



OTTAWA-CARLETON
DISTRICT SCHOOL BOARD

Summary of Working Committee Comments

&

Scenarios

(May 9th, 2011)

Feedback from schools on Scenarios A and B, and Alternate Scenarios

There seemed to be a few themes that emerged from the schools. One theme was the notion of Community School interpreted to align with specific neighbourhood boundaries. This was particularly apparent from the EFI schools who wanted to minimize movement of children out of the neighbourhood. Contrary to this was the notion that strong programming meant creating single program schools to meet the needs of specific children – generally the English population. The view being that single track English schools are better positioned to meet the needs of English students. Another theme that became apparent through the scenarios presented was the question of where to best place the gifted and SE programs.

The scenarios presented could generally be divided into two groups: those following a dual track school model and those following a strong English program model. The boards Scenario A falls into the second category. Board Scenario B did not seem to have support. More specifically, Centennial has a slight preference for Scenario A – however does not support moving MFI out of Centennial. Hopewell supports neither scenario for their school. Glashan supports Scenario A for their school but not B. Mutchmor supported the majority of Scenario A with the exception of the proposed changes to the MFI program. First Ave does not appear to support Scenario B, and has listed possible improvements and so may support scenario A if gradual implementation. However First Ave scenarios presented were very much proposing dual track schools so prefers a dual track model. Elgin provided scenarios only. Like First Ave, Elgin probably does not support either model, preferring more dual track schools.

Scenario A:

Positives:

- Better utilization of schools
- Less students disrupted
- Keeps EFI in Glebe
- Strengthens Hopewell EFI
- Consolidates and strengthens English program for Glebe and Old Ottawa South / Increase English students may avoid split classes / does not dual track English/French which is not complimentary
- English gifted program stays
 - it works well with Mutchmor English program
 - meets need of 30% of gifted students who reside in Glebe and Old Ottawa South
- Special education not moved out Centretown
- Keeps divisions together
- Keeps cultural, socio-economic mix at Glashan and takes advantage of consolidated specialized intermediate teachers
- Meets needs of Centretown intermediate students

Things to improve / negatives:

- Weakens program offerings north of the Queensway
- Significant number of children moved out of Glebe neighbourhood / Hopewell hence not community neighbourhood school
- Splitting of 1st Ave cohorts
- Less walking (how many of those who currently walk would have to be bussed?) / longer distance from school
- Moves some young children out of neighbourhoods
- Makes after school daycare more challenging
- Safety questions if walking over Bank St bridge
- MFI may be better placed in English school for easier transition into program
- MFI has potentially 3 transitions

Risks:

- Weaken Centennial by removing MFI (no guarantee English Elgin students will move to Centennial)
- Moving MFI to Elgin may have no impact on enrolment
- Large peer group of EFI may be negative
- Not enough sites for MFI

Scenario B:

Positives:

- Cohorts kept together
- More efficient use of space
- Strengthens English program by consolidating Mutchmor Hopewell English
- English gifted program stays
 - it works well with Mutchmor English program
 - meets need of 30% of gifted students who reside in Glebe and Old Ottawa South
- No transition for Glebe and Hopewell students from English into MFI

Things to Improve / Negatives:

- Weakens program offerings north of the Queensway – MFI was placed in one schools north of the Queensway and one south to meet the needs of the two very distinct communities.
- Splitting schools by division impact parental involvement and fellow student mentoring
- Mixing 4-8 may not meet needs of children at either end of age group
- Glashan yard not designed for juniors
- Significant number of children moved out of Glebe neighbourhood
- EFI students who struggle with French are forced to leave their school and friends in order to switch into English
- Makes aftercare difficult particularly in Primary grades
- Splits siblings who require different programming
- Longer distance to school , increase bussing – all ENG and ESL from core will have to travel further for 7/8

- Loss of an intermediate school with unique programs and teachers / loss of Glashan culture and school that works
- Mutchmor students split off between Glashan and Hopewell for 7/8
- Places an elementary EFI program alongside an elementary English program which may continue the “ghettoization” of the English program at Hopewell
- May need an ARC

Risks:

- Weaken Centennial by removing MFI (no guarantee English Elgin students will move to Centennial)
- Further reduces viability of Board English program and MFI programs as parents select EFI rather than ship students off.
- Loss of MFI may weaken English at Hopewell
- Transition of English between divisions may weaken program

What’s Important to You and Your School

Most schools did not answer this question – preferring to address most issues in question One.

Other Concerns / Issues:

- a. There is concern from the schools north of the Queensway that a large group of their parents will not be heard by this process. Many of these parents speak English as a second language thus making communication with this group difficult. These parents and students value their schools but may not be as vocal as other communities.
- b. Can children be grandfathered using a phasing-in approach for the solutions?
- c. Can all children residing in the Glebe be schooled in the Glebe?
- d. Hopewell values: healthy schools, strong programs and range of programs, keeping peer groups together, fairness and transparency.
- e. Keep JK-3 as close to community as possible.
- f. The implementation of full day kindergarten in the Glebe and Old Ottawa South will result in the schools in these neighbourhoods being at 100% plus capacity. Given the city’s push to encourage infill housing or residential intensification, how will our neighbourhood meet the demand? What happens if there is an influx because of the infill policy? What schools can be renovated in a cost effective way? If our model is to last – we need to consider as much as possible.
- g. Glashan values the socio-economic and cultural mix at Glashan and encourages schools to follow model.

Alternate Scenarios

The detailed alternative scenarios can be read in the school attachments.

Generally two ideas emerged from the scenarios (yes with subtle and not so subtle differences), namely, dual track and consolidated English. Scenario A falls into the consolidated English model.

1. Dual track EFI with English or triple track (EFI/MFI/ENG)

- Dual track (English and EFI) in one Glebe school with other EFI
 - Models tend to move gr 1-6 Gifted
 - MFI 4-8 Glashan with two twists
 - Dual track First Ave(English and EFI), dual track Mutchmor (EFI, MFI)
2. Consolidate primary English in school with MFI option
- Mutchmor English to Hopewell, EFI both First and Mutchmor
 - Hopewell English to Mutchmor (similar to scenario A)
 - a. Hopewell MFI to Mutchmor, Centennial MFI stay put
 - Hopewell ENG JK-3, Mutchmor ENG JK-6 (+MFI)
- 2a) Consolidated English with a twist – new intermediate 6-8
- Mutchmor JK-5 English, 4-5 MFI, Glashan 6-8 English, MFI, SE (Centennial feeds to Glashan), Hopewell EFI increase as per Scenario A, Elgin or McNabb EFI 7-8
3. Idea suggested more than once (in addition to above)
- Elimination of “optional” area for Hopewell/ Elgin EFI to Elgin

Comments regarding Scenarios:

Our School Council met last night and we have the following comments:

Our parents care about Centennial. We know they do but it is hard for them to get out and have their voices heard. We have a large ESL population in our parent community so this makes it difficult for communicating their needs and desires.

Our strong desire would be to leave MFI at Centennial and not move it to Elgin/Mutchmor. When the recommendations came to add more MFI sites due to the elimination of LFI, our argument was for the even distribution of FI north of the Queensway. We do not agree with consolidating all the FI options at one school. We are not sure as to why planners would even contemplate moving MFI. The program is only in its second year and it takes time to grow a program. We know these are only "scenarios" but realistically if the planners have put these out for discussion it is because these are the options they think are viable.

Of the two scenarios, my preference would be for Scenario A with the modification that MFI be consolidated at **Centennial and not Elgin**.

Positives:

- All schools north of the Queensway would have more even utilization
- Strengthening of Glashan by having MFI continue to finish out 7-8
- Less number of students disrupted under Scenario A
- Distance that effected students would have to travel is really not that far

Negatives:

- Moving MFI from Centennial means that students will not graduate with their classmates or from their home school
- Centennial will be weakened, not strengthened by moving MFI to Elgin/Mutchmor and receiving Elgin English program
- No guarantee that MFI will be any stronger at Elgin
- No guarantee that English students will make move to Centennial; if they did not move for MFI then they will probably not move for English
- Moving MFI to Mutchmor would defeat purpose of having a more even distribution of MFI (i.e. North of the Queensway)

Our School Council strongly believes in Centennial and we encourage all schools to take a second look and realize that we are so much more than

a "school with a pool". The benefits our students get from attending such a multi-culturally and socio-economically diverse school are endless.

We did not participate in the exercise "What's important to you and your school" as I missed the first meeting. What would be high on the list for Centennial would be strong programs, minimize student disruption and minimize transitions.

Centretown, Glebe, Old Ottawa East & Old Ottawa South Accommodation Review

Alternate Scenarios

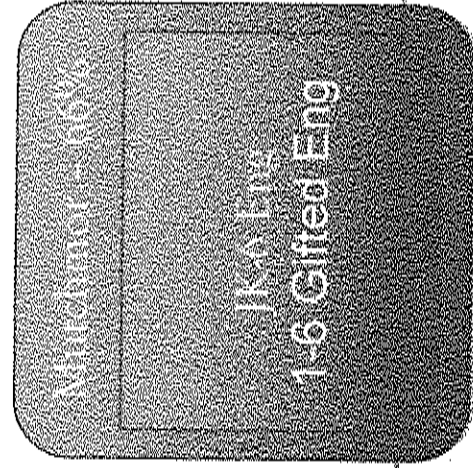
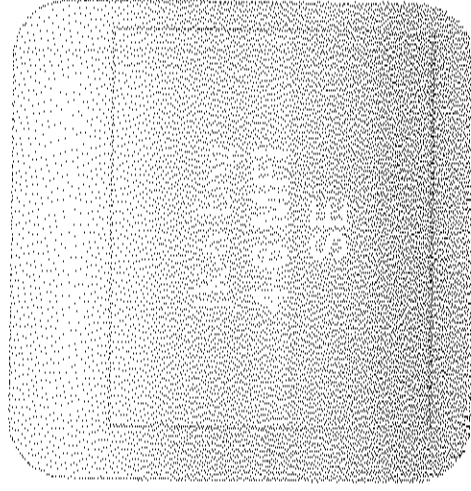
Scott McKenzie

Elgin St

Goals

- Neighborhood schools for English and EFL
 - More walking, less bussing
 - Keep cohorts together
 - Minimize transitions
-

2015 Status Quo



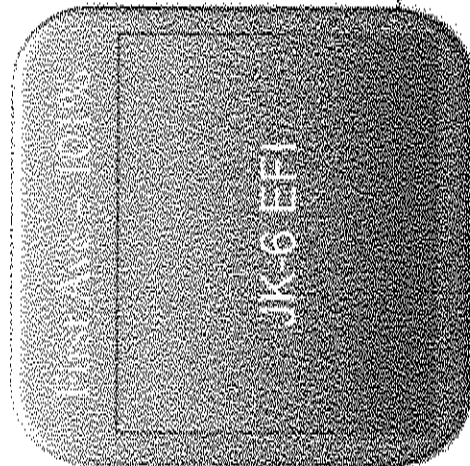
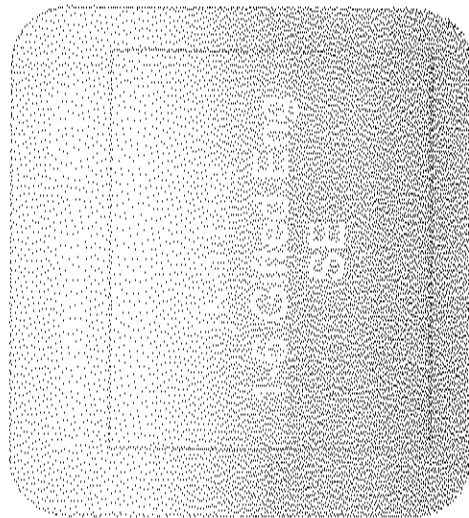
Scenario SM1

- Gifted English 1-6 moved from Mutchmor to Centennial
 - Frees up much needed space in Glebe for EFI
- MFI 4-8 consolidated at Glashan
 - MFI students don't need to move schools for grade 7
- Elgin EFI east of canal moved to Hopewell
 - Reduces Elgin crowding and bussing
- 251 EFI First Ave students moved to Mutchmor
 - Keeps EFI students in the Glebe, reduces bussing
- English 7-8 moved from Hopewell to Glashan
 - Consolidates all English 7-8 at Glashan and all EFI 7-8 at Hopewell
- 690 Students impacted
 - Less if changes phased in

SM1 Breakdown

School	Program	Capacity	Old 2015	2015 SM1	SM1 UF%	Affected	Comment
Cambridge	ENG	311	227	227	73%		
	Total	321	244	330	103%	86	
	ENG		215	215			
Centennial	MFI 4-6		29	0			to Glashan
	G. ENG		0	0			115 from Mutchmor
	Total	242	291	255	105%		
Elgin Street	ENG		125	125			
	EFI		166	130			to Hopewell
	Total	417	674	423	101%		
First Avenue	ENG		0	0			
	Total	386	253	389	101%		to Mutchmor
	ENG		138	138			
Mutchmor	G. ENG		115	0			
	Total	386	203	405	105%		to Centennial
	ENG		16	162			251 from First Ave
Glashan	Total	386	203	405	105%		56 from Hopewell
	MFI 4-8		16	162			146 from Hopewell & Centennial
	G. ENG		50	50			
Hopewell	Total	800	970	833	104%		
	ENG JK-6		168	168			to Glashan
	ENG JK-6		380	416			36 from Elgin
Total	EFI 7-8		249	249			
	MFI 4-8		117	0			to Glashan
	Total	2863	2862	2862	100%	690	

Scenario SM1 – After Effect



Scenario SM2

- Gifted English 1-6 moved from Mutchmor to Centennial
 - Frees up much needed space in Glebe for EFI
- MFI 4-8 consolidated at Glashan
 - MFI students don't need to move schools for grade 7
- Elgin EFI east of canal moved to Hopewell
 - Reduces Elgin crowding and bussing
- 251 EFI First Ave students moved to Mutchmor
 - Keeps EFI students in the Glebe, reduces bussing
- Part of EFI 7-8 moved from Hopewell to Glashan
 - Grade 6 EFI from First Ave and Elgin St go to Glashan
 - Grade 6 EFI from Mutchmor and Hopewell go to Hopewell
- Gifted English 7-8 moved from Glashan to Hopewell
 - Create space for EFI in Glashan
- 920 students affected
 - Less if changes phased in

SM2 Breakdown

School	Program	Capacity	Old 2015	2015 SM2	SM2 UF%	Affected	Comment
Cambridge	ENG	311	227	227	73%		
	Total	321	244	330	103%	86	
	ENG		215	215			
Centennial	MF14-6		29	0			to Glashan
	G ENG		0	0			115 from Mutchmor
	Total	242	291	255	105%		
Elgin Street	ENG		125	125			
	EPI		166	130			to Hopewell
	Total	417	674	423	101%		
First Avenue	Total	386	253	389	101%		
	ENG		138	138		136	to Mutchmor
	G ENG		115	0			to Centennial
Mutchmor	Total	386	203	399	103%		
	ENG 7-8		137	137			251 from First Ave
	MF14-8		16	162			146 from Hopewell & Centennial
Glashan	G ENG		50	0			to Hopewell
	EPI 7-8		0	100			100 From Hopewell
	Total	800	970	839	105%		
Hopewell	ENG JK-6		168	168			
	ENG 7-8		56	56			
	EPI JK-6		380	415			36 from Elgin
Total	EPI 7-8		249	149			to Glashan
	MF14-8		117	0			to Glashan
	G ENG		0	50			50 from Glashan
Total		2863	2862	2862	100%	920	

Scenario SM12 -- After Effect

100% Fuel - 100%
JK-8 Eng
JK-8 EFI
7-8 Cited Eng
SE

100% Fuel - 100%
JK-8 Eng
JK-8 EFI
7-8 Cited Eng
SE

100% Fuel - 100%
JK-6 EFI

100% Fuel - 100%
JK-6 Eng
JK-6 EFI

100% Fuel - 100%
JK-8 Eng
JK-8 EFI
+8 MFI
SE

Comparison

- Both options:
 - Balance school populations (<105%)
 - Add EFI space in Glebe
 - Consolidate MFI program and reduce MFI transitions
- SM1 affects less students in short term
 - Consolidates English 7-8 at Glashan
 - Consolidates EFI 7-8 at Hopewell
- SM2 aligns boundaries better for long term
 - Elgin/First Ave grade 6 to Glashan, Mutchmor to Hopewell
 - Keeps cohorts together for more neighborhood schools
 - Less bussing, more walking

Other Options

- Could move Cambridge English boundary further south to reduce students in Mutchmor English
- Cambridge could take students from Connaught or Elmdale
- Could move Elgin EFI students east of canal near 417 to Viscount Alexander to align with English boundary
- Could move some Special Education students to tweak enrolments
- Could move Gifted English 7-8 out of area

Hopewell Scenario for Discussion

	Capacity	Program	JK	SK	1	2	3	4	5	6	7	B SE	Total	FTE	UF%	
Cambridge	311	Eng	18	33	35	37	38	46	41	36			28	312	312	100.3%
Centennial		Eng	29	29	29	27	21	25	10	19			26	215		
		MFI												0		
		G.Eng			10	10	20	25	25	25				115		
	321	Total	29	29	39	37	41	50	35	44			26	330	330	102.8%
Elgin		Eng	40											40		
		EFI		30	29	26	20	26	14	21				166		
	242	Total	40	30	29	26	20	26	14	21				206	206	85.1%
First Ave		Eng	77											77		
		EFI		49	55	55	61	58	48	61				367		
	417	Total	77	49	55	55	61	58	48	61				464	464	111.3%
Glashan		Eng									62	60	15	137		
		EFI									93	88		181		
		G. Eng									25	25		50		
	386	Total									180	173	15	368	368	95.5%
Hopewell		Eng	70	13	16	16	19	7	7	11	29	27	9	224		
		EFI		62	61	57	57	47	54	42	42	42		464		
		MFI						37	35	33	22	19		146		
	800	Total	70	75	77	73	76	91	96	86	93	88	9	834	834	104.5%
Mutchmor		Eng	13	15	19	21	22	16	20	12				138		
		EFI		30	30	30	30	30	30	30				210		
		G.Eng												0		
	386	Total	13	15	19	21	22	16	20	12				348	348	90.2%

Total 2862

- 29 Students moved
- 115 Students moved
- 85 Students Moved
- 165 Students Moved
- 170 Students Moved

Consolidate MFI to Hopewell (Centennial Students moved)
 G. Eng Moved from Mutchmor to Centennial
 Consolidate Eng programs of Elgin and Cambridge at Cambridge
 Those students currently leaving the Glebe to come to Hopewell stay in the Glebe Go to Glashan for 7,8 (Ns are our estimates)
 Mutchmor takes on EFI from First Avenue

564 Total Moved

Guiding Principles for Accommodation Review
Submitted by Hopewell and OSCA representatives
(Haysom, Hill, Stewart, Saraswati)
May 4 2011,

We value:

1. ...healthy schools in healthy neighbourhoods.

Where possible, children should be able to walk to school. This is good for children and good for the City of Ottawa, and of special consideration in the core where population densities make it possible and necessary. It supports community programs (including aftercare and extracurricular activities) and facilitates strong bonds between friends, neighbours and families. Our decisions should also play a role in traffic reduction, student safety, and student health.

With obesity rates climbing, gas prices and pollution levels mounting, this is the only responsible option.

2. ...strong programs and a range of attractive educational options.

One size does not fit all. While many students thrive in EFI programs, and many families want their children to pursue this option, many do not. We need strong streams for students in both official languages, and some separate classes for those with special needs. Even within families, children can have varied learning styles and require different programs. Where possible, keeping siblings together is preferable and also helps families with care arrangements. Ideally, basic choices should be offered locally, and most students (especially young children) should be accommodated in smaller classes in neighbourhood schools. We also believe that a renewed focus on and commitment to the English stream by the Board, including improved Core French and a re-education program around English as an attractive alternative to EFI, will help improve its numbers across the OCDSB – which is, after all, the primary steward of the English educational system in our District.

3. ...happy, well-adjusted students.

We want our children to feel that they belong to a community. Keeping peer groups together for as long as possible will encourage students to develop caring relationships while helping them feel safe and secure in their environments.

4. ...fairness and transparency.

Even though this committee is not an official ARC, we believe that the process should be just and open, and that the committee members and OCDSB representatives should proceed with care, in close consultation with parents and communities in the catchment areas.

Views on Scenarios A & B

SCENARIO A

1. Elgin Street JK-6 English program consolidated at Centennial

Pros

- Alleviate overcrowding at Elgin street in advance of full day kg

Cons

- This may be further for some students to go to attend school.
- would likely involve bussing
- would move young children from neighbourhood school

2. Hopewell JK-6 English program consolidated at Mutchmor

Pros

- Increased numbers of English students may avoid split grade classes
- Increased numbers in the later grades (4-6) enlarges a restricted peer group

Cons

- Fails to reflect the community's desire to be a community neighbourhood school
- EFI students who struggle with French are forced to leave their school and friends in order to switch into English
- Makes aftercare difficult particularly in Primary grades
- Splits siblings who require different programming
- Further reduces viability of Board English program and MFI programs as parents select EFI rather than ship students off.
- The above will fail to reduce the numbers issue at Hopewell.
- This separates a neighbourhood of children.
- turns the school into a monolithic institution
- by removing small groups/populations from the whole, an already large school will feel larger
- extremely large peer groups in each EFI grade will make children feel less secure /friendships more challenging
-

3. Portion of First Ave EFI program redirected to Hopewell

Pros

- May alleviate overcrowding of EFI at First Ave

Cons

- Fails to reflect the community's desire to be a community neighbourhood school
- Makes aftercare difficult particularly in Primary grades
- Potentially splits sibling aftercare who require different programming (for example our community center picks up students from school – being in

different geographic areas requires parents to either select separate aftercare or juggle children themselves).

- Doesn't address Hopewell EFI overcrowding
- involves bussing students and/or a potentially dangerous walk to school in high-traffic area.

5. Portion of Hopewell 7/8 EFI redirected to Glashan

Pros

- This is consistent with Hopewell community desire for Community school
- It addresses the problem at Hopewell which appears to be too large of catchment area for EFI
- It improves numbers for Glashan without a further distance for Glebe students to walk (I believe equidistant).

Cons

6. Hopewell 7/8 ENG/MFI/SE program relocated to Glashan

Pros

- Improves Glashan #'s
- Older students more capable to moving to further schools
- 0Reduces Hopewell #'s

Cons

- Requires an additional move of current Hopewell students
- Requires bussing
- In concert with other decisions here it reduces sense of community, splits local peers, etc.

7. Centennial/Hopewell 4-6 MFI consolidated at Elgin

Pros

Cons

- As above
- requires multiple moves for this peer group/ a choppy series of shifts
- undermines a neighbourhood English program that feeds this stream (many students in this group come from OOS and the Glebe)

SCENARIO B

1. Elgin Street JK-6 English program consolidated at Centennial

Pro

- Stronger programming? More efficient use of class space?

Con

- This may be further for some students to go to attend school.
- would require busses
- move young children out of their neighbourhoods

2. Hopewell JK-3 English program consolidated at Mutchmor

Pro

- Stronger programs, less split grades

Con

- EFI students who struggle with French are forced to leave their school and friends in order to switch into English
- Makes aftercare difficult particularly in Primary grades
- Splits siblings who require different programming
- Further reduces viability of Board English program and MFI programs as parents select EFI rather than ship students off.
- The above will fail to reduce the numbers issue at Hopewell.
- This separates a neighbourhood of children.
- removes very young children from their home school
- creates a series of choppy and unnecessary shifts

3. Mutchmor 4-6 English program consolidated at Hopewell

Pro

- May improve the overall English program at Hopewell by consolidating resources
- enlarges a small peer group

Con

- Reduces options for Glebe residents
- Increased bussing
- Aftercare issues for Glebe residents
- Changing schools at a young age for some students, possibly multiple times

4. First Ave PS 4-6 EFI program relocated to Glashan

Pro

- Improves #'s at first ave
- Does not require a further move of students because they can complete

Elementary school at Glashan

Con

- Some students may be traveling further to school; bussing issues traffic issues
- Removes important learning opportunities for older students and for younger students who can benefit for mentorship.
- Reduces First ave to a JK-3 school
- Can affect aftercare for families
- mixes elementary and intermediate grades at a vulnerable time

5. Portion of Hopewell 7/8 EFI redirected to Glashan

Pro

- This is consistent with Hopewell community desire for Community school
- It addresses the problem at Hopewell which appears to be too large of catchment area for EFI
- It improves numbers for Glashan without a further distance for Glebe students to walk

Con

6. Glashan 7/8 ENG/SE program relocated to Hopewell

Pro

- Frees up space for above changes
-

Con

- Moving the younger grades in favour of older ones doesn't really make sense within the context of care issues or community request.
- Does not help Hopewell's #'s
- We appear to be requiring a lot of students to move beyond their neighbourhoods for all of these changes.
- Hopewell is not physically set up for a larger influx of older grades -- may need renos
- Hopewell primarily serves elementary school children
- intermediate students not a good mix with lower grades

7. Hopewell/Centennial 4-6 MFI program relocated to Mutchmor

Pro

- Influx of students to MM, better use of facilities

Con

- Loss of MFI program will weaken the English program at Hopewell
- creates a series of choppy moves when Hopewell could house the program from grades 4-8

8. Hopewell 7/8 MFI program consolidated at Glashan

Pro

- Better use of Glashan facilities

Con

- Loss of MFI program will weaken the English program
- too many changes for one peer group

Input to Scenarios from Glashan Public School

Analyze the two scenarios.

We attempted to focus on the positive.

For each scenario:

- What works for your school/community? Why? (Please list all the positives - they are as important to identify as the negatives since we can build on the positive aspects!)
- What, from your perspective, could be improved? Explain.

Scenario 1: This model works for us.

- + good mix – program, culturally fits nicely with current programs – retain teaching staff
- + increase Glashan population
- +meets needs of centretown kids
- +respects identity of Glashan
- +multi-cultural mix
- +diverse socio-economic mix thus preventing “have not school”
- +spec ed mix
- +walking to school 7-8 (30 min max *)
- +/- bussing from 1st to Hopewell – how many already need but to 1st? What is increase?

Scenario 2: This model does not work for us. (We had a hard time finding positive)

- guts school – lose dynamic and expert intermediate staff
- loses all school culture
- turns current mixed intermediate into junior/intermediate fi school
- +most can walk
- English 7, 8 downtown – very long distance to school
- ARC required – “When a board is considering the relocation of a grade or grades, or a program, where the enrolment in the grade or grades, or program, constitutes less than 50% of the enrolment of the school” In keeping with the spirit of the ministry guidelines – this scenario impacts 100% of programs.
- +MFI - Mutchmor

2. How does each model match the criteria as identified in the "What's Important to You and Your School" exercise?

A – criteria

- ++viable programs
- ++walking
- +cohort (all kept together but one cohort split – 1st Ave)
- +no disruption
- not staying in defined neighbourhood (already this is current reality for gr7/8)
- +school space full capacity
- +siblings together
- +transportation – this age group can walk further

B – criteria

- does not account for needs of intermediate students -
- walking long commute
- +cohorts together
- English 7/8 cohort – very disruptive – may not meet needs of children downtown
- not staying in defined neighbourhood
- +school space full capacity but space not designed for juniors – no yard
- siblings apart
- need bussing

3. What is your proposed model? How does this model fit with the criteria? (This question is for those interested in creating a model.)

We have done a very draft version with the numbers. Our solution is not great – it splits a cohort, and has 2 schools lose a program, and changes lots of boundaries, and splits a division.

Rather than sharing our model, we will share our conclusions.

In the past Glashan school has worked well because it has a balance of programs. This model is effective in our fairly small school (386 capacity) because we have only two grades. It is easy to provide strong programming with this number of kids in two grades.

It may be harder to do this in the same sized schools that must meet needs of 6 grades plus kindergarten.

Either the model becomes multiple program offerings with one division or single programs with multiple divisions.

The multiple programs with one division would mean for the Glebe that Mutchmor becomes a junior school (grades 3-6), First Ave becomes a primary school, and the intermediates all go to Glashan. Similarly in the core, Centennial and Elgin would become dual or triple track schools with Elgin taking the juniors and Centennial the primaries. Program offerings could then be English, efi and likely mfi.

The single program multiple divisions would mean that Mutchmor becomes an English school. Hopewell would send their English kids to Mutchmor. Centennial would become an English school. Basically the board scenario A.

The implementation of full day kindergarten in the Glebe and Old Ottawa South will result in the schools in these neighbourhoods being at 100% plus capacity. Given the

city's push to encourage infill housing or residential intensification, how will our neighbourhood meet the demand? What happens if there is an influx because of the infill policy? What schools can be renovated in a cost effective way? If our model is to last -- we need to consider as much as possible.

Finally, we value the socio-economic and cultural mix at Glashan. It is very representative of the Canadian population as a whole. It is unfortunate that this cannot be replicated at the other schools.

Mutchmor Public School – Feedback for the Centretown, Glebe & Old Ottawa South Accommodation Study - May 4th, 2011

Scenario – A

Positives

- Consolidates and strengthens English program for Glebe and OOS
- English Gifted program stays at Mutchmor where it works well alongside English
- English program stays at Mutchmor offering this option to the local neighbourhood
- Gifted program stays in a central location and in a community that supports the program (approximately 40% are from study area)
- No EFI program is placed alongside an English program as they are not complementary.
- Glashan stays as an intermediate school
- Glashan gets to keep variety of programs
- Spec ed programs at Centennial and Cambridge stay in place where they work - Hopewell's program moves to Glashan meaning they move as a group with the 7&8 cohort - as a principal there should be no reduction in special education spots in the downtown core
- Generally JK-6 or JK-8 models thereby reducing transitions

Things to Improve

- Too many transitions for children choosing MFI – they need to move at grade 4 to an immersion centre and then again at grade 7 – if MFI doesn't work out, kids have to transition schools
- Not enough sites for MFI
- MFI belongs in an English school where there is a access to move to that program

Scenario B

Positives

- Mutchmor keeps Gifted where it works well
- Consolidation of English boundaries to strengthen numbers in the program
- For Glebe and OOS kids there is no transition from ENG JK-3 to MFI 4-6

Things to Improve

- Glashan may not be appropriate for junior aged kids
- Loss of an intermediate school with unique programs and teachers targeted
- Parents will have to manage two drop-off and pick up areas for ENG and EFI for Mutchmor/Hopewell and First Avenue
- Transitions for ENG program may weaken the program

- All ENG and ESL children need to travel much further for 7&8
- Children attending Mutchmor go to 2 different schools for grades 7 & 8 splitting that cohort. They should be moved together to Glashan.
- Places an elementary EFI program alongside an elementary English program which may continue the “ghettoization” of the English program at Hopewell

Alternates:

- In Scenario A Glashan is overcrowded - would it make sense to move the SE program from Hopewell to Centennial or Cambridge (rather than Glashan) where SE is a strong specialty
- Aim to keep JK-3 as close as possible to local community

Possible Alternative Scenarios:

Option Mutchmor “1” and “1a”

Hopewell JK-6 English program consolidated at Mutchmor

Hopewell 4-6 MFI program consolidated at Mutchmor

Centennial 4-6 MFI programs remains at Centennial.

Elgin Street JK-6 English program consolidated at Centennial as outlined in OCDSB Scenario A

Consider Elimination of the “optional” area for Hopewell/Elgin EFI and redesignate it as being Elgin EFI.

Portion of First Ave EFI program redirected to Hopewell as outlined in OCDSB Scenario A

Portion of Hopewell 7/8 EFI program redirected to Glashan as outlined in OCDSB Scenario A

Hopewell 7/8 English, MFI and Special Education classes relocate to Glashan as outlined in OCDSB Scenario A

Part “1a”: If the numbers will not fit into the school take the following measures:

- Reclaim the space used by the Glebe Parents Daycare for before and after school care.
- Expand/renovate/add extra classrooms to Mutchmor, for example, on top of the gym (built in the 1980’s so it is non-heritage) or the other non-designated parts of the building.

Option Mutchmor “2”

Hopewell JK-3 English program remains at Hopewell.

Hopewell 4-6 English program consolidated at Mutchmor

Hopewell 4-6 MFI program consolidated at Mutchmor

Hopewell 7/8 EFI program moved to McNabb Park School.

Hopewell 7/8 English, Middle French Immersion and Special Education classes relocate to Glashan as outlined in OCDSB Scenario A

Centennial 4-6 Middle French Immersion programs remains at Centennial.

Elgin Street JK-6 English program consolidated at Centennial

Consider Elimination of the “optional” area for Hopewell/Elgin EFI and redesignate it as being Elgin EFI.

Portion of First Ave JK-6 EFI program redirected to Hopewell as outlined in OCDSB Scenario A

Option Mutchmor “3”

Hopewell JK-5 English program consolidated at Mutchmor.

Hopewell 4-5 MFI program relocated to Mutchmor.

Hopewell 6/7/8 English, MFI and Special Education classes relocate to Glashan.

Mutchmor grade 6 English, and gifted grade 6 are relocated to Glashan.

Centennial 4-5 Middle French Immersion programs remains at Centennial.

Centennial gr 6 MFI redirected to Glashan.

(optional: Centennial gr 6 English redirected to Glashan)

Elgin Street JK-6(or 5) English program consolidated at Centennial

Consider Elimination of the “optional” area for Hopewell/Elgin EFI and redesignate it as being Elgin EFI.

Portion of First Ave EFI program redirected to Hopewell as outlined in OCDSB Scenario A

Portion (First Ave & Elgin “new” catchments) of Hopewell 7/8 EFI program redirected to Elgin or McNabb.

OCDSB Consultation

First Avenue response to Scenarios A & B

1. What works for our school/community in each scenario?

Why? (Please list all the positives - they are as important to identify as the negatives since we can build on the positive aspects!)

Scenario A

Positives

- We reduce the numbers to below capacity.
- We keep an EFI program in the Glebe area
- Stronger EFI program at Hopewell

Negatives

- We are moving 251 children out of their neighborhood to another school
- We are splitting cohorts
- Potential safety issue going across Bank St bridge over the canal
- Northern boundary far from Hopewell
- Goes against a fundamental principle held by members of the Working committee and of the Glebe in general: Walking to (an EFI) school is important!

Possible Improvements

- Keeping children with their cohorts by gradually implementing solutions
- Grandfathering children already at First Avenue

Scenario B

Positives

- Cohorts are kept together

Negatives

- Too few grades - goes against the notion of a vibrant program.
- Having only JK-3 reduces the number of years parents can be involved in the school and reduces the likelihood of them feeling invested in the school community.
- Older grades play a mentoring role for younger grades – this is lost with a JK-3 model and is particularly important in EFI where older more proficient students can be models for younger less proficient language learners.
- Too many of the same grade reduces diversity in the school
- Grouping grades 4-8 together can be problematic as these age groups, ex. 4s vs. 8s have very different needs and are at very different place developmentally.
- Again, we are busing a large number of children out of the Glebe.
- Safety issues related to crossing Chamberlain, Kent and Catherine Streets for grades 4 – 6.
- Concerns about schoolyard environment not designed for grades 4-6 at Glashan

Summary of what we don't like about scenarios A and B:

- Too much moving of kids out of their neighborhood.
- Too much disruption of kids who are currently at FAPS.
- The population of FAPS becomes smaller than it needs to (this is especially important if the current enrolment crunch is a demographic trend that will be reversed in the next 10-15 years).
- The concept of a JK-3 school has many drawbacks listed below.
- The Board seems to be playing a “numbers game” only, and forcing solutions that fill all of the various schools up to 98% of capacity in 2015. We believe that this focus on numbers may mean that the OCDSB is overlooking solutions that might be more pedagogically sound, even though they may not mean that all schools are exactly “at” capacity. Considering creating additional space at Mutchmor could be a way of ensuring that there is some “flex space” available.

2. How does each model match the criteria as identified in the "What's Important to You and Your School" exercise?

- **Scenario A:**

- respects *strong viable program* criteria;
- does not respect the *walking to school* criteria for almost half of the current FAPS population.
- **Huge disruption**

- **Scenario B:**

- the *strong viable program* criteria is not being respected – a school with JK to 3 is not considered strong.
 - **This involves more than just numbers.**
 - **Most school activities are now aimed at grades 4 – 6, ie, athletics, chess club, environmental club, newspaper, yearbook, etc.**
 - **Parental involvement would also be reduced, an important component of the life of a school.**
 - **Huge disruption**

3. What is your proposed model? How does this model fit with the criteria? (This question is for those interested in creating a model.)

Alternative 1 : *Dual track (English and EFI) at Mutchmor*

Parents at FAPS believe that options involving offering EFI at Mutchmor should be explored.

We recognize that this may require the English gifted program to be moved to another school, possibly Cambridge.

We believe that this would reduce the need for moving Glebe children out of their neighborhood (particularly compared with Scenario A).

A variation of this option would see the capacity at Mutchmor increased through new construction to accommodate larger EFI and English programs.

Alternative 2: EFI at Mutchmor (JK-6 or JK -8); First Avenue EFI JK-6 and Reg.Eng. JK-6 and Gifted Eng. 1-6; Glashan Reg. Eng. 7-8, Gifted Eng. 7-8, EFI 7-8

This would involve a boundary along Bank St. for EFI and could also involve extending the First Avenue EFI boundary to Ottawa East. Mutchmor English Program would be relocated to First Avenue – Hopewell keeps EFI JK-8 and keeps MFI 4-8 and their own English program; current Elgin portion of Ottawa East JK -6 Engl. and EFI goes to First Avenue); all EFI 7-8 from Mutchmor and First Avenue as well as Eng. from First Avenue feed to Glashan.

- If the number of students is too great for the capacity then gifted Eng. should go to a school that is under capacity eg. Cambridge

Alternative 3: English program consolidated at Hopewell, EFI offered at Mutchmor and First Avenue

This scenario could involve expanding attendance boundaries for both schools beyond the Glebe area.

This scenario should also consider re-introducing the French immersion gifted program at First Avenue and/or Mutchmor.

This scenario should also consider offering MFI at either FAPS or Mutchmor.

Fundamental principles

Neighborhood school, concept of community school, JK-6 EFI in the Glebe neighborhood, safety issues involved in walking across major boundaries need to be considered.

We are interested in understanding the possibility of grandfathering the existing children at First Avenue and have a phasing-in approach to any of the solutions.

Final Thoughts

The capacity at First Avenue Public School (FAPS) is 417 (FAPS can comfortably hold 450 FTE), the capacity at Mutchmor Public School is 386. There are approximately 830 children, currently registered in public elementary schools, living in the Glebe. We should be able to meet the community school requirement for all of the community children.

Cambridge Analysis: Scenario A & B

Scenario A from Cambridge point of view:

- good proximity for Cambridge students. Easily accessible and within walking distance.
- Glashan offers the preferred programs for Cambridge students
- within Scenario A, with increased enrollment in the English program at Mutchmor a portion of students could be re-directed to Cambridge.
- Scenario A works within the "What's Important to You & Your School....." criteria for Cambridge students.

Scenario B

- Hopewell not a central downtown location, not as easily accessible to the downtown schools.
- changes the school identity of Glashan
- does not maintain program choices for students of the downtown core.
- not a preferred scenario for Cambridge students because Scenario B does not meet their needs.
- Scenario B does not work within the "What's Important to You & Your School....." criteria for Cambridge students.

SCENARIO A

CRITERIA and Weight	Comments	Things to Improve
84	<p>Positive</p> <ul style="list-style-type: none"> ▪ Strengthens Hopewell EFI ▪ Keep EFI in Glebe ▪ Consolidates and strengthens English program for Glebe and Old Ottawa South <ul style="list-style-type: none"> ○ Increases English students thus avoiding split classes ○ Increased numbers in the later grades (4-6) enlarges a restricted peer group ○ does not dual track English/French which is not complimentary ▪ English gifted program stays <ul style="list-style-type: none"> ○ it works well with Mutchmor English program ○ meets need of 30% of gifted students who reside in Glebe and Old Ottawa South ▪ English program stays at Mutchmor offering this option to the local neighbourhood ▪ No EFI program is placed alongside an English program as they are not complementary. ▪ Spec ed programs at Centennial and Cambridge stay in place where they work ▪ Viable programs for Glashan 	<ul style="list-style-type: none"> ▪ Centennial will be weakened, not strengthened by moving MFI to Elgin/Mutchmor and receiving Elgin English program
Strong Viable Program	<ul style="list-style-type: none"> ▪ most 7/8 can walk to school / it improves numbers for Glashan without a further distance for Glebe students to 	<ul style="list-style-type: none"> ▪ Less walking (how many of those who currently walk would have to be bussed?)
Walk to School	65	

		<ul style="list-style-type: none"> ▪ walk ▪ Distance that effected students would have to travel is really not that far 	<ul style="list-style-type: none"> ▪ Northern EFI boundary far from Hopewell / longer distance from school
Move with Cohorts	59	<ul style="list-style-type: none"> ▪ Keeps divisions together ▪ Takes advantage of consolidated specialized intermediate teachers 	<ul style="list-style-type: none"> ▪ Splitting of 1st Ave cohorts ▪ Moving MFI from Centennial means that students will not graduate with their classmates or from their home school
Minimum Disruption	48	<ul style="list-style-type: none"> ▪ Less student disruption ▪ Huge disruption for First Ave 	
Minimize Transition	35	<ul style="list-style-type: none"> • Generally JK-6 or JK-8 models thereby reducing transitions 	<ul style="list-style-type: none"> ▪ MFI has potentially 3 transitions ▪ MFI may be better placed in English school for easier transition into program ▪ Requires an additional move of current Hopewell students
Defined Neighbourhood	34	<ul style="list-style-type: none"> ▪ Keeps EFI in Glebe (not all) ▪ Special education not moved out of Centretown ▪ Meets needs of Centretown intermediate students 	<ul style="list-style-type: none"> ▪ 251 children out of Glebe ▪ Moves some young children out of neighbourhoods ▪ Fails to reflect Hopewell community's desire to be a community neighbourhood school
Efficient Use of Space	19	<ul style="list-style-type: none"> ▪ Better utilization of schools ▪ First Ave -- reduce numbers to below capacity ▪ Alleviates overcrowding at Elgin ▪ Reduces Hopewell 7/8 EFI 	
Siblings Together	18		<ul style="list-style-type: none"> ▪ Splits siblings who require different programming
Transportation	10		
Other		<ul style="list-style-type: none"> ▪ Keeps cultural, socio-economic mix at Glashan thus preventing "have not school" / respects and values 	<ul style="list-style-type: none"> ▪ Makes after school daycare more challenging / Potentially splits sibling

	identity of Glashan	<p>aftercare who require different programming</p> <ul style="list-style-type: none"> ▪ Safety questions if walking over Bank St bridge ▪ turns Hopewell into a monolithic institution
<p>Risks:</p> <ul style="list-style-type: none"> ▪ Weaken Centennial by removing MFI (no guarantee English Elgin students will move to Centennial) ▪ Moving MFI to Elgin may have no impact on enrolment ▪ Large peer group of EFI may be negative ▪ Not enough sites for MFI • May fail to reduce the numbers issue at Hopewell. <p>Alternates</p> <p>In Scenario A Glashan is overcrowded - would it make sense to move the SE program from Hopewell to Centennial or Cambridge (rather than Glashan) where SE is a strong specialty</p>		

SCENARIO B

CRITERIA and Weight	Comments	Things to Improve
84 Strong Viable Program	<p>Positive</p> <ul style="list-style-type: none"> ▪ Strengthens English program by consolidating Mutchmor Hopewell English ▪ enlarges a small peer group (Hopewell English) ▪ Mutchmor keeps Gifted where it works well ▪ MFI – Mutchmor / Influx of students to MM, better use of facilities ▪ Stronger programs, less split grades 	<ul style="list-style-type: none"> ▪ Places an elementary EFI program alongside an elementary English program which may continue the “ghettoization” of the English program at Hopewell ▪ JK – 3 school is not strong viable ▪ does not maintain program choices for students of the downtown core.
Walk to School	<ul style="list-style-type: none"> ▪ most can walk to Glashan 	<ul style="list-style-type: none"> ▪ Longer distance to school, increase bussing – all ENG and ESL from core will have to travel further for 7/8
Cohorts Minimum Disruption	<ul style="list-style-type: none"> ▪ Cohorts kept together ▪ No transition for Glebe and Hopewell students from English into MFI ▪ Huge disruption 1st Ave 	
Minimize Transition	<ul style="list-style-type: none"> • For Glebe and OOS kids there is no transition from ENG JK-3 to MFI 4-6 • Does not require a further move of students because they can complete Elementary school at Glashan 	<ul style="list-style-type: none"> ▪ EFI students who struggle with French must leave their school and friends in order to switch into English (already case in Glebe) ▪ Mutchmor students split off between Glashan and Hopewell for 7/8 ▪ creates a series of choppy moves when

<p>Defined Neighbourhood</p>	<p>34</p>	<p>Hopewell could house the program from grades 4-8</p> <ul style="list-style-type: none"> ▪ Moving MFI to Mutchmor would defeat purpose of having a more even distribution of MFI (i.e. North of the Queensway) ▪ Large number of children moved out of Glebe neighbourhood ▪ This separates Hopewell neighbourhood of children. ▪ Hopewell not a central downtown location, not as easily accessible to the downtown schools.
<p>Space</p>	<p>19</p>	<ul style="list-style-type: none"> ▪ More efficient use of space
<p>Siblings Together</p>	<p>18</p>	<ul style="list-style-type: none"> ▪ Splits siblings who require different programming ▪ Parents will have to manage two drop-off and pick up areas for ENG and EFI for Mutchmor/Hopewell and First Avenue
<p>Transportation</p>	<p>10</p>	<ul style="list-style-type: none"> ▪ Splitting schools by division impact parental involvement and fellow student mentoring ▪ Mixing 4-8 may not meet needs of children at either end of age group ▪ Glashan yard not designed for juniors ▪ Makes aftercare difficult particularly in Primary grades / removes very young children from their home school ▪ Loss of an intermediate school with unique programs and teachers / loss of Glashan culture and school that works
<p>Other</p>		

<ul style="list-style-type: none"> ▪ May need an ARC ▪ Too few grades – goes against notion of vibrant program ▪ Removes important learning opportunities for older students and for younger students who can benefit for mentorship ▪ Safety – juniors crossing Chamberlain, Catherine St ▪ Hopewell primarily serves elementary school children / intermediate students not a good mix with lower grades 		
<p>Risks:</p> <ul style="list-style-type: none"> ▪ Weaken Centennial by removing MFI (no guarantee English Elgin students will move to Centennial) ▪ Further reduces viability of Board English program and MFI programs as parents select EFI rather than ship students off. ▪ Loss of MFI may weaken English at Hopewell ▪ Transition of English between divisions may weaken program ▪ will fail to reduce the numbers issue at Hopewell. 		