



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

### Scenario D

Ideas	Description	Arguments	Votes
<p>This option reflects the needs of parents that chose early immersion and provides the most consistent education experience for the children. I don't think I am the only parent who balks at separating siblings to three different schools either. I appreciate that all community needs are considered, this is the one we choose</p>		<p>+ I agree with the idea and support this scenario.</p> <p>The CBE has created a set of scenarios where choosing stability, family cohesion (i.e. more kids at one schools for families with multiple kids), promoting the mentorship of grade 5 and 6 students to younger kids, and trying to keep children close to home, *necessarily* requires a compromise for future generations of French Immersion students. This is a false choice, and a disingenuous one since nobody at any of the sessions was willing to quantify just how many students would be potentially excluded from the system (is it 10, 50, 2000? - this really matters, unless you naively believe that "one is too many"). The scenarios perpetuate a system that sees children bused one hour to a school given the North-South school boundaries, whereas children who may live walking distance to one school are required to take transit to a school much further away (e.g. King George school kids with parents living close to the school). Everybody loses, although some lose more than others.</p> <p>Having some level of certainty and continuity for children as well as their families and their communities is a laudable goal that is not reflected here. I would argue it is premature to make any drastic changes without a better long term vision - none of the scenarios presented are compelling. If there was a "redo" button I would press it. But since there isn't, this scenario creates the least level of change and uncertainty. The least bad of a set of difficult choices.</p> <p>There are lots of options that were never considered</p> <p>+ New capacity for French Immersion should be added to this scenario with the expansion of FI to new schools at the natural program entry points only (grade one for early immersion) and grade 7 for late immersion. This would keep current early immersion students together and allow room for long term growth for new students naturally with new groups of cohorts. It's a better win-win, Shelley J</p> <p>- I do not agree. We should not be protecting the current early immersion program (which we have 3 kids enrolled in) by capping future enrolment and reducing late immersion. We should be looking to expand the capacity of all the french programs for current and future kids. We have the school capacity; we need to make more of it available to french programs, Meg</p>	<p>40</p> <p>Rebecca, Barbara, Christie, Andrea, Chelsea B, Sonic, Brett, Lee, Janet, Stacey Boivin, Dave, tom, Eden McCaffrey, Ib, Robert, bk, Kelly, Karen, jennifer, Alex Leung, Jessie, Concerned, SRSS, rob, Kim, Christie, Sean, Karen, Jame, MaryAnn, AJ, rjh1975, Shelley J, Jennifer, Kimberley Brown, Marleis, Mel, RWR, Tara, Diana,</p>

Brie Thorsteinson Ogle

This scenario provides the most stability and predictability. As we've seen this year at King George, it is very hard to predict what the actual numbers will be from year to year. While it would be nice to provide everyone with their first choice of school programming, this scenario provides the least amount of "unintended consequences" and allows the district to plan in what will be very tight budget years for a number of years going forward.

+ I agree. A couple of these scenarios leave my kids at different schools as well as my son ending up at a different school than the kids he has gone through elementary school with. Hopefully these kinds of things would be taken into consideration and there might be some room for exceptions for a few years., jennifer

- Should we be considering the needs of parents or the needs of children? What of the needs of future children?, MikeFoxtrot

+ And what of the needs of children currently in amazing, rich French programs who are slated to be pulled away from their cohorts and dropped into fledgling, underdeveloped programs at anglophone schools?, rjh1975

+ Having the school capacity is only one tiny piece of the puzzle. Where are they going to find the teachers to staff these new sites? And what resources will they be using? The first few years of these programs (for us specifically, the one at TMC in Tuscany) will pale in comparison to the amazing French programs my children have had access to until now., rjh1975

+ So I went to the presentation this evening (June 13). I spend a lot of time looking at data and working with epidemiologic trends. Based on their projections, it would appear that the CBE is willing to disrupt the social and academic lives of 12 schools' worth of children to fill 3 partially filled school. When I asked if Scenarios A, B, and C were solutions looking for a problem, the planners could not give me an answer that satisfied me from a scientific perspective. It would appear that all of this movement is to fill partially filled schools and not to maximize your child's chance for an exceptional education., pdt

+ This option also allows the most amount of schools to maintain the preferred K-6 grade separation., null

jennifer, Marleis, Roxanne, Christie, Diana, Kim, SRSS, Dave, rob, Shane, tom, S Jones, Christie, Christina S., James, Mel, Sean, Peter Rowbotham, Daphne, Andrea, Rebecca, Shelley, Robert, Karen, Chelsea B, rjh1975, Geoff, Jessie, Concerned, Allison, Andrea, Janet, Alex Leung,

Selfishly, I love this option as it provides stability for my children and would allow them to finish their schooling with the children they've grown up with. As a family living in Tuscany, many of the other scenarios look to be very socially isolating for our students as they would be one of the only communities moved out of their school. If boundary changes have to occur to continue allowing new families to access French education, then I would hope consideration would be made in letting children finish up at the schools they've been attending.

rjh1975

+ At KG it has been noted the increased levels of anxiety in students. I do not believe having young kids (5 & 6 grades) go to Jr High school with older kids will help with this at all. I am very hopeful they will choose to maintain the K-6 model and let the kids grow in an environment that they are used to., S Jones

+ I agree wholeheartedly. I don't believe grade 5 or 6 should be moved to junior high due to the huge developmental differences between kids at this age and those of grade 8 and 9 students., null

+ This change also supports families who have made childcare arrangements that may not be applicable if there was a boundary change., Andrea

+ All of the other options work on the presumption that students make friendships in their community and never spend time with kids in other communities. Scenarios A, B, and C are the most disruptive options for Tuscany Early French Immersion students., pdt  
+ Children at the Jr. High stage are going through, arguably, the hardest time of their lives with so many changes going on and so much of their support coming from the friends they worked through the other grades with. This option provides the best stability, and also affects the smallest group of students.

At the very least it would be best if they could grandfather through the existing streams / children and let that cohort go through..., James

- A balance needs to be struck between the needs of current students and future students. If french immersion supply is capped below demand, there is a social cost., MikeFox trot

+ Add the introduction of more late immersion middle schools to this scenario to reduce the need for program caps. i.e. Introduce late immersion (only) to TMC if it has room as it is easily accessible by LRT from entire NW., sjenkins@shaw.ca

This is the only scenario that minimizes disruption for Early French Immersion students. All students choosing to enter Late French Immersion in grade 7 are already choosing to leave their (non-french) program and school and enter a new program. They willingly leave their cohort group and come from MANY schools and communities, voluntarily separating from their friends etc to start something different. Consider removing caps from this scenario and introducing Late Immersion only when adding French immersion to new Junior Highs and Middle Schools (this scenario leaves capacity at TMC and FEO so utilize this capacity for introduction of new LATE immersion spaces).

sijenkins@shaw.ca

This scenario provides the most stable option for my children. We chose to bus out of our community in order to experience early French Immersion. Moving students 1/2 way through junior high (only to re-integrate them again in high school) seems harsh. I hope consideration is made to minimize the disruption of kids who are already in junior high. I also hope there will be a 'grandfathering' process considered for those of us with younger siblings moving through the program.

18

Jon, Shelley J,  
Concerned, Dave,  
Teresa, Amy, AR,  
Andrea, Kelly, CH, CO,  
Robert, Rebecca,  
Sean, James Seigel,  
Tracy Dickie, Christie,  
SRSS,

17

+ Agreed. I feel that moving students part way through jr high is ridiculous. I think if movement has to be made, it should be done at natural breaks-ie end of grade 6 and 9. I'm not as concerned about grandfathering my younger kids, although it is my preference., Tracy

Rebecca, James,  
Marleis, Janet, Kim,  
Dave, Kelly, Andrea,  
Jennifer, Mel, Christie,  
Concerned, SRSS,  
Sean, MaryAnn,  
Catherine, Shelley J,

+ Increase the success of this option by removing caps and introducing "Option D with growth". Tuscany clearly has capacity at the elementary level so leave the existing students on their current tracks but remove the negative aspect of this scenario by opening new spaces for K/grade 1 in Tuscany. It won't take long to naturally build the NW's next FI school this way and no one has to be capped. Same can be done for Late Immersion grade 7. The advantages of minimizing social disruption for existing students outweigh the cons of building from natural points of entry., Shelley J

+ I absolutely agree. Pulling kids away from their cohorts for Jr. High and then pulling them away again from their new group of English schoolmates when they return to a French Immersion High School is unnecessarily disruptive., Shelley J

I like this option best as a parent of students already in the system. BUT... As an advocate and supporter of french immersion I dislike this option. So I am torn. I would like to know why none of the options really address the needs or best interests of students already in the system? Why can't scenarios be applied to "new enrollments" rather than having to move and disrupt students already in the system? I feel like the majority of options are incredibly disruptive to students in the middle grades (5-9) and that separating them from well established peer groups at that age range would be quite detrimental considering how important peers are for support and development through those years. Can another option be developed where students already in the system can continue the school path/progression that is already in place?

Linda

Scenario D is my preferred scenario. I went to the presentation this evening (June 13). I spend a lot of time looking at data and working with epidemiologic trends. Based on their projections, it would appear that the CBE is willing to disrupt the social and academic lives of 12 schools' worth of children to fill 3 partially filled schools. When I asked if Scenarios A, B, and C were solutions looking for a problem, the planners could not give me an answer that satisfied me from a scientific perspective. It would appear that all of this movement is to fill partially filled schools and not to maximize your child's chance for an exceptional education.

pdt

i like this scenario the least as it denies some students the opportunity to benefit from early french immersion. The students have to be accomodated somewhere - let's do it in the preferred program as much as possible.

jo

+ Caps only apply at entry points. With FI, that would be K/1, and French Immersion would be Grade 7. There would be no capping of the current body (from what I have read/been told),. diana

Shelley J, Teresa, MikeFoxtrot, Shelley J, bk, LMN, Barb, Stacey, Mel, Jon, Nikki, laura, Erin,

13

Eden McCaffrey, Larissa Wankel, Concerned, Shelley, Shane, Teresa, Christie, Robert, RWR, rjh1975, Andrea, Roxanne, Kb,

13

- This option is the worst! French Immersion should be available to all students who are interested. This option takes that away from these potential students, Susan

J, Meg, Luis N., Karen Routledge, Kathy, Carol, Heather, Mom of 2, Janamcpherson, MikeFoxtrot, Jem, Erin,

12

- Start building French Immersion at Tuscany School in Kindergarten and Grade 1 (the natural entry points) and grow it through the school naturally as each grade progresses each year. It allows everyone to access the program, utilizes the excess capacity that is available and keeps current early immersion cohorts together. This was how French Immersion was originally introduced to Varsity Acres and within a few years the full K-6 stream was in place., Shelley J

- I actually love that Varsity Acres is French immersion only school, the assemblies are in French, they sing the national anthem in French, their drama productions and music classes all incorporate French. That is what immersion means. I do not believe that having a French class in a school is considered immersion. Immersion is when they get to interact in that language in a number of different ways throughout the day., null

- While it denies some students the opportunity, kindergarten is getting too big. With 6 CLASSES of kindergarten this year at KG, creating a "community" within grades gets just too hard., null

- As harsh as an enrolment cap may seem, there are options and also 2 different grade entry points for Early Immersion, then 1 entry point for Late Immersion, as compared to disrupting students who are already in a program., Diana

+ I agree. Open up space for current and future kids wanting to study in French in both the early and late programs., Meg

+ Agreed. While the proportion of students choosing FRIMM programs may vary, those students still need to go to school somewhere.

If there is enough demand to support a french immersion program, it should be offered. (As locally as possible)

Our kids attend french immersion preschool - I'd be terribly disappointed if there wasn't an elementary program for them to transition into., MikeFox trot

+ Agreed. Caps deny the opportunity for early entry, because the catchment areas have no flexibility. I was told my option was Banff Trail or late immersion, not any other school. If there was flexibility for other schools that don't hit their cap in a given year, my opinion might be different. But I am also very supportive of kids attending school as close to home as possible., Carol

+ If a cap is enforced, my daughter may not be able to attend a late French Immersion program that she's currently within the boundary for - the cap on Late Immersion at Branton effectively means that kids currently living in the community that can walk to the school may not have the opportunity to do so. There is no other option for Late French Immersion., Melanie Rowan

- Enrollment cap is the least impact to the existing students. As we may all know, kids are very sensitive friendships. I suggest in 2019/20, if Banff Trail is full, the kindergarten children may go to Varsity or Tuscany Ecole., Venus

<p>I prefer this option as it provides continuity and stability for the education, community and residency choices made by my family when current catchment/boundaries were considered.</p> <p>Diana</p> <p>Scenario D is the best and most reasonable option. It follows the CBE values which students come first, and the CBE planning principles which minimize disruptions for students.</p> <p>June</p>	8	<p>Concerned, SRSS, Shelley J, Rebecca, rob, Mel, rjh1975, Christie,</p>
	8	<p>- Agree, my child may be denied the opportunity to attend a Late French Immersion program if Branton goes to a cap system., Melanie Rowan</p> <p>- But students aren't coming first if it's capped. That means that future students won't be able to take FI and miss out., Mom of 2</p> <p>+ YES. Also if your student hasn't started yet, I believe it is still better to drive a little further and get the IMMERSIVE experience. French announcements, french posters in the hall, getting reprimanded in french because you spoke english in the hall...going on a quebec trip because there are enough people!</p> <p>People send their kids to sports, or arts, or science schools, not because they are close, but because the offer immersion., James</p> <p>- Unless you have children who haven't started school yet. In which case, it's the worst option, because they may be denied Early immersion completely., Carol</p> <p>+ I agree with this option especially since they have another school which is currently in architectural design (which was declined by the community, so they are still designing it). Why not wait and have this conversation once that school to the east/north east of Nose Hill is built as that will have an impact on current enrollment numbers. They also have indicated that once this school is built they will be looking at a french program within that area which then will cause additional school shuffles and movement. Why put the cart before the horse? Can we not wait a couple of years? They indicated that school is to be built in that time frame., null</p>
<p>While this scenario seems like least disruptive to the current system, it does not seem like a very desirable option. The current system has problem. Long-term it makes more sense to break up the huge catchment areas into smaller ones and allowing kids to go to school closer to home which some of the other scenarios provide.</p> <p>J</p>	7	<p>+ Agreed. With younger kids entering the system, this would allow a french immersion option, and allow them to stay close to home with friends in their own community. Varsity and Branton were dual track when I was there - and some of my best friends were in the 'other' (i.e. English) program, but lived down the street., KF</p> <p>+ I agree, the current system has a problem and this is an undesirable solution. Denying students access to French Immersion in a public - not private or charter - system, is wrong. Kinder and Grade 1 FI public education should be available to anyone who would like to enroll their child. These opportunities should be located as close to home as possible., Danielle</p>
		<p>Erin, Janamcpherson, KF, MikeFoxtrot, laura, Carol, Danielle,</p>

This is my least preferred scenario. I have always wanted to send my kids to French Immersion, and also to have them stay within our community (Tuscany) and meet/go to school with kids from the community.

Erin

+ As a parent of a french immersion preschool student who lives in Tuscany - I agree. The other scenarios are substantially more appealing than a bus ride to Varsity Acres., MikeFoxtrot

- If one is starting out, AND if a large enough french community materializes at one of the local schools then YES it is a good idea. HOWEVER, at best the french programs in tuscany will have minority membership and not benefit from the truly immersive programs like those at a completely french school like Branton or Varsity Acres.

About friends. I think some of the power gained from having a team sport group of friends that is separate from your home group of friends, that might and could be separate from your school group of friends is something to not dismiss so easily. At ages where they are trying to figure out how to fit it, there may be some benefit from having some non overlapping communities. Also, the bus ride isn't that long!, James

- As a parent of kids who commute to Varsity and Branton, I would offer that any disadvantage of what are actually very easy commutes to these schools is far outweighed by the many advantages of being in fully French Immersion schools that have a critical number of students and staff (100% in fact) working within the same program to provide the deeper French enrichment opportunities and the fullest possible immersion learning experiences that come from a fully French Immersion school (vs a minority of students in an immersion stream within a dual track school)., Shelley J

- After hearing the views of parents within my community of Tuscany, I'm very concerned about how this will roll out. I too would love my kids to be able to walk to their school, a french program, however the parents of Tuscany School were very vocal at the meeting I attended. They are opposed to this move and I'm worried this will translate to the children on the playground. What is the change management that will be offered for the parents of this school so they are accepting if the CBE mandates this option?, null

Scenario D maintains K - 6 at Banff Trail and makes use of underutilized schools. It is a good option.

rob

- Unless you have children who haven't started school yet. In which case, it's the worst option, because they may be denied Early immersion completely., Carol  
+ Put FI in Tuscany school one year at a time. It really doesn't take long to build a full stream of K-5's. Them do the same as these kids naturally transition to TMC., Shelley J

6

Heather, Kathy, Luis N., laura, MikeFoxtrot, Stacey,

6

rob, Dave, Diana, Rebecca, Andrea, Mel,



This is my preferred scenario since it maintains established Fr Immersion Jr high schools and high quality French teaching to early immersion students. We live in Tuscany and were committed to early Fr Immersion that required our children going to Varsity Acres starting in kindergarten. I am concerned with the other scenarios that would plan to "create" 1 or even several new Fr Imm jr high school programs within 6 months. How is that even possible? Would that require moving around teachers who can provide teaching in French at the Jr High level and fragment current schools? Are there even enough qualified teachers to staff new French programs? I am very concerned the other options would significantly jeopardize the quality of my children's French immersion education.

- According to the scenario document, "decisions may be implemented for the 2019-20 school year or later." It doesn't seem that the specific timeframes have been set.

Kelly, Tracy, Mel, Rebecca, rob,

Certainly capping could happen immediately, but other changes are more disruptive.

My vote is for grandfathering existing students where possible, but not on limiting future enrolment capacity., MikeFoxtrot

5

MAT

Not in favour of a cap

I don't like this idea because French is our second national language. If students want to learn this language, they need to be able to access the program through public education. Caps are not the solution.

+ I agree., Karen

5

Karen Routledge, Susan, MikeFoxtrot, Luis N., Mom of 2,

Heather

This options essentially ignores the reason for this discussion to begin, leaving everything the same won't solve anything

+ An enrolment cap could maintain enrolment at its peak which leads to optimal staffing and funding per student for the school, Diana

4

laura, Mom of 2, Luis N., Jem,

AW

As A bilingual country, a cap on French immersion enrolment anywhere in the nation seems outright wrong. Plus its not like the kids who are denied the chance to enrol in their preferred program vanish from the system. They will still have to be catered for. So please oncrease capacity to handle French immersion demand rather than cap enrollment and thereby deny people what I feel is a constitutionally enshrined choice

4

Mom of 2, laura, Luis N., Sara T,

Janamcpherson

This scenario, while 'unfair' to some potential late immersion students, seems the most reasonable. Numbers and predicatablity for longer term planning are clear. MANY other options in the CBE already have enrollment caps (TLC, Science...). This is the least disruptive scenario for all of us who chose to leave our designated schools in order to persue early immersion.

4

Christina S., Jennifer, LB, rjh1975,

An enrollment cap is a TERRIBLE option. We live in a BiLingual country. Everyone should have access to French immersion if they want it. As you can see by this process, the CBE is being forced to adjust and accommodate the changing community. There will be growing pains, but we will adjust & everyone benefits!

This option is definitely the best for early immersion students. This is the only option that does not compromise the education of early immersion students. Keeping early immersion students at Branton makes more sense, they are the ones that would take advantage of before, during and after school french extra curricular activities. Late immersion students may not be ready for extra curricular programs in french yet and would still benefit from extra activities in English. Make Branton an early immersion school and add more late immersion programs at other schools.

This might be the most feasible option if the families of the development of Rowan Park would attend the Tuscan Schools. It is projected to have 3,000 homes and begin development in Spring of 2019. I wonder if this has been considered when putting together the 4 different scenarios. It would be a shame to bring over French Immersion and then be overcapacity again due to enrollment changes.

- At the first round of engagements, I thought this was a TERRIBLE option. I spoke against it, enraged even. However, after looking at all the documentation, this is now my preference for all.

While I appreciate this is a bilingual country, I think capping would help parents to shift to our School Act which equates French to the same as any other language. Although unfair, not an argument in the moment. That larger scale work would need to happen.  
x0, diana

- I agree that the caps are a bad option. The current French Immersion schools are popular and successful because they have been able to prioritize and specialize in the immersion program. All the other options being put forward by the CBE just dilutes the French Immersion capacity across several schools., David

- I agree caps are not preferred, however with the shortage of teachers in the french program and the risk of the above comment diluting the program, this is the only option I can support. My husband went back to school after XX years to become a teacher. The program is begging for french teachers as there are not enough. Will Options A-C have teachers to be successful, and not just a teacher, but french teachers who are fluent in french., null

- Except that it is not the best for the next cohort, a number of whom will be denied the opportunity for Early Immersion completely., Carol

3

Mom of 2, Karen  
Routledge, Luis N.,

2

James Seigel,  
Rebecca,

2

+ I agree - if Tuscan School becomes a dual track school and population changes due to the new community, which program would have an enrollment cap?, KB

KB, Jon,

This is the most disappointing idea from my perspective. My older daughter is graduating from the Late Immersion program this year. My other daughter is equally excited to complete the same program. The bigger challenge I have is that if she doesn't get accepted, her designated high school becomes Queen Elizabeth which unfortunately given the size, doesn't afford the same programming and opportunities, from my perspective as William Aberhart would. Relooking at the boundaries would mean kids in the neighbourhood are able to attend a school in their neighbourhood. My daughter currently at Branton has met some great kids but they're in communities so far away it makes it challenging for them to maintain and develop friendships outside school. it would be very frustrating to have one child get in by lottery and their next door neighbour not get in. This solution / lottery creates this kind of situation. At least if you designate kids to certain schools within the boundary they all relatively in the same boat.

Melanie Rowan

- I also have a child at Branton and, while he may be allowed to complete his education there, every other scenario would see my other two children pulled away from their early immersion cohorts and dropped into a fledging program at an anglophone school, lacking resources and teachers..., rjh1975

laura, Luis N.,

2

+ This option with a cap on Late Immersion at Branton means my child may not even have an option to attend a Late Immersion program even though the school is within walking distance to our home., Melanie Rowan

Selfishly I like this option the best for my children as it does not disrupt where they are attending school and works exceptionally well with our current childcare and work hours. In my opinion it is the only option that truly represents what is best for existing students both socially and academically. However, it does nothing to address the need to expand the immersion offering for families currently not enrolled. It would have been nice to see this option include a phased in approach for adding immersion in the underutilized schools (i.e. Tuscany & Twelve Mile Coulee).

LB

This is the least disruptive option for existing students for sure -- is it possible to have all currently enrolled EI and LI students continue on with the current assigned schools (including any "not in school" siblings these EI and LI students may have so that all families go to same school, same path)? Any changes (like scenarios A, B or C) could start in the decided year for all new families starting with EI or LI? This would seem to make the most sense if the current configuration can support this. Although I guess it leaves the "new" junior high schools underutilized until the "new" EI kids catch up to those grades...

MeI

AJ, Jon,

2

LMN,

1

If the concern in Tuscany is the low admission numbers in the two elementary schools and the overloaded secondary school TMC the logical solution is to move students within the community itself, rather than bringing students from other communities here. Logically moving grades 5 and/or 6 from TMC to Tuscany School and Eric Harvie would solve most of these problems without the requirement of busing or extra congestion on our already busy streets. However I have to agree keeping Tuscany students in Tuscany and providing them the FI education they already undertake is also logical, so for that reason I like Scenario B the best.

CD,

1

Andrea

I recognize that there is a lot of fear from parents who do not want to separate their kids from their schools and friends, and that is definitely understandable. At the same time, it is also important to consider the larger needs of the French immersion community as well as future French immersion students in NW Calgary. I sincerely hope that rather than go with Scenario D out of fear of change, the CBE chooses one of the other scenarios AND allows families to choose to remain in their current schools if they feel well established there. This would only be a logistical issue for a few years, after which things would settle in naturally. I also hope that before and after school care issues are included in the discussion, as this is another important logistical factor to consider. Providing such care within schools would be the best option!

Karen Routledge,

1

Erin

Yes to Capping

This is the most financially feasible option, least stress on CBE, and on families who have currently committed to the program. In the first round of engagements, I was bitterly against capping. However, I think this is the best options to keep the FI quality closer to 70%.

+ This also aligns FI with most alternative schools, which is the category we fall into., diana

Jennifer,

1

And, maybe, just maybe, future motivation to change the status of FI within our province. x0

diana

+ I agree with your statement. I feel the change is too dramatic for my child's grade as she's in the leading edge of the cohort., Jen

This is my preferred scenario for Tuscany and TMC. If the board is concerned about the current enrollment numbers at Tuscany School, then they should move grade 5 into Tuscany school from Twelve Mile coulee. (They could do the same at Eric Harvie- if they have room for another grade). If the board decides to open a FI program at Tuscany School and allow students from other communities, there is a very real risk that student enrollment will be over the capacity of the school and the board will have to cap programs. So their 'solution' to the current FI dilemma won't actually solve the problem; It will just create the same problem at a different school.

+ I agree. I also say the space at Tuscany would be better used to support our students with LD or complex learning needs. CBE should not be prioritizing programs of choice over programs if need., Ed.U. Cate

Ed.U. Cate,

1

My oldest will be at GP Vanier for Junior High most likely....but love the idea of sending my 2 youngest to Hidden Valley for late french immersion...so much closer!!!

0

Jolene

How long would this enrolment cap be in place? Perhaps this is a short term solution until the new program location noted in scenario C is available in 2021

0

Emerc

Tuscany School recognizes no change will happen in this scenario.

- Curious? Is this a school commenting? Or someone noting the changes?

Being a parent at another school, my understanding was all schools have biases, yet supporting parents was key.

0

Could you please clarify for me? I would think there would be changes to you either way, realistically. x0, diana

I feel that this dialogue is only directed towards parents of children in French Immersion. Where was my opportunity to voice my opinion prior to proposing these schools to be used for French Immersion? There is a difference between providing programs of choice vs. programs of need. We need more classrooms to support students with LD and other complex learning needs.

0

Ed.U. Cate

Additional comments

**Tricider**

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

16-Jun-18

Christie

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**

The way CBE has gone about this has made me lose trust in them. There has been no dialogue directed towards English stream parents and we have not been brought into the conversation at earlier stages. I chose to live in an area where my kids can walk to school. Historically, schools which have switched to a 2 track language school quickly became single track schools and have pushed out the English program. I am concerned that I will be faced with busing my kids to a different school if there are no caps for the choice program.

16-Jun-18

Ed. U. Cate

**Tricider**

I am a FI parent, who has read the same information. I have concerns for Tuscany schools, both ways!

16-Jun-18

Diana

**Tricider**

Will the CBE cover the cost to turn an English Program school into a Dual Track FI school? Signage? Supplies? Will the Entire school get one budget to operate? or will the English side and French side maintain separate budgets?

08-Jun-18

KB

**Tricider**

We were faced with the possibility of a lottery this year for my younger child. The chance that he might not be able to have early immersion unless we switch schoolboards was very stressful, particularly since his sister is already in. I understand the disruption for older children isn't great, but I still think it's preferable to denying entry in Kindergarten.

06-Jun-18

Carol

**Tricider**

What I understand from the CBE with respect to Tuscany School, is we could be at capacity again in the next few years, or the FI program could be. We have a 4-year gap between kids and we are faced with kids going to separate schools in the future with the Tuscany options. If we want the kids to be in the same school then one would be in French and the other in English. I'm finding flaws with the other options and the lottery wouldn't be mitigated with the other options or this one. It just changes who will be impacted.

16-Jun-18

A

**Tricider**

I think that Early FI students should be allowed to continue on with their cohort as that decision was made some time ago and that any of the elasticity/inelasticity should be taken by the Late FI students as they are not as affected by the length of the established relationships. Of course I suffer from a huge bias as both of my children are EFI students.

05-Jun-18

James

**Tricider**

I live in the walk zone for Branton Junior High and want my kids to take late French immersion there. I do not know if walk zone gets priority or not but worry about capping the number of students if that means all my kids may not get in, especially the younger ones since the kindergarten class sizes in Capitol Hill have been growing every year.

05-Jun-18

Brianne

**Tricider**

I understand your dilemma. If you see it from my side. I see you making a choice to consider going to LI near by and your kids choosing to part ways from their friends. The failing scenario for your kids is that they keep in the same stream and stay with the friends. -'ve: this miss out on a chance to go to french

08-Jun-18

James

What I see for my kids: The SYSTEM choosing to separate my kids from their friends and putting them through a confusing set of hoops (they are already in the system in EI) to get through the changing plan, which could include up to 4 to 5 schools to get to the end of high school, and going from being completely surrounded by french to being the small minority program in an english centric school, where french will only exist behind the classroom door.

-'ve: will separate both of them from lifelong best friends. will take them arguably out of IMMERSION which is supposed to be the thing, it is in the name, and, as an aside, will completely mess up scheduled care for at least one of the kids.

So I do get it will be disappointing to not have your kids change programs, to something new.

I hope that you can see that with A, B, and C, it we will have quite negative change imposed on us, with arguably a lower quality product in the process.

After last year's getting the rug pulled out from under our feet on the topic of bussing and french being an alternative program and therefore not deserving of bussing any more, this feels like another stab to the gut. All the plans that we've come up with to make this work long term with city transit and such, (I know some people are planning on moving), we can throw out. Oh and the kicker, from the information session this evening, it was made apparent that we may be in for a similar ride in the next little while when it comes to high schools.....fun.

**Tricider**

Thank you, James, for mentioning the bussing situation. Trying to possibly figure out transportation for my three kids in 4 or 5 different schools feels very overwhelming.

08-Jun-18

Tracy

**Tricider**

I agree Tracy. And trying to figure out care for our kids in different schools will be a challenge as both of us work and need to work.

16-Jun-18

C

**Tricider**

I believe capping goes as follows: Children with siblings (walk zone), children in walk zones, children with siblings (bus), and children in busing. I may have it wrong, yet that is in my notes from Monday's session.

16-Jun-18

Diana

**Tricider**

To be fair to the CBE, there were transit engagement sessions 5 or 6 years ago, where the decision to continue with FI was made for a short period of time. There were two rallies. At that time, the decision was to continue for a few years. So, for me, the rug was not pulled. The decision had to shift with Bill 1, and that was that! x0

16-Jun-18

Diana