



OTTAWA-CARLETON
DISTRICT SCHOOL BOARD

MEMORANDUM

TO: Trustees

FROM: Jennifer Adams, Director of Education and Secretary of the Board
Mike Carson, Superintendent of Facilities

DATE December 5, 2011

RE: Report No 11-197 'Centretown, Glebe and Old Ottawa South Accommodation Study'
Trustee Question – Special Committee of the Whole Meeting of November 30, 2011

In response to specific trustee queries subsequent to the November 30, 2011 Special Committee of the Whole meeting, staff is providing additional background information as noted below.

Rationale for Recommendation

The Centretown Glebe and Old Ottawa South Working Committee hosted an Open House on October 27 to which it sought broader public input on 2 well considered accommodation scenarios.

Both scenarios had the same redirection of intermediate students which served to better balance this enrolment more evenly between Glashan Public School and Hopewell Avenue Public School.

Scenario 1 involved dual-tracking (ENG/EFI) both at First Avenue Public School and Mutchmor Public School (JK-6 ENG/EFI).

- This option would balance Glebe area enrolments between the 2 schools.
- Community belief is that this would weaken the immersion programming environment.
- Community view is that this would not serve to strengthen English program enrolments at Mutchmor Public School. Belief is that an MFI program alongside English program would be more appropriate.

Scenario 2 involved the “Switch”

- This scenario would not balance enrolments between the 2 schools to the same extent as in Scenario 1, but would serve to maintain the current program environment in the Glebe and also allow for the potential introduction of an MFI program serving the Glebe – which could also strengthen English programming in the area.

The Working Committee believed that overall there was a community preference for Scenario 2 and this was reflected in their recommendation to the Board.

Staff Rationale for Scenario 2

The accommodation study was set up such that the working committee operated in a self governing and directed manner. Board staff served as a resource to the committee. The working committee was mandated to develop recommendations for the overall benefit to the larger community. At the outset of

the study, staff noted to the committee that Board staff could very well support the committee recommendation provided it was reasonable.

At the Committee of the Whole meeting on November 30, senior staff, in their introductory remarks noted that the staff recommendation does not come from a “clean slate”. It arose from 2 end scenarios that were seriously considered by the working committee.

For the most part, staff has been able to align itself with the committee recommendation for the following reasons:

- Scenario 2 very clearly limits disruption to the community by a block move of students and teachers together.
- The switch allows for the location of an immersion program where the majority of immersion students are geographically located, i.e., west of Bank Street.
- The scenario supports the concepts of community schools, access to local programming and “walkable” schools.
- The scenario maintains and responds to the current desired program environments in the Glebe community – a single track immersion program at one school and English at the other.
- The recommendation allows the Board to further pursue its efforts to strengthen regular English program enrolments (by maintaining the existing program environments in the Glebe), which has clearly become a district-wide issue.

Question – Optional Areas

What are the general planning principles employed by staff when considering option areas in general terms, which may or may not be applicable to these particular study areas?

Answer

In general, where considering the use of an optional area, the creation of an optional area should not have a significant or adverse impact on program viability or on accommodation at either school to which there is an option to attend.

Optional areas may be employed where there is space available at either school to accommodate the total projected number of students from the subject area; or, if there is insufficient space, an optional area could serve to alleviate accommodation pressures.

Optional area may also be employed in circumstances where it would not be unreasonable for students to have a choice between the two schools, given that they may be located an equal distance away from the subject area. These geographic criteria cannot always be employed as space constraints often overrule this sort of flexibility.

In some circumstances, the creation of an optional area can formally recognize existing lower grade feeding patterns, existing flow of students in an area or new community alignments and alleviate the need for students to require a student transfer.

In reference to the subject accommodation review, the recommended 7-8 EFI optional area (a portion of Old Ottawa East) simply allows area students, who have an option to attend either Elgin Street Public School or Hopewell Avenue Public School for JK-6 EFI, to continue to have an option at the 7-8 level. The impact of this recommended optional area is not significant.

cc. Director’s Executive Council
Karyn Carty Ostafichuk, Manager of Planning