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Northwest and North Central Early and Late French Immersion Programs Proposed Plan Survey Comments – Nov. 30, 2018

CBE parents, prospective parents, students, staff and community members with a connection to any of the following nine schools were invited to participate in this survey: Banff Trail, Branton, F.E. Osborne, Georges P. Vanier, Hidden Valley, King George, Tuscany, Valley Creek and Varsity Acres.

The proposed plan survey was available Nov. 6-18, 2018.

While we offered the opportunity for individuals to complete one survey for each school they wanted to comment on, survey validation tools indicated six individual IP addresses/individual households completed the survey a total of 526 times. These responses were removed from the survey results to maintain data integrity.

Below you will find all comments as they were written. Opinions are the writers' own and content has not been vetted for accuracy. Comments have not been edited for spelling, grammar, sentence structure or otherwise. Comments have been edited to ensure anonymity. We also edited or omitted abusive, discriminatory and otherwise inappropriate comments.

Q5 Please indicate the aspects you would like to know more about (select all that apply). "Other" responses, broken down by school:

Banff Trail School

- Not sure why grade six being removed from Banff Trail and, with that, will be at 65% capacity by your information in 2019? Are all the changes necessary? They have a very big impact on some families
- How will you accommodate and help grade 6 (11 year olds) students transition to a drastically different school environment? I don't think the CBE fully appreciates what a jump, developmentally, children make from 11 to 12 years of age - and the impact moving these kids to a junior high school setting can have. There clearly has been no consideration to this, nor to the need for recess. -I am also left wondering why the 7-9 kids at Branton do not also get a recess break ('just walking to class' is enough???) - I also do not think these children should be on the public buses. With West Hillhurst k-4 moving to King George school, you say that parents wanted to move to a school closer to them? I find this very hard to believe - and is



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likely a reflection that most parents of this community did not give feedback initially (rightly or wrongly) because, based on the very detailed 4 proposals), they were not identified as being affected. If you do not identify a stakeholder group, then you will not get feedback. Perhaps you should have been more pointed with these parents to say that they should give feedback even if they aren't initially identified. -King George is <5 km closer to me than Banff Trail. Hardly seems worth disrupting people's lives for.

- How this will impact junior and high school. How this will impact transportation/busing. How this will impact students academic and social achievements mid way through elementary school? Did you look to any studies on moving children in this manner?
- Why this is being done. We do not understand why our children are being forced to move out of Banff Trail when it is not at capacity and has less students than other schools. No one discussed this with parents. This is not right.
- Moving kids to junior high at Grade 6 is very early, particularly in families where both parents work. Will the CBE permit before and after care programs in middle schools/junior high?
- Re: Long-Term Strategy for the Northwest and North Central French Immersion Programs (“Draft Strategy Plan”); Impacted Hillhurst/Capitol Hill Students Attending Banff Trail School We (I) write further to the open house held at Sir Winston Churchill High School on November 13, 2018 (“Open House”) and to our previous letter dated November 9, 2018 regarding the above referenced Draft Strategy Plan. As stated in our November 9 letter, we are concerned parents who live in Capitol Hill and West Hillhurst -- West of 14th Street. Our children attend Banff Trail School (“Banff Trail”). We understand that there are 43 students that presently make up the Capitol Hill and West Hillhurst student cohort at Banff Trail. This group represents nearly 65% (28 of 43) of those students (and counting). We wanted to thank the Calgary Board of Education (“CBE”) officials and administrators who attended the Open House. We engaged in plenty of constructive discussions around the Draft Strategy Plan, particularly as it relates to Capitol Hill and West Hillhurst. The Draft Strategy Plan proposed that our children be relocated in the next school year (2019) from Banff Trail to King George School. This is highly problematic, for the reasons outlined in



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our November 9 letter. We were encouraged that no final decisions have been made, and that our concerns have been heard, and they will be carefully considered as part of the decision-making process. In particular, we heard that: Reason for the change of the Boundary from 14th Street: Comments received from a previous survey included keeping the Hillhurst community or the Capitol Hill community together (east and west of 14th Street). The opportunity to try to unite both Hillhurst and Capitol Hill was then put forth in the Draft Strategy Plan. Capacity is not an issue for moving the boundary line for the two communities. Grandfathering May Not be a Desirable Outcome: After discussions with various decision makers we understand that especially from a planning and transportation view point that grandfathering of existing students and siblings may not be a desirable option. Although we shared our views on the above points (and others) with CBE officials and administrators in person at the Open House, we thought it would be helpful to document our views in writing. Specifically: It's unclear which community members voiced support for a move to King George in previous outreach initiatives, but this group (which now represents a majority of presently impacted students – and counting) is strongly opposed to the proposal, for the reasons outlined in the November 9 letter. We are speculating, but the comments may have been aimed at joining the Hillhurst community together. This could relate to a desire by people living east of 14th Street for their kids to attend Branton due to its close proximity to Branton versus Vanier. We understand this desire, but even if true and if valid, it does not warrant highly disruptive and unwelcome changes at the elementary school level. The Hillhurst Community (west of 14th Street) is very connected with the West Hillhurst Community, as opposed to the larger Hillhurst Community. 14th Street is a natural dividing line and as it is a very busy street and the kids do not typically cross over 14th for activities. The kids are involved with the West Hillhurst Community Association, play in the parks on the west side of 14th Street, attend community events in West Hillhurst and do activities (soccer, tennis) at West Hillhurst. Their peer group is generally West Hillhurst. Similarly, the Capitol Hill community (west of 14th Street) is more connected with the Banff Trail community. We are members of Banff Trail Community Centre. Soccer is run through Banff Trail but actually held at the Capitol Hill school grounds and Community Centre for functions. We are also connected with Hillhurst west 14th St



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community through other sports and school care at their Community Centre. Conversely there are much fewer, if any, natural connections or association ties with East of 14th. These connections started developing before entering school ages and are fostered at elementary school. Edgemont, which is not as closely connected to Banff Trail (at least geographically) was able to remain at Banff Trail School. In a very short time we have been able to expand our group to 28 of the 43 current students. There has not been one person that we found living West of 14th Street that wanted to change elementary schools. We strongly encourage the CBE to not make any changes to the boundary line that currently exists. We think there is significant value to continue to designate Banff Trail School for the Capitol Hill and Hillhurst communities West of 14th Street for Kindergarten to Grade 5, Branton for Grades 6 – 9 and William Aberhart for Grades 10 – 12. In short, we are very happy with the existing arrangements and structure – and we see significant downside to the proposed changes. The Draft Strategy Plan caught us by complete surprise. It creates significant impacts on our communities relating to the most fundamental issue affecting our children (education; friends, social development). We feel that the severe disruption to the well-being and learning potential of the children from Hillhurst and Capitol Hill currently attending Banff Trail can be avoided by maintaining the status quo – which is working very well. Thank you for your time. Sincerely, an engaged and concerned Parents Group

- How was Edgemont able to stay in Banff Trail and Capitol Hill and Hillhurst west of 14th Street were moved out. Edgemont had since June to provide input on their move and W14th only had two weeks and the shock of it never having been contemplated in any scenario?
- Why the students in the Capitol Hill/West Hillhurst communities, west of 14th street, have been moved out of the Banff Trail Elementary boundaries, with no prior warning or discussion, and at great expense to the stability of their educational, emotional, and social experience.
- How an unilateral change impacting a group can be imposed without more than 2 weeks notice.
- Staffing at Branton Junior High (Middle School?) for the incoming Grade 6 class. (2019).



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- School administration seems to be fixated on reducing school numbers above all else (and seemingly has no interest in acting in the best interest in the students). There needs to be a balanced view at the meetings where these decisions are taking place. are there parent or community representatives at the table during the meetings where decisions are being made? if not, Why?
- I would like to know why Capitol Hill and Hillhurst students will be moved to King George when that was not in any of the proposed plans during the engagement process last year.
- I would like to know the basis for the decision to move children that live in the Hillhurst Community west of 14th Street from Banff Trail School to King George. It was suggested by CBE members at the open house that this was done to address comments from members of the Hillhurst community at prior engagements to unite "Hillhurst" west and east of 14th Street. I would like to know how many members of the community made these comments. I would like to know if the people making these comments live west of 14th Street. I would like to know if the people that made these earlier comments had children in elementary school or middle school. I would like to know if there have been any comments in favour of moving children west of 14th Street from Banff Trail to King George since the new proposed plan was released. I would like to know if there have been any submissions in favour of relocating the children living in Hillhurst west of 14th Street from Banff Trail to King George. I would like to know why the affected people living in Hillhurst west of 14th Street were not given notice of a potential change or that they would potentially be impacted by the proposed plan. I would like to know what, if any, efforts were made to canvass the opinions of the affected people living in Hillhurst West of 14th Street prior to making the change to the proposed plan. I would like to know what, if any, further plans there are to engage the affected people living in Hillhurst west of 14th street regarding their views on the proposed plan.
- The outrageous decision to relocate select grades of kids in Hillhurst (west of 14th) from Banff Trail to King George School. Unacceptable in so many ways. We chose Banff Trail School and our life in Hillhurst. 1) unsure how you can separate friends and siblings. 2) This was never a scenario in the May or June sessions/boards. Feeling sick.



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- priority for students who have sibling at Branton to attend .
- Accommodations for children that have to be removed from their existing cohorts to a new school.
- Will there be an engagement process to make them comfortable at their new school? - Any ability to leave the existing boundaries as is? - Keep siblings together - Staffing changes? - Why is Banff Trail's capacity being decreased so much when King George's capacity is almost at it's limit.
- I would like to know how students who are currently in a split grade 3/4 are expected to move part way through when the curriculum is dependent on knowing which units were taught the previous year. Also how would kids be placed in their new classes? Teacher take the class arrangements very seriously and spend time making sure they are the best fit for teachers and students. When you have a many new students coming in at once, who is advocating for them and making sure they are placed in the best class for them to succeed?
- I'd actually like to know who set up your 'engagement' session. Let's just say whoever it is needs to take some sort of event planning 101.
- Many other schools in Calgary have public transit bus routes that provide students with a more direct and safe and easy way to travel to/from school. With the current options, it will take my 11 year old son at least 48 minutes to travel by bus and/or transfer onto the C-Train in order to arrive at school from Edgemont. Now that Grade Six students will also be travelling to Branton, is the CBE providing parents with a subsidy for bus passes to compensate for the \$400 additional costs to buying monthly bus passes? Also, is the CBE working with Calgary Transit to provide an express bus route/service to Branton and Aberhart like other schools such as, Madeleine D'Houet, Churchill and St Jean Brebeuf?
- I am a parent from the community of Hillhurst west of 14th Street. Under the new proposed plan our children will be taken out of their existing school at Banff Trail (and their existing cohort and peers) and placed in King George School for the remainder of elementary school. After Elementary School, our kids are to be again removed from the new cohort and attend Branton for middle school. This results in yet another change of school and cohort/peer group. I understand that the change was made to try and unite the Hillhurst



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community which is technically divided by 14th Street. As a member of the community for almost a decade, I can say with confidence that the residents of "Hillhurst" that live west of 14th street are more closely affiliated with West Hillhurst and not the Hillhurst community east of 14th Street. 14th Street is a natural boundary for this separation. The children West of 14th Street associate with the West Hillhurst community far more than the community east of 14th Street. They attend the West Hillhurst community association, play on the same playgrounds, they attend the same community events. The Children do not cross 14th Street for these activities. It is a natural dividing road and is dangerous to cross. For all intents and purposes, the area between 14th Street and 18th Street is a West Hillhurst community and should remain with the West Hillhurst community for the purposes of French immersion schooling in the future. The current plan would isolate these kids from their peers and the members of the community.

- How is the CBE planning on addressing students that have to change schools that are currently in a split class. My son is at Banff Trail in a split 3/4 class, next year (if he has to change schools) will he be repeating and missing portions of the curriculum??
- What determined certain communities originally designated to be moved from BT to then be changed to stay.
- I'd like to better understand the decision to move Capitol Hill students from Banff Trail to King George. This move does not seem to make any sense when both schools are quite full- it appears to cause great disruption for the kids and families with no greater purpose. Disrupting families who have invested in the BT community and asking them to move seems pointless.
- I would like to know why Capitol Hill community is being cut out of Banff Trail School when it directly neighbours the school. During the active engagement outreach component, most parents in this area may have put in little feedback as it was unthinkable that a directly neighbouring community would be cut out of an area from which Banff Trail currently school serves.
- Our community was not identified as a potentially impacted stakeholder early in the engagement Process. This plan was not communicated in an open and transparent fashion resulting in our community being blindsided by this plan. Specifically, there is no



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material posted on the “Long-term Strategy for the Northwest and North Central French Immersion Programs Community Engagement” web page that references changing the boundary line for Capitol Hill and West Hillhurst West of 14th Street. Thus, we have not been given adequate opportunity (before now) to express our concerns with this proposed plan.

- I don't know what the first point means. Also, brand new changes were introduced without warning in the latest version of the plan. I would like to understand the rationale for these changes. It appears as if some kids were swapped for others and now parents and children being impacted for the first time do not have the same opportunity to fight for their preferences. Just seems like an unjust engagement strategy.
- I am concerned, and have seen no information regarding, the impact on the pick up/drop off locations.
- What is the breakdown of current enrolled students by grade that are being proposed to be moved to King George from Banff Trail (HH and Capitol Hill West of 14th Street)? What is the projected number by year for each grade over the next 5 years for the current enrolled students in Banff Trail that are expected to be in King George? What are the projections for enrollment for EFI for the next 5 years for HH and Capitol Hill West of 14th Street? Why was the Banff Trail enrollment brought all the way down below 300 for the 450 Instructional Space? Why were the Edgemont students allowed to stay at Banff Trail School when the proposal had them going to Varsity Acres which is only at 71% capacity utilization? What is the proposed enrollment for Edgemont Students for the next 5 years for Banff Trail School? Why was a cap to Kindergarten and Grade 1 enrollment not considered for Banff Trail?
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- Would like to have more information about the new schools that are going to start French Immersion program, how well prepared they are, what are the French immersion teachers background, what strategies they have to cope with this change? How would this change affect students that are going to be moved from their school and friends? And what can parents and students do to cope with it?



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- I would like to understand how changing the boundary line for the West Hillhurst/Hillhurst and Capital Hill area was decided upon, since there is not a single record of this being a topic of discussion. The decision to re-do the boundary for this area and therefore forcing these children to change their social cohort as well as school, then in a few years to revert to their previous cohort is terrible. It is an undue hardship and unreasonable burden for children and families. This is also a direct contradiction to the top 3 CBE Planning Principles articulated in the first consultation session: 1. Minimize disruptions for students 2. Provide program continuity for kindergarten to Grade 12 3. Keep cohort groups of students together I am strongly disappointed with CBEs failure to consult effectively on this matter.
- Will starting a new French program at a school that currently does not have one pose an issue in learning for our children? Branton has been a French immersion school for years and is well established. Moving to a school that is currently English doesn't have roots established seems like it may go through growing pains.
- Why children in Hillhurst west of 14th Street are being pulled from their existing school to be relocated away from their existing cohort? Why the children currently attending Banff Trail School cannot simply remain at the school with their cohort? Why the boundaries (specifically for Hillhurst) can not be implemented on a go forward basis and kids attending Banff Trail school can't remain there until the move to middle school? What analysis was completed to reach the decision to have children from a small area of Hillhurst be relocated to a different school? Who is responsible for preparing the proposed plan?
- How the communities were decided to move or stay from the current school, why were current students and their siblings not grandfathered into the school, and why was a long term plan for the students moving from elementary, Junior High, and high school not given consideration to where they would be moved in the current proposed plan.
- Our daughter is going to be pushed out of her school at the end of grade 5 and the CBE's lack of communication about how this will work is appalling and lacking in professional standards. When this hits the media, the CBE will be again portrayed as the incompetent organization that it is. All we have been told is that a huge change is



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coming. No information about busing, about how the jr high is going to accommodate these kids, how our current elementary is going to get them ready or provide them with skills that they need to prepare for this shift. Seriously! Oh, and the fact that my daughter and all her friends have been in tears for days about not getting a proper senior year is clearly the last thing on the CBE's mind... Show you care about kids and get it together!

- why can't all the existing kids be grandfathered in and stay at their current school as to not disrupt their lives and friendships? Why does this plan in NO WAY represent the interests of our community? (despite previous "engagement" opportunities) How can I express how strongly I OPPOSE this proposed plan?
- what is my recourse if I vehemently oppose these proposed changes? Who ultimately makes these decisions (i.e. who do I need to contact to voice my complete dissatisfaction with the proposed plan and propose ways to change the plan as to not completely ruin French immersion for kids in my neighbourhood). Why does this plan in no way reflect what our communities' wishes are (which were clearly communicated at previous open houses)?
- Will there be bussing options for children in Grade 6 from Banff Trail that will move to Branton or will they need to use public transit? My understanding is that teachers are trained with focus training for a particular age group such as elementary, OR jr high OR high school. How will CBE adjust for the teacher that generally taught in elementary schools for grad 6 students and now will move to a jr high? Will the teachers move or will the teacher most familiar and skilled with teaching grades 7-9 now be expected to teach grade 6?
- Preparing my daughter who has attended Banff Trail for the past 3 years to move to a brand new school for only 2 years will be very difficult. How is CBE preparing students for the new learning environment, routines, new classmates, loss of friends at old school, etc? This is a SIGNIFICANT change for her and will not be easy/welcomed. She adores Banff Trail and so do we, as parents.
- If there will be exceptions made for kids with siblings in a certain schools not to be separated
 1. A crosswalk with overhead flashing lights is needed to cross 24th avenue between Crowchild Trail and 19th street. It is very dangerous for pedestrians (ie children) to cross on their way to and from school. This is even more important now



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that grade sixers are going to Branton. 2. Please reconsider the cut-off for grandfathering kids already at Banff Trail (current grades 3 and below). Could they please be offered the option of remaining? Many will choose not to, however for those with fragile emotional states or anxiety or other reasons - it may be extremely helpful to allow them the option. This would not affect the 'room to grow' objective, but could hugely help some kids and families for a short but critical time period in their lives. 3. Please reconsider the split classes arrangement at Banff Trail. All classes grade 3 and above are splits. The result is smaller classes, but also hardly any friends in each class. Social bonds are not forming as they should.

- how were new boundaries for Capitol Hill and Hillhurst determined where these households are father away from King George than Banff Trail? Baffling??
- The new zones
- For parents with siblings in Banff Trail and Branton that are affected (in our case who live in Rocky Ridge). Why couldn't the siblings be at the same Junior High - or, is that an available option being considered?
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- Capacity of before and after school programs for those schools taking on additional students.
- Development plans for the creation of a French Immersion program in schools that don't currently have French language programs (qualified teaching staff, French outside of the classroom, extra-curriculars for new students) Childcare and transportation options for students in grade 6 that are currently proposed to move to a jr. high school that has no other grade 6 students.
- I would like to know more details about how Branton plans to welcome their incoming cohort of Grade 6s? The students are going to be little and lost and they need a plan to support them. When will we see this?
- Lunch supervision; safety & security of grade 6 students (moving to junior high); meeting needs for these students to have an active recess and creative, free-play break vs. classroom transition. Overall, meeting the needs of a younger cohort that recognizes that these are children, not adolescents.



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- My biggest concern with this proposed plan is the movement of grade 6s to a Junior High School. I am concerned about the social implications this will have on a grade 6 age student. There is a huge maturity gap between a grade 9 and grade 6 student. I fail to see how this proposed plan is in the best interest of the grade 6 child and I am disappointed to see that is not even a consideration in this survey. Of course I support the growth of the French Immersion program in our community but not at the cost of the well-being of our children. As a result of this proposed plan, I will seriously consider moving my children from the CBE French Immersion program.
- Impact of moving struggling GR6 students from elementary to junior high without proper educational support
- I would like to know if CBE considered a gradual roll out of students from the Hillhurst and Capitol Hill already attending Banff Trail as to offer continuity for the children? The exact number of those children is not shown on the website: what is the exact number over time (43 subtracting grade 6th, every year)? Attendance graph for Banff Trail shows 450 instructional spaces available: a gradual roll out of those few students seem reasonable, especially when we think of the well being of the children FIRST. Avoiding the stress of changing schools should be a priority with any proposed plan.
- My child in grade 5 in Banff Trail is learning the grade 6 curriculum. Will she learn the Grade 5 curriculum if moved to Branton, or has it been decided it's not that important for them to get this? Will yellow school bussing service be provided to grade 6 students at Branton as it would have to Banff Trail?
- The proposed plan shows massive changes to children, and families. What is lacking is the rationale in detail for why such drastic changes are proposed. For example, has any real thought been put into incorporating small numbers of children into English schools, at a grade younger than all other students? What is the rationale for that idea? What is the rationale for displacing students that have already built friendships in their current schools and families that have already established before and after school care? The proposal is clearly short sighted with respect to second and third order effects. I would like to see the rationale for all of those items as well.



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- I was under the impression that the Hillhurst area, west of 14th street, was not one of the areas being looked at for re drawing boundaries.
- How changes will effect current students
- I have 2 children moving from Banff Trail to Tuscany school next year and a third new kindergarten starting. Will my kindergarten get priority into Tuscany school since I have two others there?
- My daughter absolutely loves school, and thrives where she is. However, she is the only one of her peer group being forced to move schools. She does not know a single student where she is being forced to move to. She will grow to hate school. I know my child. This forced move will require me to drive her daily to and from her new school, since public transit will be far in excess of what is acceptable. This will be a huge inconvenience for our family, since my son attends and will continue to attend a different middle school than where my daughter will be forced to attend. While I appreciate your long-term plan, it flies in the face of what is acceptable for my child. I WOULD LIKE TO KNOW IF INDIVIDUAL EXCEPTIONS CAN BE MADE FOR STUDENTS IN MY DAUGHTERS' SITUATION?

Branton School

- If people pull their kids from early immersion for a year or two so that they can enroll in Branton for late immersion instead of FEO for early immersion... how will teaching staff deal with these students who will clearly be academically ahead of the other Late Immersion students in terms of French language learning?
- As a parent of a child who is hoping to go to late French Immersion, I am pleased that his ability to do so is preserved in this model. This model includes moving some children to schools that will have new dual-track (English and French Immersion.) I am aware that this shifting is helping to create space for my child and others to take French Immersion. I hope that those new schools will be fully supported so that those children have an equally strong French Immersion experience, as will the children in the school where they would have gone in the past.
- The purpose and design of this survey
- Get your stories straight.



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- Information on how the plans will be implemented in such a short timeline without affecting our children's learning.
- Will there be more consideration to grandfathering students with siblings for the next year or two?
- At no point in the engagement process did CBE present evidence or research about the benefits/concerns with introducing a second language track into existing English schools. The parents of other schools have voiced their very negative experience when another program was introduced quickly into that school. Animosity between parents about the allocation of funds and priorities of administration persists to today. How can a school administrator be expected to fairly support a new language track in an existing school and does this not draw them away from other important work? Why were better decision not made to support the demand for FI in the NW when new schools were being built in Tuscany? Why not learn from these mistakes rather than band aid in solutions that will just create a new set of problems. Schools like Varsity Acres eventually became single track FI due to demand. When this happens at FEO or Tuscany, you can only imagine how disenfranchised those English stream families will feel being "squeezed out" of "their own school". We are trying to build a society and culture of inclusion and acceptance and while creating this culture in dual track schools is a great ideal - I don't see much literature or life experience to show that it works.
- I find it hard to understand the justification to charge parents noon supervision fees for a Grade six student attending Branton Junior High when that Grade Six student has been deemed responsible enough to navigate public transit and train stations to get themselves independently to and from school.
- With the grade 5 students moving to Branton the safety of the students for walking is not ideal. The crosswalks on 24th avenue and 22nd street and 24th avenue and 20th street do not have proper lighting and do not have blinking lights to alert drivers that the kids are crossing. With the age of students walking decreasing to grade 5 I am concerned about an accident.
- Bell times FI teacher availability FI teachers teaching subjects they are trained to teach School trips
- I would like my kids to attend the same junior high school



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- Priority for child in full immersion to stay in full immersion NOT dual track!!
- How are you going to address the potential discrimination for a preferred program based on postal code-this would be a human rights violation
- Please keep the cohort from Varsity Acres school together moving into Junior High/Middle School.
- Kids in French immersion have peers in their program cohort not their neighbourhood cohort. The grade 6s should go to one middle school, not be split into two (uneven numbered) schools for the pivotal 10-14 years of age.
- Why are late immersion students given priority over continuing immersion students to go to Branton.... they benefit from a full immersion program, but so do continuing immersion students. Continuing French education student chose this program since kindergarten and are much more likely to continue in the French program into high school, but yet they are the ones put into unestablished programs.
- Some Late Immersion students go back in to the English stream for High School to prepare for University entrance in English for high school. And us early immersion families are being thrown out for them!!!! They only take 3 years of French but are guaranteed space in Branton over us? Insanity and the whole plan needs to be STOPPED!
- Late Immersion should not have priority over our early immersion students. We have chosen the French stream since kindergarten and dedicated our lives to this stream, to now be kicked out of Branton for our younger child (even though her older sister gets to stay at Branton!) because there is not room for us. But you let Late immersion students stay!!!!?????? Are you kidding me? They are an extra Program and should have NO ADVANTAGE to stay in OUR stream.
- How minimizing changes to Late Immersion (who are already changing by definition) helps reduce changes to early immersion
- Would like to be advised if there are any changes made at the time of the final decision.



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- Very disappointed with the suggestion that students cannot follow behind their older siblings at schools where they (older siblings) have already started. Having kids 1 year apart sent to different schools just doesn't make sense, and is an unnecessary and significant complication for parents. Is there an exemption process?
- Will there be any limits placed on the number of Late French Immersion (LFI) students entering Branton if they live within the designated boundary (but outside the walk zone)? Last year the potential for a Lottery regarding LFI Entrance to Branton was proposed. Will there be a Lottery or other system applied for Sep 2019 entrance that may limit access for students wanting to enter LFI at Branton if they live within the designated boundary (but outside the walk zone and with no other siblings currently at the school)? The Enrollment projections show LFI in 2018 (actuals) at 343 students and projected to be 313 for 2019. With only current grade 9 LFI leaving this is a 30 student drop for grade 7 students entering LFI in 2019 vs the grade 9 students moving on to grade 10. This seems to imply a limit on new grade 7 LFI entrance. Is there a limit? If numbers beyond the 2019 projection for LFI apply will there be room to accept them (without a lottery)?
- Why didn't we know about this plan before decisions were made? I'd like to be in the engagement process not at the end of the decision. Where was this advertised? Burying it on a website implies you don't want input from taxpayers because it is too much work or aggravation. Super frustrated with the engagement processes. Having this on one night so that it excludes people who cannot join that night is exclusionary. Also 5:30 is so early that many folks are still at work or in transit. Why didn't I hear about this from my kids school? I am in communications and these seems like avoidance tactics. It should have been talked about at all schools impacted and schools feeding into the middle and high schools!!!! Lotteries and moving kids and families established in a school is super disruptive. Having siblings excluded is totally acceptable too. Branton going to lottery last year tells me the planning is super poor or totally underrated. Not acceptable all around. Angry taxpayer!!!!
- Why has Sherwood been removed from Branton and relocated to Valley Creek yet Nolan Hill which is North of Sherwood is still able to register for Branton



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- Everything! How on earth is sending my child to an 80% English school for her junior high years make sense, since we have been in early immersion since kindergarten with the understanding of moving through the stream to Branton Junior High. We will not stand for this!!!!
- Will grade 7 kids who are currently attending a junior high need to move schools if their designated school changes.
- Why are you doing this. What is the reasoning, for this nonsense.
- How will the school board initiate this proposed program without causing problems to students, parents, family's, and faculty with regards to the vast changes taking place throughout the schooling system. For example I am sure that family's will be very stressed and/or uncomfortable about these decisions, regarding students having to take public transit, or family's having to switch schools and for students to be separated from other because of this new program that is amused to be lunched September of 2019.
- My concern is about the late immersion program. i do not feel that the argument is valid that this program must be in the same school as an early French immersion program. Students need to achieve the same level of proficiency by grade 9, but why do they have to be blended with early immersion students to do so? The late Immersion program should be set up in a new school (FE Osborne). These students have chosen to leave their peer group and go to a new school. Now, they will effectively uproot students who have been with their same group of peers since kindergarten and cause them to go to a new school. the middle school years can be very difficult. it is important for students to have a strong peer group to support them at this time. I am concerned about my daughter leaving much of her peer group behind.
- Why separating siblings and putting stress on family logistics is less important than keeping cohorts together. If a family can not manage children at two different schools and the associated transportation challenges then kids may have to be removed from the French immersion program. Making the cohort factor irrelevant. Not sure priorities are in the right place.
- My question will be for the middle school really - how will grade 6 operate within the school - Classroom changes, how many teachers, will they have options, sports teams etc.? I am thrilled that grade 6



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will be moving to middle school, I believe the students will thrive. I am anxious to hear all the details.

- supervision, class sizes, recess, play, safety & security
- Accommodation for students with siblings already at the school
- Splitting up siblings, causing families to have kids at different Jr high schools?
- Why was Hillhurst not mentioned in any of the scenarios and now has been significantly affected?
- Grandfathering in of students who had been expected to attend Branton before this 'engagement' activity was implemented. Greater detail on true projections (including variances and not just the CBE's 'worst case scenario') of students attending the various schools. Accountability for planning/building schools in communities where enrolment was not going to continue to climb (ie, Tuscan community)
- Grandfathering of middle school aged students for whom this plan is not in their best interests.
- How will Branton's numbers work out for 2019 and 2020? It looks like for Sept. 2019, there could be the full complement of existing Grade 7 and 8 students, who will be the future Grade 8 and 9 students (either designated or chosen-to-be-grandfathered), PLUS the planned incoming Grade 7 continuing students according to the new community designation plan PLUS at least some of the new incoming Grade 6 continuing students. Will this leave much/any room for incoming new Late Grade 7 students who are designated to go to Branton?

F.E. Osborne School

- I am extremely disappointed that you are creating "dual" track school that will only have 20% of students actually in a FI program. How is that "best for students?" I was under the impression that the CBE believes in putting student need first. This decision - does not do that. It separates peer groups, it makes a very, very small group of students in one program (essentially separating them from the other group), it does not allow for the FI program to be fostered (like the CBE promised), it makes students wake up at 5am in order to get to the school... We are very, very unhappy with the proposed change. I



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would very much like to see the comments put forth and this be a transparent decision. IF you were truly "transparent" like you teach your students to be - you would foster this process with transparency and "true" engagement.

- My biggest concern is academic. With such a small cohort and with the program slowly growing each year, how does the CBE intend to staff the grade 7 classes? In Branton, the kids would have had math/science and humanities teachers. How can those teaching specialties be available in such a small program? Math is hard enough - without a second language - and the test scores show a need for teaching expertise in that area.
- F.E.O. does not look like it is actually a long term strategy. Enrollment projections show F.E.O. will be only 29 students from capacity in 2021. Does not look like it accomplishes the goal of being LONG TERM
- I see no way that this can be adequately staffed with Quality French immersion teaching.
- My biggest concern is how the CBE intends to offer a high quality jr high education with such a small cohort of students that will grow over time. Junior high teachers are usually specialists in their teaching (ie math). With such a small group of students, how will we have access to teachers who can cover the full curriculum without jeopardizing the quality of education.
- F.E. Osborne will be close to capacity in 3-5 years according to provided charts. Does not appear to be any room for growth of the immersion program. Not a long-term strategy/solution.
- English staff and administrators vs Bilingual; small student population vs large; no mixing with late immersion; entirely new program; number of available French resources; lack of opportunities for practicing French outside of class; inferior French culture throughout school. etc. The difference in programs will cause attrition from FEO to either English program or Late Immersion or both. The attrition rate from FEO will cause the FEO program to be much smaller than the already small projected numbers further contributing to quality and "critical mass" issues with FEO early immersion.
- http://www.calgary.ca/CSPS/CNS/Documents/community_social_statistics/Sage%20Hill_pp.pdf Based on the city of calgary population



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growth for Sage Hill, how can the projections for the english program remain static or decrease over time? Please break down the English program projections by neighbourhood. Where will all these kids go if the school is over capacity?

- I attended the Phase 3 open house. One of the posters in the entrance, "Engagement Timeline" concerns me. The last phase was titled "Decision(s)". The first point was "Confirm Decision". I hope this is a mistake. However, the language used implies that the decision regarding the proposed plan is already made. 'Make decision' and 'Confirm Decision' are two completely different things. I would hope 'Make Decision' would include taking all the feedback and concerns from parents into consideration and build the plan from that. However, 'Confirm Decision' sounds like the final decision to implement the current plan, regardless of feedback, has already been made and the open house was simply held in order to say it was held. I've been in enough corporate bullshit meetings to recognize when language is being manipulated to cover up the fact a plan is not proceeding in the manner it's being communicated to those affected by it.
- The projections for number of students doesn't seem right. The 2020 and beyond numbers are too constant. Numbers for Sage Hill students in the English program remain somewhat constant, however Sage hill population projections, according to the City of Calgary, or growing very fast. And as a new community, will have a large number of young families. What happened when the current projections are wrong, the English program grows too fast, and there is no longer room for everyone? Will the French students be split up again? Will English students be moved somewhere else? The projections don't seem to reflect reality, they appear to be manipulated to justify the plan.
- At what point in this engagement process were we provided information about the effects and outcomes on other schools that recently had a language stream added to an english school? The anecdotal account is that it has been a failure on many levels. Parents at odds with each other over how funds are allocated in the school. Discontent over access and bussing. If the way of the future is ramming dual streams into existing, low enrolment english schools, why wouldn't part of this process have been to demonstrate how successful it has been so far? I've heard CBE spokespeople say



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things like, "there are always challenges and resistance to change but things settle in over time. True, just really hard on those paving the way.

- To suggest that it is reasonable and safe for kids to take public transit from their home community in Tuscany to FEO is absurd. Leaving their homes at 6:45 a.m. taking a bus, then train, then bus to arrive at school for 7:55 a.m.? If you can step back from the economics of your proposal for a moment and just give that some thought, does it seem reasonable? While their English counter parts in that school will be riding a warm school bus everyday...hmmm. How many CBE representatives who worked on this plan are sending their elementary/JH children off at 6:45 for an hour commute on public transit with two transfers?
- I agree with making Feo French immersion.
- According to the projections for F.E. Osborne there is potential for capacity issues after only 3 years. How can this be considered a LONG-TERM strategy? Also noted that Sage Hill and Evanston are designated to F.E.O. regular program. Both of these neighbourhoods are still new construction which tends to attract families putting further pressure on capacity at F.E.O. Would like to see the English program projections broken down by community/area in the same manner that the French Immersion projections have been broken down.
- The CBE continues to offer the same response when pressed re: dual-track programming. "We believe it "builds community", or "Dual track programming is a positive experience". These are the only two responses to a direct question that I received. I would like real data based on past research that, I hope, informs the vague referenced to community so I can give this plan the benefit of the doubt. It is hard not to be frustrated when questions asked require numbers and proof points and we get platitudes. What evidence does the CBE have that dual track programming in a predominantly English school with no prior French program is as successful and effective as the current program the children are in? Also, I want to know more about how these plans were conceived. Again, my intent is not vitriol - it is a legitimate query regarding the logic behind this plan that doesn't make sense to a lot of people. Real data, real conversations, no more platitudes.



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- What experience will the French Teachers have and how will the dual track program work? Having children as young as 9 years old take 2 buses and a C-Train for an hour to get to school at 6:45 AM is completely unacceptable. What will be done to ensure the safety of these young students even beyond Grade 6? Grade 7? Why is it ok to remove children from their cohorts at such vulnerable and sensitive years?
- We need better transportation options, why is FI being labeled as "alternative" program in a bilingual country? How is my child's change in program going to affect the quality of her French education, immersion vs dual track. Why are siblings not get the opportunity to be grandfathered in when there will be space. Why are our existing peer groups being split up and new schools joining the area taking g their place.
- Lunch supervision requirements-if it is "safe" for my 10 year old to take 2 buses and a train for an hour on her own twice a day, why would it not be safe for her to be unsupervised at lunch and me have to pay? How are you going to find quality FI teachers for French, Science, Math and social studies with experience? Who are going to be their mentors? How big is the substitute pool? How is the school going to mitigate the loss of Immersion on the boards, the announcements? How is the school going to manage this minority group that may be targeted by the English program? How is the school going to pay for all of the new French resources-books are expensive.
- I am outraged that students who have been attending French Immersion for 7 years will now be forced to separate from their peer group and go to a brand new school. When we made the choice to attend French Immersion, it was in part because of the high caliber of education that students get a Branton. Now, my daughter will be separated from her peers, while children who just now decide to try French Immersion and are deciding to leave their peer group will get to go to Branton. FE Osborne should house the late Immersion program. If late Immersion students are truly getting what they need to be ready for High School it should not matter if they are house separately. Also, the argument was made that schools will be closer to students. Branton is a short walk from the train station. FE Osborne is only 3 stops earlier but then students will have to take



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another bus to get to school from the train. It will actually take them longer to get to school!

- Do you have examples of success with dual track schools for French immersion children? FEO will be dominated by English speaking students and therefore will be operated predominantly in English. Do you believe that this still offers the French immersion experience that parents and students signed up for? Do you think you will be able to attract enough qualified staff to cover the French immersion classes in the dual track school?
- In regards to transportation, I feel that the CBE is discriminating against French education. At FE Osborne school there is one yellow school bus for Sage Hill (English program only). The school hours are determined by one bus for the English students...there is no regard for the fact that numerous French immersion students, who do not have access to transportation through the CBE now have to leave their houses at 6:30-6:45 in the morning in order to get to school. There are numerous safety issues with this. French is an official language in Canada, and the federal government guarantees equal access to French and English programs, yet we see the opposite of this from the CBE
- I would like to know more about what experts were consulted when coming up with a plan that affects so many young minds at such an important age. How and where was the expert feedback used?
- Why this change is required. What are the numbers
- Long-Term Strategy? The projections provided contradict the sustainability of the proposed plan as a long-term strategy. By year three the projections show F.E. Osborne will be operating near capacity (2021: 706/735). By year five (2023) both F.E. Osborne (710/735) and George P. Vanier (558/590) will be operating dangerously close to maximum capacity. What will happen in 3-5 years when these schools reach or exceed capacity? Based on the projected numbers the proposed plan does not offer a sustainable long-term strategy as schools will be facing capacity issues within 3-5 years and beyond.
- I have very happy that FI will be introduced into FEO as we reside in Varsity Community. I am concerned with the program and the short duration to establish as good of a program as Branton. My grade 5 daughter will enter FEO next year and while it's an adjustment to not



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be doing grade 6 at Varsity Acres, the proximity to the school for 4 years is wonderful for my family. I spoke to the principal at the engagement session and am excited to be entering the school. Hopefully that the FI program for the grade 6 will be as good as Branton and exposure to activities and extracurricular will be available.

- The inflexibility of the CBE with regards to bell times.
- This plan is not ready to roll out! It would be very unacceptable business practice with almost all of your clients being devastated (except for Late Immersion). It makes no sense to not disrupt the Late Immersion Program but completely destroy all of the early immersion families and quality of education. Shame on you and we will accept this plan.
- Before and after school care
- I'm concerned that Grade 6 Varsity Acres kids will be split into two junior highs next year. The division is not equal, most kids will be routed to FEO and a minority will go to Branton. Grade 7 is tough enough of a transition, and now these kids won't have any friends and very few familiar faces in Grade 7.
- Grade 6 students are not permitted to take public transport, will yellow school busses be running for grade 6 students? I realize there has been many issues and with school bussing and times which has resulted in many schools times being changed recently, will this be revisited again with the increase in kids going to the 'new' schools for the French program? I'm particularly concerned about the Friday start times and how this will effect many students and parents, as a grade 6 or 7 I don't think should be left alone at home for a few hrs before heading to school, as most parents don't have the job flexibility to come in hours late...? So many thing's to be considered...
- Availability of French resources and programs within the new school. Who are the teachers? How will the programs be run? What are the plans?
- Dual stream not what we agreeded to when chose program Not in community Syblings separated Fundraising divided and more expensive for French immersion
- How this affects students in the regular programs? Do class sizes get increased to accommodate for space of other program? Are students



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going to be faced with lockers being overcrowded? Will we lose any educational options again to accommodate space? What about sports programs? Adding more students should allow for more sports teams. Perhaps more than 1 junior/1senior to allow equal opportunity to the increased student population. My concerns are based on how this impacts my child in the regular program. I feel it unfair if we lose anything to add this program.

- Currently, there is no viable bussing solution for students in Tuscany now going to F E Osborne.
- The transit routes still require a lengthy walk which, for a grade sixer who is 10 or 11 years old will be challenging from a safety / vigilance perspective.
- I am a student in my last year of varsity acres school. Ever since grade four(and earlier) i have super exited about the prospect of going to branton, but now you guys at the CBE are saying that i have to go to FE Osborne and my sister(currently in grade two) has to go to Tuscany school. My sister will have to leave most of her close friends to go to Tuscany school. Also I am worried about how good of French teachers my sister and i will get. As my mom also said it is very hard to get math sciences teachers for French. Also for me some of my peers i wouldn't exactly consider friends but are just good people and just like help when you are in a tough situation.
- my daughter is going into grade 7 next year. When I choose French Immersion for her, I did so with plenty of thought about whether to put her into the community school or to travel to French immersion. I looked into the elementary, junior high, and high schools for both the French and the regular programs. She has been looking forward to going to Branton for many years. The school is dedicated entirely to French Immersion so all experiences (assemblies etc) are in French. My main concern with FE Osborne is the fact that qualified French immersion teachers can be difficult to find and that implementing new programs is always difficult. Also, I am concerned about transportation. I work, in walking distance to Branton and had planned for my daughter to ride with me to work and then walk to Branton.
- With the new changes, F.E. Osbourne looks like it will be operating very close to capacity, what will happen if it reaches capacity? Which program will have priority in such a case? What will happen to



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"overflow" kids? How will the new French immersion program be staffed? Will experienced French immersion teachers from existing schools be transferred? Concern is with only grade 6&7 the first year it will be a fledgling program with many bumps along the way to work out. How can we be assured that these students will have the same opportunities and quality of education as children attending the more established immersion schools? ie. opportunities to interact in French not only with teachers but administration, principals, etc.

Opportunities for school trips and extra curricular activities. How will transportation be handled for F.E. Osbourne? Concern is F.E. Osbourne has a very early start time compared to Branton. Many students commuting from Tuscany will have a bus-train-bus commute that takes approx. 1:15 to complete (students newly designated from other areas have an even longer commute); meaning many students will have to wake-up at or prior to 6am to arrive at F.E. for a 7:55am start. Will F.E.'s bell times be adjusted? Will direct/express transit routes be implemented? The current bell times would severely disadvantage these children and prevent them from being able to participate in any sort of activities or sports outside of school. Many sports practices for this age group can run as late as 9 or 10pm, which would effectively force these children to have less than 8 hours of sleep per night or prevent them from participating in activities outside of school. Has the early bell time and potential commute times been taken into consideration at all?

- School Start times....FE Osborne currently starts at 7:55am. Taking Calgary Transit from Tuscany takes 50 minutes so kids would have to leave school by 6:45am. Calgary Transit from Evanston takes 70 minutes so they would have to leave by 6:20am. This is ridiculous for this age group. Later start time needs to be considered
- 1. How is the CBE able to justify moving (200 -250) students into a new building with zero French and call it dual track / French Immersion? The very small cohort of 6-9 students will be the minority in an English dominated school. They will hear English spoken everywhere except in the specific French classes (less then 50%) of their day. This is not a French Immersion Program - this is a band day solution. 2. How do you justify this when we were promised a completely different experience- full immersion in a completely French school. 3. Why is it that school availability (low numbers) is the driving force behind this change? Should programming not be a



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priority? 4. How does breaking up children friends and displacing them and putting them in these situations- put Children's learning first? Isn't that the most important part of learning?

- I feel like the plan that has been proposed was not fully disclosed at the engagement sessions earlier this year. I understand it was likely developed from feedback received, but feels like a big change from the plans that were outlined in the spring. I understand that this is a systems decision, the goal being to build capacity for FI in the NW part of the city - which this absolutely does, but to families currently in the system who were expecting one of the 4 plans outlined earlier this year this feels like a big shift with huge ripples that will now lead to decisions that we had not anticipated. My specific concerns relate to having to send a child in Grade 6 vs. Grade 7 to Jr high and all the considerations involved - we have child care arrangements to consider as well as transportation. I would like to understand what transportation options will be available to children particularly from Tuscany now going to FEO - the FEO start time is 7:45 AM - it's a 40-50 minute transit trip from Tuscany to FEO - which seems unreasonable for a child in grade 6. Are there any bus routes being planned from Tuscany to accommodate the kids from that community? Is there any consideration being given to readjusting bell times if bussing won't be available? I'd also like to understand a bit more about how the French immersion program will be developed at FEO - particularly since there will be a small cohort the first year (grade 6s and 7s only). How will the program be resourced in terms of French materials - how many classes are expected, what are the expected class sizes, how will the French Immersion kids be integrated into the school? One of the challenges I'm having is the loss of the true immersion experience that my children currently receive at VAS - if they are a minority program in the school, how will French be integrated into the school culture? Will the kids from VAS miss out on outdoor school? current grade 5s were supposed to go next year - and many of the kids were looking forward to it. Are there any options for child care at FEO? kids in grade 6 are still young and child care is a real concern. Are there any options for an after school program?
- Please offer up the full range (not the numbers shown in the previous documents provided by the CBE which are simply 'worst case')



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projections) of possible numbers of students at each school as it is not clear there is actually a problem with enrolment.

- The proposed plan sees the Varsity Acres students split up to attend middle school. Only three communities will go to F.E. Osborne. Would it be possible to have all the Tuscany school students attend Branton (they would stay together as a cohort) and have all the Varsity Acres students attend F.E. Osborne, so that the grade 6 students could stick together as a cohort. The proposed plan sees the grade 6 cohort split up every year, indefinitely.
- I am very concerned that my daughter will be attending a school that will be implementing a brand- new FI program as opposed to the very well established, and well run FI program at Branton. I want to see testing results of both programs at the end of the 2019/2020 year so we can have transparent measurement of programming. As well, how is FE Osborne going to be able to staff the school with a whole new strata of teachers who are familiar with the FI curriculum. We also need start times as well as what transportation options will be available as now my kids will be split into different communities with a significant driving time between them.

Georges P. Vanier School

- I'd like to know how the line got drawn right down 10th Street to make the kids go to GP Vanier. We live just 3 houses in off 10th and my kids could easily walk to Branton. Previously lines were drawn by distance from my understanding. What options do we have to send our children to Branton?
- My daughter will be attending GP Vanier next September for grade 6. She will be 10 years old. We live in Panorama Hills and there is currently no bus stop for GP Vanier in our neighbourhood. Our closest bus stop is at Superstore in Coventry Hills, which is much too far for my 10 year old daughter to be walking to and from each day. Also, my understanding is that this is not a school bus, but a designated city transit bus. If grade 6 students are now going to attend GP Vanier, this school needs a much more age-appropriate busing plan for these younger students.



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Hidden Valley School

- Potential Immersion programs emerging or changing in other schools.
- I live in Coventry Hills and there is no mentioning of our community at all... Hidden Valley would be so much closer and convenient for our community... Why this was not taken into consideration and all the other communities were...
- I would like to know how the class sizes in the school are going to change. The projection is basically saying, that once you add all of the Hamptons students who want to take French Immersion in Hidden Valley, and all of the Sherwood students, that it will only increase the total student body by 25? That's ridiculous. What if all of the kids who are eligible to remain don't remain, then what does the projection look like?

King George School

- Change of designated schools when one sibling is already at a different school
- I think it is very important that children be able to walk or bike to school. We live in Capitol Hill east of 14th St and are supportive that King George remains our designated school.
- Why the problem of requiring a school in the North is not addressed
- Why can not the students choose to stay at a school they have been going for 3 years?
- Why should siblings have to go to different schools? How are new schools going to be and where do all the new schools find all the competent teachers? Grade 6 students are going to be exposed to middle school environment: what's the challenge, what's the strategy to cope with it?
- It is an absolute bewilderment to me that it has been found appropriate to send children that are 10 & 11 years old on the city bus system. I have seen some profoundly life changing things on the Calgary city bus, which I would seriously rather my ten year old not be exposed to. So essentially the Calgary school system once again ties my hands as a professional not to be able to meld into the real world working environment due to the limitations it continually puts



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upon dual income working families. I will have two children on separate schedules and have to put one on the bus at 7:30 to King George for the next two years And then need to wait to drive the other to school that doesn't start until 9 AM. I know that I expressed this opinion along with the majority of other parents at the meetings regarding this decision and can't understand why there have been no measures put in place to even remotely smooth this transition. In addition why is it that not all of the grade six students are not being forced into this arrangement? Why are there not more - French-schools offered to the outlying communities that feed into King George? I feel like all of these meetings were only a waste of time and that the opinions of the parents who attended were entirely unheard.

- My daughter is at King George. If she is required to move to Vanier for grade six, we need a school bus for her and kids her age. They are too young for the city bus. We are in Renfrew community. In addition, I would suggest we keep King George as is (k-6) and open more French grades in the NW where the kids are bussing from far away. Perhaps split a school that is English public and offer grades K-1 to start, and add classes each year to a school that is underutilized in their area. Have the French teachers at that school have dual reporting, one to principle at that school and one to a French school principal.
- We are concerned that the needs of Sunnyside have not been adequately considered in the decision process for kids from Sunnyside currently attending King George School. There are handful of kids from Sunnyside that attend King George and as such we are concerned our needs may have been overlooked. The logistics of attending middle school (Gr 6-8) at GP Vanier vs. Branton are more challenging. The duration of commute is 50 minutes to GP Vanier vs. 20 minutes to Branton. This length of commute on public transit is of significant concern to us as parents of middle school-aged children. Sunnyside is in closer proximity to Hillhurst than other areas considered in the plan to go to GP Vanier. We would highly encourage CBE to reconsider designated schools for French immersion middle school for Sunnyside residents.
- The decision process for kids from Sunnyside currently attending King George School. There are handful of kids from Sunnyside that attend King George and we are concerned that the needs of



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Sunnyside have not been met. The logistics of attending middle school (Gr 6-8) at GP Vanier vs. Branton are more challenging. The duration of commute is 50 minutes to GP Vanier vs. 20 minutes to Branton. This length of commute on public transit is of significant concern to us as parents of middle school-aged children. Sunnyside is in closer proximity to Hillhurst than other areas considered in the plan to go to GP Vanier. We would highly encourage CBE to reconsider designated schools for French immersion middle school.

- How will after care be affected? Has it be considered to reduce catch map of King George to keep it K to 6? If so I'd like this assessment.
- Has this change of schools taken into consideration the psychological effect on children already enrolled in grades k-4; who are expected to change their schools in 2019 and then change schools again for middle schools & junior high?
- I am very disappointed and concerned with the proposed plan that moves grade 6 students from King George to George P Vanier. I would like to know what teachers and administrators at Vanier would plan to do to ensure these young students feel comfortable, safe, and supported in the midst of much older teenage students. I believe the transition to Jr High is difficult enough, without expecting this of even younger kids. How would this be done so 10 yr olds are not intimidated or scared in this new environment and/or exposed to issues they otherwise wouldn't until an older age. I am discouraged by the apparent focus on transportation, proximity to schools in the community, etc. versus the developmental needs of students at different ages and the impact on them....their sense of comfort, safety, belonging, confidence, self-esteem, etc.
- In what bloody universe does transferring kids from king george to varsity acres make any damn sense at all? Are you purposely doing your absolute best to make life as hard as possible for parents? If so you are doing one hell of a job.
- What this does is moves my grade 4 and 6 year old to significantly different bell times. King George and GP Vanier should have similar bell times to allow siblings to leave and arrive at school together
- Why are we proposing to manage student numbers at King George by sending the Grade 6 students to George P Vanier, but then adding K-5 students from Hillhurst/Capital Hill communities? These projected 37-47 K-5 Hillhurst/Capital Hill students would have



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otherwise attended Banff Trail school where school space is projected to be under capacity by 150-170 students, and where attendance is projected to decline. This proposal does not reduce King George numbers and seems to keep King George only 40-70 students under capacity. This element of the K-5 proposal for King George makes no sense, particularly as the Hillhurst/Capital Hill students will be the only King George students going to Branton when they reach Grade 6, unlike all of the others who would go to George P Vanier. If King George is losing 50 or so Sage Hill/Evanston students to Varsity Acres, don't replace them with Hillhurst/Capital Hill students, just keep King George as K-6. If the plan is to try to have a more standardized K-5 platform across the early French Immersion Program then I understand.

- Why Hillhurst was not listed as a potentially impacted neighbourhood in the four possible scenarios yet hillhurst kids are now slated to move elementary schools.

Tuscany School

- I see no way Tuscany can be staffed with even adequate teachers let alone good ones.
- My son is in Grade 3 at varsity and has to change two tuscany for two years - I think this is an abysmal plan. It does not account for any of the current literature on student develop and works against the majority of the students. It is harmful. The priority is economics not students as it should be.
- I see no way that this can be adequately staffed with Quality French immersion teachers.
- All of the above. Also, kids who have bonds with their current classmates will not see them again until high school. How is the CBE going to emotionally support kids through this journey. Also leaving home at 6:30am for bus, train and another his is NOT okay. Poor planning cbe. I want to see the studies for both sides showing the impact on kids and removing them from their friends. There is a massive impact as the kids won't even keep their current before and after care locations.
- These options, and the questions, obfuscate the issues. Staffing will have to change when adding French to an English school. Transportation too. Priority isn't an issue because we've been



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assured it is critical that all children have access. Instead, answer these questions that weren't answered at your last engagement session. What is the logical reason-in direct contradiction to CBE Principles- to move children back to their community only to move them out again two years later, breaking two cohorts in as many years and separating cohorts? Why is this plan so rushed? Why were CBE staff unable to answer questions about basic transition strategy after assuring the plan is, for the most part, firm? What is your support plan for children with special needs, LDs and other impactful issues further complicating this plan?

- The first option above is unclear. I want to better understand the transition plan supporting such an impactful move. Children moving schools is hard enough, how specifically are you supporting them through the transition and what are you doing to ensure the school programming at least meets the bare minimum in a new school with no program and a very small cohort. How do students successfully integrate into existing culture. How are you communicating with and managing change with Tuscany parents? Also, please, I just want a straight answer. Why are you moving children out of Varsity for two years, only to move them back again. Also how are you maintaining interest in current early French after all of this disruption. I have already moved to register my child at a school outside of the CBE jurisdiction because of this loss of trust, and I am very sad about it.
- What experience will new teachers have? Where will they come from? How will the Immersion aspect be implemented in an English school?
- Please give me information on how different schools rate for grade 3 and grade 6 testing. The Fraser institute doesn't even have info for Tuscany. How is Tuscany community going to handle the increased need for childcare for before and after school-??? Have you considered how many additional children will be attending that will be transferring from the French Catholic system to Tuscany? How are you going to manage the extra traffic coming in from royal oak and RR communities? Does this increase traffic fit with zoning for Tuscany?
- I am concerned that such a small portion of students from Varsity Acres will have to leave to attend another school. Tuscany is the only area that will be leaving so these students will be forced to leave the



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majority of their peer group behind. I am also concerned that the Tuscany School will not be able to find enough experienced staff to teach French Immersion. Finding qualified French Immersion teachers is very difficult and to staff a whole new program from K-5 will be difficult. I think a French Immersion program in Tuscany can be a positive thing if it is done correctly. The program should start off in Kindergarten and grow each year. In this way, students will not be forced to leave their peers and there will be time to find qualified staff.

- Grandfathering / transitioning (splitting up siblings)
- With the Tuscany school being dual track, how many French classrooms will there be? Are there staffing issues? I want teachers who are familiar with the French Immersion program who can foster the Immersion environment and culture and how can give quality instruction. I understand from the engagement that teachers are "excited for a new challenge". I don't want my child to be in a program where teachers are frankly, figuring things out and developing the program. Coming from Varsity, a fully French Immersion program where all teachers speak French to a dual track where the majority of students and teachers will be speaking English, announcements, assemblies will be mostly in English. This isn't the experience I want from the Immersion program. Regarding Transportation, if there is so much interest in the French Immersion programs, why is it still considered an "alternative" program and why are the English (non-alternative) programs given priority and lower fees for transportation than the Alternative programs? It seems like the French Immersion kids are the "Lower Class" - they receive higher fees, earlier bus times and farther distance to travel. How does the CBE justify this discrepancy in making transportation safer and cheaper for the English program? Also, my son is in Grade 1 and attends before and after care. Was there any considerations on how parents will find alternate care or for the children having to deal with moving schools AND before and after care programs? I'd like to provide feedback on the engagement session last week. Scheduling it on the same night as the vote seemed like a move from the CBE to ensure a low turnout. Having security there also made it seem like the CBE knew parents would not be happy and didn't show a collaborative, honest and respectful approach (the same values the CBE is "teaching" our children).



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- -If the numbers in each program exceed projections, how will that be handled? Which program will be capped? - How will administration handle two distinct programs in one building? -Are there enough qualified teachers in the CBE to teach these French immersion programs?
- why are you only moving some kids from Varsity school and asking current grade 4 to stay for another year? why don't you move them all? Also the problem that families in the NW are facing is also lack of Middle Junior Hg school in the area. There is no FRENCH IMMERSION Middle school to attend for kids that lives in the following communities: TUSCANY, ROCKY RIDGE, ROYAL OAK, VARSITY, RANCLAND, SCENIC A, ARBOUR L, SILVER S. sending them to F.E.O. instead of BRANTON is not solving the issue at all- (not to mention that siblings are currently attending Branton and now are going to be attending 2 different Jr. High.) 12 Mile Coulee should be FRECH I Jr. High for NW communities. Based on the "brilliant" idea to keep grade 4 at Varsity even though they are living in Tuscany, the transportation will be another issue to look at, how can the Board guarantee that there is going to be enough kids in grade 4 only that live in Tuscany???? a Yellow school BUS for 3 kids only and the stop is 2kms away from home- is better to arrange private transportation - again no improvement on this one either. PLEASE listen to Parents
- Why no 6-9 French immersion program in Tuscany? I'm contemplating signing up my son for 1-5 at Tuscany school but reluctant because when he gets to grade 6, we have to take him to another community or switch back to English program. He's in the Kindergarten English program now at Tuscany school because we felt going to school in the community was important. How easy is it to switch back from French to English at Grade 6?
- How this will affect the STEM care presently at Tuscany School.
- Whether there is any flexibility for what school kids will move to after grade 4/5 (is there another option besides FEOsborne).
- I would like to know how this specifically will effect the English stream at the Tuscany Elementary School. Why was the grade 5 not considered to bring down from TMC besides numbers? What does the future hold for this school as a bilingual school. I FEEL strongly that this will eventually convert to a French immersion school. Will I



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be forced to take my child to another school because I am not in the French immersion stream? Wondering how this is fair to me and my family dynamic as an English speaking household? Why should my children's education be sacrificed for others needs in a public system that is primarily English? Why did we build another school for elementary grades if we were just going to unevenly distributed the population to make room for an secondary language school? Thank you for your time.

- Bell times....they better not change. We finally got the ideal start and end time
- I want to know if my daughter who is currently in Kindergarden will be able to join French immersion in grade 1, or if she needs to start over in kindergarden.
- If French Immersion is implemented what happens when there is not enough space for children to attend the normal school will this mean that children who would normally attend Tuscany be bussed out because of the French Immersion?
- Will my child's public education be affected if dual-stream French Immersion numbers begin to take over the school population?
- Wondering when this program will kick off a d if the child is already attending the school will the child be able to join the program.
- Will there be a cap on the French Immersion program so that my English stream child can continue to WALK to school. I should not have to pay for bussing in MY community just because a French program shoved my child out of his school
- Long term plan to avoid regular program being squeezed out by French immersion. Strategies to ensure a two track school maintains a single culture focused on community rather than the alternative program driving the plan.
- Dual enrolment programs destroy the sense of community in a school and divide the student and staff population. What strategies are in place to prevent this from happening at our school, to protect our children and the rich, strong community environment that the staff have created?



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Valley Creek School

- My daughter is at Valley Creek currently and in grade 5. I would like to know how the French immersion program will be supported with the increase in students? An example would be the school library in which the variety of French books is extremely deficient. Will the number of staff increase (there was a shortage in grade 6 & 7 at the start of this year).
- I would like more information on whether one option being considered is Valley Creek School becoming a solely French Immersion school (now or in the 5 year plan if French Immersion demand increases). This would be extremely detrimental to our community to lose our local English school.

Varsity Acres School

- How you expect 10 year olds to take transit to schools How siblings attending different schools affects families How high schools might be impacted so that parents can plan head (we already planned for the high school when we chose the elementary school) The costs to families of public transit for several children to get to school the affects of new programs implementation in the proposed new school - doesn't seem like a lot of time to plan
- How is jurisdiction for middle school designation determined? Why can we not have Varsity acres school move on to the same middle school all together as Banff Trail school does? I do understand it is a factor of numbers but there will always be discord if by grade 5 because a social network, built over years, will be pulled apart at a crucial, sensitive time of life.
- I am concerned about the transition of existing students at Varsity Acres. My concerns are: Transportation for students travelling from Tuscany to FE Osborne, once they move from Varsity Acres. This will require a bus, a train, and then another bus. That does not seem appropriate for this age. Breaking up the existing cohort into multiple schools. Not good for mental health and, therefore, academic success.
- We are very truly sad at the current status of the FI program at VAS. It is truly disheartening to see this situation unfold with little consideration to the children and their siblings that attend the school. We are very unhappy that peer groups will be split up (for two years)



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then split up again for middle school - ultimately creating a very small, small cohort of students that will stay together. This is not good for students and their learning. The information that was released in order to create this plan was very limited and really only addressed how the scenario benefits the CBE. versus students. It is unfortunate create this solution simply due to having "space" in one community vs. another...

- Why are we being changed to a dual track school, this is not how I planned my children's French education to go and do not feel they should be punished with inferior education because you built too many new schools and can't fill them, make these changes with new children entering the system
- Where are qualified teachers coming from, where is the safety of children considered for transportation, we have been given zero options here, why is this change being made to existing students and not to new students as they enter programs??? That way there is no upheaval
- How are French speaking teachers going to be found to fill the new program classes when there have not been French-speaking substitutes available at times How is French language and culture going to be immersive in an English school, needs of the two tracks are different Why some students are provided a yellow school bus but our children are expected to take multiple transfers on two different forms of transit before 7 am Why is French Immersion being labeled an alternative program in Canada
- This plan is breaking up kids at varsity for jr high. How is that a beneficial decision? Do teachers and administrators agree with this decision from a teaching perspective? Does data support this in the sense of not impacting learning outcomes? This doesn't seem to align to cbe values. Please show how this does.
- From the open house slides in the entrance: "Current Early French Immersion student cohorts should be maintained." Response: "A grandfathering period for some grades in some communities has been built into the proposed plan to provide the opportunity for students to move schools only once in the next two years..." This DOES NOT address the cohorts comments. Current students in Varsity grades 5 and 6 are going to be split up more than ever, as each community that goes to Varsity is designated to different



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schools. The grandfathering does not apply to 2 entire grades. This is causing a great amount of stress and anxiety in my household, and for a large number of current students.

- I am concerned about my children being forced to move to a school which I do not want them to attend because of the reputation and administration of the school. It is one of the reasons we enrolled in Varsity Acres as opposed to the school in our community. Are you going to publish the data study for the public as to why this needs to occur? Are you considering the fact that this will have a major impact on students entering a new environment? Is there a transition plan proposed, activities to integrate new students with existing ones etc? A "0" tolerance on bullying? I feel like these decisions are made based solely on a financial basis without actually considering the long term affects of the students.
- French Immersion as an alternative program in Alberta
- If students from particular neighbourhoods are going to be moved out, move ALL GRADES at once. Many students are siblings and it would cause needless inconvenience to split them up by keeping some grades (ie. Grade 5) and moving others.
- how disruption to kids leaving Grade 5 and split up from their cohort will be impacted - why a cap or limiting of enrolment was not considered given it appeared to be a popular and viable option in the spring
- Grandfathering of siblings and gradual transition period for phasing in of implementation
- The language used throughout the "engagement process" was misleading. Many parents read the title "Long Term French Immersion NW strategy" and found it either too bureaucratic or vague to move the step further to read and see what it meant. Even educated parents are feeling like this is being sprung on them at the last minute despite the multiple communications sent by CBE. While CBE seems to spin this as a character flaw of parents who chose not to engage, I believe that it is either a covert or overt attempt by CBE to limit engagement.
- Reasons why making significant changes like dropping the grade of junior high to Grade 6 was never proposed. Provide reasons why the



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proposed changes were not included as part of the 4 options in early 2018.

- and if this is truly a solution or simply a band aid fix.
- After school care for Tuscany (I know this is not your area of responsibility, however moving lots of students into a community that currently does not have this capacity is directly related to your plans, and simply passing it off to the parents not acceptable!) - Qualified French teachers (where are you going to find them?) - French library books (how do you propose to ensure the library will have sufficient books?)
- Previous CBE communication stress the importance of a sense of community and building friendships. How does splitting children by moving the Tuscany kids from Varsity Acres align with this? In what scenario does the Scenario C with adjustments be implemented? Grandfathering allows students from the Tuscany community to complete Grade 5 with their student cohort, and students from the Hamptons and Sherwood communities to complete Grade 3 with their student cohort. Students from Tuscany community will move to middle school as a residential community cohort and will attend school closer to home. Students from Hamptons and Sherwood communities will move to middle school as a residential community cohort and will attend school closer to home. Does this mean there is an option for kids that are grandfathered and in the Varsity Acres school to complete their schooling until grade 5 there?
- students not wanting to change schools.
- Class size Transportation is huge. Better have options and 1 if them better not be figure it out.
- The plan is moving earlier than the CBE is ready. Taking a long term French immersion program at Varsity with strong infrastructure into FE is a problem as only 4 classes are being moved. There are no teachers recruited today, 2 off site "mentors" were listed as support for the school and the principal is excited about the changes. Fe is not equipped to take Grade 6 children that still require after school care and it leaves children vulnerable.
- Change bell times at feo to allow for longer commutes for kids coming from neighborhood like Tuscany and rocky ridge. Allow kids to go to same school as siblings, do not seperate siblings as it



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complicates transport for families. Status quo for another year. Allow current grade 5's to finish grade 6 at their current school.

- Keeping siblings on same path through same schools
- Grade 6 FI kids having to take city bus but then having to pay for lunch room supervision as they are not "safe" to not be supervised. Why is grade 6 FI moving to junior high when English is staying the same. Why in Canada is FI considered an "alternative" school?
- How is Varsity going to be able to continue to operate at less than 75% enrollment? Why can't my kid attend this school if it is under-enrolled?
- Grandfathering strategy / flexibility
- Why on earth did CBE think it would make sense to split the Varsity Acres cohort between multiple junior high schools?
- if we were to consider the extreme case of moving to another neighborhood in order to keep our child with the majority of their cohorts, is there still a "grandfathering" in phase that applies?
- How this is in the best interest of current grade 5 Students
- None of the proposed scenarios indicated that grade 6s would be moved into a middle school scenario. My daughter is in grade 5 at Varsity Acres and there are some activities that are within the VA grade 6 year that she will miss out on (outdoor school, patrols, skiing). However, we are very happy to have a FI program introduced at FEO since we live in the area.
- The management of sibling groups split between schools with different bell times (for example, 3 children in junior high split between two schools)
- How will schools that currently do not offer French programming manage the transition? How will the French staff be supported? Will there be both French and English administrators in a single school?
- I would like to know how certain schools like Bowness are being sent to Branton, when Montgomery community is closer by 5 km to get to Branton. This doesn't seem fair to any of the families in Bowness or Scenic acres.
- By moving grade 6 to mid school, do you move grade 9 student to high school or you are going to keep them in mid school?



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- The ability to grandfather younger siblings as well.
- Why or how younger siblings in a current program can be grandfathered along with older sibling that are being grandfather...
- How many Kindergarten classes will there now be? How many in the morning and how many in the afternoon?
- Options to keep siblings in a school when one is still attending (for example, older sibling will be in grade 5, which is not moved over the first year. and younger sibling will be in grade 3) Instead of splitting up siblings in separate schools, make it an option to keep the younger sibling on the same bus/school for the one year before switching schools.
- School start times
- What will happen in three years at Tuscany with the dramatic increase in kids next year. I'm concerned there will not be accommodation for my child's younger siblings based on the last open house that stated it was probable that the school would reach capacity for French and kids would then be biased out of the community. Additionally, no forward planning was taken this year to place kids who will be pulled out of Varsity with other kids who will also be pulled out (in the same grade). Now all my kids friends are from varsity, bowness, scenic acres and valley ridge. There should have been thought to start grouping kids!!! Also, all Tuscany licenses and approved before and after cares are FULL. As two working parents we are now trying to determine what to do. Catholic French is a strong possibility due to daycare requirements.
- Moving from Varsity to Tuscany. My son is in Grade 1 and thus will be a tough change for him. Will there be a opportunity for the kids to visit Tuscany school? What are the bell times? We will need to find before and after care now as well. What are our options.
- How the schools that previously were regular program only will be changed to reflect the fact that they will now be bilingual. Dual language name, signage etc.
- How you will provide a full immersion program in a school with 80% English speaking students and staff? Assemblies, teachers talking French in the hallways? How you believe that you are upholding the principles of CBE? Minimize disruptions for students Keep cohort groups of students together This plan does the opposite to those



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principles. Why you think that having the engagement on the same night as the City Wide Olympic 2026 Plebiscite was a smart decision? How you will help the students and parents who have siblings in two different school (not by choice) with transportation issues and school teams, etc? Have you considered the possibility of grandfathering siblings? Is this a proposal? I get the sense that it THE Plan.

- Information on how FEO will be implementing the French Immersion program. Will the grade 6 students be treated differently than the grade 7 students?
- Why are they splitting up the children for Junior high at Varsity Acres?
- Ability to make exceptions to keep children together who are siblings of children going into grade 5, so that for one more year they attend the same school and different childcare does not need to be arranged.
- We live in Bowness and my children attend Varsity Acres school. Will their education follow along with what the children in Montgomery do?
- I am very interested in learning about how we will be able to find before and after school services should our children be forced to change schools.
- Is there a way for students that live in Tuscany to continue attending varsity for their final two years instead of having to move for grade 5 and then move again for grade 6?
- I am very frustrated with the proposal of both 1. The school ending at grade 5 2. Moving all the Tuscany kids away for grades 4 & 5 (ultimately breaking up friendships and changing class configurations)
- The fact that my older child (currently at Branton) and my younger child (currently at Varsity Acres) will not be together at the same school next year. Please explain why it would be so difficult to make this happen for the families that have older siblings in the current system.
- Why are students living *West* of Scenic Acres going to FE Osborne, and students living *East* of Scenic Acres are going to FE Osborne,



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but students living in Scenic Acres have to go all the way to Branton? Scenic Acres students should also be going to FE Osborne.

- Are you addressing splitting up families? With the new proposal I would have kids at 2 different Jr highs? Will you allow siblings to attend the same school?
- What the possible impacts could be for Grade 6 students moving to a middle school?
- Children going to a junior high school in grade 6
- I'm wondering if Bowness is lumped in with Montgomery for the purposes of reading the charts?
- Right now, our boys are in Varsity, but there's no marker for Bowness in any of the charts.
- What are options for not attending the new designated school? How much thought was put into making children leave their friend group? How much thought was put into children being now in complete French immersion school, to now being a single class in a dual track school?



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Q6 Please share any additional comments you have about the plan we are proposing. Responses broken down by school.

Banff Trail School

- I do not agree with the boundary change from 14th street to the 'community boundaries' of Hillhurst and Capitol Hill. Keeping the boundary as is will more evenly reduce the number students at the FI elementary schools - all of which are experiencing issues related to operating at close to full capacity. Also, the Hillhurst Community (west of 14th Street) is very connected with the West Hillhurst Community, as opposed to the larger Hillhurst Community. 14th Street is a natural dividing line and as it is a very busy street and the kids do not typically cross over 14th for activities. The kids are involved with the West Hillhurst Community Association, play in the parks on the west side of 14th Street, attend community events in West Hillhurst and do activities (soccer, tennis) at West Hillhurst. Their peer group is generally West Hillhurst. Similarly, the Capitol Hill community (west of 14th street) is more connected with the Banff Trail community. They are members of Banff Trail Community Centre. Soccer is run through Banff Trail but actually held at the Capitol Hill school grounds and Community Centre for functions. Conversely there are much fewer, if any, natural connections or association ties with East of 14th. These connections started developing before entering school ages and are fostered at elementary school.
- The feedback process would be more successful with a stronger relationship between parents and school administration.
- See previous comments about engaging West Hillhurst parents. I would like to hear more about change management plans - I am doubtful that this will go well if implemented for the 2019-2020 school year. Banff Trail school will be only at 65% capacity? And King George at almost 90%? This does not make sense. Perhaps phasing this in over the next few years makes more sense, especially if families would prefer to stay at Banff Trail. -I do not agree with the boundary you have drawn for in/out of Banff Trail in West Hillhurst (i.e., 18th Street at Broadview Road for example). The dividing line seems highly arbitrary and will divide a community in two. I know you have to draw a line somewhere, but it should not divide a community



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in two. And why 18th street, this does not make any sense (it isn't even a main road)? 14St to Crowchild is our community.

- Why is this being done to this community? It is illogical and to our knowledge no one in the parent community supports it.
- Nov 9, 2019 Re: Long-Term Strategy for the Northwest and North Central French Immersion Programs - serious impacts on students residing in Hillhurst/Capitol Hill Community attending Banff Trail School In advance of the upcoming meeting/open house at Sir Winston Churchill High School on November 13, 2018 from 5:30-8:30, and in light of the above referenced Proposed Plan for Northwest and North Central French Immersion Programs (the "Plan") (available at <https://www.cbe.ab.ca/get-involved/public-engagement/Documents/021118-French-immersion-proposed-plan-handout.pdf>), we are writing to you as a very concerned group of parents whose children attend Banff Trail School and who are part of the group identified in the Plan as Capitol Hill and West Hillhurst West of 14th Street. Many of us have been attending and participating in the forums and open houses over the past year, so it came as an alarming and disconcerting surprise that the Plan is proposing that our children relocate elementary schools from Banff Trail School ("Banff Trail") to King George School ("King George") in the next school year (2019). We are looking for your support in seeking an amendment to this proposed Plan. A. Our Key Concerns with this proposed Plan: No stakeholder engagement:
 - 1) Our community was not identified as a potentially impacted stakeholder early in the engagement process, nor was any of the information about this relocation communicated in an open and transparent fashion. The only potential impact for our community described in the scenarios was a program cap and the school change from K-6 to K-5. This resulted in our community being blindsided by a change we were never aware was even being considered and only a few weeks from the final decision.
No opportunity to be informed:
 - 2) There was no material posted on the "Long-term Strategy for the Northwest and North Central French Immersion Programs Community Engagement" web page that referenced changing the Banff Trail/King George boundary line for Capitol Hill and West



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Hillhurst from 14th Street to the official community boundary line. Significant safety concerns:

- 3) Students currently taking the yellow bus for transport to Banff Trail will most likely be required to cross 14th street to get to their bus. This location; 14th street is one of the most dangerous and pedestrian unfriendly roads in the City of Calgary. Unnecessarily Disruptive to children's sense of security and ability to learn
- 4) Students are being forced to undergo an unnecessary "ping-pong" between boundary lines and cohort groups. The students currently attending Banff Trail will complete their elementary education with a mostly Vanier cohort group and then be expected to again change cohort groups and boundaries to attend Branton school in Grade 6. Some students will have just settled into kindergarten or grade 1 and will have to move to a new school the following school year. This is highly disruptive to their learning and wellbeing, especially for children with special or higher needs. This Proposal is illogical as Banff Trail would be operating under capacity
- 5) The actual number of children from Hillhurst (west of 14) and Capitol Hill (west of 14) is insignificant considering that Banff Trail will be operating under capacity. Enrollment Projections BANFF TRAIL KING GEORGE % of capacity % of capacity 2018 Actuals 437 (this total includes 43 HWof14) 97% 619 95% 2019 Projected 308 (this total includes 12HWof14+rocky ridge) 68% 574 (this total includes 40 HWof14) 88% 2020 295 66% 599 (this total includes 47 HWof14) 92% 2021 292 65% 607 (this total includes 43 HWof14) 93% Instructional Space 450 650 Note: HWof14 = Hillhurst West of 14th and Capitol Hill Students (#of students indicated in red) Banff Trail has instructional space for 450 but are projecting numbers around 300 in 2019 on. The numbers demonstrate that students and future students from our community could easily be accommodated at Banff Trail. King George is a very large school and has much less open instructional space. Lack of Notice for New Childcare Arrangements
- 6) As you are likely well aware, parents add their names to wait lists for before and after school care programs up to years in advance. The CBE is giving parents very limited notice to attempt to find alternative childcare arrangements, many of which require



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parents who live in Capitol Hill and West Hillhurst -- West of 14th Street. Our children attend Banff Trail School ("Banff Trail"). We understand that there are 43 students that presently make up the Capitol Hill and West Hillhurst student cohort at Banff Trail. This group represents nearly 65% (28 of 43) of those students (and counting). We wanted to thank the Calgary Board of Education ("CBE") officials and administrators who attended the Open House. We engaged in plenty of constructive discussions around the Draft Strategy Plan, particularly as it relates to Capitol Hill and West Hillhurst. The Draft Strategy Plan proposed that our children be relocated in the next school year (2019) from Banff Trail to King George School. This is highly problematic, for the reasons outlined in our November 9 letter. We were encouraged that no final decisions have been made, and that our concerns have been heard, and they will be carefully considered as part of the decision-making process. In particular, we heard that:

- Reason for the change of the Boundary from 14th Street: Comments received from a previous survey included keeping the Hillhurst community or the Capitol Hill community together (east and west of 14th Street). The opportunity to try to unite both Hillhurst and Capitol Hill was then put forth in the Draft Strategy Plan. Capacity is not an issue for moving the boundary line for the two communities.
- Grandfathering May Not be a Desirable Outcome: After discussions with various decision makers we understand that especially from a planning and transportation view point that grandfathering of existing students and siblings may not be a desirable option. Although we shared our views on the above points (and others) with CBE officials and administrators in person at the Open House, we thought it would be helpful to document our views in writing. Specifically:
- It's unclear which community members voiced support for a move to King George in previous outreach initiatives, but this group (which now represents a majority of presently impacted students – and counting) is strongly opposed to the proposal, for the reasons outlined in the November 9 letter.
- We are speculating, but the comments may have been aimed at joining the Hillhurst community together. This could relate to a desire by people living east of 14th Street for their kids to attend



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Branton due to its close proximity to Branton versus Vanier. We understand this desire, but even if true and if valid, it does not warrant highly disruptive and unwelcome changes at the elementary school level.

- The Hillhurst Community (west of 14th Street) is very connected with the West Hillhurst Community, as opposed to the larger Hillhurst Community. 14th Street is a natural dividing line and as it is a very busy street and the kids do not typically cross over 14th for activities. The kids are involved with the West Hillhurst Community Association, play in the parks on the west side of 14th Street, attend community events in West Hillhurst and do activities (soccer, tennis) at West Hillhurst. Their peer group is generally West Hillhurst.
- Similarly, the Capitol Hill community (west of 14th Street) is more connected with the Banff Trail community. We are members of Banff Trail Community Centre. Soccer is run through Banff Trail but actually held at the Capitol Hill school grounds and Community Centre for functions. We are also connected with Hillhurst west 14th St community through other sports and school care at their Community Centre. Conversely there are much fewer, if any, natural connections or association ties with East of 14th. These connections started developing before entering school ages and are fostered at elementary school.
- Edgemont, which is not as closely connected to Banff Trail (at least geographically) was able to remain at Banff Trail School.
- In a very short time we have been able to expand our group to 28 of the 43 current students. There has not been one person that we found living West of 14th Street that wanted to change elementary schools. We strongly encourage the CBE to not make any changes to the boundary line that currently exists. We think there is significant value to continue to designate Banff Trail School for the Capitol Hill and Hillhurst communities West of 14th Street for Kindergarten to Grade 5, Branton for Grades 6 – 9 and William Aberhart for Grades 10 – 12. In short, we are very happy with the existing arrangements and structure – and we see significant downside to the proposed changes. The Draft Strategy Plan caught us by complete surprise. It creates significant impacts on our communities relating to the most fundamental issue affecting our children (education; friends, social



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development). We feel that the severe disruption to the well-being and learning potential of the children from Hillhurst and Capitol Hill currently attending Banff Trail can be avoided by maintaining the status quo – which is working very well. Thank you for your time. Sincerely, an engaged and concerned Parents Group

- I am part of W14 group and was told to fill out survey. I am pasting the letter that was sent as part of the majority of the parents in the area.
- We cannot afford to move so we would be sending our child to King George. We know no one there and have no community ties. We do not understand why communities that are further out are allowed to stay when they would have other communities ties. We are very connected to this neighbourhood. My grandparents owned our home. We have only ever lived here and I went to school at Bt
- Please see attached letters. As parents we are very distressed by the decision to move our children from Banff Trail to King George with no consultation.
- What will happen when your numbers eventually decrease?
- I am in grade 2 at Banff Trail. I love my school. I love my teachers and my friends. I want to keep going to my school. Please let me keep going to my school.
- For decades - families have consciously moved to the West side of 14th street in Capitol Hill to attend Banff Trail EFI how can they be moved out with only a few weeks notice. The hardships to the family and students is not necessary when it the change is not required. Do not move these children when not required – based on the numbers, Banff trail will still have future room to accommodate the growth in the neighborhood and enrollment. Keep our children in Banff Trail, put the boundary back to 14th street.
- I would like to see Grade 6 kept at Banff Trail, as I have concerns sending this age group to Junior High (primarily social development, safety of transport - walking/city bus? and pre-care/after-care access which will all be more relevant sending younger kids to Branton).
- I strongly request that revisions be made to allow students in the Capitol Hill and West Hillhurst communities to continue attending Banff Trail Elementary. I have a child currently attending grade 1



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there and another entering kindergarten in September. The change is unnecessary and therefore would be irresponsible for the CBE to move ahead with the proposed plan when it would involve much unwanted change and adjustment for such young children.

- We are in Rocky Ridge area and per the proposed plan, my daughter will be moved from Banff Trail to a dual program in Tuscany school. I am very unhappy with the plan. i would rather have my daughter stay with full French immersion program with schools with experience as well as staff to manage French immersion program. It is very unfair that we have to be put in a dual program school while other areas can remain at Banff trail.
- There is no reason to move the Capitol Hill and Hillhurst students W of 14th Street out of Banff Trail. Keeping them at Banff Trail actual takes pressure off King George who are will be on an average of 92% capacity for the next 5 years vs Capitol Hill at 65%. If you are meant to ease pressure at both schools - your best bet is to leave the boundaries at 14th street. Banff trail would still be able to return their library to a library. The proposed plan to move these children to King George is unnecessary and disruptive- we need to put the students first. It is unfair to have them move for no reason and then leave their cohort group again to go to Branton. Leave our children at Banff Trail and Branton.
- I really can't find fault with the plan proposed. My children are looking forward to moving on from elementary school to Middle School.
- No plan will make all current or prospective families happy. I am happy we will be able to send our children to our designated school with less fear of caps and lotteries. I still feel that the City of Calgary could do better in terms of new schools to accommodate the increasing population of the city and the urban sprawl... but that is a whole separate issue. For me, the changes proposed are a sound way of accommodating increased demand for this program.
- I would like students within walking distance of a school to have the option to attend that school. Therefore, Capitol hill residents choosing early French Immersion should remain at Banff Trail (not move to King George) Further I disagree that grade 6 students should move to middle school. This has been a leadership year for prior students at Ecole Banff Trail. Developmentally, these children should have the opportunity to complete elementary in a K-6 school. I disagree with



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moving grade 6 students to middle school , anywhere, but in particular from Ecole Banff Trail to Branton

- I HAVE CONFIDENCE THAT THE CBE WILL DO THE RIGHT THING AND DECIDE NOT TO REMOVE HILLHURST (WEST OF 14TH STREET) FROM THE BANFF TRAIL SCHOOL BOUNDARY. THE PARENTS AND STUDENTS IN THESE COMMUNITIES ARE STRONGLY OPPOSED TO THIS MOVE AND SO FAR I HAVE HEARD NO LOGICAL OR LOGICAL EXPLANATION FOR WHY THIS CHANGE WAS MADE.
- Please grandfather Capitol Hill and Hillhurst students and let them remain at Banff Trail
- I am very concerned about the changes proposed to the boundaries for Capitol Hill students which moves some of them from Banff Trail to King George. Crossing 14th st, in my view, is a huge safety issue for young students. I don't see the need for facing this safety risk particularly when the move is not going to address capacity issues but will rather be disruptive for their continuity of schooling. I wonder if the CBE will add safety patrols to 14 St crossings if you proceed with this plan?
- I am a parent of students attending Banff Trail school that live in "Hillhurst" west of 14th Street. Under the new version of the proposed plan our children will be relocated from Banff Trail to King George in the next school year. I strongly disagree with the change of boundary to the area of Hillhurst west of 14th Street. This will result in our children being moved between different boundary lines and different cohorts several times throughout their schooling. This will be highly disruptive to their learning and certainly not in their best interest. Based on discussions with CBE officials at the open house I understand that the change of boundary to the Hillhurst area west of 14th street was done in response to some feedback about uniting Hillhurst in a prior engagement. Based on my discussions with the CBE officials and on the data provided by the CBE on the website, the decision was not made on the basis of capacity at Banff Trail School. The projected figures for Banff trail have it under capacity and there are currently only 43 students affected by the change to the Hillhurst and Capitol Hill regions west of 14th Street. I note that the projected figures from King George school have it equal or higher capacity than Banff Trail going forward. The information from the



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CBE certainly suggests that there is capacity to allow the children in the affected community to stay at Banff Trail. I was told by multiple CBE officials at the open house that the change was in response to a comment (of some comments) about uniting the "Hillhurst" Community east and west of 14th Street. As someone who has lived in this community for over 10 years I can say for certain that my community (Hillhurst west of 14th Street) is far more connected with the West Hillhurst Community than the Hillhurst Community east of 14th Street. In fact we consider ourselves a part of West Hillhurst as opposed to Hillhurst. 14th Street is a natural dividing line. It is a very busy street and, at least in my experience, the kids do not cross over 14th for activities. The kids in my community are involved with the West Hillhurst Community Association, they play in the parks on the west side of 14th Street, they attend community events in West Hillhurst and do activities (soccer, tennis) at West Hillhurst. We truly are members of West Hillhurst. The new draft Plan caught me by complete surprise. It was never suggested to our community that we would potentially be affected by this until the release of the new proposed Plan. For that reason, I did not attend prior engagements to provide feedback. Had I known this was something that was contemplated or had been suggested I would have provided my comments earlier. The change to Hillhurst west of 14th Street significantly impacts the children in this community on the most fundamental issues of their development (education; friends, social development). The CBE should make every effort to do what is in the best interests of the students and not unduly and unnecessarily disrupt their learning environment. The Hillhurst west of 14th Street community should remain in the boundary for Banff Trail School for elementary and Branton for middle school. Thank you.

- The plan to move students living in Hillhurst West of 14th street and Capitol hill to King George came out of nowhere. It was never proposed at previous engagement sessions. By not listening to our concerns now, you have essentially rendered all your 'engagement opportunities' meaningless. Furthermore, based on the projected numbers at each school going forward under the proposed plan, Banff Trail certainly has enough room to accommodate the 43 kids (of whom the vast majority - if not all- would prefer to stay at Banff trail rather than be relocated to King George). Further, it seems that King George will be closer to cap (by at least 80 kids) than Banff Trail. If the numbers that you gave us on your website are true, then



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why would you disrupt the Hillhurst (west of 14th) and Capitol Hill kids? Forcing kids to change schools without good reason is irresponsible and clearly not in the best interests of the students.

- See previous comments. Unacceptable to relocate select kids in Hillhurst(west of 14th) from Banff Trail to King George. 1) this was not a scenario under discussion thru 2018 2) separating friends and siblings? 3) Banff Trail is part of our community.
- I do not understand why the Capitol Hill community is being moved to King George (a school near capacity) from Banff Trail (well under capacity)
- It would be better to have another French immersion junior high school for Varsity acres students instead of divide them to different school.
- We live in the Capitol Hill community that is WEST of 14th Ave NW. We specifically chose this area for its proximity to Banff Trail elementary, as our home is just a block or two beyond the designated school “walk zone”. We walk to school most days of the year as it is a short distance for us. Even Capitol Hill community centre is WEST of 14th St, and children living in this community, our neighbours, go to Capitol Hill school which is WEST of 14th. Next year our oldest daughter will be at Branton, again we chose to live in this area for its proximity to the three school’s our children will attend: Banff Trail, Branton and then a Aberhart. Having our children at neighbouring schools, within walking distance is extremely important to us. If our middle daughter will be moved to King George, we will have to consider transportation, after school care, the unsafe or challenging crossing of 14th st NW which is extremely busy during rush hour after school, and our daughters will no longer be able to walk together in the same directions to their schools. In our opinions, moving children who live in Capitol Hill west of 14th will actually divide the community we have here with our Banff Trail neighbours. For reference, our address is 2516 16A St NW. I find it odd that further communities, such as Edgemont have been permitted to stay at Banff Trail, as those parents will always rely on a vehicle to get their kids to and from school. However; families who live within safe walking distance of the school are now being asked to travel.
- Please remove the amalgamating of Capitol Hill and Hillhurst communities west and east of 14th street (former dividing line). This



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may have had good intentions of "keeping neighbourhood children together" but in practice it doesn't work this way. The kids have complicated social networks through various activities that may or may not include kids from their neighbourhood. Children in Capitol Hill have many options for schools (Capitol Hill school, St. Pius, Banff Trail, King George) so they are already fragmented, but they do come together for community events, regardless of school. Please consider reversing the decision to merge the Banff Trail and Hillhurst communities. (Looking at the maps it seems there is a bigger problem: that BT and KG are located relatively close together for the large areas they serve. Maybe one of the French programs needs to be relocated for better coverage.)

- I am glad that the CBE heard the concerns of parents attending the initial sessions and chose not to go with option 4 (i.e. status quo). The option of capping programs fails to address any of the real problems (i.e.: addressing increased interest). While the CBE can never make all affected happy, I feel like this solution, while likely painful for those affected in the short term, is a good long term solution.
- I could tell from the attendance at the open house on the 13th, and the general mood of the parents in attendance, that the reactions were fairly negative. In my view the changes are necessary for long term sustainability of the FI programming in the NW. I sympathize with the affected parents and children, but find much of the feedback personally driven (ie people are not happy because they are directly affected - either their children are changing schools, their cohorts are changing, their daycare situations will need to be adjusted etc). While I sympathize, the changes to me seem to be appropriate in terms of eliminating the potential caps and reshuffle the catchments in a way that make sense in terms of the demand coming from the far NW (new communities). At some point people are going to be affected by changes, if it's not this year, it will be to kids in other future cohorts. My largest complaint is the lack of answers surrounding changes and/or adjustments to the transportation or bell times to allow for reasonable commute times for younger students who will be relying on public transit. I was relieved that my children will be able to attend their designated school with less capacity/cap/lottery risks - lowering the enrollment to more reasonable sizes to properly address the lack of space.



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- I strongly believe that current and future students who live in Capitol Hill (west of 14th st) should continue attending Banff Trail and should not be moved. Proposing to move them over to King George does not seem to make any sense and would cause futile disruption to these kids and families. Not to mention having them cross a busy street like 14th street is unsafe and unnecessary. Please reconsider this change. I cannot understand why this particular boundary change has been made and hope that you will reconsider keeping these Capitol Hill kids with their cohort at Banff Trail.
- I do not agree with changing the boundary for the Hillhurst West of 14th Street students. The families west of 14th strongly associate with the communities west of 14th street regardless of our area being called 'Hillhurst'. We do not want to cross 14th street to take our children to King George School. Our children should not be forced to leave their cohorts and the comfort of the established school community they love. This potential disruption will cause so much stress, anxiety and tears. Please allow the children in Hillhurst west of 14th Street to stay at Banff Trail.
- It's tiring to go to events, talk to CBE staff who seemingly aren't sure of how decisions were made, your security walking around like extras from MiB and no CBE corporate staff anywhere to be found...
- This plan highlights once again how parents are faced with difficult choices when choosing French Immersion. The fact that other Regular Program schools have free transportation options makes it feel unbalanced. I understand that French Immersion is considered a "Program of Choice" at the Provincial level but I feel that shouldn't be put in the same category as the other Language Programs in the CBE because it is one of our country's two official languages. Not only do we have to pay for transportation and noon-supervision, our children are expected to take public transit starting at the age of 10 for a minimum of 90 minutes per day. Disappointing to say the least.
- The students at Banff Trail that are slated to be moved to King George (Cap Hill and Hillhurst) should have the option to stay as it appears there is enough room within the school for this. Only new registrations in these areas should be assigned to King George. 2. My sons would move to King George then back to Branton, majority of the King George area does not go to Branton further disrupting my childrens social growth by leaving their current social circles at Banff



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Trail for King George, then leaving relationships from King George to go to Branton. This makes no sense. 3. My oldest son is in a split class right now (3/4), what guarantee is there that he won't be repeating or missing portions of his education if he has to move to King George. 4. why would I want my kids to change schools after we chose French immersion at Banff Trail specifically. 5. Why was this Capitol Hill / West Hillhurst division not presented previously, it is disappointing that this information came so late in the proposed plan? 6. The only reason the division boundaries would make sense is if the forecasted enrollment indicated there would not be enough space at Banff Trail for the currently affected +/- 40 students.

- I would like to see the children in "Hillhurst" west of 14th Street remain at Banff Trail with their peer group and members of the community. It would be extremely disruptive to their learning environment to pull them from their existing school and peers to move them to King George. The prior dividing line of 14th Street is a logical dividing line for these communities and schooling. The "Hillhurst" area west of 14th Street should remain with the West Hillhurst members.
- Moving Capitol Hill and West Hillhurst (CH and WH) from the west side of 14th St over to King George does not seem to be in the interest of the majority of people in those communities. It sounds like it was done to unite these communities when in fact it actually divides the community that is established west of 14th at Banff Trail (BT). In addition, it adds to the burden of an already full King George so no apparent gain. If you want to unite the community then unite it at the grade 6-9 level at Branton, rather than the K-5 level as this makes sense location wise for these communities as the next school to attend (as opposed to busing them to Vanier which makes no sense distance and cost of busing wise). If the concern with this is numbers at BT then doesn't it also make sense to revert back to the original plan which was to move Edgemont out of BT to Varsity. These kids are in a full community group who are already bused anyways and Varsity has easily enough room to accommodate them. That way BT and King George aren't under as much stress re numbers and neither is Varsity. That cohort could then stay together at FEO (as they have room) or stay as is at Branton.
- Please consider keeping Capitol Hill kids (west of 14th street) in their current school community at Banff Trail.



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- Please consider keeping Capitol Hill French immersion students west of 14th street in their home area at Banff Trail.
- Our community was not identified as a potentially impacted stakeholder early in the engagement Process. This plan was not communicated in an open and transparent fashion resulting in our community being blindsided by this plan. Specifically there is no material posted on the “Long-term Strategy for the Northwest and North Central French Immersion Programs Community Engagement” web page that references changing the boundary line for Capitol Hill and West Hillhurst West of 14th Street. Thus, we have not been given adequate opportunity (before now) to express our concerns with this proposed plan.
- We live in Capitol Hill and my youngest son attends Banff Trail School. With the new proposal, he would be going to King George school. We live 850 meters from BT school and he walks every day. As we are on the NW corner of Capitol Hill, we are more connected to the Charleswood Communities, not the South eastern part that would feel more connected to their area. I was involved in all the previous engagement, the "not changing the walk zones" was the highest ranked recommendation, yet this proposal changes the walk zone! Capitol Hill and Hillhurst were never mentioned as the areas potentially affected so this proposed plan feels sneaky on the CBE side as this is actually new information for parents. Maybe Capitol Hill should be a community where you can choose which French elementary school to attend as different sides of the community are closer to different Elementary Schools.
- I'm most concerned with having space for my child starting in early immersion in the fall of 2020. If this plan makes it possible to join the program without a lottery system, then that helps us.
- King George is too far. It may Barr us. Banff trail was much better. Our kid might not be able to go to French now. Thanks,cbe.
- As a parent of a grade 2 student in Banff Trail, I am deeply disappointed and upset by the proposed plan for students in Hillhurst (west and east of 14th street) to transfer out of Banff Trail. Therefore, I strongly support the letter sent to the school board regarding this issue (Re: Long- Term Strategy for the Northwest and North Central French Immersion Programs - serious impacts on students residing in Hillhurst/Capitol Hill Community attending Banff Trail School) and



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written by a concerned parents group. This group will continue to make all efforts to ensure that the latest plans will be re-considered.

- The plan is highly disruptive to several school and student co-horts, including in particular kids at Banff Trail who will be required to attend King George. Our family chose Banff Trail for a reason. We organized our schedules around Banff Trail, and made other lifestyle choices based on the school. On a personal note, our child had a difficult transition year in Kindergarten, and is now really hitting their stride in Grade 1. To unilaterally make them switch schools at this point is highly disruptive. We have 3 additional major concerns with the plan: 1. The plan does not make any sense for Capitol Hill and Hill Hurst / Banff Trail, when you consider the instructional spaces, capacity numbers and relatively small # of Capitol Hill and Hill Hurst kids impacted. 2. Furthermore, it is off-side top 3 “CBE Planning Principles” articulated in the “Northwest and North Central French Immersion Program In-Person Session” document are broken with this solution: Minimize disruptions for students; Provide program continuity for kindergarten to Grade 12; Keep cohort groups of students together 3. There is essentially no grandfathering with this proposed change. Changes are made immediately (except for certain grade 5 kids), and parents and kids are left with a highly disruptive new plan that they will have to scramble to meet. Although this is only the engagement stage of the process, Capitol Hill and Hill Hurst parents and kids had no notice that such a significant and, with respect, life altering change may be coming. Given the small numbers at stake, and CBE’s own planning principles, I urge the CBE to revise its plan, keep Capitol Hill and Hill Hurst at Banff Trail (at least for existing students, and 2 years into future to account for siblings). I sincerely hope that this input is taken seriously, and I urge the decision makers to reconsider the plan as it relates to Capitol Hill and Hill Hurst kids.
- My concern is for the Grade 6 student not able to go to Branton but cannot attend the non-French immersion school until Grade 7. This forces those kids to attend a different school for one year only, which is not appealing.
- It states on the first page of this survey that in stage 2 the CBE was to "Share four possible scenarios for feedback and consideration". Impact of the proposed plan on my children does not align to the impact on my children of any of the four possible scenarios. Nor does



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the proposed plan align with any of the feedback that I heard at the session I attended. It also does not align with the feedback that was collected and posted on the CBE stakeholder engagement webpage. As a result, I was quite shocked and disappointed to see a proposed plan posted (with little time given to provide feedback, compared to the time allotted for the proposed four scenarios). I have the following concerns about the proposed plan: 1. I don't see how the proposed plan alleviates pressure on King George. With the proposed plan in place, King George will continue to operate at around 90% capacity, while Banff Trail will be operating at around 60% and Varsity Acres will be operating at around 70%. How is this fair to the students that will be going to King George? I do not understand why, given these numbers, Hillhurst and Capitol Hill (west of 14th are being ADDED to King George). Based on the information presented on the CBE stakeholder engagement webpage, I do not see the logic in this decision. 2. My children are currently at Banff Trail. I agree that Banff Trail has too many children in it to function well. The staff have done a tremendous job in coping with the space issues. I am happy that Banff Trail will have less children in it in the proposed plan. In this plan, unfortunately, my children will continue to go to a school that has too many children in it (albeit, a different school that is much larger). 3. Both my children have spent time developing friendships at Banff Trail with the Banff Trail cohort. The proposed plan forces my children to move away from that cohort to the King George cohort, and then back to the Banff Trail cohort (where they will be joined by other elementary schools) for grade 6. This is highly disruptive for my children, as well as those other children west of 14th in Capitol Hill and Hillhurst being impacted by the proposed plan. It is especially will be especially difficult for those children that struggle with social anxiety and who find transitions difficult. 4. Currently my children do not have to cross major streets to get the yellow bus. However, since Hillhurst is mainly on the east side of 14th street, I am presuming that the bus stop will be on the east side of 14th street - this is a safety concern for me. The elementary school children are young and sometimes not as aware of their surroundings as they should be. I have seen several close calls on the street as cars are usually going 60 km/h and the street corners are quite small.

- I don't agree with the proposed plan for the Banff trail kids



dialogue)))

- The lack of transparency and communication to our community - Capitol Hill and Hillhurst West of 14th Street has been absolutely unacceptable. The only potential impact for our community described in the scenarios was a program cap and the school change from K-6 to K-5. This resulted in our community being blindsided by a change we were never aware was even being considered and only a few weeks from the final decision. We are at an absolute disadvantage to those that had the opportunity to state their case since June. We request that if you are going to make these boundary changes you allow all of the students impacted to be grandfathered in to Banff Trail if they wish.
- I see emphasizing about how urgent and how important for the school it is, to move the students from their school, teacher and friends, but there is not much information about the new school, what is happening there, who will be their teachers, especially if there was no French immersion program before. How would it impact students and families and how can we deal with it?
- I would like to understand how changing the boundary line for the West Hillhurst/Hillhurst and Capitol Hill area was decided upon, since there is not a single record of this being a topic of discussion. The decision to re-do the boundary for this area and therefore forcing these children to change their social cohort as well as school, then in a few years to revert to their previous cohort is terrible. It is an undue hardship and unreasonable burden for children and families. This is also a direct contradiction to the top 3 CBE Planning Principles articulated in the first consultation session:
 - 1. Minimize disruptions for students
 - 2. Provide program continuity for kindergarten to Grade 12
 - 3. Keep cohort groups of students together I am strongly disappointed with CBEs failure to consult effectively on this matter.
- Does CBE take into consideration these changes can have big effects and challenges for children with challenges? For 7 years these children have anticipated going to Branton their siblings have gone there and now what they thought was the next phase is not the case and could potentially cause major anxiety.



dialogue)))

- I am a parent of three children who are currently West of 14th street in Hillhurst. It is proposed that my eldest now go to Branton for grade 6 and my other two go to King George. I am extremely surprised and upset with this process. At no time in ANY previous correspondence did we get recognized as a potential stakeholder for involvement and now it is proposed that we move schools. This goes against all CBE mandates and was very poorly thought out. If we had been given the slightest idea that this were to happen we would have had the opportunity to communicate our concerns. As now, we are scrambling at the 11th hour to reason with the CBE to allow for our children to continue on in their school. We purchased a home in the area to ensure our children would go to Banff Trail. I am most disappointed in the complete lack of stakeholder engagement for our communities on such an integral issue affecting our children.
- I have serious concerns regarding the proposed plan as it applies to children in the Hillhurst community that are attending Banff Trail School. As I understand the proposed plan, any child in grade 3 or younger that is currently attending Banff Trail school and lives in Hillhurst (west of 14th Street) will be moved to King George School effective next school year. These students will be taken away from their existing cohort for the remaining years of elementary school and then go back to Branton for middle school. This arrangement is clearly NOT in the best interests of these children. Children need stability and consistency in their learning environments. Moving these children to different school with different cohorts numerous times is disruptive and harmful to their development and education. I trust you will reconsider this change or at least allow existing students to remain at their current school and with the existing peer group.
- Our community was not identified as a potentially impacted stakeholder early in the engagement process. This plan was not communicated in an open and transparent fashion resulting in our community being blindsided by this plan. Specifically there is no material posted on the “Long-term Strategy for the Northwest and North Central French Immersion Programs Community Engagement” web page that references changing the boundary line for Capitol Hill and West Hillhurst West of 14th Street. Thus, we have not been given adequate opportunity (before now) to express our concerns with this proposed plan.



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- Moving grade 6 from Banff Trail, Varsity Acres, and King George to Branton makes life difficult for working parents that have kids in both schools. Grade 6 is too early to independently walk/bus to school; Grade 7 is appropriate. I have two children currently at Banff Trail; moving the eldest child in grade 6, who would be age 10 at the proposed first day next year in grade 6 at Branton (and as such far too young to independently get to school), where there are bell times and associated bus pickup times separated by one full hour every day, makes my employment untenable. I have already reduced hours at my workplace because of the early dismissal on Friday. We cannot afford before and after school care. While I am one voice unhappy with the proposed change for the 2019-2020 school year, I am sure that there are others who are in a similar position. With the increase in space at Tuscany School where proposed numbers remain at <83% capacity, and the concomitant decrease in enrollment numbers at Banff Trail (Rocky Ridge/Royal Oak moving to Tuscany) and Varsity (Tuscany moving to Tuscany), there should be space to leave grade 6 at the four community schools. While there is a three-year plan for adding modular classrooms (“portables”) to existing schools, I’m not entirely sure why modular classrooms are not being considered for Banff Trail and King George schools, considering that they are both near capacity. Modular classrooms are an ideal solution to space issues as they are not permanent in the case where enrollment drops in the future. They would solve many of the class space issues at Banff Trail, and prevent grade 6 kids from having to move to Branton School.
- I'd really like to understand, given how badly the transportation issues have been, why you'd take children from a walk zone and put them on a bus system that isn't managed well. How is that better?
- Why on Earth are you taking kids from the walking zone at Banff Trail and moving them to King George? How is that efficient - the transportation model already feels broken so now you'll add even more people to it that you don't need to? Did you listen to anything people said to you?
- I strongly oppose the plan. I live in Hillhurst. The zoning for elementary school (early immersion) and junior high is different - this does not make sense to me. This plan suggests the kids move from Banff trail to King George (where they know no one) and then a few years later to Branton (where none of the other king George kids will



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be going) so again will know no one. It would mean 3 different schools in 4 years and with each new school there will be a whole new adjustment and upheaval in their lives. I am so disappointed and worried for my children. We chose to live in our house precisely because of Banff Trail. I feel strongly that the kids at their current schools should be grandfathered in and not moved and that the proposed plan affects those who have not yet entered the school system.

- It's a terrible plan for our neighbourhood kids. It disrupts their entire education. I have two young kids who have FINALLY made friends and found a community in their school (Banff Trail). Now they are being asked to move schools for 2 years and then move again for junior high where none of the kids at their new school will be going. This is completely disruptive to their lives at a time where they are vulnerable and where consistency, friendships, networks and familiar supports are extremely important. The proposed plan in no way takes into account the interests and needs of the children that it is affecting. It is infuriating and I will do everything in my power to oppose this plan.
- Would it be possible to leave/change the boundary for Banff Trail to include West of 14th Street (Hillhurst and Capitol Hill) NOT sending them to King George? This was not included in the original outline of possibilities and the families affected feel left out of the discussion.
- With childhood anxiety increasing at incredible rates I wonder how the impact of having grade 6 students with grades 7-9 will be a factor. Also grade 6 students (and really all students) benefit from movement breaks, physical play, free play/social time (recess) so will grade 6 students moved to jr highs lose this designated time?
- Great -- very pleased that Brentwood students will be able to remain at Banff Trail through grade 5 and that the grade 6 to 9 students will attend Branton.
- Summit Kids before and after school care at the West Hillhurst Community Centre, I assume, will be involved/notified so they can modify their transportation routes/plans according to the student movements?
- Congratulations on excellent communication. I am personally negatively affected by the outcome, but I respect the thoughtful process you went through.



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- Grade 6 is way too little to join the middle school (Banff trail to Branton). Please reconsider this move. The kids need that year at Banff trail to be nurtured as little kids longer.
- I do not agree that Hillhurst and Capitol Hill families go to King George, it creates a further commute. Why were these neighbourhoods blind sided by not having ever been mentioned in previous proposals?
- I would strongly encourage you to familiarize yourself with the schools being affected and how this will directly impact families. - Banff Trail has a strong history of putting on the city's best elementary school musicals year after year - the musicals are open to students in grades 4 - 6 and are led by Grade 6 teachers on a volunteer basis making Banff Trail a truly unique school within the Calgary school system. A change like this would likely mean an end for the musical programming. - In the last couple years students have switched over to a two-grade per class system for 3/4 and 5/6 - how will students be affected? - So, half of the kids will end up moving to a different school from the other half. Has the CBE studied the emotional impact this will likely have on students? Some will be in a different school now than all of their best friends. This should not just be a numbers (dollars and students) exercise - you are dealing with little people's lives and families. - We have a child in grade 4 at Banff Trail and one in grade 7 in Branton and live in an affected area. Having kids from the same family in 2 different junior highs does not make practical sense? - CBE changed the transportation system around last year. So, does this mean my 10 year old in Grade 6 will need to take the city bus and CTrain 20km by herself? Alberta Human Services does not permit children under 12 to be unsupervised; in their words this "otherwise leads to a serious risk of negligence". - As you know Calgary has recently experienced one of the worst recessions in decades. It is not like families can now suddenly move to a new part of the City to maintain the school path they thought they once were on - the housing market is at a virtual standstill. Which begs the question, where are the increasing numbers coming from? Should new schools for these incoming kids not be built then and leave kids within the existing path on their path at THEIR option? - So will both of our children then attend the same high school? Aberhart?



dialogue)))

- The zones were redrawn with boundaries that don't make sense and make it so that children who are attending the school can no longer attend the school because they are out of the boundary by ONE BLOCK
- I am very opposed to moving the Capitol Hill cohort of kids. It is a relatively small number of kids that are being forced to move to a large school whose numbers aren't really affected by these 43 kids. Banff Trail on the other hand will experience a big decrease in numbers so keeping those Capitol Hill kids there won't significantly affect them (Banff Trail that is). These kids are then forced to move to a new cohort, large catchment area school, and then move back to Branton for 5-9. That just seems silly. That border WAS NEVER mentioned in any previous plans so it should be left well alone.
- Moving a small cohort from Capitol Hill community from Banff Trail school to King George school seems redundant. There is only 43 affected children and you are moving these to a very full King George school whereas Banff trail numbers will be significantly reduced by the other changes. These kids then change cohort again when they go back to Branton. Please leave the Capitol Hill kids at Banff Trail as the number doesn't affect Banff Trail significantly, moves them to a cohort of kids in a large school with an already huge catchment area, then moves them back to another cohort for Grade 5-9. That just doesn't make any sense.
- My comments are regarding the change in boundary for both capital hill and Hillhurst communities (from Banff trail to king George). 14th street seems to be a very natural dividing line (east of goes to king George and west goes to Banff trail). I don't understand why these two small communities are being moved and I don't believe these communities were discussed in the original proposals. They have not had a chance to speak up about possible changes for their communities. This strikes me as unfair to them. Further to that, moving a large community makes an important change to the numbers at the school (like rocky ridge). Those kids will also have some friends they are moving over with making the transition smoother. Moving Hillhurst and capital hill over to king George will not make a very big change (small amount of kids to move) and it will be more difficult for the children because there will such a small group starting at the new school.



dialogue)))

- I am very concerned about child care. I have children in the before / after program at Banff Trail and I know nothing about what Branton has to offer. With the school time differences and being only in grade 6 we cannot leave our child home alone. I also don't understand about transportation options for Grade 6 kids.
- The plan seems well thought out and well considered - good job CBE.
- I have been open about the possibilities for this reorganization and understand the reasoning behind it but for me, you have taken all of the worst parts of each proposal and put them together. I've outlined my specific concerns with the proposed plans below: 1. The proposed plan will result in us with one child in Grade 5 at Banff trail and one child in Grade 2 at Tuscany school for the 2019-20 school year. Currently we have child care arrangements through Summit in West Hillhurst and both kids are transported to school through the private childcare program. Splitting up the kids will force us to have them in two separate before and after school care programs and will be close to impossible to navigate as a working parent. This solution will also likely make us rely on a bussing system that we currently don't use, further adding burden to an already overloaded system. 2. I took some time to look at the Tuscany before and after school care program and noticed that they are at capacity with a wait list for the 18-19 school year. Are there considerations being made to expand this program to accommodate the influx of students with working parents who will be coming from other FI schools? The availability of before and after school care needs to be considered before students are transferred to a new school. Many of these students have two working parents (or a single parent arrangement) where taking away current stable childcare arrangements will create an incredible hardship. 3. For the 2020-21 year, our oldest child will be in Grade 6 at F.E. Osborne according to the plan. I have concerns about including Grade 6 students with Grade 9 students as there is a significant developmental difference between an 11 year old and a 14 year old. This problem is magnified by the fact that the French Immersion class will be the only grade 6 students in the school as the regular program goes from grade 7-9 so this younger group of students will be further isolated. 4. Having an 11 year old go to jr. high also brings up concerns about transportation and before and after school care. Many 11 year olds do not have the maturity to stay



dialogue)))

home alone and jr. high schools do not offer programming to care for students. This puts working parents in a difficult situation for finding child care options or making the decision to leave their child home alone for significant periods of time. If school bus transportation is eliminated for Jr. high students, this also creates an issue as we would then have an 11 year old taking the train and several busses to get to and from school each day. As a parent, I have significant worries about putting my child in a situation like this. The current plan is not a feasible option for our family and I know that many other families will face similar challenges and share our concerns. Two options that I would suggest would be to continue with the proposed catchment changes but allow students to move to their catchment period at a time of transition (Kindergarten registration, entry into Grade 7, and entry into high school) rather than fall 2019. I would also recommend that Grade 6 students stay within the elementary level. This plan would mean a slower transition and continued larger class numbers for a few years but staff could stay on at schools like Banff Trail until the numbers at Tuscany school warranted a transition over. Please take the time to consider this feedback and attempt to incorporate it into the proposal.

- I am relying on after school care at Ecole Banff Trail for my child. If they move to Branton in grade 6, I lose my ability to drop them off at school on my way to work (because school starts so late), and I no longer have after school care. My child will be 11 years old; not old enough to walk to and from school alone. Will there be any child care at Branton?
- I agree with the proposed plan.
- This whole process feels rushed. Couldn't we wait another year so these schools and families have more time to prepare? It's a lot of upheaval for a lot of people and I don't feel confident that it can all happen smoothly before the 2019/20 school year.
- Dislike mixing of GR6 students into junior high environment. Many kids are not emotionally mature enough to transition into junior high school at this age.
- I am incredibly upset and surprised that the CBE would chose to do implement a plan that would cause hardship for existing students and families. I am shocked they are not being grandfathered. This plan is not in the best interests of your existing students.



dialogue)))

- I am concerned about my grade 6 child going to school with kids in grade 9. There are huge developmental differences among these grades and the chance that the younger kids could be exposed to situations beyond their maturity is highly likely. I would much prefer my child to stay in elementary school until the end of grade 6.
- I would like to see the exact number of kids from Hillhurst and Capitol Hill, currently enrolled in Banff Trail, over the next 5 years (as the grade 6th move to junior high), with no more new enrolments passed the 2018 year. Thank you.
- See question 5
- Those students in the Capitol Hill area thus far attending Banff Trail, currently grade 3 and grade 1 for example, will now be transplanted away from their peer group, at a pivotal time in development, to King George for two and three years respectively. This will require them to make an entirely new peer group for this period and then, based on the proposal, they would move back to the peer group they have already developed at Capitol Hill when they join Branton in grade 6. This seems inefficient and traumatic for such a short duration of time. The plan states it is minimizing school transitions however in our case we now have two instead of one which is an increase. The proposal should only be implemented for new 2019 kindergarten registration in order to minimize school transitions as the proposal states is the objective and minimize impact on the children developmentally. This should not be imposed on existing registered students.
- I see a disconnect for those students in Hillhurst and Capitol Hill. They go to King George and meet kids but then go to Branton with all the Banff Trail kids. Given the decrease in enrollment at Banff Trail with grade 6 moving to Branton and Royal Oak and Rocky Ridge moving to Tuscany, could we not accommodate having all of Capital Hill and Hillhurst (ie the current pieces east of 14 Street) attend Banff Trail and Branton and therefore get to stay with their cohort of friends?
- This proposal will result is dramatic upheaval to students and their families. Has an assessment been done to verify that all of the before and after school care options where children are currently going to school will be available in the areas where they will be reassigned? If so, that should be made available. If not, what are parents supposed



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to do? This plan makes it extremely difficult, if not impossible for families, particularly ones that have one child that is grandfathered, while another one is not and will be relocated. I believe a complete rework of the proposal needs to be done as the one provided is clearly not taking into consideration second and third order effects.

- The grandfathering of only grade 4 students with Banff Trail makes things extremely difficult for families with younger children in the lower grades. For the next several years we will now have multiple children in different schools with no childcare options arranged (we currently have spots for Banff Trail but it is looking unlikely that Tuscany would be able to accommodate the influx of kids to their before and after school care program, not to mention the difficulty of having multiple children in childcare in different locations). While I understand the need to rearrange the catchments, as a working parent, this puts us in an impossible situation. I would ask that efforts be made to keep families together and allow younger siblings to be grandfathered at Banff Trail if the family chooses. Then in grade 6 move to the appropriate middle school. Finding childcare for a grade 6 student in middle school is another problem that this proposal creates. Will there be options for before and after school care at the schools that will be accommodating grade 6 students?
- I feel current students should be grandfathered (in the event of moving schools catchments) if the parents feel it is best for them to continue where they are.
- Very happy to see Rocky Ridge moving to Tuscany school. My next kindergarten child will not face a 50 minute bus ride like my other children did going to Banff Trail.
- see number 5 above

Branton School

- Stop the plan now and go back to the drawing board.
- STOP THIS MADNESS and halt the proposal.
- Programs between FEO and Branton lack equity. Lack of equality between programs will cause major attrition from FEO to Branton or English programs.
- I think it is balanced. Without this plan, the children who have been planning on late French Immersion would have faced caps and



dialogue)))

possibly not been able to access French Immersion training at all. As a family, our plan was to enable our children to do Late French, if that's what they wanted. It seemed unfair in proposal D that the apparent rights of continuing immersion parents to their school of choice were overriding the rights of kids like mine to even access French Immersion at all.

- Due to potential changes happening that would see my son go to FEO instead of Branton, we may switch out of the French program in CBE. Possible switch to the Catholic school board. I feel these changes negatively affect my children.
- This survey is not designed to engage or gather feedback about the actual proposed plan. It is a tool to collect specific data points about the process that was used. I am sure these will be used at some later date to validate or justify the process that was used. In reality it says to educated users that you don't actually want our ideas, opinions and feedback. It discourages some users from writing these things down because it never actually asks those questions except in this one small box that ask for "additional comments". The first time you use this survey, you are at the end before you even know what happened because you have been led to believe you are filling out the mandatory boxes before getting to the meat of the survey. Once at the end, you think to yourself...did I miss something? Where did it ask me anything about the actual proposed plan?? Depending on your motivation, you might leave it at that, having never actually voiced your thoughts and opinions. And it feels like this was an intentional mandate from CBE all along. Surveys are beasts that we have all come to have a love hate relationship with but an organization of this size should have access to the intellectual capital to design effective surveys.
- The plan is ridiculous. CBE says they believe in "choice" but at some point the options are so horrible that it is a choice in name only. You expect my 10 year old to get up at 6am to arrive at school for 8 (get on transit for 6:45 and be on the train/bus for one hour). This is not a choice. The proposal, based on ONE school bus for an english program is inhumane. Additionally, late immersion students are getting priority over early immersion students. Dual track is insufficient and not consistent with the experience and immersion that has been offered up until now (K-5). Children will lose out on outdoor school, something they have been fundraising for and



dialogue)))

looking forward to for 6 years. They will lose their community and supports with their peer group. Restrict admission to Late immersion so that our children who have committed to French from the beginning can continue with their schooling.

- I think there should be some exceptions made for the first couple years for kids with siblings in other schools while families adjust to the new plan
- My child is an out of boundary student at Banff trail. His peer group since kindergarten has been these students. He would normally continue on with his peers to Branton as his designated school, but with FEO opening, would be forced to leave all his peer and 7 year friendships behind. As a student with anxiety issues, this is problematic for him, and perplexing to us, since we don't need transportation, and there would be room for him at Branton. So, there should be some allowance for circumstances like this, rather than rigidity for the sake of...rigidity. Please allow existing grade 6 students such as this, who will also have a sibling in at Branton who is currently in grade 8 (another issue here, since we'd have junior high siblings at 2 different schools), to go to Branton!! It seems very do-able with very little change needed!!
- It doesn't make a lot of sense and is causing us to choose between continuing French immersion and logistics of school locations/transportation for our three children
- Immense changes, not well thought out in terms of disruption and implementation. More time is need and a more gradual approach to implementation.
- The rights and needs of the English stream students have been portrayed as more important/valuable than those of FI students in this engagement. There has never been a clear demonstration of the need to make these wide sweeping and profound changes to 11 schools in such a short time frame.
- Thank you for keeping us up to date and involved.
- I quite like the idea of Grandfathering the kids already in their program at their current designate school, to stay in their current routine.
- It's unacceptable that you can change the structure of 9 schools but not the bell times and transportation that goes along with those



dialogue)))

changes. It's insulting that you are promoting a school closer to home but takes just as long, if not longer, and certainly more challenging to get to as a positive aspect to these changes. I don't believe it's possible to implement all changes being suggested considering the CBE's track record for change and in the end, the kids and teachers are going to suffer. There aren't enough teachers currently—and certainly not enough FI teachers. Those who accept jobs from this proposal will be burned out and overwhelmed by November. There isn't any discussion about how to accommodate their situation. This is not promoting FI in our community. It's tearing it down and hoping for a rebuild, which translates to many years worth of lost opportunity for some kids which proves that CBE is willing to sacrifice kids' education

- There doesn't seem to be any thought put into the quality of the French program being offered to the kids in FEO. I have had kids at a dual track school and a single track school, and vastly preferred the quality of education at the latter. I am frustrated that my youngest child will be denied the privilege of attending Branton.
- I believe that you should not send kids from different communities to different schools or if you do I believe that you should make a survey that kids have the option of completing that asked kids
- what community/neighbourhood they live in a the ones their friends live in and base the communities of the school off of that. I also think that you should delay the changes by at least a couple of years because there have been kids that I know and that I heard of who cried when they learned about these changes because they realize that there is something in the near future that they never even got warned about or they barely got warned about it and they didn't know it would be this soon or this extreme. If your goal is to help kids and not hurt them I suggested you take some of the comments and advice above because if this plan goes through you will not only have a lot of grumpy parents, but also a whole bunch of really depressed kids!
- In my opinion I think it's unfair that I have to choose between friends or family and that's unfair. I also think the bell times on Fridays just don't work with my sister's. Also bringing the grade six's out of there school is not really fair to them because they'll miss some awesome opportunity's like camp and patrols and bus buddy's I think it's to



dialogue)))

short of notice and you should at least tell us a couple years before so we could have time to get ready for it. Thanks for reading and considering my comments

- I want my brother to have the same advantages as me!!! Full immersion allows us to talk to each other without feeling embarrassed
- This plan is obviously in being proposed because of CBE's poor planning for the English programming. Don't punish the FI kids because the English schools are under enrolled.
- Your plan separates peer groups into 3 different schools. I do not agree with this. Your plan prioritizes late immersion students over continuing French education students. I do not agree with this. Your plan and the CBE prioritize English education over French education even though the federal government promises all Canadians equal access to French and English education. I do not agree with this.
- Ludicrous plan and planning at it's worst is what the CBE is doing for us.
- Early French Immersion is families that have made a commitment from the beginning of our child's education, Late Immersion is an after thought for other families, and they should not have priority over us!!!
- If you put up the maps for changes to early immersion and late immersion, there is a striking difference to the volume of change between the two with respect to moving students to new locations. would it not make more sense to work on inverting the change volume such that the kids who are already choosing to change schools just change slightly somewhere else? We've planned since kindergarten where we lived and what that means for school. Now in the last hour we are being forced to consider moving to keep with the plan.
- I understand the need for change but it would be great if the option to keep siblings together was available. With the proposed option C (as Tuscany residents), my children who are currently in grades 5 and 7 at Varsity and Branton, will not attend the same school until grades 10 and 12, respectively. That assumes that the high school does not change. I would love for my children to have more time together and



dialogue)))

for my youngest to have her older sister to guide her on city transit and at school, etc.

- I am very unhappy that if the zones of the school change, my second child won't be accepted to school even though she already has a sibling studying at this school.
- Although I recognize the increasing demand for French Immersion program in the NW, I think the proposed changes should be postponed for 2 or more years so that families can plan ahead. This seems like a rushed implementation that is disruptive for families and students. In our family's case, it would mean that my children would go to two different junior high schools (one at Branton and one at FEO) with very different start times and dismissal times, which would be difficult for us to manage particularly in terms of transportation. My children are upset about not being able to attend the same school. My younger child is also upset about losing some of her friends as they would be split between different schools for their junior high transition under the proposed plan. I think these changes need to be delayed so that parents, students, and school staff can better plan ahead. I also think disruption of peer groups should be a major consideration and is a key drawback to the proposed plan.
- Will there be any limits on LFI entrance to Branton for students living within the designated Branton school area?
- holding the open house on the same day as the 2026 calgary vote.....nicely done CBE....shame on you
- grandfathering existing students who have siblings is priority!
- I am angry as mentioned in previous question. This is our collective money and system. Not be money! We pay people to forecast and plan. What are the roadblocks? I am angry that kids are being moved schools. I'm not impacted personally, but you job is to protect kids, not disrupt them. Not acceptable care for kids. Ditto on the lottery desperation. Completely avoidable. Not acceptable.
- What the transportation plan is for grade 6 students attending Branton. The city bus/c train system is not safe for that young age so I'm interested in CBEs plan for these kids and hope busing is being planned for.
- Concern regarding two communities - Sunnyside & Rosedale residents should be directed to Branton School for grade 6-9 due to



dialogue)))

logical transportation links and proximity. Nolan Hill Residents should be directed to Valley Creek School for grade 6-9 Immersion due to proximity.

- Would like all Varsity Acres school students to attend Branton school.
- We would like to ensure that getting to and from the school is not a burden for our children and if they are getting yellow school busses we are not the only one paying for it! if we are now to be integrated into schools that don't only offer French then we should no longer be considered alternative!
- This was not thoroughly or carefully thought out. Siblings of children residing in Sherwood and currently attending Branton are no longer able to attend the same school. Established social circles are being ripped apart.
- This not a plan, it's a panicked reaction to a major problem and it is NOT our problem to have our kids suffer the consequences. You are destroying friendships, quality education and families.
- Currently we are districted for a school that is 7 km away... an hour by bus. We will be moved to a local school that is 2 km away, a 5 min train ride. The easy access is appreciated. These factors should be taken in to account, especially in an era of climate change.
- Thank you for keeping the current grade 7 students at Branton together (grandfathered). So appreciated
- It bothers me that varsity acres students are split btwn 2 jr high schools next year depending on neighborhood. Why can the school stay together?
- I am glad you are taking Capitol Hill students to Branton School.
- I think including Hillhurst in Branton catchment area makes sense. It is within walking distance and is on an Lrt transportation line.
- I am concerned about the impact changes school swill have on my son and the friendships he has formed. My older son is just finishing his last year at Branton and my younger son was looking forward to attending the same school and having the same experiences, such as the Quebec trip. Many of his friends from Varsity will be attending Branton and based on these proposed plans he will have to attend FE Osborne. This is causing him a great deal of stress



dialogue)))

- Do you realize how much this will affect the lives of these poor students given no choice for what school they can attend. These kids are getting depressed from their friends, what will happen to grade six staff at all of these elementary schools.
- Not sure how I feel about the plan to add grade 6 to Branton nor with the plan to split up the current grade 5 and 6 classes at Banff Trail based on community. Instead the distribution on communities could be adjusted and the current 5 and 6 students could be grandfathered.
- I believe that the school board does not recognize the strong impact these changes will have on families, students and faculty. I know for one that at the moment my younger sibling will have to be separated from her friend's because she does not live as close to the school as they do therefore not allowing them to go to the same school. This will make a much bigger impact than the CBE might think on the students that will be brought through these changes.
- Very pleased that all Capitol Hill students will now be at Branton (closer to home). Thank you.
- Those pupils that already completed the early immersion program K-6 should be able to transition to Branton, their currently designated school, regardless of their community.
- Cohorts are split up Late French immersion gets "priority" over immersed learning which is unfair to those who have selected immersion from the beginning
- I think the proposed plan is fair and thoughtful - no community seems to be singled out. I am in favour of the proposed plan.
- As there is no bus from Sunnyside to G.P. Vanier, I'm very uncomfortable sending my 11-year-old on the city bus. I would propose that the Sunnyside community kids be allowed to attend Branton, to which transportation options are much better.
- Totally against this new plan. So unfair to uproot current students from their school. Cruel and unfair. CBE has gone downhill and if these changes are implemented we will be changing to a private school as are many others
- I love that the whole Hillhurst community is being moved to Branton. LOVE it.



dialogue)))

- I think your projected capacities are way off and schools will be too full
- This is devastating for our children who have planned to continue to go to school with their friends and now they are told that they will be moved to different schools.
- I see continual break up of early immersion cohorts coming out of varsity acres and Banff trail, with NO changes to late immersion
- Will Gd 6 students in junior high be able to choose options?
- It is grossly unreasonable that my early immersion child is being forced to relocate from her current school to F.E. Osborne (a dual track school, where she won't know a soul), while a late- immersion student living in our community is allowed to go to Branton (a full immersion school, where we had anticipated she would go) when we first chose early immersion. Penalizing an early immersion student in favour of a late immersion student is incredibly unfair. Why shouldn't we just pull our child from the French immersion program and put her in our regular neighbourhood school, if she is to be forced out of her school anyway? After all, she will lose the effect of a full immersion program, by being required to attend a dual track school. In trying to make French immersion available to more prospective students, did you account for the number of students you will lose, or are those students expendable?
- It is poorly thought out. Based on the numbers provided by the CBE, none of your schools are in danger of reaching capacity. The planning committee for this project has created a problem where none exists. Please consider not making any of the changes you have proposed.
- I am beyond pleased that mine and my neighbours voices were heard in the early engagement, particularly around our desire to have middle school designation closer to home. It makes so much sense to have all of Capitol Hill kids designated for Branton in middle school. We can now keep our kids biking to school! Thanks!
- I would hope that my grade 7 student (September 2019) will be allowed to attend Branton with her older sister (grade 9) despite her community being redesignated to FEO for grade 7.
- It seems overall to be a balanced plan. The Sept 2019 issue with numbers (as I have mentioned) is my only significant concern.



dialogue)))

- Why is everything being catered to Late Immersions? Why not make a designated school for late immersions, and leave the early immersions alone?

F.E. Osborne School

- We are scared for our children. Your proposed changes will directly impact the quality of the FI program that is offered to them. We are disappointed in the public system and the decision that you made. This choice is terrible for fostering French.
- Academics are my biggest concern. Will the students education be compromised when FI junior high school is so small that it won't have subject matter experts to teach core subjects?
- My biggest concern is the quality of education that the kids will get in a very small FI program. My understanding is that junior high teachers specialize in academic subjects. How will a school with only 2 classes of grade 6s and 7s, have access to a specialized math teacher, English teacher, etc? Will their education be compromised because they have been moved to a small school?
- My biggest concern is how the CBE intends to offer a high quality jr high education with such a small cohort of students that will grow over time. Junior high teachers are usually specialists in their teaching (ie math). With such a small group of students, how will we have access to teachers who can cover the full curriculum without jeopardizing the quality of education - particularly in the first couple of years? Given the declining math scores and the added complication of learning math in a second language, I am very concerned about the quality of teaching at the newly proposed program. How does the staff at FE Osbourne propose to integrate approx 50 grade 6 elementary students in to the school? Will they have the opportunity to participate in all school programming?
- Given the transportation challenges, has the school considered modifying the school start time to a little later? Will the grade 6 students also participate in the late start on Friday? While I understand that childcare is absolutely not a CBE issue, it obviously presents a challenge as these are still elementary kids. Should they need to participate, could we be creative and give the grade 9s a leadership opportunity to create something for the grade 6s??



dialogue)))

- I see no way that this can be adequately staffed with Quality French immersion teaching. I think this is an abysmal plan. It does not account for any of the current literature on student development and works against the majority of the students. It is harmful. The priority is economics not students as it should be.
- Implementation is going to be a nightmare of issues are not addressed between FEO and Branton.
- While I am not pleased whatsoever with this plan, especially the breaking up of the cohort in Grade 5 which is very distressing, if this is ultimately going to happen, please make the change for September 2019. Don't delay the inevitable as it will just make more of a mess for parents like myself who have 3 kids, the oldest of which is due to start Grade 7 in September. If this is delayed ultimately to be implemented, I am left with kids in different schools. - If this is going to be delayed past September 2019, then please grandfather the Grade 7's that are starting in September. Please don't delay, let them start at Branton in 2019 and then move them for Grade 8. At that point, you need to grandfather those Grade 7's at Branton (as you are doing for current Branton students). -If this is going ahead at FEO, it needs a big parent group and corresponding kids like those from Tuscany to get the program going. So as much as I want my kids to go to Branton, if it must be FEO then I am ok more or less with how the boundaries were split up. Although, seems to make sense to add Bowness and Scenic Acres to FEO as well.
- Does not look like a sustainable long-term plan. Major problems with capacity in 3-5 years.
- I am very concerned about the ability to hire and retain quality teachers. Staffing (and budgeting for staffing) was a concern before, however with several completely new French programs how will it be possible to find enough quality staff to ensure students have the same level of education?
- The concept of sending children from Tuscany on Public transit for a bell time before 08:00 for the French Immersion program is simply unacceptable. Kids this age should not have to start school this early, particularly when it involves having to get up even earlier because of the distance to the school and the lack of efficient transportation options.



dialogue)))

- Transportation to FE Osbourne school is a concern. Currently there is no Calgary transit bus from Tuscany. Commute time is 60 minutes which is way too long. Start time of 7:55 am is too early. Also, why is French immersion considered an alternative program when Canada is officially bilingual? With dismal transportation options to French immersion jr high, parents are discouraged from putting their kids in French immersion school. Would love to see more support for this. CBE is currently very hands off with this issue.
- Based on the lack of consideration for safety, failure to appropriately communicate important data to all stakeholders and the utter lack of transparency throughout this project, the superintendent of schools (CBE) should put this project on hold until a true consultative process can be undertaken
- Does not seem like it addresses or solves the Long-term needs.
- The parents and children that I have developed deep and lasting relationships and community are devastated. The feedback we all shared with each other and in each engagement session is not reflected anywhere. The CBE agenda maintained in all but a few cosmetic tweaks and there is no publicly shared consideration for a transition plan, which would also go a long way to help communities manage this change within families, student cohorts and educators. In a perfect world I would say that I don't like the plan but it makes sense so, based on logic, I will adapt. This plan, as it pertains to Tuscany children moving back into Tuscany and then out to Varisty again within 2 years, just doesn't seem to make sense, and I do not trust the CBE is acting in the best interest of the children. It is acting in the best interest of an unknown.
- This plan should have started with schools like Eric Harvey when it opened instead of doing a dual track in existing English schools. French Immersion should remain in their own schools.
- This plan is the MOST disruptive of all options, parents are angry and do not felt heard. We do not appreciate being told "just deal with it", this is our life, our child's emotional and intellectual development you are up turning.
- Concerns with F.E. Osborne changing from English only to French. Was excited to send my kids to Brampton with an established French program. Now my kids will go to a new program with no track record



dialogue)))

and no transportation plan because we live in Tuscany. Not happy with this at all!

- 1. Dual track less effective than immersion. French outside of the classroom but also within the school “so that the language is perceived as an authentic means of communication for a social purpose that goes beyond academic learning within the class and pervades the life of the school” 2. Siblings need to be kept in the school system..1 child gets full immersion and 1 child doesn't in same family...not fair 3. Transportation to FEO unsafe
- Horrible engagement, those answering our questions were patronizing and had no data to support their claims. One principle said that they did this in 1972 and it worked, so every thing will be fine.
- I'm am very unhappy with the split of cohorts. You have completely divided the Varsity Acres cohort as they move to junior high. Within the community of Varsity, you have divided early and late immersion French students as well, effectively dividing cohorts that have developed within a community. There is absolutely no consistency for these students and I feel sorry for them all having to experience this change during a time when bonds should be reinforced rather than broken.
- I understand that parents in Tuscany are rallying to send feedback believing that they speak for everyone. I would like to say that I do not share their views. I believe that dual track schools can be effective - in most other provinces the French immersion program is a stream within the English school. I think that many French immersion families are reacting to this because we've gotten used to single track French immersion programming, and this is a change. is there any thought to adopting the same model of other programs in order to distribute French immersion programming and offer it in many schools as opposed to creating this type of reaction when dual track schools are proposed. If other school districts can do this why can't CBE? my ONLY concern with this plan relates to bell times. please reconsider the 745 start kids from Tuscany don't have to be on the bus before 7am. thanks!
- As parents we try to make the best choices for our children. I chose to put my kids in early French immersion because I feel like it provides opportunities. I feel like the CBE is now telling our kids that



dialogue)))

their education doesn't matter. It seems that the students in regular programs are the only ones that matter, they seem to have just stuck the French immersion students where is was least disruptive for the English program...so very disappointed in the CBE and this plan

- I am concerned about the bussing from Tuscany to FEO school - it is too far for students to take transit, especially given the extremely early start times.
- bell time at FEO is too early to accommodate families in Tuscany & RRRO. It is a 45-50 minute commute from those communities, so a 745 bell time means those children will need to leave home before 7am (we keep hearing that kids need more not less sleep so this is challenging in so many different ways). CBE must consider changing the schedule for the Sage Hill kids in order to accommodate a later start time that will enable the kids in the FI stream to get to school well rested and ready to learn. Not even considering this change contributes to the sense that the needs of English students are prioritized over the needs of students in FI.
- It is confusing how the proposed plan takes into consideration the effect of forcing grade 6 aged children to be part of the junior high experience for the first time at schools that have no other support for French streamed being a small portion of the student stream in mostly English schools. It is also suggesting that grade 6 aged children partake in a multiple transfer scenario on the public transit system which would have 10 and 11 year olds unsupervised for significant events. Technically I believe it is frowned upon to leave children alone at those ages and yet with less than a year to plan, you will force parents to make a hard choice on how to work around work schedules to take care of the children. Some provinces have guidelines or rules that have to have some logic behind them for when it is okay to leave a child unattended. See below. Manitoba: 12 years old. New Brunswick: 12 years old. Ontario: 16 years old (this is again a very gray area, and it's more about restrictions when being left alone). Anyway. Please reconsider the changes
- Please reconsider this change as the goal does not meet the best interest of the early immersion children
- I have lost all trust in the CBE and any decisions that you make. It's a disgraceful organization and I don't understand why any of you can stand behind your decisions.



dialogue)))

- The creation of a French program at this English school is problematic for most of the students attending it. They are coming from a great distance with no accommodation for transportation or bell times. The CBE is willing to ask 10 year old children to take two buses and a c-train at 6:45 in the morning rather than changing ONE yellow bus route for regular (English) students. Additionally, I will still be asked to pay a noon supervision fee for my grade 6 student as she is "too young" to be unsupervised at school but fine on her own on public transit. The program at this school will be small and the rich French culture my children have enjoyed, stripped away.
- Please seriously consider Bowness be included for FEOsbourne instead of Branton for French grades 6-9. FEOsbourne is closer to Bowness than Branton. The children can bike to FEOsbourne but not to Branton because it is too far. The bus ride would be 30 min instead of up to 1 hr on public transit. This save each child 40-60 minutes a day in travel. I can't imagine my 11 year old taking a one hour bus ride with connections when it is -30oC in grade 6 going from Bowness community to Branton. FEOsbourne is a more reasonable, closer and inevitably a safer choice. My child's friends from Varsity Acres school live in Varsity and Montgomery and will be going to FEOsbourne in Grade 6. Bowness is a neighbouring community to Varsity, so should send children to FEOsbourne for junior high continuing French school.
- The proposed plan will put undue hardship on families who are at Varsity Acres school as there is a loss of bus service after grade 5. Because of this move in grade 5, we will also lose our associated childcare at Varsity at the end of grade 5 instead of the expected grade 6 (years that make a significant difference). Having children too young to walk the distance from FE Osborne to home or to be home alone with parents at work, the proposed plan will result in us not using the middle French immersion system at FE Osborne. The proposed plan for FE Osborne makes this situation even more impossible with a school end time at 2:30 pm in comparison to Branton that has an end time of 3:30 pm.
- Your engagement process was a farce. From what I can see has happened none of the concerns that were raised by parent who currenty have kids in French Immersion have been addressed. It feels like French Immersion students have been devalued over English program education. There is no way the French Immersion



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children will continue to have the same high quality of French immersion education they are currently receiving at Varsity Acres. I would also like to know how you plan to staff these new programmes and fund them. I am sure the teachers union is not going to make things easy for the CBE to just pick and choose teachers to move to new schools. It is not fair that early immersion children's education will suffer for the goal of increased students at FE Osbourne. The answers I received from the directors and principals at your open house on November 13th were nothing but scripted responses to try and convince us as parents this "proposal" is a great idea.

- For the 2020-21 year, our oldest child will be in Grade 6 at F.E. Osborne according to the plan. I have concerns about including Grade 6 students with Grade 9 students as there is a significant developmental difference between an 11 year old and a 14 year old. This problem is magnified by the fact that the French Immersion class will be the only grade 6 students in the school as the regular program goes from grade 7-9 so this younger group of students will be further isolated. Having an 11 year old go to jr. high also brings up concerns about transportation and before and after school care. Many 11 year olds do not have the maturity to stay home alone and jr. high schools do not offer programming to care for students. This puts working parents in a difficult situation for finding child care options or making the decision to leave their child home alone for significant periods of time. If school bus transportation is eliminated for Jr. high students, this also creates an issue as we would then have an 11 year old taking the train and several busses to get to and from school each day. As a parent, I have significant worries about putting my child in a situation like this. The current plan is not a feasible option for our family and I know that many other families will face similar challenges and share our concerns.
- There are not enough students for a feasible French immersion program. We are very concerned about having the same core subject teachers for three years in a row. What if the teacher is not that strong or doesn't his /her style doesn't mesh well with our children?
- Outlined most my concerns in the previous question #5, Bussing grade 6 students Friday start time
- Why are you including grade 6 early immersion students at FE Osborne? This brings the population dangerously close to capacity,



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and having grade 6 at this school doesn't make sense to me?!?!
Having 7-9 early immersion join FEO makes great sense but I think including grade 6 from French immersion is a mistake and will cause for disruption and crowding at the school.

- There should be a phased approach - move one grade at a time. 3 schools in as many years is too difficult. Grandfathering should be extended further. Moving to a school (FAO) where there is limited bussing and train connections vs Branton (good transit access) is horrible. 3. Families will have children that will be sent out of the community (Tuscany)
- Your proposed plan has successfully alienated every single parent who took you up on your offer of available choices to enroll their children in early French Immersion. Let us not forget that this was a choice YOU offered on an equal basis as the regular program to everyone who wanted it. Last year, you did the same by excluding children attending French schools from your transportation plans, and this year you're breaking up the cohorts of students who have spent the last 7 years together. I cannot help but feel that our children are just pawns in your games. At your whim, you play with our children's education and futures. You're putting them into schools that have ZERO French resources; ZERO established programs. You are effectively punishing those of us who knew what we wanted for our children from the beginning of their school years; and rewarding those who chose to join in late immersion. This makes NO sense. The later immersion kids have no cohorts. They're entering a new program, so they don't have expectations of being with friends. We cannot say the same of children who have been in French immersion their whole life. Your plans should have been grandfathered in. You are supposed to be proponents of children and care about their well-being. But clearly, you either don't understand the importance of student cohorts at this age, or you just don't care. The more I see of what you force upon parents, the more I realize that you actually do not care. Your core values and whatever you base your foundation of education on, are just propaganda that you never planned to uphold. The disappointment in your system and those in leadership positions is overwhelming. You're using our children as your guinea pigs and sacrificing their education and I find that disgusting. It pains me that I have to send my two children who have studied the exact same program in elementary to TWO



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DIFFERENT junior high schools next year. The stress this places on our family is inexplicable. Now, we will have two children using separate means of public transportation on different schedules going to different schools. This doesn't make ANY sense. How can you justify separating two siblings who have been in the same program offered by YOU for the past 7 years, and instead accommodating those who want to enroll in late immersion? But as ever, I'm certain our concerns fall on deaf ears. You make decisions and do as you wish anyway. It makes me wonder why you chose to have public engagement in the first place, because you clearly did not take into account the concerns of any parents with children in early French Immersion. At the beginning of my children's education, I was truly impressed with the CBE and all the programs it offered. I was also a strong supporter of public education. However, in the past couple of years, you have managed to completely break my trust in your ability to care for the education of my children. My level of respect and hope for your institution has decreased exponentially. As such, we will be considering taking our children out of the CBE altogether and finding more suitable education in institutions that actually care about the welfare of our kids.

- With this proposed plan, my grade 4 student will be separated from her best friend in grade 6. How is this in her best interest? Also, the proposed designated school still requires 30 minutes of bussing. Why is Evanston community not designated to Valley Creek, which is closer?
- I just want a clear understanding that these changes do not lessen the educational and extracurricular experiences/opportunities my children currently have at FE Osborne.
- I feel the Tuscany students entering grades 6 and above (those going to F E Osborne) were 'sacrificed' at the expense of enabling others to have better solutions in their communities. There's no viable way for these young kids (especially the grade sixers) to get to school, even if we put them on Calgary Transit.
- FE Osbourne is a ridiculous option to access via public transportation. Two buses and a train from many communities.
- I'm glad to see that the system is considered how to reduce how far away we have to send our kids in order for them to learn a National Language.



dialogue)))

- Will there be bus service to FE Osborne. My son will be on transit for 1 hour each way if not. There is a 2:1 ratio of english to French. There will not be funds to support a French immersion program Cohorts will be split up- friends dispersed No proximity advantage compared to current school (Varsity Acres) Priority is being given to late immersion over early immersion for a full immersed experience Access to this school from Tuscany is much more difficult than to Varsity Acres. Numbers will be revised since many if not most of the parents I am speaking with are planning on pulling their kids from French Immersion if this plan goes forwards. I would change to a private school if I could afford it. While the task is difficult, it is not an acceptable solution for my child.
- I was specifically looking forward to my daughter going to Branton School but now it seems it will not happen with the new proposed plan
- Potential commute times need to be taken into consideration in conjunction with school start times! 7:55am is too early of a start time for middle school children commuting 1:15+ hours
- School start times need to be considered especially when children will be taking Calgary Transit. having to leave the house by 6:30am is ridiculous
- This plan is very short sighted- it does not represent what parents or children desire. It does not reflect best practices or the best learning for French Immersion children.
- see previous comments.
- Level of detail provided: If you are going to share further details of your plan to fix this supposed problem, please stop being condescending to parents. I was told by a director that 'parents were scared by the math involved with these decisions'. This was a ludicrous statement and showed a deep lack of respect for the intelligence of your clients. Show me your numbers. Show me your trends. Bring in senior planners with in-depth knowledge of this project to answer questions. I understand forecasting in project management and I am comfortable with projections that involve both risk and uncertainty. Convince me that you actually have a problem, as the numbers that were provided during the initial part of this process did not describe a problem that seems to require this amount of manipulation of your workforce and re-distribution of your client



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base. Provide me with all of this material in advance so that I can think about it and work with the data to understand why you truly believe there is a problem. The level to which I read all of this data is up to me, and not up to you. I cannot make an informed decision on limited information, and up to this point the 'engagement' process has felt superficial and contrived. It has felt so contrived, in fact, that after leaving the 'engagement' meeting I was convinced that the decisions about where my children would go to school had already been made. I did not feel engaged in the process; rather, I felt enraged with the process. Data analysis: The numbers presented at the engagement sessions did not actually suggest a problem with enrolment. Director level leaders and above: please don't be fooled by planners who tell you that two points of data represent a trend; anyone who has done forecasting work in any industry can spot this error. One of two things has happened: your planners failed to see the coming plateau in students and recommended that you build schools that are now half-empty (thus wasting your budget/tax payer dollars), or the planners truly believe that the limited data that was presented actually represents a trend (thus showing that they should not be working in a planning capacity). In either case, the analysis provided appears to be poorly thought out and by extension, the conclusions reached are quite misleading and possibly quite wrong. This suggests a colossal failure by the planning team, and I would recommend that you pause this process and seek independent confirmation that a problem truly exists. (Note: the projections in your data—limited though that data was—do not suggest that there is a problem so there are likely several years to accomplish this independent review.) Recruitment of teachers/maintenance of French immersion culture: In its current form, the plan as written is doomed to a decade of poor results. The leadership group has utterly failed to consider where teachers are going to come from to supply this so-called 'enrolment problem'. Currently, French immersion schools in northwest Calgary cannot attract a steady supply of substitute teachers to teach our children. How can a principal both implement new programs in a school and develop strong teachers at the same time? This is an unreasonable task to set before your in-school leadership teams. Northwest Calgary has established a number of elementary and middle-school options with a strong French immersion culture, and your current plan will dilute this culture immensely. 'Dual-track' schools are not French immersion schools: announcements are in English, and the



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working language of the schools will remain English because the CBE lacks enough mid-career, experienced teachers who can create a strong French culture in an established English school. New teachers directly out of university are, quite simply, unprepared for this level of challenge and you are setting up a generation of children for failure. Your leadership group might be comfortable with mediocre results, but I am not. I have skin in the game: I am choosing to put my children in to French immersion. This plan makes me feel like my children's education is expendable. Engagement of in-school leadership: Make it mandatory for all of the principals/assistant principals to be available for consultation. At the engagement session I attended, only principals/assistant principals who stood to gain significant numbers of students were present. This was utterly ridiculous. How do I know if the leadership groups at the individual schools are engaged with this process, or even remotely prepared to deal with this significant change to their school? When I have made decisions concerning major aspects of my business, I attend the meeting to explain to both my clients and my leadership group why I have proposed a given course of action. If you must proceed with your plan, please extend your parents the same courtesy: have all of your leaders in each school available at your in-house sessions. To do otherwise suggests that you know this solution is the wrong one. Summary: Your plan has had problems since its inception, and I suspect that it is because the initial premise is wrong: this isn't a problem about 'too many French immersion students for available resources'; rather, it is 'we have too many half-empty schools and need to fill them'. The logical conclusion of the latter problem is that French immersion students are expendable to the Calgary Board of Education and can be moved on a whim without regard for what this will do to the quality of their education. Make no mistake: these children's education will suffer because of your plan. At the moment, this 'engagement' plan has left me feeling like you are trying to convince me of a problem that doesn't exist, or, if there is a problem (and I can't tell because of the paucity of data provided to me) then a decision has already been made and you are hosting engagement events so that people can feel like they have had a say in the process even though they don't. In short, it feels like a con job. It is apparent that these decisions are being made with little insight in to how many students could potentially attend French immersion schools. It is unclear to me if there actually is a problem with the



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number of students currently attending each school and in, fact, if any of these changes need to be made at all. Please seriously consider pausing this entire project as it does not seem to have been researched in great enough detail.

- The proposed plan sees the Varsity Acres students split up to attend middle school. Only three communities will go to F.E. Osborne. Would it be possible to have all the Tuscany school students attend Branton (they would stay together as a cohort) and have all the Varsity Acres students attend F.E. Osborne, so that the grade 6 students could stick together as a cohort. The proposed plan sees the grade 6 cohort split up every year, indefinitely.
- there needs to be the option to opt out as long as we can provide evidence of hardship

Georges P. Vanier School

- The change to the Hillhurst and Capitol Hill areas seems strange. It is **unclear** where CBE is getting the projections from. The plan for F.E. Osborne school also seems strange in terms of where students are drawn from.

Hidden Valley School

- Why not open up more immersive programs in other schools to even out community attendance. Large catchment areas do not serve families well
- I think that school selection is a big part of choosing what community you live in, and that certain areas shouldn't be benefited at the expense of other areas, just because they demanded changes. Why should the quality of learning of my child suffer, because another parent doesn't like how far away their child has to go to school?
- Why not just build a new school since there is such high demand! Or else, choose a school that is currently only english and add French immersion. There is obviously a great need for French immersion in Calgary (being it is our country's second official language), so maybe making one of the 20 new schools you building the last 2 years in the NW a dual track school would be a brighter idea.



dialogue)))

King George School

- I fully support having Capitol Hill community, east of 14th St NW zoned for King George for grades K to 5. Thank you for maintaining this arrangement in the final plan.
- It seems the king George capture area is huge. I feel like rather than reconfiguring the program in the area to k-5 consideration should be given to adding a new immersion school in the area. Eg if king George is bursting with kids, which I hear it is, why not add another school in one of the existing undersubscribed schools in the area. Several older schools in the area eg Highwood area have been changed to charter schools rather than public schools.
- I think it is very important that children be able to walk or bike to school. We live in Capitol Hill east of 14th St and are supportive that King George remains our designated school.
- I would like to suggest a few things with regards to implementing these changes: a) students who will be changing schools due to their community being moved from one school to the next are put into the same class at the new school so that they are together with people they know. My daughter is in King George for Kindergarten this year, and will be moving to Varsity. I think it would ease the transition if the kids she has developed friendships with at King George could be in her class in Grade 1 at Varsity Acres. b) Have at least one or two opportunities for kids who will be changing school to visit their new school, meet teachers, etc... In addition, I'm concerned about the creation of the new program at FE Osborne and the anticipated percentage of the population in the French program being very small as compared to the regular program. I would prefer to see it more 50/50, or even better, exclusively students in the French programs. Is there anything that can be done to shuffle some more of the communities around so that the students in the French program aren't such a small percentage of the school's student population?
- Very much appreciate the consideration that was taken in allowing students to attend school closer to home (Capitol Hill students at King George / Branton). Very pleased the grade 5 students will remain at King George
- I am not pleased that my children will be made to leave a quality school two blocks from my home a year earlier to attend a school in



dialogue)))

another community. I would like to see the schools have another academic year to prepare for this transition so that students suffer minimal social and academic consequences.

- It is a bit disingenuous that four scenarios were proposed, none which was ideal, and the proposed plan does not reflect any of these scenarios, rather it picks a scenario per school, plus allowing for modifications. So essentially the scenarios were meaningless in and of themselves. This plan does not fix the challenge that school capacity is needed in the north. It also does not address a fundamental belief that many parents hold, that children should go to school in their community, close to home. Removing a grade and expanding geography covered is the exact opposite of what should be done. School capacity should be added to help the people who commute for up to half an hour from the north, not to make King George the vehicle for (or victim of) solving other communities' problems. Making this change for 5th grade students does not allow them the opportunity to enjoy the rite of passage of being the senior grade. There is certainly concern about the next option. The CBE should consider adjustments to geographies that leave King George intact for a period of time.
- It is against many families wishes and despite all the concerns, proposing has not been adjusted in 18 months. Should people just stop sending kids to French immersion program so they don't have the extra suffering and stress? Or should people just support Catholic schools with their property tax?
- As per previous comment.
- Prefer to have no change to King George
- Both comments are from a child care coordination point of view for parents with children in multiple grades. 1. Further consideration for grandfathering ALL of the current King George grade 5 students 2. School bell times between King George and the continuation middle school, Branton, need to be coordinated.
- We are concerned that the needs of Sunnyside have not been adequately considered in the decision process for kids from Sunnyside currently attending King George School. There are handful of kids from Sunnyside that attend King George and as such we are concerned our needs may have been overlooked. The logistics of attending middle school (Gr 6-8) at GP Vanier vs. Branton



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are more challenging. The duration of commute is 50 minutes to GP Vanier vs. 20 minutes to Branton. This length of commute on public transit is of significant concern to us as parents of middle school-aged children. Sunnyside is in closer proximity to Hillhurst than other areas considered in the plan to go to GP Vanier. We would highly encourage CBE to reconsider designated schools for French immersion middle school for Sunnyside residents.

- I would hope that families with more than one child in this school will be permitted the option of keeping their children in the same school--even if that school is (marginally) outside their zone.
- I'm glad you were able to make room for more French immersion students and keep grade 5s at King George.
- I think someone has overlooked the fact that from Sunnyside, it takes 45 minutes at least via city bus (which means crossing Centre Street and perhaps Edmonton Trail at rush hour!) to get to GP Vanier. To get to Branton is about 20 minutes-- using the C Train--no major roads crossed. 2. Since only one child is affected by this next year (and that would be mine), some sort of accommodation needs to be made. If you won't shift the boundary--make an exception.
- Via Calgary Transit it is 19 minutes to go from Sunnyside to Branton and 49 minutes to go from Sunnyside to GPV and yet the plan is to send all 6 French CBE Sunnyside kids to GPV. That doesn't seem like the best thought out decision.
- My son was enrolled in Banff trail school for KG and we moved that year not expecting to change schools as we have seen other schools not requiring that if the kids are already enrolled. But when we were requested to move schools to king George, we complied with the rules and I had to get my son settled in the new school in grade 1. I do not think it would be good for him to go to another school next year for grade 2 as the proposed plans get implemented! There must be psychological factor put into place and special cases handled.
- Very pleased that grade 5 students will remain at King George
- Moving Grade 5/6 out of KG does not make me comfortable, as a parent of a future Gr 5 student suddenly in with much older children. It will also cause more hardship for more families as their children, if spaced more than 1-2yrs apart, will not be in the same school the majority of their school career.



dialogue)))

- I believe the natural dividing line for the school should be straight down 14th street for both elementary and middle schools. It doesn't make sense that some children who will be at King George will go to Branton while the rest of their cohort will go somewhere else. It also does not make sense to uproot communities (Hillhurst and Capital Hill) to go to King George.
- I am very opposed to moving the Capitol Hill cohort of kids. It is a relatively small number of kids that are being forced to move to a large school whose numbers aren't really affected by these 43 kids. Banff Trail on the other hand will experience a big decrease in numbers so keeping those Capitol Hill kids there won't significantly affect them (Banff Trail that is). These kids are then forced to move to a new cohort, large catchment area school, and then move back to Branton for 5-9. That just seems silly. That border WAS NEVER mentioned in any previous plans so it should be left well alone.
- Transportation needs to be considered part of the overall education of our kids. They need to learn to walk, bike and take the bus. Location of schools are so critical to growing leaders. Maybe CBE can explore leasing space over owning schools? To keep kids in their neighbourhoods.
- Look for better options. These are terrible "solutions"
- I was informed at former sessions that my King George grade 5 student was going to be grandfathered and I am very concerned now that my kids' bell times will be significantly different.
- Why are we proposing to manage student numbers at King George by sending the Grade 6 students to George P Vanier, but then adding K-5 students from Hillhurst/Capital Hill communities? These projected 37-47 K-5 Hillhurst/Capital Hill students would have otherwise attended Banff Trail school where school space is projected to be under capacity by 150-170 students, and where attendance is projected to decline. This proposal does not reduce King George numbers and seems to keep King George only 40-70 students under capacity. This element of the K-5 proposal for King George seems strange, particularly as the Hillhurst/Capital Hill students will be the only King George students going to Branton when they reach Grade 6, unlike all of the others who would go to George P Vanier. If King George is losing 50 or so Sage Hill/Evanston students to Varsity Acres, don't replace them with



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Hillhurst/Capital Hill students, just keep King George as K-6. If the plan is to try to have a more standardized K-5 platform across the early French Immersion Program then I understand.

- Why are the kids from Hillhurst and Capitol Hill being added to King George when it is close to capacity (even under new plan) and there is much more spare capacity at Banff Trail? Especially since they are then removed from their cohorts and go to Branton? This makes absolutely no sense. Why not just send those kids to Banff Trail and keep them with their cohorts, especially given how much more room Banff Trail has below capacity than King George.
- I have concerns regarding the transition of grade 6 students to middle school. I am aware that the CBE's policy is that yellow school bus transportation is only required for grade 5 and under. I am concerned about grade 6 students taking Calgary transit, especially considering the distance to the designated French immersion school (we live in Panorama Hills and are designated to GP Vanier). According to current Calgary transit maps, there are at least two transfers from our location to this school. I don't feel that this is appropriate for a grade 6 student to be traveling. I would hope that the CBE would consider yellow school bus transportation in these situations, or work with Calgary transit to make these trips easier for students.
- Have you done any research regarding the psychological impact of putting 11 year olds with 14 year olds? Why is the CBE not opening a new early French immersion school to service the farther north?
- I am frustrated that in all the four scenarios and information leading up to this proposal, hillhurst was never listed as a potentially impacted neighbourhood. But now hillhurst kids are being relocated to King George.
- I worry the make up of the students have not been looked at.
- This looks like a very reasonable, well-thought-out plan. We, as King George parents, are very pleased with the proposed plan.

Tuscany School

- I see no way Tuscany can be staffed with even adequate teachers let alone good ones.



dialogue)))

- I think this is an abysmal plan. It does not account for any of the current literature on student develop and works against the majority of the students. It is harmful. The priority is economics not students as it should be.
- Splitting varsity up for junior high is ridiculous. Kids are going through so many emotions at this stage and then they will be split from friends and sounding confidants. I wonder If we will see and increase in bad performance, decrease in marks, increase in risky behaviour.
- Thank you for working so hard on this process. I know that you do not take any decision lightly and that you always keep the students best interest in mind. Keep up the great work :)
- I would advise you to take more time to consider further options. The plans put forth seem burdened by myopic planning and loose, unmeasurable, and weak data. The CBE has lost trust with so many, when good, two-way relationships can do so much to affect necessary change in a way where all parties may not agree, but can at least see the merit in the plan.
- Very unhappy to be moved from Banff Trail to Dual program at Tuscany school. There isn't any plan to address how to maintain the quality of French immersion program with regular program (e.g. Staffing, experience with setting up and managing the program). One reason we picked French immersion program is the strength of those schools that offer it. Now our kid does not get to go to those schools. Very disappointed and unfair.
- Will there be French Resources such s a full French library? What extra activities... groups, clubs will be offered in French?
- Concerns with new French program at Tuscany School and finding before and after school care in the community.
- Brutal
- I left my feedback at the open house, but will provide it here as well. Currently, there's a hard line on grandfathering and moving students. I think introducing some flexibility in the grandfathering strategy would solve a lot of problems. The affected families here are those who have one sibling in a position to be grandfathered, and another in a position requiring a move to a different school. The transition will be a bit messy for a couple of years until the new programs settle, but I think opening up some flexibility in the grandfathering strategy



dialogue)))

for families with multiple kids in the system / currently same schools will go a long way.

- Extremely concerned about grade 6 students some of whom are 10 years old being required to navigate public transit and make 2 different bus transfers and a c train ride to get to school by 7:55 am. This is UNSAFE. Why are there no thoughts to alter bell times or provide yoow busing which we are already required to pay for anyway
- I would support the option the move ALL Tuscany students to Tuscany School (not holding back grade5 students for an additional year, as per the proposal). Many students are siblings and it would be more of a disruption to have to split them up unnecessarily. The adjustment to a new school (even for one year) before moving on to Middle School is less of an issue than having to juggle two different elementary schools/schedules earlier than necessary.
- comments were share in the previous question
- I have been open about the possibilities for this reorganization and understand the reasoning behind it but for me, you have taken all of the worst parts of each proposal and put them together. I've outlined my specific concerns with the proposed plans below: 1. The proposed plan will result in us with one child in Grade 5 at Banff trail and one child in Grade 2 at Tuscany school for the 2019-20 school year. Currently we have child care arrangements through Summit in West Hillhurst and both kids are transported to school through the private childcare program. Splitting up the kids will force us to have them in two separate before and after school care programs and will be close to impossible to navigate as a working parent. This solution will also likely make us rely on a bussing system that we currently don't use, further adding burden to an already overloaded system. 2. I took some time to look at the Tuscany before and after school care program and noticed that they are at capacity with a wait list for the 18-19 school year. Are there considerations being made to expand this program to accommodate the influx of students with working parents who will be coming from other FI schools? The availability of before and after school care needs to be considered before students are transferred to a new school. Many of these students have two working parents (or a single parent arrangement) where taking away



dialogue)))

current stable childcare arrangements will create an incredible hardship.

- I'm concerned about overcrowding in Tuscany school if French immersion moves in.
- I'm wondering from where CBE will hire so many French speaking teachers taking in consideration the budget?
- I have a kindergarten student at Tuscany School. I was seriously looking at French Immersion for kindergarten this year but opted against it due to the distance of Varsity school. Any concerns I had about converting Tuscany School to a dual track program have been alleviated by answers from our school council meeting. I strongly hope that this proposal goes ahead. Long term I do feel it would be best to align the grades of both the English and French programs at Tuscany School. I would also like to know what the plans for middle school are in 5-6 years for French Immersion. Long term I would prefer to see a middle closer to Tuscany than FE Osborne
- **CONCERNED** about existing students and their needs! Regular program needs to be kept strong. How will the demand of an immersion school benefit my child's learning needs in light of these statistics?
- I'm very displeased about how English stream family were excluded from this process. It effects our kids too, especially if there are staff changes and bell time changes because kids are being bussed in
- Can Tuscany School's non-French Immersion programme also be K-5?
- I'm disappointed that the English program at Tuscany school will not also include K-5, since there is still additional space at the school, why not give the grade 5 students one more year at the elementary school before exposing them to older, influences? This would seem to make sense since the French immersion program will be K-5...
- I like that the kids in Tuscany going to Varsity will no longer have to travel out to learn our other national language. But the fact that this doesn't continue to twelve Mile Coulee is not helpful.
- It is abysmal that the school board thinks it is appropriate to move children for one or even two years and then move them again. This is an excessive amount of stress to put on these children and



dialogue)))

contradicts all current thinking/research on resiliency and grade/school structure.

- Where are you getting all the French teachers from? It has already been difficult to find French teachers with the number of immersion schools we have now. Increasing the number of schools, means we need more French teachers. What we do not need - French teachers who can write it but cannot pronounce it.
- I personally believe there was a lack of involvement given to the English parents at Tuscany school. It was so targeted on what the French immersion families wanted and not what is in the best interest for our kids. Yes our school is under capacity right now that should have been looked at before you built another elementary school in our community. Adding busing to our school by including royal oak and rocky ridge is not only going to bring us back to our original problem(overcapacity/full) but parking issues, recess issues, etc and the ones who will suffer are our kids in the English track program. I have heard from so many unhappy French immersion parents as well. This decision was made solely by the CBE our input and discussions had zero impact the decision was already made. We are considering moving to the catholic system.
- The CBE should concentrate on teaching children the basics - spelling, grammar, hand writing and maths. The general standard achieved within the regular program is an absolute disgrace. There is way too much reliance on technology but if the input is garbage the output will also be garbage. Teach our children the basics - technology should be secondary!
- It is very disappointing to read there will only be grade 5 French students, No grade 5 for the regular program at Tuscany school. This is not the direction that the community of Tuscany was hoping for. It makes families consider schools outside of the community.
- It's not immersive for French learning and no consideration seems to have been given to new communities (development approved by the City of Calgary) and their forecasted population - in the case of Tuscany School this would be Rowan Park.
- My family is against having Tuscany School adopt an early/late French Immersion Program.



dialogue)))

- Where can we protest the possible change? Will there be a community vote?
- If there is going to be a k-5 French, why not make Tuscany school k-5 English as well. A great way to stay with your peers.
- We believe in community. We chose our neighbourhood of Tuscany specifically because we wanted our children to attend and support our public school. It was our choice to not bus them out to a different school. Now I fear with French Immersion coming in a dual stream it will affect my child's education. Will she get less time in the gym, library and music room? Will our assemblies be mixed with standing room only? We've had a school within a school before when Eric Harvie was being built, it was very crowded, traffic and parking was congested, and it was certainly not ideal. Finally we have space to breathe, but despite so many of us parents voicing our concerns it feels like we're not being heard and are destined to fill up again.
- I disagree with creating a dual track within one school. This becomes a distraction for kids not in French immersion and school should be either French immersion or regular.
- I am worried about our English students and what this means to them
- I am interested in understanding how two schools will operate cohesively within one physical space long term. Will there be any risk of overcrowding and losing existing public space within the school.
- We live in Tuscany and my child will be starting kindergarten in 2020. I have been monitoring this engagement process quite closely and am pleased with the proposed plan. I am pleased that there is now more spaces for EFI students and very very happy that my child will likely get to attend an EFI program in our community. This allows her to be in the same school as her friends and neighbours who choose to enter the regular stream. My only negative comment with the plan (as far as it concerns my family) is that I wish Tuscany EFI students would be attending middle school at twelve mile Coulee, also in their community, but who knows what will happen between now and when my child gets there. I know this was probably a grueling process for those involved in the planning, however I commend your efforts in successfully meeting all of the important input/feedback comments.
- I'm so glad that French Immersion will be considered at Tuscany School



dialogue)))

- I think French Immersion is not an educational priority. We need more specialized classes for students in K to 3 with complex learning needs
- Parents not interested in French Immersion for our children were given zero voice in this decision

Valley Creek School

- I am disappointed to see the far north communities are still required to bus their children to Varsity
- Evanston is closer to Valley Creek than Varsity. Why aren't Evanston students not designated to Valley Creek for grades 6-9.
- Pleased that two more communities will be added to the Valley Creek boundary. More students
- will ensure that the French immersion program at Valley Creek continues, will bring more money to the school for the program and allow for a variety of options within the school for both the French and English students.

Varsity Acres School

- There should be flexibility in grandfathering siblings.
- There should have been a transition period for students and students moving up should have a choice or say in the matter. There is no choice for these kids. Boom, just a new school. Many people move neighbourhoods for schools. It's tough that we have to drive more. Send 2 kids to 2 different schools. Buses are too far for them to walk 2.5km by 745am...pretty bad deal for me or after school or my kids.
- with every grade 5 that will commence from here, there will be discord about social networks being pulled apart at a most sensitive time of life. Varsity acres school should be able to move on together to the middle school. Each year, that network will be pulled apart and I believe that kids will end up focusing on trying to establish new social networks rather than focusing on school curriculums, would be the result in splitting up social groups when heading to middle school. Please allow the kids to move on together.
- the security guards really made us feel uncomfortable and unwelcome at your "engagement" meeting. I took many pictures of the security walking through parents - and distraught parents at that -



dialogue)))

and really felt poorly that this was the type of publicly funded school system that we have in Calgary. If it was truly an engagement session - why have security. If you are trying to welcome people - why create fear?

- Stop this plan, it is the most disruptive to students and families.
- Disruptive
- As school friends have a huge impact on children's academic success please consider less disruptive scenarios to keep early immersion cohorts together Siblings are being split up Bell times-linked to a yellow bus from Sage Hill for regular English students that CBE is unwilling to reconsider. A later start time would mean that my child won't have to be on public transportation before 7am De-valuation of students and families studying in an official language Quality of instruction in a new environment that has never dealt with French students Implementation- limited information has been provided in how the new programs will be implemented in the new schools A longer time frame for transition and more phasing-in should be available given the size and scope of these changes The best interests of the students and families that are caught in the middle of this transition are not being considered
- I think grade 6 should stay in varsity acres.
- The changes are coming extremely fast and I don't see why it is necessary for grade 6 to be moved to a junior high.
- Leave current students unaffected and put these plans into place as new children enter the school and keep siblings together
- See question 5.
- How is this going to be staffed? There are shortages of bilingual teachers across the country, even in areas of the country with a large French population (outside QC). What will the quality of instruction be like if the CBE is unable to find enough qualified staff for the fall?
- I'm very concerned about splitting cohorts that have established trust and friendships I've very concerned about transportation to and from school I'm concerned about changes and the non inclusiveness of decision makers.
- Please see previous box



dialogue)))

- Just as when the transportation discussion were happening in the past few years, the issue of alternative programs has again come to the forefront. As with the last round of engagement, I am extremely disappointed in CBE's passive stance that the Alberta School Act states that language programs are "alternative", including French, an official language of our country. European countries openly mock Canadians for uni-lingualism. CBE and the trustees and superintendent are supposed to represent their constituents. That is why they are elected. Never once I have I heard of the CBE considering taking a stance on this issue. Advocating for the rights of the children it claims to care about to have the right to learn their official language. Instead they hide behind and use the School Act to their financial advantage. It's time to challenge this ridiculous statement that somehow made it into that act in the first place. And the CBE is in the best possible position to do this. Yet they throw it back on the parents, who don't have the time, backing or political clout or even awareness of the problem to make it happen. So here we sit, decade after decade with nothing changing, most of us sacrifice countless hours driving, money etc. to just get our kids to a FI school and eventually they graduate and we move on, while the next generation goes through it all again. Why not use this FI NW strategy to champion FI? Look at the demand? Use that to garner political support for real change. Make the CBE a model that other districts, provinces, countries look up to...instead of another band aid, sweep it under the carpet and hope it goes away issue.
- If students from particular neighbourhoods are going to be moved out, move ALL GRADES at once. Many students are siblings and it would cause needless inconvenience to split them up by keeping some grades (i.e. Grade 5) and moving others.
- CBE not supporting FI
- Good plan. I'm in agreement.
- Support
- Our family is very upset about the current plan. The fact the children are split up at Grade 5 into different schools is very upsetting and I do not understand why a school board would undertake such a plan. I understand there is a precedent but in my view, the splitting of the cohort should be avoided at all costs. It is priority number 1. -Capping and limiting enrolment was presented as a viable option in the spring



dialogue)))

and it was popular...what happened to this option? -I am concerned about the groundswell movement to putting this plan off. While I do not like the plan, if it is to be ultimately implemented then get on it with it. If this is delayed another year, it gets much worse for my family as I will have kids in different schools. If FEO is going to happen no matter what, then do it next September. Don't wait as it will just get worse for a number of us. Also, while I would have really liked my Grade 6 son to have gone to Branton (as well as my other two children younger than him), it looks like he will be going to FEO and if that is the case, don't grandfather the grade 6 kids to Branton. This means the FEO program will never get going. Same with Tuscany- FEO needs the Tuscany parents and kids to get going. They are a large group and it won't be able to get going without that large parent and child population from Tuscany. - I don't believe there is an issue at all with capacity. The numbers presented are tight in a number of schools but still within capacity for the foreseeable future. The argument that some parents pulled their registrations and would have tried to enroll but for space is simply without merit. Who knows what anyone would have done? It is all hearsay. So I feel this is a big shuffle not for the growth of French immersion but rather to fill some half empty schools elsewhere. - Why can't late immersion be hived on it their own school? Where is the requirement grade 9's be back immersed? Or at least have grade seven and eight later immersion on their own at FEO for example and then bring the grade nines back to Branton. Leave everything else status quo (ie. Branton 7-9 plus 9 late immersion) and the number should work out. You get some attrition anyway with late immersion. - not pleased at all but if it is inevitable, then get on with it and make it so for September 2019. Don't grandfather grade 6 students to Branton and get FEO up and running. Putting this off is going to be very frustrating. -Given FEO looks to have capacity, could you at least allow kids to choose FEO if they wish for 6-9? If it has room, then why not? It could use the extra kids to get established.

- There are a lot movement for the proposed FI program. Kids all like to stay with their friend. For the kids who already enrolled in one school, can they stay in the same school till next stage? Can the new program start with new students?
- Big changes such as these need some options for "soft" implementation... grandfathering options for families that this will split



dialogue)))

up, for instance. The rationale for ending elementary school after Grade 5 is needed... without knowing WHY this has to happen its hard for people to feel "good" about sending their children to junior/middle school a year early.

- Based on the lack of consideration for safety, failure to appropriately communicate important data to all stakeholders and the utter lack of transparency throughout this project, the superintendent of schools (CBE) should put this project on hold until a true consultative process can be undertaken.
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- We see in this proposal a strict rule in implementation and no opportunity for choice. There appears to be no leeway to keep families together in the same schools, or any consideration of social networks. Limited information has also been provided about how the programs will be implemented within the new schools, which is also a concern. What may be in the long-term interest of the program appears to be moving ahead without due consideration for what is in the best interests of the students and families that will be caught in the middle of this transition. Given the size and scope of the changes, a longer time frame for transition and more phasing-in should be available.
- The most recent open house at Churchill felt like the spanish inquisition. 1 security officer for every 10 attendees. Threatening body language. Security guards who would walk up behind parents having conversations...I might as well have been at a Trump rally. Sad. For all I know the CBE has been receiving threats etc. and felt that this level of security was necessary. If that is the case... it would be a signal to me that there is great discontent and passion about this topic and that perhaps the orchestrators should be concerned. I



dialogue)))

recognize change is often challenging and does not bring out the best in people but as an administrator in a large organization I also know that disregarding your memberships views on the false pretense that you "understand the situation better" is a dangerous ledge to get on.

- I am concerned that the Grade 6 students will lose their opportunity to be leaders and take on positions of responsibility as Seniors in their elementary school, and will be overshadowed at Branton. I am also concerned about the lack of space to accommodate an extra grade level at Branton
- Moving students out of their school in grade 6 is not conducive to their well-being. Also, the CBE is still failing at looking for ways to make French education more accessible to young Calgarians. For example, in NW, Tuscany children could attend the Tuscany school, while Scenic Acres and Silver Springs which are neighbouring communities attend F.E. Osborne. Calgarians are facing a recession right now, and families are having a hard time making ends meet. Transportation continues to be a big source of anxiety for French Immersion families, and now it's the school structure as a whole. We should be encouraging our future generation to learn French, not make it more difficult. The proposed plan, is not a fair option for many students.
- Please provide a community by community communication that is not in map format. What happens at the end of the five year plan?
- I sense that there is a small number of parents who are very vocally opposed to the plan as presented, although I'm not sure what it is that they want other than to keep the status quo. I guess I trust that it's true if the CBE is going to the trouble of this entire process that some changes are required to be made. While I am a bit sad that the plan means the varsity acres cohort will have to be split to 2 different middle schools I mostly just would like to support if changes need to be made we should go ahead and press forward to try to get the new schools up and running as dual tracks. Maybe it's easier for me to support since my kids are not in grade 5 yet and therefore not the most heavily affected but I guess I think there's going to be some growing pains no matter what and would support moving forward.
- Long term?



dialogue)))

- This was a pathetic attempt at communicating and engaging with parents. You created a few scenarios, then came up with an entirely different proposal that significantly impacts the lives of hundreds of people. And you seem to have no desire to revisit your proposal and give some time for people to adjust to this.
- We would like the existing French Immersion program to remain in Varsity acres school. If there truly is a need to create space for growth look at starting with new entering student into the program in another setting. Don't peel apart a pre-existing program at the expense of our children's education. We don't want our children to be guinea pigs of a new dual track program. Moving to other schools has not confirmed the culture needs or the expertise of the teachers. This is a concern.
- I think that CBE is not allowing enough time for parents to digest the new implementation and therefore, I think some parents will not be able to provide the feedback that they would have provided back if given more time to review the changes & truly understand how those said changes will affect their family
- I have found the method that the CBE chose to engage those affected to be confusing, deceiving, and rushed. And it has me wondering if the CBE is more interested in politics or educating our children?
- Splitting kids prior to grade 5 does not align with values that the CBE has previously communicated.
- Ridiculous for a ten year old to have to take 2 busses and the Train to get to school. My grade six from Tuscany will not get transportation to F.E. Osborne. Currently have 2 kids at Varsity Acres and love it. Do not want to change to Tuscany School which had no current French program. There should be an exemption process for current students to stay where they are if they want.
- The worst possible scenario for families has been chosen. CBE has not chosen what's best for education or students. How can you possibly say send your 11/12 yr old on public transit one way, and that's our problem. Give your head a shake CBE. Show us the proof of this "vote". I don't believe it.



dialogue)))

- While I see some consideration given to the older students in keeping their cohort together, the grade 4-6 cohort will be split from their friends
- Varsity still has capacity and do not create change for the sake of change.
- Listed in previous question
- Incomplete information Rushed implementation
- Think it's a surprise to expect Grade 6 kids to take public transit.
- The worst plan for implementation I have ever seen. The worst engagement strategy, CBE shows that it thinks parents cannot be trusted and that we are stupid. No transparency, no answers to our questions
- not fair my grade 6 child will be send to an English school to continue her "immersion" education....way to go CBE!!
- I think this plan has been very well thought out. I am happy to see that most elementary will end at grade 5 so they are all going into middle school at the same time instead of just one school changing. It seems attention was made to keep kids together as much as possible and have cohesiveness among all schools involved. I support the proposed plan completely. Good job.
- I left my feedback at the open house, but will provide it here as well. Currently, there's a hard line on grandfathering and moving students. I think introducing some flexibility in the grandfathering strategy would solve a lot of problems. The affected families here are those who have one sibling in a position to be grandfathered, and another in a position requiring a move to a different school. The transition will be a bit messy for a couple of years until the new programs settle, but I think opening up some flexibility in the grandfathering strategy for families with multiple kids in the system / currently same schools will go a long way.
- This decision does not honour the CBE planning principle of 'Minimize disruptions for students'
 - This decision does not honour the CBE planning principle of 'Keep cohort groups of students together'
 - Early French Immersion students do NOT have a neighbourhood-based cohort, they have a program-based cohort



dialogue)))

- As school friends have a huge impact on children's academic success, please consider less disruptive scenarios to keep Early Immersion cohorts together.
- Early adolescence (ages 10-14) is a particularly vulnerable time for children's mental health and well-being. Research has demonstrated that social support and positive peer relations are important protective factors for children's mental health and academic success.
- Children who have high quality friendships tend to have better mental health and higher academic functioning. Research has shown that loss of important friendships leaves children at greater risk for emotional problems.
- Stable friendships are important for children's well being
- The role of friends is a critical protective factor for mental health
- I have great concerns about this plan. Children at this age are highly vulnerable to adverse effects from change. The kids at Varsity Acres school are a tight knit group. Most of them are from Varsity & Tuscany and families and their children do many things together and have close, supportive friendships. Separating them will be detrimental to their learning and mental well being. I live in Varsity but all of my kids friends live in Tuscany. They have developed beautiful friendships at school. Now my daughter cries regularly at the thought of losing her friends and doesn't want to go to school. Change is not good for children, consistency is.
- Why do you split early and late immersion children from the same neighborhood into different schools? In addition to the breaking apart of cohorts at school, you break apart cohorts developed in our own neighborhood.
- Outdoor school - current grade 5 students at VAS are supposed to go to Outdoor school next year in grade 6. since there won't be any gr 6 students, is it possible to transfer the booking to FEO (assuming there is a teacher hired who will agree to chaperone?). I think that having outdoor school in the fall would be a great way for a new cohort of kids to get to know each other at the beginning of the year!
- The proposed plan happens to work out well for my family, but for other families I do worry about young children (grade 6) taking public transportation, sometimes with changes (bus to train etc), in the



dialogue)))

winter dark, when their peers in English community schools are considered to need yellow bus transportation. It is very important to consider that French immersion is a choice to teach our children Canada's other official language. It is not the same as choosing to put our children in a charter school. Many of us come from back east or have French Canadian heritage. Our children should not be penalized for our choice to educate them in French.

- Outdoor school moving?
- After the open house farce (what was up with the massive amounts of security???) it became clear that the CBE has already decided that they are implementing the "plan" even if the study numbers are incorrect. They also are forcing parents who committed to 8 years of early immersion to move their kids to an English school but leave the late immersion programs alone and in better suited schools (i.e. Branton). It seems the numbers don't make sense and that early French immersion is on its way out...most people might just decide to do regular English and do late immersion and go to the best schools...I am totally disgusted by how the CBE is going through with this.....
- Concern with introducing a new program at FEO by next year and have it the same quality as Branton. We live in the area so I'm very happy to have my daughter not have to take transit, but am concerned with the level of education.
- Great Work!
- Moving early immersion students to a dual track system after parents have worked so hard to get them into an immersion program is ludicrous. Every child deserves to have all the same opportunities, and selecting late immersion students to have priority over the junior high immersion program is ridiculous. How are the late immersion students supposed to be fully immersed in the French immersion program if you fill up the school with late immersion students? It doesn't make sense. Sending the early immersion students to the dual track system will make their French experience not as strong as if they stayed in the immersion program. If the schools are indeed at capacity and need to be shifted around because there are so many of us, the solution could be to open up one of the abandoned schools in Calgary to provide a new immersion school. We take the French teachers that are to go into the dual track system and place them in



dialogue)))

the new school. That way all the students are fully immersed in the French immersion program. A comment was made that there are not enough teachers to fill a new school. How are you going to fill your quota for French teachers in the dual track system then? The plan does not help support your idea that all education is important. Your plan supports the idea that the regular program is deemed more important than the (alternative) French immersion program, which is completely unacceptable.

- It is ridiculous, short sighted and without regard to the children and parents at all. This new plan totally disregards any quality of education for early immersion students. I am disgusted by the lack of regard for our country's second language.
- This plan has been created hastily and with minimal consideration of "the student". Family groups and student cohorts have been divided. New programs at schools with poor transportation options have been proposed. The plan, as proposed, would suggest that my 10 year old is old enough to take two buses and a c-train unsupervised, at 6:45 in the morning, yet I would still be required to pay a noon supervision fee for her as she is not old enough to be unsupervised at lunch. The grandfathering promised in the earlier stages was stripped away and she loses her last year at Varsity.
- I believe the proposed plan is ill-conceived and flawed on many levels and needs serious reconsideration. Specifically about Varsity Acres school, the move of Grade 6 students to a "middle school" (Grade 6-9) is ill-conceived for many reasons.

1) Under the proposed plan, students that are 10-11 years old are now expected to be either walking long distances or taking public transport *on their own* to go to school, something that 99.9% of parents wouldn't allow their children to do without adult supervision under normal circumstances.

2) While an after-school care (i.e., daycare) service was available at Varsity Community Center (closely associated with Varsity Acres) for students up to Grade 6, providing a place for 10-11 year old children to stay after school while still too young to *legally* stay at home by themselves (12 years old in most provinces). The proposed plan sends 10-11 year-old, Grade 6 students to schools like FE Osborne or Branton that do not have after-school care and forces children to either go home alone or parents to leave work early (as early as 2:30



dialogue)))

in the case of FE Osborne) in order to attend to their children (not everyone is fortunate enough to have relatives nearby to look after kids after school).

3) Placing Grade 6 students in “middle school” alongside students up to 14 years of age (Grade 9) is a large age difference. Children of vastly different growth stages (i.e., physical, maturity, intellectual) will be thrown together into a single school. While age/maturity difference between Grade 7 and Grade 9 students is manageable, there is a HUGE difference between 10-11 year- old Grade 6 students and 14 year-old Grade 9 students. For all of these reasons, I believe that Grade 6 students should be left at Varsity Acres school until they are of age/maturity to move on to a middle school environment (Grade 7-9) and be sufficiently mature to handle public transport and being home alone without adult supervision. Furthermore, parents should be given the option to choose whether they want to send their children to Branton or FE Osborne for middle school for a variety of reasons (e.g., convenience due to proximity to workplace, proximity to relatives, presence of siblings/friends, school schedule dramatically different between FEO and Branton, etc.). While some parents may prefer the schedule/proximity of FEO, others may prefer Branton. Given that neither school offers yellow buses and can only be reached by public transport, the concept of “catchment area” is irrelevant. Parents should therefore be offered the option to select a school based on their life situations.

- It just seems CBE is making it more difficult for parents for having their kids in French immersion programs. Slowly benefits have been taken apart commencing with transportation in 2017. In the case of Students residing in Tuscany and attending Varsity grade 4th, there's no change and still they have to commute over 15 Km to their designated school. Starting in grade 6, with only 10 years old, they have to be exposed to public transportation. Yes, Parents are responsible for making the kids safe to school but the English program have all the benefits including the ones that were taken from the French program.
- I am concerned about the population proportions in the schools. Our children will be moved from a 100% French Immersion school to a school with only 30% projected French Immersion. I am concerned that this will mean less support for those French students and biased administration.



dialogue)))

- The plan puts a lot of stress on families in the community of Bowness. The videos talk about what's best for family's and students, but that doesn't seem the case.
- I would like the ability to grandfather younger siblings already in the school along with the older. 8
- you are going to send our child to a new English school, to teach "immersion" French....typing this even sounds ridiculous. We have gone out of our community (we have an English school down the street) to get them in early French immersion, to find out later that it would have been better to go
- to our English school, then do late immersion in a French "immersion" school (Branton). This would have saved us a lot of time, money, stress....and now we get to the point we get to continue her final phase junior high and she gets sent to an English school....and all the while, her older sister is attending Branton school....why not split up the siblings a bit more....shame on you CBE!!!
- CBE didn't consider the grandfather rules when it comes to younger siblings. This is an oversight and insulting to be totally honest. CBE does nothing to help families who committed their kids to early immersion
- I would like to keep my children in the same school for the next yr but in the proposed plan I'm supposed to split them... Also not having French middle school in the community to follow the French elementary is kind of sad having to split kids with in the community again but i understand why...just seems like it will need to be addressed again in the future (Tuscany)
- feel that elementary schools should go to grade 6 feel that mixing English and French programs at a school leads to conflicts (experience and observation)
- The option proposed was not the full option proposed earlier!
- I believe that it's too early to use Public Transit Bus (Branton School) for 11 years old kids (grade
- Is not safe at all. you charge noon-supervision fee but you want kids to commute to and from school by their own. On Fridays -early



dialogue)))

dismissals days kids have to walk from Sage Hill community as our Nolan Hill bus (82) is not available until 16pm. We live in Nolan Hill.

- I wouldn't like to have my kids moved to Branton School from grade 6 as no Yellow Bus services provided. They need to use Public Transit Bus which is not safe and convenient in our community Nolan Hill.
- Leave it alone. It's not a great system now. But it's better than what's being proposed
- I was extremely worried about the plan. I didn't like any of the scenarios in the spring. I think the version we see now is the best possible outcome. I would have preferred my daughter to go to Branton but she is very excited to be going to FEO and I think it will be a good fit for her as long as the implementation goes well. I like that grandfathering was taken into account for the kids already in junior high. Another concern is if certain kids use the sibling policy to go to Branton and a lot fewer kids end up going to FEO. There are many kids in Grade 5 that are designated to go to FEO that have siblings currently in Branton.
- How will schools launching new French immersion stream programs be equipped (supplies, staff, etc.) At the junior high level, what will the staffing ratio be, different teachers for each subject or cohorted into humanities, sciences etc.? What is the expectation of Parent Fundraising Society funds raised by parents of children relocated to a different school.?
- CBE is insulting the parents that took the extra step to send their children out of their neighborhoods to attend French immersion, all the way from kindergarten to grade 6 and 9, only to find out that the siblings will be torn apart from each other, sent to an English school where they, don't know anyone that will have 3 classes of French "immersion" . This school is also not set up for this new change....CBE must be stopped making this change
- Poor decision making on the part of the CBE yet again. This is the transportation issue from last year all over again. Ultimately voices are not heard, and student well-being is disregarded. Young children had a long commute to French language education as it was, and now many get to have it at an even younger age.



dialogue)))

- I am shocked and cannot believe they are splitting the children from Varsity Acres for junior high. This depletes school spirit, the school culture and sense of community.
- Sibling of grandfathered Grade 5 Varsity Acres students should be able to attend through the 2019-2020 year, since Grade 5 will not be available at alternative school!!
- **OUTRAGEOUS!!!!** There is no way that we are going to FE Osbourne to an 80% English school, even though we were supposed to go to an all French immersion school at Branton. It is the most ridiculous idea that has ever been mentioned and you must think we are all **IDIOTS** to accept this and send our children there. **WE WILL NOT GO THERE**, and if you force us to move houses just to attend Branton, then we will do that!!! And this is going to the media that you are forcing families to break apart and tearing Grade 6 children away from their friends at such a sensitive age. You are all completely insane to think we will stand back and allow this to happen!!!!!! Shame on the CBE and it is with great disgust that I write this letter.
- I have many concerns about parents that live in 2 different communities and how busing will be affected. Currently my son has busing from Varsity Acres to both communities of Silver Springs and Tuscany. If the proposed changes take place he will not have access to at least one parents house.
- Nothing listed for children living in Bowness. ????
- We are very frustrated that Tuscany School and FE Osborne are the designated schools now for your two kids. I was expecting changes but this choice made doesn't reflect the proposed plan. There's a lot of upset parents. This has not been well thought through. It benefits families entering French Immersion but is a disaster for those in Grade 3 and up.
- I would like parents and children who are being proposed to move schools to first have the option to stay in their school. Can this be done and see where the numbers lie?
- I am concerned about being forced to send my child to middle school in grade 6. And the implications this will have on before and after care, as i assume the availability of this for middle school do not typically exist



dialogue)))

- Very troubled and concerned over students as early as grade 6 having longer commute to school if kept in French Immersion program. The proposed plan is not factoring student challenges in certain communities. These children will suffer emotionally and academically as a result of little regard from CBE. All just politics at CBE for years.
- It is becoming more and more evident that the CBE is not taking student well-being to mind and heart. This is the transportation issue of a year ago all over again where ultimately many family concerns went uncared for. The CBE is sending the message loud and clear that all the surveys and conversations are simply a formality and that it will do as it wishes. We live in the Scenic Acres community, and it was bad enough that Varsity Acres was the closes school for French Immersion if we chose to remain with the CBE, and Branton for 7-9, but now by grade 6 they have to commute that extra distance. A lengthy commute like that is so much to put on children only in grade 6. Scenic Acres borders Silver Springs and students in these communities should receive the same school allocation. Students in Tuscany are far more suited distance wise for Branton or a program at their own community school. Greater efforts need to be placed in keeping children as close to their communities as possible. This is happening with certain communities, and other communities completely disregarded. It is of great concern to think of my child with learning challenges on an IPP to have to commute to Branton in grade 6. Prior to this plan, Branton was an option we had until grade 7 to assess viability to. This plan now presents significant challenges to students and their families. CBE needs to be more mindful of the fact that these are still young children and to stop putting older roles and responsibilities on their still fragile shoulders.
- It does not address how/why siblings are not grandfathered into the same school. I am much more concerned about the stress on families created by siblings going to separate schools then keeping cohorts together. Also, public transportation to some school is challenging without the yellow school bus program in place.
- Cohorts will be split up Access to new school is difficult Kids from VAS will lose out on activities (outdoor school) that have been a source of motivation since kindergarten This solution is unacceptable for my child. If this plan is to go through I will be highly motivated to pull my child from French immersion Canada is a bilingual country



dialogue)))

and French is our official language. French learners should not be shoved in corners of English schools and given second rate options requiring 1hr commutes on transit for 11 year olds. Shame on CBE.

- I am a Nolan Hill parent. It seems like Nolan Hill was not really considered in the proposed plan, but a little bit of an after thought. All the communities around us make sense, but we are still travelling into Varsity Acres and then Branton, which are very far from us. I am curious why Nolan Hill is not moving to Valley Creek with Sherwood (community right beside us on the same side of Shaganappi Trail)?? or even FEO is closer to us than Branton. We would literally drive past Valley Creek and FEO to get my kids to Branton..?!
- I am very unhappy with the proposed plan. It does not represent the vision the CBE fosters and presented to us by when we decided to undertake French Immersion.
- Is there any options for students to transfer to junior high with friends even if the catchment area has changed. After they've established such bonds throughout elementary it would be so sad to see them separated in grade 6. Will there be an application process for that?
- The fact that my older child (currently at Branton) and my younger child (currently at Varsity Acres) will not be together at the same school next year. Please explain why it would be so difficult to make this happen for the families that have older siblings in the current system. I am extremely disappointed and pretty angry that all of our work to engage with the CBE went nowhere. Perhaps I should not be that surprised, CBE was going to do whatever they wanted to do anyways, they don't seem to care about the families attending their schools and paying their fees.
- Why are students living West of Scenic Acres (e.g. Tuscany) going to FE Osborne, and students living East of Scenic Acres (e.g. Silver Springs) going to FE Osborne, but students in Scenic Acres are going to Branton? It makes no sense and is much farther than they should be expected to go in the proposed plan. Scenic Acres students should be going to FE Osborne.
- I am very disappointed that my child will go to junior high in grade 6. It is wrong to have some of the children from Varsity Acres be split up with some going to Branton and some going to FE Osbourne.



dialogue)))

- I am very concerned about taking the kids out of Varsity Acres French immersion in grade 5. Grade 6 is too young to be integrated with junior high. The differences between kids in grade 9 and grade 6 are huge. The younger kids will suffer. This is a big mistake and I will be considering other alternative for schooling for my children
- Can you let us know the approximate percentages of the Varsity Acres population in the split - i.e. with Varsity, Silver Springs and Montgomery being moved to FE Osbourne, and the rest to Branton, is that around 50-50%? 1/3 - 2/3? I am sad about my kids potentially moving away from a large chunk of their peer group for grade 6. I understand obviously that the options have been scrutinized closely and you guys are making the best decisions you can but I'm just hoping the split cohorts going to different schools are close to equal in size. My other concern is how you're going to make FE Osbourne feel like a French immersion program (or become a dual track I guess) when it's currently not, that must involve moving a lot of teachers and administrators around to achieve?
- We are looking forward to the change.
- Kids going into grade 6 at Varsity should be allowed to finish grade 6 in 2019/20. F.E.O is too far way to expect kids as young as 10 to be put on transit at 6:45 am for a school start of 7:45.
- Long term vision?
- I feel distressed that my child will have to go to a junior high school for grade six. Are we educating or just jostling and warehousing children around and calling it a quality enriching product.
- The plan seems to have completely failed to account for what is best for this kids (keeping k-9 together, reducing travel time for kids), these should have been two main drivers, but instead are relegated to "sorry we can't do that". In this aspect of the plan, the people responsible have completely failed in what should have been their primary goal. Given that yellow bus transit was removed from Branton in 2017/18, due to French Immersion being deemed a specialty program, will this decision now be revisited? For example, the distance from a Dalhousie station to FEO is roughly double that of Banff Trail to Branton. Further, I currently have 1 child at Branton and 1 at Varsity. Despite the claim of students being consulted, neither child, nor any of their classmates who's parents we know were consulted. Which students at which schools were asked for



dialogue)))

input on the proposed plans? Finally, the map of which communities go to which school looks like someone took a lesson from the US electorate on gerrymandering.

- What factors were included in determining the projected numbers for each of the affected schools, particularly Varsity Acres and Tuscany? Was any birth data/birth projections for these communities looked at and how many years looking forward was used to determine if these changes boundary changes and grade configurations are sustainable in the future?
- As a French immersion family living in Bowness, we were hopeful to switch to FE Osborne middle school instead of Branton since it's closer