



**COMMITTEE OF THE WHOLE**  
**Report No. 17-052**

**6 June 2017**

**Osgoode Area Program and Boundary Review – Consultation Plan**

**Key Contact: Michael Carson, Chief Financial Officer, 613-596-8211 ext. 8881**

**PURPOSE:**

1. To provide the Board with notice of a consultation process for a program and boundary review in the Osgoode area of the District, with a focus on enrolment pressures at Castor Valley Elementary School (ES).

**CONTEXT:**

2. The need and the timing for this review were identified in Report No.16-090, Student Learning and Accommodation Planning Multi-Year Plan, presented at Committee of the Whole (COV) 7 June 2016.

The Osgoode area review does not qualify as a Pupil Accommodation Review (PAR) under Policy P.118.PLG and will include a different consultative process.

Policy P.118.PLG states that a PAR is not required when the Board is planning the relocation of grades or programs in which the enrolment constitutes less than 50% of the school's enrolment.

Staff does not foresee a currently viable solution which would result in the movement of more than 50% of a particular school's enrolment. Instead, the plan outlined in the report would involve the movement of an estimated 40 to 50 students from Castor Valley ES (or approximately 7% of its total enrolment).

The Board's policy does require that affected schools and communities are to be informed about proposed accommodation plans for students before a decision is made by the Board of Trustees to exempt a school from a PAR. This report is being provided to the Board, and will be circulated to involved school communities, as information in advance of approval of the consultation plan and timeline in September 2017.

Once a decision has been made to proceed with the review as an exemption from a PAR, notice in accordance with the policy will be provided to the City of Ottawa, coterminous school boards, the Ministry of Education, and community partners that have expressed an interest.

Castor Valley ES is a rural Junior Kindergarten(JK) to 8 Early French Immersion (EFI) program school located centrally within the former township of Osgoode (see Appendix A). It is the designated EFI school for JK to 6 students residing in the Greely and Metcalfe areas. EFI students from across the larger Osgoode area are directed to the school for grades 7 and 8.

Current enrolment at Castor Valley ES is 660 students (a building utilization rate of 150%). For the following year (2017-2018) the school is projected to have an enrolment of 694 students and require the use of ten portables.

Due to the capacity of the septic system the school can only accommodate a maximum of 11 portables on site. If no action is taken to alleviate pressures for September 2018, the school will not be able to accommodate its expected student population.

Based on recent intake levels, enrolment at the school is expected to increase to a projected 836 students by 2021 (a utilization rate of 190%).

In addition to the pressures at Castor Valley ES and similar to the District as a whole, English Program with Core French (English) enrolments within the Osgoode area have been decreasing. This is especially true at Osgoode PS which introduced a new EFI program in 2009. Great enrolment is needed in order to offer a viable program.

In order to alleviate existing pressures at Castor Valley ES and address the impact of lower English program enrolments on area schools, a local review is recommended.

## **KEY CONSIDERATIONS:**

3. Enrolment growth in the EFI program within this part of the District has been strong for a number of years. This is a trend that is happening across the jurisdiction and is resulting in the need to re-examine program delivery models.

As the EFI centre for a large portion of the Osgoode area, Castor Valley ES is experiencing significant enrolment increases. Over the past three years JK enrolment at the school has increased to 73 in 2014, 77 in 2015, and 76 in 2016 (up from a historical average of 51 students). This higher in-take level is expected to continue into the future.

Although mainly a symptom of program choice within its attendance area, steady new residential development in the Village of Greely has also contributed. Greely is the centre of new development within the Osgoode area and this is reflected in increasing enrolment numbers, both overall and within the EFI program.

Greely ES is located within the village of Greely and is a small JK to 6 English program school with a student capacity of 245. Enrolment at the school is currently 159 students (a utilization rate of 65%). The Board has reserved an elementary school site in the village (Shadow Ridge development area) to serve future needs.

The other two area elementary schools in the former Osgoode Township are Metcalfe PS and Osgoode PS. These schools are located in the villages of Metcalfe and Osgoode respectively.

Metcalfe PS is a medium-sized school with a current enrolment of 290 students and a pupil capacity of 455 (a 64% utilization rate). The school serves JK to 6 English program students residing in the Metcalfe area and Grades 7 and 8 English students from the entire Osgoode area. The school has a Middle French Immersion (MFI) program which serves students from both the Greely and Metcalfe areas.

Osgoode PS is a small dual-track JK to 6 English and EFI school that is near capacity. The school has an enrolment of 276 students and requires one portable on site for instruction. Grades 7 and 8 students from Osgoode PS feed to Metcalfe PS for English and Castor Valley ES for EFI. MFI program students residing in the school's attendance area are directed to Kars on the Rideau PS.

#### 4. A Plan

In order to help frame the issue for Board and in advance of the initiation of a consultative process, staff has formulated a plan to address the pressures at Castor Valley ES and the low uptake in English program enrolment at area schools.

##### **Introduction of New EFI Program to Metcalfe Public School:**

The introduction of an EFI program to Metcalfe PS would provide students from JK to 8 with local access to EFI and redirect (over time) a significant number of students away from Castor Valley ES. This change could take place beginning in September 2018.

One of the elements which will require further discussion with the working group will be how the program introduction could be implemented. The recently approved change to the kindergarten model and English and EFI program entry points will likely result in the need to block move some younger students from Castor Valley ES in order to offer the program at Metcalfe Public School.

Staff will also examine whether siblings of upper grade Metcalfe-area EFI students who are able to stay at Castor Valley ES would be given an option to

choose to attend Castor Valley ES in the future. This will depend on how many future students are involved and whether a viable new EFI program can be ensured.

**Consolidation of English Program with Core French Enrolments:**

English program enrolment at Osgoode PS has decreased in recent years (a total of 52 students across Grades 1 to 6). Although a decline in students choosing the English program had been taking place for a number of years, the introduction of an EFI program to the school has had an impact. A similar situation may be experienced at Metcalfe PS following the introduction a new EFI program.

Given the potential for lower English program enrolments at Metcalfe PS (with a new EFI program) and the current and projected size of Osgoode Public School's program, it is reasonable at this time to consider the consolidation of these two English programs in order to ensure future viability.

Currently English program students from the Village of Osgoode are directed to Metcalfe PS for grades 7 and 8. For feeding patterns to remain consistent, the English program could be phased-out of Osgoode PS and into the existing program at Metcalfe Public School.

This could take place beginning with Grade 1 English program students in September 2018 and adding one grade per year thereafter. Due to current low enrolments in the primary English grades at Osgoode PS, a block move may have to be considered in the future before the phase-out is fully completed.

Although not optimal, implementing a triple-track program (English, EFI, and MFI) at Metcalfe PS would reduce existing pressures at Castor Valley ES, and better balance enrolment and use of space at area elementary schools.

Staff also examined the option of a relocation of the Osgoode PS English program to Greely ES. The school has available space to accommodate the additional students. Grade 6 students at Greely ES feed to Metcalfe PS for grades 7 and 8 as well.

While staff is of the opinion that English program enrolments in the area should be consolidated in order to improve the learning environment for students, input from parents and the local community through a consultation process will assist in deciding the best course of action.

**MFI Boundary Adjustment – Osgoode PS Attendance Area:**

To better align overall feeding patterns within the Osgoode area, a change could be made which would redirect (on a phased basis) MFI program students residing in the Osgoode PS attendance area to Metcalfe PS, rather than to Kars on the Rideau PS.

This change would be consistent with existing feeding patterns for grades 7 and 8 English program students who are directed to Metcalfe PS. There are currently only two students from this boundary area who are enrolled in the MFI program at Kars on the Rideau PS.

Due to the small number of students involved, the change is not considered of significant impact to the Kars on the Rideau PS MFI program. The revised alignment would serve to create a uniform feeding pattern as all Village of Osgoode students would be directed to Osgoode Township HS for grades 9 to 12.

5. Future Planning Considerations

The introduction of an EFI program at Metcalfe PS would help to alleviate pressures at Castor Valley ES and better balance enrolments between schools within the larger Osgoode area. The relocation of the Osgoode PS English program to Metcalfe PS (in a phased manner) would help to ensure strong programming for students residing in that part of the District.

Given forecasted continued residential growth in the Village of Greely, a phase two longer-term solution will likely need to be considered in future years. This could involve the construction of a new, larger JK-8 elementary school in the Village of Greely in order to accommodate the growing local EFI student population.

Should a new school be opened, it is possible that Metcalfe PS, Osgoode PS, and a new Greely ES could all become EFI program centres serving local area students. Castor Valley ES could then transition to become a JK to 8 English and MFI program centre serving the entire Osgoode area.

Although attractive from a long-term planning perspective, this solution is a few years away. It would require the Board to make effective use of all of its available instructional space, and then demonstrate an actual need for more based on enrolment and instructional space required.

An additional option would be the conversion of Osgoode Township HS into a grades 7 to 12 school and feeder elementary schools becoming JK to 6. The school is currently operating at 81% of its full building capacity (651 pupil places).

Although a possible consideration in future years, site servicing limitations and the lack of available space at the school for grades 7 and 8 students make this impossible in the short term. A plan such as this would also require the Board to procure capital funding from the Ministry for a permanent addition; a challenge given available space in other local area schools.

6. Formal Pupil Accommodation Review Not Required

A formal PAR under Board Policy P.118.PLG is not required for the plan staff is proposing.

The policy states that a PAR is not required when the Board is planning the relocation of grades or programs in which the enrolment constitutes less than 50% of the school's enrolment. The calculation is based on the enrolment at the time of the relocation, or the first phase of a relocation that is to be carried out over a number of years.

In reviewing the issues and possible options, staff does not foresee a currently viable solution which would result in the movement of more than 50% of a particular school's enrolment.

The proposed plan would likely involve phasing of students where possible, but in order to form a viable start-up enrolment for a new EFI program at Metcalfe Public School, some of Castor Valley ES's 2017-2018 kindergarten students would have to change schools (an estimated 40 to 50 students or approximately 7% of its total enrolment).

One scenario that was examined which would have involved a formal PAR was the conversion of Greely ES to a single-track EFI program school. EFI is the most subscribed program for our elementary students and the Village of Greely is the centre of population and future development within the larger Osgoode area.

Although a change such as this has merit conceptually, Greely ES is much too small (245 pupil places) to accommodate the number of students from the village who are currently choosing the EFI program. As noted earlier, this type of change could be examined as part of a longer-term plan, possibly via the opening of a future new elementary school in the village.

## **RESOURCE IMPLICATIONS:**

7. The cost of conducting the review will be managed within existing departmental budgets.

## **COMMUNICATION/CONSULTATION ISSUES:**

8. As indicated earlier in the report, this review is not a PAR according to the Board's policy and will therefore have a different consultative process.

It is proposed that a working group be formed in September of 2017 and be comprised of Board staff and council representation from each school to be included in the review. Area trustees will be notified and also invited to attend all meetings.

Schools included in the review will be Castor Valley ES; Greely ES; Kars on the Rideau PS; Metcalfe PS; and Osgoode PS.

Local community associations will be notified of the review and invited to provide comments on the process.

According to the recommended consultation plan, the working group will meet at least once in the fall of 2017. Should it be necessary, representatives from other surrounding schools may also be invited to attend the working group meeting.

A public consultation meeting to be held within the community is planned for December 2017. Final Board decisions regarding the review are scheduled to take place in January 2018.

A review consultation plan and timeline is attached as Appendix B to the report.

Appendix C provides current enrolment and accommodation data for those schools which are to be included in the process.

## STRATEGIC LINKS:

9. Conducting a review of elementary accommodation in the Osgoode area of the District in order to provide students with improved access to learning environments and optimize the use of District resources is consistent with stewardship objectives of the 2015-2019 Strategic Plan.

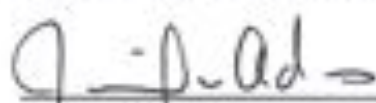
## GUIDING QUESTION:

- Does the provision of this report to Board and school communities in June 2017, provide sufficient notice to permit decisions to be made regarding commencement of a review in the Osgoode area in September 2017.



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Michael Carson  
Chief Financial Officer  
(ext. 8881)



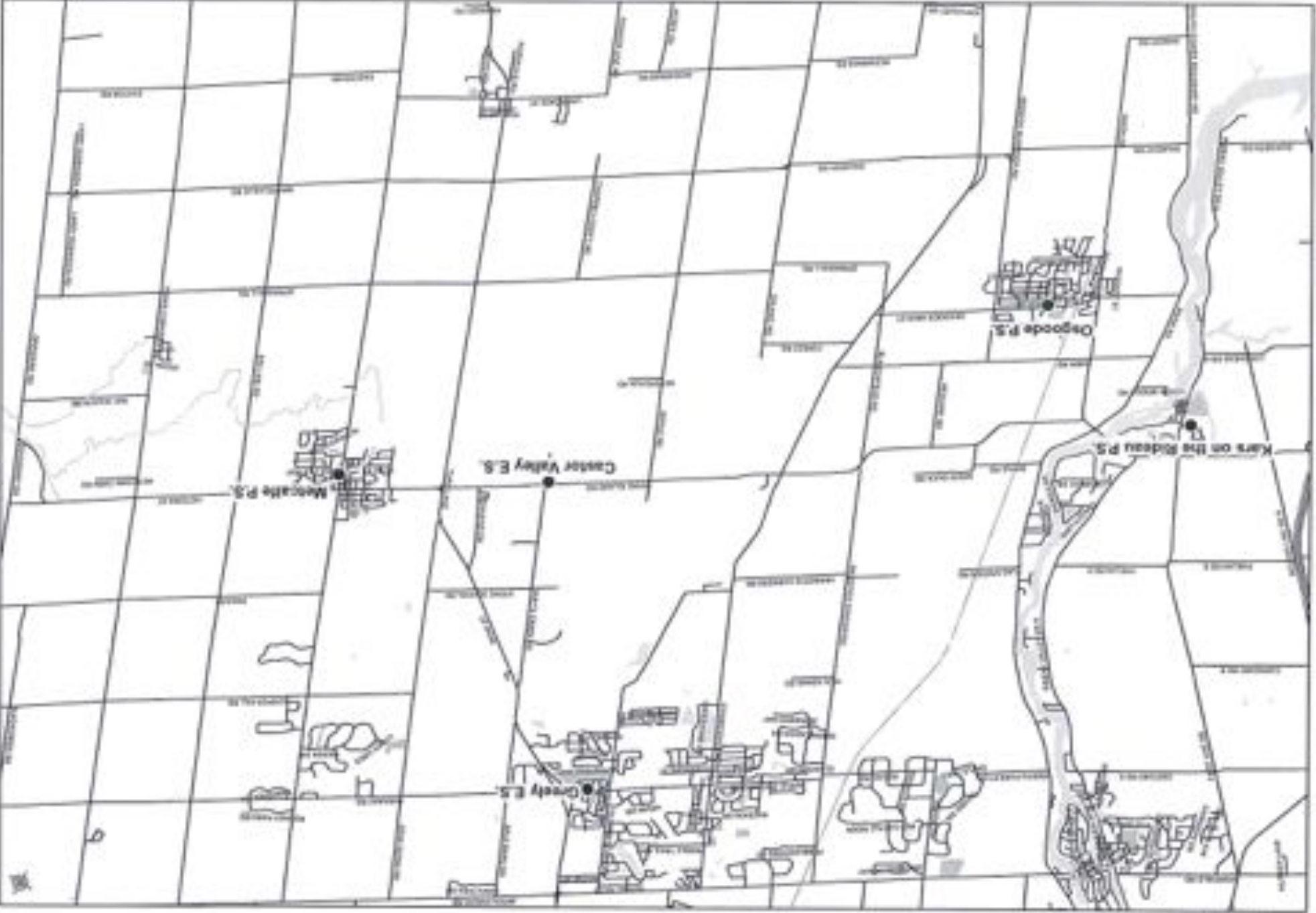
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Jennifer Adams  
Director of Education and  
Secretary of the Board

## APPENDICES

- Appendix A General Location Map
- Appendix B Review Consultation Plan and Timeline
- Appendix C Current and Projected Enrolment and Accommodation Chart

# General Location Map Osgode Area Study





# CONSULTATION PLAN

(REFERENCES: POLICY P.110.GOV AND PROCEDURE PR.644.GOV)



DATE:	June 2017
PROJECT:	Ongode Area Program and Boundary Review – Approval of Study Consultation Plan and Timeline (Project name, Letter of Transmittal, etc.)
CONTACT / PROJECT LEAD:	Michael Carrow, Chief Financial Officer, (513) 396-8211 ext. 8381, Michael.Carrow@ocdsb.ca (Name, telephone, email)

## WHAT?

### 1. WHAT IS THE PURPOSE OF THE CONSULTATION?

(Describe project scope, nature of consultation, decision to be made, and any relevant information)

The scope of the consultation includes five elementary schools: Carter Valley Elementary School, Greeny Elementary School, Hudson Public School, Message Public School and Ongode Public School.  
The consultation process will serve to implement recommendations regarding the introduction of an Early French Immersion program at Message Public School for September 2018, consideration of English Program with Core French Elements and a MFL1 boundary adjustment.

## WHY?

### 2. WHY ARE YOU CONSULTING? (Check all that apply)

- To seek advice, informed opinion or input for consideration prior to decision-making?
- To share information and/or create awareness about a subject/proposal/recommendation/decision yet to be made?
- To share information and awareness about a subject/recommendation/decision that has been made?
- Other? (Please explain)

### 3. HOW DOES THIS CONSULTATION LINK TO THE OCDSB STRATEGIC PLAN, DISTRICT IMPROVEMENT PLAN, BUDGET, ANNUAL DISTRICT GOALS AND OBJECTIVES AND/OR BELLEVANT MINISTRY / OCDSB POLICIES OR PROCEDURES (if applicable)?

The consultation will seek to recommend a plan to reduce accommodation pressure at Carter Valley Elementary School and better balance enrolment among the area schools. The review will also seek to recommend consideration of current English Program with Core French program enrolment in order to improve the learning environment for students and ensure future viability.

The process will strive to make effective use of District facilities, improve student access to viable programming and appropriate instructional resources. As well, there is the overriding goal of improving student achievement through the provision of strong educational programming in safe, healthy, secure and accessible learning environments.



OTTAWA-CARLETON  
DISTRICT SCHOOL BOARD

(REFERENCES: POLICY P.110.GOV AND PROCEDURE PR.644.GOV)

# CONSULTATION PLAN

Appendix B  
to Report 17-052

WHO?																			
<p><b>4. WHO WILL BE CONSULTED? (Key stakeholders). (Check all that apply)</b></p> <p>Please describe or expand on who will be consulted and any partners in the consultation:</p> <table border="0"> <tr> <td style="vertical-align: top;"> <p><b>OCDSB Community</b></p> <input checked="" type="checkbox"/> Students  <input checked="" type="checkbox"/> Parents/guardians  <input checked="" type="checkbox"/> School council(s)            Ottawa-Carleton Assembly of School Councils            Advisory committees (Specify below)            Special Education Advisory Committee, etc.            Other _____</td> <td style="vertical-align: top;"> <p><b>Internal to OCDSB</b></p> <input checked="" type="checkbox"/> Trustees  <input checked="" type="checkbox"/> Superintendents  <input checked="" type="checkbox"/> Principals and/or Vice-principals            Managers            District staff            Federations            Other _____</td> <td style="vertical-align: top;"> <p><b>External (Other (Please identify))</b></p> <input checked="" type="checkbox"/> Agencies/associations  <input checked="" type="checkbox"/> Community groups  <input checked="" type="checkbox"/> General Public  <input checked="" type="checkbox"/> Other governments            Other _____</td> </tr> </table>	<p><b>OCDSB Community</b></p> <input checked="" type="checkbox"/> Students <input checked="" type="checkbox"/> Parents/guardians <input checked="" type="checkbox"/> School council(s) Ottawa-Carleton Assembly of School Councils Advisory committees (Specify below) Special Education Advisory Committee, etc. Other _____	<p><b>Internal to OCDSB</b></p> <input checked="" type="checkbox"/> Trustees <input checked="" type="checkbox"/> Superintendents <input checked="" type="checkbox"/> Principals and/or Vice-principals Managers District staff Federations Other _____	<p><b>External (Other (Please identify))</b></p> <input checked="" type="checkbox"/> Agencies/associations <input checked="" type="checkbox"/> Community groups <input checked="" type="checkbox"/> General Public <input checked="" type="checkbox"/> Other governments Other _____	<p><b>5. HAVE ANY OF THESE STAKEHOLDERS BEEN INVOLVED IN INFORMAL CONSULTATION AS PART OF THE DEVELOPMENT OF THIS PLAN?</b></p> <p>In accordance with section 4.3 of Policy P.110.GOV, it is expected that informal consultation has taken place with representative stakeholders to obtain their suggestions prior to finalizing this plan. Please describe below. (If this informal consultation did not take place, explain why it was not feasible.)</p> <p><i>For local Trustees, the Superintendent of Education for area schools, and the Chief Financial Officer:</i></p> <p style="text-align: center;"><b>HOW?</b></p>															
<p><b>OCDSB Community</b></p> <input checked="" type="checkbox"/> Students <input checked="" type="checkbox"/> Parents/guardians <input checked="" type="checkbox"/> School council(s) Ottawa-Carleton Assembly of School Councils Advisory committees (Specify below) Special Education Advisory Committee, etc. Other _____	<p><b>Internal to OCDSB</b></p> <input checked="" type="checkbox"/> Trustees <input checked="" type="checkbox"/> Superintendents <input checked="" type="checkbox"/> Principals and/or Vice-principals Managers District staff Federations Other _____	<p><b>External (Other (Please identify))</b></p> <input checked="" type="checkbox"/> Agencies/associations <input checked="" type="checkbox"/> Community groups <input checked="" type="checkbox"/> General Public <input checked="" type="checkbox"/> Other governments Other _____																	
<p><b>6. HOW WILL STAKEHOLDERS BE MADE AWARE OF THIS CONSULTATION PROCESS? (Check all that apply)</b></p> <table border="0"> <tr> <td><input checked="" type="checkbox"/> Media advertisement (print and/or radio)</td> <td><input checked="" type="checkbox"/> School newsletter</td> </tr> <tr> <td><input checked="" type="checkbox"/> Letter distribution</td> <td><input checked="" type="checkbox"/> Website (schools and/or OCDSB sites)</td> </tr> <tr> <td><input checked="" type="checkbox"/> School council(s)</td> <td><input checked="" type="checkbox"/> Other _____</td> </tr> <tr> <td><input checked="" type="checkbox"/> Ottawa-Carleton Assembly of School Councils</td> <td></td> </tr> </table> <p>Please describe how stakeholders will be made aware of the consultation process and any special requirements for consultation (translation, alternate formats, etc.):</p>	<input checked="" type="checkbox"/> Media advertisement (print and/or radio)	<input checked="" type="checkbox"/> School newsletter	<input checked="" type="checkbox"/> Letter distribution	<input checked="" type="checkbox"/> Website (schools and/or OCDSB sites)	<input checked="" type="checkbox"/> School council(s)	<input checked="" type="checkbox"/> Other _____	<input checked="" type="checkbox"/> Ottawa-Carleton Assembly of School Councils		<p><b>7. HOW WILL THE CONSULTATION BE CARRIED OUT? (Check all that apply)</b></p> <table border="0"> <tr> <td><input checked="" type="checkbox"/> Focus groups</td> <td><input checked="" type="checkbox"/> Ottawa-Carleton Assembly of School Councils</td> </tr> <tr> <td><input checked="" type="checkbox"/> Interviews</td> <td><input checked="" type="checkbox"/> Public meetings</td> </tr> <tr> <td><input checked="" type="checkbox"/> Mail-out or email circulation</td> <td><input checked="" type="checkbox"/> Survey/questionnaire</td> </tr> <tr> <td><input checked="" type="checkbox"/> Open houses / workshops / cafes</td> <td><input checked="" type="checkbox"/> Web-based notice / Web-based comments</td> </tr> <tr> <td><input checked="" type="checkbox"/> School council(s)</td> <td><input checked="" type="checkbox"/> Other _____</td> </tr> </table> <p>Please describe:</p>	<input checked="" type="checkbox"/> Focus groups	<input checked="" type="checkbox"/> Ottawa-Carleton Assembly of School Councils	<input checked="" type="checkbox"/> Interviews	<input checked="" type="checkbox"/> Public meetings	<input checked="" type="checkbox"/> Mail-out or email circulation	<input checked="" type="checkbox"/> Survey/questionnaire	<input checked="" type="checkbox"/> Open houses / workshops / cafes	<input checked="" type="checkbox"/> Web-based notice / Web-based comments	<input checked="" type="checkbox"/> School council(s)	<input checked="" type="checkbox"/> Other _____
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# CONSULTATION PLAN

(REFERENCE: POLICY P.119.GOV AND PROCEDURE PR.644.GOV)

## WHEN?

### B. PROJECT PLAN FOR CONSULTATION (KEY ACTIVITIES AND COMMUNICATIONS):

1a. Identify plan approval dates; Timelines for awareness of consultation; Specific consultation activities; Timelines for analysis; Date for Committee/Board deliberation; Evaluation of consultation

TARGETED DATE FOR FINAL DECISION:

January 2017

PROJECTED DATES	ACTIVITY/MILESTONE	NOTES**
June 2017	Notice of Intention to Commence Review	
September 2017	Board Approval of Review Consultation Plan and Timeline	
September 2017	Formation of Working Group	
October 2017	Working Group Meeting(s)	
December 2017	Public Consultation Meeting	
January 2018	Committee of the Whole Meeting - Presentation and Recommendations	
January 2018	Regular Board Meeting - Final Review Decision	

\*\*In filling out this chart, please note:

- the materials, reports or resources that will be distributed to stakeholders, either in advance or at the session;
- any concerns such as necessary deadlines, availability of stakeholders, and
- the timelines for communicating the outcome/related decisions reached to those consulted.

\* Ordine provides information on the internal number of activities proposed, which may be amended to identify the process if required. Further information on the overall project/timeline and the specific consultation plan and process can be provided in the Letter of Intention to Board. OGDSD Form 644- Consultation Plan (April 2009)

<p>Appendix B to Report 17-052</p>																
<p>9. HOW WILL THE RESULTS OF THE CONSULTATION AND THE RATIONALE OF THE FINAL DECISION BE COMMUNICATED TO ALL CONTRIBUTORS TO THE PROCESS? (Check all that apply)</p>																
<table border="0"> <tr> <td><input checked="" type="checkbox"/></td> <td>Final decision</td> <td><input checked="" type="checkbox"/></td> <td>School / principal communications / newsletter</td> </tr> <tr> <td><input checked="" type="checkbox"/></td> <td>Letter distribution</td> <td><input checked="" type="checkbox"/></td> <td>Website (schools and/or OCT58B site)</td> </tr> <tr> <td><input type="checkbox"/></td> <td>Letter of Transmittal to consent board</td> <td><input type="checkbox"/></td> <td>Media reports</td> </tr> <tr> <td><input type="checkbox"/></td> <td></td> <td><input type="checkbox"/></td> <td>Other</td> </tr> </table> <p>Please describe:</p>	<input checked="" type="checkbox"/>	Final decision	<input checked="" type="checkbox"/>	School / principal communications / newsletter	<input checked="" type="checkbox"/>	Letter distribution	<input checked="" type="checkbox"/>	Website (schools and/or OCT58B site)	<input type="checkbox"/>	Letter of Transmittal to consent board	<input type="checkbox"/>	Media reports	<input type="checkbox"/>		<input type="checkbox"/>	Other
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<input type="checkbox"/>		<input type="checkbox"/>	Other													
<p>OTHER</p>																
<p>10. ESTIMATED COSTS FOR THE CONSULTATION* (i.e. advertising, facilities, translation, printing):</p>																
<p>Consultation costs will be managed within existing departmental budgets.</p> <p>* Note that the consulting body bears responsibility for the costs of the consultation.</p>																
<p>11. EVALUATION:</p> <p>Please specify the method(s) you plan to use to assess the effectiveness and success of this consultation process. (e.g., surveys/questionnaires, selection of participants, debriefs, questionnaires/evaluation sheet collected from participants, peer review, school council meeting discussion with staff, etc.)</p>																

31 October 2016 Actual Enrolments

School	Capacity	Portables for Instruction	Program	JK	SK	1	2	3	4	5	6	7	8	SE	Total	UTM
Canton Valley ES	441	9	KGTN	76	74										150	
			ENG			86	64	57	58	46	72	72	55		510	
			Total	76	74	86	64	57	58	46	72	72	55		660	
Greely ES	245	0	KGTN	15	21										36	
			ENG			19	18	32	32	12	20	22			123	
			Total	15	21	19	18	32	32	12	20	22			159	
Merrill PS	455	0	KGTN	15	13										28	
			ENG			20	12	27	8	9	16	60	53	7	192	
			MHI					17	15	16	7	15			70	
			Total	15	13	20	12	27	25	24	32	47	68	7	290	
DeGode PS	298	1	KGTN	39	46										85	
			ENG			3	9	9	11	8	12				52	
			ERI			35	22	29	29	13	11				199	
			Total	39	46	38	31	38	40	21	23				276	
Kays on the Ridge PS	746	3	KGTN	47	41										88	
			ENG									42	43		122	
			ERI			52	55	54	46	50	47	57	67		428	
			MHI						10	11	14	10	10		55	
			Total	47	41	52	55	54	56	61	98	109	120		693	

Notes:

Enrollment (ENG) = Total Enrollment/Capacity

Program: 007N = Kindergarten, ENG = Regular English, ERI = Early French Immersion, AFI = Middle French Immersion, AFI = Middle French Immersion, SE = Special Education

## 2017 Projected Enrollments - Status Quo

School	Capacity	Program	JK	SK	1	2	3	4	5	6	7	8	SE	Total	(%)
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Carver Valley ES	411	KGTN	78	78										156	157%
		ENG			81	89	64	57	57	46	76	68		538	
		Total	78	78	78	89	64	57	57	46	76	68		694	

Greely ES	245	KGTN	15	18										33	61%
		ENG			21	18	19	26	12	20				116	
		Total	15	18	21	18	19	26	12	20				149	

Mescalito PS	455	KGTN	14	16										30	61%
		ENG			13	20	12	14	9	10	47	40	7	172	
		NBT						21	17	15	15	7		75	
		Total	14	16	13	20	12	14	9	10	47	40	7	277	

Ongode PS	298	KGTN	38	41										79	101%
		ENG			7	5	11	9	12	9				53	
		ETI				43	34	21	29	28	13			168	
		Total	38	41	50	39	32	38	40	22				300	

Kays on the Border PS	746	KGTN	45	48											92%
		ENG									42	42		131	
		ETI			42	52	56	54	46	61	48	55		414	
		NBT						10	10	10	11	9		50	
		Total	45	48	42	52	56	64	56	118	101	106		688	

Notes:

Unshown (UN) = Total Enrollments/Capacity

Project: 6076 = Kindergarten, ENG = Regular English, EMI = Early English Immersion, NBT = Middle English Immersion, SE = Special Education

## 2018 Projected Enrollments - Status Quo

School	Capacity	Program	JK	SK	1	2	3	4	5	6	7	8	SE	Total	UR%
Custer Valley ES	441	KGTN	77	80										157	163%
		ENG			18	20	19	15	26	12				110	
		Total	77	80	18	20	19	15	26	12				144	
Greely ES	245	KGTN	16	18										34	59%
		ENG			18	18	20	19	15	26	12			110	
		Total	16	18	18	20	19	15	26	12				144	
Meyville PS	455	KGTN	15	15										30	62%
		ENG			18	13	20	6	16	10	17	14	15	172	
		Total	15	15	18	13	20	6	16	10	17	14	15	172	
Ongode PS	298	KGTN	40	40										80	108%
		ENG			6	11	6	11	10	13				57	
		Total	40	40	6	11	6	11	10	13				80	
Kart on the Ridge PS	266	KGTN	46	48										130	93%
		ENG			51	42	53	56	54	64	60	46	46	426	
		Total	46	48	51	42	53	56	54	64	60	46	46	426	

Notes

Rollover (URT) = Total Enrollments/Capacity

Program: KGTN = Kindergarten, ENG = English Language Learners, ELL = English Language Learners with Core French, EF = Early French Immersion, MFL = Middle French Immersion, SE = Special Education

## 2019 Projected Enrollments - Status Quo

School	Capacity	Program	JK	SK	1	2	3	4	5	6	7	8	SE	Total	URF%
Cantor Valley ES	443	KGTN	78	79										157	172%
		ENG			18	17	21	15	15	26				112	
		Total	78	79	18	17	21	15	15	26				148	
Greely ES	245	KGTN	17	19										36	60%
		ENG			18	17	21	15	15	26				112	
		Total	17	19	18	17	21	15	15	26				148	
Mackville PS	455	KGTN	16	16										32	58%
		ENG			15	16	13	11	7	19	33	37	7	158	
		Total	16	16	15	16	13	11	7	19	33	37	7	266	
Osgoode PS	298	KGTN	41	42										83	109%
		ENG			6	9	13	6	12	11				57	
		Total	41	42	6	9	13	6	12	11				140	
Kays on the Ridge PS	746	KGTN	45	49										126	96%
		ENG												126	
		Total	45	49										126	

Notes:

Urnfman (URF%) = Total Enrollments/Capacity

Programs: KGTN = Kindergarten, ENG = English, EFL = Early French Immersion, MFL = Middle French Immersion, JFL = Special Education



2020 Projected Enrolments - Status Quo

School	Capacity	Program	JK	SK	1	2	3	4	5	6	7	8	SE	Total	UR(%)
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Custer Valley ES	441	KGTN	77	80										157	184%
		ENG			87	92	89	85	88	63	77	74		655	
		Total	77	80	87	92	89	85	88	63	77	74		812	

Greely ES	245	KGTN	16	20										36	56%
		ENG			19	17	18	17	15	15				101	
		Total	16	20	19	17	18	17	15	15				137	

Marketville PS	455	KGTN	15	17										32	60%
		ENG			16	15	16	7	12	8	52	33	7	166	
		NBI						12	14	11	20	16		73	
		Total	15	17	16	15	16	19	26	19	72	49	7	271	

Ongode PS	298	KGTN	41	43										84	112%
		ENG			6	9	11	14	6	13				59	
		EPI			36	33	32	30	31	20				191	
		Total	41	43	42	42	43	53	37	33				334	

Kins on the Ridge PS	746	KGTN	46	49											94%
		ENG												113	
		EPI			50	49	52	42	53	75	72	62		455	
		NBI						8	6	8	7	6		35	
		Total	46	49	50	49	52	50	59	116	118	109		698	

Notes:

(Enrollment Party) = Total Enrolments/Capacity

Program: KGTN = Kindergarten, ENG = English, EPI = Early French Immersion, NBI = Middle French Immersion, SE = Special Education

## 2021 Projected Enrollments - Status Quo

School	Capacity	Program	JK	SK	1	2	3	4	5	6	7	8	SE	Total	Util%
Creston Valley ES	441	KJTN	78	79										157	190%
		ENG		20	18	18	14	17	15					102	
		Total	78	79	20	18	14	17	15					138	
Greely ES	245	KJTN	17	19										36	56%
		ENG			20	18	14	17	15					102	
		Total	17	19	20	18	14	17	15					138	
Meadow PS	455	KJTN	16	16										32	60%
		ENG		17	16	15	9	8	14	14	34	52	7	172	
		NRI						12	12	14	10	20		68	
		Total	16	16	17	16	15	21	20	28	44	72	7	272	
Ongode PS	298	KJTN	40	43										83	115%
		ENG		6	9	10	11	14	7					57	
		EPI		37	34	31	32	37	31					202	
		Total	40	43	43	43	41	43	51	38				342	
Kara on the Ridge PS	746	KJTN	45	49											94%
		ENG									31	39	37	107	
		EPI		49	50	49	52	42	78	76	69			465	
		NRI					8	8			6	6		34	
		Total	45	49	49	50	49	60	50	135	123	112		700	

Notes:

Utilization (U%) = Total Enrollments/Capacity

Programs: KJTN = Kindergarten, ENG = English Language with Core French, EPI = Early French Immersion, NRI = Middle French Immersion, SE = Special Education

31 October 2016 Actual Enrolments

School	Capacity	Places for Instruction	Program	JK	SK	1	2	3	4	5	6	7	8	SE	Total	UTM
Cedar Valley ES	441	0	KJTN	76	74										150	
			ENG			86	64	57	58	46	72	72	55		510	
			Total	76	74	86	64	57	58	46	72	72	55		660	
Gravelly ES	245	0	KJTN	15	21										36	
			ENG			19	18	32	32	12	20	22			123	
			Total	15	21	19	18	32	32	12	20	22			159	
Meadale PS	455	0	KJTN	15	13										28	
			ENG			20	12	27	8	9	16	40	53	7	192	
			NOT					17	15	16	7	15			70	
			Total	15	13	20	12	27	25	24	32	47	68	7	290	
Oxgode PS	298	1	KJTN	39	46										85	
			ENG			3	9	9	11	8	12			52		
			ETI			35	22	29	29	13	11				199	
			Total	39	46	38	31	38	40	21	23				276	
Kays on the Ridge PS	248	3	KJTN	47	41										88	
			ENG								37	42	43	122		
			ETI			52	55	54	46	50	47	57	67	428		
			MFI						30	11	14	10	10	55		
			Total	47	41	52	55	54	56	61	98	109	120	603		

Notes:

UTM (UTM) = Total Enrolment/Capacity

Program: KJTN = Kindergarten, ENG = Regular English with Core French, ETI = Early French Immersion, MFI = Middle French Immersion, SE = Special Education

2017 Projected Enrolments - Status Quo

School	Capacity	Program	JK	SK	1	2	3	4	5	6	7	8	SE	Total	(urN)
Cannon Valley ES	441	KJTN	78	78										156	157%
		ENG			81	89	64	57	57	46	76	68		538	
		Total	78	78	81	89	64	57	57	46	76	68		694	
Greely ES	245	KJTN	15	18										33	61%
		ENG			21	18	19	26	12	20				116	
		Total	15	18	21	18	19	26	12	20				149	
Marquette PS	455	KJTN	14	16										30	61%
		ENG			13	20	12	14	9	10	47	40	7	172	
		MAT						21	17	15	15	7		75	
		Total	14	16	13	20	12	35	26	25	62	47	7	277	
Oxbow PS	298	KJTN	38	41										79	101%
		ENG			7	5	11	9	12	9				53	
		EF1			43	34	21	29	28	13				168	
		Total	38	41	50	39	32	38	40	22				300	
Kays on the Ridge PS	766	KJTN	45	48											92%
		ENG									47	42		131	
		EF1			42	52	56	54	46	61	48	55		414	
		MAT					10	10	10	10	11	9		50	
		Total	45	48	42	52	56	64	56	118	101	100		688	

Notes:

Enrolment (urN) = Total Enrolment/Capacity

Program: KJTN = Kindergarten, ENG = English English with Core French, EF1 = Early French Immersion, MAT = Middle French Immersion, SE = Special Education

2018 Projected Enrolments - Status Quo

School	Capacity	Program	JK	SK	1	2	3	4	5	6	7	8	SE	Total	UNQ
Custer Valley ES	411	KJTN	77	80										157	
		ENG		18	20	19	15	26	12					110	
		Total	77	80	18	20	19	15	26	12				144	721
Greely ES	265	KJTN	16	18										34	
		ENG			18	20	19	15	26	12				110	
		Total	16	18	18	20	19	15	26	12				144	280
Meadow PS	455	KJTN	15	15										30	
		ENG		16	13	20	6	16	10	37	47	7		172	
		Total	15	15	16	13	20	6	16	10	37	47	7		280
Ogden PS	298	KJTN	40	40										80	
		ENG			6	11	6	11	10	13				57	
		Total	40	40	6	11	6	11	10	13				80	185
Kays on the Ridge PS	746	KJTN	46	48										130	
		ENG			51	42	53	56	54	64	60	46		426	
		Total	46	48	51	42	53	56	54	64	60	46		426	695

Notes:

UNQ = Total Enrolment/Capacity

Program: EPTM = Kindergarten, ENG = Regular English, EPI = Early French Immersion, EPI + Early French Immersion, EPI + Regular English with Core French, EPI + Early French Immersion, EPI + Middle French Immersion, SE = Special Education

## 2019 Projected Enrollments - Status Quo

School	Capacity	Program	JK	SK	1	2	3	4	5	6	7	8	SE	Total	UTM
Cantor Valley ES	441	KJTN	78	79										157	172%
		ENG		18	17	21	15	15	15	26				112	
		Total	78	79	88	89	85	89	89	63	56	78	52	757	
Greely ES	245	KJTN	17	19										36	60%
		ENG			18	17	21	15	15	26				112	
		Total	17	19	18	17	21	15	15	26				148	
Marlette PS	455	KJTN	16	16										32	58%
		ENG			15	16	13	11	7	19	33	37	7	158	
		MRT						14	11	21	36	14		76	
		Total	16	16	15	16	13	11	25	18	40	49	51	7	
Englede PS	298	KJTN	41	42										83	109%
		ENG			6	9	13	6	12	11				57	
		EPI			34	33	39	32	20	28				186	
		Total	41	42	40	42	52	38	32	39				226	
Kays on the Ridge PS	746	KJTN	45	49											94%
		ENG									33	43	50	126	
		EPI			49	51	42	53	56	72	65	58		446	
		MRT						6	8	10	7			38	
		Total	45	49	49	51	42	59	64	115	115	115		704	

Notes:

Enrollment (ENR) = Total Enrollments/Capacity

Programs: KJTN = Kindergarten, ENG = Regular English with Core French, EPI = Early French Immersion, MRT = Middle French Immersion, SE = Special Education

2020 Projected Enrollments - Status Quo

School	Capacity	Program	JK	SK	1	2	3	4	5	6	7	8	SE	Total	(ur%)
Cantor Valley ES	411	KGTN	77	80										157	184%
		ENG		87	92	89	85	88	63	77	74			655	
		Total	77	80	87	92	89	85	88	63	77	74		812	
Greely ES	245	KGTN	16	20										36	56%
		ENG		19	17	18	17	15	15					101	
		Total	16	20	19	17	18	17	15	15				137	
Metcalf PS	455	KGTN	15	17										32	60%
		ENG		16	15	16	7	12	8	52	33	7		166	
		MFI					12	14	11	20	16			73	
Total	15	17	16	15	16	19	26	19	72	49	7		271		
Oxbow PS	298	KGTN	43	43										84	112%
		ENG		6	9	11	14	6	13					59	
		ERI		36	33	32	39	31	20					191	
Total	43	43	42	42	43	53	37	33					334		
Kant on the Ridge PS	746	KGTN	45	49											94%
		ENG									41	39		113	
		ERI		50	49	52	42	53	25	72	62			455	
MFI					8	8	6	8	7	6			35		
Total	45	49	50	49	52	50	59	116	118	109			698		

Notes:

(ur%) = Total Enrollments/Capacity

Program: KGTN = Kindergarten, ENG = Regular English with Core French, ERI = Early French Immersion, MFI = Middle French Immersion, SE = Special Education

## 2021 Projected Enrollments - Status Quo

School	Capacity	Program	JK	SK	1	2	3	4	5	6	7	8	SE	Total	UR%	
Cedar Valley ES	441	KJTN	78	79										157	190%	
		ENG			20	18	18	14	17	15				102		
		Total	78	79	20	18	18	14	17	15				138		
Greely ES	245	KJTN	17	19										36	56%	
		ENG			20	18	18	14	17	15				102		
		Total	17	19	20	18	18	14	17	15				138		
Meadow PS	455	KJTN	16	16										32	60%	
		ENG			17	16	15	9	8	14	14	14	52	7		172
		Total	16	16	17	16	15	9	8	14	14	14	52	7		272
Ongode PS	298	KJTN	40	43										83	115%	
		ENG			6	9	10	11	14	7				57		
		Total	40	43	6	9	10	11	14	7				140		
Kirt on the Ridge PS	746	KJTN	45	49											94%	
		ENG												107		
		Total	45	49												107

Notes:

UR% = Total Enrollments/Capacity

Program: KJTN = Total Enrollments/Capacity  
 ENG = Kindergarten, ENJ = Regular English with Core French, E77 = Core French, E78 = Middle French Immersion, E87 = Middle French Immersion, SE = Special Education