



Northwest and North Central French Immersion Online Discussion Forum, June 1 - 17, 2018

Scenario A

Ideas	Description	Arguments	Votes
keeping grade six within the elementary school provides opportunity for leadership from the grade six students for the lower grades. It is more developmentally appropriate to transition to jr high at grade 7.		- I personally don't see that there would be that much of a difference with Grade 5 being the top grade vs. Grade 6. There is an already existing structure where children move after Grade 4 to a middle school. There are other places where elementary is K-7., Yuri	28 Diana, Christina Stobart, Stacey, Erin, Lara, nafiseh, S Jones, Jenelle, Sean, B, Janet, Daphne, S, Fawn, MSDad, Niesas, Karen, Kathy, Jill, Leigh, SF, Kim, rob, MikeFox Trot, Jennifer, Erin, Kelly, Jessie,
2kidworkingparent		- I think that grade 6 students would have more opportunities in a junior high school. It would just mean that the big leadership opportunity in elementary school would be in grade 5 instead., null + I agree. Developmentally, there is a huge gap between kids of age 10 or 11 and 14. Keep the transition to Junior High at grade 7, no earlier., Lara	
Elementary schools should be K-6, children in grade 5 should not be going to a middle school. Keep kids at their elementary school until the end of Grade 6.		- I disagree. Changing junior high to include grade 6 is a fairly minor change. I found when my daughter was in grade 6 that most of the people in her grade were mature enough and could easily have made the move to junior high earlier. I think that grade 6 students have a lot more in common socially with grade 7 students than with students grade 5 and lower., null	26 S Jones, Sean, Janet, MSDad, CH, Tara, Stacey, rob, Erin, Diana, Kim, Daphne, Niesas, Erin, Jessie, Karen, Kelly, Lee, Kathy, Jill, Lara, Andrea Laroche, S, Jennifer, Jenelle, Christina S.,
KT		+ I agree wholeheartedly with KT. Keep elementary K - 6., null + I support options A and B, however I called GP Vanier and it turns out there is no play structure for the Grades 5's and 6's. This may be a small issue, but I am curious how children are going to burn energy at recess and lunchtime? I am sure the teachers would be interested as well..., Sean - I don't think there is any magic to grade 7 being the switch to junior high. When a kid is "old enough" to be in a middle school is vastly different from child to child and there are advantages and disadvantages at any age., Carol	

I would like to see more consideration to minimize disruption for Early Immersion students who, in many of these scenarios are being divided by community and selected to leave the classmates and the French Immersion network they have been a part of for up to 9 years, depending on their grade. Scenarios that truly put students first should allow Early Immersion students who choose to continue with their current classmates to Branton to do so, at least for a 3-4 year transition period. Many families may be happy to move their junior high aged kids to Twelve Mile Coulee (Tuscany) if that is closer to home, but for those for whom this would be too emotionally, socially and psychologically disruptive (after having travelled out of their community for their entire school experience, and building a peer group not related to community), consideration should be given for those students to elect to continue with their longterm cohort group, as long as they are willing to assume responsibility for the longer commute to Branton. The need for this consideration would diminish within a few years and essentially disappear after 3-4 years as Tuscany Elementary Early French Immersion students begin to transition naturally to TMC (with all of their classmates).

sijenkins@shaw.ca

+ I agree, moving late immersion kids makes more sense than moving early immersion kids. The late immersion students have already made a choice to change schools, which includes changing peers. It would not make as big of a difference what school they go to as they would already be starting new. Moving early immersion students separates them from the peers that they have been with (in many cases since Kindergarten or preschool) and affects them socially (huge with this age group)., null

Robert, Jennifer, Rebecca, Andrea, Tracy, Sandy, Yuri, **, Shelley J, LB, James, Kb, Erin, anne, Kelly, Dave, Linda, nafiseh, Sonic, Sean,

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+ I agree. One possible scenario would be to move the late immersion students to FE Osbourne- thereby filling an available space- while leaving early immersion at Branton., Kb
+ I agree...I would LOVE to see early French immersion move to more communities (e.g., Tuscany), but I think there should be a "grandfathering in" system in which kids who are well established in their schools and friendships can opt to stay. As you said, this would only be the situation for the first few years, after which everything will settle in., Erin

+ I agree but a potential 3-4 year transition period will leave many 3 or children families still fragmented with their kids at different schools. Potentially two kids could be in the same junior high with a younger one having to go somewhere else. I think if there is any grandfathering or transition, it should be on a family basis as that is arguably more fair., Mel

+ Agreed here too.

Less disruption, please. x0, diana

+ I agree, these changes would be particularly disruptive to students in the middle grades (5-9) as they would be separated from a large portion of their peer/friend groups at an age when these types of relationships and connections are so important to their development. I can also see these types of changes being very upsetting for younger siblings who have watched their older siblings progress through the system and have been looking forward to having the same experiences., Linda

Not a fan of having more of the schools going from K-6 to K-4 or K-5. There's a reason for the preferred configuration of grades and as much should be done to keep Junior High's 7-9 as much as possible.

We need to have a French Immersion program in Tuscany. It is our second official language after all. I want my children to have the same opportunities as children in other communities in Calgary. When I looked into putting my kids into FI my only option was to send them to Varsity. I didn't want my just 5 year old daughters on a bus for a completely unreasonable amount of time when there's a perfectly good elementary school outside my back window.

Having my children learn a second language was very important to me and unfortunately I have had no choice but to eliminate the idea. I don't think that we should have to choose to either send our kids on a long bus ride twice daily or not be able to give our children the opportunity to learn this countries official language. Tuscany is one of the biggest communities, if not the biggest community in Calgary and it's time that we had a French Immersion School with continuance at Twelve Mile Coulee Middle School here.

+ I agree. I have been hearing arguments supporting gr 5 and 6 students being in a school setting with gr 7, 8, and 9 but the examples raised are typically of schools that were intended and developed as K - 9 where the whole culture of the school is set up to accommodate and support this wide range of grades in a different manner than making a transition to a new school environment at gr 5 or 6 level. I strongly believe the ages of the kids and their developmental stages in life in general, not the grade level, should be the focus of consideration in these decisions. There is a huge gap developmentally between kids at age 10 or 11 and teenagers of 14. I don't believe that combining these is beneficial to anyone, particularly the younger. The transition to junior high is difficult enough for grade 7 students who are often intimidated by the older students and the newness of a different, often larger school. We should not expect younger students to do this. It seems this would never be suggested as a suitable arrangement, but is only being considered now out of desperation. Please do not disrupt the needs of elementary students by forcing them into junior high settings any earlier., Lara

+ I agree, but recognize flexibility is required. I think moving Grade 6s only is a much better option than moving Grade 5s as well, as is proposed for KG in this scenario. I'm concerned about the availability (or lack thereof) of after school care at a Grade 5-8 school., Sarah Manske

+ Sorry the above argument was completed on my phone and I accidentally marked it as a con instead of a pro. The following corrections to the above post should also be noted. "sending students IN Tuscany"

"they have capacity for, there are only 358 students Currently enrolled., Jenelle Anders

Concerned, Erin, CH, Ann, Erin, Christina S., S, Karen, Sean, David, Kim, Diana, SF, Janet, S Jones, Lee, Jessie, anne, Lara,

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MikeFoxtrot, Amber, F, Kerry, Heather, Jen, Stacey, laura, KF, KT, Kathy, Ann, B, Erin, Justin, Michael, Danielle,

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- I would agree that sending students is Tuscany out of the neighborhood would not be acceptable. If you look at the numbers of instructional space in Tuscany School, you would see that it is unlikely that it would ever come to that. Currently out of the 700 students they have capacity for there are only 358 students enrolled. That's quite a lot of space for French Immersion students for other communities. I would argue that Tuscany students in both regular program and French Immersion program should be given priority access to the school., Jenelle

+ As above: It would be nice to see school zones migrate to concentric circles rather than massive north-south corridors that inevitably lead to long bus commutes (and disenfranchise parents who are on the wrong side of an arbitrary line and are unable to attend a closer school)., Concerned

- French immersion for Tuscany Elementary school seems reasonable, considering the enrollment numbers. However, once the board starts accepting out of area students into the immersion program then there is a risk that the school will have to be capped. This could cause one of the streams being pushed out of the school. Which stream would be pushed out? This would be a con of this particular scenario. This can potentially be a problem for scenario C as well. For example look at W.O. Mitchell and how the regular stream students are being sent to Silver Springs., null

- I agree with the sentiment and with respect to the Elementary School, the proposal makes sense, unfortunately the numbers proposed to be at TMC are so small in relation to the regular program, that it won't be possible to run a real immersion program there., Jon

- FYI, the bus ride isn't that long., James

+ Completely agree with all of this reasoning. Being strong advocates of FI programs, I do send my children to Varsity Acres. We love living in Tuscany and our quality of life would improve greatly if we were in closer proximity to our preferred program., Ann

- How can a couple of classrooms ie. 1 per grade be considered a French Immersion program? The bus ride is a small price to pay to be able to have a fully immersive experience with assembly's, hallway signs, posters, all information in French surrounded with an entire school population experiencing the same things. 6 classes in a dual track school right inside the community does not make a French Immersion program., null

- We chose to send our kids on a long bus ride, along with many other communities. Together we built a very strong FI community and this option does not address the needs of those already making french work for their families, Brie Thorsteinson Ogle

		<p>+ I see the logic of this option if the modification could be made to introduce FI into Tuscany and TMC at their natural program points of entry (kindergarten/grade 1 and grade 7 late immersion). Build the programs organically over time as each grade progresses thereby filling the excess capacity and minimizing disruption for students already in the system., Shelley J</p> <p>- Tuscany is on the edge of the city currently and it would be able to draw from fewer communities for long-term enrollment compared to a more central community - such as the north central communities., jo</p> <p>- The bus ride is long; too long. HOWEVER, that's what had to be given up to gain the opportunity to learn our official second language. I agree that Tuscany needs an FI school but not at the cost of kids already in it., Tracy</p>	
Keep younger kids closer to their homes if possible		<p>+ It would be nice to see school zones migrate to concentric circles rather than massive north-south corridors that inevitably lead to long bus commutes (and disenfranchise parents who are on the wrong side of an arbitrary line and are unable to attend a closer school)., Concerned</p>	<p>rob, Ann, Janamcpherson, MikeFoxytrot, Jessie, Carol, Amber, Erin, Jennifer, Danielle, Erin, Brett Turner, Kaf, Kathy, Kerry, laura,</p>
jo Fragmenting the french immersion program would be detrimental to the immersion experience	<p>The projected numbers are not large enough to build a vibrant french immersion experience within the community with only Tuscany children. I think I saw about 90 kids on the projected numbers for junior high, that's about 1 homeroom worth of kids per grade. I think the math for elementary grades was similar, divided out it would be barely 1 class per grade. If they move these kids into a dual track school the opportunities for a true immersion experience will be greatly impacted. These kids won't have the opportunity to mix with a large peer group and practice their language skills. How will this impact other opportunities that the single track schools offer, like school trips to quebec, etc? will these still be feasible when the french immersion program is fragmented into small segments spread across many locations?</p>	<p>+ I agree with this and the projections provided also reflect this: The Early French Immersion group at Twelve Mile Coulee would never exceed 18% of the entire student population in the next 5 years. Students that would currently be in a an all French Immersion environment would be relegated to being less than 20% at Twelve Mile Coulee., David</p>	<p>Jon, kb, anne, Kerry, Andrea, Tracy, CH, **, KB, James Seigel, Shelley J, Kelly, Rebecca, DavidY, Sonic, Dave,</p>
Linda		<p>+ I agree, the numbers show that there will be 90 kids in grade 7 and 8 (grade 9 stay at Branton). This is either two classes with 45 kids in each or four classes with 22.5, neither seems like a workable number. They will also be completely swamped by the regular program (600 children) and I just can't see how they will receive an 'immersion' education., null</p>	

Changing boundaries to move Edgemont students in grade 6 to Varsity Acres does not respect the principles of the proposals including keeping the cohort together, minimizing distances for travel, etc. If anything, such a change should be phased over several years so that long term students are not moved for 1 year to only have to transition again to junior high the following year.

Diana

I love this scenario (A) because not only would my kids be able to stay within our community AND be in French Immersion for elementary, but also for junior high at Twelve Mile Coulee. This sets them up for good community connections all the way until high school, and also minimizes the commute for years to come. Go Scenario A!

Erin

+ I absolutely agree. Moving one class of students from Branton to Tuscany seems to be a very boutique solution, not designed for longterm growth or with the intention of building a large French Immersion community. Additionally, this small number of Tuscany French immersion students would then presumably transition back to a French Immersion High school (i.e. not Bowness with the English Tuscany students) and be once again singled out as a minority group diverted to a different school than their same-school peers.,
sjenkins@shaw.ca

Nikki, Andrea, nafiseh, Shelley J, t, Dave, Tracy, Sandy, Peter, Derrek,

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- I don't agree. Your idea is very selfish, only considering your own children, not considering the children who will be moved out from their attending several years school. Scenario A will bring very bad impact to these children!!!, Peter

Stacey, Kathy, Jessie, Brett, Amber, rob, KF, Sara T, Heather,

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+ Peter, that's a harsh response. I am entitled to my opinion based on my family's needs and values just as you are entitled to yours. And you have no idea how many times I have "liked," voted for, and posted ideas about allowing families with kids already in school to choose whether to switch. Please avoid personal attacks., Erin

+ I agree; Scenario A seems to benefit children in Tuscany and nearby communities for many reasons. I imagine the numbers will greatly increase once families are not wrestling with the decision between longer commutes and a language program., Kathy
- I agree with Linda, the numbers at TMC are too small to make it real bilingual or dual track school. To do that I think they will need to bring in children from some of the other communities to get the French numbers up to a critical mass, which I would guess is at least 200 children. This would, however, mean some of the regular program children moving out of Tuscany., Jon

+ Erin, I'm sorry for my harsh words., Peter
- I like scenario A for the same reason you've mentioned, but honestly Scenario A is my second choice as your reasons are better served by Scenario B. Scenario B has Tuscany FI students going with their regular stream peers to TMC at the same grade rather than being left behind for a year. And Scenario B also leaves more room within capacity to future proof it (there are talks about new communities being designated to Tuscany School)., laura

	<p>- The projected numbers are not large enough to build a vibrant french immersion experience within the community with only Tuscany children. I think I saw about 90 kids on the projected numbers for junior high, that's barely 1 homeroom worth of kids per grade. I think the math for elementary grades was similar, divided out it would be barely 1 class per grade. If they move these kids into a dual track school the opportunities for a true immersion experience will be greatly impacted., Linda</p>		
<p>Scenario A maintains K to 6 at Banff Trail and utilizes under-allocated schools. This scenario makes sense.</p> <p>rob</p> <p>I feel that French Immersion would be extremely beneficial for my children and endorse Scenario A or Scenario B (if the numbers support it). Having these programs in a community like Tuscany which is easily accessible would be great.</p> <p>npg</p>	<p>- Yes, but in this scenario King George is K-4. Scenario B has both Banff Trail and King George as K-5, which is a more desirable split for King George students., Christina S.</p>	7	<p>Brigid Hogan, MikeFoxtrot, Brett, Sara T, rob, Kim, Jessie,</p>
	<p>+ I agree. It would be great for children in Tuscany and nearby communities to have shorter commute times. The transition period might not be easy, but in the long term, I think this will benefit the most children overall., Kathy</p> <p>- Agreed, but as a parent who has already chosen to bus my 3 kids out of Tuscany (in order to do early immersion), I would like to see them not impacted by the implementation of scenario A or B (simply as they are part of a phenomenal school community already). Could these scenarios be implemented for NEW students coming into the program?, null</p> <p>- How can a couple of classrooms ie. 1 per grade be considered a French Immersion program? The bus ride is a small price to pay to be able to have a fully immersive experience with assembly's, hallway signs, posters, all information in French surrounded with an entire school population experiencing the same things. 6 classes in a dual track school right inside the community does not make a French Immersion program., null</p>	6	<p>Heather, Erin, Sara T, npg, Kathy, Jenelle,</p>
<p>My problem with this scenario is the lack of sustainability. Many of the schools will be at or near maximum capacity within a few years, which we should try to avoid at this stage. Scenario B provides the best sustainability for long term, without any caps. Busing more kids into a very big an busy community like Tuscany doesn't seem like a smart idea. I also don't like the differing grades to move or 'graduate' out of the Tuscany school grade 6 for FI and grade 5 for the regular program, if you want the children to become one community together they should be treated the same and allowed to graduate from the school at the same time, as this is a big deal for them.</p>			<p>laura, AL, Adena, Kaf, Stacey,</p>
		5	
<p>Andrea</p> <p>Tuscany and Twelve Mile Coulee: Question about programs possibly exceeding projected numbers.</p>	<p>If both programs exceed projected numbers, which program would be sent to an overflow school?</p> <p>As a Tuscany parent I would be very upset if my child had to be bussed out of the community when we are within walking distance to both Tuscany School and Twelve Mile Coulee.</p>	4	<p>Andrea, Jon, KS, Ed.U. Cate,</p>

<p>If boundaries need to change for Edgemont, the phase-in should be a few years out to allow for students to finish out grade 6.</p> <p>Diana</p> <p>I find scenario A to make the most sense. Tuscany, Royal Oak and Rocky Ridge are a very large group of students. They would benefit by having a French Immersion program close to home right through to the end of Grade 9. This scenario would offer a lot of relief where it is needed at over populated schools while providing much shorter commutes to this large group of students.</p>	<p>- someone will always have to be the first year to move. what is the difference between 2019 or another year. Seems you are only thinking of your own child or children., null</p>	<p>4</p>	<p>T, Tracy, t, Sandy,</p>
<p>I don't understand the logic behind this scenario for Tuscany families. If a student is currently in TMC and then decides to do late immersion, they will go to Branton instead of staying at TMC but the early immersion kids who were to go to Branton, will instead go to TMC. So, both sets of kids will be displaced and have to change costs around bussing. How does this encourage the growth of FI if BOTH early and late kids have to be moved from their cohort?? As well, early immersion families who have already committed/agreed to have their kids out of the community and pay for bussing will then be put IN the community and NOT pay for bussing while late immersion families who purposely decided to stay IN the community and NOT pay for bussing will have to be moved OUT and PAY. This isn't logical.</p> <p>TD</p>	<p>+ So the late immersion for Tuscany kids should be at TMC and the early immersion Tuscany kids should go to Branton., null</p>	<p>4</p>	<p>LMN, Leigh, Brett, James Brookes,</p> <p>Tracy, Shelley J, kb, CO,</p>
	<p>+ This scenario strips my Tuscany student from an early immersion spot at Branton (where she would be with the classmates and friends that she has invested 7 years riding a bus to build relationships with) so that room can be made for potential new late immersion students from our same community., Shelley J</p> <p>+ Both elementary schools in Tuscany clearly have space that needs to be filled, so creating a new FI elementary in one of those schools totally makes sense. Rushing to force FI at the middle school level at the same time however feels forced. The initial small numbers don't justify doing this "lift and shift" from Branton in 2019/20 or 2020/2021. Transition TMC to a FI middle school as a second phase in a few years as the FI kids progress from Tuscany elementary. Don't disrupt this small number of middle school early immersion students in the meantime., Shelley J</p>		
<p>Parents living in Tuscany/Royal Oak with children already in school have likely already made childcare arrangements that may not be applicable with a switch to Tuscany school. In addition to separating kids from their classmates, this option may also force a change to childcare arrangements, causing further disruption to the child.</p>	<p>- If you choose a program of choice, you take the parameter with it. Cant have your cake and eat it too. We had our kids pre-K program move and it was fine. Childcare is an issue, but should not be in the equation., null</p>	<p>3</p>	<p>anne, nafiseh, Dave,</p>

Andrea	+ I agree. Finding good childcare can be difficult at the best of times. This option could cause some big challenges for a lot of working families., Dave	
I don't agree with Edgemont community students move to Varsity Acres School. Because children from a familiar learning environment move to a strange school, leaving their favorite teachers and best friends, that is a great harm to children. It will affect their healthy growth and study smoothly. I agree with Scenrio B, which cap the number of student in Kindergarten and Grade 1. Please do not have any impact on the existing students. Thank you. June	- there are communities being moved to new schools in each of the 4 scenarios. this comment seems to only pertain to your personal household, not the future of the FI program., null	Diana, Peter, Sandy,
		3
I do not support this option as it will have a negative impact socially for children already enrolled in early immersion by separating them from their current peer groups. This option also assumes that it would be "easier" for kids to go to school closer to home, which is not always the case. It also assumes that their social circle is defined by community, which again is not correct. More consideration needs to be given to the students already enrolled in early immersion who have bonded with their peers and the school staff where they attend. If the CBE added a transition option so that parents could allow their children to finish school where they started this option would have more merit.	+ I agree completely. It doesn't seem fair to uproot kids from their schools and friends. The perfect solution (to me, anyways, since my oldest is only starting kindergarten in September) is to have a "grandfathering in" system in which kids can opt to stay at their current schools, and all new kids to kindergarten/grade 1/grade 7 will go to their newly designated French immersion program., Erin	Sandy, Shelley J, Jon,
		3
LB I'm not in favor of eliminating Edgemont from Banff Trail. That would mean many students would be switching schools twice before high school.	- Tuscany, Royal Oak and Rocky Ridge students will change schools twice in 2 or 3 of these scenarios and they are a much larger number of students to uproot than Edgemont students. Banff Trail is elementary in the most need of relief. This scenario removes 3 neighborhoods from their area which is needed, null	Susan, Diana,
		2

I would be more open to this scenario if the catchment changes were made as kids enrolled or transitioned between schools. New enrolment or moving from elementary to jr. high provides a natural transition point where new friends can be made and there is less of a disruption	<p>For example for EFI students over a 6 year period (kids moving to an area would go to the "old" school until their grade is offered at Tuscany school or 12 Mile Coulee):</p> <p>2019/20 Kindergarten at Tuscany school and Grade 7 at 12 Mile Coulee</p> <p>20/21 K and Gr. 1 at Tuscany, Gr 7 and 8 at 12 Mile Coulee</p> <p>21/22 K, 1, 2 Tuscany, 7, 8, 9 at 12 Mile Coulee</p> <p>22/23 K, 1, 2, 3 Tuscany, 7, 8, 9 at 12 Mile Coulee</p> <p>22/23 K, 1, 2, 3, 4 at Tuscany, 7, 8, 9 at 12 Mile Coulee</p> <p>23/24 K,1, 2, 3, 4, 5 at Tuscany, 7, 8, 9 at 12 Mile Coulee</p> <p>25/26 K, 1, 2, 3, 4, 5, 6 at Tuscany, 7, 8, 9 at 12 Mile Coulee</p>	+ Flexibility over the short term would help even more, since some families may prefer to move their kids to a local school next year, though some might not - particularly if there are younger siblings entering the program next year., Carol	Lisa, Jon,	
Andrea		<p>- But this suggestion does not solve the problem of our children currently attending schools that are over capacity., null</p> <p>+ This phasing in would really help families and students that invested in the schools and programs they chose years ago. I absolutely agree with this option, null</p>	2	
I think this is the least disruptive to students. It would also keep kids closer to their home community, meaning shorter bus rides and stronger relationships with neighbours.		<p>- I think that the student in program right now suffer. They are at a complicated age, and to separate them out from their friends for the sake of saying that we can make more room and diluting the french experience. I don't see the overall gain, James</p> <p>- I agree with the comments above. This option is highly disruptive for children currently in the program., Jon</p> <p>- While I agree that this would keep kids closer to home which would build stronger relationships in the community, I strongly disagree that this would be the least disruptive. There are many community based programs that bring families together whose kids don't go to the community schools., Tracy</p>	2	Tony, Stacey Cobbe-Tessier,
Karenjfrance				
Concerned about Grade 5 at Jr. High	<p>My main concern with this scenario is sending Grade 5 students to the Junior High. I would prefer King George remain K-6, but understand why it makes sense to move the oldest kids to Vanier where there is more room. However, I strongly feel that Grade 5 is too young to move to a Junior High school environment.</p>	<p>- I grew up in Germany where elementary is 1-4 and grades 5-12 or 5-13 are high school; it never seemed an issue, as the highest grades are mature enough not to abuse the grade 5 students. How this works out in a junior high context im not sure, but with appropriate instruction, I am sure any mix of ages can get along and thrive.. null</p>	2	CH, Chris,

Christina S.	+ I appreciate your comment on the German school structure, but I suspect the infrastructure to support younger students such as playgrounds, doesn't exist for grade 5's at Vanier. Given the space restrictions, and an obvious need to change the existing structure to best accommodate overall FI in the area, grade 6 moving to Junior HS seems like a reasonable solution., Mike S		
Banff Trail school is currently above capacity. Specifically, it has classrooms in the learning commons, and music room. Reading support is done in the hallways and math instruction is in the staffroom. The children often eat lunch on floor of their classroom. This is one of the only scenarios that reduces the overpopulation at Banff Trail.	+ Agree. Grade 5 is too young., SF + This is my point exactly. The 2017 enrolment for Banff Trail is only 4 over capacity yet this is what your kids are experiencing. This is why you don't want schools so close to capacity and A and C does this to Tuscany School., ND	2	Diana, James Brookes,
I feel more locations should be added. As another individual said, French is our second official language and it would be ideal if the kids were able to stay close to home. It would also be great if Panorama had a public high school.... anyone know if that's happening?	- I feel this is unproductive as we have already been made aware that there is no new school in the immediate future. This forum is to debate the 4 existing scenarios instead of proposing new ones that won't exist, null	1	Kathy,
Jill Bussing is a large cost. If we are separating by grade instead of geography are we not creating greater costs? One family to many different schools is a huge carbon footprint. Would it not make more sense to find room for K-6 that is geographically close to these new spaces rather than disrupting just older grades from each school? I don't understand why this would not be the most cost effective option? I would think all parents would be happy to move schools if it meant to a K-6 or K-9 that was closer to your home. Christie	+ Does Junior HS utilize the yellow bus system? I am concerned with my grade 5 student potentially being forced to change from walking to KG to taking public transport to Vanier as a grade 5 student., null	1	Christina,
Here is a new Idea and perhaps a new scenario. It makes sense to make Tuscany school K-6 and add an early French immersion program to accommodate the growing needs of the NW communities since it appears that the projected population of the school is under capacity. This solution provides long term sustainability, allows students to attend school as close to home as possible and uses space and resources effectively – which are all the CBE planning principles.	- Scenario A is probably best scenario geographically by having Royal Oak, Rocky Ridge and Tuscany students together and will have less bussing and pollution., null	1	Andrea,
RBH			

In all scenarios, late immersion takes precedence over already engaged early immersion students. I would like to know what the numbers are for late immersion students who actually continue in the program through to graduation?? Does it meet and or exceed those of early immersion students? Why should their needs for enrichment and single track programs come at a detriment to those of us in early immersion programs?	+ Good questions! I'd also be interested in the answers to these., null	Sonic,	1
This option optimizes the space at GVP and by adding the Grade 5 kids the school would benefit from yellow bus service. Our family would be best served by this option.		Robert,	1
Stacey Cobbe-Tessier This scenario would reduce the commute of my 3 children in Rocky Ridge from 1.5 to 2 hours a day to 20 minutes a day. My kindergarten child should not have faced a 50 minute bus ride through every community on the way home. This scenario would allow us to ride our bikes quicker than the current transportation.		Teresa,	1
Brett Students in Panorama should not be separated from their cohort i			0
Students from Panorama should not be separated from the rest of their cohort in grade 5. Consider moving students from this area to Hidden Valley for K-4as well.	+ If K-4 from Panorama cannot be accomodated at Hidden Valley due to numbers, then better to leave these students at current schools to keep cohort together., null		0
Looking at the maps, the school boundaries seem to make the most sense in Scenarios A and C. Given scenarios A and C exist, Scenario B doesn't seem make any sense.			0
J I don't like how this scenario separates students from Panorama from the rest of their cohort at grade 5. If students from Panorama cannot be accomodated from K-4 in Hidden Valley, in addition to 5-9 at Valley Creek, then these students should be left at King George.			0
Emerc Okay for Valley Creek	I'm fine with this solution and adding more French Immersion students to Valley Creek, which will help the program.		0
Heather Tuscany School Supports this idea			0
After Scenario D, this is my preferred option.			0
Mel			

I don't mind this idea but I am concerned about the availability of afterschool care for Grades 5-6 at Vanier. Most kids there will be old enough to take care of themselves but if you are adding younger kids, this needs to be considered.

Karen

I like A over others. Scenario C seems messy with lots of changes.

Option A is a very Viable option. Moving the Tuscany kids closer to home is nice & opening space up for the communities closer to Branton.

Bea

It is very important to ensure that the junior highs in NW Calgary are consistent since the boundaries of the elementary schools do not line up with the boundaires of the junior high schools. Some King George Grade 5 and 6 kids will be displaced in Grade 5 waiting to attend Branton if it does not start until Grade 7. The school xones should have been looked at at the same time as these options were developed.

Erin Radloff

The problem with scenario A and C is that potentially brings Tuscany school too close to full capacity. I don't want my kids classroom to be in the learning commons

ND

Additional comments

Tricider 15-Jun-18 ER

In reviewing all of the scenarios, it is difficult to determine the best alternative, as each alternative comes with benefits and drawbacks. However, when the CBE is deciding on the best Long Term Strategy for NW Calgary, I think it is very important to look at the following overall factors:

- 1) Boundaries should be reassessed at the same time as the school changes, as some of the changes the CBE is looking at will cause grief for those that cross boundaries between elementary and middle school and may end up being displaced (or put on a lower priority)
- 2) All elementary schools that feed into the same middle and senior schools should have consistent boundaries so that changes to the programs do not cause unintended consequences such as not allowing a student to continue in FI due to their home location and the overlapping of boundaries.
- 3) Busing for students in grade 5 and 6 should remain on the yellow school bus for safety and other considerations.
- 4) Any element of Grade 5 or 6 in middle school should include a before/after school care option for the students
- 5) Each school should implement a transition strategy for the upcoming 2018/2019 school year so that children most affected by the CBE solution will still be able to participate in a leadership program at the current school.
- 6) Any long term solution should include the addition of at least one school (whether build or utilizing space of an existing English only school), as the growth of the city of Calgary continues even during a recession and will only pick up.

Thank you for all the effort you have put in regarding this issue, as it is extremely important in Canada to ensure our children have the option to study both official Canadian languages and become competitive in our every increasing global society.

In reviewing the scenarios again and after more time to think about it and discuss, I am concerned that initial review and input during “phase 2” consultations may lead parents to focus on the merits of individual scenarios as pertains to the circumstances of their children and their current school(s). I say this because I was led to examine the scenarios from that frame of reference.

That said, I think it's important to take a step back and look for the simplest solutions that accomplish the desired end state with the least disruption to students and their families at the same time as considering future access to French Immersion programs in the northcentral and northwest.

I am concerned, at that same time, that the scenarios presented are misleading. Other comments have suggested this as well. Specifically, at the consultation I attended, I was told that projected enrollment targets aimed for are at 85% of the maximum instructional space. However, the maximum instructional space is also misleading. Some of the factors that make this misleading are:

- Kindergarten enrollment – classes are half days, so as long as the classes are off-set a.m./p.m., the full-time enrolment is half of what is captured.
- Maximum use of instructional space does not leave any room at all for: dedicated music room, resource pull-out, learning commons, eating lunch, use of staff room dedicated solely to staff. This is where we see class pull-outs in the staff room, in the hallways, no music room, no dedicated learning commons, no resource room.
- Some of enrollment figures show “room” in a school where discussions with those in the schools about their practices and space availability would indicate other I'd like to propose an alternative scenario:

Scenario E:

Banff Trail School - K-6 Early FI - Rocky Ridge, Royal Oak move to Tuscany School

- Enrolment capped, if necessary

Eric Harvie - K-5 Regular - Grade 5 from current catchment added

Hidden Valley - K-3 Early FI - no change

K-3 Regular - no change

King George - K-6 Early FI - Enrolment capped, if necessary

Tuscany School - K-5 Regular - Grade 5 from current catchment added

K-6 Early FI - Rocky Ridge, Royal Oak, Tuscany added

Varsity Acres - K-6 Early FI - Tuscany community moves to Tuscany

This Scenario is a combination of A & D, mostly, and requires the benefit of planning projections. It tries to preserve existing school communities while providing the geographic access to Early FI which is needed in the farther northwest communities.

One of the issues that has not been discussed is about moving grades into Varsity Acres to account of movement out to Tuscany. I think what is not recognized in the projected enrollment figures/space, is that this is a school that already has been renovated with a permanent addition as well as a stand-alone portable. I don't think the space provided by a portable should be considered permanent enrollment space, so I feel the enrollment capacity figure should be reduced by about 50 to account for the two grade 6 classes currently placed in the portable. (Hence, in my view, any scenario that reallocates to Varsity needs to be reduced.)

I am not thinking this is necessarily a 5-year solution – particularly with the use of enrollment caps which I agree are undesirable. The longer term solution, if demand for FI continues, seems to be addition of 1 or more single-track early FI schools.

Another possibility is to re-examine entry point for late FI. If entry were to be allowed at grade 4, for instance, children would be more integrated by junior high/middle school. As well, allowing earlier entry to late FI would address a point of attrition (needs to be confirmed by elementary attrition from early FI programs). This has the potential of dramatically changing the dynamics of demand and (possibly?) improving the capacity of the late entrants.

Tricider

16-Jun-18

Christie

DS you make some good points about combining scenario's

Why does scenario D not have Tuscany still plan on adding a K-6 French Immersion program? There is room at that school and there is no down side. If this happened it would relive pressure off of the whole NW maybe not enough but to not have it as part of scenario D means the numbers against scenario D will always win.

I also love your idea of other ages to enter french immersion. If there was other ages to enter Spanish and Mandarin I also think parents might choose a 2 language education.

Would love if someone from the CBE could answer these questions.

Tricider

14-Jun-18

LB

After attending the information sessions regarding the scenarios I have more issues with this option (than I did before). It seems we are willingly sacrificing the FI experience for students currently enrolled in order to utilize empty instructional space. We had the opportunity to ask the principal of the Tuscany school how they would prepare to welcome Gr 5 & 6 FI students from the established schools and would they be able to offer them the same type of leadership and program options they currently have in their existing school. Her answer did nothing to make us feel better - apparently they will start engaging with the students when they transition to build programs that are important to them. She couldn't provide examples of programs they have in place currently, so basically our older kids will help build the programs without the benefit of getting to participate. But "kids are resilient so that's okay" is not an okay opinion of a principal in my humble opinion.

Tricider

08-Jun-18

KB

I have a concern regarding population control for the schools in Tuscany and which program in a dual track school would get priority if capacity becomes an issue.

Tricider

07-Jun-18

Carol

Overall, I think that one of Scenario A-C is the best choice for the long term, to ensure that there is room for more Early Immersion students to enter the program - caps seem like an unnecessary denial of the opportunity to learn our other official language.

However, is there more room to be flexible about catchment boundaries over the short term? I think, for the current Early Immersion families, there are different situations that require consideration. After-school care can be a challenge to arrange, so it may be unfair to force older elementary students to change schools. But if those students have younger siblings entering Kindergarten, they may prefer to have all the kids in a school closer to home.

Just to say that flexibility during the transition would help a lot. I was told this year that if there wasn't room in my catchment school, too bad, the other nearby Immersion school is not an option at all. That kind of rigidity makes it much harder to swallow changes like this.

Tricider

06-Jun-18

Linda

Dear CBE, this is somewhat unrelated to the french immersion program, but I think it bares acknowledging. It seems the projected numbers for the Tuscany schools should raise some serious concerns about the way in which schools are prioritized and built. Looking at the numbers it seems very apparent that Eric Harvie school was built/opened at the peak of a population/demographic boom, just as the demographics were moving into decline. Tuscany School is now operating at only half of the intended capacity! How is it efficient to have only 350 kids in a school built for 700? Eric Harvie is also not operating anywhere near it's capacity. It seems the overcrowding problem could have been addressed with more modulars/portables being placed at either tuscany school or twelve mile coulee, rather than the expense of building an entirely new school as population of children was moving into decline. I see an extreme waste of resources that needs to be addressed so that this doesn't happen in other communities. Seems these resources could have been better deployed in newer communities where population/demographics were still growing. Is the school board aware of this? How are they addressing this?

Dialogue inbox

19-Jun-18

LW

As a parent of a student at King George, I wholeheartedly preferred Scenario D in that it was the only scenario in which the school remained K - 6. I am very much opposed to moving grades 5 and/or 6 to junior high.

I'm aware that, as with anything, arguments may be made to support the idea of 5's and/or 6's moving, however I believe if this was truly appropriate in best supporting the educational and also developmental needs of students, this model would already be the norm...i.e. junior high would consist of grades 5 - 9. I believe this proposed change is definitely not in the best interests of the students, and suspect it is only being considered out of circumstantial and likely budgetary need at this time. I agree with other parents who suggested that perhaps further scenarios need be generated that ensure elementary schools (and in regards to my child, particularly King George) remain K - 6.

I know some have argued that grade 5 and/or 6 students can do well in schools that are K - 9, however I would suggest that the culture of these schools, being set up as K - 9 from the outset, provide a significantly different environment that better supports the needs of students throughout this range of ages and developmental stages. Children ages 11 or 12 are at a very different stage in life developmentally than those of 14 or 15. A move to include this younger group with the older is not as much a concern in terms of grade level or academics, but very concerning in respect to the children's age and developmental stages.

I do not support any plan that moves grade 5 and/or 6 students from their current school and puts them into a junior high environment.

Thank you for allowing me to share my thoughts, and for your consideration of these in your decision-making process.

Dialogue inbox

18-Jun-18

Christie

Hi, I am one of those awful parents showing up to the party late who has not attended the engagement sessions that you have obviously been so good at putting on. They just have not aligned with my schedule. I am writing today to gain a better understanding of what is happening with the French Immersion program in NW calgary.

I understand that there is more interest then expected and that the CBE is at a point where they are juggling to find space to accommodate everyone's wants. I would love to talk to someone on the phone but I will try to put my questions down in writing too.

It looks like all scenarios involve splitting up kids by age by having k-4 schools and then k-9 schools. I understand that the schools are only so big and that we need to split the amount of kids who want into the program into more buildings then what they are currently in. What I need help understanding is why this split is only being looked at by grade level instead of by geographic location?

Instead of a Junior high taking on 100 kids in grades 5 and 6 why not let them take on that same 100 kids in K-6 that are actually physically close to that particular building? Wouldn't this be the cheaper option based on transport alone? If all the kids from one neighbour hood were going to the same school this would be cheaper then them all going to different schools. I understand there costs other then transport but I would love to understand why cutting up our k-6 students are our only options.

Specifically why does scenario D not have Tuscany still plan on adding a K-6 French Immersion program? There is room at that school and there is no down side. If this happened it would relive pressure off of the whole NW maybe not enough but to not have it as part of scenario D means the numbers against scenario D will always win.

Are there other opportunities to add a K to 9 Early French Immersion? FEO is right next to Marion Carson that already has a playground it could work as k-9. Valley Creek School is already 4-9 could they handle K-9? Could Eric Harvie have a small french immersion track? Lastly has the idea of adding an entry age at grade 7 to Spanish or Mandarin been put forth? would parents buy into giving there child a third language, with the added bonus of reliving pressure on the french track.

Thank you for your time in replying to this response.

Dialogue inbox	13-Jun-18	ES
<p>Thanks for letting me provide feedback directlyI attended the meeting Monday night and thought you did a great job of presenting all the options and fostering discussion. A big thank you!</p> <p>Now that I've had a few days to process the information and discuss it with my family, we have decided that options A and C are unsuitable for the students at King George and Vanier. We do not like the idea of moving grade 5's over to what is at this stage a school that is run like a junior high school. We didn't feel like their needs would be adequately met under these two scenarios.</p> <p>We also felt that the overcrowding problem will only be pushed to Vanier, especially under scenario A. So the CBE would be moving students to deal with the issue of overcrowding only to encounter the same problem again a couple of years down the road because there is not much room for error with the projected enrolment numbers in scenario A. Scenario C seems very disruptive and dependent on a new school being built which may never happen.</p> <p>Scenario D is my personal preference because we specifically moved to Mount Pleasant so our son could walk to school. Walkability is very important to us. Scenario D also gives the CBE greater control over space and class size.</p> <p>While I recognize that capping enrolment in FI is unpopular, I'm not convinced that there are enough qualified FI teachers in Western Canada to meet the demand for growth. Most school districts in BC have already capped the program because of the difficulty in recruiting FI teachers. The CBE will end up hiring a lot of FSL teachers to teach FI which will also have a negative impact on the FSL program. In addition to this, the CBE is quite likely facing the election of a provincial government that will make cuts to education beginning in 2019 so I'm not sure that's a great time to start growing the FI program.</p> <p>Finally, my child, who will be starting grade 4 at King George this September, likes option B. My child doesn't want to go to Vanier in grade 5 but is happy to go in grade 6. My child would like to participate in more sports like basketball and do science in a science lab. I don't agree with my child but thought my child deserves to be heard on this subject too. ☺</p> <p>I really appreciate the opportunity to give feedback. You did a great job with the consultation. Thank you!</p>		

Dialogue inbox	04-Jun-18	C
<p>Hi there,</p> <p>Thank you for the engagement email. As much as I feel for those that need French immersion, I feel that we need to provide better services and class sizes to our current CBE programs. There are a lot of kids with special needs, behavioral needs within our current classes and there are no resources available to our teachers. Instead of stretching resources and providing new programs I ask that we focus on what we are currently offering within the CBE.</p> <p>Thanks</p>		

Dialogue inbox	04-Jun-18	MG
<p>Hi there,</p> <p>I wanted to provide some feedback about the French immersion program. My child attends Eric Harvie school. If they had a French immersion program there we would consider putting our child in it.</p> <p>That said, since Canada has two official languages, I think it is important that all public schools teach both languages for all students from an early age. I grew up in Europe and we all spoke more than one language. This made it very easy for me when it came time to immigrate to Canada. It also made it easier for everybody else who still lives there.</p> <p>Thanks.</p>		

Dialogue inbox	17-May-18	KM
<p>Hello, my child has just started French Immersion kindergarten this year so we are really new to the "school years" portion of parenting.</p> <p>I have attended sessions at the school and did some of the online engagement (I now realize I should have used a pseudonym to add my comments!). Since I added my ideas and comments I had another comment/question: all the talk was about moving the grade 5 or 6 classes out or looking at dual tracks in undercapacity schools or new schools in new communities. Have you considered moving kindergarten out to say....Tuxedo Park? Or making Tuxedo Park a middle school (grade 4, 5, and 6 even). It would likely cost a pretty penny to make it useable again and it isn't huge but it is geographically close to Banff Trail, Brandon, King George, and Vanier and has been empty since Jan 2015. It would be like expanding the program locally...</p> <p>My husband attended kindergarten and grade 1 at Tuxedo Park so I recognize it is ancient and would have issues, but if the CBE owns it already it might be an option. We were just out for a walk and wondered what the plans were for it....</p> <p>I'm assuming you would have looked at all options already, but wanted to point this out.</p>		

