



Northwest and North Central French Immersion Online Discussion Forum, June 1 - 17, 2018

Scenario A

Ideas	Description	Arguments	Votes
keeping grade six within the elementary school provides opportunity for leadership from the grade six students for the lower grades. It is more developmentally appropriate to transition to jr high at grade 7.		- I personally don't see that there would that much of a difference with Grade 5 being the top grade vs. Grade 6. There is an already existing structure where children move after Grade 4 to a middle school. There are other places where elementary is K-7., Yuri	<p>28</p> <p>Diana, Christina Stobart, Stcaey, Erin, Lara, nafiseh, S Jones, Jenelle, Sean, B, Janet, Daphne, S, Fawn, MSDad, Niasas, Karen, Kathy, Jill, Leigh, SF, Kim, rob, MikeFoxtrot, Jennifer, Erin, Kelly, Jessie,</p>
2kidworkingparent		- I think that grade 6 students would have more opportunities in a junior high school. It would just mean that the big leadership opportunity in elementary school would be in grade 5 instead., null + I agree. Developmentally, there is a huge gap between kids of age 10 or 11 and 14. Keep the transition to Junior High at grade 7, no earlier., Lara	
Elementary schools should be K-6, children in grade 5 should not be going to a middle school. Keep kids at their elementary school until the end of Grade 6.		- I disagree. Changing junior high to include grade 6 is a fairly minor change. I found when my daughter was in grade 6 that most of the people in her grade were mature enough and could easily have made the move to junior high earlier. I think that grade 6 students have a lot more in common socially with grade 7 students than with students grade 5 and lower., null	<p>26</p> <p>S Jones, Sean, Janet, MSDad, CH, Tara, Stacey, rob, Erin, Diana, Kim, Daphne, Niasas, Erin, Jessie, Karen, Kelly, Lee, Kathy, Jill, Lara, Andrea Laroche, S, Jennifer, Jenelle, Christina S.,</p>
KT		+ I agree wholeheartedly with KT. Keep elementary K - 6., null + I support options A and B, however I called GP Vanier and it turns out there is no play structure for the Grades 5's and 6's. This may be a small issue, but I am curious how children are going to burn energy at recess and lunchtime? I am sure the teachers would be interested as well..., Sean - I don't think there is any magic to grade 7 being the switch to junior high. When a kid is "old enough" to be in a middle school is vastly different from child to child and there are advantages and disadvantages at any age., Carol	

I would like to see more consideration to minimize disruption for Early Immersion students who, in many of these scenarios are being divided by community and selected to leave the classmates and the French Immersion network they have been a part of for up to 9 years, depending on their grade. Scenarios that truly put students first should allow Early Immersion students who choose to continue with their current classmates to Branton to do so, at least for a 3-4 year transition period. Many families may be happy to move their junior high aged kids to Twelve Mile Coulee (Tuscany) if that is closer to home, but for those for whom this would be too emotionally, socially and psychologically disruptive (after having travelled out of their community for their entire school experience, and building a peer group not related to community), consideration should be given for those students to elect to continue with their longterm cohort group, as long as they are willing to assume responsibility for the longer commute to Branton. The need for this consideration would diminish within a few years and essentially disappear after 3-4 years as Tuscany Elementary Early French Immersion students begin to transition naturally to TMC (with all of their classmates).

sjjenkins@shaw.ca

+ I agree, moving late immersion kids makes more sense than moving early immersion kids. The late immersion students have already made a choice to change schools, which includes changing peers. It would not make as big of a difference what school they go to as they would already be starting new. Moving early immersion students separates them from the peers that they have been with (in many cases since Kindergarten or preschool) and affects them socially (huge with this age group)., null

Robert, Jennifer, Rebecca, Andrea, Tracy, Sandy, Yuri, **, Shelley J, LB, James, Kb, Erin, anne, Kelly, Dave, Linda, nafiseh, Sonic, Sean,

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+ I agree. One possible scenario would be to move the late immersion students to FE Osbourne- thereby filling an available space- while leaving early immersion at Branton., Kb

+ I agree...I would LOVE to see early French immersion move to more communities (e.g., Tuscany), but I think there should be a "grandfathering in" system in which kids who are well established in their schools and friendships can opt to stay. As you said, this would only be the situation for the first few years, after which everything will settle in., Erin

+ I agree but a potential 3-4 year transition period will leave many 3 or children families still fragmented with their kids at different schools. Potentially two kids could be in the same junior high with a younger one having to go somewhere else. I think if there is any grandfathering or transition, it should be on a family basis as that is arguably more fair., Mel

+ Agreed here too.

Less disruption, please. x0, diana

+ I agree, these changes would be particularly disruptive to students in the middle grades (5-9) as they would be separated from a large portion of their peer/friend groups at an age when these types of relationships and connections are so important to their development. I can also see these types of changes being very upsetting for younger siblings who have watched their older siblings progress through the system and have been looking forward to having the same experiences., Linda

Not a fan of having more of the schools going from K-6 to K-4 or K-5. There's a reason for the preferred configuration of grades and as much should be done to keep Junior High's 7-9 as much as possible.

+ I agree. I have been hearing arguments supporting gr 5 and 6 students being in a school setting with gr 7, 8, and 9 but the examples raised are typically of schools that were intended and developed as K - 9 where the whole culture of the school is set up to accommodate and support this wide range of grades in a different manner than making a transition to a new school environment at gr 5 or 6 level. I strongly believe the ages of the kids and their developmental stages in life in general, not the grade level, should be the focus of consideration in these decisions. There is a huge gap developmentally between kids at age 10 or 11 and teenagers of 14. I don't believe that combining these is beneficial to anyone, particularly the younger. The transition to junior high is difficult enough for grade 7 students who are often intimidated by the older students and the newness of a different, often larger school. We should not expect younger students to do this. It seems this would never be suggested as a suitable arrangement, but is only being considered now out of desperation. Please do not disrupt the needs of elementary students by forcing them into junior high settings any earlier., Lara

+ I agree, but recognize flexibility is required. I think moving Grade 6s only is a much better option than moving Grade 5s as well, as is proposed for KG in this scenario. I'm concerned about the availability (or lack thereof) of after school care at a Grade 5-8 school., Sarah Manske

+ Sorry the above argument was completed on my phone and I accidentally marked it as a con instead of a pro. The following corrections to the above post should also be noted. "sending students IN Tuscany" "they have capacity for, there are only 358 students Currently enrolled., Jenelle Anders

Concerned, Erin, CH, Ann, Erin, Christina S., S, Karen, Sean, David, Kim, Diana, SF, Janet, S Jones, Lee, Jessie, anne, Lara,

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We need to have a French Immersion program in Tuscany. It is our second official language after all. I want my children to have the same opportunities as children in other communities in Calgary. When I looked into putting my kids into FI my only option was to send them to Varsity. I didn't want my just 5 year old daughters on a bus for a completely unreasonable amount of time when there's a perfectly good elementary school outside my back window.

Having my children learn a second language was very important to me and unfortunately I have had no choice but to eliminate the idea. I don't think that we should have to choose to either send our kids on a long bus ride twice daily or not be able to give our children the opportunity to learn this countries official language. Tuscany is one of the biggest communities, if not the biggest community in Calgary and it's time that we had a French Immersion School with continuance at Twelve Mile Coulee Middle School here.

MikeFoxytrot, Amber, F, Kerry, Heather, Jen, Stacey, laura, KF, KT, Kathy, Ann, B, Erin, Justin, Michael, Danielle,

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- I would agree that sending students is Tuscany out of the neighborhood would not be acceptable. If you look at the numbers of instructional space in Tuscany School, you would see that it is unlikely that it would ever come to that. Currently out of the 700 students they have capacity for there are only 358 students enrolled. That's quite a lot of space for French Immersion students for other communities. I would argue that Tuscany students in both regular program and French Immersion program should be given priority access to the school., Jenelle

+ As above: It would be nice to see school zones migrate to concentric circles rather than massive north-south corridors that inevitably lead to long bus commutes (and disenfranchise parents who are on the wrong side of an arbitrary line and are unable to attend a closer school)., Concerned

- French immersion for Tuscany Elementary school seems reasonable, considering the enrollment numbers. However, once the board starts accepting out of area students into the immersion program then there is a risk that the school will have to be capped. This could cause one of the streams being pushed out of the school. Which stream would be pushed out? This would be a con of this particular scenario. This can potentially be a problem for scenario C as well. For example look at W.O. Mitchell and how the regular stream students are being sent to Silver Springs., null

- I agree with the sentiment and with respect to the Elementary School, the proposal makes sense, unfortunately the numbers proposed to be at TMC are so small in relation to the regular program, that it won't be possible to run a real immersion program there., Jon

- FYI, the bus ride isn't that long., James

+ Completely agree with all of this reasoning. Being strong advocates of FI programs, I do send my children to Varsity Acres. We love living in Tuscany and our quality of life would improve greatly if we were in closer proximity to our preferred program., Ann

- How can a couple of classrooms ie. 1 per grade be considered a French Immersion program? The bus ride is a small price to pay to be able to have a fully immersive experience with assembly's, hallway signs, posters, all information in French surrounded with an entire school population experiencing the same things. 6 classes in a dual track school right inside the community does not make a French Immersion program., null

- We chose to send our kids on a long bus ride, along with many other communities. Together we built a very strong FI community and this option does not address the needs of those already making french work for their families, Brie Thorsteinson Ogle

+ I see the logic of this option if the modification could be made to introduce FI into Tuscany and TMC at their natural program points of entry (kindergarten/grade 1 and grade 7 late immersion). Build the programs organically over time as each grade progresses thereby filling the excess capacity and minimizing disruption for students already in the system., Shelley J

- Tuscany is on the edge of the city currently and it would be able to draw from fewer communities for long-term enrollment compared to a more central community - such as the north central communities., jo

- The bus ride is long; too long. HOWEVER, that's what had to be given up to gain the opportunity to learn our official second language. I agree that Tuscany needs an FI school but not at the cost of kids already in it., Tracy

Keep younger kids closer to their homes if possible

+ It would be nice to see school zones migrate to concentric circles rather than massive north-south corridors that inevitably lead to long bus commutes (and disenfranchise parents who are on the wrong side of an arbitrary line and are unable to attend a closer school)., Concerned

rob, Ann, Janamcpherson, MikeFochtrot, Jessie, Carol, Amber, Erin, Jennifer, Danielle, Erin, Brett Turner, Kaf, Kathy, Kerry, Laura,

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jo

Fragmenting the french immersion program would be detrimental to the immersion experience

The projected numbers are not large enough to build a vibrant french immersion experience within the community with only Tuscany children. I think I saw about 90 kids on the projected numbers for junior high, that's about 1 homeroom worth of kids per grade. I think the math for elementary grades was similar, divided out it would be barely 1 class per grade. If they move these kids into a dual track school the opportunities for a true immersion experience will be greatly impacted. These kids won't have the opportunity to mix with a large peer group and practice their language skills. How will this impact other opportunities that the single track schools offer, like school trips to quebec, etc? will these still be feasible when the french immersion program is fragmented into small segments spread across many locations?

+ I agree with this and the projections provided also reflect this: The Early French Immersion group at Twelve Mile Coulee would never exceed 18% of the entire student population in the next 5 years. Students that would currently be in an all French Immersion environment would be relegated to being less than 20% at Twelve Mile Coulee., David

Jon, kb, anne, Kerry, Andrea, Tracy, CH, **, KB, James Seigel, Shelley J, Kelly, Rebecca, DavidY, Sonic, Dave,

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Linda

+ I agree, the numbers show that there will be 90 kids in grade 7 and 8 (grade 9 stay at Branton). This is either two classes with 45 kids in each or four classes with 22.5, neither seems like a workable number. They will also be completely swamped by the regular program (600 children) and I just can't see how they will receive an 'immersion' education., null

+ I absolutely agree. Moving one class of students from Branton to Tuscany seems to be a very boutique solution, not designed for longterm growth or with the intention of building a large French Immersion community. Additionally, this small number of Tuscany French immersion students would then presumably transition back to a French Immersion High school (i.e. not Bowness with the English Tuscany students) and be once again singled out as a minority group diverted to a different school than their same-school peers.,
sjienkins@shaw.ca

Changing boundaries to move Edgemont students in grade 6 to Varsity Acres does not respect the principles of the proposals including keeping the cohort together, minimizing distances for travel, etc. If anything, such a change should be phased over several years so that long term students are not moved for 1 year to only have to transition again to junior high the following year.

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Nikki, Andrea, nafiseh, Shelley J, t, Dave, Tracy, Sandy, Peter, Derrek,

Diana

I love this scenario (A) because not only would my kids be able to stay within our community AND be in French Immersion for elementary, but also for junior high at Twelve Mile Coulee. This sets them up for good community connections all the way until high school, and also minimizes the commute for years to come. Go Scenario A!

Erin

- I don't agree. Your idea is very selfish, only considering your own children, not considering the children who will be moved out from their attending several years school. Scenario A will bring very bad impact to these children!!!, Peter

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Stacey, Kathy, Jessie, Brett, Amber, rob, KF, Sara T, Heather,

+ Peter, that's a harsh response. I am entitled to my opinion based on my family's needs and values just as you are entitled to yours. And you have no idea how many times I have "liked," voted for, and posted ideas about allowing families with kids already in school to choose whether to switch. Please avoid personal attacks., Erin

+ I agree; Scenario A seems to benefit children in Tuscany and nearby communities for many reasons. I imagine the numbers will greatly increase once families are not wrestling with the decision between longer commutes and a language program., Kathy

- I agree with Linda, the numbers at TMC are too small to make it real bilingual or dual track school. To do that I think they will need to bring in children from some of the other communities to get the French numbers up to a critical mass, which I would guess is at least 200 children. This would, however, mean some of the regular program children moving out of Tuscany., Jon

+ Erin, I'm sorry for my harsh words., Peter

- I like scenario A for the same reason you've mentioned, but honestly Scenario A is my second choice as your reasons are better served by Scenario B. Scenario B has Tuscany FI students going with their regular stream peers to TMC at the same grade rather than being left behind for a year. And Scenario B also leaves more room within capacity to future proof it (there are talks about new communities being designated to Tuscany School)., laura

	<p>- The projected numbers are not large enough to build a vibrant french immersion experience within the community with only Tuscany children. I think I saw about 90 kids on the projected numbers for junior high, that's barely1 homeroom worth of kids per grade. I think the math for elementary grades was similar, divided out it would be barely 1 class per grade. If they move these kids into a dual track school the opportunities for a true immersion experience will be greatly impacted., Linda</p>		
<p>Scenario A maintains K to 6 at Banff Trail and utilizes under-allocated schools. This scenario makes sense.</p>	<p>- Yes, but in this scenario King George is K-4. Scenario B has both Banff Trail and King George as K-5, which is a more desirable split for King George students., Christina S.</p>	<p>7</p>	<p>Brigid Hogan, MikeFoxrot, Brett, Sara T, rob, Kim, Jessie,</p>
<p>rob I feel that French Immersion would be extremely beneficial for my children and endorse Scenario A or Scenario B (if the numbers support it). Having these programs in a community like Tuscany which is easily accessible would be great. npg</p>	<p>+ I agree. It would be great for children in Tuscany and nearby communities to have shorter commute times. The transition period might not be easy, but in the long term, I think this will benefit the most children overall., Kathy</p> <p>- Agreed, but as a parent who has already chosen to bus my 3 kids out of Tuscany (in order to do early immersion), I would like to see them not impacted by the implementation of scenario A or B (simply as they are part of a phenomenal school community already). Could these scenarios be implemented for NEW students coming into the program?, null</p> <p>- How can a couple of classrooms ie. 1 per grade be considered a French Immersion program? The bus ride is a small price to pay to be able to have a fully immersive experience with assembly's, hallway signs, posters, all information in French surrounded with an entire school population experiencing the same things. 6 classes in a dual track school right inside the community does not make a French Immersion program., null</p>	<p>6</p>	<p>Heather, Erin, Sara T, npg, Kathy, Jenelle,</p>
<p>My problem with this scenario is the lack of sustainability. Many of the schools will be at or near maximum capacity within a few years, which we should try to avoid at this stage. Scenario B provides the best sustainability for long term, without any caps. Busing more kids into a very big an busy community like Tuscany doesn't seem like a smart idea. I also don't like the differing grades to move or 'graduate' out of the Tuscany school grade 6 for FI and grade 5 for the regular program, if you want the children to become one community together they should be treated the same and allowed to graduate from the school at the same time, as this is a big deal for them.</p>		<p>5</p>	<p>laura, AL, Adena, Kaf, Stacey,</p>
<p>Andrea Tuscany and Twelve Mile Coulee: Question about programs possibly exceeding projected numbers.</p>	<p>If both programs exceed projected numbers, which program would be sent to an overflow school? As a Tuscany parent I would be very upset if my child had to be bussed out of the community when we are within walking distance to both Tuscany School and Twelve Mile Coulee.</p>	<p>4</p>	<p>Andrea, Jon, KS, Ed.U. Cate,</p>

<p>If boundaries need to change for Edgemont, the phase-in should be a few years out to allow for students to finish out grade 6.</p>	<p>- someone will always have to be the first year to move. what is the difference between 2019 or another year. Seems you are only thinking of your own child or children., null</p>	<p>T, Tracy, t, Sandy, 4</p>
<p>Diana I find scenario A to make the most sense. Tuscany, Royal Oak and Rocky Ridge are a very large group of students. They would benefit by having a French Immersion program close to home right through to the end of Grade 9. This scenario would offer a lot of relief where it is needed at over populated schools while providing much shorter commutes to this large group of students.</p>	<p>- With respect to Junior High I would have to disagree that they are a large group of students. The projections show only 90 students out of almost 700 at TMC. I don't think that they would get a real immersion experience there with that disparity in numbers., Jon</p>	<p>LMN, Leigh, Brett, James Brookes, 4</p>
<p>I don't understand the logic behind this scenario for Tuscany families. If a student is currently in TMC and then decides to do late immersion, they will go to Branton instead of staying at TMC but the early immersion kids who were to go to Branton, will instead go to TMC. So, both sets of kids will be displaced and have to change costs around bussing. How does this encourage the growth of FI if BOTH early and late kids have to be moved from their cohort?? As well, early immersion families who have already committed/agreed to have their kids out of the community and pay for bussing will then be put IN the community and NOT pay for bussing while late immersion families who purposely decided to stay IN the community and NOT pay for bussing will have to be moved OUT and PAY. This isn't logical.</p>	<p>+ So the late immersion for Tuscany kids should be at TMC and the early immersion Tuscany kids should go to Branton., null</p>	<p>Tracy, Shelley J, kb, CO, 4</p>
<p>TD</p>	<p>+ This scenario strips my Tuscany student from an early immersion spot at Branton (where she would be with the classmates and friends that she has invested 7 years riding a bus to build relationships with) so that room can be made for potential new late immersion students from our same community., Shelley J</p> <p>+ Both elementary schools in Tuscany clearly have space that needs to be filled, so creating a new FI elementary in one of those schools totally makes sense. Rushing to force FI at the middle school level at the same time however feels forced. The initial small numbers don't justify doing this "lift and shift" from Branton in 2019/20 or 2020/2021. Transition TMC to a FI middle school as a second phase in a few years as the FI kids progress from Tuscany elementary. Don't disrupt this small number of middle school early immersion students in the meantime., Shelley J</p>	
<p>Parents living in Tuscany/Royal Oak with children already in school have likely already made childcare arrangements that may not be applicable with a switch to Tuscany school. In addition to separating kids from their classmates, this option may also force a change to childcare arrangements, causing further disruption to the child.</p>	<p>- If you choose a program of choice, you take the parameter with it. Cant have your cake and eat it too. We had our kids pre-K program move and it was fine. Childcare is an issue, but should not be in the equation., null</p>	<p>anne, nafiseh, Dave, 3</p>

<p>Andrea</p> <p>I don't agree with Edgemont community students move to Varsity Acres School. Because children from a familiar learning environment move to a strange school, leaving their favorite teachers and best friends, that is a great harm to children. It will affect their healthy growth and study smoothly. I agree with Scenrio B, which cap the number of student in Kindergarten and Grade 1. Please do not have any impact on the existing students. Thank you.</p> <p>June</p>	<p>+ I agree. Finding good childcare can be difficult at the best of times. This option could cause some big challenges for a lot of working families., Dave</p> <p>- there are communities being moved to new schools in each of the 4 scenarios. this comment seems to only pertain to your personal household, not the future of the FI program., null</p>	<p>Diana, Peter, Sandy,</p> <p>3</p>
<p>I do not support this option as it will have a negative impact socially for children already enrolled in early immersion by separating them from their current peer groups. This option also assumes that it would be "easier" for kids to go to school closer to home, which is not always the case. It also assumes that their social circle is defined by community, which again is not correct. More consideration needs to be given to the students already enrolled in early immersion who have bonded with their peers and the school staff where they attend. If the CBE added a transition option so that parents could allow their children to finish school where they started this option would have more merit.</p>	<p>+ I agree completely. It doesn't seem fair to uproot kids from their schools and friends. The perfect solution (to me, anyways, since my oldest is only starting kindergarten in September) is to have a "grandfathering in" system in which kids can opt to stay at their current schools, and all new kids to kindergarten/grade 1/grade 7 will go to their newly designated French immersion program., Erin</p>	<p>Sandy, Shelley J, Jon,</p> <p>3</p>
<p>LB</p> <p>I'm not in favor of elminating Edgemont from Banff Trail. That would mean many students would be switching schools twice before high school.</p>	<p>- Tuscany, Royal Oak and Rocky Ridge students will change schools twice in 2 or 3 of these scenarios and they are a much larger number of students to uproot than Edgemont students. Banff Trail is elementary in the most need of relief. This scenario removes 3 neighborhoods from their area which is needed, null</p>	<p>Susan, Diana,</p> <p>2</p>

<p>I would be more open to this scenario if the catchment changes were made as kids enrolled or transitioned between schools. New enrolment or moving from elementary to jr. high provides a natural transition point where new friends can be made and there is less of a disruption</p>	<p>For example for EFI students over a 6 year period (kids moving to an area would go to the "old" school until their grade is offered at Tuscany school or 12 Mile Coulee):</p> <p>2019/20 Kindergarten at Tuscany school and Grade 7 at 12 Mile Coulee</p> <p>20/21 K and Gr. 1 at Tuscany, Gr 7 and 8 at 12 Mile Coulee</p> <p>21/22 K, 1, 2 Tuscany, 7, 8, 9 at 12 Mile Coulee</p> <p>22/23 K, 1, 2, 3 Tuscany, 7, 8, 9 at 12 Mile Coulee</p> <p>22/23 K, 1, 2, 3, 4 at Tuscany, 7, 8, 9 at 12 Mile Coulee</p> <p>23/24 K,1, 2, 3, 4, 5 at Tuscany, 7, 8, 9 at 12 Mile Coulee</p> <p>25/26 K, 1, 2, 3, 4, 5, 6 at Tuscany, 7, 8, 9 at 12 Mile Coulee</p>	<p>+ Flexibility over the short term would help even more, since some families may prefer to move their kids to a local school next year, though some might not - particularly if there are younger siblings entering the program next year., Carol</p>	<p>Lisa, Jon,</p>
<p>Andrea</p>		<p>- But this suggestion does not solve the problem of our children currently attending schools that are over capacity., null</p> <p>+ This phasing in would really help families and students that invested in the schools and programs they chose years ago. I absolutely agree with this option, null</p>	<p>2</p>
<p>I think this is the least disruptive to students. It would also keep kids closer to their home community, meaning shorter bus rides and stronger relationships with neighbours.</p> <p>Karenjfrance</p>		<p>- I think that the student in program right now suffer. They are at a complicated age, and to separate them out from their friends for the sake of saying that we can make more room and diluting the french experience. I don't see the overall gain, James</p> <p>- I agree with the comments above. This option is highly disruptive for children currently in the program., Jon</p> <p>- While I agree that this would keep kids closer to home which would build stronger relationships in the community, I strongly disagree that this would be the least disruptive. There are many community based programs that bring families together whose kids don't go to the community schools., Tracy</p>	<p>2</p> <p>Tony, Stacey Cobbe-Tessier,</p>
<p>Concerned about Grade 5 at Jr. High</p>	<p>My main concern with this scenario is sending Grade 5 students to the Junior High. I would prefer King George remain K-6, but understand why it makes sense to move the oldest kids to Vanier where there is more room. However, I strongly feel that Grade 5 is too young to move to a Junior High school environment.</p>	<p>- I grew up in Germany where elementary is 1-4 and grades 5-12 or 5-13 are high school; it never seemed an issue, as the highest grades are mature enough not to abuse the grade 5 students. How this works out in a junior high context im not sure, but with appropriate instruction, I am sure any mix of ages can get along and thrive., null</p>	<p>2</p> <p>CH, Chris,</p>

<p>Christina S.</p>	<p>+ I appreciate your comment on the German school structure, but I suspect the infrastructure to support younger students such as playgrounds, doesn't exist for grade 5's at Vanier. Given the space restrictions, and an obvious need to change the existing structure to best accommodate overall FI in the area, grade 6 moving to Junior HS seems like a reasonable solution., Mike S</p>	
<p>Banff Trail school is currently above capacity. Specifically, it has classrooms in the learning commons, and music room. Reading support is done in the hallways and math instruction is in the staffroom. The children often eat lunch on floor of their classroom. This is one of the only scenarios that reduces the overpopulation at Banff Trail.</p>	<p>+ Agree. Grade 5 is too young., SF + This is my point exactly. The 2017 enrolment for Banff Trail is only 4 over capacity yet this is what your kids are experiencing. This is why you don't want schools so close to capacity and A and C does this to Tuscany School., ND</p>	<p>Diana, James Brookes, 2</p>
<p>I feel more locations should be added. As another individual said, French is our second official language and it would be ideal if the kids were able to stay close to home. It would also be great if Panorama had a public high school.... anyone know if that's happening?</p>	<p>- I feel this is unproductive as we have already been made aware that there is no new school in the immediate future. This forum is to debate the 4 existing scenarios instead of proposing new ones that won't exist, null</p>	<p>Kathy, 1</p>
<p>Jill Bussing is a large cost. If we are separating by grade instead of geography are we not creating greater costs? One family to many different schools is a huge carbon footprint. Would it not make more sense to find room for K-6 that is geographically close to these new spaces rather then disrupting just older grades from each school? I don't understand why this would not be the most cost effective option? I would think all parents would be happy to move schools if it meant to a K-6 or K-9 that was closer to your home. Christie</p>	<p>+ Does Junior HS utilize the yellow bus system? I am concerned with my grade 5 student potentially being forced to change from walking to KG to taking public transport to Vanier as a grade 5 student., null</p> <p>- Scenario A is probably best scenario geographically by having Royal Oak, Rocky Ridge and Tuscany students together and will have less bussing and pollution., null</p>	<p>Christina, 1</p>
<p>Here is a new Idea and perhaps a new scenario. It makes sense to make Tuscany school K-6 and add an early French immersion program to accommodate the growing needs of the NW communities since it appears that the projected population of the school is under capacity. This solution provides long term sustainability, allows students to attend school as close to home as possible and uses space and resources effectively – which are all the CBE planning principles. RBH</p>		<p>Andrea, 1</p>

In all scenarios, late immersion takes precedence over already engaged early immersion students. I would like to know what the numbers are for late immersion students who actually continue in the program through to graduation?? Does it meet and or exceed those of early immersion students? Why should their needs for enrichment and single track programs come at a detriment to those of us in early immersion programs?

+ Good questions! I'd also be interested in the answers to these., null

Sonic,

1

This option optimizes the space at GVP and by adding the Grade 5 kids the school would benefit from yellow bus service. Our family would be best served by this option.

Robert,

1

Stacey Cobbe-Tessier

This scenario would reduce the commute of my 3 children in Rocky Ridge from 1.5 to 2 hours a day to 20 minutes a day. My kindergarten child should not have faced a 50 minute bus ride through every community on the way home. This scenario would allow us to ride our bikes quicker than the current transportation.

Teresa,

1

Brett

Students in Panorama should not be separated from their cohort i

0

Students from Panorama should not be separated from the rest of their cohort in grade 5. Consider moving students from this area to Hidden Valley for K-4as well.

+ If K-4 from Panorama cannot be accomodated at Hidden Valley due to numbers, then better to leave these students at current schools to keep cohort together., null

0

Looking at the maps, the school boundaries seem to make the most sense in Scenarios A and C. Given scenarios A and C exist, Scenario B doesn't seem make any sense.

0

J

I don't like how this scenario separates students from Panorama from the rest of their cohort at grade 5. If students from Panorama cannot be accomodated from K-4 in Hidden Valley, in addition to 5-9 at Valley Creek, then these students should be left at King George.

0

Emerc

Okay for Valley Creek

I'm fine with this solution and adding more French Immersion students to Valley Creek, which will help the program.

0

Heather

Tuscany School Supports this idea

0

After Scenario D, this is my preferred option.

0

Mel

I don't mind this idea but I am concerned about the availability of afterschool care for Grades 5-6 at Vanier. Most kids there will be old enough to take care of themselves but if you are adding younger kids, this needs to be considered.

0

Karen

I like A over others. Scenario C seems messy with lots of changes.

0

Option A is a very Viable option. Moving the Tuscany kids closer to home is nice & opening space up for the communities closer to Branton.

0

Bea

It is very important to ensure that the junior highs in NW Calgary are consistent since the boundaries of the elementary schools do not line up with the boundaires of the junior high schools. Some King George Grade 5 and 6 kids will be displaced in Grade 5 waiting to attend Branton if it does not start until Grade 7. The school xones should have been looked at at the same time as these options were developed.

0

Erin Radloff

The problem with scenario A and C is that potentially brings Tuscany school too close to full capacity. I don't want my kids classroom to be in the learning commons

0

ND

Additional comments

Tricider

15-Jun-18

ER

In reviewing all of the scenarios, it is difficult to determine the best alternative, as each alternative comes with benefits and drawbacks. However, when the CBE is deciding on the best Long Term Strategy for NW Calgary, I think it is very important to look at the following overall factors:

- 1) Boundaries should be reassessed at the same time as the school changes, as some of the changes the CBE is looking at will cause grief for those that cross boundaries between elementary and middle school and may end up being displaced (or put on a lower priority)
- 2) All elementary schools that feed into the same middle and senior schools should have consistent boundaries so that changes to the programs do not cause unintended consequences such as not allowing a student to continue in FI due to their home location and the overlapping of boundaries.
- 3) Busing for students in grade 5 and 6 should remain on the yellow school bus for safety and other considerations.
- 4) Any element of Grade 5 or 6 in middle school should include a before/after school care option for the students
- 5) Each school should implement a transition strategy for the upcoming 2018/2019 school year so that children most affected by the CBE solution will still be able to participate in a leadership program at the current school.
- 6) Any long term solution should include the addition of at least one school (whether build or utilizing space of an existing English only school), as the growth of the city of Calgary continues even during a recession and will only pick up.

Thank you for all the effort you have put in regarding this issue, as it is extremely important in Canada to ensure our children have the option to study both official Canadian languages and become competitive in our every increasing global society.

In reviewing the scenarios again and after more time to think about it and discuss, I am concerned that initial review and input during “phase 2” consultations may lead parents to focus on the merits of individual scenarios as pertains to the circumstances of their children and their current school(s). I say this because I was led to examine the scenarios from that frame of reference.

That said, I think it's important to take a step back and look for the simplest solutions that accomplish the desired end state with the least disruption to students and their families at the same time as considering future access to French Immersion programs in the northcentral and northwest.

I am concerned, at that same time, that the scenarios presented are misleading. Other comments have suggested this as well. Specifically, at the consultation I attended, I was told that projected enrollment targets aimed for are at 85% of the maximum instructional space. However, the maximum instructional space is also misleading. Some of the factors that make this misleading are:

- Kindergarten enrollment – classes are half days, so as long as the classes are off-set a.m./p.m., the full-time enrolment is half of what is captured.
 - Maximum use of instructional space does not leave any room at all for: dedicated music room, resource pull-out, learning commons, eating lunch, use of staff room dedicated solely to staff. This is where we see class pull-outs in the staff room, in the hallways, no music room, no dedicated learning commons, no resource room.
 - Some of enrollment figures show “room” in a school where discussions with those in the schools about their practices and space availability would indicate other
- I'd like to propose an alternative scenario:

Scenario E:

Banff Trail School - K-6 Early FI - Rocky Ridge, Royal Oak move to Tuscany School

- Enrolment capped, if necessary

Eric Harvie - K-5 Regular - Grade 5 from current catchment added

Hidden Valley - K-3 Early FI - no change

K-3 Regular - no change

King George - K-6 Early FI - Enrolment capped, if necessary

Tuscany School - K-5 Regular - Grade 5 from current catchment added

K-6 Early FI - Rocky Ridge, Royal Oak, Tuscany added

Varsity Acres - K-6 Early FI - Tuscany community moves to Tuscany

This Scenario is a combination of A & D, mostly, and requires the benefit of planning projections. It tries to preserve existing school communities while providing the geographic access to Early FI which is needed in the farther northwest communities.

One of the issues that has not been discussed is about moving grades into Varsity Acres to account of movement out to Tuscany. I think what is not recognized in the projected enrollment figures/space, is that this is a school that already has been renovated with a permanent addition as well as a stand-alone portable. I don't think the space provided by a portable should be considered permanent enrollment space, so I feel the enrollment capacity figure should be reduced by about 50 to account for the two grade 6 classes currently placed in the portable. (Hence, in my view, any scenario that reallocates to Varsity needs to be reduced.)

I am not thinking this is necessarily a 5-year solution – particularly with the use of enrollment caps which I agree are undesirable. The longer term solution, if demand for FI continues, seems to be addition of 1 or more single-track early FI schools.

Another possibility is to re-examine entry point for late FI. If entry were to be allowed at grade 4, for instance, children would be more integrated by junior high/middle school. As well, allowing earlier entry to late FI would address a point of attrition (needs to be confirmed by elementary attrition from early FI programs). This has the potential of dramatically changing the dynamics of demand and (possibly?) improving the capacity of the late entrants.

Tricider

16-Jun-18

Christie

DS you make some good points about combining scenario's

Why does scenario D not have Tuscany still plan on adding a K-6 French Immersion program? There is room at that school and there is no down side. If this happened it would relive pressure off of the whole NW maybe not enough but to not have it as part of scenario D means the numbers against scenario D will always win.

I also love your idea of other ages to enter french immersion. If there was other ages to enter Spanish and Mandarin I also think parents might choose a 2 language education.

Would love if someone from the CBE could answer these questions.

Tricider

14-Jun-18

LB

After attending the information sessions regarding the scenarios I have more issues with this option (than I did before). It seems we are willingly sacrificing the FI experience for students currently enrolled in order to utilize empty instructional space. We had the opportunity to ask the principal of the Tuscany school how they would prepare to welcome Gr 5 & 6 FI students from the established schools and would they be able to offer them the same type of leadership and program options they currently have in their existing school. Her answer did nothing to make us feel better - apparently they will start engaging with the students when they transition to build programs that are important to them. She couldn't provide examples of programs they have in place currently, so basically our older kids will help build the programs without the benefit of getting to participate. But "kids are resilient so that's okay" is not an okay opinion of a principal in my humble opinion.

Tricider

08-Jun-18

KB

I have a concern regarding population control for the schools in Tuscany and which program in a dual track school would get priority if capacity becomes an issue.

Tricider

07-Jun-18

Carol

Overall, I think that one of Scenario A-C is the best choice for the long term, to ensure that there is room for more Early Immersion students to enter the program - caps seem like an unnecessary denial of the opportunity to learn our other official language.

However, is there more room to be flexible about catchment boundaries over the short term? I think, for the current Early Immersion families, there are different situations that require consideration. After-school care can be a challenge to arrange, so it may be unfair to force older elementary students to change schools. But if those students have younger siblings entering Kindergarten, they may prefer to have all the kids in a school closer to home.

Just to say that flexibility during the transition would help a lot. I was told this year that if there wasn't room in my catchment school, too bad, the other nearby Immersion school is not an option at all. That kind of rigidity makes it much harder to swallow changes like this.

Tricider

06-Jun-18

Linda

Dear CBE, this is somewhat unrelated to the french immersion program, but I think it bares acknowledging. It seems the projected numbers for the Tuscany schools should raise some serious concerns about the way in which schools are prioritized and built. Looking at the numbers it seems very apparent that Eric Harvie school was built/opened at the peak of a population/demographic boom, just as the demographics were moving into decline. Tuscany School is now operating at only half of the intended capacity! How is it efficient to have only 350 kids in a school built for 700? Eric Harvie is also not operating anywhere near it's capacity. It seems the overcrowding problem could have been addressed with more modulars/portables being placed at either tuscany school or twelve mile coulee, rather than the expense of building an entirely new school as population of children was moving into decline. I see an extreme waste of resources that needs to be addressed so that this doesn't happen in other communities. Seems these resources could have been better deployed in newer communities where population/demographics were still growing. Is the school board aware of this? How are they addressing this?

Dialogue inbox

19-Jun-18

LW

As a parent of a student at King George, I wholeheartedly preferred Scenario D in that it was the only scenario in which the school remained K - 6. I am very much opposed to moving grades 5 and/or 6 to junior high.

I'm aware that, as with anything, arguments may be made to support the idea of 5's and/or 6's moving, however I believe if this was truly appropriate in best supporting the educational and also developmental needs of students, this model would already be the norm...i.e. junior high would consist of grades 5 - 9. I believe this proposed change is definitely not in the best interests of the students, and suspect it is only being considered out of circumstantial and likely budgetary need at this time. I agree with other parents who suggested that perhaps further scenarios need be generated that ensure elementary schools (and in regards to my child, particularly King George) remain K - 6.

I know some have argued that grade 5 and/or 6 students can do well in schools that are K - 9, however I would suggest that the culture of these schools, being set up as K - 9 from the outset, provide a significantly different environment that better supports the needs of students throughout this range of ages and developmental stages. Children ages 11 or 12 are at a very different stage in life developmentally than those of 14 or 15. A move to include this younger group with the older is not as much a concern in terms of grade level or academics, but very concerning in respect to the children's age and developmental stages.

I do not support any plan that moves grade 5 and/or 6 students from their current school and puts them into a junior high environment.

Thank you for allowing me to share my thoughts, and for your consideration of these in your decision-making process.

Dialogue inbox

18-Jun-18

Christie

Hi, I am one of those awful parents showing up to the party late who has not attended the engagement sessions that you have obviously been so good at putting on. They just have not aligned with my schedule. I am writing today to gain a better understanding of what is happening with the French Immersion program in NW calgary.

I understand that there is more interest then expected and that the CBE is at a point where they are juggling to find space to accommodate everyone's wants. I would love to talk to someone on the phone but I will try to put my questions down in writing too.

It looks like all scenarios involve splitting up kids by age by having k-4 schools and then k-9 schools. I understand that the schools are only so big and that we need to split the amount of kids who want into the program into more buildings then what they are currently in. What I need help understanding is why this split is only being looked at by grade level instead of by geographic location?

Instead of a Junior high taking on 100 kids in grades 5 and 6 why not let them take on that same 100 kids in K-6 that are actually physically close to that particular building? Wouldn't this be the cheaper option based on transport alone? If all the kids from one neighbour hood were going to the same school this would be cheaper then them all going to different schools. I understand there costs other then transport but I would love to understand why cutting up our k-6 students are our only options.

Specifically why does scenario D not have Tuscany still plan on adding a K-6 French Immersion program? There is room at that school and there is no down side. If this happened it would relive pressure off of the whole NW maybe not enough but to not have it as part of scenario D means the numbers against scenario D will always win.

Are there other opportunities to add a K to 9 Early French Immersion? FEO is right next to Marion Carson that already has a playground it could work as k-9. Valley Creek School is already 4-9 could they handle K-9? Could Eric Harvie have a small french immersion track? Lastly has the idea of adding an entry age at grade 7 to Spanish or Mandarin been put forth? would parents buy into giving there child a third language, with the added bonus of reliving pressure on the french track.

Thank you for your time in replying to this response.

Dialogue inbox

13-Jun-18 ES

Thanks for letting me provide feedback directly. I attended the meeting Monday night and thought you did a great job of presenting all the options and fostering discussion. A big thank you!

Now that I've had a few days to process the information and discuss it with my family, we have decided that options A and C are unsuitable for the students at King George and Vanier. We do not like the idea of moving grade 5's over to what is at this stage a school that is run like a junior high school. We didn't feel like their needs would be adequately met under these two scenarios.

We also felt that the overcrowding problem will only be pushed to Vanier, especially under scenario A. So the CBE would be moving students to deal with the issue of overcrowding only to encounter the same problem again a couple of years down the road because there is not much room for error with the projected enrolment numbers in scenario A. Scenario C seems very disruptive and dependent on a new school being built which may never happen.

Scenario D is my personal preference because we specifically moved to Mount Pleasant so our son could walk to school. Walkability is very important to us. Scenario D also gives the CBE greater control over space and class size.

While I recognize that capping enrolment in FI is unpopular, I'm not convinced that there are enough qualified FI teachers in Western Canada to meet the demand for growth. Most school districts in BC have already capped the program because of the difficulty in recruiting FI teachers. The CBE will end up hiring a lot of FSL teachers to teach FI which will also have a negative impact on the FSL program. In addition to this, the CBE is quite likely facing the election of a provincial government that will make cuts to education beginning in 2019 so I'm not sure that's a great time to start growing the FI program.

Finally, my child, who will be starting grade 4 at King George this September, likes option B. My child doesn't want to go to Vanier in grade 5 but is happy to go in grade 6. My child would like to participate in more sports like basketball and do science in a science lab. I don't agree with my child but thought my child deserves to be heard on this subject too. 😊

I really appreciate the opportunity to give feedback. You did a great job with the consultation. Thank you!

Dialogue inbox

04-Jun-18 C

Hi there,

Thank you for the engagement email. As much as I feel for those that need French immersion, I feel that we need to provide better services and class sizes to our current CBE programs. There are a lot of kids with special needs, behavioral needs within our current classes and there are no resources available to our teachers. Instead of stretching resources and providing new programs I ask that we focus on what we are currently offering within the CBE.

Thanks

Dialogue inbox

04-Jun-18 MG

Hi there,

I wanted to provide some feedback about the French immersion program. My child attends Eric Harvie school. If they had a French immersion program there we would consider putting our child in it.

That said, since Canada has two official languages, I think it is important that all public schools teach both languages for all students from an early age. I grew up in Europe and we all spoke more than one language. This made it very easy for me when it came time to immigrate to Canada. It also made it easier for everybody else who still lives there.

Thanks.

Dialogue inbox

17-May-18 KM

Hello, my child has just started French Immersion kindergarten this year so we are really new to the "school years" portion of parenting.

I have attended sessions at the school and did some of the online engagement (I now realize I should have used a pseudonym to add my comments!). Since I added my ideas and comments I had another comment/question: all the talk was about moving the grade 5 or 6 classes out or looking at dual tracks in undercapacity schools or new schools in new communities. Have you considered moving kindergarten out to say....Tuxedo Park? Or making Tuxedo Park a middle school (grade 4, 5, and 6 even). It would likely cost a pretty penny to make it useable again and it isn't huge but it is geographically close to Banff Trail, Brandon, King George, and Vanier and has been empty since Jan 2015. It would be like expanding the program locally...

My husband attended kindergarten and grade 1 at Tuxedo Park so I recognize it is ancient and would have issues, but if the CBE owns it already it might be an option. We were just out for a walk and wondered what the plans were for it....

I'm assuming you would have looked at all options already, but wanted to point this out.



Northwest and North Central French Immersion Online Discussion Forum, June 1 - 17, 2018

Scenario B

Ideas	Description	Arguments	Votes
	This is my preferred scenario.		17 Islaferrier, Colleen, KDT, Stacey, Sean, Andrea, ALK, Janamcpherson, laura, Andrea, Jen, Mazlina Navarre, Adena, Luis N., Danielle, npg, Dave,
Heather Kury	I am not in favour of transitioning grade six to jr high . Keep K-6 to gether . This supports leadership programs and often keeps siblings in the same school together longer. Which inturn often fosters more volunteer engagement from parents	<p>+ I completely agree with this comment, but recognize that flexibility is required. I prefer this option because it moves ONLY Grade 6s from King George, not Grade 5s as well., Sarah Manske</p> <p>+ I am also not in favour of transitioning grade 6's to junior high. I am less concerned about leadership opportunities as the developmental stage and needs of kids at this age., Lara</p> <p>+ Grades 1-3 especially look to the grade 5-6 kids as mentors and leaders, and the grade 5-6 kids learn to be mentors and leaders. Separating these groups appears to be primarily a response to resource constraints (everywhere, not just at the CBE), rather than research demonstrating this is beneficial to children., Concerned</p> <p>- I don't see any issues with K-5. This is common in other parts of this country and others., null</p>	15 Lara, Janet, Kim, Concerned, Jessie, Daphne, Kathy, Erin, Tara, Kelly, Islaferrier, Karen, CH, Meg, Christina S.,
	I prefer this idea because it will cause less disruption even though Banff Trail will lose grade 6. I prefer continuity over changing schools multiple times before high schools. I think current students should be able to stay at the current schools as well as their siblings who haven't started yet. I would be OK if that meant losing busing, but it should be an option.	<p>+ I also agree with the issue of grandfathering current students and siblings. I think this is the most fair - for those starting brand new to the system in K, there is no reason you can't start your family fresh at a new school and being building relationships at that school wherever it might be. But leave the currently enrolled students where they are and where they are supposed to go for junior high., Mel</p> <p>+ I agree that current students and siblings should be grandfathered during the middle school/Jr. high years., Shelley J</p> <p>- If a school becomes 6-9, busing is usually added to include all students, not taken away. Public transportation in Grade 7 up only. x0, diana</p>	11 AR, Karen, Yuri, Nikki, Diana, Andrea, Diana, Erin, Luis N., **, Dave,

Am I allowed to say that I don't like any of the scenarios? I feel like the first 3 scenarios disadvantage early immersion students and the last scenario disadvantages future students in the program. Adding one class of each grade into a school, does not make a very good french immersion school. I love how Varsity Acres and Branton schools work, they have full french programs, meaning assemblies, announcements, posters on the walls, singing, acting are all in french, that is true immersion. I think CBE should continue thinking about possible scenarios. I would love to see a single track early french immersion elementary school added to the NW (For Tuscany, Royal Oak, Rocky Ridge, Arbour Lake, Scenic Acres). In addition a early/late french immersion junior high in the NW for the same neighbourhoods. There are a number of english and alternate programs that are under capacity, maybe consider reconfiguring them to make it possible to have french immersion schools.

+ I agree. The numbers for TMC just don't seem to make sense, they will have 78 children in grades 7 and 8 under this scenario. This won't be enough to really make the school an immersion experience. How will they run a bilingual drama program for example? Also will they have classes of almost 40, or under twenty?, Jon

rjh1975, AC, KB, Lara, Teresa, Kelly, Jon, Shelley J, Kb, Erin, David,

+ I agree.

FRENCH IMMERSION. x0, diana

+ I am also not in favour of any of the scenarios, for the same reasons described. All options seem to negatively impact students in the near or in the distant future. I agree there must be other scenarios CBE could come up with that better meets the needs of all. I fear that this is a case, like in many large organizations, where less than ideal decisions will be made with budget concerns being the primary driver, vs. what's actually best for the students, and that arguments to justify and support these decisions are being made in spite of them being detrimental for students., null

- It's not a bad idea, especially for the elementary grades. However, I'm not sure how realistic it is. Hypothetically, if they were to convert one of the Tuscany elementary schools to a single-track French immersion program, all of the regular program kids who are currently going there will have to change schools. Potentially too much disruption for both kids who are currently in French immersion (at other schools) and regular programs...? And I can't imagine CBE building an additional school specifically to meet French immersion needs, although that would be awesome!

Having gone to a double-track French immersion program myself, I know it's possible to have a great French immersion experience when there are also regular program kids at the school too., Erin

I would prefer this option. I recognize that there is space in Tuscany School and this would be a good compromise to fill the existing space and keeping Tuscany kids in the community. It also reduces the risk of overpopulating and potentially losing common space within the school (learning commons and gathering space). Additionally, if enrollment numbers dramatically increase, we reduce the risk of later having to add on additional portables. It also keeps the numbers down at TMC to manageable and reduces overcrowding at that school as well. Keeping only Tuscany French Immersion children in the community will also reduce congestion as this will eliminate the need to bus children in from other communities and reduces the number of parents traveling in and out of our community for drop off and pick up.

Allison Campbell

This is my least favourite option. I live in Tuscany and have three children. We made the decision to have them bus to Varsity Acres. This scenario would isolate them from most of their cohort as it separates out only the Tuscany students from Varsity Acres. My son, who would be in grade 9 at Branton when these changes took place, would stand to lose all but one of his close friends. If this is the scenario chosen, I would hope that there would be flexibility with regards to allowing students to finish at the schools they started in. For this reason, my preference would be for scenario C, which keeps Varsity, Rocky Ridge, and Tuscany together, or for scenario A which would keep Tuscany children with Rocky Ridge children. Selfishly, scenario D is appealing but I would hate for anyone to miss out on the opportunity to have their children access French education.

rjh1975

+ I agree. I'm not sure why they are putting the cart before the horse. At the one session they stated a school is currently in the design phase which would come to fruition in the next few years. Why not wait until then? The planner in the one session commented that the boundaries would then change as it would open up another french opportunity in the N/NE of Nose Hill. All of these options seem wrong given that comment., null

+ I agree with this completely. If their projected numbers are off at all for Scenario A & C Tuscany School will soon be at capacity, which no one wants. This is the best option to sustain both programs in the community and it decreases the need for buses and parents coming in from outside the community., Andrea

laura, Allison, KS,
Adena, AC, Erin, Luis
N., Mike S,

8

+ I absolutely agree that it is not fair to isolate the students from Tuscany only, separating them from all other Varsity Acres cohort only to create a very small French Immersion population in TMC., Shelley J

Jon, Tracy, Teresa, AJ,
bk, SRSS, Shelley J,

7

+ I think Scenario D is a real option. I struggle with it ethically, yet also think that may accelerate to change FI to "regular school" status provincially, which has been my hope since the transportation issues 5 or 6 years ago. I simply cannot see any other way to keep the learning as strong as D. x0, diana

This is my preferred option as it keeps grade 5 at King George at only moves grade 6. I think that grade 6s can be integrated into a middle school or junior high situation successfully, and that they will have access to more and diverse opportunities in athletics, the arts, and option classes.

Danielle

I'm highly in favour of having french immersion options deeper in the NW. I prefer Scenario B if the numbers support it, but if not then Scenario A is attractive as well.

Neil

Scenario D is my preferred scenario but this option is a good second choice in that it allows kids at Banff Trail to stay together with their classmates until the transition to Jr. High. It also maintains stability with childcare arrangements.

+ I agree with this totally. The current catchment area for Varsity Acres is ridiculously large., JC

+ Also the catchment area for Banff Trail is similarly large. And why is there no ability to blur those boundaries when you are equidistant to two schools and only one is full?, Carol

+ Well said, James.

My child goes to King George, and I also prefer scenario D, with this (B) option as my second choice in that it keeps grade 5 students at the school.

I have huge concerns for the developmental needs and readiness of grade 5 and 6 students in potentially moving them to a junior high setting.

I suspect and fear that the decision-makers were not primarily "student-centred" in the generation of scenarios and, as is too often the case in large organizations, likely more budget focused. Although I recognize finances as a necessary reality, I would hope for our education system to be student-centred first. I worry that decisions will be made that are known to be less than ideal for students, and that arguments to support and justify those decisions will be made to appease parents., Lara

7

Janamcpherson,
Christina S., Mike S,
Sarah, Adena, Stacey,
Luis N.,

6

npg, laura, Adena, J,
Erin, Heather,

6

Dave, Islaferrier, AJ,
Christina S., James
Seigel, Lara,

Andrea

+ D is also my preferred solution. Sometimes you need to just say to people coming to the program later that there is only the room we have and we are not going to disrupt so much.

Would it make sense to take the tuscan portion of some cohort going to let's say an arts centric school like willow park and put them in the National Sport School facility at winsport because there is room and it might be closer? Or take the Scenic Acres cohort from the National Sports school and put them at TMC because the Late Sport Immersion people needed more room?

Not having a community sized group or changing the focus of a themed school is something that is ... not ideal, I think.

I wonder if at some point there was a "student centred" scenario played out for doing this planning. I think that might be option D, even though I think they put it on there only to have 4 columns on their chart., James

I do not like this idea as it pulls one small group of students from Branton to Twelve Mile Coulee, separating them from their friends and classmates at a socially delicate stage. Consider keeping the Tuscan students with the rest of their Varsity Acres cohorts who would all be designated to FEO.
Shelley J

+ Could the students of Nolan Hill, Sage Hill and Evanston not be directed to the much closer Valley Creek School for Jr. High, allowing Tuscan students to be included with at FEO?, Shelley J

Shelley J, Teresa, Jon, Tracy, Kelly, Rebecca,

6

- Kids are exceptionally resilient. I moved across the country 3 times between K-6 growing up. Kids will make new friends, and the moves will affect a cross-section of the grade class, so anyone that needs to transition to a new school doesn't do it alone. I would think that a shorter transport to/from school would have a beneficial affect on the students by providing extra sleep in the morning and extra play time in the afternoon., Mike S

This scenario seems like a good compromise although I'm not really a fan of kids younger than Grade 7 attending same school as kids in grade 9.

- My child, going into grade 6, would be 10 years old, at the young end of his class year. I am not in favour of joining grade 6 to grades 7 to 9., Diana

CH, Christina S., Meaghan, Andrea, Kendall,

5

- I agree with Diana, above. I do not support kids of this age, in grade 6, moving to junior high., null

- There was only one French immersion class per grade where I grew up. Not saying that it's ideal but it works. On the other side of the coin, I agree that it does not make sense to bus out the late immersion kids...but none of the scenarios have the Tuscan late immersion kids attending within the community., laura

CH, Tracy, Jon, Shelley J, Teresa,

5

I do not like this option for Twelve Mile Coulee School. Looking at the numbers, it will basically be one class for each grade for Early French Immersion. They will not be exposed to any new students within their program. It also doesn't make sense to me to bus out the Late French Immersion kids and keep the Early French Immersion children within the community. The French Immersion children from the same community should be kept together.

Sonic

This seems like the best scenario. None of the schools will be close to capacity within a few years, just in case the projected numbers are off slightly. No one wants kids to have classes in the learning commons or gathering spaces which is what capacity would mean. This provides growth for all the schools involved which would allow for a continuation of the dual track system for years to come, not just one or two and then another change would have to be made.

Andrea

I wonder how this scenario is beneficial. If there are only 80-100 french immersion students in the school, what quality of education will they receive? It is already difficult to find French Immersion Teachers in Alberta. If there are only 90 students in French immersion, they still need teachers for French, Math, Science and Social in french. So hiring 4 teachers to teach 90 students, does not sound cost effective. Would the teachers even be able to work full-time if they only have 3 classes each? There is so many opportunities for learning french at Branton, and I feel that fitting french immersion students in where you can will negatively affect their french education. Are students in such a small program still going to be able to travel to Quebec? Are students still going to be able to have french extra curricular activities before, during and after school. With only a few french teachers in the school, the opportunity to extra french activities are limited. There is only so much each teacher can do. I am concerned that with such a small group of french immersion students, that their educational experience will be compromised.

+ For this to work well. I think that would need to have late immersion children there and early immersion from some other neighbourhoods to build up a reasonable proportion of the school in the FI program. This would obviously mean moving some of the regular program children out of Tuscany, but I'm sure that there would be room for them at other schools., null

+ I agree. One class does not make a French Immersion school., Shelley J

- I'm not sure that this scenario won't leave children in the learning commons areas. If they have 42 children in one FI grade, they will have to split into two rooms, but I doubt that there will be a spare classroom for this., Jon

Mike S, Christina S.,
AR, Erin, laura,

5

+ To clarify my original argument, small class sizes would be good, but I wonder how such a small program would affect the students and teachers. A french social studies teacher that only teaches 3 classes might be harder to find, as most teachers would prefer to work full time. With such a small group of french students how many extra curricular activities will be offered in french. With such a small group of students, will they still get a top notch education or will they be second to the dominant English program?., Kelly

Teresa, Jon, Rebecca,
rjh1975,

4

+ I support the argument given. What language are the announcements in? If they are minority, then what language is spoken at lunch? The signs on the wall....all english...etc...community forming and "IMMERSION" which is right in the name of these programs, is NOT possible., James

- They won't necessarily be smaller class sizes. If they have 34 children per grade, they will only have one class of 34 and not 2 classes of 17. It's much more likely the class sizes will be bigger., Sonic

+ I would select Scenario D. I think doing so is the only way to make the change so that FI can be accessible to all in the long term. Otherwise, we continue to band aid as we go, disrupted, diluted, and disillusioned. x0, diana

+ Smaller classes sizes almost always provide for a better learning environment., null
- Why do you assume they need to hire a teacher for each subject? I did French Immersion and in elementary school we had one teacher who taught all subjects. Once we moved to Junior High, all of our French subjects were split between two teachers., laura

+ I do think that a full french immersion program is better. There are more opportunities to be fully immersed in the language. If they are a very small group in a dual track school, then the opportunities are not as likely to be there. I personally don't like any of the scenarios, I feel that the first 3 scenarios disadvantage early immersion students and that the last scenario disadvantages future students. I would like to see them thinking about other options. In an ideal world I think there would be a huge advantage to having a single track early french immersion school for the far NW (Tuscany, Royal Oak, Rocky Ridge, Arbour Lake and Scenic Acres). I would also like a early/late immersion junior high school for the same areas. There are a number of schools that are not at capacity, maybe looking at combining a few English Schools so that the french immersion program can have it's own school is an option., null
- Following that argument though you would want a completely FI school, which is not available in Tuscany. Would you select Scenario D then and risk someone not being able to get into FI at all?, AD

+ I also agree that a full single track french immersion program is better. I was in the very first class in 1976 in Banff Trail that started the bilingual program which is now a french immersion program. We started with 2 classes and worked our way up to Grade 6. The quality of the french immersion education that my children are getting and have received at Varsity Acres is significantly better than what I received being in a dual track school. They hear more french on a regular basis and speak more french. They have more opportunities to practise their language skills. In order to perfect a language, you need to be immersed in it as fully as possible. My very oldest child went to a francophone school for preschool and kindergarten. His french is the strongest out of all my children since he was forced to learn french to communicate with some of his classmates that didn't speak english. In order to increase fluency in french both written and spoken, you need to be exposed to it as much as possible. The exposure to french is significantly higher in a single track school than a dual track school. I actually cannot believe that they are even considering just putting one class per grade of french immersion students in TMC. It will be very interesting to see, if they actually do it, what the PAT scores will be between Branton and TMC. My guess is that the Branton students, who will be exposed to more french, will score higher., Sonic

The definition of immersion is : " a method of teaching a foreign language by the exclusive use of that language, usually at a special school." I love that Varsity Acres School only has a french immersion program because it means that the students can be immersed in french in all aspects of their day. They do their assemblies in french, they sing the national anthem in french, the little plays they do are in french, they sing french songs in music. It will not be possible to have a true french immersion program when there is only a small french program in the school. Are any extra curricular activities going to be offered in french when only a small portion of the school is in a french program? I would love to see schools stay 100% french immersion similar to Varsity Acres. Similarly I would like to see Early students stay in a school that is only french, Maybe Branton should be early immersion only. The late immersion students could easily go to a dual track school, then they can move to an immersion school, once they have a better grasp on the language.

Jon, Sean, Rebecca,
LMN,

I don't understand the logic behind this scenario for Tuscany families. If a student is currently in TMC and then decides to do late immersion, they will go to Branton instead of staying at TMC but the early immersion kids who were to go to Branton, will instead go to TMC. So, both sets of kids will be displaced and have to change costs around bussing. How does this encourage the growth of FI if BOTH early and late kids have to be moved from their cohort?? As well, early immersion families who have already committed/agreed to have their kids out of the community and pay for bussing will then be put IN the community and NOT pay for bussing while late immersion families who purposely decided to stay IN the community and NOT pay for bussing will have to be moved OUT and PAY. This isn't logical. The kids should stay at their schools with their cohorts. The late immersion kids should stay at TMC (no early immersion) and the early immersion kids should go to Branton (no late immersion) for the Tuscany kids.

TD

I do not like this idea. Moving Banff Trail to K-5 is not a good idea particularly when so many schools are underutilized. L

rob

Scenario B or D would be my preference for Tuscany School. My concern is we have new community Rowan park being built and Tuscany School is the designated school. That will increase our numbers as well as announce last month EDC will be coming to Tuscany School. Adding both these upcoming projects I would really hope these are all being taken into consideration. It would not be ideal to have School back to max capacity of students

+ Both elementary schools in Tuscany clearly have space that needs to be filled, so creating a new FI elementary in one of those schools totally makes sense. Rushing to force FI at the middle school level at the same time however feels forced. The initial small numbers don't justify doing this "lift and shift" from Branton in 2019/20 or 2020/2021. Transition TMC to a FI middle school as a second phase in a few years as the FI kids progress from Tuscany elementary. Don't disrupt this small number of middle school early immersion students in the meantime., Shelley J

AJ, kb, Shelley J, Sonic,

4

- ...but you are OK with KG moving to a K-4 scenario? I don't thinking you are evaluating this objectively with respect to overall impacts to the FI program and Calgary NW/N as a whole but rather your personal impact. Consistency in a K-5 elementary system for FI in the area makes sense to balance numbers. There is obviously not a perfect scenario given all of the social and economic drivers, but Option B seems like the best overall at meeting the objectives., Mike S

rob, Jessie, Kim,

3

- But it would keep the current cohort together rather than separating them in the middle of their elementary years. I would rather that everyone transitions at the same time with the current cohort rather than be split up and lose the support network that was built up since kindergarten., Yuri

+ I agree that this option works well for Tuscany School. It doesn't work for TMC., Jon

Andrea, Shane, Roxanne,

3

+ I agree entirely. They haven't taken into consideration these other obligations and claim they will look after themselves in the long run. Tuscany School may have low numbers for a year or two but Rowan Park said they will add 3100 units. What will happen to the current students there with all these additions, it would not be fair to kick them out of their school in a few years because the CBE has too many new students coming in. Some consideration has to be made for the current students in the school and for the parents of kids in the regular program in the school., AW

<p>I like the fact that the children in the dual track program in Tuscany will be treated equally. Both FI and the regular program will go to grade 5 and then move to TMC. Keeping one program a year later will reduce cohesion of the community environment and will disrupt or even cancel the excellent 'graduation' ceremony the last grade currently experiences and enjoys.</p>			<p>Adena, Erin, laura,</p> <p>3</p>
<p>AW Why aren't the catchment areas changed at all for Vanier South of the school? Many kids from Mount Pleasant can walk to Branton, yet we have to pay to bus them to Vanier? I think it's a mistake to not look at the catchment area for King George and Vanier. With this scenario there is room to move these kids to Brandon.</p> <p>Mom of 2</p>		<p>+ Agree, perhaps this could be a sensitivity incorporated into Option B. It will reduce loading on bussing and associated costs as well., Mike S</p> <p>+ Completely agree. I also live in Mt. Pleasant, and I've never liked that they designated Jr. High is so much further than Branton., null</p>	<p>Christina S., Mike S, Karen,</p> <p>3</p>
<p>Program Sizes at Tuscany School</p>	<p>Is there a risk of the french immersion program being treated as less of a priority if the french immersion student body is half the size of the regular program?</p> <p>Does the larger enrolment of Scenario A/C make the program more sustainable and truly immersive?</p>		<p>Kelly, Teresa,</p> <p>2</p>
<p>MikeFoxtrot I prefer Scenario A, but this one (Scenario B) is my second choice. While I don't love the idea of sending a grade 6 student to junior high, because we live in Tuscany, I do like that the junior high my kids would be going to is Twelve Mile Coulee rather than outside of our community.</p>			<p>J, Kathy,</p> <p>2</p>
<p>Erin While Tuscany does have a lot of kids, the projected number of French Immersion students is pretty small, so I prefer Scenarios A and C over this scenario as it will lead to a richer FI experience.</p> <p>J</p>		<p>- Scenarios A and C however risk TMC reaching capacity within a few years resulting in a poorer learning environment for all students. They do not seem to be as sustainable as this Scenario as more changes would have to be made in the near term future impacting the FI students yet once again., AW</p>	<p>Teresa, Shelley J,</p> <p>2</p>

It is clear that one of your major goals is to try and fill the half-filled Tuscan schools. Why are you separating out the Tuscan late immersion children - who have gone to these schools already - and moving them to other locales? This makes it seem like you are aware that the new programs will have significant growing pains and you don't think that these students will be able to learn a second language in a new program. How are you going to ensure that the early French Immersion education is equitable in the first 1-2 years of this program?

rjh1975, Teresa,

2

pd

This scenario still puts enrollment at Tuscan School well below capacity. Assuming projections are methodologically sound, A or C makes more sense.

- The future community of Rowan Park is designated to come to Tuscan School, they are expected to have 3100 units and could start being built this year or early next year. As well Tuscan School is bringing in EDC next year to occupy 2-3 classrooms. There are other obligations to the school that aren't on the charts. These contractual obligations make this scenario the best option as otherwise they will be overcapacity., AC

Teresa,

1

MikeFoxtrot

This is not my preferred scenario.

1

Brett,

diana

This scenario leaves Rocky Ridge and Royal Oak out of any reasonable solution. Banff Trail is way too far away when Tuscan could obviously support them. Don't leave RR/RO out of Tuscan for the sake of having different scenarios.

T,

1

Brett

Looking at the maps, the school boundaries seem to make the most sense in Scenarios A and C. Given scenarios A and C exist, Scenario B doesn't seem make any sense.

0

J

This is my second favourite option as it provides the least disruption for both my children who started in early immersion. It allows my youngest to finish elementary school where he started (Banff Trail) and where he has built friendships and relationships with his classmates and teachers. It will also allow my oldest to continue attending Branton where he started this year. I am not completely sold on having the Grade 6 students transition to Junior High a year early – but if that means the students can stay with their peer groups the positives may outweigh the negatives. Like most parents who chose to register their children in a "program of choice" the distance to the schools was a consideration. It seems extremely presumptuous of the CBE to decide that distance between home and school is the most important factor in this debate (which I am assuming is their stance based on the configuration of the options presented). If the CBE feels the need to redraw the school boundaries, I sincerely hope there is some consideration to allow currently enrolled students to continue attending where they started. From a junior high perspective, we are already responsible to ensuring our children get to and from school (most on Calgary Transit) so there are no added costs to the CBE in allowing this to occur.

+ Also my second favourite option for the same reasons, but I am a parent at King George., null

0

LB

Bussing is a large cost. If we are separating by grade instead of geography are we not creating greater costs? One family to many different schools is a huge carbon footprint. Would it not make more sense to find room for K-6 that is geographically close to these new spaces rather than disrupting just older grades from each school? I don't understand why this would not be the most cost effective option? I would think all parents would be happy to move schools if it meant to a K-6 or K-9 that was closer to your home.

+ I don't understand the geography either. The division between Branton and Vanier is straight down 14th street. We are just east of 10th and can walk to Branton in 20 minutes, yet we have to pay to bus our kids to Vanier., Mom of 2

0

Christie
Okay for Valley Creek

Similar to Option C, I'm fine with this as a Valley Creek parent (I would share the concerns others have listed if my kids were in another school). I like the option to have more French Immersion students in Valley Creek because it will allow for great options in programming.

0

Heather

Tuscany School is fine with this as well

0

This scenario would have my 11 year old taking public transit. While this may not be a problem it is something I consider. As well I have concerns about the bell times at GVP. This would have siblings between King George and GVP come home 1.5 hours after the younger kids.

0

Stacey Cobbe-Tessier

I am a parent of a English stream students. While I agree with using school spaces, I don't agree with maximizing instructional space. Their instructional space calculations include the music room, staff room, learning commons, and gathering space. In addition, there is no space at 12 Mile Coulee period.

0

Concerned Parent

This does not have to be a socially isolating experience if we just have Tuscany FI students attend Tuscany School. Why can't they intermix for special projects. There is also clubs running at lunch time. I'm hoping FI parents are coming into the school to become part of a larger community not just an us vs. Them attitude. This is the only scenario that doesn't over populate Tuscany.

+ Based on my experience at VAS, Tuscany parents are lovely and engaged and willing. What I hear is the concern for their potential loss of FI learning, which includes resources, teachers, etc. I have not see anything specific to us vs them.

CBE has been clear in the past that French resources cost more, are not always as accessible, etc. So, uprooting to a place with potentially less is scary. That includes assemblies in French, PE in French, Posters in French, etc.

0

I am struggling with this and do NOT in Tuscany. x0,
diana

Concerned Parent

Additional comments

Tricider

16-Jun-18 Christie

Why are there no scenarios where they add another K-6 school?

Breaking a K to 6 path is not desirable. But I bet if someone said hey we are adding a K-6 Early French Immersion closer to you there are not many parents that would be upset.

Why does scenario D not have Tuscany still plan on adding a K-6 French Immersion program? There is room at that school and there is no down side. If this happened it would relive pressure off of the whole NW maybe not enough but to not have it as part of scenario D means the numbers against scenario D will always win.

Are there other opportunities to add a K to 9 Early French Immersion?
FEO is right next to Marion Carson that already has a playground.
Valley Creek School is already 4-9 could they handle K-9?

Would love if someone from the CBE could anwer these questions.

Tricider

20-Jun-18 Christie

After talking to someone at CBE I now think scenario B is my second chose option based on the costs of transit. My understanding is that K-5 students at the CBE have a right to yellow bus transit. Grades 6 and older are deemed old enough to take city transit, therefore it makes the most financial sense to keep grade 5 kids at K to 5 schools rather then taking on busing for 6-9 just because you have grade 5's in a 5-9 school.

Tricider

07-Jun-18

Carol

Overall, I think that one of Scenario A-C is the best choice for the long term, to ensure that there is room for more Early Immersion students to enter the program - caps seem like an unnecessary denial of the opportunity to learn our other official language.

However, is there more room to be flexible about catchment boundaries over the short term? I think, for the current Early Immersion families, there are different situations that require consideration. After-school care can be a challenge to arrange, so it may be unfair to force older elementary students to change schools. But if those students have younger siblings entering Kindergarten, they may prefer to have all the kids in a school closer to home.

Just to say that flexibility during the transition would help a lot. I was told this year that if there wasn't room in my catchment school, too bad, the other nearby Immersion school is not an option at all. That kind of rigidity makes it much harder to swallow changes like this.



Northwest and North Central French Immersion Online Discussion Forum, June 1 - 17, 2018

Scenario C

Ideas	Description	Arguments	Votes
<p>This scenario seems unnecessarily complicated. Moving kids in Grade 5 for one year to Vanier and then back to King George? Just keep current configuration of schools with a North Central elementary added to take pressure off Banff Trail and King George.</p>		<p>- This scenario unfairly impacts the grade 5 students who will be moved for 2 years. We would be fools to believe that anything more than the most basic of resources will be allotted for students who will only be in the building for such a short time. There is no incentive for the Board or GP Vanier to invest anything more than stop gap measures to get the school over the hump of housing grade 5 for two short years. This option is an absolute disservice to children., null</p> <p>+ I agree with the thought that this is unnecessarily complicated and disagree with this scenario. As in all scenarios A-D, it does little to mitigate the long-haul jaw dropping commutes faced by our little ones due to the forced North-South school designations, rather than a more balanced approach that would see children stay closer to home. Instead, the commutes continue but with an added dose of turmoil (not sure what they are trying to do to the poor King George kids with this one...). Having some level of certainty and continuity for children as well as their families and their communities is a laudable goal that is not reflected here. I would argue it is premature to make these drastic changes without a better long term vision - none of the scenarios presented are compelling. If there was a "redo" button I would press it., Concerned</p>	<p>27</p> <p>Danielle, Tracy, Daphne, Vivian, Kim, PB, James Seigel, Kathy, Concerned, Karen, Luis N., Christina S., Erin, Andrea, rob, Andrea, Emerc, Jessie, Sean, Erin, Robert, Rebecca, Meaghan, Adena, Diana, Dave, Me,</p>
<p>I don't agree with Tuscany Students going to F.E Osborne School. One of the goals of this process is to make the distance to schools shorter. Yes, F.E Osborne is closer to Tuscany than Branton, but it is more difficult to get there by Transit. F.E Osborne is not currently a Calgary Transit School, but I am sure the long term plan is to change all Jr High Schools to transit. It does not make sense to choose a school that makes the commute more difficult for students.</p>		<p>+ I agree. Tuscany students can get to Branton quicker and more directly than they could to FEO., Shelley J</p>	<p>11</p> <p>Adena, Laura, FT, Shelley J, Jennifer, Rebecca, TD, Erin, Kb, Jon, Andrea,</p>

If boundary changes have to occur to continue allowing new students to access French education, this would be my preferred option. We live in Tuscany and this is the least socially isolating option for children already attending Varsity Acres and Branton as it keeps them together with kids from Rocky Ridge and Varsity. If other scenarios were to be chosen, I hope that there would be flexibility with regards to letting students finish at the schools they started in so that they wouldn't be separated from the rest of their cohort.

rjh1975

Of the more than 30 northwest communities currently in Branton's attendance area, students in the communities adjacent to LRT stations have the shortest and relatively easiest commutes to Branton. Many students in other communities not serviced by the LRT have one hour and longer bus commutes each way with multiple transfers to get to Branton. Communities where students have the most inefficient commutes should be considered when identifying schools for French Immersion expansion. Reassigning students in Tuscany, Rocky Ridge and Varsity insignificantly impacts the commutes of those who already have some of the shortest travel times. I would recommend greater consideration for students further removed when considering new opportunities for both Early Immersion and Late Immersion school expansion.

+ Consider different communities for redesignation at the jr high level (Montgomery, Bowness Valley Ridge and Crestmont perhaps, or Silver Springs...?) when looking for communities to redesignate to FEO for jr high. Many communities are either closer to FEO than Tuscany/Rocky Ridge or have much longer, more complicated transit routes to get to Branton and might benefit from a "closer to home" jr high option. Tuscany/Rocky Ridge do not seem like the right choices to redesignate from Branton to FEO at the JR high level in this scenario., Shelley J

+ I support the cohort completion portion of this argument. So important at the jr. high stage., James

+ I also support this option since it will keep more of the classmates together., Sonic
+ I agree, students that will have spent two years at Branton should be allowed to finish grade 9 at Branton even if they change school. In Junior High, the social aspect of school is so important, separating kids from their social peers could be detrimental to their development., null
+ I agree. Would like my kids to continue along with their current school community. We chose Early immersion and would hate to lose 1/2 of our classmates should scenario A or B be implemented., null

+ I agree...as someone who lives in Tuscany, I would much rather have my kids go to junior high at Branton rather than F.E. Osborne because of the ease of public transportation. If Scenario C changed in this way, I would support it., Erin

Sonic, Kelly, anne, Shelley J, bk, Tracy, Vivian, Teresa Winn, sjenkins@shaw.ca, Kb,

10

7

Shelley J

+ We live in Tuscany and I would prefer the children to go to Branton as it is a very easy journey, FEO would require an extra bus ride, but if Branton isn't an option this is the second best option as it provides the school with a sufficiently large proportion of the students in FL, Jon

+ I agree, the commute from Tuscany to Branton is good, why not consider changing the kids in Valley Ridge or Crestmont who have a more difficult commute, null

I don't love this scenario, mostly because (as Tuscany residents) my kids would not go to Twelve Mile Coulee for junior high, but F.E. Osborne. I'm sure that it's a lovely JH, but I'd much prefer my kids stay within our own community and get to experience a French Immersion education.

Erin

- Do the QUALITY of schools matter? Or just spreading French Immersion matter?
"High interests" for everyone in every program is qualified school with qualified teacher, NOT just QUANTITY!, FT

6

AR, Laura, Anne, Heather, Danielle, Andrea,

- How can a couple of classrooms ie. 1 per grade be considered a French Immersion program? The bus ride is a small price to pay to be able to have a fully immersive experience with assembly's, hallway signs, posters, all information in French surrounded with an entire school population experiencing the same things. 6 classes in a dual track school right inside the community does not make a French Immersion program. hide, null

I do not like this option. Moving Banff Trail to K-5 does not make sense when there are so many under-utilized schools that can accommodate more kids.

rob

North Central and North east are currently underserved areas for the early french immersion programs. would new schools distribute access to the program more evenly? I'd be happy to see a french immersion school in the Beddington/Huntington/Thornclyff areas, even if sharing a location with regular programs. IT seems to me that those older communities have fewer students to fill the current schools and so there may be capacity available in those areas.

+ I agree. At the session I went to there is another school planned for english, which is currently in architectural design (which was declined by the community, so they are still designing it). Once that school is built they stated this would impact the french programs as they would then move a french program into that area (east/north east of Nose Hill). Why not wait and have this conversation once that school to the east/north east of Nose Hill is built as that will have an impact on current enrollment numbers. They also have indicated that once this school is built they will be looking at a french program within that area which then will cause additional school shuffles and movement. Why put the cart before the horse? Can we not wait a couple of years? They indicated that school is to be built in that time frame., null

5

Peter, Emerc, Tara, Shelley J, Kb,

jo

+ Maybe a new location in the northern hills area should take priority over other proposed locations. Since there is continued development north of Stoney Trail, there are more communities to draw from., Emerc

Parents living in Tuscany/Royal Oak with children already in school have likely already made childcare arrangements that may not be applicable with a switch to Tuscany school. In addition to separating kids from their classmates, this option may also force a change to childcare arrangements, causing further disruption to the child.
Andrea

+ Is the CBE considering how they will deal with after-school care? If an option moving students around is chosen, they better include an affordable after-school program with priority for those students., Carol

Dave, anne, Carol, David,

4

+ I agree! finding childcare is difficult at the best of times. This would cause some big challenges to a lot of families., Dave
+ I agree!!!! It is so hard to find legal, quality before and after care. How will the CBE assist with this? We will have not choice but to change care programs again as we had to when he entered kindie., null

One of the planning principles is to allow kids to go to schools closer to home. While FEO is physically closer to Rocky Ridge, Royal Oak and Tuscany, unless there will be school buses, it will take just as long, if not longer, for the kids to get there on public transit. One more reason why I think this is a terrible scenario. I think having French Immersion in FEO is a great idea, just not for kids coming from those communities.

Shelley J, Kb, laura, Erin,

4

TD

I don't agree with Edgemont community students move to Varsity Acres School. Because children from a familiar learning environment move to a strange school, leaving their favorite teachers and best friends, that is a great harm to children. It will affect their healthy growth and study smoothly. I agree with Scenario B, which cap the number of student in Kindergarten and Grade 1. Please do not have any impact on the existing students. Thank you.
June

+ I agree. There is a lot of shifting of kids for the North/North East area shortage. Why not truly address the school shortages in that area?, null

Sandy, Diana, Bill,

3

- This is true for someone no matter which scenario is chosen. Some neighborhoods will have to change schools no matter what happens. You are only thinking of your own family, instead of the future of French Immersion for all students, null

I donot like this idea, it adds to many children possibly to the FEO junior high school. When it is important to offer valued education, it runs best at not necessarily max capacity. Great school as is.

Jon, FT, Teresa,

3

When decided which school to use for this process please take into account what the influx of students to the school. Just because the CBE think a school could handle X number of student the reality is this may not work for a school. Due to overcrowding of students and loss of valuable Libraries and classrooms is inaccessible. CBE needs to first think of the learning environment for all students first. I have been part of this process once and lost the English program in our school, this is a loss to our community. We now have to be bussed to other community to get the English program which is inaccessible. I feel the French program will take over the English program at FEO. This will be a great loss to all future family wanting their children to attend junior high in their community.

Jean

+ I could argue the same for Tuscany School. I moved to my house 8 years ago so I could walk my children to school for 9 years. The CBE seems to want to switch Tuscany School to full French immersion in a few years so I, and the parents living by our local school will have to drive to Eric Harvie. This isn't fair to our community or our children. Alternatives within the community exist without disrupting so many families and our community., AW

+ I totally agree Jean, Varsity is an older community which younger families are replacing the older families. so FEO will over crowd with students. French Immersion has to be a single program at a school not mixed with an already existing program., FT

+ Jean I am so sorry for your circumstances. I agree with you and AW above. I don't think English stream parents are aware of the potential impact on their children. So few English stream parents have not been involved in this discussion because of the way this dialogue has been described. CBE should be ashamed of themselves. Parents of FI chose an alternate program and therefore chose to send their kids outside of their community. We made an active choice to stay in our community and walk our kids to school. No one should ever be forced out of their community school, Ed.U. Cate

Roxanne, Ed.U. Cate,
Andrea,

3

Need more information re plans for new location in 2021 in order to provide feedback on this scenario.

Love the idea of adding late immersion to F.E.O! Our Daughter goes to Marion Carson (she loves the small amount of French she is leaning) and we thought we may not have a place to try late immersion now that their designated school is at capacity. We would very much welcome this addition to our community!

AB

I quite like Option C. This option allows for more kids to enroll in the French immersion program. For those concerned about transit from Tuscany, perhaps speak to city transit to see if there can be an express route to bring down transit time.

Bea

2

jo, Kat,

Bea, ADB,

2

2

Barbara, Teresa,

This doesn't make any sense for Tuscany students. Why bus other communities in to Tuscany school for K-6 only to make them bus out again for 7-9. If the point is to keep FI kids in their community then this scenario is horrible because they would only be here for 6 years and then have to leave again for junior high. Scenario B makes more sense to me

LMN,

1

AC

I do not support this option as it seems unnecessarily complicated. While technically FE Osborne is "closer" to Rocky Ridge/Royal Oak and Tuscany the commute for the students is longer and more complicated (based on a quick search on the Transit website). This option also assumes that a student's social circle is defined by community, which again is not correct. While I agree that the CBE needs to find a way to grow the immersion availability in the North they also need to balance the needs of the current students enrolled in the program. Perhaps a gradual start in schools with capacity for new students enrolling and grandfathering in existing students to their current schools.

Andrea,

1

LB

Banff Trail school is currently above capacity. Specifically, it has classrooms in the learning commons, and music room. Reading support is done in the hallways and math instruction is in the staffroom. The children often eat lunch on floor of their classroom. This is one of the only scenarios that reduces the overpopulation at Banff Trail.

JB,

1

How come the catchment area for King George hasn't been looked at? Perhaps too large of an area is being pulled there, rather than changing to a K-4 school, look at where the students are being bussed from. My kg kiddo was on the bus for an hour!

Christina S.,

1

Mom of 2

Look at the catchment area South of Vanier. With this scenario there is room at Branton. However, if you live East of 14th street you have to pay to bus to Vanier, when you can walk to Branton in 20 minutes.

Christina S.,

1

Mom of 2

Question about Tuscany Elementary School exceeding projected numbers.

If both programs exceed projected numbers, which program would be sent to an overflow school?
As a Tuscany parent I would be very upset if my child had to go to a different elementary school when we are within walking distance to Tuscany Elementary.

Can Tuscany elementary families have a guarantee that the community program will stay at Tuscany School?

- Highly unlikely that they would exceed capacity with the projected numbers. The three Tuscany schools currently have a total excess capacity of 500 unused spaces. Tuscany Elementary is only operating at approx. half of capacity. Based on the numbers, it appears they should have dropped a few portables/modulars rather than wasting funds to build Eric Harvie. Now they are dealing with major excess capacity when the demographic numbers in Tuscany are on the decline. They either need to fill that excess space (hence the proposed for french immersion), or you'll see them leasing it off to a charter or private school instead., Linda

0

+ I agree. I bought my house so I could walk my kids to school for 9 years. I don't want to start having to drive them to Eric Harvie if French becomes as popular as they claim. FI should be limited to the community only to prevent overcapacity and the likelihood of Tuscany School becoming all French and Eric Harvie only having the regular program., AW

+ I had the same question regarding caps in dual track. We would love the chance for our kids to choose French in Tuscany (we ended up in the separate system because Varsity childcare would not work for kinder); but we would not want to switch to French/Tuscany, only to be capped out later on. Also, would be interesting to know if projections included kids in our situation., KF

+ The development of Rowan Park is projected to have 3,000 homes and begin development in Spring of 2019. Those students I believe are slated to attend Tuscany School - so if Tuscany School becomes a dual track school and the addition of the Rowan Park community increases the student population back up, which program would get capped?, KB

Looking at the maps, the school boundaries seem to make the most sense in Scenarios A and C. Given scenarios A and C exist, Scenario B doesn't seem make any sense. Although it doesn't really make sense to have the King George Area split by another new area. Why not just take the north edge communities to the new 2021 location?

J

Bussing is a large cost. If we are separating by grade instead of geography are we not creating greater costs? One family to many different schools is a huge carbon footprint. Would it not make more sense to find room for K-6 that is geographically close to these new spaces rather than disrupting just older grades from each school? I don't understand why this would not be the most cost effective option? I would think all parents would be happy to move schools if it meant to a K-6 or K-9 that was closer to your home.

Christie

0

0

Okay for Valley Creek

I understand the concerns other people have listed for other schools. For Valley Creek this doesn't present concerns because our grades don't change and it adds more students to the French Immersion program. More students allows for greater programming.

0

Heather

Tuscany School is fine with this idea as well

- Hi! Me again... Would really love to know who is commenting on behalf of Tuscany: Admin, Teachers, Support Staff, Council, etc.? That clarity would be helpful, as I have found you are not fine with all the options, only the ones where enrollment increases. Although a factor, not the only one at play. That, to me, is disheartening. x0, diana

0

I like scenario C the best!

0

I love Scenario C the best!

0

Barb

Instead of moving grades back and forth between schools, wouldn't it make more sense to cap enrolment temporarily until the new program can be implemented in 2021?

Emerc

0

Additional comments

Tricider

From the lists of pros and cons, the reading, and the sessions, this scenario is the worst choice for the children. The criteria of breaking cohorts groups and diluting the French Immersion experience. I did not sign up for a bilingual program, so my expectation from the CBE is to continue with the closer to 70% experience. That includes beyond the walls of a classroom.

16-Jun-18

Diana

I am focused on the learning of those involved, to ensure success. x0

Tricider

Breaking a K to 6 path is not desirable. But I bet if someone said hey we are adding a K-6 Early French Immersion closer to you there are not many parents that would be upset.

16-Jun-18

Christie

Why does scenario D not have Tuscany still plan on adding a K-6 French Immersion program? There is room at that school and there is no down side. If this happened it would relive pressure off of the whole NW maybe not enough but to not have it as part of scenario D means the numbers against scenario D will always win.

Are there other opportunities to add a K to 9 Early French Immersion?
FEO is right next to Marion Carson that already has a playground.
Valley Creek School is already 4-9 could they handle K-9?
Could Eric Harvie take on a K-6 early french immersion stream?

Would love if someone from the CBE could answer these questions.

Tricider

07-Jun-18

Carol

Overall, I think that one of Scenario A-C is the best choice for the long term, to ensure that there is room for more Early Immersion students to enter the program - caps seem like an unnecessary denial of the opportunity to learn our other official language.

However, is there more room to be flexible about catchment boundaries over the short term? I think, for the current Early Immersion families, there are different situations that require consideration. After-school care can be a challenge to arrange, so it may be unfair to force older elementary students to change schools. But if those students have younger siblings entering Kindergarten, they may prefer to have all the kids in a school closer to home.

Just to say that flexibility during the transition would help a lot. I was told this year that if there wasn't room in my catchment school, too bad, the other nearby Immersion school is not an option at all. That kind of rigidity makes it much harder to swallow changes like this.



Northwest and North Central French Immersion Online Discussion Forum, June 1 - 17, 2018

Scenario D

Ideas	Description	Arguments	Votes
<p>This option reflects the needs of parents that chose early immersion and provides the most consistent education experience for the children. I don't think I am the only parent who balks at separating siblings to three different schools either. I appreciate that all community needs are considered, this is the one we choose</p> <p>Brie Thorsteinson Ogle</p>		<p>+ I agree with the idea and support this scenario.</p> <p>The CBE has created a set of scenarios where choosing stability, family cohesion (i.e. more kids at one schools for families with multiple kids), promoting the mentorship of grade 5 and 6 students to younger kids, and trying to keep children close to home, *necessarily* requires a compromise for future generations of French Immersion students. This is a false choice, and a disingenuous one since nobody at any of the sessions was willing to quantify just how many students would be potentially excluded from the system (is it 10, 50, 2000? - this really matters, unless you naively believe that "one is too many"). The scenarios perpetuate a system that sees children bused one hour to a school given the North-South school boundaries, whereas children who may live walking distance to one school are required to take transit to a school much further away (e.g. King George school kids with parents living close to the school). Everybody loses, although some lose more than others.</p> <p>Having some level of certainty and continuity for children as well as their families and their communities is a laudable goal that is not reflected here. I would argue it is premature to make any drastic changes without a better long term vision - none of the scenarios presented are compelling. If there was a "redo" button I would press it. But since there isn't, this scenario creates the least level of change and uncertainty. The least bad of a set of difficult choices.</p> <p>There are lots of options that were never considered</p> <p>+ New capacity for French Immersion should be added to this scenario with the expansion of FI to new schools at the natural program entry points only (grade one for early immersion) and grade 7 for late immersion. This would keep current early immersion students together and allow room for long term growth for new students naturally with new groups of cohorts. It's a better win-win, Shelley J</p> <p>- I do not agree. We should not be protecting the current early immersion program (which we have 3 kids enrolled in) by capping future enrolment and reducing late immersion. We should be looking to expand the capacity of all the french programs for current and future kids. We have the school capacity; we need to make more of it available to french programs, Meg</p>	<p>40</p> <p>Rebecca, Barbara, Christie, Andrea, Chelsea B, Sonic, Brett, Lee, Janet, Stacey Boivin, Dave, tom, Eden McCaffrey, Ib, Robert, bk, Kelly, Karen, jennifer, Alex Leung, Jessie, Concerned, SRSS, rob, Kim, Christie, Sean, Karen, Jame, MaryAnn, AJ, rjh1975, Shelley J, Jennifer, Kimberley Brown, Marleis, Mel, RWR, Tara, Diana,</p>

+ I agree. A couple of these scenarios leave my kids at different schools as well as my son ending up at a different school than the kids he has gone through elementary school with. Hopefully these kinds of things would be taken into consideration and there might be some room for exceptions for a few years., jennifer

- Should we be considering the needs of parents or the needs of children? What of the needs of future children?, MikeFoxtrot

+ And what of the needs of children currently in amazing, rich French programs who are slated to be pulled away from their cohorts and dropped into fledgling, underdeveloped programs at anglophone schools?, rjh1975

+ Having the school capacity is only one tiny piece of the puzzle. Where are they going to find the teachers to staff these new sites? And what resources will they be using? The first few years of these programs (for us specifically, the one at TMC in Tuscany) will pale in comparison to the amazing French programs my children have had access to until now., rjh1975

+ So I went to the presentation this evening (June 13). I spend a lot of time looking at data and working with epidemiologic trends. Based on their projections, it would appear that the CBE is willing to disrupt the social and academic lives of 12 schools' worth of children to fill 3 partially filled school. When I asked if Scenarios A, B, and C were solutions looking for a problem, the planners could not give me an answer that satisfied me from a scientific perspective. It would appear that all of this movement is to fill partially filled schools and not to maximize your child's chance for an exceptional education., pdt

+ This option also allows the most amount of schools to maintain the preferred K-6 grade separation., null

This scenario provides the most stability and predictability. As we've seen this year at King George, it is very hard to predict what the actual numbers will be from year to year. While it would be nice to provide everyone with their first choice of school programming, this scenario provides the least amount of "unintended consequences" and allows the district to plan in what will be very tight budget years for a number of years going forward.

jennifer, Marleis, Roxanne, Christie, Diana, Kim, SRSS, Dave, rob, Shane, tom, S Jones, Christie, Christina S., James, Mel, Sean, Peter Rowbotham, Daphne, Andrea, Rebecca, Shelley, Robert, Karen, Chelsea B, rjh1975, Geoff, Jessie, Concerned, Allison, Andrea, Janet, Alex Leung,

Selfishly, I love this option as it provides stability for my children and would allow them to finish their schooling with the children they've grown up with. As a family living in Tuscany, many of the other scenarios look to be very socially isolating for our students as they would be one of the only communities moved out of their school. If boundary changes have to occur to continue allowing new families to access French education, then I would hope consideration would be made in letting children finish up at the schools they've been attending.

rjh1975

+ At KG it has been noted the increased levels of anxiety in students. I do not believe having young kids (5 & 6 grades) go to Jr High school with older kids will help with this at all. I am very hopeful they will choose to maintain the K-6 model and let the kids grow in an environment that they are used to., S Jones

+ I agree wholeheartedly. I don't believe grade 5 or 6 should be moved to junior high due to the huge developmental differences between kids at this age and those of grade 8 and 9 students., null

+ This change also supports families who have made childcare arrangements that may not be applicable if there was a boundary change., Andrea

+ All of the other options work on the presumption that students make friendships in their community and never spend time with kids in other communities. Scenarios A, B, and C are the most disruptive options for Tuscany Early French Immersion students., pdt

+ Children at the Jr. High stage are going through, arguably, the hardest time of their lives with so many changes going on and so much of their support coming from the friends they worked through the other grades with. This option provides the best stability, and also affects the smallest group of students.

At the very least it would be best if they could grandfather through the existing streams / children and let that cohort go through..., James

- A balance needs to be struck between the needs of current students and future students. If french immersion supply is capped below demand, there is a social cost., MikeFoxtrot

+ Add the introduction of more late immersion middle schools to this scenario to reduce the need for program caps. i.e. Introduce late immersion (only) to TMC if it has room as it is easily accessible by LRT from entire NW., sjenkins@shaw.ca

This is the only scenario that minimizes disruption for Early French Immersion students. All students choosing to enter Late French Immersion in grade 7 are already choosing to leave their (non-french) program and school and enter a new program. They willingly leave their cohort group and come from MANY schools and communities, voluntarily separating from their friends etc to start something different. Consider removing caps from this scenario and introducing Late Immersion only when adding French immersion to new Junior Highs and Middle Schools (this scenario leaves capacity at TMC and FEO so utilize this capacity for introduction of new LATE immersion spaces).

sijenkins@shaw.ca

This scenario provides the most stable option for my children. We chose to bus out of our community in order to experience early French Immersion. Moving students 1/2 way through junior high (only to re-integrate them again in high school) seems harsh. I hope consideration is made to minimize the disruption of kids who are already in junior high. I also hope there will be a 'grandfathering' process considered for those of us with younger siblings moving through the program.

+ Agreed. I feel that moving students part way through jr high is ridiculous. I think if movement has to be made, it should be done at natural breaks-ie end of grade 6 and 9. I'm not as concerned about grandfathering my younger kids, although it is my preference., Tracy

+ Increase the success of this option by removing caps and introducing "Option D with growth". Tuscany clearly has capacity at the elementary level so leave the existing students on their current tracks but remove the negative aspect of this scenario by opening new spaces for K/grade 1 in Tuscany. It won't take long to naturally build the NW's next FI school this way and no one has to be capped. Same can be done for Late Immersion grade 7. The advantages of minimizing social disruption for existing students outweigh the cons of building from natural points of entry., Shelley J

+ I absolutely agree. Pulling kids away from their cohorts for Jr. High and then pulling them away again from their new group of English schoolmates when they return to a French Immersion High School is unnecessarily disruptive., Shelley J

Jon, Shelley J,
Concerned, Dave,
Teresa, Amy, AR,
Andrea, Kelly, CH, CO,
Robert, Rebecca,
Sean, James Seigel,
Tracy Dickie, Christie,
SRSS,

18

Rebecca, James,
Marleis, Janet, Kim,
Dave, Kelly, Andrea,
Jennifer, Mel, Christie,
Concerned, SRSS,
Sean, MaryAnn,
Catherine, Shelley J,

17

I like this option best as a parent of students already in the system. BUT... As an advocate and supporter of french immersion I dislike this option. So I am torn. I would like to know why none of the options really address the needs or best interests of students already in the system? Why can't scenarios be applied to "new enrollments" rather than having to move and disrupt students already in the system? I feel like the majority of options are incredibly disruptive to students in the middle grades (5-9) and that separating them from well established peer groups at that age range would be quite detrimental considering how important peers are for support and development through those years. Can another option be developed where students already in the system can continue the school path/progression that is already in place?

Linda

Scenario D is my preferred scenario. I went to the presentation this evening (June 13). I spend a lot of time looking at data and working with epidemiologic trends. Based on their projections, it would appear that the CBE is willing to disrupt the social and academic lives of 12 schools' worth of children to fill 3 partially filled schools. When I asked if Scenarios A, B, and C were solutions looking for a problem, the planners could not give me an answer that satisfied me from a scientific perspective. It would appear that all of this movement is to fill partially filled schools and not to maximize your child's chance for an exceptional education.

pd

I like this scenario the least as it denies some students the opportunity to benefit from early french immersion. The students have to be accommodated somewhere - let's do it in the preferred program as much as possible.

jo

+ Caps only apply at entry points. With FI, that would be K/1, and French Immersion would be Grade 7. There would be no capping of the current body (from what I have read/been told)., diana

Shelley J, Teresa, MikeFoxtrot, Shelley J, bk, LMN, Barb, Stacey, Mel, Jon, Nikki, Laura, Erin,

13

Eden McCaffrey, Larissa Wankel, Concerned, Shelley, Shane, Teresa, Christie, Robert, RWR, rjh1975, Andrea, Roxanne, Kb,

13

- This option is the worst! French Immersion should be available to all students who are interested. This option takes that away from these potential students, Susan

J, Meg, Luis N., Karen Routledge, Kathy, Carol, Heather, Mom of 2, Janamcpherson, MikeFoxtrot, Jem, Erin,

12

- Start building French Immersion at Tuscany School in Kindergarten and Grade 1 (the natural entry points) and grow it through the school naturally as each grade progresses each year. It allows everyone to access the program, utilizes the excess capacity that is available and keeps current early immersion cohorts together. This was how French Immersion was originally introduced to Varsity Acres and within a few years the full K-6 stream was in place., Shelley J

- I actually love that Varsity Acres is French immersion only school, the assemblies are in French, they sing the national anthem in French, their drama productions and music classes all incorporate French. That is what immersion means. I do not believe that having a French class in a school is considered immersion. Immersion is when they get to interact in that language in a number of different ways throughout the day., null

- While it denies some students the opportunity, kindergarten is getting too big. With 6 CLASSES of kindergarten this year at KG, creating a "community" within grades gets just too hard., null

- As harsh as an enrolment cap may seem, there are options and also 2 different grade entry points for Early Immersion, then 1 entry point for Late Immersion, as compared to disrupting students who are already in a program., Diana

+ I agree. Open up space for current and future kids wanting to study in French in both the early and late programs., Meg

+ Agreed. While the proportion of students choosing FRIMM programs may vary, those students still need to go to school somewhere.

If there is enough demand to support a french immersion program, it should be offered. (As locally as possible)

Our kids attend french immersion preschool - I'd be terribly disappointed if there wasn't an elementary program for them to transition into., MikeFoxtrot

+ Agreed. Caps deny the opportunity for early entry, because the catchment areas have no flexibility. I was told my option was Banff Trail or late immersion, not any other school. If there was flexibility for other schools that don't hit their cap in a given year, my opinion might be different. But I am also very supportive of kids attending school as close to home as possible., Carol

+ If a cap is enforced, my daughter may not be able to attend a late French Immersion program that she's currently within the boundary for - the cap on Late Immersion at Branton effectively means that kids currently living in the community that can walk to the school may not have the opportunity to do so. There is no other option for Late French Immersion., Melanie Rowan

- Enrollment cap is the least impact to the existing students. As we may all know, kids are very sensitive friendships. I suggest in 2019/20, if Banff Trail is full, the kindergarten children may go to Varsity or Tuscany Ecole., Venus

I prefer this option as it provides continuity and stability for the education, community and residency choices made by my family when current catchment/boundaries were considered.

Diana

Scenario D is the best and most reasonable option. It follows the CBE values which students come first, and the CBE planning principles which minimize disruptions for students.

June

8

Concerned, SRSS, Shelley J, Rebecca, rob, Mel, rjh1975, Christie,

- Agree, my child may be denied the opportunity to attend a Late French Immersion program if Branton goes to a cap system., Melanie Rowan

8

Christie, James Seigel, Brett, Sandy, Shelley J, John, Rebecca, Diana,

- But students aren't coming first if it's capped. That means that future students won't be able to take FI and miss out., Mom of 2
+ YES. Also if your student hasn't started yet, I believe it is still better to drive a little further and get the IMMERSIVE experience. French announcements, french posters in the hall, getting reprimanded in french because you spoke english in the hall...going on a quebec trip because there are enough people!

People send their kids to sports, or arts, or science schools, not because they are close, but because the offer immersion., James

- Unless you have children who haven't started school yet. In which case, it's the worst option, because they may be denied Early immersion completely., Carol
+ I agree with this option especially since they have another school which is currently in architectural design (which was declined by the community, so they are still designing it). Why not wait and have this conversation once that school to the east/north east of Nose Hill is built as that will have an impact on current enrollment numbers. They also have indicated that once this school is built they will be looking at a french program within that area which then will cause additional school shuffles and movement. Why put the cart before the horse? Can we not wait a couple of years? They indicated that school is to be built in that time frame., null

While this scenario seems like least disruptive to the current system, it does not seem like a very desirable option. The current system has problem. Long-term it makes more sense to break up the huge catchment areas into smaller ones and allowing kids to go to school closer to home which some of the other scenarios provide.

J

7

Erin, Janamcpherson, KF, MikeFoxtrot, laura, Carol, Danielle,

+ Agreed. With younger kids entering the system, this would allow a french immersion option, and allow them to stay close to home with friends in their own community. Varsity and Branton were dual track when I was there - and some of my best friends were in the 'other' (i.e. English) program, but lived down the street., KF

+ I agree, the current system has a problem and this is an undesirable solution. Denying students access to French Immersion in a public - not private or charter - system, is wrong. Kinder and Grade 1 FI public education should be available to anyone who would like to enroll their child. These opportunities should be located as close to home as possible., Danielle

This is my least preferred scenario. I have always wanted to send my kids to French Immersion, and also to have them stay within our community (Tuscany) and meet/go to school with kids from the community.

Erin

+ As a parent of a french immersion preschool student who lives in Tuscany - I agree. The other scenarios are substantially more appealing than a bus ride to Varsity Acres., MikeFoxtrot

- If one is starting out, AND if a large enough french community materializes at one of the local schools then YES it is a good idea. HOWEVER, at best the french programs in tuscany will have minority membership and not benefit from the truly immersive programs like those at a completely french school like Branton or Varsity Acres.

About friends. I think some of the power gained from having a team sport group of friends that is separate from your home group of friends, that might and could be separate from your school group of friends is something to not dismiss so easily. At ages where they are trying to figure out how to fit it, there may be some benefit from having some non overlapping communities. Also, the bus ride isn't that long!, James

- As a parent of kids who commute to Varsity and Branton, I would offer that any disadvantage of what are actually very easy commutes to these schools is far outweighed by the many advantages of being in fully French Immersion schools that have a critical number of students and staff (100% in fact) working within the same program to provide the deeper French enrichment opportunities and the fullest possible immersion learning experiences that come from a fully French Immersion school (vs a minority of students in an immersion stream within a dual track school)., Shelley J

- After hearing the views of parents within my community of Tuscany, I'm very concerned about how this will roll out. I too would love my kids to be able to walk to their school, a french program, however the parents of Tuscany School were very vocal at the meeting I attended. They are opposed to this move and I'm worried this will translate to the children on the playground. What is the change management that will be offered for the parents of this school so they are accepting if the CBE mandates this option?, null

Scenario D maintains K - 6 at Banff Trail and makes use of underutilized schools. It is a good option.

rob

- Unless you have children who haven't started school yet. In which case, it's the worst option, because they may be denied Early immersion completely., Carol
+ Put FI in Tuscany school one year at a time. It really doesn't take long to build a full stream of K-5's. Them do the same as these kids naturally transition to TMC., Shelley J

6

Heather, Kathy, Luis N., Laura, MikeFoxtrot, Stacey,

6

rob, Dave, Diana, Rebecca, Andrea, Mel,

This is my preferred scenario since it maintains established Fr Immersion Jr high schools and high quality French teaching to early immersion students. We live in Tuscany and were committed to early Fr Immersion that required our children going to Varsity Acres starting in kindergarten. I am concerned with the other scenarios that would plan to "create" 1 or even several new Fr Imm jr high school programs within 6 months. How is that even possible? Would that require moving around teachers who can provide teaching in French at the Jr High level and fragment current schools? Are there even enough qualified teachers to staff new French programs? I am very concerned the other options would significantly jeopardize the quality of my children's French immersion education.

- According to the scenario document, "decisions may be implemented for the 2019-20 school year or later." It doesn't seem that the specific timeframes have been set.

Kelly, Tracy, Mel, Rebecca, rob,

Certainly capping could happen immediately, but other changes are more disruptive.

My vote is for grandfathering existing students where possible, but not on limiting future enrolment capacity., MikeFoxtrot

5

MAT

Not in favour of a cap

I don't like this idea because French is our second national language. If students want to learn this language, they need to be able to access the program through public education. Caps are not the solution.

+ I agree., Karen

5

Karen Routledge, Susan, MikeFoxtrot, Luis N., Mom of 2,

Heather

This options essentially ignores the reason for this discussion to begin, leaving everything the same won't solve anything

AW

As A bilingual country, a cap on French immersion enrolment anywhere in the nation seems outright wrong. Plus its not like the kids who are denied the chance to enrol in their preferred program vanish from the system. They will still have to be catered for. So please oncrease capacity to handle French immersion demand rather than cap enrollment and thereby deny people what I feel is a constitutionally enshrined choice

+ An enrolment cap could maintain enrolment at its peak which leads to optimal staffing and funding per student for the school, Diana

4

laura, Mom of 2, Luis N., Jem,

4

Mom of 2, laura, Luis N., Sara T,

Janamcpherson

This scenario, while 'unfair' to some potential late immersion students, seems the most reasonable. Numbers and predicatability for longer term planning are clear. MANY other options in the CBE already have enrollment caps (TLC, Science...). This is the least disruptive scenario for all of us who chose to leave our designated schools in order to persue early immersion.

4

Christina S., Jennifer, LB, rjh1975,

An enrollment cap is a TERRIBLE option. We live in a BiLingual country. Everyone should have access to French immersion if they want it. As you can see by this process, the CBE is being forced to adjust and accommodate the changing community. There will be growing pains, but we will adjust & everyone benefits!

This option is definitely the best for early immersion students. This is the only option that does not compromise the education of early immersion students. Keeping early immersion students at Branton makes more sense, they are the ones that would take advantage of before, during and after school french extra curricular activities. Late immersion students may not be ready for extra curricular programs in french yet and would still benefit from extra activities in English. Make Branton an early immersion school and add more late immersion programs at other schools.

This might be the most feasible option if the families of the development of Rowan Park would attend the Tuscan Schools. It is projected to have 3,000 homes and begin development in Spring of 2019. I wonder if this has been considered when putting together the 4 different scenarios. It would be a shame to bring over French Immersion and then be overcapacity again due to enrollment changes.

- At the first round of engagements, I thought this was a TERRIBLE option. I spoke against it, enraged even. However, after looking at all the documentation, this is now my preference for all.

While I appreciate this is a bilingual country, I think capping would help parents to shift to our School Act which equates French to the same as any other language. Although unfair, not an argument in the moment. That larger scale work would need to happen.
x0, diana

- I agree that the caps are a bad option. The current French Immersion schools are popular and successful because they have been able to prioritize and specialize in the immersion program. All the other options being put forward by the CBE just dilutes the French Immersion capacity across several schools., David

- I agree caps are not preferred, however with the shortage of teachers in the french program and the risk of the above comment diluting the program, this is the only option I can support. My husband went back to school after XX years to become a teacher. The program is begging for french teachers as there are not enough. Will Options A-C have teachers to be successful, and not just a teacher, but french teachers who are fluent in french., null

- Except that it is not the best for the next cohort, a number of whom will be denied the opportunity for Early Immersion completely., Carol

3

Mom of 2, Karen Routledge, Luis N.,

James Seigel, Rebecca,

2

+ I agree - if Tuscan School becomes a dual track school and population changes due to the new community, which program would have an enrollment cap?, KB

2

KB, Jon,

This is the most disappointing idea from my perspective. My older daughter is graduating from the Late Immersion program this year. My other daughter is equally excited to complete the same program. The bigger challenge I have is that if she doesn't get accepted, her designated high school becomes Queen Elizabeth which unfortunately given the size, doesn't afford the same programming and opportunities, from my perspective as William Aberhart would. Relooking at the boundaries would mean kids in the neighbourhood are able to attend a school in their neighbourhood. My daughter currently at Branton has met some great kids but they're in communities so far away it makes it challenging for them to maintain and develop friendships outside school. it would be very frustrating to have one child get in by lottery and their next door neighbour not get in. This solution / lottery creates this kind of situation. At least if you designate kids to certain schools within the boundary they all relatively in the same boat.

Melanie Rowan

Selfishly I like this option the best for my children as it does not disrupt where they are attending school and works exceptionally well with our current childcare and work hours. In my opinion it is the only option that truly represents what is best for existing students both socially and academically. However, it does nothing to address the need to expand the immersion offering for families currently not enrolled. It would have been nice to see this option include a phased in approach for adding immersion in the underutilized schools (i.e. Tuscany & Twelve Mile Coulee).

LB

This is the least disruptive option for existing students for sure -- is it possible to have all currently enrolled EI and LI students continue on with the current assigned schools (including any "not in school" siblings these EI and LI students may have so that all families go to same school, same path)? Any changes (like scenarios A, B or C) could start in the decided year for all new families starting with EI or LI? This would seem to make the most sense if the current configuration can support this. Although I guess it leaves the "new" junior high schools underutilized until the "new" EI kids catch up to those grades...

MeI

- I also have a child at Branton and, while he may be allowed to complete his education there, every other scenario would see my other two children pulled away from their early immersion cohorts and dropped into a fledging program at an anglophone school, lacking resources and teachers..., rjh1975

laura, Luis N.,

2

+ This option with a cap on Late Immersion at Branton means my child may not even have an option to attend a Late Immersion program even though the school is within walking distance to our home., Melanie Rowan

AJ, Jon,

2

LMN,

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If the concern in Tuscany is the low admission numbers in the two elementary schools and the overloaded secondary school TMC the logical solution is to move students within the community itself, rather than bringing students from other communities here. Logically moving grades 5 and/or 6 from TMC to Tuscany School and Eric Harvie would solve most of these problems without the requirement of busing or extra congestion on our already busy streets. However I have to agree keeping Tuscany students in Tuscany and providing them the FI education they already undertake is also logical, so for that reason I like Scenario B the best.

CD,

1

Andrea

I recognize that there is a lot of fear from parents who do not want to separate their kids from their schools and friends, and that is definitely understandable. At the same time, it is also important to consider the larger needs of the French immersion community as well as future French immersion students in NW Calgary. I sincerely hope that rather than go with Scenario D out of fear of change, the CBE chooses one of the other scenarios AND allows families to choose to remain in their current schools if they feel well established there. This would only be a logistical issue for a few years, after which things would settle in naturally. I also hope that before and after school care issues are included in the discussion, as this is another important logistical factor to consider. Providing such care within schools would be the best option!

Karen Routledge,

1

Erin

Yes to Capping

This is the most financially feasible option, least stress on CBE, and on families who have currently committed to the program. In the first round of engagements, I was bitterly against capping. However, I think this is the best options to keep the FI quality closer to 70%.

+ This also aligns FI with most alternative schools, which is the category we fall into., diana

Jennifer,

1

And, maybe, just maybe, future motivation to change the status of FI within our province. x0

diana

+ I agree with your statement. I feel the change is too dramatic for my child's grade as she's in the leading edge of the cohort., Jen

This is my preferred scenario for Tuscany and TMC. If the board is concerned about the current enrollment numbers at Tuscany School, then they should move grade 5 into Tuscany school from Twelve Mile coulee. (They could do the same at Eric Harvie- if they have room for another grade). If the board decides to open a FI program at Tuscany School and allow students from other communities, there is a very real risk that student enrollment will be over the capacity of the school and the board will and have to cap programs. So their 'solution' to the current FI dilemma won't actually solve the problem; It will just create the same problem at a different school.

+ I agree. I also say the space at at Tuscany would be better used to support our students with LD or complex learning needs. CBE should not be prioritizing programs of choice over programs if need., Ed.U. Cate

Ed.U. Cate,

1

My oldest will be at GP Vanier for Junior High most likely....but love the idea of sending my 2 youngest to Hidden Valley for late french immersion...so much closer!!!
Jolene

0

How long would this enrolment cap be in place? Perhaps this is a short term solution until the new program location noted in scenario C is available in 2021

0

Emerc

Tuscany School recognizes no change will happen in this scenario.

- Curious? Is this a school commenting? Or someone noting the changes?

Being a parent at another school, my understanding was all schools have biases, yet supporting parents was key.

0

Could you please clarify for me? I would think there would be changes to you either way, realistically. x0,
diana

I feel that this dialogue is only directed towards parents of children in French Immersion. Where was my opportunity to voice my opinion prior to proposing these schools to be used for French Immersion? There is a difference between providing programs of choice vs. programs of need. We need more classrooms to support students with LD and other complex learning needs.

0

Ed.U. Cate

Additional comments

Tricider

Why are there no scenarios where they add another K-6 school?

16-Jun-18

Christie

Breaking a K to 6 path is not desirable. But I bet if someone said hey we are adding a K-6 Early French Immersion closer to you there are not many parents that would be upset.

Why does scenario D not have Tuscany still plan on adding a K-6 French Immersion program? There is room at that school and there is no down side. If this happened it would relive pressure off of the whole NW maybe not enough but to not have it as part of scenario D means the numbers against scenario D will always win.

Are there other opportunities to add a K to 9 Early French Immersion?
FEO is right next to Marion Carson that already has a playground.
Valley Creek School is already 4-9 could they handle K-9?

Would love if someone from the CBE could answer these questions.

Tricider

The way CBE has gone about this has made me lose trust in them. There has been no dialogue directed towards English stream parents and we have not been brought into the conversation at earlier stages. I chose to live in an area where my kids can walk to school. Historically, schools which have switched to a 2 track language school quickly became single track schools and have pushed out the English program. I am concerned that I will be faced with busing my kids to a different school if there are no caps for the choice program.

16-Jun-18

Ed. U. Cate

Tricider

I am a FI parent, who has read the same information. I have concerns for Tuscany schools, both ways!

16-Jun-18

Diana

Tricider

Will the CBE cover the cost to turn an English Program school into a Dual Track FI school? Signage? Supplies? Will the Entire school get one budget to operate? or will the English side and French side maintain separate budgets?

08-Jun-18

KB

Tricider

We were faced with the possibility of a lottery this year for my younger child. The chance that he might not be able to have early immersion unless we switch schoolboards was very stressful, particularly since his sister is already in. I understand the disruption for older children isn't great, but I still think it's preferable to denying entry in Kindergarten.

06-Jun-18

Carol

Tricider

What I understand from the CBE with respect to Tuscany School, is we could be at capacity again in the next few years, or the FI program could be. We have a 4-year gap between kids and we are faced with kids going to separate schools in the future with the Tuscany options. If we want the kids to be in the same school then one would be in French and the other in English. I'm finding flaws with the other options and the lottery wouldn't be mitigated with the other options or this one. It just changes who will be impacted.

16-Jun-18

A

Tricider

I think that Early FI students should be allowed to continue on with their cohort as that decision was made some time ago and that any of the elasticity/inelasticity should be taken by the Late FI students as they are not as affected by the length of the established relationships. Of course I suffer from a huge bias as both of my children are EFI students.

05-Jun-18

James

Tricider

I live in the walk zone for Branton Junior High and want my kids to take late French immersion there. I do not know if walk zone gets priority or not but worry about capping the number of students if that means all my kids may not get in, especially the younger ones since the kindergarten class sizes in Capitol Hill have been growing every year.

05-Jun-18

Brianne

Tricider

08-Jun-18 James

I understand your dilemma. If you see it from my side. I see you making a choice to consider going to LI near by and your kids choosing to part ways from their friends. The failing scenario for your kids is that they keep in the same stream and stay with the friends. -'ve: this miss out on a chance to go to french

What I see for my kids: The SYSTEM choosing to separate my kids from their friends and putting them through a confusing set of hoops (they are already in the system in EI) to get through the changing plan, which could include up to 4 to 5 schools to get to the end of high school, and going from being completely surrounded by french to being the small minority program in an english centric school, where french will only exist behind the classroom door.

-'ve: will separate both of them from lifelong best friends. will take them arguably out of IMMERSION which is supposed to be the thing, it is in the name, and, as an aside, will completely mess up scheduled care for at least one of the kids.

So I do get it will be disappointing to not have your kids change programs, to something new.

I hope that you can see that with A, B, and C, it we will have quite negative change imposed on us, with arguably a lower quality product in the process.

After last year's getting the rug pulled out from under our feet on the topic of bussing and french being an alternative program and therefore not deserving of bussing any more, this feels like another stab to the gut. All the plans that we've come up with to make this work long term with city transit and such, (I know some people are planning on moving), we can throw out. Oh and the kicker, from the information session this evening, it was made apparent that we may be in for a similar ride in the next little while when it comes to high schools.....fun.

Tricider

08-Jun-18 Tracy

Thank you, James, for mentioning the bussing situation. Trying to possibly figure out transportation for my three kids in 4 or 5 different schools feels very overwhelming.

Tricider

16-Jun-18 C

I agree Tracy. And trying to figure out care for our kids in different schools will be a challenge as both of us work and need to work.

Tricider

16-Jun-18 Diana

I believe capping goes as follows: Children with siblings (walk zone), children in walk zones, children with siblings (bus), and children in busing. I may have it wrong, yet that is in my notes from Monday's session.

Tricider

16-Jun-18 Diana

To be fair to the CBE, there were transit engagement sessions 5 or 6 years ago, where the decision to continue with FI was made for a short period of time. There were two rallies. At that time, the decision was to continue for a few years. So, for me, the rug was not pulled. The decision had to shift with Bill 1, and that was that! x0