to a gr 7-12 in order to reduce high schools that are over capacity. My kids are in french immersion and I would much rather have them attend a french immersion school with strong academics and athletics even if there were no options for things like carpentry, autobody, culinary, etc.
- Students in the SE have continually been bussed to schools away from their jurisdictions. The breakdown of school jurisdictions have made it difficult to create long term peer groups that are in proximity to their neighborhood - eg. separation of Mahogany & Auburn Bay school districts.
- Don't move grade nines to the high schools!
- I think that it is essential to keep parents and children abreast of changes/developments: ie before changes occur that directly affect students. Thank you
- Extra curricular clubs and opportunities are extremely important as well as academics.



dialogue)))

- Would like to see crescents heights become a late French immersion school
- Knowing for years that more High School are needed in new areas why are we now just being heard? Over flowing high schools and having to bus our children on public bussing which is an hour each way (2 Hours daily=10 Hours weekly) is way to long for students to have to travel, what is the CBE going to do to change that?
- I want to make sure my child has options that best suits his needs. He is currently in the Science Alternative program so currently my choice for him would be the Art Centered as no other program offers the flexibility in sharing his knowledge.
- I truly feel that CBEs focus must be on the median and if specialty programs like languages etc pull away from academics for the masses, it should be reconsidered. Further, consideration of enrolment should be first given to those already in the CBE system. I know of many who switch schools solely due to promote when the time comes, but that may be to the detriment of a student who had been enrolled in, and the family supportive of, the CBE for all the years prior
- With high school being such a critical time to the child's prospects on their desired career path, I'd like to see more reasons can be considered to cross designated school district. I'd also like to see how CBE is addressing some poor performances in schools. Can more accountability be put on staff so some schools do not operate like middle schools with little rigor and individual (students) accountability - essentially setting the kids to fail easily if they can even get a chance for University. The universities accept students who are educated from across provinces. We have to level up to the standards and rigors of other better provinces to increase resilience to survive post-high school.
- No
- It is a difficult to answer with two children with very different needs; what is most important for one child is of little importance for the other - though I appreciate that this is very preliminary.
- Are trades important? How about trades that have hi tech attached to them?
- Would like to hear more about "year round" school calendar as compared to the "traditional" one already in place.



dialogue)))

- I recommend adding additional advanced placement courses at Beaverbrook to filter out students who require this from over crowded centennial but is still relatively close to home (we live in Midnapore)
- Bishop Carroll (Catholic High School) has been providing self-directed programming for many years. The CBE has not provided an equivalent within the system, so CBE students have to leave and go to the Catholic system for their highschool education (if they need the flexibility). Central Memorial is “centrally” located, like Bishop Carroll. Has any thought been put into providing similar programming so students can stay in the CBE?
- Increased access to unique pathway programs would influence the numbers above. There needs to be more available spots for students in these programs.
- High schools across the city are so unequal in so many ways the smart get smarter and the lesser are left behind. There is bias and inequality I am incredibly disappointed that there is so much disparity in teachers, not a fan of the high school experience in Canada
- Kids shouldn't have to spend hours on the bus unless it is to attend special programs which are not relevant to most students. If you want your kids in a special program, you need to get them to it. That said, we need to better utilize under resourced schools. Perhaps combine underutilized schools and sell the land to build schools in newer communities.
- If you want students to move schools, mandate it in grade 9 - they won't choose a perceived lesser school voluntarily
- School and peer tutorials at school are important to students who are that strong, but every school has a different way to do so. May need some guidelines to ensure consistency and availability so that equity could come true.
- No
- build more schools in growing communities, should not take longer than 10 years after the community is built. Start closing schools with less enrollment swing the pendulum as the population increases. I would build bigger safer schools in more central areas or as they do in the country more modular movable spaces.
- The scales are nice but are missing possibilities such as deciding on a school based on the diversity of the population, the diverse range of course and elective offerings, ability to take courses at an accelerated pace, to name just a few. As such, my information, while



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conforming to your request, is not a complete image of the factors that would impact my decisions.

- We need to modify our infrastructure to fit with new way of learning and to better prepare our kids for post secondary and the workforce. STRATHCONA TWEEDSMIER IS A GREAT EXAMPLE of a self lead, collaborative and innovative space to teach and learn in for all ages. We do not need to spend a lot to create space and change teaching styles to make this happen for CBE students.
- I believe that providing our children with a friendly and stable environment helps encourage the learning process. The less stress we can put on them worrying about their peer groups, the more time they can develop their learning skills. providing options to allow children to grow in their own way goes a long way to promoting self encouragement and increasing the desire to want to learn. It is not so much about what curriculum that they learn, it's about developing the desire in them to want to learn.
- Spanish Bilingual high school choices closer to home will influence which school our child attends
- My hope is that my children will continue to be able to attend school as close to home as possible until they graduate from high school.
- I would love to see the Calgary Board of Education explore more options when it comes to the hiring credentials for administrators in our schools. Instead of promoting people who obtain a Masters in Education, I think we should be looking at individuals with MBA backgrounds. They need a better understanding of finances, personal relationships, trauma informed practice, bullying in the workplace and technology. Secondly, I think it is time to eliminate the Learning Leader positions. In a high school setting alone, THOUSANDS of dollars could be saved and the amount of time that is set aside for weekly meetings and giving that staff time off to attend these meetings is a real drain on the system. Think about mandatory retirement at 60. We need out teachers to be innovative and many of our older teachers in the system are just so done with teaching and their incremental pay rates are further causing detriment to the CBE system. It is a sad state when a public school teacher is making far more than a university professor.
- Get rid of unique school programming - French, Spanish, etc.
- Stop transporting kids when they should be attending a local school. Encourage walking and biking as a means of transportation.



dialogue)))

- Put more psychologists and social workers and other trained professionals into the system.
- Put more janitorial staff into the system and give them adequate time to do their jobs.
- Most important thing is to avoid over crowding.
- One school should not have many alternative programs as this affects the ability to offer options to students in regular programs at that same school.
- Better options for special needs.
- -thank you for engaging in the process, it's very important!
- n/a
- The students that have been through the changes made to the Robert Warren Spanish school should not have to go through more changes. Athletics as far as team sports are not important, the majority of students don't make the teams... teaching an active lifestyle is critical.
- None
- No
- no
- What is missing is the vibe/culture of the school. All of my three kids made decisions for high school based on the open house. If by options you mean programs like PVA at central I would give it more weight. Otherwise option classes tend to be cancelled last minute or change depending of staff members and I would never count on them.
- I would like more thought put into what school is designated for what neighborhood. I find not a lot of sense in some of these....kids being bussed unnecessarily way too far away
- Having just experienced the french immersion engagement I really hope the CBE is willing to listen and address parents concerns. The perception (rightly or wrongly) is that the CBE is going to do whatever they want regardless of the input and impact to the families they serve. These process drag out for a long time and are draining and stressful for the children and families that they impact.
- We get this high school newsletter each week. I've stopped bothering to look at it. It never says anything except for what are the sports events going on for the week. We've never gone to any of those, ever. I don't know anybody who goes to those, other than the kids involved. The school caters strictly to organized sports to the



dialogue)))

exclusion of everything else. We inquired several times about setting up a geography club, which our son is interested in, and it went from teacher to teacher, none of them are interested. I get the very strong impression that the only thing that matters is sports - even if not a single person is interested in sports. Why is this? Some teachers set up a workout club for Monday morning or Thursday after school, which of course is of no use to anybody who takes the bus (which I understand is most kids) so I am baffled by why only the interests of the teachers count and whatever students are interested in, is utterly disregarded. Seems odd. If I could afford private school we wouldn't bother with public school.

- Yes - quality of teachers needs to be assessed. Especially in high school they do not respect vulnerability of the learning process for teenagers and turn them away from wanting to succeed in school. That's is terrible and needs to be addressed immediately
- No
- not at this time
- N/A
- I would like to think that the children are closest to the school should get admitted first before others. including any siblings.
- 1) Do NOT limit Cougar Ridge students from attending Ernest Manning high school! If you do, then you better provide FREE DIRECT busing options from up on the hill to Bowness high school (rumoured to potentially be catchment for anything north of 17th Ave). 2) Focus on academics, limiting class sizes and more dual stream schools where students can continue some French immersion or Spanish bilingual into high school. Education is the future - do not cut programs/teachers and options for students. I could care less about athletics and clubs/activities. My priorities are that my daughter gets to attend a school relatively close to home (only High School near our area is Ernest Manning) or Western Canada (no direct busing options), gets the academics she needs to attend post-secondary education and continue in French immersion should she choose to.
- no
- Why is student over or under population put above. My kids can either go to a school that is way too full or one that is empty and then additional things like options, sports teams, support personal suffer. Rock hard place. Brutal.



dialogue)))

- Stop letting savvy parent groups pressure Cbe into decisions that benefit their small number of elite children
- Pretty please don't make my 10 year old take a city bus and the c-train to school in a city of 1,100,000 people.
- Not at this time
- No
- N/A
- I think the Spanish program is very important. The CBE has done any amazing job with great quality of teachers and programming in the Spanish school. This has been an amazing experience for our child. Feel blessed
- In favour of Montessori expansion to grade 9 or higher
- N/A
- Don't understand why have to put alternative programming kids on public transit. If they all suddenly became regular program students u would have to bus them. Should be the same for all
- Relook at the boundaries. Killarney students are closer to Western than Ernest Manning.
- I would like to see all high schools have an equal variety of course options close to home. I really feel that on-line and independent learning is also being under utilized.
- Please build a high school in Panorama Hills. There is a great population around that area, (Panorama Hills, Sage Hill, Kincora, Evanston, Nolan Hill etc) We desperately need a new high school in the Panorama Hills area or close by.
- no
- Transportation needs to be planned along side school shuffles
- N/A
- Can you please provide data on the number of students who come from the Catholic school board to CBE schools for Grades 10-12. Families who have paid taxes to the public system for K-9 should be given priority.
- I would also consider the age and overall condition of a school. We have many new high schools, and many more older, run down schools that need major updating.
- no
- The FI program has been moved all over the place and my children have left the program because of this issue.



dialogue)))

- appreciate the engagement opportunity. This was very hard to do and rather challenging to separate priorities for many of them should exist within a school for our kids. Good luck!
- Ripple effect to students in following years; I have already experienced disruption to having my sons attend different schools due to them being 2 years apart and their programs separated due to over capacity at schools (Rosscarrock kindergarten french immersion, and grade 2 Westgate). The transition to get the Spanish program out of Westgate was not well executed and I hope better planning will happen for this situation.
- I would also be influenced by the class size. When there are more than 30 students in a class it is difficult for students to have all the supports they need no matter the teacher.
- Perhaps you could link to more info on certain items from survey. I had to look up what advanced placement meant and how that's different from IB, for example. If a family is new to high school, they may not know these terms.
- Driving time and class size are of paramount importance as is quality academics
- Think about bussing times for students - they should not be spending their entire day on a bus to get to and from school.
- no
- We want to be able to send our children to the school of OUR choice, not the designated school, providing our own transportation, not burdening the bus routes.
- No
- Providing specific transportation to schools that is low cost and reasonable would be helpful
- We will need another High School very soon in West park of SW Calgary as the density in housing has more than doubled since plans for Manning High School was put into motion
- I would like to see students who attend an alternative program in the elementary/junior high level continue on to the same high school so as to retain peer groups AND learning style continuity.
- It would be nice to maintain Calgary transit bussing to several of the alternative programs. For example, the auburn bay bus for EP Scarlett which hold several higher learning and alternative language programs (Spanish). If the programs were congregated, then bussing would be logical.



dialogue)))

- Close proximity to home is extremely important given the busing system for schools in Calgary is terrible.
- Use portable classrooms and move them around to account for natural fluctuation of student population. When building new schools, make sure it has permanent parts and portable parts. This is the smart way to deal with the problem now and in the future.
- There should be a Spanish bilingual high school in the near SW for kids coming from AE Cross. Central Memorial is perfectly suited to be both Spanish and French, as it formerly housed language programs.
- Both of my children are highly gifted; my high school choices will be based on appropriate programming and support for gifted students.
- Please keep walk zones in mind. If a child needs to bus to high school anyway, adding extra time to their commute is still more efficient than forcing children who can walk to school on a bus because of parents who prefer a particular high school. Also, start by not accepting any out of bounds, Catholic, private or charter transfers to over crowded high schools. Families who have supported the CBE and attended designated schools all the way through should have priority over transfers.
- N/A
- Thank you for undertaking this work.
- Please actually listen to the input provided by parents rather than the joke that was the NW French Immersion engagement.
- Capital infrastructure and operations appear to be in place. Families need to do their part to ensure access to what is most important to them.
- The QUALITY of education should be the same across all the high schools. I don't want my child to travel across the city to attend a school because it offers a certain program. Maybe all schools could offer all or most of the programs as this would decrease the travel time and families moving to certain communities which then overpopulate the school. I have heard from many parents that some schools receive more funding, support and better teachers than other schools. Could CBE please look into this. It is not fair for students or staff! Can transportation be subsidized?
- nope
- Continued lack of balance exists in bringing new schools on-line then older schools do not meet capacity limits. This issue presents with



dialogue)))

problems across the schools where High School students cannot access courses they need in new schools because they are too full and cannot in lower capacity schools because the courses get cancelled. CBE must do a much better job in setting boundaries when brining new schools on-line. In some instances keeping peer groups together does not align with the ability to deliver quality education. When schools are over capacity there should be no option for out of boundary students to attend, regardless of option courses available at the school. Parents/students simply sign up for the options bumping in-boundary students from opportunities to take part in those options because they are full.

- A Calgary North highschool is so desperately needed! Please do not let it fall off of the 3 year capital plans!!
- Please consider creating boundary changes that allow students to stay closer to home.
- Please keep parents informed.
- Many students were affected by the changes to french immersion programming in NW. Based on the timeline for consultation for the high school process, there is a fear that these students will again be affected by significant changes and disruptions to their education and peer cohorts. Planning should take into account the impact and disruption these students have already faced and should try to minimize further disruption, either through strategic planning or delayed implementation. Implementation of significant changes to high school program designations or locations will have a more significant negative impact on students who will have already faced major disruptions entering Jr High only a few years prior. Planning should take into consideration how to reduce the impact on this particular cohort of students so that they are not unfairly burdened with further disruptions.
- Not at this time.
- none
- Thank you for doing this important work to ensure the CBE still serves the entire city as a vital, effective, and equitable organization for all Calgarians.
- I want to send my children to a school which is suitable to them, and let them excel. Who would want to send their child to an unsuitable school even it is just at their doorstep?



dialogue)))

- My son will be entering grade 12 when these changes are implemented its imperative that those in that final year aren't impacted. Current grade 12 students must be able to complete their final year in the school they started in.
- In my experience the CBE is going to do what they want and public engagement is a farce. Why don't you just provide the plan that you are going to implement upfront so then parents have time to decide if they want to relocate in the city to go to the school they want?
- As parents, we would prefer that all high schools offer similar courses so that students can attend a campus close to home.
- Do you guys have already formulated Jr. High parents engagement strategy which will go simultaneously with this one for high schools communities? Those guys have a say in this too.
- Send a bunch of communities back to lord Beaverbrook from the seton high school, way too many communities were sent there and Beaverbrook is now a ghost school, yet it is a great school and got a massive upgrade
- The whole idea of lotteries to decide where kids go is ridiculous. If you fall within the zone- you should have a spot at your zoned school, otherwise the zones should be redone. We live 3 blocks from our zoned school and had to wait for the lottery to attend our school.
- Other avenues for CBE to investigate could include leasing out space of under-utilized schools to institutions such as BVC or SAIT, or to child-care entities. At the end of the day, I think it is imperative to generate revenue from unused space, and leverage that to fund programs and capital projects in under-served areas - such as north central when it comes to high school. The concept of shifting under-utilized schools to 9-12 seems attractive, as long as shifting grades between facilities can at the end of the day release an entire facility for sale / redevelopment.
- Living in Woodlands, we had the choice between Wise Wood and Scarlet. We choose Wise Wood due to it's great reputation and the fact that it wasn't at/over capacity. We have not been disappointed with our choice. It also wasn't a concern to us that Wise Wood is a bit longer bus ride as Scarlet is actually located closer to our house
- if they would get rid of the Catholic school division and have all public this would help everyone.....why isn't this being pushed? I am Catholic and eligible to send our children to there schools by the way.



dialogue)))

- This may be beyond the purview of this survey, but one of my concerns is the proposal to move grade 9 into high schools. I used to teach grade 9 and I strongly believe that students at that age still need the support and guidance provided by junior high teachers. Now, as a mother, I still feel that way. I know many teachers argue that it would be academically appropriate, but I urge you to also consider the social and emotional needs of students. Teenagers are very impressionable and I don't like the idea of having 14 and 15 year old children being put in an environment with 17 and 18 year olds.
- Proximity to home should be priority for non-elective program schools (not arts, french etc.). If we want to choose an elective program, we should be willing to figure out how to get there, and how long it will take.
- Need small enough classes so students can learn. Need appropriate mental health supports so students can learn to manage emotions better. Need to make sure school is drug free
- No
- Looking at the information provided on the website, it is not clear to me why implementation will take three years? The issue with this type of lag is that the issues presented during the engagement phase may have changed, and are hard to apply to plans that are in place, for some parents, after their children have left the CBE system. Can these issues not be used to lobby the provincial government for more school funding, rather than reactionary "shuffling" of students and programs? Certainly this issue must have been on the radar for decades with a rapid growth of communities and no schools being built. Why are homebuilders and community planners not being held accountable for the absence of school space? For example, it's obviously going to be a problem in the southeast, where Cardinal-Schubert is the only school in the region? This is a result of poor planning that has gone unchecked for years. The issue which has come up for us twice now is the lack of funding for French Immersion. As an official second language, it is unclear to be why we are classified as an "alternative program", as though it was fine arts??? As a result, we end up with crammed schools with many far-flung community students being bussed in. It seems to me, with a bilingual Prime minister that this is the prime time for this to become a federal issue. Access to education in the official second language



dialogue)))

needs to be a right, not a privilege. It's also obvious to anyone looking at the academic achievement scales, that your schools with the lowest enrolment tend to be the ones with the poorest academics success. This is obviously not a coincidence, when parents have a choice of where to enrol their children.

- School Safety is a highly important category for me. I would Bus my children to another school if my local one had a bad reputation. That aspect trumps all other things the school offered.
- Someone eventually needs to explain for why Ernest Manning was built FAR TOO SMALL for its catchment. This was seen a decade in advance.
- No.
- All high schools are not equal in programs, equipment and technology offered at the schools. It is hard to compare apples to apples. This also leads students to make other choices if those schools are the designated school putting stress on the other options.
- I would like to see the time line moved up. Three years seems like an excessive amount of time to gather information, make and implement decisions. Meanwhile the seven schools that are under capacity are loosing options, clubs and sports teams.
- Regular program students are receiving less options in order to accommodate alternative programs. Please get the regular program back on track rather than always focusing on alternative programs. Ensure there are enough supports for coded students so that they can be successful.
- I'd like to stress the importance of mental health in adolescents, while making the system work for the majority of students. I would like to be involved in the process going forward.
- It seems like out-of-area attendance is pushing up the numbers in crowded schools. Why continue to allow this? I live close to our designate high school and I'm going to be frustrated if our language program gets pushed out by students travelling in from other neighbourhoods for an English program delivered everywhere.
- Not yet
- Please keep French immersion options open
- Highschools should be 9-12 and not 10-12 and no more middle schools.



dialogue)))

- Currently, my children are enrolled in the Spanish bilingual program, but ourselves and many families we know are pulling their children from that program due to lack of transportation for grade 6 students (our family is unable to car pool and not comfortable sending our child on 2 buses and a train to get to school - over an hour each way). This in turn influences which high school we are looking into sending them in the future. Although alternative programs are very important to my family, I feel that they are not getting the support from CBE to continue sending my children to them.
- Class size is a concern for our schools currently and going forward.
- Any opportunities to allow students to attend another school for a specific program? i.e. option that is not being offered at their current school
- More opportunities for students to take non-academic courses need to be considered. Not all students are academic and we need people to be exposed to the trades and what options are out there besides university degrees.