

Northwest and North Central French Immersion Program In-Person Session

April 9, 2018

learning | as unique | as every student



Calgary Board
of Education

Agenda

- Welcome and introductions
- Format and plans for discussion
- Engagement process and timeline
- Planning principles and four options
- World Café discussions
- Next steps
- Closing remarks

Welcome and Introductions

Trina Hurdman, Trustee, Wards 1 & 2

Brant Parker, Director, Area 1

Darlene Unruh, Director, Area 2

Scott MacNeill, Director, Area 3

Carrie Edwards, Director, Planning and Transportation

Anne Trombley, Manager, Planning

Karen Drummond, Manager, Community Engagement

Ruth Radetzky, Specialist, Learning

Lindsay Cova Martinez, Planning Analyst

Karla Anderson, Community Engagement Advisor

System Principals, Principals and Assistant Principals

Principles of Participation

- We minimize distractions.
- We balance air time fairly.
- We speak one at a time.
- We listen to understand before we speak.
- We can disagree respectfully.
- We can change our mind.

How To Ask Questions

To clarify content of presentation:

1. Sli.do

- Go to slido.com and enter in event code **#R159**
- Type in your question at any time
- If you have the same question, you can use thumbs up rather than typing same question again
- Questions with most interest rise to the top

2. Ask verbally after presentation

Decision to be Made

By December 2018 the Calgary Board of Education will communicate plans for the longer-term strategy for the northwest and north central French Immersion Program. Plans may be implemented for the 2019-20 school year or later.

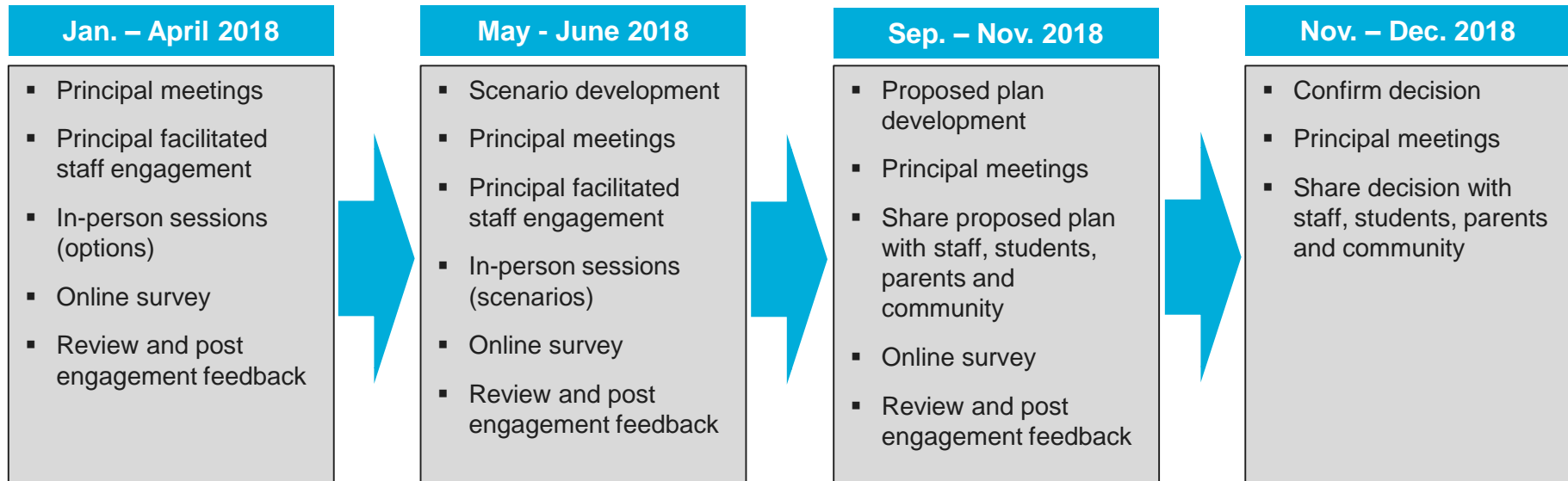
Decision Makers

- Brant Parker, Director, Area 1
- Darlene Unruh, Director, Area 2
- Scott MacNeill, Director, Area 3
- Carrie Edwards, Director, Planning and Transportation

Engagement Objectives

- Involve stakeholders in decisions that affect them.
- Gather input and feedback that will be considered, along with other factors, in decision-making.
- Build understanding of all the factors influencing decision-making.

Engagement Timeline



What Will Guide Decision-Making

- CBE values
- CBE planning principles
- Stakeholder input and feedback
- Other factors such as available space in schools, financial sustainability and government legislation

CBE Values

- Students come first.
- Learning is our central purpose.
- Public education serves the common good.

CBE Planning Principles

- a) Minimize disruptions for students.
- b) Provide program continuity from kindergarten to Grade 12.
- c) Keep cohort groups of students together.
- d) Allow students to attend school as close to home as possible.
- e) Provide long term sustainability.
- f) Use space and resources effectively.
- g) Provide equitable access for all students to quality learning environments and choice of programs.

Planning for French Immersion

- The high level of interest in the French Immersion Program in northwest and north central Calgary has resulted in some schools being at or over-capacity, which may limit continued growth at these locations.
- The CBE is committed to providing learning opportunities to all our French Immersion students and working with families to explore possibilities for the future.

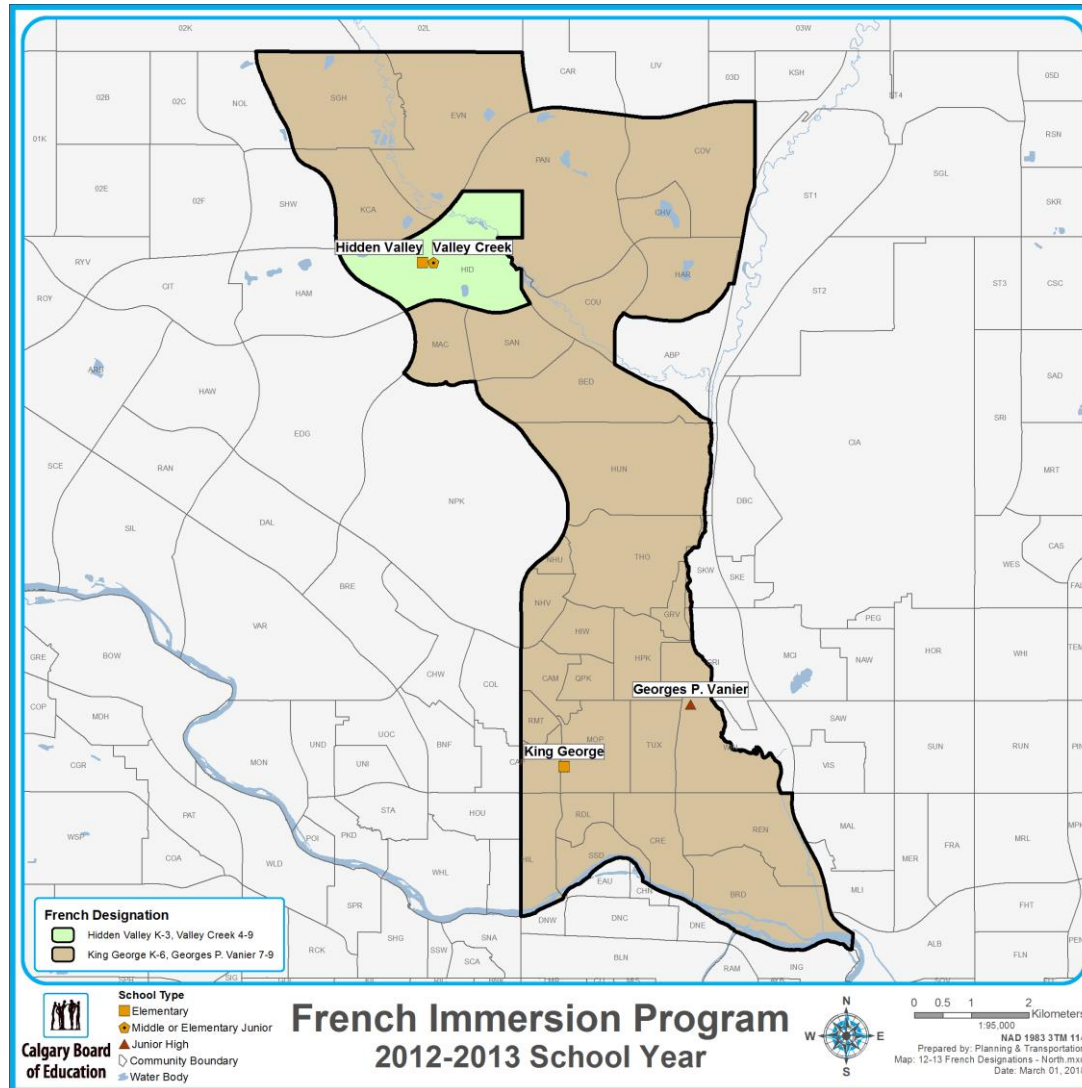
Options for French Immersion

- Four potential options:
 - Change boundaries
 - Change grade configurations
 - Expand program / locations
 - Long term cap on enrolment
- Final decision could be a combination of the options

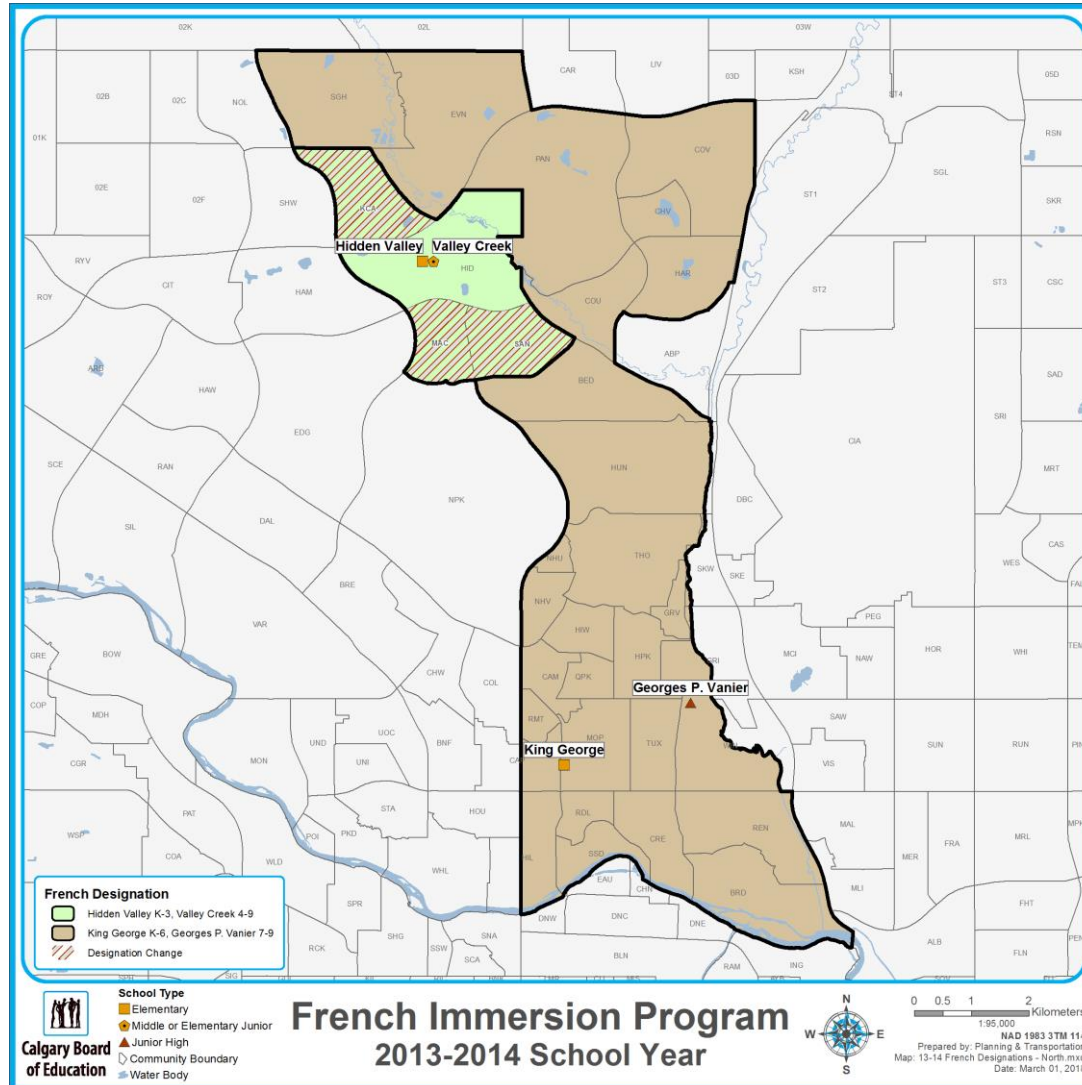
Option 1 – Boundary Changes

- To change the boundaries /designated communities of a school attendance area
- Example 1 - Enrolments were declining at Hidden Valley and Valley Creek Schools during the 2010-2012 school years.

Option 1 – Boundary Changes



Option 1 – Boundary Changes



Option 2 – Grade Configuration Changes

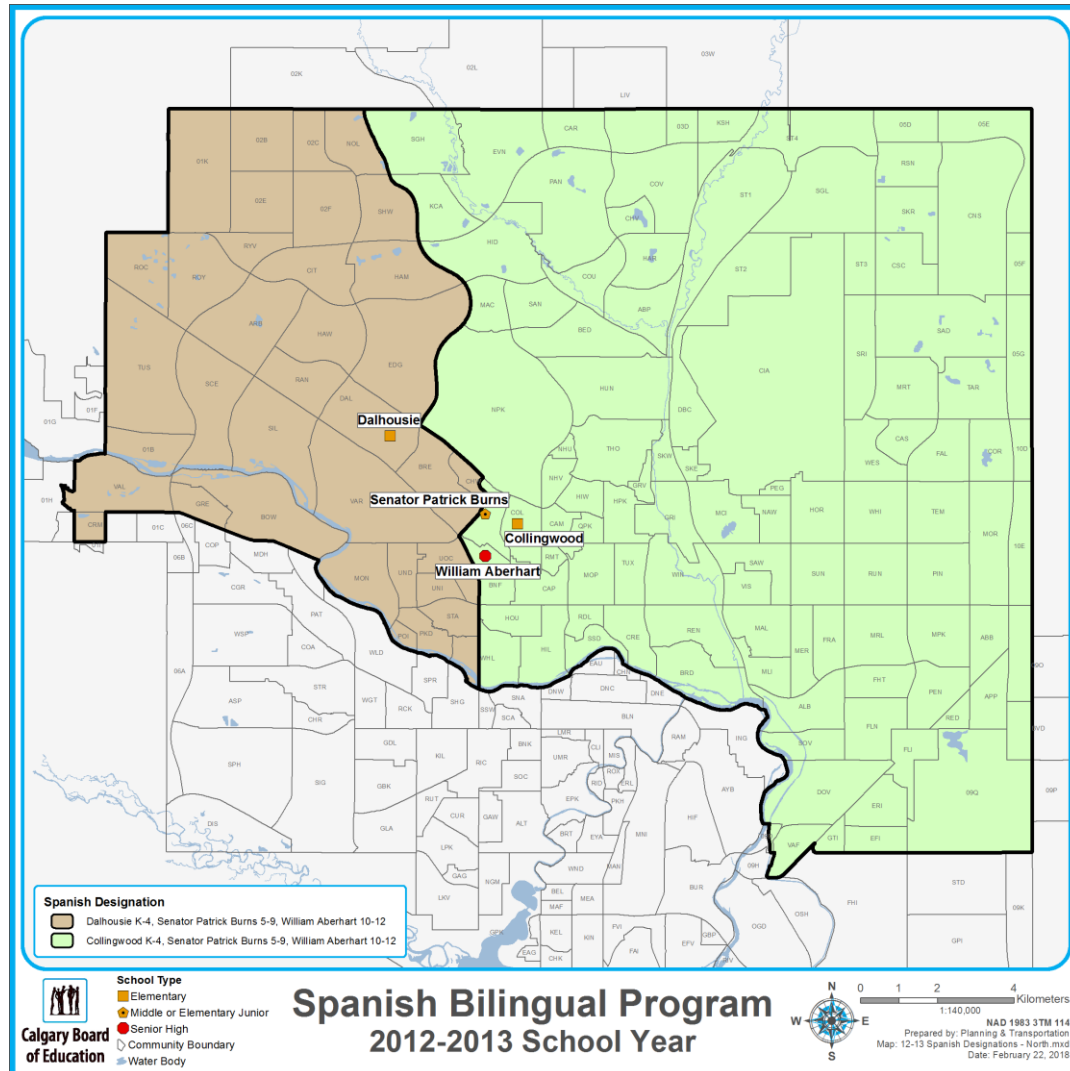
- To expand or reduce the grades that are offered for a specific program at a school(s).
- Example 2 – Edgemont School was full and Tom Baines School enrolment was starting to decline.

School	Old Grades	Long Term Plan
Edgemont School	K – Grade 6	K – Grade 5
Tom Baines School	Grade 7 – Grade 9	Grade 6 – Grade 9

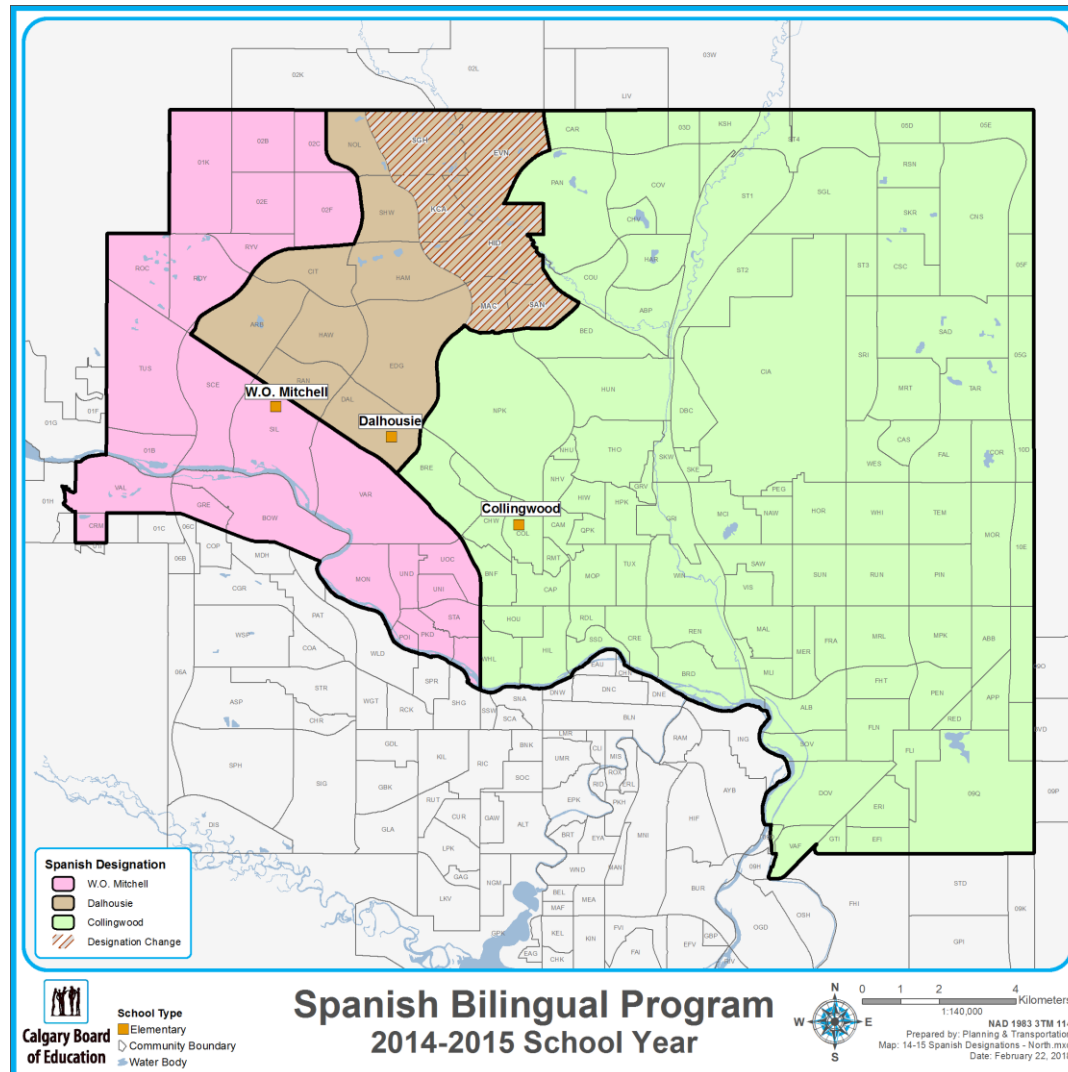
Option 3 – Program / Location Expansion

- To increase the number of school sites that offer a specific program. Program expansion may involve boundary changes and/or grade configuration changes to balance enrolment between the schools.
- Example 3 – There was a need to address the challenges of continued growth of the Spanish Program in the North Calgary in 2012.

Option 3 – Program / Location Expansion



Option 3 – Program / Location Expansion



Option 3 – Program / Location Expansion

- Grade configuration changed for Dalhousie, Collingwood and Senator Patrick Burns Schools.

School	Old Grades	Long Term Plan
Dalhousie School	K – Grade 4	K – Grade 5
Collingwood School	K – Grade 4	K – Grade 5
W.O. Mitchell School	Did not offer program	K – Grade 5
Senator Patrick Burns School	Grade 5 – Grade 9	Grade 6 – Grade 9

Option 4 – Enrolment Cap

- To set an enrolment limit per grade for a specific program at a school that is at or over capacity.
- Example 4 - CBE Schools that offer TLC, follow the lottery process to accept students into this program every year.

School	Grades	Instructional Space	Current Enrolment
Chris Akkerman School	K – Grade 5	575 (23 rooms)	630 students

Q & A

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World Café Instructions

- World Café format to discuss four options.
- One option discussed at each table. Participants will circulate through each of the four options.
- Participants will discuss the opportunities and challenges for each option.
- Tables will choose a table host who will record comments on the paper covering the table.
- You can write comments on the paper as well and add stickers to existing comments you support.
- A facilitator will be available to assist where needed and keep time.

Next Steps and Closing Remarks

- Before you leave tonight:
 - Complete a session evaluation
 - Do a walk around to review other table comments and add stickers to those comments you support
- www.cbe.ab.ca/dialogue
- Next steps:
 - In-person session notes will be posted by April 13
 - Online survey open April 13 – 29
 - Survey results posted by mid-May
 - Additional in-person sessions and online engagement opportunities to discuss scenarios will occur in June



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