



# Halton District School Board

2050 Guelph Line, Burlington, ON L7R 3Z2 (905) 335-3663 Fax: (905) 335-9802 www.hdsb.ca

Report Number: 09109

Date: May 28, 2009

TO: The Chair and Members of the  
Halton District School Board

FROM: Administrative Council

RE: Ward 3 accommodations

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## INITIAL RECOMMENDATION

***Be it resolved that the Halton District School Board approve Hybrid #3 as outlined in Report 09109.***

***Be it resolved that staff provide a renewal plan for Board approval, no later than January 2010.***

***Be it resolved that the Clearview Community be included in consultation, with respect to French Immersion delivery options.***

***Be it resolved upon the completion of the renewal plans, that the Halton District School Board approve the closure and disposal of the following schools:***

- 1. Brantwood Public School***
- 2. EJ James Public School***
- 3. Linbrook Public School***

***Be it resolved that the Halton District School Board rescind motion M08-147.***

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## Background:

On July 2, 2008, the Halton District School Board unanimously approved motion M08-0147 in response to the Program and Accommodation Review for PE14, and the recommendation for accommodation in South East Oakville. That motion reads:

- 1. Be it resolved that the Halton District School Board approve the alternative option, JK-Grade 8 three-school model as outlined in Report 08084.***
- 2. Be it resolved that the Halton District School Board direct staff to study the ways and means by which the Alternative Option JK-Grade 8, three school model would include upgrades to revitalize EJ James and Maple Grove with respect to new program delivery standards, and electrical, plumbing, air quality, storage, accessibility, workrooms, etc., with the scope of construction subject to further Board approval no later than the end of January 2009.***
- 3. Be it resolved that the Halton District School Board direct staff to consult with the Ministry of Education staff regarding implementation of the approved JK-Grade 8 three-school model.***

As a result of that motion, a portion of the community was not supportive of the approved actions and requested the province conduct an Administrative Review. David Cooke was appointed by the Minister of Education as the independent facilitator, and conducted his administrative review in October 2008. Cooke's report was publicly released on December 5, 2008.

Two key concerns were identified in the Facilitator's Report:

1. *"The Board did not provide alternative accommodation options at the outset. The Board did this intentionally to allow for full public input into the potential solutions. This is contrary to policy."*
2. *"The financial assumptions used during the PARC included a 50/50 split of proceeds of disposition with the Ministry as per "Growth Schools Funding". Some time between April 15 and May 20, the Ministry disclosed that the Halton District School Board was now within "New Pupil Place Funding" and as such would qualify for 100% of the proceeds of disposition."*

The Halton District School Board respected the conclusions outlined by David Cooke in his Facilitator's Report and furthermore concurred with the statement:

*"Continued conflict means important staff and financial resources are diverted from students. It is in the interest of the Board, the communities and most of all the students to find a solution."*

The Board also accepted the following suggestions as put forward by Mr. David Cooke and utilized them in formulating subsequent reports and recommendations.

*"The accommodations plan needs to reduce the excess pupil places in Southeast Oakville. This means some schools need to be closed and the remaining schools renovated and modernized. Clearview students need accommodation in their own community. The plan should result in as few students being bussed as possible."*

*"Perhaps a two-month process could be set up to explore solutions and work from the Board's goal of meeting the accommodation needs of students in both Southeast Oakville and Clearview. "*

In response to the Cooke report, which was released by the Honourable Kathleen Wynn, Minister of Education on December 5 2008, the following motions were approved at the December 10, 2008 Board meeting.

*Be it resolved that the Halton District School Board ask the Director to bring a report to the Board in January 2009, reviewing the findings of the facilitator, giving consideration to the report's recommendations, and taking steps to develop appropriate responses.*

*Be it resolved that the Halton District School Board suspend implementation of motion M08-0147, pending further resolutions of the Board.*

*Be it resolved that the Halton District School Board construct a school at capacity of 500 in Southeast Oakville (Ward 3), in the area north of Cornwall known as Clearview, subject to the Minister of Education's authorization.*

*Be it resolved that the Halton District School Board direct staff to develop a process by January 2009, for Board consideration, to explore solutions and work from the Board's goal of meeting the accommodation needs of students in Southeast Oakville; with the process to include timelines, representation and alternative accommodation options.*

On January 16, 2008 the Board approved the following recommendation in Report 09028

*Be it resolved that, in accordance with the suggestion made by the facilitator, Dave Cooke, in his report dated November 24, 2008 to the Honourable Kathleen Wynne, Minister of Education, the Halton District School Board approve the Community Consultation Process as outlined in Report 09028.*

As a result of that motion, the following three-step community consultation process was approved at the February 4, 2009 Board meeting, and was subsequently implemented:

Step 1	Informing the Community	February 2009
Step 2	Gathering Input from the Community	March/April 2009
Step 3	Decision-making	May/June 2009

This community consultation process was the first phase in responding to the Cooke Report. The second phase was the development of the alternate options, which staff developed. In developing these options, staff employed three parameters.

1. Educationally sound
2. Fiscally responsible
3. Political/community support

As a result, the following motion was approved at the February 18 2009 Board meeting:

*Be it resolved that the Halton District School Board approve the following program and accommodation alternatives for use in the community consultation process:*

- A1 Two dual track JK-Grade 8 schools (Clearview and New Central) and one English single track JK-Grade 8 school (Maple Grove).*
- A2 Two dual track JK-Grade 8 schools (Clearview and Linbrook) and one English single track JK-Grade 8 school (Maple Grove).*
- B1 Two English single track JK-Grade 8 schools (Clearview and EJ James) and one French Immersion single track Grade 1-8 school (Maple Grove).*
- B2 Two English single track schools JK-Grade 8 (Clearview and Maple Grove) and one single track grade 1-8 (EJ James)*
- C1 One dual track JK-Grade 8 (Clearview), two English single track English JK-Grade 8 schools (Maple Grove and New Central) and one single track French Immersion school Grade 1-8 school (EJ James)*
- C2 One dual track JK-Grade 8 school (Clearview), two English single track English JK-Grade 8 schools (Maple Grove and Linbrook) and one French Immersion single track school Grades 1-8 school (EJ James)*

These options were presented to the community at a community meeting, on the Board's website, on a survey distributed to the community and during the community focus groups.

#### Intent of the Board:

As the Board moved forward in dealing with the Oakville Ward 3 accommodation issues, it was essential a clear statement be made of its intended outcomes. This statement took the form of three elements:

#### ▪ **Enhanced Services:**

The Board intends to enhance the services and facilities offered to students in Ward 3 Oakville in a manner that is educationally sound and fiscally responsible.

- **Responding to Changes in the Community**

The Ward 3 Oakville community has changed and as a result, the Board intends to align the services and facilities offered to students in Ward 3 Oakville consistent with current and projected student need.

- **Broad Public Input:**

The Board intends to continue to consult the community in a manner encouraging broad public input prior to making a final decision with respect to accommodations in Ward 3 Oakville, as outlined in the process detailed in Report 09028.

These three elements guided both the development of alternatives and the community consultation process, which followed their presentation.

Community Consultation:

Prior to a public meeting held on Thursday February 26, 2009, a meeting was held with the Chairs of the elementary School Councils in Oakville Ward 3. At that meeting, it was suggested the parameters staff will use in assessing the hybrids or alternatives to the options being presented at the public meeting, be shared with the community. As a consequence, the following parameters, along with further details were shared at the public meeting.

1. *Educationally Sound*

Ideal minimum size: 450 JK-Grade 8 (two classes per grade)

Full time principal/vice principal, SERT, specialist teachers

Minimize transitions: JK-Grade 8 or Grade 1-8 models

2. *Financially Responsible*

Positive cash flow re:capital investment

Optimize busing

Consider some degree of “attract back”

3. *Political /Community support*

Proximity of schools to each neighbourhood

Geographic balance

Subsequent to the public meeting, the following steps were taken to garner the views of the Oakville Ward 3 community

1. distribution of surveys
2. focus group participation
3. other consultations as appropriate

Surveys

Surveys were mailed out to all families with children in the six elementary schools identified in Ward 3 Oakville. In addition, 200 surveys were placed in each of the six schools, Oakville Trafalgar High School and at a corner variety store in the Clearview community. Members of the public, with no children attending any of the schools, were invited to complete a survey and could pick up the survey from any of the neighbourhood locations.

The surveys were not a vote for a particular option; rather their intended use was to help inform staff in presenting a recommendation to the Board with respect to accommodation in Oakville Ward 3

There were 1,144 completed surveys returned. On the survey, the community was able to indicate which of the options they supported, could live with or could not support. From the options presented (*see page 3 of this report for the motion outlining the options*), the C options received the greatest support, while the B options received the least.

There was also an opportunity for the community to express alternatives or other comments that would provide further input in to the recommendation. There were 35 hybrids suggested, and of these, all but three were eliminated due to their lack of adherence to the parameters. The other three were analysed for the same data that had produced the six options presented to the public.

In addition, some themes emerged from the comments. These were

1. minimize busing, particularly across the Royal Windsor/Cornwall corridor
2. three schools south of Cornwall remain open
3. one school be designated single track French Immersion
4. a geographic balance be maintained in the ward
5. Grades 7 and 8 be clustered in sufficient numbers to allow for greater breadth of program.
6. all schools that remain open be upgraded/renovated and resourced equitably
7. preference for walk to schools

#### Focus Groups;

On the surveys, the community was invited to indicate their interest in participating in a focus group process. In response, 290 people indicated an interest in participating in a focus group. Through a random selection process 265 people were contacted about participating. In response, 202 confirmed their intent and in the end, 165 individuals participated in the focus groups.

The focus group process was developed and managed by Michael Rowland of the Randolph Group. The facilitators and the scribes were staff of the Halton District School Board. Michael Rowland's summary observations stated:

*The focus groups were very effective in engaging the community in a focused discussion of the alternatives and in surfacing various ideas on other possible solutions.*

It should be noted that prior to the commencement of the focus groups, the "B" options were eliminated from the discussion. On further examination by staff, it was determined the busing numbers for these options were much greater than first believed. Option B1 had 887 students being bused, while B2 had 798 students on a bus. Staff believed due to this high number of bused students, these options were unlikely to be recommended to the Board. This also allowed the focus groups to engage in a deeper discussion about just four options as opposed to six. However the participants were invited to include the B options and their strengths and challenges if they chose to.

In the end Michael Rowland's summary was less than conclusive, as he stated:

*Based on the focus group discussions, it appears that no single alternative presented by the HDSB or suggested by participants has generated a really strong consensus from across the Ward 3 Oakville community as the best alternative. Alternative C1 would appear to have the most potential if some modifications can be made, particularly to boundaries.*

#### Other Community Consultations

The Director of Education and the Superintendent for Ward 3 also met twice with the Chairs of the School Councils in Ward 3. They also met with two resident organizations ORPE and COCA.

Finally there were numerous e-mails and phone calls to both the Director and the Superintendent, in which community members offered their input.

Research:

One of the parameters as set out by the staff was to minimize the transitions a student would experience. This was based on a sampling of American studies, which indicated there was an impact on the achievement and the socialization of a student when he/she transitioned from one school to the next. This would include going from a primary/junior school to a middle school or from middle school to secondary. However upon further review of the literature by the Halton District School Board research department, these studies are not replicated in a Canadian context.

In a sampling of research literature from Canadian sources, reflecting students transitioning from an elementary school to a middle school, it was found there was no significant difference in student achievement in going through transitions, unless there were other factors having an impact. As a result we do not believe students transitioning from a primary/junior school would be negatively impacted by this move.

The research summary is shown as *Appendix 3*.

The Challenge:

The combination of the current/projected enrolment in Ward 3 Oakville, French Immersion programming and the current complement of school properties created a significant challenge in arriving at a “perfect” solution. The student base of approximately 1500 students (in 2015) would generate consideration of a “three school model”. This would mean the following:

- 500 student dual-track school in Clearview
- 500 student English school in eastern region (ie: Maple Grove)
- 600 student dual-track school in western region (ie: New Central)

Unfortunately, none of the properties in the western region could accommodate the construction of a 600-student school. The closest proximate school would be EJ James but this site is not in the western region and would generate additional bussing requirements. (*see Hybrid #1*)

Why Hybrid #3?:

(*See Appendix 1 for additional detail*)

**Educationally Sound:**

- **School Size**  
Maple Grove is greater than 450 students. This approximates two classes per grade for programming flexibility.  
Clearview projection is 385 for 2015 but with “attract back” will be more than 450 students. This would approximate two classes per grade for programming flexibility.  
Chisholm and New Central will have between 250-300 students. Although not ideal, this approximates 1.5 classes per grade for programming flexibility. These projections do not take into consideration any “attract back” in these neighbourhoods.
- **Staffing Resources**  
Maple Grove and Clearview will have a full time principal, vice-principal, SERT, secretary and four full time specialist teachers.  
Chisholm and New Central will have full time principal, SERT, secretary and 2.5 specialist teachers

*Note:* In reviewing potential staffing models in the 350-400-450 student schools, it was noted there were relatively minor differences between a 400-student school and a 450-student school (ie: the difference would be approximately 0.50 of a specialist teacher with all other resources being equivalent.) The difference between a 350-student school and a 450-student school is more significant. (ie: the difference would be approximately 1.0 specialty teachers and all other resources being equivalent). (See Appendix 2: Staffing Models)

- Minimize Transitions

Clearview will have no transitions in the elementary panel. Maple Grove (French Immersion) will have no transitions beyond the K-Grade 1 transition.

Chisholm and New Central will have a transition from Grade 6-7. (Please reference Research section above regarding impact).

*Note:* In meeting with the school councils of southeast Oakville, it was commented that the concern of transitions is not apparent in this community. They pointed to the results and the destinations of the students graduating from Oakville Trafalgar High School as evidence of the success of the students, most of whom have gone through these very transitions.

### **Financially Responsible:**

- Positive Cash Flow

This model creates a positive cash flow of \$3.8 million.

- Optimize Bussing

Presently there are 858 students being bused in Oakville Ward 3. This is approximately 53% of the students in the Ward being bused. With Hybrid #3, there are 567 students who will be bused, or approximately 36% of the students in Ward 3. This decrease is consistent with both the Board's intent to become more environmentally accountable and the findings from the Cooke report which stated;

*"The plan should result in as few students being bused as possible"*

This also increases the number of students who will be able to "walk to school".

- Consider Attract Back-

Although there is no clear and abundant evidence that the stability to Ward 3 this option delivers along with new or renovated schools, there is an assumption that students presently in the separate system or the private system will come back to the public system. Boards generally do not collect this kind of data, but some Boards have noted that where a new school has been built either in the separate system or the public system, the co-terminus board appears to have lost some students.

With Clearview being a dual track school, the French Immersion program may "attract back" students from other school systems.

### **Community Support:**

- Proximity of Schools to Neighbourhoods

(See bussing comments above.) This model relates directly to current student population. Approximately 50% of the students reside east of Morrison, 30% in Clearview and the remainder west of Morrison. Hybrid #3 has schools that reflect this distribution.

- Geographic Balance

Hybrid #3 generates schools located in Clearview as well as East and West regions of SEO.

New construction/renovation

The Maple Grove renovation will include a new double gym and specialty rooms to accommodate intermediate programming. Some consideration for self-contained special education programs at the intermediate level would be possible.

Clearview will have a new school with capacity of 500 students. Some consideration for self-contained special education classes would be possible.

There are significant challenges to increasing the capacity of both New Central and Chisholm to the ideal enrolment size of 450. Both sites have limitations that make considering larger school construction prohibitive. As a result, a number of options that included school sizes of 450 students or more were discounted.

Chisholm and New Central will receive additions and renovations to accommodate 350 students. This is viable within the restrictions created by the current sites. They will be equipped to provide appropriate program support within a JK to Grade 6 setting.

Budget Implications ~

Hybrid #3 generates a net positive cash flow to the Halton District School Board of \$3.8 million.

Student Benefits:*Stability:*

Hybrid #3 will provide a stable environment for the students of Oakville Ward 3 for the foreseeable future and it will alleviate the anxiety they and/or their families may be experiencing.

*Flexibility:*

There will be an approximate surplus of capacity of 180 students across Ward 3. If the expected “attract back” occurs, the schools will be able to accommodate these students without the addition of portables.

There is also flexibility within the schools for movement of students between classes since there is more than one class per grade.

*Curricular and Co-Curricular Program Enhancement:*

The larger number of Grade 7 and 8 students at Clearview and Maple Grove will allow for a greater number of specialist teachers and programming options.

There are a greater number of students walking to school for ease of access to co-curricular activities.

*Note:* The Clearview community has expressed a concern regarding Grade 7 and 8 students coming out of that school may have some social challenges as they enter OTHS due to those students not being with the rest of the cohort who enter Grade 9. This is less of a concern, as OTHS has been proactive in developing a transition program for all Grade 8s entering the school through a program called the LINK crew. Presently, approximately one-third of students entering OTHS every year come from schools other than the feeder schools. There is both experience and a culture of integrating all students who attend OTHS.

The Clearview Community will also need to be consulted regarding French Immersion programming options due to the current FI enrolment from their community.

Implementation ~

Chisholm, New Central and Maple Grove will all undergo renewal. Renewal plans will come to the Board for approval in January 2010. Construction would be completed by September 2010.

The new Clearview school will proceed with construction to be completed by September 2010.

Public consultations with the Clearview community with respect to the French Immersion program will occur in the fall of 2009.

Transition Committees will be struck to ensure a smooth and positive migration to the new settings. Current resources in each school will be dispersed through the work of the transition committee(s)

Summary

Hybrid #3 allows for three schools south of Cornwall and one in the Clearview community. It decreases the number of schools in Oakville Ward 3 by one third (and by 50% below Cornwall). This allows for a geographic balance in the Ward, and more importantly, affords the appropriate program opportunities for all students in the Ward. It has also addressed the spirit and the direction of the Cooke report.

It is a flexible option that will also allow for some growth to occur without the potential of placing portables at any of the schools.

In his report to the Board David Cooke observed:

*“The accommodations plan needs to reduce the excess pupil places in Southeast Oakville. This means some schools need to be closed and the remaining schools renovated and modernized. Clearview students need accommodation in their own community. The plan should result in as few students being bussed as possible.”*

Mr. Cooke also commented:

*“An alternative to continued division and conflict would be in the best interest of the students”.*

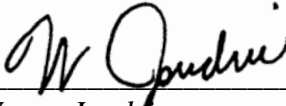
Recognizing this option will not satisfy all stakeholders, and indeed there is likely no option that would achieve this end, we believe this option came about through a partnership between the Board and the community of Oakville Ward 3 and addresses the very real challenges of a complex accommodation issue.

Hybrid #3 has the potential to address Mr. Cooke’s suggestions. It will reduce excess capacity. It will cause remaining schools to be renovated and modernized. It will provide accommodation in Clearview for Clearview students, and it will result in a reduction in students being bussed. As such, we believe conflict and division will be cast aside in the best interest of the students in Ward 3.

*Respectfully submitted,*

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Stuart Miller  
Superintendent of Education



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Wayne Joudrie  
Director of Education

**Alternative A1:**

<b>Clearview Dual Track JK-8</b>	<b>Current</b>	<b>2010</b>	<b>2015</b>	<b>Busing #'s</b>
Current OTG Capacity	Nil			
Proposed OTG Capacity		500	500	
Projected Enrolment		~572	~507	~137 (FI)

	<b>Construction/Renovations/Materials</b>	<b>Estimated Costs</b>
Program and Accommodation Enhancements	New School Construction -500 pupils	10,755,000
Program Support Materials		
<b>Total Cost of Project</b>		<b>10,755,000</b>

<b>New Central Dual Track JK-8</b>	<b>Current</b>	<b>2010</b>	<b>2015</b>	<b>Busing #'s</b>
Current OTG Capacity	161			
Proposed OTG Capacity		400	400	
Projected Enrolment		~478	~427	~140 (FI/ E)

	<b>Construction/Renovations/Materials</b>	<b>Estimated Costs</b>
Program and Accommodation Enhancements	Replacement School -400 pupils	9,200,000
Program Support Materials		
<b>Total Cost of Project</b>		<b>9,200,000</b>

<b>Maple Grove English JK-8</b>	<b>Current</b>	<b>2010</b>	<b>2015</b>	<b>Busing #'s</b>
Current OTG Capacity	302			
Proposed OTG Capacity		500	500	
Projected Enrolment		~611	~535	~170 (E)

	<b>Construction/Renovations/Materials</b>	<b>Estimated Costs</b>
Program and Accommodation Enhancements	Double Gym and Intermediate Specialty Program Rooms	5,642,600
Program Support Materials	Science Equipment Music Equipment Library Resources Physical Education Equipment	5,000 40,000 50,000 17,000
<b>Total Cost of Project</b>		<b>5,754,600</b>

Budget -- Alternative A1:

Clearview	10,755,000
New Central	9,200,000
Maple Grove	5,754,600
<b>Total Estimated Costs</b>	<b>25,709,600</b>

Projected Revenue Alternative A1: Proceeds of Disposition (estimates as of Sept 2008)-

Chisholm	4,170,000
Linbrook	10,420,000
EJ James	6,480,000
Brantwood	7,500,000
<b>Total Estimates Revenue:</b>	<b>28,570,000</b>

## Alternative A1

<b>Parameter</b>	<b>Alignment</b>	<b>Comments</b>
<b>Education:</b>		
<ul style="list-style-type: none"> <li>• <b>Ideal Size (JK-8 450)</b></li> </ul>	<b>2 of 3 Schools &gt;450</b>	<b>New Central slightly less than 450</b>
<ul style="list-style-type: none"> <li>• <b>Full-Time Principal/VP, SERT</b></li> </ul>	<b>Yes</b>	<b>Principal, VP and SERT are all full time</b>
<ul style="list-style-type: none"> <li>• <b>Minimize Transitions</b></li> </ul>	<b>Yes</b>	<b>Some transition in K-1 re: French Immersion. English Stream has no forced transitions in elementary.</b>
<b>Financial:</b>		
<ul style="list-style-type: none"> <li>• <b>Positive Cash Flow</b></li> </ul>	<b>Yes</b>	<b>Net positive cash flow of \$2.9 mill</b>
<ul style="list-style-type: none"> <li>• <b>Optimize Bussing</b></li> </ul>	<b>Yes</b>	<b>Current bussing ~ 858 Projected bussing ~447</b>
<ul style="list-style-type: none"> <li>• <b>Consider “Attract Back”</b></li> </ul>	<b>No</b>	<b>Capacity of 1400 students with no surplus capacity in 2015</b>
<b>Community Support:</b>		
<ul style="list-style-type: none"> <li>▪ <b>Proximity to Neighbourhoods</b></li> </ul>	<b>Yes</b>	<b>Note bussing numbers above</b>
<ul style="list-style-type: none"> <li>• <b>Geographic Balance</b></li> </ul>	<b>Yes</b>	<b>East, West, Clearview</b>
<b>Other Considerations and Challenges:</b>	<ol style="list-style-type: none"> <li><b>1. Dual Track FI is not community preference</b></li> <li><b>2. New Central Construction of 400-student school will be problematic on this site.</b></li> <li><b>3. New Central bussing /traffic challenges</b></li> </ol>	

**ALTERNATIVE A2:**

<b>Clearview Dual Track JK-8</b>	<b>Current</b>	<b>2010</b>	<b>2015</b>	<b>Busing #'s</b>
Current OTG Capacity	Nil			
Proposed OTG Capacity		500	500	
Projected Enrolment		~572	~507	~137 (FI)

	<b>Construction/Renovations/Materials</b>	<b>Estimated Costs</b>
Program and Accommodation Enhancements	New School Construction -500 pupils	10,755,000
Program Support Materials		
<b>Total Cost of Project</b>		<b>10,755,000</b>

<b>Linbrook Dual Track JK-8</b>	<b>Current</b>	<b>2010</b>	<b>2015</b>	<b>Busing #'s</b>
Current OTG Capacity	236			
Proposed OTG Capacity		400	400	
Projected Enrolment		~478	~427	~205 (FI/E)

	<b>Construction/Renovations/Materials</b>	<b>Estimated Costs</b>
Program and Accommodation Enhancements	Double Gym and Intermediate Specialty Rooms	4,808,000
Program Support Materials	Science Equipment Music Equipment Library Resources Physical Education Equipment	5,000 40,000 50,000 17,000
<b>Total Cost of Project</b>		<b>4,920,000</b>

<b>Maple Grove English JK-8</b>	<b>Current</b>	<b>2010</b>	<b>2015</b>	<b>Busing #'s</b>
Current OTG Capacity	302			
Proposed OTG Capacity		500	500	
Projected Enrolment		~611	~535	~170 (E)

	<b>Construction/Renovations/Materials</b>	<b>Estimated Costs</b>
Program and Accommodation Enhancements	Double Gym and Intermediate Specialty Rooms	5,642,600
Program Support Materials	Science Equipment Music Equipment Library Resources Physical Education Equipment	5,000 40,000 50,000 17,000
<b>Total Cost of Project</b>		<b>5,754,600</b>

Clearview	10,755,000
Linbrook	4,920,000
Maple Grove	5,754,600
<b>Total Estimated Costs</b>	<b>21,429,600</b>

Projected Revenue Alternative A2: Proceeds of Disposition (estimates as of Sept 2008)-

Chisholm	4,170,000
New Central	6,480,000
EJ James	6,480,000
Brantwood	7,500,000
<b>Total Estimates Revenue:</b>	<b>24,630,000</b>

## Alternative A2

<b>Parameter</b>	<b>Alignment</b>	<b>Comments</b>
<b>Education:</b>		
<ul style="list-style-type: none"> <li>• <b>Ideal Size (JK-8 450)</b></li> </ul>	<b>2 of 3 Schools &gt;450</b>	<b>Linbrook slightly less than 450</b>
<ul style="list-style-type: none"> <li>• <b>Full-Time Principal/VP, SERT</b></li> </ul>	<b>Yes</b>	<b>Principal, VP and SERT are all full time</b>
<ul style="list-style-type: none"> <li>• <b>Minimize Transitions</b></li> </ul>	<b>Yes</b>	<b>Some transition in K-1 re: French Immersion. English Stream has no forced transitions in elementary.</b>
<b>Financial:</b>		
<ul style="list-style-type: none"> <li>• <b>Positive Cash Flow</b></li> </ul>	<b>Yes</b>	<b>Net positive cash flow of \$3.2 mill</b>
<ul style="list-style-type: none"> <li>• <b>Optimize Bussing</b></li> </ul>	<b>Yes</b>	<b>Current bussing ~858 Projected bussing ~512</b>
<ul style="list-style-type: none"> <li>• <b>Consider “Attract Back”</b></li> </ul>	<b>No</b>	<b>Capacity of 1400 students with no surplus capacity in 2015</b>
<b>Community Support:</b>		
<ul style="list-style-type: none"> <li>• <b>Proximity to Neighbourhoods</b></li> </ul>	<b>Yes</b>	<b>Note bussing numbers above</b>
<ul style="list-style-type: none"> <li>• <b>Geographic Balance</b></li> </ul>	<b>No</b>	<b>East, Central, Clearview</b>
<b>Other Considerations and Challenges:</b>	<ol style="list-style-type: none"> <li><b>1. Dual Track FI is not community preference</b></li> <li><b>2. Linbrook will experience bussing/traffic challenges</b></li> </ol>	

**ALTERNATIVE B1:**

<b>Clearview English JK-8</b>	<b>Current</b>	<b>2010</b>	<b>2015</b>	<b>Busing #'s</b>
Current OTG Capacity	Nil			
Proposed OTG Capacity		500	500	
Projected Enrolment		~620	~544	~219 (E)

	<b>Construction/Renovations/Materials</b>	<b>Estimated Costs</b>
Program and Accommodation Enhancements	New School Construction -500 pupils	10,755,000
Program Support Materials		
<b>Total Cost of Project</b>		<b>10,755,000</b>

<b>EJ James English JK-8</b>	<b>Current</b>	<b>2010</b>	<b>2015</b>	<b>Busing #'s</b>
Current OTG Capacity	377			
Proposed OTG Capacity		500	500	
Projected Enrolment		~579	~509	~300 (E)

	<b>Construction/Renovations/Materials</b>	<b>Estimated Costs</b>
Program and Accommodation Enhancements	Enhanced Intermediate Specialty Rooms and JK/K additions	3,333,000
Program Support Materials	Primary Classrooms Materials	20,000
<b>Total Cost of Project</b>		<b>3,353,000</b>

<b>Maple Grove FI track 1-8</b>	<b>Current</b>	<b>2010</b>	<b>2015</b>	<b>Busing #'s</b>
Current OTG Capacity	302			
Proposed OTG Capacity		400	400	
Projected Enrolment		~462	~416	~368 (FI)

	<b>Construction/Renovations/Materials</b>	<b>Estimated Costs</b>
Program and Accommodation Enhancements	Double Gym and Intermediate Specialty Rooms	3,857,500
Program Support Materials	Science Equipment	5,000
	Music Equipment	40,000
	Library Resources	50,000
	Physical Education Equipment	17,000
<b>Total Cost of Project</b>		<b>3,969,500</b>

Budget Alternative B1:

Clearview	10,755,000
EJ James	3,353,000
Maple Grove	3,969,500
<b>Total Estimated Costs</b>	<b>18,077,500</b>

Projected Revenue Alternative B: Proceeds of Disposition (estimates as of Sept 2008)-

Chisholm	4,170,000
Linbrook	10,420,000
New Central	6,480,000
Brantwood	7,500,000
<b>Total Estimates Revenue:</b>	<b>28,570,000</b>

## Alternative B1

<b>Parameter</b>	<b>Alignment</b>	<b>Comments</b>
<b>Education:</b>		
<ul style="list-style-type: none"> <li>• <b>Ideal Size (JK-8 450)</b></li> </ul>	<b>2 of 3 Schools &gt;450</b>	<b>Maple Grove slightly less than 450</b>
<ul style="list-style-type: none"> <li>• <b>Full-Time Principal/VP, SERT</b></li> </ul>	<b>Yes</b>	<b>Principal, VP and SERT are all full time</b>
<ul style="list-style-type: none"> <li>• <b>Minimize Transitions</b></li> </ul>	<b>Yes</b>	<b>Some transition in K-1 re: French Immersion. English Stream has no forced transitions in elementary.</b>
<b>Financial:</b>		
<ul style="list-style-type: none"> <li>• <b>Positive Cash Flow</b></li> </ul>	<b>Yes</b>	<b>Net positive cash flow of \$10.5 mill</b>
<ul style="list-style-type: none"> <li>• <b>Optimize Bussing</b></li> </ul>	<b>No</b>	<b>Current bussing ~858 Projected bussing ~ 887</b>
<ul style="list-style-type: none"> <li>• <b>Consider “Attract Back”</b></li> </ul>	<b>No</b>	<b>Capacity of 1400 with no surplus capacity in 2015</b>
<b>Community Support:</b>		
<ul style="list-style-type: none"> <li>• <b>Proximity to Neighbourhoods</b></li> </ul>	<b>No</b>	<b>Note bussing numbers above</b>
<ul style="list-style-type: none"> <li>• <b>Geographic Balance</b></li> </ul>	<b>No</b>	<b>Central, East, Clearview</b>
<b>Other Considerations and Challenges:</b>	<b>1.</b>	

**ALTERNATIVE B2 :**

<b>Clearview English JK-8</b>	<b>Current</b>	<b>2010</b>	<b>2015</b>	<b>Busing #'s</b>
Current OTG Capacity	Nil			
Proposed OTG Capacity		500	500	
Projected Enrolment		~620	~544	~219 (E)

	<b>Construction/Renovations/Materials</b>	<b>Estimated Costs</b>
Program and Accommodation Enhancements	New School Construction -500 pupils	10,755,000
Program Support Materials		
<b>Total Cost of Project</b>		<b>10,755,000</b>

<b>Maple Grove English JK-8</b>	<b>Current</b>	<b>2010</b>	<b>2015</b>	<b>Busing #'s</b>
Current OTG Capacity	302			
Proposed OTG Capacity		500	500	
Projected Enrolment		~579	~509	~224 (E)

	<b>Construction/Renovations/Materials</b>	<b>Estimated Costs</b>
Program and Accommodation Enhancements	Enhanced Intermediate Specialty Rooms and JK/K additions	5,642,000
Program Support Materials	Science Equipment Music Equipment Library Resources Physical Education Equipment	5,000 40,000 50,000 17,000
<b>Total Cost of Project</b>		<b>5,754,000</b>

<b>EJ James FI track 1-8</b>	<b>Current</b>	<b>2010</b>	<b>2015</b>	<b>Busing #'s</b>
Current OTG Capacity	377			
Proposed OTG Capacity		377	377	
Projected Enrolment		~462	~416	~355 (FI)

	<b>Construction/Renovations/Materials</b>	<b>Estimated Costs</b>
Program and Accommodation Enhancements	Nil	Nil
Program Support Materials		
<b>Total Cost of Project</b>		<b>Nil</b>

Budget Alternative B2:

Clearview	10,755,000
EJ James	0
Maple Grove	5,754,000
<b>Total Estimated Costs</b>	<b>16,509,000</b>

Projected Revenue Alternative B: Proceeds of Disposition (estimates as of Sept 2008)-

Chisholm	4,170,000
Linbrook	10,420,000
New Central	6,480,000
Brantwood	7,500,000
<b>Total Estimates Revenue:</b>	<b>28,570,000</b>

## Alternative B2

<b>Parameter</b>	<b>Alignment</b>	<b>Comments</b>
<b>Education:</b>		
<ul style="list-style-type: none"> <li>• <b>Ideal Size (JK-8 450)</b></li> </ul>	<b>2 of 3 Schools &gt;450</b>	<b>E J James slightly less than 450</b>
<ul style="list-style-type: none"> <li>• <b>Full-Time Principal/VP, SERT</b></li> </ul>	<b>Yes</b>	<b>Principal, VP and SERT are all full time</b>
<ul style="list-style-type: none"> <li>• <b>Minimize Transitions</b></li> </ul>	<b>Yes</b>	<b>Some transition in K-1 re: French Immersion. English Stream has no forced transitions in elementary.</b>
<b>Financial:</b>		
<ul style="list-style-type: none"> <li>• <b>Positive Cash Flow</b></li> </ul>	<b>Yes</b>	<b>Net positive cash flow of \$12.0 mill</b>
<ul style="list-style-type: none"> <li>• <b>Optimize Bussing</b></li> </ul>	<b>No</b>	<i>Current bussing ~858</i> <b>Projected bussing ~ 798</b>
<ul style="list-style-type: none"> <li>• <b>Consider “Attract Back”</b></li> </ul>	<b>No</b>	<b>Capacity of 1377 with no surplus capacity in 2015</b>
<b>Community Support:</b>		
<ul style="list-style-type: none"> <li>• <b>Proximity to Neighbourhoods</b></li> </ul>	<b>No</b>	<b>Note bussing numbers above</b>
<ul style="list-style-type: none"> <li>• <b>Geographic Balance</b></li> </ul>	<b>No</b>	<b>Central, East, Clearview</b>
<b>Other Considerations and Challenges:</b>	<b>1.</b>	

**ALTERNATIVE C1:**

<b>Clearview Dual Track JK-8</b>	<b>Current</b>	<b>2010</b>	<b>2015</b>	<b>Busing #'s</b>
Current OTG Capacity	Nil			
Proposed OTG Capacity		506	506	
Projected Enrolment		~435	~384	0

	<b>Construction/Renovations/Materials</b>	<b>Estimated Costs</b>
Program and Accommodation Enhancements	New School Construction -500 pupils	10,755,000
Program Support Materials		
<b>Total Cost of Project</b>		<b>10,755,000</b>

<b>New Central English JK-8</b>	<b>Current</b>	<b>2010</b>	<b>2015</b>	<b>Busing #'s</b>
Current OTG Capacity	161			
Proposed OTG Capacity		350	350	
Projected Enrolment		~397	~351	~154 (E)

	<b>Construction/Renovations/Materials</b>	<b>Estimated Costs</b>
Program and Accommodation Enhancements	Double Gym and Additional Classrooms	4,560,000
Program Support Materials	Science Equipment Music Equipment Library Resources Physical Education Equipment	5,000 40,000 50,000 17,000
<b>Total Cost of Project</b>		<b>4,672,000</b>

<b>Maple Grove English JK-8</b>	<b>Current</b>	<b>2010</b>	<b>2015</b>	<b>Busing #'s</b>
Current OTG Capacity	302			
Proposed OTG Capacity		400	400	
Projected Enrolment		~454	~397	~154 (E)

	<b>Construction/Renovations/Materials</b>	<b>Estimated Costs</b>
Program and Accommodation Enhancements	Double Gym and Intermediate Specialty Rooms	3,857,500
Program Support Materials	Science Equipment Music Equipment Library Resources Physical Education Equipment	5,000 40,000 50,000 17,000
<b>Total Cost of Project</b>		<b>3,969,500</b>

<b>E J James Grade 1-8 FI</b>	<b>Current</b>	<b>2010</b>	<b>2015</b>	<b>Busing #'s</b>
Current OTG Capacity	377			
Proposed OTG Capacity		377	377	
Projected Enrolment		~375	~337	~260 (FI)

### Alternative C1 (cont'd)

	Construction/Renovations/Materials	Estimated Costs
Program and Accommodation Enhancements	Nil	Nil
Program Support Materials	Nil	Nil
<b>Total Cost of Project</b>	<b>Nil</b>	<b>Nil</b>

#### Budget Alternative C1:

Clearview	10,755,000
New Central	4,672,000
Maple Grove	3,969,500
EJ James	0.
<b>Total Estimated Costs</b>	<b>19,396,500</b>

#### Projected Revenue Alternative C1: Proceeds of Disposition (estimates as of Sept 2008)-

Chisholm	4,170,000
Linbrook	10,420,000
Brantwood	7,500,000
<b>Total Estimates Revenue:</b>	<b>22,090,000</b>

### Alternative C1

Parameter	Alignment	Comments
<b>Education:</b>		
<ul style="list-style-type: none"> <li>• <b>Ideal Size (JK-8 450)</b></li> </ul>	<b>0 of 4 Schools &gt;450</b>	<b>Schools range from 340 -400 in 2015</b>
<ul style="list-style-type: none"> <li>• <b>Full-Time Principal/VP, SERT</b></li> </ul>	<b>Yes</b>	<b>Principal, VP and SERT are all full time</b>
<ul style="list-style-type: none"> <li>• <b>Minimize Transitions</b></li> </ul>	<b>Yes</b>	<b>Some transition in K-1 re: French Immersion. English Stream has no forced transitions in elementary.</b>
<b>Financial:</b>		
<ul style="list-style-type: none"> <li>• <b>Positive Cash Flow</b></li> </ul>	<b>Yes</b>	<b>Net positive cash flow of \$2.6 mill</b>
<ul style="list-style-type: none"> <li>• <b>Optimize Bussing</b></li> </ul>	<b>Yes</b>	<b>Current bussing ~858 Projected bussing ~568</b>
<ul style="list-style-type: none"> <li>• <b>Consider "Attract Back"</b></li> </ul>	<b>Yes</b>	<b>Capacity of 1627 with surplus capacity of ~160 in 2015</b>
<b>Community Support:</b>		
<ul style="list-style-type: none"> <li>• <b>Proximity to Neighbourhoods</b></li> </ul>	<b>Yes</b>	<b>Note bussing numbers above</b>
<ul style="list-style-type: none"> <li>• <b>Geographic Balance</b></li> </ul>	<b>Yes</b>	<b>East, Central, West, Clearview</b>
<b>Other Considerations and Challenges:</b>	<ol style="list-style-type: none"> <li>1. <b>Dual Track FI at Clearview has only 90 students</b></li> <li>2. <b>Lower Gr 7/8 access to specialist teachers due to school size.</b></li> <li>3. <b>Boundary Issues re: Maple Grove feeds from the east only.</b></li> <li>4. <b>New Central renovation/bussing challenges</b></li> </ol>	

**ALTERNATIVE C2:**

<b>Clearview Dual Track JK-8</b>	<b>Current</b>	<b>2010</b>	<b>2015</b>	<b>Busing #'s</b>
Current OTG Capacity	Nil			
Proposed OTG Capacity		506	506	
Projected Enrolment		~435	~384	0

	<b>Construction/Renovations/Materials</b>	<b>Estimated Costs</b>
Program and Accommodation Enhancements	New School Construction -500 pupils	10,755,000
Program Support Materials		
<b>Total Cost of Project</b>		<b>10,755,000</b>

<b>Linbrook English JK-8</b>	<b>Current</b>	<b>2010</b>	<b>2015</b>	<b>Busing #'s</b>
Current OTG Capacity	236			
Proposed OTG Capacity		350	350	
Projected Enrolment		~397	~351	~197 (E)

	<b>Construction/Renovations/Materials</b>	<b>Estimated Costs</b>
Program and Accommodation Enhancements	Double Gym and Intermediate Specialty Rooms	4,740,000
Program Support Materials	Science Equipment Music Equipment Library Resources Physical Education Equipment	5,000 40,000 50,000 17,000
<b>Total Cost of Project</b>		<b>4,582,000</b>

<b>Maple Grove English JK-8</b>	<b>Current</b>	<b>2010</b>	<b>2015</b>	<b>Busing #'s</b>
Current OTG Capacity	302			
Proposed OTG Capacity		400	400	
Projected Enrolment		~454	~397	~154 (E)

	<b>Construction/Renovations/Materials</b>	<b>Estimated Costs</b>
Program and Accommodation Enhancements	Double Gym and Intermediate Specialty Rooms	3,857,500
Program Support Materials	Science Equipment Music Equipment Library Resources Physical Education Equipment	5,000 40,000 50,000 17,000
<b>Total Cost of Project</b>		<b>3,969,500</b>

<b>E J James FI 1-8</b>	<b>Current</b>	<b>2010</b>	<b>2015</b>	<b>Busing #'s</b>
Current OTG Capacity	377			
Proposed OTG Capacity		377	377	
Projected Enrolment		~375	~337	~260 (FI)

	<b>Construction/Renovations/Materials</b>	<b>Estimated Costs</b>
Program Enhancements	Nil	Nil
Program Support Materials	Nil	Nil
<b>Total Cost of Project</b>	<b>Nil</b>	<b>Nil</b>

## ALTERNATIVE C2 (cont'd)

### Budget Alternative C2:

Clearview	10,755,000
Linbrook	4,582,000
Maple Grove	3,969,500
EJ James	0
<b>Total Estimated Costs</b>	<b>19,306,500</b>

### Projected Revenue Alternative C2: Proceeds of Disposition (estimates as of Sept 2008)-

Chisholm	4,170,000
New Central	6,480,000
Brantwood	7,500,000
<b>Total Estimates Revenue:</b>	<b>18,150,000</b>

### Alternative C2

Parameter	Alignment	Comments
<b>Education:</b>		
<ul style="list-style-type: none"> <li>• <b>Ideal Size (JK-8 450)</b></li> </ul>	<b>0 of 4 Schools &gt;450</b>	<b>Schools range from 340 -400 in 2015</b>
<ul style="list-style-type: none"> <li>• <b>Full-Time Principal/VP, SERT</b></li> </ul>	<b>Yes</b>	<b>Principal, VP and SERT are all full time</b>
<ul style="list-style-type: none"> <li>• <b>Minimize Transitions</b></li> </ul>	<b>Yes</b>	<b>Some transition in K-1 re: French Immersion. English Stream has no forced transitions in elementary.</b>
<b>Financial:</b>		
<ul style="list-style-type: none"> <li>• <b>Positive Cash Flow</b></li> </ul>	<b>No</b>	<b>Net negative cash flow of \$1.1 mill</b>
<ul style="list-style-type: none"> <li>• <b>Optimize Bussing</b></li> </ul>	<b>Yes</b>	<b>Current bussing ~ 858 Projected bussing ~611</b>
<ul style="list-style-type: none"> <li>• <b>Consider “Attract Back”</b></li> </ul>	<b>Yes</b>	<b>Capacity of 1627 with surplus capacity of ~160 in 2015</b>
<b>Community Support:</b>		
<ul style="list-style-type: none"> <li>• <b>Proximity to Neighbourhoods</b></li> </ul>	<b>Yes</b>	<b>Note bussing numbers above</b>
<ul style="list-style-type: none"> <li>• <b>Geographic Balance</b></li> </ul>	<b>No</b>	<b>East, Central, Clearview</b>
<b>Other Considerations and Challenges:</b>		<ol style="list-style-type: none"> <li><b>1. Dual Track FI at Clearview only has 90 students</b></li> <li><b>2. Lower Gr 7/8 access to specialist teachers due to school size</b></li> <li><b>3. Boundary issues re: Maple Grove feeds from the east only</b></li> <li><b>4. Linbrook bussing/traffic challenges</b></li> </ol>

**Hybrid #1: Three JK-Grade 8 Schools**

<b>Clearview Dual Track JK-8</b>	<b>Current</b>	<b>2010</b>	<b>2015</b>	<b>Busing #'s</b>
Current OTG Capacity	Nil			
Proposed OTG Capacity		500	500	
Projected Enrolment		~436	~385	~0

	<b>Construction/Renovations/Materials</b>	<b>Estimated Costs</b>
Program and Accommodation Enhancements	New School Construction -500 pupils	10,755,000
Program Support Materials		
<b>Total Cost of Project</b>		<b>10,755,000</b>

<b>Maple Grove English JK-8</b>	<b>Current</b>	<b>2010</b>	<b>2015</b>	<b>Busing #'s</b>
Current OTG Capacity	302			
Proposed OTG Capacity		500	500	
Projected Enrolment		~547	~479	~157( E)

	<b>Construction/Renovations/Materials</b>	<b>Estimated Costs</b>
Program and Accommodation Enhancements	Double Gym and Intermediate Specialty Classrooms	5,454,519
Program Support Materials	Science Equipment Music Equipment Library Resources Physical Education Equipment	5,000 40,000 50,000 17,000
<b>Total Cost of Project</b>		<b>5,566,519</b>

<b>EJ James Dual Track JK-8</b>	<b>Current</b>	<b>2010</b>	<b>2015</b>	<b>Busing #'s</b>
Current OTG Capacity	377			
Proposed OTG Capacity		600	600	
Projected Enrolment		~677	~604	~439(FI/E)

	<b>Construction/Renovations/Materials</b>	<b>Estimated Costs</b>
Program and Accommodation Enhancements	Add'l JK/K and primary classrooms	3,023,580
Program Support Materials		
<b>Total Cost of Project</b>		<b>3,023,580</b>

Budget Hybrid #1:

Clearview	10,755,000
Maple Grove	5,566,519
EJ James	3,023,580
<b>Total Estimated Costs</b>	<b>19,345,099</b>

Projected Revenue Hybrid #1: Proceeds of Disposition (estimates as of Sept 2008)-

Chisholm	4,170,000
New Central	6,480,000
Linbrook	10,420,000
Brantwood	7,500,000
<b>Total Estimates Revenue:</b>	<b>28,570,000</b>

## Hybrid #1

<b>Parameter</b>	<b>Alignment</b>	<b>Comments</b>
<b>Education:</b>		
<ul style="list-style-type: none"> <li>• <b>Ideal Size (JK-8 450)</b></li> </ul>	Yes	All Schools >450
<ul style="list-style-type: none"> <li>• <b>Full-Time Principal/VP, SERT</b></li> </ul>	Yes	Principal, VP and SERT are all full time
<ul style="list-style-type: none"> <li>• <b>Minimize Transitions</b></li> </ul>	Yes	Some transition in K-1 re: French Immersion. English Stream has no forced transitions in elementary.
<b>Financial:</b>		
<ul style="list-style-type: none"> <li>• <b>Positive Cash Flow</b></li> </ul>	Yes	Net positive cash flow of \$8.6 mill
<ul style="list-style-type: none"> <li>• <b>Optimize Bussing</b></li> </ul>	Yes	Current bussing ~ 858 Projected bussing ~596
<ul style="list-style-type: none"> <li>• <b>Consider “Attract Back”</b></li> </ul>	Yes	Capacity of 1600 with surplus capacity of ~130 in 2015
<b>Community Support:</b>		
<ul style="list-style-type: none"> <li>• <b>Proximity to Neighbourhoods</b></li> </ul>	Yes	Note bussing numbers above
<ul style="list-style-type: none"> <li>• <b>Geographic Balance</b></li> </ul>	No	East, Central, Clearview
<b>Other Considerations and Challenges:</b>	<ol style="list-style-type: none"> <li>1. Dual Track FI is not the community preference</li> <li>2. Dual Track FI at Clearview has only 90 students</li> </ol>	

**Hybrid #2: One JK-8 Dual Track, Two JK-8 English, One 1-8 French Immersion**

<b>Clearview Dual Track JK-8</b>	<b>Current</b>	<b>2010</b>	<b>2015</b>	<b>Busing #'s</b>
Current OTG Capacity	Nil			
Proposed OTG Capacity		500	500	
Projected Enrolment		~436	~385	~0

	<b>Construction/Renovations/Materials</b>	<b>Estimated Costs</b>
Program and Accommodation Enhancements	New School Construction -500 pupils	10,755,000
Program Support Materials		
<b>Total Cost of Project</b>		<b>10,755,000</b>

<b>Maple Grove FI 1-8</b>	<b>Current</b>	<b>2010</b>	<b>2015</b>	<b>Busing #'s</b>
Current OTG Capacity	302			
Proposed OTG Capacity		350	350	
Projected Enrolment		~375	~337	~271( FI)

	<b>Construction/Renovations/Materials</b>	<b>Estimated Costs</b>
Program and Accommodation Enhancements	Intermediate Specialty Rooms	2,632,350
Program Support Materials	Science Equipment Music Equipment Library Resources Physical Education Equipment	5,000 40,000 50,000 17,000
<b>Total Cost of Project</b>		<b>2,744,350</b>

<b>New Central English JK-8</b>	<b>Current</b>	<b>2010</b>	<b>2015</b>	<b>Busing #'s</b>
Current OTG Capacity	161			
Proposed OTG Capacity		350	350	
Projected Enrolment		~392	~346	~160(E)

	<b>Construction/Renovations/Materials</b>	<b>Estimated Costs</b>
Program and Accommodation Enhancements	Add'l JK/K and primary classrooms (includes double gym)	4,560,000
Program Support Materials	Science Equipment Music Equipment Library Resources Physical Education Equipment	5,000 40,000 50,000 17,000
<b>Total Cost of Project</b>		<b>4,672,000</b>

<b>Chisholm English JK-8</b>	<b>Current</b>	<b>2010</b>	<b>2015</b>	<b>Busing #'s</b>
Current OTG Capacity	230			
Proposed OTG Capacity		400	400	
Projected Enrolment		~458	~401	~98(E)

**Hybrid #2 (cont'd)**

	<b>Construction/Renovations/Materials</b>	<b>Estimated Costs</b>
Program and Accommodation Enhancements	Intermediate Specialty Rooms and classrooms	2,879,405
Program Support Materials	Science Equipment Music Equipment Library Resources Physical Education Equipment	5,000 40,000 50,000 17,000
<b>Total Cost of Project</b>		<b>2,991,405</b>

Budget Hybrid #2:

Clearview	10,755,000
Maple Grove	2,744,350
Chisholm	2,991,405
New Central	4,672,000
<b>Total Estimated Costs</b>	<b>21,162,755</b>

Projected Revenue Hybrid #2 Proceeds of Disposition (estimates as of Sept 2008)-

EJ James	6,480,000
Linbrook	10,420,000
Brantwood	7,500,000
<b>Total Estimates Revenue:</b>	<b>23,400,000</b>

**Hybrid #2**

<b>Parameter</b>	<b>Alignment</b>	<b>Comments</b>
<b>Education:</b>		
<ul style="list-style-type: none"> <li>• <b>Ideal Size (JK-8 450)</b></li> </ul>	<b>0 of 4 Schools &gt;450</b>	<b>All schools range from 350-400</b>
<ul style="list-style-type: none"> <li>• <b>Full-Time Principal/VP, SERT</b></li> </ul>	<b>Yes</b>	<b>Principal, VP and SERT are all full time</b>
<ul style="list-style-type: none"> <li>• <b>Minimize Transitions</b></li> </ul>	<b>Yes</b>	<b>Some transition in K-1 re: French Immersion. English Stream has no forced transitions in elementary.</b>
<b>Financial:</b>		
<ul style="list-style-type: none"> <li>• <b>Positive Cash Flow</b></li> </ul>	<b>Yes</b>	<b>Net positive cash flow of \$2.2 mill</b>
<ul style="list-style-type: none"> <li>• <b>Optimize Bussing</b></li> </ul>	<b>Yes</b>	<b>Current bussing ~858 Projected bussing ~529</b>
<ul style="list-style-type: none"> <li>• <b>Consider “Attract Back”</b></li> </ul>	<b>Yes</b>	<b>Capacity of 1600 students with surplus capacity of ~130 in 2015</b>
<b>Community Support:</b>		
<ul style="list-style-type: none"> <li>• <b>Proximity to Neighbourhoods</b></li> </ul>	<b>Yes</b>	<b>Note bussing numbers above</b>
<ul style="list-style-type: none"> <li>• <b>Geographic Balance</b></li> </ul>	<b>Yes</b>	<b>East, West, Clearview</b>
<b>Other Considerations and Challenges:</b>	<ol style="list-style-type: none"> <li>1. Lower Gr 7/8 access to specialist teachers due to school size</li> <li>2. Chisholm construction challenges due to school site</li> <li>3. New Central construction and bussing/traffic challenges</li> <li>4. Dual Track FI at Clearview has only 90 students</li> </ol>	

**Hybrid #3:****One JK-8 Dual Track, One 1-8 French Immersion (with 7/8 English, two JK-6 English).**

<b>Clearview Dual Track JK-8</b>	<b>Current</b>	<b>2010</b>	<b>2015</b>	<b>Busing #'s</b>
Current OTG Capacity	Nil			
Proposed OTG Capacity		500	500	
Projected Enrolment		~436	~385	~0

	<b>Construction/Renovations/Materials</b>	<b>Estimated Costs</b>
Program and Accommodation Enhancements	New School Construction -500 pupils	10, 755,000
Program Support Materials		
<b>Total Cost of Project</b>		<b>10,755,000</b>

<b>Maple Grove FI 1-8 Plus English 7/8</b>	<b>Current</b>	<b>2010</b>	<b>2015</b>	<b>Busing #'s</b>
Current OTG Capacity	302			
Proposed OTG Capacity		550	550	
Projected Enrolment		~585	~531	~379( FI/E)

	<b>Construction/Renovations/Materials</b>	<b>Estimated Costs</b>
Program and Accommodation Enhancements	Intermediate Specialty Rooms (includes double gym)	5,906, 124
Program Support Materials	Science Equipment Music Equipment Library Resources Physical Education Equipment	5,000 40,000 50,000 17,000
<b>Total Cost of Project</b>		<b>6,018,124</b>

<b>New Central English JK-6</b>	<b>Current</b>	<b>2010</b>	<b>2015</b>	<b>Busing #'s</b>
Current OTG Capacity	161			
Proposed OTG Capacity		300	300	
Projected Enrolment		~300	~259	~116(E)

	<b>Construction/Renovations/Materials</b>	<b>Estimated Costs</b>
Program and Accommodation Enhancements	JK/K Classrooms	1,561,298
Program Support Materials		
<b>Total Cost of Project</b>		<b>1,561,298</b>

<b>Chisholm English JK-6</b>	<b>Current</b>	<b>2010</b>	<b>2015</b>	<b>Busing #'s</b>
Current OTG Capacity	230			
Proposed OTG Capacity		300	300	
Projected Enrolment		~338	~292	~72(E)

### Hybrid #3 (cont'd)

	Construction/Renovations/Materials	Estimated Costs
Program and Accommodation Enhancements		1,229,235
Program Support Materials		
<b>Total Cost of Project</b>		<b>1,229,235</b>

### Budget Hybrid #3:

Clearview	10,755,000
Maple Grove	6,018,124
Chisholm	1, 229,235
New Central	1,561,298
<b>Total Estimated Costs</b>	<b>19,563,657</b>

### Projected Revenue Hybrid #3 Proceeds of Disposition (estimates as of Sept 2008)-

EJ James	6,480,000
Linbrook	10,420,000
Brantwood	7,500,000
<b>Total Estimates Revenue:</b>	<b>23,400,000</b>

### Hybrid #3

Parameter	Alignment	Comments
<b>Education:</b>		
<ul style="list-style-type: none"> <li>• <b>Ideal Size (JK-8 450)</b></li> </ul>	<b>1 of 4 Schools &gt;450</b>	<b>Maple Grove more than 450 Clearview at 385 Remainder from 250-300 (JK-6)</b>
<ul style="list-style-type: none"> <li>• <b>Full-Time Principal/VP, SERT</b></li> </ul>	<b>Yes/No</b>	<b>Principal, VP and SERT are all full time at Maple Grove and Clearview. Remainder do not qualify for VP</b>
<ul style="list-style-type: none"> <li>• <b>Minimize Transitions</b></li> </ul>	<b>No</b>	<b>Some transition in K-1 re: French Immersion. English Stream has forced transitions at gr.6-7.</b>
<b>Financial:</b>		
<ul style="list-style-type: none"> <li>• <b>Positive Cash Flow</b></li> </ul>	<b>Yes</b>	<b>Net positive cash flow of \$3.8 mill</b>
<ul style="list-style-type: none"> <li>• <b>Optimize Bussing</b></li> </ul>	<b>Yes</b>	<b>Current bussing ~858 Projected bussing ~567</b>
<ul style="list-style-type: none"> <li>• <b>Consider “Attract Back”</b></li> </ul>	<b>Yes</b>	<b>Capacity of 1650 students with surplus capacity of ~180 in 2015</b>
<b>Community Support:</b>		
<ul style="list-style-type: none"> <li>• <b>Proximity to Neighbourhoods</b></li> </ul>	<b>Yes</b>	<b>Note bussing numbers above</b>
<ul style="list-style-type: none"> <li>• <b>Geographic Balance</b></li> </ul>	<b>Yes</b>	<b>East, West, Clearview</b>
<b>Other Considerations and Challenges:</b>		<ol style="list-style-type: none"> <li>1. <b>Dual Track FI at Clearview only has 90 students</b></li> <li>2. <b>All Gr 7/8 together for programming efficiency</b></li> <li>3. <b>Good fit for current school configurations re: construction requirements</b></li> </ol>

PARC 14  
OPTION 1

<b>OPTION 1</b>	Dual Track JK - 8 500 students	Dual Track JK - 8 400 students	English JK - 8 500 students
Classroom Teachers	22.00	19.00	22.00
Planning Time - coverage experts eg: Music; Core French etc.	3.98	3.44	3.98
SERT	2.50	1.50	2.50
Teacher Librarian	0.50	0.30	0.50
Student Success	0.30	0.20	0.30
<b>Total F.T.E. Teaching Strength</b>	<b>29.28</b>	<b>24.44</b>	<b>29.28</b>
Principal	1.00	1.00	1.00
Vice Principal	1.00	1.00	1.00
Secretarial Allocation	1.60	1.20	1.60
Sept. 2011 JK/SK @ full time 1270 minutes of instruction 230 minutes of planning time			

PARC 14  
OPTION 2

<b>OPTION 2</b>	Fr. Imm. 1 - 8 400 students	English JK - 8 350 students	English JK - 8 400 students	English JK - 8 450 students
Classroom Teachers	18.00	16.00	18.00	20.00
Planning Time - coverage experts eg: Music; Core French etc.	3.26	2.89	3.26	3.62
SERT	1.50	1.50	1.50	1.50
Teacher Librarian	0.30	0.30	0.30	0.50
Student Success	0.20	0.30	0.20	0.20
<b>Total F.T.E. Teaching Strength</b>	<b>23.26</b>	<b>20.99</b>	<b>23.26</b>	<b>25.82</b>
Principal	1.00	1.00	1.00	1.00
Vice Principal	1.00	1.00	1.00	1.00
Secretarial Allocation	1.20	1.00	1.20	1.40
Sept. 2011 JK/SK @ full time 1270 minutes of instruction 230 minutes of planning time				

PARC 14  
OPTION 3

<b>OPTION 3</b>	English JK - 6 300 students	English JK - 6 260 students	Fr. Imm 1- 8 plus 7- 8 English 530 students
Classroom Teachers	15.00	12.00	23.00
Planning Time - coverage experts eg: Music; Core French etc.	2.72	2.17	4.17
SERT	1.50	1.50	2.00
Teacher Librarian	0.30	0.30	0.50
Student Success	0.00	0.00	0.30
<b>Total F.T.E. Teaching Strength</b>	<b>19.52</b>	<b>15.97</b>	<b>29.97</b>
Principal	1.00	1.00	1.00
Vice Principal			1.00
Secretarial Allocation	1.00	1.00	1.80
Sept. 2011 JK/SK @ full time 1270 minutes of instruction 230 minutes of planning time			

# **Elementary Student Transitions: The Impact of School Closure and/or Reconfiguration on Student Learning**

## **An Annotated Bibliography**

In the educational community, the term transition refers to any of a variety of changes a student will encounter in the course of his or her school career. Some transitions occur naturally as a result of the structures, processes and practices of schools such as grade to grade transition, transition from kindergarten to grade one, transition from elementary school to secondary school, and transition from one school to another in order to access a program or optional learning opportunity. Students may also experience change when schools close or are reconfigured and students must relocate to another school site.

The term transition should not be confused with transience. Students who move frequently between schools are considered transient. In many cases, transient students are absent for lengthy periods of time and are often from impoverished homes. Student transience is associated with lower academic achievement and social/emotional problems.

This annotated bibliography provides a sample of the research literature on the topic of school closures/reconfigurations and the potential impact on elementary student learning when students must transition to a different school. In order for a research study to be considered, four key criteria must be met. The criteria include

1. Internal Validity or Credibility

In order to establish that any differences in elementary student achievement or learning experiences/perceptions are due to a school transition, systematic and scientific investigation of the phenomena must be documented. A causal

relationship must be established. In the case of qualitative studies, credibility may be limited as the findings can only be verified by the participants.

2. External Validity or Transferability

Research findings that can be applied to other groups or contexts are said to be transferable. For quantitative studies, measures of external validity support transferability. Qualitative studies are more likely to be generalized when the researcher has thoroughly described the context and the assumptions that were central to the research.

3. Reliability or Dependability

The notion of dependability is based on the idea that the results can be replicated in similar contexts.

4. Objectivity or Conformability

Research findings must be objective. Researcher bias is mitigated when multiple observations and/or measurements are confirmed by others. Establishing conformability is especially challenging when there is limited research on any given topic or issue. Research studies that are peer reviewed are given preference. Peer review is a process of subjecting a researcher's scholarly work or ideas to the scrutiny of others who are experts in the same field.

These criteria provide the filter through which research studies and articles are assessed for inclusion in the annotated bibliography. Educational research used to facilitate decision-making and policy development should be scientifically-based and widely supported by the research community.

The literature exploring the topic of elementary student transitions is extremely sparse. In Canada, very little research has been conducted on the topic of elementary student transitions. Available studies (Whitley, Lupart & Beran, 2007; Cantin & Boivin, 2004) focus primarily on the transition of elementary students from a primary/junior school setting (e.g., K-5; K-6) to a junior/intermediate school setting (e.g., 6-8; K-8). A search of the research literature failed to produce any studies that establish cause and effect outcomes when transitions due to elementary school closures or reconfigurations are considered.

#### Annotated Bibliography

Whitley, J., Lupart, J., & Beran, T. (2007). Differences in achievement between adolescents who remain in a K-8 school and those who transition to a junior high school. *Canadian Journal of Education*, 30 (3), 649-669.

Using representative survey data from the National Longitudinal Survey of Children and Youth, the authors found no significant differences in academic achievement between Canadian students who transitioned to grade seven from an elementary school in comparison to those who remained in the same school. Contrary to studies conducted in the U.S.A. (Alspaugh, 1998; Simmons & Blyth, 1987; Wigfield & Eccles, 1994), students' scores on standardized mathematics tests were not related to transition. It is apparent that Canadian students may not experience the same declines in achievement and motivation as those in the U.S.A. when moving from an elementary school.

Cantin, S. & Boivin, M. (2004). Change and stability in children's social network and self-perceptions during transition from elementary to junior high school.

*International Journal of Behavioral Development*, 28 (6), 561-570.

The study examined changes in children's social network and specific self-perceptions during the transition from elementary to junior high school. A slight decrease in the size of children's social networks after transition did not negatively impact on the quality and functional aspects of their relationships with their parents and peers. The transition to junior high school was associated with an intensification of supportive relationships with school friends.

Lipps, G. (2005). *Making the transition: The impact of moving from elementary to secondary school on adolescents' academic achievement and psychological adjustment*. Ottawa, Ontario: Family and Labour Studies Division Statistics Canada.

This paper examines the academic, behavioural and emotional adjustment of Canadian adolescents who transfer from an elementary school to a middle or comprehensive high school and compares their outcomes to those of a group of youth who did not change schools. The results of several statistical analyses suggest that changing schools has little systematic association to adolescents' academic outcomes.

Warren-Sohlberg, L. & Jason, L.A. (1992). How the reason for a school move relates to school adjustment. *Psychology in the School*, 29 (1). 78-84.

The study investigated the reasons parents of elementary school children gave for changing schools and showed that the reasons influenced children's ability to adjust to their new schools. Children transferring because their former school closed were more competent academically and had a higher average socioeconomic status than did the other groups. Those transferring because of family mobility had poorer academic performance and more stressful life events on average than the other groups.

Alspaugh, J. W. (1998). Achievement loss associated with the transition to middle school and high school. *The Journal of Educational Research*, 92(1), 20-25.

This American study obtained results indicating a statistically significant achievement loss for students who made the transition from elementary school to middle school in grade 6 when compared to students who remained in a K-8 setting. Additionally, Alspaugh found that high school dropout rates were increased for districts with grade 6-8 middle schools. This author concluded that “findings imply that students placed in relatively small cohort groups for long spans of time tend to experience more desirable educational outcomes.” (p. 25)

Crockett, L. J., Petersen, A.C., Graber, J.A., Schulenberg, J. E., & Ebata, A. (1989).

School transitions and adjustment during early adolescence. *Journal of Early Adolescence*, 9(3), 181-210.

This investigation, conducted in the United States, examined the influence of school transition at either grade 6 or grade 7, and that of multiple transitions, where students change schools at both grade 6 and grade 7, on course grades and students' self-image. These authors report negative effects on course grades for both early (grade 6) and multiple school transitions, with the latter having the most significant impact on achievement. Self-image appeared to be minimally affected.

Malaspina, D., & Rimm-Kaufman, S. (2008). Early predictors of school performance declines at school transitions points. *Research in Middle Level Education Online*, 31(9), 1-16.

Malaspina and Rimm-Kaufmann (2008) examined a cohort of 265 students longitudinally from kindergarten through seventh grade to assess whether changes in students' school performance exist over time, especially at school transition points. These authors found that the performance of students, as measured by days absent, discipline infractions, and language arts and mathematics letter grades, was stable across school transitions with the exception of discipline. Discipline infractions were noted to increase after the first transition. In their review of the literature on the topic, these authors indicate that "surprisingly little research exists about the extent to which school transitions pose a challenge and cause academic and social performance declines." (p. 1)

Kurita, J. A. (1999). The role of social support in mediating the stress of school transitions. Unpublished doctoral dissertation, University of Alberta.

In a doctoral dissertation completed at the University of Alberta, Kurita (1999) examined differences in types or amounts of support students received from parents, teachers, and friends and how these supports were related to junior high school transition adjustment in grade 7. This author failed to find that students from either of the two schools participating in the study experienced significant amounts of transition stress. It should be noted however that the schools helped students make this transition by providing support in a number of ways.

MacIntosh, C. C. (1999). School transition as a stressful life event and the role of social competence and social support as protective factors during the transition to junior high school. Unpublished doctoral dissertation, University of Ottawa.

As part of her doctoral work at the University of Ottawa, Macintosh (1999) investigated the relationship of a child's individual characteristics and certain aspects of their social environment to ability to cope with stress for students transitioning to junior high school. Students (n =189) were divided into two groups on the basis of whether they would be attending grade 7 in the same school or in a different school, and administered a variety of measures pertaining to social competence, social support, and adjustment. Statistical analysis yielded no significant differences in measures of adjustment across the transition and no-transition conditions. These findings suggest that a school transition at grade 7 may not be a particularly stressful event for many students.