



# Milton Elementary SBR to Accommodate FI Expansion – Information Session #1 Feedback Survey

Report of Online Survey Results

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## Report of Online Survey Results

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### Survey Background

The purpose of this survey was to gather input from the community regarding the School Boundary Review Committee's preferred proposed boundaries to accommodate French Immersion expansion in the Town of Milton. The survey was available online from Friday June 4<sup>th</sup> to Friday June 11<sup>th</sup>, 2021. In total, 134 responses were received. Responses are aggregated and discussed below. While many stakeholders provided their feedback, the results are not representative of the entire HCDSB community and should be interpreted with caution.

### Survey Results

#### About the Respondents: Demographics

When asked to select their role, the majority of respondents (n = 132; 98.5%) indicated that they were *parents/guardians* (see *Table 1*).

**Table 1**

*Respondents' Roles*

Role	Count (n)	Percentage (%)
Parent	132	98.5%
Other	0	0.0%
Student	2	1.5%
<b>TOTAL</b>	<b>134</b>	<b>100%</b>

If respondents selected *Parent/Guardian* as their role, they were then asked to select the school(s)<sup>1</sup> that their child(ren) attend. Most of the parent/guardian respondents indicated that they were part of the following three schools: *St. Scholastica* (n = 43; 32.6%); *St. Benedict* (n = 26; 19.7%); and, *Our Lady of Fatima* (n = 24; n = 18.2%). Please see [Appendix A](#) for the complete breakdown.

When asked for the current program(s) of their child(ren), the most selected answer was *Regular Track (English stream)* (n = 83; 62.9%). Please see [Appendix B](#) for the complete breakdown.

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<sup>1</sup> Parents/Guardians with children in different schools were able to select more than one school.

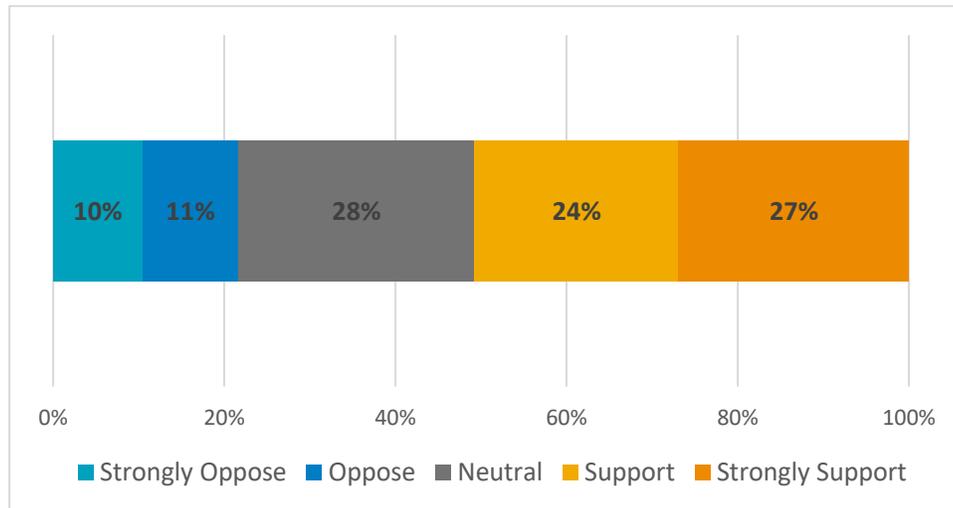
## Proposed Boundary Option A1

Q1: To what extent do you support the proposed boundaries in Option A1?

Slightly more than half of respondents (n = 68; 51%) indicated that they *support* or *strongly support* the proposed boundaries in Option A1 (see *Figure 1*).

**Figure 1**

*Support of Proposed Boundaries in Option A1 (n = 134)*



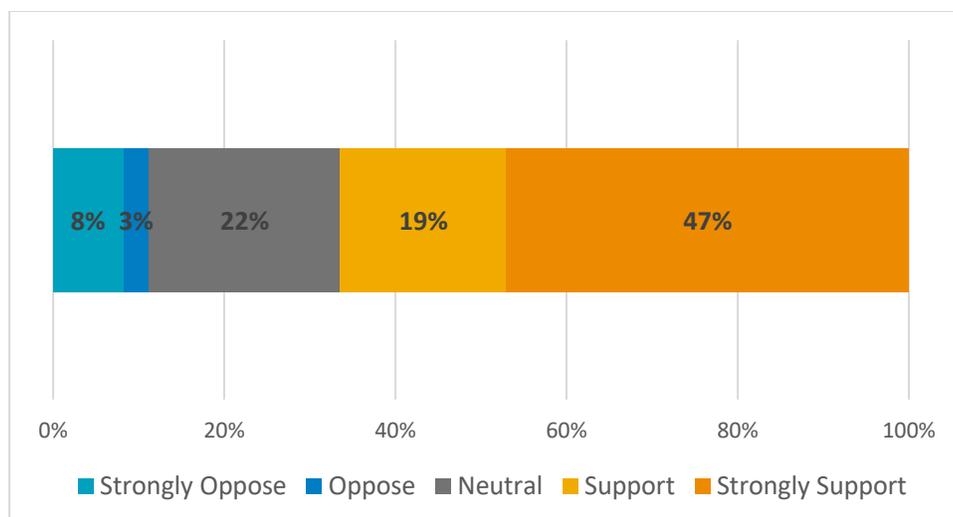
## Proposed Boundary Option A2

Q2: To what extent do you support the proposed boundaries in Option A2?

More than half of respondents (n = 89; 66%) indicated that they *support* or *strongly support* the proposed boundaries in Option A2 (see *Figure 2*).

**Figure 2**

*Support of Proposed Boundaries in Option A2 (n = 134)*



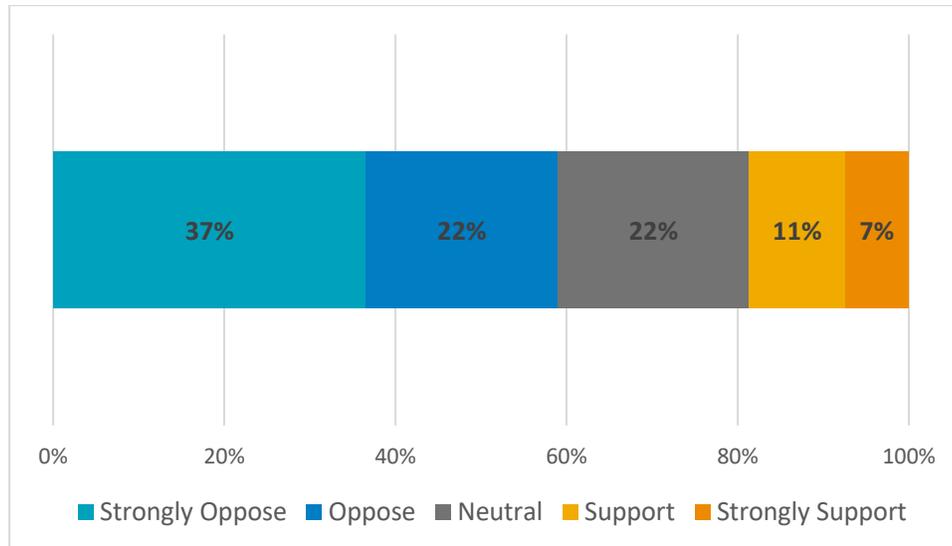
## Proposed Boundary Option B2

Q3: To what extent do you support the proposed boundaries in Option B2?

More than half of respondents (n = 79; 59%) indicated that they *oppose* or *strongly oppose* the proposed boundaries in Option B2 (see *Figure 3*).

### Figure 3

Support of Proposed Boundaries in Option B2 (n = 134)



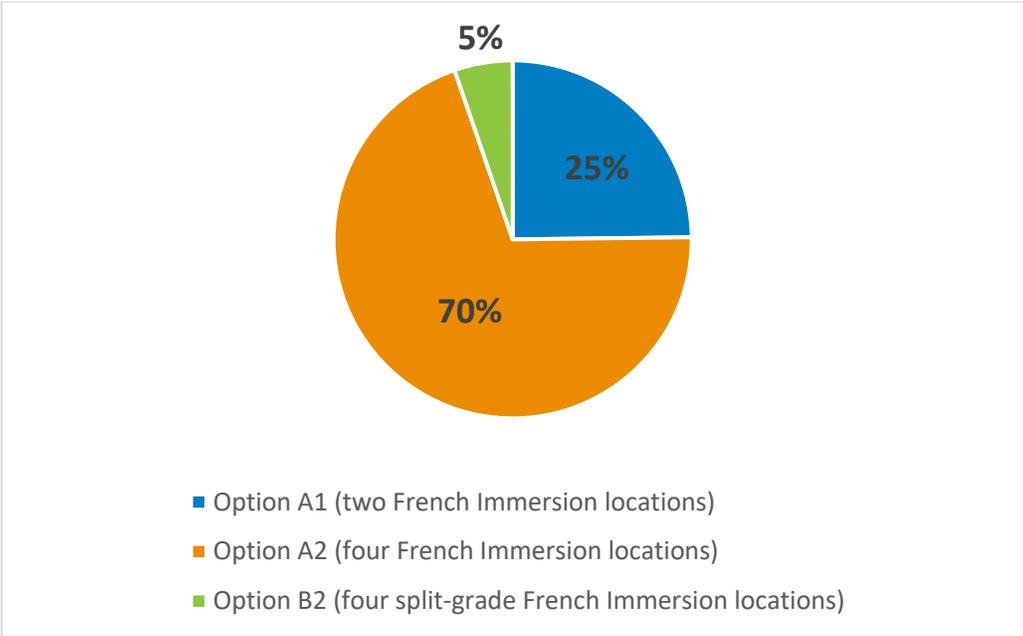
## Option Preference and General Comments

Q4: Of the three boundary options selected by the School Boundary Review Committee, which is your most preferred option?

Seventy percent of respondents (n = 93) indicated that they prefer *Option A2 (four French Immersion locations)* (see *Figure 4*).

**Figure 4**

*Preferred Boundary Option (n = 133)*



*Q5: Do you have any final comments on this boundary review? (n = 40)*

Forty respondents (30%) provided a comment. Most respondents justified their preferred option select in Question 4. Please see [Appendix C](#) for the full list of comments.

## Appendix A

### Total Count of Respondents' School(s)

Schools	Count (n)	Percentage (%) <sup>2</sup>
Bishop P.F. Reding CSS	8	6.1%
Guardian Angels CES	12	9.1%
Holy Rosary CES	10	7.6%
Lumen Christi CES	9	6.8%
Our Lady of Fatima CES	24	18.2%
Our Lady of Victory CES	3	2.3%
Queen of Heaven CES	6	4.5%
St. Anthony of Padua CES	13	9.8%
St. Benedict CES	26	19.7%
St. Francis Xavier CSS	2	1.5%
St. Peter CES	7	5.3%
St. Scholastica	43	32.6%
Other HCDSB Elementary School	1	0.8%
Other HCDSB Secondary School	0	0.0%
Other (e.g. HDSB schools, private schools)	1	0.8%
<b>TOTAL</b>	<b>165</b>	

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<sup>2</sup> Total exceeds 100% as respondents were able to select more than one school.

## Appendix B

### Total Count of Respondents' Program(s)

Grade	Count (n)	Percentage (%) <sup>3</sup>
Regular Track (English stream)	83	62.9%
French Immersion (Grade 1 entry)	49	37.1%
Extended French (Grade 5 entry)	26	19.7%
Other Programming (e.g. Special Education, Gifted, IB, AP)	7	5.3%
<b>TOTAL</b>	<b>165</b>	

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<sup>3</sup> Total exceeds 100% as respondents were able to select more than one program.

## Appendix C

### Final Comments as Received

A2 allows kids to grow with their friends from day1 and not having to travel long distance. Splitting into 4 regions allow kids to walk to school. The further schools are, they will need to commute more by bus or car... Winter and snow days are messy. Walking distance provides less traffic in the morning and less pollution and less stressful for kids.

Allowing FI stuents to be grandfathered to remain at their currently FI school is very important. For example, it would NOT be ok to move students for their final grade 8 year to a differnt school.

Allowing students to remain at same school with their sibling who may be in a different grade in the FI program is best. If changing schools, moving all FI grades within that boundary is best to keep FI families at one school together.

As a parent who chose not to send our oldest child into the extended French program because the idea of moving schools was very stressful on our child (despite our desire to have her attend a French program) I would very much like to see St Peter (our home school) house a French Immersion program again. We have a younger child who will be eligible to start school in the fall of 2023 and we very much want the option to enroll him in a French Immersion program from the start at a school close to our home so that he can build connections with FI students and students in the English track who live close by. As a family, we the community at St Peter and want to continue to be a part of it when our youngest starts school.

B2 is not good option as some kids having hard time adjusting in new environment and if siblings are enrolled in same program, they might have to go to the different school depends on the age can we avoid moving children to other schools to disrupt them again post covid lockdowns and maintain a stable school environment for not only their social but mental health

Children who entered EFI prior to this change should also be included to ensure that siblings stay in the same schools.

Email and content is not clear and is not fair to send this survey without information on the grandfathering - students that are already in programs

French immersion is much needed

Hopefully kids can return to their home schools for french immersion if they were sent to another school. It is extremely stressful and time consuming for parents of kids from the same households to go to different schools.

How existing kids be grandfathered?

If 3rd option is chosen have you considered the extra expense on parents and uniforms? Will bussing be available?

I am fine with Option A1 as well but def not A3

I am totally against changing the boundaries after You have done the lottery , I was informed that my son is enrolled in French Immersion program , and after this unfair boundary change , my son was kicked out of the program, I am ok with the changes but starting from next year not after promising the parents and the kids , this is irresponsible action .

*[identifying information removed]*

I am very happy to see the expansion of the French Immersion program. I greatly prefer the first boundary proposal. It would be better to keep kids within the same school for their program for continuity. This would be helpful for families with younger kids at the same school. I also find the boundary for A2 a little odd with the division north of Derry in Timberlea, split between Guardian Angels/St Peter, which is where we will be moving.

I am very much opposed to option B2 for many reasons including students having to leave a school that they called home for 5 years and having to spend unnecessary funds on another school uniform. It seems completely unnecessary given the previous 2 options.

I believe that a certain amount of spots should automatically be saved for a sibling. It's more convenient for parents. Also it's better to have siblings close together in terms of the social and bonding aspects as we'll as child development.

I do not agree that children should have to switch schools for middle school..this is one of the things the Catholic board does better then the public board. And I would hate to see that change. Kids need stability and familiarity to succeed

I do not support moving the students from grade 5-8 if they will be enrolled in the EFI program. Any EFI program should remain in one location for the duration of the students' learning (I.e. grades 1-8)

I do not support option B2 as I have 3 kids and it would be very challenging to have to drop off and pick up my kids at different school locations. This would be in addition to potentially have conflicting events at the multiple schools such as concerts, family nights, etc. putting undue additional pressure to an already hectic schedule for our family and likely many other families that are trying to balance work/school and family time.

I feel Option A2 makes the most sense. It will help alleviate wait lists and help with strain on the schools. Students won't be bumping all over the place just to be in the program. May I also suggest we have ONE uniform for elementary with all of the movement due to growth. Some students have had 3 or 4 uniforms already and are not even in high school.

I like spreading out the program across more locations given the high volume of young families coming to Milton. It makes the most sense. However, I would hope that children have the opportunity to be grandfathered as that is incredibly distributive and concerning to mental health for children already in the program to be forced to move schools when they have already planted roots in a particular location. So as long as grandfathering is permitted I'm happy with the proposals.

I really want my daughter to stay at her current school so her and her brother are together. Two separate schools would be a nightmare for us.

I strongly support option A1 and A2. This keeps the children at the same school for the program. Option B2 is disruptive to the children and families by moving the children to another school.

It is great that more families have the option to enroll their children in the programs.

it is not in the student and teachers best interest to have them move schools constantly. Having the program split between 2 school grade 1-4 and 5 to 8. For the students you are separating them from sibling, keeping families together is in the best interest of everyone the family, sibling and the school.

Keeping siblings together is a necessity! Thank you for giving us the opportunity to give our thoughts. Less changes the better for our child.

My daughter goes to St Benedict and I fear if we're made to move schools, I will have to pull her from the FI program. My daughter has anxiety and problems with change and she would be devastated if she wasn't grandfathered to stay at her school

My daughter is on the waitlist. As much as right now she is just in the English program I am hoping she will be in the FI program come September.

My issue is that my kids are doing extended French.

I would like them to attend the same school.

Will this change be grandfathered in or all kids will switch ?

My son is currently in JK and we would like for him to transition to French Immersion in Grade 1. I'm hoping more schools can offer French Immersion to avoid a lottery system. He likes attending Our Lady of Fatima, I'm hoping in the future, they will offer French Immersion. Thank you!

not really a factor personally. plan to opt for the immersion in school in later grade when able to opt for it.

I think the split between the 2 schools would be very disruptive to students in terms of building lasting relationships with the school community.

Option A1 is easier for boundaries with close school (St. Scholastica) also I would like to keep in mind that the students in the Extended French program should use regular classrooms in the building, currently, they use just portables.

Option A2 by far the most needed - We definitely need MORE locations with the French immersion programme with growing communities. Just 2 in Milton is not enough. And the split school option is too disruptive.

Option A2 reduces the movement / transfer of students from one school to another. It also provides better coverage and more access as compared to the other options.

Option B2 is the best because it would ensure there are two same grade classes at a school instead of spreading out same grade classes across Milton. When there are 2 same grade classes at a school, children can be separated if there is a problem. Teachers can have a class in the morning and a same grade class in the afternoon.

Option one is ok too, but with all 8 grades at a school there would probably be an overpopulation problem.

Our Lady of Fatima should provide FI from grade 1 starting in 2022

The lack of consideration of the impact for kids to be changing half way of their elementary school life between schools. Wondering if you are also considering the French resources for all of this students, not only books but teachers following different methodologies.

Would like French immersion at Lumen Christi

Your communication is very confusing. There is no clarity around what will happen to students already enrolled in the program -- grandfathering is mentioned, but very confusing. These kids have been through such trauma over the past 18+ months and I cannot support uprooting them from their current classrooms/schools and moving them.