

REPORT TO:	☐ Administrative Council ☐ Program and School Services Advisory Committee ☐ Policy Working Committee ☐ Planning and Priorities Advisory Committee ☒ Board ☐ Other:
	For Board Meetings: ☒ PUBLIC ☐ IN-CAMERA
TITLE OF REPORT:	Final Attendance Area Review Report Oxford County French Immersion and City of Woodstock Elementary Panel Attendance Area Review
PRESENTER(S): <i>(list ONLY those attending the meeting)</i>	Jeff Pratt, Associate Director Geoff Vogt, Superintendent of Facility Services and Capital Planning Ben Puzanov, Manager of Planning
REPORT AUTHOR(S):	Ben Puzanov, Manager of Planning
PRESENTED FOR:	☒ Approval ☐ Input/Advice ☐ Information
Recommendation(s): <i>(only required when presented for approval)</i>	THAT a dual-track English and French Immersion school be established at Oliver Stephens PS commencing in the 2022-2023 school year; THAT the Oxford County French Immersion boundary between Roch Carrier French Immersion PS and Oliver Stephens PS follow the CP Railway tracks from the westerly limits of the County of Oxford until it intersects with County Road 2 just west of Zorra-Tavistock Line, at which point the boundary shall be County Road 2 extending through the City of Woodstock and to the easterly limits of the County of Oxford; THAT the portion of the Oliver Stephens PS English Track attendance area located west of Mill Street be designated to attend Eastdale PS commencing in the 2022-2023 school year; THAT the portion of the Springbank PS attendance area located north of Devonshire Avenue, south of Lansdowne Avenue, and east of Spitfire Street, including all development on the west side of Spitfire Street, the east side of Alberni Road and the east side of Juno Crescent, be designated to attend Algonquin PS commencing in the 2022-2023 school year; and THAT the holding zone within the Springbank PS attendance area that is currently designated to attend Winchester Street PS be accommodated at Springbank PS commencing in the 2022-2023 school year.
Purpose:	The purpose of this report is to provide final recommendations for the Oxford County French Immersion and City of Woodstock Elementary Panel Attendance Area Review. The full Final Attendance Area Review Report is included in Appendix A.
Content:	Background Roch Carrier FI PS is experiencing significant enrolment pressure. As Oxford County's only French Immersion facility, the school has an on-the-ground (OTG) capacity of 282 pupil places with enrolment expected to exceed 500 students for the 2021-2022 school year. More broadly, the enrolment

pressure across the elementary panel in the City of Woodstock is occurring because of increased development activity in the area. Much of the growth in Woodstock is occurring at the north end of the City, with new subdivisions contributing to increasing enrolment. Through discussions with Oxford County planning staff, Administration was advised that the pace of development in the north end of Woodstock is expected to continue over the next five years.

Through the Ministry of Education's feedback provided regarding the TVDSB's most recent business case submission for an addition at Springbank PS, Administration was advised that the Board should utilize vacant pupil places across the City as a first approach to addressing the enrolment pressure.

At the February 23, 2021 Board meeting, Trustees received an Initial Attendance Area Review Report from Administration and formally initiated the Oxford County French Immersion and City of Woodstock Elementary Panel Attendance Area Review. The review involves Roch Carrier FI PS, Oliver Stephens PS, Eastdale PS, Algonquin PS, Springbank PS and Winchester Street PS.

An Attendance Area Review Committee (AARC) was subsequently constituted with the help of School Administrators and the AARC meeting was held on March 25, 2021. The AARC is made up of parent and guardian representatives from each of the six schools involved in the review. The primary responsibilities of AARC members is to host school-level AARC subcommittee meetings in order to gather public feedback and to prepare a school community report regarding the boundary changes under consideration. The AARC subcommittees met through the spring and their reports were submitted to Administration prior to the conclusion of the 2020-2021 school year.

Accommodation Options

Oliver Stephens PS is one of two schools in Woodstock with enrolment at approximately two-thirds of its capacity. Given the school's current utilization, central location at the south end of Woodstock and proximity to Highway 401, it was identified as the preferred candidate for dual-track programming.

Two accommodation options were included as part of the Initial Attendance Area Review Report and presented to the AARC for consultation. Both options maintained Roch Carrier FI PS as a single-track FI school, established a dual-track school at Oliver Stephens PS, increased the utilization at Eastdale PS and Algonquin PS, returned holding zone students from Winchester Street PS to Springbank PS and alleviated some of the current enrolment pressure at Springbank PS. The difference between the two options related to FI boundaries.

English Track Attendance Areas

The English track boundary change recommendations were the same in both options presented to the AARC. The school attendance area changes pertaining to the English track schools are specific to Springbank PS and Algonquin PS in the northeast portion of the City and Oliver Stephens PS

and Eastdale PS in the south end of the City. In addition, the students currently holding at Winchester Street PS are returned to Springbank PS.

The portion of the Springbank PS boundary north of Devonshire Avenue was recommended to be directed to Algonquin PS in order to alleviate enrolment pressure at Springbank PS. The portion of the Oliver Stephens PS attendance area that is west of Mill Street was recommended to be directed to Eastdale PS in order to create sufficient consolidated space for dual-track programming at Oliver Stephens PS.

The following facility utilization changes would result in the English track schools during the first year of implementation:

- Algonquin PS: Utilization increase from 81% to 113% in 2022, with a projected decrease to 96% by 2027.
- Eastdale PS: Utilization increase from 64% to 87% in 2022, with a projected increase to 96% by 2027.
- Springbank PS: Utilization decrease from 167% to 134% in 2022, with a projected increase to 161% by 2027.
- Winchester Street PS: Utilization decrease from 120% to 102% in 2022, with a projected decrease to 101% by 2027.

FI Attendance Areas - Option 1 (*Administration's preferred approach*)

Option 1 would create two French Immersion boundaries in Oxford County following a north/south geographic split. Roch Carrier FI PS would remain as a single-track FI school serving the north end of Woodstock and the northern portion of the County whereas Oliver Stephens PS would become a dual-track English and FI school serving the south end of the City and the southern portion of the County as a whole.

Under this option, utilization at Roch Carrier FI PS would decrease from 199% to 125% in 2022, with a projected increase to 168% in 2027. The utilization at Oliver Stephens PS would increase from 66% to 104% in 2022 and remain stable through 2027.

FI Attendance Areas - Option 2 (*Administration's alternative to preferred approach*)

In Option 2, Roch Carrier FI PS would remain as a single-track FI school and Oliver Stephens would be converted to a dual-track English and FI school similar to Option 1. However, in Option 2 the FI enrolment from the portion of the County outside of Woodstock would all attend Oliver Stephens PS. In addition, Oliver Stephens would have a FI boundary immediately surrounding the school to provide a more intimate and largely walkable neighbourhood boundary. All other FI students in Woodstock would attend Roch Carrier FI PS.

Under this option, utilization at Roch Carrier FI PS would decrease from 199% to 133% in 2022, with a projected increase to 172% in 2027. The utilization at Oliver Stephens PS would increase from 66% to 97% in 2022 and increase to 101% by 2027.

AARC Subcommittee Reports

All six AARC subcommittees submitted reports on behalf of their respective school communities. Administration is thankful for the time and effort that the subcommittees dedicated to this process and we are appreciative of the feedback provided. The full subcommittee reports are included in Appendix B.

The information received through the attendance area review subcommittee reports is similar to the feedback that has been received by Administration through the attendance area review website. Approximately 60 questions and comments have been received and a response has been provided for each.

Administration has clarified that although a single track is our preferred model, the dual-track French Immersion learning model at TVDSB is of the same high quality as single-track schooling. Once a decision is made by Trustees, Administration will work to ensure that families and students are supported in their transition to a new school.

TVDSB is unable to create a single-track FI program at an existing school because the board is unable to move more than 50% of students at an English track school without undertaking a Pupil Accommodation Review, for which there is currently a moratorium. Given the location of Roch Carrier FI PS and the fact that the majority of available pupil space in Woodstock is at the south end of the City, the preferred boundary between Roch Carrier and the second FI school would divide the City and County in half.

In response to the concerns raised regarding using the railway tracks as the proposed French Immersion attendance area boundary between Roch Carrier FI PS and Oliver Stephens PS within the City of Woodstock, Administration is proposing to shift the boundary to County Road 2 in Option 1, being Administration's preferred boundary for the FI program in Oxford County. The Oxford County FI boundary between Roch Carrier FI PS and Oliver Stephens PS would thus follow the CP Railway tracks from the westerly limits of the County until it intersects with County Road 2 just west of Zorra-Tavistock Line, at which point the boundary is proposed to be County Road 2 extending through the City of Woodstock and to the easterly limits of the County of Oxford.

Under this revised Option 1, utilization at Roch Carrier FI PS would decrease from 199% to 118% in 2022, with a projected increase to 162% in 2027. The utilization at Oliver Stephens PS would increase from 66% to 109% in 2022 and would remain stable through 2027.

Additional Considerations

Given the growth occurring across Woodstock schools as a whole, the TVDSB will require capital investment from the Ministry of Education in order to permanently accommodate growing enrolment. The intent of the subject attendance area review is to position the TVDSB more favourably for securing that investment in addition to providing more instructional space to meet current FI demand in Oxford County.

The options under consideration would alleviate enrolment pressure at Roch Carrier FI PS and Springbank PS while at the same time improve space

	utilization at Oliver Stephens PS, Eastdale PS and Algonquin PS. Algonquin PS is expected to need portables in the short term in order to assist with alleviating the significant enrolment pressure at Springbank PS. Enrolment at Algonquin PS is expected to gradually decline while growth at Springbank PS will persist. It is anticipated that continued enrolment growth at Springbank PS would be accommodated through a future school addition or an attendance area review process. Roch Carrier FI PS currently provides single-track grade 1-8 FI programming in Oxford County. The school's enrolment is currently over capacity and projected to continue increasing. Consideration was given to introducing English track JK and SK classes at Roch Carrier FI PS as part of the subject review in order to be consistent with other FI schools across the district. However, because of the development activity forecast in the north end of Woodstock and the overall growth in enrolment that is anticipated, this is not preferred at this time. It is thus recommended that the introduction of English track JK and SK classes at Roch Carrier be re-evaluated at the time that an attendance area for a new English track school in north Woodstock is established through a subsequent attendance area review process. Administration has been in discussions with Oxford County Planning staff regarding the secondary plan process for the land that has been annexed into Woodstock's corporate boundary in the City's southwest. Depending on the type and density of residential development that is ultimately designated for this area as part of the secondary plan, it is anticipated that students in this part of the City would be accommodated at a new southwest school or an existing school in Woodstock through a subsequent attendance area review following the construction of a new school at the City's north end.
Financial Implications:	Implementation costs associated with establishing a dual-track English and French Immersion school at Oliver Stephens PS are expected to be accommodated through the existing 2021-2022 budget. There is no net change in buses that would result from the recommended French Immersion boundary between Roch Carrier FI PS and Oliver Stephens PS. There would be one less bus than is currently required as result of the proposed English track boundary changes.
Timeline:	Public delegations are scheduled to be received on Tuesday, September 21, 2021 and, if additional time is required, on Wednesday, September 22, 2021. The process for requesting public delegation status is found on the TVDSB website. Applications for delegation status will be received between Tuesday, September 7, 2021 and 9am on Friday, September 17, 2021. The Board of Trustees is scheduled to deliberate and make a decision regarding the Final Attendance Area Review Report on Tuesday, September 28, 2021.
Communications:	The Final Attendance Area Review Report as well as the process for requesting public delegation status in order to address the Board of Trustees regarding the recommendations has been circulated to the AARC as well as each of the six school communities via School Messenger.

Appendices:	Appendix A – Final Attendance Area Review Report Appendix B – Attendance Area Review Subcommittee Reports

Strategic Priority Area(s):

Relationships:

- ☒ Students, families and staff are welcomed, respected and valued as partners.
- ☒ Promote and build connections to foster mutually respectful communication among students, families, staff and the broader community.
- ☐ ~~Create opportunities for collaboration and partnerships.~~

Equity and Diversity:

- ☒ Create opportunities for equitable access to programs and services for students.
- ☒ Students and all partners feel heard, valued and supported.
- ☐ ~~Programs and services embrace the culture and diversity of students and all partners.~~

Achievement and Well-Being:

- ☐ More students demonstrate growth and achieve student learning outcomes with a specific focus on ~~numeracy and literacy~~
- ☐ Staff will demonstrate excellence in instructional practices.
- ☒ Enhance the safety and well-being of students and staff.

Form Revised JUNE 2021



Oxford County French Immersion and City of Woodstock Elementary Panel Accommodation Review

Final Attendance Area Review Report

Thames Valley District School Board

September, 2021

Watson & Associates Economists Ltd.
905-272-3600
info@watsonecon.ca

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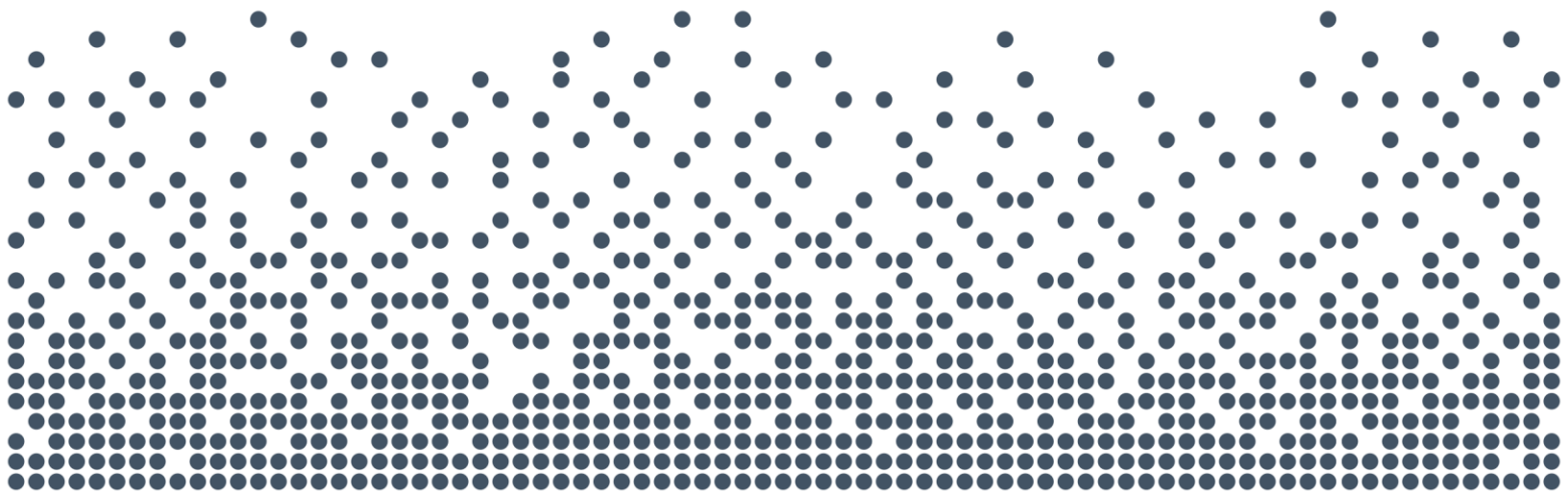
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List of Acronyms, Abbreviations, and Terms

Acronym	Full Description of Acronym
AAR	Attendance area review
MOE	Ministry of Education
OTG Capacity	On-the-ground permanent school capacity
PS	Public School
TVDSB	Thames Valley District School Board
FI	French Immersion
ET	English Track
Functional Capacity	OTG permanent capacity plus portable spaces



Executive Summary



Executive Summary

This report provides an examination of the schools within the City of Woodstock and the enrolment pressures currently observed in English Track and French Immersion (FI) programs. The recommendations presented within this report are based on an analysis of both the Board's current and short- to mid-term needs. This report is not intended as a stand-alone document and should be consistent with other Board strategies, policies, and objectives.

The primary objectives of this study are to analyze relevant demographic, enrolment, and facility data and trends to identify schools within the City of Woodstock that could be better utilized through attendance area boundary changes. Select data, metrics and on-the-ground realities will highlight viable schools and boundaries that can accommodate both existing and projected enrolments. The City of Woodstock's population has been increasing and this growth is expected to be sustained. This increase in population is causing enrolment pressures at many of the Board's elementary schools which will necessitate additional elementary spaces over the coming years. To ensure that capital funding for additional spaces is secured and to deal with the more immediate pressures, however, the Board must first ensure that existing spaces and resources are used efficiently.

The options considered as part of this review attempt to deal with both the enrolment pressures at certain English Track schools as well as those at the Board's only FI school in Woodstock. Two FI options and one English Track option were presented in the Initial Attendance Area Review Report (February 23, 2021) and, following the consultation process, this report provides a third alternative option incorporating Board feedback. The options are intended to outline a strategic approach to address immediate and urgent accommodation issues, while also providing the flexibility to address further pressures that will arise over the next five to ten years.

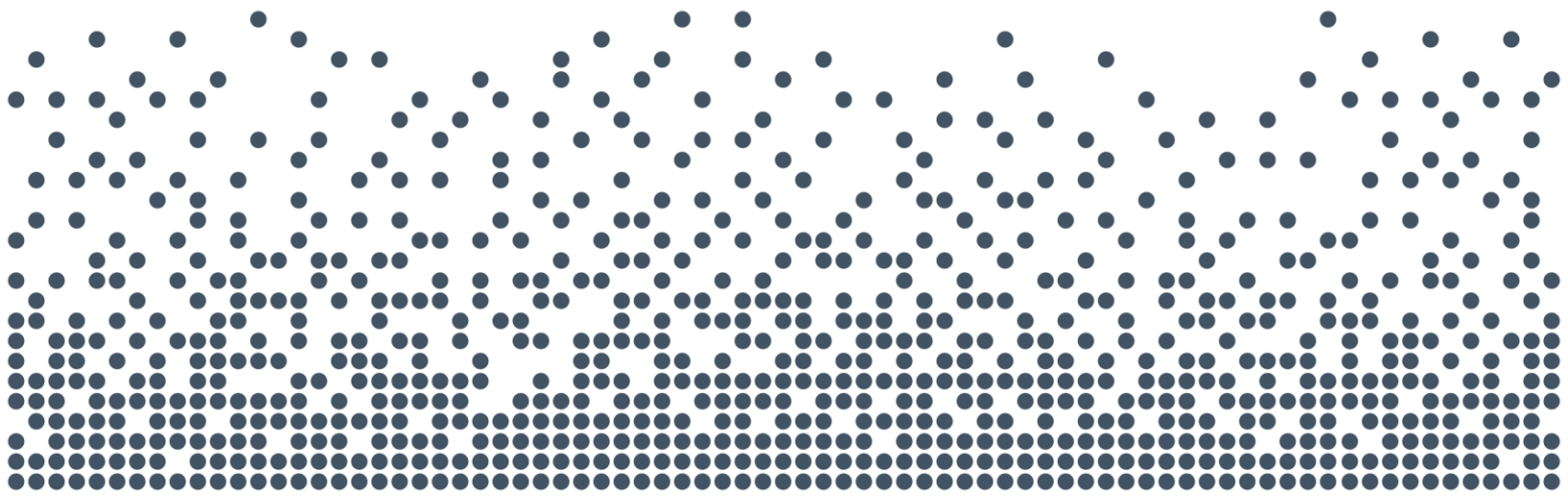
The proposed measures target the three most underutilized schools (Algonquin PS, Eastdale PS, and Oliver Stephens PS), as well as two critically overutilized schools (Roch Carrier FI PS and Springbank PS). No changes are proposed for Northdale PS as it is currently well utilized and does not face significant enrolment pressure. Similarly, enrolment at Winchester Street PS is stable and within its capacity; however, this is evident only after redirecting students currently holding at Winchester Street PS back to their home school, Springbank PS. Likewise, Southside PS is not subject to



proposed changes although it, in contrast, is currently overutilized and is expected to remain so; this situation will be addressed at a future date, as the planned opening of a new school in north Woodstock will create additional student spaces in Central PS, allowing for additional accommodation solutions at that time.

Meanwhile, the utilization metrics for each of the schools targeted by the proposed changes will improve significantly. Algonquin PS will incur an increase in its utilization rate of about 20%. This school will likely require some portables in the short term but will eventually be able to accommodate students within its permanent space. Similarly, Eastdale PS and Oliver Stephens PS will incur significant increases in utilization, bringing them both to approximately 100% utilization.

Most importantly, enrolment pressures at Roch Carrier FI PS and Springbank PS will be alleviated, which will allow the removal of six portables from Roch Carrier FI PS and four from Springbank PS. This will result in both schools being well utilized in 2022 but, as new residential developments in Woodstock build out, these schools will have a functional utilization of approximately 115% by 2027 and may require further measures or additional temporary spaces.



Report



1. Background

The Thames Valley District School Board (TVDSB) provides educational services to the Cities of London and St. Thomas, and the Counties of Middlesex, Oxford, and Elgin. As with much of Canada, the Board's jurisdiction grew in population post World War II with what is known as the Baby Boom. The population increases required infrastructure and construction development throughout the 1950s to the 1970s to respond to the needs of growing communities and cities. Consequently, most schools in the Province and the Board's jurisdiction were constructed during this time. Over the past few decades, the Baby Boom population has aged while the pre-school and school-aged population (0-18 years of age) has declined. The Canadian total population grew by approximately 11% between 2001 and 2011 – one of the highest rates of growth within any of the G8 countries, globally. From 2011 to 2016, the Canadian population grew by about 5%, with an additional estimated growth of 5% from 2016 to 2020. School-aged children growth rates were largely declining during the 2001 to 2011 period, but they stabilized between 2011 and 2016 and have started to increase, as Canada incurred a 1% growth of 5- to 19-year-olds over the 2011 to 2016 period and a 4% increase from 2016 to 2020.¹

The TVDSB is dealing with similar growth rates and changing settlement patterns across its jurisdiction. These changes in population and employment/migration patterns, have impacted Board enrolments and resulted in the need for continued accommodation planning to properly evaluate the Board's facilities. Over the next ten years, it is anticipated that the growth and development within the Board's jurisdiction will continue to increase rapidly, which will cause enrolment pressures if not dealt with accordingly. Any future decisions must be made in the context of both Board and Ministry of Education initiatives and policies regarding possible consolidations, boundary changes and/or requests for capital funding.

¹ Statistics Canada. Table 17-10-0005-01. Population estimates on July 1st, by age and sex. <https://www150.statcan.gc.ca/t1/tbl1/en/tv.action?pid=1710000501>



1.1 Analysis Parameter

In past reviews, the TVDSB has defined the following parameters or principles to help guide the analysis of possible attendance area review (AAR) options.

Sustainability with respect to enrolment projections and school utilization

School enrolment should be balanced between schools – enrolment should not be low at one school and high at another school. The projected enrolment must support a sustained optimal utilization of the proposed school's existing permanent capacity in order to maximize both staff and student resources. An ideal utilization for any elementary school would range from 80% to 90%. A better distribution of students and the higher utilization of schools would be the goal of any AAR. Resolution of residential growth accommodation will allow the Board to properly plan for and provide long-term stability for schools in the area.

From a program perspective, small grade cohorts can create challenges for organizing classes that meet Ministry class-size caps or targets and averages, and can result in multi-grade classes. This can also result in other operational challenges such as teachers having fewer opportunities for team teaching and collaboration, fewer teachers being available for supervision, and reduced offerings of extra-curricular activities.

Residential development and municipal Official Plan direction can cause a disproportionate arrangement of students at schools. Residential growth area schools can incur higher enrolment and yields than older neighbourhoods. Changing demographics, socio-economic perception of certain locales as well as housing density within smaller rural towns/villages can result in over-capacity pressures at one school and empty pupil place issues at other schools nearby.

The tools available to the TVDSB to achieve long-term sustainability are:

- The creation of (temporary) holding zones;
- The modification of attendance areas (AARs); and,
- The request for Capital Priorities funding for the construction of additional pupil accommodation (such as additions, renovations, or new schools).



1.2 City of Woodstock Attendance Area Review

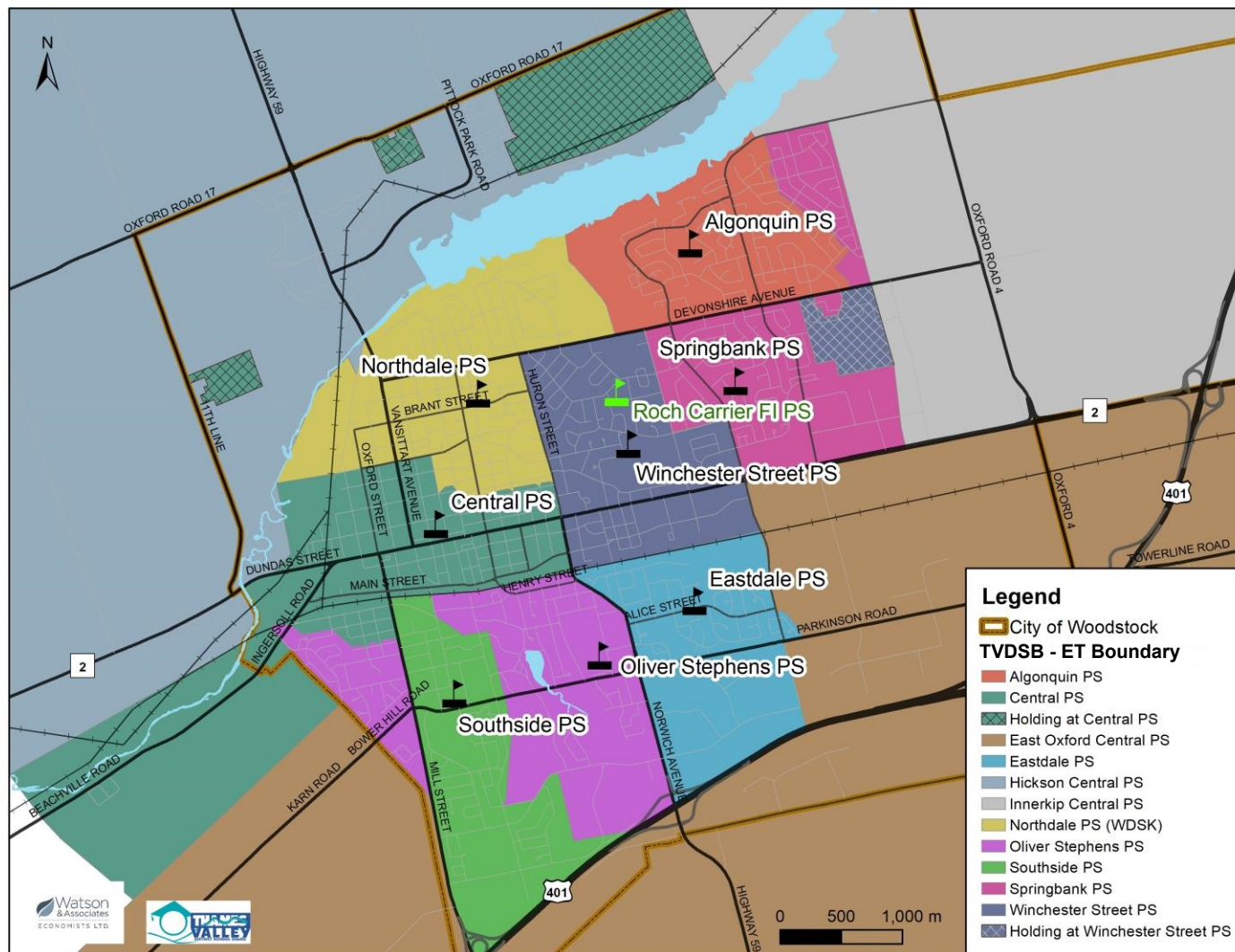
In order to address the accommodation challenges in Woodstock, the TVDSB is undertaking an AAR. Watson & Associates Economists Ltd. (Watson) has produced this report to detail the technical aspects of that review and presents two accommodation options (and an added alternative option) that, if adopted, would help alleviate enrolment pressures in overutilized schools in Woodstock while increasing enrolments at underutilized schools. The aim of this analysis is to identify possible options using only existing facilities, without requiring the construction of new schools or additions. This will be primarily achieved through the reconfiguration of school attendance boundaries and holding areas.

One area of particular focus is the accommodation of French Immersion (FI) students, not only within the City of Woodstock, but throughout Oxford County. At present, all FI students within the County of Oxford (including the City of Woodstock) attend the single-track FI program at Roch Carrier FI PS, which is currently overutilized. This situation is projected to worsen over the next several years; therefore, it is necessary to consider the creation of an additional FI school.

The locations of all existing schools within the City of Woodstock and their current attendance boundaries are presented in Figure 1-1 on the following page.



Figure 1-1: Current English Track Attendance Boundaries





2. Current Situation

2.1 Woodstock Study Area

Currently, the Board operates the following nine elementary schools in Woodstock:

- Algonquin PS
- Central PS
- Eastdale PS
- Northdale PS
- Oliver Stephens PS
- Roch Carrier FI PS (single-track FI)
- Southside PS
- Springbank PS
- Winchester Street PS

In addition to these nine, the attendance boundaries of East Oxford Central PS, Innerkip Central PS, and Hickson Central PS each extend into Woodstock, but only Hickson Central PS includes developed residential areas and, at present, receives a significant number of students from north Woodstock. The TVDSB also offers FI programming to students outside the City, who are eligible for busing into Woodstock.

In 2019, there were 28 portables on sites in Woodstock, including Roch Carrier FI PS which currently has twelve portables in total, six free-standing plus a six-room portapak. Looking at Woodstock as a whole, elementary enrolment exceeded the OTG capacity in 2019, and this enrolment pressure is expected to worsen over the forecast term, even exceeding the existing functional capacity (defined as OTG capacity plus the number of spaces in portables, assuming 23 student spaces per portable) by 2027/28. The total enrolment vs. the total on-the-ground (OTG) capacity and the functional capacity is depicted in Figure 3-4, below.

2.2 Issues Under Review

This study will consider boundary reconfigurations at all schools receiving students from Woodstock, with the exception of Central PS and Hickson Central PS. These schools do face some enrolment pressures, but it is assumed this will be relieved by a new



elementary school that will be required in northern Woodstock as large new residential developments build out. At present, students residing in northern Woodstock (north of the Thames River) are bused to Hickson Central PS, while Central PS also receives holding students from three major growth areas. A new school in north Woodstock would be expected to receive both groups, and it is therefore impractical to consider Central PS or Hickson Central PS for attendance area adjustments at this time.

Table 2-1 presents school utilizations in Woodstock, which are based on 2019 actual enrolment data, as well as projections for 2022 (assumed implementation year) and 2027 (five years after implementation). Enrolments for 2019 were used instead of 2020 data to avoid any potential distortions that may have arisen due to the coronavirus disease (COVID-19) pandemic. While total elementary enrolment in the study area is expected to increase by approximately 16% over the study term, this growth will not be evenly felt by all schools in Woodstock, and existing imbalances are expected to worsen over the coming decade. Looking first at permanent OTG capacity, three schools are notable for low utilizations. Utilization at Algonquin PS is projected to be 81% in 2022, which is expected to fall as enrolment in the community decreases, declining to 68% by 2027. Similarly, the utilizations at Eastdale PS and Oliver Stephens PS are anticipated to be 64% and 66%, respectively, by 2022, which are expected to improve slightly to 70% and 69% by 2027.

In contrast, four schools are significantly overutilized – Roch Carrier FI PS, Southside PS, Springbank PS, and Winchester Street PS. Enrolment pressures at Roch Carrier FI PS and Springbank PS are particularly noteworthy and are expected to nearly double each school's utilization rate by 2022 (199% and 167%, respectively), and to remain severe in 2027 (243% and 161%, respectively). These two schools are currently accommodating students using portables (12 at Roch Carrier FI PS and ten at Springbank PS). While this temporary space can accommodate students in the immediate short term, it is not a sustainable solution (at Roch Carrier FI PS, functional utilization, which includes spaces available in portables, will be 100% in 2022 and 123% in 2027).

Furthermore, the overutilization at Springbank PS is actually worse than it initially appears due to the holding zone located within the Springbank PS boundary, which currently sends existing students and future enrolment to Winchester Street PS. Table 2-2 presents similar figures as those in Table 2-1, but includes the assumption that all holding students are returned to their home schools, as well as the existence of a new



elementary school in north Woodstock (the enrolments of Central PS and Hickson PS are adjusted accordingly). Under these assumptions, students holding at Winchester Street PS are redirected to Springbank PS, which will also apply to new students who will enter the system as the residential development builds out. This reveals worsening overutilization of Springbank PS, with 188% of its OTG capacity utilized in 2022, growing to 208% in 2027. Moreover, this situation remains critical even when factoring in temporary student spaces provided by portables – 115% of functional capacity is expected to be utilized by 2022, and 128% in 2027. Conversely, the enrolment pressures at Winchester Street PS are eliminated once holding students are redirected back to Springbank PS.



Table 2-1: Status Quo Utilization

Schools				Enrolment			Utilization			
Name	Portables	OTG Capacity	Functional Capacity	Existing 2019/20	Implementation Year 2022/23	5 Years After Implementation 2027/28	OTG Cap. 2022	OTG Cap. 2027	Functional Cap. 2022	Functional Cap. 2027
Algonquin PS	0	620	620	537	504	425	81%	68%	81%	68%
Eastdale PS	0	314	314	209	200	219	64%	70%	64%	70%
Northdale PS	3	328	397	364	378	405	115%	123%	95%	102%
Oliver Stephens PS	0	366	366	236	243	253	66%	69%	66%	69%
Roch Carrier FI PS	12	282	558	478	561	686	199%	243%	100%	123%
Southside PS	1	343	366	385	409	490	119%	143%	112%	134%
Springbank PS	10	366	596	580	611	590	167%	161%	103%	99%
Winchester Street PS	2	407	453	396	490	582	120%	143%	108%	128%
Central PS	1	377	400	340	409	456	109%	121%	102%	114%
Hickson Central PS	6	481	619	565	683	811	142%	169%	110%	131%
Total	35	3884	4689	4,090	4,488	4,915	116%	127%	96%	105%

1) OTG Capacity = Ministry rated permanent On-The-Ground school capacity.

2) The functional capacity is assumed to be the school's OTG capacity plus capacity associated with portables/portapaks.



Table 2-2: Status Quo Utilization with Holding Students Returned to Home Schools

Schools				Enrolment			Utilization			
Name	Portables	OTG Capacity	Functional Capacity	Existing 2019/20	Implementation Year 2022/23	5 Years After Implementation 2027/28	OTG Cap. 2022	OTG Cap. 2027	Functional Cap. 2022	Functional Cap. 2027
Algonquin PS	0	620	620	537	504	425	81%	68%	81%	68%
Eastdale PS	0	314	314	209	200	219	64%	70%	64%	70%
Northdale PS	3	328	397	364	378	405	115%	123%	95%	102%
Oliver Stephens PS	0	366	366	236	243	253	66%	69%	66%	69%
Roch Carrier FI PS	12	282	558	478	561	686	199%	243%	100%	123%
Southside PS	1	343	366	385	409	490	119%	143%	112%	134%
Springbank PS	10	366	596	620	688	761	188%	208%	115%	128%
Winchester Street PS	2	407	453	356	413	411	102%	101%	91%	91%
Central PS	1	377	400	269	283	226	75%	60%	71%	56%
Hickson Central PS	6	481	619	287	357	382	74%	79%	58%	62%
New School North Woodstock				349	453	659				
Total	35	3884	4689	4,090	4,489	4,915	116%	127%	96%	105%

1) OTG Capacity = Ministry rated permanent On-The-Ground school capacity.

2) The functional capacity is assumed to be the school's OTG capacity plus capacity associated with portables/portapaks.

3) New School assumed to receive students from holding zones and Hickson Central PS.



3. Current and Projected Residential Growth and Community Trends

3.1 Holding Zone Designation

This analysis incorporated Board-approved holding zones when completing enrolment projections and these zones were considered as part of the attendance area options presented. A definition of a holding zone is provided below as well as a table outlining the holding zones in this study area.

A holding zone is a geographically distinct area designated by the Board which is not part of a school attendance area. Each holding zone is designated to a specific school and therefore factors into the overall enrolment of that assigned facility.

Table 3-1 lists the current holding zones and associated holding school that currently exist in the Woodstock study area. Students from these holding zones are assigned temporary accommodation at holding schools that have space available. Temporary school assignments should be reconsidered from time to time. In some cases, students from these holding zones could continue to be assigned temporary accommodation until a new school is built in the community. In other cases, all or a portion of a holding zone could be incorporated into an existing school's attendance area.

Table 3-1: Holding Zone School Assignment

Holding Zone	Assigned Elementary School
Holding at Winchester Street PS (x1)	Springbank PS
Holding at Central PS (x3)	Hickson Central PS

3.2 Current and Projected Residential Development

As mentioned earlier in this report, the TVDSB is dealing with increased population and household growth as well as changing settlement patterns across the City of Woodstock and Oxford County. These changes in population and employment/migration patterns have impacted school board enrolments and produced both enrolment pressures and



surplus spaces at schools across the City. From 2006 to 2016, the City of Woodstock grew by approximately 15%, from 35,500 to 40,900; this is 4% higher than Ontario's growth during the same period. The annual growth rate over the 2006 to 2016 period was 1.4%, slightly above the provincial growth rate of 1.0% as shown in Table 3-2.

Table 3-2: City of Woodstock
Population and Housing Trends, 2001 to 2016

Period	Population	Household
2001	33,061	13,195
2006	35,480	14,383
2011	37,754	15,694
2016	40,902	17,151
2006-2016	5,422	2,768
2006-2016	15%	19%

Source: Statistics Canada Census Profile, 2001-2016

More recently, the City of Woodstock has grown significantly within residential developments in the Board's holding zones (Winchester Street PS and Central PS). Table 3-3 presents historical units developed through building permits from 2016 to 2020. On average, there have been 437 new units developed per year over the previous five years, with 51% low-density (single and semi-detached houses), 23% medium-density (townhouses), and 26% high-density (apartments) units.

Table 3-3: City of Woodstock
Historical Building Permits, 2016 to 2020

Period	Low Density	Medium Density	High Density	Total Dwellings
2016	239	85	19	343
2017	238	62	7	307
2018	141	79	414	634
2019	183	172	25	380
2020	318	95	109	522
2016-2020	1,119	493	574	2,186
Annual Average	224	99	115	437

Source: City of Woodstock annual building permit reports.



Over the next ten years, it is anticipated that development within the City of Woodstock will continue at a rapid pace and will cause severe enrolment pressures. The City of Woodstock is forecast to incur 3,570 new units over the 2021 to 2031 period, with 59% of those units expected in the form of low density, 20% medium density and 21% high density. Over 66% of development is expected to occur within the north Woodstock and the Springbank PS holding boundaries. More recently, the City of Woodstock gained additional lands in the southwest through an annexation. These lands are located west of the current Oliver Stephens boundary and into the Central PS attendance area. The annex lands are still early in the development process, but estimates show these lands can accommodate approximately 750 to 1,000 new units and will most likely require an additional elementary school site when development starts to build out.

3.3 Current and Projected Enrolment

The TVDSB currently has 55,101 elementary students enrolled (2019) across the Board's jurisdiction and has been and is expected to continue growing. Over the past five years, the Board's enrolment on the elementary panel has increased by approximately 8% from 50,991 to 55,101 students, as shown in Figure 3-1. By 2025/26, elementary enrolment is projected to reach 61,695, a growth of 9%, and will exceed the OTG capacity by 2023/24, as shown in Figure 3-2.



Figure 3-1: TVDSB Elementary – Historical Enrolment, 2015 to 2019

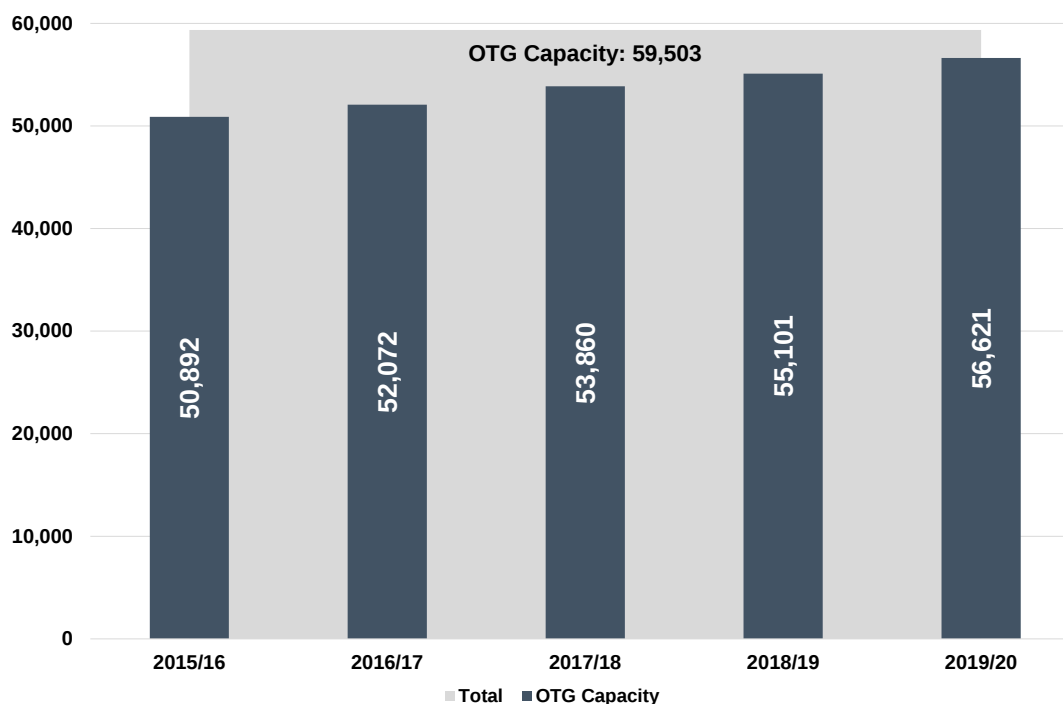
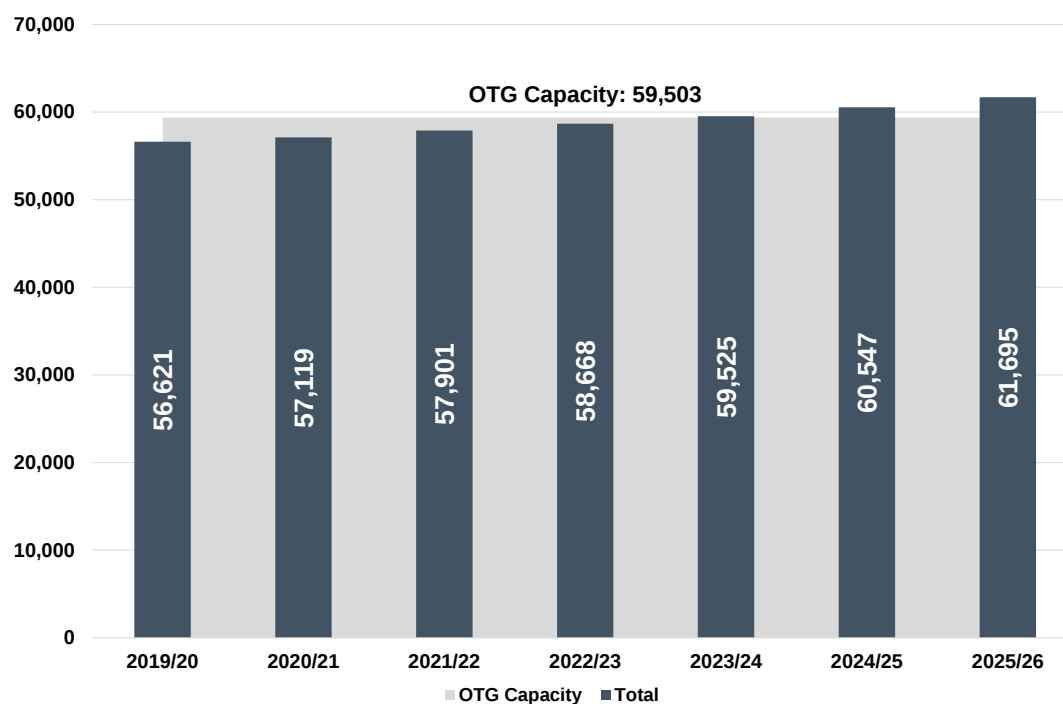


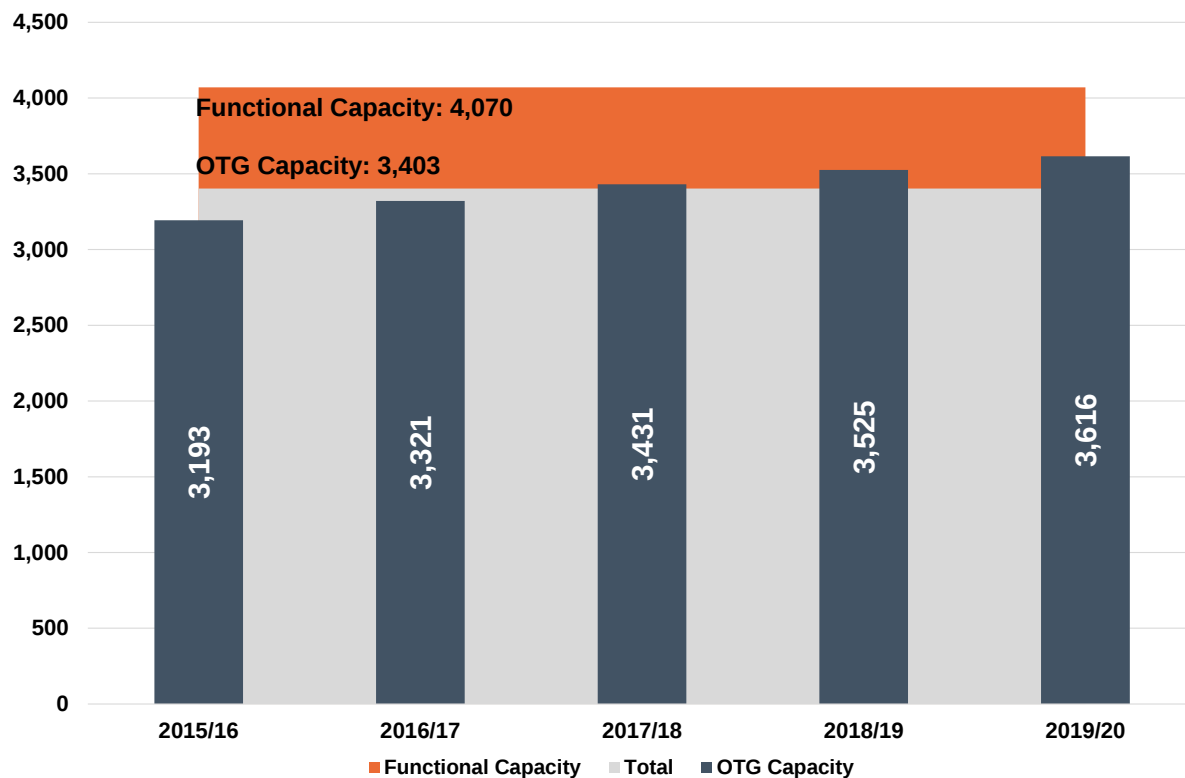
Figure 3-2: TVDSB Elementary – Projected Enrolment, 2020 to 2025





These historical growth trends across the Board are also reflective of what is occurring within the City of Woodstock elementary schools. Over the 2015 to 2019 period, the Board's enrolment increased by 463 students, to a 2019 total enrolment of 3,525. The existing facilities within Woodstock have an OTG capacity of 3,403, as shown in Figure 3-3. Enrolment growth has resulted in enrolment exceeding the OTG capacity and consequently portables have been necessary at multiple schools, most notably at Roch Carrier FI PS (12 portables) and Springbank PS (10 portables).

Figure 3-3: Woodstock Elementary Schools – Historical Enrolment, 2015 to 2019



As highlighted in Figure 3-4, enrolment will continue to grow within the City at a rapid rate. By 2022, enrolment is expected to reach 3,805, and 4,044 students are anticipated by 2024/25 – growth of nearly 12%. As housing developments start to build out, enrolments will remain above the OTG capacity, almost fully utilizing all existing portables by 2024/25, posing further enrolment issues. Status Quo projections can be found in Figure 3-4 through Figure 3-6.



Figure 3-4: Woodstock Elementary Schools – Projected Enrolment, 2020 to 2025

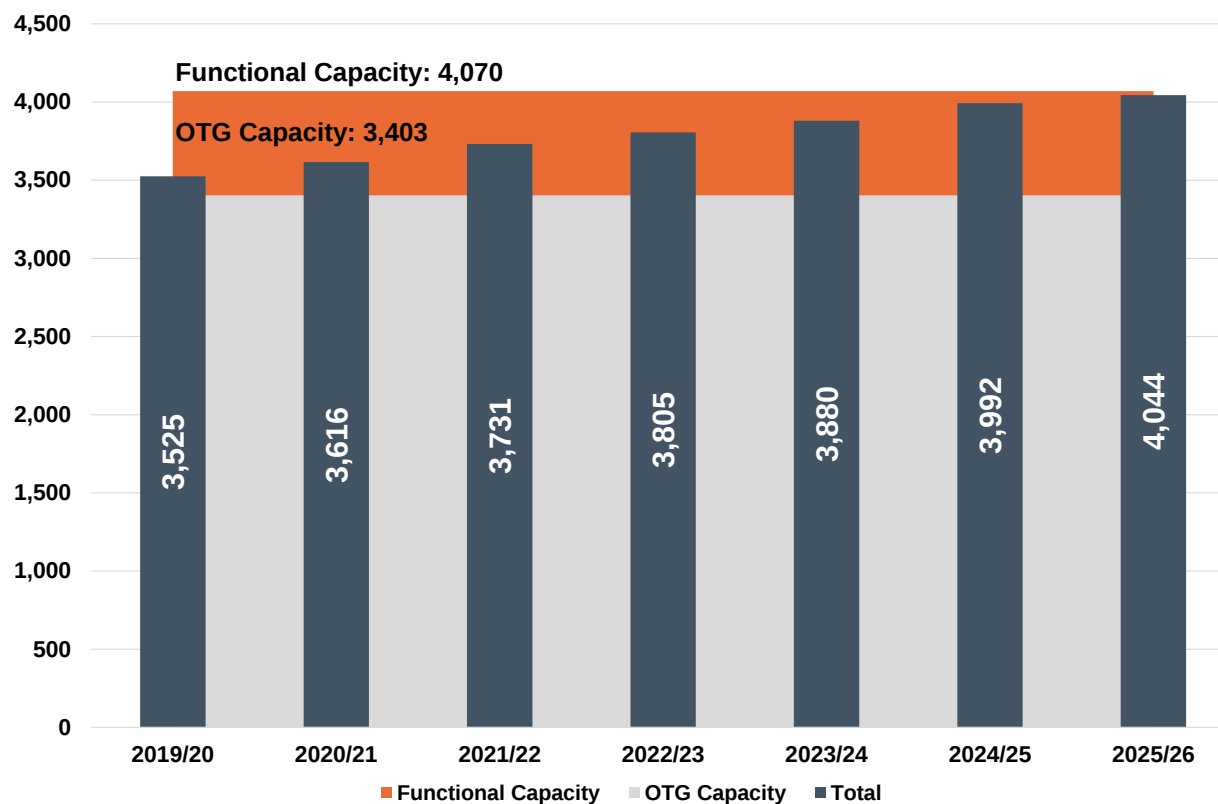




Figure 3-5: City of Woodstock 2019 Utilization

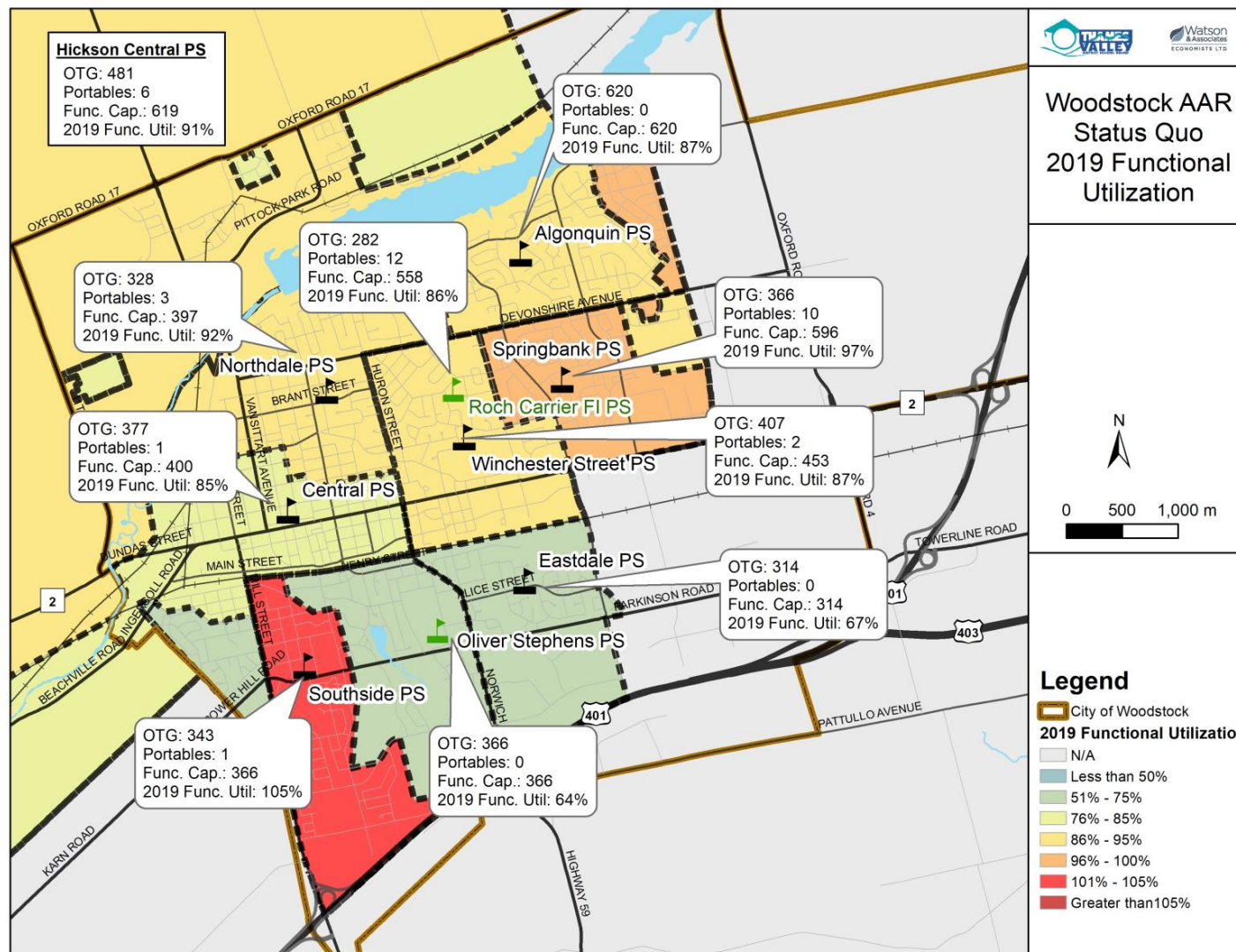
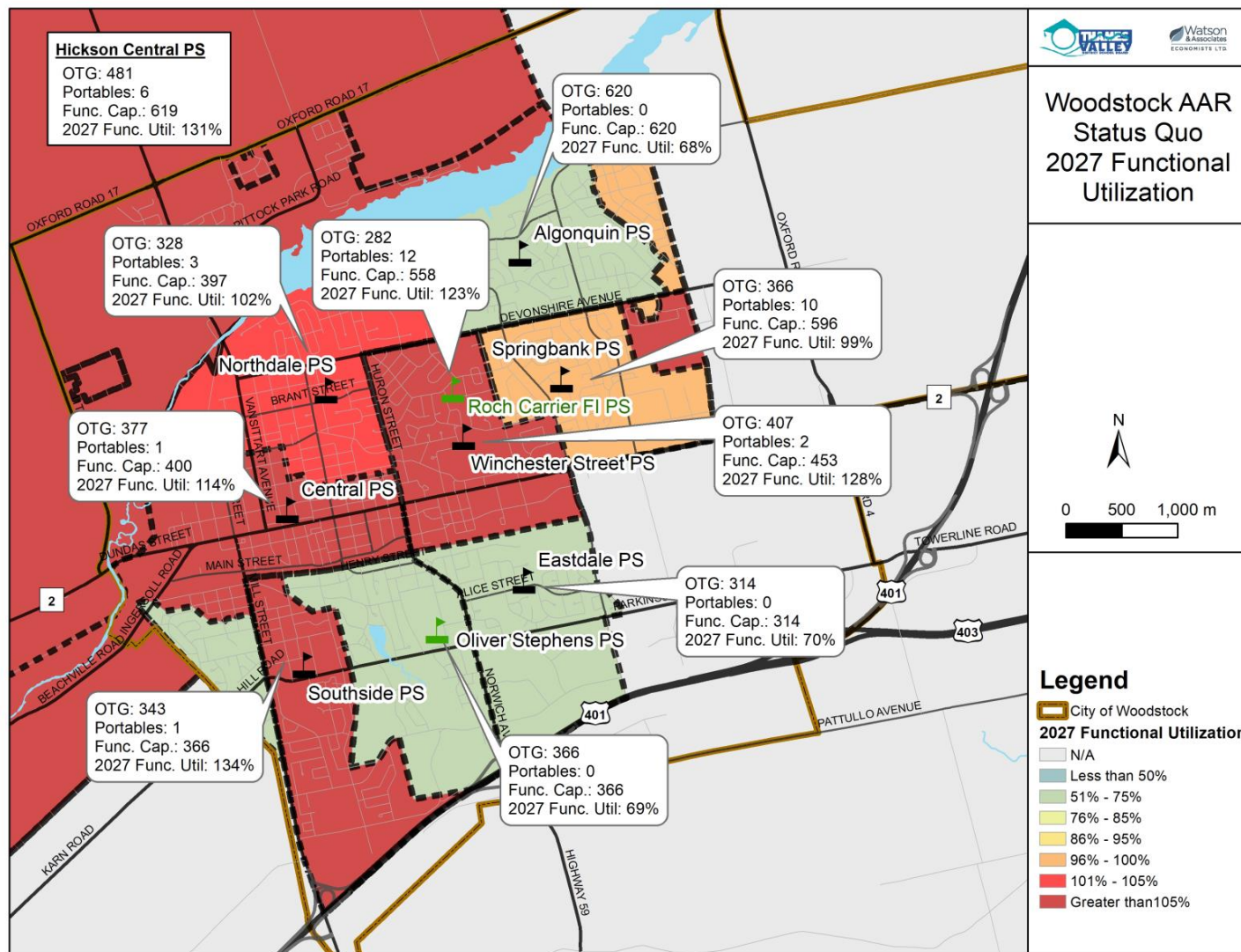




Figure 3-6: City of Woodstock 2027 OTG Utilization





4. Proposed Attendance Area Changes

The following section presents recommended accommodation measures for English Track programming within Woodstock, as well as two distinct attendance boundary options for FI programming. Each school within the City was evaluated as a possible location for FI programming and Oliver Stephens PS has been identified as the most viable dual-track FI school in both options. Both options also assume the same set of requisite adjustments to English Track attendance boundaries within the City.

4.1 Proposed English Track Boundary Changes

In order to effectively accommodate FI students and deal with the aforementioned enrolment imbalances within Woodstock, it is first necessary to rationalize space in the English Track schools/program. Oliver Stephens PS has been selected as an appropriate site for the FI program; however, in order to accommodate a sufficient number of students, the English Track enrolment needs to be decreased from current levels.

4.1.1 *Proposed Changes*

Figure 4-1 depicts the following proposed boundary changes:

- As a starting point, the Springbank holding zone attending Winchester Street PS is to be absorbed back into its home boundary at Springbank PS.
- This will exacerbate the overutilization at Springbank PS, but further measures will move other students from Springbank, reducing its enrolment. The proposal is to redirect students in the northeastern portion of Springbank PS's boundary (outlined in yellow in Figure 4-1) to Algonquin PS. This is a natural adjustment to current attendance boundaries because the two schools are adjacent, imbalanced in their utilizations, and the portion that will be moved is geographically closer to Algonquin PS than to Springbank PS.
- Eastdale is currently underutilized and is projected to remain so, while additional space is required at Oliver Stephens PS to accommodate FI. Therefore, the proposal is to redirect students from Oliver Stephens PS to Eastdale PS. A minimally interventive means to achieve this is to move the western satellite section of Oliver Stephen's current boundary (outlined in red in Figure 4-1) to Eastdale. Students within this area are already eligible for busing to Oliver



Stephens PS and, since Oliver Stephens and Eastdale are approximately a kilometre apart, would face only a minor increase in commute time. This would make additional spaces available in Oliver Stephens PS while also improving utilization at Eastdale PS.

4.1.2 Expected Outcomes

- Winchester Street PS – This school will be close to full utilization of permanent, OTG capacity (102% in the expected implementation year of 2022; 101% in 2027), which could allow the removal of both portables currently on site.
- Algonquin PS – The utilization will be 113% when these measures are implemented in 2022, and then will fall to approximately 96% by 2027. This moderate overutilization can be offset by the introduction of portables – three portables would bring the functional capacity to 689 (up from 620), resulting in a functional utilization rate of 102% in 2022 and 86% in 2027. Thus, Algonquin PS may require several portables in the short term but, as pupil yields in its surrounding neighbourhood continue to decline, these portables can likely be removed in the longer term.
- Springbank PS – Following the implementation of the proposed boundary changes, utilization of OTG capacity will remain high. As a result, the school will continue to require portables; however, the proposed measures would significantly relieve enrolment pressure and allow for some to be removed. In this scenario, Springbank would have six portables with a functional capacity of 504 (down from ten portables with a functional capacity of 596, the status quo). The resulting utilization of OTG capacity will be 134% in 2022 and 161% in 2027. Factoring in the remaining portables' space, functional utilization will be 98% in 2022 and 117% in 2027. Thus, the proposed measures would be successful in addressing the overutilization at Springbank PS in the short term, but since there is considerable pupil growth expected, particularly from within the current holding at Winchester Street PS, additional measures may be necessary in the mid to longer term.
- Eastdale PS – Utilization of OTG capacity would be 87% in 2022 (compared to 64%, the status quo) and would then increase to 96% in 2027 (70% the status quo).
- Northdale PS and Southside PS – Northdale PS is subject to no proposed changes as it is currently well utilized and is projected to remain so in the future.



It will continue to require three portables but will not face significant enrolment pressure or declines. Although utilization of Southside PS remains high, its boundaries are also left unchanged and will be the subject of further review in connection with the anticipated new school in north Woodstock.

- Table 4-1 outlines the proposed changes to capacities, enrolments, and utilization rates for the proposed English Track boundary changes.



Figure 4-1: Proposed English Track Boundary Changes

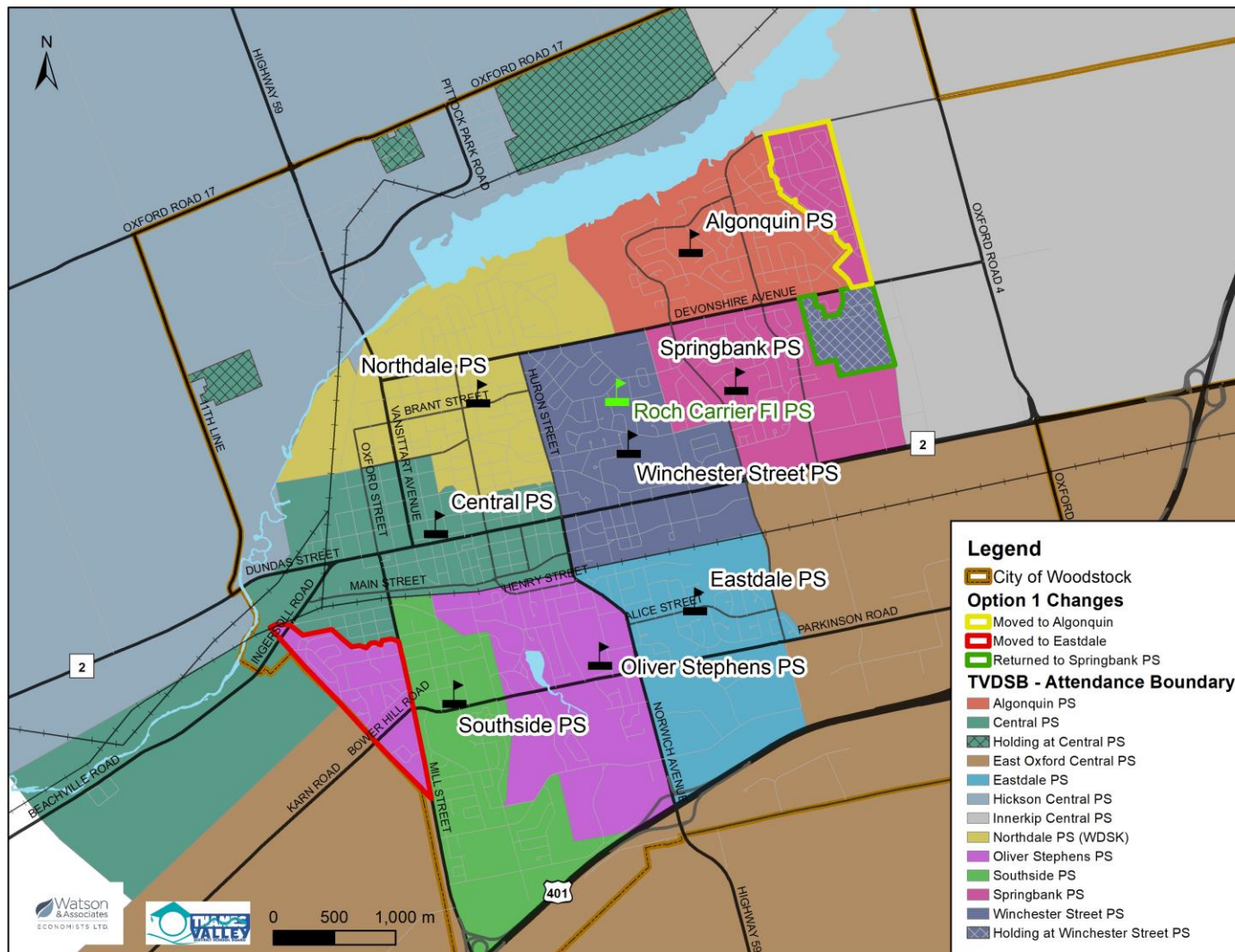




Table 4-1: Enrolment and Utilization Under Proposed English Track Boundary Changes

Schools				Enrolment			Utilization			
Name	Portables	OTG Capacity	Functional Capacity	Existing 2019/20	Implementation Year 2022/23	5 Years After Implementation 2027/28	OTG Cap. 2022	OTG Cap. 2027	Functional Cap. 2022	Functional Cap. 2027
Algonquin PS	3	620	689	757	700	595	113%	96%	102%	86%
Eastdale PS	0	314	314	290	273	302	87%	96%	87%	96%
Springbank PS	6	366	504	400	492	590	134%	161%	98%	117%
Winchester Street PS	0	407	407	356	413	411	102%	101%	102%	101%

1) OTG Capacity = Ministry rated permanent On-The-Ground school capacity.

2) The functional capacity is assumed to be the school's OTG capacity plus capacity associated with portables/portapaks.

3) Portables have been adjusted as per projected enrolments.



4.2 French Immersion (FI) Option 1

4.2.1 *Proposed Changes*

- The preferred option for FI is to create two separate FI boundaries for both the City of Woodstock and the County of Oxford outside the City – that is, a north and south FI boundary, extending through the County and bisecting the City of Woodstock. (See Figure 4-2 and Figure 4-3.)
- Roch Carrier FI PS would remain a grade 1 to 8 single-track FI school that would service north Woodstock and the northern portion of the County outside the City (shown in orange in Figure 4-2 and Figure 4-3).
- Oliver Stephens PS would become a dual-track school, with both a French and English Track, servicing south Woodstock and the southern portion of the County outside the City (shown in purple in Figure 4-2 and Figure 4-3).

4.2.2 *Expected Outcomes*

- Roch Carrier FI PS – Utilization of OTG capacity remains high, at 125% in 2022 and 168% in 2027, but this is a significant improvement over the expected rates under the status quo (199% in 2022; 243% in 2027). This reduction in enrolment will allow six portables to be removed, resulting in a functional capacity of 420, down from 558. This will result in a functional utilization of 84% in 2022, but as the new developments in north Woodstock build out, this will rise to 113% by 2027. If FI enrolment throughout the County continues to rise beyond that point, it may be necessary to re-evaluate accommodation in the longer term.
- Oliver Stephens PS – Students residing in the satellite portion of Oliver Stephens PS's current boundary are redirected to Eastdale PS, as described in section 4.1, which opens capacity in the school to accommodate FI students from southern Woodstock and southern Oxford County. This results in stable utilization of 104% in both 2022 and 2027, with no portables required.
- Table 4-2 outlines the proposed changes to capacities, enrolments, and utilization rates for the FI Option 1.



Figure 4-2: French Immersion Option 1 Boundaries within Oxford County

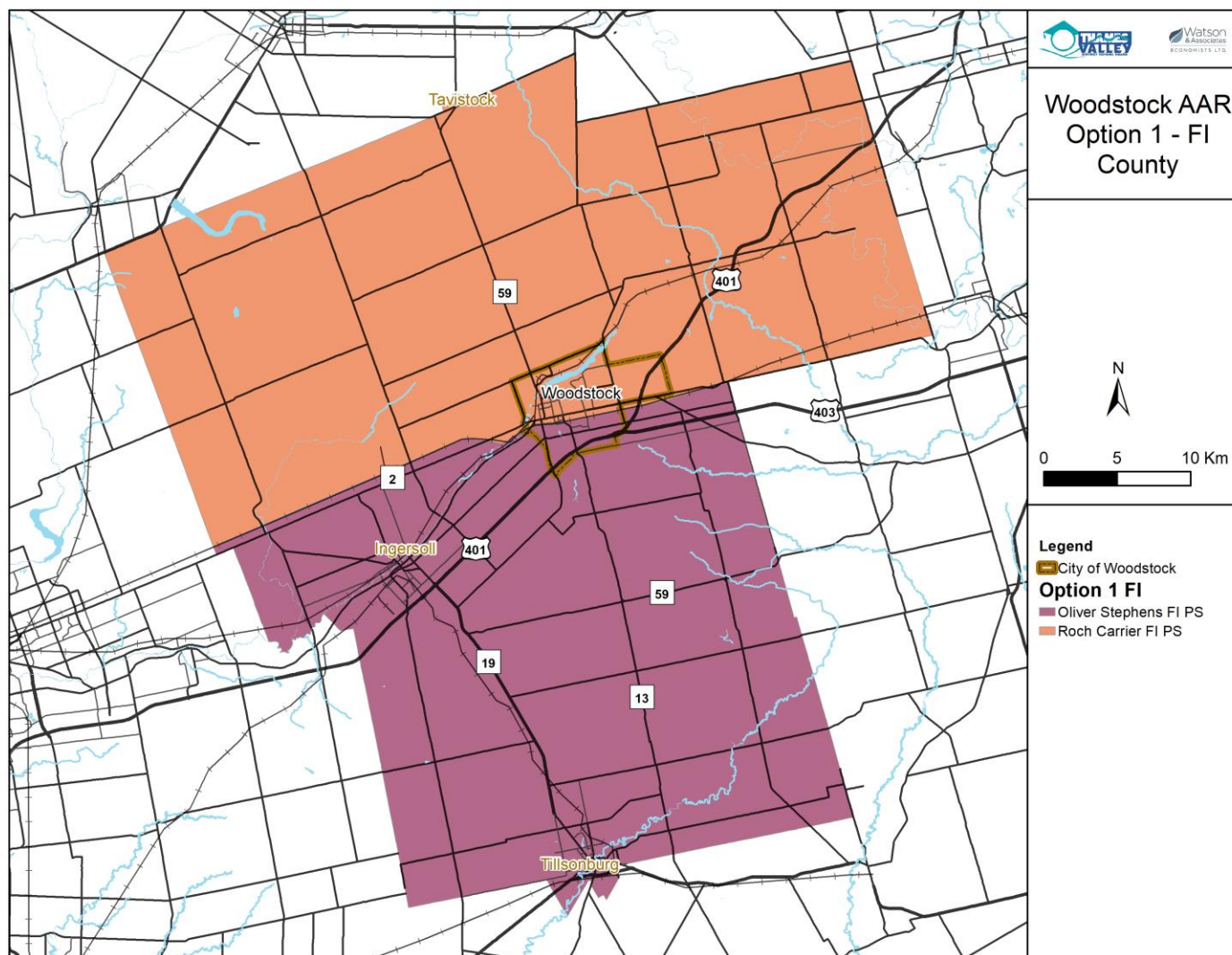




Figure 4-3: French Immersion Option 1 Boundaries Within the City of Woodstock

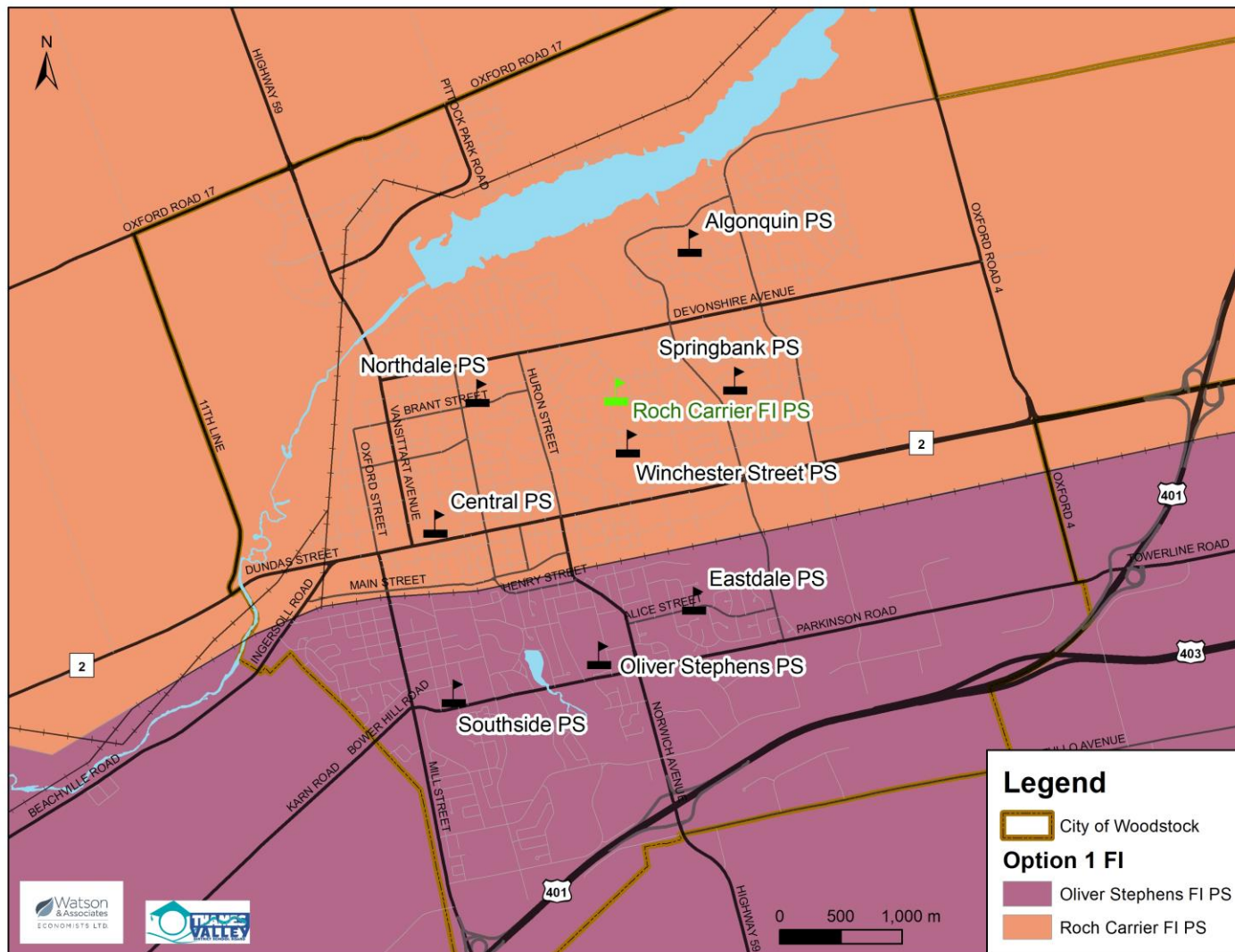




Table 4-2: Enrolment and Utilization Under French Immersion Option 1

Schools				OPTION 1						
Name	Portables	OTG Capacity	Functional Capacity	Enrolment			Utilization			
				Existing 2019/20	Implementation Year 2022/23	5 Years After Implementation 2027/28	OTG Cap. 2022	OTG Cap. 2027	Functional Cap. 2022	Functional Cap. 2027
Algonquin PS	3	620	689	757	700	595	113%	96%	102%	86%
Eastdale PS	0	314	314	290	273	302	87%	96%	87%	96%
Northdale PS	3	328	397	364	378	405	115%	123%	95%	102%
Oliver Stephens PS	0	366	366	365	380	380	104%	104%	104%	104%
Roch Carrier FI PS	6	282	420	275	351	475	125%	168%	84%	113%
Southside PS	1	343	366	385	409	490	119%	143%	112%	134%
Springbank PS	6	366	504	400	492	590	134%	161%	98%	117%
Winchester Street PS	0	407	407	356	413	411	102%	101%	102%	101%
Total	19	3026	3463	3,192	3,396	3,648	112%	121%	98%	105%

1) OTG Capacity = Ministry rated permanent On-The-Ground school capacity.

2) The functional capacity is assumed to be the school's OTG capacity plus capacity associated with portables/portapaks.

3) Portables have been adjusted as per projected enrolments.



4.3 French Immersion (FI) Option 2

4.3.1 *Proposed Changes*

- Oliver Stephens PS receives FI students from Oxford County, outside Woodstock, but would also have an FI boundary in the City. This is intended to create a largely walkable, neighbourhood FI attendance area in the area immediately surrounding the school (shown in purple in Figure 4-4 and Figure 4-5).
- In this option, Oliver Stephens PS is recommended as the dual-track FI school for the County outside the City of Woodstock, and Roch Carrier FI PS would remain the single-track FI school for the remainder of the City of Woodstock (shown in orange in Figure 4-4 and Figure 4-5).

4.3.2 *Expected Outcomes*

- Roch Carrier FI PS – Enrolments and utilizations are very similar to those in Option 1, the key difference being the shape of the boundaries rather than utilization metrics. Roch Carrier FI PS can again reduce its number of portables from 12 to six, resulting in the same change in functional capacity from 558 to 420. Option 2 would have slightly higher functional utilization than Option 1, at 89% in 2022 and 116% in 2027.
- Oliver Stephens PS – Again, utilization metrics for Oliver Stephens PS are similar in both options. Enrolment and utilization are largely stable but slightly lower than in Option 1, with a functional utilization of 97% in 2022, which is expected to rise slightly to 101% by 2027.
- Table 4-3 outlines the proposed changes to capacities, enrolments, and utilization rates for the FI Option 2.



Figure 4-4: French Immersion Option 2 Boundaries Within Oxford County

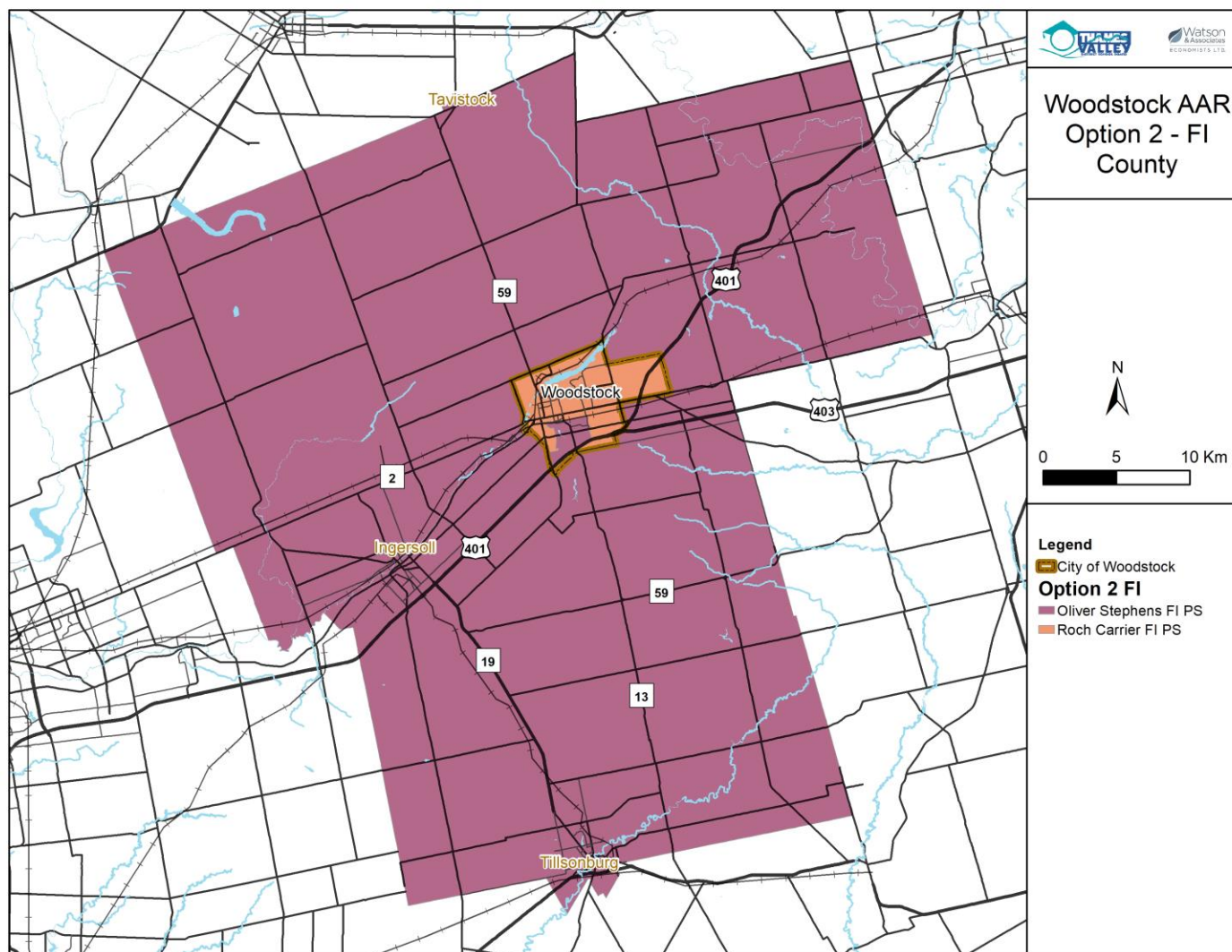




Figure 4-5: French Immersion Option 2 Boundaries Within the City of Woodstock

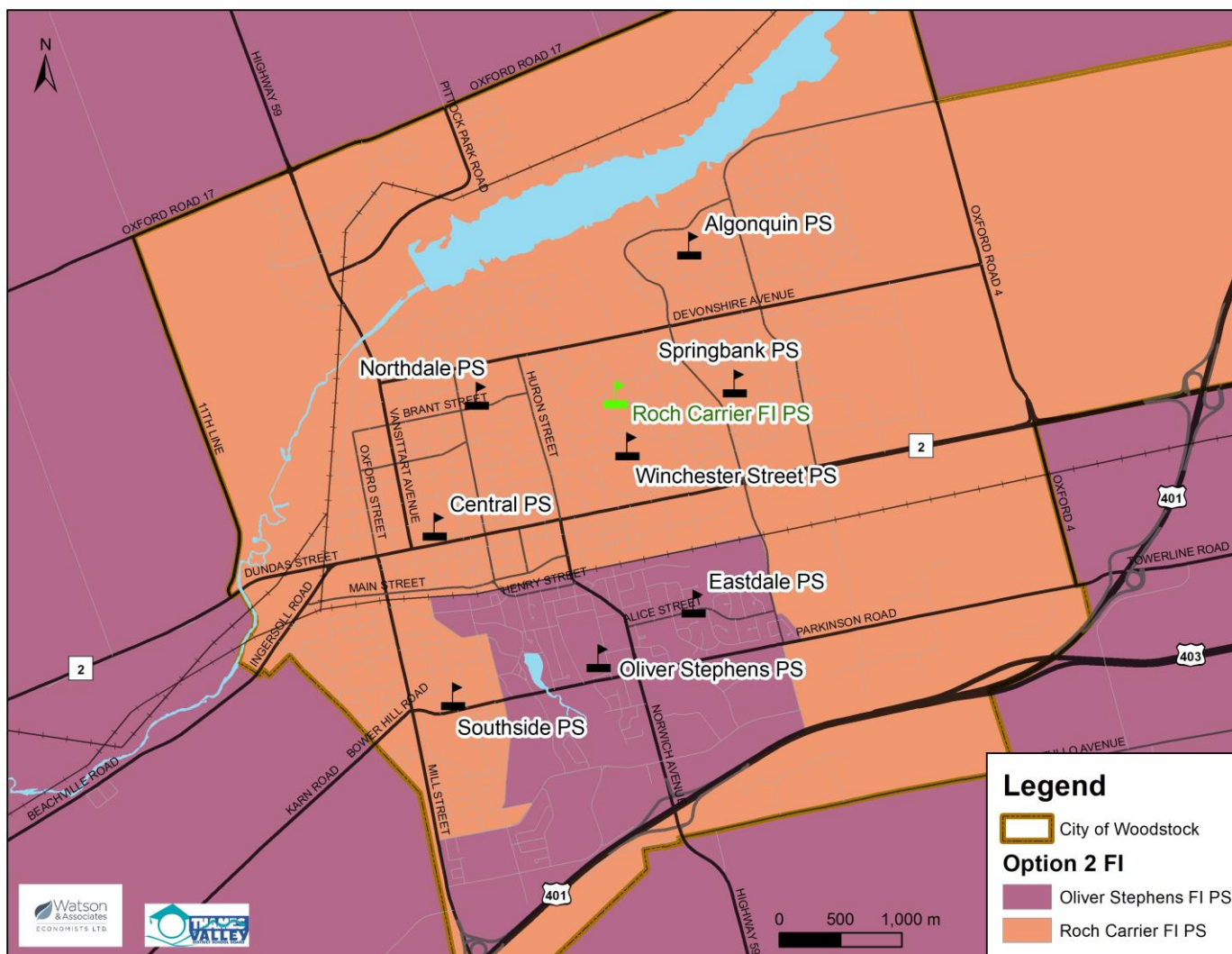




Table 4-3: Enrolment and Utilization Under French Immersion Option 2

Schools				OPTION 2						
Name	Portables	OTG Capacity	Functional Capacity	Enrolment			Utilization			
				Existing 2019/20	Implementation Year 2022/23	5 Years After Implementation 2027/28	OTG Cap. 2022	OTG Cap. 2027	Functional Cap. 2022	Functional Cap. 2027
Algonquin PS	3	620	689	757	700	595	113%	96%	102%	86%
Eastdale PS	0	314	314	290	273	302	87%	96%	87%	96%
Northdale PS	3	328	397	364	378	405	115%	123%	95%	102%
Oliver Stephens PS	0	366	366	355	356	370	97%	101%	97%	101%
Roch Carrier FI PS	6	282	420	285	376	485	133%	172%	89%	116%
Southside PS	1	343	366	385	409	490	119%	143%	112%	134%
Springbank PS	6	366	504	400	492	590	134%	161%	98%	117%
Winchester Street PS	0	407	407	356	413	411	102%	101%	102%	101%
Total	19	3026	3463	3,192	3,396	3,648	112%	121%	98%	105%

1) OTG Capacity = Ministry rated permanent On-The-Ground school capacity.

2) The functional capacity is assumed to be the school's OTG capacity plus capacity associated with portables/portapaks.

3) Portables have been adjusted as per projected enrolments.



5. Feedback from School Communities and Student Transport Services

As part of this AAR, the TVDSB solicited feedback from the school communities that would be affected by the proposed changes. School feedback is summarized in the table below.

Table 5-1: School Subcommittee Feedback

Item	Description
Feedback on Option 1	The Oliver Stephens subcommittee indicated that Option 1 is the preferred alternative but raised some concern about the assumption of funding for the new north Woodstock school, noting that care must be taken in implementation to ensure that students are not required to move twice. There was also some concern over the deepening socioeconomic divide between north and south Woodstock, which could be exacerbated by the proposed FI boundary following that division. This criticism was also raised by the subcommittee at Roch Carrier FI PS, which did not endorse either option presented in this report.
Feedback on Option 2	This option was not preferred as it would create an urban-rural divide between students.
Exemptions and Grandparenting	Several school subcommittees suggested that grade 8 students should be permitted to finish at their current schools rather than moving for their final year. Similarly, it was thought that students with special needs should be allowed to continue at their current schools rather than being required to undergo a potentially unsettling transition. The Springbank PS subcommittee also noted that JKs/SKs starting in 2021 should be allowed to attend Algonquin PS if they live in the area and would eventually be moved.
Transportation	Each subcommittee raised concerns over the traffic volume at their schools and the increased busing that some of the



Item	Description
	proposed changes would entail. Moreover, the Roch Carrier FI PS subcommittee raised concerns about the busing times that would be required for County students.
Overall Process	Substantive feedback on the overall process was provided by the subcommittees at both Oliver Stephens PS and Roch Carrier FI PS, which both felt the process was rushed and that the change should not be implemented during the COVID-19 pandemic. The Roch Carrier FI PS subcommittee also raised broader objections, arguing that the changes evaluated in this AAR disproportionately affect students at Roch Carrier FI PS, and there is a perception that the sudden implementation of changes will affect the quality of FI programming in Oliver Stephens PS.

The TVDSB and Watson also worked closely with Southwestern Ontario Student Transportation Services to ensure that the proposed changes allowed for viable student busing solutions. Busing requirements are provided in Table 5-2, below.¹

¹ Busing figures for FI are the requirements for Option 1 and Option 1 – Alternative; Option 2 would require more buses; however, these figures are excluded as Option 2 is not recommended in this report.



Table 5-2: Student Transport Services Feedback

Program/ Boundary Change	Busing Requirements
FI at Oliver Stephens PS	• No permanent net increase in buses • 7 buses moved from Roch Carrier FI PS to Oliver Stephens PS • 6 buses remain at Roch Carrier FI PS
Oliver Stephens PS satellite area to Eastdale PS	• No permanent net increase in buses • 2 buses servicing the satellite area moved to Eastdale PS
Springbank PS to Algonquin PS	• Permanent net decrease in buses (-1 from current number) • 2 full-sized buses removed from Springbank PS • 1 mini-bus added to Algonquin PS
Winchester Street PS to Springbank PS	• No permanent net increase in buses • 1 bus added to Springbank PS • 1 bus removed from Winchester Street PS



6. Alternative Option

An alternative boundary change was developed from feedback on the above FI Option 1, creating two separate FI boundaries for both the City of Woodstock and the County of Oxford outside the City – that is, a north and south FI boundary extending through the County and bisecting the City of Woodstock. In the original Option 1 presented in March 2021, the rail line just south of County Road 2 was used as the boundary divide between the north (Roch Carrier FI PS) and a new southern FI program located at Oliver Stephens PS. Upon consultations, it was determined that County Road 2 itself would be a more appropriate boundary between Roch Carrier FI PS and Oliver Stephens PS within the City of Woodstock, and this is presented below as Option 1 – Alternative in Figure 6-1 and Figure 6-2.



Figure 6-1: French Immersion Option 1 Alternative Boundaries Within the City of Woodstock

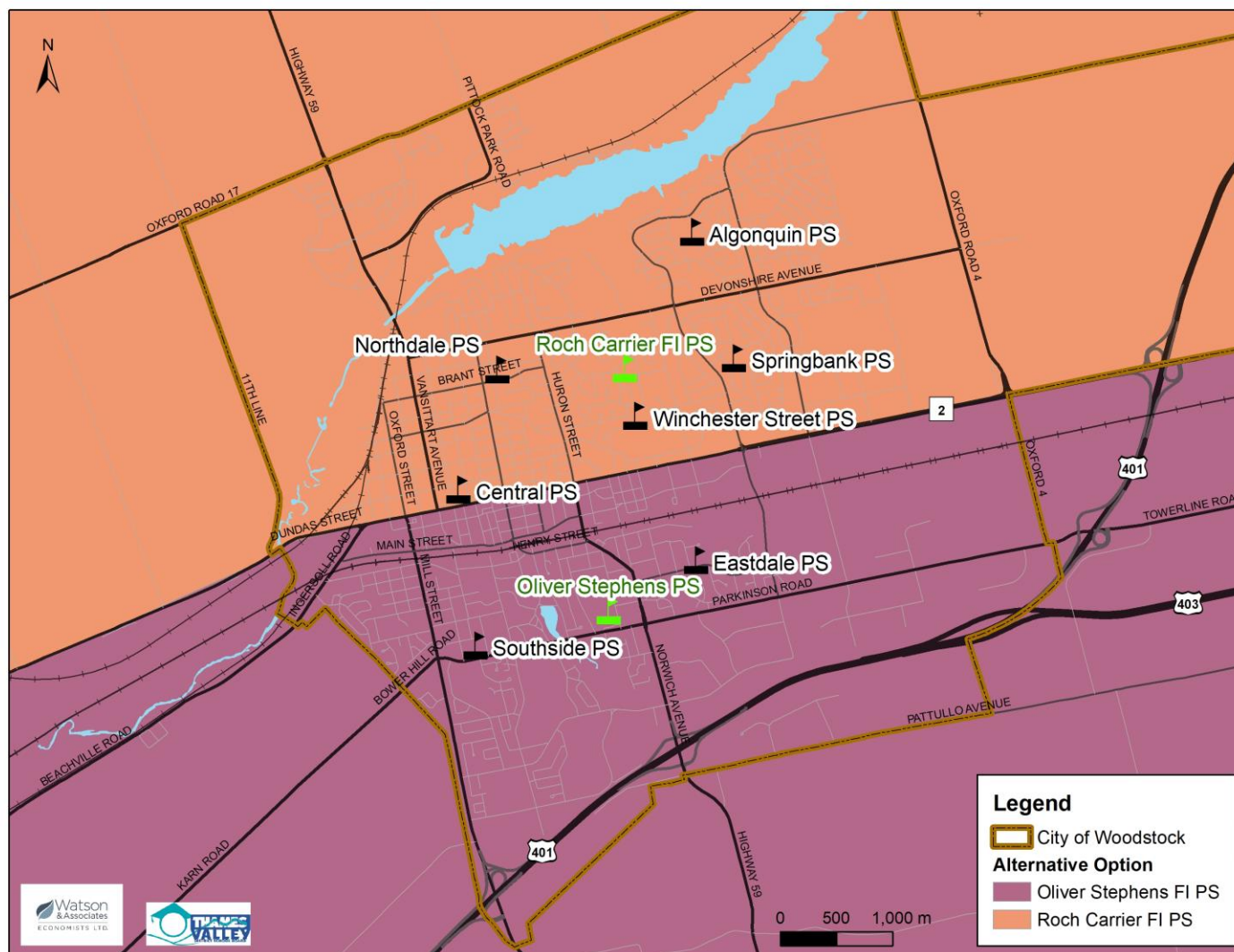
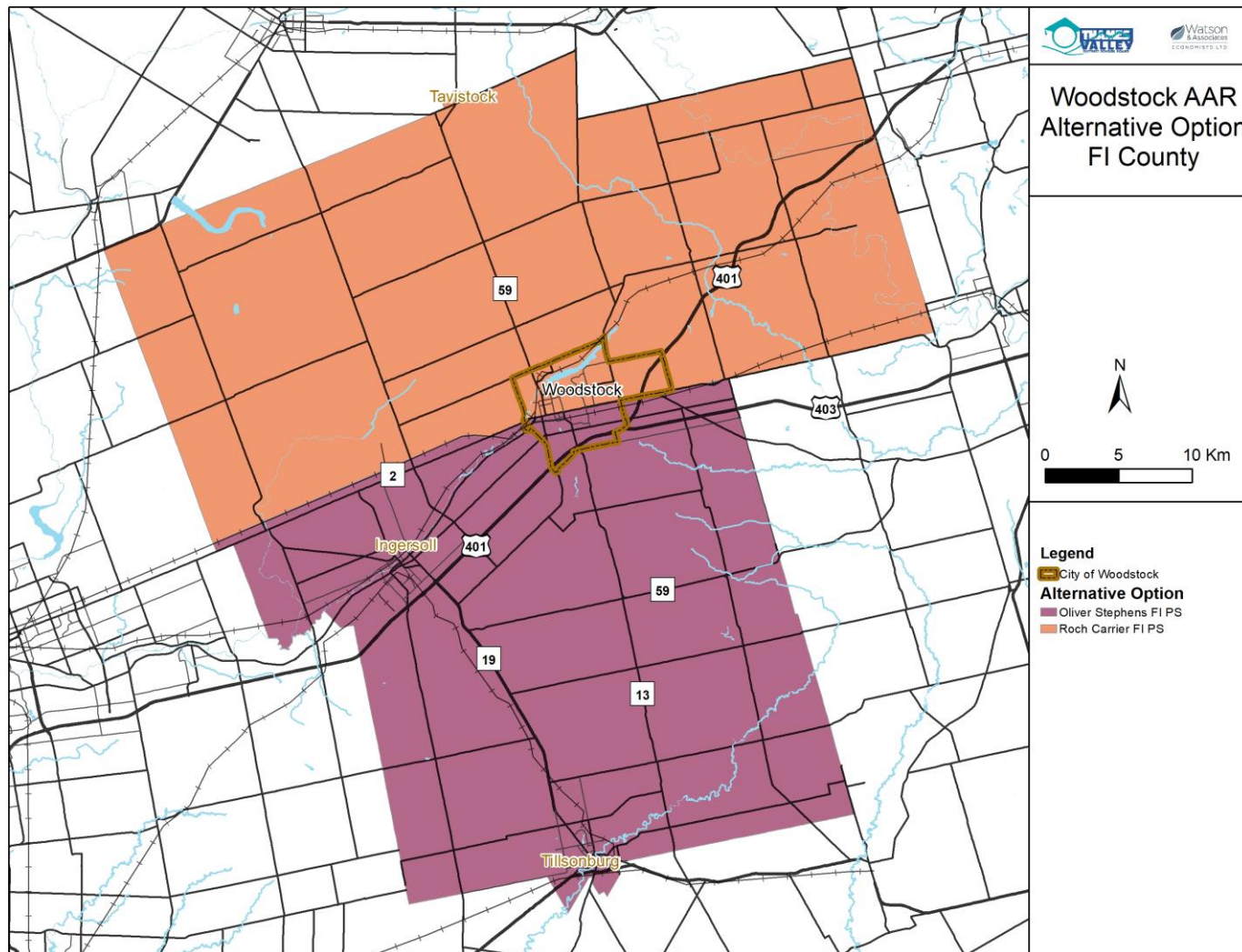




Figure 6-2: French Immersion Option 1 Alternative Boundaries Across the County





6.1 Proposed Changes

- The preferred option for FI is to create two separate FI boundaries for both the City of Woodstock and the County of Oxford outside the City—that is, a north and south FI boundary extending through the County and bisecting the City of Woodstock. (See Figure 6-1 and Figure 6-2.)
- Roch Carrier FI PS would remain a grade 1 to 8 single-track FI school that would service north Woodstock and the northern portion of the County outside the City (shown in orange in Figure 6-1 and Figure 6-2), north of County Road 2.
- Oliver Stephens PS would become a dual-track school, with both a French and English Track. The FI program would service south Woodstock and the southern portion of the County outside the City (shown in purple in Figure 6-1 and Figure 6-2), south of County Road 2, while redirecting English Track students located in the existing satellite boundary (west of Southside PS) to Eastdale PS, as shown in Figure 4-1.

6.2 Expected Outcomes

- Roch Carrier FI PS – Utilization of OTG capacity remains high, at 118% in 2022 and 162% in 2027, but this is a significant improvement over the expected rates under the status quo (199% in 2022; 243% in 2027). This reduction in enrolment will enable six portables to be removed, resulting in a functional capacity of 420, down from 558. This will result in a functional utilization of 79% in 2022, but as the new developments in north Woodstock build out, this will rise to 109% by 2027. If FI enrolment throughout the County continues to rise beyond that point, it may be necessary to re-evaluate accommodation in the longer term.
- Oliver Stephens PS – Students residing in the satellite portion of Oliver Stephens PS's current boundary are redirected to Eastdale PS, as described in section 4.1, which opens capacity in the school to accommodate FI students from southern Woodstock and southern Oxford County. This results in stable utilization of 109% in both 2022 and 2027, with no portables required.
- Table 6-1 outlines the proposed changes to capacities, enrolments, and utilization rates for the FI Option 1 – Alternative.



Table 6-1: Enrolment and Utilization Under French Immersion Option 1 – Alternative

Schools				OPTION 1 - ALTERNATIVE						
Name	Portables	OTG Capacity	Functional Capacity	Enrolment			Utilization			
				Existing 2019/20	Implementation Year 2022/23	5 Years After Implementation 2027/28	OTG Cap. 2022	OTG Cap. 2027	Functional Cap. 2022	Functional Cap. 2027
Algonquin PS	3	620	689	757	700	595	113%	96%	102%	86%
Eastdale PS	0	314	314	290	273	302	87%	96%	87%	96%
Northdale PS	3	328	397	364	378	405	115%	123%	95%	102%
Oliver Stephens PS	0	366	366	383	398	398	109%	109%	109%	109%
Roch Carrier FI PS	6	282	420	257	333	457	118%	162%	79%	109%
Southside PS	1	343	366	385	409	490	119%	137%	112%	134%
Springbank PS	6	366	504	400	492	590	134%	161%	98%	117%
Winchester Street PS	0	407	407	356	413	411	102%	101%	102%	101%
Total	19	3026	3463	3,192	3,396	3,648	112%	121%	98%	105%

1) OTG Capacity = Ministry rated permanent On-The-Ground school capacity.

2) The functional capacity is assumed to be the school's OTG capacity plus capacity associated with portables/portapaks.

3) Portables have been adjusted as per projected enrolments.



7. Final Staff Recommendations

Following public consultations, the TVDSB is recommending that for the FI program, the Option 1 – Alternative (with County Road 2 established as the dividing line between the Oliver Stephens PS FI program and the Roch Carrier PS FI program) be adopted as the new boundary. This adjustment would be implemented in combination with the proposed English Track boundary changes outlined in Figure 4-1. These measures provide a second FI program to the County of Oxford, transitioning Oliver Stephens PS to a dual-track school serving the south of Woodstock and southern part of the County, while the existing Roch Carrier FI PS serves the northern part of the City and County. This optimizes available space within Woodstock's schools. Both FI programs will have a mix of urban students and rural students while maintaining community and family links.



8. Summary

Table 8-1, below, summarizes the functional utilizations for all schools included in this AAR. The goal of this review was to relieve enrolment pressure on the sole FI school in Oxford County, Roch Carrier FI PS, while also addressing enrolment imbalances between English Track schools within the City of Woodstock. As a result, proposed measures targeted the three most underutilized schools (Algonquin PS, Eastdale PS, and Oliver Stephens PS), as well as two critically overutilized schools (Roch Carrier FI PS and Springbank PS). No changes are proposed for Northdale PS as it is well utilized and does not face significant enrolment pressure. Similarly, enrolment at Winchester Street PS is stable and within its capacity; however, this is evident only after redirecting students currently holding at Winchester Street PS back to their home school, Springbank PS. Southside PS is also not subject to proposed changes although it, in contrast, is currently overutilized and is expected to remain so – this situation will be addressed at a future date as the opening of a new elementary school in north Woodstock will free up student spaces in Central PS, allowing for more flexible accommodation solutions at that time.

Meanwhile, the utilization metrics for each of the schools targeted by the proposed changes will improve significantly. Algonquin PS will incur an increase in its utilization rate of about 20% and will require three portables in the short term but will eventually be able to accommodate students within permanent space. Likewise, Eastdale PS and Oliver Stephens PS will incur significant increases in utilization, bringing them to approximately 100% utilization by 2027.

Enrolment pressures at Roch Carrier FI PS and Springbank PS will be alleviated, which will allow the removal of six portables from Roch Carrier FI PS and four from Springbank PS. This will result in both schools being well utilized in 2022 but, as new residential developments in Woodstock build out, these schools will have a functional utilization of approximately 115% by 2027 and may require further evaluation in the future.



Table 8-1: Summary of Functional Utilization Changes

Schools	Portables		Functional Utilization							
			Implementation Year (2022)				5 Years After Implementation (2027)			
	Existing	Proposed	Status Quo	Option 1	Option 1 - Alt	Option 2	Status Quo	Option 1	Option 1 - Alt	Option 2
Algonquin PS	0	3	81%	102%	102%	102%	68%	86%	86%	86%
Eastdale PS	0	0	64%	87%	87%	87%	70%	96%	96%	96%
Northdale PS	3	3	95%	95%	95%	95%	102%	102%	102%	102%
Oliver Stephens PS	0	0	66%	104%	109%	97%	69%	104%	109%	101%
Roch Carrier FI PS	12	6	100%	84%	79%	89%	123%	113%	109%	116%
Southside PS	1	1	112%	112%	112%	112%	134%	134%	134%	134%
Springbank PS	10	6	115%	98%	98%	98%	128%	117%	117%	117%
Winchester Street PS	2	0	91%	102%	102%	102%	91%	101%	101%	101%

1) Utilization is based on functional capacity, defined as a school's OTG capacity plus capacity associated with portables/portapaks.

3) Proposed utilization values assume that the number of portables are adjusted as per projected accommodation requirements.

3) Status quo values assume holding students are returned to home schools.



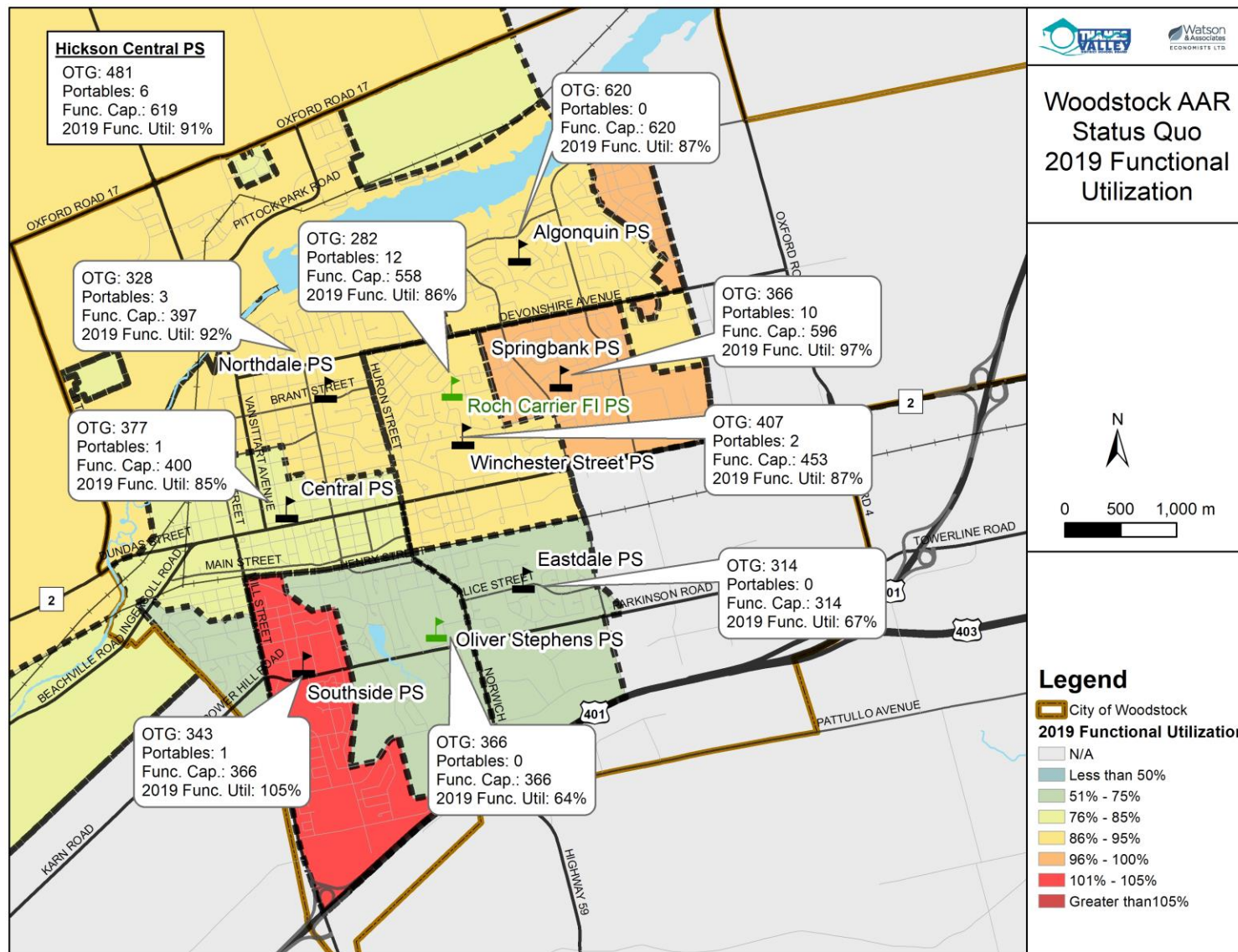
8.1 Summary Maps and Tables

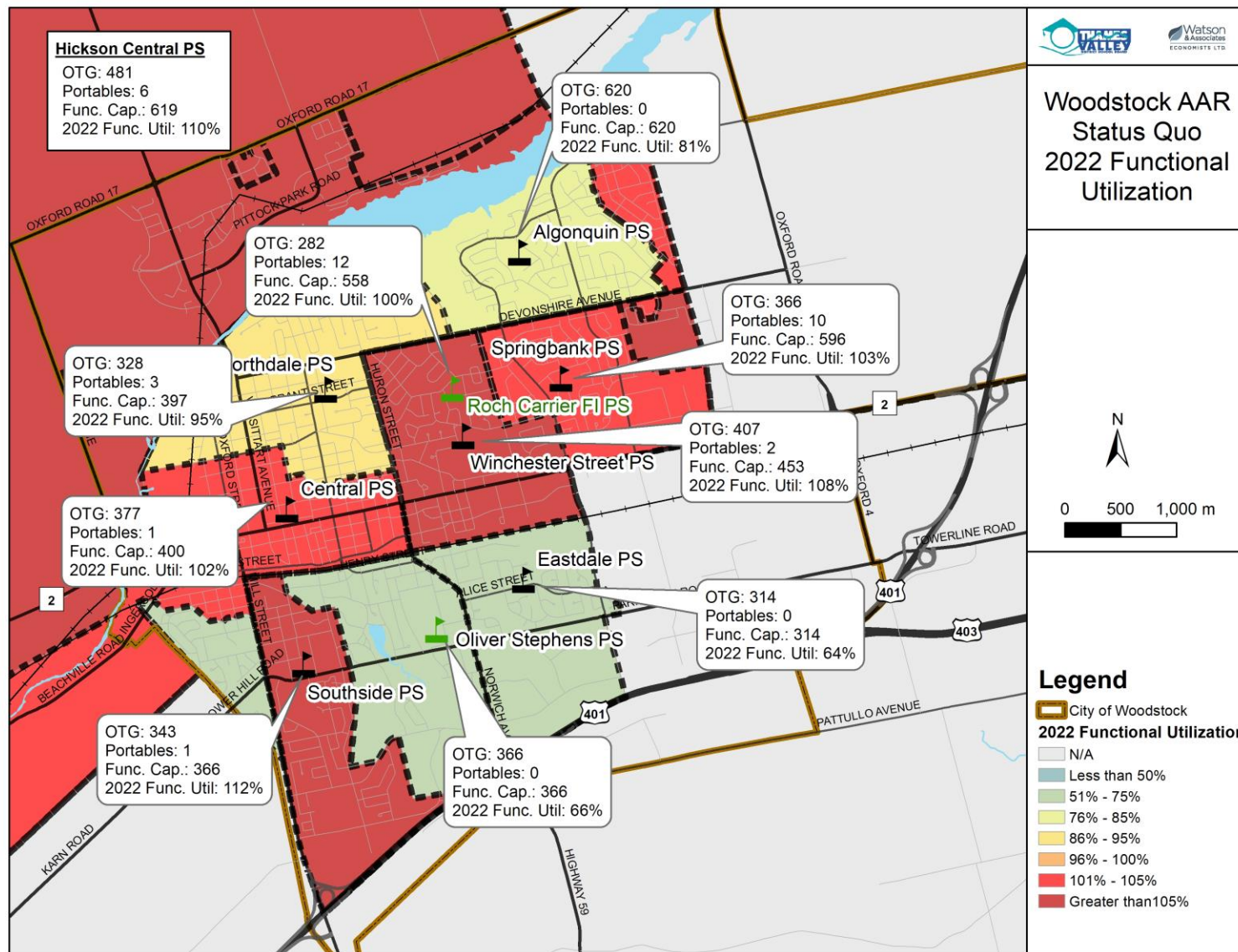
8.1.1 Status Quo

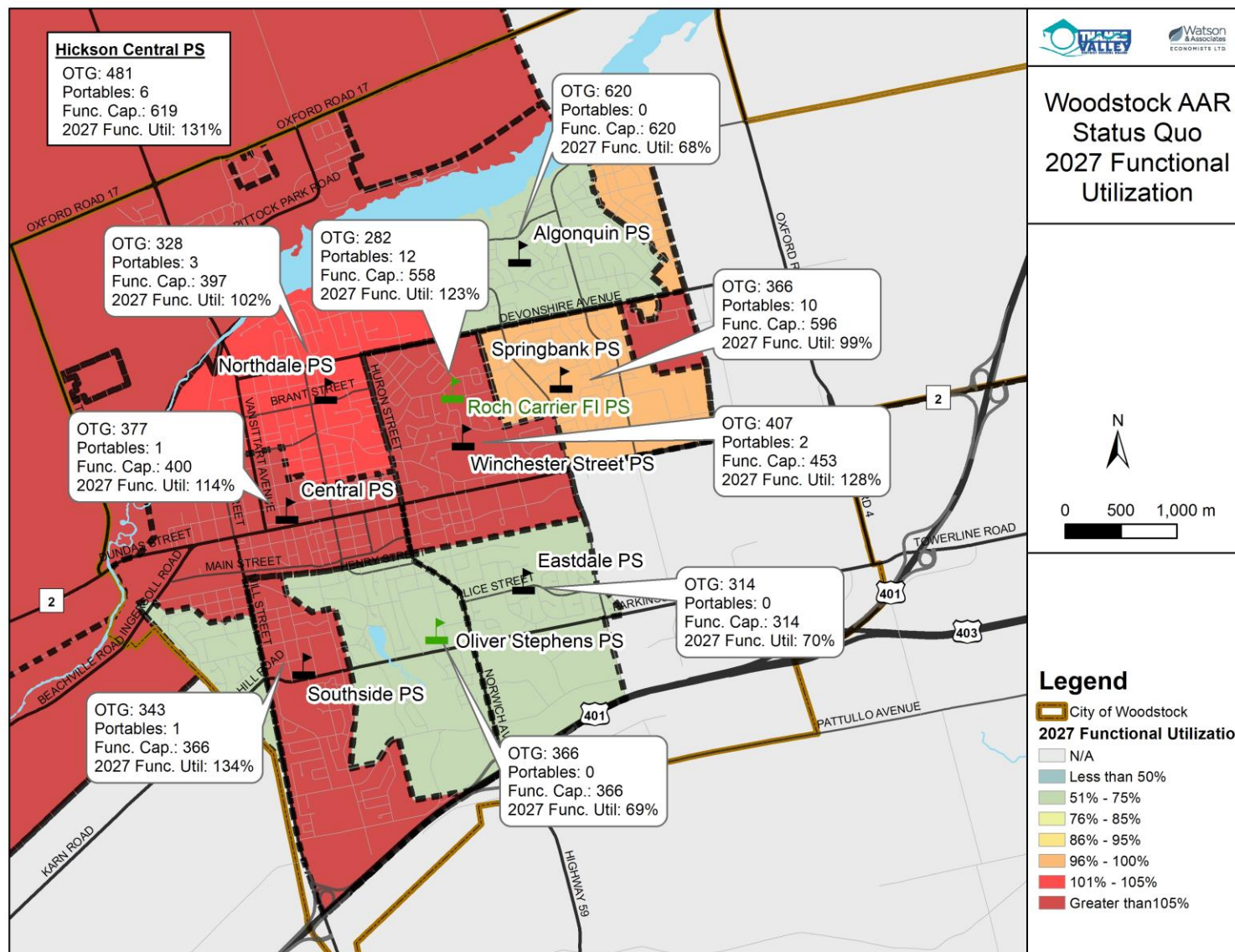
Schools				Enrolment			Utilization			
Name	Portables	OTG Capacity	Functional Capacity	Existing 2019/20	Implementation Year 2022/23	5 Years After Implementation 2027/28	OTG Cap. 2022	OTG Cap. 2027	Functional Cap. 2022	Functional Cap. 2027
Algonquin PS	0	620	620	537	504	425	81%	68%	81%	68%
Eastdale PS	0	314	314	209	200	219	64%	70%	64%	70%
Northdale PS	3	328	397	364	378	405	115%	123%	95%	102%
Oliver Stephens PS	0	366	366	236	243	253	66%	69%	66%	69%
Roch Carrier FI PS	12	282	558	478	561	686	199%	243%	100%	123%
Southside PS	1	343	366	385	409	490	119%	143%	112%	134%
Springbank PS	10	366	596	580	611	590	167%	161%	103%	99%
Winchester Street PS	2	407	453	396	490	582	120%	143%	108%	128%
Central PS	1	377	400	340	409	456	109%	121%	102%	114%
Hickson Central PS	6	481	619	565	683	811	142%	169%	110%	131%
Total	35	3884	4689	4,090	4,488	4,915	116%	127%	96%	105%

1) OTG Capacity = Ministry rated permanent On-The-Ground school capacity.

2) The functional capacity is assumed to be the school's OTG capacity plus capacity associated with portables/portapaks.









8.1.2 Status Quo with Holding Zone Returning Students

Schools				Enrolment			Utilization			
Name	Portables	OTG Capacity	Functional Capacity	Existing 2019/20	Implementation Year 2022/23	5 Years After Implementation 2027/28	OTG Cap. 2022	OTG Cap. 2027	Functional Cap. 2022	Functional Cap. 2027
Algonquin PS	0	620	620	537	504	425	81%	68%	81%	68%
Eastdale PS	0	314	314	209	200	219	64%	70%	64%	70%
Northdale PS	3	328	397	364	378	405	115%	123%	95%	102%
Oliver Stephens PS	0	366	366	236	243	253	66%	69%	66%	69%
Roch Carrier FI PS	12	282	558	478	561	686	199%	243%	100%	123%
Southside PS	1	343	366	385	409	490	119%	143%	112%	134%
Springbank PS	10	366	596	620	688	761	188%	208%	115%	128%
Winchester Street PS	2	407	453	356	413	411	102%	101%	91%	91%
Central PS	1	377	400	269	283	226	75%	60%	71%	56%
Hickson Central PS	6	481	619	287	357	382	74%	79%	58%	62%
New School North Woodstock				349	453	659				
Total	35	3884	4689	4,090	4,489	4,915	116%	127%	96%	105%

1) OTG Capacity = Ministry rated permanent On-The-Ground school capacity.

2) The functional capacity is assumed to be the school's OTG capacity plus capacity associated with portables/portapaks.

3) New School assumed to receive students from holding zones and Hickson Central PS.



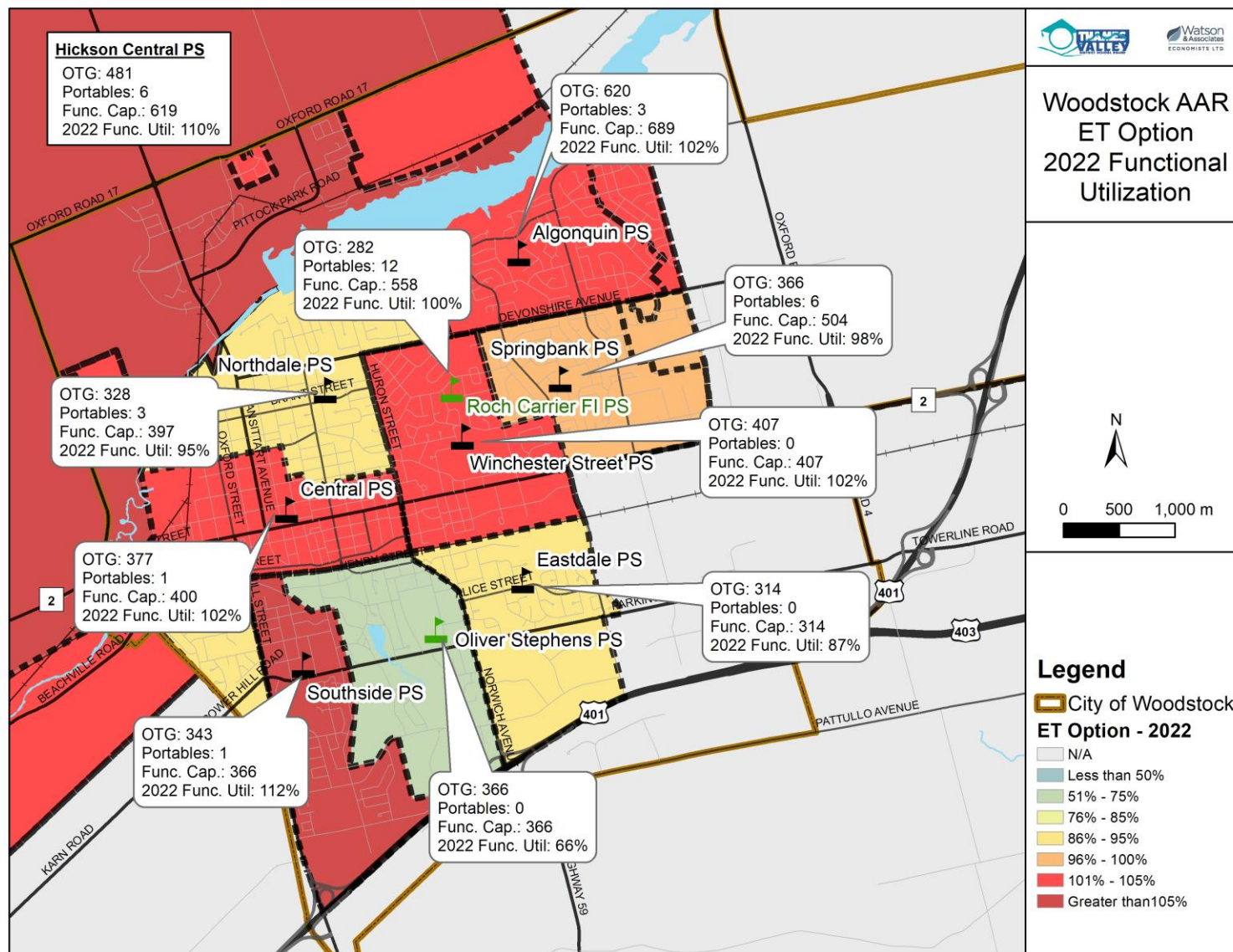
8.1.3 English Track Option

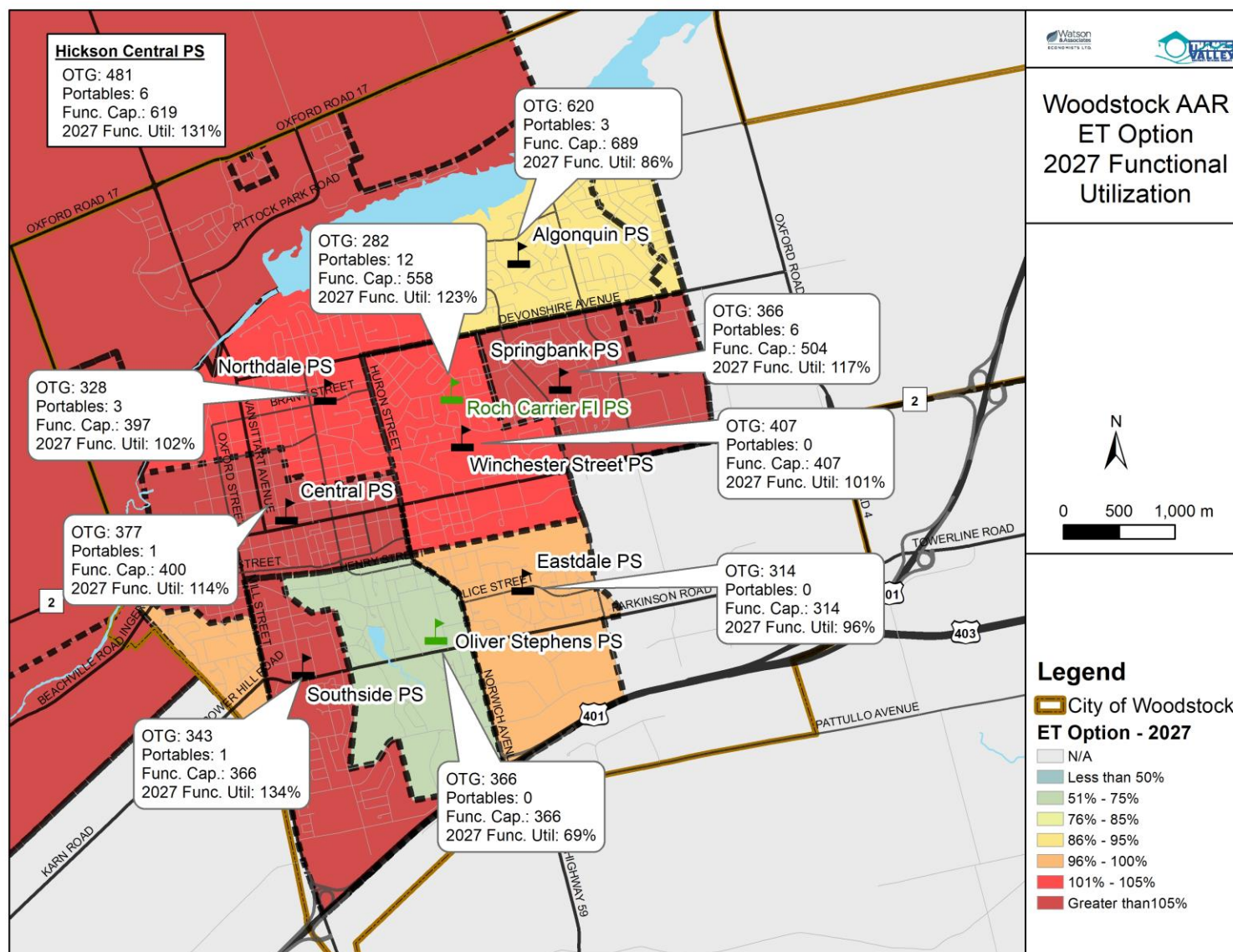
Schools				Enrolment			Utilization			
Name	Portables	OTG Capacity	Functional Capacity	Existing 2019/20	Implementation Year 2022/23	5 Years After Implementation 2027/28	OTG Cap. 2022	OTG Cap. 2027	Functional Cap. 2022	Functional Cap. 2027
Algonquin PS	3	620	689	757	700	595	113%	96%	102%	86%
Eastdale PS	0	314	314	290	273	302	87%	96%	87%	96%
Springbank PS	6	366	504	400	492	590	134%	161%	98%	117%
Winchester Street PS	0	407	407	356	413	411	102%	101%	102%	101%

1) OTG Capacity = Ministry rated permanent On-The-Ground school capacity.

2) The functional capacity is assumed to be the school's OTG capacity plus capacity associated with portables/portapaks.

3) Portables have been adjusted as per projected enrolments.







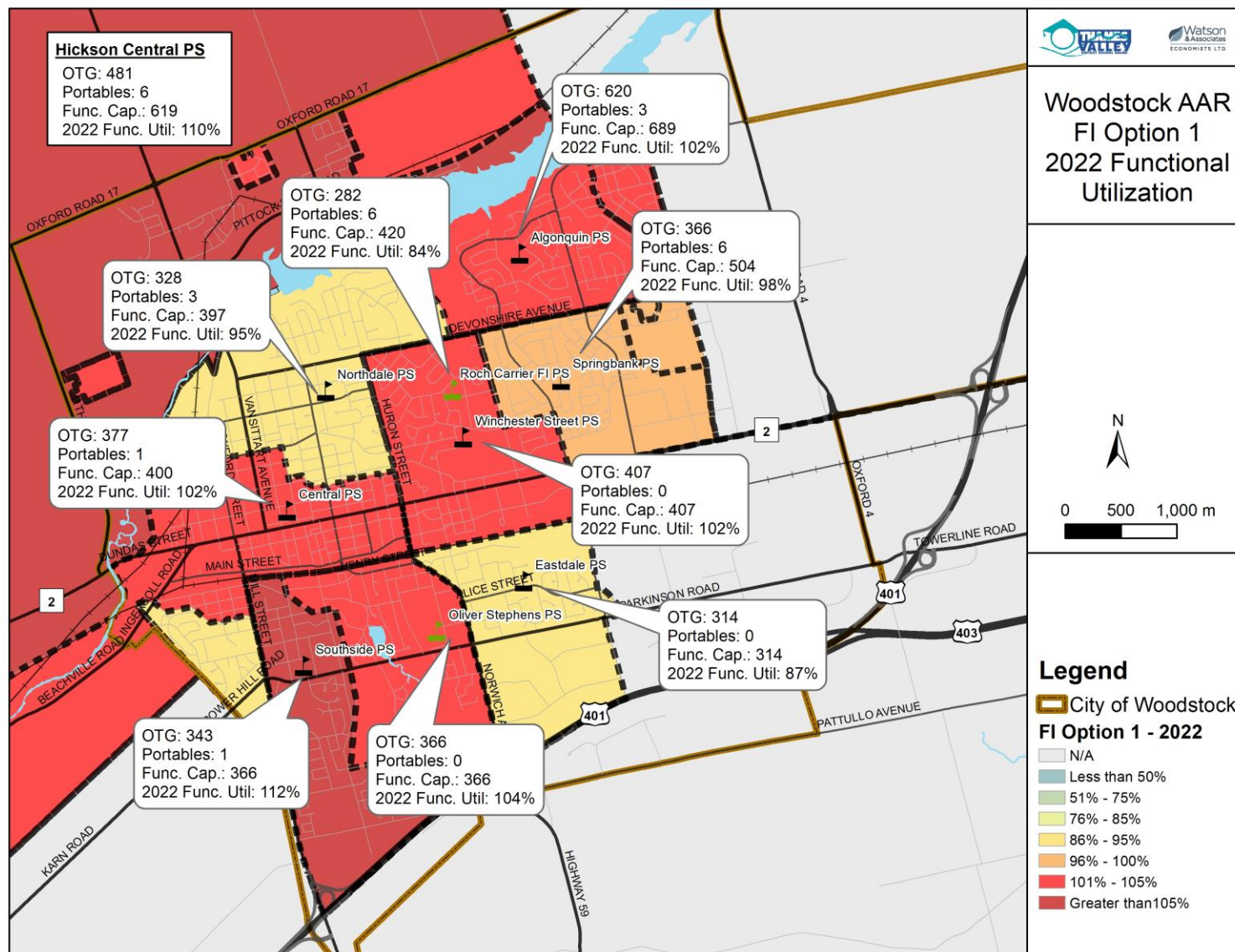
8.1.4 French Immersion Option 1

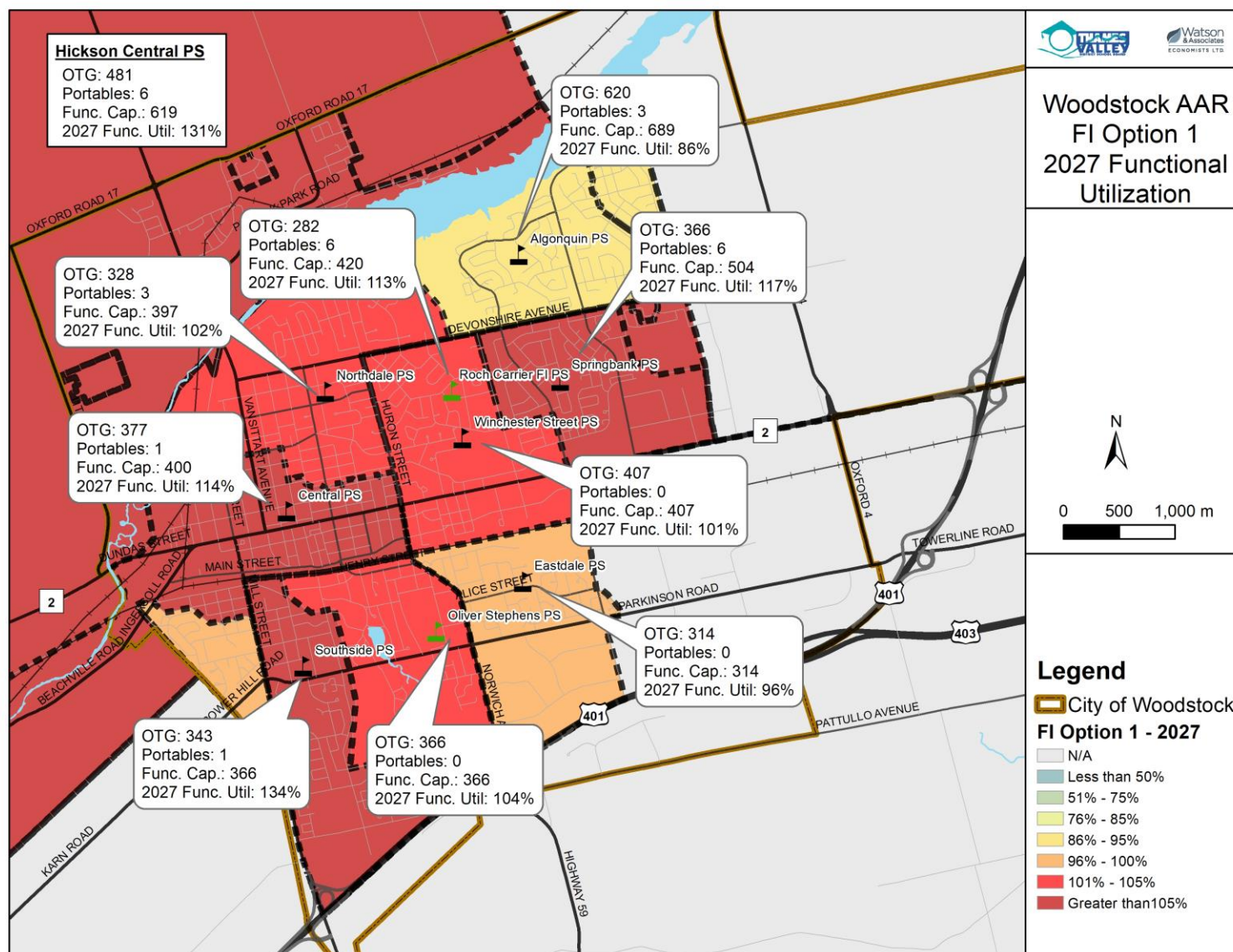
Schools				OPTION 1						
Name	Portables	OTG Capacity	Functional Capacity	Enrolment			Utilization			
				Existing 2019/20	Implementation Year 2022/23	5 Years After Implementation 2027/28	OTG Cap. 2022	OTG Cap. 2027	Functional Cap. 2022	Functional Cap. 2027
Algonquin PS	3	620	689	757	700	595	113%	96%	102%	86%
Eastdale PS	0	314	314	290	273	302	87%	96%	87%	96%
Northdale PS	3	328	397	364	378	405	115%	123%	95%	102%
Oliver Stephens PS	0	366	366	365	380	380	104%	104%	104%	104%
Roch Carrier FI PS	6	282	420	275	351	475	125%	168%	84%	113%
Southside PS	1	343	366	385	409	490	119%	143%	112%	134%
Springbank PS	6	366	504	400	492	590	134%	161%	98%	117%
Winchester Street PS	0	407	407	356	413	411	102%	101%	102%	101%
Total	19	3026	3463	3,192	3,396	3,648	112%	121%	98%	105%

1) OTG Capacity = Ministry rated permanent On-The-Ground school capacity.

2) The functional capacity is assumed to be the school's OTG capacity plus capacity associated with portables/portapaks.

3) Portables have been adjusted as per projected enrolments.







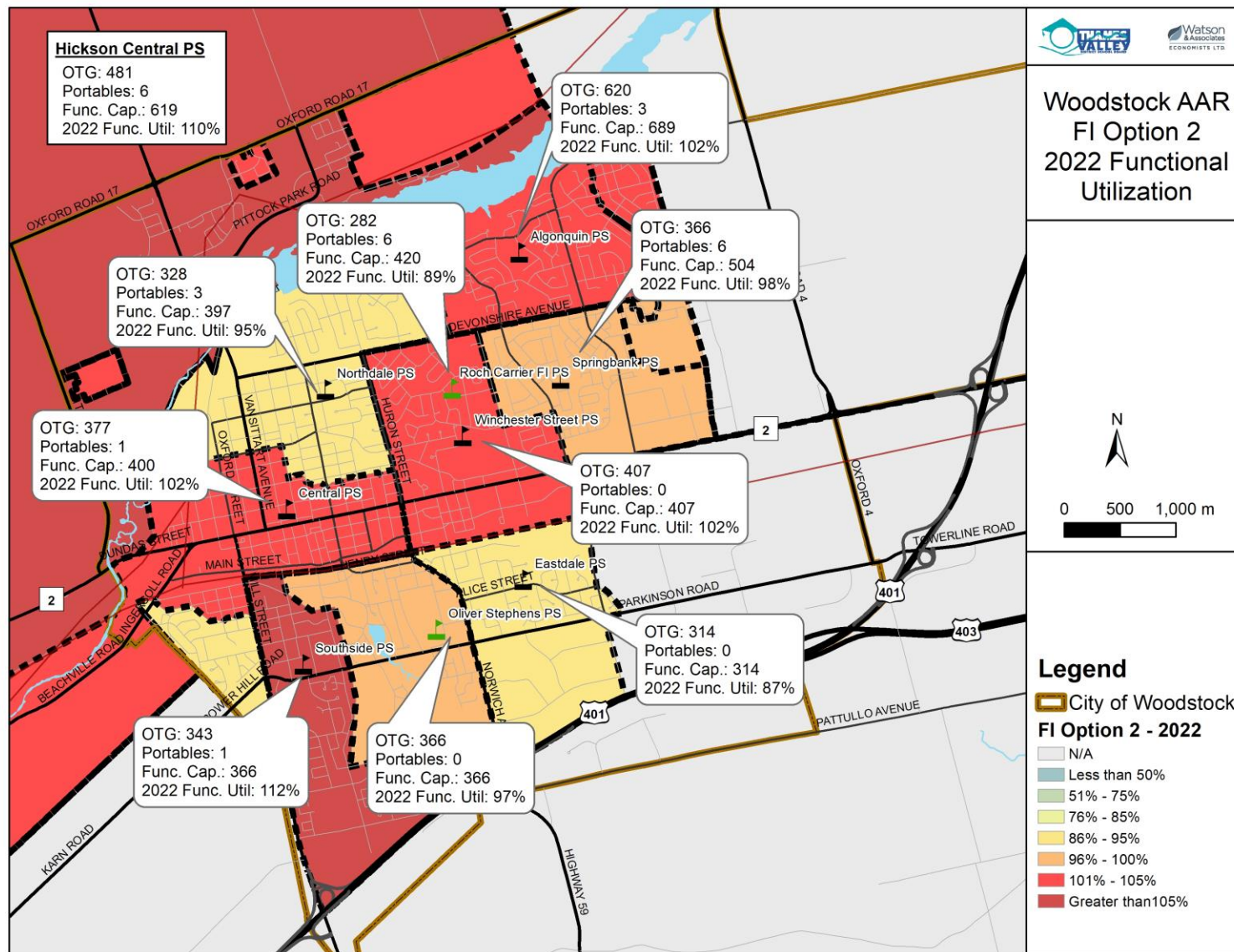
8.1.5 French Immersion Option 2

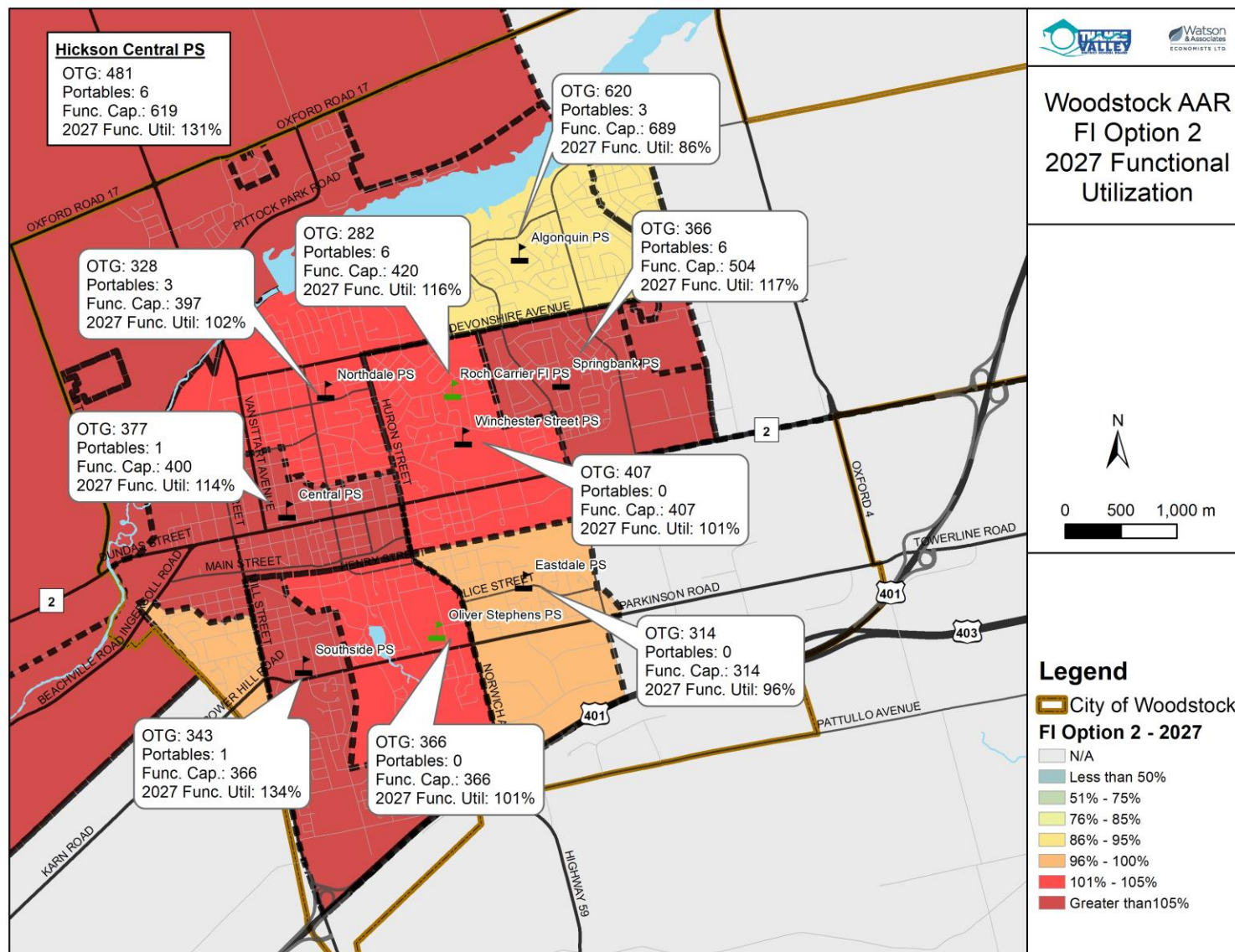
Schools				OPTION 2						
Name	Portables	OTG Capacity	Functional Capacity	Enrolment			Utilization			
				Existing 2019/20	Implementation Year 2022/23	5 Years After Implementation 2027/28	OTG Cap. 2022	OTG Cap. 2027	Functional Cap. 2022	Functional Cap. 2027
Algonquin PS	3	620	689	757	700	595	113%	96%	102%	86%
Eastdale PS	0	314	314	290	273	302	87%	96%	87%	96%
Northdale PS	3	328	397	364	378	405	115%	123%	95%	102%
Oliver Stephens PS	0	366	366	355	356	370	97%	101%	97%	101%
Roch Carrier FI PS	6	282	420	285	376	485	133%	172%	89%	116%
Southside PS	1	343	366	385	409	490	119%	143%	112%	134%
Springbank PS	6	366	504	400	492	590	134%	161%	98%	117%
Winchester Street PS	0	407	407	356	413	411	102%	101%	102%	101%
Total	19	3026	3463	3,192	3,396	3,648	112%	121%	98%	105%

1) OTG Capacity = Ministry rated permanent On-The-Ground school capacity.

2) The functional capacity is assumed to be the school's OTG capacity plus capacity associated with portables/portapaks.

3) Portables have been adjusted as per projected enrolments.







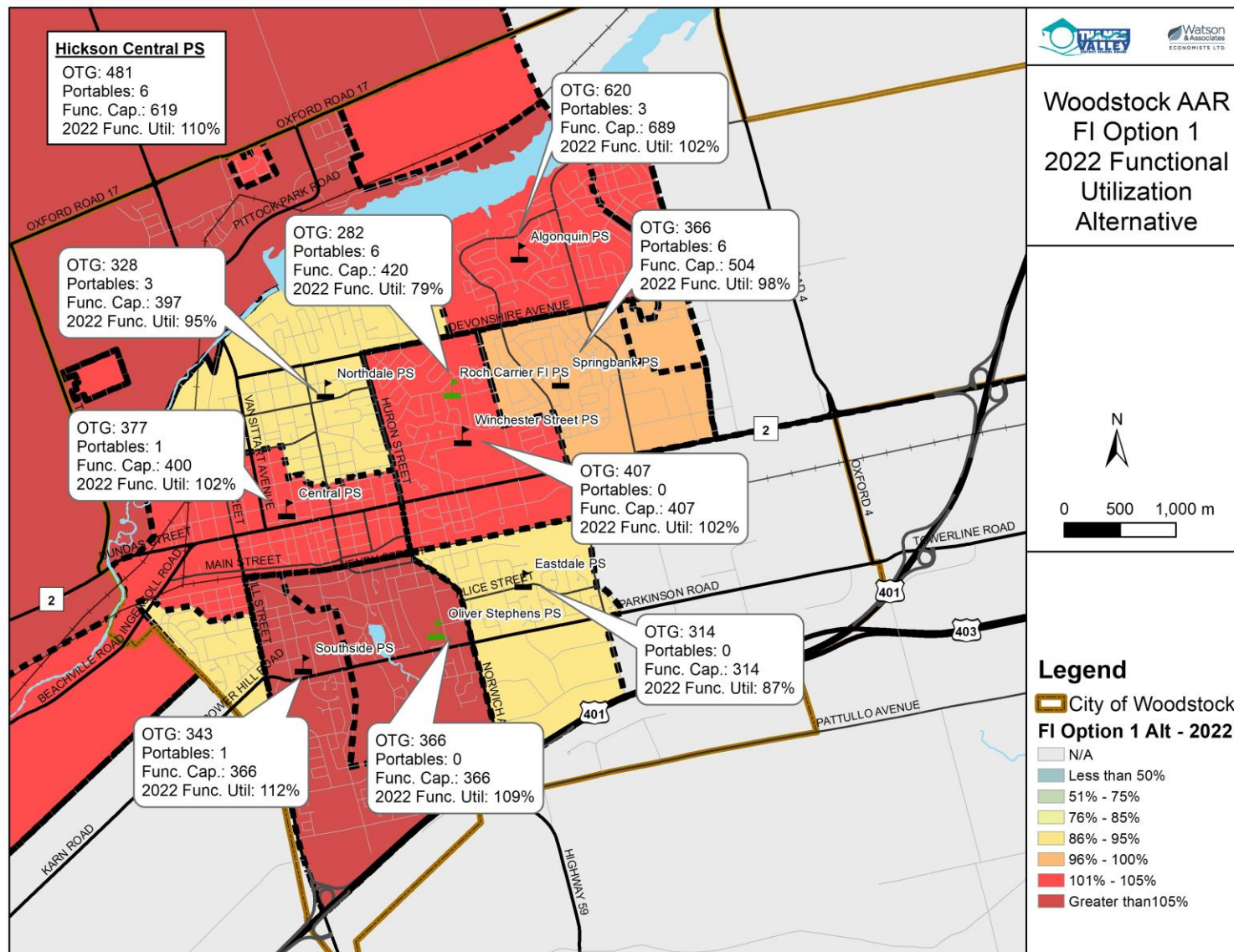
8.1.6 French Immersion Option 1 – Alternative

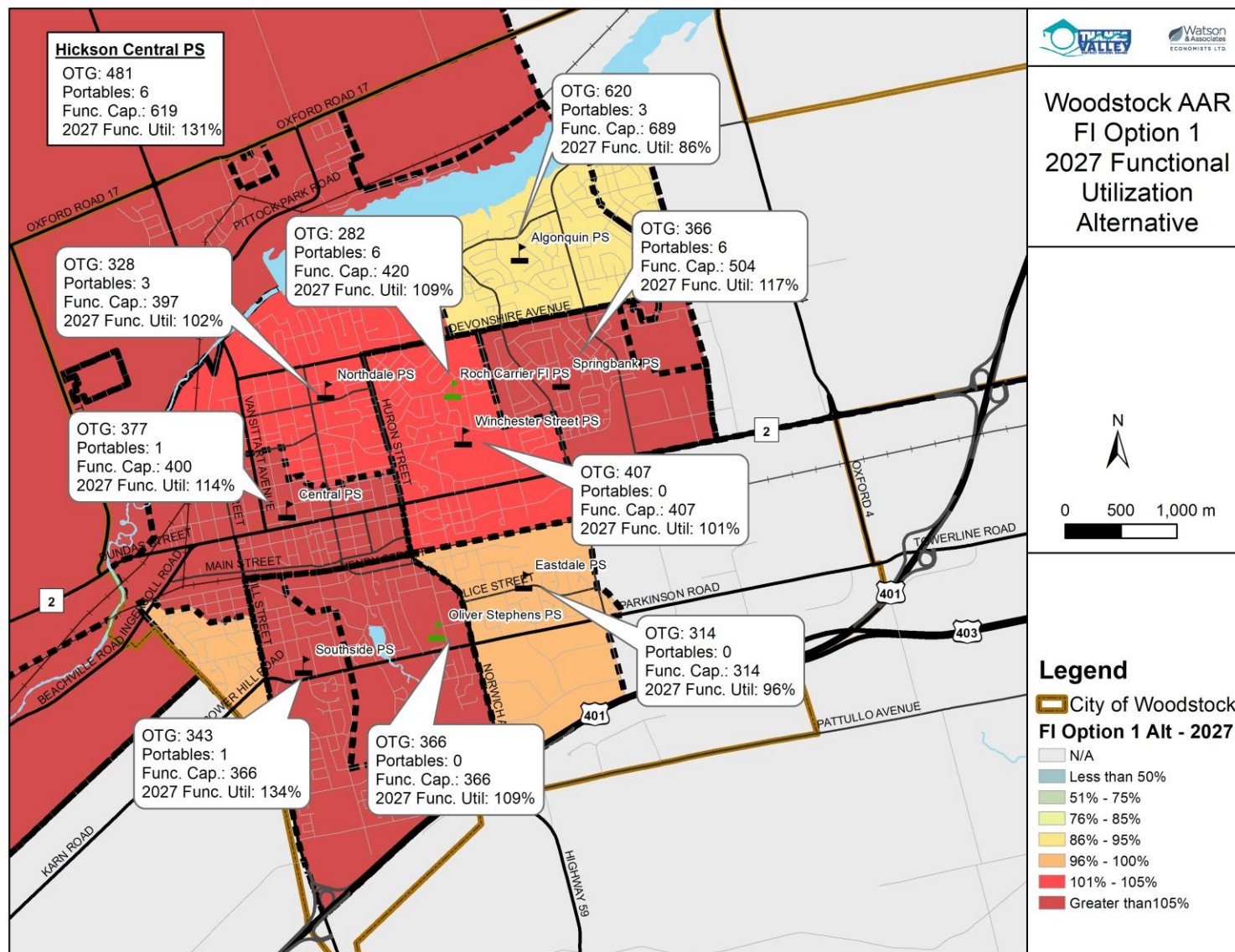
Schools				OPTION 1 - ALTERNATIVE						
Name	Portables	OTG Capacity	Functional Capacity	Enrolment			Utilization			
				Existing 2019/20	Implementation Year 2022/23	5 Years After Implementation 2027/28	OTG Cap. 2022	OTG Cap. 2027	Functional Cap. 2022	Functional Cap. 2027
Algonquin PS	3	620	689	757	700	595	113%	96%	102%	86%
Eastdale PS	0	314	314	290	273	302	87%	96%	87%	96%
Northdale PS	3	328	397	364	378	405	115%	123%	95%	102%
Oliver Stephens PS	0	366	366	383	398	398	109%	109%	109%	109%
Roch Carrier FIPs	6	282	420	257	333	457	118%	162%	79%	109%
Southside PS	1	343	366	385	409	490	119%	137%	112%	134%
Springbank PS	6	366	504	400	492	590	134%	161%	98%	117%
Winchester Street PS	0	407	407	356	413	411	102%	101%	102%	101%
Total	19	3026	3463	3,192	3,396	3,648	112%	121%	98%	105%

1) OTG Capacity = Ministry rated permanent On-The-Ground school capacity.

2) The functional capacity is assumed to be the school's OTG capacity plus capacity associated with portables/portapaks.

3) Portables have been adjusted as per projected enrolments.





Oxford County French Immersion and City of Woodstock Elementary Panel Attendance Area Review

Algonquin Public School AARC Subcommittee Report

June 2, 2021

1. SUB-COMMITTEE MEMBERS & AFFILIATION

Janice Johnson - Chair (primary/junior rep.)

Kelsi Break - Vice-chair (kindergarten rep.)

Leah Baan – Chair of School Council

Stefanie Bloxsidge - President of Home and School Association

2. SCHOOL COMMUNITY MEETINGS

A sub-committee meeting was held April 20, 2021 at 6:30pm with a total number of 11 attendees.

3. EXECUTIVE SUMMARY

The AARC sub committee of Algonquin Public School (Algonquin P.S.) consisted of four parents and held a meeting with the school community on April 20, 2021 remotely via MS Teams. The meeting included sharing the options put forward by the Thames Valley District School Board (TVDSB) and gathered feedback from the school community.

4. BRIEF SCHOOL COMMUNITY PROFILE

Algonquin P.S. currently serves students from grade Junior Kindergarten to grade 8 with an enrollment of 537 students in 2019/2020.¹ The TVDSB predicts Algonquin P.S. will have a continued decline in student enrolment every year over the next five years. The proposed changes in the TVDSB AARC include expanding the Algonquin P.S. catchment area to include the geography east of its current boundary of Spitfire Street (north of Devonshire Avenue). This will increase Algonquin P.S.'s utilization from 81 per cent to 113

1

percent in 2022, (approx. 700 students) with a projected decrease to 96 per cent by 2027.

5. FEEDBACK REGARDING OPTIONS

While the Algonquin P.S. community will welcome all students redirected to our school from Springbank Public School (Springbank P.S.) as a result of the proposed restructuring of school boundaries as listed in the AARC, there are key considerations that must be considered to ensure the transition is successful.

6. RECOMMENDATIONS & CONSIDERATIONS

Exemptions

We support allowing students who would be going into their grade 8 year in 2022 to remain at Springbank P.S., if they choose. Consideration must also be provided for siblings of these students to keep families together at Springbank P.S. should the trustees move forward with that option.

As well, students with special education needs that would be negatively affected by a change in school location should be allowed to stay at their chosen school should their family and medical support team deem it necessary.

Construction of portables

The committee was made aware of the need for three portables to be constructed at Algonquin P.S. to accommodate the additional student population should the boundary changes occur. These portables should be placed in a location that provides minimal impact to the green space currently available for student use. A layout plan should be reviewed by the Administration and Algonquin P.S. School Council before the portables are constructed.

Transportation and safety

Should the boundary changes occur and students be redirected to Algonquin P.S. the community recommends consideration be given to improving the existing flow of traffic around the school. For the past two years the Algonquin P.S. School Council has been in the process of reviewing the current foot and vehicular traffic in the school parking lot and on the street immediately adjacent to the school. Several safety concerns have been raised given the current placement of the street crossings, lack of a crossing guard and large number of vehicles dropping off and picking up students. A formal partnership was started with the Active and Safe Routes to School organization to

improve the current state. This work was paused due to the COVID-19 pandemic.

As mentioned in the question and answers section on the TVDSB AARC web page, only four of the 86 students currently eligible for busing to Springbank P.S. within the boundary change area would remain eligible once they transitioned to Algonquin P.S.

Also important to recognize is that the Good Beginnings daycare that is attached to our school has just undergone construction allowing for an additional 34 child care spaces.²

Therefore the number of vehicular and foot traffic at Algonquin P.S. will increase exponentially if the proposed boundary change is approved. Given our already congested space during drop-off and pick-up times, adding an additional 200 students to our school community without the proper improvements and interventions is unacceptable and dangerous for our students.

We recommend a formal review be completed of the drop-off and pick-up area with all necessary organizations (ie. Algonquin P.S. Administration, TVDSB, Algonquin P.S. School Council, the City of Woodstock, Good Beginnings Day etc.) to ensure the construction of a safe and effective parking lot and drop-off/pick-up zones.

In addition to improvements that arise from this review, we ask for the TVDSB to provide the necessary staffing support to assist with traffic flow at the kiss and ride area and to assist in working with the City of Woodstock to facilitate additional crossing guards in the immediate area of the school to ensure the safety of our students given the increased vehicular traffic.

Oxford County French Immersion and City of Woodstock Elementary Panel Attendance Area Review

Eastdale Public School AARC Subcommittee Report

April 26, 2021

1. SUB-COMMITTEE MEMBERS & AFFILIATION

- Casey Donkervoort, School Council Chair
- Melissa Cowell, Primary/Junior Representative
- Jim Laffin, Junior Representative

2. SCHOOL COMMUNITY MEETINGS

- **Date(s):** April 26, 2021
- **# Of attendees at each meeting:** 6 People attended, 3 of which were the committee members mentioned above and 3 staff members: Kathy Hanchiruk - Eastdale PS Principal, Kelly Ashman – Eastdale PS Vice-Principal, and Sherry Thompson – Winchester PS Principal.
- **# Of participants in discussion at each meeting:** 2, Mr. Donkervoort was the presenter and committee member Jim Laffin had a couple of questions during the Q & A portion of the meeting.

3. EXECUTIVE SUMMARY

June 23, 2020 Board Resolution - "That the next attendance area review addresses the significant student distribution problem in the City of Woodstock, pending Capital Priorities submission results as well as the overcapacity accommodation issue at Roch Carrier French Immersion Public School."

Capital Priorities Submission Results - "Ministry of Education encouraged Administration to develop accommodation solutions that address both enrolment pressure and facility under-utilization"

TVDSB has proposed some options to help distribute enrolment at all schools in Woodstock more equitably.

4. BRIEF SCHOOL COMMUNITY PROFILE

Currently our school boundaries are the south east part of town with a mixture of young families with primary/high school aged children and middle aged to elderly with no primary/high school aged kids at home.

5. FEEDBACK REGARDING OPTIONS

- English Track Option:

“A complete overhaul of the existing boundaries should be considered to reduce or eliminate bussing in the English track.” J. Laffin

- French Immersion Option 1 (Preferred Option):

“I believe this is the best option for all schools involved. I don’t think there is a better way to relieve enrolment pressures at some schools while increasing enrolment at others.” M. Cowell

- French Immersion Option 2 (Alternative to Preferred Option):

“Reviewing the numbers in both of the French Immersion (FI) options, while they have shown changes to reduce the number of students at Roch Carrier FI, by 203, there are 70 students not accounted for. Under the existing 478, Option 1 (2019-20) 275, Oliver Stephens current (2019-20) 236, Option 1 (2019-20) 365 an addition of only 130. Enrolment numbers do not add up for either option 1 or option 2. Have 70 students left the FI program? How will this discrepancy affect other schools in Woodstock proper? This discrepancy has skewed the numbers.”
J. Laffin

6. RECOMMENDATIONS & CONSIDERATIONS

- What will it look like at Eastdale PS regarding where the busses will drop off and/or pick up students and how will the junior class aged children (for ex. Kindergarten) get to their assigned area and back to the bus area safely?
- What will happen if the aging population within the Eastdale boundaries are replaced with young families with school aged children? Will school boundaries be looked at again?
- Are the infrastructure and staffing plans being taken into consideration for Eastdale PS to accommodate a growth boom should it happen in our zone and the bussed in zone?

7. APPENDICES

Information provided in this report was gathered from the Attendance Area Review Committee (AARC) meeting slides as well as opinions of committee members.



Oxford County French Immersion and City of Woodstock Elementary Panel Attendance Area Review

Oliver Stephens Subcommittee Report

REPORT DATE: May 27, 2021 FINAL REPORT

1. EXECUTIVE SUMMARY

The Oliver Stephens sub-committee has reviewed all the information with respect to the boundary changes and the potential changes at Oliver Stephens, with input from a small percentage of the school community.

Many of the participants in this review process feel that having a dual track school can be beneficial, yet the changes to the existing boundaries will cause undue hardship to many Oliver Stephens students who are forced to move to another school. In terms of the two options presented, Option 1 was discussed as being the better of the two as it is felt that having a mix of city and county students in both Roch Carrier and Oliver Stephens would be best for both schools.

It was also discussed that the English Track Boundary changes be reassessed. The proposed boundary changes are based on the assumption that a school will be built in the north end of Woodstock 5 to 6 years from now. There are no guarantees that this will happen. It is likely a second Attendance Area Review will be required resulting in more boundaries being changed for a second time within a relatively short time frame (5-6 years). If a new school is built in the north end of Woodstock 5 to 6 years from now, the board has indicated to the Oliver Stephens sub-committee that students from the Oliver Stephens satellite location will likely be relocated a second time. With this in mind, the boundary changes should be designed so that all students, not just those from Oliver Stephens, are impacted only once by this Attendance Area Review process.

Overall, the sub-committee has concluded that this decision should be postponed until the current pandemic has abated and an in-person meeting can be held to attain great involvement from the Oliver Stephens school community. Information shared by the administration from Roch Carrier indicated that the recommendation to postpone this decision was also voiced by their school community. With the unknown financial impact caused by the pandemic (i.e. funding may not be available for a new school resulting in the implementation of portables/portapaks at existing schools as a cheaper alternative) it seems prudent that the Attendance Area Review process be paused to allow both the board and parents to recover from this once in a 100-year event. While it is understood that a decision like this is never easy and impact to students is unavoidable, the collective response from Oliver Stephens and Roch Carrier cannot be ignored.



Oxford County French Immersion and City of Woodstock Elementary Panel Attendance Area Review

Oliver Stephens Subcommittee Report

2. SUB-COMMITTEE MEMBERS & AFFILIATION

- a. Deb Sanders (Chair)
- b. Chelsea Vero – Early Years
- c. Melissa MacLean – Primary
- d. Andrea Marshall – Primary
- e. Eric Kubelka – Junior
- f. Brenda Stevenson – Intermediate
- g. Telesha Williston – Intermediate

3. SCHOOL COMMUNITY MEETINGS

A meeting was held with the Oliver Stephens (O.S.) community on April 29, 2021 to provide an overview of the Attendance Area Review Report and obtain feedback from parents. The number of attendees peaked at 24. This number included the sub-committee members (7), and the Principals from Oliver Stephens and Roch Carrier.

4. BRIEF SCHOOL COMMUNITY PROFILE

The Oliver Stephens community is currently comprised of approximately 250 students from a variety of backgrounds. The vast majority of our families speak English as their first language. We have a relatively stable population with 75% of our families remaining in this school area for their entire elementary school time. We have a 70:30 mix of families who own their home vs renting. Approximately 71 students attend O.S. from the holding zone, west of Mill Street. Our School Council is becoming more and more active and engaged with representatives from all the divisions.



Oxford County French Immersion and City of Woodstock Elementary Panel Attendance Area Review

Oliver Stephens Subcommittee Report

5. FEEDBACK REGARDING OPTIONS

The following is an overview of the feedback provided on the English track boundary changes and the two dual-track French Immersion (FI) options:

- a. English Track Boundary Changes (focus was on the movement of O.S. students West of Mill street to Eastdale):
 - i. There was no other proposed option for the O.S. satellite location. There should have been more than one option presented.
 - ii. This appears to be a temporary move which affects 71 students adversely. Especially if these same students will need to change schools again in 5-6 years when a new school is built in the north end of Woodstock.
 - iii. The English track boundary changes are based on the assumption that we will have a new school in place 5-6 years from now, however there is no guarantee of this. As a result, it is highly likely that boundaries will need to be adjusted a second time resulting in children from the satellite location being moved again. Without a guarantee of a new school being built within the proposed timeframe, adjustment to the boundaries should be made without any bias. (i.e., it needs to be based on existing schools and not schools that do not exist)
- b. French Immersion Option 1 (Preferred Option):
 - i. While this option seems to have a cleaner divide, there is concern that a North/South socio-economic divide will be further accentuated.
 - ii. Only 2 community members supported this option
- c. French Immersion Option 2 (Alternative to Preferred Option):
 - i. The number of buses would significantly increase.
 - ii. Separation of city and county students should not be divided.
- d. General feedback with respect to having O.S. become a Dual Track English/FI School:
 - i. Good idea (3 parents shared this sentiment)
 - ii. Excited about it (2 parents shared this sentiment)
 - iii. Bilingual education opens many doors
 - iv. Disappointed that existing students from Grade 2 and above at the time of implementation cannot apply to the FI program.



Oxford County French Immersion and City of Woodstock Elementary Panel Attendance Area Review

Oliver Stephens Subcommittee Report

- e. Overall feelings related to this process and these options:
 - i. Feel betrayed
 - ii. Students and families are just numbers
 - iii. Anyone West of Mill Street are just numbers.
 - iv. Not the time to make these decisions i.e., during a pandemic
 - v. Not fair
 - vi. There is a perception that Eastdale is not up to standard from a quality of education standpoint.

6. RECOMMENDATIONS & CONSIDERATIONS

- a. Postpone the decision until after the pandemic. It has been expressed that student mental health is of paramount importance, yet this decision would be yet another significant change in the lives of students who will be impacted by a move from one school to another. The options need to be reassessed taking the following into consideration:
 - i. Must consider the students' mental health of all students
 - ii. Must consider the needs of students with special needs.
- b. Postpone the decision until an in-person meeting can be held and better attended to ensure all voices are heard.
- c. Ensure that Grandfathering is an option if the Trustees decide to move forward with one of the proposed options. Consideration with respect to where the cut off line would be drawn is critical.
 - i. We recommend that students who would be entering Grade 8 during the year of implementation and their siblings. Then on an individual basis following the Out of Area procedures on a year-by-year basis.
 - ii. We recommend that students with special needs should be given priority for Grandfathering on an individual student needs basis with consultation between the families and the principal of the schools.
- d. Infrastructure funding will be required for furniture (desks, chairs etc), equipment, resources and rebranding of the school to ensure a unified new culture.
- e. In the interim, consider limiting enrolment at Roch Carrier until there is a facility that can house them.



**Oxford County French Immersion and City of Woodstock
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- f. Consider combining the English students from Eastdale and Oliver Stephens in one school and using Eastdale as a second FI school.
- 7. APPENDICES (Deadline by May 21)
 - a. Letter from Parent Eric Kubelka
 - b. Letter from Parent Andrea Marshal



Oxford County French Immersion and City of Woodstock Elementary Panel Attendance Area Review

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Appendix A

RE: Attendance Area Review – Oxford County French Immersion (FI) and City of Woodstock

Attention: Thames Valley District School Board (TVDSB) Superintendents and Trustees

Date: 17-May-2021

My name is Eric Kubelka and my son is a student at Oliver Stephens Public School in Woodstock. I am writing to you about the proposed changes to Oliver Stephens' boundaries under the Attendance Area Review. The need for an Attendance Area Review as it relates to the English track boundaries and the French Immersion (FI) program is undisputed. Woodstock has significantly increased in population and will continue to do so for the unforeseeable future and our school boundaries need to adjust accordingly to meet the needs of our students. The existing boundaries are out-of-date resulting in inefficiencies as it relates to student capacity. It is clearly understood that changes must be made in order to attain the necessary funding to build a new school in Woodstock. What is in question are the methods in which the proposals were developed, the timing of implementation, and the impact of the boundaries on the Oliver Stephens students that will be moved.

During the initial Attendance Area Review Committee Meeting on 25-Mar-2021 two options were presented, and these options were generated by a consulting company (Watson & Associates Economists Ltd.). While the use of consultants who specialize in this type of review are valuable, they are only as good as the team they are supporting. In this case, the critical team members that were missing from the process were staff and parents from the Woodstock area. Watson & Associates Economists Ltd. website state that their project teams are tailored to ensure a personalized and focused approach. Although their report was very focused it lacked in being personalized from the perspective of parents and students. Local representation is considered essential in these matters to ensure the consultants consider all possible aspects when developing different options for evaluation. Had staff and parents had the opportunity to participate in the process they could have provided a local perspective. The two options that were presented gave different scenarios for determining which French Immersion students came to Oliver Stephens, but they did not offer different scenarios for the Oliver Stephens students that would be affected. This lack of choice for the Oliver Stephens students and families gives the impression that the Thames Valley District School Board (TVDSB) only cares about meeting the needs of their French students rather than their English students. While parents have been able to submit feedback either directly through the TVDSB website or through the subcommittee, all requests for changes that may reduce the impact to students have been denied. This gives the impression that local feedback is not being taken seriously and that the decision has likely already been made.

In terms of the timing, completing this type of assessment and making life-altering decisions during a pandemic is irresponsible. This is not a 'business as usual' situation as the pandemic



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has caused most parents to manage their lives like a triage aid station (i.e. dealing with the biggest priority such as putting food on the table and ensuring the health and well-being of family members). The Oliver Stephens school community is largely made up of parents who are considered essential workers. As such this could explain the low turnout to the Oliver Stephens community meeting. It is highly likely that greater involvement from the community could have been attained had there not been a lock-down at the time input was being requested from parents.

Regarding the Oliver Stephens students from the satellite location (West of Mill Street), the current proposal makes it seem like they will only be inconvenienced once. In truth, responses from the Board have confirmed that there is a high probability that these students will be moved a second time within 5 to 6 years of the change due to future development in the south end of Woodstock. Although this change may not impact our own child since he will have graduated from Elementary school, we are concerned about the impact that it will have on the children that live in our neighbourhood. The Board should include a proposal that considers future developments so that students only have to be moved once. By not taking any action goes against the TVDSB mission statement of building each student's tomorrow every day as they are being treated like numbers and not individuals with feelings.

I fully acknowledge that this is not an easy decision but in these challenging times we cannot take the path of least resistance. I implore the members who will be making the final decision to seriously consider pausing the Attendance Area Review process and re-engaging with the Woodstock community to refine the proposed changes to the English track boundaries and to develop a community approved transition plan. Woodstock families are the ones who are the most impacted by the existing capacity constraints and therefore our input should be a major factor on what happens next.

Sincerely,

Eric Kubelka



**Oxford County French Immersion and City of Woodstock
Elementary Panel Attendance Area Review**

Oliver Stephens Subcommittee Report

Appendix A

RE: Attendance Area Review – Oxford County French Immersion (FI) and City of Woodstock

Attention: Thames Valley District School Board (TVDSB) Superintendents and Trustees

Date: 17-May-2021

To Whom it may Concern

SHAME ON YOU FOR WHAT YOU ARE DOING

Thanks

Andrea Marshall

Oxford County French Immersion and City of Woodstock Elementary Panel Attendance Area Review

Roch Carrier French Immersion Public School

AARC Subcommittee Report

June 4, 2021

1. SUB-COMMITTEE MEMBERS & AFFILIATION

- Angie Poirier, Home & School Association Chair
- Christina Hewitt, School Council Chair
- Erin Aldridge, Primary Representative
- Patrick King, Primary Representative
- Heather McDowell, Junior Representative (Chair)
- Laurie Palmer, Junior Representative
- Lindsay Wilson, Intermediate Representative
- Melissa MacLean, Intermediate Representative

2. SCHOOL COMMUNITY MEETINGS

- a. Date(s): April 28, 2021, 6:30 p.m. and May 6, 2021, 7:00 p.m.
- b. # of attendees/participants at each meeting: 37, 20 (total of approximately 57 participants between the two meetings)

3. EXECUTIVE SUMMARY

The school community of Roch Carrier French Immersion Public School feels it's critical to ensure the Board, Trustees and Committee understand this: there was not a single voice of parental endorsement from the school community for either of the proposed options. So many families voiced thoughtful, passionate points of view in opposition, that this committee had to schedule a second feedback session. There were so many voices that needed to be heard against moving existing students, that our public meeting became dedicated ad hoc to giving parents a platform to express their dismay. Overwhelmingly, we heard from parents that both options left many feeling the absence of any true, meaningful choice being offered by TVDSB.

Recurrently shared was the notion that this mandate would only serve to further burden families, some of whom are already buckling under the weight of the current global pandemic. The most prolific of concerns expressed was the damage to mental health caused by moving our children and consequently dismantling a critical component in

mental health resilience; a child's social network. Although mentioned above, it bears repeating: through a host of platforms (meetings, emails, letters, and social media) a myriad of parents came forward to advocate on behalf of their child(ren). They were unified in their opposition to the mandate to move children from RCFI to a dual-track environment at Oliver Stephens Public School. There was not a single endorsement for either option.

Our understanding of Roch Carrier's overpopulation is first hand. It requires multiple portables to support the current student body and has limited washroom facilities. According to projections of population and attendance growth in Woodstock, this problem will only continue to grow. However, expressed in tandem with that understanding, was a very widely-held opinion by parents that the Board is rushing into this decision and forcing parents' hands. In their haste, TVDSB is failing to consider, or worse still, turning a blind eye to the matter of furthering and unnecessarily burdening childrens' mental health.

We are aware that the current regulations limit the movement of students to 50% of a school population. This rule seems arbitrary, unyielding, and despite numerous queries, seems to lack any transparency as to its purpose. We've not seen any material of the Board appealing to or attempting any collaboration with the Ministry before invoking a rule applied imprudently, imposed indiscriminately and for which the greatest consequences befall our children.

Many times, we heard from parents that our children should not have to pay the price for the lack of earlier preventive action by TVDSB nor as a fiscal strategy of the Ministry of Education. The various government bodies, including the TVDSB and the Ministry of Education, have stated on multiple occasions that mental health and child wellbeing is their top priority. However, we can clearly see that this is incorrect, given TVDSB has treated the student body as mere numbers to be moved around. The problem with overcapacity at RCFI has been one for several years, with many advocates approaching the Board for feasible solutions, but somehow those solutions never come to fruition. Furthermore, modelling has allowed for projections of future outcomes, so clearly there was visibility to the issue long before it got to this point.

The proposal of a dual-track school has been a controversial topic for RCFI parents, to say the least. Some of the concerns expressed spoke to the lack of French within the larger school community and the perceived deficiencies of resources provided within the school.

There has been tremendous investment by parent-volunteers, the School Council and the Home & School Association both in its fundraising and sweat equity to upgrade ministry-provided tools for an improved learning environment. RCFI children have the opportunity for enhanced resources in the library, school messaging, outdoor classroom space and activities including a natural-seated circle and an outdoor amphitheatre as a

result. It hardly seems fair to strip that environment away from some of the very families that contributed to its betterment.

Throughout this process, the Board has heralded Princess Elizabeth P.S. in London as a success story for dual-track schools. Upon further review, it was discovered the implementation for Princess Elizabeth P.S. was gradual, using a grade-by-grade introduction process. This is in stark contrast to splitting an active school in half based on geographic boundaries. A gradual transition reduces the impact on splitting grades, resources, and friends. It would allow the school to grow its French Immersion program organically, giving families true choice, and cause less disruption for our children. One school does not make a trend and more significantly, TVDSB is not comparing “apples with apples”.

In conclusion, we have very little positive feedback from the RCFI school community to share with the Board, because it simply isn't there. Based on the feedback we've received and our point of view as parents, it is our recommendation that further time and consideration be spent in an exhaustive pursuit of options (internally and in collaboration with the Ministry of Education) beyond a sweeping and involuntary displacement of our children, particularly in a time so desperately in need of stability. We have serious concerns about the impacts of dismantling a school community and our children's social resources during or immediately following a global pandemic. It is a widely-held belief that our children are struggling for normalcy. Stripping them of the consistent and daily sources of stability of their school environment would severely undermine their well-being. In an effort to be true to our mandate, we have completed the assessments of the options. However, unanimously and representative of families, this Sub-Committee strongly recommends that the Board do a fulsome and meaningful cost-benefit analysis, including the intangible cost to students. It is our hope that a renewed and more collaborative approach will minimize the impact of displacement of and on our children. This Sub-Committee echoes the passionate voices that we heard in our parent feedback channels and can't in good conscience endorse either option.

4. BRIEF SCHOOL COMMUNITY PROFILE

The Roch Carrier French Immersion community currently comprises approximately 475 students in grades 1-8 from a variety of backgrounds across all of Oxford County. As our student population is reflective of the entire county, approximately 80% of our students are bused, resulting in 14 buses. Many of our families speak English as their first language; however, we have a growing number of families with diverse backgrounds joining our community each year. Our population has been growing steadily over the 10 years we have been on this site, even with the removal of our Kindergarten program (3 classes - fall 2019) and our extended French programs (2 classes - 7 extended ended 2020, and 8 extended ended 2021). Approximately 200

students will be impacted by the proposed AARC regardless of which option, A or B, is chosen.

We have a very extensive extra-curricular program offering activities for all grades (e.g. Milk Swaggers, Art Club, Library Club, Robotics Club, sports, dodgeball, choirs, Student Parliament), as well as competitive sports teams for both the Junior and Intermediate levels.

Our staff run a Milk Program from October to June which raises money to support our technology resources at the school. They also run a Breakfast Program which offers continental style breakfast options for students before school three times a week.

The Snack Program is run by volunteers and provides healthy snacks Tuesday, Wednesday and Thursday through combined support of OSNP and our Home & School Association.

We have a highly active Home & School Association that has run a variety of fundraising initiatives throughout each school year to support a variety of activities and events at the school. Our Home & School Association also runs our Hot Lunch Program, which typically runs weekly from October through June. RCHSA partnered with staff to fundraise and secure grants which resulted in the creation of two outdoor classrooms on site.

5. FEEDBACK REGARDING OPTIONS

a. English Track Option:

Full Day Kindergarten programs are two-year programs that will be interrupted through the AARC process. Many English schools tend to keep students with the same educator team for the two years of this program in order to fortify relationships, create stability and build a solid learning foundation for students.

Students entering Junior Kindergarten in September 2021 will potentially start in one school then be switched to a second school for their Senior Kindergarten year of 2022/23. For those individuals who pursue French Immersion, they will then have a third school for their Grade 1 school year of 2023/24. We feel this undermines the process of acclimatizing to school attendance for young students/families and has the potential to hinder their ability to thrive in their learning.

Should the Trustees approve the proposal of creating a dual-track French Immersion school, we request consideration for families who will be moving to the dual-track school to be permitted to have their children attend the dual-track school for their kindergarten years, based on space availability. This would allow equity between this school and all other French Immersion

schools in TVDSB that offer English Kindergarten programs in their French Immersion schools. We recognize that due to space constraints, this is not possible at this time at Roch Carrier.

b. French Immersion Option 1 (Preferred Option):

Although the parent community did not endorse either of the proposed options, the following feedback was shared with the committee:

Benefits:

As evidenced through the TVDSB report, Option 1 proposes to move more children from RCFI to Oliver Stephens and is therefore contributing towards the Board's goal of balancing student population. Furthermore, transportation requirements are more evenly distributed under this option whereby fewer buses would be required.

Additionally, there would be a mix of students from the city and county at both RCFI and Oliver Stephens, thereby increasing the rural diversity of the school communities.

Cons:

Although we recognize that Option 1 is the preferred option of the TVDSB, we believe this remains a short-sighted solution due to expected population growth. Another attendance area review will be required in the near future in order to address the continued population growth at RCFI.

Under each of the proposed options, there was no choice provided for the southern county families. These families made a choice to send their child(ren) to a single-track French Immersion program and solutions have not been proposed that provide a viable option for these families.

A con that has been brought up due to the proposed split is also a perceived North/South divide. It has been noted that there is a demographic shift from the North end and the South end of Woodstock. This suggested divide raises concerns of inclusivity and demographic equality at the two suggested school options.

c. French Immersion Option 2 (Alternative to Preferred Option):

Although the parent community did not endorse either of the proposed options, the following feedback was shared with the committee:

Benefits:

Under this option, there are more students remaining at RCFI which mitigates the emotional stresses on some children.

Cons:

As discussed under Option 1, a further attendance area review will be required at RCFI to address population growth. Additionally, growth within the city (vs. county) is expected and therefore it is anticipated that there may be an increased chance of another attendance area review within a shortened time frame.

As also discussed under Option 1, there remains a lack of choice/options for southern county families.

Under this option and as reported by the preliminary TVDSB transportation study, more buses are required with this option, thus increasing transportation costs. Questions and concerns were also raised as to whether this option would increase the busing times for rural students.

Similar to the discussion of demographic divisions in the first option this will create an obvious demographic and cultural divide between the perceived urban and rural residents. This would also result in a less dynamic mix of children, cultures and family bases, leading to a more homogenized school community.

6. RECOMMENDATIONS & CONSIDERATIONS

Lack of Endorsement of Either Option:

There was no community endorsement of either option proposed by the Board. Two meetings were required in order to fully discuss the options with a large number of concerns raised with both.

Resource Concerns at Oliver Stephens:

As Oliver Stephens will be required to adapt to become a dual-track school, significant investment will be required in order to provide the French Immersion students with equal opportunity to that available at RCFI. Investment is expected in the following areas:

- Dedication to ensure French qualifications in key roles, including Librarian, LST, Administration

- A robust French library for the students
- French specific subscriptions and technology support (e.g. Le Monde en Marche/Les Plans, Lalilo, LecturEnfant, French Scholastic Package - La Lecture Partagée/La Lecture Nivelée)
- A strategy for French signage and creation/upholding French cultural components

Grandparenting/Grouping of Students:

The RCFI school community would like the School Board and Trustees to consider grandparenting students based on designated need cases within our school:

- Students entering grade 8 in the the year of the proposed change
 - Option for families to choose this for children going into grade 8 so they can stay with their graduating class for their final year of schooling.
- Students with IEPs
 - Option for families with children who have identified needs to choose to remain in their current school for continuity in specialized programming.
- Kindergarten
 - Option for families with children entering English stream Senior Kindergarten in the year of the proposed change to remain at the same school they attended for Junior Kindergarten. Full Day Kindergarten is a two year program that will be interrupted through the AARC process. Many English schools tend to keep students with the same educator team for the two years of this program to minimize the 'growing pains' of being introduced to school and reinforce/stabilize the learning foundation for students. For those children who pursue French Immersion at RCFI in grade 1, SK grandparenting would ensure they attend two schools rather than three and avoid interruption of their critical FDK years.
 - Option for French Immersion families who will be moving to Oliver Stephens to have their Kindergarten aged students attend the dual-track school for their Kindergarten years, based on space availability. This would allow equity between this school and all other French Immersion schools in TVDSB that offer English Kindergarten programs in their French Immersion schools. We recognize that due to space constraints, this is not possible at this time at Roch Carrier.

Timing of Change:

Based on considerable feedback from a large variety of families within the school community, we feel that the timing of the proposed change is rushed and should be reconsidered. Some of the major concerns are:

Pandemic/Concern for Mental Health

The global pandemic has greatly affected the mental and emotional health of students. Undermining peer group stability by splitting up friendships due to boundary changes may further jeopardize the mental health of many students within our community.

The split within the French Immersion program will dismantle the school community, resulting in the school and the students experiencing greater instability within their environment. Division will cause stress for students, staff and families, in a time that already has a large number of stressors.

The fluctuating state of public education during the pandemic has resulted in the repeated movement of the student body between in-person learning and remote learning. Students need a substantial period of academic stream stability to recharge mental health.

Short Transitional Timeframe:

The short transition timeframe makes it difficult to allow cohorting and more fulsome change management. If school administration were to be provided more time, classes could be “grouped” in advance of the transition to facilitate relationship building for students attending schools together in the subsequent year.

Political Timing:

Current provincial constraints on TVDSB options for student population redistribution depend on a changeable political environment. With the anticipated June 2022 election preceding the proposed implementation of these boundary changes, the possibility of a new government is a legislative and budgetary consideration.

The temporary hold on pupil accommodation reviews while the Ministry of Education develops planning supports currently limits movement to <50% of a student body.

Capital funding for physical expansion of permanent RCFI classroom and facility space has not been addressed despite it being an articulated and preferred option of many families in our community.

Dual-Track Concerns:

Many parents expressed concerns with moving their students from a single-track French immersion school to a dual-track school. Some of these concerns related to the authenticity of the program/preservation of Francophone culture. Within a dual-track system we feel there will be a reduction in the amount of French spoken due to the need to balance both languages of instruction.

A gradual transition between the two programs, as was the approach with the Princess Elizabeth program in London, would be less disruptive to students transitioning from RCFI to Oliver Stephens rather than the abrupt movement of 200+ students that is proposed in this situation.

It is also noted that the choice of dual-track as the preferred option based on the Board's survey to families may not be accurate as the survey included families of English track students. There was also a lack of clarity in the survey as to what would be included as a dual-track school, and how this would affect current schools. Further, respondents may have selected dual-track over less desirable options, because their true preference was not reflected in the four survey choices. Nonetheless, RCFI lost five classes following the FI survey, with the elimination of Senior Kindergarten and Extended French programming.

Transition Concerns:

Community building activities will be needed to allow for a smooth transition of students. This includes a transition between school communities and a fostering of cohesive culture between the two potential schools affected by the change.

We encourage school administration to invest in building a collaborative culture between English and French students and families, including opportunities for both FI schools to have joint initiatives/collaboration, e.g. French enriched trips, presentations held at one school (Oliver Stephen's gym).

We request an opportunity for those families affected by this potential transition to have the option to collaborate with the Oliver Stephens School Council focussing on transition planning to allow for a successful merger in advance of September 2022.

Impact on Split Families:

Split custody arrangements will potentially result in busing being available for only half of the family arrangement. This may leave families that have already made arrangements for busing concerns without any funded means of transportation from select homes.

Based on many split custody arrangements families are often expected to live within a school district. An unforeseen consequence of a drastic change to

school catchment is requiring families with a custody arrangement and proximity to school clauses within their agreements to return to Court for lawful amendment. This encumbers families with additional work and costs. Due in part to the turnaround times mandated by TVDSB, one or both parties may find themselves out of compliance with their Court-ordered custody agreement, creating a legal vulnerability.

Request for Pause:

Recently there has been written correspondence from other parents requesting a delay in this process, and we as a committee support this request. There are several immediate reasons to pause this review as per our preceding points, including the current pandemic, mental health, instability of school between online and in-person learning, and the upcoming provincial election.

7. APPENDICES

Letter from Elizabeth Goble:

Hi Mme Maddox,

I've been carefully reviewing the WAAR information and have some questions and comments for Wednesday's meeting (below). As one of the Tillsonburg families attending RCFI we of course feel quite strongly about the proposed recommendations.

Thanks so much for passing these along!

1. Why was a firm of economists hired to solve a problem within a board of education? (One might assume that economists are best adept at solving problems of economics.) When researching this firm, it looks as though the team making these recommendations are a) mostly experienced in geography & land development (not education); b) all from Toronto/Hamilton (not the local area); c) not exactly a diverse committee with 4 out of the 5 being male and 0/5 from the BIPOC community. How can we trust that this non-diverse committee is making the best decision for our area when TVDSB is so proud of it's diversity, equity and inclusion work? (Link to the team from Watson here: <https://www.watsonecon.ca/expertise/sectors/education/school-board-accommodation-planning-and-capital-financing-studies>)
2. The 2 options presented for FI in Woodstock appear to be overly simplified solutions to a more nuanced issue. Were the social and broader cultural implications of option 2 which creates an urban v. rural divide considered?
3. Is there any data to back up the claim that dual track FI is on par with single track FI? Other than the anecdotal evidence that the dual track school in London has been working well, are there any actual studies or hard data to prove this claim?
4. Very recent data shows that population growth in Woodstock has soared beyond expectation in the past 12 months due to the pandemic. I've seen the answer a few times given that "Because of provincial restrictions, TVDSB is currently unable to move more than 50% of a school's population in order to create sufficient consolidated school space for a single-track French Immersion facility." My question is: given the new population data would TVDSB reconsider, and move 49% of a school's population and place new, incoming students at a new single-track FI facility? Basically, is the idea of creating a dual track instead of a single track FI school already etched in stone, or is there space to review?

Comment:

Both options impact students south of Woodstock more than any others within Oxford County. It's a very long bus ride from Tillsonburg, and the decision to send a small child

on that journey for a quality French education is not one that parents decide lightly. It's filled with a lot of worry and doubt. However, I think most parents would agree that those fears are easily put to rest once it's evident how caring and competent the teaching staff and administration are at RCFI. Now, the proposition is that parents must go through this decision all over again and disrupt their children's lives, when they have already been incredibly disrupted over the past year. Before coming to a final decision, please, please, please endeavour to keep existing RCFI students there and also keep siblings together.

Elizabeth Goble

goble.elizabeth@gmail.com

519-403-4042

Date: April 28, 2021

Re: Parent Feedback

To: Roch Carrier WAAR Committee

Thank you for the opportunity to share with you some of our concerns and questions we have for this Attendance Review committee. This is such a daunting position to be in to be responsible for representing so many voices on what we believe is a seismic shift for school communities in Woodstock and Oxford county. Specific to Roch Carrier we all appreciate the excellent opportunity that our children have to participate in an environment that really prioritizes learning in French. It is reasonable to assume that there is a miniscule number of parents that view their child having to leave Roch Carrier as positive. Which leaves the vast majority to be opposed.

We all attended the information night and made the decision that this is where we wanted our child to go to school. There was no belief when we made those decisions that they may have to leave friends, staff, and a school prior to the conclusion of their elementary schooling. We understand that the committee is charged with assessing the two options presented by TVDSB, but we push back that these options are not suitable for the best interest of our kids.

1. Recently there has been written correspondence from other parents requesting a delay in this process, and we as parents support this request. There are several reasons to pause this review but the most pressing is that we are still in the midst of the Covid-19 global pandemic.
 - a) Parents and guardians of students involved are not shielded by the impacts of this worldwide pandemic and it has affected all of us in varying degrees. The pandemic has created an undo amount of stress for every family, and it would be fair to suggest to the senior administration and Trustees that this not an appropriate time to for the added stress. Especially given the lack of control any of us have for the outcome which will decide if our child(ren) have to move to a new school. Mental and emotional health have been put to their limits over the last year plus and adding additional stress should be avoided by tabling this review until after we are out of this pandemic.
 - b) Given we do not know what the future will look like, it is probable that online schooling will continue past this year and in some capacity for the future. Thus, online enrollment will alter the per school student allocations that have been presented by the board. At present, there is not anyone who can answer the question of online enrollment impact with any certainty.
 - c) Further, there is a provincial election in June 2022, which is prior to when any of the proposed changes will be implemented. Would a delay not be beneficial to see if this pandemic changes the will of the people of this province and we are able to work with a new government.
2. Was there a review by a qualified authority to determine the mental and emotional impact of separating students from their friends, and also from familiar environments and routines? Has any review accounted for the cumulative emotional and mental toll the last two school years have had on students, added with the likelihood that a return next year will not resemble pre-pandemic school, and then stress associated with fear of the unknown for the following school year. TVDSB has stated that their focus is on managing the mental health of our children, but we have not been presented with any study that indicates this will not negatively impact students. From a personal perspective we are comfortable to share that our daughter being switched for her final year of school will have a significant impact to her emotionally, mentally and thus physically.

3. The success of a dual track school in London is continuously cited as an example, and it is being used as the foundation for launching a dual track school in Woodstock. The difference is the dual track school in London grew to a 1-8 French Immersion by adding a grade each year, and not by transferring students from a current enrolment at a London French Immersion school. Would it not be the equitable outcome to follow the same model that was successful in London for the Woodstock/Oxford French Immersion plan and it would be the least disruptive to the current loyal Roch Carrier students whom a vast majority have attended since at least first grade?

It is important to remember how and why this process started. It started because the enrollment numbers at Roch Carrier were over capacity with no outlook of any decrease in the future. An addition or a build of a new school was the initial intent. The current government curtailed this initiative because there are schools in this community that are under capacity. Our children simply became data points that were moved around the spreadsheets to columns that filled the until TVDSB planning was able to achieve capacity at all schools. Now they are able to demonstrate a path to full capacity and on average over capacity which will lead to a new school being built in the future for an English language school.

Everything else they did after appears to be done with fitting this agenda. Thus, a dual track school at Oliver Stephens was the solution. To appear like we the parents have a choice they have decided to get our input on how the students should be allocated from Roch. This way they can say that we chose this approach. The choice we made was at the end of JK to send our daughter to Roch Carrier for her entire elementary schooling. If it was possible that she would have had to switch to another school, then we may not have made the same choice.

The most glaring omission is that TVDSB has not provided any data, or it seems they haven't even conducted any study, as to the impact this will have on our children. Everything in the data packets provide was statistical analysis that supported how this spreads out the enrollment across the schools in Woodstock. Why is it fair to put our kids through this process because TVDSB did not do a better job planning or allocating new enrollment. This problem did not sneak up on anyone at the school board and it should not be the kids that bear the brunt because of poor planning and current governance.

Thank you for the opportunity and wish you luck with the task at hand.

Best Regards

Jeffrey & Kristi Dix

Attention: TVDSB Superintendents & TVDSB School Board Trustees

I implore that our leaders at TVDSB ensure our student's safety by providing stability in a time of crisis and suspend the Woodstock and Area Attendance Review.

According to a Harvard Education study conducted in March 2020, the Organizing Principlesⁱ of standards that are applicable to any time of disruption and uncertainty include:

- Safety, security, and belonging
- Relationship building at the heart of student learning
- Communication and transparency around decision-making
- Equity

By pushing through the Woodstock and Area Attendance Review during a global pandemic is truly providing a disservice to our students and families in Thames Valley District School Board. It does not promote the TVDSB commitment of "putting the needs of all students first"ⁱⁱ.

The most basic needs of any individual are safetyⁱⁱⁱ; our students need to be assured that they are safe.

I would like to gently remind the Thames Valley District School Board, that we are in a pandemic and for most families in TVDSB, Ontario, Canada and the entire world they are just trying to survive.

Alternately, Ontario is 1-year (or less) out from a Provincial Election and the same applies to a Federal Election. Respectively, the results from these elections can provide an opportunity to change the entire course of education funding and infrastructure in our province.

I believe that the pressure by which TVDSB and its' Trustees are expediting the Woodstock and Area Attendance Review is not considerate to our families. The process of the review itself, negatively impacts families. Regardless of the outcome, this WAAR is detrimental to the mental health and well-being of its students even outside of a pandemic.

TVDSB believes in "putting the needs of all students first"^{iv}, and what our students need first in these moments of chaos is stability.

Please suspend the Woodstock and Area Attendance Review.

Tara King B.A. (Hons.), B.Ed.

ⁱ <https://www.gse.harvard.edu/news/uk/20/03/providing-stability-time-crisis>

ⁱⁱ <https://www.tvdsb.ca/en/our-board/about-us.aspx#>

ⁱⁱⁱ <https://www.simplypsychology.org/maslow.html>

^{iv} <https://www.tvdsb.ca/en/our-board/about-us.aspx#>

Oxford County French Immersion and City of Woodstock Elementary Panel Attendance Area Review 2021

ROCH CARRIER FRENCH IMMERSION PUBLIC SCHOOL AARC SUBCOMMITTEE MEETING

Meeting Minutes

Details

Dates & Times:	April 28, 2021, 6:30 p.m. (37 participants) May 6, 2021, 7:00 p.m. (20 participants)
Location:	Teams Meeting with Facebook live stream for additional questions
AARC Subcommittee Members & Affiliation:	• Angie Poirier, Home & School Association Chair • Christina Hewitt, School Council Chair • Erin Aldridge, Primary Representative • Patrick King, Primary Representative • Heather McDowell, Junior Representative (Chair) • Laurie Palmer, Junior Representative • Lindsay Wilson, Intermediate Representative • Melissa MacLean, Intermediate Representative

Agenda Items

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•	Call to Order and Introductions Reminder of upcoming dates: • May 17th deadline to request additional information • June 15th deadline to submit Parent Committee report • Sept 2021 -public feedback Discussion re process and how to submit questions
•	Overview of AARC Meeting and Initial Attendance Area Review Report • City of Woodstock has seen great growth • North End is over-utilized and South end is under-utilized • RCFI is at 170% of capacity • There was an ask from Thames Valley to build schools, Government of Ontario has requested that attendance area review be completed before any discussion re new schools • Existing boundaries slide – majority of children go to schools within their catchment area • Enrolments & Utilization slide – utilization for RCFI – if left untouched capacity will be almost 200% - Board’s view is that without course correction, the impact to the children will be felt. 6 years time without correction – impact will be 243% • 1994 New York study of overcrowded schools found lower testing rates, overwhelmed feeling from children and staff • French Immersion (FI) -Current Situation – both options involve turning Oliver Stephens (OS) into a dual track FI/EN school • FI Option 1 ○ North/South division line (split at train tracks through Woodstock) – this ensures that children from same street go to same school ○ OTG Cap 125% (2022) and 168% (2027) • FI Option 2 ○ All within city limits to go to RCFI (excluding those around OS) and all in county and in area around OS would go to OS ○ OTG Cap 133% (2022) and 172% (2027) • Probable that OS will become a dual track school. Purpose of meeting is to take this reality into consideration while taking in parent feedback so that the school board has adequate information to make decision about the best option.

•	Q & A Do we have an option not to accept any of these options? • Purpose of this AARC is not to accept an option but to collect parent feedback on the options presented to us and provide an opinion. The School Board will ultimately be making all decisions. Differing views and other options may be presented in the report. I live in Thamesford – will Thamesford be halved in two? • Map available in Option 1 Part of the reason we chose to send our children to RCFI was because of the resources/environment? Will this carry over to OS/or will this have to be started from scratch? • There will be infrastructure put in place for OS. • School Board mentioned that this had not been considered, but that resources will have to be allocated to the school to ensure they have adequate resources, e.g. French books. ○ This concern needs to be noted on the Report. I understand the school board looked at 18 other options? • School board provided a bit of information on the options considered. Will the implementation of the options be for incoming students of the 2022/2023 school year or will current students be transferred when the decided option is implemented? Will grandfathering be considered? • Feedback received from school board was that this was not considered as an option. Should grandfathering be in place for grade 8s only? Don't feel that grandfathering by its nature solves issues board is facing. ○ Concerns re grandfathering to be noted in Report. I feel question should be raised about the wisdom of making a big change during a pandemic. What is the hardship from a mental health perspective in doing this during a pandemic? ○ This will need to be included in the report. Question to Principal – have there been consultations re renovations to RCFI? • No discussions re renovations What are the chance that this review will happen again in the next couple years? Are we delaying the inevitable by moving people around. Percentage capacity in options 1 and 2 – seem to have numbers that are close to RCFI's numbers right now. • School board has stated that this is a stage 1 change. They cannot move forward/talk about any other school builds with the Ontario Government until the AAR is complement. Low capacity in other schools must be dealt with before new schools can be proposed. Has there been any discussion with the Oliver Stephens community? How do they feel about becoming a dual track school? • OS meeting is tomorrow night (Thursday April 29, 2021) And has anyone asked the board about using the empty school sitting in Tillsonburg as a second FI location? • Trying to find a location close to the majority of the students that would be relocated and majority of the students are in/near Woodstock.
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	Concern raised around fights in dual track schools and experience at OS in JK was negative. What is their plan to address this issue and the potential lack of resources at OS? • Parent was asked to provide suggestions about improving OS. Concern re culture clash, watering down of FI experience was brought up in Q&A on website Is there an option to build a second FI school? • Current provincial restrictions prohibit moving 50% of a population of a school. No funding for building another school (Eng or FI) at this time. Was there an option to make OS a full FI school? • They can't move 50% of the students from OS either. Provincial mandate. How many kids and families does this actually impact? This is more than just numbers • Around 200 students – max they can move is 50% of a school. Option 1 – 212 students, Option 2 – 194 students. If these are the only options that are available – would they consider putting this on hold for a year so that children have a chance to adjust after Covid (concern re mental health)? • No answer for this question. ○ Consider adding to report If parents do not want to move their kids to OS – what is the impact of this? What would the impact be if a number of parents pull their kids from FI? • No answer for this question. Have the numbers per grade been looked at? Possibility of split classes? • We do not have these numbers. Concerns raised around various dual track experiences • Dual track does not impact the percentages of French to English in Thames Valley (80% to 20%) ○ Concerns of dual track to be included in Report Is there the option of sending JK/SK students to OS if their siblings are going to FI at OS? • This has been raised to the board. ○ Ensure this is on the Report. Has TVDSB requested capital funding for RCFI? • Principal to request information from board Is the WAAR Q&A site operating as expected? • We encourage parents to submit question again if they don't get a response email. How many schools does the board have that are dual track? • One. How does funding for dual track schools work out? • Money per child is more for French students. It is a per student formula. Where can we find out more information about dual track schools? • This information will be posted on the Q&A page. Are we able to ask now, in the event that this change happens, that the kids impacted by move be grouped together in same classes? • Principal advised - Decision about proposal does not happen until September/October. If the school was to do this for the September school start, it would give an unfair perception. That being said in 2019/20 – we did group grade 1s by home school and this was a huge success and will continue for the coming year. This will help the grade 1s. Harder with older grades but we try to always ensure they know other students in their class. How can I join the RCHSA Facebook group?
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	• Open to virtual and in person. Link provided in chat. Can non OS student parents join the OS call tomorrow night? And where is the link? • Yes, these are public meetings. You can find links on WAAR site and link is on OS site as well. If there is a gap year before implementation to allow for adjustment (i.e. 2022/23)– it would be great to have clustering/development of any ally? ○ Include this option/rationale in the query re delaying implementation Would the Board consider working with the Catholic Board to allow for a full FI experience in a different city such as Tillsonburg? • Question to be posed again Will parents get to see the report before it is submitted? • Minutes from all meetings, letters, questions, will all be added to the report. (Second Meeting) What happens when there are split families/different households in different jurisdictions? Will there be concessions made for children in this type of situation?
•	Feedback regarding Options Option 1: Benefits: • Mix of having kids from both city and country is a benefit to a diverse school community • More kids are moved with option 1 and if goal is to balance kids out, this is a benefit. • Busing – more equal distribution of busing needs between the two schools Con: • Perceived north/south divide Option 2: Benefits: • More kids kept at Roch Carrier Cons: • Not as much of a dynamic mix of children – separating out children by in and out of town does not seem beneficial for a diverse school community • Perceived urban/rural divide • More buses required with this option ○ Additional information required as to whether this will increase the busing time for rural students • Concern expressed that a lot of the expected population growth will happen within the city (vs in county) which will increase the population growth in Roch Carrier – increased chance of another attendance area review on shortened timeframe
5.0	Additional Information Requirements

	• I live in Thamesford – will Thamesford be halved in two if Option 1 is decided on? • Can the school board move 50% of the students from OS multiple times over the coming years so that OS eventually becomes full FI instead of dual track? • If these are the only options that are available – would they consider putting this on hold for a year so that children have a chance to adjust after Covid (concern re mental health)? • If parents do not want to move their kids to OS – what is the impact of this? What would the impact be if a number of parents pull their kids from FI • Have the numbers per grade been looked at? Possibility of split classes? • Where do we find out the boards position on FI? • Has TVDSB requested capital funding for RCFI? • Would the Board consider working with the Catholic Board to allow for a full FI experience in a different city such as Tillsonburg?
6.0	Need for Future School-Level Meetings • Thursday May 6th, 2020 7-8 p.m.

Oxford County French Immersion and City of Woodstock Elementary Panel Attendance Area Review

Springbank Public School AARC Subcommittee Report

May 7, 2021

1. SUB-COMMITTEE MEMBERS & AFFILIATION

Jasmine Deroo, Kindergarten Representative (Subcommittee Chair)

Julie Diamond, Kindergarten Representative

Cynthia Cornejo, Primary Representative

Samantha Rudat, Junior Representative

Janine Berryman, Intermediate Representative

Erin Abdollal, School Council Chair

2. SCHOOL COMMUNITY MEETINGS

- a. Date(s): April 21, 2021@ 7:30pm
- b. # of attendees at each meeting: 8
- c. # of participants in discussion at each meeting: 0

Some members of the Springbank Public School community were unable to attend the meeting, and personally contacted me with their concerns. These will be included below for your review.

3. EXECUTIVE SUMMARY

Springbank Public School is located in Woodstock, Ontario. It services pupils from its walkable distance, as well as students from the northeast portion of the city. There are some students currently holding at Winchester Public School, who will return to Springbank Public School for the proposed September 2022 date. Those students residing in the northeast portion of Woodstock, who are currently zoned for Springbank Public School are proposed to be zoned for Algonquin Public School in September 2022. This report touches on communal

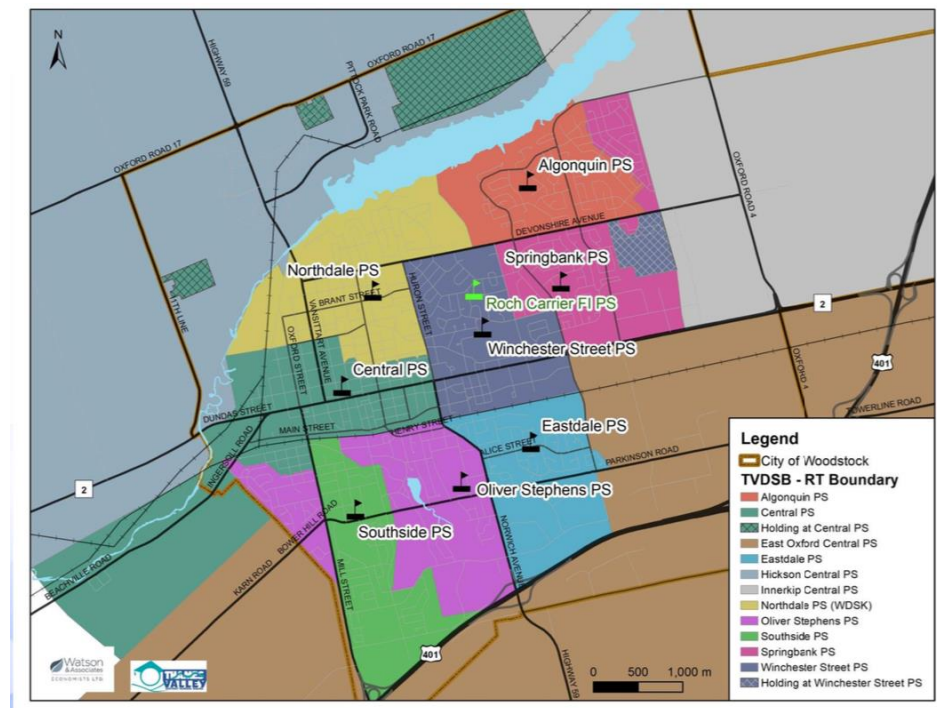
concerns from the school community, recommendations and proposed grandfathering of students who already attend Springbank Public School.

4. BRIEF SCHOOL COMMUNITY PROFILE

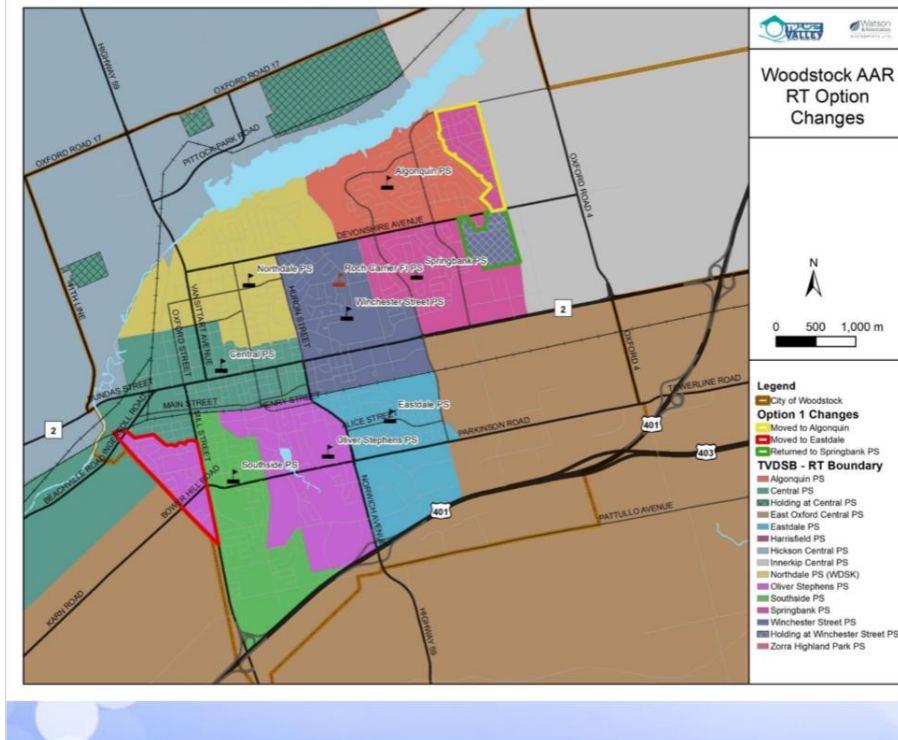
Springbank is an English track school, with 562 students. Currently, with pandemic options for full remote learning, and in person learning options, 476 students are in person, with 89 in full remote learning. The on the ground capacity is 366 students, with the functional capacity of 596.

Springbank Public School has 10 portables and is projected to be at 167% capacity of 611 pupils, in 2022.

School boundaries currently can be seen in the following graphic.



Proposed boundary changes are that students in the northeastern part of Springbank's boundary (highlighted in yellow below) would be redirected to Algonquin for September 2022.



- The proposal is to re-direct students currently attending Oliver Stephens PS (highlighted in red) to Eastdale PS. This would make additional spaces available in Oliver Stephens PS while also improving utilization at Eastdale PS.
- In the north-east, the proposal is to re-direct students in the northeastern portion of Springbank PS's boundary (highlighted in yellow) to Algonquin PS to help alleviate enrolment pressures at Springbank PS and distribute enrolment more equitably.

5. FEEDBACK REGARDING OPTIONS

a. English Track Option:

Students who are currently holding at Winchester Public School from Springbank Public School, will return to Springbank Public School.

Students in the northeastern part of the current Springbank Public School boundary would be redirected to Algonquin Public School.

b. French Immersion Option 1 (Preferred Option):

c. French Immersion Option 2 (Alternative to Preferred Option):

6. RECOMMENDATIONS & CONSIDERATIONS

- Parents moving their children, who have pupils beginning JK in September 2021 are requesting special permission to move their children to Algonquin in September 2021, instead of the proposed September 2022.

- b. As we are still firmly in the middle of a pandemic, it is imperative that we provide social and emotional support to students that have been remiss of in-person learning with their peers for two school years. Moving schools, especially for older students is disruptive to their social circles, their social and emotional wellbeing and their mental health needs. Many parents are concerned about this – we would like to be guaranteed that support will be given to children both who are proposed to be moved, as well as those who will remain at Springbank Public School, who will be losing peers from their social school groups.
 - c. Recommending that children who currently attend Springbank Public School, and live in the north eastern part that are being moved to Algonquin, be grandfathered into Springbank Public School. Those who have recently moved into the area, OR those beginning JK be shifted to Algonquin Public School
 - d. Recommendation that more before and after school program spots be opened to families coming from Springbank Public School
 - e. Recommendation that those who currently have primary childcare for before and after school, in the Springbank Public School region be given special consideration to have their children stay at Springbank Public School
 - f. Consideration needs to be made for arrival and departure from Algonquin – 200 additional students is a large influx of pupils and families coming into an already congested area
 - i. Bussing should be considered to help alleviate drop off and pick up pressure around the school
 - ii. Kiss and Ride program should be considered at this school, Algonquin Public School– as many of the students who do not qualify for bussing will live too far to walk to school, especially on very cold days
 - g. A traffic light should be considered OR a crossing guard would be required at the Springbank and Landsdowne Road junction – this is a very busy intersection that pupils will be required to cross as they walk to school
 - h. A crossing guard should also be considered at the intersection of Springbank and Halifax Roads – this 4 way stop is also a very busy intersection
7. Families have specifically purchased homes in the past, knowing that their children were zoned for a specific school – consideration to these families that have formed relationships with educators, peers and administration for a number of years (and whom it has taken several years to feel comfortable) to be grandfathered into Springbank Public School

8. APPENDICES

No appendices at this time.

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Winchester Street Public School AARC Subcommittee Report June 12, 2021

1.Sub-Committee Members & Affiliations

Jesse Lyness - Holding Zone - Chair
Kim Webb - Intermediate - Secretary
Andrea Morrice - Home & School Association Chair
Kelly Cosstick - Primary
Kate Vollmershausen - Kindergarten

2. School Community Meetings

- a. Date: April 27, 2021
- b. # of attendees at each meeting: 7
- c. # of attendees in discussion at each meeting: 7

3. Executive Summary

4. Brief School Community Profile

Winchester Street Public School is a Kindergarten to Grade 8 school located in Woodstock. We currently have 400+ students and are growing.

5. Feedback Regarding Options

- a. English Track Option: No feedback at this time
- b. French Immersion Option 1 (Preferred Options): No feedback at this time
- c. French Immersion Option 2 (Alternative to Preferred Option): No feedback at this time

6. Recommendations & Considerations

The committee has reviewed all the options given for the boundary changes for both the English Track option and French Immersions options. Although there was no defined recommendation on behalf of our committee we feel that a more proactive

approach needs to be taken when adjusting boundary areas. Families consider many options when deciding where to live in the interest of their children and invest their time into their schools communities. It can be very discouraging when families must make school changes based on issues that could have been reviewed proactively and decisions on boundaries could have been made to make minimal impacts on the school communities and families.

7. Appendices - Not applicable