



Northwest and North Central French Immersion In-Person Sessions - March 6, March 21 and April 9, 2018

Option 1: Boundary Changes

Ideas	Description	Arguments	Votes
At junior high level we must also look at eas of public transit to get to school. Far NW communities being re-designated would have VERY long bus rides.	In-person session March 21, 2018		33 P2, P18, P31, P17, P14, P32, P33, P7, P19, P5, P22, P15, P16, P29, P9, P24, P28, P3, P30, P20, P10, P8, P1, P23, P26, P12, P11, P27, P13, P4, P6, P21, P25,
Walk-zone communities should not be re-designated to a further away school.	In-person session March 21, 2018		20 P18, P12, P8, P5, P19, P13, P6, P20, P7, P11, P14, P16, P10, P2, P17, P1, P15, P4, P9, P3,
Opportunity: Resurvey new(ish) NW communities (Tuscany, Royal Oak, Rocky Ridge...) to gauge interest for dual track (English and French Immersion) in new Tuscany school and William Pratt school.	In-person session March 6, 2018		19 P15, P16, P1, P6, P19, P4, P18, P7, P3, P9, P14, P10, P11, P8, P12, P5, P17, P2, P13,
Opportunity: Is there a possibility for new dual track in elementary and middle schools in NW quadrant?	In-person session March 6, 2018		18 P9, P15, P10, P13, P17, P12, P16, P7, P6, P18, P3, P2, P8, P1, P14, P11, P4, P5,
Look at opportunities to revise boundaries that reduce average commute times and move attendance from high utilization schools to lower utilization schools. (i.e., G.P. Vanier increase boundaries and for Branton decrease boundaries).	In-person session March 21, 2018	+ Without changing walk boundaries, null	16 P5, P9, P3, P11, P16, P7, P1, P4, P15, P13, P14, P2, P6, P12, P8, P10,
		+ Or increasing public transit bus times., null	
When boundaries are changed, lock the change for six years.	In-person session March 6, 2018		14 P3, P1, P11, P7, P9, P13, P2, P5, P12, P6, P4, P10, P8, P14,
Opportunity: Revise boundaries in general redistribute communities to other schools to maximize spaces - children closer to homes.	In-person session March 6, 2018		14 P4, P8, P14, P7, P11, P2, P9, P12, P6, P1, P13, P3, P5, P10,

Ideas	Description	Arguments	Votes	
Opportunity: Shift boundaries to put far North and NW communities to Hidden Valley elementary.	In-person session March 6, 2018		13	P6, P4, P2, P9, P11, P8, P13, P3, P12, P5, P1, P10, P7,
If communities are re-designated, please give consideration for younger siblings (who may have been re-designated) so that they may follow their older siblings (i.e., grandfather younger siblings during phase ir of new designations).	In-person session March 21, 2018	+ Siblings of students in a school already grandfathered - this would only be if a student's sibling has already left school and really don't know if that needs a priority., null	12	P12, P2, P5, P3, P8, P10, P1, P7, P11, P6, P9, P4,
Do not change walk zones.	In-person session March 21, 2018		11	P9, P2, P5, P4, P3, P1, P11, P6, P10, P8, P7,
Far North has a long way to bus to King George - adding a program and changing boundaries could help decrease bus times.	In-person session March 21, 2018		10	P6, P10, P9, P4, P5, P7, P8, P2, P3, P1,
Opportunity: Adjust boundary to fill schools with enrolment below capacity.	In-person session April 9, 2018		10	P5, P4, P6, P3, P7, P10, P2, P1, P8, P9,
Look at schools that have space currently used for administration purposes or other smaller alternative programs that aren't full and put French instruction there. That will directly change the boundaries at that and neighbouring communities.	In-person session March 21, 2018		9	P1, P3, P5, P4, P8, P6, P7, P9, P2,
Makes sense to change as new schools open and population changes.	In-person session March 21, 2018		7	P2, P5, P6, P4, P7, P1, P3,
Rocky Ridge and Royal Oak zones change to be part of Hidden Valley K-3 then Valley Creek 4-9.	In-person session March 21, 2018		7	P3, P2, P7, P1, P5, P4, P6,
Opportunity: Optional boundaries.	In-person session March 6, 2018		7	P1, P7, P4, P2, P6, P3, P5,
Opportunity: Consider voluntary transfer.	In-person session March 6, 2018		7	P5, P6, P7, P1, P4, P2, P3,
Challenge: Close to school but on wrong side of boundary (e.g., on east side of 14 St. NW for Branton).	In-person session April 9, 2018		7	P1, P4, P5, P2, P3, P6, P7,

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Opportunity: To be enrolled to the school outside of your designated area if there is room there?	In-person session April 9, 2018		7	P1, P2, P6, P7, P3, P5, P4,
Why are proximate neighbourhoods not being prioritized, i.e., Varsity Acres SE catchment is closer to Banff Trail. Royal Oak/Rocky Ridge relatively closer to Varsity.	In-person session March 21, 2018		6	P1, P6, P3, P2, P4, P5,
A map that showed other CBE schools in the area would be helpful.	In-person session March 21, 2018		6	P5, P3, P1, P4, P6, P2,
Opportunity: Late immersion to Vanier where there is capacity.	In-person session March 6, 2018	- NO - blending is good., null	6	P4, P2, P6, P1, P5, P3,
Challenge: Based on 2018 numbers there is NOT enough capacity so that boundary changes would not really help much.	In-person session April 9, 2018		6	P4, P5, P3, P1, P6, P2,
Opportunity: Should diversity of culture and income level be taken into consideration when making boundaries (i.e., making more mixed diverse cultures to support all learners).	In-person session April 9, 2018		6	P3, P5, P2, P4, P1, P6,
If you redraw boundaries, is it only for new students or would a cohort be split? This would be stressful.	In-person session March 21, 2018	+ Ok if it affects only new students., null	5	P1, P2, P4, P5, P3,
Bring in/close boundary: concerned about small children spending too much time on the bus and being up too early/home late.	In-person session March 21, 2018		5	P1, P2, P3, P4, P5,
Opportunity: Grandfathered elementary kids should have priority over late immersion.	In-person session March 6, 2018	- NO - late immersion is valuable too., null	5	P2, P5, P3, P1, P4,
This would work well for equalizing student population of Brandon and Georges P. Vanier. Re-distribute catchment area for these two schools.	In-person session March 6, 2018	- Not a great option., null	5	P1, P3, P4, P2, P5,

Ideas	Description	Arguments	Votes	
Challenge: Current boundaries appear inconsistent with principles of minimizing commute distance and keeping cohort together (e.g., Brandon and NW area).	In-person session April 9, 2018		5	P1, P4, P5, P3, P2,
No changes.	In-person session April 9, 2018		5	P4, P5, P2, P1, P3,
This has a big effect on transportation budgets.	In-person sessions March 21, 2018	- Could help keep costs down if boundaries support shorter commutes, null	4	P4, P3, P2, P1,
Difficult to comment when we don't have any ideas about "how" they would change. Re: how does it affect me?	In-person session March 21, 2018		4	P4, P2, P3, P1,
Challenge: A boundary change solution seems to only be buying a bit of time.	In-person session March 6, 2018	+ Or it may change again., null	3	P3, P2, P1,
? Redesignate Rocky Ridge -> VAS vs. Banff Trail. Shift a number of VAS communities to Banff Trail.	In-person session March 6, 2018		3	P1, P2, P3,
I am okay with boundary changes. My kid is already taking transit. If we can keep travel times reasonable, I can accommodate.	In-person session March 21, 2018		2	P2, P1,
Not a "child first" decision as they would leave a source of stability in their lives.	In-person session March 21, 2018		2	P2, P1,
Opportunity: Offer flexibility at community boundaries.	In-person session March 6, 2018		2	P1, P2,
Opportunity: Boundary change would go with other options (i.e., program expansion).	In-person session March 6, 2018		2	P2, P1,
Opportunity: Does 12 Mile Coulee school have space to accommodate dual track?	In-person session March 6, 2018		2	P2, P1,
Opportunity: Are there boundary change options south of the Bow?	In-person session March 6, 2018		2	P1, P2,

Ideas	Description	Arguments	Votes	
Opportunity: Could south schools (i.e., Bishop Pinkman) accommodate some of the north area demand for Grade 7-9 continuing and late French Immersion?	In-person session March 6, 2018		2	P1, P2,
Question: Branton stats say highest enrolment in 5 years will be 800 yet has 835 capacity. Not over limit yet appears they are restricting capacity. Numbers on chart don't match message???	In-person session March 6, 2018		2	P1, P2,
Challenge: What if there are multiple children at a school would all move at once or gradual transition?	In-person session March 6, 2018	+ Splitting families up (not ideal, smaller families)., null	2	P2, P1,
Opportunity: Consider what are the other attributes drawing enrolment (e.g., Branton vs Vanier. Branton has a great sports program.)	In-person session April 9, 2018		2	P1, P2,
Meets priority of having schools close to home.	In-person session April 9, 2018		2	P1, P2,
Look at option of making Hidden Valley/Valley Creek schools single track French immersion and expanding boundaries.	In-person session April 9, 2018	+ Panaroma Hills please., null	2	P2, P1,
Decision should also be considered for students who will be joining the program/showing interests. I refer to students who are currently in lower grades who want to get into late French Immersion program.	In-person session April 9, 2018		2	P1, P2,
Boundary changes AND open more programs. (poor Evanston! They need one!).	In-person session March 21, 2018		1	P1,
Opportunity: Central registration.	In-person session March 6, 2018	- Why? Siblings could attend two different schools., null	1	P1,
Opportunity: Dual track at Evanston.	In-person session March 6, 2018		1	P1,

Ideas	Description	Arguments	Votes	
Distance/traffic key in re-doing boundaries!	In-person session March 6, 2018		1	P1,
Is there any plans to survey communities in develop. if they would like alternative prog. options?	In-person session March 6, 2018		1	P1,
New high school spots needed.	In-person session April 9, 2018		1	P1,
What is the most available school?	In-person session March 6, 2018		1	P1,
Change boundaries for bussed students to fill underutilized schools to capacity.	In-person session April 9, 2018		1	P1,
Question: King George is considered 86% utilization but feels tight. How do the utilization rates factor in? What equations used to determine these?	In-person session April 9, 2018		1	P1,
What schools in NW will be decreasing in numbers?	In-person session March 21, 2018		0	
Challenge: What is total system capacity?	In-person session March 6, 2018		0	
Challenge: Large catchment areas already.	In-person session March 6, 2018		0	
Suggested principle: Kids won't have to drive past one French Immersion school to get to "theirs" as a result of a boundary change.	In-person session March 6, 2018		0	

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Option 2: Grade Configuration Changes

Ideas	Description	Arguments	Votes	
Move Spanish out of Aberhart.	In-person session March 21, 2018	+ To where?, null + How long has Spanish been at Aberhart?, null	24	P20, P8, P11, P18, P12, P15, P1, P16, P5, P24, P2, P10, P7, P14, P19, P4, P22, P17, P3, P6, P13, P23, P9, P21,
Youth in Grade 6 have more opportunities for inter school sports if they are at junior high than elementary.	In-person session March 21, 2018		12	P10, P1, P6, P4, P2, P7, P9, P12, P5, P11, P8, P3,
Option of 9-12.	In-person session April 9, 2018	+ Opportunity: Lots of Late immersion students will continue French immersion school. Will see no drop after Grade 9., null	11	P2, P9, P3, P4, P10, P5, P8, P6, P7, P11, P1,
Potential to move either Spanish or French from Aberhart to Fowler or Crescent.	In-person session March 21, 2018	- No., null	10	P6, P4, P1, P2, P7, P3, P9, P10, P5, P8,
Vanier is only at 67% - consider moving kids earlier from King George to Vanier.	In-person session March 21, 2018		10	P2, P5, P4, P10, P3, P9, P8, P6, P1, P7,
If a grade configuration change were to occur, how would this affect children that are currently part of a "looping" program (i.e., 5/6 split).	In-person session March 21, 2018		10	P2, P6, P4, P1, P8, P9, P10, P5, P3, P7,
Prioritize French Immersion over ALL other language immersion programs - even shutting others down to enable French Immersion (it's Canada).	In-person session March 6, 2018		10	P1, P10, P4, P6, P2, P9, P3, P5, P7, P8,
Move English kids out of Aberhart.	In-person session March 6, 2018		8	P3, P5, P1, P6, P4, P7, P8, P2,
Kids that are in Grade 5 or 6 are too young to be exposed to Grade 9s.	In-person session March 6, 2018		7	P4, P3, P2, P5, P7, P6, P1,
Ideal/universal grade configuration: K-5, 6-8 and 9-12.	In-person session March 6, 2018	+ High school engagement., null	7	P7, P2, P6, P3, P1, P5, P4,

Ideas	Description	Arguments	Votes	
Consider how age groups fit together - maturity, leadership opportunities/mentoring, puberty.	In-person session March 21, 2018		6	P3, P1, P4, P2, P5, P6,
I am not opposed to this option, but K-2 and K-3 is too short a time in one building.	In-person session March 21, 2018		6	P6, P2, P3, P5, P4, P1,
In considering grade configuration, how do you ensure the kids (say Grade 5 in a K-6 school) who are going to be moved, will experience their "I am the top of the school" year?	In-person session March 21, 2018	+ Give leadership opportunities to all grades (all students can be leaders)., null + Please make effort to make kids feel they are leaders., null	5	P5, P1, P3, P2, P4,
Banff Trail 95% and Brandon 90% - changing Banff Trail to K-5 only adds to Branton which is near capacity.	In-person session March 21, 2018		5	P3, P4, P5, P1, P2,
Splits young kids with kids going to different schools.	In-person session March 6, 2018		5	P2, P4, P1, P5, P3,
Opportunity: Add K-French Immersion to some regular (English) schools (if space).	In-person session March 6, 2018		5	P1, P4, P3, P2, P5,
9-12 French Immersion schools are not good for Late Immersion starting at Grade 7.	In-person session April 9, 2018		5	P1, P4, P2, P5, P3,
BUSSING? 50 minutes is too long. Who would be bussed?	In-person session March 6, 2018		5	P4, P5, P3, P1, P2,
I like this option where there are schools in decline who can take new students through grade configuration.	In-person session March 21, 2018		4	P1, P3, P2, P4,
Move Grade 6 from Banff Trail to Branton; make space by moving some late immersion to Vanier.	In-person session March 6, 2018	- NO - Branton is packed - do not add Grade 6. Blended early and late is a good thing., null	4	P3, P2, P4, P1,
Challenge: It is easier to move with cohort.	In-person session March 6, 2018		3	P2, P1, P3,
Given junior highs and high schools are full aside from Vanier, I don't really see how changing grade configuration in isolation helps.	In-person session March 21, 2018		2	P1, P2,

Ideas	Description	Arguments	Votes	
Bring back middle schools.	In-person session March 21, 2018		2	P1, P2,
Reconfiguring agree with but what is being used as classrooms for reconfiguration, i.e., art stage is not a classroom/staff room is not a classroom!	In-person session March 6, 2018		2	P1, P2,
Add kindergarten class in North, then add Grade 1 next year...to alleviate kids at King George and Banff Trail. This reduces kindergarten enrolment and creates/open space for another grade.	In-person session March 6, 2018		2	P1, P2,
Could move Aberhart kids to GP Vanier, make it 7-10?	In-person session March 6, 2018		2	P2, P1,
Opportunity: Possible re-configuration between King George (K-5) and GP Vanier (6-9) - and nudge boundary slightly more west.	In-person session April 9, 2018		2	P1, P2,
Opportunity: Greater opportunity for students to participate in French.	In-person session April 9, 2018		2	P1, P2,
Challenge: "Stop gap" solution and zero long term.	In-person session April 9, 2018		2	P2, P1,
If Branton and Banff Trail are full. How does a grade configuration change directly provide a solution?	In-person session March 21, 2018	+ New school required., null	1	P1,
Challenge: Ex. 4-9 - Ensure separation between younger and older children. Example keep 4-6 together and 7-9.	In-person session March 6, 2018	+ Potentially move Grade 9 to high school and Grade 6 to junior high., null - I disagree - broad age group schools are okay., null	1	P1,
Best option keeps cohort together.	In-person session March 6, 2018		1	P1,
Option: Vanier go 7-10 and decrease some Grade 10 at Aberhart. Similarly Hidden Valley could go K-9 and Valley Creek 5-9. Risk: Late French Immersion should/must be in the one school for Grade 7-9 (not move halfway through junior high).	In-person session March 6, 2018		1	P1,

Ideas	Description	Arguments	Votes	
Middle school (6-9) is better socially for kids.	In-person session April 9, 2018		1	P1,
Challenge: More bussing and transportation issues.	In-person session April 9, 2018		1	P1,
Integration of a number of options	In-person session April 9, 2018		1	P1,
Challenge: Would bussing be available to Grades 5/6 to middle schools (currently CBE trans from our area to GP Vanier).	In-person session April 9, 2018		1	P1,
Challenge: Impact to school's sense of "community".	In-person session April 9, 2018		1	P1,
We are happier with grade level changes than boundary changes.	In-person session March 6, 2018	- I disagree., null	1	P1,
Challenge: Being the first grade going into a junior high format "leaders".	In-person session March 6, 2018		1	P1,
If there is space at William Aberhart High School (WAHS), why not shift Grade 9 from Branton School to WAHS so they would offer Grades 9-12, shift Branton School to Grade 6-8 and Banff Trail School to K-5?	In-Person Session March 21, 2018		0	
In BC, we had kindergarten at a different school and then Grade 1-6, rather than K-5. Is this an option? (Not sure of reasoning - maybe due to decrease enrolment in K and entry point in Grade 1?)	In-person session March 21, 2018		0	
King George could move Grade 6 to Vanier but they might have to move back in 2-3 years as there are so few Grade 6 and so many Grades 1-3.	In-person session March 21, 2018		0	
What is percent of Early Immersion do not continue? Do you know why they don't? Does that help with planning?	In-person session March 21, 2018		0	
Supporting developmental changes - moving 6s up. Good thing.	In-person session March 21, 2018		0	

Ideas	Description	Arguments	Votes
Opportunity: Mentorship.	In-person session March 6, 2018		0
Challenge: Sync bell times between and within school to consider siblings.	In-person session March 6, 2018		0
Can you draw a North/South boundary - encourage community friends and less time on bus for North kids.	In-person session March 6, 2018		0
Challenge: More transitions for students.	In-person session April 9, 2018		0
Challenge: Less consistency.	In-person session April 9, 2018		0
Challenge: Reducing grades can create less leadership opportunities for older students.	In-person session April 9, 2018		0
Opportunity: Meets demand.	In-person session April 9, 2018		0
Opportunity: Meet transitions number but just different time.	In-person session April 9, 2018		0
Opportunity: Students are at more of a peer level.	In-person session April 9, 2018		0
Opportunity: By decreasing boundaries, increase grade per school, smaller class sizes.	In-person session April 9, 2018		0
Opportunity: Not capital intensive and reduction in need to rely on building new schools or expansion of existing facilities.	In-person session April 9, 2018		0
Which school can accommodate a grade level change at the junior high / high school level?	In-person session March 6, 2018		0
What is best way to split grades (academics/social/research based). Maturity? Leaders?	In-person session March 6, 2018		0
If split so no K-6: what about internal leadership - e.g., patrols, bus buddies, lunch helpers...	In-person session March 6, 2018		0

Ideas	Description	Arguments	Votes
	How would bell times flow between schools?	In-person session March 6, 2018	0
"Before and after care" - at school? Options? Community. A factor for some families.		In-person session March 6, 2018	0
Challenge / Opportunity: Building a culture with younger students and older students.		In-person session March 6, 2018	0



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Option 3: Program/Location Expansion

Ideas	Description	Arguments	Votes	
Make the French Immersion program the #1 priority for new space for "alternative programs" - we're in Canada.	In-person session March 6, 2018	+ Change School Act., null	27	P16, P5, P6, P20, P21, P9, P1, P27, P27, P17, P12, P11, P4, P15, P22, P19, P13, P18, P10, P24, P7, P23, P25, P3, P14, P2, P8,
Put French Immersion as second stream in new schools in suburbs, e.g., Tuscany, Royal Oak	In-person session March 6, 2018	+ These parents want French Immersion., null	21	P11, P10, P13, P4, P21, P5, P1, P18, P7, P19, P15, P16, P12, P20, P8, P9, P2, P17, P14, P6, P3,
Change Hidden Valley from dual track to French Immersion.	In-person session March 6, 2018		20	P16, P20, P1, P3, P18, P5, P9, P15, P8, P12, P6, P4, P19, P14, P13, P11, P2, P7, P10, P17,
Obligation to parents who chose english education in elementary school, committed to the late immersion program. Only opportunity for late immersion is in junior high. Don't take this opportunity away.	In-person session April 9, 2018		19	P9, P13, P16, P6, P3, P4, P1, P5, P15, P19, P7, P12, P17, P2, P14, P11, P8, P10, P18,
Offer a dual track program in a school that has space (i.e., University School).	In-person session March 6, 2018		17	P16, P9, P11, P4, P6, P13, P1, P12, P8, P5, P3, P17, P10, P15, P7, P14, P2,
If too many schools in suburbs are built there is potential that inner city schools are closed. Long term planning needs to take this into account to avoid this...Parkdale as example...would be great location for overcapacity NW elementary schools.	In-person session March 21, 2018		15	P10, P4, P12, P5, P3, P14, P6, P9, P13, P7, P15, P2, P11, P1, P8,
Challenge: Currently no polling for late immersion to support planning. Reactive based on in-year enrolment. This is very true for late immersion.	In-person session April 9, 2018	- This is no different than lack of "polling" for early immersion. Late immersion continues to show strong interest and cannot be simply dismissed., null	15	P3, P15, P13, P10, P7, P8, P9, P11, P2, P6, P1, P12, P4, P5, P14,

Ideas	Description	Arguments	Votes	
New school in NW (building) junior and senior high for continuing - Tuscany/Varsity.	In-person session April 9, 2018		13	P5, P2, P4, P9, P6, P13, P10, P8, P3, P7, P12, P11, P1,
Do a physical expansion and update at Branton. Add more classrooms and new gym at Branton would be less costly than new school.	In-person session March 21, 2018		12	P4, P11, P10, P5, P3, P8, P6, P9, P1, P7, P2, P12,
Opportunity: Identify elementary schools that have space/or declining enrolment to add a French cohort.	In-person session March 21, 2018	+ K-6 program, null	12	P12, P5, P3, P8, P11, P7, P2, P1, P9, P6, P4, P10,
Increase late immersion option in far NW communities.	In-person session March 6, 2018		12	P2, P6, P12, P9, P8, P5, P11, P7, P3, P10, P1, P4,
Another program in the NW corner of zone.	In-person session April 9, 2018		12	P4, P7, P3, P8, P11, P9, P10, P12, P5, P1, P6, P2,
My preference would be a split program school that is local over a solo program school a long bus ride away.	In-person session March 21, 2018		11	P9, P7, P3, P8, P11, P5, P4, P10, P6, P1, P2,
Lobby government for new school in far NW quadrants (in annexed areas already designated).	In-person session March 6, 2018		9	P1, P5, P6, P2, P9, P3, P8, P4, P7,
Opportunity: Consider aging communities and trend toward younger families returning to inner city - look longer term so we don't solve today's concerns while missing those to come.	In-person session March 21, 2018		8	P8, P1, P2, P4, P7, P5, P6, P3,
Opportunity: Portable classrooms - offer this.	In-person session March 21, 2018		8	P5, P8, P4, P7, P6, P3, P2, P1,
Problem: Aberhart is bursting.	In-person session March 6, 2018		8	P1, P2, P3, P6, P4, P5, P8, P7,
Increase programs and decrease travel times - keep kids closer to schools.	In-person session March 6, 2018		7	P2, P7, P6, P5, P4, P3, P1,
Opportunity: Add a school to the far N / NW.	In-person session March 6, 2018		7	P3, P6, P4, P2, P1, P7, P5,

Ideas	Description	Arguments	Votes	
New program to accommodate late French Immersion.	In-person session March 6, 2018		7	P1, P6, P4, P3, P5, P2, P7,
Shorter commute.	In-person session March 21, 2018		6	P1, P2, P3, P4, P5, P6,
Challenge: New schools take too long to build.	In-person session March 21, 2018		6	P6, P4, P3, P1, P2, P5,
What are the capacities of the other CBE schools?	In-person session March 6, 2018		6	P5, P3, P1, P4, P6, P2,
Contextual pieces - there is room in other N Calgary schools for French Immersion expansion. We are not in need of sites to expand French Immersion Pgm - we have them.	In-person session March 6, 2018		6	P4, P1, P3, P6, P2, P5,
Increase potential for neighbourhood kids attend same school (e.g., English & French combined).	In-person session March 6, 2018	+ Make dual system in schools with some capacity (e.g., Aberhart model), null	6	P6, P4, P5, P1, P2, P3,
Opportunity: New programs of intensive French or middle immersion.	In-person session April 9, 2018		6	P5, P6, P2, P1, P3, P4,
Redesignate a charter school.	In-person session April 9, 2018		6	P1, P4, P5, P2, P6, P3,
Adding portables to increase space/introduce French Immersion.	In-person session March 6, 2018		5	P3, P4, P5, P2, P1,
New communities but no new schools.	In-person session April 9, 2018		5	P3, P2, P5, P4, P1,
New program/class in-between intensive French immersion in NW/N Central from Grade 5 (like in Elboya school SW).	In-person session April 9, 2018		5	P5, P2, P3, P1, P4,
Access trumps cohort-continuity.	In-person session April 9, 2018		5	P1, P3, P5, P4, P2,
Are there class/schools that were closed due to low enrolment that could be repurposed? (e.g., Parkdale Elementary).	In-person session April 9, 2018	+ Existing CBE offices., null	5	P4, P2, P1, P3, P5,

Ideas	Description	Arguments	Votes	
Reclaim charter schools for CBE programs. Make charters build to suit.	In-person session March 21, 2018	+ Private schools too., null	4	P4, P2, P3, P1,
Calgary Municipal Development Plan promotes complete communities - policies moving this direction - how does CBE account for and prepare for this?	In-person session March 21, 2018		4	P3, P1, P4, P2,
Opportunity: New schools being built - offer French alternative Immersion not only francophone.	In-person session March 21, 2018		4	P4, P2, P1, P3,
Late immersion to Vanier vs Branton - Vanier has capacity.	In-person session March 6, 2018	- NO - blending is GOOD. Draw the boundaries where it makes good sense., null	4	P1, P2, P4, P3,
Opportunity: What other school sites/buildings does the CBE own? (e.g., Jerry Potts) - reclaim existing sites?	In-person session March 6, 2018		4	P2, P3, P1, P4,
Challenge: Obtaining qualified teachers for principals for new schools.	In-person session April 9, 2018	+ And existing schools., null	4	P1, P3, P4, P2,
This option is my preference. Build more schools, consider dual-track program in new schools.	In-person session March 21, 2018		3	P2, P1, P3,
The whole system needs more space. Moving kids within the existing facilities just means all are too full. Expansion seems a necessity.	In-person session March 21, 2018		3	P3, P2, P1,
Opportunity: Land development/designated to CBE to build new school in well developed areas of the city.	In-person session March 21, 2018		3	P2, P3, P1,
Opportunity: Schools keep growing with word of mouth/new families moving into older neighbourhoods. (French alternative).	In-person session March 21, 2018		3	P1, P2, P3,
Consider French bilingual.	In-person session April 9, 2018		3	P2, P3, P1,

Ideas	Description	Arguments	Votes	
Banff Trail K-5, Branton 6-9 no late immersion or 6-8 if late immersion, Aberhart 9-12 or 10-12.	In-person session March 21, 2018		2	P1, P2,
Are there enough teachers in Alberta/Calgary who can teach in French?	In-person session March 21, 2018	+ Fluent teacher vs. having kids speaking English around, null + Layout of school could address concern, null	2	P1, P2,
Would not support adding one French Immersion class per grade to a regular program school.	In-person session March 21, 2018		2	P1, P2,
Opportunity: Add more schools/make existing programs dual track instead of solely single track French Immersion.	In-person session March 6, 2018		2	P2, P1,
Challenge: Budget - cut other programs and accommodate more schools (phys. ed, music).	In-person session March 6, 2018		2	P1, P2,
Consider opening new schools in new communities as dual-track.	In-person session March 6, 2018		2	P2, P1,
Take back Parkdale.	In-person session March 6, 2018		2	P1, P2,
Open new school space in far NW. Tuscany/Royal Oak Rocky Ridge French Immersion.	In-person session March 6, 2018		2	P1, P2,
The French Immersion schools are very close together. It would be beneficial to the far NW to have one there. French Immersion/English combined?	In-person session March 21, 2017		1	P1,
How do you engage families that don't have kids in school yet?	In-person session March 21, 2018		1	P1,
Challenge: Busing/transportation issues.	In-person session March 21, 2018		1	P1,
Challenge: Impact to families with children in different schools.	In-person session March 21, 2018		1	P1,

Ideas	Description	Arguments	Votes	
Challenge: Long-term issues with balancing populations at various schools.	In-person session March 21, 2018		1	P1,
How to facilitate a potential dual track expansion? What is the best use of resources?	and/or in-person session March 6, 2018		1	P1,
Opportunity: Add modulars to existing French Immersion schools and exist reg. schools to allow parallel French Immersion program (e.g., TMC).	In-person session March 6, 2018		1	P1,
Proximity to program is crucial!	In-person session March 6, 2018		1	P1,
I think you can't have a discussion about program expansion without bringing in discussion about transportation.	In-person session March 6, 2018		1	P1,
What is being done to enhance pool of substitute teachers?	In-person session April 9, 2018		1	P1,
Probably most needed for K-6 and 7-9. For 10-12 many choose alternative to French Immersion.	In-person session March 21, 2018		0	
Would help most schools that are at or near capacity.	In-person session March 21, 2018	- Only school not near capacity (Vanier), null	0	
Does this option include leasing temporary space/portables or school expansion?	In-person session March 21, 2018		0	
How do you predict?	In-person session March 21, 2018	+ Surveys?, null	0	
Challenge: Increasing expansion at a school can overpopulate a school.	In-person session March 21, 2018		0	
Challenge: Slow to build new French Immersion community around school.	In-person session March 21, 2018		0	
How does this impact programs like music? Art? P.E.? When are they cut?	In-person session March 6, 2018		0	

Ideas	Description	Arguments	Votes
Are there enough qualified staff to support expansion?	In-person session March 6, 2018		0
Increase accessibility to more families.	In-person session March 6, 2018		0
Opportunity: Clearly we need more capacity in French Immersion this is what we need to do.	In-person session March 6, 2018		0
Opportunity: Put a north school for Panorama kids.	In-person session March 6, 2018		0
Opportunity: French Immersion maybe a more "community" school if there are more schools kids will go to are closer to their house.	In-person session March 6, 2018		0
Challenge: New boundaries - existing students would have to change schools.	In-person session March 6, 2018		0
Challenge: Are there sufficient qualified French teachers?	In-person session March 6, 2018		0
Challenge: Available capacity may not be physically proximate to where you need it.	In-person session March 6, 2018		0
Take back CBE schools from charter schools.	In-person session March 6, 2018		0
Open an French Immersion program Centra North.	In-person session March 6, 2018		0
Challenge: To ensure quality of French immersion program in any new schools.	In-person session April 9, 2018		0
Opportunity: More long term solution.	In-person session April 9, 2018		0
Challenge: Reactive based on in-year enrolment.	In-person session April 9, 2018		0



Northwest and North Central French Immersion In-Person Sessions - March 6, March 21 and April 9, 2018

Option 4: Enrolment Cap

Ideas	Description	Arguments	Votes
LAST/LEAST OPTION	In-person session March 6, 2018 and April 9, 2018	+ Caps are the worst option. CBE must respect access to French Immersion for late entry., null	57 P34, P23, P38, P43, P8, P14, P36, P57, P52, P45, P21, P28, P5, P29, P40, P48, P7, P44, P24, P16, P13, P26, P17, P32, P39, P51, P4, P42, P46, P53, P49, P27, P11, P25, P18, P9, P31, P22, P33, P15, P41, P2, P50, P19, P30, P56, P10, P3, P12, P54, P55, P20, P6, P37, P47, P1, P35,
A continuing immersion student should be guaranteed a spot with their cohort (even out of bounds) over a late immersion student new to the program.	In-person session March 21, 2018		21 P15, P20, P1, P7, P21, P13, P16, P2, P11, P3, P17, P9, P4, P5, P8, P10, P18, P12, P6, P19, P14,
Cap doesn't address root problem around DEMAND for program.	In-person session March 21, 2018	- Could be a bridge until building new schools., null	20 P9, P8, P20, P2, P15, P7, P18, P1, P19, P14, P11, P16, P17, P6, P10, P5, P3, P12, P4, P13,
Place higher value on FRENCH, as compared to alternative programs.	In-person session March 6, 2018		19 P2, P19, P6, P1, P13, P11, P16, P14, P4, P17, P7, P18, P8, P15, P12, P5, P9, P10, P3,
Lottery is very stressful.	In-person session March 21, 2018		18 P7, P10, P11, P4, P17, P18, P15, P6, P16, P2, P1, P14, P12, P8, P13, P5, P9, P3,
Goal shouldn't be running all schools at 99% capacity. Sport, art, music programs cut to support these capacity numbers.	In-person session March 21, 2018		16 P4, P3, P13, P1, P5, P11, P9, P16, P14, P6, P12, P15, P2, P7, P8, P10,
Challenge: This is, by far, the worst option - it limits future options for children in Canada.	In-person session March 6, 2018		14 P4, P12, P10, P1, P6, P11, P2, P9, P8, P7, P14, P5, P13, P3,
Change the legislation so that French is not an alternative.	In-person session March 6, 2018		13 P10, P8, P13, P5, P12, P4, P9, P1, P2, P3, P7, P11, P6,

Ideas	Description	Arguments	Votes	
Opportunity: Prioritize spots for students with siblings already in French Immersion because of learning dynamic and logistics in the home.	In-person session March 6, 2018		13	P12, P3, P5, P2, P10, P11, P7, P13, P1, P6, P4, P8, P9,
How does lottery/cap impact families with multiple children?	In-person session March 21, 2018		13	P8, P11, P3, P13, P1, P5, P2, P10, P12, P6, P7, P9, P4,
Lottery is problematic - there are no other ways to access French education in the public system - you have to go to the English program or late.	In-person session March 6, 2018		12	P10, P6, P9, P4, P8, P11, P1, P5, P7, P2, P12, P3,
Dislike the lottery system. Would rather more schools opened to accommodate children.	In-person session March 21, 2018		12	P7, P1, P2, P9, P8, P6, P12, P11, P3, P4, P10, P5,
How can you justify not offering French to all Canadians - should be a priority as bilingual country.	In-person session April 9, 2018		9	P4, P6, P8, P5, P1, P3, P7, P9, P2,
If your child is accepted in French Immersion he/she should have a guaranteed a spot through to Grade 12?	In-person session March 21, 2018	+ Don't they?, null	9	P6, P7, P9, P3, P2, P8, P5, P1, P4,
It's a bad idea! French is Canadian. Cut other programs before losing education in an official language.	In-person session March 6, 2018		8	P8, P7, P1, P4, P6, P2, P5, P3,
Sharing space with Calgary Catholic?	In-person session April 9, 2018		7	P5, P3, P7, P1, P2, P4, P6,
Challenge: Not an option to cap in French Immersion in Canada.	In-person session March 6, 2018	+ Making public education exclusive, null + Worst option, null	6	P1, P4, P2, P3, P6, P5,
What % of French Immersion students stay in the program right through Grade 12?	In-person session March 21, 2018		6	P6, P2, P4, P1, P5, P3,
Portables? To get through volatility.	In-person session March 21, 2018	- Portables are permanent., null	6	P5, P4, P1, P3, P6, P2,
Opportunity: Predictable for school.	In-person session March 21, 2018		5	P5, P4, P3, P1, P2,

Ideas	Description	Arguments	Votes	
First come first served (i.e., camping out for registration) also stressful.	In-person session March 21, 2018		5	P4, P1, P3, P2, P5,
Option 5: Build another French Immersion school please!	In-person session March 6, 2018		4	P3, P2, P1, P4,
Opportunity: Avoids overcrowding.	In-person session March 21, 2018		4	P2, P1, P4, P3,
Challenge: Late French Immersion is also an established program. Limiting late French Immersion only at Grade 7 is not necessarily equitable and sustainable.	In-person session March 6, 2018		3	P3, P2, P1,
Options - all things to all people is an expensive (\$) model - french, english, that's it.	In-person session March 6, 2018		3	P3, P1, P2,
The lottery system is not fair.	In-person session March 6, 2018		3	P2, P1, P3,
Opportunity: Revamp French program entirely by having an entry point at a differer grade (e.g., Grade 3)	In-person session March 6, 2018		3	P2, P3, P1,
Opportunity: Prioritize space for continuing immersion over late immersion.	In-person session March 6, 2018		3	P3, P1, P2,
What is plan if English schools become overcrowded?	In-person session March 21, 2018		3	P3, P2, P1,
Have we considered asking students for their creative problem solving ideas for the challenges?	In-person session March 21, 2018		3	P2, P1, P3,
Choice of French Immersion over choice of other programs.	In-person session March 6, 2018		2	P1, P2,
Opportunity: Public education is for the common good and should accessible and equitable to all students.	In-person session March 6, 2018		2	P2, P1,

Ideas	Description	Arguments	Votes	
Claw back space from offices and charters back to CBE (i.e, Parkdale, Mountview)	In-person session April 9, 2018		2	P1, P2,
Challenge: Worry for parents - plans for after school extracurricular day care all dependent on lottery.	In-person March 21, 2018	+ Uncertainty, null	2	P2, P1,
Walk zone students (while prioritized) could still get the shaft.	In-person session March 21, 2018		2	P2, P1,
Health and Fitness should be considered. Walking to and from school should be a choice in communities.	In-person session March 21, 2018		2	P2, P1,
Opportunity: Easy planning for administration (space).	In-person session March 21, 2018		2	P1, P2,
Opportunity: Access for special needs kids?	In-person session March 21, 2018		2	P1, P2,
Challenge: Early French Immersion is a parent choice. Late French Immersion is generally a student choice. But Late French Immersion would be the first program to be limited. Why?	In-person session March 6, 2018		1	P1,
Opportunity: ? Start early at Grade 3 instead of K/Grade 1.	In-person session March 6, 2018	+ Studies show kids learn the same starting in K to Grade 3, null	1	P1,
Con: Late French Immersion may disappear as an option - not a good idea.	In-person session March 6, 2018		1	P1,
Question: How is the cap determined - how is the capacity calculated? At Banff Trail, we lost the music room before talking about a cap - at that point it was too late!	In-person session March 6, 2018		1	P1,
When do you start a new French Immersion program in a "new" school?	In-person session March 6, 2018		1	P1,

Ideas	Description	Arguments	Votes	
How much consideration is given to non instructional space in capacity at the CBE decision making level, e.g., gym being used therefore limited physical ed programming?	In-person session April 9, 2018		1	P1,
Are siblings taken into consideration if a cap is in place?	In-person session April 9, 2018	+ Yes, null	1	P1,
More students per class to avoid rejected students.	In-person session April 9, 2018		1	P1,
CAP might force addressing the high demand by opening French Immersion programs in more schools.	In-person session March 21, 2018		1	P1,
Challenge: Perception of limited/elite status.	In-person session March 21, 2018		1	P1,
Lottery prioritizes early entry. If it's a priority then this would not be an issue.	In-person session March 21, 2018	+ French is an important part of my culture. would be crushed if I were to lose at the lottery and be forced to consider private schools to guarantee learning in a French environment., null	1	P1,
Opportunity: Keeps class sizes consistent.	In-person session March 21, 2018		1	P1,
I prefer no cap but I would also prefer a cap over dropping the quality of everyone's education. Teaching in the gym does not equal quality education.	In-person session March 21, 2018		1	P1,
Not popular, may be practical?	In-person session March 6, 2018		0	
If there is space at William Aberhart High School (WAHS), why not shift Grade 9 from Branton School to WAHS so they would offer Grades 9-12, shift Branton School to Grade 6-8 and Banff Trail School to K-5?	In-person session March 21, 2018		0	
Keeps class sizes down.	In-person session March 6, 2018		0	

Ideas	Description	Arguments	Votes
Portables vs other options - what are pros/cons?	In-person session March 6, 2018		0
CAPS = Political change (immersion not an "alternative" program).	In-person session March 6, 2018		0
Challenge: Limit the growth of the program.	In-person session March 21, 2018		0
Challenge: "They" are taking "our" spots.	In-person session March 21, 2018	- ???, null	0
Why do we bus from such great distance? Time, cost and quality of life.	In-person session March 21, 2018		0
Opportunity: Stability.	In-person session March 21, 2018		0
Opportunity: Fair/equality.	In-person session March 21, 2018		0
Enrolment caps lead to lottery.	In-person session March 21, 2018		0
Makes it hard to plan childcare.	In-person session March 21, 2018		0



Participant Evaluation Summary – Northwest and North Central French Immersion Program Engagement Sir Winston Churchill High School – March 6, 2018

Below you will find an evaluation summary with comments provided as they were written. Comments have not been edited for spelling, grammar, sentence structure or otherwise. Comments have been edited to ensure anonymity. We also edited or omitted abusive, discriminatory and otherwise inappropriate comments.

Number of participants in attendance: 50

Number of evaluations completed: 33

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

28 Agree 2 Somewhat Agree 3 Somewhat Disagree 0 Disagree 0 Not Applicable

- Q&A was very short but loved the online aspect

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

19 Agree 8 Somewhat Agree 4 Somewhat Disagree 0 Disagree 2 Not Applicable

- See above

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

13 Agree 16 Somewhat Agree 2 Somewhat Disagree 1 Disagree 0 Not Applicable

- "1" did not select an answer

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

15 Agree 13 Somewhat Agree 3 Somewhat Disagree 2 Disagree 0 Not Applicable

- ...but that's ok – it was a well designed session

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

10 Agree 18 Somewhat Agree 1 Somewhat Disagree 4 Disagree 0 Not Applicable

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

24 Agree 7 Somewhat Agree 2 Somewhat Disagree 0 Disagree 0 Not Applicable

- As long as the table paper is documented after



7) What did you like most about this engagement?

Comment: 27 **No Comment: 6**

- The world café style
- Small groups
- Reading beforehand (preparation)
- Having the handouts at each table – thank you!
- Thank you for the conversations XO
- Interaction amongst the people and presenters
- I liked the format. Slido was great.
- It allowed me to have a say and give feedback about what matters to us
- Also, I like the transparency in the process
- Lots of chance for discussion and listening from CBE staff, facilitators
- Ability to gain more insight into the schools, designations and options
- Slido – that’s new to me and it worked really well (especially with a 10-minute timer on Q&As)
- The Q&A system. Not only every one got to ask question in an organized way, but also we got to understand what questions are more important to the community.
- Informative and increase my understanding of the complexity that makes up these scenarios.
- Great structure for session
- Excellent format “getting it on the table” worked well. Voting dots a great idea. Small group discussion worked well.
- Group discussion/input
- Answers from CBE staff
- World café format
- Opportunity to speak with and share ideas with area directors
- The format where we could share our thoughts
- Online questions
- Reading other’s ideas/questions
- Learn that they are so many issues at hand with schools and programs
- Having directors answering questions was both informative and interesting – hearing facts and their insight
- Appreciated the online FAQ option
- Well organized
- Good relevant information was provided on a complex, ever-changing issue
- Thank you for doing this engagement!
- Very well organized

dialogue)))

- Felt input was truly valued
- It seemed to be open-minded
- Opportunity to engage with other parents, write down feedback, then further bolster thoughts with support (stickers)
- Opportunity to hear perspectives of others and provide my perspective to others and the CBE
- That we were able to discuss with others and all options were covered
- Understand the challenges outside of my own school boundaries
- Discussion
- The intent of this engagement
- Dialogue with representatives from CE, though it seemed a bit restricted in terms of what options were on the table but very respectful discussion.
- You tried

8) What did you like least about this engagement?

Comment: 21

No Comment: 12

- Same political presence: not necessarily transparent, felt more like being watched
- Limitations on options
- Change. I don't like change.
- Nothing, it was actually great
- The reality of our situation!!
- I would like to have all school current enrolment numbers in N/NW, so when we talk about program expansion we can see where it would likely expand to.
- I think you should consider breaking up/distributing parents from schools into different working groups to get more diversity of opinions.
- Great job. I am happy.
- Illogical citizenry
- Rushed
- More time for Q&A
- I think it would be valuable to have more information with regards to the key areas for us to be able to make better informed decisions and questions, i.e., considered or possible boundary changes, etc.
- Would like to see a list of CBE's considerations for each of the options
- No info on what is best for child's academics and social emotional learning/development
- Decisions are: logistics, financial etc. (or seem to be)
- Would have liked more questions answered at beginning
- Seems like there should be a few other solutions to the problems (i.e., dual-track Reg Eng & EFI)

dialogue)))

- We were asked for ideas but don't feel fully equipped to offer good ideas. But still appreciate being asked! I'm looking forward to reacting to the scenarios that are developed.
- The options were a bit vague, even for this prelim stage
- It started late, which decreased the time for Q&A
- There wasn't a way to come to guiding principles for the future of N/NW FI development
- I don't think the enrolment charts were accurate and therefore were deceptive and not helpful. Examples, #'s enrolled at schools/% school used/projections.
- Nothing of note. It was pretty good thus far.
- What is happening in FI in the rest of Calgary? I would have liked to see the dialogue (boundaries etc.) before this engagement.
- Not enough info to make an informed decision – stats in general
- Initial questions not directly answered, seemed closed to certain options.
- Vague noncommittal answers given to questions. Great that you say you want to hear our opinions, its sad that I don't feel like you are taking our opinions seriously, or that you will be giving them due thought. The process lacks sincerity.



Participant Evaluation Summary – Northwest and North Central French Immersion Program Engagement William Aberhart High School – March 21, 2018

Below you will find an evaluation summary with comments provided as they were written. Comments have not been edited for spelling, grammar, sentence structure or otherwise. Comments have been edited to ensure anonymity. We also edited or omitted abusive, discriminatory and otherwise inappropriate comments.

Number of participants in attendance: 50

Number of evaluations completed: 29

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

26 Agree **3** Somewhat Agree **0** Somewhat Disagree **0** Disagree **0** Not Applicable

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

22 Agree **6** Somewhat Agree **0** Somewhat Disagree **1** Disagree **0** Not Applicable

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

19 Agree **8** Somewhat Agree **2** Somewhat Disagree **0** Disagree **0** Not Applicable

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

20 Agree **6** Somewhat Agree **2** Somewhat Disagree **1** Disagree **0** Not Applicable

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

12 Agree **13** Somewhat Agree **3** Somewhat Disagree **1** Disagree **0** Not Applicable

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

24 Agree **3** Somewhat Agree **1** Somewhat Disagree **0** Disagree **1** Not Applicable

7) What did you like most about this engagement?

Comment: 25 No Comment: 4

- All leaders available to speak with
- Opportunity to meet other parents and hear about the challenges facing the French Immersion program.

dialogue)))

- Organized, well thought out presentation and input activity. Well done!
- Good presentation
- Relaxed and talk to other parents re: their views
- Interesting opportunity to discuss issues with other parents. Really appreciated having administrators and directors available and circulating.
- Able to view options regarding changes that may occur. Open format to share my opinion.
- This event brought to light the difficulties CBE has before them.
- Excellent speaker clearly sharing info.
- I liked the way ideas were crowd sourced.
- It was early, nice to see principals attending
- Appreciate the transparency and agree we are all working together
- Open access to so many CBE staff.
- There was opportunity to voice concerns/opinions
- The opportunity to understand the options being considered
- I appreciated it occurred as a preliminary to what is going to occur and an opportunity to offer thoughts.
- Very open to input with lots of opportunity to comment.
- Both presentation and conversation pieces.
- Thank you for sharing and allowing for this opportunity.
- Lots of knowledgeable people around to answer questions.
- Being able to discuss with parents as well as with CBE staff on questions RE enrolment, boundaries and process to making decision.
- Very good to share my thoughts, concerns and ask questions. Great to have principals here to speak to and share ideas. Well presented, organized.
- I appreciated principals and CBE staff available to answer my questions during café time. They were all very knowledgeable.
- Liked seeing others ideas and being able to echo them
- Its interactive and gives one an idea of the position of things
- Loved being able to write my own questions and comments to tables. Brings up issues that may not have been considered.

8) What did you like least about this engagement?

Comment: 17 **No Comment: 12**

- Not knowing anything about the process of planning. I felt like I still wasn't completely sure what feedback would be most helpful for you.
 - Lotteries seem bad
 - Expanding programs costly
 - Moving and shifting kids not great for them
 - Hard choices!

dialogue)))

- I appreciate that you were trying to give us lots of time to talk but I would have actually preferred to hear more up front about some of the “combined options” that could potentially be on the table. It was hard to make recommendations with so little background knowledge.
- Would have liked to hear administrations personal views.
- Would have liked more Q&A
- Needed a bit more background of zones and enrolment
- It would be interesting to have a representative from the city planning dept. to look at growth trends within the city. I observe that many families with young children are choosing to live in walkable, inner city communities; many of these families are the “target market” for alternative programs. I see the demand for alternative programs in the inner city growing.
- Perhaps provide facilitator to engage at each table – some options/suggestions got off topic/didn't deal with elementary level issues.
- Nothing I can think of. Looking forward to High School engagement!
- The time is optimal for parents who work evenings
- It would have been nice to have more facilitation at tables
- More knowledge of all the schools in the area and their capacities
- N/A
- Some foregone assumptions:
 - Early French Immersion will have priority over Late FI if space is not available (at Branton)
 - Early FI is a Parent choice
 - Late FI is a Student choice
 - I like empowering the Student
- It would work better if there was a moderator at each station to help answer questions and drive conversation. It felt very stilted and very little engagement from actual admin staff.
- It seems like no one really knows what the plan is; given the limited options I would have appreciated some scenarios to discuss vs. obvious discussion of limited options (4)
- Did not feel it delved deep enough into how it is all connected (i.e., elementary, junior and senior high / French, Spanish, English). Most of the people I conversed with were on the very young end of the spectrum and opinions offered were from the perspective of keeping everyone close to home. Not enough foresight as to long-term impact.
- I think a more clear statement/recap of what the critical challenges and on what timeframe would ground the conversation more.
- Lack of options to give opinion on; its' hard to comment on boundary changes if I don't know how it will affect me (eg). BUT I understand why at this point options aren't available but I felt as though I didn't really have anything to say quite yet.

Other ideas

- Lobby Alberta Government to change School Act to create equal opportunity for French Immersion since it is Canada's official language.
- Seek philanthropists who could help provide money for new schools.



Participant Evaluation Summary – Northwest and North Central French Immersion Program Engagement Sir Winston Churchill High School – April 9, 2018

Below you will find an evaluation summary with comments provided as they were written. Comments have not been edited for spelling, grammar, sentence structure or otherwise. Comments have been edited to ensure anonymity. We also edited or omitted abusive, discriminatory and otherwise inappropriate comments.

Number of participants in attendance: 42

Number of evaluations completed: 29

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

23 Agree **6** Somewhat Agree **0** Somewhat Disagree **0** Disagree **0** Not Applicable

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

18 Agree **10** Somewhat Agree **1** Somewhat Disagree **0** Disagree **0** Not Applicable

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

11 Agree **13** Somewhat Agree **4** Somewhat Disagree **1** Disagree **0** Not Applicable

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

13 Agree **10** Somewhat Agree **6** Somewhat Disagree **0** Disagree **0** Not Applicable

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

10 Agree **13** Somewhat Agree **2** Somewhat Disagree **4** Disagree **0** Not Applicable

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

15 Agree **12** Somewhat Agree **2** Somewhat Disagree **0** Disagree **0** Not Applicable

7) What did you like most about this engagement?

Comment: 24 No Comment: 5

- That we all want to grow the French immersion program and create space for all students at all levels
- Opportunity for an open discussion

dialogue)))

- Thought slido was a brilliant way to address questions
- The open discussion with the directors and other CBE employees.
- Getting to know options, stats and numbers re: each school
- By their presence and openness to listening and providing answers, the BE leadership is clearly invested in this dialogue.
- Collaborative, equal level of discussion
- Hearing information from people who are involved in the plan making, gaining a better understanding of what the big picture might look like.
- Open discussion
- The opportunity to engage with area directors and other parents. Felt comfortable to ask questions and provide feedback.
- Slido was genius, maybe we can have this site ongoing and questions answered all year long?? Is this possible??
- I liked the explanation of factors being considered in the process.
- Commitment from Area Directors/System Principals to engage with community.
- Ability to share my thoughts and inputs
- Gave out exact options for comments
- Discussion and world café
- Clearly laid out presentation.
- Gained a better appreciation for how complicated this process is.
- Participation of senior staff and their open dialog.
- Thank you for the engagement opportunity!
- A lot of info shared
- Directly talking to CBE
- Face to face time with people who know answers
- It demonstrated the complexity of the decision-making process and all the factors that are considered.
- Information share
- Open communication

8) What did you like least about this engagement?

Comment: 22 **No Comment: 7**

- Lack of direct ideas on school boundary changes, grade changes etc. Give us the ideas you are concretely focusing on so we can give better directed opinions.
- Limited (#4) ways to dealing with this issue would appreciate more information online prior for these not familiar with French Immersion Program.
- The length of time at the world café

dialogue)))

- Although the factors of decision making were explained, I would of liked to see the “future options” be discussed.
- Looking at the #'s for each of the tiers of school (K-6, 7-9, 10-12) this is not a new issue, so it seems like my input might be a little late in the process. Plus, I did not feel there was a forum for providing a comprehensive and complete response because the options were discussed in isolation and, in the end, it will be a complex balance of each of the options. That is, one option will not provide the needed solution this late in the game.
- Could have used more info on decision making process and factors at play. Actually wanted to hear more from experts on the ins and outs of the planning process, less time giving my opinion.
- There is a clear group of early-immersion parents who are dismissive of the need to respect and accommodate the French Immersion aspirations of parents who opted for late entry.
- Not clear on how our contribution will lead to meaningful actions. More consultation probably required. Don't feel there is enough fro the public to build out scenarios.
- I do feel somehow we were making suggestions without complete background information. I wish there could be more data provided.
- Not sure about everything that's at stake: specifics.
- To have mediators assigned to each table to keep conversation on track, small discussion groups for discussing options. Would have appreciated the opportunity to discuss these issues before capacity became an immediate problem - #'s have been consistently rising over last few years. – planning for future as opposed to problem solving after the fact.
- I feel like we are not the experts on this so its very hard to provide tangible solutions to which there are so many logistical nightmares scenarios.
- I did not like having an enrolment cap as an option to solve the demand on the French immersion schools (especially for late immersion) which is the last entry point for kids who would I like to have this option. French is a great opportunity for building kids language for their future career.
- Early on in the process. The CBE does have an idea on direction they will take. Perhaps more transparency so to better focus community engagement.
- Same answer that the government dictates what programs or schools can be built or run.
- Lots of CBE staff on site to share information and answer questions.
- No answers wrt plans in the future/moving forward.
- Felt as though decisions about general options (boundaries, cap etc.) were already made. No other alternates were open for suggestion. Suggest a piece of paper with “Other options” where participants can brainstorm.
- Just a comment for reflection. I appreciate the effort that goes in to pre-planning but this feel like the awareness and planning wasn't completed far enough in advance.
- I would have liked more assistance at the tables to get conversations started. Parents seemed “stuck” on where to start, which is understandable given how complex this is.
- Some lack of focus at option tables.
- Not enough participants.
- It would be nice to know what your “most likely considerations are”. You've done a lot of ground-work and feel as though we weren't give the majority of your thoughts.
- I feel the late entry, which is choice of student, is being dismissed...