



Top Themes from Proposed Plan Feedback for Northwest and North Central French Immersion

Top Ten Themes Overall Listed in order of most to least mentions	CBE Response
1. Concerns about transportation, walk zone and/or increased travel time	<p>One of the factors related to transportation and travel time that has been raised by stakeholders is bell times. To respond to those comments and concerns, the CBE is looking at making adjustments to bell times at the junior high/middle schools involved in this engagement process.</p> <p>We believe that Calgary Transit is a safe mode of transportation for students. Many CBE students in Grades 6 to 9 have already successfully made the transition to Calgary Transit. They often find it easier to get to a bus stop that is closer to home than a yellow school bus stop and enjoy a more flexible schedule because there is more than one bus available throughout the day. More information is available in our FAQ.</p>
2. Concerns about program quality at two new sites	<p>In a multi-track school, each program is first considered independently to ensure student learning goals are met for that specific program, and then appropriate and effective opportunities to integrate programs are considered second. Integration is done only when appropriate for the programs, and it is not done in a way that compromises learning for students in any program.</p> <p>Budget allocations have been secured for all program moves and expansions within the CBE. The money is allocated based on projected enrolment and is assigned to the purchase of student resources, instructional resources and technology resources. Additionally, funding has been allocated to provide dedicated human resource support (i.e. administrator with background in the language) to ensure all programming requirements are in place in advance of opening of the program.</p>
3. Concerns about separating current school cohorts	<p>To provide sustainable opportunities for growth of the French Immersion Program within the learning spaces available, it wasn't possible to keep all current school cohorts together. Some students attending Varsity Acres School will attend Branton for Grades 6-9 and some will attend F.E. Osborne for Grades 6-9. Community cohorts were maintained throughout this plan, ensuring that all students in one residential community are kept together.</p>
4. Comments on 14th Street boundary/divisions	<p>Based on feedback heard from some participants through this engagement as well as questions posed to the CBE Planning team in various other engagements, there were questions about why the communities of Capitol Hill and Hillhurst had been divided using 14th Street as the dividing line instead of considering the communities as a whole for school designations. In the proposed plan the CBE recommended eliminating that divide and re-designating students based on the entirety of the community. Feedback from the open house and the online survey indicated a majority of those families impacted by the proposed changes felt that the initial designations were satisfactory, so those initial designations have been maintained in the final decision.</p>

Top Ten Themes Overall	CBE Response
5. Questions, comments about engagement process	The CBE first informed communities about the need to develop a longer-term plan for French Immersion Programs for northwest and north central Calgary in October 2017. There were ongoing communications about opportunities for people to share their thoughts and perspectives on the longer-term plan after that. There were three phases in the engagement process and in each phase there were in-person sessions and online opportunities to provide input and feedback. Regular conversations also took place with staff and school councils for schools involved in the engagement process. You can view a more detailed communications and engagement timeline in our FAQ .
6. Questions, concerns about middle school configuration	Middle years learning refers to education offered to students between the ages of 10-15. At the CBE, these learners may experience a variety of grade configurations and groupings. Regardless of the grade configuration, all middle years teachers and principals understand the complex and unique learning needs of this age group. These videos provide more information on learning experiences at middle schools.
7. Desire for siblings to be together	The new French Immersion program at F.E. Osborne School will be for Early French Immersion students in Grades 6 to 9. Grade 6 is not an entry grade for the program which means new students can only join the program if they have the necessary language background. This can pose challenges when opening a new program. In order to have the student population necessary to open a new location at F.E. Osborne School, some students currently attending Varsity Acres School will be designated to the new location in the future. Allowing students to attend Branton rather than their newly designated school will compromise the ability to open this new location and expand spaces available for French Immersion programming in northwest and north central Calgary.
8. Questions, concerns about implementation and resources	Area directors will meet with the administration of impacted schools to collaboratively plan gatherings and opportunities for students and their families. These events will offer students and families processes and support for a smooth transition.
9. Questions and comments about boundaries, projections	The designation of communities to schools for both regular and alternative programs is a balance between the space available and the number of students anticipated from a given community. When determining potential community designations for northwest and north central French Immersion, analysis of French immersion enrolment patterns for affected communities were analyzed. The results of this analysis were one factor considered when finalizing community designations. Other factors such as transportation and regular program student designations were also considered. Additionally, when considering new student designations or changes to current designations, decisions are made taking into account CBE's planning principles. More information is available in our FAQ .
10. Concerns about timing/ grandfathering/ transitions/phase-in	Entry in to Early French Immersion programs is limited to kindergarten and Grade 1. This can pose challenges when opening a new program as students cannot enter at higher grades to add to the student population at a new location. In order to have the student population necessary to open a new location at Tuscany School, some students are designated to the new location and will no longer attend Banff Trail or Varsity Acres schools. Allowing students to remain at their existing schools will compromise the ability to open these new locations and expand spaces available for French Immersion programming in northwest and north central Calgary. The purpose of this engagement was to respond to growing interest and provide opportunities for more students to access high-quality French Immersion Programs in northwest and north central Calgary.

Top Themes By School

- Listed in order of most to least mentions with the theme mentioned most at the top (1.)
- For most schools, the top five themes were identified.
- If a comment had less than 10 mentions, it was not considered a top theme. If a school is not listed below, that means no comments/themes were mentioned 10+ times.

Banff Trail School

1. Comments about proposed 14th Street boundary/divisions
2. Questions, comments about engagement process
3. Concerns about separating current school cohorts
4. Concerns about transportation, walk zone and/or increased travel time
5. Questions, concerns and suggestions for implementation and resources (incorporated implications of Grade 5/6 split)

Branton School

1. Concerns about separating current school cohorts
2. Plan benefits Late French Immersion over Early
3. Concerns about transportation, walk zone and/or increased travel time
4. Questions, comments and concerns about middle school grade configuration
5. Desire for siblings to be together

F.E. Osborne School

1. Concerns about program quality at two new sites/dual track
2. Concerns about transportation, walk zone and/or increased travel time
3. Concerns about timing/ grandfathering/ transitions/phase-in
4. Bell times at schools
5. Concerns about separating current school cohorts

King George School

1. Questions, comments and concerns about middle school grade configuration

Tuscany School

1. Concerns about program quality at two new sites
2. Other concerns or suggestions (e.g., TMC as EFI, Tuscany K-5 consistent)
3. Comments or concerns about regular program
4. Questions, comments about engagement process

Varsity Acres School

1. Concerns about separating current school cohorts
2. Concerns about program quality at two new sites
3. Concerns about transportation, walk zone and/or increased travel time
4. Questions, comments about engagement process
5. Questions, comments and concerns about middle school grade configuration