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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

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

- 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



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- 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



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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



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- 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



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- 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



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- 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.