Okotoks Attendance Boundary Engagement: Summary of Feedback (Engagement Session, Form, Emails)

November 2, 2026 Engagement Session and Subsequent Written Feedback

Purpose

This summary consolidates feedback received regarding the six proposed attendance boundary scenarios for Okotoks Catholic schools. It is organized into three sections:

1. *Scenario-Specific Feedback (A–F): Strengths, concerns and suggestions associated with each scenario.*
2. *Other Feedback and Considerations: Common themes raised across scenarios, including broader concerns about school communities, programming and implementation.*
3. *Questions Grouped by Theme: Questions raised by participants, consolidated to reduce repetition while preserving the issues requiring consideration or clarification.*

The summary reflects the perspectives expressed by participants and does not evaluate the feasibility of the suggestions or make recommendations regarding a preferred scenario.

Note: Some comments were submitted repeatedly or reproduced across multiple scenarios and in subsequent correspondence. Repeated themes have been consolidated. The feedback should not be interpreted as a representative vote or a precise measure of support for individual scenarios.

Part 1: Scenario-Specific Feedback

Scenario A

General response: Mixed, with appreciation for limited disruption to existing school communities but significant concerns regarding school utilization and projected capacity.

Positive feedback

- Viewed by several respondents as one of the least disruptive scenarios, allowing more students to remain at their current schools.
- Maintains a familiar attendance boundary structure and provides continuity for many families.
- Some families appreciated the opportunity for English students to attend EGSS through Grade 9.
- Participants appreciated that EGSS would not open significantly over capacity.
- The geographic boundaries were considered reasonable by some participants, particularly for communities close to the new school.

- Families valued the possibility of keeping siblings together and reducing school transitions.

Concerns

- Significant concern about JPII being underutilized while EGSS and St. Mary's are projected to exceed capacity.
- Questions about whether the scenario adequately distributes enrollment across all available schools.
- Concerns that the 4% annual growth assumption underestimates growth in rapidly developing communities, including D'Arcy, Wedderburn and northern Okotoks.
- Families expressed concern about students being reassigned from established schools and separated from their friends, teachers and support systems.
- Concerns about the potential impact on students with additional learning needs who benefit from familiar environments.
- Some families questioned why Mountainview students would be redirected from St. Francis.
- Concerns about splitting French Immersion students between EGSS and JPII, rather than providing a continuous K–9 program.
- Participants questioned how rural students and those attending from outside Okotoks would be accommodated.

Suggestions

- Consider expanding the St. Francis boundary to include additional growing communities.
- Consider adjustments that would increase JPII utilization.
- Allow current students and siblings to remain at their existing schools where possible.
- Examine the potential for a consolidated K–9 French Immersion program.
- Review projected growth at the neighbourhood level rather than applying a uniform rate.

Scenario B

General response: Mixed, with some preference over Scenario A because of improved enrollment distribution, but many participants felt the changes were too limited to meaningfully address capacity challenges.

Positive feedback

- Some participants preferred Scenario B because it provided a better balance of students between schools, particularly through increased utilization of St. Francis.
- Support for maintaining English K–9 programming at EGSS.
- Families appreciated opportunities for continuity, including having children remain in one school through Grade 9.
- Some respondents considered the scenario a reasonable compromise between minimizing disruption and improving utilization.

- Several families indicated that this scenario would work well for their circumstances.

Concerns

- Continued underutilization of JPII was a prominent concern.
- EGSS and St. Mary's were still projected to exceed capacity.
- The reassignment of Crystal Green to St. Francis was questioned, particularly because of travel distance and the impact on established neighbourhood relationships.
- Participants questioned whether the modest improvements in school utilization justified moving additional students.
- Concerns remained about current EGSS students, particularly from Air Ranch and Ranchers Rise, being reassigned.
- Some families expressed concern about longer bus rides, increased transportation requirements and challenges with childcare or extracurricular activities.
- Participants expressed different preferences about keeping French Immersion students together through Grade 9 versus maintaining French Immersion at JPII.

Suggestions

- Consider extending the St. Francis boundary into newer communities rather than reassigning established communities such as Crystal Green.
- Explore moving additional grades to JPII to improve utilization.
- Consider offering French Immersion at another elementary school to distribute enrollment pressures.
- Grandfather existing students and their siblings.
- Consider adjustments that provide greater balance without substantially increasing student movement.

Scenario C

General response: Predominantly negative, with significant concern regarding EGSS opening over capacity and substantial underutilization of JPII.

Positive feedback

- Some participants supported the educational benefits of consolidating French Immersion K–9 at EGSS.
- Keeping French Immersion students together was viewed as beneficial for language development, continuity, mentorship and staff collaboration.
- A smaller number of respondents appreciated the opportunity for students to attend a school closer to home.

Concerns

- Strong opposition to opening a new school already over capacity.

- Significant concern about JPII operating at approximately half its available capacity while EGSS would be overcrowded.
- Participants questioned the sustainability and practicality of the scenario.
- Concerns about classroom crowding, staffing requirements, available space and student programming.
- Some families questioned whether consolidating French Immersion at EGSS would limit English-language programming and opportunities.
- Questions about the impact on late French Immersion and access to additional French Immersion entry points.
- Continued concerns about boundary changes affecting established students and school communities.
- Participants questioned the value of building a new school if it would immediately require additional space.

Suggestions

- Retain the benefits of consolidated French Immersion while developing a more balanced enrollment model.
- Consider locating some French Immersion programming at JPII instead.
- Explore alternative grade configurations that would increase JPII utilization.
- Adjust the EGSS English boundary to reduce enrollment pressures.
- Avoid any scenario that requires EGSS to open above its stated capacity.

Scenario D

General response: Generally unfavourable, although some participants appreciated the proposed French Immersion model and considered the geographic boundaries reasonable.

Positive feedback

- Support from some participants for consolidating French Immersion to improve teacher collaboration and efficient use of specialized resources.
- Some families considered the proposed boundaries practical and less disruptive for their particular circumstances.
- Several respondents indicated that relatively small boundary adjustments could make the scenario more workable.
- Some participants appreciated the opportunity for French Immersion students to continue together through Grade 9.

Concerns

- EGSS opening at or above capacity remained a significant concern.
- Participants questioned whether school utilization was sufficiently balanced.
- Concerns about English students transitioning to JPII rather than remaining at EGSS through Grade 9.

- Families expressed concern about siblings attending different schools and the resulting transportation and childcare challenges.
- Concerns that relocating French Immersion programming could affect JPII staffing, culture and late French Immersion opportunities.
- Questions regarding whether the boundaries accounted for future development and neighbourhood population density.
- Some participants felt the proposed changes would create unnecessary disruption without sufficiently addressing longer-term capacity challenges.

Suggestions

- Make smaller adjustments between the EGSS and St. Mary's boundaries to improve enrollment distribution.
- Consider expanding the St. Francis boundary to reduce pressure on other schools.
- Examine alternative arrangements for English junior high students.
- Consider retaining existing students within their school communities.
- Explore a more balanced model that maintains consolidated French Immersion without EGSS opening above capacity.

Scenario E

General response: Generally more favourable than Scenarios C and D, with support for improved enrollment distribution and consolidated French Immersion, although concerns remained about student transitions and the capacity of individual schools.

Positive feedback

- Viewed by several participants as one of the stronger scenarios for balancing enrollment.
- Support for consolidated K–9 French Immersion, particularly for student continuity, French-language development, teacher collaboration and program culture.
- Some participants felt the boundaries were more logical and better aligned with neighbourhood locations.
- Respondents appreciated a lower initial enrollment at EGSS compared with some other scenarios.
- Several families considered the scenario workable and less disruptive than alternatives.
- Some participants preferred the grade configuration over other models that introduced younger students to junior high earlier.

Concerns

- Continued concerns about some schools exceeding capacity within the projection period.
- Questions about whether St. Francis could accommodate additional students to reduce pressure elsewhere.

- Families remained concerned about reassignment from established schools, particularly for Air Ranch, Ranchers Rise and Mountainview.
- Concerns about maintaining extracurricular activities and social interaction between English and French Immersion students.
- Some respondents questioned the potential effect of consolidating French Immersion on JPII.
- Transportation distances and the division of friendship groups remained concerns.
- Some participants questioned whether the scenario adequately considered future residential development.

Suggestions

- Expand the St. Francis attendance boundary to include additional communities such as parts of Drake Landing or other growing neighbourhoods.
- Consider modifications to move enrollment projections closer to those in Scenario F without adopting its grade configuration.
- Explore additional French Immersion programming at St. Mary's.
- Grandfather current students into their existing schools.
- Ensure English and French Immersion students continue to have access to meaningful extracurricular and social opportunities.

Scenario F

General response: Generally favourable regarding enrollment balance and use of available school space, but considerable concern about the proposed Grade 6 transition to JPII.

Positive feedback

- Frequently identified as one of the strongest scenarios from an enrollment and capacity perspective.
- Participants appreciated the more balanced distribution of students across schools.
- Support for reducing immediate pressure on EGSS.
- Consolidated French Immersion was viewed positively by families who preferred K–9 continuity.
- Several respondents felt the model represented a more sustainable use of existing facilities.
- Some participants appreciated the geographic distribution of schools and the potential for improved long-term utilization.
- A number of participants indicated that this was their preferred scenario based on enrollment projections.

Concerns

- Significant concern regarding Grade 6 students attending JPII alongside Grades 7–9.

- Participants questioned whether Grade 6 students would be socially, emotionally and developmentally ready for a junior high environment.
- Concerns regarding differences in grade transition points between EGSS and St. Mary's students.
- Some families felt that Grade 6 students should remain in an elementary setting with familiar teachers and routines.
- Questions about access to playgrounds, age-appropriate facilities, extracurricular activities and instructional organization at JPII.
- Families expressed concern about the number of transitions students could experience and the potential disruption of existing peer groups.
- Some participants questioned why EGSS English students would not also move at Grade 6 if that approach were adopted at St. Mary's.
- Concerns remained about EGSS eventually exceeding capacity, despite the improved balance.
- Some respondents questioned whether future high school grade configurations had been adequately considered.

Suggestions

- Consider a consistent K–5 configuration for both EGSS English programming and St. Mary's, allowing all English students to enter JPII in Grade 6.
- Alternatively, retain Grade 6 at the elementary schools and explore other ways to balance enrollment.
- Review the educational and developmental implications of a Grades 6–9 school.
- Examine the possibility of alternative grade structures, including Grades 9–12 at the high school level.
- Ensure age-appropriate facilities, programming and student supports are available if Grade 6 students attend JPII.
- Consider boundary modifications that preserve the improved capacity balance while minimizing student disruption.

Overall Feedback by Scenario

Scenario	Overall Sentiment	Summary of Feedback
A	Mixed	Appreciated for minimizing disruption and maintaining existing school communities. Significant concerns about JPII underutilization and other schools exceeding capacity.

B	Mixed, slightly favourable	Some preferred the improved balance at St. Francis and K–9 continuity at EGSS. Others felt the changes offered little improvement over A while disrupting more families.
C	Predominantly negative	Strong concerns about EGSS opening over capacity while JPII remains significantly underutilized. Consolidated K–9 French Immersion was viewed positively.
D	Generally unfavourable	Some support for consolidated French Immersion, but concerns about capacity, student transitions and the overall balance of enrolment.
E	Generally favourable	Viewed as a stronger balance between school utilization and programming. Support for K–9 French Immersion, although concerns about grandfathering and student movement remained.
F	Generally favourable, with reservations	Appreciated for providing the strongest enrolment balance and better use of existing facilities. Significant concerns about moving Grade 6 students to JPII.

Overall observation: Scenarios E and F appeared to receive more favourable feedback regarding enrolment balance, while A and B were appreciated for minimizing disruption. Across all scenarios, grandfathering existing students, maintaining school communities and addressing capacity concerns were recurring priorities.

Part 2: Other Feedback and Considerations

The following themes emerged throughout the engagement session, online submissions and subsequent written correspondence. They extend beyond individual scenarios.

1. Grandfathering and continuity for existing students

One of the most consistently raised concerns was the impact of boundary changes on students already enrolled in CTR schools.

- Strong requests to allow students to remain at their existing schools, even when new boundaries place their homes in another attendance area.
- Particular concern from families in Air Ranch, Ranchers Rise and Mountainview, as well as families currently attending St. Francis or St. Mary's.
- Requests for sibling continuity, including younger siblings who have not yet entered school.
- Suggestions that boundary changes apply primarily to new families or incoming Kindergarten students.
- Requests to consider students who have only one year remaining at their current school.
- Some families requested that transportation continue to be provided for grandfathered students.
- Additional consideration was requested for children of staff members attending the school where their parent works.

2. Student well-being, relationships and learning needs

Participants frequently emphasized that school placement decisions affect more than enrollment numbers.

- Concerns about separating students from established friendship groups, teachers and school communities.
- Particular attention to students with autism, learning disabilities, anxiety or other needs that make transitions difficult.
- Concern about cumulative disruptions resulting from previous school moves, COVID-19 and other interruptions to student learning.
- Requests to include student mental health and developmental considerations when evaluating scenarios.
- Recognition that students may experience school transitions differently depending on their age and individual circumstances.

3. School capacity and enrollment projections

Participants sought greater confidence in the enrollment assumptions used to develop the six scenarios.

- Questions about the use of a uniform 4% annual growth rate.
- Concern that high-density developments may grow more rapidly than established communities.
- Questions about how current construction, future subdivisions, neighbourhood demographics and rural growth were incorporated.
- Concern about EGSS being at or above capacity within a relatively short period following opening.
- Questions about the accuracy of school capacity figures and differences between projected and observed classroom utilization.
- Requests for longer-range enrollment projections extending beyond four years.

- Interest in using ranges or multiple growth assumptions rather than a single projection.

4. Utilization of existing schools

A recurring concern was whether available school space was being used as effectively as possible.

- Frequent questions about JPII being underutilized under several scenarios.
- Concern that some schools would exceed capacity while others had substantial available space.
- Suggestions to make greater use of St. Francis by extending its attendance boundary.
- Questions about the practical meaning of capacity, including class sizes, use of specialized spaces and access to programming.
- Suggestions to consider different grade structures as a means of balancing enrollment.

5. French Immersion programming

French Immersion generated significant discussion, with differing perspectives regarding the most appropriate program structure.

- Strong support from some respondents for a single K–9 French Immersion location to promote language continuity, student relationships, staff collaboration and efficient use of resources.
- Other respondents preferred maintaining French Immersion across multiple schools to improve access, manage capacity and preserve integrated English/French school communities.
- Concerns about the future of late French Immersion.
- Questions about student retention, transitions between Grades 6 and 7, and access to high school French Immersion.
- Requests to evaluate French Immersion enrollment separately from English programming rather than relying on a single growth assumption.
- Concerns regarding recruitment and retention of qualified French Immersion teachers and educational assistants.
- Interest in stronger evidence of French-language proficiency and the long-term success of the program.

6. School grade configurations and programming

Participants expressed differing preferences for K–9, K–6, K–5, Grades 6–9 and Grades 7–9 structures.

- Support for K–9 schools because of continuity, family convenience, mentorship and reduced transitions.
- Support for dedicated junior high environments that provide age-appropriate independence, identity and programming.

- Concerns about Grade 6 students transitioning into a junior high setting.
- Requests to ensure consistent transition points for English students across schools.
- Questions about access to band, fine arts, athletics, practical arts and other option courses.
- Interest in examining broader grade configurations, including the relationship to future high school planning.

7. Transportation and geographic considerations

- Concern regarding longer bus rides when students are reassigned to schools farther from their homes.
- Requests to prioritize neighbourhood schools, walking and cycling opportunities.
- Particular concern about transportation from Air Ranch and Crystal Green.
- Questions about transportation for rural families and students attending schools outside their designated boundaries.
- Concerns regarding siblings attending different schools, creating additional transportation and childcare challenges.
- Requests for greater flexibility where families are willing to provide transportation.
- Suggestions to consider traffic volumes, pedestrian safety and major road crossings.

8. Students residing outside Okotoks

- Requests for clarity regarding students living in Foothills County and communities such as Priddis, Blackie, De Winton and surrounding rural areas.
- Questions about which attendance boundaries would apply to rural families.
- Concerns regarding Calgary students attending Okotoks schools when local schools are approaching capacity.
- Requests to clarify admission priorities for Catholic students, non-Catholic students and students residing outside the community.
- Questions about whether existing students from outside the attendance boundaries would retain their enrollment and transportation privileges.

9. Capital planning and long-term facilities needs

- Questions regarding why the replacement EGSS was not constructed with greater capacity.
- Concern that another school may be required sooner than anticipated.
- Requests for information about future elementary, junior high and high school construction.
- Questions about adding modular classrooms or portables.
- Interest in the future of the existing EGSS facility and site.
- Requests to consider capital costs, operating costs and financial implications when evaluating scenarios.

10. Engagement and decision-making process

Participants expressed appreciation for the opportunity to provide feedback, alongside requests for greater transparency and clarity.

- Requests to better understand the criteria used to develop and evaluate the scenarios.
- Concern that a current-boundary or status quo comparison was not presented.
- Suggestions to consider additional or modified scenarios.
- Requests to understand how public feedback will influence the Board's final decision.
- Some participants expressed concern that a preferred direction may already have been identified.
- Requests for additional engagement opportunities and clearer communication of the final decision and implementation process.
- Questions about whether future boundary adjustments would be possible as community development continues.

Part 3: Questions Grouped by Theme

The following questions have been consolidated and reworded for clarity while preserving the substance of those raised by participants. They are presented for consideration and do not imply that a particular decision or commitment has been made.

Theme 1: Grandfathering, siblings and student transitions

1. Will students currently attending a CTR school be allowed to remain at that school if their residence falls outside the new boundary?
    a. Grandfathering is provided to current students and their siblings.
2. Will grandfathering apply to all grades or only to students approaching the end of their current school placement?
    a. Grandfathering applies to all current students regardless of grade.
3. Will younger siblings be permitted to attend the same school as their older siblings, including those not yet registered?
    a. Yes, younger siblings will be permitted to attend the same school as their older siblings under the grandfathering policy.
4. Will students with additional learning, developmental or mental health needs receive special consideration?
5. Will students currently enrolled at EGSS have priority to attend the replacement school?
6. Will families currently attending St. Francis or St. Mary's be permitted to remain if boundaries change?
7. Could changes be phased in for new registrations or Kindergarten students rather than requiring existing students to move?

    a. New families will be directed to schools via sustainable long-term solutions, while existing families are protected through grandfathering.
8. Will students entering Grade 9 or completing their final year at a school receive special consideration?
9. Will children of staff members be permitted to continue attending the schools where their parents work?
10. If students are grandfathered, will their current transportation arrangements remain available?
    a. Operational considerations, including specific bussing and transportation arrangements, are still being worked out.
11. What will the transition process look like, and how many years will it take to fully implement new boundaries?

Theme 2: School capacity, growth and projections

1. How was the 4% annual growth assumption determined?
2. Is the 4% growth rate applied uniformly to every school and program?
3. How do the projections account for neighbourhoods with different growth rates and demographic characteristics?
4. Were planned residential developments, multi-family housing and construction permits considered?
5. How were rural growth and families living outside Okotoks incorporated into the projections?
    a. Rural families will remain directed to their current school designations.
6. Were municipal census information and other school division enrollment projections used?
7. How is a school's capacity calculated, and what is included in that calculation?
    a. Provincial utilization rates are calculated based on total building area relative to student population numbers.
8. What does operating at 100% or above capacity mean for actual classroom sizes and programming?
9. Do projected capacities account for modular classrooms or future additions?
10. What is considered an acceptable school utilization rate?
11. Why do several scenarios project EGSS to be over capacity shortly after opening?
12. What would enrollment look like over five, seven or ten years rather than four?
13. How would the projections change under higher or lower growth assumptions?
14. What would school utilization look like if the current boundaries remained unchanged?

Theme 3: Attendance boundaries and school assignments

1. Why were the particular geographic boundaries selected for each scenario?

2. Why is Mountainview reassigned from St. Francis in every proposed scenario?
3. Could Air Ranch and Ranchers Rise remain within the EGSS boundary?
4. Could Wedderburn, Drake Landing, Crystal Green or other communities be included in the St. Francis boundary?
5. Why are some newer communities included in the EGSS boundary while established communities may be reassigned?
6. Could boundaries be designed to keep students within the north or south areas of Okotoks?
7. How will boundaries apply to communities not clearly identified on the maps, including Green Haven, Cornerstone and rural properties?
8. Will families have the ability to request a school outside their designated attendance area?
    a. Yes, underutilized schools will accept out-of-boundary students through the division's existing application process.
9. What criteria will be used to approve or deny out-of-boundary requests?
10. Will boundaries be reviewed or adjusted as new communities are developed?

Theme 4: French Immersion programming

1. What is CTR's long-term vision for K–12 French Immersion?
2. Would a single K–9 French Immersion location improve student language proficiency and program continuity?
3. What would be the advantages and disadvantages of keeping French Immersion at both EGSS and JPII?
4. Could French Immersion also be offered at St. Mary's or another school?
5. Could JPII become a dedicated French Immersion school or provide K–9 French Immersion?
6. How would each scenario affect late French Immersion?
7. Would existing entry points to French Immersion remain available?
8. How would siblings be accommodated when one child attends French Immersion and another attends English programming?
9. What are the current English and French Immersion enrollment figures by school and grade?
10. Are French Immersion enrollment projections based on the same growth assumptions as English programming?
11. How would consolidating French Immersion affect teacher recruitment, staffing and specialized resources?
12. How would each model affect student access to athletics, extracurricular activities and shared programming?
13. How does CTR define French-language proficiency, and how is student progress assessed?
14. What proficiency standards should students achieve by Grades 6, 9 and 12?
15. Could recognized assessments, such as DELF, be made available, and how would results inform program improvements?

Theme 5: Grade configurations and educational programming

1. Why must EGSS operate as a K–9 school rather than retaining a K–6 configuration?
2. Could EGSS open with fewer grades and add grades progressively?
3. Should all English students transition to JPII at the same grade level?
4. What research supports or challenges a Grades 6–9 configuration?
5. How would Grade 6 students be supported socially, emotionally and academically at JPII?
6. Would Grade 6 students have homeroom teachers or follow a junior high instructional model?
7. Would Grade 6 students have appropriate access to playgrounds and recreational spaces at JPII?
8. Could students attend JPII by choice if they prefer a dedicated junior high environment?
9. What option courses, fine arts, athletics and extracurricular programs would be available at each school?
10. Could different school configurations, such as K–5, Grades 6–8 or Grades 9–12, provide a better long-term solution?
11. How would future changes to the grade configuration at Holy Trinity Academy affect elementary and junior high planning?

Theme 6: Transportation, walking and accessibility

1. How would each scenario affect school bus routes and travel times?
    a. Specific bussing schedules and routes are operational details that are currently being worked out.
2. Would current transportation arrangements continue for students granted grandfathering or out-of-boundary approval?
3. Will transportation be provided for students attending French Immersion outside their neighbourhood?
4. Could families provide their own transportation to remain at a preferred school?
5. How would transportation be arranged for siblings attending different schools?
6. How will rural families be assigned to schools and transportation routes?
    a. Rural families will remain directed to the same schools, and corresponding transportation details are currently being finalized.
7. How will potential increases in traffic and congestion near schools be addressed?
8. Have walking distances, cycling routes, pedestrian safety and major road crossings been considered?
9. Will students living closer to a school have priority to attend it over students who would require longer transportation routes?

Theme 7: Student well-being and school communities

1. How will the Board consider the mental health implications of separating students from established peers and teachers?
2. Have child development and psychological considerations been incorporated into the evaluation of scenarios?
3. What supports will be available for students who experience anxiety or difficulty adjusting to school changes?
4. How will continuity of specialized learning supports be maintained when students are reassigned?
5. How will school communities and friendship groups be maintained through the transition?
6. How will students who have already experienced multiple school changes be accommodated?
7. How will family scheduling, childcare and before- and after-school care be affected?

Theme 8: Admissions, Catholic identity and students outside Okotoks

1. What are CTR's admission priorities for Catholic and non-Catholic students?
2. How are students who live in Calgary or outside the Okotoks attendance area considered when schools are near capacity?
3. Will enrollment from outside Okotoks be limited under the new boundaries?
4. How many students currently attend Okotoks Catholic schools from Calgary and surrounding rural communities?
5. How will existing rural students be assigned to schools under the proposed boundaries?
    a. Rural families will continue to be directed to the same schools they currently attend.
6. Will families living outside Okotoks retain access to French Immersion?
7. Would any changes to admission priorities apply only to new registrations or also to currently enrolled students?

Theme 9: Facilities, construction and long-term capital planning

1. Why was the new EGSS designed for its current capacity rather than a larger student population?
2. How was the new EGSS capacity determined, and why did the reported figure change from 815 to 850?
3. Is there space to add modular classrooms or expand the new facility?
4. What plans are in place if EGSS or other schools exceed capacity within four years?
5. Is another elementary or junior high school anticipated for Okotoks?
6. What is the projected timeline for a new or replacement high school?
7. What will happen to the existing EGSS building and property?

8. How are construction costs, operating expenses, transportation costs and staffing implications being considered?
9. Will future residential development trigger additional boundary reviews or capital planning decisions?

Theme 10: Engagement, decision-making and communication

1. What criteria will the Board use to evaluate and select a preferred scenario?
2. How will feedback from parents, staff and the broader community influence the final decision?
3. Will the Board explain why a particular scenario was selected and why others were not?
4. Why was maintaining the existing attendance boundaries not presented as a comparison scenario?
5. Can additional scenarios or modifications to the six proposed models still be considered?
6. Will there be further opportunities for families to provide feedback?
7. How will the Board ensure that feedback represents the broader school community and not only those who attended the session or submitted comments?
8. When will the final decision be communicated?
9. How will families be informed about their school assignments, registration requirements, transportation and any transition arrangements?
10. Will the Board reconsider attendance boundaries in future years if enrollment and community growth differ from projections?

Overall Summary of Key Findings

Across all six scenarios, the feedback suggests that families are weighing two central considerations: the effective use of school capacity and the importance of maintaining continuity for students and school communities.

The most prominent findings were:

- Grandfathering and continuity: A significant recurring concern was the potential disruption to existing students, siblings and peer groups. Requests for grandfathering were made across all scenarios.
- Capacity and sustainability: Participants questioned the accuracy of enrollment projections, expressed concern about schools opening or becoming over capacity, and sought a clearer long-term plan.
- JPII utilization: Several scenarios generated concern about underutilization of JPII while other schools would exceed capacity. Scenario F was more favourably received from a capacity-balancing perspective, although its grade configuration raised concerns.

- French Immersion: Consolidating French Immersion was supported by many respondents for educational and operational reasons, while others preferred maintaining programs across multiple schools. Opinions differed on the preferred model.
- Grade configuration: Participants placed considerable value on both K–9 continuity and age-appropriate junior high programming. The proposed movement of Grade 6 students to JPII in Scenario F was a particular concern.
- Geographic boundaries and transportation: Families questioned specific community assignments and the potential for longer travel times, fewer walking opportunities and siblings attending different schools.
- Transparency and implementation: Participants sought clarification about the assumptions behind the scenarios, opportunities for exceptions, the treatment of currently enrolled students and the process for implementing the final decision.

Concluding observation

The feedback reflects an understanding among many participants that attendance boundary changes may be necessary to respond to growth. However, there is a strong expectation that the final decision will consider not only enrollment projections and effective use of facilities, but also student well-being, family circumstances, educational programming and the continuity of established school communities.

The questions identified in Part 3 provide a consolidated record of the matters raised for further consideration and communication as the Board moves toward a final decision.

Prepared from the supplied compiled engagement feedback, including scenario responses, overarching comments and subsequent written submissions. Similar responses have been grouped rather than counted as independent expressions of support.