



Transportation Strategy Engagement Workshop

Captain Nichola Goddard School

April 6, 2016

27 Participants

Interests	# of Participants
My child takes transportation arranged by the Calgary Board of Education to get to school (yellow school bus, handybus etc.)	17
My child gets to school in another way (walks, private vehicle, public transit etc.)	9
My child attends an alternative program (language, Montessori, science, TLC) or complex needs program	19
I currently have no children in the Calgary Board of Education system	1



Captain Nichola Goddard School Flip Chart Summary

Travel Distance

Preserve

- Shorter distance for < grade 6.
- Safety of path i.e. not on or across major collector road or subdivision boundary roads (major roadways).
- Base on pick-up address (daycare) vs. home address.
- Max distance 800m from home to bus stop (grades K-9).
- Same for alternative and regular schools. Safety should not be dependent on what school they go to! This includes logical walk times in inclement weather.

Flexibility

- Longer distances for possible much longer.
- Secondary home (daycare) could be considered same as primary.
- Fee increase to ensure < 800m.
- Okay to increase walk distance 1.8k to 2.0k for grade 7+ as walk zone around school. Increase to same and fees not increased. Add to a total commute time (of 1 hour).



Bus Ride Time

Preserve

- Total commute time walk and wait and ride < 1hr each way.
- Consider input on total schedule day, for child and family.
- No more than 30-35 minutes on bus ride to school.

Flexibility

- User fees scale with distance but with exceptions for exception needs.
- Hire commissionaires for supervision on long trips.
- Make bus ride less unpleasant.
- Express early bus.
- Accept longer ride time to get more stops.



Eligibility for Ridership

Preserve

- Complex learning needs alternative.
- Conditional – this makes \$.
- K-9.
- Travel time.

Flexibility

- Travel distance increase.
- Larger pick-up radius per stop.
- Transportation or taxi for special needs students grade 10-12, G.A.T.E. program.

Observation

- CBE needs to be flexible.
- This is a new need.



Bell Times

Preserve

- Shared routes.
- Closer bell times for elementary, middle schools.
- Dual routes are fine but...
- Different bell times ok as long as start to finish is within 45mins to 1 hr max.
- Pick up and drop off times are punctual.

Flexibility

- Multiple bell times.
- No long gaps between pick-up times on dual routes (long = 30min +).
- Yes to older students start later.
- Work with different school boards.

Observation

- No earlier than 8am starts.
- No later than 4pm endings (prefer later end times with older grades).
- Increase kindergarten instruction time so bus only travels mid date route once. (i.e. drop off and pm get picked up.)



Location and Number of Pick-Up Stops

Preserve

- As long as it is safe.
- Place for parents to park.
- Near cross walk.
- Young children can't cross busy roads.
- Lighting is important (daylight hours).
- Safety.
- Young kids should have shorter distance.
- Congregated stops within safe walking distance.
- Children should be picked up at daycare, or secondary home instead of just picking up automatically from home address.
- Sheltered (warm).
- Primary school kids should have pick-up at safe location (e.g. not on blvds and crossing them) for walk distance less than 900m.

Flexibility

- If costs remain the same, fewer numbers of stops on each route would be acceptable.
- Congregated stops are ok.
- Like congregated stops to reduce ride time.
- As long as it is well thought out.
- People need to be more responsible to register time accurately.
- Penalize people who don't follow the rules or register properly.
- Age appropriate walk grade 7+ can be a bit further.
- Options/choice: fast track for early riders (less routes).
- Relay race busses on routes.

Observation

- Must have at least one bus stop in a community. i.e. not have to catch your bus in Kincora if you live in Evanston.
- Don't cut stops just to lower numbers. -> Some stops need to remain because (loops) and preserve and ensure safety of pedestrians.
- Don not cut stops, because some stops are on safe roads and if the bus changes route to cover these stops the travel time does not increase. As this was done for last 6yrs and changed this year.



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

User Fees

Preserve

- Yellow buses to Grade 9.
- No family maximum.
- All users pay same fees (alternative or regular and exceptional needs).
- Equality in service vs. fees (not current).
- No instructional \$ for transport.
- No graduated fee system (based on distance, income, etc).

Flexibility

- Fees could increase if service is maintained or improved (i.e. safety, reliability, ride times) to a \$500 max.
- Small increase but some level of service (minimum).
- Graduated fee based on income - the more you make the more you pay starting at a higher income. (i.e. 50k -> even if not using the bus).
- Optional fee to help others ride the bus.
- If CBE could provide table (data) to show how much we need to pay to get less walking distance more bus stops -> that will make more sense for parents.

Observation

- If fees for alternate programs increase, the enrollment in those programs will decrease. People who choose this program aren't necessarily in a income bracket to pay any more than those who choose the regular program. We will then go back to community program with much regret and subsequently increase those school numbers.



Low Ridership

Preserve

- Kids need to get to school whether there is 1 or 20 to ride the bus.
- Maximum safety capacity.

Flexibility

- Increase pick-ups to include Secondary homes (daycares).
- Utilize daycares for pick-ups/drop-offs will increase ridership and provide shelter to kids.
- Have single child or few children go to “pick-up shelter” i.e. daycares.
- Expand walk limit.
- Smaller/lower cost bus.
- Access taxi service for low riders.
- Consider if continuing to offer low enrollment numbers from far away neighbourhoods is financially prudent.

Two-Year or Three-Year Implementation Plan for Changes

Flexibility

- Open to 2-3 year timeline for implementation if the analysis of input is transparent.



Other

Preserve

- Should be more about safety than number of kids on the bus.
- There are several “safety” factors that should be considered in locating stops (blind corners, crossing busy roads etc.)
- Consistency and punctuality in pick-up times.

Flexibility

- Car pool options.
- Walking school bus.
- Expand bus zone when bus not full.

Observation

- Don't use city transit for K-9.
- H.S. students on charter transit for 1hr+, unreliable service as routes are not assigned to one driver.
- Transit only schedule arrival times for 5min prior to start -> doesn't allow for traffic/weather issues -> 10 min better.



Public and Parents Engagement Evaluation – Captain Nichola Goddard School

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

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

17 Agree 1 Somewhat Agree 2 Somewhat Disagree 0 Disagree 0 Not Applicable

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

11 Agree 8 Somewhat Agree 0 Somewhat Disagree 1 Disagree 0 Not Applicable

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

7 Agree 8 Somewhat Agree 4 Somewhat Disagree 1 Disagree 0 Not Applicable

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

6 Agree 8 Somewhat Agree 4 Somewhat Disagree 1 Disagree 0 Not Applicable

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

8 Agree 7 Somewhat Agree 4 Somewhat Disagree 1 Disagree 0 Not Applicable

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

14 Agree 6 Somewhat Agree 0 Somewhat Disagree 0 Disagree 0 Not Applicable



P7) What did you like most about this engagement?

- Collected agreement.
- This was way better than a council of school councils I went to a few years ago. My thoughts were not captured/recorded/shared at that time.
- Organized.
- Speaking directly to CBE employees.
- Well structured and presented.
- The knowledge that I am not alone with my concerns.
- Flexible, CBE fold on-site to answer questions. Good facilitator, good participation.
- Flexible vs. preserve as way to discuss and reach consensus.
- Discussion with diverse group – better understanding of other’s needs/challenges.
- Could easily voice my opinion.
- Everyone was respectful and has very different needs!
- Being able to discuss with other parents.
- International cafe style of gathering info.
- The International cafe style. Having to really think about my stance of the bussing system.

P8) What did you like least about this engagement?

- “Preserve/flexible categories were not full applicable, i.e. hard to fit ideas in these categories.
- Categories seemed to be missing on the flip charts.
- Not too much to like. Areas/questions of discussion did not encompass my concerns thoughts, suggestions and ideas. Not enough time to discuss anything in enough detail/depth.
- More time would have been good.
- Didn’t like much. Limited approach to engagement. Funding from GoA not transparent. No information on how analysis will be performed on input. Very limited approach to gathering input (e.g. “preserve” or “flexibility” options). Should consider IAP2 approach which is much more rigorous if done correctly. CBE should be transparent – does GoA provide \$ specifically designated for transportation? If not, CBE should manage funding better – where else besides transportation could funds be eliminated or administration cut?
- Too long intro – more time to talk needed. The continual insistence of the CBE to treat Alternative school attendance as the parent’s “choice”. Take some responsibility – the CBE offered us the choice!
- Would have been better if more time was provided. Would be good if there were more sessions in the same community.
- Long intro.
- Too long to get down to work.
- Unorganized when it came to written responses.
- Frustration with the amount/large amount of money needing to be saved.
- I felt somewhat uninformed having never thought about the issues as my children don’t have to use the bus.