



4 November 2009

Report No. 09-192 to Strategic Planning and Priorities Committee

Re: Policy P.077.PLG: Designated Schools/Student Transfers - Review

ORIGINATOR: Walter Piovesan, Superintendent of Instruction

PURPOSE:

1. To provide committee members with an update on the status of the Designated Schools/Student Transfer Policy consultation, and to do so within the parameters of recent initiatives which have clarified definition and direction of critical issues such as Community Schools as the Board's model for planning program delivery.

BACKGROUND:

2. The current transfer policy was originally implemented in February 1999, blending the two former Board policies into one, with a further review of the policy to follow.
 - 2.1 A major revision of the policy occurred in 2003 which resulted in a policy based on the following principles:
 - Where space was available at a receiving school, students were allowed to transfer in
 - Space available was defined as a level at which the school could operate, i.e., without the need to add additional portables
 - Where more transfer requests were received than space available, transfers were approved according to a set of criteria.
3. Board, at its meeting of September 27, 2004, approved the following motion:

THAT input be sought on possible administrative and procedural changes to policies P.077.PLG, Designated School/Student Transfer and P.105.CUR, Changes to Programs and Program Delivery Structures at Secondary Schools.

 - 3.1 Subsequently, input was sought from various stakeholders such as secondary principals, OCASC, SEAC, School Councils and Student Presidents' Council. This input was gathered in October and November 2004 through a *Response Guide* which had been developed. A Student Transfer Review Committee was formed, with representatives from Board departments and schools, and met twice in May and June 2005.
 - 3.2 Planning staff also initiated a concurrent review of the transfer policy. Therein it was noted that the main concern was that the current policy was contributing to reduced enrolment at some schools making it difficult to maintain program viability.
 - 3.3 As a result of the input from the *Response Guide*, the Student Transfer Review Committee and the Planning Department, a revised transfer policy was drafted to reflect

suggested recommendations. It suggested that limits be placed on students' ability to transfer. This included two proposed changes to policy to address the viability issue:

- a) The calculation of transfer caps indicating a percentage of capacity; and,
- b) The involvement of the sending and receiving principals.

Also proposed was a further change to condense transfer criteria:

- c) Removing child care arrangements, compassionate grounds, ease of access to the receiving school and sibling considerations. These have been replaced with *extreme extenuating circumstances*, in order to capture them under one umbrella.

3.4 The recommendations from 3.3 would be revisited in Report 08-224, Policy P.077.PLG: Designated Schools/Student Transfers – Review, to the Education Committee on November 19, 2008, and Section 9 below.

4. The following motion was approved at Board on September 26, 2005:

THAT the objectives of the transfer policy include contributing to program viability in as many schools as possible, balanced enrolment across the grades and accurate forecasting of enrolments by school.

4.1 The following statement was included in a Status Report of the Education Committee on October 17, 2005:

....a more restrictive transfer policy.....would be required to meet the objectives outlined in that motion; and

...it would not be prudent to recommend such a change until the work of the Ad Hoc Secondary Program Review has been concluded. At that time there may be a clearer consensus on how to achieve the objectives that have been previously identified.

5. On June 19, 2006, in Report 06-144, Declining Enrolment in Elementary Beacon Schools, to the Education Committee, preliminary information was presented on the declining enrolment in elementary Beacon schools, Beacons schools being schools identified with high needs on a qualitative index.

5.1 Cited was that over the past several years, the OCDSB had suffered declining enrolment of 2 percent overall, yet elementary Beacon schools had suffered declining enrolment of 7 percent.

5.2 The report cited the following factors for 5.1, in no particular order: reputation; misconceptions (lack of "curb appeal"); lack of EFI; EQAO results as a determinant of school quality; language and cultural differences; high needs of students and families; school size; lack of parental involvement; and, programming, transportation, and childcare.

5.3 Also cited as a factor in declining enrolment for Beacon Schools were open boundaries and the transfer policy, noted separately here due to the focus of this document. It was concluded that the current policy allows families to "flee the community Beacon Schools," thereby supporting the public's perception that

“some schools are better than others.” Data from elementary and secondary transfer requests “clearly reflect a desire to avoid Beacon schools.”

- 5.4 The report added that transfer requests for secondary schools seem to be originating at the grade 8 level, supporting the notion that parents are taking full advantage of the current transfer policy and opting to reject the home secondary school prior to investigating the offerings of the school.
 - 5.5 The report concluded with the immense value of education at a Beacon School, and made five recommendations including: A review of the current transfer policy be completed with a view as to the impact on Beacon Schools.
6. On January 24, 2007, Report 06-254, Elementary Beacon Schools Report, was presented to the Education Committee as follow-up to Report 06-144, Declining Enrolment in Elementary Beacon Schools.
- 6.1 It was noted that 24 of 25 OCDSB elementary Beacon Schools were experiencing declining enrolment. Whereas in some cases the surrounding community is also experiencing a decline in school age population, in some cases the enrolment decline is lower than the decline in the community population.
 - 6.2 It was noted that EFI and MFI enrolment was growing in the OCDSB, whereas English enrolment was decreasing. Most Beacons Schools offer only the English program. A conclusion was drawn based on outlining data and conversations with principals that some parents were using school choice through the transfer policy to attend an FI program or an Alternative school to select a different school for their children.
 - 6.3 Feedback by principals on this migration of students, raised the following possible explanations: the labeling of schools; the ethnic make-up of schools; and the availability of transportation to FI and Alternative sites. Feedback from principals also indicated that once enrolled and attending Beacons Schools, students and parents tended to be satisfied and did not seek to leave.
 - 6.4 The report outlined a variety of ways in which Beacon Schools are and could be further supported to off-set their disadvantaged position. Notably there is a host of successful initiatives in the OCDSB and elsewhere in the province. While the transfer policy was noted as being utilized as one factor in the Beacon School challenge, no recommendation was made regarding the transfer policy.
7. *The Secondary School Program Framework* (December 2007; revised 2008) was intended to provide a structural model for secondary school programs in the OCDSB. Relevant notations included:
- 7.1 A community school is a school that offers a range of programs designed to meet the needs of the majority of students in the community that the school serves. All secondary schools will offer core programs required in order to enable students to graduate with an OSSD.

7.2 The *Framework* included the following statements:

...acknowledges and supports the philosophy of community schools; The Board's model, for planning purposes, for secondary school program delivery is the community school

...ensures that secondary school students can access courses and programs in their designated school or as close as possible to their home community. Whereas community schools are unable to offer the range of programming required to meet the needs of their students, the Board has a responsibility to seek other solutions, e.g., additional resources, sharing students, students transfers....

7.3 Policy P.105.CUR, Changes to Programs and Program Delivery Structures at Secondary Schools, was revised in December 19, 2008 and reads as its objective:

To ensure that changes to programs and program delivery structures at OCDSB secondary schools are managed in such a way as to provide programs to meet the needs of students and to enhance program options across the district at large, within the context of the *Secondary School Program Framework*.

8. *The Belief Statement and Recommendations on the Organization of Secondary Schools in the OCDSB* (Secondary School Principals) March 2007, included the following:

8.1 Strong community schools are critical to student success and OCDSB policies must support community schools. Policies, such as the Transfer Policy, that have detrimental impact on some schools, should be reviewed and revised to minimize their impact.

8.2 ...to ensure equity of access, the needs of students should be met within a geographic area. Community groups of schools should provide sufficient program offerings...to meet the needs of all students.

9. On July 4, 2007, a four-year strategic plan was approved by the Board which included a series of belief statements. The following statement was included: *Education should be delivered in the home school or home class when it meets a student's needs.*

10. Board, at its meeting of June 17, 2008, approved the following motion:

THAT Board approve the schedule for decision-making and the related consultation plan, for the review and possible changes to Policy P.077.PLG, Designated Schools/Student Transfers.

10.1 Report 08-224, Policy P.077.PLG: Designated Schools/Student Transfers – Review, to the Education Committee on November 19, 2008, states as its purpose to provide a recommendation for the review and possible changes to policy P.077.PLG, Designated Schools/Student Transfers.

10.2 This report reflected the original motion of September 27, 2004:

THAT input be sought on possible administrative and procedural changes to policies P.077.PLG, Designated School/Student Transfer and P.105.CUR, Changes to Programs and Program Delivery Structures at Secondary Schools.

10.3 The report included the following:

As noted in previous reports:

- Report No. 04-297, Consultation re Policy P.077.PLG (Designated School Student Transfer) and Policy P.105.CUR (Changes to Program and Program Delivery Structures at Secondary Schools), to November 2004 Education Committee
- Report No. 05-227, Transfer Policy Review Committee – Findings, to October 2005 Education Committee
- Report No. 08-136, Policy P.077.PLG: Designated Schools/Student Transfers – Review, to June 2008 Business Services Committee

...the most common concern that has been raised is the negative impact on certain schools by this fairly open policy.

10.4 The report put forth the work previously done by staff and suggested the recommendations from 3.3 herein be revisited. Also included was a draft proposal of changes to Policy P.077.PLG, Designated Schools/Student Transfers.

10.5 This report recommended:

THAT the revised transfer policy be approved for consultation, and a decision taken at the December Education Committee meeting.

11. Throughout the 2008-2009 school year, the OCDSB conducted the Beacon Hill-Ottawa East Secondary Accommodation Study. The mandate of this initiative was to provide trustees with recommendations for secondary school consolidation with the Beacon Hill-Ottawa East area. From that study came information that applied to overall Board transfer policy issues.

11.1 Identified as issues were low enrolment at Rideau High School, declining enrolment at Gloucester High School, and a limited community base at Colonel By Secondary School.

11.2 The ARC Report presented to trustees on June 15, 2009 made a variety of recommendations related to the low enrolment issue, including: the need for long-term planning; identifying and resolving root causes of low enrolment; adding program pathways to increase viability and appeal; studying the impact of boundary changes; putting forth additional funding; and reviewing the transfer policy.

11.3 Minutes from the ARC public meetings and ARC committee meetings reinforced as some of the contributing factors in the low enrolment issues at Rideau High School and Gloucester High School those cited in 5.2 and 6.3 in this document. Some comments from these meetings included:

- Rideau and Colonel By students are not a good mix
- if International Baccalaureate (IB) goes to Rideau, students might drop out of the program; may leave Board
- parents won't send their children to Rideau
- community won't be served for academics and for community use
- continually noted was that school closures would not address root causes of low enrolment and uptake at certain schools
- words were repeatedly used like "reputation", "brand", "world class high school"

- repeated was the phrase that the school “caters to the community”
- preserving excellence

STATUS:

12. On March 10, 2009, Report No. 09-042, Policy P.077.PLG: Designated Schools/Student Transfers – Review, to Chairs’ Committee, stated its objective as: To seek approval of the proposed consultation on possible changes to the Designated Schools/Student Transfers Policy. Outlined was a consultation process, including framing questions (Appendix A). The first stage of the process was completed during June 2009 and September 2009. Two public consultation meetings were held on May 27, 2009 and June 8, 2009. A survey was posted on the Board Web site in mid June and feedback was collected until September 14, 2009.
- 12.1 A total of 23 parents attended the two public consultation meetings, 13 of whom represented one particular secondary; 2 came from private schools who expressed concern over not being able to attend their school of choice; 2 represented a school negatively impacted by the transfer policy, with the remaining 6 parents representing individual schools throughout the district.
- 12.2 There were 235 respondents to the online survey, 211 of which were parents or guardians representing 89.8 percent of the total responses. Sixteen (7.6 percent) of school councils responded. General preliminary conclusions in the quantitative data are noted below:
- 12.3 Proponents in favour of continuing with a transfer process, with some adjustment to the criteria, far outnumbered those opposed to a strict transfer policy. It should be noted though that this split in representation breaks down to some extent along the patterns of concern, that is the more engaged, higher socio-economic families are represented and in favour of transfers as opposed to the families from Beacon Schools who generally have the most significant investment in a strict policy.
- 12.4 There is considerable faith placed in the principal being involved. Generally, it is viewed that the receiving principal should be involved in the process. There was some concern expressed that the sending principal may be influenced by his/her school needs as opposed to those of the student requesting a transfer. However, others felt the sending principal knew what was in the best interest of the student.
- It is imperative that the receiving principal make the decision.
 - The sending principal may have reasons to keep numbers up in his/her school; it may be in the best interest of the school but not the best interest of the student.
 - Also, the sending principal should have much more of a say in the process.
- 12.5 Criteria for transfers seemed to focus at secondary schools on course packages, post-secondary courses, and sibling considerations. A number of respondents went so far as to say sibling considerations and academic reasons should be automatic.
- common sense automatic transfers would be an effective change. For example, making sibling transfers automatic, or if a student is seeking a program not available in their designated school.

Elementary focus seemed to be more concerned with Childcare and, to a lesser extent, ease of access. Support of families was a familiar refrain.

- child care arrangements should be given a priority as the choice of a good child care provider is made years before school age. As most young families grow and move they make efforts to maintain consistent child care arrangements only to have those relationships jeopardized by zoning regulations.
- All criteria that support families.

Some would also like the criteria weighted or prioritized

- At the moment it seems to be “first come, first served”. I could see prioritizing access based on certain criteria starting with access to a course package.
- Priorities should be defined; the top 2 priorities should be granted.

- 12.6 A more limited number wanted to severely limit transfers and protect community schools.
- Most importantly, the Board should have the right to restrict transfers where program viability is an issue at the sending school.
 - Section (f), that the Board has the right to restrict transfers during the first year of a new attendance boundary. Section (g), that the Board has the right to restrict transfers where program viability is an issue at the sending school
 - Every high school wants to strive to its own excellence and progress; choosing a high school outside of your boundary should not be allowed.
 - There should be few reasons for transfers. That will cause more community schools to offer more courses to all students.
 - There should be a preamble stating that community-based schooling, using designated schools, is the OCDSB's priority where possible, UNLESS the following needs cannot be met. Course availability (including college/university designation courses) should then be the ONLY defined criteria for transfers. Exceptions should only be made in extreme conditions.
 - I believe as a result of "lax" student transfer rules we have a situation of "have" and "have not" schools. The "have not" schools are the ones that students do not want to attend even though they live within the school boundary because they have heard gossip that the school has a bad reputation, i.e., gangs, high immigrant populations, etc. Consequently, students squeeze into schools that they perceive to be better and the numbers continue to drop at the perceived "bad" schools.
- 12.7 The majority of responses are in favour of allowing school movement, and some would like complete freedom of movement.
- Ideally I would like to see no school boundaries so that schools compete for students by providing excellent programs.
- 12.8 The point was also made a number of times about getting to root causes of movement. Ideally,
- The Board should be studying why the designated school is seen as unsuitable and what can be done to improve the situation.
- 13.0 Input provided at the two public consultation meetings was quite similar to the qualitative data collected by the online surveys. Comments in the public consultation meetings indicated choice of school was often based on perception and reputation. Indicators such as EQAO scores, number of scholarships received, different course options and school demographics were included in the reasons for choosing a particular school. The same reasons were given for leaving a school. In many cases, it was felt that the leaving school did not provide academic rigour, nor did they focus on celebrating academic achievement.

14. Notes from a third consultation meeting on September 23, 2009, which consisted of elementary school principals, provided the following notable points:
 - 14.1 Components of the transfer policy deemed effective were the timelines, communications, no transportation for transferred students, and principal-to-principal contact.
 - 14.2 Components found to be difficult or frustrating included cap definition, daycare issues, criteria clarity, consistent application of policies and some administrative issues.
 - 14.3 Suggested changes included clarity and consistency, support for the principal's decision, process for application dishonesty, late application rule, and honing daycare and transportation issues.

15. In September 2009, secondary school principals also updated their comments:
 - 15.1 The current policy has a significant impact on community schools, secondary school programs, and their availability to students. Schools that experience a mass number of students transferring out are unable to offer the range of programs that larger schools offer and, therefore, limit course choices for the community students who choose to stay at their community school. The schools that have a large number of transfers out are generally the schools with an ESL/ELD program.

 - 15.1 Other secondary school principals' comments are noted below:
 - All schools offer solid programs for their community students. Where there is a program offered at the sending (community) school, the students should attend their community school.
 - All OCDSB schools offer quality programs for students at their community schools and within the community cluster of schools.
 - Transfers should be restricted out of schools where the quality of the programs at the sending (community) schools will be adversely affected.
 - The current policy prevents sending schools from offering quality programs. All students have a right to quality programs at their community school.
 - A reasonable number based on solid working capacity could be determined by the Planning Department in consultation with the principal. The cap should not affect the infrastructure of the school.

16. The Board Planning Department has noted the following:
 - 16.1 The Board's elementary panel enrolment has experienced increases in enrolment over the past two years due to higher than expected kindergarten numbers. This general trend toward increasing elementary numbers will continue over the course of the next five to ten years as children of the baby boom echo begin to enter their child birthing years. It should be noted however that increases in elementary enrolment during the next few years will tend to be more gradual in size.

 - 16.2 The secondary panel has experienced a gradual decline in its enrolment in recent years – an average decline of approximately 1 percent per year. A steady decline in secondary enrolment is projected to continue into the next decade as smaller elementary cohorts continue to enter their secondary years.

CONSULTATION:

17. The Board's experience over the last several years has shown that the extremely liberal transfer policy has had a number of unintended, unfavourable impacts on several schools. The OCDSB has taken several steps, described earlier in this report, to strengthen the ability of schools to meet the needs of their students. The attached draft of the Designated Schools/Student Transfers (Appendix B) includes provisions which would reinstate the criteria based decision making by a principal in allowing transfers to meet individual student needs, rather than basing such decisions on a space available basis. Transfers would be allowed when they were determined to be the only means to meet the specific needs of an individual student, otherwise students would be expected to attend their designated community school

FINANCIAL IMPLICATIONS:

Not applicable for the purpose of this report.

SUBMITTED FOR DISCUSSION

Lyall M. Thomson
Director of Education/
Secretary of the Board

Walter Piovesan
Superintendent of Instruction

OCDSB Policy Survey: Designated Schools/Student Transfers

1. 1. a) Please select the category that applies to you:			Response Percent	Response Count
Parent/Guardian	<input checked="" type="checkbox"/>		89.8%	211
Principal	<input type="checkbox"/>		3.0%	7
Vice-Principal	<input type="checkbox"/>		0.0%	0
Student	<input type="checkbox"/>		4.3%	10
Teacher	<input type="checkbox"/>		0.4%	1
Other (please specify)	<input type="checkbox"/>		2.6%	6
			<i>answered question</i>	235
			<i>skipped question</i>	0

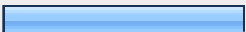

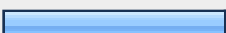
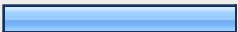

2. 1. b) If you are responding to this survey on behalf of a group, please identify the group for which you are responding :

		Response Percent	Response Count
School Council	<input checked="" type="checkbox"/>	7.6%	16
OCASC (Ottawa-Carleton Assembly of School Councils)	<input type="checkbox"/>	0.0%	0
SEAC (Special Education Advisory Committee)	<input type="checkbox"/>	0.0%	0
STAC (Student Trustee Advisory Committee)	<input type="checkbox"/>	0.0%	0
Teacher Federations (e.g. ETFO, OSSTF)	<input type="checkbox"/>	0.0%	0
Ottawa-Carleton Secondary School Administrator's Network (OCSSAN)	<input type="checkbox"/>	0.0%	0
I am not responding on behalf of a group	<input checked="" type="checkbox"/>	88.2%	186
Other (please specify)	<input type="checkbox"/>	4.3%	9
		<i>answered question</i>	211
		<i>skipped question</i>	24

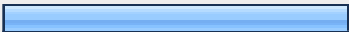





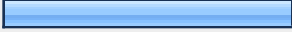
3. Please indicate the number of people providing input to this response:

		Response Count
		53
		<i>answered question</i>
		53
		<i>skipped question</i>
		182

4. 2. a) If you have applied for an elementary school transfer in the past, please indicate your reason(s): [check all that apply]


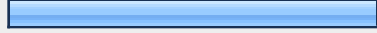
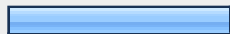

		Response Percent	Response Count
child care arrangements;		36.9%	24
compassionate grounds;		21.5%	14
ease of access to the receiving school;		33.8%	22
sibling considerations;		35.4%	23
Other (please specify)		40.0%	26
		<i>answered question</i>	65
		<i>skipped question</i>	170

5. 2. b) If you have applied for a secondary school transfer in the past, please indicate your reason(s): [check all that apply]

		Response Percent	Response Count
access to a <i>course package</i>* ;		52.9%	36
choice of semestered or non-semestered schooling;		13.2%	9
compassionate grounds;		8.8%	6
ease of access to the receiving school;		29.4%	20
registration in University or College designation course;		8.8%	6
sibling considerations;		16.2%	11
Other (please specify)		44.1%	30
		<i>answered question</i>	68
		<i>skipped question</i>	167

6. 3. a) In your opinion, how important are the following elementary student transfer criteria:							
	Not important at all	Not very important	Somewhat important	Extremely important	Don't know	Rating Average	Response Count
child care arrangements;	2.5% (4)	6.2% (10)	30.4% (49)	57.8% (93)	3.1% (5)	3.48	161
compassionate grounds;	2.5% (4)	8.9% (14)	27.4% (43)	52.2% (82)	8.9% (14)	3.42	157
ease of access to the receiving school;	4.9% (8)	8.6% (14)	36.2% (59)	47.9% (78)	2.5% (4)	3.30	163
sibling considerations;	3.8% (6)	8.2% (13)	29.7% (47)	57.6% (91)	0.6% (1)	3.42	158
Other	3.9% (2)	2.0% (1)	0.0% (0)	68.6% (35)	25.5% (13)	3.79	51
					(please specify)		41
	answered question						169
	skipped question						66

7. 3. b) In your opinion, how important are the following secondary student transfer criteria:								
	Not important at all	Not very important	Somewhat important	Extremely important	Don't know	Rating Average	Response Count	
access to a <i>course package</i> *;	0.0% (0)	1.8% (3)	22.4% (38)	70.6% (120)	5.3% (9)	3.73	170	
choice of semestered or non-semestered schooling;	14.9% (25)	18.5% (31)	28.6% (48)	29.2% (49)	8.9% (15)	2.79	168	
compassionate grounds;	4.3% (7)	8.0% (13)	28.4% (46)	49.4% (80)	9.9% (16)	3.36	162	
ease of access to the receiving school;	6.6% (11)	16.3% (27)	31.9% (53)	39.8% (66)	5.4% (9)	3.11	166	
registration in University or College designation course;	3.6% (6)	5.4% (9)	19.8% (33)	67.7% (113)	3.6% (6)	3.57	167	
sibling considerations;	7.7% (13)	21.4% (36)	28.0% (47)	39.3% (66)	3.6% (6)	3.02	168	
Other	8.3% (4)	2.1% (1)	4.2% (2)	66.7% (32)	18.8% (9)	3.59	48	
	(please specify)							45
	answered question							176
	skipped question							59

8. 4. Under section 3.2 of the existing policy 'School Choice', the receiving principal approves the transfer request. In your opinion, who should approve the transfer?			
		Response Percent	Response Count
sending principal		3.0%	5
receiving principal		56.6%	94
both the sending and receiving principals		33.7%	56
Other (please specify)		6.6%	11
		answered question	166
		skipped question	69

9. 5. a) In your opinion, what aspects of the 'School Choice' section (3.2) are critical in maintaining? Please be specific in your response.			
			Response Count
			86
			86
		answered question	86
		skipped question	149

10. 5. b) Please indicate any changes that you feel need to be made to the 'School Choice' section (3.2):			
			Response Count
			77
			77
		answered question	77
		skipped question	158

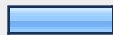






11. 6. a) In your opinion, what aspects of the 'Return to Designated School' section (3.3) are critical in maintaining? Please be specific in your response.		
		Response Count
		64
	<i>answered question</i>	64
	<i>skipped question</i>	171

12. 6. b) Please indicate any changes that you feel need to be made to the 'Return to Designated School' section (3.3):		
		Response Count
		46
	<i>answered question</i>	46
	<i>skipped question</i>	189

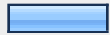





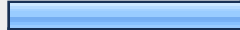
13. 7. a) In your opinion, what aspects of the 'Exceptions to the Designated Schools/Student Transfers Policy' section (3.4) are critical in maintaining? Please be specific in your response.		
		Response Count
		52
	<i>answered question</i>	52
	<i>skipped question</i>	183

14. 7. b) Please indicate any changes that you feel need to be made to the 'Exceptions to the Designated Schools/Student Transfers Policy' section (3.4):		
		Response Count
		44
	<i>answered question</i>	44
	<i>skipped question</i>	191

15. 8. a) In your opinion, what cap should be placed on elementary student transfers?

		Response Percent	Response Count
90%		15.8%	18
95%		11.4%	13
100%		21.1%	24
105%		6.1%	7
110%		4.4%	5
115%		6.1%	7
None		35.1%	40
		<i>answered question</i>	114
		<i>skipped question</i>	121

16. 8. b) In your opinion, what cap should be placed on secondary student transfers?

		Response Percent	Response Count
90%		15.0%	17
95%		9.7%	11
100%		21.2%	24
105%		3.5%	4
110%		3.5%	4
115%		11.5%	13
None		35.4%	40
		<i>answered question</i>	113
		<i>skipped question</i>	122

17. 9. a) In your opinion, what aspects of the 'Review of Late or Refused Transfer Requests' section (4.2) are critical in maintaining? Please be specific in your response.		
		Response Count
		47
	<i>answered question</i>	47
	<i>skipped question</i>	188

18. 9. b) Please indicate any changes that you feel need to be made to the 'Review of Late or Refused Transfer Requests' section (4.2):		
		Response Count
		32
	<i>answered question</i>	32
	<i>skipped question</i>	203

19. 10. a) In your opinion, what aspects of the 'Appeals' section (4.3) are critical in maintaining? Please be specific in your response.		
		Response Count
		44
	<i>answered question</i>	44
	<i>skipped question</i>	191

20. 10. b) Please indicate any changes that you feel need to be made to the 'Appeals' section (4.3):		
		Response Count
		37
	<i>answered question</i>	37
	<i>skipped question</i>	198

21. 12. Please feel free to provide any additional comments regarding the OCDSB's Designated Schools/Student Transfer Policy (P.077.PLG).

		Response Count
		63
	<i>answered question</i>	63
	<i>skipped question</i>	172



POLICY P.077.PLG

TITLE: DESIGNATED SCHOOLS/STUDENT TRANSFERS

Date Issued: February 1999

Last Revised: 2008

Authorization: Board: 99/02/01

1.0 PURPOSE

To provide a framework to govern the administration of requests for student transfers.

2.0 DEFINITIONS

2.1 A "student's designated school" is a school which the student would be eligible to attend by reason of:

- a) the place of residence of the student's parents/guardians or, in the case of a student 18 years of age or older, the student's residence; and
- b) the location of educational programs mandated under the *Education Act* and the associated Board-mandated delivery options; or
- c) the redirection of a student arising from a suspension or expulsion.

2.2 The "sending school" is the student's designated school.

2.3 The "receiving school" is the school the student wishes to attend.

2.4 The "receiving principal" is the principal of the receiving school.

Revised 2.5 "Student transfer caps" for each **secondary** school shall be **equal up to the fullest possible 100 percent of planning capacity (excludes portables)** less the number of students expected for the following year. **Student transfer caps for each elementary school shall be up to 95% of planning capacity** less the number of students expected for the following school year. **Planning capacity represents the amount of space currently available at a particular school for instructional purposes and includes the loading of space associated with Relocatable Classroom Modules (RCMs), leased facilities and space, new schools, additions, and renovations. Portables are not loaded.**

Student transfer caps shall be established each year prior to the regular student transfer application period by the Superintendent responsible for ~~Physical~~ Planning to identify the maximum number of student transfer requests that ~~can~~ **could** be approved by the receiving ~~principal~~ **school** during the regular application period. **If a school wishes to**

extend their transfer cap over the 100 percent planning capacity (secondary) or 95% planning capacity (elementary), consent must be attained from the Executive Superintendent.

- 2.6 A "student transfer" is required when a student wishes to attend a school other than his or her designated school, except as provided in section 3.4 of this policy.

Revised Note 1: The OCDSB is not responsible for **providing** transportation when a student transfer is granted. **Transportation is the responsibility of the applicant.** However, on the recommendation of the receiving principal and at the discretion of the Superintendent **of Instruction responsible for the receiving school,** ~~responsible for schools and transportation staff,~~ transportation may be provided where possible in response to the exceptional circumstances of a student. ~~where the transfer is in the best interests of the student.~~

3.0 POLICY

Revised 3.1 Under Section 171(1), **par.7** of the *Education Act*, the Board may establish designated attendance boundaries for each elementary and secondary school. A student is normally expected to attend the school within whose boundary he/she resides which offers the program selected by that student and his/her parents/guardians. To attend a school other than the designated school, a student transfer is required except under the circumstances outlined in 3.4 below.

Revised 3.2 School Choice Student Transfer

A parent/guardian or, in the case of a student 18 years of age or older, a student may apply for a student transfer to attend a school other than the designated school.

- (a) The regular student transfer application period for each school year shall be determined and published annually by 1 December of the preceding school year.

Revised (b) Student transfer requests received during the regular application period ~~shall~~ **may** be approved by the receiving principal, ~~subject to space availability at the receiving schools~~ **and the following criteria.**

Revised (c) ~~Where student transfer limitations are necessary such that only some of the applications received during the regular application period can be approved due to limited space availability, Applications that meet one of the following criteria shall be considered first in order of receipt, followed by consideration of the remaining applications in order of receipt:~~

Revised (i) Elementary Student Transfer (criteria listed in alphabetical order)

Valid supporting documentation may be required in order to make an informed decision to accept or decline the transfer.

A child care arrangements;

B compassionate grounds;

Revised C ~~ease of access to the receiving school;~~

Revised

C sibling considerations: to allow siblings to attend the same school concurrently;

D other learning needs or requirements.

(ii) Secondary Student Transfer (criteria listed in alphabetical order)

Valid supporting documentation may be required in order to make an informed decision to accept or decline the transfer.

A access to a *course package** that is not available at the student's designated school, including a student's wish to transfer at the grade 9 level to access a course package that does not commence until grade 10;

~~B choice of semestered or non-semestered schooling for educational reasons~~

B compassionate grounds;

~~C ease of access to the receiving school;~~

~~D registration in a University or College designation course that is not available at the student's designated school, if the course is required for admission into a post-secondary program as stated in the post-secondary institution's admission requirements;~~

C sibling considerations: to allow siblings to attend the same school concurrently;

D other learning needs or requirements.

*Note: A *course package* is a sequential series of three courses, at different grade levels, originating from the same Ministry guideline.

- (d) A student who has transferred into a school may remain at that school until the most senior grade offered in the school has been completed, except as provided in section 3.3 of this policy.
- (e) The elementary and secondary student transfer processes do not apply to placement in Special Education programs (including congregated Gifted programs) or ESL/ELD placement. ~~but do apply to choice between sites offering the programs.~~
- (f) The Board reserves the right to restrict student transfers, where necessary, during the first year in which a new school attendance boundary is in effect.

- (g) The Board reserves the right to restrict student transfers, in certain specialized circumstances, subject to Board decision, where restricting student transfers offers a reasonable and necessary short-term solution to a program viability issue or other such issue at a sending school.

3.3 Return to Designated School

- (a) Should a student be discovered to be attending a school other than the designated school by virtue of false information having been provided to the OCDSB on the student's behalf, the student shall be required to move to the designated school at the earliest possible time that will not duly jeopardize the completion of courses already begun (e.g., early in the current school year or semester, at the end of the current semester (secondary), at the end of the current school year (elementary)).
- Revised** (b) Where a student transfer has been approved on a priority basis by meeting one of the criteria listed in section 3.2-3(c) of this policy, and where the student, before completing ~~one~~ **two** years of attendance at the school, ceases to meet the criteria upon which the transfer approval was based, the student may at the principal's discretion, be required to return to the designated school the following year.
- (c) Where a student transfer has been approved on a priority basis to allow a secondary student to transfer at the grade 9 level to access a course package that does not commence until grade 10, the student may at the principal's discretion, be required to return to the designated school the following year if:
 - (i) upon the completion of grade 9 the student opted not to choose the course package upon which the transfer approval was based; or,
 - (ii) prior to the end of grade 10, the student opted to withdraw from the course package upon which the transfer approval was based.

3.4 Exceptions to the Designated Schools/Student Transfers Policy

- (a) A student shall be permitted to remain at the school he or she is currently attending for the remainder of the school year, without applying for a student transfer if, during the course of the school year:
 - (i) a student moves out of the attendance area of the current school; or
 - (ii) a student wishes to change programs at the current school, where a different school is designated for the new program;
- (b) The OCDSB shall not be responsible for providing transportation under these conditions. If the student wishes to continue at the school the following year, he or she must apply for a student transfer.
- (c) A student transfer is not required where a student plans to move out of the attendance area of a particular school and the parent/guardian wishes the student to attend the designated school serving the new residence before the move takes place (proof of purchase or rental agreement must be provided). The OCDSB is not responsible for providing transportation.

- (d) ~~If, during the course of a school year, a student who was attending a semestered school moves into the jurisdiction of the OCDSB and the designated OCDSB school is non-semestered, the student shall be permitted to attend the nearest OCDSB semestered school for the remainder of the school year without applying for a student transfer. Similarly, if during the course of a school year, a student who was attending a non-semestered school moves into the jurisdiction of the OCDSB and the designated OCDSB school is semestered, the student shall be permitted to attend the nearest OCDSB non-semestered school for the remainder of the school year, without applying for a student transfer. In both cases, the OCDSB would not be responsible for providing transportation. If the student wishes to continue at the school the following year, he or she must apply for a student transfer.~~
- (d) The student transfer process does not apply to Junior Kindergarten students who register at the school they will be attending for program reasons in Senior Kindergarten. These students are eligible to receive transportation. It should be noted that if upon the completion of JK, the student opted not to choose the program for which the registration was permitted, the student would be required to return to his/her designated school for the newly selected SK program or apply for a student transfer to continue at the current school.
- (e) The secondary student transfer process does not apply to system programs (i.e. the Adaptive, Arts, International Baccalaureate, High Performance Athlete and Alternate programs).
- (f) The student transfer process does not apply to a Special Education student who accepts an offer for placement in a system class at a school other than the designated school, because space is not available in the system class at the designated school. In such cases, the student would be eligible to receive transportation.

4.0 SPECIFIC DIRECTIVES

Revised 4.1 "Student transfer caps" for each **secondary** school shall be **equal up to the fullest possible 100 percent of planning capacity (excludes portables) of the school on the assumption that no additional infrastructure shall be required** less the number of students expected for the following school year. **"Student transfer caps" for each elementary school shall be up to 95% of planning capacity (excludes portables) less the number of students expected for the following school year.**

Student transfer caps shall be established each year prior to the regular student transfer application period by the Superintendent responsible for ~~Physical~~ Planning to identify the maximum number of student transfer requests that can be approved by the receiving ~~principal~~ **school** during the regular application period. **If a school wishes to extend their transfer cap over the 100 percent planning capacity (secondary) or 95% planning capacity (elementary), consent must be attained from the Executive Superintendent.**

4.2 Review of Late or Refused Transfer Requests

Revised (a) Any late transfer requests received after the regular student transfer application period and/or any transfer requests received during the regular application period

which were refused ~~due to space limitations, shall~~ **may** be reviewed in June and again in September to determine whether any additional transfer approvals are possible within the approved staffing arrangements at receiving and sending schools. Any additional transfer approvals shall be subject to there being no changes to the approved staffing allocations at receiving or sending schools or to the approved accommodation arrangements at receiving schools.

- (b) ~~Where student transfer limitations are necessary such that only some of the transfer requests referred to in section 4.2.1(a) can be approved, transfer requests that meet one of the criteria listed in section 3.2.3(c) of this policy shall be considered first in order of receipt, followed by consideration of the remaining requests in order of receipt.~~

4.3 Appeals

Revised

(a) Where a request for a student transfer has not been granted, an appeal may be made by the parent/guardian, or by the student if 18 years of age or older, by writing to the principal of the receiving school. Receiving principals, in consultation with the Superintendent ~~responsible for Schools of Instruction~~ **responsible for the receiving school**, have the discretion to approve a student transfer in response to student need in light of very exceptional personal circumstances.

- (b) Where a request for a student transfer is not granted by an appeal to the principal under section 4.3.1 of this policy, a final appeal may be made to a trustee panel, as outlined in Board Policy P.022.SCO: Appeals Hearing Panel (Students).

4.4 The Director of Education is authorized to issue such procedures as may be necessary to implement this policy.

5.0 REFERENCES

Ontarians with Disabilities Act, 2001

Board Policy P.026.SCO: Student Expulsion

Board Policy P.076.PLG: Pupil Accommodation

Board Policy P.068.TRA: Student Transportation

Board Policy P.088.FIN: Admission of Students to Schools

Board Procedure PR.515.SCO: Student Expulsion

Board Procedure PR.528.SCO: Critical Incident Review Process

Board Procedure PR.567.PLG: Pupil Accommodation

Board Procedure PR.556.TRA: Student Transportation

Board Procedure PR.568.PLG: Designated Schools/Student Transfers - Elementary

Board Procedure PR.569.PLG: Designated Schools/Student Transfers – Secondary

Board Procedure PR.601.FIN: Admission of Students to Schools

**Secondary Student Transfers Approved IN and OUT
Top Ten**

Appendix C

2005-2006				
	% Transfers IN Approved	School	OUT Approved	
1	Hillcrest	20.05	Ridgemont	21.26
2	Glebe	11.42	Woodroffe	16.82
3	Nepean	9.57	Rideau	15.88
4	Gloucester	9.03	Merivale	10.52
5	Brookfield	7.98	Canterbury	10.17
6	Bell	6.60	Cairine Wilson	8.35
7	Sir Wilfrid	5.56	Gloucester	5.69
8	Colonel By	5.44	Brookfield	5.19
9	Woodroffe	4.03	Nepean	4.40
10	Canterbury	3.85	Lisgar	3.58

2006-2007				
	% Transfers IN Approved	School	OUT Approved	
	Hillcrest	15.66	Ridgemont	22.22
	Gloucester	9.10	Rideau	14.95
	Lisgar	7.75	Woodroffe	9.37
	Glebe	6.91	Canterbury	8.41
	Bell	6.24	Cairine Wilson	8.04
	Sir Wilfrid	5.01	Merivale	7.52
	Woodroffe	4.29	Brookfield	5.81
	Merivale	4.28	Gloucester	5.14
	Ridgemont	4.23	Colonel By	3.70
	Colonel By	4.14	Sir Robert	2.48

2007-2008				
	% Transfers IN Approved	School	% Transfers OUT	
1	Hillcrest	18.52	Ridgemont	23.65
2	Lisgar	9.41	Rideau	14.77
3	Glebe	8.68	Cairine Wilson	14.22
4	Gloucester	8.15	Canterbury	9.33
5	Bell	8.13	Woodroffe	8.27
6	Sir Wilfrid	7.57	Brookfield	7.31
7	Brookfield	5.76	Gloucester	6.35
8	Sir Robert Borden	4.97	Merivale	6.35
9	Colonel By	4.67	A. Y. Jackson	3.87
10	Merivale	3.95	Bell	3.61

2008-2009				
	% Transfers IN Approved	School	% Transfers OUT	
	Hillcrest	17.05	Ridgemont	23.12
	Lisgar	10.23	Cairine Wilson	17.02
	Gloucester	10.12	Rideau	13.24
	Colonel By	7.12	Woodroffe	11.25
	Glebe	6.93	Merivale	8.06
	Sir Robert Borden	5.43	Canterbury	7.23
	Sir Wilfrid	4.80	Brookfield	7.11
	Bell	4.57	Gloucester	6.79
	Merivale	4.07	Osgoode Twp.	2.44
	Brookfield	3.88	A. Y. Jackson	2.29

Note: Percentage calculated as the number of approved student transfer requests /preliminary 31 October enrolment for that school year.

Elementary Student Transfers Approved IN and OUT

Top 20

2005-2006			
	% Transfer Approved IN	School	% Transfer Approved OUT
1	13.37	Hilson Avenue	11.70
2	11.71	York Street	11.44
3	10.22	Emily Carr	10.39
4	8.58	Severn Avenue	9.04
5	8.21	Carleton Heights	8.19
6	7.76	Queenswood	8.15
7	7.65	Fitzroy Harbour	8.11
8	6.76	Blossom Park	7.52
9	6.43	Viscount Alexander	7.28
10	6.06	Elizabeth Park	6.95
11	5.71	Robert Hopkins	6.23
12	5.44	Heritage	6.19
13	5.22	W. E. Gowling	5.98
14	5	Greely	5.63
15	4.75	Bridlewood	5.21
16	4.69	Glen Ogilvie	5.06
17	4.65	McGregor Easson	4.65
18	4.64	General Vanier	4.59
19	4.51	Dunning-Foubert	4.44
20	4.41	Orleans Wood	4.33

2006-2007			
	% Transfer Approved IN	School	% Transfer Approved OUT
	15.20	York Street	16.60
	11.17	Severn Avenue	9.84
	9.35	Emily Carr	9.46
	7.45	Elizabeth Park	8.54
	6.98	Hilson Avenue	7.95
	6.87	McGregor Easson	7.48
	6.62	Convent Glen	6.86
	6.32	J. H. Putman	6.30
	6.05	Centennial	6.13
	5.96	Grant Alternative	6.12
	5.66	Torbolton	5.88
	5.41	Arch Street	5.80
	5.38	General Vanier	5.66
	5.03	Blossom Park	5.59
	4.99	Queen Mary Street	5.58
	4.99	Robert Hopkins	5.50
	4.70	Dunning-Foubert	5.40
	4.69	Farley Mowat	5.35
	4.63	Pincrest	5.13
	4.59	Orleans Wood	5.09

2007-2008			
	% Transfer Approved IN	School	% Transfer Approved OUT
1	13.09	York Street	12.56
2	11.43	Emily Carr	10.03
3	8.50	Hilson Avenue	8.57
4	7.32	Queen Mary Street	8.37
5	7.23	Queenswood	7.91
6	6.98	Manordale	7.62
7	6.78	McGregor Easson	7.03
8	5.91	Arch Street	6.55
9	5.75	Severn Avenue	6.13
10	5.63	Robert E. Wilson	5.97
11	5.56	W. E. Gowling	5.19
12	5.47	Carleton Heights	5.12
13	5.47	Centennial	5.07
14	5.41	Elizabeth Park	5.00
15	5.30	Alta Vista	4.92
16	5.24	Sir Winston Churchill	4.83
17	5.12	Glen Ogilvie	4.81
18	4.76	Dunning-Foubert	4.80

2008-2009			
	% Transfer Approved IN	School	% Transfer Approved OUT
	13.76	York Street	19.51
	9.06	Dunning-Foubert	15.19
	8.29	Fitzroy Centennial	15.05
	8.26	Queen Mary Street	10.50
	8.26	Pincrest	9.48
	7.91	McGregor Easson	7.83
	7.65	Hilson	7.19
	7.26	W. E. Gowling	6.98
	6.81	Elizabeth Park	6.42
	6.56	Barrhaven	5.87
	6.54	Emily Carr	5.64
	6.52	Arch Street	5.29
	6.13	Viscount Alexander	5.21
	5.75	Agincourt Road	5.02
	5.75	Meadowlands	4.91
	5.74	Queen Elizabeth	4.84
	5.27	Severn Avenue	4.74
	4.88	Robert E. Wilson	4.60

Elementary Student Transfers Approved IN and OUT

Top 20

19	Regina Street	4.44	Meadowlands	4.55	Agincourt Road	4.82	Maple Ridge	4.52
20	Fallingbrook Comm	4.11	Convent Glen	4.55	Severn Avenue	4.74	Glen Ogilvie	4.43

Note: Percentage calculated as the number of approved student transfer requests /preliminary 31 October enrolment for that school year.

**Elementary Student Transfers Approved IN and OUT
Top 20**

Note: Percentage calculated as the number of approved student transfer requests /preliminary 31 October enrolment for that school year.