



SCHOOL DISTRICT NO. 40 (NEW WESTMINSTER)

**REPORT ON THE
REVIEW OF LOCATIONS
FOR
PROGRAMS OF CHOICE
January 21, 2010**

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Discussion Paper on the Review of Locations for Programs of Choice

Background

The Board of Education of SD 40 (New Westminster) currently operates three Programs of Choice in its elementary and middle schools:

- Early French Immersion (Herbert Spencer, Lord Tweedsmuir and John Robson)
- Late French Immersion (Glenbrook, 6-8)
- Montessori (McBride, K-5, and Lord Tweedsmuir, grades 1-6)

Early French Immersion (EFI) is a K-5 program. John Robson's EFI program began three years ago, so it is currently K-2. Is intended to continue to grades 3-5 in due course. French Immersion continues at New Westminster Secondary School for both Early and Late programs through to grade 12.

From time to time, it is necessary to review District programs and offerings to ensure that they meet the needs of students and families, that the District can support them adequately, and that they operate effectively and efficiently. It is important to ensure that these programs continue to meet the purposes for which they were established—meeting the needs of students.

Programs are required to meet five pillars to ensure viability of programs:

1. a curriculum in place for them,
2. there is depth of student numbers over time,
3. there are teachers qualified to teach them,
4. the district has the financial capacity to manage them, and
5. there is space in district facilities for the program.

Pillars 1, 2 and 3: Curriculum, Student Numbers and Qualified Teachers

All three programs follow the BC Curriculum, which is available both in English and in French for French Immersion programs. Both programs have demonstrated depth in student numbers, as there continues to be a waiting list for all three programs. It has been found that there is sufficient parental demand for three Kindergarten classes of Early French Immersion, two Kindergarten classes for Montessori and three classrooms at the grade 6 level for Late Immersion. Teachers have and will continue to be found for these programs.

Pillar 4: Financial Capacity

The district is able to provide support for the programs, and is grateful for the assistance of federal funds for the French Immersion programs and the assistance of the New Westminster Montessori Society for its support. The French federal funds provided through the provincial government cover the incremental cost of French resources (that is, where an English text might cost \$50, and the comparable French text costs \$70, the difference, \$20, would be covered by the federal funding. The District receives approximately \$174,000 annually from federal funding for both French Immersion and Core French Programs. The extra cost in the Montessori Program for specialized materials is raised through the Montessori Society and provided to the classrooms through that parents' organization.

Staffing costs for Early and Late French Immersion and Montessori are similar to those for the regular program. When added together, there are about 4 students fewer across all classes in programs of choice at K-7 than in the regular program. In most programs of choice, attrition increases as the students go through the grades. Thus, typically, the older classes are smaller than the earlier classes. This is managed through the use of classes with combined grades, especially in Montessori, and through accepting additional students where possible. Early French Immersion has larger classes than the regular program in the early grades. Because the lead class for the program is in grade 7 now, that group is somewhat smaller in one school, but the difference over grades 4-7 in all schools is only 1 student less per class than the regular program. For Late French Immersion, only grade 8 has appreciably smaller classes (by almost 3 students per class), which means about 5 students in total. No staff savings could be realized were these students in regular program.

For Montessori, there is a slightly smaller Kindergarten class size attributable entirely to the establishment of the extra class for 2009/2010. This will pay dividends in future years as the increased number of students will fill classes in grades 4-5, which are also below regular program size. Grades 1-3 Montessori classes are very slightly larger than regular program classes.

Pillar 5: Space in District Facilities

The current review is centred on the fifth pillar, space requirements, and the programs' accommodation in New Westminster schools as we go forward to fully implement the middle school model.

Review Process and Principles

The following principles guided this review of locations for programs of choice:

1. Students First

- Programs shall be maintained and developed in ways that meet the needs and recognize the diversity of students. Timelines and transitions shall be cognizant of students' capacities and shall seek to minimize disruption.

2. Time Frame

- Changes, if any, recommended by this review will take place no sooner than 2012, at such time as the School District has re-built John Robson Elementary School on its new site and built the new middle school on the current John Robson/Simcoe Park site.

3. Funding

- No capital expenditures are available to accommodate location changes for programs of choice, that is, wings cannot be built on existing schools or existing schools re-configured to add programs of choice.
- Due to cost implications, no new programs of choice beyond French Immersion and Montessori are contemplated at this time.
- Resulting program configurations must be fiscally responsible for the District and the program. In part, this means that programs of choice should be located to optimize use of facilities. A review of dual and triple track school staffing costs is provided above.

4. Accessibility

- Currently, Early French Immersion and Montessori Programs are offered in the east and west ends of the District for both programs. This eases access for families to the programs, reducing transportation issues. The results of the review should maintain or improve accessibility for families to two of the programs of choice.

5. Sustainability

- All programs require sufficient numbers of students to maintain vibrant classes and an active program. Programs must be located so that the programs are sustainable in terms of numbers of students.

Time Line of Review

1. Research Phase: September-October, 2009

- District staff developed the process for the review and examined historical documentation for the programs.

2. Input Meeting Phase: October-December, 2009

- Meetings were held in McBride, Spencer, Robson, Tweedsmuir and Glenbrook Schools to accept input from communities on review principles and their experiences of the Programs of Choice in their schools. Trustee liaisons represented the Board.
- Additional meetings for similar purposes were held in two central locations (NWSS and QMS) to gather input from schools without programs of choice in the District. Trustee liaisons represented the Board.
- District staff was not requested to address PAC meetings in any of the schools, though the offer was made through the principals.

3. Preparation of Recommendations to Board of Education: January, 2010

- District staff developed projections of numbers for programs of choice, using updated projections received from Baragar on January 8, 2010, and including the potential impact of Full Day Kindergartens. District Staff prepared options for configuration of programs for the consideration of the Board of Education.
- Options for configuration of programs of choice will be revised with input from the Board of Education and previous community feedback.

4. Consultation Meeting Phase: February-March, 2010

- Meetings will be held in several schools to share proposed options and gather community feedback. Additional meetings will be held centrally as needed for these purposes. Trustees are invited to attend.
- Upon request, District staff will also address PAC meetings in any of the schools.

5. Decision Phase: April 2010

- Feedback from the community on the options will be shared with the Board of Education for their consideration and decision.

Program Success

French Immersion Programs

French Immersion Programs teach the BC curriculum through the French language. English is gradually introduced beginning at grade 4. Research in a variety of settings over 45 years has documented that French Immersion programs succeed at developing students' achievement, cognitive, social-emotional and coping skills. After an initial time learning the French language, students' achievement, even on English language tests, is equal to or surpasses that of comparable students in the regular program in several areas. One reason for this is that, on average, there is an increased involvement of parents in their students' education. A second reason often given in research is a difference in the overall socio-economic balance of students in the different programs.

Students in our French Immersion programs succeed well in their high school studies and go on to study in French and use their French in career situations. They develop functional bilingualism that allows them to live, work and study in French. Early Immersion students generally have broader vocabulary and more native-like pronunciation than Late Immersion students, due to having been immersed in the language for a longer period of time. Parental support for both these programs is high.

Montessori Program

Montessori education is characterized by researchers Lillard and Quest as having multi-age classrooms, a special set of educational materials, student-chosen work in long time blocks, collaboration, the absence of grades and tests, and individual and small group instruction in both academic and social skills. Research with urban minority students shows advantages for students in Montessori Programs on a variety of achievement measures and on social-emotional measures that indicate a sense of community, justice and fairness.

Students in our Montessori programs go on to learn successfully in our regular programs in the middle school years and at high school. Many Montessori students enter the Late French Immersion Program at Glenbrook, so there is a mixing of the students in these programs. Parental support for the program is high.

Parent and Staff Input

Parents and staff clearly supported the primary principle that students' best interests should come first. For parents, this generally meant allowing students to continue in the programs of choice at their current locations. Support for this generally included maintaining friendship groupings and avoiding disruption to families, who were settled in homes and daycare arrangements established for the current situation. Staff was generally concerned that programs be sustainable and that the regular program be supported at similar levels to the programs of choice.

Montessori

Parents of students in Montessori were passionate about the program in their comments and at the meetings. They strongly feel the programs should remain at McBride and Tweedsmuir, and indicate that most of their children would remain at these schools if the programs are moved from the two schools. Since about 70% of each program's enrolment is from the catchment of the school, this makes sense. Parents often indicated that a major difficulty with moving programs from schools is daycare availability. The shortage of daycare makes it difficult for parents to choose freely what program their student will enter. Some parents have turned down placements in programs of choice because they cannot find suitable daycare arrangements. In addition, many parents mentioned the desirability of having a Montessori Kindergarten program at Tweedsmuir. It does not make sense to them for their students to attend Montessori before formal schooling, go into regular Kindergarten for one year, and then back into Montessori schooling.

Early French Immersion

Parents responding thought that Spencer and Tweedsmuir were appropriate placements for Early French Immersion. They noted that at 300 seats, the new Robson on the St. Mary's Hospital site is too small to also include French Immersion. They also question the distance from the new school to the northern boundary of the existing Robson catchment, noting that some students would likely prefer to attend Lord Kelvin School.

Other Options

Connaught was mentioned by one Montessori parent to be a suitable location for Early French Immersion, while an Early French Immersion parent thought it would be suitable for Montessori. Kelvin was mentioned as one possibility for the Robson Early French Immersion program to move to because of its centrality. It's not surprising that few options were suggested; parents want the programs to remain at they are, so they would not consider options as suitable.

Triple Track Schools

Triple track schools are those with three programs, such as Tweedsmuir, which has regular, Montessori and Early French Immersion. Parents consider this a benefit, because it provides all program options close to home and because the programs provide enriching experiences for one another. Teachers and students learn from all the programs. Staff members, however, are less favourably disposed to this organization, because of the complexity of administration and the stresses it puts on staff to ensure integration of students and lack of friction among the programs and students.

Late French Immersion

Most people, both parents and staff, felt the Late French Immersion program was well located at Glenbrook Middle School and that for reasons of equity, the new middle school should also have a program. Some of the comments indicated that the numbers of students must be sustainable to make this work, and many people assumed that the Early French Immersion on the west side would continue to the new middle school also. Some staff felt that a single central program for any program of choice was sufficient, and that no program should be offered at more than one location.

Process of Change

On balance, if any Program of Choice is moved, it was felt by parents that this should happen gradually, with the new program begun at the new school at Kindergarten, and current students allowed to remain in the regular program at the previous school. Staff members were more inclined to have programs move at once, particularly when the new middle school opens, and many students are moving schools in any case.

Catchments

Parents and staff were split on the idea of having catchments for Programs of Choice. Several staff responses indicated the difficulty of out-of-catchment students overloading a school, such as when the commitment was to gaining entry to a given school rather than to the Program of Choice.

Program Configurations

Not all schools are suitable to include Programs of Choice. Hume Park is too constrained as a site and a facility to house a Program of Choice, so it is not considered for one. The Queensborough area has not demonstrated student numbers over time to sustain a Program of Choice, and thus is not considered in this report for housing one at this time.

For elementary schools, all figures are provided for K-5 configurations. Middle school figures include grades 6-8. The high school (grades 9-12) is not a part of this report because there is only one high school. In all cases, Kindergartens are assumed to be full time, that is, only head count figures are used in this report. This will mean figures differ from previous reports, which assumed half time Kindergarten attendance.

Richard McBride School

The regular program of this school is anticipated to grow from about 226 students in 2010 to 298 students in 2024. Its utilization rate is for only the regular program in its current boundaries would go from 66% to 88%, indicating that this school will continue to be underutilized with only a regular program. It is a good option for a program of choice.

The Victoria Hill component of Richard McBride's catchment is much closer to the new site for John Robson School. It is difficult to get from the Victoria Hill development to Richard McBride. Students must walk along McBride Boulevard, which is a busy street, or through a fire lane to the Ginger Drive area. There is intended to be an overpass from this area to Queen's Park, which would ease crossing McBride Boulevard. With a crossing guard to cross Royal Avenue, students from this area could reach the new Robson site. Currently, about 7 students from this area attend McBride, and it is estimated that not more than about 50 K-5 students would live there when it is complete. Removing this group from McBride further shrinks the regular program of this school to a maximum utilization rate of about 74% for the regular program.

McBride currently houses the east side Montessori Program (K-5), and the addition of this program to the regular program results in a utilization factor running from about 108% to 124%. Without Victoria Hill, the utilization with Montessori runs from 102% to 110%. Advantages to retaining the Montessori Program at McBride School include the strong parental support for this option and that it would bring utilization of the facility to more sustainable levels.

With the regular program, but without the Victoria Hill area, and with Montessori, Richard McBride School would continue to have space for future modest expansion or growth from new developments in the area.

Options for Richard McBride School

1. Maintain its current regular program boundaries and continue to house a Montessori program K-5
2. Maintain its current regular program boundaries except for the Victoria Hill development area and continue to house a Montessori program K-5

FW Howay School

This small school is anticipated to grow slightly over the next 15 years. The utilization rate is anticipated to grow from 92% to 145% in 2024. It is too small a school to house two programs without major expansion. Thus, two options exist: it could house either only its regular program, or it could become a centre for one Program of Choice.

The Montessori Program is smaller than the Howay regular program, so only a Montessori program would lead to a lower utilization of the facility. An Early French Immersion program is about the same size as the current regular program, but would require displacing the entire regular program without leading to any advantage in facility utilization.

Options for FW Howay School:

1. Maintain its current regular program boundaries and single track, regular program status

Herbert Spencer School

This school currently houses both regular and French Immersion programs. Both are strongly supported by parents. Spencer has reached its peak population, and its regular program is now declining in size. Its utilization rate for the regular program only runs from 78% in 2010 to 68% in 2024. Thus, it should have a Program of Choice to increase its utilization. The Early French Immersion program is well established there, and with that program, utilization runs from 111% to 102%.

The new John Robson School will be located on Royal Avenue at about 2nd Street. There are about 28 students in the area between Queens and Royal Avenue who now attend Spencer. It may be that they would prefer to attend a much closer school, even if it means crossing Royal Avenue. If this small group were added to Robson's catchment, Spencer's utilization (with EFI) would run from 104% to 95%, slightly less full than it would otherwise be. The option remains in any particular year to boost the size of the EFI program by taking in a second Kindergarten class as was done for Montessori in 2009.

Options for Herbert Spencer School:

1. Maintain its current regular program boundaries and continue to house an Early French Immersion program K-5
2. Maintain its current regular program boundaries except for the area between Queens and Royal Avenues from its Sixth Street to McBride Boulevard and continue to house an Early French Immersion program K-5

John Robson School

The current regular program at John Robson School K-5 runs from about 269 students in 2010 to 324 in 2024. This would lead to a utilization factor for a school of 300 running from 90% to 108%. As previously explained under the Richard McBride section, the students living in the Victoria Hill area are closer to the new John Robson site than they are to McBride. In addition, the area in the southernmost portion of the Herbert Spencer catchment is very close

to John Robson. If these two small areas are added to the new John Robson's catchment, the regular program at that school would grow. With the addition of the Victoria Hill area to the west and the southern part of the Spencer catchment between Queens and Royal, the utilization rate for the regular program would run from 106% to 133%.

The boundary between Lord Kelvin and John Robson is currently 4th Avenue. The new Robson is further east than the existing Robson. Students from the northern part of its catchment are much closer to Lord Kelvin School than to the new Robson site. It is likely that those students would prefer to attend Lord Kelvin. Three options exist for allowing students who live closer to Kelvin to attend that school: moving Robson's northern boundary to 3rd Avenue (losing about 23 students to Kelvin), Queens Avenue (losing about 77 students to Kelvin) or Royal Avenue (losing about 115 students to Kelvin). Likely the walk uphill from Royal to Kelvin is a bit too far: the student with the longest walk to Kelvin (almost 2 km) would be only .6 km from the new Robson School site.

Thus, the most accommodating boundary in terms of student walk distance is likely Queens Avenue. With this boundary (moving about 77 students to Kelvin), and the inclusion of the Spencer section and Victoria Hill, the regular program at the new Robson would run utilization rates from 80% to 108%. If the French Immersion program were retained at the new Robson, utilization is good initially (101%) but becomes too constrained by 2024 (152%).

Options for John Robson School at its new site:

1. Maintain its current regular program boundaries
2. Maintain its current regular program boundaries, add the Victoria Hill development area and the Spencer area between Queens and Royal Avenues
3. Maintain and add only one of the Victoria Hill or the Spencer area from Queens Avenue to Royal Avenue
4. Maintain its current regular program boundaries, add the Victoria Hill development area and the Spencer area between Queens and Royal Avenues and reduce its northwestern boundary with Lord Kelvin School to Queens Avenue
5. Move the Early French Immersion program to another school

Lord Kelvin School

The current regular program K-5 at Lord Kelvin is projected to increase only very slightly over the next fourteen years. Utilization for this facility as a K-5 school would be low with the current boundaries, running from 72% to 74% over this time period. The addition of approximately 77 students from the current boundary (4th Avenue) south to Queens Avenue would increase its utilization rate to 88% to 90%, which means it would still be underutilized.

Lord Kelvin's catchment could be increased by moving its eastern boundary, but this would impact Herbert Spencer School, which is also declining in population. Lord Kelvin's western boundary could be moved westward across 12th Street, which would then impact Lord Tweedsmuir. Moving Kelvin's western boundary from 12th Street, where it is now, to 13th Street, or to 14th Street, only move enough children from Lord Tweedsmuir to Lord Kelvin if the 14th Street boundary were used. This would have the effect of students walking twice as

far to Lord Kelvin as they now talk to Lord Tweedsmuir. There may also be parental concerns about children crossing 12th Street.

Kelvin is centrally located. It could easily house a Program of Choice in addition to its K-5 regular program particularly if its boundary extended south only to 3rd Avenue. With Montessori, its utilization with this boundary would be 95% to 97%. With Early French Immersion, and a boundary at 3rd Avenue, its utilization would be 90% to 106%. With a boundary at Queens Avenue, a dual track with Montessori would give utilization of 106% to 108%. With a boundary at Queens Avenue a dual track with Early French Immersion would give a utilization of 101% to 118%.

Montessori parents have repeatedly indicated that they do not wish to have the program move to Kelvin, explicitly stating that their fundraising capacity would not be as great at this school. Lord Kelvin would be an alternative location for the Robson Early French Immersion program, if it does not go with the rest of Robson to the new site. In this case, French Immersion becomes less accessible to students below Royal Avenue unless parents drive. If Kelvin is considered for the Tweedsmuir Early French Immersion program, there is no clear placement for the Robson Early Immersion program.

Options for Lord Kelvin School:

1. Maintain its current regular program boundaries
2. Maintain its current regular program boundaries, and the area from 3rd Avenue to Queens Avenue from the current John Robson catchment
3. Move the Early French Immersion program from John Robson to this school
4. Use excess space in this school for District Programs

Lord Tweedsmuir School

This school is currently oversubscribed. However with only its regular program it would be undersubscribed (61% to 69%). With a regular program K-5 of about 246, a Montessori program K-5 of about 88 and an early French Immersion program also K-5 of about 123, utilization would range from 113% to 129% as the regular population grows slightly. While parents like the triple track because it provides all options at the neighbourhood school, staff is less positive about this type of organization. If boundary changes are considered between Kelvin and Tweedsmuir, there would be more room at Lord Tweedsmuir. However, children would need to cross 12th Street to attend Tweedsmuir. The Tweedsmuir catchment is constrained by the geography of the city and the location of Lord Kelvin and Connaught Heights Schools.

With its regular program and Montessori, both as K-5 programs, the school would have utilization rates running from 82% to 90%. Thus it would be undersubscribed. With its regular program and Early French Immersion, both as K-5 programs, the school would have utilization rates running from 91% to 107%, which would be adequate in the long term, though low immediately. If a second EFI Kindergarten class was added in some years, as the Kindergarten class moved up the grades, attrition and combined classes would optimize use of the facility, with utilization factors running from 91% to 123%. This is more efficient than

having a triple track school, because combined classes cannot be formed across two different programs.

Moving either Program of Choice from Lord Tweedsmuir would generate negative parent response. Parents in both programs have indicated their strong preference for their program remaining at Lord Tweedsmuir.

Options for Lord Tweedsmuir School:

1. Maintain its current regular program boundaries and its triple track status
2. Move Montessori program to another school

Connaught Heights School

This small school is projected to increase very slightly, from about 88 students K-5 to 99 students, for utilization rates from 63% to 71%. The facility would be underutilized as only a K-5 regular school. There are no good options for boundary changes to increase or decrease its population, as it is constrained by its location at the extreme west end of the city, the natural boundary of 20th Street, and its proximity to Lord Tweedsmuir. Parental feedback from the school sites process indicated their perception that 20th Street is a busy street for young children to cross. There are currently some children from the Connaught Heights area who attend Lord Tweedsmuir for Early French Immersion and Montessori.

If Early French Immersion is moved from Lord Tweedsmuir to Connaught Heights, the utilization rates would run from 109% to 165%. It would thus be oversubscribed. This would not be feasible.

If Montessori were moved from Lord Tweedsmuir to Connaught Heights, the combined regular and Montessori programs, both K-5, would have utilization rates from 126% to 134%. It would be oversubscribed. Another alternative would be to combine the Kindergarten classes, operate one Kindergarten class open to catchment children first, and then both a regular program and a Montessori program for grades 1-5. This scenario would have utilization factors of about 114% to 122%.

Options for Connaught Heights School:

1. Maintain its current regular program boundaries and single track status, and use the excess space for District Programs
2. Move the Montessori program from Lord Tweedsmuir School to Connaught Heights School, operating one Kindergarten program open first to catchment children, and then to the Montessori list with a dual track option from grades 1-5

Middle Schools: Glenbrook and New Middle School

Critical to discussions of middle school size is the assignment of programs from John Robson School: where do its students go to middle school? While the school is geographically closer to Glenbrook, many of its students live closer to the location of the new middle school, on the old John Robson site. Complicating this is the fact that most middle school students will want to

attend middle school with their friends. Thus designation of a middle school for these students is significant.

Glenbrook has a projected maximum regular population of about 320 students, and the new middle school has a maximum projected regular population of 300 without the 170 John Robson regular program students.

Five options can be considered:

1. John Robson students are all designated to attend Glenbrook—total Glenbrook size will be 815 and the new middle school will have about 450.
2. John Robson students are all designated to attend the new middle school—its total size will be 680 while Glenbrook would then be 585.
3. Robson regular program students attend Glenbrook, but EFI (perhaps having moved to Kelvin) would attend the new middle school—Glenbrook will be 755 and the new middle school will be 510.
4. Catchment boundaries are drawn to balance middle school sizes without regard to elementary attendance (probably at 6th Street)—Glenbrook would be 502 and the new middle school will be 584 with the current (not projected) populations.
5. Late French Immersion is only located at Glenbrook.

Glenbrook's capacity is rated at 625, so option one would have a utilization rate of 130%. Option two would give the new middle school an opening utilization rate of 136%, unless the school were built to its maximum capacity (700) initially. Option 3 would provide a utilization rate at Glenbrook of 121%, and at the new middle school of 102%. Option 4 would give Glenbrook a utilization of 70% and the new middle school a rate of 117%. Option 5 would mean that Glenbrook would have a utilization rate of 108% and the new middle school would open with a utilization rate of 118%.

Centralizing the Late French Immersion Program would decrease access for students from the western part of the district and Queensborough. The advantage of having more than one class in the same school is that combined classes can more easily be formed when attrition reduces the number of students in 8th grade.

Options for Middle Schools:

1. John Robson students are all designated to attend Glenbrook, in addition to Glenbrook Middle School's existing boundaries.
2. John Robson students are all designated to attend the new middle school.
3. Robson regular program students attend Glenbrook, but EFI (perhaps having moved to Kelvin) attends the new middle school.
4. Catchment boundaries are drawn to balance middle school sizes without regard to elementary attendance (probably at 6th Street).
5. Late French Immersion is only located at Glenbrook.

Process of Change

Parents uniformly prefer to have students finish out at the school at which they have begun. Logistically, this would mean that parents could have students in two schools until their older one goes on to middle school. For example, if the Montessori program was moved to Connaught, younger students in Kindergarten would begin there, while an older student might still be in the program in Tweedsmuir. There would be no possibility of having both students in the same school, because all grades are not offered at either school. Thus there would not be the opportunity for the two siblings to be at the same school. Of course, the parent in this situation might simply decide to keep the younger student in the regular program at the same school as the older sibling, thus avoiding this difficulty.

Parents, particularly those in the Montessori program, have repeatedly indicated that they would choose the catchment school over the program, if the program is moved. Thus, moving the program is tantamount to discontinuing one program and beginning another program. Moving programs does not have to be the same in all situations. For example, the move of the Robson EFI program could happen all at once when the new school opens, while a move of the Montessori Program at Lord Tweedsmuir could be done a year at a time. The final two years of the Montessori program would have to be moved simultaneously, however, as there it is anticipated that there could be only 14 or fewer students for the uppermost grade (there are only 5-7 anticipated in some years). The exact configuration would vary depending on parental decisions in any given year and the resulting numbers of students per grade.

Options for the Process of Moving a Program:

1. All students in the program are moved at one time, with current students in the program offered the option of remaining at the school in which they are currently enrolled or moving with the program to the new school.
2. A grade is discontinued at the current school (beginning in 2012) and begun at the new school, with each subsequent year reducing a grade at the previous school and increasing a grade at the new school. This would be subject to the stipulation that classes of at least 18 students can continue to be formed at the previous school.

Catchments

Catchments for Programs of Choice would operate exactly the same way that regular program catchments operate. There would be three catchments for Early French Immersion, two for Montessori and potentially two for Late French Immersion. The catchments would be larger than existing regular program catchments, and balanced so that students would have equal opportunities to enter a Program of Choice regardless of which catchment they are registered in. West end catchments would include Queensborough.

Establishment of catchments would ease pressures on some schools and allow more certainty for most parents. It would also provide ease in staffing schools, because relative numbers could be established more quickly.

Options for Catchments:

1. Only one catchment exists for each location of a program of choice: the whole district.
2. There are three catchments, equitably divided, for the Early French Immersion program and two catchments, equitably divided, for the Montessori program. There are as many catchments for Late French Immersion as there are programs. Catchments for Programs of Choice would operate in the same manner as for the regular program: in-catchment students and siblings are accommodated first, in-district but out of catchment students are accommodated next, and finally, out of district students are accepted. Within each group places continue to be offered on a first-come, first-served basis.

Conclusion

A capital project involving the building of three schools, one at each level, is a complex undertaking from many viewpoints. Since some students will necessarily be displaced from existing patterns, it is natural that there will be resistance and disagreements about who should be moved and where. It will not be possible to please everyone.

Nevertheless, it is essential that decisions made accommodate the needs of all students, though it may not be possible to also accommodate all desires. Options provided in this report are for information and consultation with the parents and community. This consultation process will continue through February and March.

Summary of Options

Options for Richard McBride School:

1. Maintain its current regular program boundaries and continue to house a Montessori program K-5
 2. Maintain its current regular program boundaries except for the Victoria Hill development area and continue to house a Montessori program K-5
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Options for FW Howay School:

1. Maintain its current regular program boundaries and single track, regular program status
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Options for Herbert Spencer School:

1. Maintain its current regular program boundaries and continue to house an Early French Immersion program K-5
 2. Maintain its current regular program boundaries except for the area between Queens and Royal Avenues from its Sixth Street to McBride Boulevard and continue to house an Early French Immersion program K-5
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Options for John Robson School at its new site:

1. Maintain its current regular program boundaries
 2. Maintain its current regular program boundaries, add the Victoria Hill development area and the Spencer area between Queens and Royal Avenues
 3. Maintain and add only one of the Victoria Hill or the Spencer area from Queens Avenue to Royal Avenue
 4. Maintain its current regular program boundaries, add the Victoria Hill development area and the Spencer area between Queens and Royal Avenues and reduce its northwestern boundary with Lord Kelvin School to Queens Avenue
 5. Move the Early French Immersion program to another school
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Options for Lord Kelvin School:

1. Maintain its current regular program boundaries
 2. Maintain its current regular program boundaries, and the area from 3rd Avenue to Queens Avenue from the current John Robson catchment
 3. Move the Early French Immersion program from John Robson to this school
 4. Use excess space in this school for District Programs
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Options for Lord Tweedsmuir School:

1. Maintain its current regular program boundaries and its triple track status
 2. Move Montessori program to another school
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Options for Connaught Heights School:

1. Maintain its current regular program boundaries and single track status, and use the excess space for District Programs
 2. Move the Montessori program from Lord Tweedsmuir School to Connaught Heights School, operating one Kindergarten program open first to catchment children, and then to the Montessori list with a dual track option from grades 1-5.
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Options for Middle Schools:

1. John Robson students are all designated to attend Glenbrook, in addition to Glenbrook Middle School's existing boundaries.
 2. John Robson students are all designated to attend the new middle school.
 3. Robson regular program students attend Glenbrook, but EFI (perhaps having moved to Kelvin) attends the new middle school.
 4. Catchment boundaries are drawn to balance middle school sizes without regard to elementary attendance (probably at 6th Street).
 5. Late French Immersion is only located at Glenbrook.
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Options for the Process of Moving a Program:

1. All students in the program are moved at one time, with current students in the program offered the option of remaining at the school in which they are currently enrolled or moving with the program to the new school.
 2. A grade is discontinued at the current school (beginning in 2012) and begun at the new school, with each subsequent year reducing a grade at the previous school and increasing a grade at the new school. This would be subject to the stipulation that classes of at least 18 students can continue to be formed at the previous school.
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Options for Catchments:

1. Only one catchment exists for each location of a program of choice: the whole district.
 2. There are three catchments, equitably divided, for the Early French Immersion program and two catchments, equitably divided, for the Montessori program. There are as many catchments for Late French Immersion as there are programs. Catchments for Programs of Choice would operate in the same manner as for the regular program: in-catchment students and siblings are accommodated first, in-district but out of catchment students are accommodated next, and finally, out of district students are accepted. Within each group places continue to be offered on a first-come, first-served basis.
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