



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

### Scenario B

Ideas	Description	Arguments	Votes
This is my preferred scenario.			<p>17</p> <p>Islaferrier, Colleen, KDT, Stacey, Sean, Andrea, ALK, Janamcpherson, laura, Andrea, Jen, Mazlina Navarre, Adena, Luis N., Danielle, npg, Dave,</p>
Heather Kury	I am not in favour of transitioning grade six to jr high . Keep K-6 to gether . This supports leadership programs and often keeps siblings in the same school together longer. Which inturn often fosters more volunteer engagement from parents	<p>+ I completely agree with this comment, but recognize that flexibility is required. I prefer this option because it moves ONLY Grade 6s from King George, not Grade 5s as well., Sarah Manske</p> <p>+ I am also not in favour of transitioning grade 6's to junior high. I am less concerned about leadership opportunities as the developmental stage and needs of kids at this age., Lara</p> <p>+ Grades 1-3 especially look to the grade 5-6 kids as mentors and leaders, and the grade 5-6 kids learn to be mentors and leaders. Separating these groups appears to be primarily a response to resource constraints (everywhere, not just at the CBE), rather than research demonstrating this is beneficial to children., Concerned</p> <p>- I don't see any issues with K-5. This is common in other parts of this country and others., null</p>	<p>15</p> <p>Lara, Janet, Kim, Concerned, Jessie, Daphne, Kathy, Erin, Tara, Kelly, Islaferrier, Karen, CH, Meg, Christina S.,</p>
I prefer this idea because it will cause less disruption even though Banff Trail will lose grade 6. I prefer continuity over changing schools multiple times before high schools. I think current students should be able to stay at the current schools as well as their siblings who haven't started yet. I would be OK if that meant losing busing, but it should be an option.		<p>+ I also agree with the issue of grandfathering current students and siblings. I think this is the most fair - for those starting brand new to the system in K, there is no reason you can't start your family fresh at a new school and being building relationships at that school wherever it might be. But leave the currently enrolled students where they are and where they are supposed to go for junior high., Mel</p> <p>+ I agree that current students and siblings should be grandfathered during the middle school/Jr. high years., Shelley J</p> <p>- If a school becomes 6-9, busing is usually added to include all students, not taken away. Public transportation in Grade 7 up only. x0, diana</p>	<p>11</p> <p>AR, Karen, Yuri, Nikki, Diana, Andrea, Diana, Erin, Luis N., **, Dave,</p>

Am I allowed to say that I don't like any of the scenarios? I feel like the first 3 scenarios disadvantage early immersion students and the last scenario disadvantages future students in the program. Adding one class of each grade into a school, does not make a very good french immersion school. I love how Varsity Acres and Branton schools work, they have full french programs, meaning assemblies, announcements, posters on the walls, singing, acting are all in french, that is true immersion. I think CBE should continue thinking about possible scenarios. I would love to see a single track early french immersion elementary school added to the NW (For Tuscany, Royal Oak, Rocky Ridge, Arbour Lake, Scenic Acres). In addition a early/late french immersion junior high in the NW for the same neighbourhoods. There are a number of english and alternate programs that are under capacity, maybe consider reconfiguring them to make it possible to have french immersion schools.

+ I agree. The numbers for TMC just don't seem to make sense, they will have 78 children in grades 7 and 8 under this scenario. This won't be enough to really make the school an immersion experience. How will they run a bilingual drama program for example? Also will they have classes of almost 40, or under twenty?, Jon

rjh1975, AC, KB, Lara, Teresa, Kelly, Jon, Shelley J, Kb, Erin, David,

+ I agree.

FRENCH IMMERSION. x0, diana

+ I am also not in favour of any of the scenarios, for the same reasons described. All options seem to negatively impact students in the near or in the distant future. I agree there must be other scenarios CBE could come up with that better meets the needs of all. I fear that this is a case, like in many large organizations, where less than ideal decisions will be made with budget concerns being the primary driver, vs. what's actually best for the students, and that arguments to justify and support these decisions are being made in spite of them being detrimental for students., null

- It's not a bad idea, especially for the elementary grades. However, I'm not sure how realistic it is. Hypothetically, if they were to convert one of the Tuscany elementary schools to a single-track French immersion program, all of the regular program kids who are currently going there will have to change schools. Potentially too much disruption for both kids who are currently in French immersion (at other schools) and regular programs...? And I can't imagine CBE building an additional school specifically to meet French immersion needs, although that would be awesome!

Having gone to a double-track French immersion program myself, I know it's possible to have a great French immersion experience when there are also regular program kids at the school too., Erin

I would prefer this option. I recognize that there is space in Tuscany School and this would be a good compromise to fill the existing space and keeping Tuscany kids in the community. It also reduces the risk of overpopulating and potentially losing common space within the school (learning commons and gathering space). Additionally, if enrollment numbers dramatically increase, we reduce the risk of later having to add on additional portables. It also keeps the numbers down at TMC to manageable and reduces overcrowding at that school as well. Keeping only Tuscany French Immersion children in the community will also reduce congestion as this will eliminate the need to bus children in from other communities and reduces the number of parents traveling in and out of our community for drop off and pick up.

Allison Campbell

This is my least favourite option. I live in Tuscany and have three children. We made the decision to have them bus to Varsity Acres. This scenario would isolate them from most of their cohort as it separates out only the Tuscany students from Varsity Acres. My son, who would be in grade 9 at Branton when these changes took place, would stand to lose all but one of his close friends. If this is the scenario chosen, I would hope that there would be flexibility with regards to allowing students to finish at the schools they started in. For this reason, my preference would be for scenario C, which keeps Varsity, Rocky Ridge, and Tuscany together, or for scenario A which would keep Tuscany children with Rocky Ridge children. Selfishly, scenario D is appealing but I would hate for anyone to miss out on the opportunity to have their children access French education.

rjh1975

+ I agree. I'm not sure why they are putting the cart before the horse. At the one session they stated a school is currently in the design phase which would come to fruition in the next few years. Why not wait until then? The planner in the one session commented that the boundaries would then change as it would open up another french opportunity in the N/NE of Nose Hill. All of these options seem wrong given that comment., null

+ I agree with this completely. If their projected numbers are off at all for Scenario A & C Tuscany School will soon be at capacity, which no one wants. This is the best option to sustain both programs in the community and it decreases the need for buses and parents coming in from outside the community., Andrea

laura, Allison, KS,  
Adena, AC, Erin, Luis  
N., Mike S,

8

+ I absolutely agree that it is not fair to isolate the students from Tuscany only, separating them from all other Varsity Acres cohort only to create a very small French Immersion population in TMC., Shelley J

Jon, Tracy, Teresa, AJ,  
bk, SRSS, Shelley J,

7

+ I think Scenario D is a real option. I struggle with it ethically, yet also think that may accelerate to change FI to "regular school" status provincially, which has been my hope since the transportation issues 5 or 6 years ago. I simply cannot see any other way to keep the learning as strong as D. x0, diana

<p>This is my preferred option as it keeps grade 5 at King George at only moves grade 6. I think that grade 6s can be integrated into a middle school or junior high situation successfully, and that they will have access to more and diverse opportunities in athletics, the arts, and option classes.</p> <p>Danielle</p> <p>I'm highly in favour of having french immersion options deeper in the NW. I prefer Scenario B if the numbers support it, but if not then Scenario A is attractive as well.</p>		7	<p>Janamcpherson, Christina S., Mike S, Sarah, Adena, Stacey, Luis N.,</p>
<p>Neil</p>	<p>+ I agree with this totally. The current catchment area for Varsity Acres is ridiculously large., JC</p>	6	<p>npg, laura, Adena, J, Erin, Heather,</p>
<p>Scenario D is my preferred scenario but this option is a good second choice in that it allows kids at Banff Trail to stay together with their classmates until the transition to Jr. High. It also maintains stability with childcare arrangements.</p>	<p>+ Also the catchment area for Banff Trail is similarly large. And why is there no ability to blur those boundaries when you are equidistant to two schools and only one is full?, Carol</p> <p>+ Well said, James.</p> <p>My child goes to King George, and I also prefer scenario D, with this (B) option as my second choice in that it keeps grade 5 students at the school.</p> <p>I have huge concerns for the developmental needs and readiness of grade 5 and 6 students in potentially moving them to a junior high setting.</p> <p>I suspect and fear that the decision-makers were not primarily "student-centred" in the generation of scenarios and, as is too often the case in large organizations, likely more budget focused. Although I recognize finances as a necessary reality, I would hope for our education system to be student-centred first. I worry that decisions will be made that are known to be less than ideal for students, and that arguments to support and justify those decisions will be made to appease parents., Lara</p>	6	<p>Dave, Islaferrier, AJ, Christina S., James Seigel, Lara,</p>

Andrea	<p>+ D is also my preferred solution. Sometimes you need to just say to people coming to the program later that there is only the room we have and we are not going to disrupt so much.</p> <p>Would it make sense to take the tuscan portion of some cohort going to let's say an arts centric school like willow park and put them in the National Sport School facility at winsport because there is room and it might be closer? Or take the Scenic Acres cohort from the National Sports school and put them at TMC because the Late Sport Immersion people needed more room?</p> <p>Not having a community sized group or changing the focus of a themed school is something that is ... not ideal, I think.</p> <p>I wonder if at some point there was a "student centred" scenario played out for doing this planning. I think that might be option D, even though I think they put it on there only to have 4 columns on their chart., James</p>		
<p>I do not like this idea as it pulls one small group of students from Branton to Twelve Mile Coulee, separating them from their friends and classmates at a socially delicate stage. Consider keeping the Tuscan students with the rest of their Varsity Acres cohorts who would all be designated to FEO.</p> <p>Shelley J</p>	<p>+ Could the students of Nolan Hill, Sage Hill and Evanston not be directed to the much closer Valley Creek School for Jr. High, allowing Tuscan students to be included with at FEO?, Shelley J</p>	6	<p>Shelley J, Teresa, Jon, Tracy, Kelly, Rebecca,</p>
	<p>- Kids are exceptionally resilient. I moved across the country 3 times between K-6 growing up. Kids will make new friends, and the moves will affect a cross-section of the grade class, so anyone that needs to transition to a new school doesn't do it alone. I would think that a shorter transport to/from school would have a beneficial affect on the students by providing extra sleep in the morning and extra play time in the afternoon., Mike S</p>		
<p>This scenario seems like a good compromise although I'm not really a fan of kids younger than Grade 7 attending same school as kids in grade 9.</p>	<p>- My child, going into grade 6, would be 10 years old, at the young end of his class year. I am not in favour of joining grade 6 to grades 7 to 9., Diana</p> <p>- I agree with Diana, above. I do not support kids of this age, in grade 6, moving to junior high., null</p> <p>- There was only one French immersion class per grade where I grew up. Not saying that it's ideal but it works. On the other side of the coin, I agree that it does not make sense to bus out the late immersion kids....but none of the scenarios have the Tuscan late immersion kids attending within the community., laura</p>	5	<p>CH, Christina S., Meaghan, Andrea, Kendall,</p>
<p>I do not like this option for Twelve Mile Coulee School. Looking at the numbers, it will basically be one class for each grade for Early French Immersion. They will not be exposed to any new students within their program. It also doesn't make sense to me to bus out the Late French Immersion kids and keep the Early French Immersion children within the community. The French Immersion children from the same community should be kept together.</p>		5	<p>CH, Tracy, Jon, Shelley J, Teresa,</p>

Sonic

This seems like the best scenario. None of the schools will be close to capacity within a few years, just in case the projected numbers are off slightly. No one wants kids to have classes in the learning commons or gathering spaces which is what capacity would mean. This provides growth for all the schools involved which would allow for a continuation of the dual track system for years to come, not just one or two and then another change would have to be made.

Andrea

I wonder how this scenario is beneficial. If there are only 80-100 french immersion students in the school, what quality of education will they receive? It is already difficult to find French Immersion Teachers in Alberta. If there are only 90 students in French immersion, they still need teachers for French, Math, Science and Social in french. So hiring 4 teachers to teach 90 students, does not sound cost effective. Would the teachers even be able to work full-time if they only have 3 classes each? There is so many opportunities for learning french at Branton, and I feel that fitting french immersion students in where you can will negatively affect their french education. Are students in such a small program still going to be able to travel to Quebec? Are students still going to be able to have french extra curricular activities before, during and after school. With only a few french teachers in the school, the opportunity to extra french activities are limited. There is only so much each teacher can do. I am concerned that with such a small group of french immersion students, that their educational experience will be compromised.

+ For this to work well. I think that would need to have late immersion children there and early immersion from some other neighbourhoods to build up a reasonable proportion of the school in the FI program. This would obviously mean moving some of the regular program children out of Tuscany, but I'm sure that there would be room for them at other schools., null

+ I agree. One class does not make a French Immersion school., Shelley J

- I'm not sure that this scenario won't leave children in the learning commons areas. If they have 42 children in one FI grade, they will have to split into two rooms, but I doubt that there will be a spare classroom for this., Jon

Mike S, Christina S.,  
AR, Erin, laura,

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+ To clarify my original argument, small class sizes would be good, but I wonder how such a small program would affect the students and teachers. A french social studies teacher that only teaches 3 classes might be harder to find, as most teachers would prefer to work full time. With such a small group of french students how many extra curricular activities will be offered in french. With such a small group of students, will they still get a top notch education or will they be second to the dominant English program?, Kelly

Teresa, Jon, Rebecca,  
rjh1975,

4

+ I support the argument given. What language are the announcements in? If they are minority, then what language is spoken at lunch? The signs on the wall....all english...etc...community forming and "IMMERSION" which is right in the name of these programs, is NOT possible., James

- They won't necessarily be smaller class sizes. If they have 34 children per grade, they will only have one class of 34 and not 2 classes of 17. It's much more likely the class sizes will be bigger., Sonic

+ I would select Scenario D. I think doing so is the only way to make the change so that FI can be accessible to all in the long term. Otherwise, we continue to band aid as we go, disrupted, diluted, and disillusioned. x0, diana

+ Smaller classes sizes almost always provide for a better learning environment., null  
- Why do you assume they need to hire a teacher for each subject? I did French Immersion and in elementary school we had one teacher who taught all subjects. Once we moved to Junior High, all of our French subjects were split between two teachers., laura

+ I do think that a full french immersion program is better. There are more opportunities to be fully immersed in the language. If they are a very small group in a dual track school, then the opportunities are not as likely to be there. I personally don't like any of the scenarios, I feel that the first 3 scenarios disadvantage early immersion students and that the last scenario disadvantages future students. I would like to see them thinking about other options. In an ideal world I think there would be a huge advantage to having a single track early french immersion school for the far NW (Tuscany, Royal Oak, Rocky Ridge, Arbour Lake and Scenic Acres). I would also like a early/late immersion junior high school for the same areas. There are a number of schools that are not at capacity, maybe looking at combining a few English Schools so that the french immersion program can have it's own school is an option., null  
- Following that argument though you would want a completely FI school, which is not available in Tuscany. Would you select Scenario D then and risk someone not being able to get into FI at all?, AD

+ I also agree that a full single track french immersion program is better. I was in the very first class in 1976 in Banff Trail that started the bilingual program which is now a french immersion program. We started with 2 classes and worked our way up to Grade 6. The quality of the french immersion education that my children are getting and have received at Varsity Acres is significantly better than what I received being in a dual track school. They hear more french on a regular basis and speak more french. They have more opportunities to practise their language skills. In order to perfect a language, you need to be immersed in it as fully as possible. My very oldest child went to a francophone school for preschool and kindergarten. His french is the strongest out of all my children since he was forced to learn french to communicate with some of his classmates that didn't speak english. In order to increase fluency in french both written and spoken, you need to be exposed to it as much as possible. The exposure to french is significantly higher in a single track school than a dual track school. I actually cannot believe that they are even considering just putting one class per grade of french immersion students in TMC. It will be very interesting to see, if they actually do it, what the PAT scores will be between Branton and TMC. My guess is that the Branton students, who will be exposed to more french, will score higher., Sonic

The definition of immersion is : " a method of teaching a foreign language by the exclusive use of that language, usually at a special school." I love that Varsity Acres School only has a french immersion program because it means that the students can be immersed in french in all aspects of their day. They do their assemblies in french, they sing the national anthem in french, the little plays they do are in french, they sing french songs in music. It will not be possible to have a true french immersion program when there is only a small french program in the school. Are any extra curricular activities going to be offered in french when only a small portion of the school is in a french program? I would love to see schools stay 100% french immersion similar to Varsity Acres. Similarly I would like to see Early students stay in a school that is only french, Maybe Branton should be early immersion only. The late immersion students could easily go to a dual track school, then they can move to an immersion school, once they have a better grasp on the language.

Jon, Sean, Rebecca,  
LMN,



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. The kids should stay at their schools with their cohorts. The late immersion kids should stay at TMC (no early immersion) and the early immersion kids should go to Branton (no late immersion) for the Tuscany kids.

TD

I do not like this idea. Moving Banff Trail to K-5 is not a good idea particularly when so many schools are underutilized. L

rob

Scenario B or D would be my preference for Tuscany School. My concern is we have new community Rowan park being built and Tuscany School is the designated school. That will increase our numbers as well as announce last month EDC will be coming to Tuscany School. Adding both these upcoming projects I would really hope these are all being taken into consideration. It would not be ideal to have School back to max capacity of students

+ 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

AJ, kb, Shelley J, Sonic,

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- ...but you are OK with KG moving to a K-4 scenario? I don't thinking you are evaluating this objectively with respect to overall impacts to the FI program and Calgary NW/N as a whole but rather your personal impact. Consistency in a K-5 elementary system for FI in the area makes sense to balance numbers. There is obviously not a perfect scenario given all of the social and economic drivers, but Option B seems like the best overall at meeting the objectives., Mike S

rob, Jessie, Kim,

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- But it would keep the current cohort together rather than separating them in the middle of their elementary years. I would rather that everyone transitions at the same time with the current cohort rather than be split up and lose the support network that was built up since kindergarten., Yuri

+ I agree that this option works well for Tuscany School. It doesn't work for TMC., Jon

Andrea, Shane, Roxanne,

3

+ I agree entirely. They haven't taken into consideration these other obligations and claim they will look after themselves in the long run. Tuscany School may have low numbers for a year or two but Rowan Park said they will add 3100 units. What will happen to the current students there with all these additions, it would not be fair to kick them out of their school in a few years because the CBE has too many new students coming in. Some consideration has to be made for the current students in the school and for the parents of kids in the regular program in the school., AW

<p>I like the fact that the children in the dual track program in Tuscany will be treated equally. Both FI and the regular program will go to grade 5 and then move to TMC. Keeping one program a year later will reduce cohesion of the community environment and will disrupt or even cancel the excellent 'graduation' ceremony the last grade currently experiences and enjoys.</p> <p>AW</p>			<p>Adena, Erin, laura,</p> <p><b>3</b></p>
<p>Why aren't the catchment areas changed at all for Vanier South of the school? Many kids from Mount Pleasant can walk to Branton, yet we have to pay to bus them to Vanier? I think it's a mistake to not look at the catchment area for King George and Vanier. With this scenario there is room to move these kids to Brandon.</p> <p>Mom of 2</p>		<p>+ Agree, perhaps this could be a sensitivity incorporated into Option B. It will reduce loading on bussing and associated costs as well., Mike S</p> <p>+ Completely agree. I also live in Mt. Pleasant, and I've never liked that they designated Jr. High is so much further than Branton., null</p>	<p>Christina S., Mike S, Karen,</p> <p><b>3</b></p>
<p>Program Sizes at Tuscany School</p> <p>MikeFoxtrot</p>	<p>Is there a risk of the french immersion program being treated as less of a priority if the french immersion student body is half the size of the regular program?</p> <p>Does the larger enrolment of Scenario A/C make the program more sustainable and truly immersive?</p>		<p>Kelly, Teresa,</p> <p><b>2</b></p>
<p>I prefer Scenario A, but this one (Scenario B) is my second choice. While I don't love the idea of sending a grade 6 student to junior high, because we live in Tuscany, I do like that the junior high my kids would be going to is Twelve Mile Coulee rather than outside of our community.</p> <p>Erin</p>			<p>J, Kathy,</p> <p><b>2</b></p>
<p>While Tuscany does have a lot of kids, the projected number of French Immersion students is pretty small, so I prefer Scenarios A and C over this scenario as it will lead to a richer FI experience.</p> <p>J</p>		<p>- Scenarios A and C however risk TMC reaching capacity within a few years resulting in a poorer learning environment for all students. They do not seem to be as sustainable as this Scenario as more changes would have to be made in the near term future impacting the FI students yet once again., AW</p>	<p>Teresa, Shelley J,</p> <p><b>2</b></p>

It is clear that one of your major goals is to try and fill the half-filled Tuscany schools. Why are you separating out the Tuscany late immersion children - who have gone to these schools already - and moving them to other locales? This makes it seem like you are aware that the new programs will have significant growing pains and you don't think that these students will be able to learn a second language in a new program. How are you going to ensure that the early French Immersion education is equitable in the first 1-2 years of this program?

rjh1975, Teresa,

2

pdt

This scenario still puts enrollment at Tuscany School well below capacity. Assuming projections are methodologically sound, A or C makes more sense.

- The future community of Rowan Park is designated to come to Tuscany School, they are expected to have 3100 units and could start being built this year or early next year. As well Tuscany School is bringing in EDC next year to occupy 2-3 classrooms. There are other obligations to the school that aren't on the charts. These contractual obligations make this scenario the best option as otherwise they will be overcapacity., AC

Teresa,

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MikeFoxtrot

This is not my preferred scenario.

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Brett,

diana

This scenario leaves Rocky Ridge and Royal Oak out of any reasonable solution. Banff Trail is way too far away when Tuscany could obviously support them. Don't leave RR/RO out of Tuscany for the sake of having different scenarios.

T,

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Brett

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.

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J

This is my second favourite option as it provides the least disruption for both my children who started in early immersion. It allows my youngest to finish elementary school where he started (Banff Trail) and where he has built friendships and relationships with his classmates and teachers. It will also allow my oldest to continue attending Branton where he started this year. I am not completely sold on having the Grade 6 students transition to Junior High a year early – but if that means the students can stay with their peer groups the positives may outweigh the negatives. Like most parents who chose to register their children in a "program of choice" the distance to the schools was a consideration. It seems extremely presumptuous of the CBE to decide that distance between home and school is the most important factor in this debate (which I am assuming is their stance based on the configuration of the options presented). If the CBE feels the need to redraw the school boundaries, I sincerely hope there is some consideration to allow currently enrolled students to continue attending where they started. From a junior high perspective, we are already responsible to ensuring our children get to and from school (most on Calgary Transit) so there are no added costs to the CBE in allowing this to occur.

+ Also my second favourite option for the same reasons, but I am a parent at King George., null

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LB

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

Okay for Valley Creek

Similar to Option C, I'm fine with this as a Valley Creek parent (I would share the concerns others have listed if my kids were in another school). I like the option to have more French Immersion students in Valley Creek because it will allow for great options in programming.

+ I don't understand the geography either. The division between Branton and Vanier is straight down 14th street. We are just east of 10th and can walk to Branton in 20 minutes, yet we have to pay to bus our kids to Vanier., Mom of 2

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Heather

Tuscany School is fine with this as well

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This scenario would have my 11 year old taking public transit. While this may not be a problem it is something I consider. As well I have concerns about the bell times at GVP. This would have siblings between King George and GVP come home 1.5 hours after the younger kids.

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Stacey Cobbe-Tessier

I am a parent of a English stream students. While I agree with using school spaces, I don't agree with maximizing instructional space. Their instructional space calculations include the music room, staff room, learning commons, and gathering space. In addition, there is no space at 12 Mile Coulee period.

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Concerned Parent

This does not have to be a socially isolating experience if we just have Tuscany FI students attend Tuscany School. Why can't they intermix for special projects. There is also clubs running at lunch time. I'm hoping FI parents are coming into the school to become part of a larger community not just an us vs. Them attitude. This is the only scenario that doesn't over populate Tuscany.

+ Based on my experience at VAS, Tuscany parents are lovely and engaged and willing. What I hear is the concern for their potential loss of FI learning, which includes resources, teachers, etc. I have not see anything specific to us vs them.

CBE has been clear in the past that French resources cost more, are not always as accessible, etc. So, uprooting to a place with potentially less is scary. That includes assemblies in French, PE in French, Posters in French, etc.

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I am struggling with this and do NOT in Tuscany. x0, diana

Concerned Parent

#### Additional comments

**Tricider**

16-Jun-18 Christie

Why are there no scenarios where they add another K-6 school?

Breaking a K to 6 path is not desirable. But I bet if someone said hey we are adding a K-6 Early French Immersion closer to you there are not many parents that would be upset.

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.  
Valley Creek School is already 4-9 could they handle K-9?

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

**Tricider**

20-Jun-18 Christie

After talking to someone at CBE I now think scenario B is my second chose option based on the costs of transit. My understanding is that K-5 students at the CBE have a right to yellow bus transit. Grades 6 and older are deemed old enough to take city transit, therefore it makes the most financial sense to keep grade 5 kids at K to 5 schools rather than taking on busing for 6-9 just because you have grade 5's in a 5-9 school.

**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.