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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



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- 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



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- 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).



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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



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- 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



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- 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