

## DURHAM DISTRICT SCHOOL BOARD ADMINISTRATIVE REPORT

**REPORT TO:** Durham District School Board

**DATE:** June 15, 2026

**SUBJECT:** Boundary Review – Uxbridge PS

**PAGE:** 1 of 16

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The Durham District School Board recognizes Indigenous rights are distinct. In the exercise of those rights, Indigenous staff and students shall not be subjected to actions with the aim or effect of depriving these distinct rights.

The Durham District School Board is committed to providing learning and working environments that centre human rights and equity and are safe, welcoming, respectful, equitable, accessible, inclusive and free from all forms of discrimination, oppression, harassment and harm.

### 1.0 Strategic Links

To address the under-enrolment at single-track French Immersion (FI) schools, a boundary consultation was initiated to assess the impact of re-introducing a dual-track program – FI and Regular at Uxbridge Public School (UPS) located at 64 Victoria Drive, Uxbridge.

The process to establish an expanded permanent boundary included public consultation which provided opportunities to promote connected communities by welcoming and encouraging engagement from students, families, staff and community members. The goal is to ensure the continuation of high-quality teaching and learning for students within the local community in a safe, caring and respectful environment where people can thrive in both an English-language and a French-language environment.

### 2.0 Policy and Legislative Connections

[DDSB Regulation: School Boundaries](#)<sup>1</sup>

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<sup>1</sup> On December 1, 2025, the Board of Trustees approved a plan to address all of DDSB's remaining Regulations, either through immediate rescission, or consolidation with existing policy or procedure. A new policy and procedure has been developed drawing on recently completed boundary reviews and will be at Board on June 15, 2026. The Uxbridge PS Boundary Review was undertaken under the Regulation: School Boundaries which continues to be an active document until June 15, 2026.

### **3.0 Abstract**

This report outlines the process undertaken to improve enrolment at UPS through an adjustment to the attendance boundary and an expansion of program offerings at the single-track French Immersion school.

During the consultation, staff presented Appendix A1 and A2 as the proposed attendance boundaries for community input. Since then, community participants have put forward six (6) alternate boundary options, one of which is being recommended by staff as it offers long-term community stability, supports an equitable programming environment, and reflects the input received from the community.

### **4.0 Purpose**

The purpose of this report is to provide the Board of Trustees with the results from the community consultation process and to support the Board's decision on the attendance boundary for UPS to be implemented in September 2026.

### **5.0 Background and Context**

In the report presented to the Standing Committee on November 3, 2025, staff shared that in response to significant under-enrolment at several FI schools, targeted boundary reviews would be planned for single-track FI schools. These reviews would consider transitioning those sites to dual-track programming where underutilization is unlikely to self-correct within a reasonable time frame, even if FI enrolment increases over the next three years.

Dependent on the solution, implementation would be possible as early as the 2026-2027 school year.

DDSB operates 8 single-track FI schools within the 18 elementary schools that offer FI programming. DDSB's FI program begins in Grade 1. UPS has been a single-track FI school since September 2015. Enrolment has consistently declined and the school has a current utilization rate of 65%.

The proposal includes establishing a permanent regular-track program at UPS, with the permanent boundary for this program incorporating part of the existing Quaker Village PS and Joseph Gould PS boundaries. Additionally, the existing FI program boundary would be expanded by incorporating a portion of Maple Ridge PS and Frenchman's Bay PS existing FI boundaries. The proposed regular-track attendance boundary included the area north of Uxbridge-Pickering Townline, south of Brock Street West, excluding the subdivision north of S. Balsam Trail, east of Concession Road 6, west of Main Street South. It also includes the area north of Uxbridge-Pickering Townline, south of Reach Street, east of Main Street South (Concession Road 7) and west of Lake Ridge Road (see Appendix A1).

The proposed expansion of the existing FI attendance boundary included the area south of Ravenshoe Road, north of Whitevale Road (Fifth Concession Road) (excluding the subdivision that includes Mill Street, Churchwin Street and Gladstone Street), east of the York-Durham Line and west of Lake Ridge Road. The expansion also included an additional section south of Whitevale Road off Mulberry Lane and an additional section east of Lake Ridge Road, north of Brock Street East (Durham Highway 47), west of Marsh Hill Road, and south of Victoria Corners Road (see Appendix A2). Consultation involved the Quaker Village PS, Joseph Gould PS, Uxbridge PS, Maple Ridge PS, Frenchman's Bay PS, Claremont PS and Valley View PS communities.

Input was sought on the creation of a regular track program at UPS where JK and SK would be introduced for September 2026 and Grade 1 to Grade 7 introduction would begin in September 2027. The FI boundary expansion would be introduced for September 2027.

## **6.0 Analysis**

Table 1 provides the current (2025–2026) enrolment for each impacted school, along with projected enrolment over the next five years assuming no boundary changes. The table also reflects the current utilization of each school, and their projected utilization in each of the next five years. Utilization is the comparison of enrolment at a school to the Ministry Rated Capacity (MRC) - the number of students that could be accommodated in the permanent facility as determined by the Ministry of Education of the school.

**TABLE 1 - STATUS QUO -- ALL SCHOOLS IN CONSULTATION**

School	Ministry Rated Capacity (MRC)	ENROLMENT					
		2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031
Uxbridge PS (Single-Track FI), Uxbridge	443	287	235	232	219	206	204
<i>Utilization*</i>		65%	53%	52%	49%	47%	46%
Maple Ridge PS (Dual-Track), Pickering	464	604	601	576	574	559	573
<i>Utilization*</i>		130%	130%	124%	124%	120%	123%
Frenchman's Bay PS (Single- Track), Pickering	627	488	487	495	500	509	512
<i>Utilization*</i>		78%	78%	79%	80%	81%	82%
Joseph Gould PS, Uxbridge	567	556	627	624	637	644	649
<i>Utilization*</i>		98%	111%	110%	112%	114%	114%
Quaker Village PS, Uxbridge	409	406	403	420	416	426	435
<i>Utilization*</i>		99%	99%	103%	102%	104%	106%
Claremont PS, Pickering	187	306	300	295	284	264	263
<i>Utilization*</i>		164%	160%	158%	152%	141%	141%
Valley View PS, Pickering	167	216	319	401	496	600	714
<i>Utilization*</i>		129%	191%	240%	297%	359%	428%

*\*Utilization is the comparison of enrolment to the MRC of the permanent facility (temporary accommodation or portables are excluded from the calculation)*

### Accommodation Pressures at Valley View PS

Board staff recognize that projected enrolment for Valley View PS indicates significant pressures, with the school expected to reach 428% utilization by 2030–2031. To manage this acute growth, DDSB will implement targeted growth boundaries and divert enrolment to nearby partner schools with available capacity and restrict this growth at Valley View PS beginning in 2027 and beyond. These short-term administrative measures will remain in place to ensure stable learning environments until funding for a new school is approved by the Ministry of Education.

## 6.1 Consultation Process and Results

The Public Consultation Plan was developed in accordance with the [DDSB Regulation: School Boundaries](#) and an information report to begin the consultation was presented to the Board of Trustees on February 18, 2026. Consultation began February 19, 2026, and ended on May 7, 2026. One in-person open house was held at UPS on April 7, 2026, and a webinar public meeting was held on April 15, 2026. Staff presented the proposed boundary included as Appendix A1 and A2 throughout the consultation process.

### 6.1.1 Community Input

Board staff received community input through Five (5) different methods.

#### In-person School Community Council (SCC) Meetings Input

DDSB staff met with SCC Executives from UPS, Quaker Village PS and Joseph Gould PS on March 6, 2026. Information was shared with the three groups, and they were encouraged to seek input from their school communities, attend the upcoming public in-person and webinar meetings, and participate in the online survey regarding UPS.

As the proposed option for consultation involved the expansion of the existing UPS FI boundary into Pickering, the SCC Executives from the two FI schools, Maple Ridge PS and Frenchman's Bay PS were also given the opportunity to meet with staff, which they declined. Additionally, the SCC Executive for Claremont PS and Valley View PS, whose attendance boundaries would have been impacted by the proposed FI boundary expansion, also declined to meet with staff.

#### In-person Public Open House Input (Appendix C1 Summary)

- 88 community members signed-in at the in-person public open house
- 7 question/comment letters received at the meeting (Appendix C1)

#### Webinar Input (Appendix C2 Summary)

- 142 individuals registered and attended the webinar
- 85 questions/comments received in the Q&A and responses were provided by staff during the webinar both verbally and in writing as indicated in Appendix C2

#### Survey Input (Appendix C3 Summary)

- 348 survey submissions received from community members

#### Email and Voicemail Input (Appendix C4 Summary)

- 98 emails received from community members
- 3 voicemails received

## **6.2 Community Concerns and Staff Input**

The community, through consultation, emails, voicemails and comment sheets received from the April 7, 2026, in-person public open house shared their concerns, which aligned around eleven consistent themes. These themes, along with a staff assessment, are outlined below:

### **6.2.1 Student mental health and well-being**

Community Input: Parents expressed concerns about the mental health and well-being of students due to changing schools, and in particular the impact on students with individualized education programs (IEP) and special education needs.

Staff Assessment: DDSB recognizes that positive mental health is an important foundation for student achievement and well-being. Schools play an essential role in promoting mental health and in the early identification of concerns through school-based prevention and intervention services. They also provide students with the knowledge and skills to understand, care for, and advocate for their own mental health and well-being. Changes resulting from the proposed boundary shifts will be a transition for students and families. With this in mind the mental health and well-being of students and their caregivers who may be affected by these changes, are among the district's primary considerations.

DDSB will be intentional in providing transition supports for all students impacted by the change. Building relationships and fostering a strong sense of school community, connectedness and belonging across all learning spaces will be key commitments throughout this process.

### **6.2.2 Timeline**

Community Input: Community members have indicated that an 11-week timeline provides an insufficient timeline for community consultation of the boundary review.

Staff Assessment: This boundary review consultation was completed under the DDSB Regulation: School Boundaries. Under this process, there is no set timeline defined for a boundary review. The aim is to provide sufficient time for community input leading to a decision that could be effectively implemented for September 2026. Considerations prior to establishing the timeline included the ability to appropriately staff and implement any transportation changes resulting from the proposed program changes.

### **6.2.3 Community Trust and Improved Communication**

Community Input: The information being shared needs to be transparent and easily understood with community concerns and questions being answered as soon as possible. Some community members also indicated that they were unaware of the consultation process.

Staff Assessment: DDSB has heard the communities' concerns and for future boundary reviews, will develop an ongoing FAQ (Frequently Asked Questions) segment under the Boundary Review area of DDSB.ca to provide/clarify information contained in the report documents.

Information regarding this boundary review, as with all boundary reviews, was made available on DDSB's website and kept updated as the process progressed. Information was also made available through each of the impacted schools and through each school's newsletter. Each school's SCC Executive was afforded the opportunity to meet with staff to discuss the consultation process so that the SCC could share information with its school community. Information was also posted on social media.

Throughout the process, community members were assured by staff that a final decision would be made by the Board on June 15, 2026. Further, it was explained that the consultation process was an avenue for DDSB staff to seek community input to be shared with the Board through the final report. DDSB staff clarified that the proposed option shared during consultation might not represent the final recommendation, as this would depend on the feedback received from the community. This ultimately proved to be the case, with community input directly shaping the final Staff Recommended Option.

#### **6.2.4 Siblings Attending Different Schools**

Community Input: As the initial proposal seeks to implement kindergarten at Uxbridge PS in September 2026 and a full Regular Track JK-Gr 8 program in September 2027, families shared complications where the younger sibling would attend Uxbridge PS for kindergarten while the older sibling attends another school in the 2026-2027 school year. Families also noted the added difficulty of managing different school bell times and transportation arrangements for siblings during this transition period.

Staff Assessment: DDSB is mindful of the importance of keeping siblings together. Accordingly, the Staff Recommended Option considers creating programs with new registrations, as suggested by community members, rather than realigning attendance boundaries that would impact many students at Quaker Village PS or Joseph Gould PS.

#### **6.2.5 Distance and path of travel**

Community Input: The proposed boundary changes mean increased distance to school for some families. These families will go from walking to busing, while some will remain within the non-transported zone but will need to travel further. There are also concerns regarding traffic and safety.

Staff Assessment: Staff have considered the concerns expressed and have revised the option shared during consultation. Under the Staff Recommended Option in Section 6.4, JK and SK would be introduced at UPS for September 2026. Transportation will not be provided in that first year. Students currently enrolled at Joseph Gould PS or Quaker Village PS would remain at their existing schools with transportation if they are outside of the 1.6 km non-transported zone.

## 1. Projections and Long-term Planning

Community Input: Some community members are concerned with the enrolment projections provided if the proposed boundary changes are approved. Concerns are around increasing Uxbridge PS' enrolment while Quaker Village PS' enrolment declines. Others have noted that Uxbridge PS was a dual track-school in the past and are not confident that this will not be a recurring issue in a couple of years.

Staff Assessment: DDSB's enrolment projections consider the existing students in a school as they progress from grade to grade as well as future development within the community that would generate additional students. In response to community concerns regarding the increased enrolment at Uxbridge PS (UPS) and the decline at Quaker Village PS, DDSB staff considered all input received and developed a Recommended Option for the Board's consideration. This Option looked at new JK and SK registrations and the impact these students would have on the overall enrolment at Uxbridge PS, Quaker Village PS and Joseph Gould PS. Under this option, while UPS is projected to see an increase in enrolment, both Quaker Village PS and Joseph Gould PS would not experience noticeable declines.

DDSB reviews its planning direction on an annual basis through its Pupil Accommodation Plan – Trends, Issues and Future Opportunities to identify areas with enrolment pressures and areas where there are projected declines in enrolment. This analysis assists staff in determining where boundary reviews are needed, where new schools should be constructed, and where alternative uses of available space are located.

## 2. Opposition to moving schools and Alternative proposals

Community Input: There is a strong preference for retaining current students at their current school and growing the Regular Track at Uxbridge PS grade by grade rather than moving students presently attending Quaker Village PS and Joseph Gould PS to Uxbridge PS. There are also multiple suggestions for kindergarten-only implementation of the Regular Track at Uxbridge PS, as well as an option for current students to choose which school they would like to attend.

Staff Assessment: DDSB recognizes the input provided and as a result, the Staff Recommended Option developed in Section 6.4, considers establishing a JK/SK program at UPS to begin the establishment of a Regular Track program at UPS. In this proposal, JK and SK would be introduced in 2026-2027 and it would take nine years before a full dual track school with a JK to Grade 8 Regular Track program would be fully established. As an English track program, a permanent attendance boundary would be established as described in the proposed Regular Track boundary shared on February 18, 2026. This option does recognize existing students at both Quaker Village PS and Joseph Gould PS as being legacy students; however, new JK students within the proposed permanent attendance boundary would attend UPS even if older siblings are at existing schools. (See Section 6.4 of this report for a full description of this option.)

DDSB has established recognized attendance boundaries for all its schools and programs. While parents and students may request to attend a school outside their designated home attendance boundary, such requests are subject to the DDSB's Out-of-Area policy, and transportation is not provided for out-of-area placements. ([Durham Student Transportation Services \(DSTS\) Policy](#))

### **3. Child Care**

Community Input: Families are concerned about the impact of accessible childcare as some families have established spaces, connections and trust with their current childcare provider. There is also concern over long waitlists/currently still on a waitlist. Loss of childcare may impact employment for parents.

Staff Assessment: Early Years indicated it is working on a before-and-after school care program. Should the Board approve the Staff Recommended Option under Section 6.4, there will be available childcare spaces for JK/SK students as of September 2026.

### **4. Relief of overcrowding**

Community Input: Some parents expressed support for balancing enrolment between schools to address overcrowding and potential safety concerns at Joseph Gould PS and Quaker Village PS.

Staff Assessment: Under The Staff Recommended Option in Section 6.4, both Joseph Gould PS and Quaker Village PS will continue to operate at over 100% utilization, while UPS will see an increase in its overall utilization.

Where portables are needed to address schools with enrolment pressures, the portables are placed on site within line of sight of the school building to ensure the safety of students moving to and from the school building and the portables.

### **5. Family/Logistical Impacts**

Community Input: Families are concerned about moving to UPS from an established school where families' work schedules and children's extracurricular activities have been developed around drop off and pick up times at the schools their children currently attend.

Staff Assessment: The Staff Recommended Option sets out a framework that would not impact students in existing schools. This option is based around the introduction of a JK and SK program at UPS that would lead to participation in a Grade 1 FI program or in a Grade 1 English track program.

### **6. Uxbridge PS support**

Community Input: Families are in support of increasing enrolment at Uxbridge PS as it leads to more extracurricular activities, more friends, and better use of currently vacant classrooms.

Staff Assessment: The Staff Recommended Option will increase enrolment at Uxbridge PS, supporting a more efficient use of existing facilities and contributing to a larger, more vibrant school community, which may in turn create greater opportunities for extracurricular activities.

### 6.3 Community-Proposed Options for Staff Analysis and Consideration

During the public consultation process, community participants put forward six (6) innovative suggestions. Board staff highly value this collaborative engagement and recognize that these submissions provide meaningful insight into localized programming and accommodation preferences. These contributions reflect the community's thoughtful consideration of long-term needs and help inform staff's understanding of how proposed changes may affect students, families, and school operations across the area.

**Option 1:** *Introduce JK and SK at UPS beginning in September 2026 to support enrolment growth in French Immersion and to gradually introduce an English-language program at UPS that would result in the school, over nine years, becoming a complete dual-track school offering Grade 1 to 8 French Immersion and a JK to Grade 8 English-language program. This option has been reviewed and is the Staff Recommended Option. (Section 6.4)*

**Option 2:** *Introduce JK and SK at UPS beginning in September 2026 to support enrolment growth in French Immersion. This option has been analyzed and is provided as an Alternative Option. (Section 6.4)*

**Option 3:** *Expand French Immersion (FI) boundaries geographically (south to Pickering and north to Brock/Sunderland) while addressing overcrowding and improving access. It recommends establishing new boundaries and phasing them in gradually, applying changes mainly to new students -especially JK/SK- with priority for those without sibling ties. This option did not include sufficient geographic markers to be effectively modeled. The Brock/Sunderland area falls within the McCaskill's Mills PS community and was not part of this boundary consultation so it could not be included as there was no consultation with the community.*

**Option 4:** *Adjust specific boundary lines (e.g., excluding Testa Heights, extending to North Street), allow out-of-area enrolment, and ensure FI placement reflects proximity (e.g., Uxbridge vs. Cannington). The plan also emphasizes proactive planning for future growth in Uxbridge, clear public communication, and offering optional participation in expanded boundaries rather than mandatory reassignment. This option was too broad for effective modeling. While the Out-of-Area policy considers requests on a case-by-case basis, the suggestion conveyed that defined attendance boundaries may not be necessary. DDSB's Pupil Accommodation Plan identifies long-term accommodation needs across all municipalities through projected enrolments and municipal residential development forecasts.*

**Option 5:** Consider existing students in all schools impacted by this consultation as “legacy” while keeping siblings together. Move new students without siblings in existing schools to UPS or move new families to the area/students coming from new residential developments to UPS. **This option effectively maintains the status quo by allowing new students moving into the area to attend UPS through an “open boundary” approach. It is difficult to quantify how many students this would affect, and it would create a long-term “no-growth” scenario leading to declining enrolment and the loss of lower grades for existing schools over the long term if new students are redirected to UPS.**

**Option 6:** Consider providing flexibility through optional attendance or voluntary transfers rather than mandatory relocation, allowing families to choose what best suits their children. Additionally enhance programming at UPS by adding or reintroducing specialized programs (e.g., Practical Learning, Gifted, Developmental). **This option is based on parental choice rather than a defined attendance boundary, which is inconsistent with DDSB’s established boundary process. ISS programs are offered based on identified need and, wherever possible, within a student’s home community.**

## **Opportunities for Future Frameworks**

Overall, while these options offer constructive conceptual directions for future consideration, Four (4) were presented at a high level without the specific geographic markers, student enrolments, or fixed boundary parameters required for formal quantitative modeling. As a result, they fall outside the scope of current operational analysis; however, the strategic concepts they introduce will be utilized by staff to inform broader, long-term pupil accommodation and planning discussions.

### **6.4 Options Derived from Consultation for Trustees’ Consideration**

Based on community input during the consultation, staff determined that while some community members were in favour of expanding the FI boundaries for UPS, they were not in favour of expanding south into Pickering. Instead, they preferred expanding further north and east of Uxbridge. These areas, however, are already well served by two dual track FI schools that were not part of the consultation.

In response, staff have developed two options put forward by the Community: A Staff Recommended Option that considers the long-term accommodation needs of the Uxbridge schools for Trustees’ consideration, as well as an alternative option. Approval of either option will provide staff with the necessary time to finalize staffing decisions and confirm J K/SK student placements at UPS ahead of the new school year.

**6.4.1 Staff Recommended Option:** Introduce 58 JK and SK spaces (2 full classes) at UPS beginning in September 2026 to support enrolment growth in French Immersion and to gradually introduce an English-language program at UPS that would result in the school, over nine years, becoming a complete dual-track school offering Grade 1 to 8 French Immersion and a JK to Grade 8 English-language program.

**Considerations:**

- **Program & Boundaries:**
  - **French Immersion (FI):** The FI boundary remains unchanged, overlapping the Quaker Village PS, Joseph Gould PS, Scott Central PS, and Goodwood PS regular attendance boundaries. JK/SK will be introduced in September 2026, with SK students expected to enter Grade 1 FI.
  - **English Track:** The new regular-track boundary follows the February 18, 2026, Information Report (See Appendix A1 for detailed geographic limits).
  
- **Transportation:**
  - **2026–2027 School Year:** Transportation will not be provided for JK/SK students. FI students are deemed "out of area" until Grade 1, which aligns with historic DDSB policy. English-track students lack service due to insufficient setup time between the June 15, 2026, decision date and the start of the school year.
  - **2027–2028 Onward:** Transportation becomes available for all English-track students living outside the 1.6 km non-transported zone within the newly established attendance boundary and for all FI students in Grade 1 to Grade 8 who live outside of the 1.6 km non-transported zone.
  - **Operational Constraints:** DSTS notes that adding buses/drivers may increase costs and ride times.
  
- **Program Exit & Sibling Impact:**
  - **Program Exit:** If a family opts out of Grade 1 FI after SK, the student returns to their home school based on their residential address. If that address falls within the new UPS English track attendance boundary, they will attend Grade 1 English at UPS.
  - **Sibling Legacy:** JK/SK students residing in the English track attendance boundary will attend UPS, but older siblings will remain at Quaker Village PS or Joseph Gould PS.
  - **New Students Moving into the Area:** Over the 9-year gradual development of an English track program, students new to the area attending a grade not yet offered in the new regular track program, would attend the school closest to their home address (the legacy boundary that existed as of 2025-2026). If this address is outside of the 1.6 km non-transported zone, these students would be eligible for transportation as their home school, UPS, would not be offering the appropriate grade.
  
- **Childcare:** Before and After School Care will be available at UPS.

Table 2 outlines the impact of the Staff Recommended Option on UPS as a dual-track school, as well as the resulting impacts on Quaker Village PS and Joseph Gould PS

**TABLE 2**

School	Ministry Rated Capacity (MRC)	ENROLMENT					
		2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031
Uxbridge PS (FI)	443	287	235	240	239	241	255
Uxbridge PS (English)*		0	46	67	87	101	117
Enrolment		287	281	307	326	342	372
Utilization**		65%	63%	69%	74%	77%	84%
Joseph Gould PS, Uxbridge	567	556	622	604	591	578	562
Utilization**		98%	110%	107%	104%	102%	99%
Quaker Village PS, Uxbridge	409	382	386	380	363	356	345
Utilization**		93%	94%	93%	89%	87%	84%

JK and SK would begin September 2026, with a Regular Track program starting in Grade 1; SK students in boundary can move to Grade 1 Regular Track (RT) OR any SK students can choose Grade 1 FI in 2027  
 \*\*Utilization is the comparison of enrolment to the MRC of the permanent facility (temporary accommodation or portables are excluded from the calculation)

**Enrolment Projections & Operational Impact (Table 2)**

- **Retention & Track Modeling:** Based on comparable regional dual-track schools, modeling assumes **59% of SK students** will attend the Regular Track program by Grade 1 (this also accounts for mid-year FI attrition).
- **Growth Scenario:** Projections to 2030–2031 utilize a conservative "no-growth" scenario due to a temporary slowdown in local development; however, growth is anticipated to resume beyond this 5-year window.
- **Enrolment Projections:** Under these assumptions, Grade 1 Regular Track enrolment is projected to rise from **13 students in 2027–2028** to **18 students by 2030–2031**.
- **Staffing & Combined Grades:** Due to small projected class sizes, a dual-track model will likely require **split-grade classes** throughout the 9-year growth phase of the program.

**6.4.2 Alternate Option:** Introduce 58 JK and SK spaces (up to 2 full classes) at UPS beginning in September 2026 to support enrolment growth in French Immersion (B2-boundary map, B2.1 - list of street names).

**Considerations:**

- **Boundary:** The JK/SK boundary mirrors the current Uxbridge PS (UPS) French Immersion (FI) boundary. It overlaps the English attendance boundaries for Quaker Village, Joseph Gould, Scott Central, and Goodwood public schools.
- **Program Intent:** JK/SK are English-language programs designed with the expectation that students will transition into Grade 1 FI.

- **No Transportation:** Transportation is **not** provided for JK/SK students.
  - *Context:* This aligns with historic DDSB policy for single-track FI schools. DSTS has also noted concerns over potential increases to ride times, costs, and driver/bus demands.
- **Program Exit:** If a family opts out of the Grade 1 FI program after JK/SK, the student will return to their designated home school based on their residential address.
- **Childcare:** Before and After School Care will be available at UPS.

Table 3 provides information on this Alternative Option for UPS and the existing feeder schools.

**TABLE 3**

School	Ministry Rated Capacity (MRC)	ENROLMENT					
		2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031
Uxbridge PS (FI)	443	287	235	240	239	241	245
Uxbridge PS (English)*		0	46	54	58	56	54
Uxbridge PS - Total Enrolment		287	281	294	299	297	309
Utilization**		65%	63%	66%	67%	67%	70%
Joseph Gould PS, Uxbridge	567	556	622	613	609	606	600
Utilization**		98%	110%	108%	107%	107%	106%
Quaker Village PS, Uxbridge	409	406	386	384	373	374	370
Utilization**		99%	94%	94%	91%	91%	90%

JK and SK would begin in September 2026, with SK moving to Grade 1 FI in 2027  
 \*\*Utilization is the comparison of enrolment to the MRC of the permanent facility (temporary accommodation or portables are excluded from the calculation)

## 7.0 Risks and Opportunities

### 7.1 Staff Recommended Option: Dual-Track Transition Model

**Risks and Opportunities:** This option offers long-term community stability and equitable programming by gradually implementing a comprehensive Junior Kindergarten to Grade 8 English-language program alongside the existing French Immersion program. This structure provides vital program continuity, allowing students who exit French Immersion to seamlessly remain within their current school environment if they reside within the

proposed English-language attendance boundary or return to their home school if they are outside of the proposed English-language attendance boundary.

The Staff Recommended Option would result in enrolment increasing at UPS over the 5-year projection period set out in Table 2. Conversely, the dual-track model introduces several logistical and structural considerations. It involves a multi-year transportation phase-in during which Kindergarten students would not receive busing in the first year, affects family cohesion by requiring older siblings to remain at their current schools, and relies on split-grade classrooms to manage initially low English-track enrolment projections.

Under this option, busing would be available to students within the established English-language UPS Regular Track boundary for students who are outside of the 1.6km non-transported zone beginning in 2027-2028. If consideration is given to allowing JK and SK students to attend the same school as older siblings as a policy exemption, transportation costs and risks would increase. As an example, more buses may be required to transport students from the newly established permanent Regular Track UPS boundary to another school; it is difficult to find drivers in the Townships; ride times increase.

## **7.2 Alternative Option: Single-track French Immersion Model**

**Risks and Opportunities:** This option primarily serves as an enrolment catalyst and may appear to address the enrolment challenges at UPS. However projected enrolment shows that underutilization is unlikely to self-correct within a reasonable time frame even if increases in FI enrolment occur over the next 3 years. This option also introduces significant operational and accessibility constraints, as the complete absence of transportation provisions places the entire travel burden on families. Furthermore, this model provides no localized continuity for students who deviate from the French Immersion pathway; any student opting out of the program post-Kindergarten must exit Uxbridge Public School and return to their designated home school boundary.

## **8.0 Financial Implications**

There is a potential for increased busing costs given the risk identified under section 7.

## **9.0 Communication/Implementation Plan**

The process to establish a permanent attendance boundary includes significant community consultation. At the completion of this consultation the following steps will be undertaken.

### **9.1 Next Steps:**

1. Pending approval of the Staff Recommended Option provided to Board for its consideration, staff will post the approved recommendation and implementation timeline (September 2026) on social media and DDSB's website with a link included

on the Uxbridge PS, Quaker Village PS, Joseph Gould PS, Frenchman's Bay PS, Maple Ridge PS, Claremont PS and Valley View PS websites.

2. Staff will prepare letters for the seven above-listed schools to share with students and families regarding the approved boundary the grade(s) impacted, and the timeline for September 2026 implementation. Information will also be available on the DDSB's website [Boundary Reviews | Durham District School Board](#) .

## 10. Transition Plan:

Pending approval, the following transition plan to support students will be implemented. Administrators for the schools directly impacted, the Superintendent and System Lead will:

- Work together with SCCs to ensure any student and parent/guardian concerns are addressed and will provide support for mental health and well-being of students and their caregivers who may be affected by these changes.
- Provide updates on the progress of the introduction of a new program at UPS to the local community, students and their caregivers.

## 11. Recommended Action

It is recommended that the Board of Trustees approve the permanent attendance boundary set out in Section 6, sub-section 6.4.1 of this report and represented in Appendix B1. This option is effective as of September 2026 with gradual implementation continuing in the 2027-2028 school year.

## 12. Appendices

Appendix A1:	Proposed Regular Track Boundary with Impacted Schools
Appendix A2:	Proposed French Immersion Boundary Expansion
Appendix B1:	Staff Recommended Option
Appendix B1.1:	Street List
Appendix B2:	Alternative Option
Appendix B2.1:	Street List
Appendix C1, C2, C3, C4:	Comment Sheets, Webinar, Survey, Email, and Voicemail Community Input

Report reviewed and submitted by:

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Camille Williams-Taylor, DDSB Chief Executive Officer and Secretary to the Board

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Lisa Bianca, Associate Director of Corporate Services and Treasurer of the Board