

Planning Department Memo

Orangeville/Dufferin and Erin International Baccalaureate (IB) Survey Results & Feasibility Study



To: Martha Rogers, Director of Education
From: Jennifer Passy, Manager of Planning
Heather Imm, Senior Planner
Glen Regier, Superintendent of Finance
Date: June 11, 2019
Report Type: DECISION

Background

Memo PLN:19-03 [Orangeville/Dufferin and Erin International Baccalaureate \(IB\) Survey and Feasibility Study](#) was presented to Trustees at the Business Operations Committee meeting on March 19, 2019. PLN:19-03 responded to a previous Board motion that directed staff to investigate the expansion of the International Baccalaureate (IB) programme in Dufferin County and/or Wellington County.

The report outlined a work plan to conduct a survey of the Orangeville, Dufferin and Erin school communities to assess interest in IB programming. The survey would assist with determining the feasibility of establishing a new IB programme in Orangeville/Dufferin or Erin.

On March 26, 2019 the Board approved the following motions:

2. *That staff be directed to conduct an IB survey in Orangeville, Dufferin and Erin.*
3. *That staff be directed to present the IB survey results, as part of a report on the feasibility of offering an IB programme in Orangeville/Dufferin or Erin, to Trustees prior to bringing forward a report on an impact assessment of FI and IB in Orangeville, Dufferin, and Erin, by the June Board meeting.*

Issue

To present a feasibility study and results of the IB survey in Orangeville, Dufferin and Erin school communities. The survey results form one part of the analysis to determine the feasibility of offering an IB programme in Orangeville/Dufferin or Erin. Additional

information to determine feasibility includes an analysis of enrolment levels, participation rates, and financial implications of offering the programme.

Recommendations

1. That memo PLN: 19-03 “Orangeville/Dufferin and Erin International Baccalaureate (IB) Survey Results & Feasibility Study” dated June 11, 2019 be received.
2. That based on the analysis of the enrolment levels, participation rate information, results of the IB survey as well as the financial implications of offering an IB programme, the Board confirm that an IB programme is not feasible to be offered in Orangeville, Dufferin or Erin, at this time.
3. That staff be directed to bring forward a report in the Fall of 2019 for approval to initiate an impact study, in accordance with the Long Term Accommodation Plan work plan, and that the impact study be limited to studying the impact of only secondary French Immersion programming on the Orangeville, Dufferin and Erin school communities.
4. That staff be directed to consider including a review of IB feasibility in Orangeville/Dufferin or Erin in the work plan resulting from the comprehensive five-year review of the Board’s Long Term Accommodation Plan in 2022/23.

Rationale

The IB Experience in UGDSB

GCVI IB Enrolment

IB at Guelph Collegiate & Vocational Institute (GCVI) starts in Grade 9 and 10 as a preparatory programme (pre-IB) and advances to the Grade 11 and 12 Diploma Programme (DP).

IB has been offered at GCVI since 2014/15. The programme started with Grade 9 pre-IB. The first cohort of Grade 12 IB students graduated in June 2018.

Over the last five years, the average size of the Grade 9 pre-IB cohort at GCVI has been just over 100 students. There are 124 students projected in Grade 9 pre-IB in the 2019/20 school year.

Table 1 shows attrition from Grade 9 to Grade 12 in the IB programme. Historically, the most significant loss of students is from Grade 10 pre-IB to the IB DP in Grade 11.

Students have opted to leave IB mainly due to the academic rigour of the programme, or to pursue other pathways or course options not available as part of the IB curriculum.

Table 1 - IB Enrolment at GCVI from 2014/15 to 2018/19 (Based on October 31st Enrolment Counts)

Year	Gr 9	Gr 10	Gr 11	Gr 12	Total
2014/15	111	-	-	-	111
2015/16	107	101	-	-	208
2016/17	88	86	63	-	237
2017/18	98	86	43	54	281
2018/19	116	88	61	43	309

The attrition experience in IB at GCVI is similar to the experience of other school boards with relatively new IB programmes. The attrition currently being experienced in the GCVI programme emphasizes the need for a robust Grade 9 pre-IB cohort. It is anticipated however, that once the programme is more established student retention will increase.

GCVI Geographic Participation

The majority of students entering the IB programme at GCVI are from Guelph. However, there are some students attending the IB programme from Centre Wellington, Guelph Eramosa and Erin. IB also attracts students from private schools and the Wellington Catholic District School Board.

Table 2 shows the participation rate of Grade 9 pre-IB students in 2018/19 by geographic area. This information reinforces that the majority of pre-IB students (82%) attending GCVI are from Guelph.

Table 2 - Percentage Share of Students at GCVI in Grade 9 Pre-IB in 2018/19

Area	% Share
Guelph	82%
Centre Wellington	4%
Erin/Rockwood	2%
Wellington Catholic DSB	3%
Private/Other	9%

The IB programme at GCVI also attracts a high proportion of Gifted and FI students. In 2018/19, 14% of the Grade 9 IB cohort is comprised of students who previously attended the gifted classes at Waverley Drive PS and 13% attended FI.

IB Course Structure

In Grade 9 pre-IB, students are required to enrol in four preparatory courses including French, Science, Math and English. IB preparatory classes are for IB students only and taught by an IB teacher. IB teachers participate in mandatory training and on-going professional development in order to teach in the programme. In addition to the preparatory courses, students enrol in four electives.

The course calendar for Grade 10 is similar to Grade 9, with the exception that students may opt to take Spanish or German instead of French. Given that Grade 9 and 10 pre-IB students are enrolling in four electives per year there is potential for IB students to increase the enrolment in some sections of Ontario Secondary School Diploma (OSSD) courses.

In the Grade 11 and 12 IB DP, students are required to enrol in a total of six IB courses from six different subject groupings. Three of the six courses are to be high level and three are standard level. High level courses involve three semesters of study for a total of 240 hours, and standard level courses involve two semesters of study totalling 150 hours. Grade 12 IB students also enrol in a Theory of Knowledge course.

Students in IB DP are fully timetabled with 16 courses in Grades 11 and 12. Given the IB DP structure, IB students in Grades 11 and 12 are less likely to generate demand for additional sections of OSSD courses.

IB Programme Criteria

A number of feasibility criteria were examined as part of the Board's IB study conducted in 2012/13, including enrolment levels and IB participation rates. These criteria were evaluated by staff in order to determine the feasibility of introducing an IB programme to the Upper Grand District School Board. These same criteria remain appropriate to be considered in assessing the feasibility of IB in Orangeville/Dufferin and Erin.

Enrolment Levels

It is important to recognize that in the UGDSB approximately half of the Board's total secondary enrolment is within the City of Guelph. The other half of the enrolment is fairly evenly split between the Counties of Wellington and Dufferin. Therefore, there are fewer secondary students overall in the County of Dufferin and Erin than in Guelph.

It was previously established that in order to offer a sufficient range of courses within the IB curriculum three cohorts of students would be required. In the 2012/13 IB Study, the funded average class size of 22 students per class was used to calculate a

minimum programme size of approximately 66 students per grade. This created an initial minimum programme size of 264 students (Grades 9-12).

On March 15, 2019 the Ministry of Education announced changes to the funding of secondary class sizes effective September 1, 2019. The new funded class size average of 28 students per class means that a minimum of 84 Grade 9 pre-IB students are necessary to support a sufficient range of IB courses. Without attrition, a Grade 9-12 programme size would total a minimum of 336 students.

Based on the current attrition experienced in the GCVI IB programme to date, a minimum of 84 students in Grade 9 pre-IB may result in a Grade 9-12 programme size of approximately 244 students.

Secondary Enrolment Projections for Orangeville/Dufferin and Erin

A ten year enrolment projection for the Orangeville/Dufferin and Erin secondary schools is used to assess the IB feasibility criteria.

Consistent with the Board's Long Term Accommodation Plan, there are two enrolment projections for Erin. In Table 3 it is assumed that there will be housing development starting in Erin in 2022.

Table 3 - Enrolment Projections Assuming Housing Development Starting in Erin in 2022

School	OTG	Program	2018	2019	2022	2027
Centre Dufferin DHS	798	RT	816	847	1,018	1,059
Erin DHS	558	RT	308	333	332	306
		FI	137	157	241	295
		Total	445	490	573	601
ODSS	1,332	RT	1,162	1,115	1,019	987
Westside SS	777	RT	874	828	842	852
Total	3,465		3,297	3,280	3,452	3,499

Table 4 assumes the status quo or no growth in Erin during the projection period. The enrolment projection for Erin in Table 3 is used for the purpose of this feasibility study.

Table 4 – Enrolment Projections Assuming Status Quo in Erin

School	OTG	Program	2018	2019	2022	2027
Centre Dufferin DHS	798	RT	816	847	1,018	1,059
Erin DHS	558	RT	308	333	320	220
		FI	137	157	240	290
		Total	445	490	560	510
ODSS	1,332	RT	1,162	1,115	1,019	987
Westside SS	777	RT	874	828	842	852
Total	3,465		3,297	3,280	3,439	3,408

In Table 3, enrolment growth is anticipated at both Centre Dufferin DHS and Erin DHS over the projection period. The degree of the enrolment increase at Erin DHS will depend upon how quickly residential development occurs in Erin. At the same time, secondary enrolment is projected to decline at both Orangeville DSS and Westside SS over the next 10 years.

Given the time necessary to establish a new IB programme in Orangeville/Dufferin or Erin, the 2022 enrolment total of 3,452 students is used to analyze enrolment levels and participation rates. As a comparison, the total number of secondary students in 2014/15 in Guelph when the IB programme was first started was approximately 5,300 students.

IB Participation Rates

Another consideration to determine IB feasibility is participation rates. Participation rates at GCVI, as well as at programmes in neighbouring Boards, are examined below.

Table 5 compares the Grade 9 pre-IB enrolment to total Grade 9 enrolment in Guelph and the Grade 9-12 IB enrolment to the total Grade 9-12 enrolment for all of Guelph.

The IB enrolments in the table have been adjusted to reflect the portion of IB enrolment that is currently attributed to Guelph (82%).

Table 5 - Participation Rate of Guelph Secondary Students in IB in 2018/19

	Gr 9 Pre-IB (Guelph)	Gr 9 Enrolment	Gr 9 Participation Rate	Gr 9-12 IB (Guelph)	Gr 9-12 Enrolment	Gr 9-12 Participation Rate
Guelph	95	1,245	7.6%	253	5,542	4.6%

The difference in the participation rates for Grade 9 pre-IB and Grade 9-12 is due to the attrition that occurs between Grade 9 and 12.

In the 2012/13 IB Study, in the Waterloo Region DSB, IB participation for Grade 9-12 at Cameron Heights Collegiate Institute (CHCI) from the Cities of Waterloo and Kitchener was reported at just over 6%. In the Halton DSB, there were several IB school locations with participation rates reported as ranging between 4-8%.

Current enrolment data for 2018/19 from the Waterloo Region DSB indicates that the participation rate at CHCI is approximately 5% and participation at the newer IB programme at Glenview Park SS in Cambridge is approximately 3%. Therefore, the 4.6% participation rate in Guelph is consistent with neighbouring jurisdictions.

Table 6 illustrates the projected IB participation rates for Grade 9 pre-IB and Grade 9-12 IB in Orangeville/Dufferin and Erin in 2022, assuming a minimum of 84 Grade 9 students and 244 Grade 9-12 students.

Table 6 - Gr 9 Pre-IB and 9-12 IB Participation Rates in Orangeville/Dufferin and Erin Assuming Minimum IB Programme Size

	Gr 9 Pre-IB	Gr 9 Enrolment	Gr 9 Participation Rate	Gr 9-12 IB	Gr 9-12 Enrolment	Gr 9-12 Participation Rate
Orangeville/Dufferin & Erin	84	873	9.6%	244	3,452	7.1%

Compared with the Guelph participation rates, to achieve the minimum programme size, the participation rates in IB in the Orangeville/Dufferin and Erin area would need to be approximately 2% higher.

In Table 7, the Guelph 9-12 IB participation rate (4.6%) has been applied to the total secondary enrolment projected for Orangeville/Dufferin and Erin in 2022¹ to estimate potential IB programme size.

At the Guelph participation rate, the enrolment in Orangeville/Dufferin and Erin would not meet the programme size criteria of a minimum of 244 students.

Table 7 - Extrapolation of GCVI IB Participation Rates to Orangeville/Dufferin and Erin 9-12 Enrolment in 2022

	Gr 9-12 Secondary Enrolment	Guelph Gr 9-12 IB Participation Rate	Projected IB Enrolment
Orangeville/Dufferin & Erin	3,452	4.6%	159

Similarly, the Grade 9 pre-IB participation rate for Guelph is applied to the total projected Grade 9 enrolment in Orangeville/Dufferin and Erin in 2022 in Table 8. Based on this comparison, the projected Grade 9 pre-IB enrolment would not meet the minimum programme size of 84 Grade 9 pre-IB students.

Table 8 - Extrapolation of Guelph Grade 9 Pre-IB Participation Rate to Orangeville/Dufferin and Erin Grade 9 Enrolment in 2022

	Gr 9 Secondary Enrolment	Guelph Gr 9 Pre-IB Participation Rate	Projected Grade 9 pre-IB Enrolment
Orangeville/Dufferin & Erin	877	7.6%	67

Further analysis of Grade 9 IB participation rates is shown in Table 9. As previously noted in Guelph, approximately 80% of GCVI's IB enrolment is generated within the IB host school's community.

In Table 9, the Orangeville/Dufferin and Erin area has been divided according to geographic proximity. If 80% of the IB enrolment is attributed to a host school community, this would mean that approximately 67 of the required 84 Grade 9 pre-IB students would already be students of the host school.

Grade 9 pre-IB participation rates in each of these school communities would need to be significantly higher than the 7.6% participation rate in Guelph in order to generate the level of Grade 9 IB enrolment historically associated with an IB host school.

¹ The enrolment projection assumes housing development starting in Erin in 2022.

Table 9 - Grade 9 IB Participation Rate by Community in 2022 if 80% from Host School Community

	Gr 9 Secondary Enrolment	80% of Grade 9 IB Enrolment	Grade 9 IB Participation Rate
Shelburne/North Dufferin	265	67	25%
Erin	147	67	46%
Orangeville/South Dufferin	465	67	14%

If it were assumed that only 50% of enrolment (or 42 of the required 84 Grade 9 pre-IB students) would come from the host school community as outlined in Table 10, Grade 9 pre-IB participation rates would have to be between 9% and 29%.

Table 10 - Grade 9 IB Participation Rate by Community in 2022 if 50% from Host School Community

	Gr 9 Secondary Enrolment	50% of Grade 9 IB Enrolment	Grade 9 IB Participation Rate
Shelburne/North Dufferin	265	42	16%
Erin	147	42	29%
Orangeville/South Dufferin	465	42	9%

Consideration of Grade 8 to Grade 9 Retention

Staff reviewed Grade 8 to Grade 9 retention data in Orangeville/Dufferin and Erin to determine if students are leaving the UGDSB to attend secondary schools in neighbouring School Boards. Specifically, staff looked at whether Grade 9 students from Orangeville/Dufferin and Erin are attending IB outside of the UGDSB as well as the number of students attending GCVI for IB.

Enrolment data for 2017/18 and 2018/19 indicates that approximately 40 students did not progress from the Orangeville/Dufferin and Erin Grade 8 elementary feeder schools to Grade 9 in Orangeville/Dufferin and Erin secondary schools.

However, there was a gain of approximately 140 additional Grade 9 students in 2018/19 in these four secondary schools from outside the local elementary schools. This includes students coming from elementary schools outside the jurisdiction. Most of this

gain is attributed to students who reside within the jurisdiction who may have previously attended non-UGDSB schools (i.e. French first language, Catholic) but are UGDSB students in Grade 9. The gain in enrolment is most significant at Orangeville DSS and Westside SS.

Overall, the Orangeville/Dufferin and Erin Grade 9 cohort in 2018/19 was 16% higher than the Grade 8 cohort in 2017/18. Increased enrolment from Grade 8 to Grade 9 in Orangeville/Dufferin and Erin is a consistent trend.

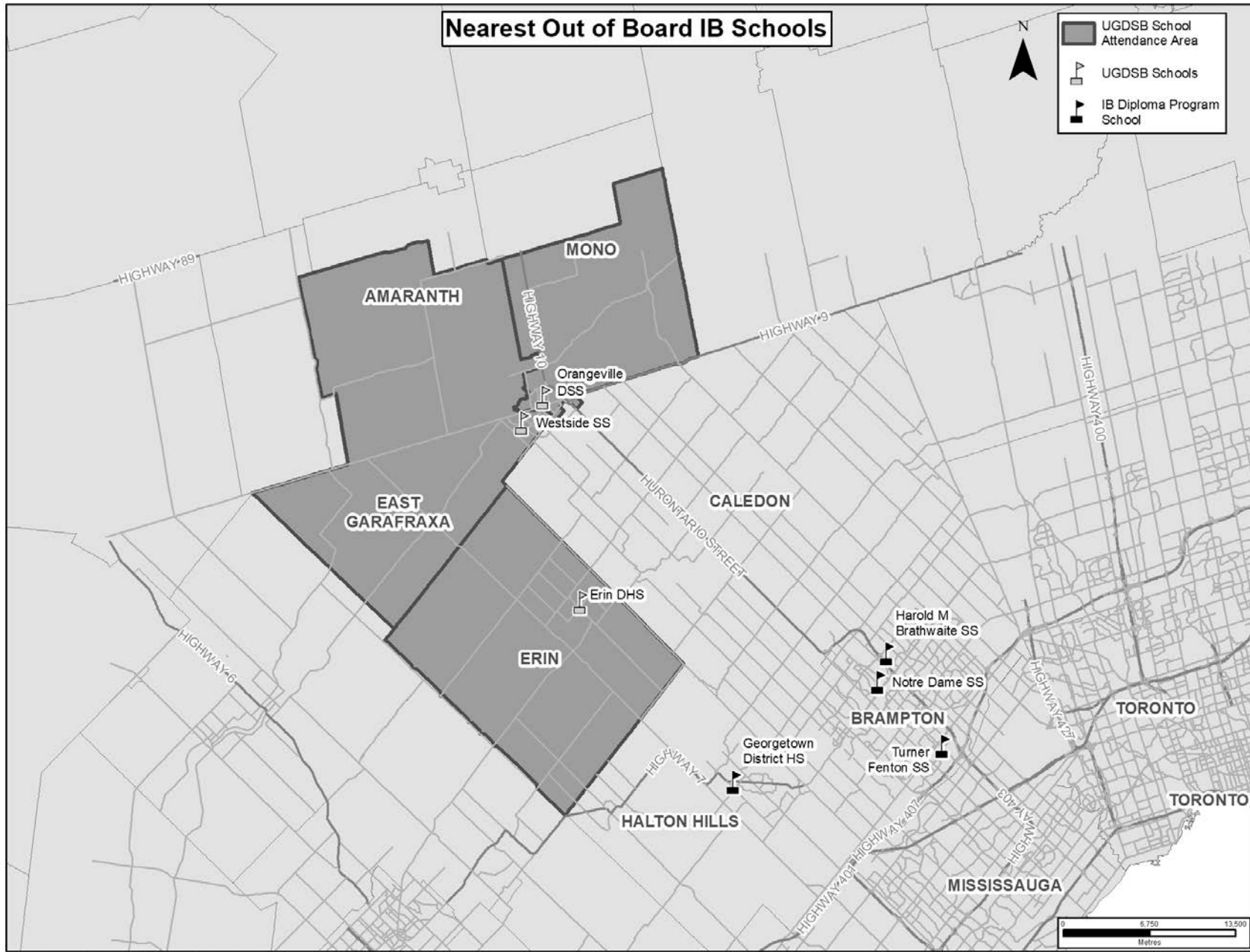
Since the start of the IB programme at GCVI, there has been an average of two students per year from Erin attending GCVI for IB. No students from Orangeville/Dufferin have attended the Guelph IB programme.

Figure 1 shows the location of the closest secondary IB programmes outside the UGDSB. There is no data to confirm whether these IB programmes are attracting UGDSB students from Orangeville/Dufferin or Erin. However, discussions with area Principals indicate there are two to three students a year from Erin who attend Georgetown DHS for IB.

In addition to the secondary IB programmes, it is important to acknowledge that there is an elementary IB programme offered at The Maples Academy private school in Orangeville. This programme has the potential to contribute to secondary IB enrolment should a programme be offered in the area.

Anecdotally, the loss of students between Grade 8 to Grade 9 has been attributed to several different factors including the IB programme in Georgetown, clubs/sports teams such as Robert F. Hall CSS in Caledon for the football team, proximity of Catholic secondary schools, or changes in family residence. As a result, it is not clear what impact a local IB programme may have on retaining some of the Boards' secondary students. However it is not anticipated that the small increase in retention would be enough to sustain an IB programme.

Figure 1 - Locations of Closest Secondary IB Programmes



UGDSB Planning Dept., S:\Planning\Boundary reviews\2019 FI-IB Impact Study\Maps\IB_Schools.mxd 2019-05-28

Orangeville/Dufferin and Erin IB Survey

The IB survey was conducted online over a two week period from March 28, 2019 to April 12, 2019. The purpose of the survey was to gather additional data to assist with assessing the feasibility of an IB programme in Orangeville/Dufferin or Erin. The survey provided staff with information related to preferred programme location, potential barriers to access, and overall interest in the programme.

Information about the survey was provided in a letter home to parents/guardians and staff at all of the elementary schools in the Orangeville/Dufferin and Erin communities. The IB survey was promoted through each elementary school's website news feed, on the Board's main news page and via the Board's social media (i.e. Twitter). Schools were also encouraged to promote the survey via their own social media accounts and other school communication applications. A copy of the survey is included in Appendix A.

Survey Response

To analyze the results of the survey, schools were grouped according to their Regular Track secondary family of schools. The family of schools groupings are listed in Table 11.

Table 11 - Orangeville/Dufferin and Erin Family of Schools Groupings

Centre Dufferin DHS	Erin DHS	Orangeville DSS	Westside SS
Centennial Hylands ES	Brisbane PS	Credit Meadows ES	East Garafraxa PS
Glenbrook ES	Erin PS	Island Lake PS	Laurelwoods ES
Grand Valley & District PS	Ross R. MacKay PS	Mono Amaranth PS	Montgomery Village ES
Hyland Heights ES	Mono Amaranth PS (FI)	Princess Elizabeth PS	Parkinson Centennial PS
Primrose ES		Princess Margaret PS	Spencer Avenue ES

There were 164 responses to the survey representing 154 respondents. The majority of the ten respondents who completed the survey more than once were representing siblings.

The survey response rate represented less than 3% of the total elementary enrolment in Orangeville/Dufferin and Erin.

The survey indicated that it was primarily applicable to students in Grades 4 or lower, given the timing associated with establishing a possible new IB programme in Orangeville/Dufferin or Erin. As shown in Table 12, 139 of the 164 responses (86%) represented students in Grade 4 and lower.

Table 12 - Number of Survey Responses by Family of School

Family of School	JK-4	% of JK-4 Enrolment	Gr 5-8	% of 5-8 Enrolment	Total Responses
Centre Dufferin DHS	19	1%	3	0.3%	22
Erin DHS	26	6%	5	1%	31
Orangeville DSS	63	5%	10	1%	73
Westside SS	31	3%	7	1%	38
Total Responses	139	3%	25	1%	164

Preferred IB School Location

The survey asked respondents to select a preferred IB Programme location. Table 13 shows the results of this question by family of school.

The majority of respondents selected their home secondary school as their preferred location for an IB programme. Orangeville DSS was selected by the most respondents as the preferred IB location. This is largely due to the Orangeville DSS family of schools making up the largest portion of survey responses.

Approximately 75% of the respondents from Orangeville DSS family of schools selected Orangeville DSS as the preferred IB programme location. A similar percentage of respondents from the Centre Dufferin DHS and Westside SS family of schools selected their home secondary school as their preferred IB location. 100% of respondents from the Erin DHS family of schools selected Erin DHS as their preferred IB programme location.

The “other” responses in the Orangeville DSS family of schools included respondents who indicated that they were not interested in IB or were in the process of investigating schools. The Westside SS respondents who selected “Other” indicated they did not think IB was necessary.

Table 13 – Number of Responses to Preferred Location for IB Programme

Family of School	Centre Dufferin DHS	Erin DHS	Orangeville DSS	Westside SS	Other	# of Responses
Centre Dufferin DHS	17 (77%)	0	4	1	0	22
Erin DHS	0	31 (100%)	0	0	0	31
Orangeville DSS	0	5	55 (75%)	9	4	73
Westside SS	0	0	8	28 (74%)	2	38
Total	17	36	67	38	6	164
Percentage	10%	22%	41%	23%	4%	

Alternative IB School Location

Respondents were also asked if they would be interested in IB if it was not available at their preferred location. Table 14 shows that approximately 80% of responses for Centre Dufferin DHS, Orangeville DSS and Westside SS indicated they would still be interested in IB. Only 50% of Erin DHS family of schools respondents would remain interested in IB if the program was not available at their home secondary school.

Table 14 – Percentage of Responses to Continued Interest in IB if not at Preferred Location

Family of Schools	Yes	No	# of Responses
Centre Dufferin DHS	86%	14%	22
Erin DHS	48%	52%	31
Orangeville DSS	81%	19%	73
Westside SS	79%	21%	38

If a respondent answered “yes” to the above question indicating they would still be interested in IB if not at their preferred location, they were asked to identify the other schools they would consider attending for IB. This question did not rank or limit responses to one school. Therefore, in Table 15 the total number of responses is not consistent to previous questions as respondents could select multiple schools.

Table 15 - Number of Responses to Other Schools Considered for IB if not at Preferred Location

Family of School	Centre Dufferin DHS	Erin DHS	Orangeville DSS	Westside SS	# of Responses
Centre Dufferin DHS	2	4	14	13	33
Erin DHS	4	0	9	9	22
Orangeville DSS	12	14	12	46	84
Westside SS	6	11	23	6	46
Total	24	29	58	74	185
% of Responses	13%	16%	31%	40%	

Westside SS was selected by the most respondents as the preferred alternative location. It is reasonable that Westside SS was selected given the proximity of Orangeville DSS to Westside SS.

Willingness to Transport IB Students

According to the Board’s Learning Choices Policy 515, transportation is not provided for students accepted into either an Experiential Learning Choices Program (ELCP) or Specialized System Learning Choices Program (SSLCP) unless the program is located in a student’s home school and the student meets the distance criteria outlined in Policy 304 Transportation. IB is considered an SSLCP.

Given the lack of transportation, the location of an IB Programme could have an impact on IB enrolment levels given the distance between Shelburne, Orangeville and Erin.

Survey respondents were asked to indicate whether they would be willing to transport their student to the IB programme. Table 16 summarizes the percentage of yes and no responses to this question by family of school.

For Centre Dufferin DHS, Orangeville DSS and Westside SS approximately 70% of responses indicated they would be willing to transport to IB if it was offered outside their home school. For Erin DHS, the percentage of respondents willing to transport to IB was 45%.

Table 16 - Responses to Willingness to Transport to IB if Outside Home School

Family of School	Yes	No	# of Responses
Centre Dufferin DHS	67%	33%	33
Erin DHS	45%	55%	29
Orangeville DSS	68%	32%	72
Westside SS	71%	29%	38

Willingness to Participate in IB Given Financial Cost

The final question in the survey asked respondents whether they would be willing to participate in IB given there are additional costs associated with the programme. Overall, greater than 80% of respondents from each family of schools indicated they would be willing to participate despite these costs. As a result, the financial obligation for families does not appear to be a barrier to IB programme feasibility in the Orangeville/Dufferin and Erin area.

It should be noted that some respondents who provided comments at the end of survey indicated that they were unaware or did not understand the need for additional costs associated with the programme.

Survey Comment Considerations

All comments received in the survey are provided in Appendix B.

A number of the comments discussed whether IB should or should not be introduced in Orangeville/Dufferin or Erin. The majority of comments were favourable about IB being available locally. Several comments also highlighted concerns about transportation to

the IB programme, especially if it meant travelling outside of the local school community.

Survey Conclusions

The survey responses highlighted that there is interest in an IB programme in the Orangeville/Dufferin and Erin school communities. The Orangeville DSS family of schools had the highest number of respondents and ultimately was identified as the preferred IB programme location. Westside SS was identified as the preferred alternative location, which could be attributed to the proximity of Westside SS to Orangeville DSS.

Responses from the Centre Dufferin DHS, Orangeville DSS and Westside SS family of schools indicated flexibility in terms of the programme location.

Approximately 80% of the responses from the Orangeville/Dufferin family of schools indicated they would still be interested in IB if it was not accommodated at their preferred location. For both Centre Dufferin DHS and Westside SS, approximately 20% of respondents selected Orangeville DSS as their preferred IB location.

In comparison, there was less flexibility from the Erin family of schools about the IB location. 100% of the Erin DHS family of schools respondents selected Erin DHS as their preferred IB location. As well, approximately 50% of Erin respondents indicated they would not be interested in an IB programme offered outside of Erin.

Financial Considerations

A component of this feasibility study is to consider the financial implications of the IB programme. The financial costs of the IB programme at GCVI are summarized in Tables 17 and 18. In Table 17, the costs provided include the application fees to become a candidate school and the fees for the duration of a three year candidacy period.

Table 17 - New IB Programme Start-Up Fees

Detail	Cost
New Program Start Up Fees	
IB Candidacy Application Fee	\$6,100
Candidate Fee for 3 Year Assessment Period	\$43,500
Total Cost	\$49,600

In Table 18, the programme expenses represent an estimate of annual costs based on the average of the first four years of the operation of the IB programme at GCVI. The cost of supplies includes the purchase of textbooks, instructional supplies and equipment specific to the IB programme.

Table 18 - Annual IB Programme Costs

Detail	Cost
Annual Program Costs	
<i>Programme Expenses (average from 2014/15 to 2017/18)</i>	
Supplies (i.e. instructional supplies, textbooks)	\$55,600
Specific PD/Training	\$52,000
Advertising/Promotion	\$5,500
Student Field Trips	\$4,300
<i>Sub-total</i>	<i>\$117,400</i>
<i>Fees Payable to IB Organization (from 2017/18)</i>	
Annual School Fee	\$18,500
Registration Fee (approx. \$260/candidate) ¹	\$15,500
Subject Fee (approx. \$180/course/candidate) ¹	\$60,100
IB Ontario	\$500
Student Award for Excellence	\$500
<i>Sub-total</i>	<i>\$95,100</i>
Total Annual Cost	\$212,500
Student Fee Revenue² (\$1,100 per Grade 11 & 12 DP student)	(\$112,200)
Net Programme Costs and Fees	\$100,300
Staffing (4.17 FTE teaching staff to support the programme in 2017/18 inclusive of the coordinator positions)	\$440,000
Total Annual Cost	\$540,300

¹ Registration and subject fees have been calculated based on the number of 2017/18 Grade 12 DP students. These costs will fluctuate given the number of students graduating will change annually.

² This figure represents the revenue from student fees for 2017/18 and will fluctuate given the number of Grade 11 & 12 students will change annually.

The PD/training costs are related to having at least one teacher trained in each subject discipline. Additional training is required when new curriculum is introduced. Training is also necessary for IB coordinators and for the administration of the programme. The advertising costs are for the ongoing promotion of the programme.

The IB Programme fees payable to IB Organization were calculated based on the 2017/18 school year. There is also an annual school fee to be an authorized IB school and membership to IB Ontario.

The registration and subject fees, also payable to IB Organization, are calculated based on the number of Grade 12 students who graduated in 2017/18. These fees are subject to change as the size of the Grade 12 cohort will change annually.

The student fee revenue will fluctuate annually as it is calculated based on the number of students in the Grade 11 & 12 DP programme. Students in the Grade 11 & 12 DP programme pay \$1,100 per year.

The staffing costs in Table 18 represent 4.17 FTE teaching staff in 2017/18, which supports the GCVI IB programme including the IB Preparatory Program Coordinator and IB Diploma Program Coordinator.

IB Feasibility Conclusion

As a result of the analysis completed in the report, staff has concluded that an IB programme is not feasible in Orangeville, Dufferin or Erin at this time.

- Projected enrolment levels in Orangeville/Dufferin and Erin do not support the minimum three cohorts of students necessary to offer a sufficient range of courses within the IB curriculum.
- IB participation rates in Orangeville/Dufferin and Erin would need to significantly exceed the participation rates at GCVI and at neighbouring School Boards in order to meet minimum program enrolment targets. Further, the assumption that the majority of participation in IB is likely to be generated from the host school's local community underscores that reaching the minimum Grade 9 pre-IB threshold is unlikely.
- The survey responses showed there is interest in IB in the Orangeville/Dufferin and Erin area. However, based on the responses about alternate IB school locations and transportation, the programme location may impact enrolments. Distance between these school communities and the fact that transportation is not provided in accordance with Board policy are two challenges to IB feasibility.

- The financial implications of starting and maintaining an IB programme have been considered given current funding realities. In addition to the start-up costs to establish an IB candidate school of approximately \$50,000, the annual expenses are estimated to be approximately \$500,000 a year.

Communication Plan

A copy of this report and information about the presentation of this report has been posted on the elementary school websites in Orangeville/Dufferin and Erin as well as on the Board website.

Following the Board meeting on June 25, 2019, a letter will be sent home to parents/guardians at each of the elementary schools in Orangeville/Dufferin and Erin to inform of the Board decision. Information will also be posted on the school websites, the Board website and via social media (i.e. Twitter).

APPENDIX A
IB SURVEY

The International Baccalaureate® (IB) Diploma Programme (DP)

The International Baccalaureate is a non-profit educational foundation that offers four programmes for students ages 3-19. In the Upper Grand District School Board, the IB Diploma Programme (Grades 11 and 12) is offered at Guelph Collegiate Vocational Institute.

The Upper Grand District School Board (UGDSB) is investigating establishing an International Baccalaureate® (IB) Diploma Programme (DP) in Orangeville/Dufferin or Erin. A survey is being conducted of school communities in Orangeville, Dufferin and Erin to assess interest in IBDP.

This survey is available online from March 28 - April 12, 2019. Survey results will be included in a report to be presented to Trustees in June 2019 and will be one of several factors in determining the potential for offering IB.

Important Note: If approved, the earliest a Grade 9 IB preparatory programme could start is the 2022/23 school year. Therefore this survey is primarily applicable to students in Grade 4 and lower.

Description of the International Baccalaureate® (IB) Diploma Programme (DP):

The IBDP is respected by leading universities across the globe. IB offers an education focused on teaching students to think critically and independently, and how to inquire with care and logic (www.ibo.org).

The Diploma Programme is two years and covers Grade 11 and 12. In preparation, IB students enrol in Grade 9 and if accepted complete a Grade 9 and 10 preparatory programme. Students who successfully complete the DP will also attain their Ontario Secondary School Graduation Diploma (OSSD).

There is an application process to be accepted into the IB Programme and students must be academically capable and must have or must be working toward the following characteristics:

- Self-motivated, self-disciplined and demonstrate intellectual curiosity and a strong desire for learning
- Organized and have strong time management skills
- Demonstrate strong academic potential with high academic standing
- Have demonstrated coping strategies with assignment timelines
- Possess a commitment to second language learning
- Possess a global perspective with an interest in international issues
- Competent reader and possess a broad range of academic and other interests
- Understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others
- Show commitment to community service

Below is a short survey to complete. Thank you!

* 1. What is your child's home elementary school?

Other (please specify)

* 2. What grade is your child currently in?

* 3. If the IB Diploma Programme were available where would you prefer the programme be located?

Centre Dufferin DHS

Erin DHS

Orangeville DHS

Westside SS

Other (please specify)

* 4. If the IB Programme were offered at a school that is not your preferred location, would you still be interested in enrolling your child in IB?

Yes

No

The International Baccalaureate® (IB) Diploma Programme (DP)

* 5. If you answered "Yes" to Question 4, please indicate any other schools you would consider your student attending for IB?

Centre Dufferin DHS

Erin DHS

Orangeville DHS

Westside SS

* 6. If you answered "No" in Question 4, please explain why

The International Baccalaureate® (IB) Diploma Programme (DP)

* 7. Policy 515 - Learning Choices stipulates that transportation is not provided for students accepted into the IB Programme unless the program is located in a student's home school. A student must meet the distance criteria outlined in Policy 304 - Transportation to qualify for transportation.

Would you be willing to transport your child to the IB Programme if it is not located at your child's home school?

Yes

No

* 8. The IB Programme will involve additional costs. The Upper Grand District School Board currently charges \$1,100 per year of the Grade 11 and 12 Diploma Programme. Some students may qualify for financial support. Would you be willing to have your child participate given these costs?

Yes

No

9. Please share any additional comments below.

Thank you for filling out this survey. Results of the survey will be included in a report presented to Trustees in June 2019. Stay tuned!

APPENDIX B
SURVEY COMMENTS

Have students in grades 3 and 5. Interested in IB program at Erin District High School for both children.

Have children currently in grade 3 and grade 5...would be interested in IB program at EDHS for both. I am well aware how highly IB program graduates are regarded by universities.

This program would really help this community's high school.

Thank you for the survey even though it will not be in time for my child.

Home school is used twice in the survey with different meanings. In question 6 I assume you mean the students home high school, not home elementary school as defined in the first question.

An IB programme in Orangeville would be an excellent opportunity for my children to pursue a higher education. We would be thrilled and wholly welcome the chance to participate. However, it is unfortunate that a public school program involves an extra (financial) cost--particularly as these students prepare to go to university, where they will be faced with even greater costs. Nevertheless, we hope that the UGDSB does its utmost to bring this program to Orangeville. There can really only be value added. Thank you!

not interested

If the program is offered at a school located outside of my home town (Orangeville) We'll be willing to pay for organized transportation, but we cannot drop off pick up our children. On a separate note I have 2 children and I have completed just one survey. My second child is in currently in Grade 1.

It is encouraging to know that this program is being explored.

I don't understand why it would be such a delayed implementation. There is a program already developed in Guelph. Teachers can take courses in the summer. French

Immersion programs are zipped into/out of places in months. Also, IB in a public school should be free to all. If it is only accessible to those who can afford it, it should only be in private schools. Advocate that all OCTs should take an optional course in IB in THEIR education, not make it a cost for school boards. (And also advocate that at least half of all admission to teacher training have FRENCH in their background/intention to teach). Thank you for the opportunity to share input. It is very appreciated.

We absolutely need an IB program in this area. Guelph is too far and there are many children who would greatly benefit from it in this area. It is essential!!

So based on your numbers, only the rich students will be able to attend the semi-private public school program. This will further enlarge the gap in education between social classes. No more high school specializations please.

The only reason my daughter did not apply for the IB program is the distance from our house to Guelph.

For any community to grow and compete with the required skills across the globe, education is very much essential and all stakeholders should prioritize the resources to improve the participation in this or similar programs.

If a teacher feels a student has the capability and knowledge to be pushed and challenge we as a community should be supporting these students and they should be given the opportunity to accomplish these goals and challenges. As it stands right now there is nothing in our area offered for these kids.

#6 - Would be able to transport to either Orangeville high schools only.

Dufferin County is already struggling to get specialized and potentially valuable programs off the ground (CELP, IDEA, Digital Historian), and these programs are much more inclusive than IB. I think that education dollars in Upper Grand can be better spent than on bringing in and maintaining an exclusive program that will only serve students who will most likely be successful without this enrichment. I also worry about the impact of having IB in the school and how it impacts the cohesiveness of community. For the most part, students already have preconceived ideas about the value of particular

pathways, and I don't see IB helping to build the belief that university isn't the only valuable pathway. Overall, I have/will have three children go through elementary and secondary school in Dufferin County and I strongly believe that our current pathways are excellent, rigorous, and valuable.

Having gone through the IB program myself, I would absolutely enrol my children. I felt very prepared for university after graduating from IB, and would gladly pay the tuition to ensure that level of education for my children. I would send my children to the IB program within any reasonable distance (Westside, ODSS, Erin).

Nothing is mentioned about the hours for the program and how it is intergrated into the curriculum. After school Or will it be split up between the schools? If it is at west side then transportation won't be an issue as it is in town and transit is accessible.

It would be good for the child that location be at the same school.

It would be helpful for question 6 to come before question 5 ;)

I think there is definitely something needed in the area for the French Immersion and gifted students. I would also consider having my child participating in the program even if he is a year older and doing an extra year of high school.

I think this is an important addition to options/opportunities for students in our area.

I hope this programme materializes, I am sure there is a lot of interest in this in the area

I think this is a great opportunity for students in Orangeville to continue Fi schooling through high school. This program however would be second to offering the French Immersion program in Orangeville now instead of Erin High School considering the incredible interest in the French Immersion program. I will not send my 3 children to Erin High School for French Immersion and have them take the bus and miss out on extracurricular activities.

We would love to have at least one of our kids participate in the IB program and know they would be great candidates, but it would have to be located in Shelburne to make it feasible for our family. Thanks very much for the opportunity to provide input!

EDHS would be the ideal location to provide accessibility to the IB programme, as stated above. It would allow this high school to increase its population and also provide a greater diversity of courses.

I am a Canadian living abroad planning to repatriate to the Orangeville area this fall. I think the addition of an IB option for my two boys (7 and 8 yo) would be very beneficial.

Of course I would rather not pay and worry this will disclude families living in poverty, even with financial assistance.

My child is currently in French immersion and it would be good if the program was available in French as well, or if there was opportunity to take courses in both languages.

Will there be a French component for the IN programme for the French Immersion kids.

I feel IB is unnecessary.

Students in the Orangeville area definitely would benefit from such a programme but travelling to Guelph, rather, driving our children to Guelph and then continuing on to work in Brampton would be impossible. Such a high fee would be very difficult since families often have more than one child, as we do.

You never asked in this survey if parents were interested in enrolling their children in the IB program even in the most convenient of situations.

If Erin, where I pay my taxes, is not willing to cover cost, not interested.

I think this would be a fantastic opportunity for students to further their skills and to prepare them for their careers later on.

THANK YOU for considering the Dufferin Area's interest in this program!

This program would do wonders for the community! Especially for those children in the gifted and talented range.

For Q.6, I would be willing to drive my child within the town of Orangeville, but not to Erin or Fergus.

Orangeville is in need of a an IB, enriched or Advance placement program

While the IB program is a good program, it is a very niche program, suitable for very few students. In fact, in my experience working with youth who have been or are in the program, I have seen it to be very limiting in terms of the subjects and even extracurricular activities available for students in the program. Even though my youngest is the type of student who would do well in the IB program, I would be much more supportive of seeing the introduction of a specialized arts program, tech program or STEAM program in the area that could benefit more students than such a niche program that would benefit few.

The description of the program does not describe the content in any way. I actually have no idea if I would consider registering him for it because your description only states that it's an accepted program and the criteria for enrolment. Is it co-op? Are they travelling overseas? Is it offered in French or English? Are they still studying math, English etc? Or are they doing some sort of direct vocational training? Absolutely NO information about this at all. So I support alternative schooling options and would fund them from my own pocket but I haven't got a clue about this one.
