

What is the value of Paris Central?

Value is the regard that something is held to deserve; the importance, worth, or usefulness of something. Paris Central was originally built in 1909. None of the original building still stands, but for 106 years Paris Central has been in existence in some capacity. It is and has been a valued institute for over 100 years. Many generations have received their elementary education at this school and many children are second, or third generations in attendance today.

Paris Central is of value to the students

Paris Central is a home away from home. It is a place of learning, familiarity and friendship. The proposed plan to close Paris Central will uproot and disturb the lives of over 150 children. What will happen to this familiarity, comfort and friendships when students are split up and are facing new and unfamiliar places? For some students, this will not be an easy task.

Paris Central is a place of achievement both academically and through extracurricular activities like, sports teams such as basketball, volleyball, cross country and track and field, leadership opportunities through safety patrollers and lunch room helpers. Paris Central has a points system for students who participate in a variety of activities and receive special recognition at graduation. Neither North Ward nor Cobblestone has a program like that, who will recognize years of hard work and dedication of Paris Central students?

Paris Central is of Value to the Community

Parents' walking their children to and from school creates foot traffic downtown Paris. Parents do their shopping, banking, sharpen hockey skates, go the library or meet socially at Paris' local establishments. The families that attend Paris Central help contribute to our local economy. If students are bussed out of town, parents may not head into town as often. Paris Central is of value to our local businesses.

Paris Central is of value to our Staff

Many of our staff has been at Paris Central for 15 years or more, because it is an amazing school community. Having a consistent staff creates a stable and familiar learning environment. For a student, it becomes a moment of excitement when next year they are going to get a particular teacher or a moment of pride was a teacher tells a younger sibling that they taught their older sibling or even an aunt, uncle or parent!

What happens to our Paris Central staff? They will be displaced throughout Paris and the county or Brantford and could potentially displace other teachers at Cobblestone and North Ward creating uncertainty in more than just the Paris Central students.

Our support staff and administrative staff and custodial staff are all a part of our Paris Central community. They know the students by name, stop throughout the day to have a quick chat, or help out when students are injured. All of these people are the backbone of this school and are valued by students and parents alike.

Paris Central graciously sees many volunteers who want to give back to their community via, healthy snack program, classroom volunteering, helping out for fundraisers.

Paris Central is of value to the neighbours

One day this fall, I was delivering flyers to the neighbours to let them know of the proposed changes to Paris Central, which at that time was French Immersion. I stopped to talk to an older couple on their porch. They bought their home as an investment for the future. It was a great family home with a school literally right across the street. They loved living there. It was quiet on weekends and during the summer but during the day they could sit on their porch and listen to the children laughing and playing outside at recess. What is a value of an empty building to the neighbours of Paris Central? It will become an unkempt eye sore in our community, a possible breeding ground for unsavoury behaviour. An empty school has no value.

Paris Central has a common history

As mentioned earlier Paris Central has existed for a very long time and has over a century of history. Where does that history go? Walking into Paris Central's front doors there are plaques, photos, memorials and dedications to people who have contributed to this school. Where do those plaques, recognitions and memorials go? Into storage? Where do their memory, contributions and values go? As a school community how do we reflect and remember contributors, staff and students who are no longer with us?

Our school maybe older and smaller but that is what makes it a boon to our children, parents and community. When walking your child to school every day you get to know families and faces, which creates a safe and secure community. Parents know who is who, they know faces and people and which child belongs with which parent. It is a contentious community. By having that, it allows our older students to take those first steps into independence by walking to and from school for the first time. I have been that person at the school texting a parent saying "I see your son he's arrived at school!" or "your daughter is on her way home she will be calling you in ten minutes when she gets home"

Our Paris Central students know what value is, they know they are valued as students and friends. This will instill in them a sense of belonging and being a part of something bigger and how important and valuable that is as they become older students, and adults in our town.

Our school is valued, it is important, it does have worth. We will continue to advocate for our children and show them that somethings in life are worth fighting for.

Wednesday November 25, 2015

Re: North Brant Elementary Accommodation Review Submission

To Whom It May Concern:

I would like to state my concerns in regards to the possible proposal of zoning changes to Cobblestone School.

We have our daughter enrolled in her second year at Cobblestone and do not want to move her to a new school. We believe that huge changes such as moving schools are very difficult for children in many ways and do not want to put our child through that.

I don't know what is the best solution for the French Immersion problem and I feel for everyone involved.

Thank you for your time and consideration.

Sonya Gallant
21 Amelia Street
Paris, Ontario
N3L 1Z4

November 26, 2016

Delegation to the Grand Erie District School Board for December 2, 2015

Re: North Brant Accommodation Review

Submitted by Lisa Keefe and Brian Kenney

My name is Lisa Keefe; I am a mother of two children that attend Paris Central and we consider ourselves fortunate to be part of the Paris Central community. I want to thank all of you that have come here tonight to hear our delegations. I know you have dedicated a lot of personal time to this ARC thus far. I acknowledge that at times emotions have run high as we are passionate about our school.

A school is not just the bricks and mortar, it is the people that fill it and the day to day activities that our children have come to anticipate and love. My husband and I moved to Paris so that we could be part of a community where we could live locally. Paris Central has been the hub of our community. When we are out in town we see kids from Paris Central. They know our children, and our children know them. This is because attending Paris Central has created a bond.

If Paris Central closes, or is made into a single track French Immersion program the boundaries for schools will change. We will lose our amazing daycare provider, the kids will be separated from their friends and they will leave home earlier, to sit on a bus unsupervised. Our kids will go from a school that is an open learning environment where they know and love all the teachers to one that is foreign and new. If Paris Central is made into a single track French Immersion school, then children from other neighborhoods will also have the same fate as they will be bused into the downtown core to fill the School.

I want to address our experience with the process of this ARC thus far. I am disappointed with the missed opportunities to truly engage stakeholders and seek their input. As parents we have the right to clear and transparent information. Failure to do so has left people frustrated, confused and second guessing the true motives behind the process.

Besides being a concerned mother – I am also professional and a realist. I understand that the demand for French immersion is growing and you cannot accommodate the need. What I have heard is:

Problem Statement:

Paris Central is no longer viable as it stands today, you have a business to run and you need to make some tough decisions that you cannot please everyone.

Thus far the solutions presented are:

Proposals:

1. Close Paris Central and sell the building

2. Close Paris Central and rent/lease the building
3. Consider a single track French Immersion program at the school
4. Keep Paris Central open, and create a dual track with French Immersion students from the County attending for Grade 5-8

It appears in our case the driving force for change in Paris is enrollment. By focusing only on enrollment statistics we are losing an incredible opportunity to find a truly creative solution. From a business plan perspective I see many gaps that have not been adequately addressed; they include but are not limited to:

Gaps in the Business Plan:

- The long term sustainability of each of the proposals
- Possible overcrowding in North Ward and Cobblestone
- Growth in Paris
- The impact to the community
- Pressure to compete with the Catholic School Board. They are advertising French Immersion for JK and SK students starting in September 2016. Seeing this in print makes me wonder if this is what is truly driving the timelines for a decision in this ARC. Clearly the clock is ticking in the enrollment race.
- Transportation/logistic concerns, for which I will elaborate on further.

All of the options above present logistic concerns regarding transportation of varying levels and we would change how children will get to school. I have concerns with increasing the number of children that travel to school on a bus. They are:

Concerns:

Increasing the school day/travel time: Our kids live close to Paris Central – however if they are forced to change schools we do not know where we will be on the bus route. If it takes 30 minutes each way, this will reduce time spent for other activities. As a society we are not getting the recommended daily exercise daily which is essential to overall health and wellbeing. Walking to school is a strategy that has been recommended as a health choice by educators themselves. In the 2010 report titled *Saving Money and Time with Active School Travel, provided for Green Communities Canada* by Leslie Cook notes that since 1985, the proportion of Canadian children regularly walking to school has fallen by 50% to just 1 in 3.

Ms. Cook states that the benefits of increasing active school travel include: “increased health: reduced long-term rates of disease, better academic performance for children; cleaner environment: improved local air quality and reduced greenhouse gas emissions; curriculum support: practical application of environmental education, healthy schools, and ecoschool policies; more robust community.

She also states that “infrastructure improvements for active travel to school also enhance connectivity and quality of life for the community as a whole; improved safety: fewer traffic related injuries among children; reduced costs & saved time: parents, schools, school boards and municipalities can all realize savings in time as well as operating and capital costs when motorized school travel is reduced”

Paris Central is a walking school. Only 14% of all kids are currently bused. It is obvious to me that changing this is a step backwards instead of progressing with the best practice evidence that currently exists.

For proposals one and two you would have the parents from Paris Central either driving their kids to school, or buses traveling through the downtown core in peak business hours. This will add to congestion. In the third option, which is making Paris Central a single track French Immersion school the impact to congestion is intensified. You will have former Paris Central kids busing out and students from the County busing into the downtown core.

Safety: Paris Central is located on a residential street in a quiet neighbourhood. Increasing the traffic through these streets with impact those that live in the area significantly and closing the school would have devastating results. The streets are small and narrow and not made to allow for multiple buses, to further complicate the matter Broadway Street East has a "y junction" that makes navigating difficult. The *December 3, 2008 OPP Crime through Prevention Environmental Design report (completed by Chris Hunter, Doug Graham, Jim Gow and Susan Folkard report)* speaks to the current traffic concerns with Paris Central. In this report it states "most of the students live in the neighbourhood and walk to school", however it further continues on to stated that "staff, students, and school council have identified safety concerns at arrival and dismissal times". The report identified that there were issues with:

"safety of students crossing the roadway, parents parking on the roadway, school buses impeded by traffic, traffic volume near school, parked vehicles obstruct view".

Many of the suggestions that were put forth in the OPP report have yet to be implemented. We continue to struggle with these issues even as a walking school. I ask that this report is reviewed by your team to determine if significantly increasing bus traffic to our school is truly the answer. Out of all of your proposals making Paris Central a dual track school is the best option to avoid this issue.

The County Bi-Law Officers have had to come on site to assist in challenges. I also ask that you speak with the County of Brant Bi Law Officers to understand their experience with parking, and snow removal challenges during the winter months.

Supervision: A school bus can hold up to 72 children, assuming there are 3 to a seat. We teach our children some very important rules at a young age. A basic one is, always wear your seatbelt and do not distract the driver. Even if there only 20 kids on the bus the fact remain that there is no adult to supervise behavior as they are driving. The *American Public Health Association has found increases in violence on school buses, including verbal, physical, emotional, and sexual violence between students.*

Increased Liability and Risk: Any risk analysis tool will tell you this – the more children you have travelling to school in a bus increases the likelihood that there could be an accident. Children that used to walk to school now have to take the bus. Children are precious and this is a risk that as a parent and professional I do not feel that we should be taking as it is not necessary; *Transport Canada conducted studies of school bus collisions between 1995-2004 and found that 95% of all injuries and fatalities related to school bus collisions were to bus occupants.*

Costs: Today it costs GEDSB nothing for my children to get to school. The same can be said for 86% of all our students. The financial average cost to bus a student is currently estimated at approximately \$885 per student per

year. If Paris Central turned entirely into a single track French Immersion school, as a rough estimate we could guess that out of 200 students roughly 180 would likely be bused. Utilizing this rough math, we could estimate that the annual cost of busing alone could be an additional \$159,000. Plus the Paris Central kids would need to be bused as well. If 150 out of our current 219 students were bused this would be an additional \$137,750 for a rough total of \$291,750.

In *Leslie Cook's 2010 report titled Saving Money and Time with Active School Travel, provided for Green Communities Canada* she notes that The Ontario Ministry of Education currently spends about \$800 million annually on school bussing. It spends \$0 on walking & biking to school. The report further shares that in 2008 the GRDSB reported spending approximately \$8 million dollars on transportation. Any plan to increase these costs is absolutely unnecessary and a poor business choice.

Closing

Our experience and struggles with the ARC process are not ours alone. *Mr. Bill Templeman* coordinator of <http://savelocalschools.com>, a site for communities facing school closures I was amazed at the similarities faced. On this site Mr. Templeman quotes *Dr. Allan Lauzon, a researcher at the University of Guelph, who concludes:*

That "small neighbourhood schools with falling enrolment are being closed, with their students being bused to larger conglomerate schools. Busing kids to school is seen as a worthwhile trade-off to provide more modern facilities that can offer a larger range of courses. School consolidation is assumed to be a way of creating greater efficiencies, while providing enhanced opportunities for students. Both these assumptions are wrong. As the following research shows, closing schools doesn't save money and the resulting large, bus-fed schools produce inferior academic and behavioural outcomes". In addition *Lauzon and Leahy (2000)* argued that smaller schools do not have as many of the psychosocial problems that larger schools have (i.e. bullying, gang violence, drug use, etc.).

On the North Brant ARC page of the GEDSB it states:

"Public consultation is at the heart of this accommodation review process. We value your input and look forward to hearing how best we can accommodate elementary students in the North Brant area."

In summary, I am asking that all options need to be considered and reviewed again, to determine if there are other viable alternatives and establish a reasonable timeframe for implementation. You have the authority to make decision that will impact every family that currently attends Paris Central, and all schools in Brant County. You are publicly funded to make the best choices for our children's education. I ask that you seriously consider what you have heard tonight and take a pause to ensure that when you make a decision; you are fully informed and all alternatives have been considered.

Thank you for your time, respectfully Lisa Keefe and Brian Kenney.

November 25, 2015

Delegation to the North Brant Elementary Accommodation Review Committee

Regarding concerns that deficiencies in the current ARC exercise risk compromising the efficacy of the final decision on accommodation

Tom MacDougall and Susan Raymond – parents of a student attending Paris Central School

The impetus for the North Brant Elementary Accommodation Review was laid out at the first public meeting on November 3, 2015; three of the review criteria had been met. These related to capacities (some excess at North Ward and Cobblestone but under 75% at Paris Central) and projected growth. What was made emphatically clear at that meeting was that the topic of French Immersion was not within the purview of the ARC or its activities.

Meeting the Review Criteria seemed straightforward but we would like to raise several points of concern regarding the process leading up to and following the November 3 meeting. Our confusion and emotional response (mirrored we believe by many in attendance) was partly due to being unfamiliar with Accommodation Reviews and Board processes in general but it was primarily due to the fact that all information from the board to date had focussed on the ability of Paris Central to support efforts to accommodate FI demands felt by the Board. In attempting to inform ourselves about the process we have generated several points to bring forward.

SCOPE: The ARC was justified, initiated, and approved by the board as part of French Immersion Accommodation. The provincially required staff report tabled and posted regarding this ARC is focussed on French Immersion accommodation. The Board approval to proceed with the ARC (Sept 28, 2015), under the heading of “French Immersion Accommodation” is worded as such:

- i. **THAT the Grand Erie District School Board initiate an Accommodation Review for the Paris Area Elementary Regular and French Immersion program**

Even as perceived under-capacity at Paris Central needs to be addressed, the sheer volume of links (including multiple circular internet links between FI and the NB-ARC on the Board webpage) between capacity and projected growth, demand, and populations and movement within the larger borders of Brantford and Brant county, should be considered as a whole. The Board’s recent (Nov 23) decision to alter the membership of the ARC to include a member from Burford only highlights this. In isolation from consideration of the needs (both FI and regular programs) within the larger area and population, this AR risks promoting a course of action contrary to the best overall solution.

HASTE: The current ARC process appears hurried and therefore risks not meeting the spirit or objectives of minimum requirement laid out by the province to ensure a thorough and equitable process.

The timing of this exercise unfortunately fell just prior to beginning of a Board FT5-policy review date (December 2015) and forced the need for a quick adoption (Oct 26, 2015) of a draft policy based on Provincial standards which had changed in March 2015. Regardless, there are several points from the Provincial Guidelines (which describe themselves as *minimum* requirements that

must be met) that seem to have been short-changed in a perceived attempt to resolve this ARC quickly; Perhaps because of desires to have this resolved for 2016 school year registration.

Excerpts from the Provincial Guidelines (*italics*) are followed by comment:

“The school board will invite ARC members from the school(s) under review to an orientation session that will describe the mandate, roles and responsibilities, and procedures of the ARC”.

-“The Terms of Reference will also clearly outline the school board’s expectations of the roles and responsibilities of the ARC; and describe the procedures of the ARC. At a minimum, the ARC will provide feedback on the initial staff report option(s)”.

-“The Terms of Reference will outline the minimum number of working meetings of the ARC”.

This does not appear to have occurred. It is our understanding that the current school representatives were handed information for the first time as they were seated at the front of the first public meeting (Nov 3). We are unaware of the existence of a proper TOR for this ARC. We are under the impression that no working meetings have taken place or are planned prior to the second public meeting.

-“The ARC will meet to review materials presented by school board staff. It is recommended that the ARC hold as many working meetings as is deemed necessary within the timelines established in their school board’s pupil accommodation review policy”.

The newly adopted draft Board Policy does not appear to have established this minimum requirement. Also, see above re: no working meetings.

-“...the school board must arrange to hold a minimum of two public meetings for broader community consultation on the initial staff report... There must be a minimum period of 40 business days between the first and final public meetings...from the posting of the final staff report, there must be no fewer than 10 business days before the public delegations”.

We would use this opportunity to point out that a third public meeting will have to occur to meet the 40 day requirement. We would also raise concerns that by making the second public meeting a delegation meeting, it has limited the back-and-forth nature of less constrained meetings where progress can be achieved more openly. We can empathise that putting forward a delegation might be more intimidating than simple public speaking and wonder if this constitutes a true “public” conversation. We would hope that the ARC is not planning to have these delegations supplant those to be offered after the posting of the final report.

We are concerned that haste is the reason why numbers used to project demand and demographics have shifted considerably throughout the process. We are concerned that haste has compromised communication strategies which have further compromised both enrolment at PCS (which dropped by 10% between June and September 2015 after a Board web posting that gave the impression that PCS was definitely becoming single stream FI in Sep 2015), and the morale of the community who felt blindsided by the narrowing of the AR from county-wide accommodation – to simply the closing of PCS relative to Cobblestone and North Ward.

SUMMARY

THE current AR was created and approved as part of a French Immersion Accommodation review and should be discussed and debated in that context. In that light, the current ARC should at the very least, be allowed to deliberate and hold working meetings to coincide with recent plans by the Board to create a new committee (French Immersion Accommodation in Grand Erie) to work through June 2016.

Better still, the AR should conclude quickly and recommend no school closures until capacity and demand is considered in the larger context of all area (FI and Regular) needs. It seems apparent that uncertainty within the community can affect enrolment and we are concerned that ambiguity about this process creates a negative feedback loop where Paris Central School suffers unnecessarily.

We believe that to date haste, and attempts to follow very new policy, has created a situation where the public feels uncertain and confused. Haste creates poor optics and can lead to accusations of less than-full disclosure where preference is being given to a narrow part of the Board's constituency rather than accommodating the greatest needs. Equitable decisions may seem to have been compromised even if that is not the case or intent of the Board.

Thank you for your consideration.

Tom MacDougall and Susan Raymond

My name is Kristin Mahy and I live under a block away from Paris Central Public School. My family moved into the neighbourhood just before my son was born, and one of the reasons for our choice was the proximity to Paris Central and the library. We were keen on the prospect of our son being able to walk to school every day and perhaps be able to come home for lunch if he wished.

I read an article in the Paris Star this week, which stated that the Board was considering closing Paris Central, or converting it to French Immersion. I came out tonight to voice my opposition to closing the school, and my support for converting it to a fully or partially french immersion program, or keeping it open as is.

The Paris Star article also mentioned that students attending Paris Central could easily walk to Cobblestone or North Ward School, were Paris Central shut down. I have to disagree with that statement. Students living near downtown Paris would not have an easy walk to either school. For us, walking to North Ward involves a trek along West River and Broadway Streets, and there is no sidewalk for part of that route, as well as a level train crossing. The alternative is a zig zagging route through a residential neighbourhood that would take 25 minutes for an adult to walk. And needless to say the trek up the hill to Cobblestone is equally difficult, with the only routes being the Lion's Park hill (with no sidewalk) or a series of dangerous intersections. This walk would take an adult about 35 minutes.

I would be in support of leaving Paris Central's programming as is, or changing it to either fully or partially French immersion. I feel that offering both the regular and french immersion programs would allow for the best option to meet the needs of the population. Some may not wish their children to be in french immersion or local families may be excluded from attending if people from outside the direct area fill all the french immersion spots.

Thank you for hearing my views.

--

November 25, 2015

North Brant Elementary ARC

I would like to start by thanking the board members and trustees for their dedication and commitment to the students of the Grand Erie District School board. You are faced with a tough decision of what is in the best interest of the all the children affected by these proposals.

I am a concerned parent and community member over the way the Grand Erie District School Board has handled this whole process. The board motto is *growing excellence* and *inspiring success*. The ARC process has inspired confusion and a growth of questions that sometimes do not have clear answers or they seem to have endless changes. From the first time I heard about the proposals back in June many things have changed making this whole process very difficult to follow. I hope tonight there will finally be some clarity and no last minute changes.

Tonight I would like to talk about the impact the proposal of closing Paris Central Public School will have on the community.

Paris Central Public School has been a part of the downtown core for more than 100 years (106 years to be exact). This is not the original building however the presence of children have been heard and seen for many years.

By suggesting to close Paris Central is to silence the downtown. You will take away the laughter and screams of delight that neighbours of the school have mentioned to be a highlight to them.

If you choose to close Paris Central not only will you **silence the laughter** you will leave the downtown core with a large building sitting empty for an undetermined amount of time till it sells. For example Maple Ave School in Burford sat empty for 7 years before being sold and Victoria Public School was repurposed for 8 years and then sat empty for 4 years before being sold.

When a building is left empty it becomes an eye sore, a target for vandals, and a place where individuals hang out, use drugs or underage drinking. We all know these behaviours occur in our communities however let's not give them such a welcoming place for it to occur. Once a building is emptied it becomes a prime target for these unwelcomed behaviours that disturbs and changes a quiet neighbourhood.

If you choose to close Paris Central you choose to change the climate of the **businesses and services** available in the downtown core and those that are within walking distance from the school.

You will affect the services available at the **library**. Many of our families walk to the library after school, to take out books, take advantage of the services available or participate in the special programs offered. My family takes advantage of the special programs offered at the library however if you choose to close Paris Central my children will no longer be able to participate just as many others won't due to logistics in getting them there. With Paris Central being across the street from the library it is easy for them to go after school, if they are sent to other schools the ease and independence are gone.

The students of Paris Central participate in a program called **SKIP**. This program pairs students with seniors at Park Lane. If you choose to close Paris Central you will take away the opportunity for our children to learn from and share with those seniors. You are taking away a shared time that both the children and seniors both look forward to.

When my son took part in this program he looked forward to the visits and the responsibility and independence that came with it. He enjoyed the walk with his classmates to the home and then the opportunity to walk home. What a disappointment it would be for the seniors to find out that these students would no longer be coming because their school is being closed.

If you choose to close Paris Central you are taking away the opportunity for the **students to explore the community that is so accessible to them**. They are able to walk to Lions Park, use the Paris pool and utilize the rail trail. Many students last year had the opportunity to ride their bikes to the rail trail and the hope was to make this a regular event. You will replace those healthy options with short (but costly) bus rides to the above mentioned locations. Of course the ease of the bike ride for Paris Central would possibly be impossibility if the students were moved to other schools.

Our shops in the downtown may also be affected. You have stated that the enrolment will not increase so that may mean less families living near the downtown area and if you choose to close Paris Central there may be less people actively using the shops downtown. Families that may have chose to stop at any of the businesses before or after school will be affected by the possibility of a closure as families will shop elsewhere on their way home.

If you choose to close Paris Central you are taking away a **central location for organizations** to provide a place for practices, spring training and summer camps. The Paris Softball Association, Paris FC soccer and the County of Brant are just a few organizations that have used Paris Central after hours or in the summer. With the proposal of closing the school you are taking away a location for these activities to occur and limiting their availability to the member they provide these options too.

And finally if you choose to close Paris Central you will be **responsible for closing businesses** that provide child care within the area. Families that have chosen to provide before and after

school care may be greatly affected as some of the children they care for and walk to school every day may be from “the wrong side of the track” from the child care location or the location may differ from their own children.

I know of at least 5 before and after school providers that will be affected by such a decision. You are also putting families in a difficult position. Not only may they have to locate someone new they are in faced with the challenge of not knowing who to contact. Has the school board thought about whether Cobblestone or Northward have space available in their before and after school programs to accommodate the increase of children possibly being moved there? Have they thought of how Paris Central families will find home care providers that we can call if we need to when you make your decision? Have you thought about how you are going to help our children feel safe with meeting a whole new group of children and another new adult to care for them before and after school and then also have to adjust to a new school as well? Has the school board taken into consideration the loss of income to these families that provided care but had to close their businesses because the children they cared for have been moved to another school?

If you make the decision to close Paris Central you are creating a nightmarish headache not only for the children and families but it will greatly affect the wonderful community of Paris.

I hope that when making this difficult decision you can continue to focus on what is most important.....the STUDENTS of Paris Central, Cobblestone and Northward. We cannot assume that enrolment will not increase based on information from a census that was not mandatory for people to fill out. Paris is continuing to grow and decisions like this cannot be rushed as it may greatly affect the children of Paris.

Please make your decision based on what is best for all those wonderful, unique, high spirited and intelligent children. We want them to grow up making positive choices, well educated choices and having all the facts before moving ahead. Let’s help the children of Paris by making a positive choice now by **KEEPING PARIS CENTRAL SCHOOL OPEN**

In a quote taken from the Paris Star November 4, 2015

Wayne Baker stated “I have every faith they(in reference to the trustees) will make a decision in the best interest of the kids”

Recommendations

Create a dual track French Immersion at Paris Central

November 23, 2015

I'd like to start by stating that I am not a supporter of segregated schooling, yet my husband and I are faced with the possibility of sending our daughters into the Catholic system. As a teacher with the Grand Erie District School Board this does not in any way sit well with me. Our daughter currently attends Paris Central as an out of area SK student. Last year she struggled with the adjustment to Kindergarten, she missed several days of school, she was simply overwhelmed. By the time January rolled around she was a happy girl. We give credit to her wonderful teacher, ECE, the staff at Paris Central who held her hand at recess, and to her fellow older students who took it upon themselves to look out for her. There is something to be said about a small school. She has developed a sense of comfort at school, she feels safe and welcomed. Our youngest is to start school in 2016. Where will she be registered? NO CLUE. According to her, (she's only three), she'll be going to her sister's school. We'd like to be able to reassure her. However, with roughly six weeks to go before Kindergarten registration begins there is a looming proposal to close Paris Central. Therefore, we find ourselves completely frustrated with the simple fact that as a family we don't have a concrete plan for where our daughters will attend school as of September 2016.

The delivery of the presentation on November 3, felt nothing more than protocol, the school it seems is just bricks, and the people within are just data. We left the meeting feeling as though questions were not answered with any sort of validation. We were frustrated and extremely disappointed. However, we also found ourselves proud to be Paris Central parents. There was a passion in the gym, a sense of fight. The weeks following the presentation have felt nothing more than a show of misinformation and utter confusion. For parents like myself these children are our world and where they spend every day of their elementary schooling days is of the utmost importance to us. The thought of explaining the school closure to our daughters is entirely discouraging to my husband and me.

I cannot imagine the town of Paris as of September 2016 having only two public schools each at the very opposite end of town. It doesn't seem logical. It cannot be denied that Paris is exponentially growing and developments are "shovel ready." People are moving to Paris and bringing with them their family, their desire to start a family and their excitement to be part of a great community. I cannot imagine the chaos of daily traffic in the downtown core having buses transport students to and from Cobblestone and Northward. Add to that, the possibility of French Immersion replacing Paris Central, where in students will also be coming and going by bus from all over. I cannot imagine the overcrowding that will occur at both Northward and Cobblestone in the coming years. There will be large classes and portables, it's just not appealing.

This brings me back to my very first comment, regarding the Catholic system. Despite my support of the Grand Erie Board, putting our daughters into the Catholic system is a very real possibility for our family because in the end we always do what's best for our daughters and for our family.

Our day care provider's children go to Holy Family. Last year she offered to get our daughter on and off the bus that picks up kids for Paris Central at the end of her street. We cannot send our daughters to our home school (Thames Valley), we live in the country and there would be no one home to put them on the bus or receive them off the bus. Thus, Paris Central has been the perfect fit. I have been told in writing that no busing will be provided from the subdivision behind Subway to Northward. Obviously, our 6 year old and 4 year old will not be walking to Northward, and our day care provider cannot help with getting our daughters to and from Northward. You can clearly understand how sending our daughters to Holy Family has become the most viable option.

I would ask that when you are making your decision about the future of Paris Central, you consider the disruption you will be causing to several families, the lack of time you have given to Paris Central parents to make significant changes such as daycare, and lastly, the real possibility that you will begin to lose students to the Catholic system, out nothing more than its convenience and reliability.

Regards,

Devon McDougall

PARIS CENTRAL PARENT

November 26, 2015

To the Accommodation Review Committee and the Board of Trustees,

My name is T.J. McDougall, and my wife and I are proud Paris Central parents. Our oldest daughter is in senior kindergarten and our youngest daughter will be attending junior kindergarten next year.

How we came to be at Paris Central is a story that I believe to be quite pertinent to these current circumstances, and why this letter is being written. We live out of area, within the boundaries of the Thames Valley school board, in the small community of Princeton. Small towns being what they are, the elementary school was the heart of our community. For 60 years it pulsed with activities, giving residents a sense of pride that multi generations of families could share. However, despite all of this, in 2009 the school board deemed Princeton Central School to be inefficient, not living up to the "numbers" so to speak, and the school was closed. I remember well the struggle that the community had with trying to understand how this decision was made. Now, 6 years later, I cannot tell you the last community event we attended as a family in our hometown.

Fast forward to 2014. Our daughter is ready to go to school. The logistics of sending her to what is considered our local school were next to impossible. So, we registered her as an out of area student at Paris Central, recruiting our daycare provider to see her on and off the bus each day. My wife attended Paris Central so the school felt like a very comfortable fit for our family. That feeling of comfort has grown exponentially over the last year and we are so proud to consider ourselves a part of this community. With that said, you can imagine our alarm at the notion of losing yet another school.

For 10 years I have owned my own company. I have 15 employees that I have tasked myself with taking care of, and it is my responsibility to give them a secure environment in which they can learn, grow, teach, become leaders and most importantly feel a sense of community and, for lack of a more potent word, family. These are the same responsibilities that you have taken upon yourselves for our kids, our teachers, and our Paris community. Each and everyday, I make decisions based on numbers, statistics, trends and projections. These decisions, like the ones you are making regarding our school, are made for many reasons. Efficiency in procedures, dollars spent, dollars made, profitability to name a few. However, by far the most important factor in my decisions is the well being of my employees; rather my people. I implore you to prioritize your criteria the same way when you are making your decision on the fate of our school. Make it your priority to look after your people. Often times, things seem to make sense on paper, but when you consider the consequences and how they will affect the people that matter most, statistics mean nothing. Most especially when the validity of said statistics comes into question.

The information presented on November 3rd was contradictory, conflicted, confusing and therefore questionable. Everyone in this room is fully aware of the gravity of this decision, and to make that decision based on ambiguous information is simply irresponsible. One specific point shared with us was that the population of Paris is not expected to grow enough to increase school student volume. I would confidently speculate that very few people have swallowed that as fact. But what I can say with great certainty is that a guaranteed method to stifle the growth of a community is to take away one of its schools. This I know from first hand experience.

I am writing this delegation primarily as a parent of a little girl who absolutely adores her school. She loves her teachers, and she loves her friends, which are not only in her classroom but the entire school. And more recently, what she is most excited about is sharing all of this with her little sister. I can't imagine the difficulty in telling them both that the place they love so much is no longer. I understand that life is full of difficult decisions and choices, and that they can be learning experiences for our kids. However, there is not a great deal to learn from an ill informed, or poorly based decision that will negatively impact so many.

I urge you to take careful time in making this decision and ensure that you have considered all those who will be impacted by your decision.

I would finish by saying that despite my discouragement regarding a possible school closure, I am incredibly encouraged by the community rally to fight for what is ours. This rally cry unto itself is a powerful example of how a school can bring people together with passion; albeit for an unfortunate circumstance in this case. I am proud to stand with my peers to set an example for our kids that there are things worth fighting for, and to never give up.

I trust that the right decision will be made at the end of all this, and that we will have many years to look forward to in sending our daughters to Paris Central School. On behalf of the board there was a comment from the last meeting stating "We know the value of this school to the community."
I say to you, now is the time to prove it.

Sincerely,
Paris Central School Parent
T.J. McDougall

Hi my name is Ella, I am in grade seven at Paris Central School. I have been here since junior kindergarten. I have two older brothers that graduated from Paris Central- one of them is now in grade eleven and the other graduated last year. After this year I only have one year left at this school, and I would love to also be able to graduate from Paris Central. I participate in sports and clubs around the school. I also help around the school with Safety Patrol, Kindergarten Helpers, and Students Council. I personally know all the teachers around the school, and many of the students. We have one bus that brings students that require busing to our school in the morning and after school, and many students are dropped off by their parents. There is already a lot of traffic from parents and students. Sometimes the bus has to wait for cars dropping off their kids to move in order for it to park. A lot of kids live in the neighborhood and walk or get driven every morning. Every year a new set of students graduate from Paris Central, different students receiving different awards. A select student giving a speech as valedictorian. And students that participated in enough activities around the school would receive the school letter. Next year this would be me, but unfortunately due to the board's proposals to change or close Paris Central I may never have the opportunity to graduate with the kids I grew up with. I understand that French Immersion is a growing program, but to tell 168 kids that they are no longer able to go to school with their friends, and that they will now most likely have to take the bus every day is not fair, and not right for the families that moved into certain homes so that their children could attend this school. I love Paris Central and there are a lot of people who do. I would be very upset if I was kicked out of my school and separated from my friends. I think that you are rushing the process and I hope that you will take the time to make a decision in the best interest of the students who will be most affected by your current proposals. Thank you.

What I LOVE about Paris



Central....

My friends, teachers, playing at
recess and walking to school.

My teacher

By: Q an e q r o n

Grade: J. K.

me

What I LOVE about Paris



Central....

I love all the people
and friends.

By: Emily

Grade: 1

What I LOVE about Paris Central...

I Love my teacher, I love my
friends. I love my friend Cameron.
I love to play with Cameron.

BY: JACKSON BRYAN

Grade: JK



What I LOVE about Paris

Central...

MY FRIENDS



BY: MASON CAPLEY

Grade: SK

What I LOVE about Paris Central...



BY: Clara

Grade: SK

What I LOVE about Paris Central...

I love the Eiffel Tower and the Louvre
The activities and the people
I love the food and the culture
I love the people



BY: Maria Lopez

Grade: 3rd

What I LOVE about Paris Central...

I love to go to Paris
because I love the
city and the
culture.



BY: _____

Grade: _____

What I LOVE about Paris Central...



BY: _____

Grade: _____

Hi my name is Morgan and I'm a grade 7 student at Paris Central School. As you are already aware, nobody at Paris central is going to be happy to leave. I have been in 3 different schools because my family has moved a lot, and finally we settled in to our new house, and we find out that I might have to move schools again. My mom and I went to the previous meeting and we found out that we weren't the only ones who were upset by this. This situation doesn't only effects students, it affects the whole community. There will be so much traffic between buses coming in and out of Paris, and parents driving their kids to school that the small quiet town of Paris won't be that small and quiet anymore. Can you imagine if you and your friends were split up on your grade 8 year. Your last year before high school wouldn't be so fun without your friends would it? So when you make your decision think about the students and how it would affect our community.

Thanks Morgan

To whom it may concern:

My husband and I are parents of children who attend Cobblestone Elementary. I learned this week that the parents of Central School are asking for the boundaries to be redrawn in order to keep Central School open.

From what I have found from speaking with other parents in this area it is not widely known that this is going on.

I understand the parents of children attending Central School's concern as moving your child and having them be separated from friends they have known for years and a school they are comfortable at can be devastating. They are however asking for our children to do that exact same thing.

I know that my children would not react well to this change considering most of their friends live within the boundary that would stay at Cobblestone.

I have lived in Paris all of my life and both of the elementary schools that I attended along with a third have been closed and all children that would of attended these schools were then combined into Cobblestone.

Paris is growing, there are more houses in different locations springing up all over. Right now there are more homes that are being built in the Central School area. I don't understand how redrawing the boundaries or closing a school is going to help when the population is growing which will mean more children and then where will we be. Again we will be with the need for another school.

My husband and I along with my parents are against the boundaries being redrawn.

Thank you for your time and consideration.

Michelle and Dave Reynolds
Concerned Parents

Dave and Ruby Bailey
Concerned Grandparents

Delegation: GEDSB Proposals for the Future of Paris Central Unclear and Confusing; Critical Information Changing. Concerns about Overcrowding and Enrolment Projections

Presenters: Robin Ripski and Alex Faux

December 2, 2015

Cobblestone Public School, Paris ON

Concern 1: Critical Information Changing, Communication Ineffective and Confusing

Regarding the proposals for the future of Paris Central School, families have been given very little information and the information that has been provided is inconsistent. Changes have been ongoing and frequent, with very little meaningful explanation from the GEDSB. The following timeline shows the wide variety of errors and changes GEDSB has presented to the public and the impact on Paris Central

Late Spring 2015: Some parents at Paris Central became aware of a proposal by the GEDSB to implement a French Immersion (FI) single track program at the school starting September 2016 and concerns are raised.

April 20, 2015: This same proposal appeared on page 6 of the *Quality Accommodations Committee Report (D-2-g)* dated April 20, 2015. On page 7 the statement is made “the current enrolment that would be captured by the suggested boundary definition between Paris and Burford (79) does not appear to yield sufficient enrolment to support the program at Paris.” (appendix 1). Pg. 6 of the same report states the capacity of Paris Central is 219 and the % in use is 84.5%. Cobblestone capacity is stated as 559 and North Ward as 521 (appendix 2).

Early June 2015: The number of students registered for September 2015 at Paris Central was 185.

June 8, 2015:The same proposal was put forward for consideration at the meeting of the Committee of the Whole Board No. 2 in the *Quality Accommodations Update (B-1-b)*, dated June 8, 2015, despite the serious flaw of low enrolment.

June 26, 2015:The same proposal for single track FI at Paris Central was posted on the GEDSB website **for the first time** on the FI Program Growth Accommodations page. Unfortunately the wording posted was not sufficiently clear for everyone to understand this was a proposal for consideration and that a final decision had not yet been made. As a result, some parents in Paris panicked, thinking Paris Central was definitely closing to regular program, and made decisions to enroll their children at other schools for September 2015.

September 2015: Enrolment at Paris Central falls to 163.

September 21, 2015:*French Immersion Accommodation – Community Consultations* report (B-1-a) describes meeting to be held with affected parents in early October at either North Park or BCI with the purpose to share and discuss proposed FI boundary changes. Includes proposals to add to the existing FI

program at Burford, implement a new FI program at Branlyn and a new secondary FI program. With regards to the same proposal mentioned above, describes process to review FI and regular program school boundaries in Paris. Mentions that broader community consultation is required, recommends following new draft policy for *Pupil Accommodation Review* (FT-5), suggests first meeting to be held at Paris Central no earlier than October 28, 2015. Schools to be included in review: Paris Central, Cobblestone, North Ward and Burford and hope for final board decision by January 2016. No mention of how or when this will be communicated to the families.

September 29, 2015: Families informed directly for the first time about the proposals under consideration to accommodate growth in the FI program in a letter sent home with students. Proposals include the same as noted above with Paris Central becoming a single track FI school effective September 2016, a new JK to grade 2 FI program at Branlyn, and expanding the existing FI program at Burford. There were also notices included about two meetings – one to be held in Brantford October 13, 2015 and one identified as “French Immersion in the County of Brant”, to be held at Paris Central on November 3, 2015. The letter indicated at both meetings there would be a formal presentation of FI accommodation information and details about the proposed options, followed by an opportunity for participants to ask questions.

October 13, 2015 FI Program Accommodation Enrolment Growth meeting in Brantford. A new proposal was presented that still involved Paris Central becoming a single track FI school but includes a revised catchment for North Brant and Burford FI. The FI program at Burford remained JK to grade 4. Some FI students from West Brantford would transfer to Burford from Dufferin. All FI students from the new Burford JK-4 catchment would attend FI at Paris Central for grades 5 to 8. Projected enrolment for this revised catchment for Paris Central is 173 (appendix 3, 4). This proposal was not ever posted directly on the FI Growth Accommodation page of the GEDSB website, nor was it ever communicated directly to families who would be most affected. In the presentation the capacity of Paris Central is specified as 219 in some places and as 229 on at least one occasion.

November 3, 2015: First North Brant Elementary ARC Meeting at Paris Central. Schools represented included Cobblestone, North Ward and Paris Central. Not Burford. Attendees were informed that the meeting would not be about French Immersion program accommodations in Brant County (despite information stated otherwise that was posted on the GEDSB website, included in the official letter sent home in September and reminder notices sent home November 3 and posted on the Paris Central School sign). GEDSB Communications & Community Relations Manager, Shawn McKillop who was present at the meeting, Tweeted “**#FrenchImmersion and the North Brant Elementary Accommodation Review Meeting at Paris Central this evening**” and included a photo of Paris Central’s sign (appendix 5). Instead attendees were told the meeting was the beginning of an Accommodation Review for the three Paris elementary schools. New capacity numbers were provided for Paris Central 259, Cobblestone 522 and North Ward 515 (appendix 6-8). Projections were provided that showed enrolment at Paris Central are below 75% of capacity (based on the new capacity number of 259) and show only decline over the next 10 years. Another new proposal was presented: Close Paris Central School at the end of the 2015-16 school year. Future use alternatives included selling or leasing the building or using the school to host FI program for Brant County. During the question period the Senior Administrators who presented this information were asked about information regarding French Immersion program accommodation, and continued to insist that the meeting was not to discuss French Immersion. Many attendees expressed concern about and opposition to the information presented as well as the proposed changes, including proposals that involved the FI catchment changes proposed at the meeting October 13. When asked why there were changes in capacity Superintendent Jamie Gunn said the allocation of different classrooms was initially mistaken. That does not explain why the number keeps

changing. There were families from Burford present who asked why they are not being represented in the process.

November 6, 2015: *Enrolment Growth Accommodation - French Immersion Program Accommodation* report (B-1-a) was posted to the GEDSB website to be discussed at the Committee of the Whole Board Meeting No. 2 on November 9, 2015. The report proposed delaying entry to FI until grade 1. The FI program at Burford would include grades 1 to 5. Students from Brant County would attend Paris Central for FI grades 6 to 8.

November 9, 2015: Motion put forward at *Committee of the Whole Board Meeting No. 2* to add Burford to the North Brant Elementary ARC. Motion put forward regarding delaying entry to FI and eliminating JK/SK for FI in all of GEDSB.

November 17, 2015: Notice posted to GEDSB website that Ministry of Education has notified the GEDSB they cannot delay entry and withdraw JK/SK FI due to current regulations

November 20, 2015: New report *Elementary French Immersion Accommodation Update* dated November 23, 2015 (G-1-a) was posted to GEDSB website. Describes new proposal to impose temporary cap on FI enrolment. Proposes the formation of a committee consisting of Board staff, including the Director, trustees, principals, school council representatives, staff representatives and representatives from the local branch of Canadian Parents for French and any other group that may be deemed appropriate will meet beginning in February 2016 to consult about the options to address French Immersion enrolment growth into the future a report on the work of the Committee will be presented to the Board on June 13, 2016 the plan for French Immersion accommodation will be presented to the Board for approval in the fall of 2016

November 23, 2015: Regular Board Meeting. Motion to add Burford to North Brant Elementary ARC approved. Motion approved to impose cap on FI enrolment and maintain program at existing schools (with the exception of Fairview which will be replaced by the new Coronation). Plan to establish the committee as described in the *Elementary French Immersion Accommodation Update* report is approved and to be put into effect. Timelines and composition of committee to be established in January 2016. It is not clear how these actions will affect Paris Central.

Enrolment Update Report, dated November 23, 2015 (G-1-e) presents the data which shows that enrolment in the GEDSB for elementary students has been increasing since 2011. The only decline is between 2014-15 and 2015-16, with a decline of 10 students boardwide. (appendix 9). This contradicts information on page 2 of the *Quality Accommodations Report* from April 20, 2015 (D-2-g) which states that the GEDSB elementary student population has been holding relatively stable (appendix 10). By selecting the elementary enrolment for only specific years in D-2-g, the trend actually appears to be that the elementary population is declining, a position Superintendent Jamie Gunn has reiterated a number of times, including the ARC meeting on November 3, 2015 at Paris Central.

November 26, 2015: Delegations due to the GEDSB by noon in order to present at the North Brant Elementary ARC Delegation meeting December 2, 2015 despite the fact that the proposals affecting Paris Central and FI in Brant County have continually changed, conflicting information has been presented and there has been a general lack of clarity with regards to the plans for the future of the FI program, and whether FI program growth accommodation is related to the North Brant Elementary Accommodation Review.

Concern 2: Proposal to move students leads to overcrowding in 2016

Current enrolment for the 3 Public schools in Paris based on the official GEDSB enrolment numbers for 2015-2016 provided to the ARC November 3rd 2015

- Paris Central's enrolment is 168, capacity is 259. (appendix 6)
- Cobblestone's enrolment is 469, capacity is 522.(appendix 7)
- North Ward's enrolment is 403, capacity is 515. (appendix 8)

The total current capacity of all 3 schools being stated as 1,296

The Board's proposal is to send 103 students from Central to Cobblestone starting 2016, using the projections for Paris Central enrolment split between two schools. The enrolment for Cobblestone to 2020 is shown below:

Year	Cobblestone Projected enrolment*	Displaced Paris Central students	Total New Cobblestone enrolment	Percentage of Capacity
2016	475	103	578	110.7%
2017	476	105	581	111.3%
2018	477	102	579	110.9%
2019	469	105	574	109.9%
2020	454	110	564	108.0%

*Based on unsubstantiated projections from GEDSB

The Board's proposal to send the remaining 65 students from Paris Central to North Ward starting 2016, using the Paris Central enrolment projections split. Projected enrolment for North Ward to 2020 is shown below:

Year	Projected North Ward enrolment*	Displaced Paris Central students	Total New North Ward enrolment	Percentage of Capacity
2016	387	65	452	87.8%
2017	378	65	443	86.0%
2018	377	65	442	86.0%
2019	372	65	437	84.9%
2020	365	65	430	83.5%

*Based on unsubstantiated projections from GEDSB

When posed the question regarding the obvious overcrowding of Cobblestone for 2016-2017 no solution other than **"it will work itself out"** was provided by Superintendent Jamie Gunn at the October 13th meeting. Along the same lines as Mr Gunn's remarks to the Brantford Expositor January 22, 2011 regarding the overcrowding at Ryerson Heights "Gunn said he **hopes** that, by 2020, the Ministry of Education will have approved the construction of another elementary school for the subdivision." **Hopes?**

Concern 3: Consideration of the Impact New Development in Paris

There are currently 13 new developments with ~~2843~~ households to be built in Paris submitted to the planning department with some building already started and extending to 2018. (appendix 11 including 3 site plan maps). We requested from the school board how many elementary age children would be in these new subdivisions but no one is willing to provide any explanation as to how the GEDSB has created a projection of enrolment. The only information that has been provided is a series of projected enrolments indicating that it is on the decline similar to the April 20th D-2-g page 2 hand picked numbers (appendix 10). In an email Shawn McKillop Communications & Community Relations Manager for the GEDSB replied "Superintendent Jamie Gunn would present this information on Dec. 2". This is a week after delegations to the board were required to be submitted on Nov. 26, both gentlemen would be aware of this deadline. Robin Ripski reached out to Trustee Alex Felsky and was informed Mr. Gunn uses a "sophisticated program" but did not offer to share any information as to the product name, reference to how it made projections or based on what data. Modeling software requires accurate data to do projections so if GEDSB is unable to provide accurate data, such as with school size, I would expect questionable results as are the enrolment projections supplied by GEDSB. The expression "garbage in garbage out" comes to mind. It is worth noting that in recent past there was a significant underestimation of the requirements when planning for the construction of Ryerson Heights and this has led to the ongoing demand for increased capacity for students in West Brantford. **As Trustee Dean stated on Nov. 23, the board should "learn from lessons", not keep repeating mistakes that affect so many children.**

Having been provided with incomplete and questionable numbers for school size and enrolment estimates, we reviewed statistical data from reliable sources. We used the 2011 Census (appendix 12) and Canada Post households(appendix 13) and combined these numbers with the historical enrolment data (appendix 6,7, 8) to more accurately calculate an estimate of elementary student populations in Paris GEDSB schools. The 2011 Census (appendix 12) shows 4,541 homes in Paris and 2011 GEDSB enrolment for all 3 Paris elementary schools of 1,086 (appendix 6,7,8). This is an average of 1 child for every 4 households in 2011 attending the 3 Paris GEDSB elementary schools.

Reviewing the Canada Post number of households in Paris for 2015 at 5,269 (appendix 13) the number of students enrolled in all 3 Paris GEDSB elementary schools of 1,040 (appendix 6,7,8). This is an average of 1 child for every 5 households attending one of the 3 GEDSB elementary schools in Paris for the 2015-2016 school year.

Brant County provided “Pre-consulted Subdivision/condos” that includes the number of new households to be built at 2,843 in Paris (appendix 11). **This increases the current number of households in Paris by 54% from 2015 to 2020.** This is substantial growth for any community and very similar to the growth in West Brantford in the catchment area around Ryerson Heights.

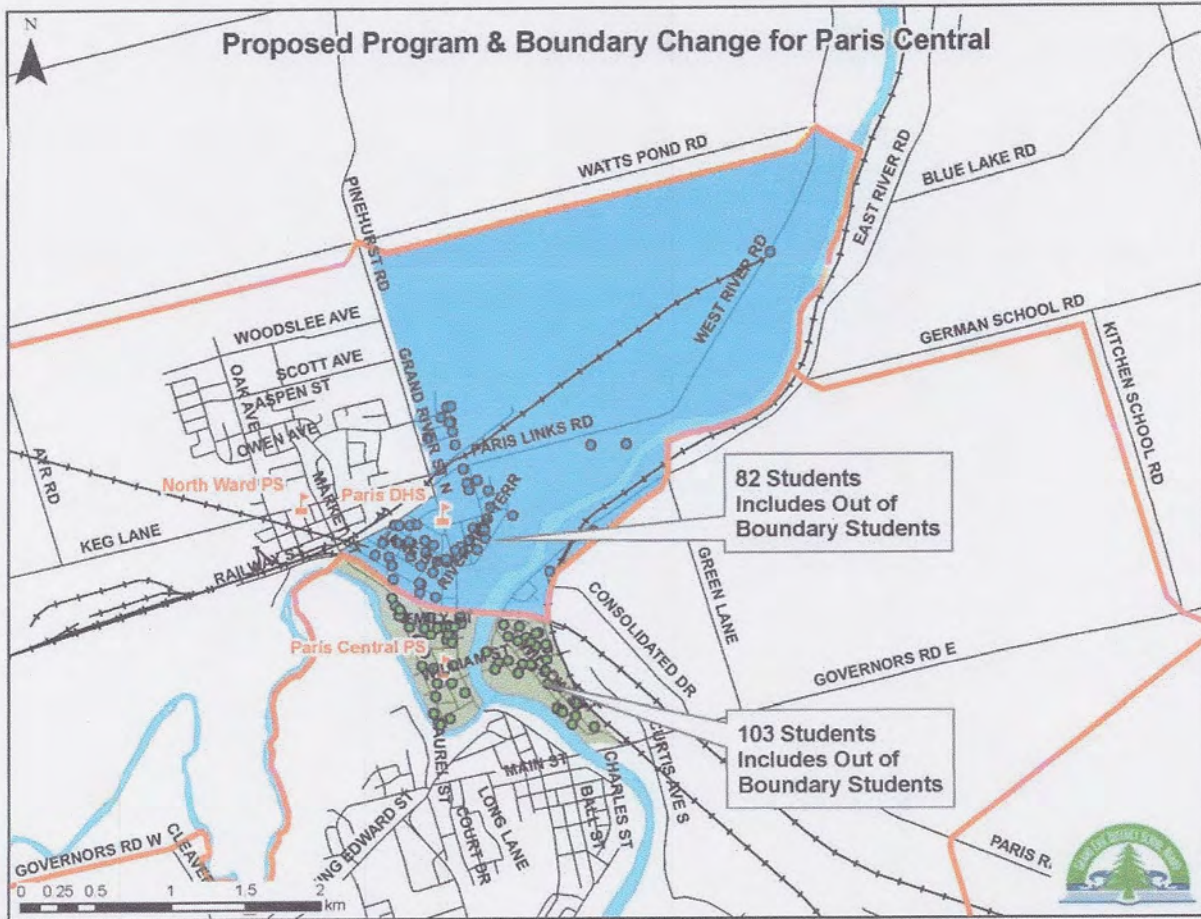
Using the conservative ratio of 1 child for every 5 households as many as **1,621 elementary age children will be enrolled** in Paris elementary GEDSB schools by 2020.

GEDSB projection for enrolment in 2020 is 995 students, an average of 1 child for every 9 households.

No one from GEDSB is willing to validate or provide any evidence as to how the enrolment was estimated or what formula was used calculate the projected enrolment numbers. Yes there may be a decline in the average number of children per household however projecting a decline of more than 50% over 5 years in an area of dynamic growth with the number of households planned to increase the size of Paris by 54%? Trustee Anderson summed up our point perfectly on Nov. 23 that we **“might not have the available space that some think we have”**.

Conclusion: The Best Solution for our Children

Paris is in the midst of dynamic growth. The GEDSB should seriously consider retaining all three elementary schools in order that they will be available to absorb the substantial community growth and the increased numbers of students. The capacity for the 3 schools is 1,296 based on Nov 3, 15 GEDSB figures (appendix 6,7,8). Based on the extremely conservative estimate of 1 child for every 9 households, the projected total enrolment in 2020 for all three elementary schools in Paris will be 1002 (77% of capacity). On the other hand, if the current, statistically definable, ratio of 1 child for every 5 households is applied **in 2020 the 3 schools will exceed their capacity by 325 children.** We request that you keep all 3 schools open and continue to monitor the growth of Paris over the next 3-5 years before making a decision. Adjustments to catchment areas within Paris can be made to achieve a better balance of the enrolments at each of the 3 schools. This will allow all three schools to maintain or exceed the minimum 75% usage and a better quality education will be available for all Paris students.



The new FI program at Paris Central could receive all FI students from Brant County who reside north of Powerline Road to the west and north of Brantford including Glen Morris and St. George areas as outlined on the following map.

→ The current FI enrolment that would be captured by the suggested boundary definition between Paris and Burford (79) does not appear to yield sufficient enrolment to support the program at Paris Central. Other options would need to be explored

School Enrolment vs Capacity - North East Brantford


School	Enrolment Oct 31/14	Capacity (incl Portapac)	Surplus Space	% in use
Banbury	420	438	18	95.9%
Branlyn	309	389	80	79.4%
Brier Park	320	360	40	88.9%
Cedarland	275	337	62	81.6%
Total	1324	1524	200	86.9%

If both options are employed, the accommodation pressures currently experienced by the single track program at Dufferin and the expanded Coronation school would be resolved for the foreseeable future.

5.0 Dual Track FI Program in Brant County:

The success of the FI program implemented at Burford District Elementary and the desire to find additional accommodation for students from Brant County who have historically attended Dufferin or Fairview schools in Brantford suggest that additional space be allocated for FI accommodation in Brant County.

The Quality Accommodations Committee identified the Paris area as a possible location for additional FI program space as a large number of current FI students live in, or in close proximity to the Town of Paris. The committee reviewed school capacity and enrolment in the Paris area and found that sufficient surplus capacity exists in Northward and Cobblestone schools to accommodate all of the students from Paris Central PS.

School Enrolment vs Capacity - Town of Paris


School	Enrolment Oct 31/14	Capacity (incl Portapac)	Surplus Space	% in use
Cobblestone	461	559	98	82.5%
North Ward	421	521	100	80.8%
Paris Central	185	219	34	84.5%
Total	1067	1299	232	82.1%

The map below suggests adding the portion of the Paris Central boundary north of the railway line to North Ward and adding the portion of the Paris Central boundary south of the railway line to Cobblestone. Based on current enrolment from these two areas, 82 students would be added to North Ward and 103 students would be added to Cobblestone.

Options for consideration

Amend the North Ward and Cobblestone Boundaries to include the current catchment area of Paris Central School and assign FI students from north Brant County to Paris Central making it a single track FI school effective September 2016.

- An Accommodation Review has been initiated for the three Paris elementary schools to consider consolidation of Paris Central students into North Ward and Cobblestone schools.
- A new FI Program would be initiated at Paris Central as a JK to Grade 8 program serving students of Brant County.
- This would augment the program at Burford and provide 219 additional pupil places for the FI program.
- The Burford catchment would be defined to accommodate JK to Grade 4. Students from this area would attend Paris for Grades 5-8 FI programming. .



Growing Excellence... Inspiring Success

Elementary French Immersion Program Enrolment
with Options 1-3 Implemented

Projected Enrolment with proposed changes

Year	Dufferin	Fairview	Burford	Branlyn	Paris	Total
2016	350	506	167	92	173 ←	1288
2017	371	515	180	95	183	1344
2018	400	522	197	95	188	1402
2019	421	552	202	95	197	1467
2020	438	576	204	92	205	1515
2021	436	591	194	92	218	1531
2022	442	591	194	92	228	1547
2023	443	592	194	92	228	1549
2024	444	598	194	92	227	1555

School Capacity	461	547*	150	98	229 ←	1485
-----------------	-----	------	-----	----	-------	------

* capacity at the expanded Coronation site.



Growing Excellence... Inspiring Success

Home About

Search Twitter

Q Have an account? Log in



Shawn McKillop
@ShawnMcKillop

Follow

#FrenchImmersion and the North Brant
Elementary Accommodation Review
Meeting at Paris Central this evening.
#GEDSB



RETWEET 1

LIKES 2



3:50 PM - 3 Nov 2015



Shawn Mc
@ShawnMcKillop
Communications
Manager #GEDSB
#NSPEA Loves
Halimand Norfolk
Joined Februa

Paris Central Enrolment Summary**Enrolment History**

Year	JK	SK	1	2	3	4	5	6	7	8	Total
2011	25	13	30	17	18	20	20	16	24	34	217
2012	11	26	13	29	17	17	20	20	16	23	192
2013	14	10	26	14	25	21	15	21	20	15	181
2014	22	14	10	26	13	19	19	15	18	21	177
2015	14	25	14	10	23	12	15	21	16	18	168

Projected Enrolment

Year	JK	SK	1	2	3	4	5	6	7	8	Total
2016	18	14	25	14	10	23	12	15	21	16	168
2017	18	18	14	25	14	10	23	12	15	21	170
2018	18	18	18	14	25	14	10	23	12	15	167
2019	18	18	18	18	14	25	14	10	23	12	170
2020	18	18	18	18	18	14	25	14	10	23	176
2021	18	18	18	18	18	18	14	25	14	10	171
2022	18	18	18	18	18	18	18	14	25	14	179
2023	18	18	18	18	18	18	18	18	14	25	183
2024	18	18	18	18	18	18	18	18	18	14	176
2024	18	18	18	18	18	18	18	18	18	18	180

School Capacity	259
-----------------	-----



Cobblestone Enrolment Summary**Enrolment History**

Year	JK	SK	1	2	3	4	5	6	7	8	Total
2011	34	51	49	46	35	39	56	46	48	37	441
2012	42	38	58	51	46	44	41	53	44	52	469
2013	32	45	34	56	51	45	45	43	56	45	452
2014	49	36	44	33	56	54	45	45	46	53	461
2015	42	51	39	45	37	58	56	47	49	45	469

Projected Enrolment

Year	JK	SK	1	2	3	4	5	6	7	8	Total
2016	37	46	52	39	46	40	60	57	49	49	475
2017	37	40	47	52	40	50	41	61	59	49	476
2018	37	40	41	47	54	43	51	41	64	59	477
2019	37	40	41	41	48	58	44	52	43	65	469
2020	37	40	41	41	42	52	60	44	54	43	454
2021	37	40	41	41	42	45	53	61	46	54	460
2022	37	40	41	41	42	45	46	54	64	46	456
2023	37	40	41	41	42	45	46	46	56	65	459
2024	37	40	41	41	42	45	46	46	48	56	442
2025	37	40	41	41	42	45	46	46	48	48	434

School Capacity	522
-----------------	-----



North Ward Enrolment Summary**Enrolment History**

Year	JK	SK	1	2	3	4	5	6	7	8	Total
2011	35	42	43	35	42	50	42	45	42	52	428
2012	48	35	41	42	34	45	48	40	52	44	429
2013	38	47	37	44	41	38	47	51	41	53	437
2014	41	36	45	32	44	42	35	47	49	41	412
2015	24	41	33	46	36	44	42	38	46	53	403

Projected Enrolment

Year	JK	SK	1	2	3	4	5	6	7	8	Total
2016	37	24	41	33	46	36	44	42	38	46	387
2017	37	37	24	41	33	46	36	44	42	38	378
2018	37	37	37	24	41	33	46	36	44	42	377
2019	37	37	37	37	24	41	33	46	36	44	372
2020	37	37	37	37	37	24	41	33	46	36	365
2021	37	37	37	37	37	37	24	41	33	46	366
2022	37	37	37	37	37	37	37	24	41	33	357
2023	37	37	37	37	37	37	37	37	24	41	361
2024	37	37	37	37	37	37	37	37	37	24	357
2025	37	37	37	37	37	37	37	37	37	37	370

School Capacity

515

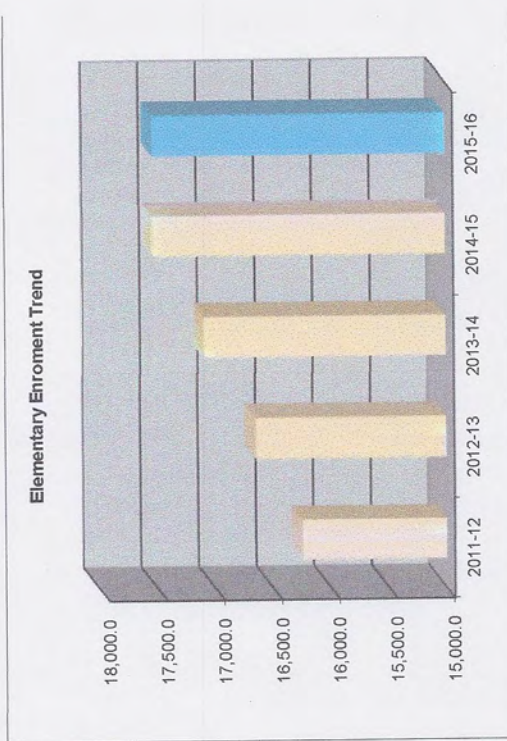


Grand Erie District School Board

2015-16 Enrolment Update

	Enrolment History (Actual)			
	2011-12	2012-13	2013-14	2014-15
Half Day JK/SK	2,612.0	1,811.0	919.0	-
Full Day JK/SK	664.0	1,537.0	2,517.0	3,373.0
Grade 1-3	5,095.0	5,102.0	5,160.0	5,257.0
Grade 4-8	8,883.0	8,804.0	8,677.0	8,623.0
Special Education (Ungraded)	305.5	306.0	297.0	298.0
Total	17,559.5	17,560.0	17,570.0	17,551.0
Adj ADE re JK & SK	(1,306.0)	(905.5)	(459.5)	-
ADE for Grant	16,253.5	16,654.5	17,110.5	17,551.0

	2015-16 Enrolment	
	Projected	Actual *
Half Day JK/SK		3,374.0
Full Day JK/SK	3,258.0	5,290.0
Grade 1-3	5,263.0	8,555.0
Grade 4-8	8,570.0	322.0
Special Education (Ungraded)	250.0	17,541.0
Total	17,341.0	
Adj ADE re JK & SK		
ADE for Grant	17,341.0	17,541.0



* Actual Enrolments represent counts reported by Schools on October 30, 2015

Grand Erie Enrolment Trend and French Immersion

School Year	Census Year	Populatuion Aged 0-9	Total Grand Erie Elementary		French Immersion Elementary		
			Total Enrolment	% of Population	FI Enrolment	% of Population	% of Total Enrolment
2004-05	2001	27,965	19,322	69.09%	627	2.24%	3.25%
2009-10	2006	26,320	17,766	67.50%	747	2.84%	4.20%
2014-15	2011	25,780	17,550	68.08%	1,344	5.21%	7.66%

This represents the best match of Census population data with elementary school enrolment. Children aged 0-9 in a census year make up the potential elementary school population four years later. i.e. children aged 0-9 in the 2001 Census would be aged 4 - 13 in the school year 2004-05 and make up the potential students for elementary enrolment

The total elementary enrolment for the Grand Erie area is compared to the total school aged population and expressed as a percentage of the total population.

→ The above data suggests that, since total elementary enrolment as a percentage of the elementary school aged population is remaining relatively stable, the growth in FI enrolment is a result of a shift of program of choice from Regular program to FI program. This would then also suggest that the Board should consider shifting pupil accommodation space currently allocated to serve the regular program to FI in order to address enrolment pressure in the FI program.

In the past, the Board and the Quality Accommodations Committee have reviewed options to curtail the growth in the FI program. They include capping of pupil places allocated for FI with some kind of intake approval process/lottery, removal of transportation to FI programs and delayed implementation of FI until grade one. Each of these options has its challenges in implementation and may cause a shift in enrolment to the separate school system unless both systems operate under similar admission and transportation policies.

The committee reviewed a number of options to shift pupil spaces currently assigned to support regular program to French Immersion program. The committee also reviewed boundaries and attendance areas for existing FI programs.

4.0 Single Track FI in the City of Brantford:

Prior to the 2011-12 school year FI programming was only offered at Dufferin and Fairview schools in Brantford with transportation provided for students from Brant County. Since the implementation of the Dual Track FI program at Burford, a number of students who might

IN/OUT OF BUILT BOUNDARY	Preconsulted Subdivisions/Condos	LOW (SFD/ SEMIS)	MEDIUM	HIGH	# of Units Created	Area in Ha	PPU-Singles	PPU-Medium Density	PPU-High Density	TOTAL POP	Approximate Start Date
EAST	Hampton Trails, Stolp, Paris	28	28	0	56	2.23	3.04	2.14	1.6	145	2016
WEST	Highlands on the Nith-Phase 3 (Zavarella/Kulmatcky)	273	0	168	441	26.5	3.04	2.14	1.6	830	2018
NORTH	Paris Golf Course, West River Street, Paris*	400	0	0	400	31.2	3.04	2.14	1.6	1216	2018
SOUTH	Riverview Highlands - Stolp, 1039 Rest Acres Road, Paris	83	0	25	108	4.48	3.04	2.14	1.6	252	2016
SOUTH	Edgar - 239 Mile Hill Road, Paris	203	45	90	592	21.7	3.04	2.14	1.6	713	2016
NORTH	Brookfield, Pinehurst Road, Paris	155	8	79	238	19.2	3.04	2.14	1.6	488	2017
SOUTH	Grandville (Savannah Heights), Phase 2, Stage 1, Paris	118	0	0	118	9.59	3.04	2.14	1.6	359	2015
SOUTH	Grandville (Savannah Heights), Phase 2, Stage 1, Paris	0	31	0	31	1.09	3.04	2.14	1.6	66	2015
SOUTH	Grandville (Savannah Heights), Phase 3, Paris	491	0	0	491	17	3.04	2.14	1.6	1493	2017
SOUTH	Plovaty, Rest Acres Road, Paris*	200	0	100	300	15	3.04	2.14	1.6	608	2016
NORTH	Oak and Scott Avenue, Paris*	10	58	0	68	0.66	3.04	2.14	1.6	155	2015
	TOTAL	1961	170	462	2843	148.65				6325	

*approximate number of units as no development applications have been submitted



Map 1

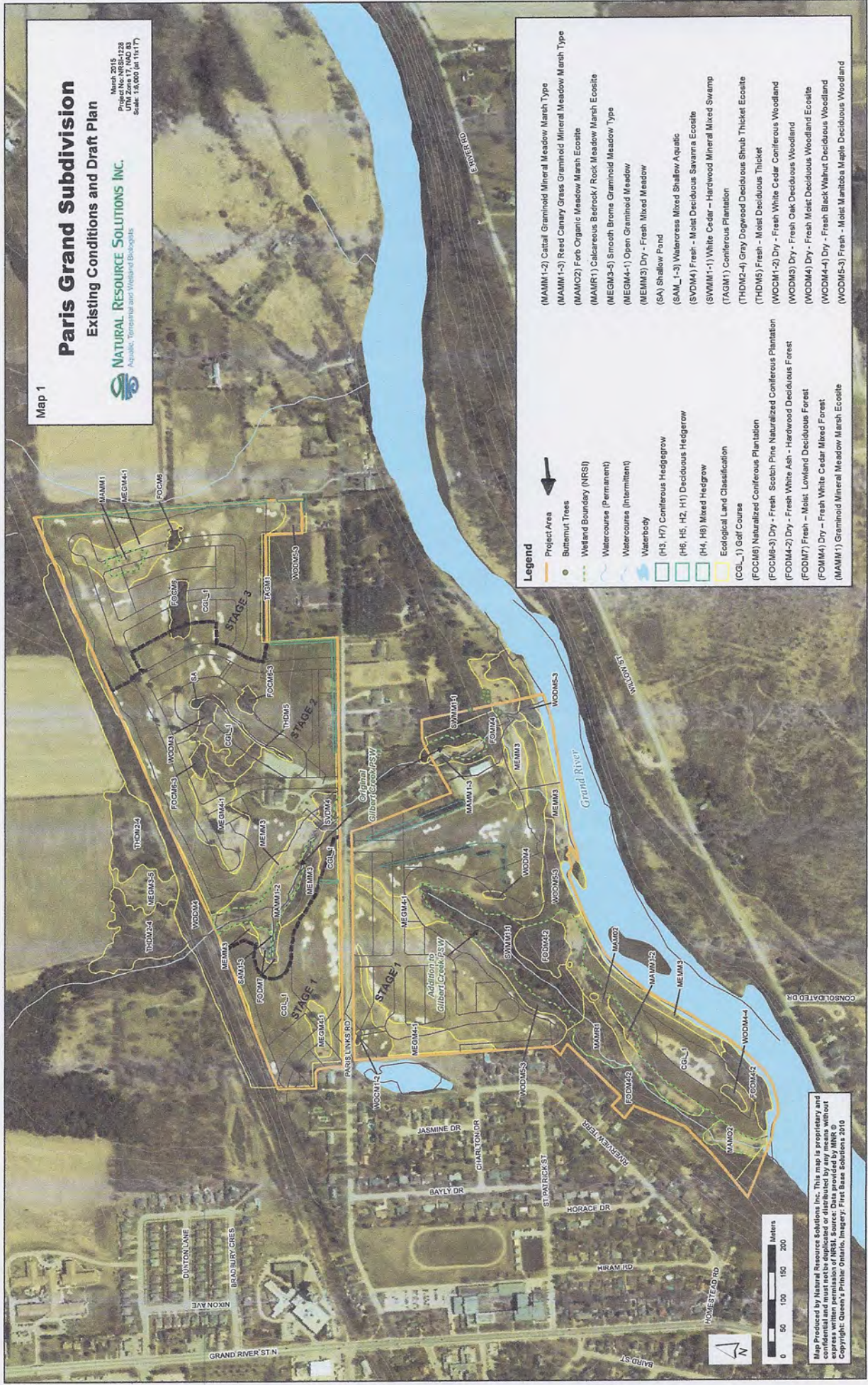
Paris Grand Subdivision

Existing Conditions and Draft Plan

March 2016
 Project No. NRSB-228
 UTM Zone 17, NAD 83
 Scale: 1:5,000 (at 10:17)



NATURAL RESOURCE SOLUTIONS INC.
 Aquatic, Terrestrial and Wetland Biologists



Legend

- Project Area
- Butternut Trees
- Wetland Boundary (NRSI)
- Watercourse (Permanent)
- Watercourse (Intermittent)
- Waterbody
- (H3, H7) Coniferous Hedgerow
- (H6, H5, H2, H1) Deciduous Hedgerow
- (H4, H8) Mixed Hedgerow
- Ecological Land Classification
- (CGL_1) Golf Course
- (FOCM8) Naturalized Coniferous Plantation
- (FOCM6-3) Dry - Fresh Scotch Pine Naturalized Coniferous Plantation
- (FOCM4-2) Dry - Fresh White Ash - Hardwood Deciduous Forest
- (FOCM7) Fresh - Moist Lowland Deciduous Forest
- (FOMM4) Dry - Fresh White Cedar Mixed Forest
- (MAMM1) Graminoid Mineral Meadow Marsh Ecotope
- (MAMM1-2) Cattail Graminoid Mineral Meadow Marsh Type
- (MAMM1-3) Reed Canary Grass Graminoid Mineral Meadow Marsh Type
- (MAMC2) Fob Organic Meadow Marsh Ecotope
- (IMAMR1) Calcareous Bedrock / Rock Meadow Marsh Ecotope
- (MEGM3-5) Smooth Brome Graminoid Meadow Type
- (MEGM4-1) Open Graminoid Meadow
- (MEMM3) Dry - Fresh Mixed Meadow
- (SA) Shallow Pond
- (SAM_1-3) Watercross Mixed Shallow Aquatic
- (SVDM4) Fresh - Moist Deciduous Savanna Ecotope
- (SWM1-1) White Cedar - Hardwood Mineral Mixed Swamp
- (TAGM1) Coniferous Plantation
- (THDM2-4) Gray Dogwood Deciduous Shrub Thicket Ecotope
- (THDM5) Fresh - Moist Deciduous Thicket
- (WOCM1-2) Dry - Fresh White Cedar Coniferous Woodland
- (WODM3) Dry - Fresh Oak Deciduous Woodland
- (WODM4) Dry - Fresh Moist Deciduous Woodland Ecotope
- (WODM4-4) Dry - Fresh Black Walnut Deciduous Woodland
- (WODM5-3) Fresh - Moist Maritoba Maple Deciduous Woodland


PROJECT AREAS WITHIN CATCHMENT OF
 PARIS CENTRAL
 SCHOOL

Map Produced by Natural Resource Solutions Inc. This map is proprietary and all rights are reserved. No part of this map may be reproduced without express written permission of NRSI. Source: Data provided by MNR © Copyright: Queen's Printer Ontario, Imagery: First Base Solutions 2016



SITE ENVIRONS

PART OF LOT 31 & 32
 CONCESSION 1
 & PART OF GORE
 IN THE
 TOWN OF PARIS
 COUNTY OF BRANT

 Subject Lands ←

SOURCE: GOOGLE EARTH

NOT TO SCALE
 FIGURE 2



PROJECT AREAS WITHIN CATCHMENT
 OF COBBLESTONE SCHOOL



Figure 5: Subdivision Plan and Environmental Management Approach
Kulmatycky-Zavarella
Paris, Ontario

Project No:
06-3118

Date:
Dec. 2008

0 50 100m
1:5,000



3118_Figure 5 Orat Plan_Aug08.mxd

SITE PLAN SHOWING UNIT DENSITY IN CATCHMENT OF COBBLESTONE SCHOOL


Statistics Canada

Home > Census > Data products > Census Profile > Search results for "Paris"

Census Profile

Data table Download Map Geographic hierarchy Related data Help

Select a view: [Build your own] Submit

Characteristic	Paris Ontario (Population centre)			Ontario  (Province)		
	Change geography			Change geography		
	Total	Male	Female	Total	Male	Female
Population and dwelling counts						
Population in 2011 ¹	11,763	...	...	12,851,821 [±]
Population in 2006 ¹	11,177	...	...	12,160,282 [±]
2006 to 2011 population change (%)	5.2	...	...	5.7	...	...
Total private dwellings ²	4,672	...	...	5,308,785	...	...
Private dwellings occupied by usual residents ³	4,541 ↑	...	...	4,887,508	...	...
Population density per square kilometre	819.8	...	...	14.1	...	...
Land area (square km)	14.35	...	...	908,607.67	...	...
Age characteristics						
Total population by age groups ⁴	11,765	5,710	6,055	12,851,820	6,263,140	6,588,685
0 to 4 years	740	380	355	704,260	360,590	343,670
5 to 9 years	710	365	345	712,755	365,290	347,465
10 to 14 years	730	370	360	763,755	391,630	372,125
15 to 19 years	770	390	385	863,635	443,680	419,950
15 years	145	65	80	168,840	86,700	82,140
16 years	185	95	80	172,840	89,195	83,645



Create My Order

step 1 **2** 3 4

Delivery Details for My Mailing

First 3 characters of the Postal Code you selected:

N3L ?

[Click here](#) to view FSA Maps and associated Letter Carrier (LC) walk maps. ?

BRANTFORD - LCD - MAIN

Postal Delivery Outlet serving this area:

**58 DALHOUSIE ST
BRANTFORD ON N3T2J0** ?

Where to Drop-off My Mailing

I will Drop-off my mailing at the Postal Delivery Outlet indicated above.



I would like to select a different drop-off location other than the Postal Delivery Outlet indicated above.

PARIS STN MAIN PO
139 GRAND RIVER ST N
PARIS ON N3L1K0

Please Note: If Canada Post has to transport Items to an alternate postal delivery outlet, including a customer selected drop-off location, a Transportation Fee will apply.

Target Area

You may select to have your pieces delivered to Houses, Apartments, Farms and / or Businesses or any combination of the four.

- Houses
- Apartments
- Farms
- Businesses

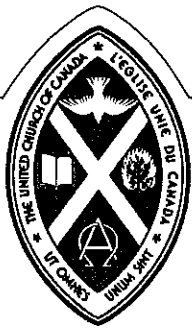
The Delivery Mode table is pre-determined by the system and is based on the first three characters of the postal code (FSA) selected by the customer at step 1. The FSA refers to a specific geographical area or general area covered by this Postal Delivery Outlet. One Postal Delivery Outlet may include more than one FSA.

In some FSAs, Letter Carrier routes may cover more than one (1) FSA. This is referred to as a "split walk". By checking the "Auto complete split walk" checkbox, you will have automatically selected all FSAs found within another Letter carrier route.

Auto complete split walks ?

Select	FSA/PC	Delivery Mode	Delivery Installation Name	Houses	Apartments	Farms	Businesses	Total Distribution	Desired Total ?
<input checked="" type="checkbox"/>	N3L			4582	476	211	0	5269	5269
<input type="checkbox"/>	N3P			0	0	0	0	0	0
<input type="checkbox"/>	N3R			0	0	0	0	0	0
<input type="checkbox"/>	N3S			0	0	0	0	0	0
<input type="checkbox"/>	N3T			0	0	0	0	0	0
<input type="checkbox"/>	N3V			0	0	0	0	0	0
Totals				4582	476	211	0	5269	5269





ST. PAUL'S UNITED CHURCH

48 Broadway St. W., Paris, ON N3L 2S5 Church Office: 519-442-4223 / 519-442-6821
email address: stpaulsparis_mainoffice@rogers.com ♦ webpage: www.stpaulsparis.ca

November 26, 2015

To the members of the Accommodation Review Committee
Re: North Brant Elementary Accommodation Review - Future of Paris Central School

The Council of St. Paul's United Church (St. Paul's) has discussed the proposed changes to our neighbour, Paris Central School. We request time for a delegation to be heard at the 2 December meeting for this purpose.

Though latest reports suggest that bussing French Immersion students from other communities into our community is no longer on the table, we understand that the proposal is still under consideration to close Paris Central as of September 2016. We understand that in that case, the neighbourhood students presently at Paris Central would be bussed to Cobblestone and North Ward Schools. The impact on the immediate neighbourhood would be significant, and we would like to take this opportunity to outline our concerns. We would also advocate that no decision be made in 2016 about closing the school in order to consider other scenarios.

We are highly encouraged to read on the 9 November update on the Grand Erie website page for North Brant Elementary Accommodation Review that "A motion is before the Grand Erie District School Board Trustees to approve the implementation of delayed entry for French Immersion commencing September 2016. Included in this decision, a recommendation is made that Paris Central and Burford District Elementary School would run a dual-track French Immersion program with Grades 1-5 French Immersion at Burford and Grades 6-8 at Paris Central."

If we understand correctly the implications of this motion, moving in this direction would increase the numbers at Paris Central to meet needed quotas in order to be fiscally responsible and will meet community concerns to keep this school.

As a member of the immediate community, we strongly support keeping Central School open for children in this neighbourhood.

St. Paul's United Church runs and hosts activities and programs that serve the immediate neighbourhood and the entire Paris Community. Some of our programs relate to families with children at Central School and some of our members volunteer at Central School, forming intergenerational bonds of caring. When a senior and an elementary school child are delighted to see each other elsewhere in the community and recognize each other as friends, this reflects social capital in relationships that contribute to the lives of both the young people and older members of the community.

Closing the school would significantly affect the financial security of St. Paul's United Church, as it currently provides space to The Butterfly House, a ministry-licensed Before-and-After-School program. This program was founded by a current Paris Central parent who is a certified teacher. She provides

Our Mission Statement

Being God's People
We strive to BE Christ's
hands, feet and voice

by
worshipping, caring and growing
in our changing church, community and world

affordable and reliable child care to neighbourhood children while creating a bridge between St. Paul's and the local community, allowing local families to access our other programs and services. The Butterfly House currently donates a portion of its revenue to St. Paul's in gratitude for the use of the space, and had been considering an expansion in response to increased demand to serve more families.

If Paris Central closed, we understand that The Butterfly House would close, as the children it currently serves would be moved to other schools. This partnership has been mutually beneficial to the church, the business owner, and parents in the community, with a significant positive impact on the local community. There is no guarantee that St. Paul's would be able to replace the income or the non-tangible benefits to not just the neighbourhood, but the whole community. It would destroy a local entrepreneur's business and would strand working parents using the program without the childcare on which they rely for the safety of their children before and after school.

St. Paul's recently voted to sponsor refugees to live at St. Paul's Place, our house on Broadway West, across from the school. One of the assets written into our sponsorship plan for welcoming a family of newcomers is that we are located within walking distance of an elementary school. With their world already so deeply unsettled, it would be more comforting to dislocated parents to walk their children to school than to put them on a bus to a location unknown to them. We have already been contacted by a teacher at North Ward School about how their students can help with our refugee initiative. We would be glad to help teachers and children at Central School connect with the new Canadian residents to learn about another culture and to experience first-hand Canada's dedication to social responsibility and humanitarianism.

One of our biggest concerns is about how the nature of our walking-community would be changed if the school closed. We heard story after story, at a recent meeting hosted at the school, about people buying homes in this neighbourhood to be within walking distance of a school for their children. After walking their children to school, many parents proceed into town to run errands, visit the library, shop or just meet friends for coffee. If their children were bussed out of the community, it will affect the community in economically in several ways: Local businesses would suffer from the loss of foot traffic and housing values may fall if children cannot attend the neighbourhood school. Although closing the school might save the board money in the short term, there are wider economic and social implications for the County that should be considered.

Most significantly, the lives of the children would be affected if they were separated from friends and split up between two other schools, in potentially overcrowded conditions.

On behalf of the St. Paul's community, we appreciate your taking the time to read and hear our delegation and to consider our concerns regarding proposed changes to Paris Central and how those changes would affect not only the families of Paris Central, but also the local community and the social fabric of this small town. We hope that school board decisions are based on more than money and cost-effectiveness as criteria and that you will take the culture and context of our community into consideration to make the best decision possible. Thank you for all that you are doing to hear concerns of the community.

Sincerely,

Karyn Pickles, Chair of St. Paul's United Church
Rev. Dr. Barbara Fullerton, minister of St. Paul's United Church

I am writing this letter to express my concerns over the strong suggestion put forward to re-boundry the school zones for Central Public school. I do not support this suggested proposal because of the effect it will have on my children/family. I feel many families will feel the same concern. I also have concerns over a temporary approach to solve issues in aging school that has many limitations

My husband and I have put a high priority on our children's school, as most families do. Their developmental success through the most important years of their lives is played out at their public school. Everything from the teachers/staff, the principal, the school programs, their fellow classmates and even the building and school yard play an integral part to their success. I don't think many people could argue this. Every school has its characteristics that make that school important to their family. I would have concerns over uprooting my children to another school during this important developmental time and the effects it will have. My youngest daughter, in JK, is very shy. Cobblestone staff has been doing a great job at helping her fit in and having a place in your class and school. The thought of having her start over again breaks my heart.

Being introduced into a new environment can also have some positive effects, such as learning to cope with new surroundings, and classmates. However, I believe these are far outweighed by the negative effects it has.

If the boundaries get rezoned to capture more kids for Central, what happens when the school reached capacity because of new families in the area or in new developments? Does it get rezoned again? Do our children have to be uprooted a second time?

The real issue here is an aging school that is very limited. It is very limited in its space and student capacity, even the parking and the school yard appear to be at its max. A smaller school has a harder time providing the same extracurricular activities and I think this should be considered

I appreciate your taking the time to address my concerns.

Julie and Brad Straus

North Brant Elementary ARC French Immersion Focus

BDES Parent Group

December 2, 2015

Delegate representative – Laura Reid

Agenda

- Review of Options / Recommendation Statements B-1-a
- Parent Response B-1-a
- Parent Response Additional Statements B-1-a
- Review of Options / Recommendation Statements G-1-a
- Parent Response G-1-a
- Long Term Goal
- Appendix

GEDSB Options / Recommendation Statements

B-1-a

- **B-1-a - North Brant Accommodation Review Update November 6 (General Page Highlight)**
 - Recommendation is made that Paris Central and Burford District Elementary School would run a dual-track French Immersion program with Grades 1-5 French Immersion at Burford and Grades 6-8 at Paris Central.
- **B-1-a - Enrolment Growth Accommodation – French Immersion Program Accommodation November 9 (B-1-a)**
 - 2. Amend the North Ward and Cobblestone Boundaries to include the current catchment area of Paris Central School and assign FI students from north Brant County to Paris Central making it a single track FI school effective September 2016.
 - a. An Accommodation Review has been initiated for the three Paris elementary schools to consider consolidation of Paris Central students into North Ward and Cobblestone schools.
 - b. A new FI Program would be initiated at Paris Central as a JK to Grade 8 program serving students of Brant County.
 - c. This would augment the program at Burford and provide 219 additional pupil places for the FI program.
 - d. The Burford catchment would be defined to accommodate JK to Grade 4. Students from this area would attend Paris for Grades 5-8 FI programming.
 - The FI program at Burford will encounter accommodation pressures by 2018 and would require an addition to continue to expand the program to Grade 8. There are regional issues in the Burford Area with high nitrate levels in the water table involving the Ministry of the Environment and an ongoing study. It is likely that we would not be able to obtain a building permit until the study is complete. If the Brant County program were split between Burford and Paris Central, all FI students could be accommodated. Administration is suggesting that both schools run dual track programming with Grades 1-5 FI at Burford and Grades 6-8 at Paris Central. Students in the FI program would transition from Burford to Paris Central as a cohort. The extension of the FI program at Paris Central would help ensure viability of the school for its regular program students.
 - If the Board decides to proceed with implementation of delayed entry, and a dual track program at Paris Central were to be pursued, implementation of the Paris Central program would not be required until September 2017. This would provide the Accommodation Review in process for North Brant time to consider the option of implementing a dual track program. If this is pursued, the Board should add Burford District Elementary School to the review area and invite their representatives to participate in the future ARC meetings.

Parent Reponse b-1-a

Reject proposal

- Negatives - Location of Paris Central:
 - No off street bus accommodation – heightened safety concerns
 - Extended bus travel times for children
 - Limited outdoor space cannot accommodate population growth in Intermediate student body
 - Temporary fix, does not adequately address projected expansion needs
- Negatives – Sociological and emotional:
 - Loss of school spirit (which has been proved to be positively correlated with academic achievement)
 - Loss of inclusivity and belonging (for both Paris Central children as well as current Burford Children moving)
 - Change in social network at critical time in development (leaving their English stream friends)
 - Community engagement impacts
 - Loss of FI role models within school (school helpers)
 - Loss of sibling support for younger children
- Negatives – Domestic Network feedback
 - Two school and parent boards to work with
 - New teachers, friends, social network impact
 - Multiple bus routes and times to accommodate
 - Before and After school accommodations – Families to have children located in multiple schools/towns. (Impacts family budget, time and emergency support)
 - BDES boasts country atmosphere, large grounds and inclusive atmosphere - will suffer major injury in split

Parent Response Additional Statements B-1-a

- Concern with possible school expansion at Burford, due to study on Nitrate levels being conducted by the Ministry of the Environment, cannot be confirmed and decisions must be determined with all the information available. Date of study completion must be determined and outcome must taken into account prior to any decisions being made. The issue is not limited to the BDES campus, therefore the argument that there cannot be expansion at the school is moot, it is a Burford wide expansion discussion.
- Lack of professional research.
 - What research has the board done on implementing a switch of this magnitude? Where is the analytical support to prepare for this move. Examples include; emotional preparedness planning, town infrastructure, facility preparedness, student body engagement, financial implication and support for families with extended costs due to change, traffic assessments
- Loss of school spirit.
 - Strong school spirit has been proved to be positively correlated with academic achievement
 - BDES school culture has been inclusive from JK, “We Are All Bobcats” - this spirit will be lost and broken, “We Are All Bobcats (until grade 6)
 - Paris Central will not feel as inclusive simply b/c the English population will have been together for 8 years, then forced to Accommodate new students in the intermediate grades, this could have dramatic social and psychological effects on both populations

Parent Response Additional Statements B-1-a

- High safety issues with no off road bus accommodations at Paris Central
- Very limited space for buses to navigate around Paris central
- High impact to traffic in downtown Paris core at Central with increased out of area student body
- Before and after care concerns are high, including:
 - Accommodations
 - Loss of multi-sibling discounts (higher costs)
 - Appropriate bussing to allow for support of before and after programming
 - Will there be a bus from BDES to Paris to allow for one location for drop off/pick up?
- Paris Central is a physically small school with limited outdoor space
 - Intermediate students need outdoor space, moving from BDES would be a huge detriment to them
 - How can we promote physical activity to pre-teens with limited outdoor space?
 - Indoor gymnasium cannot accommodate a growing intermediate population
 - current enrollment is at 168, capacity is only 259 (per Jamie Gunn presentation of Nov 9). Over time we would face capacity issues and be forced to switch schools again? This is a clear indicator of a short term fix, without long term impact analysis.
- Paris Central has a higher cost per student to run than other Paris schools (per Jamie Gunn presentation of Nov 9)

Parent Response Additional Statements B-1-a

- Per our data, the current enrollment of BDES FI grade 4s is 11 students.
 - Huge emotional and sociological impacts to transitioning a small group of students to a new school, town and group of peers
 - Higher potential for feelings of being ostracised, decrease in motivation, impact to educational initiative, decrease in personal engagement
 - Key developmental stage for Intermediate student body, negative impacts have long term developmental effects
- Based on current FI enrollment numbers, the future FI student body would expand. Class sizes will grow for both English and FI to accommodate. How will Paris Central prepare to handle this
- This is not what we signed up for! Parents enrolled students in the FI program b/c of the large school, grounds, country atmosphere and idea that siblings will be together in one school regardless of language program or grade (dual track, k-8)
- Proposal creates extremely long bus ride from Catchment Area (Scotland and surrounding area) to Paris
- Different town for many families, little connection to the community
- Splits up siblings for a period of time
- Parent group feel portables are more appropriate urgent response than forcing change to student body by relocating

GEDSB Options / Recommendation Statements

G-1-a

- **G-1-a - Elementary French Immersion Accommodation Update November 23 (G-1-a)**
 - for September 2016 French Immersion programs currently in place - single-track programs at École Dufferin and the new Coronation site, dual-track programs at Burford District, Walsh Public, and Caledonia Centennial Public School will continue with JK/SK/Grade 1 as the entry level
 - in order to manage enrolment in the short-term, there will be an enrolment cap at our existing FI schools for the 2016-17 school year:
 - a process will be put in place to manage the cap - registration will take place in January as usual, and further information will come to the Board in January regarding a process to be set up whereby families with children currently attending an FI program will declare the number of siblings of existing FI students planning to enter Kindergarten in September 2016
 - once the sibling numbers are factored into the spaces available, it will be determined how many spaces are available for new registrations
 - a process will be put in place to manage new registrations within the capped number and once the spaces are full, no more FI registrations will be allowed
 - in order to develop a French Immersion accommodation plan that includes greater consultation with families and staff, a committee consisting of Board staff, including the Director, trustees, principals, school council representatives, staff representatives and representatives from the local branch of Canadian Parents for French and any other group that may be deemed appropriate will meet beginning in February 2016 to consult about the options to address French Immersion enrolment growth into the future
 - a report on the work of the Committee will be presented to the Board on June 13, 2016
 - the plan for French Immersion accommodation will be presented to the Board for approval in the fall of 2016

Parent Reponse G-1-a

Accept proposal

- Negatives – Student Enrollment Cap 2016/2017:
 - Highest impact on new parents without a voice in decision making
 - Decreases long term enrollment in program (not subject to single student, impacts families)
 - Negatively impacts new families considering moving to area (less options for their children)
 - Paris and area business growth proves more bi-lingual focused requirements (professional/personal)
 - Lower local support for FI in the area. Dip in parent involvement.
 - Fear that the cap will stick and will not allow for growth long term
- Negatives – Accommodation Plan:
 - Lack of clear data (census numbers, projections based on growth, etc.) cannot be fully clarified in short term
 - Community voices are specific to those already engaged in the school system, lack of new family involvement
 - Muddy details, communication issues and lack of statistical proof from Board to date doesn't allow for a confidence in information integrity
- Positives – Student Enrollment Cap 2016/2017:
 - Allows for a short term fix with least possible impact to current body (no change)
 - Allows for current families enrolled in program to have priority (keeping families together)
 - Allows for clear definition of class sizes with known need for budget in 2016/2017 FI
 - Allows for long term goal planning
- Positives – Accommodation Plan:
 - Allows for voices to be gathered and heard
 - Better potential for real time data
 - Better opportunity for assessment of sociological needs and research to be completed
 - Growth potential may be heard and appreciated
 - Possibility for new opportunities to be discussed (such as Burford location expansion)

Parent Response Additional Statements G-1-a

- How will the Cap be determined? Per school? Per grade?
- Is the Cap on the Kindergarten JK population only? SK? Or does it include new students entering in Gr1-8 either from different school transfers or program change?
- How will the budget be assessed for FI and English streams? Keep hearing no extra funding for FI, however the same number of students must be educated within the areas, so there is funding for education?
- How does the kindergarten cap affect BDES enrollment as a whole? Are we risking a decrease in the BDES capacity?
- Will the building only have to accommodate the large number of FI students for two grades?
* NOTE the current class of grade 8s English is larger than normal, once they graduate in June there will be an open classroom . (Source - grade 8 parent on parent council)
- What are the actual numbers of FI students in each grade at BDES, can we access a breakdown of numbers for each area of the county (#s for Ayr/Paris, #s for Harley, Scotland)?
Unable to obtain this data from board or school to date
- Long term planning must allow for accommodation options of students in Burford.
- BDES has historically supported three additional portables
- Aging septic system requires upgrades in either scenario, opportunity to increase to allow for expansion should be reviewed prior to changes made
- Two dual track schools will not be a likely option within North Brant with a capped population

Long Term Goal

- No change for 2016/2017 (Excluding implementation of Cap)
- Dual Track Program with one location (to remain JK-8)
- Absolutely NO transferring of students to a different school
- Long term engagement on development of French Immersion Accommodation Planning
- Integrity in communication and statistics
- More professionally supported research on options