

## Planning Department Memo

### Orangeville/South Dufferin French Immersion (FI) Boundary Review- Final Boundary Review Report



**To:** Martha Rogers, Director of Education  
**From:** Heather Imm, Senior Planner  
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Glen Regier, Superintendent of Finance  
**Date:** April 11, 2017  
**Report Type:** DECISION

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#### **Background**

On February 28, 2017 Trustees approved the initiation of the Orangeville/South Dufferin French Immersion (FI) Boundary Review to resolve the long term FI enrolment pressure at Princess Elizabeth PS (PEPS) and Mono Amaranth PS (MAPS).

The Orangeville/South Dufferin FI Boundary Review Public Information Session was held on March 23, 2017. Public feedback regarding the boundary review was received via the Board's website and at the public meeting.

The Board Staff Committee reviewed all of the input received. The Committee explored alternative implementation plans for Option 6 and examined two additional options suggested by the public. After completing this analysis, the Board Staff Committee determined that it continues to recommend Option 6 which was the original option recommended in the Initial Boundary Review Report.

#### **Issue**

To present the Board Staff Committee's recommendation to resolve the enrolment pressure at PEPS and MAPS and establish new FI program locations in Orangeville/South Dufferin with associated boundaries and implementation details.

#### **Recommendations**

1. That memo PLN: 17- "Orangeville/South Dufferin French Immersion (FI) Boundary Review – Final Boundary Review Report" dated April 11, 2017 be received.

2. That the Board approve a differentially applied school level enrolment cap of 50 JK FI students at Princess Elizabeth PS, effective September 2018.
3. That the Board approve a differentially applied school level enrolment cap of 50 JK FI students at Parkinson Centennial PS, effective September 2018.
4. That the Board approves Option 6 as described in Section 5.0 in the report attached to memo PLN: 17-08 “Orangeville/South Dufferin French Immersion (FI) Boundary Review – Final Boundary Review Report”, effective September 2018. Option 6 proposes the accommodation of JK-3 FI at Parkinson Centennial PS and Grade 4-8 FI at Spencer Ave ES.
5. That the implementation timelines applicable to FI boundary changes in Option 6 be approved as follows:
  - a. Effective in September 2018 JK-3 FI students who reside within the area reassigned from Princess Elizabeth PS to Parkinson Centennial PS will attend Parkinson Centennial PS,
  - b. Effective in September 2018 Grade 4-8 FI students who reside within the area reassigned from Mono Amaranth PS to Spencer Ave ES will be grandparented at Princess Elizabeth PS/Mono Amaranth PS until the end of Grade 8,
  - c. Effective in September 2018 JK-4 FI students who reside within the modified boundary for Princess Elizabeth PS will attend Princess Elizabeth PS,
  - d. Effective in September 2018 Grade 5-8 FI students who reside within the modified boundary for Mono Amaranth PS will attend Mono Amaranth PS,
  - e. Effective in September 2019 Parkinson Centennial PS will accommodate the Grade 4 FI students who completed Grade 3 FI in 2018/19 at Parkinson Centennial PS,
  - f. Effective in September 2019 JK-5 FI students who reside within the modified boundary for Princess Elizabeth PS will attend Princess Elizabeth PS,
  - g. Effective in September 2019 Grade 6-8 FI students who reside within the modified boundary for Mono Amaranth PS will attend Mono Amaranth PS,
  - h. Effective in September 2020 Grade 4-5 FI students who completed Grade 3-4 FI in 2019/20 at Parkinson Centennial PS will attend Spencer Ave ES,

- i. Effective in September 2020 Spencer Ave ES will grow by an FI grade a year and by 2023/24 will accommodate Grade 4-8 FI students.
6. That the Board approve the attendance area boundary maps which implement Option 6, as follows:
  - a. the JK-3 FI attendance area boundary for Parkinson Centennial PS as outlined on Map 1 of Appendix A,
  - b. the Grade 4-8 FI attendance area boundary for Spencer Ave ES as shown on Map 2 of Appendix A,
  - c. the JK-5 FI attendance area boundary for Princess Elizabeth PS as shown on Map 3 of Appendix A,
  - d. the 6-8 FI attendance area boundary for Mono-Amaranth PS as shown on Map 4 of Appendix A, and
7. That the Board direct staff to work with the Ministry of Education to secure approvals to re-allocate approved Capital Priorities funding to permit the construction of additions at Parkinson Centennial PS and Spencer Avenue ES to accommodate increased enrolment as a result of this review.
8. That the Board allocate funds to support the acquisition of additional French Immersion resources to expand French Immersion instruction at Parkinson Centennial PS and Spencer Avenue ES.
9. That the Board direct staff to convene a Transition Planning Team to work with the school communities in developing and implementing plans at Princess Elizabeth PS, Mono Amaranth PS, Parkinson Centennial PS and Spencer Ave ES to address the transitioning of students, etc. prior to the end of the 2017/18 school year.

### **Rationale**

See attached report entitled “Orangeville/South Dufferin French Immersion (FI) Boundary Review – Final Boundary Review Report.”

# **Orangeville/South Dufferin French Immersion (FI) Boundary Review Final Boundary Review Report**

**Presented to the Board of Trustees  
Upper Grand District School Board**



April 11, 2017

## **Executive Summary**

The Orangeville/South Dufferin French Immersion (FI) Boundary Review was conducted to resolve projected enrolment pressure at Princess Elizabeth PS (PEPS) and Mono Amaranth PS (MAPS) due to growth in FI.

Following the approval of the Board to conduct the Orangeville/South Dufferin French Immersion (FI) Boundary Review on February 28, 2017, the Board Staff Committee conducted the public consultation portion of the review process.

A public information session was held on March 23, 2017 in Orangeville at Princess Elizabeth PS where Board Planning Staff presented the information from the Initial Boundary Review Report, which included Option 6 as the recommended option of the Board Staff Committee.

Following the consultation period, the Board Staff Committee considered all of the input received from the public through the public meeting as well as through written input submitted through the review web page. The Committee explored additional options and modified implementation schedules as outlined in Section 6.0. In conclusion, the Committee continues to recommend Option 6 for FI accommodation in Orangeville/South Dufferin.

Option 6 proposes JK-3 FI at Parkinson Centennial PS and Grade 4-8 FI at Spencer Ave ES. It also proposes that PEPS accommodates JK-5 FI and MAPS accommodates Grade 6-8 FI.

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## **1.0 Background**

Significant growth in French Immersion (FI) enrolment in Orangeville/Dufferin has resulted in overcrowding at Princess Elizabeth PS (PEPS) and Mono Amaranth PS (MAPS). PEPS accommodates JK-3 FI and MAPS accommodates Grades 4-8 FI.

To address the accommodation and staffing pressures resulting from FI growth throughout the jurisdiction, the Board approved school level JK FI enrolment caps, effective September 2017. The approved cap of 90 JK FI students at PEPS was not going to resolve the immediate overcrowding concerns at PEPS and MAPS and was not sustainable at either school in the long term.

As an outcome of the North Dufferin Boundary Review and French Immersion (FI) Feasibility Study the immediate overcrowding concerns were addressed. The Board approved the start of FI at Centennial Hylands ES in September 2017. The FI boundaries for PEPS and MAPS were modified and the JK FI cap at PEPS reduced to 78 students to account for the reassignment of North Dufferin FI students.

The Orangeville/South Dufferin FI Boundary Review considered resolution of long-term enrolment pressure at PEPS and MAPS.

## **2.0 Goals, Objectives and Constraints**

The Initial Boundary Review Report presented Goals, Objectives and Constraints (GOC) of this review. The GOC outlined below were fundamental in the Board Staff Committee's evaluation of the options and their deliberations on a recommendation.

### **Goals:**

1. Relieve the French Immersion enrolment pressure at Princess Elizabeth PS and Mono-Amaranth PS.
2. Confirm the additional school(s) that will accommodate FI in Orangeville/South Dufferin.

### **Objectives:**

1. Support the Board's strategic priority for equity of access and opportunity.
2. Resolve the long term FI enrolment pressure at Princess Elizabeth PS prior to the 2018/19 school year.

3. Resolve the long term FI enrolment pressure at Mono-Amaranth PS prior to the 2018/19 school year.
4. Confirm the following in advance of the Annual French Review Process to begin in October 2017:
  - a. Boundaries for the FI schools in Orangeville/South Dufferin.
  - b. A differentially applied school level JK FI enrolment cap at the new Orangeville/South Dufferin FI location and a revised JK FI cap for PEPS.
  - c. An implementation plan for the new FI school(s) in Orangeville/South Dufferin.
5. Maximize the number of students within walking distance to schools.
6. Minimize the number of students transported by bus.
7. Where feasible, minimize the amount of time students spend on the bus.
8. Support students and staff where transitions are proposed.

**Constraints:**

1. The Mono-Amaranth PS site is restricted to a maximum of 5 portables that can be accommodated due to current septic capacity.
2. Princess Elizabeth PS currently accommodates 5 portables and may accommodate up to 6 portables with additional investment and permission from the local hydro authority.
3. Spencer Ave ES has the electrical capacity to accommodate 6 portables.

Option 6 achieves the Goals, Objectives and Constraints established for this review.

**3.0 Review Process**

A boundary review was initiated on February 28, 2017 to address the issue of long-term FI enrolment pressure at PEPS and MAPS.

**3.1 Boundary Review**

This Boundary Review process conducted adheres to the Board's Boundary Review Policy 320 and Procedure 320-A. The Board Staff Committee was comprised of the Superintendents of Education, Finance and Program, Principals of the affected schools,



resource staff including the FSL Lead, the Manager of Elementary Recruitment and Staffing, staff representation from the Planning, Capital, Operations and Communications departments as well as representation from service de transport de Wellington-Dufferin Student Transportation Services (STWDSTS).

The Board Staff Committee held three (3) meetings to discuss the background information, potential accommodation options, public feedback, and to review the Final Boundary Report and recommendation.

A Boundary Review Public Information Session was held on March 23, 2017 at Princess Elizabeth PS from 7-9 pm. 52 people signed the register, not including Board staff and Trustees. The purpose of the meeting was to share the information in Orangeville/South Dufferin French Immersion (FI) Boundary Review Initial Boundary Review Report. A presentation was delivered by the Board's Planning Department that was followed by a question and answer session that is summarized in Appendix C.

The Board Staff Committee reviewed and discussed the input received throughout this process. Staff also completed additional analysis following the Public Information Session to determine whether there were options to mitigate concerns expressed at the public meeting and through written feedback.

After completing analysis of additional options and implementation timing and consideration of all public input, the Board Staff Committee continues to recommend Option 6 for the accommodation of FI in Orangeville/South Dufferin as described in Section 5.0.

### **3.2 Communication**

Following the Board's decision to initiate the Orangeville/South Dufferin FI Boundary Review parents/guardians of affected students were notified of the review during the first week of March. Municipalities, community partners and co-terminus boards were also notified of the commencement of the review at that time.

A web page was created for the review and online subscription was available to receive alerts. An online comment form was also available to enable the submission of feedback. Information was shared through the Board's website, school websites, social media, news releases and updates/reminders in school newsletters, email and automated calls. These methods were used to remind school communities of the public information session. Newspaper advertisements were also placed to promote the public information session.

#### **4.0 Consideration of Municipal Development Information**

Potential new residential development in Orangeville/South Dufferin was included in enrolment forecasts for the each of the affected schools. Residential subdivisions that are designated as Development Areas (DAs) are assigned temporarily at holding schools. Temporary school assignments are reviewed on annual basis each January.

The Northwest Orangeville DA has been assigned to Credit Meadows ES since 2012/13. The DA is located adjacent to the school's attendance boundary, it is not recommended for reassignment at this time.

The North Hansen DA is located north of the Northwest Orangeville DA and is assigned to Parkinson Centennial PS. There were no students from this subdivision attending Parkinson Centennial PS in 2016/17 and no students currently registered to attend Parkinson Centennial PS in 2017/18.

Once fully built out, it is projected that the North Hansen DA will yield approximately 90 JK-8 students. Alternative locations for accommodating this DA would include schools with excess capacity or the ability to accommodate temporary accommodation, such as portables. The re-assignment of this DA will be monitored annually.

#### **5.0 Option 6 – Final Boundary Review Report Recommendation**

Consistent with the recommendation in the Initial Boundary Review Report presented to Trustees on February 21, 2017 the Board Staff Committee continues to recommend Option 6, which proposes the accommodation of JK-3 FI at Parkinson Centennial PS and Grade 4-8 FI at Spencer Ave ES. This recommended option is based on consideration of the GOC described earlier, and additional factors including;

- Regular track enrolment trends,
- Available school capacity,
- Potential for school site to accommodate portables or an addition to accommodate growth,
- Central location within catchment boundary,
- Walkability in order to minimize transportation costs, and
- Site constraints such as, parking, ability to accommodate bus traffic, etc.

## 5.1 Option 6 FI Boundary Changes

The boundary changes proposed for Option 6 include:

- Effective in September 2018, boundaries are established for Parkinson Centennial PS JK-3 FI and Spencer Ave ES Grade 4-8 FI
  - As described in Section 5.2 below, the proposed implementation of the Spencer Ave PS 4-8 FI boundary change is gradual. As a result, in 2018/19 all Grade 4-8 FI students will be grandparented at PEPS/MAPS until the end of Grade 8
- Effective September 2018, modified boundaries are established for PEPS JK-5 FI and MAPS Grade 6-8 FI

## 5.2 Option 6 FI Implementation Plan

Table 1 outlines the proposed implementation of grade changes in Option 6 for both PEPS/MAPS and Parkinson Centennial PS/Spencer Ave ES.

**Table 1 - Option 6 Implementation Plan**

	16/17	17/18	18/19	19/20	20/21	21/22	22/23	23/24
<b>PEPS</b>	JK-3	JK-3	JK-4 <sup>1</sup>	JK-5	JK-5	JK-5	JK-5	JK-5
<b>MAPS</b>	4-8	4-8	5-8	6-8	6-8	6-8	6-8	6-8
<b>Parkinson</b>		JK FI Holding	JK-3	JK-4 <sup>2</sup>	JK-3	JK-3	JK-3	JK-3
<b>Spencer</b>					4-5	4-6	4-7	4-8

It is proposed that PEPS will accommodate Grade 4 FI in 2018/19 and Grade 5 FI in 2019/20. By increasing the grades accommodated at PEPS, MAPS will gradually become 6-8 FI.

The Board Staff Committee considered holding back the Grade 4 FI at Parkinson Centennial PS for one year in 2019/20 and moving Grades 4 and 5 together to Spencer

<sup>1</sup> All PEPS students in Grade 3 in 2017/18 to be grandparented at PEPS/MAPS to Grade 8

<sup>2</sup> Hold back Grade 4 at Parkinson Centennial PS for 2019/20 and move Grades 4-5 to Spencer Ave ES in 2020/21

Ave ES in 2020/21. This approach would prevent moving this Grade 4 cohort twice in two years. As well, moving two grades of FI to Spencer Ave ES in 2019/20 creates a more supportive FI environment for those initial cohorts of FI.

Therefore, effective September 2018 the implementation plan will:

- Reassign JK-3 FI students who reside in the Parkinson Centennial PS JK-3 FI boundary from PEPS to Parkinson Centennial PS
- Grandparent all Orangeville/South Dufferin Grade 4-8 FI students at PEPS/MAPS until the end of Grade 8
- Accommodate Grade 4 FI at PEPS
- Increase the total JK FI cap for Orangeville/South Dufferin from 78 to 100 students by:
  - Establishing a cap of 50 JK FI students at Parkinson Centennial PS
  - Modifying the cap at PEPS from 78 to 50 JK FI students

Effective September 2019:

- Accommodate JK-4 FI at Parkinson Centennial PS
- Accommodate Grade 5 FI at PEPS

Effective September 2020:

- Accommodate JK-3 FI at Parkinson Centennial PS
- Accommodate Grade 4-5 FI students feeding from Parkinson Centennial PS at Spencer Ave ES

Beyond 2020/21, Spencer Ave ES will grow by a grade each year until it accommodates Grades 4-8 FI by 2023/24.

## **6.0 Public Feedback**

Throughout the review process, verbal and written feedback was received from parents/guardians of current and prospective FI students (Appendix B). Input was received through the online feedback form, the public information session, blue feedback forms and written feedback received directly by staff or Trustees. The Board

Staff Committee considered all of the feedback, and it informed the Committee’s deliberations on the final recommendation.

Staff recorded the questions, answers and comments received during the Question and Answer portion of the public information session. Staff also compiled a Frequently Asked Questions (FAQ) document and posted it on the review web page (Appendix C).

**6.1 Feedback from PEPS/MAPS FI families**

Several FI families expressed concerns about the implementation plan proposed in Option 6. Recurring comments are summarized along with the Board Staff response in Table 2 below.

**Table 2 – Summary of Feedback**

<b>Public Feedback</b>	<b>Board Staff Comments</b>
Splitting of siblings between different FI schools	<p>The current delivery of JK-8 FI in two schools in Orangeville/South Dufferin can result in siblings attending two different schools.</p> <p>The introduction of an additional JK-8 FI program at two more schools in Orangeville/South Dufferin and the gradual implementation of FI boundary changes will result in sibling splits for some families.</p> <p>The proposed Option 6 implementation plan minimizes the number of students impacted by boundary changes. Further, the implementation plan timing had to address the need to provide relief to PEPS and MAPS, as well as the capacity required to support FI at Parkinson Centennial PS and Spencer Ave ES.</p> <p>The Board Staff Committee completed additional analysis of sibling splits. The conclusion of this analysis was that there was no alternate implementation plan that would prevent the split of siblings while still providing the necessary enrolment relief at PEPS and MAPS. Section 6.2 contains further detail of this analysis.</p>
Number of transitions for	Significant growth in FI occurring across the jurisdiction

<b>Public Feedback</b>	<b>Board Staff Comments</b>
<p>some FI students</p>	<p>has required the establishment of new FI locations, resulting in student moves. In some situations, this has resulted in FI students moving more than once during their elementary school years.</p> <p>Consistent with past practice, measures are put in place to ensure a smooth transition for students when there is a Board decision to change school boundaries. Examples of such transition plans may include student school tours and visits from Principals.</p> <p>Boundary Review Policy 320 requires the formation of a Transition Planning Team. Educators and school communities have numerous resources at their disposal to support students undergoing such changes.</p>
<p>Concern about siblings not riding the same bus</p>	<p>It will not be possible for students attending Parkinson Centennial PS or Spencer Avenue ES to ride the same busses as grandparented students attending PEPS or MAPS.</p> <p>However, for students who remain at PEPS/MAPS coordinated bussing will continue, and Transportation will review the opportunity for alignment of busses between Parkinson Centennial PS and Spencer Avenue ES closer to the time when Grade 4 &amp; 5 students would attend Spencer Avenue ES.</p>
<p>Possible to accommodate FI in one school or fewer than four school locations</p>	<p>The proposed JK-8 FI enrolment cap of 100 students for Orangeville/South Dufferin projects to approximately 800 JK-8 FI students in 10 years. There is not any one school in Orangeville/South Dufferin that has enough capacity to support one full JK-8 FI program.</p> <p>To maintain the current delivery of FI in two school locations, the JK FI cap would need to be reduced below the current 78 students for Orangeville/South Dufferin. By accommodating FI in four school locations, there is an opportunity to increase the JK FI cap and therefore provide more opportunity to access FI.</p>

Public Feedback	Board Staff Comments
Possible to accommodate full JK-8 FI at PEPS, MAPS, Parkinson Centennial PS and Spencer Ave ES	<p>Creating four separate JK-8 FI locations in Orangeville/South Dufferin would significantly decrease the number of students per grade at each school. This situation is especially the case in the intermediate grades where currently cohorts are approximately half the size of the primary cohorts.</p> <p>A total projected enrolment of 800 FI students equals approximately 200 FI students at each of the four schools. MAPS currently accommodates just over 200 FI students and is overcrowded. Spencer Ave ES (with addition of up to 236 pupil places) would also experience enrolment pressure due to inefficiencies in classroom loading resulting from accommodating multiple tracks of instruction.</p>

**6.2 Analysis of Sibling Splits**

Some parents with children in more than two schools under Option 6 expressed concern at the Public Information Session. In some situations, younger siblings may be directed to attend the new FI program, while older siblings are provided with grandparenting to remain on the PEPS/MAPS path. There were specific concerns about impacts on childcare and transportation. Currently, busses for PEPS and MAPS are coordinated.

Board staff reviewed the sibling data for all families with students currently attending PEPS/MAPS in 2016/17. There are 22 families who reside in the new FI boundary for Parkinson Centennial PS/Spencer Avenue ES, who would have one or more children in FI in 2018/19 and who may be split by the new boundaries.

Board staff analyzed other grade configurations for Option 6 in an effort to determine if there was an alternative implementation schedule, which would reduce the number of families impacted.

Table 3 provides a summary of this analysis that compares the number of families with siblings split between multiple schools when starting the new FI program as JK-3 versus JK-2, JK-4, JK-5 or JK-6 in 2018/19. Staff did not examine the move of fewer than four grades of FI students to Parkinson Centennial PS; as such, a scenario would not provide sufficient relief to the overcrowding at PEPS.

Implementing other grade configurations did not provide a solution that substantially reduced the impact on families and in all cases increased the number of new families affected who were not impacted by the original recommendation.

While starting the new program with Grades JK-6 reduced the number of affected families from 22 to 18, the Committee had concerns about moving three additional grades of FI students as this was contrary to the objective to minimize the number of students impacted by the boundary changes while still achieving the required enrolment relief at PEPS.

**Table 3 - Impact of Alternate Grade Implementation on Number of Families with Split Siblings**

	<b>JK-3</b>	<b>JK-2</b>	<b>JK-4</b>	<b>JK-5</b>	<b>JK-6</b>
<b># Families With Issue Resolved</b>		-8	-8	-10	-17
<b># New Families Where Issue Created</b>		+5	+7	+8	+13
<b>Total # Families With Split Siblings</b>	<b>22</b>	<b>19</b>	<b>21</b>	<b>20</b>	<b>18</b>

### 6.3 Other Considerations

The Committee’s proposal to accommodate JK-3 FI at Parkinson Centennial PS in 2018/19 with Grade 4-5 FI not starting at Spencer Ave ES until 2020/21 considered the capacity and timing required to support the FI program at both schools, specifically where capacity requirements necessitate a building addition.

As well, the size of the FI intermediate cohorts factored into the proposed timing in the implementation plan.

Finally, although reassigning more grades of FI in 2018/19 may reduce the number of families with split siblings, there could be a greater impact on established friendships for students in the higher grades.



## 6.4 Consideration of Alternate Accommodation Options

Parents at the Public Information Session proposed two alternative options on March 23, 2017. In both options, the FI boundaries and grade configurations are consistent with Option 6. The only suggested changes were to the implementation timing.

### Option 7

Option 7 includes moving JK-4 FI students in 2018/19 who reside in the new Parkinson Centennial PS/Spencer Ave ES as opposed to moving just JK-3 FI. The suggestion was that JK-3 FI would start at Parkinson Centennial PS and Grade 4 FI would start at Spencer Ave ES.

The alternative implementation outlined in Table 4 was suggested since Grade 4 has historically been a transition year for FI students at PEPS and for some families this would prevent siblings from being split between PEPS/MAPS and Parkinson Centennial PS/Spencer Ave ES.

**Table 4 - Option 7 Proposed Implementation**

	16/17	17/18	18/19	19/20	20/21	21/22	22/23
<b>PEPS</b>	JK-3	JK-3	JK-4	JK-5	JK-5	JK-5	JK-5
<b>MAPS</b>	4-8	4-8	5-8	6-8	6-8	6-8	6-8
<b>Parkinson</b>		JK FI Holding	JK-4 <sup>3</sup>	JK-3	JK-3	JK-3	JK-3
<b>Spencer</b>				4-5	4-6	4-7	4-8

Board Staff modified the suggested option slightly by moving JK-3 and Grade 4 FI to Parkinson Centennial PS in 2018/19 and then moving the Grade 4-5 cohorts together to Spencer Ave ES in 2019/20. This was done to avoid having one grade of FI at Spencer Ave ES in 2018/19; however, the Grade 4 cohort would then be moving twice in two years. Enrolment projections for Option 7 are included in Appendix D.

The projections for this option show increased enrolment pressure at Parkinson Centennial PS in 2018/19 due to the accommodation of Grade 4 FI for one year. There is a corresponding decrease in the enrolment at PEPS in 2018/19 in Grade 4 FI as a result of this alternate implementation. Overall, there is little change to the enrolment projections from Option 6.

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<sup>3</sup> Grade 4 FI in 2018/19 accommodated for 1 year at Parkinson Centennial PS and then move to Spencer Ave ES for Grade 5 FI in 2019/20

Eight families would have the split sibling issue resolved as some Grade 4 students would now move with younger siblings to Parkinson Centennial PS/Spencer Ave ES. However, this option introduces the issue of split siblings to seven new families with a Grade 4 student who will not attend school with their older sibling.

Option 7 does not substantially decrease the number of families with split siblings. For this reason, and the fact that seven new families would be impacted, the Committee determined that Option 7 was not preferred over Option 6.

Option 8

Option 8 considers starting JK FI at Parkinson Centennial PS in 2018/19. The FI program at Parkinson Centennial PS would grow by a grade a year to become JK-3 FI by 2022/23. In 2019/20, Grade 3-4 FI students who reside in the new Spencer Ave ES Grade 4-8 FI boundary move from PEPS to Spencer Ave ES as detailed in Table 5.

The rationale for this option is to reduce the number and pace of transitions for FI students. The Grade 3-4 students who would move in 2019/20 will have attended PEPS for either 4 or 5 years and will remain at Spencer Ave ES until the end of Grade 8.

**Table 5 - Option 8 Proposed Implementation**

	16/17	17/18	18/19	19/20	20/21	21/22	22/23	23/24
<b>PEPS</b>	JK-3	JK-3	JK-4	JK-5	JK-5	JK-5	JK-5	JK-5
<b>MAPS</b>	4-8	4-8	5-8	6-8	6-8	6-8	6-8	6-8
<b>Parkinson</b>		JK FI Holding	JK-SK <sup>4</sup>	JK-1 <sup>5</sup>	JK-2	JK-3	JK-3	JK-3
<b>Spencer</b>				3-4	3-4	4-5	4-6	4-7

Board staff modified this option slightly from the parent’s recommendation to start JK/SK at Parkinson Centennial PS in 2017/18. In 2017/18 Parkinson Centennial PS is a JK FI holding school. Some of these JK FI students reside in the proposed JK-3 FI boundary for Parkinson Centennial PS in Option 6. Therefore, it is logical for these students to remain at Parkinson Centennial PS in SK in 2018/19 rather than reassigned to PEPS.

Enrolment projections for Option 8 are provided in Appendix D. In comparison to Option 6, this alternative results in decreased enrolment at Parkinson Centennial PS for the

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<sup>4</sup> Grade 1-3 students from within the Parkinson Centennial PS FI JK-3 FI boundary remain at PEPS for 2018/19.  
<sup>5</sup> Grade 2 students from within the Parkinson Centennial PS JK-3 FI boundary are grandparented at PEPS in 2019/20.

years 2018/19 – 2020/21 as it grows to JK-3 FI rather than accommodating all five grades starting in 2018/19.

By growing the FI program more gradually at Parkinson Centennial PS compared with Option 6, there is a corresponding increase in the enrolment projection for PEPS in 2018/19 and 2019/20. As a result, the enrolment pressure is sustained at PEPS until 2020/21.

The enrolment at Spencer Ave ES is also higher in 2019/20 and 2020/21 compared with Option 6 as it accommodates Grade 3 for these two years.

At MAPS the implementation plan remains the same, therefore there is no change to its enrolment.

Overall, Option 8 reduces the number of transitions for FI students. However, in 2019/20 there would be 24 families with siblings split between PEPS/MAPS and Parkinson Centennial PS/Spencer Ave ES.

Further, the reassignment of Grade 3-4 FI students from PEPS to Spencer Ave ES in 2019/20 may prove difficult for some students, as they will have had an additional year at PEPS to become more established. For these reasons, the Board Staff Committee decided not to recommend Option 8.

## **7.0 Board Staff Committee Final Recommendation – Option 6**

Following the public consultation period and consideration of alternative implementation scenarios for Option 6, and Options 7 & 8, the Board Staff Committee determined that it continues to support Option 6 for FI accommodation in Orangeville/South Dufferin.

Section 5.0 describes the details of the recommended FI boundary changes and implementation. The proposed FI boundary maps are included in Appendix A.

Accordingly, the Committee recommends:

- FI students that reside in the proposed new Parkinson Centennial PS JK-3 FI attendance area in Map 1 will attend Parkinson Centennial PS for JK-3 FI in 2018/19 and JK-4 FI in 2019/20.
- In 2020/21, FI students that reside in the proposed Grade 4-8 attendance area in Map 2 will attend Spencer Ave ES for Grades 4-5. Each following year, Spencer Ave ES will grow by another grade of FI until it has Grades 4-8 FI in 2023/24.

- JK-4 FI students who reside in the modified PEPS JK-5 FI attendance area in Map 3 will remain at PEPS in 2018/19. In 2019/20, PEPS will accommodate JK-5 FI students from within its boundary.
- With the increase in FI grades at PEPS, MAPS FI gradually becomes Grade 6-8 FI. In 2018/19, Grade 5-8 FI students who reside in the modified MAPS Grade 6-8 attendance area in Map 4 will attend MAPS. In 2019/20, MAPS will accommodate Grade 6-8 FI.

## **7.1 Enrolment Considerations**

The Option 6 enrolment projection in Table 6 assumes a JK FI cap of 50 students at both PEPS and Parkinson Centennial PS. This change increases the FI cap in Orangeville/South Dufferin from 78 JK FI students at PEPS in 2017/18 to 100 JK FI students starting in 2018/19. This increased cap is consistent with on-time JK FI registration numbers in Orangeville/South Dufferin.

As indicated in the Initial Boundary Review Report, Option 6 provides enrolment relief at PEPS for the duration of the projection period. In particular, there will be a significant decrease in the number of Kindergarten students, which reduces the requirement for FDK classrooms at PEPS. Overall, there is a balance achieved in the RT and FI enrolments.

According to the projection, the peak enrolment at PEPS is 640 students. With a capacity of 636 pupil places, and given its dual track programming, 2-3 portables may still be necessary to accommodate this enrolment.

In Option 6, MAPS accommodates one less grade of FI in 2018/19 and two fewer grades in 2019/20. This option relieves enrolment pressure at MAPS and ensures that the enrolment does not breach the school's maximum portable capacity.

There will be a significant change to the enrolment at Parkinson Centennial PS in 2018/19 when it receives JK-3 FI. Specifically, this option will increase the need for FDK classrooms; however, the RT and FI enrolments are balanced.

In Option 6, the enrolment projection for Parkinson Centennial PS ranges between 500-550 students. In comparison, its capacity is 469 pupil places and the creation of a dual track condition indicates that additional capacity will be necessary.

Finally, the enrolment at Spencer Ave ES will experience gradual growth as the FI will not start in that school until 2020/21 and grow by a grade a year until 2023/24. At its peak enrolment, it is projected that the school enrolment will near 500 students.

**Table 6 - Option 6 Enrolment Projections**

	OTG	OTG + Current Temporary Capacity	Current Program	Actual Enrol 2016	5 Yr Projected Enrolment					10 Yr 2026	Planned Program
					2017	2018	2019	2020	2021		
<b>Princess Elizabeth PS</b>	636	751	JK-8 RT	247	240	255	270	290	300	300	JK-8 RT
			JK-3 FI	437	405	305 (JK-4)	350 (JK-5)	330	335	340 (JK-5)	JK-5 FI
			<b>Total</b>	<b>684</b>	<b>645</b>	<b>560</b>	<b>620</b>	<b>620</b>	<b>635</b>	<b>640</b>	
<i>Utilization</i>				108%	101%	88%	97%	97%	100%	101%	
<b>Mono-Amaranth PS</b>	328	443	JK-8 RT	184	200	200	200	205	205	215	JK-8 RT
			4-8 FI	226	220	195 (5-8)	145 (6-8)	150	145	125 (6-8)	6-8 FI
			<b>Total</b>	<b>410</b>	<b>420</b>	<b>395</b>	<b>345</b>	<b>355</b>	<b>350</b>	<b>340</b>	
<i>Utilization</i>				125%	128%	120%	105%	108%	107%	104%	
<b>Parkinson Centennial PS</b>	469	469	JK-8 RT	318	315	305	310	295	290	275	JK-8 RT
			FI	0	30 (JK) <sup>1</sup>	215 (JK-3)	255 <sup>2</sup>	235	235	230 (JK-3)	JK-3 FI
			<b>Total</b>	<b>318</b>	<b>345</b>	<b>520</b>	<b>540</b>	<b>530</b>	<b>525</b>	<b>505</b>	
<i>Utilization</i>				68%	74%	111%	115%	113%	112%	108%	
North Hansen DA (currently assigned to Parkinson Centennial PS)					5	25	45	65	75	90	
<b>Total with DA</b>				<b>318</b>	<b>350</b>	<b>545</b>	<b>585</b>	<b>595</b>	<b>600</b>	<b>595</b>	
<i>Utilization with DA</i>				68%	74%	116%	125%	127%	128%	127%	
<b>Spencer Avenue ES</b>	308	308	JK-8 RT	255	255	270	280	290	295	265	JK-8 RT
			4-8 Gifted	28	35	35	35	35	35	35	4-8 GI
			FI	0	0	0	0	60 (4-5)	90 (4-6)	185 (4-8)	4-8 FI
			<b>Total</b>	<b>283</b>	<b>290</b>	<b>305</b>	<b>315</b>	<b>385</b>	<b>420</b>	<b>485</b>	
<i>Utilization</i>				92%	94%	99%	110%	125%	136%	157%	
<i>Utilization with 236 pupil place addition</i>						56%	63%	71%	77%	89%	

<sup>1</sup> 30 JK FI students at Parkinson Centennial PS in 2017/18 are waitlisted holding students

With a current capacity of 308 pupil places, and adding FI to the current RT and Gifted enrolment, additional capacity will be necessary.

Section 7.2 provides additional detail on the capacity requirements at Parkinson Centennial PS and Spencer Ave ES.

## **7.2 Financial Considerations**

### **Capital and Renewal**

In Option 6, enrolment pressure is relieved at PEPS and MAPS and therefore this option is not anticipated to result in any enrolment driven capital or renewal expenditures at either school.

At Spencer Ave ES, there is Capital Priorities funding approval from the Ministry to construct an addition of up to 236 pupil places. Given that Option 6 proposes accommodating a new JK-3 FI at Parkinson Centennial PS and Grades 4-8 FI at Spencer Ave ES, the full 236 pupil place addition is not necessary at Spencer Ave ES.

At Parkinson Centennial PS the accommodation of JK-3 FI is going to create the need for additional capacity by 2018/19. Specifically, it is projected that additional FDK classrooms are required. Currently there are three FDK rooms at Parkinson Centennial PS. With the accommodation of FI Kindergarten classes, this will increase the FDK requirements by three classrooms. Option 6 enrolment projections for Spencer Ave ES indicate that there are additional capacity requirements due to the accommodation of Grade 4-8 FI; however, this added capacity is not required until 2020/21 given the implementation plan proposed.

Board staff has discussed with the Ministry of Education, the potential to reallocate a portion of the funds approved for the addition at Spencer Ave ES to Parkinson Centennial PS. Since Option 6 is consistent with the original business case, indications from the Ministry is that there is support for re-allocating committed Capital Priorities funding. However, Ministry of Education approval will be required once final details of the boundary review and building plans are known. The Board is expecting to undertake additions and any related modifications within the already approved funding. No new money is available to the Board for these projects.

At both Spencer Ave ES and Parkinson Centennial PS, the accommodation of FI may also have an impact on parking. As part of the development of detailed building and site plan modification drawings, staff will need to evaluate the parking requirements at both schools to ensure compliance with the Town of Orangeville's Zoning Bylaw.

### Transportation

Based on the Option 6 Implementation Plan described in Section 5.2, STWDSTS projects an increase of two (2) buses for the 2018/19 school year at a cost of \$48,000/bus. The additional buses will be providing transportation for JK-3 FI students attending Parkinson Centennial PS.

No immediate reduction in buses is projected for PEPS/MAPS, due to the grandparenting proposed in Option 6. However, STWDSTS will continue to look for efficiencies in transportation routes as the implementation continues to rollout. There will be fewer students part of the grandparenting at PEPS/MAPS over time and FI will become available to more students within walking distance of Parkinson Centennial PS/Spencer Avenue ES.

The bus routes will continue to link PEPS and MAPS in order for siblings to travel on the same bus. STWDSTS will also review the opportunity for alignment of busses between Parkinson Centennial PS and Spencer Avenue ES. This alignment is expected to necessitate a bell time change for Parkinson Centennial in 2020/21.

STWDSTS will not be able to link bus routes for all four schools due to the complexities of bell times, routes and ride times.

### Resources

The start of FI at both Parkinson Centennial PS and Spencer Ave ES will require the Board to equip both Library/Learning Commons at a total cost of approximately \$30,000 over a 2-year period. The estimated cost for French Immersion classroom material for a JK-8 FI program is approximately \$60,000.

## **8.0 Conclusion**

Option 6 meets the goals, objectives and constraints established for this review. The Committee considered several factors in their discussions about possible accommodation options. Factors included enrolment projections and trends, school site and servicing limitations, existing Ministry approvals and funding as well as the demand for JK FI in Orangeville/South Dufferin.

The Board Staff Committee recognizes the impact that the proposed changes have on families who will have children attending different schools. Consideration for how to resolve this issue for families was reviewed. None of the alternative implementation scenarios resulted in an improvement to the number of families who will have siblings split between schools.

Option 6 remains the best option for the future accommodation of FI in Orangeville/South Dufferin. Based on the growth experienced in FI in recent years, and continued demand for FI, Option 6 offers the opportunity to increase the total Orangeville/South Dufferin cap by expanding the program into other school locations thereby increasing access and opportunity for FI in Orangeville/Dufferin.

## **9.0 Next Steps**

The timetable outlining the remaining steps for this process is in Appendix D.

### **9.1 Communication Plan**

Princess Elizabeth PS, Mono Amaranth PS, Parkinson Centennial PS and Spencer Ave ES are the main school communities affected by the communication plan. The communication plan for the remainder of this review process includes:

- Send a letter home upon the release of Final Boundary Review Report to the key school communities to notify parents/guardians about the Board Staff Committee's final recommendation.
- Send a letter home to notify parents/guardians of Princess Elizabeth PS, Mono Amaranth PS, Parkinson Centennial PS and Spencer Ave ES following the April 25, 2017 Board meeting to inform them of the decision of Trustees on the Orangeville/South Dufferin French Immersion (FI) Boundary Review.
- Update the Orangeville/South Dufferin French Immersion (FI) Boundary Review web page with a summary of the Board decision and links to the Final Boundary Review Report and approved boundary maps.
- Write a media release for local newspapers regarding the decision of Trustees on the review. The release will be distributed following the Board meeting on April 25, 2017.
- Provide an update for the school newsletters and for school websites about Trustees' decision.

### **9.2 Transition Planning Team**

In accordance with Section 4.10 of Procedure 320-A a transition plan will be put in place following the Board of Trustees' decision to move students.

A Transition Planning Team will be established and will communicate the transition plan including timelines to affected school communities. Examples of transitional measures

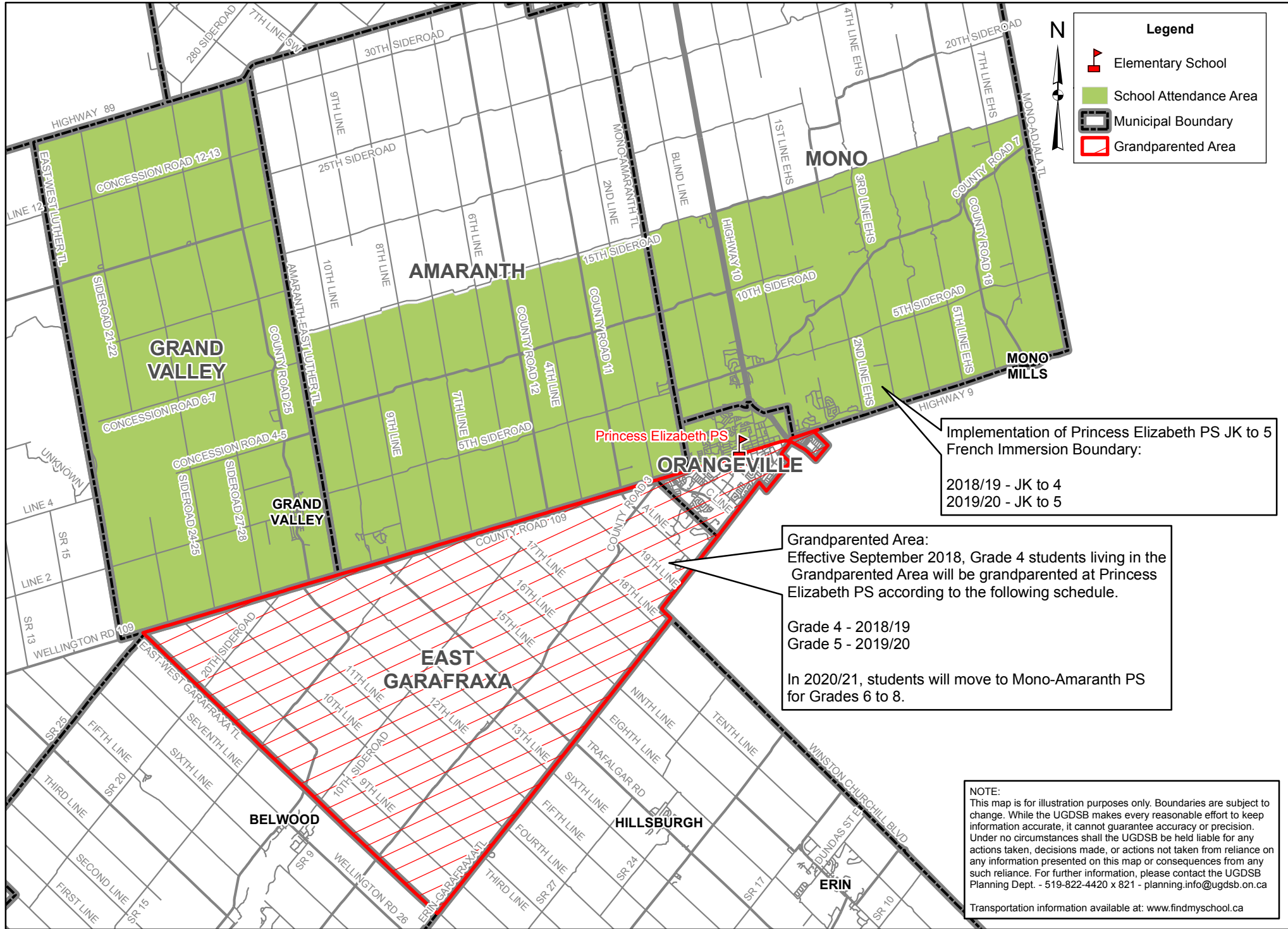


may include school tours and visits from Principals. The Transition Planning Team will include the Superintendent of Education (Chair) and the Principals of Princess Elizabeth PS, Mono Amaranth PS, Parkinson Centennial PS and Spencer Ave ES. Board staff will also be involved as needed.

# **APPENDIX A**

## **MAPS**

# Map 1 - Princess Elizabeth PS French Immersion JK to 5 Attendance Area (Effective September 2018)



**Legend**

- Elementary School
- School Attendance Area
- Municipal Boundary
- Grandparented Area

Implementation of Princess Elizabeth PS JK to 5 French Immersion Boundary:

2018/19 - JK to 4  
2019/20 - JK to 5

**Grandparented Area:**  
Effective September 2018, Grade 4 students living in the Grandparented Area will be grandparented at Princess Elizabeth PS according to the following schedule.

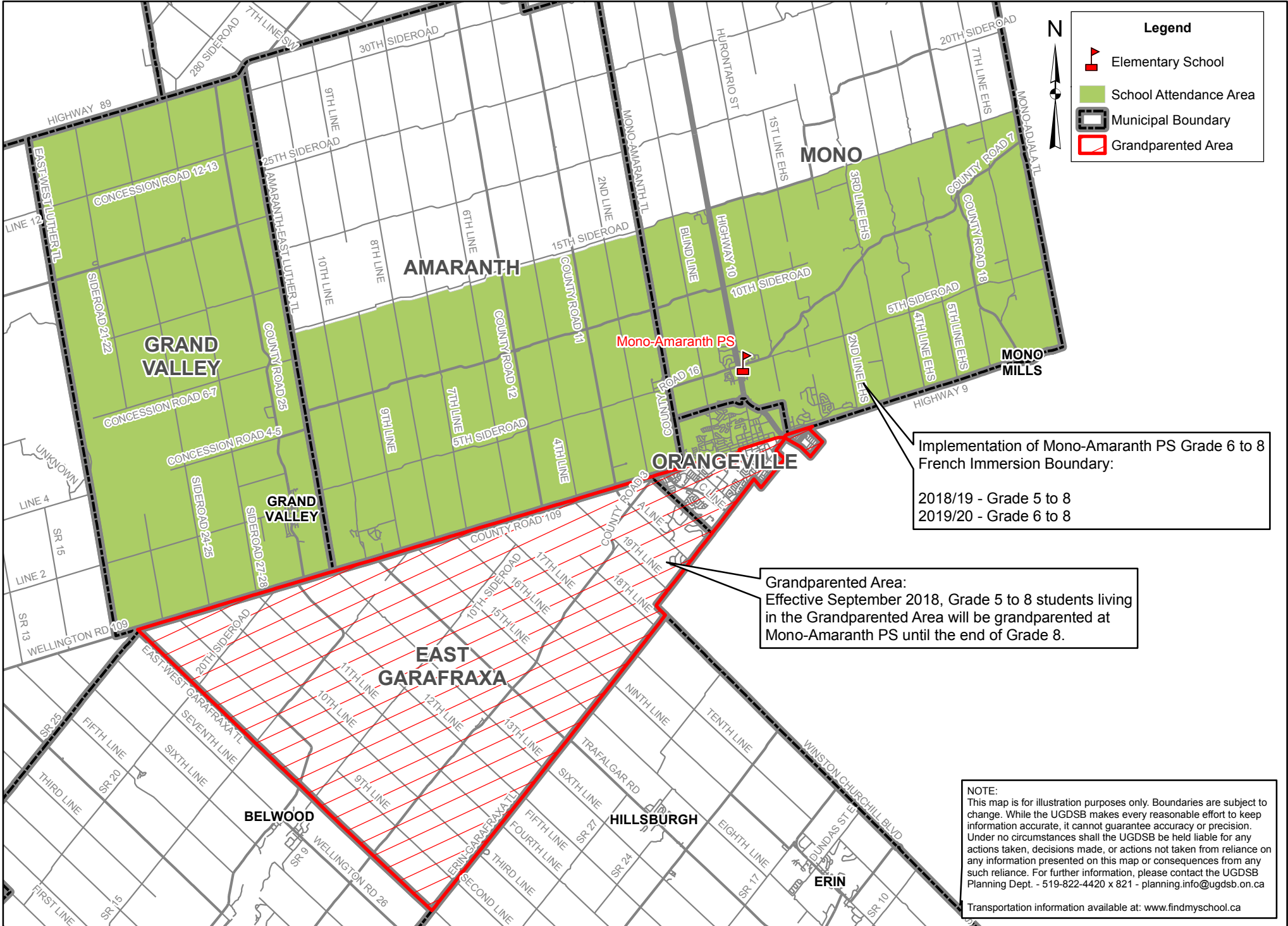
Grade 4 - 2018/19  
Grade 5 - 2019/20

In 2020/21, students will move to Mono-Amaranth PS for Grades 6 to 8.

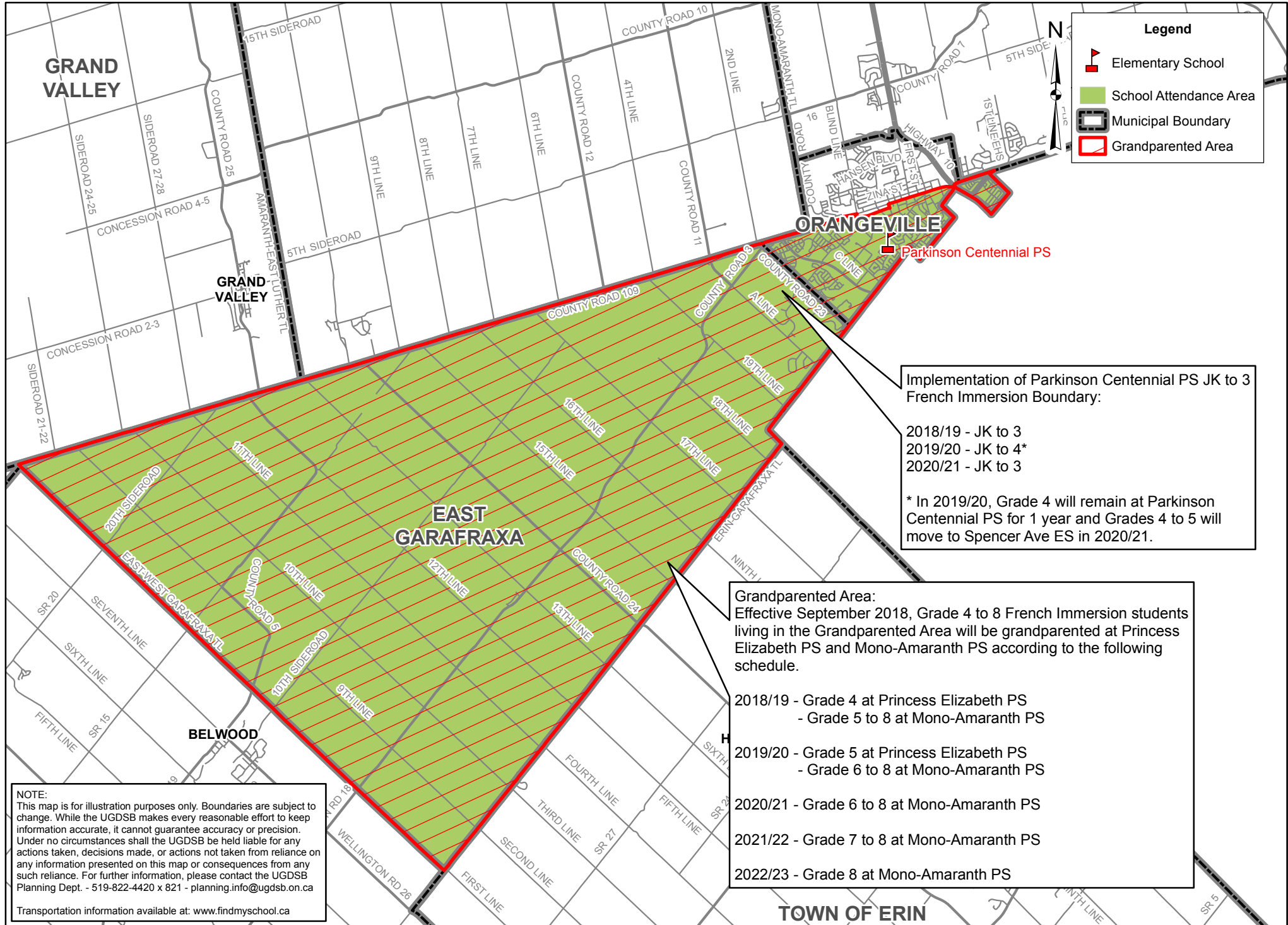
**NOTE:**  
This map is for illustration purposes only. Boundaries are subject to change. While the UGDSB makes every reasonable effort to keep information accurate, it cannot guarantee accuracy or precision. Under no circumstances shall the UGDSB be held liable for any actions taken, decisions made, or actions not taken from reliance on any information presented on this map or consequences from any such reliance. For further information, please contact the UGDSB Planning Dept. - 519-822-4420 x 821 - [planning.info@ugdsb.on.ca](mailto:planning.info@ugdsb.on.ca)

Transportation information available at: [www.findmyschool.ca](http://www.findmyschool.ca)





# Map 2 - Mono-Amaranth PS French Immersion 6 to 8 Attendance Area (Effective September 2018)



# Map 3 - Parkinson Centennial PS French Immersion JK to 3 Attendance Area (Effective September 2018)



**Legend**

-  Elementary School
-  School Attendance Area
-  Municipal Boundary
-  Grandparented Area

Implementation of Parkinson Centennial PS JK to 3 French Immersion Boundary:

- 2018/19 - JK to 3
- 2019/20 - JK to 4\*
- 2020/21 - JK to 3

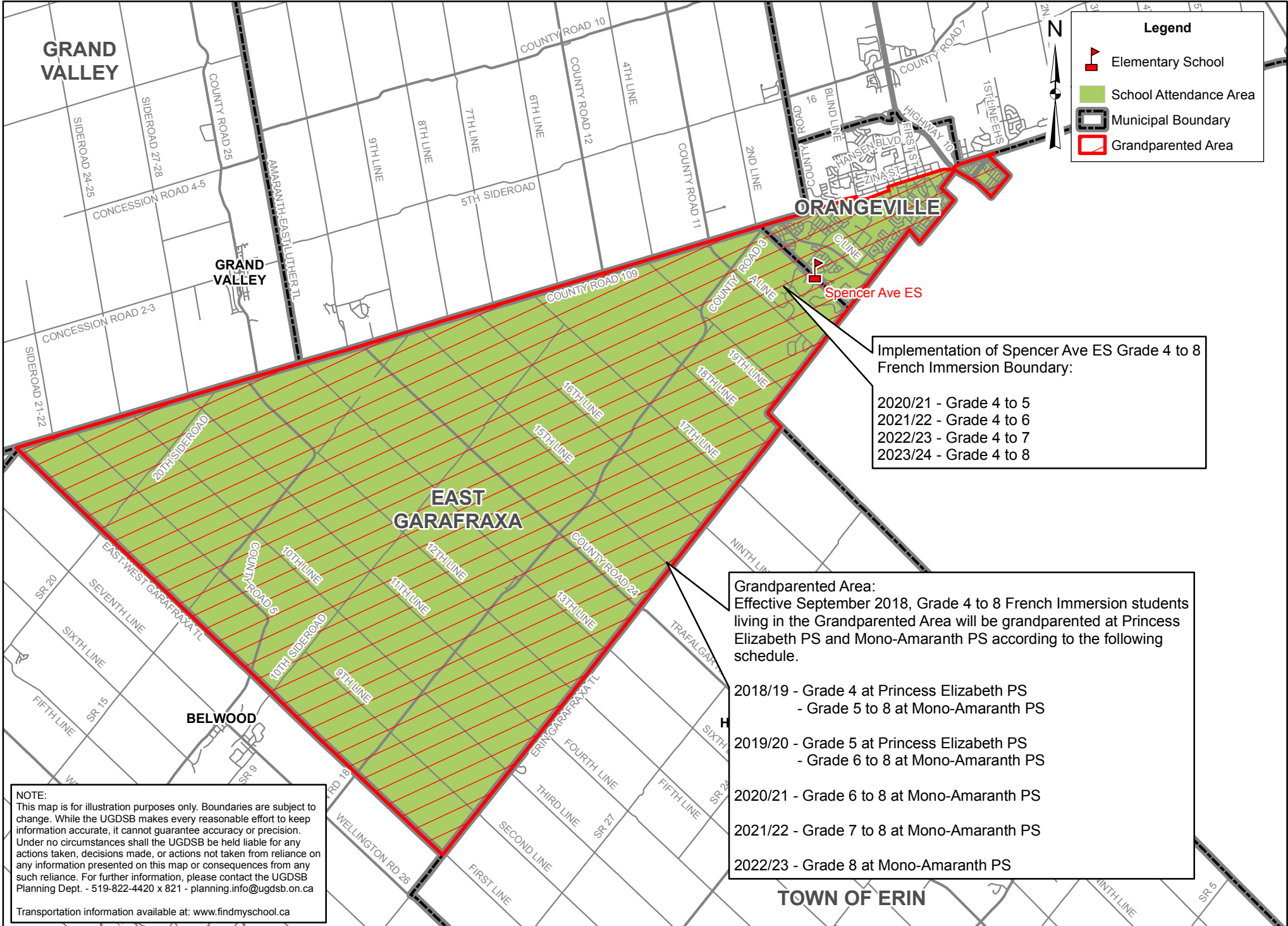
\* In 2019/20, Grade 4 will remain at Parkinson Centennial PS for 1 year and Grades 4 to 5 will move to Spencer Ave ES in 2020/21.

**Grandparented Area:**  
Effective September 2018, Grade 4 to 8 French Immersion students living in the Grandparented Area will be grandparented at Princess Elizabeth PS and Mono-Amaranth PS according to the following schedule.





- 2018/19 - Grade 4 at Princess Elizabeth PS  
- Grade 5 to 8 at Mono-Amaranth PS
- 2019/20 - Grade 5 at Princess Elizabeth PS  
- Grade 6 to 8 at Mono-Amaranth PS
- 2020/21 - Grade 6 to 8 at Mono-Amaranth PS
- 2021/22 - Grade 7 to 8 at Mono-Amaranth PS
- 2022/23 - Grade 8 at Mono-Amaranth PS

**NOTE:**  
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Transportation information available at: [www.findmyschool.ca](http://www.findmyschool.ca)

# Map 4 - Spencer Ave ES French Immersion 4 to 8 Attendance Area (Effective September 2018)



**Legend**

-  Elementary School
-  School Attendance Area
-  Municipal Boundary
-  Grandparented Area

Implementation of Spencer Ave ES Grade 4 to 8 French Immersion Boundary:

- 2020/21 - Grade 4 to 5
- 2021/22 - Grade 4 to 6
- 2022/23 - Grade 4 to 7
- 2023/24 - Grade 4 to 8

**Grandparented Area:**  
 Effective September 2018, Grade 4 to 8 French Immersion students living in the Grandparented Area will be grandparented at Princess Elizabeth PS and Mono-Amaranth PS according to the following schedule.

- 2018/19 - Grade 4 at Princess Elizabeth PS  
 - Grade 5 to 8 at Mono-Amaranth PS
- 2019/20 - Grade 5 at Princess Elizabeth PS  
 - Grade 6 to 8 at Mono-Amaranth PS
- 2020/21 - Grade 6 to 8 at Mono-Amaranth PS
- 2021/22 - Grade 7 to 8 at Mono-Amaranth PS
- 2022/23 - Grade 8 at Mono-Amaranth PS

**NOTE:**  
 This map is for illustration purposes only. Boundaries are subject to change. While the UGDSB makes every reasonable effort to keep information accurate, it cannot guarantee accuracy or precision. Under no circumstances shall the UGDSB be held liable for any actions taken, decisions made, or actions not taken from reliance on any information presented on this map or consequences from any such reliance. For further information, please contact the UGDSB Planning Dept. - 519-822-4420 x 821 - [planning.info@ugdsb.on.ca](mailto:planning.info@ugdsb.on.ca)  
 Transportation information available at: [www.findmyschool.ca](http://www.findmyschool.ca)

# **APPENDIX B**

## **PUBLIC FEEDBACK**

February 27, 2017 - March 30, 2017

***In order to protect the identity of all individuals who have submitted correspondence with regard to the Orangeville and South Dufferin Boundary Review in keeping with the Municipal Freedom of Information and Protection of Privacy Act, all personal information and/or identifiers have been severed from all recorded communication (i.e. e-mails and letters) prior to distribution. The intent or message has not been changed.***

---

I'm concerned about the PEPS student who will be in grade 3 in 2018/19 and moved to Parkinson, then the following year moved to Spencer Ave. That is too much moving for kids that little. Also what would happen to children at PEPS in grade 4 FI in 2018/19 as they move to grade 5. Would they move to MAPS for 1 year then move to Spencer Ave?

---

My [REDACTED] is currently enrolled in JK at Spencer. I put [REDACTED] there for convenience at being at a local school vs PEPS since I thought throughout [REDACTED] life, there would be too much bussing. I did seriously consider FI as I feel [REDACTED] would really benefit by it. I would love my [REDACTED] to have more language exposure and I know since [REDACTED] is in the English stream, FI is no longer an option. I would like to know if Extended French would be an option for Spencer as well, That way, those students who start in an English stream, can then transition into Extended French in gr. 7(I believe this is the year, they can start). I would love to have this option for my [REDACTED]. Is there any talk of this? I would like to get some feedback about Extended French options in Orangeville since this provides parents with another language option.

---

There is for sure a study and a permanent solution needed with no portable classrooms preferably. I read the report and checked the maps as well, but little confused about my [REDACTED] situation. The report says: "The Option 6 boundary changes would be in effect for September 2018. At that time, the JK-3 FI program would be accommodated at Parkinson Centennial PS. At the same time, the PEPS FI program would expand to include Grade 4 FI. (Page 31)" My [REDACTED] is in grade 2 now, and [REDACTED] is a PEPS FI student. According to the option 6, could you please clarify, which school is [REDACTED] going to continue on 2018-2019 as Grade 4? PEPS or Spencer? Also report says "In Option 6, the Grade 4-8 FI program at Spencer Ave ES is proposed to start with Grade 4 in 2019/20 and grow by a grade a year. (page 30)" I will try to participate in meetings as well.

---

My [REDACTED] will be starting grade 3 when the proposed boundaries would change and would need to attend Parkinson Centennial. Then 1 year later would have to switch schools again when FI opens at Spencer Avenue. It does not make me happy that [REDACTED] would have to switch schools twice. A possible solution for this would be to grandfather those students in grade 3 at PEPS until Spencer opens the following year.

---



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I am very concerned about the proposed changes and the impact they will have on my family. I currently have a child in grade 1 at Princess Elizabeth and a second child set to start at Princess Elizabeth in JK in September. Both in French Immersion. The proposed changes will have my eldest attending 3 different schools in 3 years (Princess Elizabeth for grade 2, Parkinson for grade 3 and Spencer for grade 4). Times of transitions can be emotionally stressful for kids and I'm concerned about the impact this instability could have on their sense of inclusion, comfort and belonging and the potential negative impact it could have on their overall enjoyment of school. I also want to highlight that a large segment of families also utilize some form of childcare and that most often school changes also require changes in childcare arrangements for before and after school. Not only is this also further stress on children as it is more change, but also is more stress on families who often struggle to find childcare arrangements that meet their needs and do not have waitlists. These changes also raise childcare costs for families that also are forced to pay enrolment fees over and over again. I have 2 suggestions: 1. What if in 2018/19 all children who were impacted by the proposed change and already started school at PEPS went straight to Spencer and Spencer housed SK to 8 just to minimize the changes for already enrolled students. Going forward all new students would start at Parkinson and move over to Spencer later. 2. Could Parkinson house jk-4. This one year difference would at least allow families less accompanied childcare stress as by grade 5 many families would not need care due to kids being over 10.

---

In regards to the new FI boundary review for the upcoming 2018/19 school year. I currently have a child in FI Grade 1 at PEPS and a child in grade 4 FI at MAPS. Does this mean that my youngest child will not be able to attend the same school as [REDACTED] sibling? I would like to keep my children together. I also rely on the bus service to pick up and drop off my children at daycare as I am not able to drop them off and pick them up at school. I currently live [REDACTED]. If this goes through as proposed, my youngest will be going to Parkinson's for Grade 3, then to Spencer Avenue from Grade 4 onwards while my [REDACTED] is at MAPS for FI until high school. Would siblings be allowed to attend the same school. I would like my youngest to attend the same school as [REDACTED] only other sibling. It is not fair to separate the two children. I need them to be together for consistency as well as busing and daycare services.

---

I understand the need to reorganize and the plan to utilize Parkinson and Spencer seems reasonable. My question is about bussing. My [REDACTED], and in two years [REDACTED], take the bus from a home daycare provider. Her home is in the Montgomery Village school zone (Alder Street and Thompson area). In all of the outlined maps it would seem that her home is in the new zone which would mean that child would now be at Parkinson School. I'm wondering if my children would still be able to get the bus from her area if they attend Princess Elizabeth or if I would be required to find a new daycare provider for day care and before and after school care for my children. Thanks.

---

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Hi there, I have 2 children, one who currently attends PEPS for FI JK and another who will attend JK in 2019. We live [REDACTED] in Orangeville, within the boundary for Princess Margaret PS. Both of my children receive care at the Sunflower School (Lord Dufferin location), which is within the PEPS boundary. I have 2 questions: 1. Will the younger siblings of current FI students be given priority for FI JK spaces once the enrolment caps are in place? How will this work? 2. My older child currently walks to PEPS from his daycare provider, but the proposed FI boundary would move [REDACTED] to Parkinson PS based on our home address. Would [REDACTED] be allowed to attend PEPS because [REDACTED] before and after care location is within the proposed FI boundary for PEPS? Thank you for considering my questions. I am unable to attend the information session tonight and look forward to learning the answers either by individual email or within a general circulation of informatiohogar

---

It appears that the board takes into consideration not only the length of time spent on a bus, but the number of buses needed and the overall cost, hence one of the reasons for opening other FI schools in Dufferin. What is going to happen then, when all of these children from Dufferin/Orangeville reach high school? Does the board think it a good idea to be busing them all the way to Erin? What if a large majority of students drop out after grade 8 because they don't want to go outside of the Orangeville area? Is the success of the FI program measured by how many students begin, or how many students graduate?

---

Hi, I am very concerned about the effect of this change on families who currently have children in grade 1 and 2 FI at PEPS, like myself. My oldest [REDACTED] in grade 2 will continue along the PEPS/MAPS tack, while my youngest [REDACTED] in grade 1 will move to the Parkinson/Spencer track. After next year they won't be in school together until high school! This is splitting up siblings and families and changing the dynamic of families. I didn't think that when I put my children into French Immersion that they wouldn't have the same school experience, that they wouldn't grow up together at school. I'd like to see families, such as mine, grandfathered in the PEPS/MAPS track. The bus will come to pick up my grade 2 [REDACTED] to get her to PEPS anyway, so there isn't an extra busing issue there. I hope that this is taken into consideration when making the final decision. We all knew that a program/school change would occur because MAPS isn't large enough to hold all the current grade 1's, but I never thought that my children wouldn't go to elementary school together.

---

I have a child in grade 1 and grade 2 in FI and with the boundary proposal they will never be in the same school until high school. I fell like the needs of families are not being considered in this decision because it is splitting up families. Why can Spencer Ave. not be built now to accommodate 4-8 right away so that more families and siblings are together and more grades are supported together at the school. Having the program split across several schools really diminishes the quality of the program and the collaborative teaching that takes place.

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---

I want to acknowledge the challenge that this must have been. My comment is more of a fact. We live ■ from PEPS and ■ from Parkinson. I don't see the logic in my child having to attend a school they cannot walk to. I'm also wondering why residents in Grand Valley are able to attend PEPS and we would not be able to despite the fact that we live so close to the school and pay significant amounts in property tax which includes education.

---

My concern is where the funding will come from with regards to French resources for all these students at their new school.

---

I am concerned with the splitting up of my children. I will have ■ kids at 3 schools. How is busing going to mesh, and my youngest will have to go to 3 schools. We currently live on ■, therefore only my youngest will attend Spencer. My grade ■ will have to be bused. Why do we have to have gradual increase at Spencer when there is 3 years or more until the program reaches Spencer. Why can't the program begin in its entirety once it reaches Spencer instead of year by year.

---

My concern with the new boundaries and their implementation is: I will have ■ children in 3 different schools for multiple years. I am very concerned with how this will work for our family. I am open to options but strongly wish for my children to stay together for as long as possible. Thank you for your consideration. PS – Is there a possibility of flexible boundaries or grandfathering children?

---

This is great news!!! PEPS has too many FI and the school is geared to the lower grades as there are so many of them. Do not back down! Please go through with this asap as it is affecting my children in the English program. We chose this area to move to as my kids could walk to school. I appreciate that you've acknowledged the fact there are too many buses.

---

Overall very happy with Option 6. We live near Parkinson and will be able to walk to school if Option 6 is implemented. We are also very happy about Spencer over MAPS as it's not entirely a bused school so our child will still be able to attend school on bus cancellation days. Our only concern is that our child will have to change schools twice in two years. We feel this is too much change in too short time. We noticed that in Option 6 students remaining at PEPS will do so until Grade 5 and not move to MAPs until Grade 6. This is far more in line with traditional primary school/middle school movement. We strongly suggest you consider extending FI students' term at Parkinsons to Grade 5 as well. This would be much more manageable change for a child. This will allow our child to walk to school with neighbouring kids until ■ and not

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move to Spencer until an age when they can likely walk home from the bus. It is critical that after school care is available at Parkinson and Spencer if our children have to go there in Grade 4. I would also like to strongly suggest that, if it is not already in the works, planning occur for a FI high school in Orangeville. If current enrollment numbers for FI continue, there will be a huge number of kids that have to be bussed to Erin or else there will likely be a large drop-out rate from FI after Grade 8 which would be a shame.

---

I attended the information night last night at PEPS. I appreciated the summary provided of both the process so far and the recommendations. I was however disappointed to find that minimization of student moves was not identified as an objective. I think this is a much more significant factor than others that were included such as time spent on buses. In fact, school changes have been correlated with mental health concerns by various studies. Kids who are already vulnerable, due to special education needs or predispositions to mental health concerns such as anxiety, will experience greater difficulties with multiple moves. These students often rely on the familiarity and comfort of both the physical space but also of staff to support their higher needs. With the high rates of anxiety and ASD alone, it is important to note that the number of students likely to struggle with transitions and be less resilient in this area than their peers, is not a small number of students. School changes also put stress on families that have to make new arrangements for pick up, drop off, daycare etc., in addition to supporting their children through the changes. I think the recognition of the significant impact of changes on the likelihood of student and family success would have led to the identification of minimization of change as an objective. I believe this would have led to other options being considered.

I would like to propose an option 7 (referred to as *Option 8* in the final report) outlined below and my forecast (with available data to me) for this option. I have sent it this way as the online submission would not let me attach my forecast.

### **Option 7 (referred to as *Option 8* in the final report)**

- Peps and mono am maintain feeder relationship with mono am gradually transitioning to 6-8 as in option 6
- Parkinson begins FI program 2018/2019 with JK and adds one grade per year until reaches jK-3 in 2022
- students who will have started already at PEPS (2017's JK - 2) who are apart of south boundary stay at PEPs until 2019 when grades 3 and 4 move to spencer, followed by grade 2 and 3 in 2020. This 4 year cohort of south boundary students would then progress together to grade 8 adding grade 4's from Parkinson in 2023 and each year subsequently.

Benefits

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- as in option 6 alleviates burden on both PEPS and MONO Am
- gives time for addition to be built at Spencer
- allows both Parkinson and Spencer to have gradual increase in FI program to ensure smooth start-up and less confusion
- minimizes amount of families that would have students in different schools for significant amounts of time (recognizing that families enrolling in 2018 would still have potential of siblings in different schools but would know this when making choice in JK)
- could consider whether there are enough siblings impacted to have sibling split classes for children 2017 grade 3 and above at spencer also starting in 2019 (5/6 split?)
- minimizes the number of students who would attend more than 2 schools JK-8 unlike in option 6. All students would only transition once in this period as originally planned ensuring equity of experience across the program. **\*\*\*As school changes are a significant source of stress for both children and families I believe this factor should be of highest priority in evaluating options!**

Table 1

	OTG	OTG plus	Current program	Actual enrolment 16/17	2017-18	2018-19	2019-20	2020-21	2021-2022
Princess Elizabeth	636	751	JK-8 RT	247	240	255	270	290	300
			JK-3 FI	437	405	455 (jk-4)	445 (jk-5)	330	335
			Total	684	645	710	715	620	635
			Utilization	108	101	111	112	97	100
Mono amaranth	328	443	JK-8 RT	184	200	200	200	205	205
			4-8 FI	226	220	195 (5-8)	145 (6-8)	150	145
			Total	410	420	395	345	355	350
			Utilization	125	128	120	105	108	107
Parkinson	469	469	JK-8 RT	318	315	305	310	295	290
			FI	0	30	50 (jk)	100 (jk-sk)	150 (jk-1)	200 (jk-2)
			Total	318	345	355	410	455	490
			Utilization	68	74	76	87	97	104
Spencer	308	308	JK-8 RT	255	255	270	280	290	295
			4-8 gifted	28	35	35	35	35	35
			FI	0	0	0	60 (grade 3 & 4)	145 (2-5)	145 (3-6)
			Total	283	290	305	375	470	475
			Utilization	92	94	99	121	152	154
			Utilization +236 addition				69	86	87

I thank you in advance for your consideration. Can you please confirm that submitting it this way will allow it to reach where it needs to in order to be considered.

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The UGDSB needs to have a long term solution that creates stability. A single track school or 2 is politically difficult but is the best solution for the long run. Gradually phasing (year by year) the English stream out of one or 2 schools and into a neighbouring school and similarly French into the other neighbouring schools will create the best solution. 10 years from now students, families and communities should be able to have a predictable stable school community where their children (all of them) start and finish with all their siblings and friends in the same facility just like English track students. Currently FI students are split from siblings, friends, and school communities throughout the grades in a patchwork attempt to maximize capacity based on facility, bussing and staffing needs in contrast to what will be best for student learning, social development and the needs of the long term school community and families of the students. Please consider the difficult choices that create the best long term solutions to avoid future boundary reviews and unnecessary conflict. FI in Dufferin will be here for the long run and needs a permanent solution. Thanks for your consideration and effort.

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I understand the need for this change and I understand change scares people. I think you can make the transition easier for some by allowing the following: Granting extended boundaries for siblings who will be at PEPS until grade 6 (when the sibling goes to MAPS the younger one(s) go to Parkinson. I also think surveying incoming JK families about which school their child will be attending in Sept. 2017 and Sept. 2018, also if they prefer this child to be at the other school in Sept. 2017, to see if swaps can be made. Some families of JKs who are going to PEPS in Sept. 2017 may be in the Parkinson area and may just want to avoid transitioning their child in SK. Will there be an open house night for the students currently at PEPS who will be going to Parkinson? If not, what is going to be in place as a transition plan?

---

My husband & I attended the information session held at PEPS on 23-Mar-2017. We were very angry and disheartened by the recommendation of the boundary review. While I obviously have not been able to fully review all of the information available nor have I spent as much time or consulted with as many people as the review members, there are a few issues that my husband & I would like to bring up.

#### Point Summary

- Why has the FI boundary review been conducted with one it's scopes indicating "NO impact on current RT boundaries?" This requirement was not indicated in any of the other documentation (Report of the French Review Committee 2015, UGDSB Boundary Review Policy, etc.)
- All of the options (1 – 6) featured multiple schools housing multiple grade configurations (JK – 4 & 5-8). None looked at having smaller programs at multiple schools housing the entire length of the program (JK – 8). If this is to

be the final FI boundary review why have multiple options been looked at. For example:

- PEPS, MAPS, Spencer & Parkinson each housing JK – Gr 8 for their geographic area
- The options that have been proposed
- One school to house just FI (RT students at that school to be redistributed)
- The FI boundaries being the same as RT boundaries & each school offer smaller programs
- A brand new school to be built to house just FI
- The transportation of siblings who are split up amongst 2 or 3 different schools has not been addressed. Currently Spencer & Parkinson have nearly identical bell times.
- Some families facing the prospect of never having their children attend the same school at the same time.
- How will this boundary review affect the secondary school boundaries

In more detail

In the report of the French review committee – 2015 PLN: 15-30 – numerous recommendations were made. None of those recommendations indicated that the RT students were not to be affected. In fact, an overwhelming theme of all of the documentation that I have read leads the reader to believe that UGDSB is proud to offer a FI program and that it should be an available option to as many students as possible. But yet when the Orangeville/South Dufferin FI Boundary Review was commenced one of its scopes is actually that “NO impact on current RT boundaries.” It appears that the UGDSB values the stability and community of RT students more than the FI students. The main report of the French review committee indicated that as of 2015, 2,300 FI students had been moved. UGDSB is just continuing this trend of disregarding the impact of displacement and uncertainty on FI students. The stability of RT is being maintained by the instability of FI.

If you look at the status quo chart that was presented at the information meeting it indicates that there are 6 schools at 94% capacity or higher for 2017; not just PEPS and MAPS. This indicates that there is a capacity problem for the entire education program; not just FI. Schools that are strictly RT are running above capacity. Logically, a FULL boundary review should be done or UGDSB will be back running another review in a few short years.

In PLN: 15-12 the background indicates that RT enrolment has been declining & FI enrolment has been increasing but it seems that the board, instead of pursuing options that would see the program continue it's natural growth & promote it's success, is merely trying to stifle it (capping capacity) and make it unattractive (unstable boundaries, numerous school changes, long bus rides, etc.)

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Goal 5 – To create a long term FI delivery plan, integrated within the Board's long term accommodation plan, taking into account geographical differences and accommodation needs across the UGDSB for all students and their families, In this way placement of programs and location of programs can become more predictable and transparent for all stakeholders.

Goal 6 – To ensure equity of access and opportunity to FI and RT programs that respects geographical differences & home school locations for all students.

It is clear to me that the review's recommendation does not fulfill either of these goals. This option is a band aid solution for a much larger problem. The schools in Orangeville are overcrowded. Not just FI schools. Another boundary review will have to take place to address the RT capacity problems very soon. This option also does not respect the geographical differences or the home school locations. My children's home school is a 5 minute walk from our house. Currently, in the afternoon they spend 1 hour on the bus to come home. This option does not put their school any closer and in fact once in grade 5, it will be even further away. The review recommendation does not include how this is integrated within the Board's long term accommodation plan and it certainly has not considered the effects on ALL students and their families.

I am most concerned with the apparent lack of "outside" the status quo thinking. All of the options presented in the review consisted of the same model that is currently being used. 2 schools with the grades split; junior grades at one, senior grades at the other. Where are the other actual options?

- PEPS, MAPS, Spencer & Parkinson each housing JK – Gr 8 for their geographic area
- The options that have been proposed
- One school to house just FI (RT students at that school to be redistributed)
- A model similar to Guelph where they have 5 strictly FI schools
- The FI boundaries being the same as RT boundaries & each school offer smaller programs
- A brand new school to be built to house just FI

Going by objectives 5 & 6 of the review which sought to maximize the number of students within walking distance to schools and minimize the number of students transported by bus, you would think that these other options would have been looked at. Also, where are the numbers and data that would support that this option achieved the stated goals. The Board has the data available yet the presentation only indicated "potential" changes. Going by the status quo my children will never be able to walk to school as long as they stay in FI.

In conclusion, I am requesting that the Board not adopt the review recommendation. It is clear that even though a lot of time and effort went into the review, it failed to fully investigate all possible options. UGDSB should not be putting so much emphasis on the distinction between FI & RT. Instead, education is education. We, as parents, have the



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right and responsibility to choose the education for our children that we feel is best. Currently, the FI students are being penalized for this choice. School instability, longer bus rides, not attending home schools like their neighbours. My oldest daughter will have attended 3 different schools by grade 8 graduation simply because she is in FI. There is an emphasis on the stability of RT at the expense of FI which is not fair. There is a lack of clear direction for the program. The overcrowding at the FI schools is just one example of the current overcrowding in Orangeville schools. A FI and RT boundary review is needed to reduce this constant instability.

Thank you for your time and consideration,

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# **APPENDIX C**

**Q & A AND F.A.Q.**

**FROM PUBLIC  
INFORMATION SESSION**

## Orangeville/South Dufferin FI Boundary Review

### Public Information Session Princess Elizabeth PS March 23, 2017 Q & A and Comments

**Q: Why are you gradually implementing grades at Spencer Ave ES, as opposed to starting with a full program (ie: Gr.4 - Gr.8)?**

A: An addition will be required at Spencer Ave ES in order to accommodate FI students, so some time is needed before that school can support its full program. Also, the sizes the cohorts working through are getting larger so it was felt that it would be better to keep the intermediate cohorts together at Mono-Amaranth PS (MAPS) until there were enough students to sustain two intermediate divisions. The committee was attempting to impact as few students as possible while still achieving the required enrolment relief for 2018/19.

**Q: Currently, there is a bus that travels between Princess Elizabeth PS (PEPS) and MAPS so that siblings can be on the same bus. How will that now work if one child is at Parkinson Centennial ES and one child is at MAPS?**

A: At this point it is too early to determine if coordinated bussing will be feasible with the new boundaries. The bell times and the number of students at PEPS and MAPS allows for this arrangement to occur. Transportation will take it into consideration when reviewing routes for 2018/19, and will look at Spencer Ave ES and Parkinson Centennial ES to determine if this is an option for these schools as well.

**Q: Why was the availability of teachers not considered as part of this review? Will you be able to staff the new programs?**

A: This is a very serious concern and was one of the reasons that the board undertook the French Review. Boards across the province are having difficulty recruiting and retaining qualified FSL teachers. One outcome of the French Review was additional staff hired to work on recruitment.

**Q: What if your recruitment efforts don't work?**

A: It is a top priority and we are continuously working on it. The JK FI enrolment cap is intended to provide some sustainability and predictability for staffing FI.

## Orangeville/South Dufferin FI Boundary Review

### Public Information Session Princess Elizabeth PS March 23, 2017 Q & A and Comments

#### **Q: How does this boundary review affect students at the new holding site at Parkinson Centennial ES?**

A: The boundary review is setting boundaries for a new program, so JK FI students who live within the new FI boundary would be attending the new FI school location as of 2018/19. If you have accepted a JK waitlist spot at Parkinson Centennial ES in 2017/18, you will be attending SK at whichever FI school you are assigned to based on this boundary review – either Parkinson Centennial ES or PEPS.

#### **Q: Will waitlist students attend the holding school (Parkinson Centennial ES) for the entire year or can they be moved at any time if a space opens up at their home school?**

A: There are points in the year where students may be transferred to their home school if a space opens up. These points occur during logical transitions. This could be between now and the beginning of the school year and the not again until January, after the winter break.

#### **Q: Why are you moving kids between so many schools instead of trying to keep them at one school? Why do there have to be four FI schools in Orangeville, instead of two?**

A: There is not any one, or two, schools that have enough excess capacity to support a full JK-8 program. If we were to try to accommodate the program at two schools, then the JK FI enrolment caps would need to be lower. By splitting the programs, we are able to accommodate more FI students.

#### **Q: Did you consider the option of four JK-8 schools?**

A: The committee did not consider that option.

#### **Q: This elementary pressure will eventually show up in secondary. Have you looked at enrolment projections for Erin DHS?**

A: The second part of the French Review is focused on the secondary panel. It is more program-focused, but it will inform some accommodation decisions. The board is also undertaking a Long Term Accommodation Plan, which it expects to complete by the end of the school year. We do not have any solutions yet, but these two studies will help

## Orangeville/South Dufferin FI Boundary Review

### Public Information Session Princess Elizabeth PS March 23, 2017 Q & A and Comments

inform decision making related to secondary French Immersion for students who reside in Orangeville/Dufferin.

**Q: It appears that this proposal will reduce the numbers of portables at PEPS, and will add additional space at Spencer Ave ES, but then it will increase the number of portables at Parkinson Centennial ES. Did you consider building an addition at Parkinson Centennial ES?**

A: The board currently has Ministry approval to construct an addition at Spencer Ave ES. The committee has discussed the possibility of asking the Ministry for permission to use some of those funds to build an addition at Parkinson Centennial ES. The final report will discuss capital considerations in more detail.

**Q: As of September, I will have 3 kids at daycare. One is able to get the bus to PEPS from daycare. If kids are moved to a different school, will they still be able to take the bus to PEPS because it is within the boundary of the daycare provider?**

A: If you are within the Parkinson Centennial ES boundary, but your child remains at PEPS due to historical daycare arrangements, the student would be considered an out of area student. Busing is not provided for out of area students.

**Q: My child will be in grade 4 at MAPS next year. Will they come back to PEPS for grade 5 and then go back to MAPS again for grade 6?**

A: No, MAPS students will not be affected by these changes. If you start at MAPS, you will continue at MAPS. Only current JK-1 students are affected by the changes proposed in Option 6. Any higher grades will follow the current path from PEPS to MAPS.

**Q: Is there a reason that all schools need to be dual track? Why can't you create an FI Centre?**

A: An FI Centre was not considered in this review. We do not have a facility that could accommodate all FI students, and there is also an issue with displacing regular track students from their home schools.

## Orangeville/South Dufferin FI Boundary Review

### Public Information Session Princess Elizabeth PS March 23, 2017 Q & A and Comments

**C: With these changes, some families will have kids at three different schools. This will make things like childcare very difficult. Some kids will never be in the same school as their sibling. Parent involvement would be difficult because you would need to split your resources between different schools. Maybe you should move some regular track students out and bring the number of FI schools down to two instead of three.**

**C: There seems to be concern about disrupting regular track students, but is it okay to disrupt FI students? Parents have chosen FI for their students and we should be looking at education as a whole, not FI vs regular track.**

**C: It doesn't seem like you considered families in these scenarios. Some siblings will never be in the same school together.**

A: Based on the feedback that we are hearing tonight, we will look at how many families are affected by sibling splits and bring this information back to the committee.

**C: I'm in support of the changes. PEPS is too overcrowded and the school is geared towards the primary grades because there are so many younger kids. My kids are in regular track and we chose this area so that they could walk to school.**

**Q: Why were the number of moves and sibling splits not considered in the objectives of the review? We know this is a significant stress for kids.**

**C: There are many FI parents here tonight who are on parent council and they will all be moved to Parkinson Centennial ES.**

# Orangeville/South Dufferin French Immersion (FI) Boundary Review

## Frequently Asked Questions (FAQ)

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## **Orangeville/South Dufferin French Immersion (FI) Boundary Review**

### **Why is the Board undertaking the Orangeville/South Dufferin French Immersion (FI) Boundary Review?**

Since the start of FI in Orangeville in 2009, there has been significant growth in the program. Princess Elizabeth PS (PEPS) and Mono Amaranth PS (MAPS) are both dual track schools and growth in FI has resulted in significant overcrowding at both schools.

The outcome of the North Dufferin Boundary Review and French Immersion (FI) Feasibility Study (November 2016) was the first step to resolving the overcrowding concerns. The start of FI at Centennial Hylands ES in September 2017 will resolve immediate overcrowding concerns at PEPS and MAPS.

The Orangeville/South Dufferin FI Boundary Review is being conducted to address to the longer term enrolment pressure issues at both schools. Specifically, MAPS enrolment is projected to grow beyond its maximum capacity by 2018/19. Consideration is being given in this review to accommodating FI at additional location(s) in Orangeville/South Dufferin without impacting current Regular Track (RT) school boundaries.

### **Is the Staff Recommended Option 6 a done deal?**

Option 6 is the recommendation of the Board Staff Committee in the Initial Boundary Review Report. Verbal and written feedback received at both the Public Information Session and through correspondence received through the feedback link on the review web page will be considered during the Committee's deliberations on its final recommendation. Trustees will be provided with all of the feedback which they will reflect on prior to making the final decision.

### **Where will the FI holding school students be accommodated in 2018/19?**

This boundary review is setting boundaries for new FI locations in Orangeville/South Dufferin. If placement is possible, JK FI students holding at Parkinson Centennial PS in 2017/18 will be accommodated at either PEPS or the new FI school location in 2018/19 depending upon where they live within the FI boundaries approved by Trustees.

### **Has consideration been given in this review to the accommodation of secondary FI in Dufferin?**

The Board concluded its jurisdiction-wide French Review in May 2016 which had been initiated in response to accommodation and staffing pressures. Currently, the second part of the French Review is being undertaken and is focused on the secondary panel. The review is program focused. The board is also undertaking a Long Term Accommodation Plan, which it expects to complete by the end of the school year. These



## Orangeville/South Dufferin French Immersion (FI) Boundary Review

two studies will help inform any future decision making related to secondary French Immersion accommodation for students who reside in Orangeville/Dufferin.

### If my child does not require transportation, can they remain at PEPS?

The Board's Out of Area Policy 501 and Procedure 501-A guide request for students to attend schools outside of their home school attendance area. Consideration of Out of Area requests are evaluated on the basis of exceptional circumstances, space availability, additional cost that may accrue to the Board, and/or the ability of the home or receiving school to deliver viable academic program. It would be very difficult to approve an Out of Area request, given the lack of available space which prompted this review.

### What is the implementation timeline proposed in the Committee's recommended Option 6?

The following outlines the proposed implementation timeline of Option 6:

	16/17	17/18	18/19	19/20	20/21	21/22	22/23	23/24
<b>PEPS</b>	JK-3	JK-3	JK-4*	JK-5	JK-5	JK-5	JK-5	JK-5
<b>MAPS</b>	4-8	4-8	5-8	6-8	6-8	6-8	6-8	6-8
<b>Parkinson</b>		JK FI Holding	JK-3	JK-4**	JK-3	JK-3	JK-3	JK-3
<b>Spencer</b>					4-5	4-6	4-7	4-8

\*All PEPS students in Grade 3 in 2017/18 grandparented at PEPS/MAPS to Grade 8

\*\*Hold back Grade 4 at PCPS for 2019/20 due to size of cohort, move Grades 4-5 to SES in 2020/21

It is proposed that PEPS accommodate Grade 4 FI in 2018/19 and Grade 5 FI in 2019/20 which gradually changes the grades at MAPS to 6-8 FI. Students currently attending PEPS would not move to MAPS and back to PEPS, they would remain at PEPS and become part of the additional grades as they progress from year to year.

Consideration has been given to holding back the first cohort of Grade 4 FI students at Parkinson Centennial PS for one year in 2019/20 and then moving Grades 4 and 5 together to Spencer Ave ES in 2020/21. This would avoid the Grade 4 cohort moving twice in two years and would also avoid having only one grade of FI at Spencer Ave ES in 2019/20.

## Orangeville/South Dufferin French Immersion (FI) Boundary Review

### Implementation Examples

The following tables are provided to show examples of how the proposed implementation is applied for students in Grade 1 in 2018/19 who live in each of the proposed PEPS/MAPS and Parkinson Centennial PS/Spencer Ave ES FI boundaries:

#### Option 6 – Current Grade 1 Student Residing in Proposed PEPS/MAPS Boundary

	16/17	17/18	18/19	19/20	20/21	21/22	22/23	23/24
<b>PEPS</b>	1	2	3	4	5	JK-5	JK-5	JK-5
<b>MAPS</b>	4-8	4-8	5-8	6-8	6-8	6	7	8

<b>Parkinson</b>		JK FI Holding	JK-3	JK-4**	JK-3	JK-3	JK-3	JK-3
<b>Spencer</b>					4-5	4-6	4-7	4-8

\*All PEPS students in Gr. 3 in 2017/18 grandparented at PEPS/MAPS to Gr. 8

\*\*Hold back Gr. 4 for 2019/20 due to size of cohort, move Grades 4-5 to Parkinson in 2020/21

#### Option 6 – Current Grade 1 Student Residing in Proposed Parkinson/Spencer boundary

	16/17	17/18	18/19	19/20	20/21	21/22	22/23	23/24
<b>PEPS</b>	1	2	JK-4*	JK-5	JK-5	JK-5	JK-5	JK-5
<b>MAPS</b>	4-8	4-8	5-8	6-8	6-8	6-8	6-8	6-8

<b>Parkinson</b>		JK FI Holding	3	4	JK-3	JK-3	JK-3	JK-3
<b>Spencer</b>					5	6	7	8

\*All PEPS students in Gr. 3 in 2017/18 grandparented at PEPS/MAPS to Gr. 8

\*\*Hold back Gr. 4 for 2019/20 due to size of cohort, move Grades 4-5 to Parkinson in 2020/21

### **Why are four different schools being proposed to accommodate FI in Orangeville/South Dufferin?**

There is not any one school in Orangeville/South Dufferin that has enough excess capacity to support a full JK-8 FI program. Further, in order to maintain the current

## **Orangeville/South Dufferin French Immersion (FI) Boundary Review**

delivery of FI in two school locations, the JK FI cap would need to be reduced below the current 78 students. By accommodating FI in more school locations, there is an opportunity to increase the JK FI cap and therefore provide more access to FI.

# **APPENDIX D**

## **OPTION 7 & 8**

### **ENROLMENT PROJECTIONS**

## OPTION 7

	OTG	OTG + Current Temporary Capacity	Current Program	Actual Enrolment 2016	5 Yr Projected Enrolment					10 Yr	Planned Program
					2017	2018	2019	2020	2021	2026	
<b>Princess Elizabeth PS</b>	636	751	JK-8 RT	247	240	255	270	290	300	300	JK-8 RT
			JK-3 FI	437	405	275 (JK-4)	320 (JK-5)	330	335	340 (JK-5)	JK-5 FI
			<b>Total</b>	<b>684</b>	<b>645</b>	<b>530</b>	<b>590</b>	<b>620</b>	<b>635</b>	<b>640</b>	
Utilization				108%	101%	83%	93%	97%	100%	101%	
<b>Mono-Amaranth PS</b>	328	443	JK-8 RT	184	200	200	200	205	205	215	JK-8 RT
			4-8 FI	226	220	195 (5-8)	145 (6-8)	125	120	125 (6-8)	6-8 FI
			<b>Total</b>	<b>410</b>	<b>420</b>	<b>395</b>	<b>345</b>	<b>330</b>	<b>325</b>	<b>340</b>	
Utilization				125%	128%	120%	105%	101%	99%	104%	
<b>Parkinson Centennial PS</b>	469	469	JK-8 RT	318	315	305	310	295	290	275	JK-8 RT
				0	30 (JK)	245 (JK-4)	230 (JK-3)	235	235	230 (JK-3)	JK-3 FI
			<b>Total</b>	<b>318</b>	<b>345</b>	<b>550</b>	<b>540</b>	<b>530</b>	<b>525</b>	<b>505</b>	
Utilization				68%	74%	117%	115%	113%	112%	108%	
North Hansen DA (currently assigned to Parkinson Centennial PS)					5	25	45	65	75	90	
<b>Total with DA</b>				<b>0</b>	<b>350</b>	<b>575</b>	<b>585</b>	<b>595</b>	<b>600</b>	<b>595</b>	
<i>Utilization with DA</i>				68%	75%	123%	125%	127%	128%	127%	
<b>Spencer Avenue ES</b>	308	308	JK-8 RT	255	255	270	280	290	295	265	JK-8 RT
			4-8 GI	28	35	35	35	35	35	35	4-8 GI
				0	0	0	55 (4-5)	85 (4-6)	115 (4-7)	185 (4-8)	4-8 FI
			<b>Total</b>	<b>283</b>	<b>290</b>	<b>305</b>	<b>370</b>	<b>410</b>	<b>445</b>	<b>485</b>	
Utilization				92%	94%	99%	120%	133%	144%	157%	

Notes:

*Parkinson Centennial JK-4 in 2018/19*

*Grade 4-5 progress to Spencer together in 2019/10*

## OPTION 8

	OTG	OTG + Current Temporary Capacity	Current Program	Actual Enrolment 2016	5 Yr Projected Enrolment					10 Yr 2026	Planned Program
					2017	2018	2019	2020	2021		
<b>Princess Elizabeth PS</b>	636	751	JK-8 RT	247	240	255	270	290	300	300	JK-8 RT
			JK-3 FI	437	405	410 (JK-4)	390 (JK-5)	330	335	340 (JK-5)	JK-5 FI
			<b>Total</b>	<b>684</b>	<b>645</b>	<b>665</b>	<b>660</b>	<b>620</b>	<b>635</b>	<b>640</b>	
<i>Utilization</i>				108%	101%	105%	104%	97%	100%	101%	
<b>Mono-Amaranth PS</b>	328	443	JK-8 RT	184	200	200	200	205	205	215	JK-8 RT
			4-8 FI	226	220	195 (5-8)	145 (6-8)	150	145	125 (6-8)	6-8 FI
			<b>Total</b>	<b>410</b>	<b>420</b>	<b>395</b>	<b>345</b>	<b>355</b>	<b>350</b>	<b>340</b>	
<i>Utilization</i>				125%	128%	120%	105%	108%	107%	104%	
<b>Parkinson Centennial PS</b>	469	469	JK-8 RT	318	315	305	310	295	290	275	JK-8 RT
			FI	0	30 (JK) <sup>1</sup>	105 (JK-SK)	155 (JK-1)	200 (JK-2)	235 (JK-3)	230 (JK-3)	JK-3 FI
			<b>Total</b>	<b>318</b>	<b>345</b>	<b>410</b>	<b>465</b>	<b>495</b>	<b>525</b>	<b>505</b>	
<i>Utilization</i>				68%	74%	87%	99%	106%	112%	108%	
North Hansen DA (currently assigned to Parkinson Centennial PS)					5	25	45	65	75	90	
<b>Total with DA</b>				<b>318</b>	<b>350</b>	<b>435</b>	<b>510</b>	<b>560</b>	<b>600</b>	<b>595</b>	
<i>Utilization with DA</i>				68%	74%	93%	109%	119%	128%	127%	
<b>Spencer Avenue ES</b>	308	308	JK-8 RT	255	255	270	280	290	295	265	JK-8 RT
			4-8 Gifted	28	35	35	35	35	35	35	4-8 GI
			FI	0	0	0	60 (3-4)	95 (3-5)	90 (4-6)	185 (4-8)	4-8 FI
			<b>Total</b>	<b>283</b>	<b>290</b>	<b>305</b>	<b>375</b>	<b>420</b>	<b>420</b>	<b>485</b>	
<i>Utilization</i>				92%	94%	99%	122%	136%	136%	157%	
<i>Utilization with 236 pupil place addition</i>						56%	69%	77%	77%	89%	

**Notes:**

*Parkinson begins JK-SK in 2018/19*

*Grade 1-3 from Parkinson boundary remain at PEPS for 2018/19*

*Parkinson JK-1 in 2019/12*

*Spencer begins 3-4 in 2019/20*

*Grade 2 from Parkinson boundary remain at PEPS for 2019/20, Grade 3 move to Spencer*

*Spencer loses Grade 3 once Parkinson program grows to JK-3 in 2021/22*

# **APPENDIX E**

## **TIMELINE**

When	Who	What
January 19, 2017	Board Staff Committee Meeting	Meeting to discuss: <ul style="list-style-type: none"> <li>● Background information</li> <li>● Draft goals, objectives, constraints</li> <li>● Possible boundaries and options</li> <li>● Communication strategy</li> </ul>
January 24, 2017	Board Staff Committee Meeting	Meeting to discuss: <ul style="list-style-type: none"> <li>● Boundaries and options</li> <li>● Draft Initial Boundary Review Report</li> </ul>
February 6, 2017	Meeting with Local Trustees	Discuss Draft Initial Boundary Review Report
February 21, 2017	Business Operations Committee meeting	<b>Presentation of Initial Boundary Review Report for Decision, including:</b> <ul style="list-style-type: none"> <li>● Background information</li> <li>● Goals, objectives, constraints</li> <li>● Committee composition</li> <li>● Alternative options with analysis</li> <li>● Recommended option(s)</li> <li>● Timeline and communication plan</li> </ul>
February 28, 2017	Board meeting <i>Opportunity for delegations<sup>1</sup></i>	<b>Decision to commence Boundary Review process</b>
TBD between March 1– March 22, 2017	Board Staff Committee meetings	Meeting to discuss: <ul style="list-style-type: none"> <li>● Feedback</li> <li>● Public Information Session</li> </ul>
By March 7, 2017	Notice of commencement: <ul style="list-style-type: none"> <li>● School Communities<sup>2</sup></li> <li>● Affected lower and upper tier municipalities</li> <li>● Other interested community partners</li> <li>● Coterminous school boards</li> <li>● Ministry of Education</li> </ul>	Letter re: Orangeville/South Dufferin French Immersion Boundary Review initiation  Prepare and book advertisements

<sup>1</sup> There are delegation opportunities at all Standing Committee and Board meetings

<sup>2</sup> School communities include Princess Elizabeth PS, Mono Amaranth PS, Parkinson Centennial PS and Spencer Ave ES



<b>When</b>	<b>Who</b>	<b>What</b>
March 23, 2017 Princess Elizabeth PS gymnasium 7-9 pm	Public Information Session for School Communities	Boundary Review Public Information Meeting <ul style="list-style-type: none"> <li>• Present Initial Boundary Review Report information</li> <li>• Feedback, question and answer session</li> </ul>
TBD between March 24-April 5, 2017	Board Staff Committee meetings	Meetings as needed to discuss: <ul style="list-style-type: none"> <li>• Input received from public meeting</li> <li>• Confirmation of final staff recommendation</li> <li>• Draft Final Boundary Review Report</li> <li>• Communication plan</li> </ul>
April 11, 2017	Business Operations Committee <i>opportunity for delegations</i>	<b>Presentation of Final Boundary Review Report</b> Consideration of Final Boundary Review Report, including: <ul style="list-style-type: none"> <li>• Summary of information from Initial Staff Report</li> <li>• Summary of public input</li> <li>• Final recommendation &amp; justification</li> <li>• Implementation Plan</li> <li>• Communication Plan</li> </ul>
April 25, 2017	Board of Trustees <i>opportunity for delegations</i>	<b>Board Meeting - Decision related to Final Boundary Review Report</b>