Julie Payette PS – Overview (current)

- Julie Payette PS is centrally located in Whitby
- School has a Ministry Rated Capacity (MRC) of 645 and a Board Capacity to accommodate 668
- Julie Payette PS is single track school (French Immersion program)
- The school is projected to continue to grow based upon the current boundaries

Enrolment Projections (based on current boundaries)

<table>
<thead>
<tr>
<th>Year</th>
<th>Enrolment</th>
<th>Utilization Rate</th>
<th>Board Capacity</th>
<th>Portables</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td>953</td>
<td>143%</td>
<td>143%</td>
<td>12</td>
</tr>
<tr>
<td>2016</td>
<td>1011</td>
<td>151%</td>
<td>151%</td>
<td>14</td>
</tr>
<tr>
<td>2017</td>
<td>1068</td>
<td>160%</td>
<td>160%</td>
<td>17</td>
</tr>
<tr>
<td>2018</td>
<td>1103</td>
<td>165%</td>
<td>165%</td>
<td>19</td>
</tr>
<tr>
<td>2019</td>
<td>1141</td>
<td>171%</td>
<td>171%</td>
<td>20</td>
</tr>
</tbody>
</table>

* 2015 enrolment is as of October 30, 2015 unaudited data
John Dryden PS – Overview

- John Dryden PS is located at 40 Rolling Acres Drive, Whitby in the eastern portion of Whitby
- School a Ministry Rated Capacity (MRC) of 574 and a Board Capacity of 600
- Currently a single track (English program) school
- John Dryden PS is located in a mature neighbourhood with a declining enrolment
- The school currently has five vacant classrooms
- Child Care program is run by Schoolhouse Playcare and offers a full Child Care Centre including a Before and After School program
Captain Michael VandenBos PS – Overview

- Captain Michael VandenBos is located at 3121 Country Lane, Whitby in the western portion of Whitby
- School a Ministry Rated Capacity (MRC) of 605 and a Board Capacity of 628
- Captain Michael VandenBos PS is a dual track (English program and French Immersion program) school
- Former Palmerston PS Regular/English program attends Captain Michael VandenBos PS, while the French Immersion students in this area attend Julie Payette PS
- The school has a stable enrolment
- Child Care program is run by Schoolhouse Playcare and offers Extended Day and Before and After School Child Care
### John Dryden PS Enrolment Projections

#### Based Upon Current Boundaries

<table>
<thead>
<tr>
<th>Year</th>
<th>Enrolment</th>
<th>Board Capacity</th>
<th>Portables</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015 (actual)*</td>
<td>525</td>
<td>88%</td>
<td>0</td>
</tr>
<tr>
<td>2016</td>
<td>508</td>
<td>85%</td>
<td>0</td>
</tr>
<tr>
<td>2017</td>
<td>484</td>
<td>81%</td>
<td>0</td>
</tr>
<tr>
<td>2018</td>
<td>466</td>
<td>78%</td>
<td>0</td>
</tr>
<tr>
<td>2019</td>
<td>446</td>
<td>74%</td>
<td>0</td>
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#### Based Upon Projected Boundaries

<table>
<thead>
<tr>
<th>Year</th>
<th>Enrolment</th>
<th>TOTAL Tracks FI/ English</th>
<th>Board Capacity</th>
<th>Utilization Rate</th>
<th>Portables</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015 (actual)*</td>
<td>525</td>
<td>253/508</td>
<td>88%</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>2016**</td>
<td>761</td>
<td>268/484</td>
<td>125%</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>2017</td>
<td>752</td>
<td>282/466</td>
<td>125%</td>
<td>1</td>
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<tr>
<td>2018</td>
<td>748</td>
<td>292/446</td>
<td>123%</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>2019</td>
<td>738</td>
<td>273/426</td>
<td>121%</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

* 2015 enrolment is as of October 30, 2015 unaudited data
** based upon French Immersion program grade 1 – 7 (8’s remain at Julie Payette PS)
# Captain Michael VandenBos PS Enrolment Projections

## Based Upon Current Boundaries

<table>
<thead>
<tr>
<th>Year</th>
<th>TOTAL Enrolment</th>
<th>Tracks FI/ English</th>
<th>Utilization Rate</th>
<th>Board Capacity</th>
<th>Portables</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015 (actual)*</td>
<td>610</td>
<td>272/338</td>
<td>97%</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>2016</td>
<td>612</td>
<td>305/307</td>
<td>97%</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>2017</td>
<td>628</td>
<td>322/306</td>
<td>100%</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>2018</td>
<td>627</td>
<td>332/295</td>
<td>100%</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>2019</td>
<td>610</td>
<td>332/278</td>
<td>97%</td>
<td></td>
<td>0</td>
</tr>
</tbody>
</table>

## Based Upon Projected Boundaries

<table>
<thead>
<tr>
<th>Year</th>
<th>TOTAL Enrolment</th>
<th>Tracks FI/ English</th>
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</tr>
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<tbody>
<tr>
<td>2015 (actual)*</td>
<td>610</td>
<td>272/338</td>
<td>97%</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>2016**</td>
<td>624</td>
<td>317/307</td>
<td>99%</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>2017</td>
<td>639</td>
<td>333/306</td>
<td>102%</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>2018</td>
<td>640</td>
<td>345/295</td>
<td>102%</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>2019</td>
<td>624</td>
<td>346/278</td>
<td>99%</td>
<td></td>
<td>0</td>
</tr>
</tbody>
</table>

* * 2015 enrolment is as of October 30, 2015 unaudited data
** Based upon French Immersion program grade 1 – 7 (8’s remain at Julie Payette PS)
## Julie Payette PS Enrolment Projections

### With John Dryden PS Boundary Revision

<table>
<thead>
<tr>
<th>Year</th>
<th>TOTAL Enrolment</th>
<th>Utilization Rate</th>
<th>Portables</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015 (actual)*</td>
<td>953</td>
<td>143%</td>
<td>12</td>
</tr>
<tr>
<td>2016**</td>
<td>758</td>
<td>113%</td>
<td>4</td>
</tr>
<tr>
<td>2017</td>
<td>800</td>
<td>120%</td>
<td>6</td>
</tr>
<tr>
<td>2018</td>
<td>821</td>
<td>123%</td>
<td>7</td>
</tr>
<tr>
<td>2019</td>
<td>849</td>
<td>127%</td>
<td>8</td>
</tr>
</tbody>
</table>

* 2015 enrolment is as of October 30, 2015 unaudited data

### With Captain Michael VandenBos PS Boundary Revision

<table>
<thead>
<tr>
<th>Year</th>
<th>TOTAL Enrolment</th>
<th>Utilization Rate</th>
<th>Portables</th>
</tr>
</thead>
<tbody>
<tr>
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</tr>
<tr>
<td>2016**</td>
<td>999</td>
<td>150%</td>
<td>14</td>
</tr>
<tr>
<td>2017</td>
<td>1057</td>
<td>158%</td>
<td>17</td>
</tr>
<tr>
<td>2018</td>
<td>1090</td>
<td>163%</td>
<td>19</td>
</tr>
<tr>
<td>2019</td>
<td>1127</td>
<td>169%</td>
<td>20</td>
</tr>
</tbody>
</table>

** based upon French Immersion program grade 1 – 7 (8’s remain at Julie Payette PS)
# Julie Payette PS Enrolment Projections

With Both John Dryden PS & Captain Michael VandenBos

PS Boundary Revisions

<table>
<thead>
<tr>
<th>Year</th>
<th>TOTAL Enrolment</th>
<th>Utilization Rate</th>
<th>Portables</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015 (actual)*</td>
<td>953</td>
<td>143%</td>
<td>12</td>
</tr>
<tr>
<td>2016**</td>
<td>746</td>
<td>112%</td>
<td>3</td>
</tr>
<tr>
<td>2017</td>
<td>789</td>
<td>118%</td>
<td>5</td>
</tr>
<tr>
<td>2018</td>
<td>808</td>
<td>121%</td>
<td>6</td>
</tr>
<tr>
<td>2019</td>
<td>835</td>
<td>125%</td>
<td>7</td>
</tr>
</tbody>
</table>

* 2015 enrolment is as of October 30, 2015 unaudited data

** based upon French Immersion program grade 1 – 7 (8’s remain at Julie Payette PS)
Boundary Proposal

• Based upon the proposal the revised boundaries for Julie Payette PS, John Dryden PS and Captain Michael VandenBos PS would be in place for September 2016

• Grade 8 students (current grade 7 students) would be grandfathered to Julie Payette PS
Transition and Communication

Please provide your input on Transition Planning and Communication opportunities for this proposal.

• Examples include:
  o Propose that Julie Payette PS families invited to a school spring event at John Dryden PS and Captain Michael VandenBos PS

Community Input to date

• Plan St. Donat trip together (Julie Payette PS & John Dryden PS)

• Transition plans to help with French Immersion students ‘fitting in’ (i.e. greater interaction between two streams)
Transition and Communication
Boundary Process/FAQ

• What is the process for boundaries/program moves?
  • Board Regulation #3313: School Boundaries is followed to create new boundaries and adjust existing boundaries or move a program (ie. French Immersion).

• When will a decision be made?
  • A decision is scheduled to be made at the January 16, 2016 Board Meeting.

• Who makes the final decision?
  • The Board of Trustees makes the final decision, after consideration of a staff report that will review data, input from the community and provide a recommendation.
Opportunities for Input

- Community Input Sheets are available tonight for your input on the proposal

- Email your questions/concerns to:
  
  Julie_Payette_Boundaries@durham.edu.on.ca

- Call and leave your questions/concerns at:

  (905) 666-8080 ext. 5421

- Input will be collected until December 18, 2015 and summarized in a report to Trustees
Summary of Community Input to Date

John Dryden PS Boundary

- What opportunities are available at John Dryden PS for volunteering?
  - Many opportunities are available to volunteer including in the library, the classroom and class trips.

- What are John Dryden PS’s hours?
  - 8:10 – 2:45, lunch from 11 – 12

- Will there be space in the Before and After School program for my child?
  - Schoolhouse Playcare offers the Before and After School program. They will expand the program if there is enough interest.

- How will John Dryden PS accommodate additional parking required and bus lanes/kiss and ride?
  - Staff have reviewed the site and have had preliminary discussions to address the need for additional parking and to accommodate the required bus lanes/kiss and ride.
Summary of Community Input to Date
John Dryden PS Boundary

• What will be the split French Immersion versus English/Regular program at John Dryden PS?
  • *Projected to be 60% English/Regular program and 40% French Immersion.*
  • *English/Regular program projected to decline over 5 year projections.*

• Concerned with a dual track program at John Dryden PS (i.e. English spoken outside classroom, resources available)
  • *DDSB Staff cannot control the use of English outside of the classroom.*
  • *A start up budget will be allocated to John Dryden PS to purchase required resources for the French Immersion program.*
  • *A portion of the resources at Julie Payette PS will be allocated to John Dryden PS (determined by Principals of Julie Payette PS, John Dryden PS in consultation with French Immersion Facilitator).*
  • *The Board offers both dual and single track schools across the DDSB. Specifically in Whitby there are currently 2 dual track schools and 2 single track schools.*
Summary of Community Input to Date

John Dryden PS Boundary

- Why not build or create another single track FI in Whitby?
  - The Board does not have an existing Whitby school that could currently accommodate a single track French Immersion program.
  - The Board does not have Ministry funding to construct a new single track French Immersion school in Whitby.

- Why not accommodate some of Julie Payette PS students at the former FM Heard PS rather than John Dryden PS?
  - Former FM Heard PS was closed due to the high cost of repairs required. It would not be a good solution for students.

- What are the boundaries for John Dryden PS based upon?
  - The boundaries are based upon English/Regular elementary feeder school boundaries as is typically the process for French Immersion school boundaries.

- Grandfather all existing students and transition program to John Dryden PS.
  - Grade 8 students are grandfathered based upon the proposed boundary and those eligible for transportation continue to qualify.
Summary of Community Input to Date
John Dryden PS Boundary

• Why was John Dryden chosen?
  • The school is located at the eastern edge of Whitby. Captain Michael VandenBos PS (dual track) is located at the western edge of Whitby and Julie Payette PS (single track) is centrally located in Whitby.
  • John Dryden PS has a large number of French Immersion pupils within the school boundary.
  • The school can accommodate the French Immersion program as it has five vacant classrooms and a declining enrolment.

• How many buses are proposed for John Dryden PS?
  • Three to four buses are projected based on the current French Immersion enrolment.

• What will the bus routes be?
  • Routes are based upon 2016 student detail and available mid-August on the Board’s website under Durham Student Transportation Services.
Dual Track and Single Track Schools – Research Papers

“Findings were that developing a shared school culture was a great deal of work, but well worth the effort. A single-track immersion centre was viewed as easier, but not better…” (Differences in Setting compiled Research of the Comparison in Academic Achievement between Dual-Track and Single-Track French Immersion Programs, French Language Resource Centre, Grande Prairie, Alberta)

The question guiding the inquiry is, “Are there differences in elementary French immersion student achievement and learning experiences in single-track and dual-track environments?” The question is not easily answerable. At present we lack sufficient empirical evidence to respond confidently. (Comparing the Student Achievement and Learning Experiences of Elementary French Immersion Students in Dual-Track and Single-Track Environments, Department of Research and Accountability, Halton District School Board, Winter 2009)

“….by and large, students enrolled in French Immersion programs in single track and dual track schools are achieving at the same level...” (Comparing the Student Achievement and Learning Experiences of Elementary French Immersion Students in Dual-Track and Single-Track Environments, Department of Research and Accountability, Halton District School Board, Winter 2009)

“Dual language programs show positive results and benefits in many of the same areas as French Immersion..... One way that immersion programs could improve would be to promote the development of the students’ native language instead of ignoring it at school. French Immersion and dual language programs have similar results due to their shared goal of bilingualism and the common ways in which that goal has influenced the structure of the programs.” (French Immersion in Canada, University of Michigan)

Scott P. Kissau, University of Windsor and Greater Essex County investigated the relationship between school environment and effectiveness in French immersion dual and single track schools. Student success and effectiveness of French immersion programs are often based on the student and teachers perception. Research indicates that creating advantageous conditions based on the 5 criteria analyzed in the study creates an effective environment in a dual track setting.

1. Students' use of French inside and outside the classroom;
2. School atmosphere and negative peer pressure
3. Students’ satisfaction with the French immersion program and their academic performance;
4. Teachers' satisfaction with the French immersion program and their students' achievement;
5. Student exposure to French.
Factors that contribute to high student achievement:

(Comparing the Student Achievement and Learning Experiences of Elementary French Immersion Students in Dual-Track and Single-Track Environments, Department of Research and Accountability, Halton District School Board, Winter 2009)

1. High quality teachers;
2. Knowledge of the curriculum;
3. Effective instructional practices;
4. Ability to communicate well in French;
5. High expectations for student achievement;
6. Collegiality of staff and equity in the programs;
7. Support for struggling students;
8. Parental involvement; and
9. Principal leadership.

Research indicates that the 9 factors are key elements that establish an effective French immersion program and contribute to high student achievement.
John Dryden PS Walk Zone within Proposed FI Boundary
SITE PLAN
JOHN DRYDEN P.S. - 434
SCALE: NTS
SITE SIZE = 5.96 ACRES
20/JULY/2015
62 PARKING SPACES
+3 HANDICAP SPACE

ADDITION 2009

100mm DUCT BANK FOR BELL CANADA AND CABLE T.V. UNES TO MAIN ELECTRICAL ROOM IN ADDITION

N71°42'10"E  111.60' (34.016)
N64°10'2"W  R=16.40' C=0.0
A=25.34' C=7.723
C=82.89' (6.978)

ROLLING ACRES DRIVE
This map has been produced from a variety of sources. The Durham District School Board has produced this map for reference purposes only.

Source: © Ontario Ministry of Natural Resources 2010. All rights reserved. © Regional Municipality of Durham SLRN 2014.

Parcel Data 2013: Data provided by Durham Region Planning Division. Produced by Planning Department, Durham District School Board E&OE.