

Shaping the Future of CBE High Schools Public Online Engagement – Oct. 3 to Nov. 7, 2019

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.

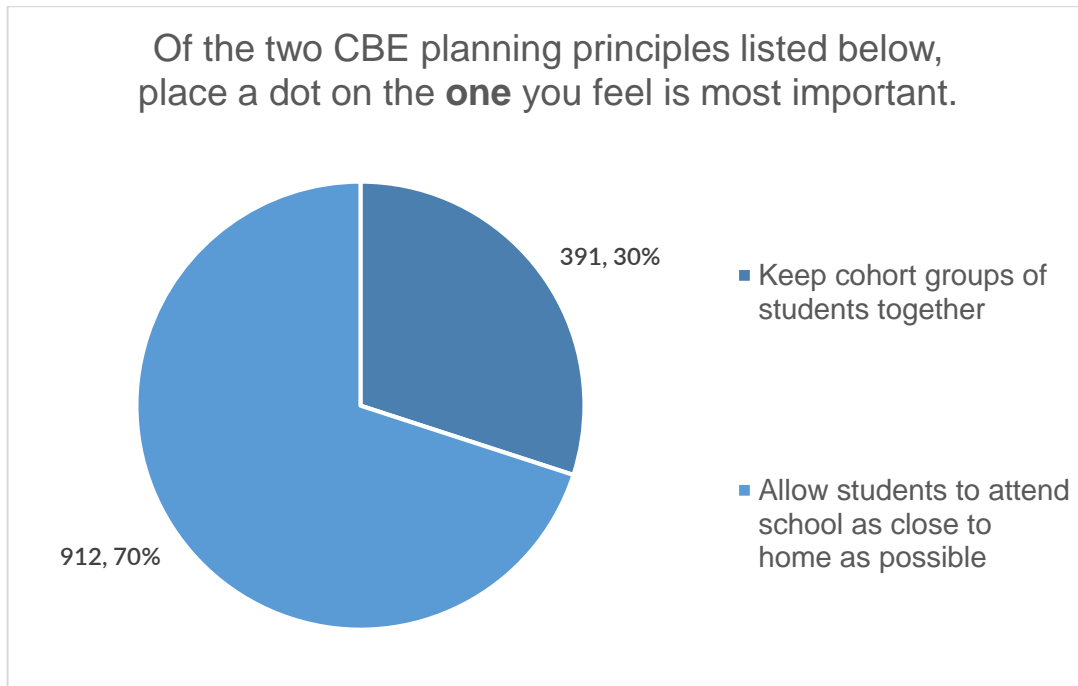
Purpose of Survey | The Fall 2019 Public Online Engagement offered parents and others the opportunity to share their perspectives about CBE high schools, including the four in-scope factors for the 20 high schools involved in the high school engagement.

Responses | A total of 1,293 people completed some or all of the online survey.

Open-Ended Responses | Open-ended comments are shared 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 have also edited or omitted abusive, discriminatory and otherwise inappropriate comments.

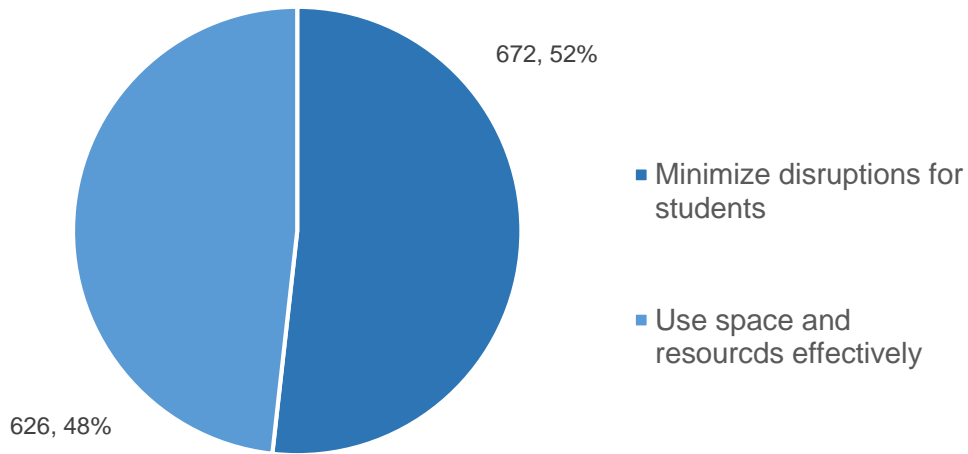
CBE Planning Principles

For each pair, select the planning principle you feel is most important.

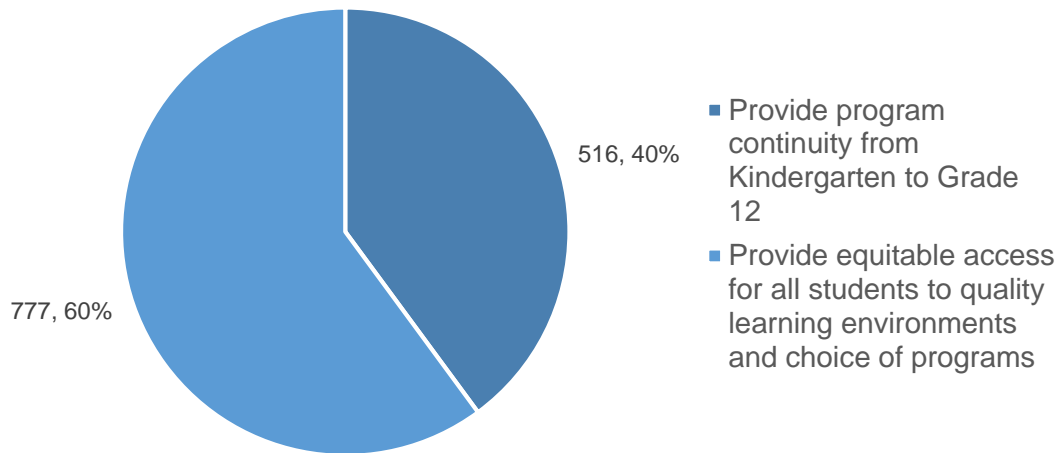




Of the two CBE planning principles listed below, place a dot on the **one** you feel is most important.



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General Comments

Response	Agreement
<p>From experience, when a school is at or over capacity, student learning is adversely affected. Students are less able to access supports when needed. It is in my opinion that redesigning alternative programs to under utilized schools, as well as adjusting boundaries should be strongly considered to address this issue.</p>	
<p>Hope the existing schools and programs will be unchanged or disruptions will be minimized, and would recommend two steps to determine the eligibility for program enrollment: 1. Home location - The closer distance the higher priority; must be located within an existing designated community for the program to enroll. Need a tax return file & driver license to prove it is not a fake rental in the designated community. 2. First come first service – If there are still more students in a designated community than program capacity, the student of a family that moved into the designated community at an earlier time should be considered to have a higher priority.</p>	
<p>Underutilized schools should add more programs. They are popular and in demand and bring more options to a HS. Languages, IB, Arts and Music in a HS will bring in more kids and they will travel for this option within reason. There are schools in the South and East that are not going to Lord Beaverbrook even though it is close because they offer nothing but regular program yet has the size to be multi track.</p>	
<p>In my opinion, the one of the important considerations should be to minimize disruptions to students and support students that are completing their education by allowing students in grade 11 and 12 (in 2022-2023) to finish high school in the school they started in - grandfathering them into their school. It would be extremely disruptive to a student to force them to change schools in their final year or two. If a student starts in a school, they should be allowed to finish there (unless they move to a community with a different designated school). The best scenario would be to implement the changes for the students entering grade 10.</p>	
<p>I would strongly support maintaining the current boundaries for the regular program students and if space is required, a consideration should be made to move the alternative programs to an under-utilized school. This would maximize space utilization. While Calgary is continues to expand, if parents move into a community without a school it should be acknowledged that they do this knowing that there is no school in the community and that busing (even a great distance to a "inner city" school that is under utilized) or other transportation would be necessary. With a limited budget and resources to support the public education, using the current resources and infrastructure efficiently is increasingly important.</p>	



Response	Agreement
<p>We live in McKenzie Towne and received notification from the CBE on Oct 29th that we, along with McKenzie Lake and Douglasdale/glen, will be redesignated to Beaverbrook next year, so change is happening...</p>	
<p>Lord Beaverbrook did millions in renovations, they are under capacity. Why does this school that is somewhat south / central not have more program options? There is a demand for IP and languages French and Spanish, Fine Arts. Why are they not moving programs here? Sherwood Park programs could move to Beaverbrook from Western (that is over capacity) This is a closer commute? Lord Beaverbrook is underutilised well located and had new renovations done. Seems like a no brainer to move programs and ease the burden on other High schools while still meeting the demand of more program options.</p>	
<p>I think before adjusting the designated communities we should check out how many students who are not living in the designated community but enrolled in the high school. The first thing is to make sure all the students enrolling are from the designated community. Then if the school is still overflowing, the second choice is to adjust the designated communities according to the distance to the high school. the community nearer to school has the priority.</p>	1
<p>I'm all for designating under-utilized schools as overflow schools and have no issues with my children busing halfway across the city, as I was bused from Marlborough to Crescent Heights myself. Kids are resilient and resourceful and can handle this. But it would be appreciated that if an overflow school is designated, you also provide the transportation for them to get there as they don't really have a choice in the matter. Busing from Copperfield to Beaverbrook would require bus, train, bus. Even if you provided the charter from a centralized location like the McKenzie Towne park n ride, that would still be acceptable and then you're not running multiple charters to multiple neighbourhoods and overlapping the multiple charters to multiple neighbourhoods that are going to a different school.</p>	
<p>As for catchment areas defined by neighbourhood, I appreciate this. I don't want an American system where you decide where to live based on how good the school is and end up with a disproportionate number of kids attending a select few schools while many sit almost empty.</p>	



Response	Agreement
<p>Very confused as to why so many students were moved out of Beaverbrook to Joane Cardinal-Schubert. The numbers of students that were registered in schools by neighborhood would have been known and not a surprise, numbers of kids coming up from middle schools by neighborhood would also be known. Seems to be some very poor math and forecasting skills at work here. If you look at the over capacity areas, they all have under capacity schools at their borders, simple solution, re-allocate the closest neighborhoods from the over capacity schools back to under capacity. It looks like Douglasdale/Douglasglen and Mckenzie Lake, Mckenzie Towne and even Lake Bonavista would be obvious choices to be allocated to Beaverbrook. Douglasdale/Douglasglen and Mckenzie Lake should never have moved in the first place. I don't understand why this became an issue in the first place or why it will take another 3 years to fix. Emphasis should be on regular programs and less focus on alternative options in the CBE.</p>	
<p>Changing the boundaries of the school will force me to move houses. One of the reasons moving to WESTSPRINGS is having the designated middle And high school. Changing school boundary is one reason to move communities and maybe the city .</p>	
<p>It's frustrating to keep chasing changes . Also, when changing boundaries don't just look at the map, consider ease of public transportation, safety , students continuity . Another suggested is to reduce or eliminate special programs and multiple tracks from crowded schools and move it to less utilized high schools .</p>	
<p>I feel the reputation of a high school and it's programs not proximity to community is the biggest determinant in choice. As well, If bullying is better addressed in junior high school then a student who would want to go to and register at a different high school that is equi-distant to the other one would not have to make that choice based on attending the high school the bullies from junior high school are not attending with them. Western is known to be a massive school with cliques that are hard to fit into. I do not want my children attending there whatsoever. Central memorial is known to have less of an academic focus and although it is close to me I do not want my kids attending there either. The boundary tightening you have recently done in my elementary neighbourhood means we have less students in an already smaller school = less funding. There is less time for a music teacher as a result and no French teacher this year. I'd also like to see Spanish option classes offered at more thAn just two high schools in the south end and north end of the city. Why not expand programs in centre if city at large high school such as Ernest Manning and more junior high schools such as high capacity Vincent Massey.</p>	1
<p>My kids ultimately want to go to the school where most of their friends are going and I want that school to have a good reputation in academics arts and career related option courses. My high school option in journalism led me to a very rewarding college and career in that area for which I am grateful for that option course. Keep as many programs open and please add new ones.</p>	



Response	Agreement
I think options as close to home as possible for regular programming is important for efficiency and environmental resources. I also believe that for special programs families can choose a greater commute if it fits for them.	
I hate how they designate a school 45 min away from child's home. So inconvenient. Also there must be some kind of strict rule for all school students from kindergarten till grade 12. Its so painful Seeing kids doing waping and smoking in front of everyone.	
Under-utilized schools should be where the alternative programs are located. Most students are in the regular programs (including AP and IB at the High School level.) These students need to be serviced by their local community schools.	
There has been too much emphasis on "programs of choice" in many of these scenarios the last few years with elementary and junior high. There needs to be more focus on the regular students. If some of these programs are in demand that result in overcapacity for some, then should expand to other less utilized sites. Like some others have said, there also should be more screening of students coming into schools out of area or out of boundary. Too many people abusing the system when you see the number out of area at many schools. Also there are some schools in junior high where kids get put into different high schools depending on address. Try to keep kids together. The CBE should also be looking at what is best for travel time/proximity to schools and have students be going to closest school or one that does not take long to get too. Many school districts in Canada do not have bussing. Make students responsible for own transportation.	
Staying with my friends important and having my high school not too crowded but keeping all the programs. change the boundary for IB Western is not just an IB school. We have sports, bands, languages that need to stay, it is what makes the school great.	
I was confused to hear that some students living within boundaries of schools that still have lots of space were instead attending the new high school, contributing even more to the distressing level of over crowding there this year. I would hope that in the future the boundaries don't include overlaps and that boundaries are respected so that the CBE can accurately program and plan their spaces.	



Response	Agreement
<p>The alternate programs needs to be spread out to all districts so that all students who desire them can access them. if not all districts can offer programs to enhance student learning then it is not a surprise is some schools that do offer them are over populated. the public system should be supporting all including the gifted and not just the median. there seems to be an overrepresentation of private school, charter school options in this province compared to other provinces relative to the population. is the lack of access to desirable programming for all one of the factors.</p>	
<p>I hate seeing that most of my daughter's friends will be going to a different high school than her. I am in favour of changing the boundaries to include more of the communities around us as the designated schools. It would also be nice to have more than 2 schools in the entire city offering Spanish at the high school level, although I realize that is a different process to weigh in on.</p>	
<p>Students within walking distance (or short bus ride) to the community high school should be able to attend regular programming at that school. Provide program continuity from K-12. Offering alternate programming (choice of programs) should be considered and offered at schools that are under-utilized. Reduce over capacity at current high schools by reducing out of boundary students and shrink boundaries to access alternate programming (IB/AP/Language offerings) or move alternate programming to under-capacity high schools.</p>	
<p>It is important to keep kids together and keep them close to home. There is nothing more infuriating than requiring a student to go past a school in order to access education. This is a concept that should be taken into consideration when boundary decisions are being made. If students have been in the unfortunate situation where they have already had to access education farther afield - it would be important to consider keeping those kids together but for the most part - if kids are attending schools in their "areas" there should be a way to achieve both of these CBE planning principles. Students are the most important consideration in the process - or should be. However, as a publicly funded organization it is my expectation that space and resources are being used effectively - both with consideration of space and associated cost. Finally, where families require or would like specialized programming for their kids, it would be ideal to see some centralized locations for these programs and an understanding by the families that if they need to seek out "extra" programming, there is a cost associated. I don't mean a financial cost, but a choice to relocate within the schools to access this programming. I do not consider AP to be included within this - as in my mind, there should be access to both streams within any given high school (regular and AP). Programs such as IP, immersion, art centered, etc are those that should be centralized but accessible to anyone.</p>	1



Response	Agreement
<p>I think that keeping cohorts of students together AND attending a school as close as possible should be considered equally for the regular program only. For alternate programs, let them travel farther. This is was the case when I was in school and it was accepted. As a parent, I feel it should be the same. If my child wants a special program, we both should be willing to put in the effort to get there. I think it's important to use space wisely. It doesn't make sense to have some schools bursting at the seams while others close by are under capacity.</p>	
<p>I am in junior high and would like to stay with my friends and my siblings? Elboya and BP are where my friends in French and neighbours in English go and I think you should keep friends together. Programs that kids only start in grade 10 can move to schools not being used as much as they just meet in grade 10 anyway?</p>	
<p>Maintaining access to programs such as IB, AP, GATE, languages, arts, etc are critical for the diverse population and interests of high school students across Calgary. I believe that this is more important than maintaining cohesion between students cohorts (i.e. community or program based such as languages, arts or GATE). Our son (coming out of the GATE program at Louis Riel) chose the AP/languages at E.P. Scarlett which was not his designated school. This was in part because of his heritage (Dutch and Scarlett was only school with German which was closest language in CBE), but also because he wanted the AP program (a program that would push him but not require the intensive extra work of the IB program...he was not interested in writing the IB essay for example). For other students in regular community schools, it would make sense to attempt to maintain cohesion for student cohorts to go from junior high school/middle schools to high school as seamless as possible.</p>	
<p>I'd find this survey somewhat misleading. I believe students that live close to their community high school should be able to attend that high school for regular programming. I also believe that groups of kids in alternate programming should be kept together (I.e IB or AP programming) if possible. The ultimate goal should be to use space and resources effectively in the long term. There will be disruption for kids in the first few years as siblings may be split or programming may be moved from one school to another. This is unavoidable. I support minimizing disruptions for current students as much as possible by grandfathering students in grades 11 & 12 during the transition period. I'd like to see continuity from K-12 but also like the idea of choice of programs within designated schools that serves the population of students in all quadrants of the City of Calgary.</p>	



Response	Agreement
<p>I would appreciate if those making the decisions would also take into consideration what those communities/families have been through regarding schools already. My oldest is in gr 11 and his 6th designate school; we have never moved or changed programs. Now his siblings will be split between different highschoools. Can families not get some consistency please? There needs to be 1 consistent plan, well thought out in advance for regular programming. I understand and accept if I choose different programming or move that there will be some upheaval in the school career, but I'm very tired of constant upheaval due to inconsistent future planning. Families can't plan and have no desire to support their designate school when you never know when it will change, just that it is always changing.</p>	
<p>Keeping student cohort together and close to home is both important. And while schools are overcapacity admissions to the special programs from outside boundaries need to be limited and students in Mckenzie towne area should be included in the boundaries as one of the main public schools nearby.</p>	
<p>Given capacity and funding constraints it is obvious that changes will need to be made and some groups will be more disaffected by those changes than others. In terms of priorities I believe that Regular Program in boundary students should be the least affected in the changes I.e proximity to schools by definition allow the school to create the greatest sense of community. I agree with other posts that say job one should be to increase the vigilance against out of boundary enrolment as a first step against the lack of balance in enrolments across the various high schools in the city. The next order of operation should be to change the boundary definitions of Alternate Programs in the overcapacity schools. By definition these are already wider catchment areas than the Regular Program stream in any particular school and therefore changing the AP boundaries will have less of an impact on community within a particular school. If that does not solve the problem the next step should be to move popular AP programming from an over capacity school to an undercapacity school. Some have suggested offering AP programs at all schools to avoid the concentration issue - this makes no sense to me as you will loss the efficiency and quality benefits of having AP programs more concentrated. Finally, I do not believe that boundaries for RP streams should be changed to promote community on our high schools and to stay true to the principle of disrupting as few students as possible with the changes.</p>	



Response	Agreement
<p>The PVA program at Central Memorial High School is an example of an alternative program that draws students from across the city (and in some instances outside the city). This program has helped to keep Central Memorial a viable High School when community enrolment started to decline. Having been involved with this program since the second year of its' inception, both as a parent of students enrolled in the program and as a volunteer member of the parent organization that supports the program, I have had the opportunity to see the impact this program has had on many young people. Many of the "alumni" of this program are still involved in the arts as adults. Many valuable upgrade projects have helped to improve the PVA program such as the newly renovated theatre and tech booth. I have also seen the benefits of having the regular program (including AP), the National Sport program and the CTC centre and the PVA program all under one "roof". Central has a wonderful balance of programs that enhance individualized student learning. There is a great feeling of community amongst students and faculty. I hope the CBE will continue to support the Performing and Visual Arts Program at Central.</p>	1
<p>At Central Memorial the CT center is not moving I gather, so it will continue which is good. Also the Performance and Visual Arts Program attracts students from all over Calgary, having it centrally located is pretty important. The AP program is also one that we use. With the only proposed new school going north, the rest of the city will be sharing the space available...</p>	
<p>Our designated school is over-utilized school (Western) but we live closer to an under-utilized school (Central Memorial) and had no problem transferring our son to Central two years ago. Our daughter is in the Performing and Visual Arts Program at Central. Both children are thriving but were told that they may not get all their options this year as most classes were full. I don't understand how the school can be considered under utilized but still have reached capacity in many classes. Students come from all over the city to take advantage of the amazing PVA program at Central Memorial which should be championed and supported by the CBE.</p>	
<p>Changing boundaries is not a solution, as people who can afford will try to move to those communities. In my opinion, some schools should be merit based and some should be local area based. That will give a student and parents opportunity to select as needed.</p>	
<p>When our CBE schools are so full and projected to be so full in the near future. Changing boundaries or programs is only changing the problem and creating more problems in the system. I don't think we can avoid building a few new high schools and when new schools would also be very full once it's ready for students.</p>	



Response	Agreement
<p>First of all, Changing boundaries is not the solution. Lots of people invested in buying houses in the designated communities of the schools that are famous for high quality education. It will cause frustration for those families. Chances are that they will move on rent to the new designated communities to make their children attend those schools. Not to mention that the registration only requires a piece of ID with the valid address. Not sure why CBE schools do not stop accepting students from out of designated areas in these schools? That will reduce the load on the enrolment. Adding portables, allocating more resources, and staffing adequately to over populated school could be seen as alternatives as well.</p>	1
<p>Please consider also honouring previous planning. the Spanish bilingual program was implemented in Canyon Meadows for k through 12, and once it "seemed" stable, many families decided to move to the neighbourhood to be close to the program, and it has revitalized the program. That continuity and the ability of the schools to work together has been integral to the experience of the program and needs to continue. In addition, I think EP Scarlett is a wonderful learning community. Having the regular program, French, Spanish, AP and I'm sure other alternative programs I'm not aware of means a diversity of learning that benefits all students. I do not think separating alternative programs from the regular program at the high school level, would serve either program very well.</p>	1
<p>I agree. Moving a program that has been well established in a specific area will impact families negatively. Not just the families that have moved but also for the students that take transit from distant communities in the catchment zone. Some children spend up to 1.5 hours on transit already and changing the commute would make this worse. Plus many families have younger siblings and families would be juggling having children in different communities when managing after school commitments/pick ups.</p>	
<p>While I recognize the parents who have made changes to their lives to be near an alternative school program. There is never a guarantee that your program will stay where it is. The program was created to address infrastructure issues within the CBE and thus no parent within an alternative program should expect to be catered too. These programs make up less than 30% of our CBE population yet these parents have the loudest voice and typically get catered too. As a parent in the regular program I would like CBE to start valuing and showing commitment to the other 80% of the student population that deserves to have a their school close to home, integrated and working together K through 12.</p>	



Response	Agreement
<p>I think some schools are over capacity compared to others due to the quality of the programs offered in these schools, alternative or not. Students are commuting longer distances to get access to programs which run better in some schools compared to others. As long as CBE doesn't work on providing the same quality of school administration and staff all across Calgary, this is going to be an issue. If boundaries change, families will move to make it possible for their children to attend those schools. It is evident that lots of students leave private schools and choose to go only to "certain" high schools when they go to Grade 10. If CBE can figure out why families choose to send their kids to private schools until grade 9 and do not mind moving their kids to the public system in "Alternative" programs in certain schools, that would answer the underlying issue of over populated schools in this system. I think that's the bigger question in this high school engagement process.</p>	<p>1</p>
<p>Keep the local children and regular program mixed with the alternative program. Specialty highschool that only admit students of an alternative program institutionalize discrimination. By creating highschools that only cater to an alternative program you are not only inconveniencing local children but you creating structural and procedural barriers, ultimately resulting in inequity in education. Alternative programs minimize exposure to complex learners for a self selected group of students. The ratio of complex learners in the regular stream is higher, so by isolating the children in alternative programs you are creating inequitable learning environments. Please refer to a MacLeans article about the divisiveness and elitism that alternative programs may create, https://www.macleans.ca/education/just-say-non-the-problem-with-french-immersion/</p>	<p>2</p>
<p>These Planning Principles are all important and all need to be considered.</p>	



Response	Agreement
<p>My comments are for all schools but specifically for Aberhart. The CBE must continue to retain regular programming and the community aspect of school as they are currently doing in ALL 20 high schools. 1) The regular program students have more flexibility in their options (because they have more of them) and so the alternative program students will be able to have more choice in their options because of regular program students 2) If an alternative program student must make the tough decision to leave their alternative program, they will have a regular program to go to at their same high school (the decision to leave a program that isn't working for a student isn't made larger and more stressful by also meaning they have to leave their school) 3) When the decision to put Spanish into Aberhart was made 7 years ago was there the same kind of engagement? I don't think so. It seems that when the French program population makes the numbers at Aberhart too large, the easiest decision would be to move the NW Spanish kids as a cohort to an under utilized school like Queen Elizabeth. 4) When the Spanish cohort moves to another building, the catchment area for regular program students can increase taking the pressure off other NW high schools like Churchill and Thirsk.</p>	
<p>In my opinion CBE is a big organization and should be able to find efficiencies within it, while focusing in what really matters: good quality of basic education (including a good amount of ethics and discipline) which will really help the students grow and be better prepared for life. There are some additional programs which although are nice to offer may be changing the main goals and redirecting the mission statement of CBE. Every student is unique and within a group all should be able to strive for the best of them. But, Assistant teachers should be available whenever there is a need for them in the case of special learners. This means having teachers with all the support system around them so they are able to perform their activities at the highest standards, then the schools that are underutilized will see student growth and balance out with the overutilized schools. And this may be the part of the CBE planning principles towards the future: allowing students to be close to home, keep cohort groups, minimize disruptions, use reosurces effectively, provide continuity and equitable access for all students and after all this foundation is functioning well, then offer more programs and options.</p>	
<p>The answers to these questions are not at all helpful. Question 2. I want both minimized disruptions for students and for space and resources to be used effectively. I really hope that when it comes time to implement changes both of these options should be used, not just one of the other. Then again for Question 3. Is it really going to come down to having either program continuity or equitable access??? It should be possible to have both. How is program continuity even given as an option rather than a given. Regardless of what the situation is program continuity should never been on a list of possible things to remove.</p>	



Response	Agreement
<p>First comment, I think the CBE has gone through this process backwards, at least for french immersion in the NW. They should have started with the high schools and then worked down to the junior high and elementary schools as this would have allowed them to have a cohesive plan, which would have allowed them to have a chance of following the three principles: "Keep cohort groups of students together", "Minimize disruptions for students" and "Provide program continuity from Kindergarten to Grade 12".Instead, they started at elementary and junior high. The result of which is that current NW grade 6 and 7 french immersion students have already experienced having their cohort of students split up, loss of program continuity from K to 12 and maximum disruption for students. Additionally with the CBE strict boundaries, there are now multiple families with children at different junior highs because the CBE grandfathered in some students and then refused to consider exceptions to the boundary maps. With the current high school implementation plan, these same students will be impacted yet again. This represents a lack of thought about long term planning and the students those plans impact.My hope is that for the high schools, the CBE will show they actually care about students, and provide students with options that allow them to stay with groups of friends - if they want. Arbitrarily splitting a cohort of elementary students based on a community map (that made US gerrymandering maps look reasonable) was bad enough and should not be done again with junior high students. When the changes for high schools come, grandfather in existing junior high students to allow them to stay with friends. Additionally, once the high school plan is finalized, if needed, tweak the elementary and junior high feeder schools such that within a program a cohort of students can actually move together from elementary to junior high and then to high school.</p>	



Response	Agreement
<p>My comments may be applicable to several schools, but are specific to Western Canada High School, which is overcapacity.1. Must retain regular programming and community aspect of school. Walkability is critical to keeping Western a vibrant community school.2. Revamp the registration process for ALL students. Currently only transfer students are required to provide proof of address. ALL registrants, even those coming from feeder schools, should be required to demonstrate proof of address in order to be accepted into their local school (in this case, Western). This process is applied in other school districts (e.g. Toronto District School Board) to deter fraudulent use of addresses, and to deter those from out of bounds from falsely claiming that they are within the district. Refer to the attached as an example of what is required in other public school districts in order to register: https://schoolweb.tdsb.on.ca/Portals/lawrenceparkci/docs/Registration%20information%20letter%202019-2020(2).pdf.3. Do not allow manipulation of special/alternate programs as a means for out of district students to get into Western when they have a more local school option. I.e. Students registering for ONE class simply as a means of getting into Western from out of district. This puts a strain on the capacity of Western leading to larger class size for core classes and is a manipulation of the intention of the alternate programs. A simple way to determine if this is occurring is to analyze the population of a unique class offered at Western (e.g. Latin, Yoga, or IB Spanish). If the class distribution shows a disproportionate number of students from out of district relative to the school population, or relative to the distribution in core classes, this will demonstrate an abuse of alternate programs.4. Strict adherence to the requirement that students accepted into Western from out of district for alternate programs remain in the FULL number of courses required as part of that alternate program. I.e. if accepted into Western for IB, then if IB courses dropped, student must leave school and return to their local designated school for regular programming. 5. Shrink the catchment area for IB and French Immersion, diverting to less utilized schools offering similar programs.6. If actions 1-5 are not effective in reducing overpopulation at Western, relocate alternate programs to under-utilized schools.</p>	<p>1</p>



Response	Agreement
<p>Learning needs should be met in regular programming and special education. Establish boundaries that keep kids close to school and decrease transportation to save money for learning and to promote student well-being with shorter commutes. The largest alternative program seems to be French, which is also one of Canada's official languages. Provide more opportunity to take core classes in French and intensive French classes across high school instead of congregating French immersion at select schools. Evaluate the needs of the Spanish and Art programs and place these programs in underutilized schools without transportation funding; alternative programs are programs of choice. Transportation funds should go to regular programming and special education settings. If the foundational principles of Alberta Education's high school redesign are part of regular programming, then I am even wondering about the value of AP and IB.</p>	1
<p>Regular programming needs to be the priority in all of the high schools - the best solution for utilizing our schools would be to move Alternative programming to under utilized schools. Families would then have the choice to have their children attend their close designated high school for regular programming or deal with the added travel time and cost of choosing Alternative programming. These bilingual and immersion programs cannot supersede regular program students.</p>	1



Response	Agreement
<p>It is pretty unbelievable that the conservative government that was in power during the oil boom did not have the foresight for enrolment growth. They should have been building schools then! My feeling is that you are getting feedback from parents to appear that you are engaging with the public on this, but that you really already have a decision made on what high schools our kids will end up at. From what I have heard, Cougar Ridge will be shafted once again, especially if the boundary for Ernest Manning is changed to only include kids from SOUTH of 17th Ave SW. I fear that my daughter, who is in grade 6 French Immersion won't be able to choose between either Western (to continue French) or Ernest Manning by the time all of the changes take place. Making kids in the SW go down the hill to Bowness for High School is ridiculous. If that is forced upon us, then the CBE better provide a direct bus from SW Calgary to NW Calgary for our kids, who will be the ones making sacrifices, all thanks to the incompetencies of 40 years of conservative government who did not plan for future growth. With more Kenney/UCP cuts just about to be announced, things are just about to get even worse. And who pays the price, our children and their education. Tell the UCP to STOP funding private schools period. If parents choose to send their kids to private, that should 100% be on their dime. Not taxpayers. Two - why don't you get rid of the two school boards and the separate/Catholic system altogether. That would make space for the public system in underused schools. Three - why don't you offer dual stream programs (e.g. English main stream and French immersion) in every high school, to avoid overcrowding at one school and underuse at another? If French immersion was offered at more schools, we would not be so limited in our choices and we could limit commute time.</p>	
<p>The school for North Calgary needs to be funded. It will be over capacity before built as you are aware given the communities it will serve. My children deserve to continue their activities and not sacrifice their passions because their commute to and from school won't allow it.</p>	
<p>1. Agree with other comments that these options are quite vague and also not mutually-exclusive. For example, does ANYONE really think that the CBE should NOT "use space and resources effectively" regardless of what other decisions are made? Even if we try to "minimize disruptions for students" I think there are efficiencies that can/should be achieved. Yes, I realize these are supposed to be for ranking importance... 2. It was noted at the elementary-level consultations that the notion of boundaries shouldn't be so rigid if the CBE wants to find efficiencies. There will always be outlier cases no matter how you organize it, and these will typically be on the boundary edges. If adjustments are more flexible then some students can easily move to different (less-subscribed) schools, but that certainly wasn't our experience... which worked out for us, but just out of luck.</p>	



Response	Agreement
<p>I specifically found for a new home in my current neighbourhood to keep my daughter within the boundaries of a late french immersion junior high/ high school known for academic track record. I wanted my daughter to take on a second language, but another deciding factor for me was the historical academic performance of the closer public high school. That public high school could be in the balanced/under-utilized category because of its reputation for lower test results. Is there any effort being put toward the quality of instruction and learning environment at these under-utilized schools?</p>	
<p>When kids get to high school their friend groups often change. It makes little sense to put kids within walking distance of a high school regular program on a bus just to bus in kids from elsewhere so they can stay with their cohort. With Ernest Manning for example, the highest priority should be maintaining access for Signal Hill, Springbank Hill, Aspen and Christie where kids can generally walk to school and then go out from there depending on space. Priority should be given to children who are already at their designated public schools. Manning is over capacity in large part because children switch in from the Private and Catholic systems. Order of priority should be walking distance public, other nearby public/Charter, Catholic and Private in that order. Special programs should have a cap based on space and work on a lottery system. There are plenty of opportunities to engage in special interests outside of school. The public board's commitment should be primarily on offering a strong regular program to its students and minimizing travel times where possible. Special interest program families should be prepared for longer commutes, although a U pass-like transit card can at least help alleviate costs for those families.</p>	
<p>Each high school should offer a well rounded program, with proper class sizes and supports. Alberta's graduation rates of students who are even eligible to continue on with STEM based education is embarrassing! Why are students not taking and/or passing their needed classes? Are there too many kids in each class that they can not get support? Are we lacking teachers who can teach STEM subjects well? Or are only some students even getting the opportunity b/c these style of classes are only being offered in some programs or locations? These questions need to be further examined. Where you live should not dictate your success! We need students to have an environment where they can have every opportunity to learn!</p>	
<p>Can a CBE person explain the difference between "keep cohort groups of students together" and "allow students to attend school as close to home as possible"? I mean, I understand what those words mean, but can you give a practical example of what results that might have?</p>	
<p>We moved to our current house because it was surrounded by French Education schools so our kids could walk or bike to school. Please maintain a wide area immediately around all schools so that this continues.</p>	



Response	Agreement
Can CBE moves ALL IB programs from over-populated schools to less populated school please? This will be significantly balance student numbers of all CBE high schools. Do not try to re-plan communities please?	
Changes must be done sooner. We need a French Immersion program in one of the NW under-capacity HighSchools (Bowness or Robert T).	
I currently have kids at Ernest Manning that have been part of the CBE system from kindergarten. I also have 2 children at Griffith Woods. There has been a wonderful collaboration forming between Griffith Woods school and Ernest Manning. Kids from Manning are working with various programs at Griffith Wood (outdoor Ed, Leadership, Mentorship, etc.). The kids are super excited to go on to their high school and have been exposed to Manning. Currently at Manning there are a number of students that leave other programs in Grade 9 (Catholic, private, etc) and transfer over to the CBE and Manning. Could a first priority for Manning be returning CBE students in the current boundaries and that new students from other school boards may be redirected to the CBE overflow school if needed. There is a new Catholic highschool planned in the west which would have a significant impact on the Manning enrolment . I have two more children that will be potentially impacted by the outcomes of this and I would want them to be able to finish their CBE experience at the same school that they cheered on their brothers at sports and are already wearing some of the Manning gear.	
The reality of this survey is these answers are so general, it's impossible to predict how it will affect our kids.I think the focus needs to be on choices for kids and parents. Charter schools are completely impossible to get into unless you had your child on the wait list from birth. Completely unreasonable. The idea that a sibling ensures kids get into that school again thwarts any opportunity.Highschool is a pre-post-secondary experience and there are clearly differences in highschools. Commute is one factor. Crime, drugs, friend and social groups and extra curricular activities are all factors that matter to teens. Second, the rules need to be consistent. I know several families who had some 'in' with the CBE. They knew a principal, teacher or someone who allowed them to move and not through the appropriate channels. this is unacceptable. Admissions should be handled centrally, no line-cutters or people who sway the system.	
I agree, the answers are WAY too general and vague.(What even is the difference between "program continuity" and "equitable access" in the last question??)	



Response	Agreement
<p>I think it is outrageous that some of our children in Evanston have never attended school in their own neighbourhood. This prevents them from joining any extracurricular activities like sports teams and the school play. Allowing children to attend a school as close to home as possible should be a priority. It's ridiculous that it didn't even take a year before the K to 4 public school to go to lottery for Kindergarten students. Maybe start closing schools with low enrollment instead of converting them to specialized schools.</p>	
<p>I would like the school board to look at the social impact of moving students away from their friends they made in Jr High to split them up for high school" I totally agree with this. We have the same problem. We live in Walden across the street from Chaparral. ALL my daughters friends will go on to Centennial without her after spending three years together in Midsun.</p>	
<p>Instead of "attend school as close to home as possible", I'd rather see that indicated as "attend school with minimum commute duration". There's a big difference between a school a bit further away, but with excellent transit access, and a closer school that needs transfer(s).</p>	2
<p>Yes, I agree. Another example: some roads are "hard" boundaries (e.g. 14th street) even though that means you go to a further-away school.(But in this example, it seems that some "richer" neighbourhoods have clearly gamed the system a little bit -- look at the little cut-out across 14th street for Aberhart's area).</p>	
<p>I would like the school board to look at the social impact of moving students away from their friends they made in Jr High to split them up for high school. We are in a cougar ridge and always get the shorty end of the stick. There west spring elementary and we were told our kids could go there, no didn't happen then they were to go to Wildwood then shipped to Rosscarrte. They are finally making lots of friend in West Ridge and now we hear they may get moved to Bowness for high school seperating great friends which mean a lot to their confidence and helps them to be better at school. There are also the social economics that should taken into consideration. You should keep social economic groups together. Cougar ridge should go to the same schools as west springs</p>	1
<p>I would like the school board to look at the social impact of moving students away from their friends they made in Jr High to split them up for high school" I totally agree with this. We have the same problem. We live in Walden across the street from Chaparral. ALL my daughters friends will go on to Centennial without her after spending three years together in Midsun.</p>	



Out of Scope Comments

Response	Agreement
<p>Add Spanish to Central it is not a huge program yet and there is no option in West for HS. Add Languages, IB, Music and art options to Beaverbrook and redirect some communities and some feeder schools to Beaverbrook so friends stay together. Kids may go to these programs if offered and free up space at HS's that are full.</p>	
<p>Add more demand programs to under utilised schools? Languages, IB, Fine arts etc. These should be in more High Schools - why is Beaverbrook - good location, the biggest and most recently renovated High School in Calgary not offering more in demand programs.</p>	
<p>Changing boundary limitations for designated high schools would allow more flexibility for cohort groups and programmes. This would also reduce both over- and under-capacity. I have 2 children attending a junior high with Mandarin Immersion. However, it ends in Grade 9. I would like to see an expansion for this programme; allowing students continuity in their Mandarin language development through their high school years.</p>	
<p>I am against moving Hamptons students out of Sir William Churchill High School attendance area. Right now Tom Baines is the closest junior high for Hamptons. Students from Hamptons attend Tom Baines for junior high. They should attend the same high school as their classmates. If their classmates from Edgemont go to Churchill, while they go to another high school, they will be upset for not being able to stay together with their classmates from Edgemont. Cohort groups of students should stay together. High school transition should minimize disruptions for students as much as possible. Moreover, going to Churchill from the Hamptons by regular public transit is more convenient than going from the Hamptons to Thirsk. Right now if students miss their express bus to Churchill, they can take regular bus, which goes very similar route. Although they need to transfer once, it won't take much longer time. If students from the Hamptons go to Thirsk, they will have to first take bus to Crowfoot ctrain station. Then they have take the ctrain to Dalhousie. Then they have to take the bus to the Hamptons. So if they miss their express bus, they will have to transfer twice by regular transit in order to get home. The route looks ridiculously long and it will take them much longer time than if they commute between Churchill and the Hamptons by regular bus right now. Most probably, if they miss their express bus, their parents will end up driving them to and from school. This will be a lot of disruptions for the families. If you look at the straight distance, Thirsk might seem a little closer to Hamptons than Churchill. But when considering distance, a more important factor should be considered: regular public transit, because students will have to rely on the regular public transit if they miss their express bus to and from school.</p>	



Response	Agreement
<p>Please expand the schools who take international students. Ernest Manning is way over capacity and there is a large international student population...please look at spreading out over central memorial and Queen Elizabeth and others under utilized schools. And please expand the Spanish option class to other high schools more central than William Aberhart and Dr. E.P. Scarlett. Cap class sizes so all students get a fair shot as learners. And incorporate a zero-tolerance to bullying from K-12 so kids don't have to choose their high school based on going where the bullies from junior high school are not attending.</p>	
<p>Schools over-utilized or over capacity are not what's best for student learning. Too many crowded classes and less time with teachers.</p>	
<p>IB program should be at other High schools too.</p>	
<p>Students attending an established track from Elementary to High School want to stay together. Also it is wildly known that people are going to great lengths to lie about their actual residential address so their kids can get into the IB program at Western. Using their downtown business address's etc. Simply put start capping the amount of kids in programs so you ensure balance for the kids who live in the community - accept only so many IB.. As IB is only started in High School these students could go to an underutilised school as they do not have an established track from Elementary, Junior High and would not stay with cohorts anyway? Perhaps add the IB and Spanish to schools like Central or Lord Beaverbrook so you can keep numbers down at other high schools yet still meet the demand for these programs? Time to start capping- Kids who live near Western in the English programs are barely able to get into their local school?</p>	
<p>I would like out-of-boundaries students being looked at more closely for over capacity schools. My child is within the walk zone for her high school. I would be upset if she ended up bussing to a high school because her "spot" was taken by a student who was bussing to a school they were not designated to.</p>	



Response	Agreement
<p>As a young couple choosing which community to move to, we chose an established community with established schools nearby that would allow our children to utilize schools in our community without spending hours on a bus every day. In choosing an established community, we got a much smaller and older home for the same price as a larger home in a new area but made that sacrifice for our children. I am sickened to think our kids may not be able to get to the junior high and high school near us as they are already at capacity. I am not optimistic the much needed north central high school will be completed in the near future, yet am a little disgusted that severely under-utilized schools in much more affluent core communities continue to see funding poured into them for specialty programs, upgrades and maintenance. Our children deserve equal access to learning at a community school.</p>	1
<p>My daughter has many special needs students and some kids who needs extra attention. Even though these special need students can still enjoy regular classes. I am aware that the teachers are spending a lot of time dealing with the issues with other students need instead of teaching what the class should be learn. Having different setting for special needs students in the same school might help everyone with different needs learn in different speed and ways in order to be successful.</p>	1
<p>I have a friend who is a teacher and students with exceptional needs are becoming a big issue in her school because there is lack of support to manage exceptional students, as teachers are not ready or prepared to deal with exceptional / special situations, which is understandable. There have been many instances of class disruption affecting the learning experience of all the other kids and this should not be happening, it shows lack of organization and planning at the CBE leadership levels which are supposed to guide the schools and teachers through all these changing needs.</p>	
<p>You should de-emphasize the cohort grouping, where an entire cohort goes to one school together; where a designation area is very large, this would lead to long commutes. However, you should emphasize cohort component size grouping, to ensure that you don't isolate students from large portions of cohorts. You should develop an indicator function to specify cohort percent retention, and then have a large indicator when retention drops below a threshold (like 25% of a cohort group gets split away).</p>	
<p>For areas where we know busing is required (like all of the SE, on the east side of the Bow River), make an effort to group alternative programs together. The more kids from a single community go to one school, the greater the pressure on Calgary Transit to optimize bus routes. This should become clear in your planning data for "keep kids close to home".</p>	



Response	Agreement
<p>I currently have one child in grade 11 and one in grade 7. My oldest goes to Joane Cardinal Schubert in Seton. My biggest worry right now is that my younger son is going to have to spend 2-3 hours a day on city transit to get to school when he's in grade 10 because I can almost guarantee that our community of New Brighton will be pushed out of the designated area for the Seton high school. It really frustrates me because the Cranston and Mckenzie Lake communities are so large that we'll be shafted yet again when it comes to schools. We waited for over 10 years to get public schools in our community. The middle school didn't open until my oldest was in Grade 9. It is a huge oversight for the government to have not made Joane Cardinal Schubert larger. There are 8 communities designated to this school so it is no surprise that it is over capacity. Some students have their classrooms in the foyer is unacceptable!</p>	
<p>Allow current grade 6 and 7 middle school children to be grandfathered in to their current designated high school. For NW french immersion, these children have already been this year. Let them attend high school with their cohort of junior high friends.</p>	
<p>Improve communication about the decision making process for GATE within the Shaping the Future of High School. If this communication is left until October 2021, ambiguity surrounding this special education program may lead to families deciding on other educational options for their children when GATE may be the best option to meet learning as well as social-emotional needs. If changes may occur to the GATE program as part of the effort to balance enrolment across high schools, please consider implementing a separate engagement process for GATE families, providing opportunity for parent and student input as per special education programming and honouring the CBE's 3-year education plan goal to engage all stakeholders.</p>	
<p>We need to adequately fund ALL schools so they can offer well rounded curriculum! Where you live should not dictate your success. If the kids are not offered it, they can not even know if it is for them! Equitable opportunities are a must, but they must come in a well rounded system. Sticking one special groups together can create other segregated consequences! The IB program comes to mind. Why can high quality education not be offered everywhere? Integrate it into the main stream system! Too many kids are being left behind, purely b/c of where they live or their financial situation, or their lack of parental advocacy.</p>	1



Response	Agreement
<p>I have 1 kid currently at grade 7 and 1 at grade 5. So this decision is very important to my family as effected both of my kids. We moved into the Hamptons 3 years ago mainly for the purpose of the IB program offered at the St Winston Churchill high school. St Winston Churchill is also the closest high school with IB program in the NW area for us. I sure hope Hamptons can stay, not moving to any other high school. At as 2018-2019, the hamptons, Sherwood and Dalhousie each had around 250-500 enrolled. However for the projected year 2028-2029, those 3 community are only projected at 150-250 enrollment each. Sure hope this would reduce the capacity for the school.</p>	

School-based conversations

Below you will find all open-end comments from the in-person session 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.



Bowness High School

1. When you think about the in-scope factors relevant to this school, record the possibility or possibilities for 2022 and beyond you think would have the most positive impact on student learning and explain why.	
Response	Agreement
<p>My daughter goes to the High Performance Sports program at Bowness, but we live in West Hills Area. The transportation system is a nightmare. It takes less than 10 min in a car (down Sarcee) but 2.5 hours one way by transit, because there is no transit that goes there from this area. She has to go downtown and then back up. Sounds like in the comments, others in our area would send their kids there as well but see transit as the ultimate factor also. We have loved the school and would put our other children there but without transit support it is not a reasonable thing to do. So unless they also enrol in a specialized program they will be going to over-utilized EM. My older daughter trains at Win-sport and as there are no feasible transit route going there either. Bowness actually was the only high school that she could get there and back in a reasonable amount of time. Well besides the National Sports School, which is not really accessible or a viable choice unless you have a lot of disposable income. I think it is interesting that when she transferred there we were told some programming like culinary arts and other visual art classes were at over-capacity. I didn't realize the school was under capacity in general. I would also suggest looking at classes and programs to be over-capacity and in high demand and offered them at the underutilized schools. I find this all strange, My high school had a great sports program, high-level academic program, art and theatre program, language (German, French, Spanish, Japanese, & more) and science. It was a school where you could get an excellent, well-rounded education. All the schools in the city were similarly well rounded. You could also try out many different fields and classes. I guess that is no longer in vogue; now, everyone needs a specialization.</p>	
<p>Cougar Ridge has been bounced and bounced as an afterthought due to poor capacity planning and is now facing the likelihood of being culled from EM. As our children are older now, I mind the commute time less than when they were 5. Bowness a the right choice for Cougar Ridge kids. Once the ring road is open, commute time should be reduced. BUT the CBE MUST provide bus transportation. Reasonable class size is our priority - the kids haven't had more than a couple years at any given school together so it's too late to give them that experience now.</p>	
<p>I agree with both extending intake boundaries for the school, where transportation can be reasonable,</p>	



1. When you think about the in-scope factors relevant to this school, record the possibility or possibilities for 2022 and beyond you think would have the most positive impact on student learning and explain why.	
Response	Agreement
and the easing of other schools inflated populations by shifting an alternative program like the Spanish-bilingual or arts-centred into this school.	
However, I also feel like there needs to be more information about numbers of students and how that will be matched by maintaining reasonable class sizes and supports for the students. I appreciate that Bowness currently is able to offer the programs it does- Pre-Engineering, Sports, Culinary, etc. I would like assurances that adding other special interest programs will only build the possibilities for students to engage with areas of interest, I would not like to have current programs pushed out.	
I'm not seeing much conversation related to flexibility in schools to have students choose a program outside their designated area and how the high schools can or will accommodate these requests. I have encountered many parents who aren't aware they can request this- it can be beneficial where students are trying to access a specific program or area of interest. For families who have sought this out, some have faced resistance at having the designated school release that student to attend another program that will accept them. I wonder if more students and parents had more information and cooperation there might be some evening out of the numbers, or some added perspective on programs that are in higher demand but not accessible in all 'designated' locations.	
Expand the boundries to bring more Spanish bilingual & arts centred learning to Bowness high focusing to bring in students from an over flowing schools around	
Expand the Spanish Bilingual into Bowness. The commute to SPB and then ABE are not ideal and the popularity of the program is increasing. This would be a great additional location which is easily accesible by transit with less transfers required. I would suggest this for Junior High as well.	1
Changing boundaries and moving a program like French or Spanish Immersion	



1. When you think about the in-scope factors relevant to this school, record the possibility or possibilities for 2022 and beyond you think would have the most positive impact on student learning and explain why.	
Response	Agreement
<p>We left the Spanish Program this year (children Gr 7 and Gr 9) to attend our regular school program within our community. This was specifically because Bowness was dramatically under utilized and classroom sizes would be significantly smaller. I also did not want my children to spend an hour on transit to and from school every day for the next several years. That being said, moving the entire Spanish program designated at William Aberhart to Bowness would more than surpass the ideal 100% utilization rate and render this process mute. I think Bowness should enlarge the borders for their regular program and enhance their AP and Sports program to draw more out of boundary students.</p>	
<p>Since there are two elementary schools in the NW (W.O. Mitchell and Dalhousie) that are Spanish bilingual Bowness High would be a natural location for a Spanish bilingual option to be available at a high school since so many people live close to it.</p>	1
<p>I agree. I looked up the Transit commutes for several neighborhoods utilizing the Spanish program. Bowness is very accessible with relatively short commutes from most NW neighborhoods all the way from Tuscany to Collingwood.</p>	
<p>The obvious solution is to build new high schools throughout our city so that students can attend school closer to where they live.</p>	
<p>I think adding more possible programs is much more preferable to adding a grade or pulling kids from over utilized schools because that will more likely break up existing groups of friends.</p>	
<p>I also think that grandfathering will be important as I have one daughter in Grade 7 and another in Grade 3 and I would like them to have the opportunity to attend the same high school.</p>	
<p>I'm curious how adding a program for kids who already have an existing seat in a chosen language program (albeit further away from their home) helps to solve overcrowding of schools with some approaching 1000 too many kids for the school? There is a difference between convenience and 50-60+ kids per class who might be in the lobby or library or closet somewhere just to have a place to learn. Our community has nowhere to go...</p>	



1. When you think about the in-scope factors relevant to this school, record the possibility or possibilities for 2022 and beyond you think would have the most positive impact on student learning and explain why.	
Response	Agreement
Taking more students from the SW communities close to Bowness High School could increase enrollment. The SW communities are close access via Sarcee trail.	1
Move some Language immersion programs from William Aberhart to Bowness high school would help both school's enrollments.	1
Utilize existing high traffic corridors. Do not let physical boundaries determine decisions. ie. river. SW communities like Coach Hill and Wildwood are very close...10 minute drive and can both utilize Sarcee.	2
It is close and if we could get public transit to align this seems like good solution.	1
Agreed. Reasonable access via public transportation is key. There is already disproportionate attrition from the Spanish program in the west/centre of the city because those students don't have reasonable transit access to a Spanish high school. Aberhart and Scarlet are very far for most kids currently zoned to Glenmeadows/AE Cross. Don't add another Spanish option in the North without considering how ALL students would get there on transit and ensuring those routes (and bus times) actually exist. It doesn't matter how physically close it is, if the kids can't actually get there in a reasonable amount of time because of obstacles like the river/reservoir/etc.	2
Redraw boundaries, create a well rounded program for all to succeed.	1
Perhaps redrawing the boundaries to include Scenic Acres is a possibility for Bowness High School.	
In addition, moving the Spanish Bilingual program to this school should be considered.	
Agreed - consider including Scenic Acres and Varsity to increase enrolment.	
Also, quality programming that meets the needs of the community and provides choice for students (option courses, languages, extracurricular) not just alternative programs should be important for all schools.	



1. When you think about the in-scope factors relevant to this school, record the possibility or possibilities for 2022 and beyond you think would have the most positive impact on student learning and explain why.	
Response	Agreement
<p>With the growing popularity of the Spanish Bilingual program, Bowness would be a great school to expand the program into. Or move the entire program from Abe to Bowness. Currently kids from the neighborhoods that attend WO Mitchell are commuting to Senator Patrick Burns. It is a long commute for many of those kids. I understand some are on transit for up to an hour with up to 2 transfers. I love the Spanish program so far, but I'm not sure I can send my kids commuting that long and that far on public transit for 7 years of their life. It would be an easier decision to stay in the program if they didn't have to commute all the way to Abe for high school as well as middle school. I know that wouldn't be favorable for the families that live close to Abe, but if the entire program does move or stay, it would share the commute burden so the far western NW kids do not have such a long commute for 7 years of their childhood! Our priority is school programming that meets our kids learning needs first and then the most important consideration would be how far they travel to school. Abe May be a bit far to travel to.</p>	2
<p>While I understand the frustration of a long commute , it is a chosen program - a preference. There are many communities who have no access to quality education in our designated CBE school. I believe the mandate of the CBE is to provide basic education first before addressing special programming (language, gender, arts, science). I am biased towards the belief that the priority should be to provide traditional education opportunities before allocating special programs. One is a right, the other is a choice.</p>	
<p>I understand your priority but I think you are undervaluing the impact that "choice" programs have on regular programming. My kids are in French Immersion and choosing that program frees up space in regular programming schools in our area. We live in Strathcona and Ernest Manning is beyond capacity. So taking away this program or making it difficult to access further compounds space issues. Furthermore, French Immersion has been an educational commitment - switching out is not so simple.</p>	
<p>Move a French Immersion program to Bowness.</p>	
<p>I agree with many comments lets get Cougar Ridge/West Hills students to Bowness! Just Fix the transportation please, it seems so simple. Why can't it be implemented for 2020-2001 school year?</p>	



<p>1. When you think about the in-scope factors relevant to this school, record the possibility or possibilities for 2022 and beyond you think would have the most positive impact on student learning and explain why.</p>	
<p>Response</p>	<p>Agreement</p>
<p>If you moved Spanish out of Aberhart and rezoned some (North) kids to Spanish in bowness while also opening a more city-centre option (Central memorial) for kids coming from AE Cross that would solve the capacity issue and the transportation issues from the west. Open a 3rd Spanish highschool makes sense as the population is growing. There should be a North, central and south option.</p>	
<p>2. What factors should be taken into consideration in how we implement a decision for CBE high schools (i.e. transportation, siblings etc.)?</p>	
<p>Response</p>	<p>Agreement</p>
<p>Transportation is always a factor in considering schools. I feel in high schools there should not be yellow school busses but students should ride Calgary transit. I think the issue is Calgary transit routes then dictate which schools are feasible for kids to go to. Maybe working to open up new Calgary transit routes to under-utilized would increase enrolment. 30min- an hour one way is a reasonable commute but over an hour or 2.5 hours one way is ridiculous.</p>	
<p>Why should the burden of transportation costs be put into only the families who aren't lucky enough to have a community school available for their child? If the Cost of transportation were levied across ALL students, the burden wouldn't be as heavy and those who are forced to bus their students aren't doubly penalized (no school in your community AND you have to pay to get your child to a school dat away).</p>	
<p>Commute time, keeping groups of kids together. I agree that money should be spent on programming and not bussing!</p>	



2. What factors should be taken into consideration in how we implement a decision for CBE high schools (i.e. transportation, siblings etc.)?	
Response	Agreement
<p>in terms of transportations.it is easy for parents to ask all the transportations from Schools and CBE. how ever when we think from the perspective of what is better for both CBE n the parents , both have to make some kind of compromises.its my opinion. the reason is we all want COSTS LOW, then as parents we need to traffic our kids to some extend. TRANSPORTATION IS VERY IMP for kinder G thro grade 6. HIGHSCHOOLERS can manage via CALGARY TRANSIT AND IN MY OPINION THAT IS WHAT WE AS A FAMILY ARE SATISFIED with. busing from a community stop is more feasible for CBE rather than picking up from each corner of the block . I am totally of the opinion that BUDGET MONEY NEEDS TO PUT INTO learning n resources geared towards enhancing learning and academics rather than INTO TRANSPORTAION. DAY CARES will sprout near CBE COMMUNITY bus stops and that will provide extra income generation to that new family while supporting those parents who cant keep trafficking their kids due to time differences of sibblings or their personal job commitments. so yes community stops for kinder to grade 6 or even 9 for CBE transportation & bus passes for highscholers is our deal . focus on academics / sports / art centred / language programs</p>	
<p>Transportation: Create bus stops closer or as close as possible to the nearest school. If there is a high population of students around a certain area and the school is close by, it becomes easier for all of them to take the bus. There are certain schools that for instance have buses that go directly to the communities that the students live around.</p>	
<p>Siblings: The school Dr.George Stanley includes grades 4 to 9, but it doesn't have a lot of students. I think this idea can be replicated, but changed to have grades 5 to 9 in the school, but 4 in an elementary school. Due to this, it's easier for siblings to attend the same school and take the bus or walk home.</p>	
<p>Keeping siblings together is very important.</p>	
<p>Transportation becomes less of an issue and cost if there are more schools so people can walk/bike to their school in their own community.</p>	
<p>transportation and communities. keep schools and students in close proximity. using the SW communities to feed Bowness high school will keep the students close to the schools. keeping families together. Moving new programs to Bowness high school will also keep its enrollment up. The SW communities have close access via Sarcee trail and they could feed into Bowness High School.</p>	
<p>Transportation</p>	1
<p>keeping communities together</p>	1



2. What factors should be taken into consideration in how we implement a decision for CBE high schools (i.e. transportation, siblings etc.)?	
Response	Agreement
<p>Where you live should not limit the level of education you receive. The creation of specialized programming here but not there creates a segregated society. The students need the opportunities to become the best that they can be. This means that each school should offer a well rounded program. Kids should get to go to school close to home and not be bussed across town.</p>	2
Transportation logistics	
the need to hire new teachers for a specialized program	

Centennial High School

1. When you think about the in-scope factors relevant to this school, record the possibility or possibilities for 2022 and beyond you think would have the most positive impact on student learning and explain why.	
Response	Agreement
<p>It would be unfortunate to disrupt students learning by forcing current students to change schools. This is a critical time for students not only academically speaking.</p>	
<p>This high school is currently not our designated high school, however, it is only a 20-25 minute commute so if the programs offered met our family's needs, I would not hesitate to send my kids there as programming is #1 for us (specific interest-AP classes). As it is projected to be over capacity, however, I do not believe it is likely to become our designated school if boundaries change.</p>	
<p>Centennial is the closest CBE high school to our home, and the easiest to access by public transit (with one bus ride). I think our children will benefit from keeping the community boundary unmoved. Then, our children will continue to have a fairly short commute, can participate in before and after school activities, and will have more time for study and for family.</p>	



2. What factors should be taken into consideration in how we implement a decision for CBE high schools (i.e. transportation, siblings etc.)?	
Response	Agreement
We chose to live in a community based on close proximity to schools from elementary through to high school at Centennial. It is important to us to have our youngest attend the same high school as our oldest with same opportunity to continue their education with all their junior high school cohorts regardless of living in various communities.	
All our children have attended centennial for high school. It would be a shame for our youngest to have to choose a different school next year.	
We have two children currently attending Centennial, with two younger children moving up. It is very important to our family that the younger children be allowed to attend the same high school as their older brothers.	

Central Memorial High School

1. When you think about the in-scope factors relevant to this school, record the possibility or possibilities for 2022 and beyond you think would have the most positive impact on student learning and explain why.	
Response	Agreement
As a French Immersion parent, I would happily send my kids to Central Memorial IF there is adequate long term space for the FI program and so long as it didn't not impact the continued existence of the PVA program. I appreciate the heartfelt comments of those who know and support the PVA program.	
Add the Spanish Program or IB to Central. There are several students that leave the Spanish program in Grade 9 as there are no close options for them to go to High School so they end up going to Ernest Manning. The spanish track ends in Grade 9 for Students in the west. Central could be a feeder school for AE cross Spanish Students, this would then ease the burden on EM as many of these students would carry on with their language program.	
Central has such a gem with the PVA program. Please acknowledge the positive, important contribution this program makes for students, for the community and for the future of the arts. It would be fantastic if there were a way to work with transit to support both those commuting to this school and those to other alternative locations.	



1. When you think about the in-scope factors relevant to this school, record the possibility or possibilities for 2022 and beyond you think would have the most positive impact on student learning and explain why.	
Response	Agreement
If this school becomes an overflow for EM, the reputation for student-life, teaching and academics must improve.	
Possibly extending the boundaries for the school to take some pressure off Ernest Manning or adding another program. But please do not do anything to the PVA program.	
Discovery can choose btw central and emhs. Perhaps add Springbank Hill? Enrolment at emhs is bananas	
Include International Student programs and French Immersion programs here. PVA program is amazing! I saw a Little Shop of Horrors musical here years and years ago —best drama performance I've ever seen at a Calgary high school! Cap classes in 10-year future if needed and perhaps re-jig boundaries In the present.	
You may want to look at Central Memorial for the location of one of the Alternative programs such as French Immersion. Western is overcrowded and Central is underutilized, move Western's French program to Central Memorial to increase numbers.	
I'm not sure I fully understand why PVA doesn't qualify as an arts-based program when the scope and quality of the program is what it is. However, I just want to reiterate that I hope CBE planners and decision makers understand how truly wonderful this program is. It really is a bit of a hidden gem for CBE and anyone who doubts it need only spend some time talking to the students and families who are part of it, and see its teachers in action, to realize how unique and special it is. When I talk to people outside of Calgary about it, they always say the same thing "I wish we had a program like that here!" Some students even relocate to Calgary (on their own, without their families) from BC or commute in from Airdrie or Strathmore just to attend	1



1. When you think about the in-scope factors relevant to this school, record the possibility or possibilities for 2022 and beyond you think would have the most positive impact on student learning and explain why.	
Response	Agreement
<p>Another option CBE might consider to balance enrollment across schools is to consider incenting this choice by making it more attractive to Calgary families. Possible examples: 1) adjust the CBE transit rebate so those who attend under-utilized schools receive the rebate (as opposed to those who chose the local/designated school); 2) adjust the funding model so it's not entirely based on per-student funding (e.g. allocate some additional funding to inner city schools to upgrade existing facilities to same standards as newer schools); 3) work with Calgary Transit to ensure efficient transit routing is available for communities designated to specific schools.</p>	
<p>As a graduate from ACAD, the need for art and design education at the high school level is not a 'nice to have' but rather a need based on my experience in related industries. All too often the Arts are quickly brushed aside when economics/funding decisions are made under the guise that more 'academically based' disciplines are core, while arts are discretionary. The future's reliance and the important role visual communication play within it, are key areas Canada lags behind in globally, partially due to the fact that there is not enough focus on visual literacy and the strong design/visual vocabulary needed to navigate the digital world. Strong voices are needed in the global economy and those come from sound educational systems that Central Memorials' PVA program fosters.</p>	1
<p>PVA needs to stay. My daughter suffers from severe anxiety and depression and the program has offered a ray of light. She has made friends that will last a lifetime, attempted things like entering art shows, competitions and contests because of an increase in confidence. Please re-jig the boundaries for an easy win. The PVA program has changed her outlook on many things.</p>	2
<p>The boundary for Central Memorial could easily be changed to include the community of South Calgary, just to the North of Central Memorial. Currently much of this area is designated to Western Canada High School, an over-utilized school.</p>	1
<p>Students from all over Calgary come to Central to join the amazing Performing and Visual Arts Program which should be fully supported by CBE. As well the environmental programs held at the CT Centre at Central are award winning and should be used as an example of inventive and creative classroom spaces.</p>	1



1. When you think about the in-scope factors relevant to this school, record the possibility or possibilities for 2022 and beyond you think would have the most positive impact on student learning and explain why.	
Response	Agreement
No one has really commented yet on the grade configuration changes, but this options seems a bit silly and a solution for a different problem entirely. As I understand it, the issue isn't that we have crowding in junior high schools, so I'm not sure how moving grade 8 or 9 into CM or other under-utilized high schools would address the crowding issues at some Calgary high schools.	
The PVA program at Central Memorial High School needs to stay. Do you have any idea how it much it benefits the kids who suffer from anxiety? We live in a world of a distraction. The PVA program allows kids to be social, work things out and not hide behind a phone.	1
I echo the sentiments others have expressed about the depth, strength and value of the PVA program at Central Memorial High School. It serves a niche that does not otherwise exist in Calgary's public system. Students from EVERY corner of the city choose to attend this program, many opting to do so even though their designated schools are much closer and many face long commute times, but make this choice in order to attend PVA. This speaks to the VALUE they see in this program. Retaining it, investing in it, and keeping it at a centrally-located high school will continue to ensure high-quality arts programming is accessible to students from all parts of the city.	2
Keep PVA alive. My daughter is currently in this program, which has allowed her to pursue her goal of having a future in the arts, as well as keeping her engaged at school and motivated to perform well in her other academic courses. The PVA program should be retained, along with the other current programs at Central (including NSA, AP, career & technology and K&E), and boundaries could be re-designated for students currently in regular programs at other schools to alleviate overcrowding.	1
The PVA program at Central has been a wonderful program for our child and should be maintained.	1



1. When you think about the in-scope factors relevant to this school, record the possibility or possibilities for 2022 and beyond you think would have the most positive impact on student learning and explain why.	
Response	Agreement
<p>Central Memorial's PVA program has provided so much for me, both artistically and mentally. If there wasn't a PVA program, I would be going to Ernest Manning, where the majority of the kids from my junior high go to as of right now. When I was in junior high, I got bullied every day for being LGBT. I constantly felt threatened by the kids in my school and I was so frightened of being myself. I'm transgender and I have a huge amount of support from the people at Central Memorial. If I were sent to my designated school, I would continue getting bullied by the people from my junior high, and I wouldn't be able to mentally handle being at school. If the PVA program were to be cut from Central, I would want to drop out of high-school. Central has given me a vast amount of support in many different ways, and I'm sure an abundance of others feel this way, as they may have gotten bullied in their previous schools for their race, religion, sexuality, gender, disability, etc. By getting rid of an amazing and opportunity-raising program, you'd be getting rid of multiple teenager's educations, as well as placing them back into the uncomfortable state they were in before going to Central. Please consider that getting rid of PVA could damage multiple students' futures.</p>	2
<p>Other schools will not have such a wonderful art program like Central Memorial's PVA program. This program helped me so much throughout the trials and tribulations of high school. I have graduated from Central's Theatre and Dance program and I can honestly say that this program was the best possible decision I have ever made. Next year I am going to one of the world's leading universities in the arts and that would have never been possible without PVA. I am going to have a career as an artist. I believe in this program and for the next generation of students.</p>	1
<p>Your post put such a smile on my face. Congratulations and best of luck to you! Our world needs artists and individuals who believe in them, who believe that the arts are essential part of our lives, and who support the aspirations of young people who have the courage to pursue their passion. We are all better for it.</p>	1
<p>Congratulations! My daughter also has big dreams and I believe the PVA program will absolutely help her and everyone who comes into the program.</p>	1



1. When you think about the in-scope factors relevant to this school, record the possibility or possibilities for 2022 and beyond you think would have the most positive impact on student learning and explain why.	
Response	Agreement
<p>My son now goes to Central Memorial for their PVA program. They have been the most happy that I have ever seen them. There the teachers and staff believe in their dreams and want them to be the best they possibly can be. As a mother I cannot fully express in words how thankful I am for this program. Keep PVA alive.</p>	1
<p>I have recently found out that the Performing and Visual Arts (CBE) Program at Central Memorial is in jeopardy. This is harmful to the younger artistic community in Calgary. Both me and my cousin are/were in this program and need it to express ourselves. Not only with us but, several of my friends would be in extremely bad places without the program. This program provides stability in highschooler's lives. Often times, the students in these programs are also in minority groups such as race, gender/sexuality, disabilities, etc. The programs allow a safe place for them where they can express themselves freely. Several students are proven to do considerably better with having that PVA class to creatively output ideas. Those students are in more extra curricular's than those not in the program. Most of the speech and debate students are also in the Theatre Arts program. Alumni of the program include Julliard, Berklee, NYU, CalArts, among many others. As well, there are several recording artists that were in the program. Students currently in the program are deeply involved with local theatre companies such as: StoryBook Theatre, Theatre Calgary, CYPT (Calgary Young Performers' Theatre), Pumphouse Theatre, and Front Row Centre Players. Whenever there are threats to cut funds to the arts programs, you hear an immediate buzz of disappointment. This program keeps the art community alive and thriving. This community does not only give opportunity to performing arts but also behind-the-scenes programs as well. The theatre program allows Central to have a thriving technical theatre program. One of our technical students has even won awards in lighting. If the Calgary Board of Education (CBE) cuts the PVA program, this would cause a downfall in minority teenagers mental health. It would also keep the arts program in its entirety alive and well. Please consider this and all the other pro arguments in the comments to keep this program alive. Thank you.</p>	1



1. When you think about the in-scope factors relevant to this school, record the possibility or possibilities for 2022 and beyond you think would have the most positive impact on student learning and explain why.	
Response	Agreement
<p>I have recently been informed that the PVA program at Central Memorial might be in jeopardy. This would be detrimental to Calgary's young artists and to our current artistic community. Every year the graduates of PVA at Central Memorial go off and do extraordinary things because of the existence of this program. Our alumni includes students currently attending Juilliard, New York University, and CalArts. Whenever budget cuts are made, art programs are the very first to be drained. When you look into the eyes of the kids who go here you see their dreams and aspirations everyday. They are challenged, they are welcomed with open arms, and are given an opportunity to thrive. Students who have dreams of becoming an athlete, doctor, or engineer are lucky for the school board believes in those dreams. However, when a student has a dream of becoming a performer, their dreams are less than? How dare you decide which dreams are worth funding and which dreamers are you going to starve. We are making legends at Central Memorial. Please keep the PVA program alive.</p>	1
<p>Thank you for such a meaningful comment! Keep up the good work at Central!</p>	1
<p>One of the great things about Central memorial is that it is already a multi-track school - with the NSA and PVA programs, plus K&E, AP, career & technology classes and the regular stream. Many Calgary Royals players also attend because of the scheduling flexibility for student athletes. This diversity is an asset and creates a positive learning community, but it does create some complexities already in terms of scheduling courses. I'm not sure that moving ANOTHER entire program (e.g., French or Spanish immersion, or IB) to this school would be viable on this basis. A better option might be to retain those programs at Western, for example, and redesignate school boundaries so some students who are in the regular program at Western would move to Central.</p>	1



1. When you think about the in-scope factors relevant to this school, record the possibility or possibilities for 2022 and beyond you think would have the most positive impact on student learning and explain why.	
Response	Agreement
<p>Many of the older, underutilized schools - including Central memorial - have a reputation of having less to offer students than shiny new schools like Ernest Manning. This is simply not the case but wealthy people like those who live on Calgary's west side feel these schools are unacceptable options. If new schools are over-capacity, I think it only makes sense to change boundaries to redesignate students in some areas. This seems a longer-term solution than capping enrollment and designating an overflow school, which would potentially have siblings designated to different schools.</p>	1
<p>We absolutely need a Spanish bilingual high school on the West side. I had originally thought Ernest Manning but seeing in this presentation that EM is over capacity, it makes sense to open one in Central Memorial, although the school is not rated very highly. It makes no sense for students in the west to have to travel so far for high school (up north or way down south).</p>	1
<p>Agreed!!! There are no options for kids on the west side to continue into high school in Spanish, which puts added pressure on western (when kids drop out of Spanish) or Aberhart/Scarlett (if they stay in and can somehow manage the commute). Adding Spanish to central would reduce pressure on multiple over capacity schools and bring a new population into Central. A Spanish and Art-focused school could be a really interesting and dynamic campus!!</p>	
<p>Kids who currently attend Manning but live east of Sarcee Trail should be sent to Memorial as it has more room.</p>	
<p>The Spanish program should expand into Central Memorial to offer centrally-located students an option that is viable to attend if taking public transit. The existing commute for students to Scarlett or Aberhart is not reasonable for central/west students who would otherwise attend schools like Manning or Western. Opening Central Memorial to the Spanish program would decrease pressures at Aberhart and Scarlett and also minimize centrally-located students switching back into the English program to attend schools closer to home such as Western or Manning.</p>	1



1. When you think about the in-scope factors relevant to this school, record the possibility or possibilities for 2022 and beyond you think would have the most positive impact on student learning and explain why.	
Response	Agreement
<p>My children are in the spanish bilingual program. We live in the regular program boundaries of Ernest Manning, but our designated high school for spanish is at Dr, E P Scarlett. I am one of those parents who (with consultation of my children) would absolutely move my kids to Manning to avoid the INSANE commute to Scarlett. The spanish jr high is AE Cross. If the spanish program was moved to Central I would keep them in the spanish program.</p>	1
<p>I agree with expanding the boundaries or bringing in a program.</p>	
<p>Central Memorial would be a good candidate for French Immersion. I agree with education matters on the boundaries as well.</p>	
<p>I would highly suggest that Central Memorial High School, becomes an option for Deaf and Hard of Hearing (DHH) students, since the school already along with the Alternative School, currently offers an ASL Language Course open to all student. While the QEHS, which is the ONLY designated DHH Program available for Grades 7-12 only recently started to offer ASL Language as an option to all the students, imagine that!. To have ASL as a Language option in other schools will promote inclusion; another language option for all students to access; ultimately will support the Bill C-81 Accessibility Canada Act, creating future generations who will know how to sign and creating an inclusive environment for the DHH Community. As well, with the increasing ageing population and the DHH community accessibility standards being implemented, having ASL classes in multiple schools will help address the need for more ASL Interpreters (which is currently very low), and provides a new career option for students. But more importantly, our DHH Students will have a choice to attend a school they wish to attend, be integrated with other students and not be restricted to just 1 CHOICE because all the ASL resources are pooled into that program due to budget. So please refer to the DHH Program as an example of the inequality to "equitable access for all students to quality learning environments and choice of programs" and not meeting the CBE Value "Students come first" perhaps because of the top Planning Principle criteria is "use space and resources effectively". - Thank you.</p>	1
<p>One possibility is to redraw the boundaries so that Central Memorial becomes the high school for students in Killarney, Glenbrook, Glendale, Richmond...taking the pressure from Ernest Manning high school.</p>	3



1. When you think about the in-scope factors relevant to this school, record the possibility or possibilities for 2022 and beyond you think would have the most positive impact on student learning and explain why.	
Response	Agreement
Central Memorial would also be a good base for a language program.	3
The option that makes the most sense to me is to become a designated school for another school with over-flow issues. This keeps cohorts and siblings together, for the most part.	
It would be fantastic if the city would step in and make sure all these new communities being built have PUBLIC k-12 schools in every large community of 10,000 or more.	
2. What factors should be taken into consideration in how we implement a decision for CBE high schools (i.e. transportation, siblings etc.)?	
Response	Agreement
Transportation has to be a consideration. While high school students can manage better on public transit - it needs to be reliable, reasonable and accessible.	
Keep cohorts together - move a program to Central in it's entirety. Why is Central not being considered a feeder school for AE cross Spanish Program? The transportation to this school would be far less travel time than the current option for Spanish High Schools for kids in the west end. Most kids drop out of Spanish to attend EM as it is closer than the current HS offered for Spanish.	2
Transportation for sure	
and siblings attending the same schools are important.	
The PVA and the CT Centre at Central Memorial are the best kept secret in the CBE. I am continually amazed at how many parents in the city do not know this exists. I truly believe this is one the problems with the lower enrollment. The boundaries are the second issue as the designated boundaries like Riverbend have matured and reached their peak several years agoand the CBE has not made changes to take this into account. So I might suggest boundaries change and designated buses within those boundaries be adjusted to accommodate students.	



2. What factors should be taken into consideration in how we implement a decision for CBE high schools (i.e. transportation, siblings etc.)?	
Response	Agreement
<p>The PVA program is one of a kind and I have enjoyed many years supporting the students and watching them flourish. Central Memorial fosters an incredible all-inclusive environment which benefits students immensely. So many parents have devoted a great deal of time and effort into supporting Central Memorial in volunteer hours and donations. The arts are a very important part of society and should continue to be developed by our youth. Please don't take away what so many have worked so hard to build. Future students deserve a choice!</p>	
<p>Transportation needs to be considered, as bus routes are always changing. Siblings should be able to go to the same school.</p>	1
<p>Reliable transportation</p>	
<p>Proximity to school and being able to stay in program of choice.</p>	
<p>Kids who currently attend Manning but live east of Sarcee Trail should be sent to Memorial as it has more room.</p>	
<p>Siblings, public transportation and location of feeder schools are very important. Siblings should have the opportunity to commute together to school whenever possible.</p>	1
<p>Public Transportation is a big factor and must be considered.</p>	2
<p>It makes sense to expand the designated areas of central memorial to account for the population changes. Why is discovery Ridge split between EM and CM? Since EM is over capacity already, designate discovery Ridge to CM entirely. Can we increase the cooperation between CBE and Calgary transit too, to make the transportation challenges a bit easier during school hours?</p>	
<p>Agree. We live in Discovery Ridge and have a child who attends CMHS. However Calgary transit service to DR, particularly the student service, but also in general, is very unreliable. Improving the frequency and routing to allow Eastbound transit service along Glenmore Trail or Richmond Road from DR and Springbank Hill would make this a more viable option to consider for high school students.</p>	
<p>Transportation and siblings are both important factors.</p>	1
<p>Transportation is a big one for me. Now days there are more families where both parents work! Not everyone has the flexibility to drive their kids to school or the funds to bus them! We NEED more schools on this city! Especially in the newer developed communities! Once the new developments get K-12 public schools there should be less stress on other schools outside of the children's community.</p>	1



2. What factors should be taken into consideration in how we implement a decision for CBE high schools (i.e. transportation, siblings etc.)?	
Response	Agreement
Discovery Ridge current designated school is Ernest Manning. The attached map is incorrect. Discovery Ridge attends Griffith Woods for Elementary and Jr high.	

Crescent Heights High School

1. When you think about the in-scope factors relevant to this school, record the possibility or possibilities for 2022 and beyond you think would have the most positive impact on student learning and explain why.	
Response	Agreement
i think expanding programs would be the most beneficial. I feel like the reason some schools are over capacity is because of programs and options. And some schools are under capacity because of known problems with gangs and bullying. Both issues need to be addressed.	

2. What factors should be taken into consideration in how we implement a decision for CBE high schools (i.e. transportation, siblings etc.)?	
Response	Agreement
Transportation should probably be a factor in some cases. Having said that, personally I just want to ensure my teenager is getting quality education without over crowding, and would not mind commuting.	

Dr. E.P. Scarlett High School

1. When you think about the in-scope factors relevant to this school, record the possibility or possibilities for 2022 and beyond you think would have the most positive impact on student learning and explain why.	
Response	Agreement
Moving the out of boundary students as well as the French and Spanish programs to under utilized schools makes the most sense.	



1. When you think about the in-scope factors relevant to this school, record the possibility or possibilities for 2022 and beyond you think would have the most positive impact on student learning and explain why.	
Response	Agreement
<p>I agree with all of the comments that mention the diversity of EP Scarlett is one thing that makes it such a great place to learn. The AP program is extremely valuable for the regular program classes and keeping that quality at the school should be a strong goal. To specifically address each in scope factor: - Change boundaries to redesignate some students to other schools - this seems like the most practical, and reading other comments from those in the farther, harder to reach communities currently designated to Scarlett, seems to be the most welcome and make the most sense.</p>	
<p>- Redesignate an entire program to another school - as mentioned above, I think the quality of the regular program and AP program at EP Scarlett is superb and needs to be maintained. The diversity of the school is wonderful, and maintaining it should be a consideration. If numbers couldn't be brought in line with changing boundaries (which I think they could given the under capacity issues of other schools in the right area), perhaps moving the French program could be considered as a second choice. The Spanish program at the high school level involves specific Spanish classes, it doesn't involve other core subjects taught in Spanish, and there needs to be a strong regular program that includes AP for enrichment in core subjects. In addition, the elementary and middle schools in Canyon Meadows are Spanish program schools and the program was specifically nurtured to be K-12 in the same neighbourhood. The schools do cooperate and work together and the number of families that live in the neighbourhood in order to take advantage of the K-12 program is significant. I think at a minimum the Spanish, regular and AP programs need to remain at EP Scarlett. - decrease enrolment in an existing program - again, I think the capacity can be solved with boundary changes vs. changes to program configuration and enrolment</p>	
<p>cap enrollment and designate an overflow school - this seems like the worst option to me. It will split cohorts up arbitrarily.</p>	
<p>Why not move either the french program or change Lake Bonavista regular program to the boundaries for Beaverbrook?</p>	



1. When you think about the in-scope factors relevant to this school, record the possibility or possibilities for 2022 and beyond you think would have the most positive impact on student learning and explain why.	
Response	Agreement
It makes the most sense to keep regular programming, including AP, intact and serving the needs of the community and moving one or more of the alternative programs to an under-utilized site. Overflow schools are problematic and divisive for communities involved. It makes much more sense to move alternative programs as a unit rather than pick and choose which regular program students stay and which need to go elsewhere.	
Transit and accessibility is important for high school. Accommodating numbers for regular programming should be priority.	
I don't think you need to move the Spanish program out of EP Scarlett if you simply open another Spanish program in the Central West side of Calgary. This will alleviate the burden on both Aberhart and EP Scarlett as students who live in the Central West will want to attend closer to home - in looking at the capacities of the schools, it looks like Central Memorial is a good choice since it is underutilized.	
Agreed. Kids from the west should not be zoned to Scarlett. It is too far away and it is promoting over-crowding at Scarlett. A third Spanish high school is needed in the west, as the program expands.	
I'm very frustrated with this engagement because you're not trying to understand what makes a school special. Scarlett is a fantastic school because it has all of the language programs and a regular program. If you remove one, the school environment will change. Any parent who says, yes, just move French or Spanish I think is discounting the value that the existing mix of students has on our kids' learning. The value of public education is the vast mix of students - their differences make kids empathic and value diversity. Also, not mentioned is the fact that there is no longer a No. 3 bus that goes along Elbow Drive. For most students, it will not be easy to move from Scarlett to Wisewood because it now requires a transfer. (Also, no easy way to take a bike either.) CBE is too focused on the direct, HS bus from new communities to school - this means kids have less flexibility to attend study block etc. Kids need better transportation options to both Scarlett and Wisewood.	1
Moving either the French or the Spanish program to another high school would make sense. I agree that we seem to be trying to offer too many programs - although we have been doing it well, considering. The AP program is very valuable and would want to see that program maintained at this school. It is a critical factor in later university success.	1



1. When you think about the in-scope factors relevant to this school, record the possibility or possibilities for 2022 and beyond you think would have the most positive impact on student learning and explain why.	
Response	Agreement
<p>If a school can meet it's capacity requirements by regular programming only, then regular programming should be the focus. Schools that are under-capacity should be the focus for alternative programs like French and Spanish. We have alternative programs to satisfy 2 needs: attract students to under-capacity schools, and diversify student experience. Under-capacity schools are typically farther away for students. Why should you preferentially benefit students with diversity and a short commute while lessening the experience for students forced to have a long commute without the option? Take the French and Spanish, and move them to an under-capacity school. It's important to keep them together, as that will result in higher student numbers from each in-boundary community, which in turn influences the availability of bussing provided by Calgary Transit.</p>	3
<p>Agreed! I have children in regular programming at the moment. However, I am considering alternative programs for them and automatically expect that there will be a longer commute either by school bus, city transit, or my time in driving them to school.</p>	
<p>Provide another French high school to help distribute students. Perhaps make one of the schools French only, perhaps Lord Beaverbrook, and that would increase that school's attendance. This school is being asked to service too many needs. Streamline. Distribute to others.</p>	2
<p>There are a lot of student from West Springs/ Aspen / Cougar Ridge to attend the Spanish program in the west end. The travel time to the spanish program at Scarlett is very long and completely prohibitive. As a result these students are being pulled from the Spanish program and put into Manning. If another spanish program was put into Central there would be more students to relieve the pressure in both Scarlett and Manning.</p>	1
<p>I completely agree. This is also true for Spanish students in other west neighbourhoods (Killarney, Glenbrook, Glendale, etc). There is no easily accessible (ie via public transportation) Spanish high school for students in the west, which is causing disproportionate attrition of Spanish students from this part of Calgary. This compounds over-crowding issues at schools like Manning. The Spanish catchment boundaries at Scarlett should be redrawn to stop at the reservoir and an additional Spanish school should be added in between the north and south schools.</p>	1
<p>Adding another French High School in the south would help move students out of this school.</p>	



1. When you think about the in-scope factors relevant to this school, record the possibility or possibilities for 2022 and beyond you think would have the most positive impact on student learning and explain why.	
Response	Agreement
The class sizes in a school has huge impact. on learning sucess. For EP Scarlett, it makes sense to move French programs to Henry Wisewood because the feeder school for spanish is already in the same community as the EP Scarlett. The French Jr high is also closer to HWW.	3
Redrawing the boundaries fro regular program that feed into EPS . The SW ring road should be done therefore travelling will be easier from those SW communities to feed into EPS. Communities of Belmont, Yorkville, Evergreen, Silverado, Bridlewood, somerset, shawnessy, Canyon Meadows, woodbine/ to go to EPS. Lake Bonavista to Lord Beaverbrook school and Southwood community to go to Henry wise wood. Also limiting the number of International students to underutilized schools only .	3
This is my thought exactly. Henry Wisewood is under subscribed in the coming years; as the French program makes up a larger portion (than the Spanish program) of the current projections for EP Scarlett, the impact is greater for both facilities to move this program... it would also help to further diversify the student body at academic portfolio at Wisewood. To keep the Spanish students within the same community as their Elementary and Jr. High location also feeds into the initiative of minimizing disruptions and prioritizing the student experience.	1
2. What factors should be taken into consideration in how we implement a decision for CBE high schools (i.e. transportation, siblings etc.)?	
Response	Agreement
Allowing siblings to attend the same school if they choose the same program is ideal, given that siblings don't always follow the same path. Transportation is an important consideration in terms of students being able to get themselves to high school. That being said. We agree with the comments that local communities need to be serviced by the regular program at a local school. Alternative programs should be offered in the under-enrolled schools and as close to feeder schools as possible.	



2. What factors should be taken into consideration in how we implement a decision for CBE high schools (i.e. transportation, siblings etc.)?	
Response	Agreement
<p>If language programs are going to be widely offered for elementary and junior high, they need to then be equally supported at the high school level, without meaning that students need to commute half way across the city. There should be more facilities that offer these programs to ease the pressure on the existing schools that already do; that will help ensure that students are given the power to choose their educational path for themselves without being influenced by potential hard stops that have no place in a child's educational decisions (such as commute). A student should have the freedom to attend their program of choice within a reasonable proximity to their home.</p>	
<p>Proximity and ability to stay in program of choice.</p>	2
<p>Commute times are a consideration, however, families who choose alternative programs should accept that a commute may be part of that decision. Agree that under-utilized schools should be used for the French and Spanish programs.</p>	2
<p>Commute times via public transportation should be a main consideration in zoning (including for language programs). Not all high school students are old enough to drive, have access to a car, or have a parent that can drive them every day.</p>	
<p>Current high school catchment zones (only 2 in the whole city) for Spanish are too large and lead to accessibility issues in these programs, which in turn results in attrition of Spanish students to the English program at the end of grade 9.</p>	1
<p>If you're bussing kids to this location from South communities, do better than the current consolidated bus stops.</p>	
<p>Give priority to those in the community for the mainstream program.</p>	
<p>Use under-allocated schools to deliver the alternative programs.</p>	1
<p>My child is considering E.P. Scarlett in the long run, however, it is not the location as much as program offerings there (specifically the number of AP courses currently offered). In light of this, if moving some programs elsewhere would be better for enrollment, I support this as a long-term solution. In short-programming over location of the school would be #1 for our family.</p>	1
<p>Priority should be given to students in the designated area for the mainstream program.</p>	2
<p>Alternative programs should be offered in the under-enrolled schools and as close to feeder schools as possible.</p>	2



2. What factors should be taken into consideration in how we implement a decision for CBE high schools (i.e. transportation, siblings etc.)?	
Response	Agreement
The Alternative Programs should be offered in EACH quadrant of the city. It would be great if Spanish Bilingual was available in South East Calgary schools.	2

Ernest Manning High School

1. When you think about the in-scope factors relevant to this school, record the possibility or possibilities for 2022 and beyond you think would have the most positive impact on student learning and explain why.	
Response	Agreement
Students should be able to attend school closest to their home.	
Students that have been attending Public school should have priority over students coming from the Catholic and Private schools. If there is space after the Public students get into there designated school, then remaining space can be made available.	
It would also be nice if Ernest Manning can provide the IB program as well, in case Western is full.	
Capping enrolment is essential.	
Change the boundaries so some students are moved to Central Memorial.	
Providing students from CBE schools with priority placement in the school.	
Grandfather current students, but immediately implement any changes for new grade 10 students. This will minimize impacts for current Manning student	
I would rather have my child/children go to Bowness with a bus route then an over crowded EM.	
Several students at Manning were in the Spanish program at AE cross but had no option for a HS nearby to continue with their language. Perhaps Central could offer Spanish so there is an option for kids in the West to maintain this track and not travel too far.	
I absolutely agree that the communities on the hill should be those that are designated to EM and to reduce the overall enrollment. There is no reason for our kids to be bussed to Central Memorial when EM is a 10 minute walk. That said, is there any consideration for the school board to work with other facilities in the vicinity to see what extra space could be utilized... ie. Westside Rec, Ambrose University etc?	



1. When you think about the in-scope factors relevant to this school, record the possibility or possibilities for 2022 and beyond you think would have the most positive impact on student learning and explain why.	
Response	Agreement
Also, I had heard that EM was the only school designated for international students. If this is the case, this should absolutely change and that would alleviate some of the capacity issues as well.	
Changing boundaries to redesignate makes sense but within reason. We live in Coach Hill and Ernest Manning is within 30 minutes walking distance, and a short 5-10 minute bus ride on city transit. It makes sense to keep people living near Manning, designated to Manning. Central is an option for students that are interested in the arts program but should not be the designated school.	
Looking at the map, it looks like some of the more central communities could be re-designated to Central Memorial with a relatively equal commute time compared to EMHS.	
Perhaps when Stony Trail is complete, it might be reasonable for some of the communities near Old Banff Coach Rd to access Bowness high school. However, I feel that without a shorter access route to that high school, commute times become very long. I feel like this takes away from part of the community of a high school.	
I'd like to see clustering and the GATE program if possible at Ernest Manning and Vincent Massey and the now under capacity Alex Ferguson Elementary School since the CBE recently restricted the boundaries. It's offered in too few schools in Calgary. And it really gives high IQ students confidence. Maybe the overcrowded IB Western Canada High School would be less relied upon if the GiftedAndTalentedEducation Program were offered at Ernest Manning among other high schools without it currently.	
I bought a smaller inner city home that was walking distance to all three levels of schools including Ernest Manning at its former Westbrook Mall location when my kids were born. The house was the same price as larger homes in the suburbs on the hill. I chose this location for its proximity to many amenities and services. I'd like to see that Ernest Manning in its new location would still include the boundaries of the old location.	



1. When you think about the in-scope factors relevant to this school, record the possibility or possibilities for 2022 and beyond you think would have the most positive impact on student learning and explain why.	
Response	Agreement
Ernest Manning used to be just down the street from Shaganappi near Westbrook Mall...it was the nearest high school now it's not too far up 17th Ave from here. Would like it to still remain our designated high school. It has excellent programs some of which could be duplicated at other high schools to ease the overcrowding? How about build a second Ernest Manning in the empty under utilized field the old one was built by Westbrook?	
To me it makes sense to keep all communities already on the hill to remain at EM.	
Bowness high school would be a good close alternative for students in the West if there was city transit going down Sarcee there. It takes less than 10 min down Sarcee to Bowness High School but 2 plus hours on city transit.	
Commute times should be considered when considering boundaries and the re-designation. A Principle of the CBE is students attending schools close to home, so this should be considered in determining the boundaries.	
A few questions: In the projected numbers provided, where are the projected number of students coming from? i.e. is this student's currently enrolled in CBE schools? Does this factor in those in currently in private/charter/Catholic schools that may change to public? As stated in the first presentation, there was a baby boom in 2005-2010 and in West Springs/Cougar Ridge this can be seen in the number of classes in some of these grades. Therefore, it would be helpful to understand what student population is being used in showing us the projections as this could have an impact on the projected enrolment.	
It seems clear that the only solution at EM is a redesignation of attendance boundaries. All communities west of Sarcee should have access to Ernest Manning, including Cougar Ridge and West Springs. The areas east of Sarcee have closer, central, alternatives for high school while the communities west have no other options. Also, this is the same group of kids and same families that have experienced 2,3, or 4 elementary schools & bused their small children 45 minutes away due to designations by the CBE. I don't think that any communities west of Sarcee should have to - again - bus their kids past a school 5-10 minutes away to somewhere an hour away.	



1. When you think about the in-scope factors relevant to this school, record the possibility or possibilities for 2022 and beyond you think would have the most positive impact on student learning and explain why.	
Response	Agreement
<p>The CBE also needs to start taking action now working with the Catholic school board to understand the number of kids crossing systems rather than avoiding the issue completely. Catholic school system families made their choice for Grades 1-9 and should not be allowed to switch systems out of convenience when it clearly displaces other students.</p>	
<p>Agree, or if families choose to switch back to CBE in Grades 10-12, they would have to attend one of the underutilized schools.</p>	1
<p>Unfortunately, the sheer number of students in these areas will likely mean that EM will not be able to accommodate all of the communities west of Sarcee (especially since the number of high school-aged students in these communities is projected to balloon). However, if communities like Cougar Ridge or Westhills are designated elsewhere, adequate transit service needs to be a priority. High school age kids cannot afford to spend an hour each way getting to school, and the school service routes operate only once a day, which is not convenient for students who volunteer, participate in sports and activities, or need to attend tutorials or theatre/music rehearsals before/after school. These are all realities of the high school environment and need to be part of the dialogue to arrive at solutions that will work for all Calgary families.</p>	
<p>When you look closely at the maps showing projected high school students, it's apparent that many of the utilization pressures are in the far west and far east sides of the city as this is where much of the new development has been. By contrast, the more central communities have an older demographic but also have the considerably more high schools located there. Given this situation and no immediate plans to build more schools where the demand is, the vast majority of us will have to bus our kids outside the area in which we live, regardless of whether our students are the regular stream or a program of choice. I support re designating boundaries where needed, but I also believe the CBE could do much more to ensure appropriate transportation for students attending out-of-area schools. Perhaps incentive this with fee rebates or significantly improve school service routes (which are generally unreliable and lengthy 'milk runs'). This would go a long way to offset the resistance around boundary changes. Aiming for <40 min bus ride seems appropriate, but no one is going to readily accept being on a bus with multiple transfers or 1.5h rides.</p>	



1. When you think about the in-scope factors relevant to this school, record the possibility or possibilities for 2022 and beyond you think would have the most positive impact on student learning and explain why.	
Response	Agreement
CBE policy: Transfer requests will not be granted based on athletic programs. YET EM actively recruits out-of-area student athletes and ensures there's a spot for them. This needs to change if the school is over-capacity. You can't have it both ways. Maybe remove the AP program so students wishing to have this option can access it at CM.	
We absolutely need a Spanish bilingual high school on the West side. I had originally thought Ernest Manning but seeing in this presentation that EM is over capacity, it makes sense to open one in Central Memorial, although the school is not rated very highly. It makes no sense for students in the west to have to travel so far for high school (up north or way down south).	1
Agreed! Central is a perfect choice for Spanish bilingual (it used to house French immersion, so it is well-suited for the logistics associated with a second language program). Opening a Spanish high school would relieve pressure on Manning!!	
EM should only have the regular program and AP courses it currently has. Kids who choose to go to Catholic Junior High should not be allowed to switch to public schools. All kids west of sarcee in regular public schools should be allowed in.	1
Agree. Whenever there is a new school built in Calgary, families whose children attend catholic, charter or separate schools seem to all jump ship and move to the shiny new CBE school. This feels wrong. Priority should go to people who have supported the CBE all along.	1
The Spanish program should be expanded into Central Memorial, as this would offer centrally-located students an option that is viable to attend if taking public transit. By opening a central/west Spanish high school, pressures on english programs (ie Manning/Western) in the same area would be reduced as fewer students would need to switch back into English at the end of Grade 9 to attend schools closer to home. Walk zone Spanish students at AE Cross are zoned to Manning if returning to English in Grade 10. There should be consideration given to adding a west/central Spanish high school which could relieve pressures at nearby English programs (Manning and Western) and existing Spanish schools (Scarlett and Aberhart).	



1. When you think about the in-scope factors relevant to this school, record the possibility or possibilities for 2022 and beyond you think would have the most positive impact on student learning and explain why.	
Response	Agreement
<p>It's tough because I completely understand the desire to continue a language program through high school (French or Spanish). I have a child in the GATE program and there are 2 options in the city - a north school and a south. I think a similar arrangement is reasonable for language programs depending on demand. If the demand is much higher, perhaps the language programs should be offered in 2 schools in the north and 2 in the south. Either way, there are likely efficiencies in consolidating them. Overall though, I think ALL 20 Calgary high schools would benefit from being multi-track. Designating some as single-track (regular stream only) seems a short-term solution that solves the issue at one school but creates a different kind of issue at another school (if is supposed to provide student support and programming in 5-6 different tracks). The fragmentation would limit student access and choice when it came to courses and the scheduling flexibility students need nowadays to get all their courses in to graduate.</p>	
<p>Demand for Spanish is increasing year over year which is contributing to overcrowding at Aberhart and Scarlet</p>	
<p>In our case, if a Spanish program is not offered in the West, my kids will likely switch back to English and attend Manning because we are within the walkzone (rather than spending hours on the bus each day). Opening a viable Spanish option in the west frees up space in Manning as Spanish kids can stay in Spanish.</p>	
<p>Students who have supported CBE from Kindergarten to grade 12 should be given priority over the private and Catholic students who wish to enter public high school in grade 10. Our taxes have gone to support public school and we should be able to attend the high school nearest to us. Shorter commutes increase student quality of life and provide more learning time.</p>	
<p>Work with city and public transit to build bus routes that align with revamping boundaries.</p>	
<p>Absolutely! This is a key part of the solution and one that has not been adequately addressed to date.</p>	
<p>We live in Killarney and Ernest Manning is our designated school but it would be as easy to make our area designated to Central Memorial and free up some spaces at Manning.</p>	2



1. When you think about the in-scope factors relevant to this school, record the possibility or possibilities for 2022 and beyond you think would have the most positive impact on student learning and explain why.	
Response	Agreement
Furthermore, many students who are part of the Spanish Bilingual program funnel into Manning after grade 9 because the only high schools who offer the program are William Aberhardt (Banff Trail) and Dr. EP Scarlet (Canyon Meadows). Why doesn't the CBE take the Spanish Bilingual program to Central Memorial thus supporting the Spanish program on the West end, allowing students to stay with cohorts after grade 9 and potentially relieve registration pressure at Manning.	2
I agree completely. They don't even need to remove it (Spanish) from Scarlett, just have another at Central. That would take the strain of both Scarlett AND Manning.	1
Completely agree- add Spanish to central. This would also take the strain off Aberhart, as some west central spanish students are currently dual zoned.	
Make the cut-off High Way 8 and Sarcee and defer Discovery Ridge and the inner city neighborhoods to Central, which has more space. Prioritize students in Aspen, Springbank Hill, Signal Hill, Strathcona/Christie who can generally walk or have one short bus ride and expand boundaries to Coach Hill and West Springs/Cougar Ridge if there's room.	
STOP accepting Catholic and private school students unless there is room - priority should be given to CBE lifers and if there is space then a lottery system for those outside the public system would be appropriate. The fact is that Manning is already over crowded, teachers are stretched, students have nowhere to eat and are kicked out during their spares due to lack of space. None of this is conducive to building a school culture. So kids may get to "stay on the hill" but their high school experience is still generally pretty lackluster and looking only to get worse. I appreciate that this may be difficult politically and no answer is perfect but it is silly to not give those kids closest to the school and currently in the public system priority.	



1. When you think about the in-scope factors relevant to this school, record the possibility or possibilities for 2022 and beyond you think would have the most positive impact on student learning and explain why.	
Response	Agreement
<p>However the boundaries get redrawn, I think you need to also consider the demographics of the neighbourhoods involved. Families who can afford to live 'on the hill' should not have the right to suggest that inner city students be the only ones who must adapt and attend aging inner city schools. Seems a bit of a lifeboat scenario. ALL Calgary high schools will benefit from diverse student populations, which might be supported by having multi-track streams at all schools and also ensuring boundaries include new suburbs and inner city neighbourhoods.</p>	1
<p>Oh, I agree with what you are saying on principle in terms of demographics and diversity. BUT boundaries are based on proximity to other schools, not any other factor. The fact is that those neighbourhoods closer to the centre CAN readily access Central more easily than students in Aspen and Signal Hill can. Discovery Kids, for example, already need to bus to Manning and Central is not much further for them - especially if there are designated transit lines. Why put a kid who can walk to school on a bus? A kid who needs to bus already can bus for an extra 10 minutes. That is my point. I agree that all schools benefit from diverse populations and multi-track streams and in no way meant to suggest otherwise.</p>	
<p>I don't think Discovery Ridge should be routed to Central. Ernest Manning is within biking and walking distance of Manning, and the bus ride is less than 15 minutes during peak times. It is impossible to cycle or walk to Central from Discovery Ridge, and the bus ride with transfers takes over an hour. For two years, Discovery Ridge teens were sent to Griffith Woods School for junior high. That school is a mere two blocks from Ernest Manning.</p>	



1. When you think about the in-scope factors relevant to this school, record the possibility or possibilities for 2022 and beyond you think would have the most positive impact on student learning and explain why.	
Response	Agreement
<p>Sure, but junior high kids are divided up in High School all the time, as was stated in the CBE information on previous slides. Signal Hill kids are currently bussed to AE Cross and Aspen kids to Vincent Massey for junior high but they are within walking distance of Manning. AE Cross kids have always been split up after grade 9 with some to Manning and others to Central depending on where they live. Just because you are currently bussed to a particular junior high school doesn't guarantee you will be going to HS with your friends and never has. And frankly, based on population growth it is debatable whether Discovery will even continue to be housed at Griffith Woods in a few years. That school also will have capacity issues if it doesn't already. If there were designated bus routes to Central from Discovery, once Glenmore is finished, it wouldn't take more than 15 minutes to Central either. I'm not trying to pick on Discovery, just using it as an example on the east side of the hill that is in a similar position to Cougar Ridge which is often referenced.</p>	
<p>The Ernest Manning school boundaries will be contentious to be sure. If you look at the map of projected students, is there any way for all students west of Sarcee, and everybody on 'the hill' to even fit into the school, without the added complication of the Catholic students joining in? I would honestly like to know. I think the most positive student learning opportunity will be to have a school that isn't overcrowded and also have students not be forced to travel 30-40 minutes on transit to a school because they simply can't get into Ernest Manning due to overcrowding. There's no easy answers here.</p>	1
<p>The debacle that is Ernest Manning has been a long time in the making, and you only have to look at the development on "the hill" to know that the boundaries have to be redrawn. It does not make any sense to designate the growing communities west of Sarcee to Bowness. Cougar Ridge in particular has been a community of convenience for years, used to boost attendance at elementary schools with low enrolment off the hill. It also has to be said that EM is the high school of choice for many families who no longer stay with the separate school system and choose the closer-to-home option. How unfair is it to play the catholic card for elementary and junior high, only to return to the public system when the commute is deemed too much? You shouldn't be allowed to waltz in and out of school systems with no repercussions, sorry. I can't speak to other communities, but the EM boundaries are going to be a very contentious issue. Choose wisely CBE.</p>	4



1. When you think about the in-scope factors relevant to this school, record the possibility or possibilities for 2022 and beyond you think would have the most positive impact on student learning and explain why.	
Response	Agreement
<p>Completely agree. Precedent for this was set when West Springs School opened to Cougar Ridge students. Initial priority was given to those students currently in their designated CBE school. Priority at schools over capacity should be given to students who stayed in CBE programs their entire lives. If students from other boards/programs want to join a CBE school, they can attend the nearest one that has capacity.</p>	2
<p>The concept of overflow schools does not work well for communities; before Dr Roberta Bondar opened, elementary students in Aspen Woods were at 3 different elementary schools and kids on the same street could be at 2 different CBE schools as some could get into schools that others could not - I'm not sure why; this makes it very difficult for kids and parents to interact in the community and share their experiences and develop friendships; boundary changes at least keep kids from the same neighbourhood at the same school but distances from schools should definitely be considered</p>	
<p>Agree. Boundary changes are a better option than an enrollment cap, lottery system and overflow school.</p>	
<p>Those closest to Ernest Manning should have priority - shorter commutes increase quality of life for students, leave more time for learning, and are more environmentally friendly. The years between now and 2022 should be used to ease in to having a clearly re-drawn boundary line that is based on commute times. There is no CBE high school west of Ernest Manning so students who live west of EM should be prioritized and those who live east can attend some of the centrally located, under-subscribed schools. What is NOT in the best interest of students in Aspen/West Springs/Cougar Ridge/Strathcona (for whom EM is the designated high school) is making them commute to Bowness or other schools that will take 30+ minutes to get to when Ernest Manning is a 5-10 minute commute. Thanks.</p>	
<p>The commute from Cougar Ridge to Bowness High using Calgary Transit is actually estimated to be 1h30, and involves two or three transfers depending on the route.</p>	



2. What factors should be taken into consideration in how we implement a decision for CBE high schools (i.e. transportation, siblings etc.)?	
Response	Agreement
A bus route to Bowness from Cougar Ridge would be a quick, easy, and inexpensive fix for this area's intake to EM. It could be changed for 2020-2021 school year.	
Add a feeder program to Central. Kids move to Manning as the options after Grade 9 do not exist nearby for them so they go to Manning. Spanish is a good example. Transportation is closer than the current option for Spanish kids leaving Grade 9 at AE cross.	
Siblings should be kept together during this transition. If a community is designated to another high school then transportation for students must be easily accessible and a reasonable length of time.	
Siblings should be allowed to all attend the same school. As the transition happens, this 'issue' will slowly fade out. As well, many students are happiest at a school with the majority of their friends, so I feel like it wouldn't be a big issue to accommodate.	
Commute time is important and needs to be reasonable and easily accessible. With the changes to bus routes in the city (fewer buses running), it would be important to consider this impact on student's lives.	
A Spanish program at Bowness with supported city transit route sounds like it would support both north west and west Calgary populations.	
A city transit route going from West Calgary to Bowness also would open options.	
I agree that students already enrolled in CBE schools should have priority over other school board transfers. If space is available then transfer students are slated in.	
The west Spanish catchment area is so huge you would need multiple bus lines to get to Bowness. Spanish is growing year over year. It makes sense to have a central/west Spanish option and a North Calgary option (there is no close Spanish option for kids attending AE Cross)	



2. What factors should be taken into consideration in how we implement a decision for CBE high schools (i.e. transportation, siblings etc.)?	
Response	Agreement
<p>It's interesting to me that Calgary high schools actively recruit grade 9 students during open houses held in November in the same kind of recruiting drive that universities do. Is this a product of the per student funding model CBE uses? If so, I wonder if there are some funding levers that can be used to direct funds and programming to underutilized schools to make these options more appealing to students and families? For example, the CBE Transit rebate is available to students who attend their designated school. What if the program changed to provide rebates to students who opt to attend an underutilized school?</p>	
<p>Proximity to school and being able to stay in program of choice.</p>	
<p>All kids who attend CBE junior high and live west of Sarcee Trail should be allowed to attend due to proximity. Calgary transit is already set up for this as it has several routes to take kids/people to the C train by Manning.</p>	
<p>Factors to consider Proximity to school + CBE students. Grade 9 CBE kids should be given first priority. New students transferring from other school boards to the CBE and Manning should be re-designated to the under-utilized school closest to their residence if Manning is at capacity.</p>	
<p>Proximity to the school, while considering transportation times. For example, Cougar Ridge is 'close' to Bowness, but the transit time is nowhere near reasonable. Also consider transferring students from other school boards - those students shouldn't be prioritized but those already in the CBE should be.</p>	3
<p>Proximity to school while prioritizing CBE students. Those from other programs can attend the closest schools with capacity.</p>	1
<p>East of Sarcee Trail could be redesignated to Central Memorial High School. This boundary would be based on residential proximity and feeder school proximity. Within the revised Manning boundary Grade 9 CBE kids should get first priority. New students transferring from other school boards to the CBE and Manning may be redesignated to the under-utilized school closest to their residence if Manning is at capacity. How is the new West Catholic High School being considered in this decision for west Calgary? Hundreds of students at Manning today come from the Catholic/Christen/private Junior High programs in the area. I assume that with a new high school in West Calgary registration at Manning will be significantly reduced.</p>	3
<p>I don't think there is a new west Calgary Catholic School actually being considered. If that were to be built it would alleviate much of the pressure on Manning but last I heard, it's still a pipe dream.</p>	



Forest Lawn High School

1. When you think about the in-scope factors relevant to this school, record the possibility or possibilities for 2022 and beyond you think would have the most positive impact on student learning and explain why.	
Response	Agreement
This survey would have more input if it was not difficult for ESL parents to participate in. Are you able to change the format or language translation to open it to more culturally diverse families? It's not very accessible.	
2. What factors should be taken into consideration in how we implement a decision for CBE high schools (i.e. transportation, siblings etc.)?	
Response	Agreement
commute times - keep them low and keep kids and families together	

Henry Wise Wood High School

1. When you think about the in-scope factors relevant to this school, record the possibility or possibilities for 2022 and beyond you think would have the most positive impact on student learning and explain why.	
Response	Agreement
A combination of expanding the boundaries and adding one or more language programs would help balance the utilization with other schools.	
I support moving the French program from EPS over to Wisewood. It could offer a localized trifecta of French Immersion/Regular Program schools (Chinook Park School, Woodman and Wisewood) to keep cohorts together even if they transition from French to the regular program. Given the proximity between CPS and Wisewood there may be an additional opportunity for French high school kids to mentor French Immersion Elementary kids be it in classroom or sharing in French cultural celebrations.	1
It would make sense to move the French program from EP Scarlet to Wise Wood as there is not currently a language program at the school and EP Scarlet is over-subscribed.	



1. When you think about the in-scope factors relevant to this school, record the possibility or possibilities for 2022 and beyond you think would have the most positive impact on student learning and explain why.	
Response	Agreement
Henry Wise has an IB program but no French or Spanish program. EP Scarlett high school is overcrowded and has both of these latter programs. A potential movement of one of these programs to Henry Wise would reduce the strain on EP Scarlett numbers and also provide Henry Wise with a stronger program for its students.	1
French Immersion at Wisewood might be a positive and might help ease the burden at Western.	1
I'd like to see Henry Wise Wood offer French. Given its proximity to Woodman JH, it makes sense to keep French easily accessible to kids in the Woodman catchment.	3
I am new to looking at high schools (a few years away) but thought I would comment as Henry Wise Wood is certainly within our scope of schools to consider. I am curious why it would not offer AP classes? The AP and IB programming seem complimentary in my mind and would appeal to similar families. We essentially have 5 high schools we are looking at (and my husband graduated from Wise Wood, so his bias is obvious!), but without an AP program (which we all prioritize over IB, my children were consulted on this), I honestly would not consider this school.	
I posted my suggestion on the EP Scarlett page as well. As EPS will be grossly over capacity, based on the projections, and houses both a French and Spanish program (in addition to the 'Regular' program), my suggestion is to move the French program to Henry Wisewood. As HWW is projected to be under capacity - and the French Program at EPS is the larger of the two language programs - it's movement would offset the overage at Scarlett while having the most positive impact on HWW's student population. Academic diversity is also a positive side effect here.	1
We are affected by the decisions made for Henry Wise Wood. It would be advantageous to look at the offerings across that cbe and ensure that all schools have a balance of offerings to allow kids to have less commute times and stay with their friends while having access to those programs without a large commute time. Too many "special" programs that are not offered or available to all children. Perhaps there is need to ensure that each quadrant of the city has an equal number of those offering across more than one school within that boundry. It makes no sense to bus out kids to outer schools and it takes them over an hour each way to get there.	
Expanding boundaries to include students from over-utilized schools would be of benefit	



2. What factors should be taken into consideration in how we implement a decision for CBE high schools (i.e. transportation, siblings etc.)?	
Response	Agreement
<p>As my children are in the French immersion program, I see shifting the program to Wisewood with being a logical solution. There is plenty of space available and it allows kids to remain together - going from elementary (Chinook Park) to Jr. High (Woodman). The transportation aspect is not ideal as there would be a transferring of busses, however, to remain in the alternative program chosen this is a minor detail.</p>	
<p>Keep the set of tracks similar and within proximity from K-12. In this case, if French Immersion shifted to Wise Wood, children could start (at Chinook Park school through Woodman) and finish (at Wise Wood) all in close proximity. This creates a sense of community, as well as convenience for transportation and siblings. For those kids that may start in French but choose to switch out, with the multi-track (French and Regular) it still allows those kids to remain in their school and community.</p>	
<p>Proximity and program availability are key - our children should be given the opportunity to pursue whatever program they want, without having to travel half way across the city to do so.</p>	
<p>quality of education, keep commutes short and families together. Quality of education counts!</p>	
<p>Siblings, transportation and a good quality education that will prepare kids for university</p>	

Jack James High School

1. When you think about the in-scope factors relevant to this school, record the possibility or possibilities for 2022 and beyond you think would have the most positive impact on student learning and explain why.	
Response	Agreement
<p>Work with middle/jr highs for more accurate information about programming/options and transfers to high schools. Reputations are perpetuated by old information, and a lack of understanding of what is offered in some schools. Sadly, many decisions are made about best programs and opportunities for students by people who have never actually stepped into the high schools, or have not been in a long time.</p>	



1. When you think about the in-scope factors relevant to this school, record the possibility or possibilities for 2022 and beyond you think would have the most positive impact on student learning and explain why.	
Response	Agreement
*Consider specialized programs in the area where students demographics are. Currently students from this immediate area are travelling west to other high schools for specialized programs when there is space in their neighborhood schools to start such programs. This also brings resources to support students that need it.	
*JJ often will bring in a grade 9 student who is struggling in their current school. Consider a gr 9 transition program for those students in need.	
Unfortunately, Jack James is located too near to Forest Lawn and has developed a reputation based on the type of students that generally attend there that discourages many students from wanting to attend, even though they offer many excellent programs for students looking at practical, hands-on learning and have many caring, hard-working teachers who inspire those students they have the privilege of working with. They may benefit from taking in grade 9 students that want to move into the K&E classes earlier than grade 10, and allowing more out of area students to join. Take advantage of the desire of many grade 9 students to experience the increased variety of options available to them in a high school program and get them working towards successful careers in the trades sooner. Partner with SAIT to fast-track students into their trade programs and improve your reputation as a school that can prepare students effectively for jobs, rather than further academia.	1
2. What factors should be taken into consideration in how we implement a decision for CBE high schools (i.e. transportation, siblings etc.)?	
Response	Agreement
Considering the nature of Jack James' programming, I am surprised that it is part of this conversation. It offers specialized programming for non-academic students, and I believe it should not be in the scope of this conversation.	



James Fowler High School

1. When you think about the in-scope factors relevant to this school, record the possibility or possibilities for 2022 and beyond you think would have the most positive impact on student learning and explain why.	
Response	Agreement
Changing boundaries and capping enrollment would be helpful.	
More schools in high volume areas could be added.	

2. What factors should be taken into consideration in how we implement a decision for CBE high schools (i.e. transportation, siblings etc.)?	
Response	Agreement
Transportation and siblings need to be considered.	
Close proximity to neighborhood schools.	
As well as access to IB at every school. That way kids wouldn't have to travel to get the high school program that they need.	

Joane Cardinal-Schubert High School

1. When you think about the in-scope factors relevant to this school, record the possibility or possibilities for 2022 and beyond you think would have the most positive impact on student learning and explain why.	
Response	Agreement
I have no issues with my children being sent to Beaverbrook. Ideally every school in Calgary should be providing students with a quality education so it shouldn't matter where they go (unless they are attending an alternative program). My children's needs should be met just fine at Beaverbrook, and actually better than at JCS due to the overcrowding impacting their ability to learn effectively there. The only thing I ask for is transportation options to be made available for overflow schools, or unofficial overflow schools (for example, Beaverbrook is not officially an overflow school for JCS, but students could choose to go there instead).	



1. When you think about the in-scope factors relevant to this school, record the possibility or possibilities for 2022 and beyond you think would have the most positive impact on student learning and explain why.	
Response	Agreement
<p>The poor planning of moving too many neighborhoods to this school causing underutilization in existing high schools is shocking. The CBE knew where these kids live based on their prior registrations. I don't even understand how this could have happened. We are currently in Parkland and designated to Beaverbrook which I am very happy with. We have debated purchasing a newer home in one of the south communities but have changed our mind based on the horrible situation at JCS, I definitely do not want my kids to be involved in that. The closest neighborhoods should be designated to JCS to achieve a reasonable capacity and the rest returned to Beaverbrook or their other prior high school. Douglasdale, Douglasglen, Mckenzie Lake, Mckenzie Towne and possibly others should definitely return to Beaverbrook. I don't know why it would need to wait until 2022 to correct this major error.</p>	
<p>I find it ridiculous that a brand new school (JCS) is so over capacity that not all students can even get a locker and multiple classes are taking place in open areas. Redo the boundaries so that Mahogany, Auburn Bay, Cranston, MaKenzie Towne are included, north of 130th excluded. Seton is just starting to add residential properties, which means that the school will only be more over capacity as people move into Seton. Why should kids who live so close have to go to a farther school just to ease the capacity issues?</p>	1
<p>Catholic School transfers into high school should be wait listed after public school grade 9 students have been placed.</p>	1
<p>Boundaries NEED to change. There is no way that this school can handle the projected number of students. Communities north of Stoney Trail should be designated back to Lord Beaverbrook.</p>	1
<p>Newer communities should be included in the JCS boundaries. Our students have already had to deal with excessive bussing and re-designations due to community elementary and middle schools not being built by their promised completion dates. Before even having children, I built in a new community because of the promise of a school, which didn't happen until they were almost too old to attend them. Some of the older communities (e.g. that are North of 130th) are actually closer to other schools anyway.</p>	



1. When you think about the in-scope factors relevant to this school, record the possibility or possibilities for 2022 and beyond you think would have the most positive impact on student learning and explain why.	
Response	Agreement
<p>Also, priority to should be given to students who are coming in from CBE schools. Since non-Catholic students don't qualify to attend Catholic schools (even if they are close to home), it is not fair for families who have supported the Catholic system for 10 years to suddenly go public and take advantage of the proximity/shiny new school, effectively bumping CBE students out of spots.</p>	
<p>That's a great point! CBE says continuity from K-12 is important to them, yet students from the newer communities have already been shunted around a number of times due to new schools opening. My daughter is in grade 6 and has attended 4 different schools already (with only 1 change being our choice).</p>	
<p>Currently JCS caters to quite a large range of communities, including McKenzie Lake all the way up to Quarry Park, right up to Riverbend - Logistically, those communities are already closer to LBB than McKenzie Towne is! If the boundaries were redrawn, it would make more sense to draw them at South of 130 Ave and East of Deerfoot.</p>	
<p>And also to have students who have been in a CBE school from Grades K-9 have preference over children who were at a CSSD or private/charter school. Technically there are only 2 high schools in the entire SE quadrant, whereas there are 8 in the SW quadrant. I don't think that children living in the SE should need to drive 40+ minutes on a bus when there is a new school promised to them less than 10 minutes away.</p>	
<p>Also, for those schools that are under-capacity or under-utilized, they can be re purposed to house the "special" programs, much like the charter schools and alternative ones - it makes more sense to have specialized programs in a more central location.</p>	



1. When you think about the in-scope factors relevant to this school, record the possibility or possibilities for 2022 and beyond you think would have the most positive impact on student learning and explain why.	
Response	Agreement
<p>McKenzie Towne students have been told for years that¹ they will attend JCS - grandfather those that are in grade 9 now, allowing them to attend JCS and those future years, know well in advance of the re-designated boundaries - giving students ample time to adjust to the new boundaries. It may mean our kids get split, but I would rather see them give a greater length of time to get used to the idea. As much as they say "kids adapt", how is it meaningful to be told for many years that you will attend a brand new school - get super excited about it, start anticipating the change as you start your final school year in middle school/junior high, only to be told NO that is not where you will actually be going.</p>	
<p>McKenzie Towne needs to stay at JCS. We have been under served for so many years regarding schools and busing students out. The community is already old, but only got an elementary 10 years ago, and middle only 4 years ago. Can we please just get some consistency to keep these students closer to home? It's a 10 minute bus ride to JCS. Send McKenzie Lake and everything north of 130th to LBHS, but give the families of McKenzie Towne a little understanding.</p>	2
<p>Mckenzie Towne should be designated to JCS.</p>	
<p>My feedback would be to redraw the boundaries. Communities South of Stoney Trail should be designated to JCS (Cranston, Seton, Auburn Bay, Mahogany). Especially if you look at the 10 year high school projected enrolment graphic, these 4 communities alone could put JCS at capacity.</p>	1
<p>Mahogany is barely even half built out so far. What are their projections like for when Mahogany alone is completed? I'm guessing there will be enough kids from just Mahogany to fill JCS... I'm just north of Stoney Trail, and I would support this.</p>	
<p>Redraw boundaries. Mckenzie Lake and Douglasdale/glen to LBB.</p>	2
<p>Offer specialized programs such as French immersion at the schools which are under enrollment.</p>	2



1. When you think about the in-scope factors relevant to this school, record the possibility or possibilities for 2022 and beyond you think would have the most positive impact on student learning and explain why.	
Response	Agreement
<p>JCS is in a state of over enrollment because Catholic School Board families have decided they do not want to send their children to their designated Catholic High School when their children could attend JCS closer to home. The CBE did not anticipate this when the Catholic school scheduled to be built was changed to a location further away. This is not fair to families who have supported a public school/CBE education for their children. Children should be required to complete their full grade 9 year at a CBE school to qualify for registration at a CBE school. Catholic transfers should be wait listed! This change needs to happen immediately (January 2020) to ensure fair access to a quality high school education for all Calgary students. We are already out of space at JCS and Catholic school children and their families have a good, quality alternative choice available to them.</p>	6
Redraw boundaries. Seton/AB/Mahogany/Cranston at JCSH.	
Please redraw the boundaries. If you send students that live north of 130 Avenue to Lord Beaverbrook, that would help both schools.	1
I also think that students in french immersion programs should be able to attend a school closer to home. Students in a french immersion program in Mahogany/Auburn Bay etc. have to go all the way to E.P. Scarlett. There should be a french program at Joane-Cardinal Schubert.	1
<p>Redraw boundaries. There are huge population in Auburn Bay, Cranston, Mahogany alone and Seton with more growth still to come. Communities north of 130ave should go to LBB like it had been. McKIt would be my preference to change the boundaries than to cap enrollment and designate an overflow school. That creates uncertainty for families and forces all students to be separated from their cohort. Clear boundaries makes it equal for all. That being said, if you change the boundary, the students leaving a middle school should have equal access to programs (music, AP, athletics etc....) being offered at the high school so that they don't lose an opportunity to participate in programs because they live on the wrong side of the boundary. enzie lake, towne, coppefield, New Brighton , Douglasdale/glen to go to LBB. Cranston, Seton, Auburnbay Mahogany to JCS.</p>	1
I completely agree, cap and overflow system creates a huge amount of uncertainty for students and families, splits up both friend groups and siblings and doesn't allow families to plan for the future!	



1. When you think about the in-scope factors relevant to this school, record the possibility or possibilities for 2022 and beyond you think would have the most positive impact on student learning and explain why.	
Response	Agreement
Changing the boundaries makes the most sense. However, keep the kids that go to Mountain Park school together. Whether that means designating them to Beaverbrook or JCS, do not draw the boundary line between McKenzie Lake and Douglasdale/Glen. Keep friends together.	
Change the boundaries. You have newer communities with lots of kids all designated to this high school. You draw the line East to West and include communities in the south, like Cranston and Auburn Bay, Mahogany, or draw it North to South and make Deerfoot the boundary. East of DF does JCS, west goes to Beaverbrook. Beaverbrook was the HS for McKenzie lake for over 20 years, and it seemed to work. Then round out JCS so it offers at least AP.	1
I'm guessing that implementing a cap would mean that admission is defined by lottery which runs the risk of separating neighbourhood friends. It's probably best to change the boundaries to keep neighbourhood kids together.	
I am quite leery of the idea of an "overflow" school. How does this make sense? Then it becomes first come first serve for education. It also doesn't make sense to transport kids into an area for education while shipping others out at the same time. Doesn't it make more sense to tighten the boundaries around the schools so overall travel time for students will be reduced?	1
(Tightening boundaries) Makes total sense to me!	
It seems obvious that the boundaries need to change. Just do it, and do it now! My son is in Gr7, so we aren't impacted yet, but I see how current students are having classes in hallways. Not acceptable.	3



2. What factors should be taken into consideration in how we implement a decision for CBE high schools (i.e. transportation, siblings etc.)?	
Response	Agreement
<p>I am less concerned about keeping kids together for a number of both positive and negative reasons. First, making new friends is a skill they need to learn. If they keep going to school with all the same kids as they did back to kindergarten, they are not being given very much opportunity to learn these skills. Second, someone else pointed out that if there are conflicts between kids, like ongoing bullying issues, they need to be given the opportunity to go to a different school instead of being forced to attend the same school as their bully just because they live in the same neighbourhood. Transportation is a big one for me. There needs to be more collaboration with Calgary Transit prior to the new school year. Things like community buses only being the shuttle size when they should be full size (Mahogany's community bus from JCS), to using articulated when possible. You should also look at running charters from a centralized area to a school rather than running multiple charters through multiple neighbourhoods. Kids can use the community buses to get to the centralized pickup without drastically affecting their travel time, and this could allow for charters to non-designated schools as well. Regarding siblings, it has generally been CBE's rule that siblings of a current student will also get to attend the same school before a new student would get that spot. Like with the lottery systems, siblings get in first. Are there plans to change this? I'd prefer to keep siblings at the same school to simplify our lives. But I also acknowledge that by high school these kids are almost adults and are more vested in their future - they may choose to go to different schools based on programs offered, where friends are, even transportation choices.</p>	
<p>Give students a voice especially in the year ahead of implementing the change - ie. change of boundary, students to be impacted have a choice.</p>	
<p>Keep communities together as much as possible and think of the transportation corridors - hard to get out of McKenzie Towne to get to Lord Beaverbrook, much simpler to go across 22x to Sundance or south to JCS.</p>	
<p>Transportation: Create bus stops closer or as close as possible to the nearest school. If there is a high population of students around a certain area and the school is close by, it becomes easier for all of them to take the bus. There are certain schools that for instance have buses that go directly to the communities that the students live around. Siblings: The school Dr. George Stanley includes grades 4 to 9, but it doesn't have a lot of students. I think this idea can be replicated, but changed to have grades 5 to 9 in the school, but 4 in an elementary school. Due to this, it's easier for siblings to attend the same school and take the bus or walk home.</p>	



2. What factors should be taken into consideration in how we implement a decision for CBE high schools (i.e. transportation, siblings etc.)?	
Response	Agreement
Keep bus stops at a sensible distance from homes and not like the current congregated bus stop model.	
Ensure the boundaries include communities where the kids are close enough to walk to the school as this will help with transportation costs.	
There's no need to consider sibilings because if the designation changes, both kids will move to the new location. Don't grandfather in several years of kids as that only extends the overcrowding. Consider having French immersion as the only program in a school, in choose one with a low enrollment as this will draw in the families interested in this programming.	1
I think keeping siblings together is more important than keeping friends together. It is a nightmare to have three kids all at different schools. Transportation is a critical service that needs to be available for your designated school.	1
Keep friends together. It's hard enough to go to a new school and even harder to go to a new school without the friends you grew up with. I understand the convenience of having siblings in the same school so for those families that might be affected by a school re-designation due to changing the boundary, they could apply for an exception if keeping siblings together is more important than going where their friends are going.	
Siblings and Transportation should be taken into consideration. I have two kids in grade 7 and 5. I always try to keep them in the same school. It makes things easier	1
Length of commute; ensure boundaries impact whole community (not partial)	
Transportation and siblings are both important.	1



John G. Diefenbaker High School

1. When you think about the in-scope factors relevant to this school, record the possibility or possibilities for 2022 and beyond you think would have the most positive impact on student learning and explain why.	
Response	Agreement
Diefenbaker has been cramped for years and will continue to do so until there is a new high school built for communities such as Country Hills, Panorama Hills, Evanston etc. The proposed Northern High School has been on and off the 'wish list' more than once and until it is truly seen as a urgent necessity Dief will continue to be over populated.	1

2. What factors should be taken into consideration in how we implement a decision for CBE high schools (i.e. transportation, siblings etc.)?	
Response	Agreement
Transit routes should be considered for student travel outside of designated school hours. If students are using public transportation when they need to access the school for early morning or after school activities it is prudent that they are not spending hours riding Calgary Transit.	
Transportation is a huge factor in why people send their children one school vs the other. If the CBE is going to continue to utilize Calgary Transit as a transportation partner, then they need to ensure that there are enough busses to safely accommodate the students that require public transport	

Lester B. Pearson High School

1. When you think about the in-scope factors relevant to this school, record the possibility or possibilities for 2022 and beyond you think would have the most positive impact on student learning and explain why.	
Response	Agreement
I think it makes more sense for students in Cornerstone to attend Nelson Mendela H.S. and for the boundaries to be redrawn (perhaps Martindale, Taradale and communities north attend Nelson Mendela H.S. and Castle Ridge, Falconridge, Coral Springs attend Lester B. Pearson). Some variation of this would make more sense than the current plan.	



2. What factors should be taken into consideration in how we implement a decision for CBE high schools (i.e. transportation, siblings etc.)?	
Response	Agreement
No responses	

Lord Beaverbrook High School

1. When you think about the in-scope factors relevant to this school, record the possibility or possibilities for 2022 and beyond you think would have the most positive impact on student learning and explain why.	
Response	Agreement
I understand why the redesignation of McKenzie Lake/Towne and Douglass Dale/Glen was necessary due to the capacity issues at Joan Cardinal-Schubert. I very much hope we don't encounter the same issue as many others with extremely lengthy transit commutes with these expanded boundaries. There should definitely be considerations to strive for reasonable commutes from these newly added communities.	
Add more program options. Languages / IB / Fine arts? This is a well located school / the biggest high school / newly renovated.	
Do not add grade 9 to high school, my kids are in two different middle schools that currently include grade 9, it doesn't make sense to have them at middle school for only 2 years and I would prefer my grade 9 student not be exposed to high school social issues and influences. It also gets complicated when schools start and end at all different grades. Elementary should be k-6, middle 7-9 and high school 10-12.	
Return kids that were pulled out to JCS cachement back to Beaverbrook.	
Nearby Lake Bonavista could also be designated here to take pressure off EP Scarlett,	
or move the French program entirely into Beaverbrook.	
This oversight should never have happened in the first place. Adding IB, second language or another alternative program to the school would be helpful and would balance out the view of Beaverbrook that it is not an academic focused school. This school just had a huge renovation. Utilize it!	



1. When you think about the in-scope factors relevant to this school, record the possibility or possibilities for 2022 and beyond you think would have the most positive impact on student learning and explain why.	
Response	Agreement
Redraw boundaries pulling kids from the JCS catchment area. Solved two major issues with one step. Don't know why JCS catchment area includes anything north of 130th anyways.	
Also, that's something that can be done before 2021 to help the students now and those about to start grade 10.	1
Offer IB and French and Spanish.	
I think it's ridiculous to spend \$25 million renovating Beaverbrook only to see it be underutilized. There needs to be more kids using the school, especially with the one in Seton being so overcrowded.	2
Move French and Spanish here. It's close to the French Jr (David Thomson), so all the French students will already be familiar with the area. Most of the SE students for French, Spanish and Regular would all be designated to the same school. The number of students per community is how Calgary Transit determines bus routes, so then these kids will be more likely to have a reasonable commute. The commute to Scarlett from the East side of the Bow River is not reasonable; this school is much more accessible.	1
Lord Beaverbrook should offer AP and IB. If not, give another high school option that includes both.	
Beaverbrook used to offer AP a couple years ago when my oldest was deciding on a high school prior to JCS opening, did this change? If so, why???	
This would be the designated school for our children so I have a lot of interest in what is decided. We are still a few years away, however, so I am afraid I am not very knowledgeable on the current situation. I have read previous comments, I too would prefer not to send my Grade 9 students as I am very happy with the middle school environment currently offered that we took advantage of (science alternative as per my username).	
The AP programs are the #1 priority so for us so ensuring the quality of coursework, with enough classes offered (so enough students to support the programs), would be very important in our decision-making.	
Offering an IB program would be a great way to drive enrollment.	



1. When you think about the in-scope factors relevant to this school, record the possibility or possibilities for 2022 and beyond you think would have the most positive impact on student learning and explain why.	
Response	Agreement
Adding a grade would be detrimental to the whole environment of the high schools. Having had a child attend High School at 14 in Grade 10, it was difficult for my child and the teachers who felt they needed to 'protect' them from the adult attendees in Grade 12. Children in grade 9 are generally not mature enough and parents need to be concerned about the possibility of their 13 year olds being in school with 18 year olds who are their peers	1
Redrawing the boundaries of this school is needed. It should go back to include some of the communities it use to have such as McKenzie towne, lake, copperfield and New Brighton (all north of 130th ave). Too many new communities currently are feeding into JCS thus over populated and builders are continuing south. IB or AP programs should also be offered to attract more families.	2
Unfortunately you decimated programming at Beaverbrook when you drew the boundary for JCS because there aren't enough students, and because academic programming has taken a back seat to trades-based programming. If you force students back from JCS, you MUST provide academic programming that meets the needs of students planning on attending university after high school.	2
Redrawing the boundaries would make the most sense for this school, perhaps taking in communities like Ogden and Riverbend as well as some communities to the southeast.	1
I agree with other commentators. Adding a grade to this complex school would make it undesirable for many families. There is already enough complexity here without adding the added burden of integrating another grade.	1
I would like to know how much of a difference it would make to remove the communities that are designated to 2 schools. You have Douglasdale/Glen and Mackenzie Lake both in the boundaries for JCS AND for Beaverbrook. Why? With JCS being over capacity and Beaverbrook being under capacity why would CBE allow the option?	1
I think changing (expanding) the Beaverbrook boundary and narrowing the boundaries for over-utilized schools is the best solution - while adding an entire program helps with the number of bodies in the school it may not help keep all the options that the traditional program within Beaverbrook has been able to offer	



1. When you think about the in-scope factors relevant to this school, record the possibility or possibilities for 2022 and beyond you think would have the most positive impact on student learning and explain why.	
Response	Agreement
I think that all of the ideas would help, except for adding a grade - I think that the maturity level of Grade 9s for that size of a facility would be overwhelming :)	3
I completely agree with you for the same reason. Adding a grade should not be an option.	
Agree with this - adding a Grade would be the one idea I would not support	

2. What factors should be taken into consideration in how we implement a decision for CBE high schools (i.e. transportation, siblings etc.)?	
Response	Agreement
Keep cohorts together - change the entire feeder program to go to a high school.	
Languages/ Fine arts/ Add IB as an option.	
Sherwood park programs could move to Beaverbrook this school is closer than Western. Easier to get to and bus times would be less.	
Siblings of existing students should have priority over new families.	
I also support keeping siblings together (assuming the siblings are best supported in the same learning environments, as likely they are if they are wanting to go to the same school)	
Equally, children who live walking distance from a school/ within the community ,should have first access. Many parents choose a community to live in because of the school. Forcing those families to attend a different school is wrong in many levels	
It is important that siblings who would be in school be allowed to attend the same school. Logistically for parents it is difficult to organise who is going where and when unless they, as a family, have chosen that added complexity	
Siblings would be important - siblings should be allowed first option to remain at the same school if overflow happened. I would also recommend overflowing by tightening boundaries, not just 'first registered first attended' (i.e. everyone from streets X and Y that are closer physically to the overflow school would need to go to the overflow school). Finally, I think program choices available between the schools should be considered, and students at risk of being transferred can lodge a request to not change if there are options only available at the original school.	



Nelson Mandela High School

<p>1. When you think about the in-scope factors relevant to this school, record the possibility or possibilities for 2022 and beyond you think would have the most positive impact on student learning and explain why.</p>	
<p>Response</p>	<p>Agreement</p>
<p>To me, designating an overflow school makes way more sense than changing boundaries. Changing boundaries is one thing that makes for instability for high school students.</p>	
<p>The idea of overflow schools to me equals unpredictability for students and families. To me this does not create a good learning environment for kids who are trying to plan their future. Overflow means that kids will face a lottery at their designated school. There is no guarantee that they will get the program options they want, there is no guarantee of what their commute will be like, there is no guarantee what friends they will be at school with. If the boundaries are changed, albeit not ideal for all, at least there is stability and predictability as to where a kid will be going for high school and this will better help them plan for their future.</p>	

<p>2. What factors should be taken into consideration in how we implement a decision for CBE high schools (i.e. transportation, siblings etc.)?</p>	
<p>Response</p>	<p>Agreement</p>
<p>No responses</p>	



Queen Elizabeth High School

1. When you think about the in-scope factors relevant to this school, record the possibility or possibilities for 2022 and beyond you think would have the most positive impact on student learning and explain why.	
Response	Agreement
<p>When considering adding or removing an entire program to a CBE high school, I think it's really important to consider this in-scope factor with a system-wide lens and not ONLY consider location or convenience. I am concerned that some of the currently under-utilized schools will be multi-track and other Calgary area high schools will be single-track (regular stream only, with possibility of AP/IB options). I think it's important to recognize that some programs have larger staffing demands and complexities than others (e.g., QE currently has students in the regular stream, AP, GATE, and DHH programs). If arts-based or immersion programs (French or Spanish) were also added, the learning community would, in my opinion, become overly fragmented. This not only limits the sense of community and cohesion, but makes it very complex to schedule classes (e.g., Chem 30 offered in regular, AP, DHH, French and Spanish?). A better solution (and objective) I think is to ensure ALL Calgary high schools have a balanced and diverse learning community. This supports the CBE's student learning first philosophy. A key way to achieve this is to ensure all area high schools are multi-track (beyond just offering regular stream and AP, for example). There are obviously practical and geographic considerations that would play into this as well - e.g., inefficient to provide a certain program at all high schools, but perhaps for language programs, ensuring at least 1 high school in north/south Calgary or 1 in each quadrant.</p>	
<p>Another option CBE might consider to balance enrollment across schools is to consider incenting this choice by making it more attractive to Calgary families. Possible examples: 1) adjust the CBE transit rebate so those who attend under-utilized schools receive the rebate (as opposed to those who chose the local/designated school); 2) adjust the funding model so it's not entirely based on per-student funding (e.g. allocate some additional funding to inner city schools to upgrade existing facilities to same standards as newer schools); 3) work with Calgary Transit to ensure efficient transit routing is available for communities designated to specific schools. 3) work with Calgary Transit to ensure efficient transit routing is available for communities designated to specific schools.</p>	



1. When you think about the in-scope factors relevant to this school, record the possibility or possibilities for 2022 and beyond you think would have the most positive impact on student learning and explain why.	
Response	Agreement
<p>The current catchment area for QEHS is too small to ensure enough students to be able to provide choice in programming, access to options/services/opportunities and course and timetabling flexibility. I have a child in grade 9 and the school does what it can to blend option classes (multi-grade configurations) but right now it struggles to be able to offer the same opportunities as many other Calgary high schools (e.g. architecture classes, trades, athletics teams at senior and junior levels, etc.) Suggest CBE expand the boundaries to increase the student population at this school and consider communities on both sides of the river (provided that adequate public transportation/school service routes be included as part of this plan).</p>	
<p>This is a great school but seems to lose many students in Grade 10 to other high schools because of their academics, athletics, or choice of programming. I have one child who attends here as part of the GATE program and feel more should be done to retain current students, perhaps by offering more program choice, including IB or expanding boundaries to the south to alleviate pressure on Western Canada high school.</p>	
<p>Increase enrolment at Queen Elizabeth High School by retaining more high school GATE students through guaranteed transportation with reasonable commute times and through better quality individualized educational programming.</p>	1
<p>This is a wonderful small school in the inner-city. I would consider designating it as an overflow school, and adding a program to it. I find changing boundaries just adds to uncertainty for families.</p>	

2. What factors should be taken into consideration in how we implement a decision for CBE high schools (i.e. transportation, siblings etc.)?	
Response	Agreement
No responses	



Robert Thirsk High School

1. When you think about the in-scope factors relevant to this school, record the possibility or possibilities for 2022 and beyond you think would have the most positive impact on student learning and explain why.	
Response	Agreement
I feel the best option is to expand the boundary to include students from over-utilized Sir Winston Churchill	
Moving an existing alternative program from an over-utilized school such as Aberhart would also be an acceptable option.	
Least positive impacts, in my mind, would be (a) designating overflow as that would not keep communities and cohorts together	
Least positive impacts, in my mind, would be (b) adding grade 9 to the school.	
Without the knowledge of numbers from specific communities, it appears that tweaking a few community boundaries for the 3 NW schools would start to bring all three into optimal utilization rates. Scenic Acres goes to Bowness	
Nolan Hill and Sherwood to Thirsk?	
Are there enough resources to have Spanish at both Bowness and Aberhart given the expansion of elementary schools into Silver Springs? Also have to consider aging communities versus growing communities and what is a long term solution there so that multiple accommodations don't have to happen	
Change the boundaries for both schools to balance enrollment between Robert Thirsk and Winston Churchill for NW communities.	
While Robert Thirsk is currently balanced in terms of student population, perhaps there is room to have students from one or two more communities...(Nolan Hill, Sherwood, for example). This would alleviate the pressure on Sir Winston Churchill.	1
The new school should focus on special programs, such as IB, mechanics, auto body, culinary, construction, computer skills courses. CBE should put more funding on this school to improve the quality of CTS courses and make this high school quite different with Sir Winston Churchill (but a bit similar to CBe-learn)	
Move the IB program from Sir Winston Churchill to this school. This will make NW communities students to fully utilize school facilities.	



1. When you think about the in-scope factors relevant to this school, record the possibility or possibilities for 2022 and beyond you think would have the most positive impact on student learning and explain why.	
Response	Agreement
<p>The easiest and most convenient way to add numbers temporarily to Robert Thirsk is by adding grade 9, relieving pressure on some of the junior high schools near by who could then take more of the grades 5 or 6, thereby relieving numbers in local elementary schools. There would not need to be additional facilities or programs to accommodate this addition, just get the students into the high school earlier so they are less tempted to transfer elsewhere when they discover other alternative programs in grade 10.</p>	
<p>This (adding Grade 9) could cause a negative ripple effect. In some communities, elementary schools are trending with lower attendance.</p>	

2. What factors should be taken into consideration in how we implement a decision for CBE high schools (i.e. transportation, siblings etc.)?	
Response	Agreement
<p>Keeping siblings in the same school is important if they are attending at the same time.</p>	
<p>Transportation is a significant issue. For example, our family may have chosen Bowness High School for our kids if it was easier to get there on public transportation from our community. Lack of timely public transportation ruled that out for us.</p>	
<p>Keeping siblings together should be paramount.</p>	
<p>Families should have the opportunity to keep siblings together in the same school if they choose.</p>	



Sir Winston Churchill High School

1. When you think about the in-scope factors relevant to this school, record the possibility or possibilities for 2022 and beyond you think would have the most positive impact on student learning and explain why.	
Response	Agreement
I agree that the first priority is to move out the students who are not living in the designated communities. The Sir Winston Churchill High School recruited a large number of students live out of attendance area, almost 1/5, which caused the school to be full. The Sir Winston Churchill High School should be in the process of verifying addresses every school year and if a student does not reside in the attendance area, they will be asked to withdraw from Sir Winston Churchill High School and register at their own designated school.	
Secondly, re-designate the boundary according to the distance, keep all the students from the same community in the same high school.	
Thirdly, reduce the numbers of international students.	
I think Edgemont community should stay in the Churchill High School boundaries for the distance and public transit. Also, I agree that the Churchill High School keeps the IB program. It is not reasonable to redesignate a school's program just because more students get benefit from it. Besides, cutting some students of somewhere cannot solve the problem, for parents will move to the area within the boundaries, and enrollment will exceed the cap again soon.	
change the route of Bus No. 129 to Crowfoot C-train station and move Hamptons students out of Tom Bains and Churchill. This may be one of the best solutions to keep Edgemont community as a whole.	
I agree that the first priority is to reduce the numbers of international students.	
Secondly move out the students who are not living in the designated communities.	
Thirdly, re-designate the boundary according to the distance, keep all the students from the same community in the same high school.	
Definitely, I agree with your option. Edgemont is a big community, and more than 500 students enrolled at Sir Winston Churchill High School. If CBE moving Edgemont students out of Sir William Churchill High School attendance area, it will affect too many students. And I am against separating Edgemont to two parts, that will maximize disruptions for Edgemont students.	



1. When you think about the in-scope factors relevant to this school, record the possibility or possibilities for 2022 and beyond you think would have the most positive impact on student learning and explain why.	
Response	Agreement
<p>From the table of "5 Year Enrolment Projection", we can see that about 470 students live out of attendance area and approximately 1,750 students live within the attendance areas. The provincial capacity of Sir Winston Churchill High School is 2,082. The Sir Winston Churchill High School recruited a large number of students live out of attendance area, almost 1/5, which caused the school to be full. Therefore, the Sir Winston Churchill High School should be in the process of verifying addresses every school year and if a student does not reside in the attendance area, they will be asked to withdraw from Sir Winston Churchill High School and register at their designated school.</p>	
<p>If CBE consider to change boundaries, I suggest redesignate student from Nolan Hill, Sherwood to Robert Thirsk High School. Cause it affect the least students to solve the problem of full school.</p>	
<p>I am against moving Hamptons students out of Sir William Churchill High School attendance area. Right now Tom Baines is the closest junior high for Hamptons. Students from Hamptons attend Tom Baines for junior high. They should attend the same high school as their classmates. If their classmates from Edgemont go to Churchill, while they go to another high school, they will be upset for not being able to stay together with their classmates from Edgemont. Cohort groups of students should stay together. High school transition should minimize disruptions for students as much as possible. Moreover, going to Churchill from the Hamptons by regular public transit is more convenient than going from the Hamptons to Thirsk. Right now if students miss their express bus to Churchill, they can take regular bus, which goes very similar route. Although they need to transfer once, it won't take much longer time. If students from the Hamptons go to Thirsk, they will have to first take bus to Crowfoot ctrain station. Then they have take the ctrain to Dalhousie. Then they have to take the bus to the Hamptons. So if they miss their express bus, they will have to transfer twice by regular transit in order to get home. The route looks ridiculously long and it will take them much longer time than if they commute between Churchill and the Hamptons by regular bus right now. Most probably, if they miss their express bus, their parents will end up driving them to and from school. This will be a lot of disruptions for the families. If you look at the straight distance, Thirsk might seem a little closer to Hamptons than Churchill. But when considering distance, a more important factor should be considered: regular public transit, because students will have to rely on the regular public transit if they miss their express bus to and from school.</p>	4



1. When you think about the in-scope factors relevant to this school, record the possibility or possibilities for 2022 and beyond you think would have the most positive impact on student learning and explain why.	
Response	Agreement
<p>I am totally against moving Hamptons out of the Churchill designated area. First, Hamptons is very close to Sir Winston Churchill High school. If Edgemont is designated to Churchill, why should Hamptons be designated to another area? Hamptons is only one street across from Edgemont. Second, going to Churchill by regular transit is more convenient for Students in Hamptons than going to another high school, if they miss the express bus. Right now if students in Hamptons miss their express bus, they can take regular bus, which goes by similar route to Churchill. Although they need to transfer once, it doesn't take them much longer than the express bus. If they go to any other high school, they will need to transfer twice if they miss the express bus and they will have to spend a lot more time to commute if they take regular buses. A lot of times their parents will end up driving them to and from school if they miss the express bus. This will be a lot of disruptions for families.</p>	
<p>In looking at the NW quadrant, I agree reviewing the boundaries for Sherwood and Nolan as stated in others comments.</p>	
<p>However, other suggestions could be to add the IB program to Robert Thirsk as well to split the demand for the program between 2 schools in the NW.</p>	
<p>I think distance is most important. I don't see any reason to keep out the students who're living closer while assign students who're much farther to the school. This increase cost of both cbe and families - increase the cost of transit for cbe and more hours on commute for students. Edgemont absolutely is the one that should be included in Sir Winston Churchill High School designated area.</p>	
<p>I would support moving Sherwod, Nolan Hill and the Hamptons students to Thirsk and maintain the IB program at Churchill.</p>	
<p>In my opinion, the most positive impact would be to change boundaries and redesignate student from Nolan Hill, Sherwood, and Hamptons to Robert Thirsk High School.</p>	
<p>Does anyone know how many international students in SWC? I think the first priority is to reduce the numbers of international students. Secondly redesignate the boundary to balance the other 2 high school enrollment. 3rdly move Sherwood, norland and Hamptons to Hawkwood high school, 4thly move IB out.</p>	



1. When you think about the in-scope factors relevant to this school, record the possibility or possibilities for 2022 and beyond you think would have the most positive impact on student learning and explain why.	
Response	Agreement
I feel the option with the most positive impact would be to change boundaries and redesignate some students (Nolan Hill, Sherwood) to Robert Thirsk.	
Keep students together and let students attend school as close as possible are important for family and kids. So i think the best option here is redesignate students from Nolan hill and Sherwood to under-utilized Robert Thirsk High school. There are more of younger family in these two new communities. We could see more students attend to high school in future. And this also will extend the pressure of Churchill school.	1
From the information given, decreasing/capping the out of boundary students would alleviate some pressure without having to impact the communities/students that have been attending Churchill for many years. Taking out those out of boundary students brings the school into optimal utilization. Nolan Hill and Sherwood are still growing communities and have been subject to accommodations at the elementary level more than once. Which principle should be applied to these families?	
Re-designating students of Nolan Hill and Sherwood to the under-utilized Robert Thirsk High school sounds is be the easiest solution for both high schools. Those communities were newly added to Churchill high school and it will be fair to the communities have belonged to it for long.	2
According to the distance,which is closest,belong to Sir Winson Churchill.This is why and where the community high school were built .Varsity Brentwood Dalhousie Charles wood are the closest.	
It would be better to keep IB program in Churchill school because it needs take long time and much resource to set up a IB program in a new school which does not have IB capability right now. It could consider to transit some communities which are far away from Churchill to other schools which are under capacity. Thank you!	
The IB program is not dependent on the physical space it is in. Staff and personnel are the resources that make this program. Moving it to another physical location should not make a difference. Consider moving the program to an underutilized school in the NW	



1. When you think about the in-scope factors relevant to this school, record the possibility or possibilities for 2022 and beyond you think would have the most positive impact on student learning and explain why.	
Response	Agreement
Churchill's IB Program is the one making Churchill a great high school, which has a lot of success and takes a long time to build. The IB program in Churchill should KEEP. Redirecting some of northern communities, such as Nolan Hill, Sherwood, and Hamptons to Robert Thirsk, will release over-capacity of Churchill significantly. A part of this suggestion is also based on the Robert Thirsk school is currently under-utilized. From the map, these northern communities are indeed far from Churchill high school.	
Seems like Churchill will be popular for many years. Is there a way to cap IB	
remove the north communities of Nolan Hill and Sherwood. The school has a great history. Keep the communities closest to the school.	
Can IB program be relocated? These decisions should have been done years ago. Too many schools way over while some are quite under capacity.	1
To relieve the pressure on Sir Winston Churchill, CBE should consider the following. Nolan Hill and Sherwood, the outskirt communities, could feed into Robert Thirsk. University and Varsity communities could feed into Bowness high school. IB program should stay at Churchill since it is a long standing and successful program.	
University and Varsity communities could feed into Bowness high school. IB program should stay at Churchill since it is a long standing and successful program.	
Maybe looking at the students attending from the out of attendance areas should be looked at. Keeping the main feeder communities into Churchill should be priority.	
The communities in SW Calgary have easy access to Bowness high school through Sarcee trail and those communities should be designated to Bowness high school.	
It is not good idea to move varsity and university community to bowness high school. Varsity is the one of most nearest community to westchill. It would add much more transportation time and cost for student to go to school which is far away. The student should have privilege to go to school near their residence. This is the most important !	



1. When you think about the in-scope factors relevant to this school, record the possibility or possibilities for 2022 and beyond you think would have the most positive impact on student learning and explain why.	
Response	Agreement
<p>I would much rather see boundaries change or programs moved, then capping and busing the students who do not get picked in a lottery. Try to keep a single community together in the same school, and designate a school as close to home as possible. This encourages active commuting and interactions with school mates outside of school hours.</p>	2
<p>Serving the designated local community of Churchill with the regular curriculum is the right choice - teens staying in their community and making connections within the community are a big part of high school success. We are a family with three generations living in Dalhousie and that is mainly because of the strong connections built since my parents moved here in the early 70s.</p>	2
<p>Moving the IB program - which is a privilege not a right to a school that is under enrolled makes sense. For those commenting on school rankings being affected - thankfully we live in a country with an strong public school system and rankings here are mostly splitting hairs about top tier schools compared to public systems elsewhere. I am not concerned with school rankings.</p>	
<p>I would like to see a well rounded curriculum that benefits all students, with appropriate class sizes and support. Currently this school has created a culture of elitism, that encourages segregation of students. It is not currently an environment where all can succeed. Across Alberta, the current number of students that complete high school to even be eligible for programs such as STEM (science technology engineering and math) is embarrassing low. We need to create an environment that encourages the full next generation, not just a few.</p>	3
<p>I'd like to see the boundaries redrawn so that some of the more northern communities (Nolan Hill, Sherwood for example) feed into Robert Thirsk instead of into Sir Winston Churchill. That would alleviate some of the pressure on Churchill. Churchill should continue to serve the communities of Varsity, Dalhousie, Edgemont, Brentwood. IB should remain at Sir Winston Churchill as that is rather central for students coming from all over the NW and it is an established program at Churchill. Of course, the best scenario would be for the more northern communities to get a new high school for their students.</p>	



1. When you think about the in-scope factors relevant to this school, record the possibility or possibilities for 2022 and beyond you think would have the most positive impact on student learning and explain why.	
Response	Agreement
Churchill's IB is one of the high school program in Calgary. It takes a long time to build as a good program and they should KEEP this program. PLUS, without the IB program, the school ranking will drop. Do you want your children to attend a high ranking high school.	
CANCEL Churchill's IB program will make the schools student numbers significantly drop. Do NOT set up any special programs on overcrowded high schools in the future. It is an easier way to make student numbers balance. It is NOT necessary to change school boundaries!	
Consider to enlarge the boundary of Robert Thirsk school may be better than adding IB program in it.	
From the Future Growth flat sheet, Bowness school (50-85%) is the closest school to Sir Winston Churchill (100%-140%), which should accept more students and share the pressure of Churchill. Should change the school boundaries and redirect more students to Bowness school.	1
Moving the IB program to Bowness school should be considered.	
CBE should move IB program to Robert Thirsky. This will be significatly drop student numbers and let students concentrate on their regular high school programs.	
To meet the education requirements of students within the boundaries should be the most important thing for the school which is already over its capacity. All residents live within the boundaries pay taxes to support the school. Kids should have the good study environments what they are eligible to have. Need to consider about redirecting the students live out of boundaries to other schools.	
I think CBE need to do more detail check to make sure all students in Sr. Winston Churchill are really live in the designated communities. And why they have to have all that many out boundaries students when the school already over capacity?	2
I agree. There is a very large number of students that are from out of the area. Also, where do students from Charleswood go to high school? There are a few neighbourhoods on the map that don't seem to have any designated high school, a few that are just south of Nose Hill Park.	



1. When you think about the in-scope factors relevant to this school, record the possibility or possibilities for 2022 and beyond you think would have the most positive impact on student learning and explain why.	
Response	Agreement
<p>Based on the boundaries, so many communities students are designated to Sr. Winston Churchill High School. Looking at the physical locations of those communities, Brentwood, Dalhousie and Edgemont may be the top 3 communities much closer to Sr. Winston Churchill. A high school in the north may be required for further north communities, such as Hamptons, Sherwood and Sage Hills, etc. to release the pressure of Sr. Winston Churchill.</p>	
<p>I would like to see the North High school construction proceed quickly to relieve the pressure on Churchill, as we take so many of the North students currently.</p>	
<p>However, until that happens, the only other feasible choice is to cap enrollment and bus kids to the designated overflow school. It is not fair to people who move into an area in order to attend a specific school to keep moving boundaries, but when students register at a school, it seems fair to alert them that their choice school is at capacity.</p>	
<p>Also, students who are from out of area should be placed in their proper schools as much as possible, and if that means offering a greater variety of programs at other schools to reduce the stress on a few, then that seems like the best option.</p>	
<p>Why can we not add on to current school buildings or add additional facilities like workshops or home economics rooms? It would seem much cheaper to add a couple classrooms or extended facilities than to build entirely new schools.</p>	
<p>From the perspective of a parent who faced a lottery for our designated elementary school, it is an unsettling and unpredictable thing to put families through. The unpredictable nature of facing a lottery for a student entering high school does not create a good learning environment. In my opinion changing boundaries or moving programs away from a school gives families the predictability of what high school their child will be attending... even if it looks different or not as ideal than it looks now. At least then families and students can plan ahead.</p>	



1. When you think about the in-scope factors relevant to this school, record the possibility or possibilities for 2022 and beyond you think would have the most positive impact on student learning and explain why.	
Response	Agreement
<p>From your projection, there will be 100 to 140 utilization, I am going to question about the strategy and the model you are using, if you are changing boundaries then definitely you will take away the Equally educated chance who are will to this school, and if you propose redesigned the program to another school... I don't know who bring up this silly idea, they are going to ruin the reputation and the history of the school</p>	
<p>Please keep the enrollment the same as before, because this is how our property tax went and we as parents hope the CBE can consider replacing some old stuff and giving students a even better study environment.</p>	

2. What factors should be taken into consideration in how we implement a decision for CBE high schools (i.e. transportation, siblings etc.)?	
Response	Agreement
<p>Transportation is an important factor, and the reason why some schools are over-utilized is also very important. Redesignating an entire program to another school, such as move the IB program away from Winston Churchill High School, cannot solve the problem. In this way, at that time, the only different thing is the names of over-utilized schools.</p>	
<p>Sir Winston Churchill High School should be in the process of verifying addresses every school year and if a student does not reside in the attendance area, they will be asked to withdraw from Sir Winston Churchill High School and register at their designated school. Keep students in a community together and attend school as close as they can. This is very import for kids. They could grow up with friends together. Please consider to move these two community Nolan hill and Sherwood to another school. They are very far away from Churchill high school.</p>	
<p>1. Closer communities first</p>	
<p>2. IB program should be in local high schools rather force students to enter few schools</p>	
<p>3. Reduce other programs</p>	
<p>I think families should always have the opportunity to keep siblings together for transportation issues as well as to support each other.</p>	



2. What factors should be taken into consideration in how we implement a decision for CBE high schools (i.e. transportation, siblings etc.)?	
Response	Agreement
Keeping students near their communities is best, but I think flexibility is needed for students who would benefit from changing schools.	
Transportation is a significant issue. I know that there are Calgary Transit routes to bring children to their designated school, I would like to see that continue if boundaries are reallocated.	
Keep students in a community together and attend school as close as they can. This is very import for kids. They could grow up with friends together. Please consider to move these two community Nolan hill and sherwood to another school. They are very far away from Churchill high school. And in the future, there will be more and more students attend to high school. These two community are most of younger family.	1
Transportation factors should be taken into consideration. This day and age students should go to closest school. Probably closer/faster for Nolan Hill , Sherwood to go to Thirsk or Bowness. Agree with others - need to deeply cut down on out of attendance students - this is not fair for tax paying people in the designated boundaries.	2
If Sir Winston Churchill cut down the number of out of attendance area, this could ease the pressure. Another way is further out communities could be sent to closer communities high school.	
Transporation and keeping families together. The further out communities of Nolan Hill, Sherwood, could be sent to Robert Thirsk. And the inner communities of University city, Varsity could be sent to Bowness High school. This could ease the pressure of of Sir Winston Churchill. This is with keeping with proximity and keeping students close to the schools also.	
I think you need to allow siblings to attend the same school - but only if they are in the school at the same time. If the older child has graduated from grade 12 before the younger child begins high school, the younger child should attend the new (if changed) designated school.	1
Calgary Transit should be consulted to determine how, and if, they would/could accommodate any proposed changes to boundaries when they plan their city bus transit to high schools.	1
I am comfortable with the priorities and principals laid out by the CBE so far. Parents of children in specialized programs are likely going to be the loudest, but don't forget about the rest of us. IB and AP are not for everyone and can be sought out at other schools by those families for whom this is a priority.	2



2. What factors should be taken into consideration in how we implement a decision for CBE high schools (i.e. transportation, siblings etc.)?	
Response	Agreement
<p>I am comfortable with the priorities and principals laid out by the CBE so far. Parents of children in specialized programs are likely going to be the loudest, but don't forget about the rest of us. IB and AP are not for everyone and can be sought out at other schools by those families for whom this is a priority. I think from a health and environmental perspective it is important to keep as many kids within a walkable range of their schools as possible. When people move into a community with no local school, they accept that their children will be bussing to a school as part of deciding to live there. Similarly, those of us who live in communities next to or nearest to a high school expect to be able to access that school for regular school programming.</p>	2
<p>Where you live should not limit your future. The CBE needs to draw boundaries that are fair, and then grow the schools to have well rounded, equitable support. We want ALL kids to succeed, and high school should be a time that offers them many options. Specializing at this high school here and another school there can penalizes kids for where they live, long transit rides should not be the answer in order for all to succeed.</p>	2
<p>Transportation is obviously a significant drain on resources when not utilized efficiently, so attempting to reduce the amount of bussing necessary is crucial. Also, students who can attend schools closer to home benefit from the community connections in addition to the time saved. Continuity for families and friends is vital in the teen years, but can be navigated without undo stress when families choose alternative programs and move their children. The key seems to be allowing families to feel that they have had a choice, rather than being forced into decisions based on dotted lines on a map or program restrictions. If we offered free bussing to students in overfilled schools to attend one of the next closest underfilled schools, that would be a relatively inexpensive fix and allow students to volunteer to join the programs offered in the alternative schools. By moving desired programs to the schools that are undercapacity, people are more willing to bus or drive to participate in the alternative program, but feel like they should have a "right" to attend a neighbourhood school for a regular program. Unfortunately, it is difficult to predict where the populations that will access the alternative programs will originate, so we may end up with more bussing expenses than ever before, even though this would provide more balanced numbers in the high schools.</p>	1
<p>Don't need to change the boundaries, if the school is more than 100% utilization then it means school itself need to enlarge its size to full fill the need, transportation may not be a factor, but siblings will need to be considered.</p>	



Western Canada High School

1. When you think about the in-scope factors relevant to this school, record the possibility or possibilities for 2022 and beyond you think would have the most positive impact on student learning and explain why.	
Response	Agreement
Clearly more space is needed. Moving IB or French Immersion to another location is clearly something that needs to be considered but the devil is in the detail of what location they could be moved to. I would want the French Immersion program to be kept together versus capping the registration at Western and having an overflow location somewhere else.	
Students from the west end of Calgary should have access if they choose to take the IB Program.	
I think it's easy to make French Immersion the scapegoat of overcrowding at Western because it is listed separately on the graphs. As a French Immersion parent, I would welcome a change in school provided that transportation and commute time are considerations for relocating. We have made an educational commitment to this program and it isn't as simple as just switching to English. Also, French Immersion is a program of steady growth and when put in under-utilized schools it revives the school community as happened at several schools including Western. Please stop treating us as an afterthought.	
If the catchment area for the French program is reduced, or the French program is moved, then where will students be re-routed to? We live in the West side of the City and my kids are currently enrolled in French immersion elementary. If the high school commute time is increased even further because the French program is moved to a school farther South than Western (or to Bowness which has terrible transit service), then I would likely pull my kids out of the French program and enroll them in the regular program- this would mean they would be routed to Ernest Manning, which is even more over-crowded than Western.	
The IB catchment is too large for Western. Sherwood Park students bussing to Western have a long commute. Move entire programs from 1 feeder school to an under utilised school that is closer. How is Lord Beaverbrook under capacity? This is a well located school that has no languages, no IB? This is the biggest High School in Calgary that should have more program options. Western is a great school because it offers many options. Sports, Fine Arts, Languages and IB. There should be more High Schools that offer this.	



1. When you think about the in-scope factors relevant to this school, record the possibility or possibilities for 2022 and beyond you think would have the most positive impact on student learning and explain why.	
Response	Agreement
people are using the IB program as a way in to a school which is far away from their community. They then drop the IB classes but remain in school. The school should prioritise communities in the walk zone such as Elbow Park and prioritise regular program.	
Deal with bullying issue and gangs and maybe expand IB program to other schools that are under capacity.	
Western has way too many IB students attending. This program needs to be split to another school. These students do not go through school with the same cohorts like those in the English and French programs do from Elementary on. The catchment for IB needs to be revisited. Western is not just an IB school.	1
Also IB students who are out of the community and drop their IB classes should not be allowed to stay when kids in the communities siblings are at risk off not being able to attend their local high school.	
You can certainly look at changing boundaries for the communities located around Ogden and Inglewood in the SE. There are closer schools to these areas and it would make sense to send students to a school closer to home that is currently underutilized.	
You could also look at moving the Alternative French program to a school with more space.	
Another option is to introduce another IB program in a high school that is farther west, so kids have that program closer to where they live. Western could still offer the IB program but would split the number of kids that bus in for the program if it was offered in another location in the SW.	
Priority should be given to students who live within walking distance (Elbow Park) or short bus ride to Western to attend regular programming.	
The French program at Western seems to be the cause of the over-utilization at the school. The French program should be shifted to another school to preserve space in the school for those in the existing catchment area. I think students in the regular program should have the opportunity to attend high school closest to their home. Special programs should not displace the regular program students. Out of area students attending for special programming already travel far distances so re-locating programming to another school has less of an impact on those that are already commuting far distances.	



1. When you think about the in-scope factors relevant to this school, record the possibility or possibilities for 2022 and beyond you think would have the most positive impact on student learning and explain why.	
Response	Agreement
<p>In addition, any students attending IB need to maintain IB programming. Registering as an IB student and then dropping courses with the expectation to stay in enrolled at Western should not be allowed. Any out of catchment area students need to be held accountable to the IB programming as registered for or be requested to leave the school and attend their regular high school.</p>	
<p>Students who are able to walk to school or access the school relatively easily via transport should have first priority in terms of boundaries. Western is likely overcrowded due to the large boundary area for IB and French immersion. Shrinking this boundary area will reduce the over crowding at this school and also reduce the strain on students who are traveling from far West of the city to attend Western. Thank you.</p>	1
<p>It would be very helpful to understand what is being considered in terms of the change to the boundaries and programming. As long as Elbow Park remains within the boundary for the regular programming at Western, and that measures are taken to reduce the overcrowding at the school, we will likely have no issues.</p>	
<p>The first step to ease overcrowding should be to reduce or eliminate enrollment of out-of-boundary students.</p>	
<p>If further action is required, consider shrinking the catchment area for the special programs (including French and IB), rather than eliminating these programs altogether (students in close proximity to Western who want to take advantage of special programming should be able to).</p>	
<p>The first priority should be enrollment of students who live in close proximity to the school. We would ask that the CBE please keep the Elbow Park community within the boundaries for Western.</p>	
<p>Missed out one other imp point for western . Languages are also taking up a huge space in western they could be reduced in terms of catchment or moved to different school if the student prefers IB in that language .</p>	



1. When you think about the in-scope factors relevant to this school, record the possibility or possibilities for 2022 and beyond you think would have the most positive impact on student learning and explain why.	
Response	Agreement
<p>WCH is famous thro out western Canada for its programs esp high Academics . it is well connected thro out the city thus FOCUS ON ALL ACADEMICS N SCIENCES at this school . All sports major , psychology, or fine arts n performing arts programs should be MOVED OUT of this SCHOOL to make room for academics n sciences . this school has being over loaded for quite a while now and thus need change in programs and application of programs . students are ready to come to this school from all over the city. this school also DOES NOT HAVE A HUGE PLAY GROUND N STUDENTS IN SPORTS NEED TO TRAVEL to different facilities thus please move out the sports programs where schools are near such sports complexes to reduce STUDENT TRAVEL TIME TO N FRO FOR THAT ACTIVITY . Also it will reduce COST FOR CBE as buses will NOT BE REQUIRED TO TRANSPORT THESE SPORT TEAMS to the facility on daily / weekly basis .</p>	
<p>Communities on the north west margin of the catchment area (eg. Sunalta) could also be redesignated to Queen Elizabeth. This would require crossing the river, which can be a bit of a traffic snarl, but there are existing transit routes already in place.</p>	
<p>Perhaps some of communities to the south end of the current catchment area for Western (regular stream), or the French or IB programs, could be redesignated to Henry Wise Wood (provided appropriate Calgary transit routing be part of the solution).</p>	
<p>We live in the West Hills area and would like to see an IB Program at Ernest Manning- somewhere closer to the West Side. The catchment for IB seems far too large and should be revisited. These kids are not affected by staying with same peers as there are no elementary and Junior High IB programs so moving this program would not be an issue for keeping kids together. My vote is add an IB program at Ernest Manning.</p>	
<p>Move the IB Program</p>	
<p>change boundaries for some communities to attend Central west of 14th street should be at Central?</p>	
<p>Grandfathered schools French programs should stay - Elboya, Bishop Pinkham keep siblings together who are in the French at these junior highs stream to Western.</p>	



1. When you think about the in-scope factors relevant to this school, record the possibility or possibilities for 2022 and beyond you think would have the most positive impact on student learning and explain why.	
Response	Agreement
<p>Reputation is a significant factor in some of the schools that have an overcrowding issue. Western actively promotes its a school with high academic success, strong music and IB programs and an student population with many of Calgary's affluent and elite. Hence the demand. Families don't want to necessarily consider that their student might have to attend a 'lesser' school. If students EARN acceptance into the IB or music programs, and live in the catchment, there should be a space for them. However, people should not be able to simply choose to attend a school based on proximity, transit time or reputation.</p>	
<p>That said, CBE does need to work more closely with Calgary Transit to ensure students are not spending >1 hour 2X a day getting to school on transit. Especially in high school when their homework load is WAY up.</p>	
<p>The IB and French Immersion catchment areas for Western appear to be contributing to the overenrollment options. Reducing the size of the catchment and/or revising the IB and FI boundaries of underutilizes schools (eg Wisewood) appears to be a good solution.</p>	1
<p>Taking out the French program at Western Canada.</p>	1
<p>Please reduce catchment for IB and French</p>	
<p>prioritize children in proximity to school in the regular program. Thank you!</p>	
<p>The multiple programs at Western Canada and the massive catchment area for the English IB program are the main reason for overcrowding at this school. Shrink the catchment area for English IB and French Immersion and have those far afield communities move to another under-utilized High School such as Henry Wisewood and move Spanish Bilingual to another under-utilized school.</p>	1
<p>Extra programming such as IB and Immersion should never displace strong regular programming at a school.</p>	
<p>The French program at Western seems to be the cause of the over-utilization at this school. Either the entire program should be shifted, to preserve space in the school for those in the catchment area, or a scaled down French program could be offered at Western in addition to other high schools.</p>	
<p>I think it's important that students in the regular program have the opportunity to attend the school closest to their home, and not be separated from their junior high and elementary school cohorts. Special programs should not displace the regular program students.</p>	



1. When you think about the in-scope factors relevant to this school, record the possibility or possibilities for 2022 and beyond you think would have the most positive impact on student learning and explain why.	
Response	Agreement
I think both French Immersion and IB should be offered at other schools for communities further away from Western (while still staying at Western as well). At the moment, those boundaries seem to be pretty far reaching. If parents had these options closer to their communities, they may be more inclined to use under-utilized schools.	1

2. What factors should be taken into consideration in how we implement a decision for CBE high schools (i.e. transportation, siblings etc.)?	
Response	Agreement
Transportation - reliable, reasonable and accessible.	
Keeping cohorts and siblings together. Move a program feeding into one school to another that is under utilised. Transportation times to Western from Sherwood Park are greater that if same programs were offered at Beaverbrook? IB/languages and Fine arts (Multi Track) should be offered at more high schools. This would ease the pressure on over capacity schools and ensure future growth for low enroll High Schools.	
Please consider that our young adults should, if at all possible, be within walking distance to a school for the standard curriculum. Programs that are over and above the standard testing and curriculum should be relocated to lower use school especially if the infeed into that school is from multiple schools. Those are the easiest to shift.	
Western shouldn't be accessing students who are outside of the catchment for athletics or academics.	
Cohorts together, K-12 path maintained, logistical transportation, i.e. not just community but fact a bus goes straight down 17th for instance is easier for my child vs looking at map does not always tell you the travel time.	
Cap programs along with reducing the boundary for IB.	
I think we need to consider keeping cohorts together as #1. As example my child is in french immersion and has been since Grade 1. Same kids in this stream all the way through to grade 12. They are friends and should not be split up. Therefore if a program like French immersion needs to be changed then move the whole program, not boundaries/communities as I think keeping peer groups/friends together is important. Splitting them up after they have gone to school together their whole lives would be detrimental to their learning.	



2. What factors should be taken into consideration in how we implement a decision for CBE high schools (i.e. transportation, siblings etc.)?	
Response	Agreement
Transportation has to be taken into account. The City is constantly changing bus routes to save money, their priority is not our kids. Siblings should be able to go to school together, especially if the school is their designated high school.	
Consider prioritizing access to regular programming for students that live in the catchment area. Consider grandfathering students in grades 11/12 after first year of implementation.	
Proximity/ease of transportation should be considered.	
in terms of transportation WCH has high connectivity, STUDENTS ARE READY TO TRAVEL FROM ALL OVER TO THIS SCHOOL parents need to understand there are better programs n other schools are also good . over crowding is probably due the the programs WCH offers . reduce the catchment for certain programs that are not in high demand or just MOVE THE WHOLE PROGRAM to a less crowded school .	
Keeping the existing designated community for each high school is very important. Some parents purchased homes in certain area because of the school they want their children to attend. The school could first cut down the intake of out of designated community students first.	1
That's true but we all have to be willing to adapt here. Why is this the only school you want your children to attend? You might be surprised that there are many other strong CBE high schools in Calgary and even though Western promotes itself as "the best".	1
Maintaining community strength at schools should be a priority. Please shrink boundaries for optional programs. Focus on getting the standard programs balanced and then place the optional programs at schools with capacity.	
With only 20 high schools in high school, each serving a population of roughly 75,000 Calgarians, shouldn't ALL Calgary high schools be designated multi-track? It doesn't work to have some be single-track and others have 5-6 different tracks. You can imagine how complex the scheduling would be at a school that offers multiple language immersion programs, other optional programs, plus regular stream. All high schools would benefit from a more diverse student body and programming balance, rather than an approach that preserves only the regular stream and existing boundaries at some schools. We need to work together to balance the flexibility, choice, and access issues that face us.	
That said, Calgary clearly needs more than 20 high schools to serve a city whose population has grown to 1.5 million! Vancouver has the equivalent on the north shore alone.	



2. What factors should be taken into consideration in how we implement a decision for CBE high schools (i.e. transportation, siblings etc.)?	
Response	Agreement
<p>Community building and strong high school relationships happen when kids attend their local school. Maintaining and improving regular programming in every high school should be the priority of public education and extra programming should not take precedence over this. Therefore an easy solution for Western Canada would be to move a program and shrink the large IB boundary.</p>	
<p>Ensuring that students in the regular program have the opportunity to attend the school nearest their home is the most important consideration. For those seeking special programs, they need to understand that may come at the cost of having to travel elsewhere. It seems the extremely large French program at Western is the main contributing factor to the school being over-utilized, and an obvious solution is to relocate this program, or to cap the number of students - and then potentially add the program to other schools.</p>	
<p>Program choice ProximityPeer GroupMinimal Disruption to intended learning path</p>	
<p>As a parent of a high schooler, three things are important to me - proximity, ease of travel, and choice of program. My daughter isn't that social, so I think she would adjust to a new situation, if necessary (not that it's ideal). We moved when I was a child - I think program choice is more important than sticking with the same social group, personally.</p>	

William Aberhart High School

1. When you think about the in-scope factors relevant to this school, record the possibility or possibilities for 2022 and beyond you think would have the most positive impact on student learning and explain why.	
Response	Agreement
<p>I think that the catchment area for Spanish Bilingual is far too large when you consider commute times. I feel that this program should be addressed, whether an additional program in a school in the NE be considered, or the program be moved entirely.</p>	



1. When you think about the in-scope factors relevant to this school, record the possibility or possibilities for 2022 and beyond you think would have the most positive impact on student learning and explain why.	
Response	Agreement
I believe the CBE needs to give strong consideration to commute times in determining where programs go, and which communities to assign to them. This needs to reflect actual student populations, not just the geographic boundaries of the program -- for example, I suspect the weighted distribution of Spanish program residents is focused in the northwest communities, close to the 3 Spanish elementary schools. Work with Calgary Transit to see how community-school pairs would be served by existing or new transit routes.	
I hope that you will keep Spanish at Aberhart; if the program is moved farther away from us, we will very likely take our kids out of Spanish for high school, and they would end up at their designated English school instead (Churchill). I suspect that we're not alone.	
I understand that the out of boundary "process" is out of scope, but I have to wonder how strictly is the process followed? It seems that a significant amount of the pressure on Aberhart could be reduced by thinning the out-of-boundary population.	
A suggestion is to offer the French/Spanish Immersion Program at both Aberhart and Bowness to split the demand for these programs between the 2 schools in the NW quadrant.	1
Aberhart is the perfect location for alternative programs, given their large attendance areas. Aberhart is near a Ctrain station, and further, it's near U of C, which is a major transit destination. Yes, when you choose an alternative program, you are accepting the extra distance, but there still needs to be a reasonable transit route for it to be viable. This location makes the programs viable to more students	1



1. When you think about the in-scope factors relevant to this school, record the possibility or possibilities for 2022 and beyond you think would have the most positive impact on student learning and explain why.	
Response	Agreement
<p>Several have suggested moving the Spanish program. But they don't realise that Aberhart is in the heart of the Spanish program in north Calgary. The only middle school in the north, Senator Patrick Burns School, is nearby. As is one of three elementary schools. That means that if SPB's location worked for them, then so does Aberhart. Where a different high school is less likely to. Attendance area maps don't give the whole story, there will always be more students near the schools with the programs. The Spanish program doesn't seem big enough to efficiently split in two. Even still, to be near the students, you'd want half at Aberhart. And maybe the other half at Thirsk. The French program seems large enough to split, and I'd expect it to continue to grow. Reading here, I understand they already went through a middle school shuffle... is there more than one middle school? Could they be split along those lines (to avoid juggling them around more)? Based on the demographics, is there a high school near a large number of these students (and does it have space, and how is transit in that area)? What may be the best solution though, is to move the regular program. I wouldn't suggest it except that Aberhart is surrounded by high schools. The density of high schools in this area is unmatched anywhere in Calgary. Thinking only of the regular program, if Aberhart didn't exist, no one would miss it... Everyone in its attendance area is also within a very reasonable distance to another high school (if not three). It may seem weird for those students to not go to the school in their community, but they'd still be closer to a high school than many communities will ever be. And so it would still be equitable for them, in context with the whole city. There's only ~100 students now (in area), and it only grows to ~200. They can easily be absorbed by the surrounding schools, especially now that it's been announced that the new northern high school is finally being built. Once it opens, it'll be easy to get Churchill's attendance down. Fowler will go from crowded to needing students. And Queen Elizabeth will be short students as well. One consideration though, is how often do French and Spanish students decide to switch to the regular program during their high school years? That's obviously an easier transition for them if the regular program is in the same school.</p>	
<p>I think it makes the most sense to redesignate an entire program to another school. This would keep cohorts of kids together and minimize social disruption, which has a significant impact on students. In the case of Aberhart, it likely makes the most sense to move the Spanish program to a different school as it is a smaller program and could likely be moved as one unit. The French Immersion program is large enough to fill a reasonable amount of Aberhart on its own and should not be split between two schools</p>	



1. When you think about the in-scope factors relevant to this school, record the possibility or possibilities for 2022 and beyond you think would have the most positive impact on student learning and explain why.	
Response	Agreement
I believe it is also extremely important not to disrupt the cohort of the students who are currently in grade 6 and 7 French Immersion as they already had a massive disruption due to the NW French Immersion changes between the last school year and current school year. Disrupting the same cohort twice should not be considered as an option.	
I agree with NJ. The boom years are over for Alberta, with the energy-hating Trudeau at the helm yet again our school budget will shrink even more. It is time to batten the hatches. CBE should stick to core programs and consolidate alternative programs at designated schools. Kids should be able to attend core programs at their neighbourhood schools, not suffer through long commutes. Unless they are so driven in their desire to pursue that alternative path that they believe the long commutes are worth it. Where there is a will, there is a way!	
If cbe focused on core programs and stopped offering so many alternatives, people might just stay at their regular designated school instead of commuting all over the place. Kids should be able to go to a 'nice' school close to where they live. I agree with the comment about a need vs a want. Spanish is not a need in my opinion. Aren't Canada's two official languages French and English?	
Change boundaries and cap enrollment. Kids should be able to go to a school near or in their neighbourhood. Keep all the programs but have french immersion and AP at more schools so kids would not have to travel to keep their program.	1
I do not think the Spanish program needs to be removed from Aberhart - the problem is that Spanish bilingual students living in West Central Calgary have no choice but to commute up to the NW to stay in their program of choice. Keep Spanish in Aberhart and EP Scarlett AND open a new central Spanish program - that will alleviate pressure on Aberhart. My vote is for this new central Spanish program to open in Central Memorial as that school is under capacity. This allows students to attend high school close to their homes while also being able to stay in their program of choice.	2



1. When you think about the in-scope factors relevant to this school, record the possibility or possibilities for 2022 and beyond you think would have the most positive impact on student learning and explain why.	
Response	Agreement
<p>I agree with educate1. If Spanish was removed from Aberhart we would be forced to remove our two children from the Spanish program as our high school of choice is Aberhart. I too believe many parents would do the same, thus causing further volume issues. We purposely bought our house in Triwood so our kids would have minimal commute time for elementary (Collingwood school), middle school (SPB) and high school (Aberhart). This was a huge sacrifice as houses in this area are not cheap. It makes no sense to move the Spanish program high school out of the community from where the Spanish Elementary and middle schools are. Many families in the Spanish program live in this area.</p>	
<p>One further comment, my recommendation is to remove the volume from 'out of attendance' area as this seems to be lowest priority group compared with families that have spent considerable amount to live in the area and have selected a program of choice.</p>	
<p>Both the French Immersion and Spanish programs require some programming in English so even though the Regular program numbers are smallest, it wouldn't make programming sense to move it out of Aberhart. It makes more sense to either move all of the Spanish or perhaps half of the French. Looking at the enrollment numbers and projections, i wonder if splitting the French program to Bowness or Thirsk would make the most sense as there now appears to be a critical threshold of students required to offer the program over two locations. It would also reduce transportation times and costs for these students and their families.</p>	1
<p>I speak as a parent of kids in the Spanish Bilingual program. If the most important factor for parents is the commute time for the kids, then the best option for students utilizing the Spanish program is probably to just keep it at Aberhardt, and split the French immersion up between two high schools, since this is a larger program.</p>	1
<p>The next best solution would be to move the entire Spanish program to Bowness and possibly even open it up to kids from the SW neighborhoods above COP to alleviate some of the stress off of EP Scarlet. After looking up a bunch of commutes to various schools from various neighborhoods in the NW from Tuscany to Collingwood, the commute from most NW Neighborhoods to Bowness appears to be the most equitable and relatively short regardless of where you live in the NW.</p>	



1. When you think about the in-scope factors relevant to this school, record the possibility or possibilities for 2022 and beyond you think would have the most positive impact on student learning and explain why.	
Response	Agreement
<p>*** I hope the people making this decision look at the transit schedules and the neighborhoods utilizing the programs (or ideally work with City Transit to get more School Express Routes implemented for wherever these programs move to). Families choose language programs because for a variety of reasons they think it's the best program for their kids, and by high school the kids have a lot invested in learning the Spanish (or French) language. The best option for all kids who are in this program would be to make it easy for them ALL to get to school so that they can finish the program with the best fluency in Spanish (or French) that they possibly could have! This is a skill that kids invest in from Kindergarten and to suggest for them to just 'challenge the high school language exams for credit' and not even attend the Spanish high school, diminishes the amount of work they've put in from K to 9 and robs them of 3 years of being semi-immersed in that language.</p>	
<p>The CBE needs to maintain regular programming at all of its High Schools. The idea of removing regular track students from a school in their community to accommodate all alternative track students is disturbing.</p>	
<p>As such, I agree with many of the comments below that the Spanish Bilingual Program should be relocated to another High School that is under-utilized in the area (maybe Queen E) and that the boundaries for the regular program students at Abe could be expanded to ease capacity at some of the other NW High Schools.</p>	
<p>It comes down to want vs need. I think having a spanish bilingual program in high school is a want. There is no guarantee students will want to continue with spanish in high school. How will they get more teachers in spanish? Get rid of these programs of choice and allow more regular students to have smaller classes etc.</p>	
<p>I agree with SpanishWest below. The Spanish program should expand into Central Memorial to offer centrally-located students an option that is viable to attend if taking public transit. Opening Central Memorial to the Spanish program would decrease pressures at Aberhart and Scarlett and also minimize the number of centrally-located students switching back into the English program after grade 9 to attend schools closer to home such as Western or Manning which are also over-subscribed.</p>	



1. When you think about the in-scope factors relevant to this school, record the possibility or possibilities for 2022 and beyond you think would have the most positive impact on student learning and explain why.	
Response	Agreement
<p>I'll echo some of the other comments. The current grade 6 and 7 french immersion students have already been impacted this year. If looking to redesignate students, grandfather all students currently enrolled in a middle or junior high school and those who will be in those schools when these plans go into effect to allow them to finish grade 12 with their cohort of friends - phase the changes in over time, not all at once. Additionally, while implementing the high school plans, tweak middle or junior high school boundaries such that they line up with high school boundaries. Looking at the 10 year growth projections, the simplest "short term" solution appears, visually, to be simply cap or rather eliminate the out of attendance area. However, if I were to guess, I would say that longer term, 10+ years, having both Spanish and French programs at Abe is going to continue to be an issue. Planning now to move one of these programs to a new school phased over a number of years which allows current students to stay together seems like a smart plan.</p>	
<p>Abe is the only accessible Spanish Bilingual high school for those students also coming from the West of the city (Dr. EP Scarlett being too far South for reasonable access). So my suggestion is to offer the Spanish Bilingual high school courses at one of the more central undersubscribed high school (e.g., Central Memorial) freeing up a few more spaces at Aberhardt, supporting the program properly in the West end. Furthermore, based on the NW Spanish program feeder schools and neighbourhoods that funnel into Abe, Crescent Heights and Queen Elizabeth may be good options for the program as well (to keep those school at a good utilization rate while keeping student commute times to around 30min on city transit). I agree that Bowness high school is not a good option for moving the Spanish program based on the communities that make up the feeder schools etc. because of lengthier commute times.</p>	1
<p>Not Crescent Heights! The commute for kids would be longer. About 1-1.5hrs for all kids who are fed from the neighborhoods that start at WO Mitchel School.</p>	
<p>I think it makes the most sense to re-designate an entire program. This keeps the same cohort of kids together over time. Location (travel time, etc) is probably less important at this age group than it was for the middle school changes.</p>	1
<p>It appears that the school would become under utilized if the French Immersion program was to be relocated. Based on the numbers, it makes more sense to move the Spanish bilingual or cap the out of area enrolment.</p>	2
<p>French immersion students have recently been shuffled around at the elementary and middle school level. Any further adjustments at the high school level would negatively impact student learning.</p>	



1. When you think about the in-scope factors relevant to this school, record the possibility or possibilities for 2022 and beyond you think would have the most positive impact on student learning and explain why.	
Response	Agreement
French is our second official language and should be given priority over other alternative programs from an accessibility point of view.	
We have our children in the Spanish Bilingual Program and absolutely love it. We do not want the program to move out of Aberhart. We feel that it is a great location for the communities that are currently going to the three NW elementary schools that feed into Senator Patrick Burns and eventually go into the high school. We are strongly opposed to the program moving out of Aberhart. If the program were to move to Diefenbaker, Fowler, Bowness or any school further than those we would switch to the English program and send our children to our designated school which is Churchill -- with deep regret as we think the Spanish bilingual program is phenomenal. If the entire Spanish program relocates, we feel that there would be a significant negative impact on the Spanish program as many families would leave the program in favour of sending their students to a high school closer to home. This would further complicate your rebalancing efforts if there is a mass departure from the program, all of those students would have to be accounted for at their designated high schools. We also feel that the boundary maps are misleading.	
We ask that you give priority to the Spanish, French and in- boundary students and relocate students who are from out of boundary areas. It does not make sense to move an entire well established program while allowing several hundred out of boundary students to attend Aberhart. In closing we ask you to please keep the amazing Spanish program thriving at Aberhart!	
The Spanish Program boundary maps are misleading and would indicate that students are coming from all parts of the NW & NE, which is not the case. Students currently fed into Abe for the spanish program are coming from 3 NW schools located in Silver Springs, Dalhousie and Collingwood which all feed into Senator Patrick Burns as the only spanish bilingual Jr high. I do not believe these boundary maps can be used when determining the boundaries for the Spanish bilingual program when you currently have no schools offering this program in the NE or far North NW.	
I agree the Spanish attendance maps are very misleading. They show historical information and are not a good planning tool. They show NO students coming from the west/central area of town even though there are feeder schools in that area (Glenmeadows and AE Cross). Spanish didn't used to be an option for kids in those areas, which is why current attendance only shows kids from North neighbourhoods. In the future there will be more kids from the west/centre of town that will feed into the 2 Spanish high schools, however they don't seem to be factored into planning at all.	



1. When you think about the in-scope factors relevant to this school, record the possibility or possibilities for 2022 and beyond you think would have the most positive impact on student learning and explain why.	
Response	Agreement
<p>As a parent with kids currently in elementary school spanish program, I am not adverse to some or all of the Spanish program moving out of Abe as it is far enough down the road for us. Looking at your numbers it seems that moving the Spanish program to Bowness or Fowler could be an option. Though in my opinion moving it to Fowler creates a much longer commute for many students coming from most of the western NW neighborhoods that currently feed this school. If it did go to Fowler or further east my kids would be withdrawn from the program as that commute would be too far. As a parent my number one concern is access to the best program for my kids and their unique learning needs and that the option to STAY in the program they are currently in will be an easy decision for us to make. And then I am more concerned about the distance to their school than keeping cohorts together. Kids are resilient and will make new friends whether they are with their cohorts or not. Adding to my own comment as I relook at the information for Fowler... not understanding how it is over capacity based on the graph for the 10 year projections and it's capacity, but at any rate please disregard my comments about Fowler as it appears it's not an option to add to that school anyways.</p>	
<p>The boundaries for those 3 NW Spanish bilingual schools do extend out as wide as the boundary map suggests. For example, the attendance area for Collingwood school extends from Crowchild Trail in the west all the way to Stoney Trail in the east. The southern boundary also extends down Deerfoot trail as far as Peigan trail.</p>	
<p>I would want to know #'s for how many students from these outlying neighborhoods to the boundaries they state attend Collingwood and also what NW neighborhoods will supply the most students to the Spanish program at Abe. Currently as I understand it all of the kids from the far NW neighborhoods who go to WOMitchell have a very long commute to SPB with multiple transit transfers, and Abe which is just as far away. My kids and their current classmates potentially face 7 years of their childhood with long commutes and multiple transfers if the Spanish program stays at Abe. It makes it a very hard decision to keep a child in a program when their day could be 2 hours longer than it needs to be because of their commute. Distance from home is a huge consideration. If there is a chance the program or part of the program could move more centrally located for the majority of students who are utilizing it then that is what I as a vested parent will push for. Or if the commute load can be eased and shared for the kids who stay in the program after SPB by moving the program to a school like Bowness or even Thirsk if it has the room.</p>	



1. When you think about the in-scope factors relevant to this school, record the possibility or possibilities for 2022 and beyond you think would have the most positive impact on student learning and explain why.	
Response	Agreement
I feel like your maps of attendance area for the Spanish bilingual program are very misleading and unfairly representing where the majority of the students in the program are residing. I think for transparency and fairness in decision making there should be another map demonstrating actual demographics of actual students in the program vs what you have show. The majority of kids from our experience are coming from the NW quadrant if the city.	
Agreed that the Spanish maps are misleading. They are historical and not forward-looking. A map should be made of current elementary students in Spanish. This would better show the distribution of kids coming up in the Spanish program who will be accessing the Spanish high schools in future. There are entire neighbourhoods not represented on the current map (example- around AE Cross- which is a spanish feeder school) because that feeder didn't exist a few years ago.	
Based on the slide showing the breakdown of the school population - moving the out of boundary students and either the Spanish or regular program appears to impact the fewest amount of students. The French program has the highest enrollment currently and in the projections, I would hope that changing this would be last on the list	2

2. What factors should be taken into consideration in how we implement a decision for CBE high schools (i.e. transportation, siblings etc.)?	
Response	Agreement
Commute time on public transportation from all areas in the catchment.	
Keeping cohorts of students together should be the top priority to minimize disruption. Students who have already had disruption to their cohort and designated schools (e.g., NW French Immersion) should not have any further disruption.	1
It also makes sense to not have out of area students attend a school if it is at or near capacity.	1
Local students who are in the regular program should not be forced to go outside their area. It makes absolutely no sense to move local students out and then bring other students in. If options are important then they should be offered at more locations, but for the kids who are just taking the regular program to be forced out would be ridiculous.	
Commute time	
cohort of friends.	



2. What factors should be taken into consideration in how we implement a decision for CBE high schools (i.e. transportation, siblings etc.)?	
Response	Agreement
Proximity and being able to stay in program of choice.	1
<p>While a multitude of factors need to be considered, community cohesiveness should be paramount. This means first prioritizing the Regular program offerings for students in walking proximity to schools. Bussing students who are taking the core Alberta high school program of studies and who live within walking distance to a high school on a bus to another community because the creation of a school exclusive to alternative programs, in this case French and Spanish, is created prioritizes choice over community. While I value choice and have put my children into the French Immersion program, we also moved to live in the community and our children engage with students in the English program. Schools are becoming a part of a shrinking number of community-building institutions in our city and I hope they continue or even increase in this role.</p>	
<p>Keep cohorts of students together. At the very least, when implementing the high school changes, ensure that all students who are enrolled in a middle or junior high school the year before implementation (2021-22) are grandfathered to their designated high schools that year.</p>	
<p>We moved to be within walking distance (< 2 km) to the three excellent french immersion program schools in the Banff Trail / Capitol Hill area. The decision should take into account proximity to the school and the fact that many families will have done the same in accordance with prior school program boundaries. The decision should also acknowledge the historical natural flow of students from Branton to Aberhart within their respective french immersion programs, given their geographical proximity, and not disrupt this aspect in the future. Therefore students who fall within the current Branton school attendance zone should also fall within the future Aberhart attendance zone.</p>	1
<p>Ideally we would like to stay at our neighbourhood nw school in the spanish program as that is why we chose to live where we live. We believe that all programs should be successful and accessible to all the children in our schools. can we not look at the actual geography of where the north spanish students reside and find the high school that is central to them and move the program there? it looks like the french program will stay at aberhart just because of the numbers which makes us unhappy, but if we were to move to churchill at least we would have a reasonable commute. we have gone to school with the same kids since kindergarten and now in jr high have made even more new friends. to split them up now would really be a blow to the great community that they have been a part of for their whole school experience.</p>	



2. What factors should be taken into consideration in how we implement a decision for CBE high schools (i.e. transportation, siblings etc.)?	
Response	Agreement
Sorry, just to be clear, it would make sense to centrally locate all special programs while at the same time leaving room at each school for traditional, in area students. our main objective would be to have all students as close to home as possible.	
Transportation to the school for feeder communities, siblings, the cost to hire more teachers for specialized programs (ie if splitting up the French program between two high schools)	1
Ease of access to the school via public transit should be strongly considered. Distance from home is not a good indicator. I have a child that has been impacted by the French Immersion changes and the school he now has to attend is technically closer to home than our previously designated school but takes longer to access as two transfers are necessary on public transit. Also keeping cohorts of kids together should also be near the top of the consideration list.	3
Transportation, siblings, some of these kids have had numerous changes to their school / programs throughout - stability would be nice	1