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## Northwest and North Central French Immersion Programs Engagement – In-Person Session Notes – June 7, 11 and 13, 2018

### Scenario A

#### Add two new locations, grade configuration change, small amount of boundary changes

Below you will find all comments 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.

### June 7, 2018

- I do not like the differing grade ranges in Tuscany school (French Immersion K-6; regular program K-5). If you want the children to be one community they should 'graduate' from school at the same time/grade. Also the projected number of kids is too close to the maximum instructional space to be comfortable.
  - X3
- Concern with this scenario is the projections being fairly high (close to max instructional spaces for Tuscany School and GP Vanier and TMC. Prefer Scenario B ☺
  - X3
- Least desirable scenario as it would reduce the amount of time siblings would be together at King George.
  - X3
- For someone with kids not yet in school, and wanting them to go to Banff Trail – this option makes sense to open up capacity @ Banff Trail so there's no immediate risk of caps.
  - X2
- Desirable option for Tuscany families – except for bussing
  - X1
  - No. They will lose their very important French-only environment & be moved away from current friend networks
    - X1
- G,P, Vanier too close to capacity right away.
  - X1



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- Grade 5's overwhelmed? Most of rest of school so much older...
  - X1
  - I went to a Gr. 1-9 school. (600 students). It was awesome.
    - X1
- Would rather keep King George K-6 so that my kid can have the local, community school experience longer. It's why we moved to the neighbourhood!
  - X1
  - Me too!
- This scenario means 2 extra years of paying for transportation for King George students (in the neighbourhood) who need to move to Vanier.
  - X1
  - Would second this!
- Concerned about G P. Vanier capacity.
  - X1
- From a whole system/city view, this appears to be a good solution as it preserves access for both early & late entry.
  - X1
- Would be nice for existing Tuscany kids to finish at their current schools
  - X1
- Scenario A / B - is it possible to send some but not all RRRO ->> Tuscany?
- (A) Do you think that with this projected plans (A, B, & C) for increased demand for Fr. Immersion, that more Spanish language students will move into the Fr. Immers? (B) I can foresee that many families in Tuscany will be very concerned with grade 5s moving back to elementary.
- Yay!! No panned caps! This preserves access to FI for all kids!
- Too much bussing in Tuscany. Roads are already congested.
- My son will be in grade 5 in 2019/20 and he wants to stay in Tuscany school for another year.

## June 11, 2018

- Concerns: (1) students that can walk to Branton will be designated to GPV for all middle school – defeats the purpose of reducing buses/costs – same with King George. (2) students in Gr. 5&6 may have trouble due to the large # of older kids. (3) students in Gr. 5&6 will lose leadership opportunities (especially in early transition). The real L/T solution is another FI school (inner city is doubling housing which is hard to predict)
  - X15



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- This option results in children that are walk zone to both KG and Branton being bussed to GP Vanier for 5 yrs with no option to request Branton for 2 yrs as Branton remains 7-9 only. It also results in 5-6 early immersion being outnumbered by 7-9 triple track program i.e. a few younger students and many older children. This is the worst alternative for children in near vicinity to KG.
  - X10
- I would like to see French immersion expanded rather than capped.
  - X9
- Glad to have French Immersion move to Tuscany. This will help ensure Tuscany School space is utilized. Would not want the school to be in danger of closing.
  - X8
- Please analyze and report on the # of students no longer able to walk or bike & now required to bus under this scenario (particularly Gr 5&6 to GPV). Student's physical & mental health greatly benefit from promoting active transport \*(so does our environment!)
  - X6
- This is the least preferred of all 4 scenarios for impact it has on Gr 5&6 students @ King George.
  - X6
- Please make sure there are enough spaces for Tuscany French Immersion students who can walk to Tuscany School. 😊 We are very excited there will be French Immersion close to home!!! 😊
  - X5
- I'm concerned about having a relatively small number of grade 5-6 compared to three tracks of 7-9. Would like to know the relative numbers and experiences of this situation in other schools.
  - X4
- This option is the most impactful for current King George students seeking to remain with Phas' very popular & well-regarded after school program for kids' aged 9-12. This pulls kids from this program prematurely.
  - X4
- We need new programs in the NW (Tuscany, Eric Harvie & Twelve Mile Coulee)
  - X4



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- I'm worried that a small cohort of grades 5/6 at Vanier will feel overwhelmed by the many older students surrounding them. This could be a very isolating experience for younger students.
  - X4
- This scenario "A" will not work for my children. I live in Edgemont and have a child in grade 4. He does not respond well to change and going to a different school for 2 years, with no friends and a whole new routine would be detrimental for him.
  - X4
- This option is undesirable because after-school care is unlikely to be provided at GP Vanier as currently exists at KG for gr. 5-6 children. Families are at risk of losing in school after care with this option.
  - X4
- I am concerned about making my child's last year @ King George as special as other kids' last years. Assuming Scenario A is chosen: -- If decision is made Dec 2018, how does the 2nd term look for kids who will "graduate" earlier than they had envisioned. Please make it special.
  - X3
- This scenario is great for reaching out to other communities. Being able to walk to school in Tuscany would be amazing.
  - X3
- Why do kids that can walk to Branton have to bus & pay to go to Vanier?
  - X2
- I'm concerned that my daughter would have to transfer to a school for gr. 7 (Banff Trail – 12 Mile), while all her friends go on to Branton. She wouldn't know anyone. I'd rather pay for transit, than have her go to gr. 7 without friends.
  - X2
- I see this as my #2 favorite option for Banff Trail capacity relief. #1 choice for option C
  - X2
- Grades 4-5-6 (2018-2019) move together as a cohort to GP Vanier from King George.
  - X1
- Would before-and after school care be available @ Vanier for Gr. 5/6, which is currently available @ King George?
  - X1



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- Can we please see projections for all impacted communities within the Banff trail catchment to better understand why Edgemont, Tuscany & Rocky Ridge are targeted?
  - X1
- This scenario makes the most sense. Seems to have less impact.
  - X1
- Biggest concern again is for a before & after school program for K-6, currently our out of school program would not accommodate this location change (from pick up @ Banff Trail) \*least favorite
- Macro-scale, K-4,5,6; 5,6,7-9: pick a compatible scheme city wide as much as possible. Too many = system is hard to use, circumstances could result in some kids changing schools more than necessary: tough transitions. K-5,6 in one school seems goofy.
- This is one of my least favorite scenarios because GP Vanier will be too close to maximum capacity. So if the numbers are off, the school could be packed. I also don't like the idea of grade 5s in with older students.
- This makes Tuscany at near capacity & separates the Grade 5&6 English & French students. It should be one community regardless of language. English K-5 & French K-5. 6-9 – TMC.
- If we are going to use Scenario A, then it should be done so that it is sustainable for at least 12 years AND is in the best interest of the kids.
- Don't want to see new boundary changes from the ones proposed.
- I like reading directly the other parents thoughts & suggestions.

## June 13, 2018

- Ensure quality education in the form of experienced qualified French teachers in the 'new' French streams.
  - X11
- Disadvantage to grade 5 & 6 students who lose the opportunity to be leaders in their environment until grade 9. Grade 5 students do not have an appropriate level of social development to truly flourish in a setting with much older students. The small 10 year old cohort will "grow up before their time" in an environment where they are surrounded by 500 older students. The needs of young children will get lost in a place that is primarily teenagers.
  - X4



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- No child should have to move from their peer group in Jr High only to have to revisit this again for high school. That is unacceptable + unreasonable. Current Grade 5-7 Early Immersion should have this consideration.
  - X4
- I like A – keeps Tuscany / R.R / Royal Oak in same geographical area. Less bus pollution. – good geographical decision.
  - X4
- Late immersion TMC
  - X4
- Unsure if all these changes in scenario A are required for approx. 60 students affected in Edgemont Community. Suggest keeping Edgemont – status quo. Seems scenario A would incur additional costs – adding playgrounds to Jr. High.
  - X3
- Thank you for putting together these scenarios. I trust you will do what is best for students and their families. As a francophone, I'm considering Franco-Sud for my preschooler but would have to see a strong option to stay in my community (Tuscany) in French.
  - X2
- Can we cap the numbers at the Jr High late immersion for a few years and keep the current early immersion students together?
  - X2
- Suggestion: Tuscany is on end of c-train line. Why not have (pull) late immersion kids to TMC. And then that would open up space so that varsity kids do not have to attend French in TMC etc. \*Reverse Scenario
  - X2
- Leadership of gr 5 & 6 is lost if those students are transferred to a jr. high program. gr 5's & gr 9's – developmentally is this appropriate? Not ideal solution.
  - X2
- I worry about a them vs us scenario with dual track school. – different activities – different languages. Would like consideration to amalgamate Tuscany school + Eric Harvie (again). Dedicate Eric Harvie as K-6 – K9? As French school
  - X2
- I love that in scenarios A & B Tuscany kids get to 'stay' within their communities for both elementary & junior high (and neighboring communities have a shorter commute).
  - X2



# dialogue)))

- \* Start with LATE immersion at TMC and pull from more communities. There are families with elementary-aged students in Tuscany that were interested in FI but chose not to bus to Varsity. Those students in Tuscany / Eric Harvey elementary now would appreciate being able to “catch up” if FI were to enter their community at TMC by joining Late immersion in their community in grade 7. Introduce late immersion first (perhaps instead of early) and draw in late students first until early students naturally also transition from Tuscany / Eric Harvey.
      - X2
  - Have a “simulator” online to have a clear view of how each scenario will work for a particular case. The users then will be able to “vote” or give feedback
    - Input:
      - Scenario X
      - My kids goes to school x
      - My kid is in grade x
      - We live in x
    - Output:
      - List of schools attended in the future
      - Hours of each school
    - X1
- This scenario subjects early French Immersion students from Tuscany, Rocky Ridge & Royal Oak to a ‘fledgling’ immersion program within a markedly larger English program. This will not be an equitable arrangement for these students and this scenario places their success at risk. All of the excellence in a variety of areas that exist at Branton will not have critical mass at Twelve Mile Coulee.
  - X1
- I think Scenario A is a reasonable trade off. Though Tuscany (etc.) kids are moved at least they get the benefit of a school close to home. And, no caps. But if Tuscany folks don’t think this is a reasonable trade off, then caps (D) seems reasonable too. I think disruption of moving is more negative for more kids than caps would. Kids affected by caps still get quality English education (or other program). Stability is more important and I think it remains to be seen if caps will affect many kids at all.
  - X1
- Other than “D” seems least disruptive to the most amount of kids. Best option after “D”.
  - X1



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- And optional French instruction in Music & Gym.
  - X1
- Is it possible to ensure kids aren't moved 2 times in jr. high AND 2 times in high school?
  - X1
- Pops are actually equal?
- If there was a good before and after school option in each community, that would be great. A lot of attention is paid to bussing, but none to before and after school care for full-time working parents.
- I would prefer King George to remain K-6, however Sage Hill to King George is a long way.
- Why not wait until 2021 to implement the scenarios? With the new school in the King George catchment, then there is a possibility to take a more stable long-term solution.
- I prefer scenario A for close to home access to French Immersion in Tuscany in Jr. High rather than going to FE. Osborne (Scenario C).





# dialogue)))

## Northwest and North Central French Immersion Programs Engagement – In-Person Session Notes – June 7, 11 and 13, 2018

### Scenario B

Add three new locations, several grade configuration changes, boundary changes

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### June 7, 2018

- Well-presented. I think this option makes most sense. Seems to be the best balanced in terms of capacity. I don't love the idea of Grade 6's going to Vanier, but I assume the school will adjust appropriately.
  - X5
- Best option in terms of sustainability / growth of French Immersion in the NW. A bit concerned about the small cohort @ TMC...
  - X5
- Keeps Tuscany students in Tuscany. The best option
  - X5
- I am supportive of kids staying longer at King George until grade 5. I am concerned about grade 6 kids being on city buses. Would prefer yellow buses for grade 6 at Vanier.
  - X4
- This is the best option. Cuts down on bussing and distributes evenly so don't reach maximum capacity.
  - X4
- Great option for Tuscany families. Plenty of room for wiggling ☺ I like the #s for Vanier, in particular. Most fair for all families. Love no capping!
  - X4
- This is best of 4 options
  - X3



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- Consider adding RRRO to Tuscany / TMC to address capacity issues @ Banff Tr and small TMC cohort?
  - X2
- Please look at bell times for families K-5 and 6-9
  - X2
- Very disappointed that both of my kids will (1) Be moved to a school that has regular and French, and lose their beautiful French only community at school (2) Be moved away from their existing friend network at a very vulnerable age
  - X1
- This is a good thoughtful option that balances many needs and still maintains access to F.I. (early & late)
  - X1
- Good option for Tuscany families!
  - X1
- Concerned about bell time difference between KG & GPV
  - X1
- Doesn't really address capacity @ Banff Trail
  - X1
- This seems to be the most sustainable option
  - X1
- While moving Gr 6 – Branton (from Banff Trail) would make it so our 3 kids won't attend the same school, this option B does keep the cohort together in Banff Trail. There are no boundary changes.
- I like all students 'graduating' at same grade in Tuscany
- Thank you. This is a good option from a future-proofing perspective.
- Preferred in K.G. K-5
- Grade 6 kids on city busses seems too young!
- Diff'nt stations of scenarios very understandable. No more mysteries.

## June 11, 2018

- Will adequate and competent Fr. Immersion teachers be available for the new programs in this scenario?
  - X9



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- SCENARIO B is the BEST scenario! It allows for growth in the program, + offers the least amount of geographical disruption!!! (1) It is better for the gr 5's to stay at Tuscany, Eric Harvie & King George elementary schools, and have the gr. 6's move up to middle school at Branton, 12 Mile Coulee, & George P. Vanier. (2) It is better socially for all French immersion students across the NW; and allows for the most consistency from elementary to middle school. (3) It would also mean that Hidden Valley students would get to stay in their neighbourhood. THIS IS MY PREFERRED SCENARIO!!!!
  - X8
- Why wouldn't Twelve Mile Coulee have a late immersion program to give a better English / French split? I'm very concerned about the French immersion being very small, possibly only one class in each grade, and losing all the feeling of being immersed in French. I'm very concerned that 85 students won't build a viable program.
- Why not move Late Immersion Varsity area kids to FEO, where all their friends will go for the regular program anyway? Varsity kids have always expected to go to Branton for 3 years, not just grade 7.
  - X6
- In favour of Tuscany school / TMC as this doesn't separate the grade 5 English & French going forward into TMC in keeping aged peers together they are not them + us !
  - X6
- SCENARIO "B" is our best option as not much changes for us (Royal Oak). Our 2 children could remain with their friends, familiar school & teachers. This option is less disruptive. Also, our before/after school program wouldn't need to change. Not having before/after school care (with a school change) – give us nightmares.
  - X5
- Lots of interest for French Imm. in Tuscany!! Thank you! I feel like more students will come to French Imm. if it is walkable!
  - X5
- As parents of our ADHD coded kid, love the idea of K-5, 6-9 – take the edge off Jr. High.
  - X5
- Scenario B allows space for other close neighbourhoods Mount Pleasant can walk there, yet we have to bus to Vanier.
  - X5



# dialogue)))

- This seems to keep geographical proximity to schools more balanced with less upheaval and shifting / adjusting. Very in favor with this.
  - X4
- I consider a higher risk to have 10-yr-old kids to ride public transit on grade 6.
  - X4
- Would like to see impacts & costs for these scenarios how to fund all these moves!
  - X4
- Walkability is critically important for our city's health & environmental sustainability. Ensure boundaries are adjusted to optimally enable students to walk/bike. The middle school boundaries between Branton & GP Vanier around Mount Pleasant & Capitol Hill detract from this critical principle, priority & enabler. (THIS APPLIES TO ALL 4 SCENARIOS)
  - X3
- Concern about appropriate boundaries which have been over looked (ie: Capital Hill is 1.6 km from Branton and there is no ability for some to attend.
  - X3
- Concern about Gr. 6 students on city buses
  - X3
- I like the addition of 6 to GPV
  - X2
- This scenario, like scenario C, is far more sustainable & preferable to scenario A because it treats middle grades @ GP Vanier & Branton the same. This scenario also has less impact on King George students in the PHAS program, who would have to leave PHAS early / prematurely in scenario A.
  - X2
- This plan doesn't seem to solve capacity issues at Banff Trail or King George. This plan seems to be hard on kids in terms of breaking up friend groups.
  - X2
- New FI schools have smaller FI population – how to create a culture of Fr. Speaking community successfully?
  - X2
- I like the idea of adding new schools to the program.
  - X2



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- Would appreciate the opportunity for us on Tuscany to remain in the community for K-9 French Immersion. This would help utilize space at Tuscany School as we would not want it to be in danger of closing.
  - X1
- I am not confident the % of French in a dual track school would remain the same as a single track school. We have been VERY lucky @ Varsity with the addition learning in French, and have concerns the high standard we have received will be diluted.
  - X1
- Concern: growing several new Immersion programs successfully all at once.
  - X1
- For the Scenarios. Consider transition “trial days” or visit days to help with adjustment for any kids moves resulting from grade configuration changes / boundary changes.
  - X1
- Will students from Scenic Acres / Silver Springs be able to ride CT school bus 836 to FE Osbourne?
- Scenario A + C – Tuscany School / TMC they are separating the grade 6’s in French + English this is not a great idea as the kids are then even more awkward in making the French vs English greater peers should be equal. Scenario B for Tuscany / TMC is the best for equality.
- General comment need to understand impact – students – busing – costs. How might these scenarios be supported with a potential new government. Low risk scenario with ↓ cost ↓ risk = good in light of gov’t economic trade winds.
- With any of the scenarios with respect to the varsity / tuscany french stream: if our current kindie kid is moved to tuscany for 2019-2020 (grade 2) in french immersion, and his brother starts kindergarten in 2021 in french immersion, will the kids both remain in the same school if the school becomes at capacity? Or would the younger sibling not be permitted into french or sent to another school?
- If a French immersion program is created at 12 Mile Coulee, parental input in the year leading up to the change will be key. It will be necessary to shift the whole culture of the school (ie how will the drama program work with 2 languages?) and this will take time. I didn’t feel like this had really been thought about any of this.
- We have a child in Banff Trail – we started living in Royal Oak, have now moved to Scenic Acres. We are concerned all our child’s friends and



# dialogue)))

classmates will go to Branton and she will have to go to FE Osbourne.  
Would Love if she could go to Branton.

- Do staff and principals have input on these scenarios too?
- Keep the boundaries for late immersion as shown on the boards!!!
- This scenario seems to be most sustainable in the long-term for opening a new middle school in NW will help to support the growing inner NW communities, where density of families is being actively promoted by city council (is most environmentally sustainable)
- Great scenario. Love staying in our community for FI (Tuscany)
- This scenario makes the most practical sense for the students affected. There is the least amount of impact on the children currently attending, with room for options to new families. I support this scenario!!
- This scenario leaves Rocky Ridge / Royal Oak kids having to travel further to Banff Trail and Branton schools when it looks like there would be capacity at Tuscany and Twelve Mile Coulee School. Adding Rocky Ridge / Royal Oak to Tuscany and Twelve Mile Coulee would bring the projected enrollment at Tuscany to less than scenario A!! As well, the total projected for Twelve Mile Coulee would be less than scenario A!! PLEASE, please, please add Royal Oak and Rocky Ridge to Tuscany + 12 Mile Coulee in this scenario.

## June 13, 2018

- Need to ensure quality education in new environments / schools.  
Experienced / qualified French teachers
  - X16
- Delay moving early immersion to TMC until students naturally progress over 3-4 years from Tuscany / Eric Harvey vs. pull from Varsity / Branton. This scenario is far too isolating for current Varsity Acres grade 4-6 students who would be stripped completely from their long-term Varsity Acres cohorts for the Jr. High years. Allow students in grade 7/8 for 2019/2020 from Tuscany to go with their entire cohort group to FEO for a transition period. Add FI to TMC within the following years for students coming from Tuscany / Eric Harvey. \*Use a transition phase where Varsity students could continue to FEO for grade 7, 8 & 9 with their LT cohorts vs. be singled out as the only group going alone from Varsity Grade 6 to TMC grade 7.
  - X9



# dialogue)))

- I like scenario B. I have some concerns about change in general mostly because the teachers seem to have such great balance and support at Varsity Acres. As none of the scenarios affect my children in elementary school I am more inclined to be support of scenario A just because then we stay at Branton as I have heard great things of the school & it is a slightly easier to drive there given my work.
  - Much better than D
  - X8
- Appreciate keeping the grade 5 in elementary setting. 10 year old is too young (social development) to be placed in a cohort with teenagers.
  - X5
- Scenario A-B are interesting for kids that are currently in pre-school and wanting to have a strong French program in their own community (Tuscany) – these two options would make me consider enrolment. C & D are not options we would consider and would enroll in Franco-Sud or Catholic
  - X5
- I don't think the concerns over dual track programs – which appear specific to Tuscany students is adequately considered or addressed.
  - X4
- Not okay to ask a child to move 2x in two years. i.e. leave Brampton after grade 7.
  - X4
- Better than D - no caps Dual Track
  - X4
- How does a dual track school look in terms of immersion in Music & Gym? All A B C options move my child to a dual track program. None of these options keep a beneficial only French immersion for Music & Gym being offered in French also. I don't like the small enrolment in the K-5 Early French immersion. I prefer 300 students for my child to have more students to be with at school. I think the more even 300/300 ratio between regular & French would provide better community. (Tuscany School)
  - X3
- I see social issues with scenario B by having – 1 grade = 1 class for Early French. I see problems with “them vs us” mentality with dual track with students & parent group. I like this scenario better than ‘A’ but would like consideration for single track school – combine Eric Harvie & Tuscany school & make Eric Harvie French Immersion K-9.
  - X2



# dialogue)))

- I love that scenarios A & B have Tuscan kids staying within their communities for both elementary and junior high (and neighboring communities have a shorter commute)
  - X2
- Have a “simulator” online to have a clear view of how each scenario will work for a particular case. (and then the user can “vote”):
  - Input:
    - Scenario X
    - My kids is in grade X
    - My kids goes to school X
    - We live in X
  - Output:
    - Schools attended for each grade in the future
    - Hours of each school
  - X2
- Most disruptive to most kids due to grade configuration
  - X2
- Keep the current 5/6 in two year grandfather years till they are out of JR.
  - X2
- I prefer B instead of A. Changes are within existing school family just 1 year earlier. ie. Banff Trail continues to Branton.
  - X1
- This scenario - much like scenario A – runs rough shod over the educational success of students from Rocky Ridge, Royal Oak & Tuscan. Consider not making Branton a grade 6-9 school but keeping it 7-9 & allowing the Royal Oak, Rocky Ridge and Tuscan early immersion students to stay at Branton.
  - X1
- This scenario seems to disrupt the largest amount of students. I am not in favour of Varsity Acres moving to FE Osborne School. I fear these kids will get penalized with a brand new program at a new school. I also see value in junior high integrating kids from various schools (ie. Banff Trail & Varsity)
  - X1
- This scenario allows possible extra space for before & after school care within some schools and/or growth of programs
  - X1





# dialogue)))

- If there was a good before-and-after school option in each community, that would be great. A lot of attention is paid to bussing kids, but none to before-and-after school care for full-time working parents.
  - X1
- I'm in favor of scenario B for late French immersion living in Hawkwood. Concerns over how busing / transportation is going to influence the scenarios. Better than Scenario D.
  - X1
- Students who must depart a solely Early French Immersion Program for a dual track program can be disadvantaged in options like Music & Gym not being provided in French anymore.
  - X1
- Too many changes at once. Teaching 7-9 is vastly different than 6-9 or 5-9.
- Maybe minimizes impact to existing students. Seems fragmented though going forward.
- D or A > B > C
- Leadership opportunity lost for grade 6 students going to GPV.
- Spread FI to other place like Tuscany
- I like this option (Scenario) A better option for Sage Hill than the current situation.
- Better than D. I do NOT support CAPS. Probably I prefer A because I think it's easier for me to get my kids to Branton than FE Osborne.
- Assumptions that a school closer to home or that cohort friendships are based on community boundaries are preferable are invalid. Scenarios only appear to factor in purely mathematical analysis of school capacity. How are new schools going to match extracurricular activities of established schools? Example: Banff Trail Musical
- All scenarios greatly impact early immersion students. Can there be a scenario whereby Late Immersion is capped to minimize impact to early imm. students?
- Can late immersion program be changed to merge with early immersion in High School? This would enable a scenario to be created which has an Early Immersion Jr High and a Late Immersion Jr High.
- Recommend considering 2 single track schools in Tuscany. 1 – English K-4 and 1 – French K-6 (9?)



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- Re: Banff Trail Scenario A. Project Enrollment not so high with instructional space: (1) CAP & add a portable for grade 6 and (2) Move out Royal Oak / Edgemont & Tuscany
- This scenario is perfect for us, keeping our kids in same school and the school closer to our house.



# dialogue)))

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### Scenario C

Add three new locations (two in 2019, one in 2021), several grade configuration changes, boundary changes

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### June 7, 2018

- Not enough grade continuity @ King George & Vanier to create a good culture. WORST SCENARIO
  - X7
  - If this means because K.G. would only be K-4 or K-5 – agreed. K-6 is preferred
- Don't like Gr 5 in Jr. High
  - X5
- I do not like the differing grade ranges in Tuscany School. If you want the children to be one community they should 'graduate' from school at the same grade. French Immersion K-6 and Regular Program K-5. Also the projected number of kids is too close to the maximum instructional space to be comfortable.
  - X3
- GP Vanier very full ☹️
  - X3
- Too many kids @ GPVanier in this scenario (and lots of room @ TMC)
  - X3
- The flip-flop of grades @ KG and Vanier means my kids barely ever go to the same school.
  - X2
- Too much bussing to Tuscany. Streets are already congested.
  - X2



# dialogue)))

- Prefer K-5 at King George vs. K-4. Preference for staying K-6 if possible!
  - X1
- Concerned about grade 6 kids taking city buses. Would prefer yellow buses for grade 6
  - X1
  - agreed
- Too close to max instructional spaces @ Tuscany School.
  - X1
- Why not cap King George 2 yrs until Coventry Hills opens to avoid Gr 5 switches for families.
  - X1
- This one seems really chaotic for King George & very uncertain for a large population with the mystery school.
  - X1
- Concerns about Grade 5's at Vanier when most students much older.
  - X1
- Our 3 kids would not be able to attend Banff Trail at the same time due to change to K-5 ☹
- From a system-wide view, this is a solid scenario as it preserves access to FI both Early & Late. Now I think B is better.
- Good geographic sensibility!
- YAY!! NO CAPS!!

## June 11, 2018

- This scenario seems like the biggest gong show of all four. There still seem to be a lot of capacity issues with this plan especially @ Eric Harvie, Tuscany FE Osborne & Vanier.
  - X21
- I think too many mixes of program types makes the system too difficult to use and could create too much damage for certain kids. Eg. K-4,5,6 then 5,6,6-9... depending on schools and needs, kids could have to change schools too many times.
  - X9



# dialogue)))

- I'm concerned that my daughter (lives in Rocky Ridge) would be forced to attend gr. 6 at Tuscany for 1 year & than transfer to F.E. Osbourne for 7-9, when all her friends would transfer to Branton for 6-9. That's where she should go. I think this is the worst scenario of the 4!
  - X7
- With this scenario Branton has space. Why do Mount Pleasant / Capital Hill kids that can walk to Branton have to bus to Vanier & pay?
  - X6
- The fact that this plan requires a second engagement later seems like a real liability.
  - X6
- (1) Please identify the density of walking students for each school (vs. buses) – biggest concern is some walking students are now forced to take city buses instead of walking / biking. (2) has the CBE looked at providing portables for any of these schools? (3) If there is an easier / less complicated way to roll out scenario C? ie) shift kindergarten to community centre temporarily?
  - X4
- This option appears to be most sustainable in longer term for inner NW communities where densities of families is increased (& being heavily promoted by city council). Adding more schools is beneficial to support this increased density.
  - X4
- Out of the 4 given scenarios this one is the most disrupting for all students involved. It takes the worst of all other scenario's & combines them into one.
  - X4
- For Banff Trail – Edgemont, to move grade 6's to Varsity, they would leave their cohort & make new friends then return to the catchment school of Branton – causing double disruption?? OR: would Edgemont then go to the FE Osborne catchment?
  - X3
- Don't like the idea of kids in Tuscany going / being bussed to FEO for junior high where there are options within community. It's important to try and maintain consistency and keep kids close to home!
  - X3
- This scenario disrupts a large amount of kids. Is it worth it?
  - X2



# dialogue)))

- Making Gr 5 English students move on to Jr High while the Gr 6 French stay back in Elementary seems like pointedly making French & English different in the Tuscany School & Twelve Mile.
  - X2
- This scenario is preferable to scenario A because it treats middle grades at Branton & GP Vanier similarly (besides 2019-2020) further it opens up Branton for those w/n walking distance to come to Branton. (Also recommend re-assessing GPV & Branton boundaries to ensure walking zones can indeed walk!) ie those living on boundary of Branton & GP Vanier
  - X2
- This has best benefit for Banff Trail capacity. No other option (aside from some improvement in option A) addresses our capacity issues. Why do Banff Trail students have to share learning commons with a classroom? Why is there no music room? Why are there some classes being taught in the staff room? No music room? Lunch in classrooms sitting on the floor?! These issues are not okay that's not how I want my children's learning environment.
  - X2
- All other options provide both pros and cons for the communities whose kids will be moved. This option doesn't: there are no "pros" for the Tuscany kids entering junior high: They'll still have a commute to F.E. Osborne but will lose out on staying with their peers who go to Branton.
  - X2
- Late French Immersion Program (projected 80-100) F.E. Osborne – this would allow for only 1 jr high class/grade for the late immersion class/program. Personally this is a sad learning community from 3-4 classes/grade nav @ Branton. This is not a great option. Too much mov't, uncertainty.
  - X1
- Least favorite scenario "C" as this causes too many changes in school location for us (we are from royal oak) we don't like the Tuscany location for school. (community location/accessibility in/out) is difficult, lack of before/after school care, road system & change with teachers. Also – before /after school programs are lacking.
  - X1



# dialogue)))

- CT Bus 836 takes students from Scenic Acres / Silver Springs direct to FO Osborne but they are still going to Branton. Why not send these communities to FE Osborne and Tuscany to Branton which is a much simpler journey on CT, ie only one bus & one train, not 2 buses and a train.
  - X1
- It's best to grow the French immersion program – but scenario A or B are the best options.
  - X1
- What are the chances that boundaries will change again? I don't want to come back in the next engagement to see that my area is affected.
  - X1
- A better option than a straight cap but not ideal
  - X1
- Best change “C”
  - X1
- Can't build the house without knowing cost/impacts – need more depth, maps & movement – don't like CBE surprises
- I want to be sure FI stays FI, and does not turn into a bilingual program. Bothered that this standard will be the norm, or “okay”. Intuitively, I want more... better?!
- Keep the jr high (late 1m) boundary as shown!
- Does CBE have reliable teaching staff to fill all scenario requirements
- For Tuscany students this is by far the worst option for junior high. I'm concerned that F E Osborne is over capacity under this scenario
- Moving kids multiple times seems like a lot of work and adjustment for the kids. This makes no sense to me. But I like the closer to home objective. Consider capping King George for 2 years to spare the kids the extra move.

## June 13, 2018

- “C” keeping students with their cohort seems to be a priority concern to manage the transition for students. What do we know about dual track vs single track programs. What about info on success of middle school configuration 4-9 5-9 6-9 7-9 which are better.
  - X9



# dialogue)))

- Can Branton be the designated school for Tuscany rather than FEO in Scenario C? creating boundaries with the availability of public transportation / C-trains in mind.
  - X9
- Ensure, for the new immersion schools/streams quality education in experienced and qualified teachers.
  - X7
- It is not okay to ask a child to move 2x in 2 years. i.e. go to Brampton for only grade 7.
  - X4
- Transportation from Rocky Ridge to FE Osborne is actually worse and longer than to Branton. 57 minutes to FE Osborne vs 45 to Branton (as per Calgary transit). Assuming that “closer to home is better is not in fact accurate. This will cause many working parents to need more child care and therefore more costs. (Based on school start times)
  - X4
- Can any scenario focus on a Late Immersion jr high school - those students leaving their program anyways and leave Branton as an early immersion jr high.
  - X4
- FE Osborne is not on CT zone.
  - X4
- This is the worse / least preferable option due to changing schools 2x in 2 years and bussing is way longer transportation.
  - No public transit. Busing??
  - X3
- Consider travel times by public transportation when selecting communities to re-designate to FEO. Moving from Branton to FEO will actually increase my student’s travel time from Tuscany. There are many students commuting to Branton from communities not on LRT line that would benefit more from FI (early & late) being moved “closer to home”. Consider communities with long bus commutes to Branton (>1hr) to redesignate to FEO.
  - X3
- So blended scenario!
  - X3
- Most disruptive for most kids due to grade configuration and change 2x in two years.
  - X2





# dialogue)))

- Have a “simulator” online to have a clear view of how each scenario will work for a particular case. The user then will be able to “vote” or give feedback for a scenario)
  - Input:
    - Scenario X
    - My kids is in grade X
    - My kids goes to school X
    - We live in X
  - Output:
    - Schools attended for each grade in the future
    - Hours of each school
  - X2
- Worst case scenario for Banff Trail students. Both a grade change & a school change. Shame to make these changes to a school that is working well. Too many grade configuration & increased costs associated with these changes. i.e adding playgrounds.
  - This is the best scenario for us keeping our kids together at a school closer to our house.
  - X2
- Grade 5 too young to be immersed with grade 9 students. Grade 6 students lose the opportunity to be oldest kids in school and valuable leadership opportunities.
  - X2
- Grandfather until grade 3,6,9
  - X1
- I prefer the ratio in Tuscany school to be even between French and English.
  - X1
- But then to have a good community in Jr High – Tuscany has to bus out of community – I think that’s a con.
  - X1
- Tuscany seems to be sacrificed for other schools over capacity - we haven’t been given enough historical data and we haven’t been given options that offer even nominal disruption to children who will be really impacted.
  - X1
- Scenario A is most favorable for late French immersion for students living in Hawkwood. Compared to all the other scenarios
  - X1



# dialogue)))

- Scenario C appears to be the worst scenario for the kids (current students) most disruption for least benefit. (for kids)
- This program is better than A
- I support scenario C. I think more schools should open to the Fr. Imm program to prevent caps and allow children to be closer to their school. There is clearly a need for more schools in the N.W. and I support dual track to allow for choice.
- Seems that the scenario D is the one more stable, to better understand the trend. Is this a bubble? Cap King George until 2021 better understand the trend
- This solution is terribly disruptive to families with more than one child – kids will be affected on both sides of the move by shifting grade 5 for only 2 years. This is a horrible solution.
- Scenario C (and) D would both make me consider another school board (Franco/Catholic). I want my child to go to school w/ children from our community and enjoy a French education.
- \*For the record: I want to be closer to home. There needs to be big picture mindset – a proper survey to ensure everyone’s voice is heard not just the loudest.
- This scenario highlights the crux of the issue. 3 schools have capacity issues so you are moving students at 12 schools. I think this shows that this is a ‘sky is falling’ problem.
- I like the addition of a school in Coventry Hills area but don’t like that Sage Hill & area isn’t included. If adding a school make it so that all northern schools go to it. Sage Hill would pass a number of closer schools on the way to King George. I prefer K-6 over K-4 or K-5.
- Have yellow buses transport Tuscany kids to F.E.O.
- Would it be considered to offer yellow school bus service for FE Osborne School if Tuscany/Royal Oak/RR were to go there? On public transit, the commute from these communities would be much longer than to Branton, where C-Train is easily accessible. I prefer this option to scenario B – moving some late immersion kids to FE Osborne makes more sense than moving only early immersion kids from Varsity Acres.



# dialogue)))

## Northwest and North Central French Immersion Programs Engagement – In-Person Session Notes – June 7, 11 and 13, 2018

### Scenario D

#### Cap enrolment at some schools, add a Late French Immersion Program location

Below you will find all comments 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.

#### June 7, 2018

- Doesn't really address the issue that began this discussion to begin with.
  - X5
  - Why not?
- This is a very hard process. Thank you for walking us through it. We need to know how many people would be impacted by the cap. Otherwise unclear how bad this is. This matters as this is the "least change" option for everyone.
  - X4
- No to enrollment caps!
  - X3
- This is a poor option as it has caps for late immersion built in – discriminating against prospective students / parents who thought they would have access.
  - X3
- King George cap seems harsh. Maybe relax a bit then could move only the Grade 6's to Vanier where it looks like there's lots of capacity? Not ideal as my own family would have a kid move (grade 6), but I'd be willing to do this rather than lose half the incoming kids to King George!
  - X1
- This is the worst option for families whose kids are not in the program yet. The worst!
  - X1



# dialogue)))

- Not in favour of caps! Would prefer kids in the walk zone be automatically accepted like in the English program, especially for families who moved specifically to go to King George School!
- Less resource intensive to have caps
- Because this option doesn't increase total spaces, other options are better.
- It's also poor due to the early immersion caps (sorry – missed them earlier)
- Preference for our family because we moved to neighbourhood for King George (Priority 1)

## June 11, 2018

- Scenario D would be best for me because my children are already in French Immersion schools. However, I think all children should be given the same opportunities as my children. French is our other official language and so the French immersion program should not be capped.
  - X13
- Not a fan of any capping. Want to allow French Immersion available to everyone.
  - X13
- This scenario is the least equitable and is not in the spirit or philosophy of public education. All students benefit from learning 2nd language and limiting / capping entrance will result in increased exclusivity of FRENCH IMMERSION which is a concern across Canada. Having access to language programming should be available to all students in Calgary.
  - X12
- For purely selfish reasons I choose this scenario (D). I do not, however, believe this is the best scenario offered. I'm a mother to my children, first and foremost.
  - X11
- Before/After school programs are critical given the large feeder zones.
  - X5
- Scenario D makes a lot of sense for existing families in French immersion but is challenging for new families who live in distant communities. Not just distant – how about close, but just out of walk zone! Tier 3.
  - X4



# dialogue)))

- My son is currently in grade 6 at Varsity so I support option D as this is the only option that would enable him to go to the same junior high school for all three grades. Therefore I would support this option. However this is inconsistent with my support for the importance of French immersion education generally.
  - X4
- Although I have an existing child in Gr. 1 at King George, I am concerned that her sibling will not be able to attend there in 2 years. This scenario seems to make this a possibility so I am not in support of this scenario. (Because King George will be in a lottery situation then).
  - X3
- This scenario is most desirable for parents in inner NW communities, especially those within walk/bike distance to King George & those who use PHAS after school care pgm.
  - X3
- Not fair
  - X3
- I like this scenario the least. There is a great WANT for French Immersion in Tuscany. I would love if my little girls didn't have to ride the bus for over 30 minutes to school each day!
  - X2
- Easiest scenario – least impact assume most cost effective would like to know what these cost!
  - X2
- If enrolment is set to 85% of max, then there could be a more gradual plan that would be able to be enacted in so far as Edgemont changes, caps & boundaries
  - X2
- (1) all other scenarios other than D are detrimental to continuity & stability for the projected (and actual) students coming from Edgemont community & going to Banff Trail. (2) dual track programs are not as effective for early FI learners but could blend better in an Engl / Late FI milieu.
  - X1
- Ideal solution, for elementary schools but capping not ideal. Has CBE thought about portables? Community centres nearby? (ie) for kindergarten)
- Late Immersion feeder school. Why were we not informed of the engagement meetings? (Marion Carson Elementary).



# dialogue)))

## June 13, 2018

- Consider eliminating cap & redistributing late immersion.
  - X15
- Less disruption compared to others
  - X13
- \* Existing scenario PLUS growth the program (similar to Spanish expansion at WO). I would like to see a hybrid scenario (ie D-2) that would not disrupt existing early immersion students at the schools where they have established cohorts BUT also remove the need for enrollment caps by expanding to elementary (ie Tuscany) and jr/middle ie (TMC) schools at their natural entry points of K/GR1 (Tuscany) and grade 7 LATE immersion (TMC). These new programs could then grow naturally through the new schools with the natural progression of students through the grades. Merci!
  - X7
- Move boundaries such that kids can grandfather out of current school then move at natural breaks
  - X7
- Put all late immersions together. They all come from different areas and have not yet invested seven years K-6 into their school.
  - X6
- This scenario presents least disruption to most number of kids least distraction, less adjustment for the kids who have invested many years in French immersion
  - X4
- I believe the benefit of allowing children to stay in the school they start in outweighs the potential harm of caps. With caps, kids are not harmed in the same way. They miss French immersion (only maybe) but they still have continuity / stability which I think is probably more important. And existing French immersion students have stability. A quality education in any language/ program is more important than if we have French immersion or not. Thus, I prefer scenario D or A since at least those moved in A get to be closer to home.
  - X2
- What about a scenario where you don't cap – rather you open it up to a point of entry. Late immersion students haven't yet formed a cohort – find room elsewhere for late immersion and allow well established students to carry on together.
  - X2



# dialogue)))

- Can consideration be made for the group of kids who will be ½ way through Branton when these scenarios are implemented?
  - X2
- Phase in K&Gr 1 – grandfather the rest
  - X2
- Scenario D is my favor
  - X2
- Scenario D seems like a reasonable starting point but may be missing a more organic approach to transition. As a parent with three children in early immersion (grade 2/4/6 for 17/18 school year) @ Varsity Acres that will experience massive transition – notably the breakdown of a strong, long-established cohort. My concern also is with the early immersion dual track programs. We experienced difficulty in that program approach when I was in school to the point they decided to re-designate schools – if we've invested in this training program, we want to choose the children's best bet to learn immersed in language.
  - X1
- (1) Between Tuscany & Twelve Mile Coulee designate schools as single track each. (2) Cap the schools at capacity in inner city. (3) One school in NW for French late immersion
  - X1
- How real is the issue? What is the probability of not getting accepted – 90%?
  - X1
- Can keep resource / teachers stable
  - X1
- Less disruption
  - X1
- Consider After Care – PD days / early dismiss – Support system
  - X1
- Preferred option
  - X1
- Other scenarios seem premature
  - X1
- Not having french immersion available to everyone is NOT acceptable.  
EQUAL ACCESS
  - X1



# dialogue)))

- Move boundaries differently so that kids can stay.
  - X1
- Place Late Immersion elsewhere
- Kincora late immersion students would love to attend Valley Creek School
- Maybe preference in a lottery could be given to children in French immersion preschool
- If D is chosen I will consider another school board (have to)
- Very little representation consultation of preschool parents who could/would be impacted by these decision for many years.
- Consider how students in FI can immerse in French in blended school!!!!
- I don't like the idea of capping. Please expand the program (early immersion) so that those that want in the program can get in.
- Scenario D is the least favorable scenario for late French immersion for students living in Hawkwood. Very concerned that my kids would not be accepted into the program due to a cap for enrollment in Gr. 7





## Participant Evaluation Summary – Northwest and North Central French Immersion Programs Engagement John G. Diefenbaker High School – June 7, 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: 21

Number of evaluations completed: 12

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

**9** Agree    **1** Somewhat Agree    **0** Somewhat Disagree    **0** Disagree    **0** Not Applicable

- Two individuals did not fill in a selection

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

**5** Agree    **2** Somewhat Agree    **2** Somewhat Disagree    **1** Disagree    **0** Not Applicable

- Two individuals did not fill in a selection

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

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

- Two individuals did not fill in a selection

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

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

- Two individuals did not fill in a selection

### **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.**

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

- Two individuals did not fill in a selection

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

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

- Two individuals did not fill in a selection

## 7) What did you like most about this engagement?

**Comment: 9            No Comment: 3**

- Well done!!
- Opportunity to have questions answered
- Learning about the options and more about the CBE. That this was a well-prepared and well-attended (by CBE) session
- How the scenarios were presented individually with a chance to comment
- Wide range of opinions because all participants have different circumstances
- The maps and 10-min explanations of each model
- The thoughtfulness of the facilitators and the detail in the scenarios
- I love the fact that we could go from scenario to scenario and get the insights for situation to situation
- Clear and concise information presented in a non-bias way. Ability to be in a small group so more freedom to ask questions

## 8) What did you like least about this engagement?

**Comment: 7            No Comment: 5**

- Very focused on French (current) immersion students. I needed to find out what a French program in an English program school would mean as my child attends the English program and is not even allowed to move over – so this session didn't really give me the information I was looking for.
- Too noisy, took boards down too early, leave evaluations
- No scenario is very good
- There was one presenter who seemed less receptive (perhaps just a long day...) to feedback and ideas (less listening). Most of the presenters were very open and patient.
- At the start, a principle was described that no one cohort would be prioritized over another, yet Scenario D clearly runs afoul of this principle
- Scenario D needs to quantify how many students could potentially be "left out" based on enrolment projections
- It's to be expected, but many parent were thinking it their own children's concerns (actually the parental focus of change) for the early immersion demographic: perhaps because of the two earlier engagement sessions. As my child will (in year's time) will be entering late immersion, I felt in the minority

## Other ideas

- Thank you all so much for this session!



## Participant Evaluation Summary – Northwest and North Central French Immersion Programs Engagement Simon Fraser School – June 11, 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: 58

Number of evaluations completed: 25

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

**22** Agree   **1** Somewhat Agree   **2** 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.**

**20** Agree   **4** Somewhat Agree   **1** Somewhat Disagree   **0** Disagree   **0** Not Applicable

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

**19** Agree   **4** 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.**

**17** Agree   **5** Somewhat Agree   **1** Somewhat Disagree   **1** Disagree   **0** Not Applicable

- One individual did not fill in a selection

**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.**

**8** Agree   **15** Somewhat Agree   **1** Somewhat Disagree   **1** Disagree   **0** Not Applicable

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

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

## 7) What did you like most about this engagement?

**Comment: 19**

**No Comment: 6**

- Good way to learn & communicate
- Sharing our concerns & scenarios
- Voicing concerns & inquiring
- Intros to explain scenarios was useful
- Some informative discussions
- Opportunities for ??'s
- It was only good for parents of children currently in French Immersion
- Opportunity for small group engagement
- That it happened in such a timely fashion, and that the presentations were so professionally produced
- Small breakout sessions allowed for more input, visuals, friendly leaders! Thank you!
- The opportunity to clarify information. Hearing opinions of other parents
- Hearing others' questions and ideas – made looking at scenarios a little differently. Smaller groups made it easier to interact
- Open Q&A process
- Very informative
- The facilitators were very open to feedback at all times
- Lots of options for feedback
- Separate groups per scenarios
- Breaking up into scenario specific groups as opposed to discussing them all in a large group
- More info & ability to ask questions

## 8) What did you like least about this engagement?

**Comment: 11**

**No Comment: 14**

- Not a lot of options presented for King George. Either Gr. 5/6 moves to Vanier, or Gr. 6 moves to Vanier
- I did not appreciate being asked to move to scenarios that did not apply to me at all (Late Immersion) ie: Scenario A. I appreciate your need for organization but found the option to chose in 1<sup>st</sup> sessions better
- Happens at a busy time of year
- A lot of information to process
- I was grossly under-represented as a parent with a child in an English program. This did not allow me to voice my concerns and the conversation was only directed to parents in French Immersion
- Parents floating around all cranky.
- Make me realize that some of the options considered are ridiculous

# dialogue)))

- Some examples of a student X in each scenario – w/ multiple kids in programs/schools. How scenarios impact families (examples). Clear explanations of what middle school looks like for traditional K-6 people – paradigm shift
- Not all things can be answered
- Should only go to the scenarios you want
- Many different answers about the same question

## **Other ideas**

- FRENCH IMMERSION IN TUSCANY PLEASE!



## Participant Evaluation Summary – Northwest and North Central French Immersion Programs Engagement Simon Fraser School – June 13, 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: 25

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

**20** Agree   **5** 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.**

**19** Agree   **1** Somewhat Agree   **1** Somewhat Disagree   **2** Disagree   **2** Not Applicable

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

**14** Agree   **6** Somewhat Agree   **3** Somewhat Disagree   **2** Disagree   **0** Not Applicable

- Info was confusing

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

**14** Agree   **10** Somewhat Agree   **1** 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.**

**8** Agree   **9** Somewhat Agree   **5** Somewhat Disagree   **3** Disagree   **0** Not Applicable

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

**15** Agree   **9** Somewhat Agree   **1** Somewhat Disagree   **0** Disagree   **0** Not Applicable



## 7) What did you like most about this engagement?

**Comment: 14**

**No Comment: 11**

- Descriptors on the issues at hand were good. It was more of an info session for me.
- Very respectful
- Being able to provide options & suggestions
- That you are seeking feedback
- The break outs gave better clarity in smaller groups
- Well prepared. Sound analysis. Sincere consultation
- Great speakers that know their stuff!
- Separated into rooms eg. Different scenarios
- Great explanations re; effects of possible changes on kids' educations
- We had a lovely, respectful, diverse & engaged parent group
- Respectful participation. Facilitators listened actively & managed discussion effectively; also knowledgeable
- Conversation, small groups
- The discussion
- The opportunity of knowing how complicated the solution is. I have more information

## 8) What did you like least about this engagement?

**Comment: 13**

**No Comment: 12**

- People love to get on their soap box and point out irrelevant errors or inconsistencies. Demanding a "why" is silly
- Don't feel that our opinions will have an impact
- Negative voices / too anecdotal and narrow minded views seem to prevail
- Low participation of preschool parents (not really sure how to solve this). Better synchronization of timekeeping between sessions
- That it is constrained to "what we can influence"
- All fairly good. Could have been better about "grouping" or summarizing the scenarios when presenting (what will change vs what will be same) Pros vs cons – this is left to parents to assume / present
- It would have been great to have more time to ask general, non-scenario – specific questions as a larger group
- I didn't like finding out that high school French Immersion is coming up next. I feel that this should have been made clear to all early immersion (particularly current Grade 5-7) because the impact is huge to have potentially 2 big moves for this group
- Comments & opinions are based on communities where people live. I feel like newer communities (sage hill) are under-represented as there are younger children, and it's mostly parents who already have (older) kids in the system.

# dialogue)))

- It is confusing how to give valuable feedback. It's very difficult to clearly understand the 4 scenarios
- Would have liked to participate in scenario building. Would like to see projections that put any of these schools at lower capacity. Boom seems to be over. Language is a choice – not a right. Get things correct in current schools. Don't feel like options are available.
- Re: point #2 above – was unable to login the website & provide input / ask questions ahead of time
- Incomplete data for historical school capacity utilization made it hard to believe this effort purely to fill up 2 new empty schools

## **Other ideas**

- Thank you for including parents in this
- Big fan of scenario D provided enough room for late immersion students