

DURHAM DISTRICT SCHOOL BOARD

NOTICE OF MEETING

STANDING COMMITTEE PUBLIC SESSION

7:00 p.m.

Monday, January 6, 2020

BOARD ROOM

Chairperson:
Vice-Chairperson:
Liaison Superintendent:
Recording Secretary:

Niki Lundquist
Christine Thatcher
Director Lisa Millar
Kim cox

DATE: Monday, January 6, 2020

TIME: 7:00 p.m.

LOCATION: Education Centre

ROOM: Board Room

ATTACHMENTS: Agenda

Copies to:
All Trustees
Director of Education
All Superintendents



**STANDING COMMITTEE MEETING
OF THE
DURHAM DISTRICT SCHOOL BOARD
Monday, January 6, 2020 – 7:00 p.m.**

	<u>PAGE</u>	<u>TIME</u>
1. <u>Call to Order</u>		
2. <u>Declaration of Interest</u>		
3. <u>Motion to Approve Agenda</u>		
4. <u>Report from Committee of the Whole In Camera</u>		
5. <u>Community Presentations</u>		
(a) C.E. Broughton Modified Program (John Higo)	1 – 12	7:00 – 7:15
(b) Uniting Once Again (Colby Farrell)	Verbal	7:15 – 7:30
6. <u>DDSB Presentations</u>		
(a) Increasing Engagement with Stakeholders (Superintendent Heather Mundy)	13 – 18 & Under Sep.Cover	7:30 – 7:45
(b) Faces on the Data Case Conference (Superintendents Stephen Nevills/ Silvia Peterson)	19 – 23	7:45 – 8:00
(c) Ignite Learning Implementation Mid-Year Operational Goals Update (Director Lisa Millar/Senior Team)	24 – 30 & Under Sep.Cover	8:00 – 8:15
7. <u>Recommended Actions</u>		
8. <u>Information Items</u>		
(a) Student Trustee Report (Student Trustees Sally Meseret/ Arlene Wang/Tyler West)		Verbal

	<u>PAGE</u>	<u>TIME</u>
8. <u>Information Items (Continued)</u>		
(b) School Based Rehabilitation Services Changes (Superintendent Andrea McAuley)	31 – 35	
(c) Dealing with a Traumatic Event Resource (Superintendents Georgette Davis/ Andrea McAuley)	36 – 39 & Under Sep.Cover	
(d) Maple Ridge P.S. Boundary Review, City of Pickering (Superintendent Jim Markovski)	40 – 95	
(e) OPSBA Report (Trustee Donna Edwards)	Verbal	
9. <u>Committee Reports</u>		
(a) Equity & Diversity Ad Hoc Committee Meeting of October 23, 2019 & November 20, 2019 (Trustee Patrice Barnes)	Verbal	
(b) Incident Ad Hoc Committee Meeting of November 30, 2019 (Trustee Michael Barrett)	Verbal	
10. <u>Correspondence</u>		
11. <u>Other Business</u>		
12. <u>Adjournment</u>		

Proposed collapse of C.E. Broughton Modified Calendar Program

An alternative proposal

Modified or Balanced Calendar Year

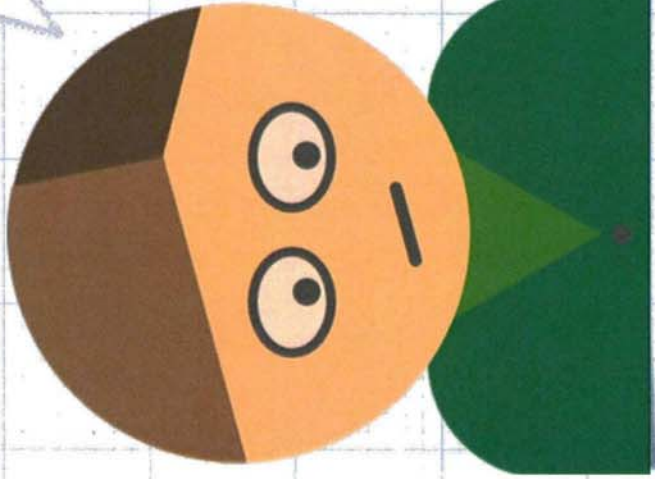
- * A balanced calendar school year has many merits
- * The program has been successful in many meaningful ways
- * The Program aligns with the Strategic Plan set out by the Board
- * There are viable alternatives to collapsing the program that will satisfy both the Strategic Plan, and the Budget



MON	TUE	WED	THU	FRI
		1	2	3
		<i>first day if school!</i>		
	6	7	8	9
				10
	13	14	15	16
				17

Review Time

- * The longer the break, the more kids forget.
- * Studies have shown that the average review time after a 9 week break is 4 weeks.
- * This has shown to be especially true for those less advantaged, those whose first language is other than English, and those with Special Needs.
- * This is in alignment with the strategic plan to increase equitable outcomes for all by identifying and addressing barriers to success and engagement.



Instruction Time

Regular Calendar

Modified Calendar

- Summer Break
- Winter Break
- May Break

- Instruction Time
- Instruction Time
- Instruction Time

- October Break
- Spring Break

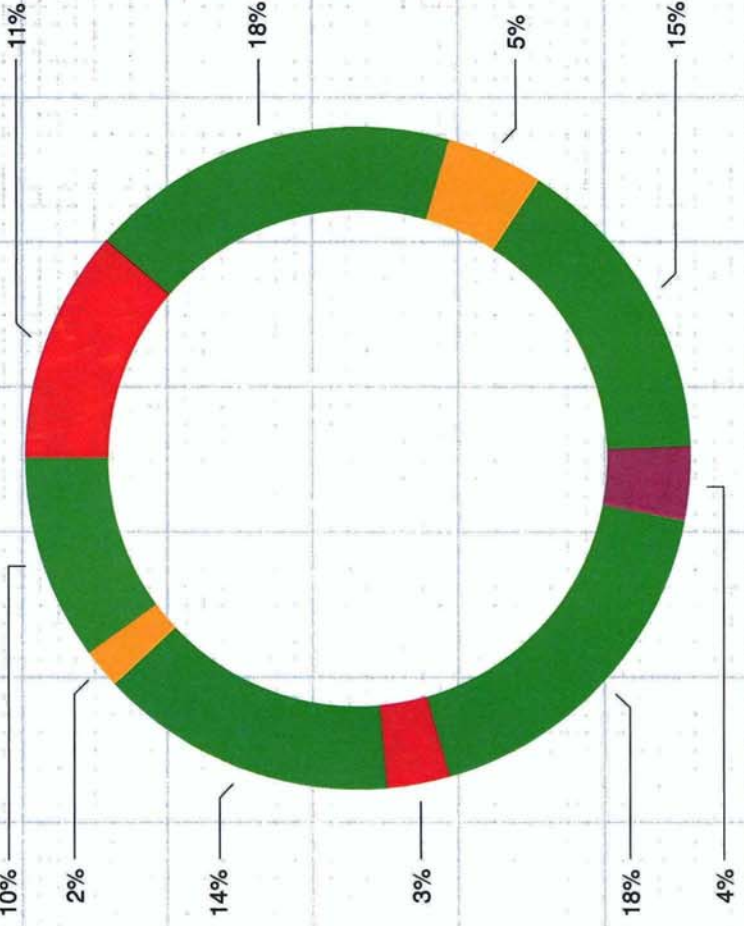
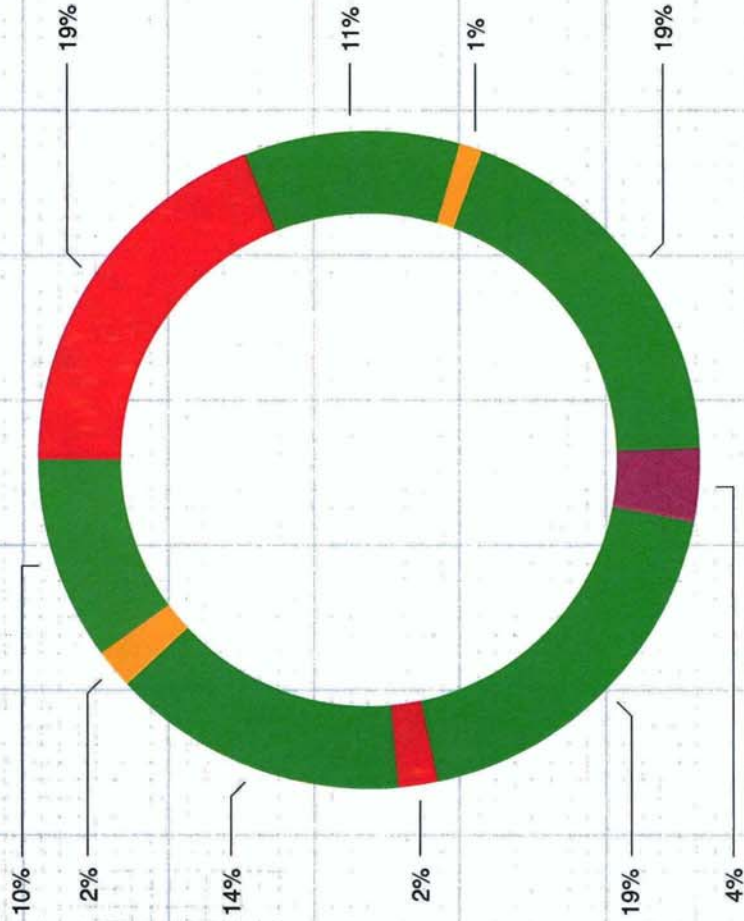
- Instruction Time
- Instruction Time

- Summer Break
- Winter Break
- May Break

- Instruction Time
- Instruction Time
- Instruction Time

- October Break
- Spring Break

- Instruction Time
- Instruction Time



Mental Health

- * Having more frequent breaks spread evenly throughout the year relieves anxiety and reduces stress.
- * Advantage to students with special needs
- * Less absenteeism for both students and staff.
- * Staff are more refreshed and less stressed.
- * In alignment with strategic plan to promote well-being for all students and staff



Academic Achievement

- * With better emotional regulation, more instruction time, and less “summer slide” students have the opportunity to enrich their education possibilities.
- * This is in alignment with the to set high expectations and provide support to ensure all students and staff reach their full potential every year



Enrolment Numbers

2019/2020 Modified School Year Staffing Summary

Staff	JK	SK	1	2	3	4	5	6	7	8	Total
1	6	7									13
1			8	6							14
1					11	6					17
1						7	8				15
1								18	6		24
1									6	14	20
6	6	7	8	6	11	13	8	18	12	14	103

* The sole reason for the proposal appears to be enrolment numbers.

* In order to reach average class sizes, an additional 50 students would be required.

* Statistically this number will be reached in the next two years organically with population growth.

26000 expected population increase
 @14.3% elementary aged demographic
 =3718 elementary aged students
 72% enrol in public vs Catholic school
 =2676 students into DDSB
 2.2% average modified enrolment
 =59 students

Alternative Proposals

* Offer the Modified Program as an option when parents are searching for a school.

The screenshot shows the DDSB website interface. At the top, there is a navigation bar with the DDSB logo and links for 'OUR SCHOOLS', 'PROGRAMS AND LEARNING', and 'FAMILY AND COMMUNITY SUPPORT'. Below this is a search bar with a 'SEARCH BY' dropdown menu. The search results are filtered by 'ADDRESS' and 'SCHOOL'. The search criteria include 'Enter Street Address', 'Number', 'Select Grade or Program (optional)', and 'All Grades'. The search results show 'All Programs' selected, with 'Regular Program' and 'French Immersion Program' listed. The contact information for Durham D 400 Taunt is displayed, including the phone number 905-66, toll-free number, fax number, and email address. A 'Map this location' link is also present.

11:40 AM Tue Nov 19 ddsb.ca

OUR SCHOOLS PROGRAMS AND LEARNING FAMILY AND COMMUNITY SUPPORT

DDSB Ignite Learning

Find My School

Contact

Durham D
400 Taunt
T: 905-66
Toll Free:
Fax: 905-6
Email
Map this l

SEARCH BY ADDRESS SCHOOL

Enter Street Address
Number
Select Grade or Program (optional)
All Grades

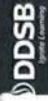
Street Name, City
All Programs
Regular Program
French Immersion Program
CONED

Search by Address

Alternative Proposals

AM Thu Nov 19

4 deb.ca



OUR SCHOOLS

PROGRAMS AND LEARNING

FAMILY AND COMMUNITY SUPPORT

WHAT'S HAPPENING

Programs and Learning

Close Full Programs and Learning Menu

The Durham District School Board has regular and specialized programs and learning opportunities.

We have programs for students of all ages, including:

- Early years
- Elementary school
- Secondary school
- Adult and continuing education

Search the pages in this section for information on programs, such as:

- Arts
- Athletics
- eLearning
- Language programs
- Outdoor and environmental education
- Summer school

Additional Qualifications

Adult and Continuing Education

Arts

Athletics

Early Years Programs

eLearning

Elementary School Programs

First Nation, Métis and Inuit Education

French Immersion

Graduation

Inclusive Student Services

Language Learning Programs

*** Promote the Modified Calendar Program on the Website.**

Alternative Proposals

- * Engage the community
- * The parents of C.E. Broughton Modified have already started a Facebook Group and corresponding Social Media campaign to inform and educate Durham parents on both the existence of, and benefits of a balanced school year calendar.
- * This aligns with the Strategic Plan to Engage students, parents and community members to improve student outcomes and build public confidence.



Alternative Proposals

- * Build on the success of the French Immersion Program, and offer a modified stream so that they may also benefit from the advantages of a balanced school year calendar.



Conclusion

- * A modified or balanced school year calendar is smart and progressive.
- * The C.E. Broughton Modified Program has been successful. Students, parents, and staff have all benefited from the program.
- * The program and its benefits align perfectly with the Board's Strategic Plan.
- * Closing such a program should be a last resort. We are nowhere near there yet. There are many viable alternatives to collapsing the program.

REPORT TO: Durham District School Board

DATE: January 6, 2020

SUBJECT: Increasing Engagement with Stakeholders

PAGE NO. 1 of 4

ORIGIN: Lisa Millar, Director of Education
Heather Mundy, Superintendent of Education

1. Purpose

To provide information on the Ignite Learning Implementation Guide and Resources for School Community Councils which supports school community councils to increase engagement with stakeholders and share the parent engagement initiatives at two schools.

2. Ignite Learning Strategic Priority/Operational Goals

This report supports the goals outlined in the Ignite Learning Strategic Plan in the following ways:

Success

- Providing resources to School Community Councils to work collaboratively to support achievement and well-being for all students

Engagement

- Supporting School Community Councils in planning engagement initiatives

3. Background

The Engagement Strategic Plan 2019-2021 provides outcomes to support the DDSB Priority to engage students, parents, and community members to improve student outcomes and build public confidence.



One of the outcomes of the Engaging with Schools pillar, is the creation of SCC Ignite Learning Implementation Guide and Resources Planning Tools. The purpose of these resources is to build the understanding of the Ignite Learning Strategic Plan – specifically the six priorities: Success, Well-Being, Leadership, Equity, Engagement and Innovation. These resources will provide support in the planning of Parent Engagement initiatives by the School Community Councils in relation to the six priorities.

The Ignite Learning Implementation and Resources for School Community Councils (Appendix A) includes:

- Multi-Year Strategic Plan Brochure
- Ignite Learning Strategic Priorities and Operational Goals
- 2019-2021 Implementation Plan
- As a School Community Council – How Do We Ignite Learning
- How We Ignite Learning Initiative Planner 2019-2020
- School Community Council Handbook
- Parent Involvement Committee Brochure
- School Community Council Brochure
- Updated School Community Council Annual Report
- Igniting Learning in Our School PowerPoint (sent to all school Principals)



4. Analysis

School Community Councils work with school administrators and staff to engage parents/guardians and community members to increase student achievement and well-being.

This report highlights the success of two schools, William Dunbar PS and Pierre Elliott Trudeau PS as they support the DDSB Ignite Learning Strategic Plan and increase voice and participation within their school communities

4.1 William Dunbar PS

The William Dunbar SCC is an active partner in the workings of the school. The team of SCC volunteers work tirelessly to connect their meetings, initiatives and actions with the school improvement plan and the DDSB six priorities. Fundraising planning and execution are tasked to sub-committees so that monthly meetings can focus on school initiatives, such as STEM and inquiry-based learning, and shared community concerns, such as vaping and cyber-bullying. Student leadership groups, such as Ally Avengers, Eco Club and Me to We, are regular contributors to the monthly meetings; the SCC is proud to support their initiatives. Last year, the Ally Avengers encouraged the school to purchase a Buddy Bench for the schoolyard. The SCC and staff worked with the students to research benches, formulate a financial plan and purchase the bench. This year, all requests for SCC funding must include direct connections to the DDSB six priorities as well as the school plan.

A goal for this year's WDPS is to improve communication with the entire community, facilitating closer links between home and school. They are exploring greater use of surveys, such as ThoughtExchange, and digital technologies to identify and share priorities and concerns. Student

ADMINISTRATIVE REPORT

Wellness is one such concern. Currently, the SCC is spearheading the extremely successful Walk to School Wednesday initiative. SCC members collaborated with staff and students to update the School Code of Conduct. Last year, they grew their annual SCC-sponsored Fun Fair to include STEM-related presentations and hands-on activities to directly connect the families with classroom experiences. The SCC plays a vital role in engaging the community with the school.

4.2 Pierre Elliott Trudeau PS

Pierre Elliott Trudeau (PET) is a large school in a rapidly diversifying north Oshawa community. Over the past 4 years, the School Community Council has grown from a small, tight-knit group of effective volunteers to a much larger council. The SCC at Trudeau now boasts over 20 members (including two student representatives) as well as several sub-committees that help streamline and focus the implementation of events and initiatives.

Now that the Trudeau SCC is larger there are more opportunities for parents/guardians to participate. This increased participation has resulted in improved representation of our school community and a more powerful student and parent/guardian voice in the areas of focus for this group. This increased input from the broader school community means that the events and initiatives implemented by the PET SCC better meet the needs of our stakeholders. This group is rightfully extremely proud of their efforts and the positive results they have produced.

5. Financial Implications

The Implementation and Resource Guide for School Community Councils will be supported through the Engagement budget allocation. The Ministry Pro Grant Funding will support school community council projects through an application process.

6. Evidence of Impact

The Annual School Community Council report has been updated to provide information on SCC events in relation to the Ignite Learning Priorities (Appendix A). Schools will be provided with a DDSB Your Voice Matters survey that they can use at all parent/guardian events. (Appendix B)

7. Communication Plan

The Implementation and Resource Guide for School Community Councils has been shared at the October Regional SCC event and the November Director's Meeting. Additional communication through email has been provided to SCC Chairs and school Principals. The DDSB Voice Matters school event survey will be provided to Administrators at the January Family of Schools Meetings.

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8. Conclusion

This report has been provided to Administrative Council as information on the Ignite Learning Implementation and Resources for School Community Councils

9. Appendices

Appendix A - Ignite Learning Implementation and Resources for School Community Councils
Appendix B – Your Voice Matters School Event Survey

Report reviewed and submitted by:



Lisa Millar, Director of Education



Heather Mundy, Superintendent of Education



Your 'Voice' Matters School Event Feedback Survey

The DDSB is seeking to provide engaging and informative events. We would appreciate it if you would take a moment to fill out this anonymous and confidential survey.

* Location of Event:

Please print the name of the location where this event is being held.

Please indicate if this is a...

- DDSB School Event Durham Regional Event
- Another (please specify)

Type of event I am attending:

- Information Evening Speaker/Presentation
- Workshop Family Social Event
- Another event not listed above (please specify)

Name of the event or provide a description:

My child/children attends: *Please print the name of the school(s) where your child/children attend and the number of children for each school.*

Tell us the top 3 things you liked most about the event.

#1

#2

#3

Would you recommend this event to other parents/guardians/families?

Yes

No

Please tell us why you feel this way?

Select the DDSB Ignite Learning Strategic Priorities you would like to see represented in future events and tell us what event(s) would be of interest to you. *(Select all that apply)*

Success

Leadership

Engagement

Well-Being

Equity

Innovation

We welcome your thoughts, ideas and suggestions for future events.

We value your feedback and thank you for participating.

Please return this paper survey to a member of the school staff.

Attention School Staff - Options for handing this survey:

(1) Collect all paper copies of the survey and give them to the school administrator, who will send them to the Accountability & Assessment Dept. at the Educational Centre for data entry.

(2) School staff can enter the response into the online version of this survey using the access link <https://www.surveymonkey.com/r/Events2019-20>

ADMINISTRATIVE REPORT

REPORT TO: Standing Committee**DATE:** January 6, 2020**SUBJECT:** Faces on the Data Case Conferences**PAGE NO.** 1 of 5

ORIGIN: Lisa Millar, Director of Education
 Mohamed Hamid, Superintendent of Education
 Margaret Lazarus, Superintendent of Education
 Jimmy Markovski, Superintendent of Education
 Andrea McAuley, Superintendent of Education
 Stephen Nevills, Superintendent of Education
 Silvia Peterson, Superintendent of Education

1. Purpose

- 1.1 To provide trustees with an overview of the Faces on the Data system priority and its impact on student achievement.
- 1.2 To provide examples of how the Student Achievement and Curriculum, Early Years, Inclusive Student Services, Assessment and Accountability and Equity Departments are working collaboratively to support educators and school administrators in their implementation of Faces on the Data case conferences.

2. Ignite Learning Strategic Priority/Operational Goals

Success: *Set high expectations and provide support to ensure all students and staff reach their full potential every year.*

- Faces on the Data Case Conferences provide a structure that supports school teams in developing a common language for identifying individual student gaps in learning, collaboratively setting individual goals, reflecting on students' strengths and areas of need, identifying and monitoring responsive interventions and using ongoing assessment to inform instruction to improve academic achievement.

Equity: *Promote a sense of belonging and increase equitable outcomes for all by identifying and addressing barriers to success and engagement.*

- Faces on the Data Case Conferences are focused on knowing our students: their individual learning strengths, needs and identity to support proportional outcomes for students.

Leadership: *Identify future leaders, actively develop new leaders and responsively support current leaders.*

- Faces on the Data Case Conferences support the development of teacher efficacy by deepening each teacher's understanding of student learning needs and the evidence-based strategic interventions to close achievement gaps.

ADMINISTRATIVE REPORT

3. Background

- 3.1 Existing identity data (gender, English as a Second Language (ESL), French Immersion, Individual Education Plan (IEP) designation, etc.) and the PowerBI dashboard are being used to support personalized learning, interventions, and to increase proportional outcomes.
- 3.2 Instruction which is differentiated based on the unique strengths and needs of each learner will support equitable and proportional outcomes for all students.
- 3.3 Classroom instruction which is precise and informed through a range of data sources will support gap closing for students who are in-risk of not achieving grade level curriculum standards.
- 3.4 Classroom instruction which is monitored through ongoing assessments will promote educators to reflect on the impact of their teaching and deepen their understanding of student learning strengths and needs.
- 3.5 In the elementary panel, Faces on the Data is a structure that has been used for approximately nine years and is now a common practice.
- 3.6 In secondary schools, The Choosing My Success initiative was implemented in the fall of 2018 to support Grade 8 students and their families in making an informed decision about course selection as a transition from Grade 8 to Grade 9. As a result of this initiative, there are more students choosing the Academic pathway in Grade 9. The implementation of Faces on the Data in secondary schools began in September 2018 and is a structure which supports both Choosing My Success and the Ministry's Improving Student Performance in Mathematics (ISPM) for students in Applied level courses, by individualizing and monitoring student achievement, as well as supporting a shift in classroom practice.
- 3.7 Faces on the Data is a structure that supports school teams in developing a common language for identifying individual student gaps in learning, collaboratively setting individual goals, reflecting on students' strengths and areas of need, identifying and monitoring responsive interventions and using ongoing assessment to inform instruction.

Faces on the Data supports school teams to:

- Know the students (personal, human-emotional connection; encourage colleagues to make their work personal; make their work about real students)
- Plan for individualized, differentiated instruction to close learning gaps
- Ensure everyone knows they are responsible for all students (promote accountability)
- Assess progress widely and for individuals (understand if the processes are having an impact on more than one student)
- Recognize that high expectations and early and ongoing interventions are essential

ADMINISTRATIVE REPORT

- Enable teachers and administrators to articulate what they do and why they teach the way they do
- Share beliefs and understandings about interventions and monitoring impact
- Ensure each student can achieve high standards given the right time and the right support
- Ensure each teacher can teach to high standards given the right assistance.

4. Analysis

Analysis of Faces on the Data Case Conferences:

- 4.1 Short, focused conversations about a student learning need based on current, meaningful data
- 4.2 Establishes a specific, measurable next step for instruction
- 4.3 Deepens understanding of student learning strengths and needs
- 4.4 Supports collaborative professional approaches within the school
- 4.5 Promotes the use of evidence-informed instructional strategies
- 4.6 Ensures monitoring of student learning and gap closing through an established cycle of meetings
- 4.7 Establishes a structure to monitor whole class and individual student strengths and needs.

5. Financial Implications

- 5.1 Supply teacher costs to release elementary classroom teachers for Faces on the Data Case Conferences is funded through each school's block budget. Specific school costs vary on frequency of case conferences and number of staff released.
- 5.2 Supply teacher costs to release secondary teachers (three teachers per school for five half-day sessions per year) for Faces on the Data Case Conferences is funded through the Student Achievement and Curriculum Department.

6. Evidence of Impact

- 6.1 Monitoring student learning, achievement and proportional outcomes as measured through report cards, Primary EQAO, Junior EQAO, Grade 9 Math EQAO, and Grade 10 OSSLT data.

ADMINISTRATIVE REPORT

- 6.2 Monitoring student learning and achievement, as measured through school-based use of common assessment tools and strategies, in alignment with grade level curriculum and Board identified benchmarks and targets.
- 6.3 Evidence of classroom implementation of strategies to close achievement gaps at all grade levels.
- 6.4 Quantitative and qualitative data to measure shifts in educator practice documented through Stages of Implementation.
- 6.5 PowerBi and the Digital Faces on the Data tool is being implemented in both elementary and secondary schools to monitor and consolidate student information.
- 6.6 Monitoring the number of students achieving Level 3 and 4 in Grade 9 and 10 courses and ISPM focus schools.
- 6.7 Monitoring the number of students who are successful in Grade 9 courses (credit accumulation).

7. Communication Plan

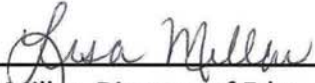
- 7.1 In May of 2019, the newly revised Board Improvement Plan for Student Improvement and Well-being (BIPSAW) was shared with all administrators, along with the BIPSAW Compendium document.
- 7.2 The BIPSAW Compendium document provides clearly defined success criteria, timelines, and structures to support school-based implementation of Faces on the Data case conferences, with specific monitoring strategies for consolidation grades.
- 7.3 All elementary and secondary school administrators were provided with Faces on the Data templates to support goal setting and monitoring for class and individual student summaries.
- 7.4 All elementary school administrators were provided with DDSB guides *Benchmarks and Targets to Inform Faces on the Data Case Conferences* (Reading, Writing, Mathematics and Kindergarten).

8. Conclusion

The Student Achievement and Curriculum, Early Years, Inclusive Student Services, Assessment and Accountability and Equity Departments will continue to work collaboratively to support educators and school administrators in their implementation of Faces on the Data case conferences and closing gaps in student achievement.

ADMINISTRATIVE REPORT

Report reviewed and submitted by:



Lisa Millar, Director of Education



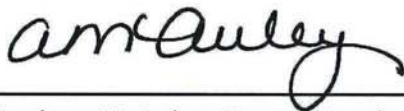
Mohamed Hamid, Superintendent of Education



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Jimmy Markovski, Superintendent of Education



Andrea McAuley, Superintendent of Education



Stephen Nevills, Superintendent of Education



Silvia Peterson, Superintendent of Education

ADMINISTRATIVE REPORT

REPORT TO: Standing Committee
Durham District School Board

DATE: January 6, 2020

SUBJECT: Ignite Learning Mid-Year Operational Goal Update **PAGE NO.** 1 of 7

ORIGIN: Lisa Millar, Director of Education, Secretary and Treasurer to the Board
Senior Team/Superintendents of Education

1. Purpose

This report is provided for information to Trustees as a mid-year update regarding the Ignite Learning Annual Operating Goals and Implementation Plan.

2. Background

The Ignite Learning Multi-Year Strategic Plan was launched in September 2018.

“The Multi-Year Strategic Plan is a visioning and policy document and process that sets the direction for the board. It is fundamental to ensuring good governance and to building public trust in boards of trustees not only to safeguard our schools, but also to ensure that they are caring, equitable, innovative, and flexible.” (*Multi-Year Strategic Planning - A Guide for School Board Trustees - Ministry of Education - 2017*)

An Ignite Learning Operational Goals Action Plan was developed to outline the key initiatives and programs being implemented to meet the operational goals set out in the multi-year strategic plan.

MINISTRY OF EDUCATION

Multi-Year Strategic Plan (MYSP)



“Phases 1, 2, and 3 can each take up to a few months to complete, while Phase 4 can last anywhere from three to five years, the duration of the plan itself. In this graphic, the white arrow in Phase 4 represents the longer time frame.” (*Multi-Year Strategic Planning - A Guide for School Board Trustees - Ministry of Education - 2017*).

The DDSB is currently in Stage 4 of the Multi-Year Strategic Plan which focuses on implementation and monitoring of the action plan.

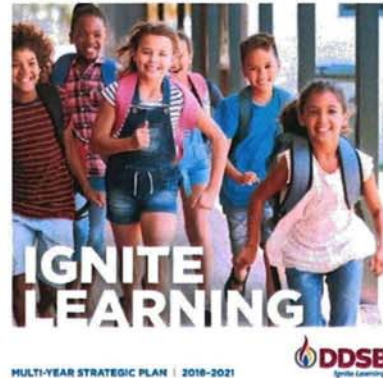
ADMINISTRATIVE REPORT

2. Background (Continued):**Strategic Priorities**

The DDSB multi-year strategic plan identifies six key strategic priorities for the Board to focus resources and implement initiatives and programs.

The strategic priorities are:

- Success
- Well-Being
- Leadership
- Equity
- Engagement
- Innovation



Trustees and senior staff based on stakeholder consultation developed the following Operational Goals which will determine projects, programs, training and initiatives:

Strategic Priority	Operational Goals for Each Strategic Priority
Success	Set high expectations and provide support to ensure all students and staff reach their full potential every year.
Well-Being	Create safe, welcoming, inclusive learning spaces to promote well-being for all students and staff.
Leadership	Identify future leaders, actively develop new leaders, and responsively support current leaders.
Equity	Promote a sense of belonging and increase equitable outcomes for all by identifying and addressing barriers to success and engagement.
Engagement	Engage students, parents and community members to improve student outcomes and build public confidence.
Innovation	Re-imagine learning and teaching spaces through digital technologies and innovative resources.

ADMINISTRATIVE REPORT

3. Analysis:

The Ignite Learning Strategic Priorities, Operating Goals and Implementation Plan creates a multi-year plan that guides and sets the direction for the vision, core priorities, and the strategic operational execution plan.

2019 Input on Data Analysis

In March, April and May of 2019, Trustees and the senior team worked together to review data and develop a Thoughtexchange to engage staff and the community to provide input on the first year of the multi-year strategic plan.

Staff and Community Voice

In May 2019 the Durham District School Board engaged in a community consultation to gather feedback on the Ignite Learning Strategic Plan and Vision as well as ideas for increasing parent, staff and student voice. Parents and staff participated in a Thoughtexchange, an online tool that allows participants to share open-ended thoughts, feedback.

The Thoughtexchange that was used with the community invited parents and staff to share thoughts on how the Ignite Strategic Plan and Vision could continue to evolve and improve. Once their thoughts were shared, parents and staff reviewed and rated the thoughts from 1 to 5 stars to identify the ideas they thought were most important.

Thoughtexchange participation:

**Student Voice**

The Student Senate held an input session where student voice and consultation was captured by a digital artist and created this visual. The digital artist rendering is proudly displayed in the Director's and Trustees' Area at the Education Centre. This digital representation captures student voice in the six areas of the Ignite Learning Strategic Plan.



ADMINISTRATIVE REPORT

3. Analysis (Continued):

Following are the common themes in each strategic priority that had the highest ratings:

- **Engagement:** Parent involvement and continuous communication with families and staff.
- **Equity:** Inclusiveness, zero tolerance for racism and continuing support and programming for diverse learners.
- **Innovation:** Digital safety, security and access.
- **Leadership:** Staff training and supports of student and system needs.
- **Safe Schools:** Student Safety, learning environments and progressive discipline
- **Success:** Teaching students about financial literacy/life skills and providing time to plan differentiated/engaging lessons.
- **Well-Being:** Providing an environment where students feel safe, valued and encouraged and providing staff with supports.

Parents and staff also commented on several provincial priorities, the highest rated of which related to concerns around class size and the availability of classroom supports.

The implementation and monitoring process focuses on the following key principles:

- a) **Simplify** – Keep it clear, simple and easy to communicate
- b) **Definition and Metrics** – Keep the number of priorities small and ensure that they are meaningful to all stakeholders.
- c) **Meaningful Engagement** – Continue to provide new and different ways for authentic voice, input and collaboration with all stakeholder groups.
- d) **Communication and Training** – Communicate goals and ensure there are concrete action plans to support the implementation of the goals. Provide training on the implementation of the goals that translate into concrete deliverables.
- e) **Leadership** – Good leadership influences everything that happens. Continue to build leadership capacity and ensure leaders provide clear direction and feedback.

Mid-Year Ignite Learning Implementation Plan Update

3.1 The Ignite Learning Implementation Plan outlines how the Ignite Learning 6 Strategic Priorities and goals are operationalized. Superintendents lead quality implementation in their respective portfolio and the implementation plan outlines the key initiatives/programs, steps, actions, and how we will measure impact and analyze metrics. (See Appendix A)

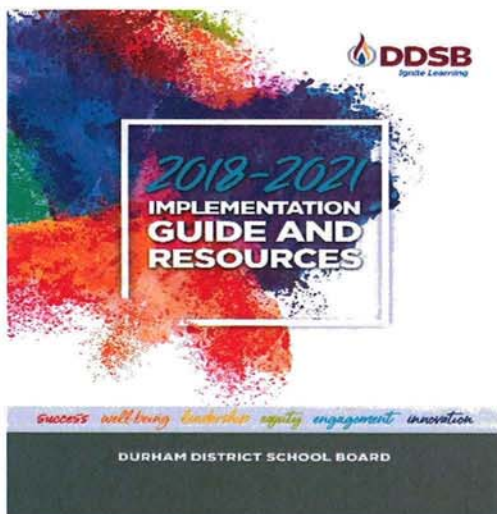
ADMINISTRATIVE REPORT

3. Analysis (Continued):

- 3.2 Administrative Council reviewed the operational goals outlined in the Ignite Learning Plan to provide a foundation for the development of system and portfolio goals for each Superintendent for the year. In addition, senior staff develop department/portfolio execution plans outlining the implementation, responsibilities, timelines and evidence of impact/metrics connected to the Annual Operating Goals.
- 3.3 Considerable work continues in all of the Superintendent portfolios throughout the year. Trustees also receive information as reports and presentations from Superintendents and schools on the initiatives and programs at Board, Standing and Committee meetings to provide ongoing updates on the stages of implementation of the Ignite Learning Operational Goal Action Plan.
- 3.4 The mid year operational implementation update has been provided as an update on the current stages of implementation of the projects and initiatives being operationalized to implement the Ignite Learning Strategic Priorities and goals.
- 3.5 The metrics have been included for each strategic priority and operational goal and demonstrate evidence of impact and progress made to date.

Ignite Learning Implementation Kit

The Ignite Learning Implementation kit was developed to support schools and all DDSB staff in the implementation of the Ignite Learning Strategic priorities. The activities developed are applicable to all DDSB employees to assist in creating familiarity, understanding and participation in the Ignite Learning vision that was created with input from all stakeholder groups.



ADMINISTRATIVE REPORT

3. Analysis (Continued):

A guideline resource and activities templates have been provided in the toolkit. The focus of the tool kit is to support DDSB employees in leading the Ignite Learning Strategic Priorities and Goals and strategic implementation. DDSB staff ignite the strategic priorities using the following methodology:

Igniting the Strategic Priorities and Operational Goals**DRIVE FAMILIARITY:**

- Increase plan awareness—its existence and strategic priorities
- Create interest
- Focus on awareness and familiarity

DRIVE UNDERSTANDING:

- Educate on the specifics of the plan and their benefits
- Inspire to ignite
- Develop strategies to increase recall and relevance

DRIVE PARTICIPATION:

- Ensuring the plan has support and a positive impact on a personal level
- Ensure impact
- Provide support and input

4. Communication

The Superintendents and their teams continue to lead the outlined projects and initiatives that reflect the operating goals. The mid-year update will be communicated to the system in the following ways:

1. The mid-year update will be posted to the DDSB website for review by the public.
2. It will be discussed with school administrators at the next Director's meeting in January 2020.
3. The mid-year update will be provided to school administrators with a request to share the update with School Community Councils.
4. Senior staff will continue to implement the major initiatives as well as assess the impact of the initiatives on student achievement, evolving equity initiatives, building leadership capacity and system improvement.
5. A year end update will be provided in June 2020.

ADMINISTRATIVE REPORT

5. Conclusion

This report and mid-year update is provided to Trustees for information.

Report reviewed and submitted by:



Lisa Millar, Director of Education, Secretary and Treasurer of the Board

Superintendent Implementation and Monitoring Team:

- Georgette Davis, Superintendent of Education/FOS/Safe Schools, Mental Health and Well-Being
- Mohamed Hamid, Superintendent of Education/FOS/Equity/ELL/ESL/Indigenous Education, Outdoor Education
- Margaret Lazarus, Superintendent of Education/FOS/Equity/French Curriculum
- Jim Markovski, Superintendent of Education/FOS/Early Years/Poverty Strategy/Foundation
- Norah Marsh, Associate Director/Academic Services
- Andrea McAuley, Superintendent of Education/Inclusive Student Services
- Heather Mundy, Superintendent of Education/FOS/Engagement (Parent and Community)
- Stephen Nevills, Superintendent of Education/FOS/Secondary Curriculum/NTIP/EQAO/Student Success/eLearning
- Silvia Peterson, Superintendent of Education/FOS/Elementary Curriculum/NTIP/EQAO

Appendix A: Ignite Learning Mid-Year Operational Goal Update 2019-2020

ADMINISTRATIVE REPORT

REPORT TO: Durham District School Board

DATE: January 6, 2020

SUBJECT: School Based Rehabilitation Services

PAGE NO. 1 of 4

ORIGIN: Lisa Millar, Director of Education
Andrea McAuley, Superintendent of Education
In collaboration with Lorraine Sunstrum-Mann, CEO of Grandview Children's Centre

1. Purpose

The purpose of this report is to provide Trustees with information about the transition and enhancement of School Based Rehabilitation Services in Durham Region.

2. Ignite Learning Strategic Priority/Operational Goals

Equity: To provide family- centred paediatric and rehabilitation services for children and youth with physical, communication and developmental needs through community partnerships.

Engagement: Collaborations with Grandview Children's Centre and partner DSBs in the transition of rehabilitation service delivery and ensuring that the DDSB remains an active partner in the provision of these services.

3. Background

3.1 School Based Rehabilitation Services

The following School Based Rehabilitation Services are provided through funded community partners:

- Occupational Therapy (OT)
- Physiotherapy (PT)
- Speech Language Therapy (speech production, fluency, voice difficulties differentiated service from DSB Speech Language Pathologists)

These services are provided to children and youth in a school setting.

Phased in changes to School Based Rehabilitation Services (SBRS) have been occurring over the past year. In the first phase of changes, responsibility for coordination of services moved from Central East Community Care Access Centre (CCAC) to the Localized Health Integrated Network (LHIN) to Grandview Children's Centre (Grandview). The next phase, responsibility of service delivery, transferred to Grandview was effective January 1, 2020. These changes, to funding and service providers, is outlined in Appendix A: Community Communication.

Previously, Occupational Therapy (OT) and Physiotherapy (PT) services were provided by therapists employed by Community Advantage Rehabilitation (CAR) as funded through LHIN. On January 1st, Grandview became both service coordinator and provider.

It is important to note that these service professionals (OT/PT) are key partners in the prescription and access to Specialized Equipment Allocation (SEA) for students with special education needs.

3.2 Grandview Children's Centre

The transfer of School Based Rehabilitation Services to the scope of Grandview programs has added approximately 8,000 referrals to their existing demand of 10,000 clients per year. The team at Grandview is committed to efficiently and effectively considering all of the previous and future Grandview programs and services as one continuous pathway of service across the lifespan for the children, youth and families accessing Grandview and its programs, supports and partnerships.

3.3 Service Transition Planning

- Teams from Grandview and the six impacted school boards have been meeting regularly through the transition of services as a "SBRS Systems Leadership Team". This team includes senior team members (CEO of Grandview and Superintendents of Special Education/Inclusive Student Services), management (Clinical leaders – for example, Speech-Language Services) and Clinical Manager for Grandview. A separate transition team, of Management and front-line staff, meet regularly specific to the delivery of Speech Language Services.
- Grandview validated lists of students receiving services and those on waitlists for service with individual school teams through November 2019. This information was shared with the SBRS Systems Leadership Team on December 4th.
- During the transition, social media messaging is being utilized to communicate general changes. In addition, individual letters were sent to families, from Grandview, in regard to transition of service for children receiving active service and for those waiting and a service navigation phone line is opened for families with questions.

3.4 Grandview Actions to Support Expansion of Scope of Service to Include School Based Rehabilitation Services (SBRS)

- Extending hours of operation across all 7 Grandview locations as scope of service expands.
- Formation of community therapy teams, based on geography of schools to be served, with intention of seamless support from pre-school to school-based service for families.
- Where possible provide consistency in therapists (to June 2020) for students, where therapists hired by Grandview have transitioned directly from supporting students in the boards covered by Grandview's service region.
- Advocacy and approval for one-time funding to take action between January and March 2020 to reduce the waitlist for service.
- Building in a timeline for learning and co-reflection within service model. Specifically, a commitment has been made to actively review service delivery and associated process following the initial implementation period (January – June 2020) to recalibrate where needed prior to the start of the 2020-2021 school year.

3.5 Collaborative Actions to Support Transition of School Based Rehabilitation Services

Examples of collaborative actions to support transition of School Based Rehabilitation Services:

- Coordination of synchronous information to families and school teams.
- Commitment to consistency for students where possible.
- Examination of referrals processes to streamline steps for families and school teams.
- Collaboration on training of team members involved in service delivery. Specifically, DSBs collaborating on creation of onboarding resources to help Grandview staff orientate to service delivery in school environment; DDSB staff facilitated on December 19th (Inclusive Student Services and Health and Safety).
- Design of SEA coordination process and commitment to collaborate on alignment as much as possible (e.g., equipment recommendations and vendors).
- Provision and review of data, collaboratively and within each DSB, on quarterly basis for reflection on equity of access and to inform ongoing training.

3.6 DDSB Students Receiving or on Waitlist for Rehabilitation Services

DDSB Students Receiving or on Waitlist for Rehabilitation Services (as of December 4, 2019)

Therapy	On Service	On Waitlist
Occupational Therapy	836 students	1576 students
Physiotherapy	313 students	8 students
Speech Therapy (speech production, fluency, voice difficulties)	248 students	1077 students

4 Financial Implications

- School Based Rehabilitation Services are funded to the provider (Grandview Children's Centre) and provided on site in schools at no incurred cost to families.
- DDSB staff (e.g., Administrators, SERTs and Speech Language Pathologists) provide for service such as facilitating the referral process for those new to receiving service.

5 Communication Plan

- Information about the transition of School Based Rehabilitation Services was concurrently posted on the websites for Grandview Children's Centre and the six partnered DSBs on November 14, 2019.
- Metroland published information about the changes to this service delivery on November 20, 2019.
- Information has been shared through the DDSB website, Inclusive Student Services page, regarding the transition of School Based Rehabilitation Services. Following January as a transition time, this information will be replaced with information for families seeking to access support through this program (e.g., referral process).

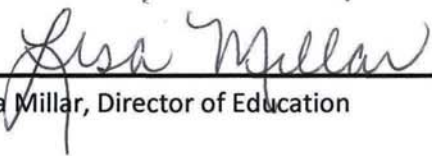
6 Conclusion

This report is provided for information for Trustees.


7 Appendices

Appendix A: November 14, 2019 Communication to Families/Community (web posted information)

Report reviewed and submitted by:



Lisa Millar, Director of Education



Andrea McAuley, Superintendent of Education



ATTENTION: Parents/Guardians, Caregivers - Welcome to Grandview Children's Centre!

RE: Grandview Children's Centre's role in the delivery of School-Based Rehabilitation Services (SBRS) in School Board's across Durham Region.

School-Based Rehabilitation Services is the program that delivers Physiotherapy, Occupational Therapy and Speech–Language Pathology speech (*speech production, fluency, voice difficulties*) services to children and youth in publically funded schools.

Children and youth who have identified *language* needs are supported by a School Board Speech and Language Pathologist who will continue to respond to language needs for children and youth attending school.

Since 2018 the SBRS program has been transitioning. The details of the changes are as follows:

	To December 31 st 2018	January – December 2019	Commencing January 2020
Occupational Therapy			
Funding	CE LHIN	Grandview	Grandview
Service Provided by	CAR	CAR	Grandview
Physiotherapy			
Funding	CE LHIN	Grandview	Grandview
Service Provided by	CAR	CAR	Grandview
Speech Language Services (speech production, fluency, voice difficulties)			
Funding	CE LHIN	Grandview	Grandview
Service Provided by	CBI	CBI	Grandview

CAR- Community Advantage Rehabilitation, CBI- CBI Limited, Grandview- Grandview Children's Centre

What is changing for you and your child/youth beginning in December 2019, moving into January 2020?

- **Children currently in service with both Grandview and SBR:** Your Grandview therapist will begin supporting your child's school-based needs as well as providing the services that they currently receive at Grandview.
- **Children currently in service with SBR, but not with an in centre Grandview therapist:** Your SBR therapist *may* change based on staffing. Your service will **not** be disrupted.

Next step:

- Your child's therapist will get in touch with you to discuss the plan.

Grandview is excited to have so many families and education partners to work alongside. Although it is an exciting time for many, we also know that change may be difficult for some. We want to make this transition as smooth as possible. If you are not yet familiar with Grandview, we encourage you to visit our website at www.grandviewkids.ca. You may also contact Grandview at 905-728-1673 ext. 2468 or toll free at 1-800-304-6180 ext. 2468 if you have any questions.

Every child and youth living life at their full potential.

ADMINISTRATIVE REPORT

REPORT TO: Durham District School Board
Standing Committee

DATE: January 6, 2020

SUBJECT: Dealing with a Traumatic Event Resource

PAGE NO. 1 of 4

ORIGIN: Lisa Millar, Director of Education
Andrea McAuley, Superintendent of Education, Inclusive Student Services
Georgette Davis, Superintendent of Education FOS, Safe Schools, Well-Being

1. Purpose

To provide Trustees with the resource *Dealing with a Traumatic Event* as information.

2. Ignite Learning Strategic Priorities/Operational Goals

The creation and implementation of the resource *Dealing with a Traumatic Event* addresses the following Ignite Learning Strategic Priorities/Operational Goals:

Success: Set high expectations and provide support to ensure all students and staff reach their full potential every year.

Well-Being: Create safe, welcoming, inclusive learning spaces for all students and staff.

Equity: Promote a sense of belonging and increase equitable outcomes for all by identifying and addressing barriers to success and engagement.

Engagement: Engage students, parents and community members to improve student outcomes and build public confidence.

3. Background

A traumatic event includes incidents that have a significant impact on a school, such as the death of a student/staff, death by suicide, or a natural disaster. The *Traumatic Response Policy and Procedure* were created by members of the following Departments; Inclusive Student Services, Psychological Services, Social Work, Safe Schools, Operations, Transportation, Facility Services, Communications, Mental Health and elementary and secondary administration. The Policy and Procedure was approved by the trustees at the Oct. 2018 Board. Following the approval, School Teams attended mandatory training on the use of the Policy and Procedure.

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Since the Policy and Procedure were approved, there have been traumatic events at DDSB schools. Following those events and based on the expectations within the Policy and Procedure, debriefings occurred. This feedback from these debriefings was used by a Working Group to review and revise the *Procedure Traumatic Response*. In addition, it was decided to create the resource *Dealing with a Traumatic Event* as a means to provide Principals/Vice-Principals with the essential information and supports needed to deal with a traumatic event.

4. Analysis

The resource *Dealing with a Traumatic Event* was created based on a recommendation by the Working Committee (refer to Appendix A). The *Dealing with a Traumatic Event* resource includes the following sections:

1. *DDSB Traumatic Response: Responsibilities*: The intent of this chart is to provide a visual representation of the responsibilities of the Board Trauma Response Team and the School Traumatic Response Team. These responsibilities are organized in the following sections; Initial Response, Premobilization: Consultation, Mobilization: Board-Level, Mobilization: School-Level and Debrief(s).
2. *School Traumatic Response*: The intent of this chart is to provide a visual representation of the Immediate, Short-Term and Long-Term responsibilities of the Principal/Vice Principal.
3. *Planning Guide for Administrators: School Trauma Response*: This planning guide provides direction on the tasks that should be completed during a traumatic event. The tasks to be completed are organized into the following sections; Proactive Steps, What to Do First, What to Do Next, Long-Term Planning and Suggestions for Debrief(s). This planning guide is not intended to be exhaustive and may be revised by the Principal/Vice Principal in collaboration with the School Traumatic Response Team.
4. *School Traumatic Response Team Checklist*: This checklist provides items for the Principal/Vice Principal to complete when leading a School Traumatic Response Team, and implementing a short-term and long-term plan to address a traumatic event. This checklist is not intended to be exhaustive and may be revised by the Principal/Vice Principal in collaboration with the School Traumatic Response Team.
5. *School Traumatic Response Team: Staff Meetings*: This section includes a sample Staff Meeting(s) agenda for use by the Principal/Vice Principal.
6. *School Traumatic Response Team: Resources*: This section includes relevant resources to assist the Principal/Vice-Principal and the School Traumatic Response Team when responding to a traumatic event and implementing short-term and long-term plans.

ADMINISTRATIVE REPORT

5. Financial Implications

The creation and implementation of the resource *Dealing with a Traumatic Event* will occur within the constraints of the Safe Schools budget.

6. Evidence of Impact

The resource *Dealing with a Traumatic Event* will be presented and distributed to Principals at the January Director's Meeting.

After each traumatic event it is expected that a debriefing occurs. The information from the debriefing(s) will be used to review and refine the resource *Dealing with a Traumatic Event*.

7. Communication Plan

An e-mail was sent to personnel in the DDSB who may be asked to deal with a traumatic event. The e-mail outlined the revisions to the Procedure and asked that they review the expectations within the Policy and Procedure *Traumatic Response*. Professional development sessions will continue to be conducted for new Administration and school teams. The resource *Dealing with a Traumatic Event* will be presented and distributed at the January Director's meeting.

8. Conclusion

The resource *Dealing with a Traumatic Event* is provided to trustees as information.

9. Appendices

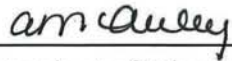
Appendix A: *Dealing with a Traumatic Event*

Report reviewed and submitted by:



Lisa Millar, Director of Education

ADMINISTRATIVE REPORT



Andrea McAuley, Superintendent of Education, Inclusive Student Services



Georgette Davis, Superintendent of Education/FOS/ Safe Schools/Mental Health and Well-Being

DURHAM DISTRICT SCHOOL BOARD

ADMINISTRATIVE REPORT

REPORT TO:	Standing Committee	DATE:	January 6, 2020
SUBJECT:	Maple Ridge PS Boundary Review City of Pickering	PAGE NO.	Page 1 of 9
ORIGIN:	Lisa Millar, Director of Education Jim Markovski, Superintendent of Education Christine Nancekivell, Chief Facilities Officer Carey Trombino, Manager of Property and Planning Anne Dobos, Senior Planner		

1. Purpose

The purpose of this report is to commence a public consultation process in accordance with Regulation School Boundaries with regard to establishing Maple Ridge PS as a single track French Immersion school and adjusting the regular track boundary for Vaughan Willard PS, as identified in Appendix 1.

2. Background

Trustees were presented with the report titled "*Accommodation Plan: Trends, Issues and Future Opportunities 2019-2023 Report*" (*Accommodation Plan*), at the September 16, 2019 Board Meeting. An excerpt providing City of Pickering data is attached as Appendix 2. The Accommodation Plan also indicated that staff would continue to monitor the enrolment at Maple Ridge PS.

In January 2014, a report titled "*Pickering French Immersion Program Review – Elementary and Secondary*", attached as Appendix 3, was approved by Durham District School Board Trustees. As a result, Maple Ridge PS became a dual track school effective September 2014, providing a third site offering elementary French Immersion programming in the City of Pickering. At the same time, Dunbarton High School was also introduced as the first site in the City of Pickering providing French Immersion for secondary students within the City, eliminating the need for them to travel to Ajax to attend the French Immersion program.

A report titled "*French Immersion Program Update*" dated April 20, 2015, attached as Appendix 4 discussed the potential for increased utilization of Maple Ridge PS as a result of the introduction of French Immersion into the school and the fact there may be a further need for an additional Pickering site.

2.1 Consultation Process

Staff has discussed the proposal with both the local Trustees on December 2, 2019, and Durham Student Transportation Services (DSTS) staff. As per Board Regulation School Boundaries, Superintendent Jim Markovski and Planning staff will be meeting with School Community Council Executive of Maple Ridge PS and Vaughan Willard PS prior to the Open House, to outline the proposal.

An Open House will be held on the evening of January 21, 2020 from 7pm – 8:30pm in the gymnasium at Vaughan Willard PS. The Open House format is facilitated through multiple stations where stakeholders can ask staff questions informally while formal input can be received via comment sheets, voicemail and email.

At the Open House, various Board staff will be present to answer questions. Staff will include Superintendent Markovski, Planning staff, DSTS staff and Early Years staff. In addition, there will be an opportunity for the community to have input into a communication plan.

3. Analysis

3.1 Maple Ridge PS

Maple Ridge PS opened in September 1989 as a regular track school with a purpose-built childcare centre. This neighbourhood school is situated on a confined 3 acre site adjacent to parkland. When it was originally opened, it had a primarily walking enrolment. As shown in Table 1, as the neighbourhood matured, enrolment softened, and capacity became available. Also shown are the enrolments from 2014 to 2018, after French Immersion was implemented. It should be noted that only 6 students of the total enrolment of 645 in 2018 were students attending as “Out of Area” to Maple Ridge PS split between the programs.

Table 1 – Historic Enrolment

Table 1 - Historic Enrolment

Maple Ridge PS	OTG Capacity*	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019**
French Immersion	464								263	263	312	350	423	456
Regular Track									188	227	222	217	222	220
Total Enrolment		405	376	354	341	304	296	285	451	490	534	567	645	676
Utilization		87%	81%	76%	73%	66%	64%	61%	97%	106%	115%	122%	139%	146%
Portables											4	4	8	9

*OTG: On The Ground Capacity

** September 16, 2019 actuals (unaudited)

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Maple Ridge PS Boundary Review
City of Pickering

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In January 2014, a report titled “*Pickering French Immersion Program Review – Elementary and Secondary*” attached as Appendix 4, was approved by the Trustees. Implementation of the multi-layered solution took place in September 2014; to fill the capacity available at Maple Ridge PS; provide relief to Frenchman’s Bay PS and Sir John A Macdonald PS and provide an additional elementary French Immersion program in Pickering. The popularity of the French Immersion program is evident in the enrolment numbers in Table 1. Since this boundary revision in 2014, the school has continued to experience enrolment in excess of capacity.

In order to accommodate the increased enrolment at Maple Ridge PS, portables were installed in 2016 and the need for portables has continually increased. Site restrictions and limited parking at Maple Ridge PS make the installation of additional portables prohibitive.

Maple Ridge PS is projected to continue to experience enrolment over capacity as identified in the four year 2019 Official Enrolment Projections (OEP) provided in Table 2 below.

Table 2 - Projected Enrolment

2019 Official Enrolment Projections	OTG Capacity*				
Maple Ridge PS	464	2020	2021	2022	2023
French Immersion		506	550	576	599
Regular Track		204	193	193	190
Total Enrolment		710	743	769	789
Utilization		153%	160%	166%	170%
Portables		10	12	13	14

*OTG: On The Ground Capacity

When reviewing options for alleviating the enrolment pressure at Maple Ridge PS, all regular track schools that share boundaries with Maple Ridge PS were reviewed. Vaughan Willard PS is considered the most appropriate based on its location, site size and ability to accommodate additional enrolment. The regular track boundary map for Maple Ridge PS is attached as Appendix 5.

Maple Ridge PS Boundary Review
City of Pickering

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3.2 Vaughan Willard PS

Since 2009, the enrolment at Vaughan Willard PS has remained below capacity as illustrated below in Table 3 showing both the historic and current enrolment data. Over the past 10 years, Vaughan Willard PS has not depended on the use of portables for accommodation needs.

Table 3 – Historic Enrolment

Table3 - Historic Enrolment

Vaughan Willard PS	OTG Capacity*	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019**
	323													
Total Enrolment		335	326	306	323	314	292	278	269	252	265	267	269	279
Utilization		104%	101%	95%	100%	97%	90%	86%	83%	78%	82%	83%	83%	86%

*OTG: On The Ground Capacity

** September 16, 2019 actuals (unaudited)

Included in the 2018 student enrolment total are 30 regular track students as out of area attend Vaughan Willard PS from across the City of Pickering, including 4 from Maple Ridge PS regular program boundary. A current boundary map for Vaughan Willard PS is illustrated in Appendix 6.

Currently, the school offers a full childcare centre and a variety of community based programs. The school is located on a 6.27 acre, easily accessible site, with a spacious parking lot. As a result of historic space availability, a proposal was submitted to the Ministry and approval was received on December 21, 2017, to convert two additional classrooms to childcare spaces. This conversion is dependent on approval to proceed being received from the Ministry. If approved, construction is proposed for April 2020 with an opening date of November 2020. The impact of this is shown in Table 4.

Based on the 2019 Official Enrolment Projections (OEP) the school has capacity available to accommodate enrolment as identified in Table 4: Status Quo. If two classes are converted to new child care spaces, "Add Childcare" illustrates the effect of this conversion, which results in the school being very close to capacity.

Table 4 - Projected Enrolment

2019 Official Enrolment Projections	OTG Capacity*	2019	2020	2021	2022	2023
Vaughan Willard PS						
Total Enrolment	323*	267	273	273	275	276
Utilization Status Quo		83%	85%	85%	85%	86%
Portables	Status Quo	0	0	0	0	0
Utilization with 2 rooms converted	277**	96%	99%	99%	99%	99%
Portables	Add Childcare	2	2	2	2	2

*OTG: On The Ground Capacity

OTG Capacity of 323* is current capacity at Vaughan Willard PS;

OTG Capacity of 277** is future capacity if Childcare conversion takes place.

Enrolment Projections – Vaughan Willard PS: Proposed Boundary Adjustment

The proposal to move the regular track program from Maple Ridge PS to Vaughan Willard PS is proposed to take place for September 2020. The projected enrolment for Vaughan Willard PS with the combined regular track program enrolment of the two schools is shown in Table 5 based on the actual September 16, 2019 student enrolment currently at each of the elementary schools.

The transition of regular track students from Maple Ridge PS to Vaughan Willard PS would include all students from Grades 1-8 at the start of the proposed school year (September 2020).

The utilization of Vaughan Willard PS increases, resulting in the need for 8 portables on site to accommodate the additional students in September 2020. As stated previously, 2 rooms may be converted to Childcare space, if this occurs, the need for 10 portables starting in 2020 may be required to implement this scenario. A boundary map showing the boundary as proposed is illustrated in Appendix 1.

Table 5 - Projection for Vaughan Willard PS with Proposed addition of Maple Ridge PS
Regular track students

Vaughan Willard PS		ACTUAL		Projected			
Proposed combined boundary as of September 2020	OTG Capacity*	2018	Sept 16 2019	2020	2021	2022	2023
Vaughan Willard PS		269	279				
Maple Ridge PS		225	220				
Proposed Vaughan Willard PS				460	462	477	489
NO Child Care Conversion: Utilization	323			142%	143%	148%	151%
Portables				6	6	7	8
With Child Care Conversion: Utilization	277			166%	167%	172%	177%
Portables				8	8	9	10

*OTG: On The Ground Capacity

3.4 Enrolment Projections – Maple Ridge PS

The proposal to move the regular track program from Maple Ridge PS to Vaughan Willard PS will establish Maple Ridge PS as the second single track French Immersion elementary school in the City of Pickering. Similar to other single track French Immersion schools, it will provide two Full Day Kindergarten classes (regular track), along with Grades 1-8 in French Immersion.

Although this provides some relief to the pressures at Maple Ridge PS, the school will continue to depend on portables to accommodate enrolment.

Table 6 - Maple Ridge PS Proposed Single Track French Immersion School

Maple Ridge PS		ACTUAL		Projected			
Proposed Single Track French Immersion school as of 2020	OTG Capacity*	2018	Sept 16 2019	2020	2021	2022	2023
Regular Track		225	220	52	52	52	52
French Immersion		420	456	502	545	572	594
Total		645	676	554	597	624	646
Utilization	464	139%	146%	119%	129%	134%	139%
Portables		8	9	4	6	7	9

*OTG: On The Ground Capacity

Students who make up the French Immersion enrolment at Maple Ridge PS come from a variety of feeder schools. Table 7 below indicates feeder school makeup for the September 2019 French Immersion total enrolment. From all the feeder schools, the highest percentage is from within its own boundary. A boundary map illustrating the French Immersion boundary for Maple Ridge PS is attached as Appendix 7.

Table 7

Home School of Students attending FI program	
September 2019 Enrolment Total	456
Maple Ridge PS French Immersion	100%
Maple Ridge PS	24%
Glengrove PS	18%
Valley Farm PS	18%
Valley View PS	13%
Gandatsetiagon PS	8%
William Dunbar PS	8%
Vaughan Willard PS	8%
Elizabeth B. Phin PS	3%
Claremont PS	1%

The Durham District School Board has maintained the practice of an open enrolment for the French Immersion program. This, together with the popularity of the program, has resulted in healthy enrolments in the French Immersion panel at schools that offer the French Immersion program. Boundary reviews become necessary to adjust program boundaries to accommodate students who would like to take advantage of attending specialized programs.

The French Immersion enrolment at Maple Ridge PS will continue to be monitored as future boundary adjustment may be required.

3.3 Transportation

It is anticipated that approximately 5 buses will be required to transport students from the current Maple Ridge PS boundary north of Finch Avenue to Vaughan Willard PS. Alterations to the parking lot at Vaughan Willard PS will be necessary in order to accommodate the buses entering and exiting the site.

4. Ignite Learning Strategic Priority/Operational Goals**Increase Student Achievement and Well-Being**

- Align resources to where they are most needed to support equitable outcomes for all students.
- Provide safe, inclusive and respectful learning environments which support positive academic, mental and physical growth.

Constructively Engage the Community

- Use many ways to communicate with and receive feedback from the community.

5. Evidence of Impact

Balance of elementary school enrolments and accommodation of students in neighbourhood school, resulting in effective use of vacant space in neighbouring school and reduction in portable needs on the confined Maple Ridge PS site and provide more equitable parking provisions for staff.

6. Communication Plan

There will be a number of opportunities available to provide and receive communication:

- SCC Executive Meeting
- Open House
- Email and Voicemail
- Report to be posted on the DDSB's website under 'About DDSB, School Properties, Boundary and Program Reviews'
- Final Report taking into consideration all community input presented February 18, 2020
- Newsletters sent home with students and available on DDSB's website under 'About DDSB, School Properties, Boundary and Program Reviews'

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Maple Ridge PS Boundary Review
City of Pickering

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7. Conclusion

To address the ever growing French Immersion enrolment and inability to add portables to accommodate additional students at Maple Ridge PS, staff are proposing that current regular track boundary of Maple Ridge PS be consolidated with the boundary of Vaughan Willard PS. The regular track program students currently attending Maple Ridge PS be designated to Vaughan Willard PS, starting in September 2020. A map identifying the proposed boundaries is provided in Appendix 1.

An Open House will be held on January 21, 2020 to gather input from the community on the proposed boundary revision, along with a dedicated email address and phone line established as a further opportunity for community input.

This report is provided for information.

8. Appendices

Appendix 1 – Vaughan Willard PS Boundary - Proposed

Appendix 2 - Enrolment Data - Total Enrolment Numbers – excerpt from *“Accommodation Plan: Trends, Issues and Future Opportunities 2019–2023 Report”*

Appendix 3 – Board Report – *“Pickering French Immersion Program Review – Elementary and Secondary”* (January 20, 2014)

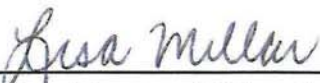
Appendix 4 – Board Report – *“French Immersion Program – Update”* (April 20, 2015)

Appendix 5 – Maple Ridge PS Regular Track Boundary – Current

Appendix 6 – Vaughan Willard PS Boundary – Current

Appendix 7 – Maple Ridge PS French Immersion Boundary Map – Current

Report reviewed and submitted by:



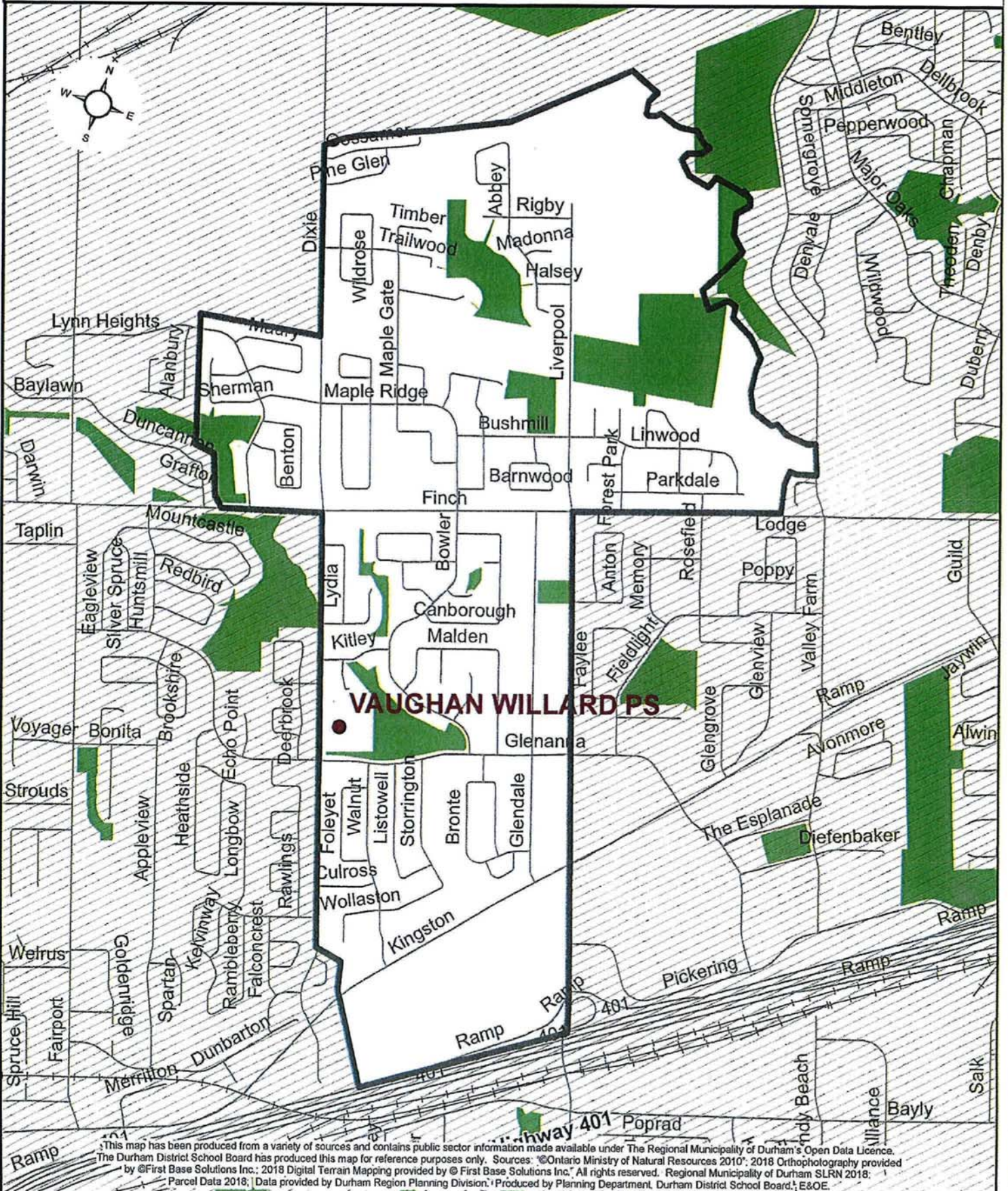
Lisa Millar, Director of Education



Jim Markovski, Family of Schools Superintendent/Early Years/
Poverty Strategy/Foundation



Proposed Boundary Map Vaughan Willard P.S. 1911 Dixie Road



This map has been produced from a variety of sources and contains public sector information made available under The Regional Municipality of Durham's Open Data Licence. The Durham District School Board has produced this map for reference purposes only. Sources: ©Ontario Ministry of Natural Resources 2010; 2018 Orthophotography provided by ©First Base Solutions Inc.; 2018 Digital Terrain Mapping provided by ©First Base Solutions Inc.; All rights reserved. Regional Municipality of Durham SLRN 2018; Parcel Data 2018; Data provided by Durham Region Planning Division; Produced by Planning Department, Durham District School Board; E&OE.

DURHAM DISTRICT SCHOOL BOARD

ADMINISTRATIVE REPORT

REPORT TO: Durham District School Board **DATE:** January 20, 2014

SUBJECT: Pickering French Immersion Program Review **PAGE** 1 of 17
Elementary and Secondary **NO.**

ORIGIN: Martyn Beckett, Director of Education
Lisa Millar, Superintendent of Education/Pickering/Early Years and Child Care
Camille Taylor, Superintendent of Education/Ajax/School Councils/Parent Engagement
Luigia Ayotte, Superintendent of Education/Programs
Christine Nancekivell, Senior Planner

1. Purpose

The purpose of this report is to seek approval for elementary and secondary French Immersion boundary revisions within the City of Pickering and the establishment of two new French Immersion programs in Pickering schools.

2. Background

On October 21, 2013, a report was presented to Trustees regarding a Consultation Process, as outlined in Procedure #3313, to gather input regarding elementary and secondary French Immersion schools and boundaries within the City of Pickering.

Currently, there are two elementary schools within Pickering that offer French Immersion; Frenchman's Bay PS (single track French Immersion) and Sir John A. Macdonald PS (dual track French Immersion). Both schools are located south of Highway 401 within Pickering. Appendix 1 is a location map for these two elementary schools, along with the current French Immersion boundary. For secondary French Immersion, the pupils from the City of Pickering attend Pickering HS which is located in Ajax. Appendix 2 is a location map of Pickering HS and the existing French Immersion boundary for the school.

Over the years, parents have indicated to Trustees and staff the desire for a more central north elementary French Immersion school location and also requested that a secondary French Immersion school be established in Pickering.

An Open House was held at Dunbarton HS on Thursday November 7, 2013. The purpose of the Open House was to gather feedback on the creation of a third elementary French Immersion program within Pickering, at Maple Ridge PS which would involve the establishment of a secondary French Immersion program relocation and subsequent boundary change, to offer the French Immersion program at Dunbarton HS. Appendix 3 is a consolidation and summary of the Comment Sheets that were collected at the Open House.

A dedicated phone line and email address was also created to gather input from the community, related to the French Immersion boundary proposal. The feedback gathered from the email and dedicated phone line was also analysed and that information can be found on page 9 of the report.

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Pickering French Immersion Program Review
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2. Background (continued)

As part of the analysis to start the Consultation Process on Pickering French Immersion, it was determined that Pickering had the third highest percentage of elementary pupils in the French Immersion program out of the seven municipalities within the Durham District School Board. However, it has the lowest percentage of grade 8 French Immersion pupils continuing in the program at the secondary level.

Through further analysis it was determined that for the 2012/13 school year:

- 74% of Frenchman's Bay PS grade 8 pupils attended secondary school for French Immersion
- 80% of Sir John A. Macdonald PS grade 8 pupils attended secondary school for French Immersion

Input from families have indicated that the distance to attend Pickering HS from the west-end and central Pickering areas is a deterrent for pupils to continue in the French Immersion program at the secondary level, particularly from the Frenchman's Bay PS elementary program.

The following chart provided the data related to Durham District School Board students continuing in the French Immersion program from

Chart 1 – Percentage Rates

Municipality	Total 2012/13 Elementary	Total 2012/13 French Immersion	% of FI to Enrol. Total	Oct 31/11 Grade 8 FI enrol	Oct 31/12 Grade 9 FI Enrol	Oct 31/12 % of FI to Enrol. Total
Pickering	6,738	942	13.98%	84	64	76.19%
Ajax	10,383	1,218	11.73%	60	59	98.33%
Whitby	12,526	1,424	11.37%	112	110	98.21%
Oshawa	11,879	854	7.19%	77	69	89.61%
Brock *	1,087	102	9.38%			
Scugog	2,052	339	16.52%	30	27	90.00%
Uxbridge	1,970	296	15.03%	22	22	100.00%

*Brock Township pupils attend Port Perry HS in Scugog for secondary French Immersion

3. Analysis

3.1 Pickering Elementary French Immersion

Currently, the elementary French Immersion program in Pickering is offered at Frenchman's Bay PS (single track) and Sir John A. Macdonald PS (dual track). Chart 2 below shows the current enrolment and the 2017 projections for both schools based on the current boundaries.

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Pickering French Immersion Program Review
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3. Analysis (continued)

3.1 Pickering Elementary French Immersion continued

Site restrictions at Sir John A. Macdonald PS do not allow for more than 3 portable classrooms on site, which in turn does not allow for the promotion or growth of the French Immersion program at the school.

Chart 2 – Current Enrolments and Projections

School Name	Capacity	2013			2017		
		Enrolment	Portables	Utilization	Projections	Portables	Utilization
Frenchman's Bay PS	624	736	5	117.95%	854	10	136.86%
Sir John A. Macdonald PS	468	471	3	100.64%	457	2	97.65%
<i>English Program</i>		201			193		
<i>French Immersion</i>		268			264		

Chart 3 below shows the percentage of pupils that attend Pickering elementary French Immersion based on the English Program school boundary.

Chart 3 – Percentage of elementary pupils in French Immersion, based on English program school

	Oct 31/12 Total area Enrolment	Oct 31/12 FI Pupils	% of overall Enrolment
Fairport Beach	300	133	44.33%
Sir John A. Macdonald	156	43	27.56%
Rosebank	147	38	25.85%
Bayview Heights South of 401	178	45	25.28%
Altona Forest south area	139	34	24.46%
Westcreek	413	94	22.76%
Altona Forest immediate area	270	56	20.74%
Elizabeth B. Phin immediate area	228	35	15.35%
Glengrove immediate area	369	56	15.18%
Glengrove north area	33	5	15.15%
Gandatsetiagon	513	73	14.23%
Elizabeth B. Phin north area	108	15	13.89%
Highbush	488	56	11.97%
Vaughan Willard	233	27	11.59%
Maple Ridge	255	28	10.98%
Lincoln Avenue	176	17	9.66%
William Dunbar	451	43	9.53%
Valley View	205	17	8.29%
Bayview Heights North of 401	335	27	8.06%
Valley Farm	536	39	7.28%
Eagle Ridge	478	24	5.02%
Claremont	158	0	0.00%

The analysis and feedback from parents and administrators indicated that one contributing factor for the low enrolment areas is the distance and travel time to the existing elementary French Immersion schools within Pickering.

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3. Analysis (continued)

3.1 Pickering Elementary French Immersion continued

In recent years, the board has increased the French Immersion program locations (Brooklin, north Ajax, and Oshawa) creating better accessibility to all pupils in their respective municipalities, increasing the enrolment in the program.

To address program accessibility for the elementary French Immersion program within Pickering, based on the analysis, staff are proposing the creation of the French Immersion program at Maple Ridge PS for September 2014, creating a dual track (English and French Immersion) school.

Appendix 4 is a map showing the proposed elementary French Immersion boundaries for three elementary French Immersion schools, while Appendix 4a provides a close up of the same boundary but within the urban area of Pickering, for greater boundary detail.

Chart 4 below shows the projections of the three schools based on the proposed boundary revision and program relocation.

Chart 4 – Projections based on creation of 3rd French Immersion school

School Name	Capacity	2014			2017		
		Enrolment	Portables	Utilization	Projections	Portables	Utilization
Frenchman's Bay PS	624	574	0	91.99%	631	2	101.12%
Maple Ridge PS	434	549	3	126.50%	538 <i>568</i>	<i>4</i> 3	123.96%
<i>English Program</i>		274			232 <i>208</i>		
<i>French Immersion</i>		275			306 <i>360</i>		
Sir John A. Macdonald PS	468	372	0	79.49%	374	0	79.91%
<i>English Program</i>		213			194		
<i>French Immersion</i>		159			180		

- Approximately 170 current pupils will be re-directed to Maple Ridge PS from Frenchman's Bay PS
- Approximately 105 current pupils will be re-directed to Maple Ridge PS from Sir John A. Macdonald PS

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Pickering French Immersion Program Review
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3. Analysis (continued)

3.2 Pickering Secondary French Immersion

Currently, all secondary French Immersion pupils from the City of Pickering attend Pickering HS for the French Immersion program, which is located in the Town of Ajax. Both Pickering HS and Ajax HS offer the secondary French Immersion program for pupils living in Pickering and Ajax.

Chart 5 shows the current enrolment and projections for the schools based on the current boundaries.

Chart 5 – Current Enrolments and Projections

School Name	Capacity	2013			2017		
		Enrolment	Portables	Utilization	Projections	Portables	Utilization
Pickering HS	1,626	2,065	12	127.00%	1,955	7	120.23%
Ajax HS	1,443	1,333	4	92.38%	1,293	2	89.60%
Dunbarton HS	1,791	1,526	1	85.20%	1,346	0	75.15%

There were 299 French Immersion pupils that attended Pickering HS in October 2012. Of those pupils, 136 were from the Frenchman's Bay PS area, 63 were from Sir John A. Macdonald PS area while the remaining 100 were from Romeo Dallaire PS and Cadarackque PS in Ajax.

3.2.1 Secondary French Immersion - Option 1

Staff is proposing that a secondary French Immersion program be located to Dunbarton HS. If the revision to the elementary French Immersion boundary outlined within this report is approved, it is proposed that both Frenchman's Bay PS and Maple Ridge PS French Immersion pupils attend Dunbarton HS for secondary French Immersion. Sir John A. Macdonald PS French Immersion program pupils would continue to attend Pickering HS for secondary school. Appendix 5 is a map showing the proposed boundary for Secondary Option 1.

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Pickering French Immersion Program Review
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3. Analysis (continued)

3.2 Pickering Secondary French Immersion continued

Chart 6 shows the projections for Pickering HS and Dunbarton HS based on Option 1 scenario.

Chart 6 – Projections based on Frenchman’s Bay PS and Maple Ridge PS French Immersion pupils attending Dunbarton HS

School Name	Capacity	2014			2017		
		Enrolment	Portables	Utilization	Projections	Portables	Utilization
Pickering HS	1,626	1,873	3	115.19%	1,664	0	102.34%
Dunbarton HS	1,791	1,664	0	92.91%	1,702	0	95.03%

- Approximately 104 current pupils will be re-directed to Dunbarton HS from Pickering HS

3.2.2 Secondary French Immersion - Option 2

If the proposed creation of a third French Immersion program at Maple Ridge PS is not approved, it is proposed that pupils from the current Frenchman’s Bay PS boundary be accommodated at Dunbarton HS for the secondary French Immersion program and the current Sir John A. Macdonald PS French Immersion program pupils continue to attend Pickering HS, as shown on Appendix 6.

Chart 7 shows the projections for Pickering HS and Dunbarton HS based on status quo elementary French Immersion boundaries, and only Frenchman’s Bay PS French Immersion pupils attending Dunbarton HS for the secondary French Immersion program.

Chart 7– Secondary Projections based on Frenchman’s Bay PS French Immersion attending Dunbarton HS

School Name	Capacity	2014			2017		
		Enrolment	Portables	Utilization	Projections	Portables	Utilization
Pickering HS	1,626	1,913	5	117.65%	1,754	0	107.87%
Dunbarton HS	1,791	1,624	0	90.68%	1,547	0	86.38%

- Approximately 86 current pupils will be re-directed to Dunbarton HS from Pickering HS

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3. Analysis (continued)

3.3 SCC Meetings

As per Procedure #3313, a meeting was held with the Principals and SCC representatives from each of the five schools involved in the proposal; Frenchman's Bay PS, Maple Ridge PS, Sir John A. Macdonald PS, Dunbarton HS and Pickering HS.

The meeting took place on October 22, 2013 and was attended by the following:

- Pickering Trustee Chris Braney
- Ajax Trustee Yvonne Forbes
- Pickering Superintendent Lisa Millar
- Ajax Superintendent Camille Taylor
- Ajax/Pickering Admin Officer John Briggs
- Senior Planner Christine Nancekivell

The proposals were presented to the Principals and SCC representatives. The groups were informed that a Notice of Open House would be distributed / placed on their school websites, along with all schools within Pickering. Feedback and questions were gathered that evening from each of the groups.

3.4 November 7, 2013 Open House

An Open House was held at in the gym at Dunbarton HS on November 7, 2013 where information on the proposals was available.

Along with Trustees Chris Braney, Paul Crawford and Yvonne Forbes, many DDSB staff were present to gather feedback and answer questions. Walk/bus zone information for Maple Ridge PS and Dunbarton HS was also available to the attendees. In attendance were the following people:

- Pickering Superintendent Lisa Millar
- Ajax Superintendent Camille Taylor
- Ajax/Pickering Admin Officer John Briggs
- Principals and Vice Principals (from Frenchman's Bay PS, Maple Ridge PS, Sir John A. Macdonald PS, Dunbarton HS and Pickering HS)
- Geoff Collins, FSL Facilitator, Programs Department
- Stacey Lepine-Fisher, Manager of Early Years (along with Child Care partners from YMCA and P.R.Y.D.E. Learning Centres Inc.)
- Christine Nancekivell, Carey Trombino and Anne Dobos, Planning department
- Katie Johnson and Sharron Field, Durham Student Transportation Services

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3. Analysis (continued)

3.4 November 7, 2013 Open House continued

- Various Facilities Services staff members (to assist with sign-in, Comment Sheets and direction to the gym location)

Attendees are asked to sign in at the Open House, giving their school affiliation and the grade(s) of their child(ren). From that information, it was calculated that there were 207 people in attendance at the Open House, representing 253 pupils.

Chart 8 below is a breakdown of attendees, based on their school affiliation, while Chart 9 is a breakdown of the pupils that were represented, by grade.

Chart 8– Open House Attendees, based on School Affiliation

Frenchman's Bay PS	118
Pickering HS	37
Sir JA Macdonald PS	35
DCDSB	1
Dunbarton HS	2
Fairport Beach PS	1
Gandatsetiagon PS	2
Highbush PS	2
local resident	1
Maple Ridge PS	3
Montessori	3
pre school	2
Total	207

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3. Analysis (continued)

3.4 November 7, 2013 Open House continued

Chart 9– Number of Pupils by grade that were represented at Open House

	JK	SK	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Frenchman's Bay PS	7	2	14	19	24	11	9	21	19	27					153
Sir JA Macdonald PS		4	4	7	7	4	3	6	3	7					45
Pickering HS											13	27	2	1	43
Maple Ridge PS	2					1									3
Dunbarton HS											1	1			2
Fairport Beach PS								1		1					2
Gandatsetiagon PS		2													2
Highbush PS	1	1													2
DCDSB		1													1
local resident															0
Montessori															0
pre school															0
TOTAL	10	10	18	26	31	16	12	28	22	35	14	28	2	1	253

From the information in Chart 9, and based on October 31, 2013 enrolments,

- 21.05% of Frenchman's Bay PS pupils were represented
- 17.6% of Sir John A. Macdonald PS French Immersion pupils were represented
- 14.3% of Pickering HS French Immersion pupils were represented

As mentioned at the start of the report, Appendix 3 is a summary of the Comment Sheets from the Open House. There were 64 Comment Sheets received from the Open House.

From the 64 Comment Sheets, a strong opinion of support or opposition was stated on 47 of the Comment Sheets.

- 23 Comment Sheets opposed moving existing pupils from Pickering HS to Dunbarton HS
- 12 Comment Sheets opposed moving to Maple Ridge PS for French Immersion
- 8 Comment Sheets were in support of all the changes
- 4 were in favour of moving the French Immersion program to Dunbarton HS

3.5 Dedicated Email and Phone Line

Starting on October 22, 2013, the day after the presentation of the original report to Trustees, a dedicated email and phone line were established.

A total of 56 emails and 13 phone calls were received from October 22, 2013 to January 7, 2014. Therefore, 69 families of the 904 families affected, or 7.6%, provided responses. Appendix 7 is a summary of the emails that were received, while Appendix 8 is a summary of phone calls received.

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3. Analysis (continued)

3.6 Meeting with Sir John A. Macdonald PS Community

The SCC from Sir John A. Macdonald PS requested a meeting with Superintendent Lisa Millar to discuss and receive further clarification on the proposal and to the future viability of the school with the proposed loss of pupils. Superintendent Millar and Christine Nancekivell met with parents on December 4, 2013 at Sir John A. Macdonald PS. The meeting was attended by approximately 50 people, along with Principal Margaret Lazarus.

Parents were informed that evening that surveys were going to be sent home the following week, to gather further input from families. Staff informed the parents that from input at the Open House and emails and phone calls, staff would recommend that the existing secondary French Immersion pupils at Pickering HS be allowed to remain, and that the French Immersion program at Dunbarton HS would start as a gradual progress. Parents were informed that Trustees needed to be in receipt of this report and all of the supportive data before recommendations are approved.

Superintendent Millar discussed various options for assisting in the viability of the school; Parent and Family Literacy Centre, Recreation Program and presenting more information to feeder schools regarding the French Immersion program.

Parents suggested that specialized programs ie. with a focus on Arts or Technology, be added to the school to assist in the attraction to the school.

In the meeting with Sir John A. Macdonald PS parents, they expressed their concern regarding the change in enrolment due to the revised proposed boundary. DDSB staff, school administration and parents discuss a number of strategies to growth the program and work in collaboration to achieve that goal.

3.7 Surveys

To gather further input from families, surveys were sent home December 9th with all pupils at Frenchman's Bay PS, all French Immersion pupils at Sir John A. Macdonald PS and the current grade 9 and 10 French Immersion pupils at Pickering HS that are proposed to move to Dunbarton HS. Surveys were to be returned by Wednesday January 8, 2014.

A total of 904 surveys were distributed:

- 565 Frenchman's Bay PS
- 251 Sir John A. Macdonald PS
- 88 Pickering HS

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3. Analysis (continued)

3.7 Surveys continued

Of the surveys that were distributed, a total of 317 were returned, for a 35% response rate. The breakdown of returned surveys was as follows:

- 231 returned from Frenchman's Bay PS = 40.8% response rate
- 50 returned from Sir John A. Macdonald PS = 19.9% response rate
- 36 returned from Pickering HS = 40.9% response rate

3.7.1 Frenchman's Bay PS Response

Frenchman's Bay PS survey can be found in Appendix 9. There were 565 surveys distributed and 231 surveys returned. Of the 231 surveys that were returned, 31.1% (72 families) live in the proposed boundary for Maple Ridge PS French Immersion program.

- 89.6% of all returned surveys agreed with the proposal to create an additional elementary French Immersion program at Maple Ridge PS.
 - 63.8% of those that live in the proposed Maple Ridge PS boundary agree with the proposal
- 87% of all returned surveys agree that the current grade 6 and 7 pupils remain at Frenchman's Bay PS
- 93.5% of all returned surveys agree with the proposal to create a French Immersion program at Dunbarton HS and are pleased that Pickering may have a Secondary French Immersion program and their designation is proposed to be Dunbarton HS
- 84.4% of all returned surveys with preschool aged children or children attending Kindergarten would consider the French Immersion program if the proposed boundary re-alignment were approved
 - 28.2% of those that responded to preschool aged children question live in proposed Maple Ridge PS area
 - 74.2% of those that live in the Maple Ridge PS area would consider placing their child in the French Immersion program if the proposed boundary re-alignment were approved

3.7.2 Sir John A. Macdonald PS Response

Sir John A. Macdonald PS survey can be found as Appendix 10. There were 251 surveys distributed and 50 surveys returned. Of the 50 surveys that were returned, 44% (22 families) live in the proposed boundary for Maple Ridge PS French Immersion program.

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3. Analysis (continued)

3.7 Surveys continued

- 70% of all returned surveys agreed with the proposal to create an additional elementary French Immersion program at Maple Ridge PS.
 - 68% of those that live in the proposed Maple Ridge PS boundary agree with the proposal
- 88% of all returned surveys agree that the current grade 6 and 7 pupils remain Frenchman's Bay PS
- 55.3% of all returned surveys agree that all current grade 6, 7 and 8 pupils at Sir John A. Macdonald PS attend Pickering HS for French Immersion
- 80% of all returned surveys with preschool aged children or children attending Kindergarten would consider the French Immersion program if the proposed boundary re-alignment were approved
 - 44% of those that responded to preschool aged children question live in proposed Maple Ridge PS area
 - 73% of those that live in the Maple Ridge PS area would consider placing their child in the French Immersion program if the proposed boundary re-alignment were approved

3.7.3 Pickering HS Response

Pickering HS survey can be found as Appendix 11. There were 88 surveys distributed and 36 surveys returned. The surveys were distributed to the current grade 9 and 10 pupils at Pickering HS that are proposed to relocate to Dunbarton HS for French Immersion.

- 61.1% of all returned surveys agreed with the proposal to create an additional secondary French Immersion program at Dunbarton HS
- 91.6% of all returned surveys are not supportive that their child move to Dunbarton HS for French Immersion
- 88.8% of all returned surveys agree that all Pickering HS French Immersion pupils remain at Pickering HS for French Immersion, and the new program at Dunbarton HS be a grade by grade progression, starting with pupils entering grade 9.

Appendix 12 is a summary of all comments that were written on surveys that were returned.

3.8 Staffing

One of the concerns raised throughout emails that were received was the staffing of the French Immersion program at both Maple Ridge PS and Dunbarton HS, and how staffing occurs. Parents wanted the reassurance that qualified French Immersion teachers would be in place at the start of the program at both locations. If the establishment of the new French Immersion

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3. Analysis (continued)

3.8 Staffing continued

program is approved, Procedure #4109 and Procedure #4235 will be followed and overseen by the Operations Department.

3.9 Single and Dual Track Schools

A number of comments/concerns were provided in the Open House Comments Sheets and emails regarding the move from single track Frenchman's Bay PS to dual track Maple Ridge PS and what program is more effective. There is research supporting both types of schools. However, the Ministry of Education outlines 3 options for French programs in Ontario schools; Core, Extended and French Immersion.

In French Immersion, students are taught French as a subject and French serves as the language of instruction in two or more other subjects. At the elementary level, at least 50 per cent of all instruction is provided in French. At the secondary level, students accumulate ten credits in French: four are FSL language courses and six are other subject in which French is the language of instruction.

The Durham District School Board currently offers 4 single track, 10 dual track and 1 triple track elementary French Immersion programs along with 4 dual track and 2 triple track secondary French Immersion programs. There are no single track secondary French Immersion schools in the Durham District School Board. These programs and structure are in compliance with Ministry standards.

3.10 Program Start Up

If the boundary revision is approved, funds will be allocated to support the start-up of the programs. Division of resources will also support ensuring all programs have the required resources, materials, furniture and equipment required.

3.11 Transition

If approved, a transition committee will be established with representation from all schools which would include; administration, staff, students, SCC members and parent representatives to work in collaboration to develop the transition process. The committee would be responsible for planning and implementing activities such as:

- Student school visitations
- Joint SCC meetings
- Leadership Team activities
- Opportunities to connect the school communities

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3. Analysis (continued)

3.12 Revised Proposal

From reviewing and analysing all of the feedback, via the Open House, Open House Comment Sheets, emails, phone calls and the returned surveys, staff has revised the original proposal.

1. Maple Ridge PS will become a dual track English and French Immersion school, with French Immersion pupils from the existing program at Frenchman's Bay PS and Sir John A. Macdonald PS, based on the boundary shown in Appendices 4 and 4A
2. The French Immersion program at Maple Ridge PS will start as Grades 1 to 6 in September 2014 and progress a grade per year until it becomes Grade 1 to 8 in September 2016 (*revision to original proposal*)
3. The current grade 6 and 7 pupils at Frenchman's Bay PS and Sir John A. Macdonald PS will be grandfathered, and remain at their current French Immersion schools (*revision to original proposal*). Bussing will be provided if eligible
4. Dunbarton HS will become a dual track English and French Immersion school, based on the boundary shown in Appendix 14 (*revision to boundary proposal*)
5. All existing French Immersion pupils at Pickering HS will remain at Pickering HS (*revision to original proposal*)
6. The new French Immersion program at Dunbarton HS will start with grade 9, and progress a grade per year until it becomes Grades 9 to 12 in September 2017 (*revision to original proposal*)
7. The current grade 6, 7 and 8 pupils that live in current Sir John A. Macdonald PS French Immersion boundary will be grandfathered to attend Pickering HS for secondary French Immersion (*revision to original proposal*).

Below in Chart 10 are the projections for each of the elementary schools, based on the revised proposal. While the September 2017 projection is the same as originally proposed, the grandfathering of the current grade 6 and 7 pupils changes the enrolments at the schools for September 2014 and September 2015.

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3. Analysis (continued)

3.12 Revised Proposal continued

Chart 10 – Revised Elementary Projections

School Name	Capacity	2013	2014	2015	2016	2017
		Enrolment	Enrolment	Enrolment	Enrolment	Enrolment
Frenchman's Bay PS	624	736	601	598	607	631
Maple Ridge PS	434	285	525	532	548	538
<i>English Program</i>			274	256	246	232
<i>French Immersion</i>			251	276	302	306
Sir John A. Macdonald PS	468	471	389	372	377	374
<i>English Program</i>			206	195	198	194
<i>French Immersion</i>			183	177	179	180

Below in Chart 11 are the projections for the secondary schools, based on the revised proposal. As all current French Immersion pupils from Pickering will remain at Pickering HS, accommodation relief will be slower than originally proposed.

Chart 11 – Revised Secondary Projections

School Name	Capacity	2013	2014	2015	2016	2017
		Enrolment	Enrolment	Enrolment	Enrolment	Enrolment
Dunbarton HS	1,791	1,526	1,451	1,534	1,597	1,672
Pickering HS	1,626	2,065	1,996	1,913	1,774	1,629

4. Conclusion

Currently, there are two elementary schools within Pickering that offer French Immersion; Frenchman's Bay PS (single track French Immersion) and Sir John A. Macdonald PS (dual track French Immersion). Both schools are located south of Highway 401 within Pickering. For secondary French Immersion, the pupils from the City of Pickering attend Pickering HS. Over the years, parents have indicated to Trustees and staff the desire for a more central north elementary French Immersion school and a secondary French Immersion school in Pickering.

A report was presented to Trustees on October 21, 2013 regarding the public consultation process that took place, to gather feedback on a proposal to create an elementary French Immersion program at Maple Ridge PS and Dunbarton HS, for September 2014.

An Open House was held on November 7, 2013, as well as a dedicated email and phone line and a survey were all part of the extensive consultation process that occurred to gather feedback regarding the proposal to create French Immersion programs at Maple Ridge PS and Dunbarton HS.

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4. Conclusion (continued)

A total of 904 surveys were distributed with 317 surveys returned. From these surveys,

- The majority were in favour of creating an elementary program at Maple Ridge PS and a secondary program at Dunbarton HS
- The majority of those from Sir John A. Macdonald PS agreed that the current grade 6, 7 and 8 pupils attend Pickering HS instead of Dunbarton HS
- There was tremendous response to allowing the current grade 6 and 7 pupils remain at their current elementary French Immersion schools and all existing secondary French Immersion pupils to remain at Pickering HS.

All data that has been collected is included in this report as appendices for Trustees to review and consider. Based on the feedback gathered, staff has made some revisions to the original proposal.

5. Recommendations

That the Durham District School Board approve

1. That Maple Ridge PS become a dual track English and French Immersion school, with French Immersion pupils from the existing program at Frenchman's Bay PS and Sir John A. Macdonald PS, based on the boundary shown in Appendix 4 and Appendix 4A.
2. That the French Immersion program at Maple Ridge PS will start as Grades 1 to 6 in September 2014 and progress a grade per year until it becomes Grade 1 to 8 in September 2016.
3. That the current grade 6 and 7 pupils at Frenchman's Bay PS and Sir John A. Macdonald PS will be grandfathered, and remain at their current French Immersion schools. Bussing will be provided if eligible.
4. That Dunbarton HS will become a dual track English and French Immersion school, based on the boundary shown in Appendix 13 beginning with grade 9, and progress a grade per year until it becomes Grades 9 to 12 in September 2017.
5. That all existing French Immersion pupils at Pickering HS will remain at Pickering HS.
6. That the current grade 6, 7 and 8 pupils that live in the current Sir John A. Macdonald PS French Immersion will be grandfathered to attend Pickering HS for secondary French Immersion.

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Report reviewed by

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 Director of Education

Report reviewed and submitted by

 Lisa Millar
 Superintendent of Education/Pickering/Early Years and Child Care

 Camille Taylor
 Superintendent of Education/Ajax/School Councils/Parent Engagement

 Luigia Ayotte
 Superintendent of Education/Programs

- Appendix 1 Current Elementary French Immersion School Locations and Boundaries*
- Appendix 2 Current Secondary French Immersion School Locations and Boundaries*
- Appendix 3 Open House Comment Sheet Summary*
- Appendix 4 Proposal – Elementary French Immersion School Boundaries (Whole City of Pickering)*
- Appendix 4A Proposal – Elementary French Immersion School Boundaries (Urban Area of City of Pickering)*
- Appendix 5 Proposal - Option 1 Secondary French Immersion School Boundaries*
- Appendix 6 Proposal - Option 2 Secondary French Immersion School Boundaries*
- Appendix 7 Summary of Emails*
- Appendix 8 Summary of Phone Calls*
- Appendix 9 Frenchman's Bay PS Survey*
- Appendix 10 Sir John A. Macdonald PS Survey*
- Appendix 11 Pickering HS Survey*
- Appendix 12 Summary of Survey Comments*
- Appendix 13 Recommended Secondary French Immersion School Boundaries*

DURHAM DISTRICT SCHOOL BOARD

ADMINISTRATIVE REPORT

REPORT TO: Durham District School Board **DATE:** April 20, 2015

SUBJECT: French Immersion Program - Update **PAGE NO.** 1 of 14

ORIGIN: Martyn Beckett, Director of Education
David Visser, Superintendent of Education/Facilities Services
Lisa Millar, Superintendent of Education/Pickering/Early Years & Childcare
Christine Nancekivell, Manager of Planning Services

1. Purpose

To provide the Board of Trustees with information on the progress of the French Immersion (FI) Program.

2. Background**2.1 French Immersion****2.1.1 Optional Programming**

The Ministry of Education recognizes the FI program as optional programming for all School Boards in the Province to offer. Therefore, FI is at each Board's discretion and ability to offer, within the funding framework.

The FI is enriched programming, which continues to grow in popularity in this globalized world. It is beneficial to those students who are interested in it, as it provides an opportunity to learn a second language

From a Board perspective, this program not only represents an increased level of service to students, but it can also be a program that draws enrolment into a school in decline and thereby can stabilize the catchment area. There is the opposite pressure for parents to desire this program in a high growth area, which can compound the accommodation pressure and create overcrowding.

2.1.2 Boundary Process

Board Regulation 3313 outlines the process the Area Superintendent will follow for the consideration of any regular program or FI program boundary change. Any adjustment to a school boundary will follow this process.

2.1.3 Overall Board Enrolment and Capacity

From 2007-2014, the DDSB has decreased the over utilization of its schools through two main factors. These two factors are an accumulation of:

1. Extensive Construction
2. Minor Enrolment Growth

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Below illustrates the Board's overall capacity shortfall position by year inclusive of 2014:

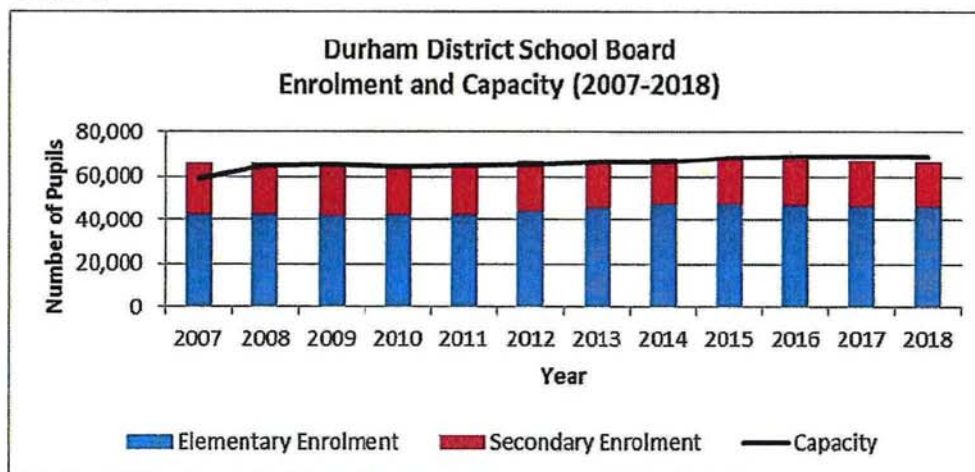
	2007	2008	2009	2010	2011	2012	2013	2014
Enrolment	66,262	65,895	65,750	65,662	65,594	66,941	67,342	68,769
Capacity	59,140	64,873	65,280	64,715	64,853	65,381	66,413	66,869
(Shortfall)	(7,122)	(1,022)	(470)	(947)	(741)	(1,560)	(929)	(1,900)

From 2007-2014 overall enrolment increased 2,507, mostly due to full implementation of FDK, while capacity increased by 7,729 pupil places. The changes in capacity are due to the construction of new schools and additions, FDK alterations/conversions and school closures/consolidations.

For 2015 – 2018, the projected overall enrolment capacity and surplus/(shortfall) is as follows:

	2015	2016	2017	2018
Enrolment	68,319	67,671	66,963	66,528
Capacity	67,329	69,238	69,238	69,238
Surplus/(Shortfall)	(990)	1,567	2,275	2,710

Chart 1



Overall, the recent increase in enrolment for the Board is primarily due to FDK implementation, which essentially previous half time students moving to full time status. Essentially, the Board's overall enrolment is static. Thereby, any increase in the FI program represents a reallocation of existing students from the regular program student base.

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2.1.4 French Immersion Boundaries

2.1.4.1 Single Track French Immersion Schools and Kindergarten

For elementary single track FI schools, there is one boundary that encompasses the regular program feeder schools to create a boundary for grades 1 to 8 FI program.

While the Ministry of Education does not require Kindergarten to be offered at single track FI schools, it has been Board practice to offer 2 combined JK/SK classes in English programming at each single track FI school. **The registration for the Kindergarten classes is at a first come first served basis for pupils that live within the FI boundary, who intend to attend the school for grade 1 FI.**

Pupils that attend a single track FI school for Kindergarten are not eligible for transportation, under the Board's transportation policy. Therefore, pupils must walk or be driven by parents/guardians to and from school each day, regardless of distance.

2.1.4.2 Dual Track (English and French Immersion) Schools and Kindergarten

For dual track schools, there are two separate boundaries; the regular program neighbourhood boundary and the larger FI boundary that encompasses the feeder schools. To attend Kindergarten at a dual track school, the student must reside within the neighbourhood, regular program boundary. However, depending on enrolment and utilization, there can be the opportunity for dual track schools to accept out of area Kindergarten registrations based on the Board's out of area procedure.

2.1.4.3 Overall French Immersion and Kindergarten

It is not possible to accommodate all registrations into Kindergarten at a single track school, and considering static enrolment growth, these additional students would originate from the existing student base, thereby decreasing the utilization of the regular track schools within each French Immersion boundary, affecting the efficiency of the Kindergarten program at some neighbourhood schools.

It should be noted that the Board was funded over \$30M by the Ministry of Education to build, renovate or upgrade 349 Kindergarten rooms in recent years.

Since 2010, the Board has made changes to the location of FI schools, to balance the utilization rates, which by default, has increased access. There is the need to continue to increase the service levels and accessibility of the program, by creating further single and/or dual track FI schools into the future.

Considering the scope of the changes that have occurred since 2010, there have been two concerns brought forward recently regarding both types of FI program schools.

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For the dual track school situation, a parent with one child in the FI program that did not live in the regular program boundary wanted the Kindergarten child to attend the dual track school to keep the siblings together in one school. The option to attend the Kindergarten program through the out of area process was available. However, the parent believed that both children should be transported. The kindergarten child, attending a school out of area, is not eligible for bussing, which was not acceptable to the parent.

The second situation, regarding a single track school, was that a person living in very close proximity to the single track school was not one of the first to register their Kindergarten child. Therefore, they must attend the regular program school for JK and SK, which is approximately 0.5km from the home.

The school in question is the new Unnamed North Ajax FI school, which at 553 pupil place capacity, is projected to have an enrolment of 592 pupils when it opens in September. This equates to 39 pupils over capacity at opening. There is not the opportunity to offer Kindergarten beyond the two purpose built Kindergarten rooms due to the over utilization.

There is no one solution that will address all concerns. However, there will continue to be changes with the location of the FI program that will allow more people greater accessibility.

2.2 Elementary French Immersion

2.2.1 Municipal Comparison of Elementary French Immersion Enrolment - 2010

Table 1 below illustrates the FI enrolment as a percentage of the total enrolment, by municipality. The table also provides the number and type of schools offering FI, by municipality for 2010.

It can be seen that there are differences by municipality of the utilization of the program. Although there are several reasons for attending or not attending the FI program, ease of access/distance is an important factor.

Table 1

Municipality	2010 Enrolment	2010 Total FI	FI as % of 2010 Total	Track Type
Pickering	6,865	863	12.57%	One single track, One dual track schools
Ajax	10,078	946	9.39%	Three dual track schools
Whitby	12,023	1,170	9.73%	One single track, Two dual track schools
Oshawa	11,863	735	6.20%	Two single track schools
Scugog	2,101	310	14.75%	One triple track school
Uxbridge	2,050	297	14.49%	One dual track school
Brock	1,186	104	8.77%	One dual track school
TOTALS	46,166	4,425	9.58%	Board Average

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2.2.2 Elementary Changes to French Immersion Since 2009

Since 2009, there have been over 647 classrooms built or in progress to be built in order to house 14,000 students. The FI program across the Board has been involved in several projects, which are outlined below.

▪ Pickering 2013

- Frenchmans Bay PS-Addition and Renovations
 - Gym, elevator, washrooms, existing gym to library, existing library to two classrooms and two FDK rooms

2014

- Maple Ridge PS – Boundary Realignment
 - Introduction of FI program, creating a dual track school with minor renovations

▪ Ajax

2009

- Romeo Dallaire PS – New School
 - Opened as a 558 pupil place dual track school

2012

- Southwood Park PS-Addition and Renovations
 - Four FDK room addition with renovations

2015

- Unnamed Imagination PS – New School
 - Will open as a 553 pupil place single track FI School

▪ Whitby

2011

- Captain Michael VandenBos PS – Addition
 - Three classrooms, one FDK room, mechanical room and an academic resource room
- Julie Payette PS – New School
 - Opened as a 633 pupil place single track FI School

2013

- Meadowcrest PS – Boundary Realignment
 - Became a single track FI School, with minor renovations

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2014

- Brooklin Village PS – Addition
 - Eight classroom addition, a mechanical room, teacher workroom, students washrooms and defined child care area

▪ Oshawa

2010

- Walter E Harris PS – Addition and Renovations
 - Six classroom addition, mechanical room and an academic resource room

2013

- Municipal Wide Boundary Realignment
 - Prior to 2013, Oshawa was divided into two sections, east and west. Both schools, Walter E Harris and TR McEwen PS were located on the east side of the municipality.
 - In 2013, Oshawa was divided in three sections, north of Taunton Road, South of Hwy 2 and the middle section.
- Seneca Trail PS – New School
 - Opened as a 542 pupil place dual track school
- David Bouchard PS – New School
 - Opened as a 602 pupil place dual track school, replacing TR McEwen PS (FI) and Gertrude Colpus PS (Reg)

2016

- Unnamed Stonecrest PS – New School
 - Will open as a 553 pupil place, single track FI School

▪ Scugog

2014

- RH Cornish PS – Portable Replacement Program
 - Replaced 10 older portables with air conditioned portables

▪ Uxbridge

2015

- Uxbridge PS – Boundary Realignment
 - With minor renovations

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- **Brock
2009**
 - **McCaskills PS-Addition**
 - Three FDK rooms, three classrooms, mechanical room and academic resource room

2.2.3 Municipal Comparison of Elementary French Immersion Enrolment – 2014

Table 2 below updates the FI students as of 2014, as a percentage of each municipality's student base. At present the Board average is 12.76% up 3.18% from the 2010 FI percentage. Overall, FI as a percentage of enrolment has increased by 3.18% for the DDSB.

Table 2

Municipality	2014		FI as % of 2014 Total	FI as % of 2010 Total	Percentage	Track Type
	Enrolment	Total FI			Increase (Decrease)	
Pickering	6,536	969	14.83%	12.57%	2.26%	One single track, Two dual track schools
Ajax	10,786	1,403	13.01%	9.36%	3.65%	Three dual track schools
Whitby	12,803	1,769	13.82%	9.73%	4.09%	Two single track, Two dual track schools
Oshawa	12,298	1,158	9.42%	6.20%	3.22%	One single track, Two dual track schools
Scugog	1,877	347	18.49%	14.75%	3.74%	One triple track school
Uxbridge	2,014	295	14.65%	14.49%	0.16%	One dual track school
Brock	1,083	108	9.97%	8.77%	1.20%	One dual track school
TOTALS	47,397	6,049	12.76%	9.58%	3.18%	

2.2.4 Elementary Student Dispersion

Attached as Appendix A to E are scattergrams of students in relation to each elementary FI location. As a reference, each FI boundary is on the map as well as a 1.6km circle for distance reference. The street references have been removed as exact student locations should not be disclosed. The scattergrams can represent one portion of information for future adjustments.

2.2.5 French Immersion Elementary Enrolment Projection 2015-2018

Appendix F provides enrolment projections, by municipality, for all single and dual track schools offering FI.

Overall, per Appendix F, Page 2 of 2, the FI program is anticipated to grow from 2014-12.8% to 2018-16.1%. Section 3 provides the analysis of the FI program from 2014-2018.

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2.3 Secondary French Immersion

2.3.1 Municipal Comparison of Secondary French Immersion Enrolment – 2010

Table 3 shows the secondary FI enrolments as percentage of the total enrolment, by municipality for 2010. The table also illustrates the number and type of school(s) offering FI.

Table 3

Municipality	2010 Enrolment	2010 Total FI	FI as % of 2010 Total	Track Type
Pickering	3,351	0	0.00%	None (All students attend Pickering HS in Ajax)
Ajax	5,156	381	7.39%	Two dual track schools
Whitby	5,332	199	3.73%	One triple track school
Oshawa	5,964	271	4.54%	One dual track school
Scugog	1,306	69	5.28%	One triple track school
Uxbridge	1,457	93	6.38%	One dual track school
Brock	544	0	0.00%	Students attend Scugog FI
TOTALS	23,110	1,013	4.38%	Board Average

2.3.2 Secondary Changes to French Immersion Since 2009

Since 2009, there have been two adjustments to secondary FI programs.

- **Pickering**

2014

- Dunbarton HS - Boundary Realignment
 - Introduction of the FI program, creating a dual track schools

Whitby

2015

- Donald A Wilson SS – Boundary Realignment
 - Introduction of the FI program, creating a dual track school

2.3.3 Municipal Comparison of Secondary French Immersion Enrolment – 2014

Table 4 below updates the FI students as of 2014, as a percentage of each municipality's student base. At present, the Board average is 5.97% up 1.59 % from the 2010 percentage of 4.38%.

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Table 4

Municipality	2014 Enrolment	2014 Total FI	Percentage			Track Type
			FI as % of 2014 Total	FI as % of 2010 Total	Increase (Decrease)	
Pickering	2,809	79	2.81%	0.00%	2.81%	New FI program in Pickering as of 2014
Ajax	4,897	396	8.09%	7.39%	0.70%	Two dual track schools *
Whitby	5,133	336	6.55%	3.73%	2.81%	One dual track school
Oshawa	5,439	247	4.54%	4.54%	0.00%	One dual track school
Scugog	1,253	103	8.22%	5.28%	2.94%	One triple track school
Uxbridge	1,159	100	8.63%	6.38%	2.25%	One dual track school
Brock	437	0	0.00%	0.00%	0.00%	Students attend Scugog FI
TOTALS	21,127	1,261	5.97%	4.38%	1.59%	

* French Immersion students from the City of Pickering attended Pickering HS prior to 2014

Board data shows that the retention rates for secondary FI students are increasing, as follows; 2011-50%, 2012-79% and 2013-92%. This is based upon actual enrolment.

In addition, it should be noted that Brock area students attend Port Perry High School, and that prior analysis indicates an insufficient FI student base in the Brock area to establish an FI program at Brock HS.

2.3.4 Secondary Student Dispersion

Appendices G to J are scattergrams of secondary students to each FI location. As a reference, each FI boundary is on the map as well as a 4.0km circle for distance reference. In a similar fashion to the elementary scattergrams, the street references have been removed. These maps represent a portion of information for future considerations.

2.3.5 French Immersion Secondary Enrolment Projections

Appendix K provides enrolment projections, by municipality, of each secondary school offering FI. Due to the significant changes that the introduction that Brooklin HS has upon Sinclair SS and Donald A Wilson SS, enrolment projections have also been included for this school.

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3. Analysis

3.1 Future Possibilities for Elementary French Immersion

3.1.1 Pickering

In the fall of 2013, the anticipated overcrowding of Frenchmans Bay PS precipitated the introduction of Maple Ridge PS as a dual track FI school. As per Appendix F, Page 1 of 2, Maple Ridge PS had a regular track enrolment of 249 (RG) or 57% utilization in 2014, decreasing to 189 students or a 43.5% utilization. The introduction of FI has revitalized the school.

As per Maple Ridge PS, utilization increases with the introduction of FI to 131.8% potentially in 2018, there may be a further need for an additional Pickering site.

3.1.2 Ajax

When reviewing the Ajax FI schools on Appendix F, Page 1 of 2, there are three main future schools which will need to be considered.

- 1) Romeo Dellaire PS has 19 portables on site to address the dual track enrolment pressures at the school. The 2014 utilization is 186.1% for Romeo Dallahire PS.

In 2015, Unnamed Imagination PS will open to address this pressure.

- 2) In the fall of 2014, it was recognized that the utilization percentage of Cadarackque PS was increasing and a potential FI site could be considered in the west portion of Ajax. Appendix B provides additional information for consideration.

The location of this fourth Ajax site will be considered in relation to Unnamed Imagination PS, and its enrolment pressure. Unnamed Imagination PS is located on a 5.3 acre site with limited space for portables. It is prudent for this new school to open and establish before considering decisions based solely upon projections for an unopened school.

- 3) As outlined in Appendix F, Page 1 of 2, Southwood Park PS continues to maintain a utilization percentage of approximately 110%. However, it can be seen that the FI enrolment growth is offset, essentially, by regular program decline. Similar to Uxbridge PS (See section 3.1.6 of this report), there may be a need to consider the relocation of the regular track program to another site at a future time as enrolments continue to unfold. At present, of the 232 regular track students at Southwood Park PS, 46 students or approximately 20% of these students are attending as out of area students.

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3.1.3 Whitby

In the fall of 2013, it was recognized that Julie Payette PS would require additional portables into the future; thereby the introduction of a third site in Whitby would be prudent. Appendix C, Page 1 of 2 provides additional information. The Area Superintendent is in the process of the consideration of a boundary process in accordance with Board Regulation 3313.

In 2013, Meadowcrest PS was opened as a single track FI school. At that time it was uncertain if the community would embrace this location in an older facility. As per Appendix F, Page 1 of 2, there is a potential increase in the FI program enrolments which can be considered in the short term with portables. However, the Meadowcrest PS enrolments will continue to be monitored.

3.1.4 Oshawa

Although significant changes have occurred to the boundaries and school locations for Oshawa, Walter E Harris PS utilization rates continue to increase, potentially to 566 students or a 2018 utilization rate of 140.1%. Walter E Harris PS enrolments will continue to be monitored.

3.1.5 Scugog

At present, the RH Cornish PS utilization percentage remains consistent at approximately 125%. In 2014, 10 air conditioned portables were brought to the school as a measure to address current needs. Into the future the maintenance and repair costs for the building will continue to be monitored.

3.1.6 Uxbridge

In the fall of 2014, it was identified that the regular track enrolment at Uxbridge PS was decreasing. The Area Superintendent engaged the Board's Boundary Process in the fall of 2014 to move the regular track to Quaker Village PS. This process was approved by the Board of Trustees and in September 2015, Uxbridge PS will become a single track FI school.

3.1.7 Brock

MacCaskills Mills PS requires no further action at this time.

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3.2 Analysis and Future Possibilities for Secondary French Immersion

3.2.1 Pickering

In the fall of 2013 it was identified that the retention rates for the City of Pickering Secondary was low. The low retention rate was related to the proximity of the program. Pickering students who wanted to continue in the FI program for secondary had to travel to an Ajax high school. The Area Superintendent engaged the boundary process in the fall of 2013 to review the issue. In 2014, Dunbarton HS introduced a FI program which also assisted enrolment pressure of Pickering HS which is located in Ajax.

3.2.2 Ajax

Ajax utilization rates for schools continue to decrease which includes the change of relocating Pickering students to Dunbarton HS.

3.2.3 Whitby

With the introduction of Brooklin HS, the relocation of the Whitby Secondary FI program from Sinclair SS to Donald A Wilson SS was possible, and will occur gradually in the fall of 2015.

In the case of Sinclair SS, the introduction of the Gifted program and the FI program to a secondary school with a growing regular student base was problematic. In 2009 Sinclair SS had an enrolment of 2,015 with 27 portables in use. As a result, optional programs needed to be located to assist schools in managing pupil places.

With the opening of Brooklin HS, the preliminary enrolment projects as per Appendix K illustrate that by 2018 Brooklin HS could potentially have 1385 regular program students, with a utilization rate of 113%. The capacity of Brooklin HS was originally 1,101 and was increased during the construction process by 6 resulting in the current capacity of 1,227.

The relocation of the Secondary FI program in Whitby to Donald A Wilson SS results in the 2018 projection for Donald A Wilson SS of 1010 students or 81.7% utilization. Thereby, Donald A Wilson SS benefits from the FI program being located at the school.

3.2.4 Oshawa

At present, MCVI has sufficient capacity to address the secondary FI requirements of Oshawa.

However, into the future, similar to Pickering, an additional location could be considered to increase access to the program.

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3.2.5 Scugog

Port Perry High School utilization rates are reasonable into the future.

3.2.6 Uxbridge

Uxbridge Secondary School utilization rates indicate no further action at this time.

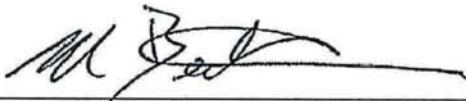
3.2.7 Brock

Brock students attend Port Perry High School for Secondary FI.

4. Conclusion

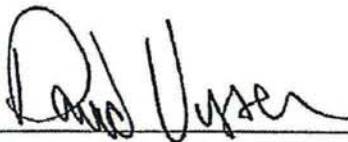
Significant action has taken place over the last number of years to address FI needs in the Board. However, as students choose to attend FI programs, with static enrolment, it comes at the reduction of regular programming. As the future evolves, continued decisions will be required as we respond to the changing demographics connected to both FI requirements and the impact on regular English programs/schools. As the FI program continues to expand into more areas of the Board, it creates the opportunity for more families to have the program in closer proximity to their home.

Report reviewed by:

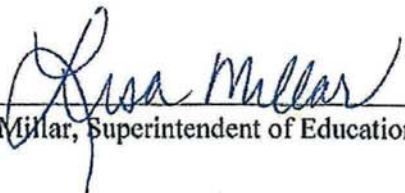


Martyn Beckett, Director of Education

Report reviewed and submitted by:



David Visser, Superintendent of Education/Facilities Services



Lisa Millar, Superintendent of Education/Pickering/Early Years & Childcare

DURHAM DISTRICT SCHOOL BOARD**ADMINISTRATIVE REPORT**

French Immersion Program – Update

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Appendices:

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Appendix B – Scattergram – Town of Ajax French Immersion Program

Appendix C, Page 1 – Scattergram – Town of Whitby French Immersion Elementary Program

Appendix C, Page 2 – Scattergram - Town of Whitby-Brooklin French Immersion Elementary Program

Appendix D – Scattergram - City of Oshawa French Immersion Elementary Program

Appendix E – Scattergram – Uxbridge, Scugog & Brock French Immersion Elementary Program

Appendix F – Elementary French Immersion Participation Table

Appendix G – Scattergram – City of Pickering and Town of Ajax French Immersion Secondary Program

Appendix H – Scattergram – Town of Whitby French Immersion Secondary Program

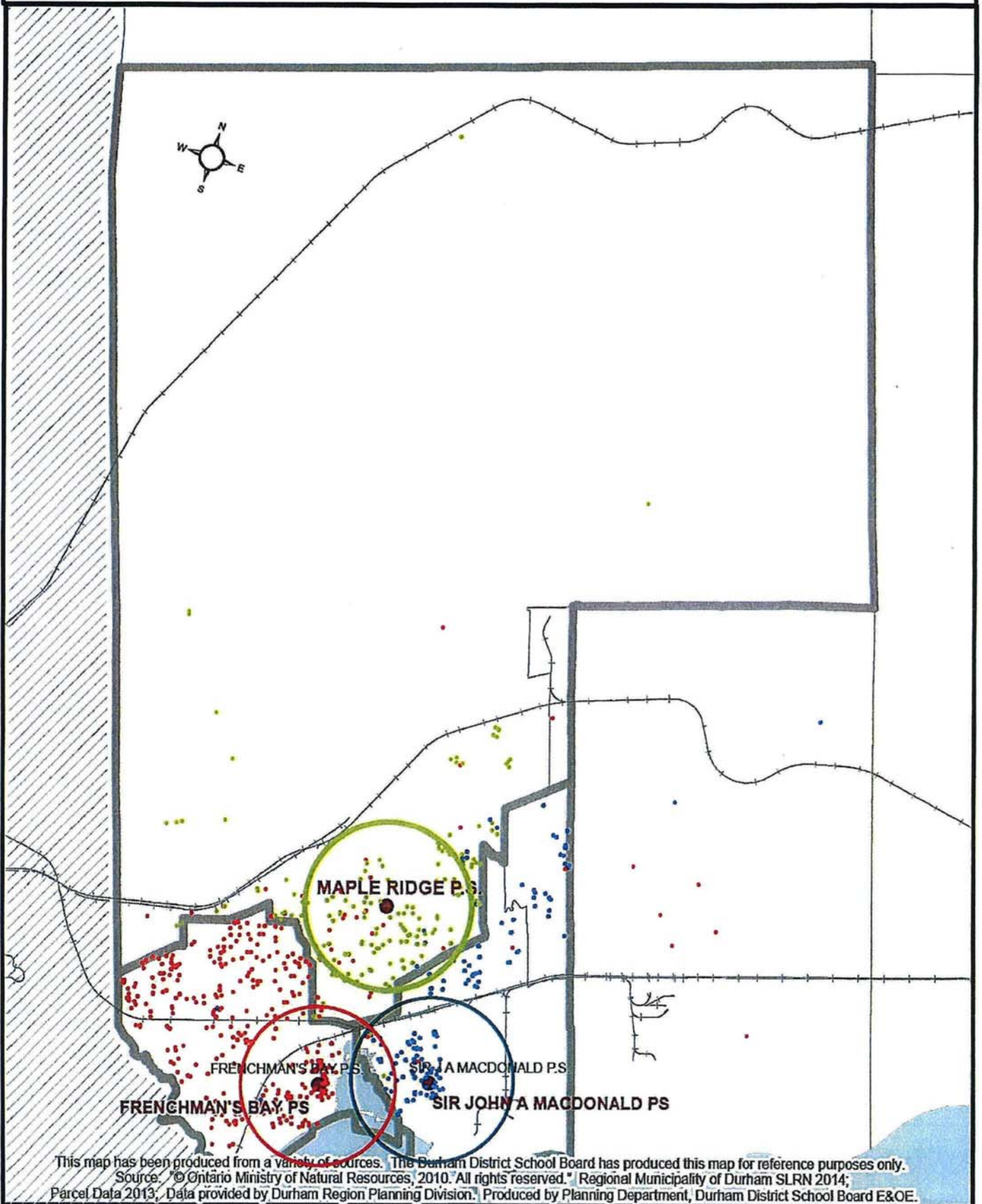
Appendix I – Scattergram – City of Oshawa French Immersion Secondary Program

Appendix J – Scattergram – Township of Uxbridge, Scugog & Brock French Immersion Secondary Program

Appendix K – Secondary French Immersion Participation Table

O:\Admin\Reports\2015\Programs\French Immersion Program Update-April 20, 2015\BDFrench Immersion Program Update_April 202015(tf).doc

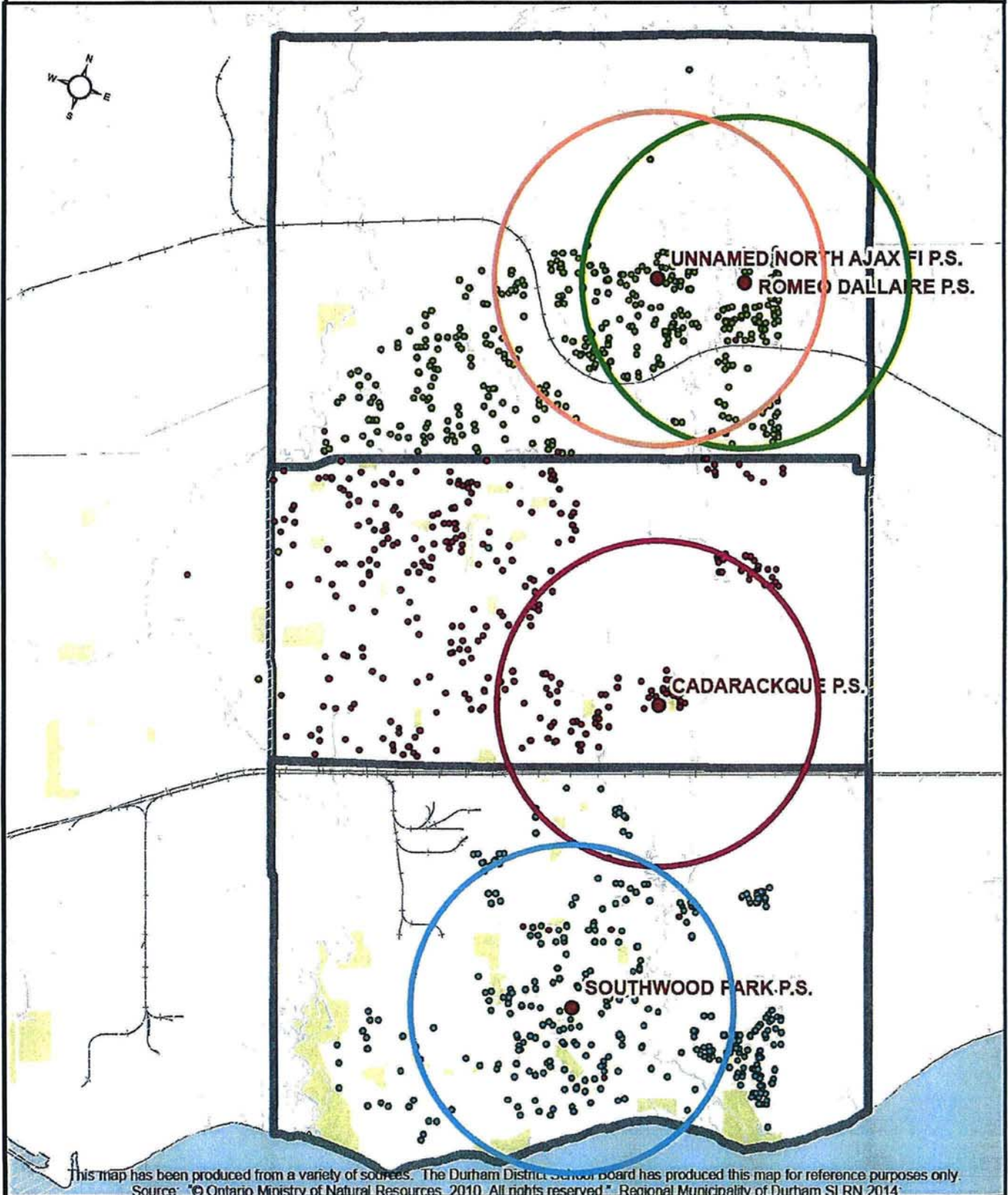
City of Pickering French Immersion Elementary Program
October 2014 Student Data



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Appendix B - Page 1 of 1

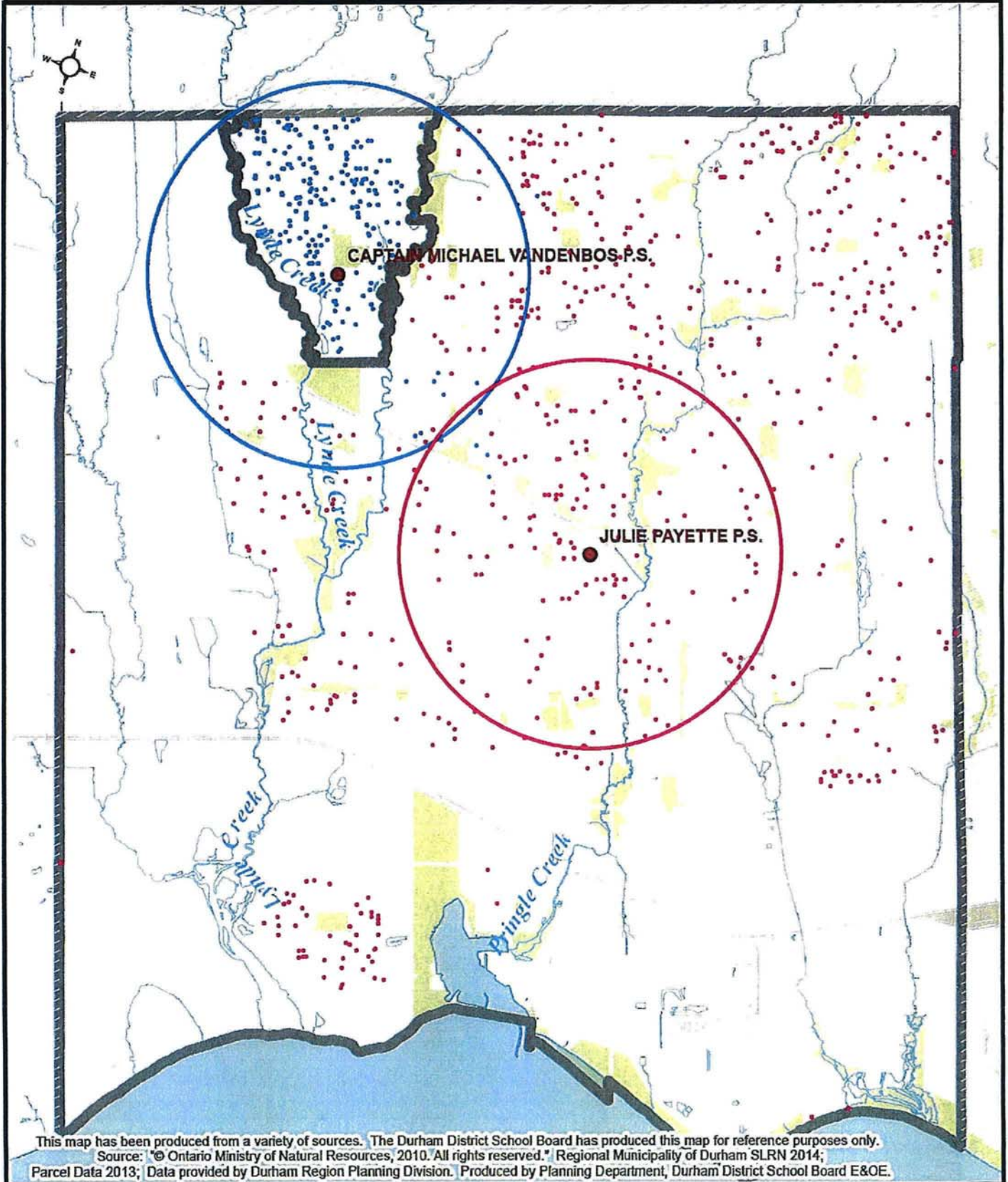
Town of Ajax French Immersion Elementary Program
October 2014 Student Data



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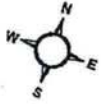
Parcel Data 2013; Data provided by Durham Region Planning Division. Produced by Planning Department, Durham District School Board E&OE.

Town of Whitby French Immersion Elementary Program
October 2014 Student Data



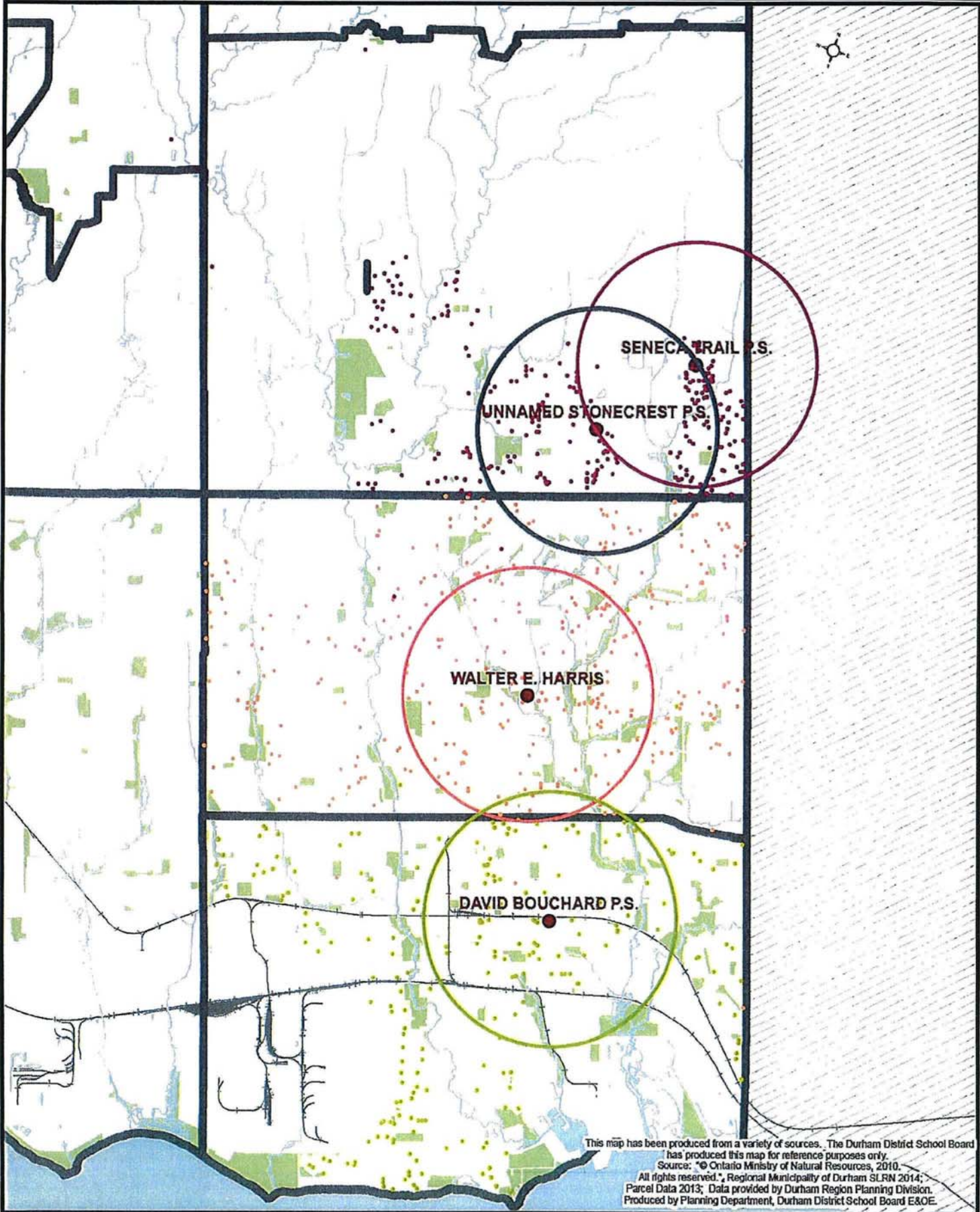
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Town of Whitby - Brooklin French Immersion Elementary Program
October 2014 Student Data

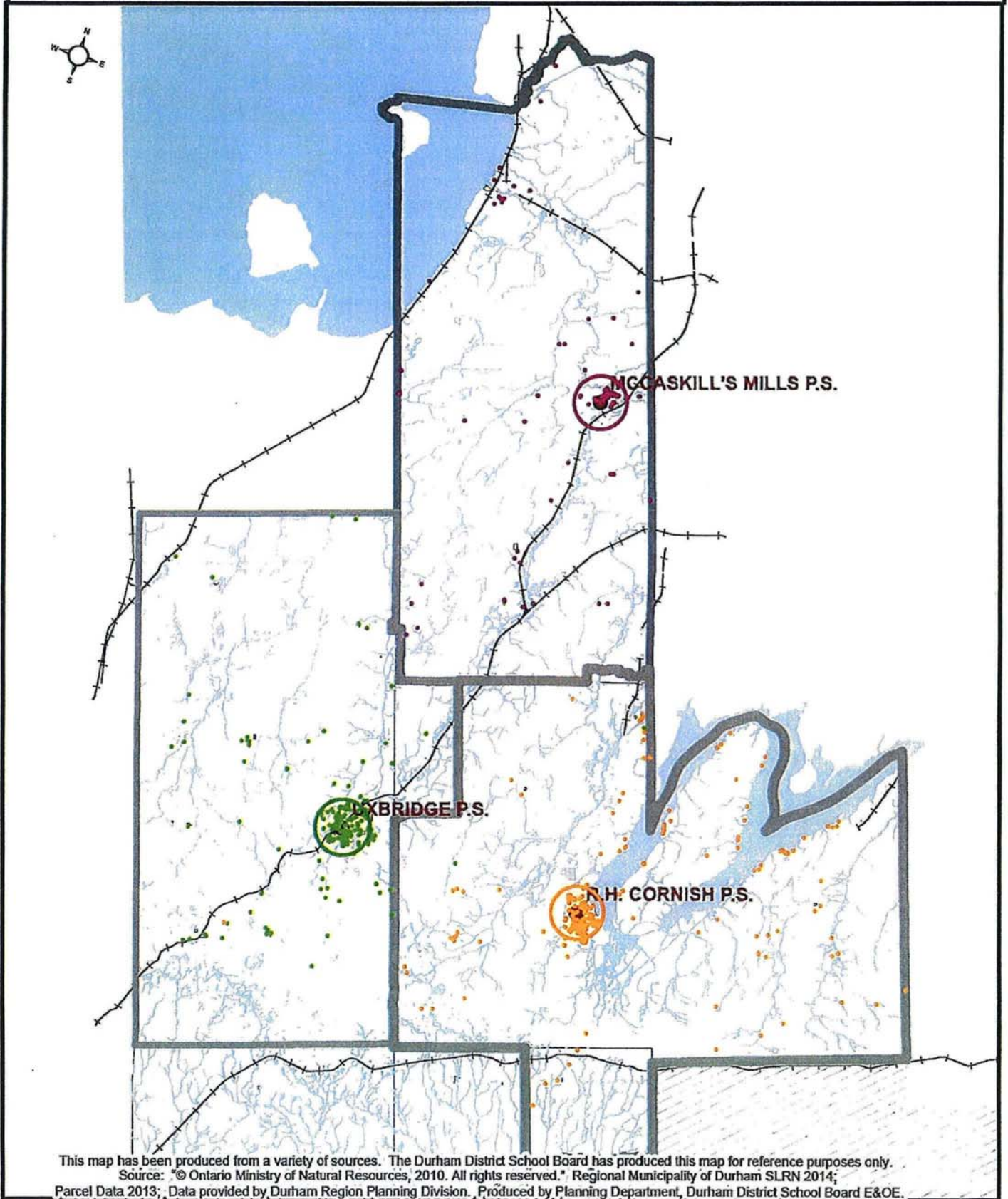


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City of Oshawa French Immersion Elementary Program
October 2014 Student Data



**Uxbridge, Scugog & Brock
French Immersion Elementary Program
October 2014 Student Data**



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	Capacity	Actual		Utilization		Projection		Utilization		Projection		Utilization	
		2014	2015	%	%	2015	2016	2017	2018	%	%	2017	2018
OSHAWA													
David Bouchard RG	593	285	250	96.0%	99.0%	248	248	105.9%	111.1%	243	234	115.2%	
David Bouchard FI		284	337	-	-	380	380	-	-	416	449	-	
Seneca Trail RG	542	239	284	107.2%	124.9%	324	324	59.8%	66.4%	360	409	75.5%	
Seneca Trail FI		342	393	-	-	-	-	-	-	-	-	-	
Unnamed Stonecrest FI	553	-	-	-	-	435	435	78.7%	85.5%	473	518	93.7%	
Walter E. Harris	404	532	513	131.7%	127.0%	526	526	130.2%	132.7%	536	566	140.1%	
OSHAWA TOTAL FI		1,158	1,243			1,341				1,425	1,533		

	Capacity	Actual		Utilization		Projection		Utilization		Projection		Utilization	
		2014	2015	%	%	2015	2016	2017	2018	%	%	2017	2018
SCUGOG													
RH Cornish RG + GI	620	457	446	129.7%	130.5%	446	446	130.3%	128.5%	436	423	129.4%	
RH Cornish FI		347	363	-	-	362	362	-	-	361	379	-	
SCUGOG TOTAL FI		347	363			362				361	379		

	Capacity	Actual		Utilization		Projection		Utilization		Projection		Utilization	
		2014	2015	%	%	2015	2016	2017	2018	%	%	2017	2018
UXBRIDGE													
Uxbridge PS RG	436	94	-	89.2%	-	-	-	-	-	-	-	-	
Uxbridge PS FI		295	294	-	67.4%	304	304	69.7%	70.4%	307	310	71.1%	
UXBRIDGE TOTAL FI		295	294			304				307	310		

	Capacity	Actual		Utilization		Projection		Utilization		Projection		Utilization	
		2014	2015	%	%	2015	2016	2017	2018	%	%	2017	2018
BROCK													
McCaskill's Mills RG	487	345	337	93.0%	94.0%	331	331	93.0%	90.6%	317	305	88.3%	
McCaskill's Mills FI		108	121	-	-	122	122	-	-	124	125	-	
BROCK TOTAL FI		108	121			122				124	125		
BOARD TOTAL FI		6,049	6,568			6,912				7,157	7,426		
BOARD TOTAL ENROLMENT		47,397	47,222			46,998				46,549	46,199		
FI as a % of TOTAL		12.8%	13.9%			14.7%				15.4%	16.1%		

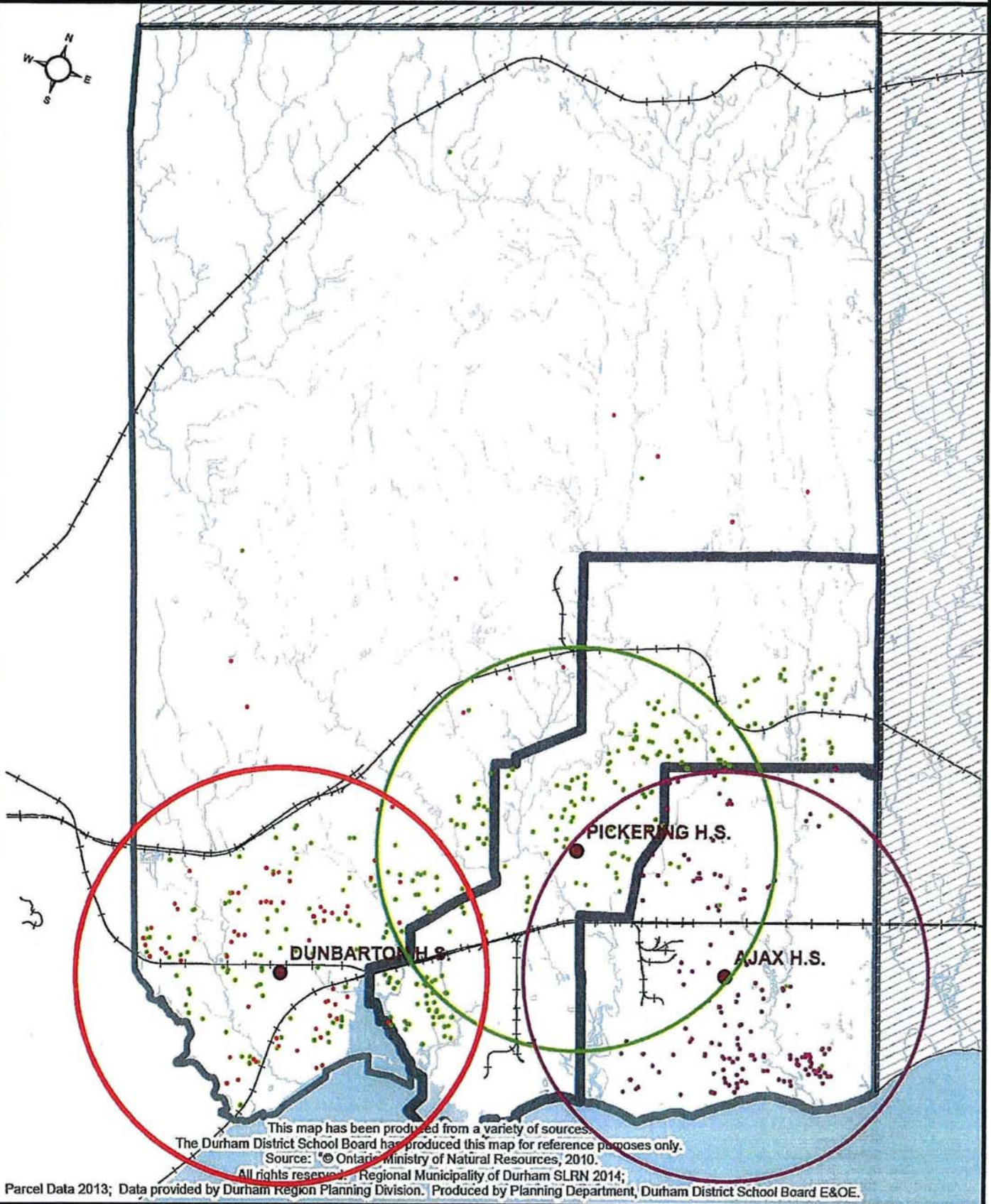
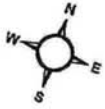
Projected numbers based on 2014 Projections for 2015, 2016, 2017 and 2018
 Unnamed Imagination FI PS will open in September 2015, students in French Immersion will move from Romeo Dallaire to the new school.
 Unnamed Stonecrest FI PS will open in September 2016, students in French Immersion will move from Seneca Trail PS to the new school.
 As of September 2015, Uxbridge PS will become a single track French Immersion school.

RG - English Track

FI - French Immersion

Numbers for Single Track schools include JK and SK enrolment in 2 Regular Program classes.

City of Pickering & Town of Ajax
French Immersion Secondary Program
October 2014 Student Data



Town of Whitby
French Immersion Secondary Program
October 2014 Student Data



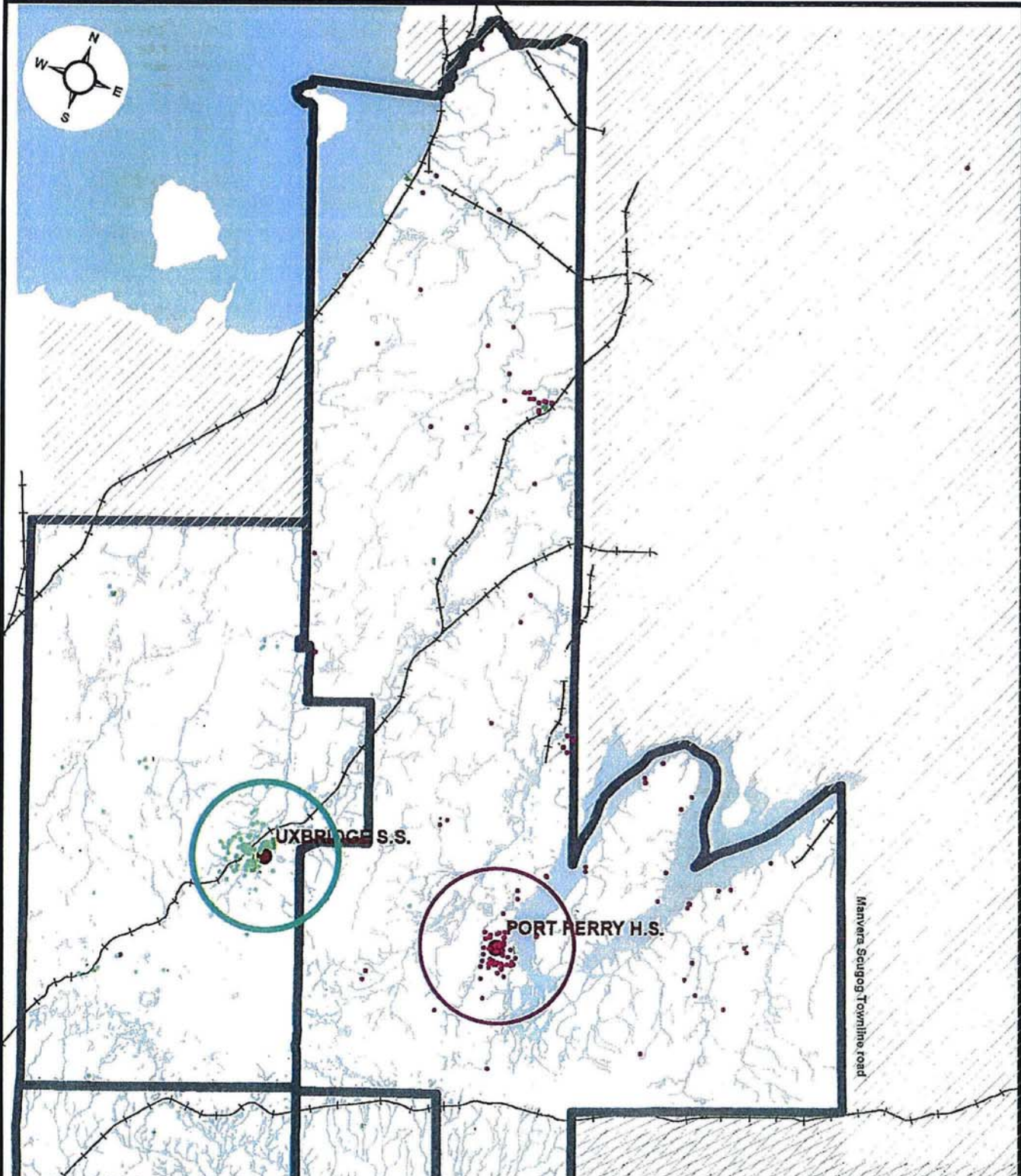
City of Oshawa
French Immersion Secondary Program
October 2014 Student Data



R.S. MCLAUGHLIN C.V.I.

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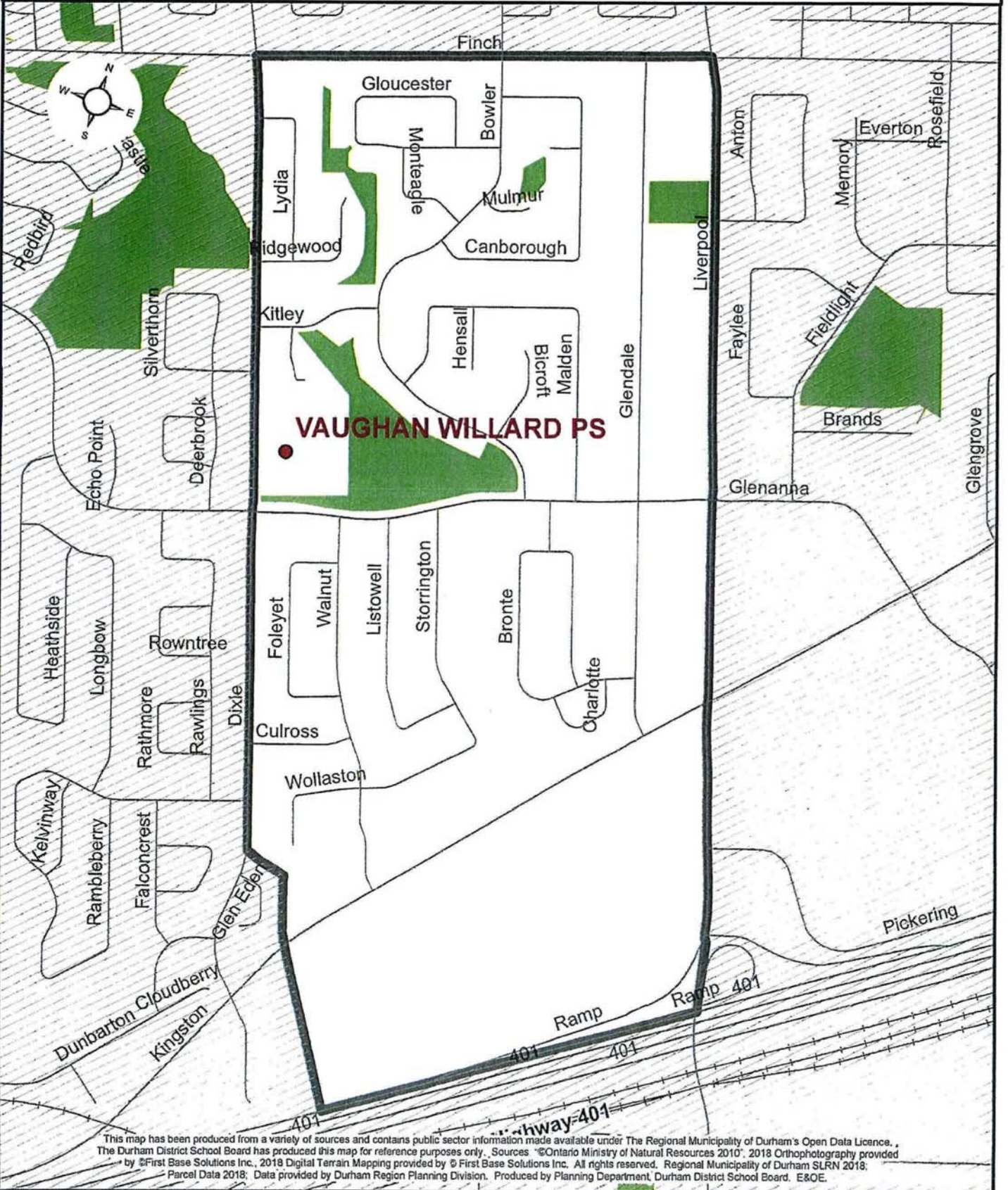
**Townships of Uxbridge, Scugog and Brock
French Immersion Secondary Program
October 2014 Student Data**



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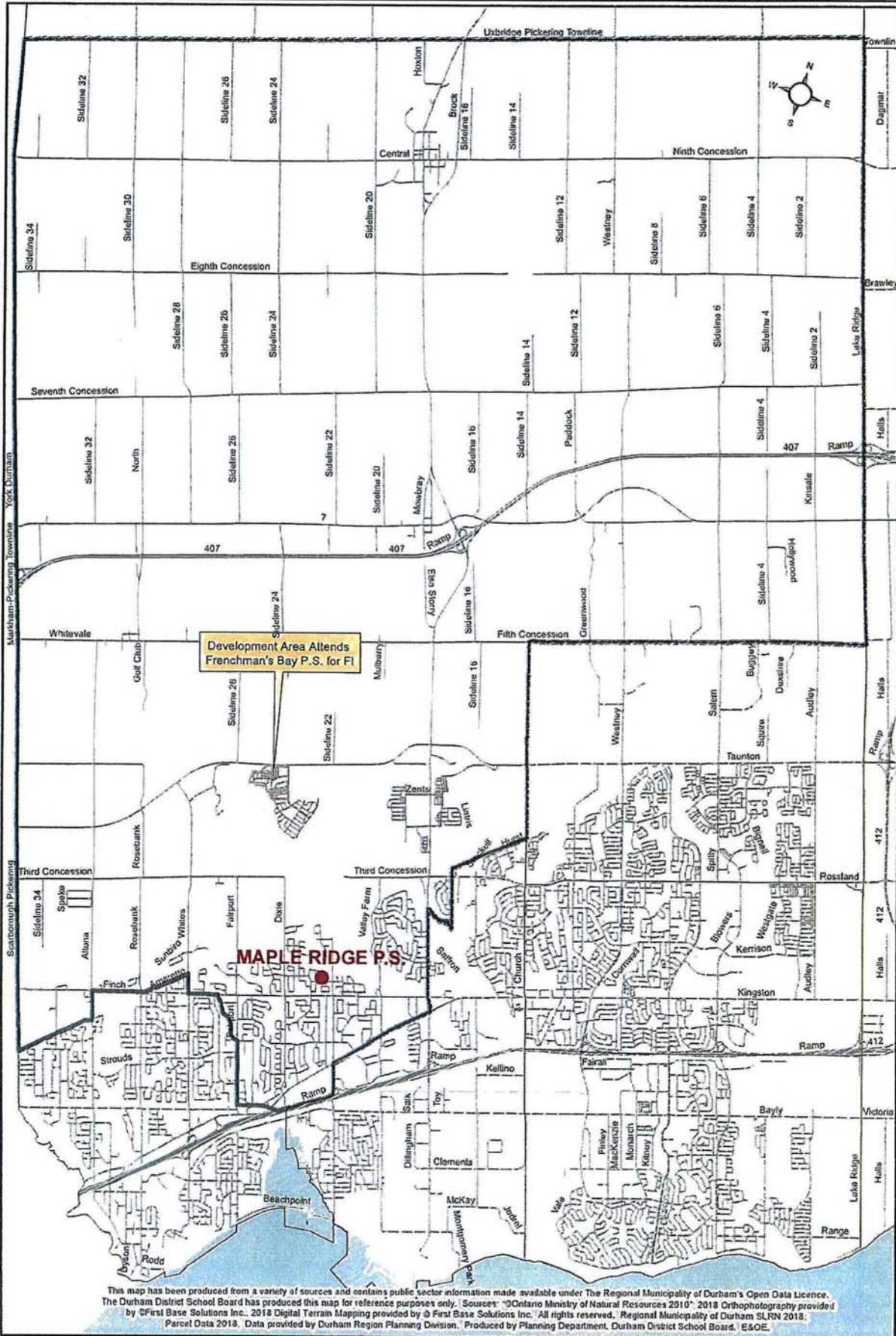
Boundary Map
Vaughan Willard P.S.
1911 Dixie Road
905-839-1931



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Boundary Map
Maple Ridge PS - French Immersion Boundary
2010 Bushmill Street
905-420-4103



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