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## **Title: Program Area Review for Greenland Public School and Norman Ingram Public School**

**To:** Planning and Priorities Committee

**Date:** 28 February 2018

**Report No.:** 02-18-3329

### **Strategic Directions**

- Make every school an effective school

### **Recommendation**

It is recommended that:

- a) The shared attendance area for Greenland Public School and Norman Ingram Public School be divided to create two distinct local attendance areas for each school, as shown in Appendix C of the report, effective 1 September 2020;
- b) All students who currently reside in the shared attendance area for Greenland Public School and Norman Ingram Public School and attend Greenland Public School as of the end of the 2019/20 school year be allowed to remain at Greenland Public School until they graduate;
- c) All siblings of students reflected in Part b) above be grandparented and be allowed to attend Greenland Public School until they graduate (provided that the student(s) reflected in Part b) is/are still attending Greenland Public School when the other sibling(s) enter(s) the school);

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- d) All students who currently reside in the shared attendance area for Greenland Public School and Norman Ingram Public School and attend Norman Ingram Public School as of the end of the 2019/20 school year be allowed to remain at Norman Ingram Public School until they graduate;
- e) All siblings of students reflected in Part d) above be grandparented and be allowed to attend Norman Ingram Public School until they graduate (provided that the student(s) reflected in Part d) is/are still attending Norman Ingram Public School when the other sibling(s) enter(s) the school); and
- f) Transportation be provided for grandparented students and their siblings who qualify for bussing as per the Transportation of Students policy (P020).

## Context

The schools involved in the Program Area Review are Greenland Public School, which is located in Ward 17 (Trustee Lister) and Norman Ingram Public School, which is located in Ward 13 (Trustee Gershon).

The entire junior attendance area for Greenland PS and Norman Ingram PS is shared between the two schools, effectively giving students living in the area a choice between two home schools. A map of the current junior attendance area can be found in Appendix A.

The Long-Term Program and Accommodation Strategy for 2017-2026, approved in June 2017, identified the need to review the named schools to address the existing shared elementary attendance area between Greenland PS and Norman Ingram PS. Additionally, emerging residential communities at the intersection of Don Mills Road and Eglinton Avenue (Celestica Lands and 1095 Leslie St.) were to be considered during the study.

The Local Feasibility Team (LFT) process was undertaken in October of 2017. The LFT created six boundary change scenarios to split the Greenland PS and Norman Ingram PS shared boundary area into two distinct attendance areas. Scenario 1.1 was preferred by the LFT. In November 2017, the Central Accommodation Team approved the establishment of a Program Area Review Team (PART).

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The PART began its work in November 2017 and included parent council representatives from Greenland PS and Norman Ingram PS. A total of three working meetings and one public meeting were held.

The PART completed a thorough analysis of the relevant enrolment, development and program data and concluded that the preferred Scenario 1.1, be adopted with a recommendation that staff redirect the residential development at 1095 Leslie Street to Rippleton PS. Scenario 1.1 was renamed Scenario 1.1a to reflect this change in projected enrolment tables.

The information was also presented to the community at the public meeting held on 12 December 2017. Staff received 21 completed surveys and two petitions with comments relating to the proposed boundary changes.

Current and projected enrolment and utilization rates reflecting the status quo and impact of the boundary change are presented in Appendix B. A map showing the proposed boundaries of Scenario 1.1a can be found in Appendix C. The full report of the Program Area Review Team can be found in Appendix D. A minority report was also submitted with the PART report (found in Appendix D) and recommends an earlier implementation date for the boundary change than has been recommended by the PART.

Staff is in agreement with the recommendations of the PART.

## **Action Plan and Associated Timeline**

Subject to Board approval, the proposed boundary changes as outlined in this report would be implemented effective 1 September 2020.

The comprehensive Student Accommodation and Program Plan is presented in Appendix E.

## **Resource Implications**

It is anticipated that by phasing out student transportation, an estimated \$50,000 will be saved per year.

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No capital requirements are anticipated as a result of this boundary change. Staff requirements at Greenland PS and Norman Ingram PS are subject to annual enrolment projections and staffing cycles.

## **Communications Considerations**

Information and results of this report will be posted on the TDSB's Accommodation Reviews website. Information and notice of the Board decision will also be provided through the school's website, the school's profile page on the TDSB website, backpack circulation, and will be emailed to all attendees to the public meeting who provided email addresses.

Notation will be added to the street guide notifying anyone using the 'Find Your School' search function of the Board-approved changes and directing them to the latest information about the outcome of this review.

## **Board Policy and Procedure Reference(s)**

Policy P068 Accommodation and Program Review, Sections 6D and 6E  
 Procedure PR715 Program Area Review  
 Policy P020 Transportation of Students

## **Appendices**

- Appendix A: Current Junior Attendance Area Map
- Appendix B: Planning and Enrolment Data
- Appendix C: Proposed Junior Attendance Area Map
- Appendix D: Final Report of the Program Area Review Team (PART) for Greenland PS and Norman Ingram PS
- Appendix E: Student Accommodation and Program Plan

## **From**

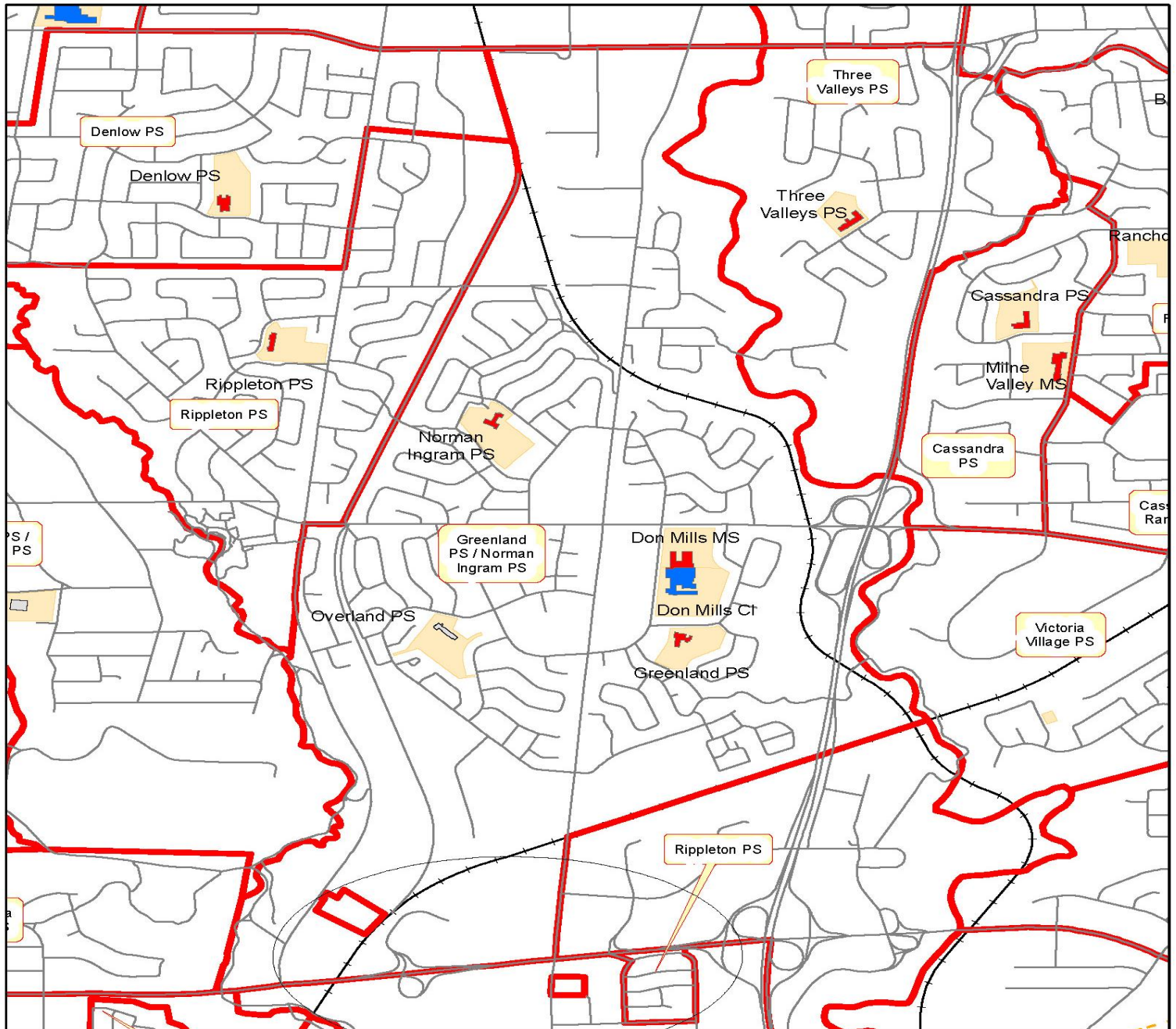
Steve Shaw, Executive Officer, Facility Services, Sustainability and Planning at [steve.shaw@tdsb.on.ca](mailto:steve.shaw@tdsb.on.ca) or at 416-393-8780

Andrew Gowdy, System Planning Officer, Strategy and Planning at [andrew.gowdy@tdsb.on.ca](mailto:andrew.gowdy@tdsb.on.ca) or at 416-394-3917



# Greenland PS & Norman Ingram PS - Current Junior Attendance Boundary

## Appendix A



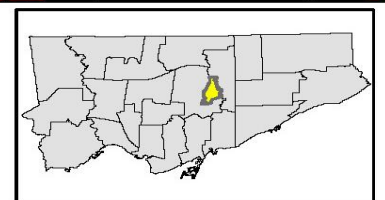
0 125 250 500 750 Meters

Legend

- Junior Attendance Area
- Elementary School
- Secondary School
- Other Facility
- Roadall
- Railway
- Utilityline



20170328\_DonMills\_JunBoundaryStudy\_StatusQuo.mxd





**Planning and Enrolment Data**

**Status Quo**

The Greenland PS & Norman Ingram PS boundary and associated residential development would continue to have the option to attend either school

Status Quo		2017 Actual [most current]				2022 Projected [5 years from current]				2027 Projected [10 years from current]			
School	Capacity	Grades	Enrolment	Utilization	Portables	Grades	Enrolment	Utilization	Portables	Grades	Enrolment	Utilization	Portables
Greenland PS	222	JK-5	156	70%	1	JK-5	262	118%	3	JK-5	309	139%	5
Norman Ingram PS	225	JK-5	209	93%	1	JK-5	301	134%	3	JK-5	336	149%	5
<b>Total</b>	<b>447</b>	<b>0</b>	<b>365</b>	<b>82%</b>	<b>2</b>	<b>0</b>	<b>563</b>	<b>126%</b>	<b>6</b>	<b>0</b>	<b>645</b>	<b>144%</b>	<b>10</b>

**Staff Option**

The Greenland PS & Norman Ingram PS boundaries and associated residential development would be directed to a single school based on Scenario 1.1a

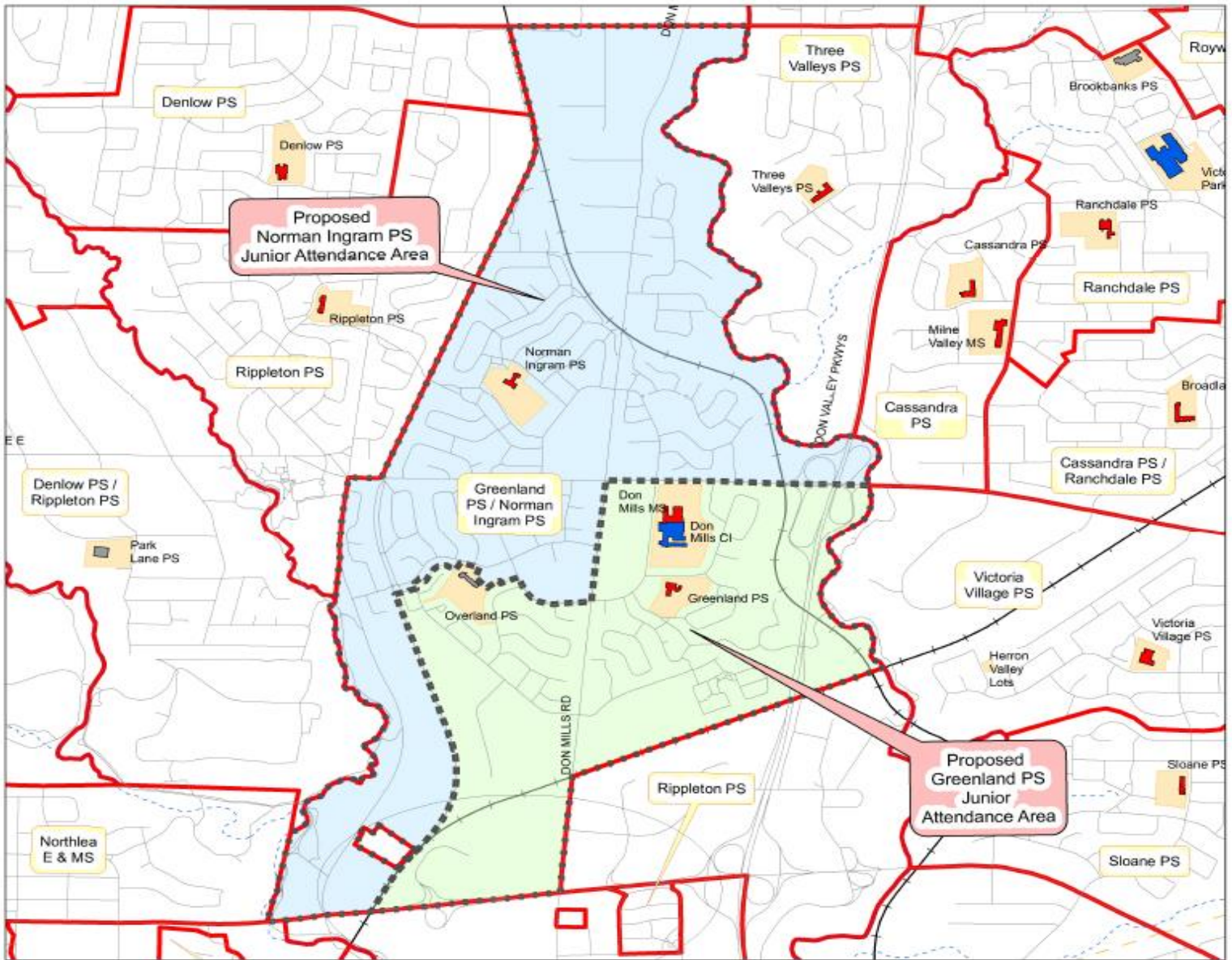
Staff Option		2017 Actual [most current]				2022 Projected [5 years from current]				2027 Projected [10 years from current]			
School	Capacity	Grades	Enrolment	Utilization	Portables	Grades	Enrolment	Utilization	Portables	Grades	Enrolment	Utilization	Portables
Greenland PS	222	JK-5	156	70%	1	JK-5	300	151%	4	JK-5	348	175%	6
Norman Ingram PS	225	JK-5	209	93%	1	JK-5	222	99%	1	JK-5	219	97%	0
<b>Total</b>	<b>447</b>	<b>0</b>	<b>365</b>	<b>82%</b>	<b>2</b>	<b>0</b>	<b>522</b>	<b>117%</b>	<b>5</b>	<b>0</b>	<b>567</b>	<b>127%</b>	<b>6</b>

The proposed residential redevelopment at 1095 Leslie Street will be redirected to a nearby school in the proposed scenario  
 The proposed scenario assumes Greenland PS and Norman Ingram PS will be closed to optional attendance

**Appendix C**



**Greenland PS and Norman Ingram PS:  
Proposed Junior Attendance Areas**



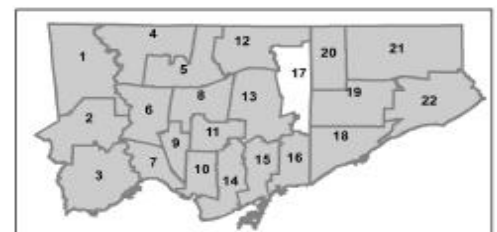
Produced by:  
Strategy & Planning, TDSB  
February 2018  
Source:  
Base Map - Land Information Toronto  
Facility Data - Strategy & Planning, TDSB

L:TDSB /B01/Reviews/Greenland /P20180214ProposedGreenlandNormanIngram.mxd



Legend:

- Elementary School
- Secondary School
- Other
- Site
- Junior Attendance Area
- Proposed Junior Attendance Area
- Major Road
- Railway
- Utilityline
- Waterway



**Final Report of the Program Area Review Team (PART) for  
 Greenland PS and Norman Ingram PS Boundary Change  
 December 19, 2017**

**Appendix D**

**RECOMMENDATIONS**

**The Greenland PS and Norman Ingram PS Boundary Change Program Area Review Team recommends the following:**

- 1. Change to the Greenland PS and Norman Ingram PS Shared Attendance Area as identified in Appendix A with the pathway to Don Mills MS and Don Mills CI.**
- 2. That the boundary change occur for September 2020, and;**
  - a. That grandparenting of existing pupils and their younger siblings take place;**
  - b. That transportation be provided for grandparented pupils and their siblings who qualify by walk distance as per the TDSB Transportation policy**

**BACKGROUND**

A Local Feasibility Team (LFT) comprised of the area Trustees, Superintendents, TDSB Principals and central program and planning staff, was established in September 2017 to complete the Boundary Change review as outlined in the 2017-2026 Long Term Planning and Accommodation Strategy (LTPAS). The objective of the LFT was to split the shared boundary between Greenland PS and Norman Ingram PS while considering the impact of future development.

The LFT created 7 scenarios, and it was proposed that these options along with a preferred scenario (Scenario 1.1) be presented to a Program Area Review Team.

The transition of the LFT to a Program Area Review Team (PART) was approved by Central Accommodation Team (CAT) on November 2, 2017. The objective of the PART is to continue the work of the LFT in evaluating the feasibility of the proposed scenarios by seeking advice and feedback from impacted parent representatives throughout the course of 3 working meetings.

At the first PART meeting, an explanation of the role of the PART as an advisory committee was given. The group was provided with a data package and a map package with all of the scenarios the LFT created. The data included actual 2017 student enrolments and projected 2022 and 2027 enrolments based on the boundary scenario being considered. Updated scenarios that redirected a proposed development at 1095 Leslie Street to Rippleton PS were requested by the group to be considered at the next PART meeting.

At the second PART meeting the updated scenarios showing the impact from the residential redirection of 1095 Leslie Street were presented. Feedback was provided by the group on the different scenarios and ended with a group discussion. The group was asked about the

advantages and disadvantages of the proposed scenarios. The PART agreed that Scenario 1.1a should be presented to the public as the preferred boundary change option.

The comments and questions posed at the second PART meeting informed the content of the presentation at the public meeting. A copy of the presentation can be found online at the Greenland Norman Ingram Program Area Review website.

The PART held a third working meeting to discuss the feedback received at the public meeting and recommend a proposed solution. An additional scenario developed from public feedback, with slight modifications to an existing option, was presented to the group to consider. A consensus was reached that the Greenland PS & Norman Ingram PS boundaries should be changed to those as described in Scenario 1.1a, the grandparenting of existing pupils and their siblings, and grandparenting transportation for students and siblings. After a group discussion it was recommended in a 3 to 1 vote to implement the boundary change in September 2020 instead of 2019. A minority report provided by a PART member can be found in Appendix C

**STAKEHOLDER ENGAGEMENT**

<b>Program Area Review Team</b>		
<b>School/Organization</b>	<b>Name</b>	<b>Role</b>
Greenland Public School	Dayna Neiman	Principal
Greenland Public School	Elizabeth Quan	Parent Representative
Norman Ingram Public School	Michael Kennedy	Principal
Norman Ingram Public School	Robert Hashimoto	Parent Representative
Norman Ingram Public School	Kaija Corlazzoli	Parent Representative
TDSB Superintendent	Kathleen Garner	Superintendent, LN09
TDSB Superintendent	Andrew Gold	Superintendent, LN07
TDSB Trustee	Ken Lister	Trustee, Ward 17
TDSB Trustee	Gerri Gershon	Trustee, Ward 13

<b>Staff Resources</b>		
<b>Organization</b>	<b>Name</b>	<b>Role</b>
TDSB Central Staff	David Paltser	Planning Department
TDSB Central Staff	Kimberley Pividor	Centrally Assigned Principal
TDSB Central Staff	Jordan Atanasovski	Transportation Department

<b>Meeting Details</b>		
<b>Meeting Type</b>	<b>Date</b>	<b>Time</b>
Committee	November 23, 2017	8:30 to 11:00 a.m.
Committee	November 27, 2017	10:30 to 11:30 a.m.
Public Meeting	December 12, 2017	7:00 to 9:00 p.m.
Committee	December 19, 2017	2:00 to 4:00 p.m.

**ANALYSIS OF THE PREFERRED SCENARIO**

**Attendance Area Boundary Changes**

The proposed boundary changes will:

- define two separate Junior Attendance Areas for Greenland PS and Norman Ingram PS
- designate a single home school for future residential development
- eliminate a large school bus which currently services an area within walking distance of Greenland PS

Further detail is provided in Appendix B

**SUMMARY OF FINDINGS**

Throughout the course of our discussions, parents at the PART working and public meetings raised several concerns about and made comments regarding the proposed boundary change. These are summarized under the following themes.

1. Students:
  - EQAO results are higher at Norman Ingram
  - Grandfathering only affects parents with children currently in the TDSB
2. Timing:
  - 2019 is too soon for a boundary change
  - There was not enough time to provide feedback
3. Process:
  - There appears to be no need for a boundary
  - All of the development was not properly accounted for
4. Communication:
  - The wrong part of the community is being consulted
  - There was not enough notice of the public meeting
5. General:
  - The Boundary change would affect my property value
  - The Board is taking away my option to choose
  - You should re-open Overland PS

There was also positive feedback that was provided and can also be summarized by theme:

1. Proposed Boundary

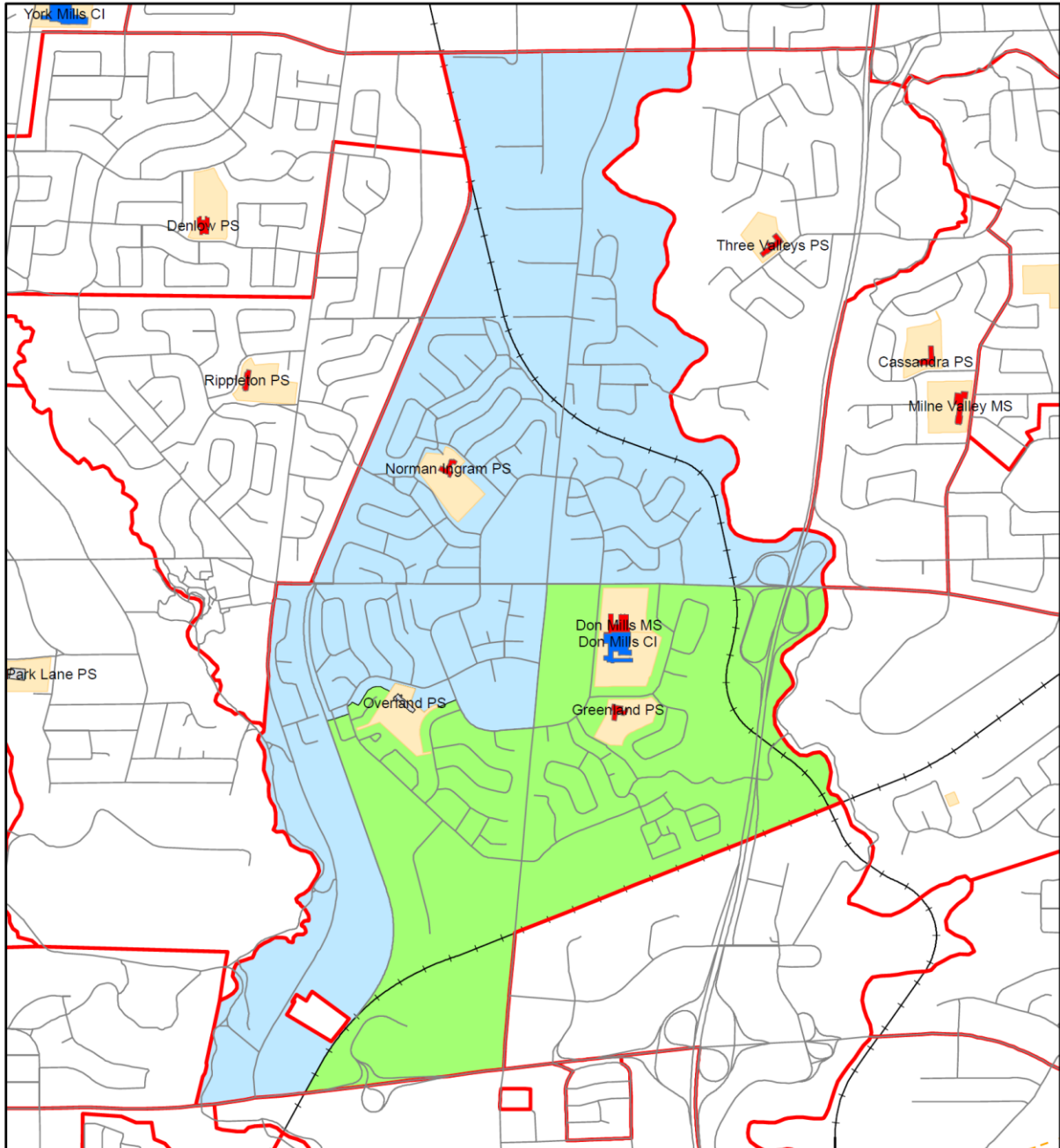
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- The boundary will make it clear where each pupil will go
  - The boundary will help long-term planning
2. Transportation
- All students will be within walking distance to their school
  - Eliminating a bus will save transportation costs

There is a good sense that with careful planning and the commitment of school staff, administration, parents, and the Superintendents and Trustees, we can achieve the goal to implement a separate and distinct boundary for both schools.



# Greenland PS & Norman Ingram PS Boundary Change Study Scenario 1.1a



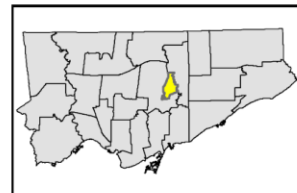
0 125 250 500 750 Meters



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**Legend**

- |                          |                   |             |
|--------------------------|-------------------|-------------|
| Proposed Junior Boundary | Elementary School | Roadall     |
| Greenland PS             | Secondary School  | Railway     |
| Norman Ingram PS         | Other Facility    | Utilityline |
| Junior Attendance Area   |                   |             |



**PART Report Appendix B**

Scenario: Status Quo															
	October 31, 2017 Actual					October 31, 2022 Projection					October 31, 2027 Projection				
School	Total HC	Capacity	Utilization	HC-Capacity	Portables	Total HC	Capacity	Utilization	HC-Capacity	Portables	Total HC	Capacity	Utilization	HC-Capacity	Portables
Greenland PS	156	222	70%	-66	1	262	222	118%	40	3	309	222	139%	87	5
Norman Ingram PS	209	225	93%	-16	1	301	225	134%	76	3	336	225	149%	111	5
<b>Total</b>	<b>365</b>	<b>447</b>	<b>82%</b>	<b>-82</b>	<b>2</b>	<b>563</b>	<b>447</b>	<b>126%</b>	<b>116</b>	<b>6</b>	<b>645</b>	<b>447</b>	<b>144%</b>	<b>198</b>	<b>10</b>

Scenario: Scenario 1.1a															
	October 31, 2017 Actual					October 31, 2022 Projection					October 31, 2027 Projection				
School	Total HC	Capacity	Utilization	HC-Capacity	Portables	Total HC	Capacity	Utilization	HC-Capacity	Portables	Total HC	Capacity	Utilization	HC-Capacity	Portables
Greenland PS	156	222	70%	-66	1	300	222	135%	78	4	348	222	157%	126	6
Norman Ingram PS	209	225	93%	-16	1	222	225	99%	-3	1	219	225	97%	-6	0
<b>Total</b>	<b>365</b>	<b>447</b>	<b>82%</b>	<b>-82</b>	<b>2</b>	<b>522</b>	<b>447</b>	<b>117%</b>	<b>75</b>	<b>5</b>	<b>567</b>	<b>447</b>	<b>127%</b>	<b>120</b>	<b>6</b>
<b>Difference</b>	<b>0</b>	<b>0</b>	<b>0%</b>	<b>0</b>	<b>0</b>	<b>-41</b>	<b>0</b>	<b>-9%</b>	<b>-41</b>	<b>-1</b>	<b>-78</b>	<b>0</b>	<b>-17%</b>	<b>-78</b>	<b>-4</b>

## PART Report Appendix C



### Minority Report for Greenland PS – Norman Ingram Boundary Recommendation

By Elizabeth Quan, P.Eng  
 Greenland School Council Chair

#### Introduction

It has been a privilege to work with the PART committee on reviewing the proposals for a Greenland PS – Norman Ingram PS boundary. I have a deep respect for the people and processes which went into this study. I was able to witness the carefulness of the planning staff in this work and the weight with which TDSB leadership gave their recommendation.

I wholeheartedly **support the recommendation to implement a boundary** between Greenland PS and Norman Ingram PS per Scenario 1.1a. I would like to advocate on behalf of Greenland PS to pull the implementation date back into **September 2019** (not 2020) as proposed by PART before the public consultation.

Otherwise, the recommendation is sound and is consistent with TDSB-wide policy to give every school its own boundary.

#### Implementing a boundary is urgent for Greenland PS

We urge TDSB leadership to intervene in our fractured community by implementing a boundary by September 2019 (or even April 2018 if possible to include any late registrants). A boundary will positively affect the balance in Greenland's demographics, how Board finances are allocated, learning opportunities, volunteer network and fundraising potential.

This change is a key element to ending the cycle of lower EQAO at Greenland which in turn is driving uninformed families away from Greenland. Both Norman Ingram and Greenland have the potential to attain comparable EQAO scores (cf. summary of findings #1). One school does not have to lose; both schools can win. Everyone can retain their property value (cf. summary of findings #5) - - a key concern in the petition letters received.

Implementing a boundary addresses root cause. It rebalances the socioeconomic mix at Greenland by inviting everyone in the SE quadrant of Donway Circle to attend their local school. This cannot be captured simply by relying on the utilization numbers (cf. summary of findings #3).

In sensitivity to those families who find this change hard, several things were conceded upfront: grandfathering in families who already attend Norman Ingram while continuing to provide bus service for those families. Also, the boundary in Scenario 1.1a was drawn rationally and in such a way to minimize disruption to as many quadrants as possible. It does not force more affluent families in the area to adapt

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to Greenland. This was conceded at the expense of Greenland. It means we will need to wait longer to see the benefits of the demographic rebalance and to realize bus savings (cf. summary of findings #2). When we have conceded so much, to be further requested to support a delay in implementation is discouraging. We should not delay the inevitable; there will always be dissenters (cf. summary of findings #1) however, the short and long-term benefits of implementing the boundary change as soon as possible have been fully explored and factored into this study.

Drawing a boundary quickly is the right thing to do for our neighbourhood

Our schools are not entitled to be different from the rest of TDSB nor should they be. Every school in the city has a boundary except us. Families in our area need to learn to work with one as well.

Implementing a boundary is in the best interest of the SE quadrant which includes working class families, single-parent homes and newcomers to Canada. They attend Greenland alongside people from across a broad socio-economic spectrum. This mix is seen in our respectable LOI score. On the frontlines, a different story emerges. Greenland carries more of the newcomer and poverty case load than Norman Ingram which is reflected in the EQAO. As a result, those who have the resources to choose the more affluent public school in the area have segregated themselves from those who do not, exacerbating the gap.

In the objections over implementing a boundary, the term equity was repeatedly misinterpreted as the right to attend either school (cf. summary of findings #5). Greenland understands TDSB's use of the term to mean giving more opportunities to the marginalized in order to even the playing field. The homeowners who are voicing their opposition already have much opportunity. To give into the more affluent few is to overlook the needs of the majority living on the same street. The term equity was further misunderstood in the feedback to expand both schools' facilities. Due to limited capital funding across the Board, TDSB strategically and rightfully, positions schools so the neediest projects are approved.

Media was copied in one correspondence. I urge decision-makers not to be swayed by this. Public sympathy is with the marginalized which Greenland and TDSB serves. The optics would be poor if a Public School Board caved to the self-interests of a group who are better off than others in their neighbourhood. TDSB leadership must be allowed to vote in good conscience to support those who have little voice but who would be most impacted by the proposed boundary change.

If more parents able to advocate in their children's education attended Greenland, the make-up of the school would more accurately reflect the healthy socioeconomic mix in the surrounding neighbourhood. Much effort was used in gathering signatures for the petitions. This shows that the volunteer resources and skills are in our community but they need to be directed towards positive community involvement rather than the current divide as shown in the petitions. If more of these families were willing to engage in productive dialogue on school council or through other school activities, there would be greater understanding by all and our local school would benefit greatly.

Giving us a boundary now is beneficial to our community

Keeping the SE quadrant together will give us opportunity to work together and be fully engaged as a community. During the public consultation, invitations to talk to Greenland teachers and the parent representative were ignored by those families insistent on attending Norman Ingram. Some with no experience yet of either school, saw attending Norman Ingram as the only possible option. It is interesting to note that in a subsequent PART meeting, the Norman Ingram representatives did not recognize any of the family names on the petitions who attend their school from the SE quadrant. This is a testament to the difficulty families have in getting involved in a school outside their neighbourhood.

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Also, there was a comment regarding not being represented at the public consultation by Norman Ingram school council. Those who wished to oppose the boundary change participated (cf. summary of findings #4). On the other hand, Greenland school council and staff attended as we have less parents who are able to tirelessly advocate for our school.

In discussions around property value, the welfare of all the families on a given street needs to be addressed. Property value will continue to change with development around the Eglinton Crosstown. Those in the community who are able to invest in homes have the means to consider their less fortunate neighbours. If every family contributes to the grade 3 EQAO at Greenland, it will become a better reflection of and on our neighbourhood.

With respect to promoting the economy in Don Mills through real estate, this must be balanced with our planned community's ability to provide housing for the shift workforce (retail employees, cleaners, restaurant workers) sustaining the businesses and services we enjoy. Parents of all backgrounds need good schools for their children in order to support a thriving economy.

The health of our community depends on fixing the boundary dilemma sooner rather than later. There is an enduring sentiment by some in our neighbourhood that one school or socio-economic group is better than another.

Despite all this, Greenland leaders in the community continue to host families from both schools at block parties; we walk together with the children who ride the school bus every morning; our Principal gives these students a warm place to wait when the bus is late; they are cared for in our after-school program.

#### Further recommendations for working better together

While reflecting on my experience as a PART member, some practical ideas emerged:

- 1) In the future, a welcome reminder at the beginning of a public consultation would be to dialogue respectfully with TDSB staff and other community members. At the meeting, the tone of certain comments from the attendees was unprofessional and disparaging. As members of a community, we need to advocate for all families not just our own. We will continue to live next door to each other for years to come.
- 2) There was a suggestion offered by our Superintendent at the final PART meeting. It was to encourage our Principals to contact the Parent and Community Engagement Office. They could help our schools address some of the troubling viewpoints presented during this boundary review process. The SE quadrant is ethnically diverse. If we are open to it, our varied backgrounds will position us well to show hospitality to others in a community and country which has given us much opportunity.
- 3) As the school bus service will continue for those students who are grandfathered into Norman Ingram, it can be used as a resource for the Safe Schools program. Transportation funds should also benefit those who have the lowest opportunities. Both schools bear the responsibility to show compassion with accountability to those who are the most at-risk in the community. Rebalancing Greenland will take time because of the grandfathering policy. Working with Norman Ingram in parallel will help us realize gains faster. Greenland is a small school and many times there are no options for reassigning students to different classes. Norman Ingram has more classes for a given grade and as such, has greater capacity to find a good fit for a student having difficulty integrating. Also, this presents opportunities to receive modeling and for the new class to practice empathy.

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Against these odds, Greenland has nonetheless poured themselves into raising the profile of our school in the community. Greenland improved their EQAO math score by **38%** last year. This will take time to show on the published aggregate. We showcase our school through: refurbishing our trophy display case complete with a multimedia slideshow promoting our extracurricular life, brightening up our main hallway and gym with charming life-size murals, refinishing our gym floors, purchasing new event folding chairs, designing a school spirit banner to promote events and enhance our presence in the community, exterior repainting and landscaping, refreshing our school website, engaging our local real estate agent to promote Greenland to prospective home buyers and nurturing partnerships with business donors who have generously funded many of these improvements.

There continues to be much hope for both schools in our community if we are prepared to learn, grow and work together towards a common goal through this time of change.

January 16, 2018

**Appendix E**

**Student Accommodation and Program Plan**

<b>Overview:</b>
<ul style="list-style-type: none"> <li>• Change the shared attendance area of Greenland PS and Norman Ingram PS to provide each school with its own distinct boundary</li> </ul>
<b>Details for each school:</b>
<p><b>Greenland PS</b></p> <p>2018-19:</p> <ul style="list-style-type: none"> <li>• The shared Greenland PS/Norman Ingram PS junior attendance area remains in effect</li> </ul> <p>2019-20:</p> <ul style="list-style-type: none"> <li>• The shared Greenland PS/Norman Ingram PS junior attendance area remains in effect</li> </ul> <p>2020-21 (full implementation):</p> <ul style="list-style-type: none"> <li>• Eliminate the shared Greenland PS/Norman Ingram PS junior attendance area – Greenland PS has its own distinct boundary as shown in Appendix C</li> </ul>
<p><b>Norman Ingram PS</b></p> <p>2018-19:</p> <ul style="list-style-type: none"> <li>• The shared Greenland PS/Norman Ingram PS junior attendance area remains in effect</li> </ul> <p>2019-20:</p> <ul style="list-style-type: none"> <li>• The shared Greenland PS/Norman Ingram PS junior attendance area remains in effect</li> </ul> <p>2020-21 (full implementation):</p> <ul style="list-style-type: none"> <li>• Eliminate the shared Greenland PS/Norman Ingram PS junior attendance area – Norman Ingram PS has its own distinct boundary as shown in Appendix C</li> </ul>