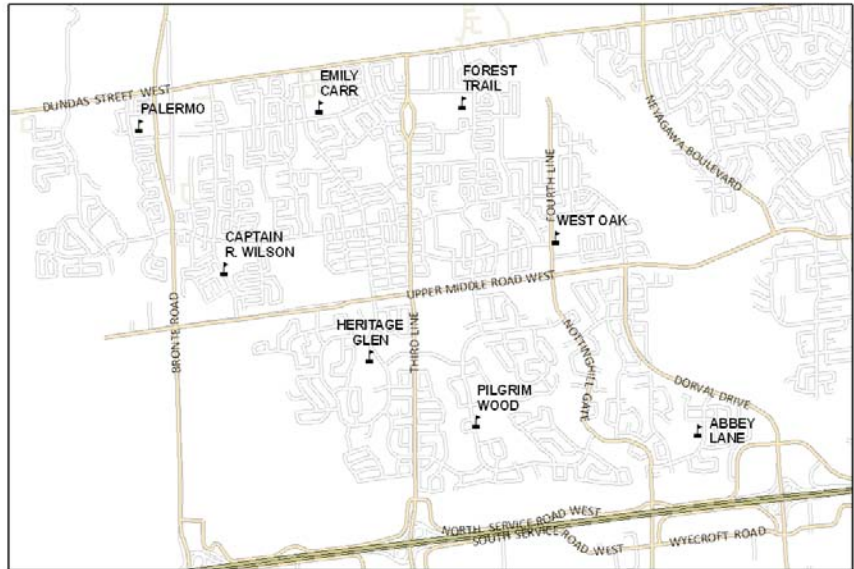


# NORTH WEST OAKVILLE ELEMENTARY SCHOOLS BOUNDARY REVIEW

## North West Oakville Schools



## FREQUENTLY ASKED QUESTIONS

### NEW QUESTIONS!

**Looking at the grade breakdowns for Scenario 24 (As Amended), why is there such a large decrease from grade 4 to grade 5 in the Forest Trail PS projections?**

There are students that leave the FI program from grade 4 to grade 5 at Forest Trail for a number of reasons. The grade 4 to grade 5 has another loss factor due to the grade 5 gifted program at WH Morden. There are a number of Forest Trail grade 4 students that leave to go to this regional program and this loss has been incorporated into the projections.

**What is 'viable' in terms of a program? We keep hearing it is two classes of students.**

It is generally 2 classes, but at elementary we can have split classes so even if the overall number of FI students is viable there may be less or more in a particular grade. This could result in one grade having one and half classes or two and half etc. Also in the primary grades (1-3) there is currently a cap size of 20 students. From grades 4-8 there is no cap so the classes could be larger than 20.

**Will a cap on French immersion be added?**

This is not being considered at this time.

**How will teachers and resources be allocated to new FI programs?**

The number of FI students is not changing therefore the resources are available. The resources would come from a combination of new start up money and the redistribution from schools that may decrease in FI numbers due to the changes.

## NORTH WEST OAKVILLE ELEMENTARY SCHOOLS BOUNDARY REVIEW

### **Will dual track schools get principals with FI experience?**

We would always desire to place a French speaking administrator in an FI school (dual or single track), but this is not always possible. If it is possible then yes is the answer.

### **Will start times of different schools change as a result of bussing changes?**

Not yet determined, the transportation consortium would be involved in this decision. School start times will be reviewed once the boundaries have been established by the Board.

### **Have you considered creating a middle school, moving grade 7/8 students who will be going to the new high school a year or 2 early?**

No we have not considered this. We as a Board are moving away from middle schools to a JK-8 model. This is also the trend in the province.

### **Where does the data for the study come from (census from what year)?**

Please review the enrolment projection methodology ([available here](#)).

### **Have the scenarios taken into consideration an increase in FI uptake in dual track programs?**

Yes.

### **How is the maximum number of portables at a given school determined?**

Factors in determining maximum number of portables on a school site, are related to zoning by-law requirements (i.e. parking, building/property setbacks), building code (number of washrooms), ability of school infrastructure to accommodate portables (electrical capacity)

### **What timelines are being considered for full day Kindergarten?**

Palermo PS - currently has Full Day JK/SK

Captain R. Wilson PS - September 2012

Emily Carr PS - September 2014

Abbey Lane PS - currently has Full Day JK/SK

Forest Trail PS - will not have Full Day JK/SK due to Grade 1 to grade 8 single track FI program

Heritage Glen PS - September 2013

Pilgrim Wood PS - September 2013

West Oak PS - September 2014

## NORTH WEST OAKVILLE ELEMENTARY SCHOOLS BOUNDARY REVIEW

### **If we are 20% overcapacity across the board, why aren't we pushing for a new school?**

Funding for new school construction comes from the Ministry of Education and they would need to assess the request by reviewing projected enrolments from the area. Based on our review of the long term projections, there is not sufficient need to construct another school in the NW Oakville area. Moreover, we do not have a school site available to construct another elementary school in this area.

### **Will start times of different schools change (as a result of bussing changes)?**

School start times will be reviewed once the boundaries have been established by the Board.

### **Why are FI students from the Palermo community being transported to Forest Trail PS, since Palermo PS is the designated FI school for this area?**

When Palermo PS opened in September 2010, it offered FI for Grades 1 to 4. For 2011/2012 Palermo PS offers a Grade 1 to Grade 5 FI program. This will grow by a grade in subsequent years. Students from the Palermo community who are currently in Grades 6 to Grade 8 attend Forest Trail PS, because there is no FI program being offered for those grades at Palermo PS school. As a result those students are being transported to Forest Trail PS until such time as they graduate.

### **Has the BRC given consideration to making Palermo PS Single Track French Immersion?**

This was explored by the Boundary Review Committee (refer to Scenario 8) but was not further considered due to the impact on the Palermo English community and redirecting these students to three different schools.

### **If all schools or a majority of schools were to switch to dual track programming would this result in a lot of split classes?**

This is something that the BRC will need to review. The goal is to study and propose scenarios which would contain viable numbers to offer both English and French tracks within a dual track school. Regardless of overall numbers in a particular grade, Primary Class Size expectations sometimes result in the school organization containing a blended class. HDSB teachers receive in-service and support for programming and instructing blended classes.

It should also be noted that school organizations are created by Principals and there are various factors involved in the process.

### **Can I see the grade breakdown for the projections?**

Yes, this information will be shared. Please monitor the review [webpage](#) for information as it becomes available.

## NORTH WEST OAKVILLE ELEMENTARY SCHOOLS BOUNDARY REVIEW

### **If all or a majority of schools were to switch to dual track programming would this result in a dilution of funding for programs?**

When there is a new dual track grade or class added to a school, the Board has a start-up allocation to ensure that the classroom teacher and students have adequate French resources. There is also an allocation for French resources in the library. All new French classes would receive this allocation.

### **Will the changes apply immediately to all students, or will students already attending a school remain in that school (assuming that French Immersion is still offered there)?**

Changes are proposed to be effective September 2012. Whether or not your child would be required to move would depend on their current grade level. For instance, Scenario 21 proposes opening new FI programs with grades 1, 2 and 3 only in the first year. If that scenario were to be approved, and your child is currently in grade 3 FI or older, they would remain at their current FI location. In some cases, students can be "grandparented" which means they can remain in their current school for a defined period of time. Ultimately the final decision will be made by Trustees.

### **What will happen to siblings? Will they be able to attend the same school as their elder brother/sister, or will they have to attend the school according to the boundary change?**

Siblings would attend the school as directed by the boundary change. Whether or not there would be a provision to 'grandparent' siblings has not yet been determined for any of the scenarios. Ultimately the final decision will be made by Trustees.

### **How to read the scenarios –**

The text above the map describes the scenario and its implementation.

The map shows the proposed boundaries (*effective September 2012*) and the charts show the projected enrolments based on those boundaries/implementation.

#### **OTG – On the Ground Capacity**

Provincially recognized capacity of the school, which may include additions, or alteration to the school building. This figure is recognized as the operating capacity of the school. This figure does not include portables or portapaks.

#### **Port Cap – Portable Capacity**

Total number of portables allowable on site.

#### **Utilization**

Enrolments minus on the ground capacity

# NORTH WEST OAKVILLE ELEMENTARY SCHOOLS BOUNDARY REVIEW

## **Percent Utilization**

Enrolments divided by on the ground capacity

## **Implementation (Scenario 21 used as an example)**

Heritage Glen PS French Immersion Program

2012 – Grades 1-3 FI offered

2013 – Grades 1-4 FI offered

2014 – Grades 1-5 FI offered

2015 – Grades 1-6 FI offered

2016 – Grades 1-7 FI offered

2017 – Grades 1-8 FI offered (Full implementation complete)

Note: FI programs at Pilgrim Wood PS and West Oak PS would grow in the same way as is shown for Heritage Glen PS above.

## **Why does a Board complete a boundary review?**

The Long Term Accommodation Plan (LTAP) provides enrolment projections for the years 2012 to 2021 for each Elementary and Secondary Review Area in the Board as well as for each elementary and secondary school within the system. The LTAP identifies accommodation pressures resulting from these enrolment projections and strategies to address them. The plan identifies school boundary study initiatives that are to be undertaken as a result of enrolment issues. A link to the LTAP is contained in this website.

## **Why is a boundary review being completed for Ward 4?**

In the Long Term Accommodation Plan (LTAP) enrolment projections for ERA 114 and ERA 115 suggests overcrowding of several schools. For example ERA 114 will see utilization increase from 91% in 2010 to 125% in 2020 with half-time JK/SK. With the implementation of full day JK/SK, this utilization would increase to 133% in 2020. In ERA 115, Forest Trail will continue to exhibit accommodation pressures during the next 10 years. Therefore there is a need to undertake a program and boundary review for this area to address the accommodation pressures

## **What is the process for the boundary review?**

The School Boundary Review Administrative Procedure is used to direct the work in a boundary review process. A link of the Administrative Procedure is found on this website.

## **What is the make-up and work of the Boundary Review Committee (BRC)?**

The Boundary Review Committee consists of the Steering Committee members; parent representatives from all affected communities and Superintendents and Trustees from all potentially affected areas.

*(cont'd on next page)*

## NORTH WEST OAKVILLE ELEMENTARY SCHOOLS BOUNDARY REVIEW

The Boundary Review Committee (BRC) is an advisory committee. They do not make the final decision regarding school boundaries.

They are a working committee who review scenarios suggested by staff and suggest revisions and alternatives for staff to consider. The BRC works together to recommend viable alternatives for the Boundary Review Steering Committee to consider.

### **Why is there only one public session planned in this process?**

The purpose of the public session is to present scenarios considered by the Boundary Review Committee and to receive community feedback on the impact of each scenario.

The community may suggest revisions to scenarios presented or may suggest new scenarios. As well, all scenarios presented at the public session will be posted on the Board's web site.

The public will have the opportunity to provide input into these scenarios through a feedback form. The public meeting will be at Abbey Park in the cafeteria on Feb 13th from 7-9, feedback will be received up to and including Feb. 17th.

There will also be opportunities to delegate the board to share community opinion on the recommendations.

### **Why are School Councils selecting the school representatives? Should one parent represent students in English programs and the other parent represent students in French programs?**

The Administrative Procedure calls for School Councils of affected elementary schools to select their two representatives.

The mandate of the Boundary Review Committee is to represent and share all views from their school community regarding possible options.

The mandate of BRC representatives is not to advocate for a particular program, grade level, regional program or neighbourhood.

BRC members will be expected to present the needs of all students currently attending the school they are representing.

### **Are all boundary review processes the same?**

This Boundary Review Process will follow the same steps as reviews conducted for Garth Webb Secondary School and Alton Elementary School.

## NORTH WEST OAKVILLE ELEMENTARY SCHOOLS BOUNDARY REVIEW

### Who makes the final decision about the school boundaries?

It is the Board of Trustees who makes the final decision regarding boundary changes.

The Boundary Review Committee (BRC) is an advisory committee. They do not make the final decision regarding school boundaries.

The BRC works together to recommend viable alternatives for the Boundary Steering Committee to consider. The Boundary Steering Committee receives input from the BRC and the community and suggests viable alternatives to the Director. The Director shares a recommendation with the Board for their decision.

### What are the meeting / decision timelines for this review?

Invitations to School Councils	Tues. Jan. 17 <sup>th</sup>
Boundary Review Steering Committee	Weekly
Boundary Review Committee meetings Abbey Park HS - (Library 7-9pm)	Mon. Jan. 30 <sup>th</sup> Thurs. Feb. 2 <sup>nd</sup> Mon. Feb. 6 <sup>th</sup> Thurs. Feb. 9 <sup>th</sup>
Public Meeting Abbey Park HS - (Cafeteria 7-9pm)	Mon. Feb. 13 <sup>th</sup>
Feedback from public received	Fri. Feb. 17 <sup>th</sup>
Boundary Review Committee mtg.	Tues. Feb. 21 <sup>st</sup>

### Why are the timelines for this boundary review so short?

Boundary Review timelines can vary. A decision from this review process must be made in sufficient time to support a September 2012 implementation.

### Why are only elementary schools being represented on the boundary review committee (BRC)?

This review is studying the boundaries for elementary schools in the area. Currently no secondary school boundary changes are being contemplated.

### Is this boundary review about program or accommodation issues in these schools?

The review is about accommodating the program needs of all students. The report that is produced will outline the designated schools for students dependent on their program choices. All BRC members will be expected to present the needs of all students currently attending the school they are representing.