



**OFFICE OF THE DIRECTOR OF EDUCATION
BUSINESS AND FACILITIES STANDING COMMITTEE
PUBLIC SESSION**

MEETING AGENDA – Wednesday, February 1, 2017

PUBLIC SESSION will commence at 6:00 p.m. – GEORGIAN ROOM

1. Approval of Agenda
2. Declaration of Conflicts of Interest

Closed Session - Nil

Presentations/Delegations - Nil

Items For Decision

1. Attendance Area Review 2016:01 – Alliston Union Public School, (BF-D-1) Superintendent Dance
Cookstown Central Public School, Ernest Cumberland
Elementary School

Items For Information

1. Facility Services Annual Plan (BF-I-1) Superintendent Dance
2. 2017-2018 Draft Budget Timelines (BF-I-2) Superintendent Jeffs

Correspondence - Nil

Other Matters

Notices of Motion for Next Meeting

Adjournment

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TO: The Chairperson and Members of the
Business and Facilities Standing Committee

FROM: Superintendent of Facility Services

SUBJECT: **ATTENDANCE AREA REVIEW 2016:01: ALLISTON UNION PUBLIC SCHOOL,
COOKSTOWN CENTRAL PUBLIC SCHOOL, ERNEST CUMBERLAND
ELEMENTARY SCHOOL**

1. Background

The Board approved an attendance area review (AAR) for the elementary schools in the Alliston and Cookstown areas as set out in Report No. BF-D-1, Capital Plan 2015-2016, dated December 2, 2015. The schools included in the review were Alliston Union Public School, Cookstown Central Public School and Ernest Cumberland Elementary School.

Following the guidelines of Board Policy 2317 – School Attendance Areas, Board Policy 4115 – Extended FSL Program and Board Policy 4116 – French Immersion, the review was undertaken to create an attendance area for the new east Alliston public school, consider the location of the French Immersion and Extended French as a Second Language programs, and consider the future of the modified school year calendar. It should be noted that, in normal circumstances, French program locations are required to be established by November 30 for the following school year. In this instance, the Board granted an extension of this timeline to March 31, 2017 in order to align with the timelines set in Board Policy 2317 – School Attendance Areas. This allowed all factors to be considered concurrently. The new east Alliston public school (461 pupil places) received Ministry of Education funding approval in November 2015 and is currently under construction with a target opening date of September 2017.

When considering new attendance areas and changes to existing attendance areas, the intent is to balance school enrolments, create sustainable and stable school populations and school programs, efficiently use accommodation and realize transportation efficiencies while also preparing for future growth.

Residential growth within New Tecumseth and the Town of Innisfil has resulted in significant accommodation pressures in the Alliston and Cookstown communities. In the last two years alone, there have been approximately 2,375 residential building permits issued. This reality, combined with past growth, provided the justification for a new school in the community of Alliston. Within the combined attendance areas of the schools involved in this review, an additional number of units in excess of 2500 units are planned and in various stages of the approval process.

The current attendance areas are outlined in APPENDIX A. October 31, 2016 enrolment at Alliston Union Public School was 838 students with the school having a capacity of 507. School utilization is at 165% with 12 portables on site. Enrolment at Ernest Cumberland Elementary School was 633 students with the school having a capacity of 539. School utilization is at 117% with 5 portables on site. The school is also on a modified school year calendar. Cookstown Central Public School's enrolment was 710 students with the school having a capacity of 559. School utilization is at 129% with eight (8) portables on site. Conservative projections indicate a significant enrolment increase due to continued growth in the area as future residential development is phased in. The following table provides a summary of current and projected enrolment and utilization.

Elementary School	OTG	2016		2017		2021		2026	
		Enrol.	Util.	Enrol.	Util.	Enrol.	Util.	Enrol.	Util.
Alliston Union PS	507	838	165%	848	167%	813	160%	816	161%
Ernest Cumberland ES	539	633	117%	646	120%	648	120%	665	123%
New East Alliston ps	461	-	-	-	-	-	-	-	-
Cookstown Central PS	559	710	127%	748	134%	840	150%	854	153%
Tecumseth Beeton ES	536	348	65%	344	64%	325	61%	320	60%

The French programs in the Simcoe County District School Board (SCDSB) include French Immersion (FI) with a Grade 1 entry point and Extended French as a Second Language (EFSL) with a Grade 5 entry point. EFSL is being phased out as the French Immersion program is phased in. French Immersion is now in its fourth year of implementation with Grades 1-4 being offered. When the first Grade 1 FI cohort reaches Grade 5 in September 2017, EFSL will be phased out on a year by year basis. EFSL registration is no longer available.

Currently there are 374 students in the French programs located at Alliston Union Public School with 158 enrolled in FI and 216 enrolled in EFSL. Alliston Union Public School is the designated school for the French programs and serves all of New Tecumseth and portions of the Township of Essa and Town of Innisfil. The designated feeder schools include Adjala Central Public School, a portion of Baxter Central Public School, a portion of Cookstown Central Public School, Ernest Cumberland Elementary School, Tecumseth Beeton Elementary School, Tecumseth South Central Public School, Tosorontio Central Public School and Tottenham Public School. In addition to new residential growth, the French programs being placed at Alliston Union Public School have resulted in additional accommodation pressures on the school. Current trends indicate that the French program population will remain relatively stable based on an intake of two Grade 1 classes per year. At this time there is insufficient interest to create an additional French program at another location with an intake of two Grade 1 classes per year. It is anticipated however, that demand may increase over time as continued residential development and population increases occur.

Between 1997 and 1999 Ernest Cumberland Elementary School was one of two schools approved for a two year modified school year project. The Board subsequently approved the continuation of the model which continues to this day. Over time, various perceived advantages of the model have been cited that include improved student behavior, improved student and teacher attendance, continuity of learning and personal advantages such as increased and more affordable vacation opportunities for staff and families. At the same time, perceived disadvantages are also cited that include transportation costs, inability to support schools and students' year round, energy costs, accommodating families who opt out, child care availability, and difficulties encountered by families with students in schools not on the same calendar or in the same panel. In the Fall of 2016, SCDSBs Research and Evaluation Services solicited input from staff and school council members regarding the modified school year calendar of which a summary of the findings are attached as APPENDIX B.

2. Current Status

The AAR commenced in the Fall of 2016 where staff met with Alliston Union Public School and Ernest Cumberland Elementary School councils and staff. An information letter was also sent to families representing in excess of 2,100 students. A public meeting was held at Banting Memorial High School on November 10, 2016 where information pertaining to the background, process, purpose and timelines was shared. Approximately 150 community and staff members were present. Staff also presented five (5) scenarios and requested feedback and comments. Minutes from the meeting, the presentation and a frequently asked questions (FAQ) document which was provided are attached as APPENDIX C. On January 24, 2017 (rescheduled from January 17, 2017 due to inclement weather) a second public meeting was held at Banting Memorial High School where staff shared the staff recommendation. Approximately 140 community and staff members were present. Minutes from the meeting and the presentation provided is attached as APPENDIX D.

Staff Recommendation

Subsequent to thorough analysis, and taking all factors and feedback into consideration, the following outlines staff's proposed recommendations, with implementation proposed for the September 2017-2018 school year:

1. Accommodate French Immersion Grades 1-4 at Ernest Cumberland ES (approximately 155 students);
2. Accommodate French Immersion and Extended French Grades 5-8 at Alliston Union PS (approximately 215 students);
3. Transfer northeast portion of Ernest Cumberland ES to new east Alliston ps (approximately 245 students);
4. Transfer south portion of Alliston Union PS to new east Alliston ps (approximately 95 students);
5. Transfer existing Belterra/Treetops portion of Cookstown Central PS to new east Alliston ps (approximately 100 students);
6. Hold future phases of Belterra/Treetops portion of Cookstown Central PS at Tec. Beeton ES (no current students impacted);
7. All schools on regular calendar; and,
8. As per Board Policy 2317 – School Attendance Areas, provide the option of grandfathering current Grade 7 students.

The proposed areas of transfer are outlined in more detail in APPENDIX E and the proposed attendance areas are outlined in APPENDIX F. The staff recommendation most closely resembles that of "Scenario A" as presented at the November 10, 2016 public meeting. The notable differences are that in the final staff recommendation the rural Cookstown Central Public School students, who live north of Highway 89, remain at their current school and future phases of development in the Belterra/Treetops area, south of Highway 89, are now designated to hold at Tecumseth Beeton Elementary School.

Analysis indicated that keeping the Cookstown Central Public School rural area at its current location would have a negligible impact on the intended purpose of the review. Holding only future phases of development from the Belterra/Treetops area at Tecumseth Beeton Elementary School, and not transferring any existing students in the area, aligns with the preference for the Alliston community while also effectively using excess space at that school in the future.

Overall, the impact on enrolment amongst the group of schools will be beneficial in the short and medium term, resulting in school populations that will result in more efficient and effective programming for both French and regular tracks. The following table provides a summary of the projected enrolment and utilization if the staff recommendation is implemented. While enrolment is better balanced, it is evident that all schools, with the exception of Tecumseth Beeton Elementary School, will continue to be over utilized now and into the future. Staff believe, however, that the proposed enrolment balance is manageable and does allow for flexibility with regards to portable accommodation to accommodate future growth if required. These schools will be closely monitored and a new elementary school for this area will be recommended via the Capital Plan when enrolment justifies this need.

Elementary School	OTG	2017		2021		2026	
		Enrol.	Util.	Enrol.	Util.	Enrol.	Util.
Alliston Union PS	507	592	117%	570	112%	575	113%
Ernest Cumberland ES	539	562	104%	545	101%	550	102%
New East Alliston ps	461	490	106%	547	119%	560	121%
Cookstown Central PS	559	598	107%	595	106%	590	106%
Tecumseth Beeton ES	536	344	64%	369	69%	380	71%

The proposed staff recommendation also provides sustainability for both the French and regular track programs. Splitting the French programs between two schools is a model that has been successfully demonstrated at other communities within Simcoe County and beyond. In this instance, a French only school is not feasible as the Ministry of Education funding received for the new school was predicated on growth in the community. Maintaining the program at a single location in the community of Alliston in a dual track format is also problematic as it would require low regular track enrolment in order to meet school capacities and thereby creating program delivery challenges. This would also result in bussing inefficiencies and transferring possible walking students via bus to other schools.

The Simcoe County Student Transportation Consortium (SCTSC) provided input and feedback on the scenarios under consideration and the final staff recommendation. SCSTC analysis has indicated that the staff recommendation maximizes the number of walking students in the community and minimizes the number of bussed students to the degree of approximately 200 students. It is estimated that savings of approximately \$100,000 per year can be achieved and further opportunities may be available by examining additional run sharing/tiering opportunities and bell time changes. The SCSTC will provide final recommendations once attendance areas are finalized.

The final component to the staff recommendation is to transition Ernest Cumberland Elementary School from a modified school year calendar to the regular school year calendar. While staff acknowledge some benefits to a modified school year calendar, and the preferences of some staff and families, it is believed that moving forward it is in the best interests of the board as a whole, and equitable for all SCDSB students, to have all schools in a growing community on the same calendar. With all schools on the regular school calendar it would allow for easier transition between schools, establish consistency for families with children in different schools and align the elementary and secondary panels. It would also result in operations efficiencies such as bussing and energy consumption. Consistency in the calendar will also result in consistency in the provision of central services. It is also anticipated that future attendance area changes may be required as a result of an additional school being required. Having a single calendar in the community will provide for easier future transitions.

3. Comments and Feedback

In addition to the feedback obtained via the public meeting and illustrated in APPENDICES D and C, the opportunity to provide written feedback was also provided. Staff received approximately 90 written comments and emails representing approximately 75 families. In general, the feedback from attendees of the meetings, and that obtained through written comment, centered primarily on the French programs and the modified school year calendar. Due to the complexity of the issues, no consensus was apparent from those participating in the process and preferences appeared to be individual in nature. Similar degrees of support and opposition on most topics was evident. The following summarizes the most common topics and issues raised:

- Keep entire French program at a single location;
- Families with multiple children may have children in multiple schools simultaneously causing difficulty for the family;
- Have a full French program at two locations;
- More funding and priority should be placed on French programming;
- Create a French only school (preferably at the new school);
- Frustration expressed over the French registration process and perception of not being informed the program could be split between two schools;
- Tec. Beeton ES undesirable location for French program (French track families);
- Tec. Beeton ES a desirable location for French program (regular track families);
- If French program must be split ensure locations are on same calendar;
- If French program must be split ensure bell times are maintained that allow time to travel between schools;
- If French program must be split how would it impact sports, resources, staffing, etc.;
- Similar degree of support and opposition to modified school year calendar overall;
- Support for the modified school year calendar overwhelmingly from Ernest Cumberland Elementary School families and staff;
- Similar degree of support and opposition to transferring Treetops area to Tec. Beeton ES;
- Cookstown families north of Hwy 89 wish to remain at Cookstown Central Public School;
- Support and opposition shown for all scenarios presented;
- Provide opportunities for the “grandfathering” of students;
- Concern there would be changes again;
- Traffic and road safety;

- Examine the opportunity for earlier bell times in all schools; and,
- Comments from students wishing to remain in current school.

Staff acknowledge that some uncertainty currently exists, particularly as it relates to transportation and staffing items. Subject to Board approval of the staff recommendation, clearer information relating to these items will be available as the SCSTC and SCDSB staff progress through their respective planning processes for the 2017-2018 school year. If approved, transition plans and supports will be cooperatively developed and implemented by the respective school administrations.

Staff thank the community for their time and contributions to this process. The information received is valuable and helps guide not only the outcome of this review but other board practices as well.

4. Conclusion

As the SCDSB continues to react and prepare for future growth, change is sometimes necessary. Although the construction of a new school in a community is an exciting and welcomed event, staff do acknowledge the difficulties and challenges associated with the transition of students and programs. Staff believe, however, that the recommendation outlined best addresses the current accommodation and program pressures at the schools involved in this review while taking into account feedback from the community and adhering to Board Policy 2317 – School Attendance Areas. The changes would alleviate accommodation pressures and create viable and sustainable school populations and programs. The proposed recommendations also take into account additional residential growth to come and sets the stage for further actions when required. Subject to Board approval, and in order to assist students, staff and parents/guardians, administrative staff will begin immediate transition planning in order to make the experience positive and exciting.

RECOMMENDATIONS

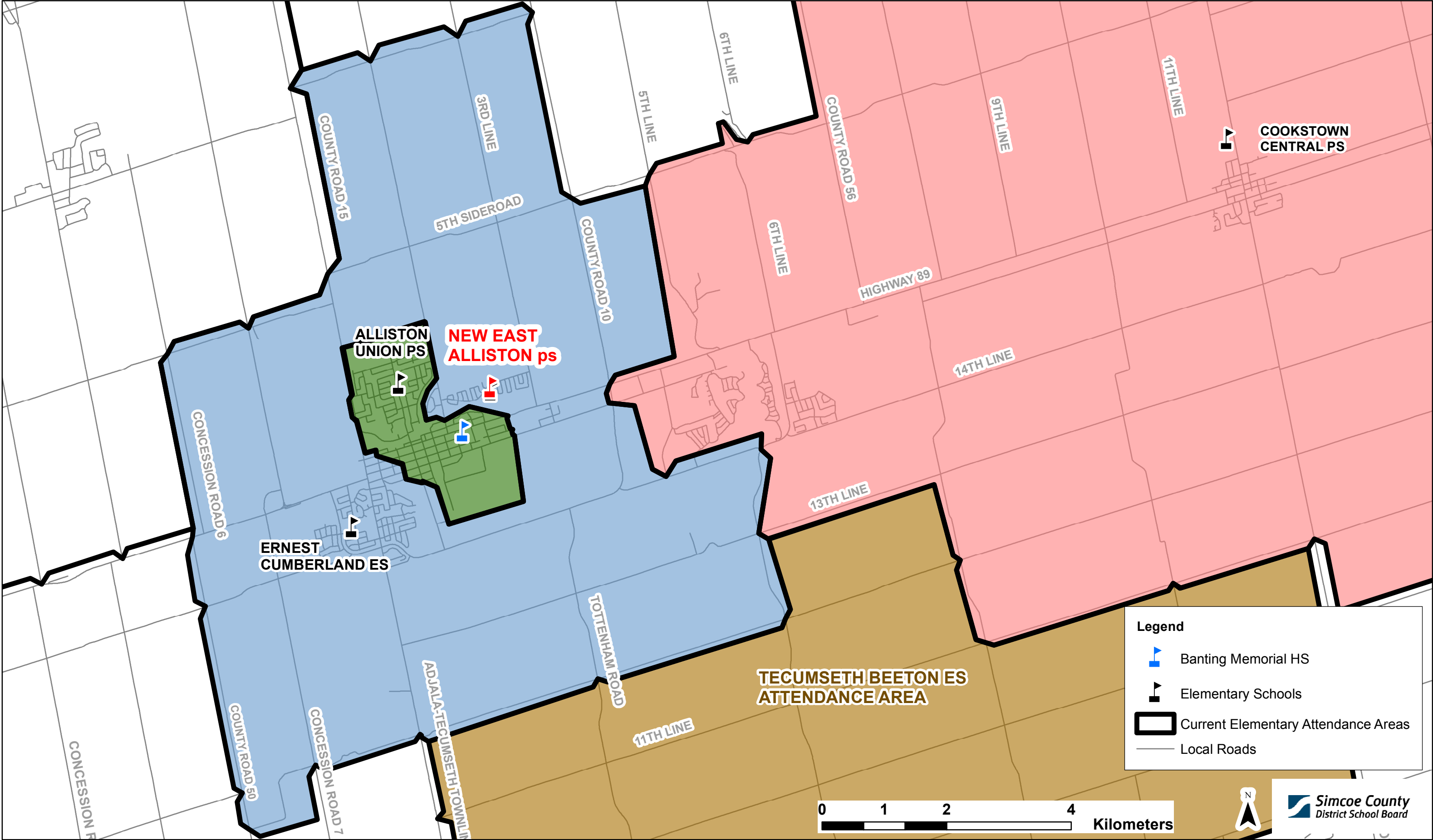
1. That the Business and Facilities Standing Committee recommend that the Board approve the proposed attendance areas effective September 2017, as set out in APPENDIX F of Report No. BF-D-1, Attendance Area Review 2016:01 – Alliston Union Public School, Cookstown Central Public School, Ernest Cumberland Elementary School, dated February 1, 2017.
2. That the Business and Facilities Standing Committee recommend that the Board approve the transfer of the FI program, Grades 1-4 from Alliston Union Public School to Ernest Cumberland Elementary School effective September 2017, as set out in Report No. BF-D-1, Attendance Area Review 2016:01 – Alliston Union Public School, Cookstown Central Public School, Ernest Cumberland Elementary School, dated February 1, 2017.
3. That the Business and Facilities Standing Committee recommend that the Board approve Ernest Cumberland Elementary School transition to the regular school calendar, effective at the conclusion of the 2016-2017 school year, as set out in Report No. BF-D-1, Attendance Area Review 2016:01 – Alliston Union Public School, Cookstown Central Public School, Ernest Cumberland Elementary School, dated February 1, 2017.

Respectfully submitted by:

John Dance, Superintendent of Facility Services

February 1, 2017

Current Attendance Areas



Although North American school systems have been experimenting with modified calendars (i.e., school calendars that reduce or eliminate the traditional 10-week summer break) for more than three decades, research remains inconclusive about whether such calendars improve student achievement and well-being (see reviews by Skinner, 2014).

In the Fall of 2016, Simcoe County District School Board's (SCDSB's) Research & Evaluation Services solicited input from staff, school council members, parents, and other members of the community about whether Ernest Cumberland Elementary School (already using a modified calendar) and Alliston Union Public School (not using a modified calendar) should use a modified calendar in the 2017-18 school year.

To this end, 109 individuals completed a modified calendar online survey. Respondents included 79 SCDSB Staff, 12 SCDSB School Council Members, 17 Parent/Guardians, and 1 community member.

The survey included four open-ended questions about the modified school year calendar plus an 'other comments' box through which respondents could provide other pertinent feedback.

This report provides a synthesis and summary of the modified calendar survey results.

Survey Question 1: How do students benefit from the modified school year calendar?

The three most commonly reported student benefits of the modified calendar included increased knowledge retention (due to shorter summer) (28%), frequent breaks keep students refreshed and ready to learn (27%), and shorter summers resulting in less 'down time' (Table 1). Notably, SCDSB staff more frequently cited frequent breaks (30%) and knowledge retention (27%) as student benefits from the modified calendar than parents.

Table 1. Perceived Student Benefits from a Modified School Year Calendar

Response	# of responses	% of respondents	% of Alliston Union Respondents	% of Ernest Cumberland Respondents
Increased knowledge retention due to shorter summer	24	28%	23%	31%
Frequent breaks leave students refreshed, less burnt-out, and eager to learn	23	27%	6%	39%
Shorter summer/less downtime	17	20%	13%	24%
Can have off-season family trips, events, activities etc.	11	13%	16%	11%
Mental health/wellness benefits	11	13%	6%	17%
General positive comments	7	8%	10%	7%
Teacher benefits (refreshed, mental health benefits etc.)	4	5%	0%	7%
Less time needed for review/get back in routine	4	5%	3%	6%
Social time with family, friends etc.	3	3%	3%	4%
Improved student behaviour	3	3%	0%	6%
Don't know	2	2%	3%	0%
Improved student achievement	2	2%	3%	2%
Out-of-school experiences/learning	2	2%	0%	4%
No perceived benefit	7	8%	16%	4%
Other	1	1%	0%	2%
Total Responses	86			

Very few respondents from Alliston Union completed any of the additional survey questions. As such, we do not report comparisons between schools for survey questions 2-5.

Survey Question 2: *How are students disadvantaged by the modified school year calendar?*

More than half (52%) of respondents reported that they did not perceive any student disadvantages from the modified school calendar. Among those who did, respondents most commonly cited that having a different schedule from their friends or siblings was a disadvantage (17%) for students (Table 2).

Table 2. Perceived Student Disadvantages of the Modified School Calendar

Response	# of responses	% of respondents
No perceived disadvantages	22	52%
Alternate schedule from siblings and/or friends to friends/siblings etc.	7	17%
Other	4	10%
Daycare	3	7%
Difficult to start up earlier (earlier school year start)in the season	3	7%
Shorter summer	2	5%
School hours are inconvenient	2	5%
Negative mental health impacts	1	2%
Transitions	1	2%
School board events may be during breaks	1	2%
Conflicts with extracurricular activities	1	2%
Total Responses	42	

Survey Question 3: *What are the benefits of having two school year calendars within the SCDSB?*

Respondents were most likely to cite 'choice' (43%) as a benefit to having two school calendars within the SCDSB. The next two most common answers were that there were no perceived benefits (18%) or that a single calendar (10%) was preferable (Table 3).

Table 3. Benefits of Having Two School Calendars within the SCDSB

Response	# of responses	% of respondents
Choice of different calendars	17	43%
Not applicable response	9	23%
No perceived benefits	7	18%
Meets needs of parents/community	3	8%
Prefer single (modified) calendar across board	3	8%
Don't know	1	3%
Increased student learning	1	3%
Teacher choices for positions	1	3%
Respondents	40	

Question 4: *What are the challenges of having two school year calendars within the SCDSB?*

Respondents reported two main challenges associated with having two school calendars within the SCDSB: The alignment of activities, events and extra-curricular activities across two school year calendars (20%), and experiences of families who have multiple children in different schools (20%) (Table 4). A similar proportion of respondents (17%) saw no challenges with a two-calendar system.

Table 4. Challenges of having Two School Year Calendars within the SCDSB

Response	# of responses	% of respondents
Not applicable response	8	23%
Aligning activities, events, extracurricular	7	20%
Families with multiple children across multiple schools	7	20%
No perceived challenges	6	17%
Transportation	3	9%
Start of year supports	3	9%
Staffing	2	6%
Perceptions/lack of interest	1	3%
Transitions between schools with different schedules	1	3%
Equity	1	3%
Timetabling	1	3%
Respondents	35	

Question 5: *Other comments about having multiple school year calendars within the SCDSB.*

The majority of respondents (59%) that answered this question expressed their preference for the modified school calendar and/or wanted to see more schools with the modified calendar. Five respondents (17%) reported that they have received positive feedback from parents regarding the modified calendar and three (10%) reported perceived mental health benefits from the modified calendar (Table 5).

Table 5. Other Comments about the Modified School Calendar in the SCDSB

Responses	# of responses	% of respondents
Preference for modified calendar / Would like to see more schools with modified calendar	17	59%
Received positive parent feedback	5	17%
Perceived mental health benefits	3	10%
Other	3	10%
Equal opportunities / Needs to be available to all families	2	7%
Staffing	1	3%
Beneficial for student learning	1	3%
Respondents	29	

Summary:

Survey respondents, primarily from Ernest Cumberland Elementary School, reported liking the modified calendar, citing many benefits to students and staff, with very few disadvantages, as well. Respondents reported that they liked having a choice between the standard and the modified calendar, despite challenges coordinating schedules with family, friends and SCDSB-wide activities. More responses from Alliston Union are needed in order to completely understand the community's opinion about the modified calendar; the survey response rate from the Alliston Union community was low.

References

Skinner, R.R. (2014). Year-Round Schools: In Brief. Congressional Research Service.
<https://fas.org/sgp/crs/misc/R43588.pdf>

APPENDIX C – Pages 1 to 28

**ATTENDANCE AREA REVIEW 2016:01 – ALLISTON UNION
PUBLIC SCHOOL, COOKSTOWN CENTRAL PUBLIC SCHOOL,
ERNEST CUMBERLAND ELEMENTARY SCHOOL**

ATTENDANCE AREA REVIEW

Alliston Union P.S., Ernest Cumberland E.S., Cookstown Central P.S.

**Thursday, November 10, 2016
6:00 p.m.**

MINUTES

PRESENT:

Trustee Donna DaSilva, Trustee New Tecumseth & Brad West Gwillimbury

Staff John Dance, Superintendent of Facilities
Daryl Halliday, Superintendent of Schools, Area 4
Andrew Keuken, Manager of Planning, Enrolment & Community Use
Dean Maltby, Principal – Program K-12
Debbie Deeth, Executive Assistant, Area 4

1. Welcome and Introductions

Welcome – community members are asked to look at the 5 scenarios posted

Superintendent Halliday welcomed everyone. He provided an overview of the evening, communication to take place after the meeting, etc.

Introductions - Superintendent Dance introduced Trustee DaSilva, Superintendent Halliday, Andrew Keuken, Manager of Planning, Debbie Deeth, Executive Assistant, Dean Maltby, Principal of Program, Aileen Ross, Principal Ernest Cumberland ES, Greg Jacobs, Principal Alliston Union PS, Kent Cheesman, Principal Cookstown PS, Sean Cappadocia appointed Principal of New East Alliston PS and Melanie Slade-Morrison Communications Officer

There will be an opportunity for questions later in the agenda. If answers are not available tonight staff will find out the information.

Manager Keuken provided an overview of background/process.

The Board received funding for a 461 pupil place school in East Alliston. It is currently under construction with a projected opening date for September 2017.

This Attendance Area Review will look at boundaries, French Immersion, Modified Calendar. The target date for a decision is end of February 2017. The rules and guidelines required to be followed by the Board are available on line.

The purpose is to create attendance areas for Alliston Union PS, Cookstown PS, Ernest Cumberland ES and New East Alliston PS. Tec Beeton currently has empty space and could possibility accommodate students.

Considerations will be given to:

- Balancing enrolment
- French Immersion
- Modified School Year Calendar (currently at Ernest Cumberland ES)
- Preparing for future growth
- Maximizing walkers – minimizing busses

Manager Keuken provided an overview of current enrolment/capacity of schools as he reviewed the scenarios. There are 5 scenarios to consider – no one scenario has been chosen at this point. Each has pros and cons. Enrolment numbers are based as of today – they may be slightly inflated.

Schools that are part of the Attendance Area Review are generally closed to out of attendance area requests for at least the first year to stabilize the school populations and not create enrolment imbalance at the schools.

Grade 7's are usually given the option to remain at their current school if their area has changed so they may graduate with their peers.

The new school was funded on an increased enrolment in the area and cannot be opened as a French school. An ARC process would need to take place in order to close a school so that another school could be opened as an all French school.

A final community meeting will be held in January where board staff will present a single option that is being put forth to the Business and Facilities Meeting in early-February. If passed at Business & Facilities Meeting, the proposal would then be presented to Board Meeting at the end of February where a Trustee vote would take place.

Superintendent Dance then invited community members to come to the front for questions/comments.

Public Comments(C)/Questions(Q)/Answers(A)

Q - How realistic is it to have all schools move into modified calendar? A – It is a real option – consideration will be given but would not be taken to a vote. The modified calendar has been in place for a number years and has not been adopted by any other school in our board.
Q – A family has multiple kids in multiple schools – Cookstown Gifted, FI etc. – will siblings be allowed to attend the same schools? A - siblings do not go along to the same schools – we cannot balance enrolment in schools if siblings also attend – FI schools are closed to out of area
Q - Buchanan Drive family currently take a bus to ECES – all scenarios have this area going to the new school – crossing Boyne Street is a safety concern. Has this been considered? A - This would be taken into consideration - Bus consortium and board will work with the township possibility of a crossing, etc. If the safety is well documented, same conditions would be considered. The SCSTC recommends that SCDSB planning request the Township install a pedestrian crossing signal or traffic lights at Boyne and John W Taylor.
Q - Rural students – the township has not put places for students to walk A – It will continued to be assessed by consortium – if you are already getting bussing, same consideration for issues based on the guidelines with consortium
Q – Surveys were made available to parent council meetings - when will the decision be made regarding the modified calendar? A - All decisions will be made in one report
Q - Is the final decision based on majority rules? (French #'s English #'s) A - No it is not based on a vote

Q - ECES am/pm has high traffic – will they be expanding that road? Are we considering the traffics dangers with the higher enrolment if FI comes?
A – the Board works with the township and the consortium to make it as safe as possible - there are a number of families who qualify for bussing and don't use it therefore increasing the traffic. There would be 3 buses total if FI moves to ECES. The timing of the schools will change if FI program split. Some students leaving to go to the new school will help balance numbers.
Q - French Immersion is voluntary – would you be surveying those parents to see if they would still want to be in the program if split/moved?
A – no we would not be surveying. Our priority is the need to balance enrolment- looking at big picture across the board for numbers.
Q - Grade split FI – could you look at different split of 1-6 and 7-8
A - staff will consider other options however the board's model when splitting the French program is a 1-4 and 5-8 format - every option has an upside to some, downside to others. There are at least 630 plus students affected. With the amount of growth in this community, we will most likely add another school in the area in the future – will create a need for another change. The Ministry does not fund on numbers that might come, they fund on enrolment that is already here.
Q - Modified calendar was a pilot. Have heard it is a great program/great option. Students learning perspectives – is it being looked at for all 4 schools?
A – The modified calendar in place at ECES is not a true modified calendar, but more a hybrid modification. Andrew Hunter discontinued their modified calendar a number of years ago.
Q - How will the FI splits/Extended French work?
A - 1-4 FI currently 5-8 Ext French – Ext French 5-8 phasing out – FI 1-4, 5-8 will be continuous from now on.
Q -If FI 1-4, 5-8 in 2 different schools being bussed in, how would that look regarding the start/end times?
A - Grade 1 location Grade 5 location will get on the same bus from one location to another with drops offs - 2 schools times will align (not too far apart)
Q – Scenarios are based on logistics but why can the French program not remain together – best for resources, mentoring etc.
A - resources for FI are purchased for each class according to the needs of that class and school. There are opportunities for leadership at all levels in a school regardless of age. – mentoring reading buddies – schools looking at different various opportunities for leadership – grade 8 student with grade 4 student – various leadership opportunities to look at. Resources purchased should follow that class to a new site.
Q - Tec Beeton FI all together – why can FI not remain all together in Alliston together – has this been considered?
A – yes it has been looked at – AUPS is an issue with capacity – having FI altogether would also mean transferring out large numbers of regular students which can cause problems with class composition (split, triple grades) and would mean taking students who could walk and making them bussed students. Tec Beeton has lower enrolment #'s and as such could accommodate the full FI program.
C - Modified Calendar – love it – no stats to support – very successful in US – lots of research – community needs to see information – decisions needs to be what is best for kids – need to look at research to best come to a conclusion.
Q - FI program not split 1-4, 5-8, instead all FI Tec Beeton – will numbers in the program go up? Would more spaces be allocated?
A - French Program – when there are larger numbers it creates capacity issues, staffing issues – we will maintain 2 classes - set up as equitably as possible – cannot offer program if we are not able to resource properly
C - Split FI- split will cause issues for families, different schools, transitions for kids difficult, create problems for families.
Q - FI Split between 2 schools – how will it impact student sports, plays, etc. – with a higher number of students in certain grades, majority of kids in certain age group (high numbers in primary etc.)
A - Cameron Street PS and Admiral Collingwood ES; Ardagh Bluffs PS and Ferndale Woods ES currently split and it is working – have not heard of any issues.

<p>Q – if FI split – family will have 3 kids in 3 different schools – affecting families. Tec Beeton - tree tops go to Tec Beeton – keep French program in one school - don't care where it goes as long as they are together</p> <p>A - Scenario D is being considered</p>
<p>C – the possibility of all schools on modified is not acceptable - ridiculous</p>
<p>Q – has building a larger school of about 1000 students been considered?</p> <p>A - not the optimal size for an elementary school – need to maintain population size to keep at a reasonable size that is best suited for community and operation of school</p>
<p>Q - ECES - love the modified school year – start time can change – how will the decision will be made to keep/not keep the modified?</p> <p>A – board follows the procedure to balance boundaries for schools. The board is governed by board of trustees (12) taking into account the input/feedback and will then do an analysis. The Board staff's preferred position will be presented to Business & Facilities Mtg early in February. If passed at B & F Mtg, it will then go board at the end of February.</p>
<p>C – Appreciated the modified school year – it has been a 15 year pilot project but does not have evidence to benefit students. Family now has 2 kids split between 2 schools on 2 different calendars. There are no community programs offered on their weeks off – summer has programs to offer.</p>
<p>Q – 4 students in EFSL and 1 in FI – years ago French was not popular, but progressively over the years the enrolment grew and it is now well subscribed to. Tec Beeton can hold an extra 200 students – Is it possible to increase program enrolment and bring in more teachers or add another program in Tec Beeton?</p> <p>A – currently there is an intake of 2 classes covering all of New Tec and beyond. A two class intake is preferred at one location. Determining when to start another program is a challenge and based on demand, teacher availability and space. Data indicates there is not enough demand to have a two class intake at two locations at this point in time.</p> <p>C - projected growth in FI program is secondary to the board's decision – how do we not take that into account when the ministry funds current enrolment?</p>
<p>C - Half of students going to new school are coming from Ernest Cumberland – causing huge disruption to these students – they will be affected</p>
<p>C - Modified – benefits and detriments as well</p>
<p>C - Commuter parent's concerns - family relies on before & after school at AUPS & ECES. If the program is moved to Tec Beeton - they wouldn't have the option to put children on bus to Beeton FI program.</p>
<p>C - FI is optional but in 2013 government released A Framework for French as a Second Language which speaks to the benefits of FSL and supporting and investing in the program. This is important and staff do not look like they are considering this in the scenarios. Suggest to put just FI in new school which would only affect the French students keeps them together.</p> <p>A - document is referring to French as a Second Language program and not accommodation of the program.</p>
<p>Q – Chair AUPS School Council - FI & EFSL parents – will there be a survey available to them? Will parents have a say?</p> <p>A - all that information can be sent in the comments to the board. Media team will send out communication – a letter has already been sent – a link was included with all available information and the opportunity to submit comments/feedback (by email address provided or sending in comment sheets) Another letter will be sent next week</p> <p>Q – has the board considered the numbers that may drop out of the program with changes?</p> <p>A - History has shown the numbers lower initially, but then within 2-3 yrs enrolment up</p>
<p>Q - What is the true demand of the program? Is there enough for a larger French immersion program in this community?</p> <p>A – This is gauged by wait lists</p>
<p>C – FI – If a 3rd class is opened – staffing concerns - putting 1-8 at one school would lessen the constraints on staffing – why not put them all at one school?</p>
<p>C - EFSL program student – students give up a lot to go into French program – why should they have to do that again? Kids have a say in this too</p>
<p>C – In multiple scenarios ECES stays the way it is so the modified calendar stays? Still an option?</p>

A – we are looking at all options
C - New School should be all French – ministry document referred to does include FI
A – we cannot change the funding we received for a growth school to a new French school – funding received to build English enrolment Grades 1-8 with Before & After Care as well – FI demand is greater than supply
C - Trustees – asked for contact info for trustees
A – Trustee DaSilva can provide her contact information – all Trustee information is on the SCDSB website
C – with projected numbers 2017-2021? Scenario D makes most sense keeping school smaller
C – There are two universal languages which are math and music
Q - Solution – modified doesn't want change, FI doesn't want change – if a 4 th school is coming? Can the 4 th school be applied as a program school? Don't touch French at all – leave all French students together
A – there are two ways schools are funded by the ministry - growth & consolidation
Q - Scenario D – treetops at Tec Beeton – holding school? Where would they go after?
A - look at in the future for potential new schools
Q - How do you get a program school? New school being built for enrolment – after 1 year then change it to FI school? There is already a French school in Barrie & Borden
A - Other boards are French, French Catholic system - we are an English system – Warnica (Barrie) – school is within 1.6 km of 5 other schools - EFSL & FI – 2/3 of population was French – declining enrolment in English – not the same situation at AUPS. We have to do an ARC, requiring a closure of a school and re-open as French
C - When parents chose FI it was never discussed about splitting the program. Information sessions indicates it's a program choice – not choosing the location. Parents were told it could be moved but not split
C - Parent concern - Who is approving all the builders (town) - why are so many homes coming before schools are here – community needs to look at that and community needs to speak to their council

Adjournment

The Attendance Area Review Community Meeting AAR 2016-01 adjourned at 7:35 a.m.

The second Community Meeting is scheduled for Tuesday, January 17, 2016 at Banting Memorial High School at 6:00 p.m.

November 10, 2016

Attendance Area Review

2016:01

Alliston Union PS
Cookstown Central PS
Ernest Cumberland ES

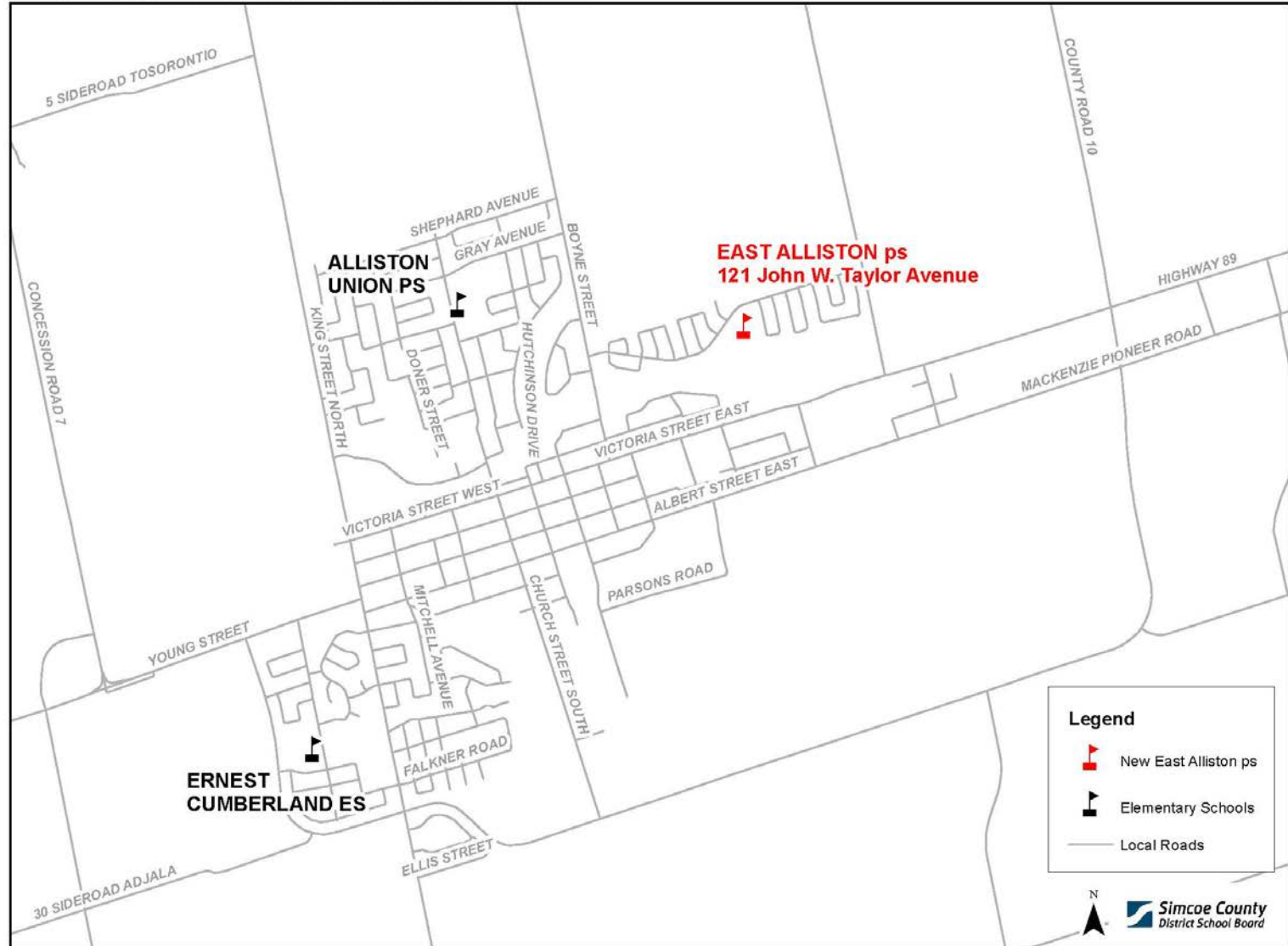
November 10, 2016

Background

- The Simcoe County District School Board (SCDSB) approved a new Alliston elementary school capital priority in the 2014 Capital Plan and submitted a business case for funding
- In November 2015 the SCDSB received Ministry of Education funding and approval for a 461 pupil place elementary school
- In December 2015 the SCDSB approved that an attendance area review commence in the Fall of 2016
- Staff met with school councils and staff in September 2016
- New school is currently under construction with a targeted opening date of September 2017

New School Location

New East Alliston ps Location - 121 John W. Taylor Avenue



Policy and Procedures

- Board Policy 2317 – School Attendance Areas sets out the guidelines for the establishment of school attendance areas
- Minimum of one public meeting
- In normal circumstances, a report will be presented to the Board by March 31 for approval of attendance area changes for the following September
- Policy is implemented via Administrative Procedures Memorandum A7000 – School Attendance Areas
- Board Policy 4115 – Extended FSL Program and Board Policy 4116 – French Immersion state school locations shall be recommended by the Director of Education for the approval of the Board by November 30 of the year prior to the establishment of a new FI/EFSL location
- Board granted extension for approval of French program location(s) to March 31, 2017

Purpose

- Create attendance area for the new school
- Schools impacted include:
 - Alliston Union PS
 - Cookstown Central PS
 - Ernest Cumberland ES
 - Tec. Beeton ES (possible receiving school for current or future students)
- Balance school enrolments to meet their capacities and minimize the need for portables at any school
- Create sustainable and stable school populations
- Accommodate specialized programming (French Immersion, EFSL)
- Consider school year calendars
- Prepare for future growth

Considerations

- Create sustainable community schools
- Most efficient use of accommodation
- Minimize use of portables
- Location and proximity of adjacent schools and students
- Maximizing school walk zones
- Minimize bussing
- Natural and constructed boundaries
- Projected growth/decline of enrolment
- Site capacity with particular regard to adequate space for parking and for the location of portables
- The placement of county and district classes
- The need to accommodate students who live in a holding area

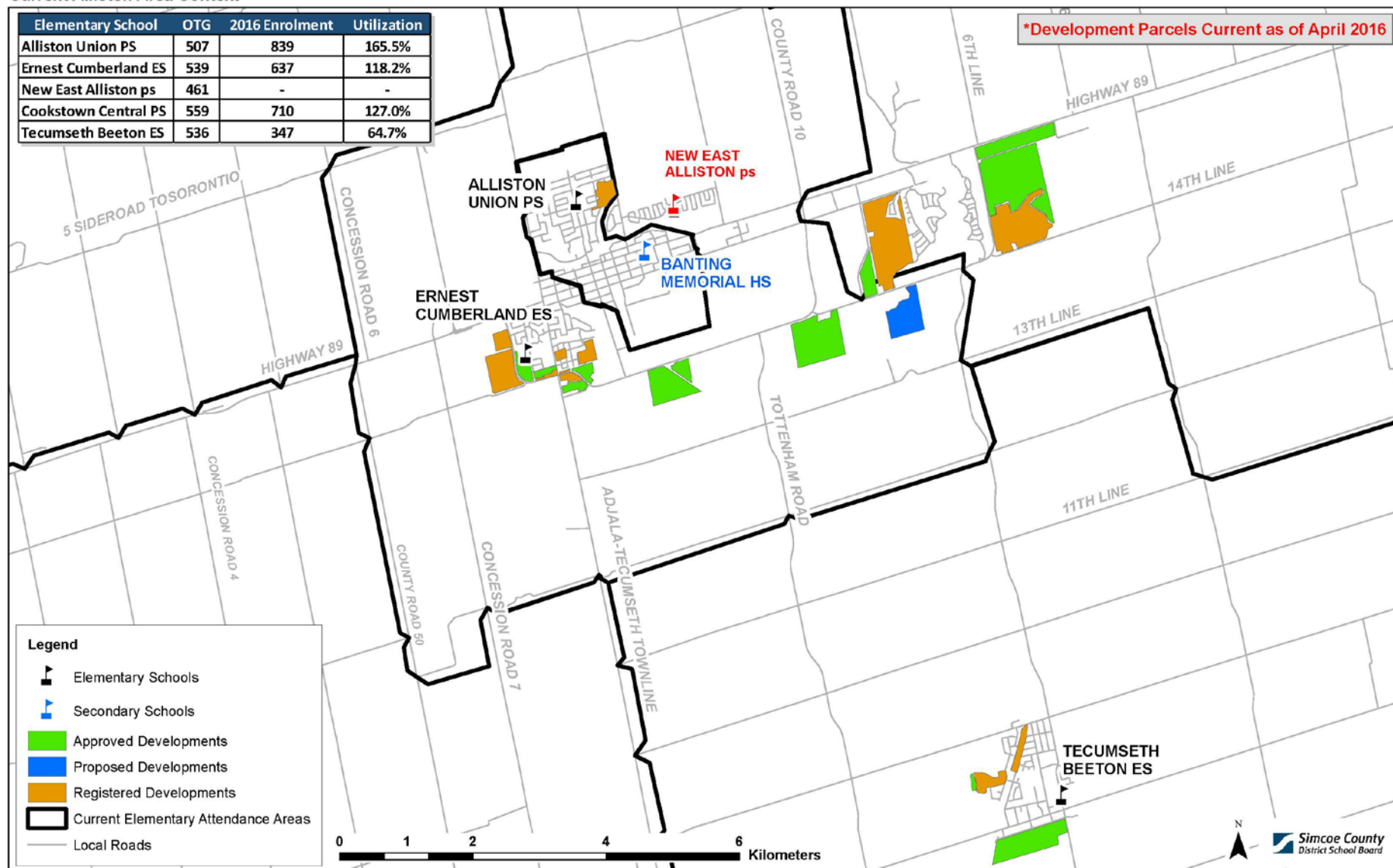
Current

- Alliston Union PS
 - Capacity 507 students
 - Enrolment 839 students
 - 166% utilized
 - 12 portables
 - Approximately 375 French students (155 FI, 220 EFSL)
- Ernest Cumberland ES
 - Capacity 539 students
 - Enrolment 637 students
 - 118% utilized
 - 5 portables
 - On modified school calendar
- Cookstown Central PS
 - Capacity 559 students
 - Enrolment 710 students
 - 127% utilized
 - 8 portables
- Tec Beeton ES
 - Capacity 536 students
 - Enrolment 347 students
 - 65% utilized
 - 0 portables

Current

Current Alliston Area Context

Elementary School	OTG	2016 Enrolment	Utilization
Alliston Union PS	507	839	165.5%
Ernest Cumberland ES	539	637	118.2%
New East Alliston ps	461	-	-
Cookstown Central PS	559	710	127.0%
Tecumseth Beeton ES	536	347	64.7%

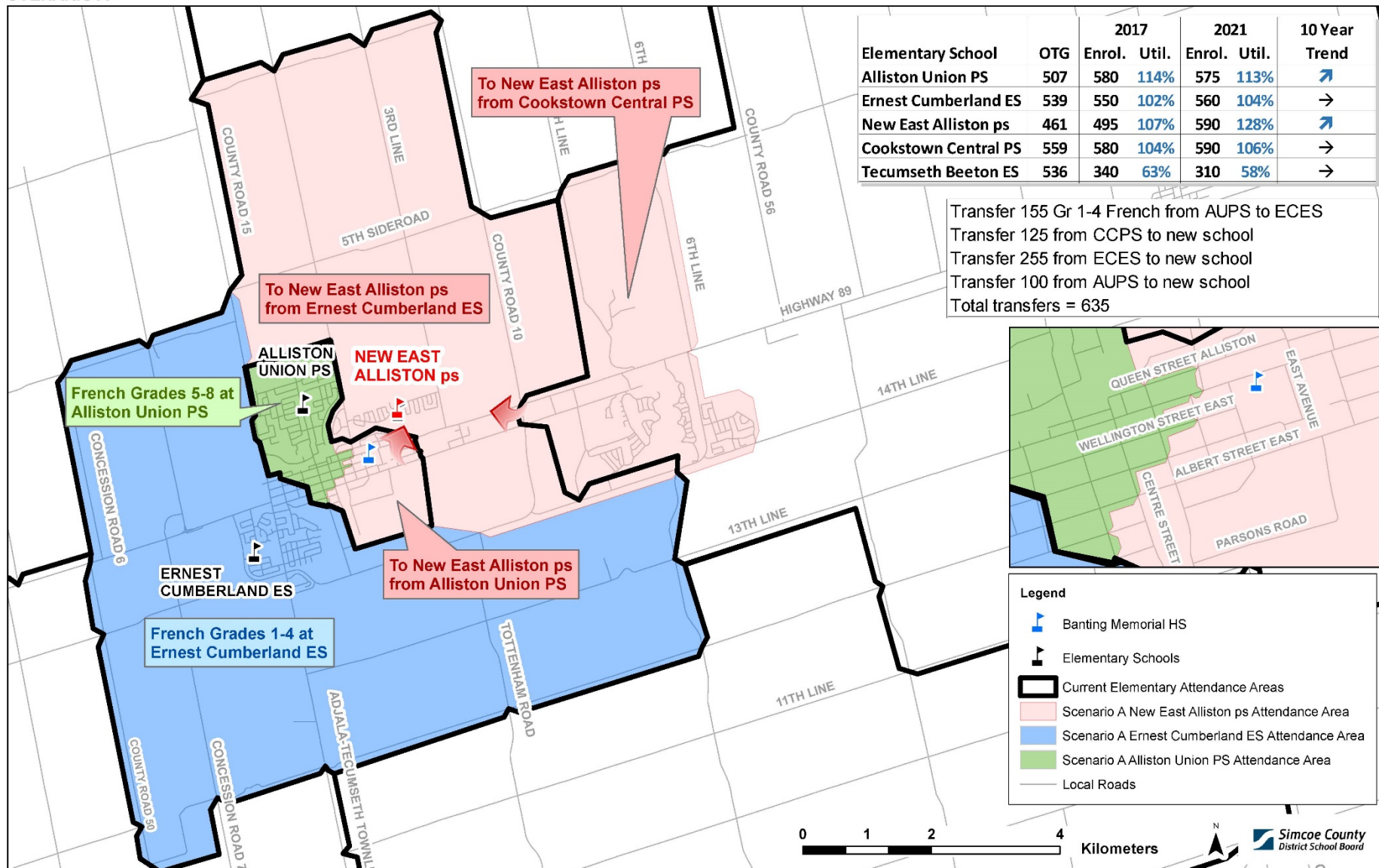


Scenarios

- Variety of scenarios under consideration
- Assumptions:
 - Number of students impacted based on if done today
 - Grade 1 French Immersion intake = Two classes per year
 - No out-of-area students permitted immediately following implementation
 - Current out-of area students return to home school
- Scenarios staff considered but do not deem feasible:
 - French only school
 - Split French program between two schools with schools housing the program having different calendars
- No decision has been made
- Consider other scenarios not presented this evening

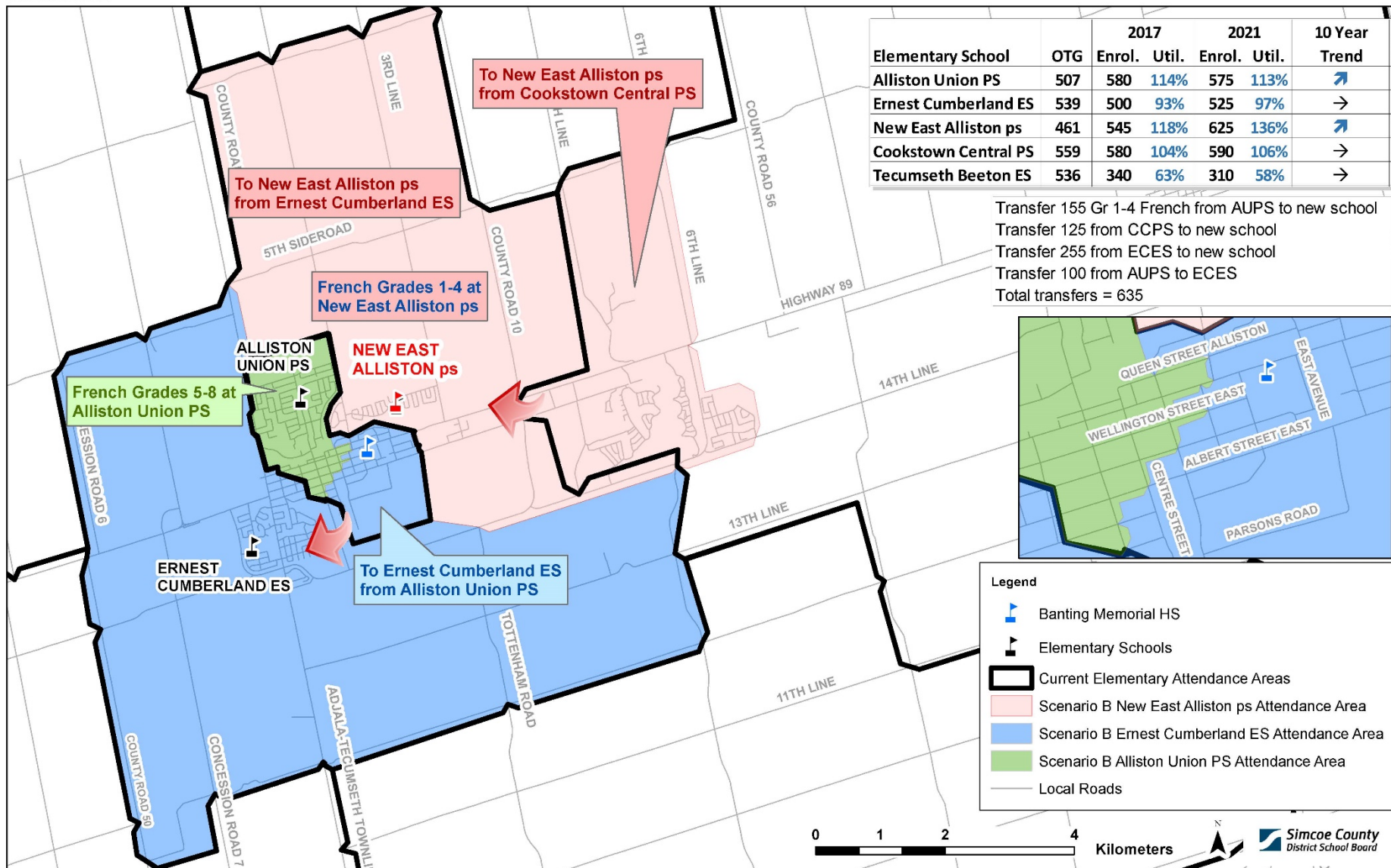
Scenario A

SCENARIO A



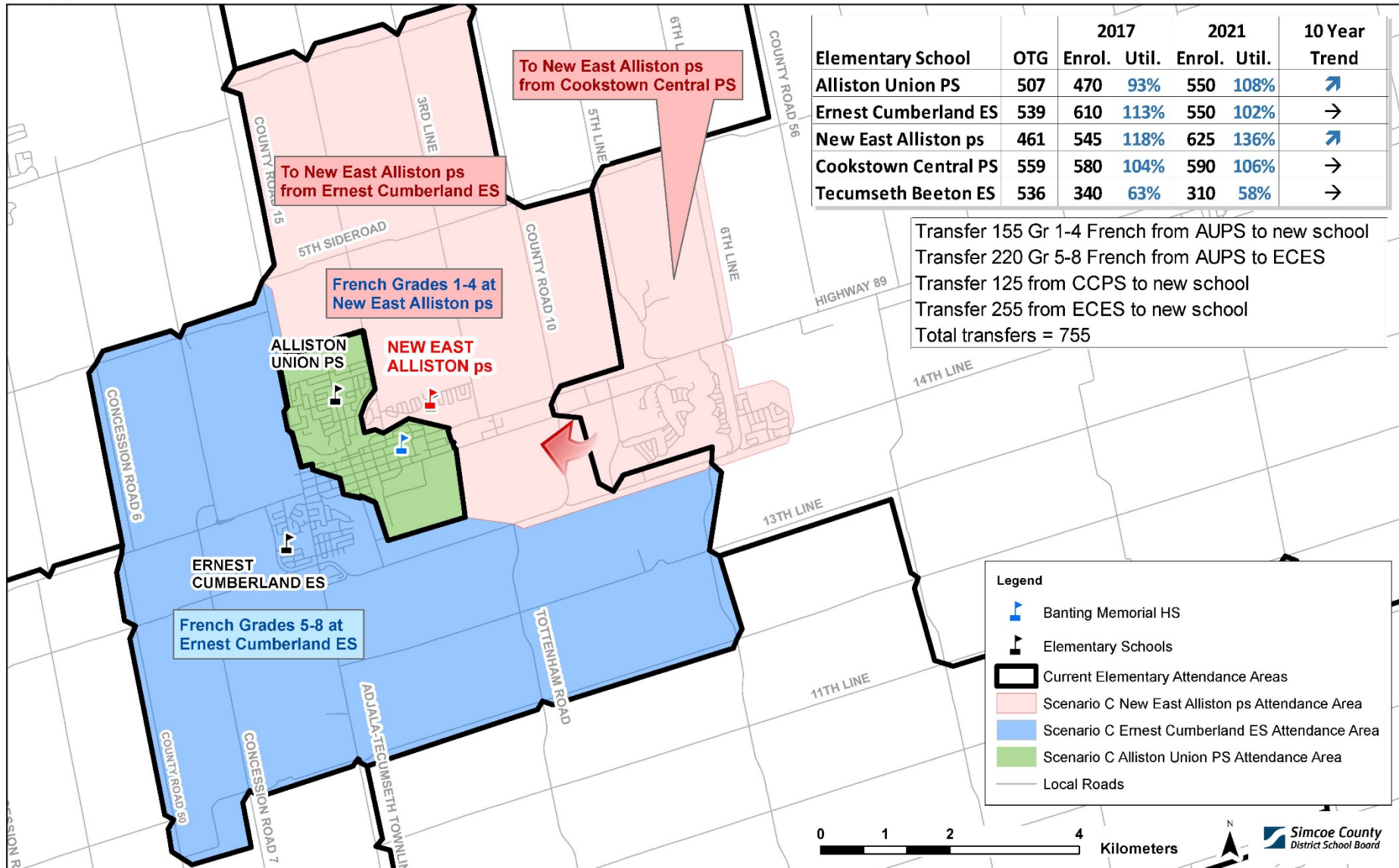
Scenario B

SCENARIO B



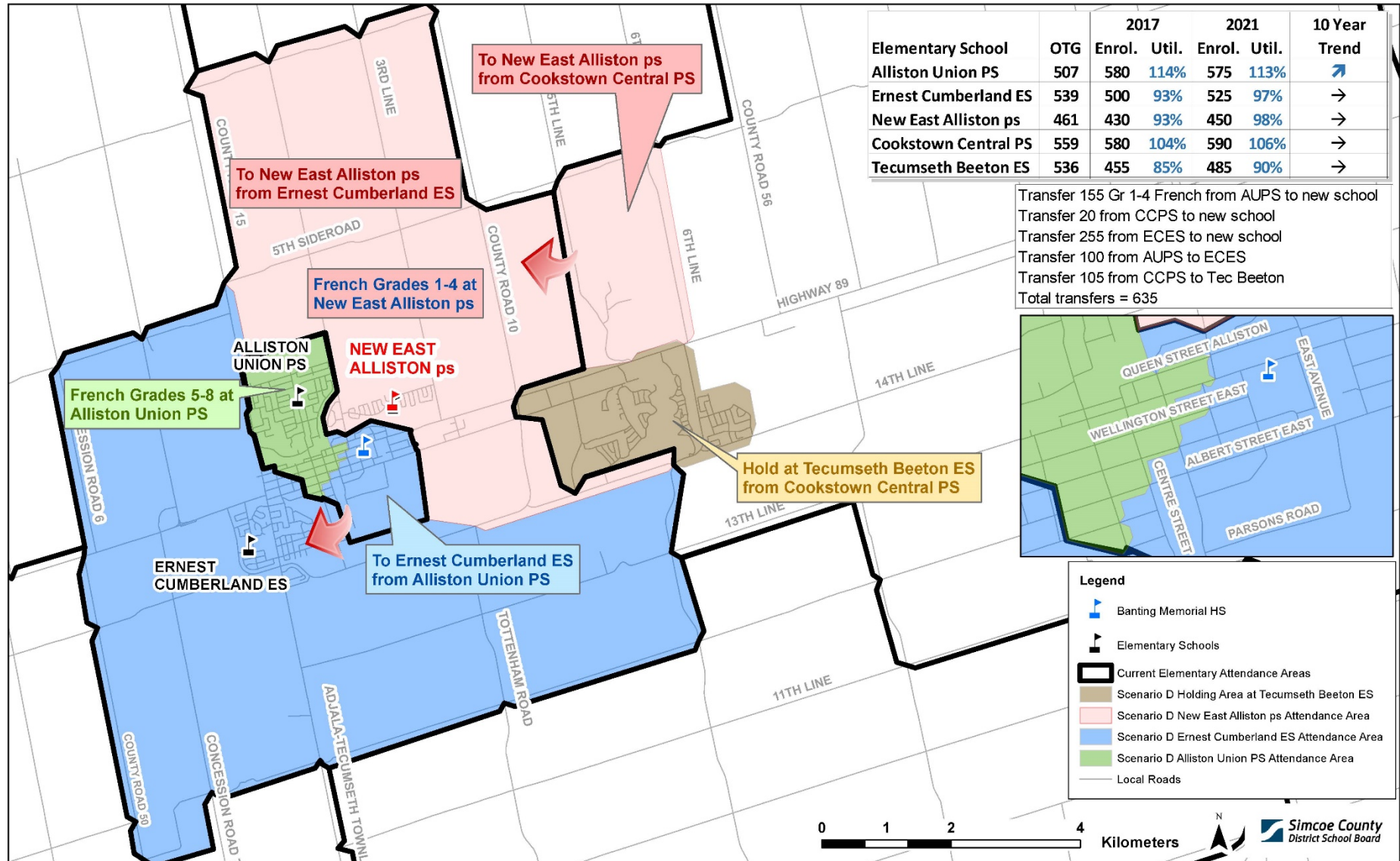
Scenario C

SCENARIO C



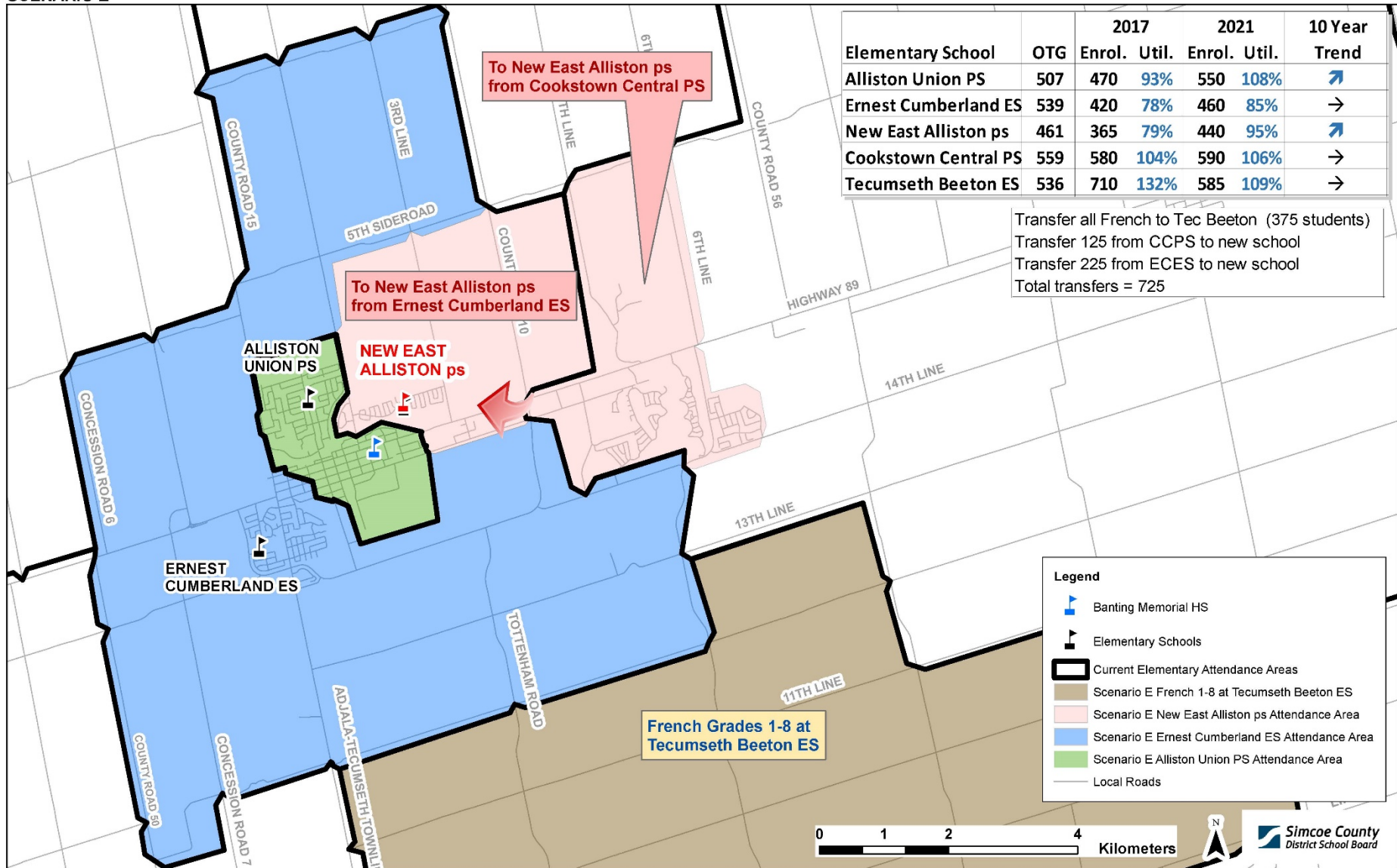
Scenario D

SCENARIO D



Scenario E

SCENARIO E



Modified School Calendar

- Scenarios are independent of school calendar model
- Under each scenario further options are under consideration when incorporating school year calendar. For example:
 1. Ernest Cumberland ES stays on a modified school calendar
 2. All schools on a modified school calendar
 3. No schools on a modified school calendar
 4. Other combinations

What do we need from you?



Input and feedback on:

1. Scenarios and areas of transfer under consideration
2. The location of the French program
3. Modified school calendar
4. Any other concerns or issues you want us to know about

Next Steps and Timelines

- Consider comments and suggestions from the November 10, 2016 public meeting
- Please submit comments no later than November 25, 2016
- Follow up meeting January 17, 2017 to present staff preferred recommendation
- Final staff recommendation may differ from any of those presented
- Recommendation to the Business & Facilities Standing Committee February 1, 2017
- Recommendation to Board for decision February 22, 2017

Comments



- Leave feedback forms this evening or with your school principal
- Email comments to planning@scdsb.on.ca

2016-17 Attendance Area Review – Alliston-area Questions & Answers

Attendance Area Review (AAR)

Why is an AAR necessary?

The new Alliston elementary school currently does not have a defined attendance area. This process will establish attendance areas and program locations for the new school and other affected schools.

Schools can be over capacity due to new residential growth, specific programs being located at the school or other factors. Transferring students and programs to other schools that have space helps reduce capacity pressures and use of portables and balances enrolment at our schools.

What schools are affected by the board's proposed scenarios?

Schools that could be affected by the outcome of the attendance area review include:

- Alliston Union Public School
- Cookstown Central Public School
- Ernest Cumberland Elementary School
- Tecumseth Beeton Elementary School

Will the SCDSB consider other possible solutions?

SCDSB staff are considering a number of different scenarios in this review. No decision has been made,

How can I provide feedback to the board?

Feedback forms are available at your school and at the public meeting on November 10. Comments can also be submitted via the SCDSB website at www.scdsb.on.ca/Board/Capital-Planning/Pages/Attendance-Area-Reviews.aspx or via email to planning@scdsb.on.ca.

When will the final decision be made and implemented?

The SCDSB Board of Trustees must make a final decision before March 31, 2017. Changes resulting from the decision will take effect at the beginning of the 2017–18 school year.

Will the East Alliston School be ready September 2017?

The east Alliston elementary school is expected to open in September 2017. Delays can occur due to a multitude of reasons and completion dates can never be guaranteed. If delays occur a contingency plan will be implemented.

How do SCDSB staff plan for future development?

New residential growth is considered as we plan attendance areas. Funding from the Ministry of Education for new schools and other capital projects is not based on projected enrolment. When growth reaches a point where additional pupil places (through additions or a new school) are justifiable, the board recommends a capital priority and submits a business case to the Ministry.

How are boundaries defined?

When recommending attendance areas SCDSB staff consider many factors. These include:

- efficient use of space
- minimizing the need for bussing and maximizing walking students
- projected growth and/or decline in enrolment
- location and proximity of adjacent schools and students
- natural and constructed boundaries
- site capacity for parking and portables
- placement of specialized classes and programs
- accommodation of students living in holding areas
- accommodation of students currently affected by capacity restrictions

Will out-of-area requests be permitted for the affected schools?

It has been the practice of the SCDSB that schools with newly established attendance areas are closed to out-of-area requests, except under extraordinary circumstances. This allows for school populations and enrolment to stabilize and is reviewed annually through the capital planning process.

What will happen to the modified school year calendar at Ernest Cumberland?

The modified school year calendar currently in place at Ernest Cumberland is being considered as part of the review. Various scenarios will be considered by SCDSB staff when making their final recommendation.

Will there be changes to the school day schedule as a result of the new attendance areas?

After the SCDSB Board of Trustees approves new attendance areas the Simcoe County Student Transportation Consortium will complete a comprehensive review. This study will include a bell time analysis for all schools involved in the review. Decisions on bell times and school day schedules will be made once that review is complete.

French as a Second Language (FSL) Programs **(French Immersion [FI] and Extended French [EFSL])**

How much space is designated in a school for the FSL program?

It varies based on need and other enrolment pressures at the school. Program space is reviewed every year. When there is increased enrolment pressure in a school(s), SCDSB staff may recommend that an official program review be initiated to address those pressures and the growth of the FSL program

Why is the EFSL program open and the FI program capped? Why don't all students have open access to the FI program?

The FI program has sometimes required a maximum capacity in order to meet Ministry class size requirements, the limited number of available, qualified, French teachers, and to address accommodation issues and overcrowding at schools. Both staffing and school capacity issues prevent open access to the program.

How does such a low cap in primary impact the class size in junior grades when there is decline?

Since the program is new, and Grade 4 FI is in its first year of implementation, it is difficult to fully know the long-term impact; however, it's likely that the impact in French on class size in Junior and Intermediate will be similar to the shift in class size that English classes experience.

Is the end of October an official cut-off for getting into Grade 1 French program if you are on the waitlist or is there a chance you can still be accepted after that date?

Board policy states that October 31 is the official date by which late students can be accepted into the FSL program.

Is enrolment in FI capped at Warnica in Barrie (the full-French school)?

In 2016-17 all students who applied were accepted, creating two classes.

What is the retention in the FI program? What happens if the program continues to grow?

Retention in the FI program has been strong since being implemented in 2013. The program is expected to grow in future years as the EFSL program is phased out. September 2016 was the final entry point for Grade 5 EFSL.

As the program grows and expands the SCDSB will need to continue to undertake program reviews to ensure that home school populations remain balanced throughout the board.

Are staff recommending that the French program (FI and EFSL) be split between multiple schools?

The FSL program has put significant accommodation pressure on schools where it is located. An option to address this is to accommodating Grade 1-4 FI students at one school with Grade 5-8 EFSL students at another. As FI is phased in for junior and intermediate grades it would also be at that school. This option would balance enrolment across the area schools while also creating sustainable school populations in the English program. Other options are also being considered.

How will splitting the FSL program affect students and their outcomes? What opportunities for mentorship within the FSL program will exist?

Resources to support programming needs are equitably distributed across all SCDSB schools with FSL programs. An over-capacity school has challenges to meet students' needs for success. There are more students that share access to technological resources, programming, equipment, personnel and physical space to play and learn. Capacity restrictions are needed to ensure equitable access to supports in learning for all students, in both the English and FSL programs.

There are many ways that older students in the FSL program can act as mentors to younger students, even if they are at different schools. We use many new technologies to connect students across a variety of schools around the board.

Will my child have to go to a different school for JK/SK if I intend to enroll them in the FI program?

Applying and commitment to FI in the SCDSB is a voluntary decision. Students may be required to attend a different school for JK/SK before moving to their FI site for Grade 1 entry. As the program continues to grow, more sites may be provided which will minimize the frequency of students having to switch schools after SK.

If the FSL program is split, will some students have to attend up to three different elementary schools?

The recommendations that SCDSB staff provide to the Board of Trustees attempt to minimize impact on home school (English program) populations. Staff recognize that changing schools multiple times is not ideal. Given that the FSL program is optional, it is a family decision to determine if changing schools as they progress through the program is in the best interest of their child.

Can a sibling of a student in a FSL program attend the same school?

Siblings can only attend the same school if that is their designated home school.

Can students who have siblings in the FSL program be given advanced standing for admission?

The FSL program application process is intended to be an equitable process for all families who wish to have children enrolled. There is no advanced standing for siblings in this optional program.

How is staffing in the FSL program affected if the program is split between schools?

Staff will move if the program is split. Existing teachers and classes will move to the new location, and additional teachers will become available to the FI program as EFSL is phased out. Staff allocations (including teaching staff and other support staff) for all schools are based on individual school needs. Most support staff functions for FSL programs are provided in English (for example, Special Education Resource Teachers [SERTs]).

Can the board offer incentives to qualified French teachers to take special education qualifications or SERTs to take French language courses, or at least ask applicants for SERT positions at FSL schools if they can speak French to allow SERTs to assist in both languages?

Currently, students are provided supports for special education in English, and collective agreements do not provide for staffing at French schools based on these additional qualifications.

What happens if I remove my child from FSL because the program is moved?

Students who leave an FSL program will be required to return to their home school. This would have an effect on actual enrolments at the FSL and home school locations.

Is a FSL-only school an option?

The new east Alliston elementary school was funded based on growth in the community, not growth in the FSL program. Creating a single track French school at an existing school would require a Pupil Accommodation Review and require the “closure” of a regular track school.

Warnica Public School in Barrie is a FSL-only school. How did that come to be?

Warnica PS is located in a section of Barrie with seven elementary schools in close proximity. The homeschool (English program) population decreased to the point where program challenges existed. For example, in the regular track (English) primary grades there were cases of less than 10 students per grade, with as few as six students in certain grades. The size of French population, size of the school and ability for neighbouring schools to accommodate students made this a sustainable solution. A Pupil Accommodation Review was not required due to the significant imbalance between the French and regular programs.

Could two of the area schools run a FSL program for Grade 1-8?

Best practice is to have a Grade 1 intake of two classes at a FSL location. At this point there is not enough interest in the Alliston area and beyond to have a two class Grade 1 FSL intake at two locations. Additionally, this type of model could cause long-term accommodation challenges.

Has the SCDSB researched FSL programs in other boards to see what the most successful models are?

Board staff have explored models in use at other boards across the province. In most cases a combination of strategies are used based on the circumstances of the individual community. These strategies include single track, dual track and split cohorts, depending on the unique challenges each community faces. Other boards have expressed that accommodating the FI programs is one of the most challenging planning issues they face.

How is a school's budget affected if the FSL program is split?

School basic budgets reflect the actual enrolment of a school. When a student group transfers to another location resources are divided according to the numbers of students involved in the transfer. There should be no impact to bussing.

Is it cost effective to bus students to different schools for FSL?

The cost of bussing to different locations is negligible based on the distances to be travelled and the assignment of buses to runs and routes.

In the 2015-16 Capital Plan, projected enrolment numbers are outlined. Do the projected enrolment numbers include the transfer of students in the FI program, or do they just represent changes in enrolment due to boundary changes?

The projected enrolment numbers found in the 2015-16 Capital Plan have changed since it was approved by the SCDSB Board of Trustees. They have been updated to include current and projected numbers at all schools involved in the AAR.

Other Programs and Services**What type of supports are put into place to assist students who are moved to different schools?**

When final attendance areas have been approved by the Board of Trustees, school principals develop transition plans with their staff to bring their new student populations together. These plans often include events and activities that engage students in creating a positive culture within their new school community.

How will students with special needs be accommodated if their school changes?

The board's special education team is involved in transition planning for all students with identified special needs. Board and school staff work together to facilitate a seamless and supportive transition to the new school. Parents are engaged in and informed of this process.

Will the new east Alliston elementary school have a Before and After School Program?

Yes, the new school is expected to have a B&A program when it opens. Before and After School Programs are for students in Kindergarten to Grade 6 who need care before and/or after the regular school day hours. The new school will also have a two-room child care centre accommodating approximately 36 toddlers and preschoolers.

Will there be any changes to means of transportation to and from the schools?

Students who require bussing to and from their designated homeschools and FSL school site will continue to receive this service, if they are not within walking distance (as per policy) of their school.

APPENDIX D – Pages 1 to 23

**ATTENDANCE AREA REVIEW 2016:01 – ALLISTON UNION
PUBLIC SCHOOL, COOKSTOWN CENTRAL PUBLIC SCHOOL,
ERNEST CUMBERLAND ELEMENTARY SCHOOL**

ATTENDANCE AREA REVIEW

Alliston Union P.S., Ernest Cumberland E.S., Cookstown Central P.S.

**Tuesday, January 24, 2017
6:00 p.m.**

MINUTES

PRESENT:

Trustee

Donna DaSilva, Trustee New Tecumseth & Brad West Gwillimbury

Staff

John Dance, Superintendent of Facilities
Daryl Halliday, Superintendent of Schools, Area 4
Andrew Keuken, Manager of Planning, Enrolment & Community Use
Dean Maltby, Principal – Program K-12
Debbie Deeth, Executive Assistant, Area 4

1. Welcome and Introductions

Superintendent Halliday welcomed everyone.

Introductions - Superintendent Halliday introduced Trustee DaSilva, Superintendent Dance, Andrew Keuken, Manager of Planning, Debbie Deeth, Executive Assistant, Dean Maltby, Principal of Program and Melanie Slade-Morrison Communications Manager.

Superintendent Halliday thanked everyone for the respectful feedback/comments/concerns received after the November 10 community meeting and outlined the agenda for the evening.

Manager Keuken provided an overview of the process to date.

Background – a new school is currently under construction with a projected opening date of September 2017. This additional school is needed and good for this community. At the November 10 public meeting 5 scenarios were shared, each with various merits. Senior board staff have met with school staff and school councils.

Board policies and procedures are established for new school openings and attendance areas. By the end of March, attendance area changes need approval in order to take effect the following year. For new schools, attendance areas need to be established by the end of February. The purpose is to create a new attendance area for the new school, and consider the location of the French program and the school year calendar. We need to balance enrolment for today, as well as the next few years. This is a growing community with many more phases of building projected. We also need to look at transportation to efficiently maximize walkers and minimize bussing, while taking future growth into consideration. Portables will be needed until a possible fourth school is built in the future.

Manager Keuken provided an overview of current attendance areas and enrolment numbers. Tec Beeton is considered for future growth.

Summary of feedback from November 10 meeting – We received approximately 95 submissions from 75 families. An overview of common themes is outlined in the package. There was no real consensus of support for or against any particular scenario presented. There were some specific requests for grandfathering intermediate students, bell times, students wishing to remain where they are, etc.

Proposed recommendation:

- Accommodate French Immersion Grade 1-4 at Ernest Cumberland ES
- Accommodate French Immersion and Extended French Grade 5-8 at Alliston Union PS
- Transfer northeast portion of Ernest Cumberland ES to new east Alliston ps
- Transfer south portion of Alliston Union PS to new east Alliston ps
- Transfer existing Belterra/Treetops portion of Cookstown Central PS to new east Alliston ps
- Hold future phases of Belterra/Treetops portion of Cookstown Central PS at Tec Beeton ps
- All schools on regular calendar
- “Grandfather” current Grade 7 students – students have a choice to remain at their current school or move to designated school

Rationale:

Manager Keuken provided an overview of current and projected enrolment numbers, including enrolment numbers with the proposal as well as the rationale for the proposal. It allows for accommodation of future growth while balancing enrolment in schools taking into consideration the growth around Alliston Union and Ernest Cumberland, and establishes a sustainable strategy to accommodate the French program in the community.

The staff recommendation will provide transportation efficiencies – maximize walkers/minimize busses.

All schools on the regular calendar will provide consistency within community, particularly related to co-curricular activities, easier transition between schools and panels, centralized support and operations efficiencies. It will also set the stage for a possible fourth future school so all schools will be consistent.

What to expect for student transitions – it is very important to ensure students are comfortable, not anxious, and are excited about their school. All board staff will help guide students through the process. Schools will establish transition teams made up of staff, students, parents to plan events such as school tours, bbqs, site visits if possible at new school, etc.

Next steps – recommendation will go to Business & Facilities meeting next week and then to the Board Meeting for a decision on February 22. After a decision is finalized, we will begin the process of finalizing bell times, bus routes, etc.

Delegation instructions/process is included in your package if you wish to provide further comments/feedback etc. Notice of delegation must be received 1 week prior to the meeting.

Public Comments(C)/Questions(Q)Answers(A)

Q – Is the Ernest Cumberland principal bilingual?
A – No, the current principal is not bilingual. Schools hosting French programs do not always have a bilingual principal. The Alliston Union principal is not bilingual.
Q – When will parents know if they got into the French program?
A – The timelines for applications for FI were not changed as a result of AAR. Parents will receive notification in March if they were successful. As a result of the Board decision on February 22, and the location of the program, parents can choose if they still wish to remain in the program.
Q – Are considerations being made for special needs students who have difficulty with change and uprooting?
A – Staff have been through this process before and will pay particular attention to students with special needs to help make the transition as easy as possible.
Q – Daughter is currently in a Gr. 3/4 split class – do you foresee any split Gr. 4/5 classes in French program? Would you be able to grandfather students in Alliston Union?
A – There will be no classes split between school sites.
Q - Delegate – deadline of one week before – what is the date?
A - One week before February 22.
Q – Kids staying at Cookstown and are bussed – fills up at Treetops – updated bus routes – will that information come from school?
A – Bus routes are communicated at end of May/beginning of June – that group of students will be re-done – we hope to have all information out in time for the first week of June-communication will come from the consortium through the school.
Q - Corner of boundaries Ernest Cumberland/Alliston Union – will we get a more detailed map?
A – We will provide a more detailed map with street names, etc.
Q – With the increase in popularity in FI – will these options open up again for review based on numbers increasing?
A – Yes, we can take a look at, but we have to make sure the demand is there, the program is viable, and it is sustainable. There could be an opportunity for a start up elsewhere – if demand in another area, e.g. Angus area - maybe take some students from the north – a lot hinges on demand and provision of adequate staffing.
Q – Would the Gr. 1-4 french immersion teachers at Alliston Union being going to Ernest Cumberland?
A – Those teachers have the opportunity to move to Ernest Cumberland through the spring staffing process.
Q – Has 1 child in FI and another child at another school – transportation – how to get them to 2 different schools – walkable to both schools – is it the responsibility of families to get them there?
A – If they are not eligible for bussing (1.6 km) transportation is not provided to either location.
Q – New school - how will JK registrations be handled?
A – A designated location will be set up by the principal/secretary to take new registrations. Nevertheless parents can also go to Cookstown, Ernest Cumberland, Alliston Union to drop off their paperwork to register at any time.
Q – Transportation issues - she has 1.8 km
A – Distance is measured from edge of your property to the closest entrance school property. There is an appeal process if you wish to pursue with the consortium.

<p>Q – Son is in FI Alliston Union and in Wellington Street Day Care - will Ernest Cumberland be open to out of area for JK students?</p> <p>A – All schools will be closed to out of area in Alliston as a result of the AAR</p> <p>Q – Transportation - Is there potential for a group bus stop for FI at ECES (parking lot issues)</p> <p>A – Consortium looks at local community stops - can be looked at but not usually at the school – some certain exceptions can be made for a stop.</p>
<p>Q – Currently Alliston Union, if FI now at Ernest Cumberland - will they have a bus stop or be bussed from home?</p> <p>A – Can possibly be done from school's before and after - Arrangements may be able to be made to have the child returned to AUPS to attend the before and after program there.</p>
<p>Q - Closed to out of area – will there be allowances for children with special needs?</p> <p>A – Only if students are in a county program (Developmental Skills, Social Skills, Gifted) they will remain in that program. The school administration, staff and SERT will work with students and families to ensure smooth transition.</p>
<p>Q - Bussing from Alliston union – FI program.</p> <p>A – If you are within 1.6 km of Ernest Cumberland you are a walker. For bussers, a centralized community stop (program students only) is established, possibly Alliston Union, to take the bus to Ernest Cumberland. For the most part, Alliston Union is a walking school.</p>
<p>Q – Here as a parent not a teacher – similar degree of support/against modified calendar – who did the survey go to? Modified calendar – Ernest Cumberland and Alliston Union staff and school council - were the responses weighted to the same degree?</p> <p>A – Yes, they were.</p>
<p>Q - FI teachers at Alliston Union – when will we find out if they are choosing to go to Ernest Cumberland?</p> <p>A – They will follow the spring staffing process – March to May – one to one transfers, postings - teachers can apply to those positions – the process is fluid throughout the spring.</p>
<p>Q - All schools on regular calendar – efficiencies? – it' been here 15 years now - why all of a sudden changing it?</p> <p>A – Efficiencies will include transportation, staffing – modified calendar creates challenges to get occasional teachers working at that time, co-curricular planning, etc. Creates operations difficulties with Ernest Cumberland at a different time, housing students on different schedules.</p>
<p>Q - Parent/staff member of Ernest Cumberland – was told staffing would not be fluid. Is it going to be fluid?</p> <p>A – Staffing process is part of each group's collective agreement – spring staffing timelines are defined in collective agreements. If staff take other positions through one to one or postings, staff leave – positions open up.</p>
<p>Q - Families not happy with decision – what is the next path for them?</p> <p>A - Delegate as an individual or group community members - the process mentioned, with timelines is included in your package.</p>
<p>Q - FI at Alliston Union – now going to Ernest Cumberland? - when will we be made aware of start and end times?</p> <p>A - Hope to have those established by March – preliminary options may be 9:00 a.m. for Alliston Union and 9:15 a.m. for Ernest Cumberland – we will need to work with the transportation consortium.</p>
<p>Q – Will there be a Before & After at the new school?</p> <p>A - Yes - also child care</p>
<p>Q – Parents in the community who have to be at work at 9 – how are you going to subsidize the cost of before and after care?</p> <p>A – Changes in times can be challenging for some parents, but responsibility of before and after care lies with the parents.</p>

<p>Q - Steps and timelines begin in March – what is transition?</p> <p>A – Activities will vary between schools – similar activities – teachers/students can visit new school to have an introduction – be comfortable with surroundings – staff will work with special needs students and staff – French program students could possibly take a bus over to Ernest Cumberland – school councils are involved in welcoming families with bbqs, other spring events, etc.</p>
<p>Q – Live on Rogers Road – will be going to new east Alliston – child has special needs and takes a van – sister will be going into JK in September – concerned about crossing Hwy #89.</p> <p>A – If qualified, will continue special needs transportation – students who do not qualify for transportation – it is the parent’s responsibility.</p>
<p>Q - Why are you splitting FI?</p> <p>A – As the program grows, Alliston Union cannot sustain the growth – currently 12 portables on site and cannot go bigger. Program needs to be sustainable and can be better achieved in 2 locations. Transportation will pick up and drop off at these school locations.</p>
<p>Q - Kids to new east Alliston – is there counselling or transition support for students being left behind?</p> <p>A – Counselling will not be provided but there are many caring adults in the school to help support these students.</p>
<p>C – With this proposal, almost every student is doing something different – changing modified – splitting school in half (40%) of Ernest Cumberland – this will be a very hard transition - bbq is not going to solve it - best thing to do – seems unnecessary to take the modified away - make entire town on modified school year.</p>
<p>Q – Disappointed with split in general – option of splitting with Ernest Cumberland is misguided - let them keep modified – splitting Gr. 1-4 why did you not put it at the new school? This rationale makes more sense - upset less people.</p> <p>A - Rationale behind the changes - new east Alliston will continue to grow and we would be in same situation of relocating FI program in the future if FI Gr 1-4 were located there. Moving FI Gr 1-4 to the new school means we would have to direct all growth in all of Alliston to one school – Ernest Cumberland - in order to make room for French at the new school. This would not be sustainable. If FI all in 1 location – would increase many splits in the English stream and also require students who could walk to be bussed to another school so there was room for program.</p>
<p>Q – Transfer FI students Gr. 1-4 to Ernest Cumberland - what happens with resources?</p> <p>A - Hard resources transfer with students – additional classes receive additional resources through per pupil funding.</p>
<p>Q – How can we advocate for FI school – what steps can we do? Expand the program – fill an entire school with FI?</p> <p>A – Program has been growing in the last 4 years - will continue to grow – we currently have one FI school in Barrie (specific circumstance high density small area) – our community right now FI is Gr. 1-8 - we have to include JK- new school has child care – there are competing priorities.</p>
<p>Q - French Language school in Base Borden has been left off this entire plan – could be used - why wasn’t this looked at – waste of money</p> <p>A – School in Base Borden is not in our board – French language board – to attend a French language school – you are required to have French language rights.</p>
<p>Q - Numbers showing – is there a breakdown of primary numbers – how many is Ernest Cumberland losing? Ernest Cumberland already loses classrooms, gym, etc. for daycare – this is a concern.</p> <p>A - 150 additional students – there will be some balance – some are leaving but there will be more primary students.</p>

<p>Q - Students bussed to Ernest Cumberland before and after school program where would it be? School they attend or bussed from?</p> <p>A – Parents can work with consortium to try to arrange where they would like their children returned – special circumstances – arrangements can made with the child care provider.</p>
<p>Q - Child entering JK Alliston Union and possibly attend FI eventually - is there consideration for special needs in French program – would support be bilingual/French to assist her?</p> <p>A - Expectations 100% FI in Gr. 1 - where possible support staff may speak French. SERT support is in English.</p> <p>Q - More of a medical reason – would that staff member be bilingual?</p> <p>A - May not be – might be outside agency – Educational Assistant support would be in English.</p>
<p>Q - Construction delays for the new school – what if it cannot open in September? What is the plan?</p> <p>A - Don't foresee an issue, construction is progressing well, but will have a contingency plan – if opening is delayed – accommodate in different locations, etc.</p>
<p>Q – What is the reason for splits – Why not have Gr. 1 -4 stay at Alliston Union – logic is that kids in kindergarten at Alliston Union continue at same school - older kids easier to transition to another.</p> <p>A - Received feedback for both – some of the rationale is to keep the intermediate students there – they have already had to make one transition to the new Alliston Union – with the feedback on 5 options there are competing priorities.</p>
<p>C – Parent of Gr 5 & 7 FI – if comments prefer modified calendar – what is the purpose of moving Gr. 1 to 4 to that location – more French students coming in - take out of Ernest Cumberland and split Alliston Union and new school – used this as a reason to get rid of modified calendar.</p>
<p>Q - When will we know about Before and After options – first options go to existing parents on Ernest Cumberland who have to change? Wait list? Can they stay at Ernest Cumberland because of day care:</p> <p>A – There will be no out of area to Ernest Cumberland- expected to go to new school. Child care – in the past information is shared by the provider to pre-existing - relationship may carry over.</p> <p>C - One parent has already registered with Upper Canada Childcare</p> <p>A – The Planning department of the board will communicate with families with the registration process for the new school Before and After and Child Care program</p>
<p>Q – How can we draw more funds from the province for French program? – petitioning for more funds on parents behalf? Are trustees fighting to enrich program? – do whatever it takes for program to be successful with resources – advocate on their behalf.</p> <p>A - Resources comes from board funding - resources allotted – after initial funding, school funding responsibility.</p> <p>Q - One fund won't be funded for 2 schools?</p> <p>A - No</p> <p>Q - Can we advocate for more funds? One school program in splitting resources – saying it has to happen – what can we do to advocate?</p> <p>A - Funding for students is per pupil grant – money will transfer with student moving to Ernest Cumberland.</p> <p>A – As with any new program the FI program does take a few years to build resources up – schools are purchasing with the new FI class funding. After that schools use their basic budgets to purchase resources.</p>
<p>Q – 9:00 a.m. start time – could you change time for high school students? Older children are able to stay home?</p> <p>A – It has been looked at but so far no secondary schools are interested.</p>

Q - French has big impact on this decision – 2-4-6 years from now – Gr. 1-4 Ernest Cumberland Gr. 5-8 Alliston Union – consideration in the future not to change it again? A – We try to have it set up so it is sustainable – challenging for families but is working - community growing – regular programs growing.
Q - Examine potential review of growth of FI increased interest (open cap) – Ernest Cumberland families/staff/students – concerns about negative feelings – “Frenchies” are coming - EFSL opened cap – is there potential to open cap for FI in the future - possibilities of sustaining FI is not high – qualified teacher population? A – Need to maintain accommodation for everyone, including English program. Will need to be analyzed to see if sustainable – all boards are having a hard time managing FI programs from accommodation and staffing perspectives.
Q - Teachers – lack of French teachers – difficult to get for mat leaves, planning time – staff at both schools difficult? AUPS purchasing chrome books etc. - students Gr.1-4 going to Ernest Cumberland – will materials be going with them? A - Proportionately resources go with students. Major limiting factor for FI qualified teachers – has not made a difference in the other sites that have been split – competition amongst board for qualified teachers is definitely there.
Q – If teachers do not choose to go to new Ernest Cumberland – what happens? Have these teachers been spoken with? Should ask them for their expert opinion? A – When meeting with staff regarding the modified calendar discussion also mentioned – staff recommendation will go to the board – conversations have not been had with them before a final recommendation – could not have had definite conversations with them while it was only a possibility.
Q - Last meeting number of students transferring – how many transferring in this scenario A - Approximately 600 Scenario D – approximate 640 C - Feels like a witch hunt against modified calendar – to put FI program in that school.
C – Parent works for large company looking to move into area – number of students on a modified calendar – the company does not want to move here because of the modified calendar. C – (another parent) Why would it not work with an employer? C – (another parent) We did not let audience know about what the modified calendar is.
Q - Request around transportation – have never had any correspond from consortium, or return calls etc. – parents need to know pick up, drop offs, etc. – in transition – really needs be looked at. A - Concerns will be expressed from parents about communications.
Q – Numbers from November – students affected – all – this scenario is slightly different – why? A – There have been slight changes to this scenario which accounts for the change in numbers. C – Can we have a list of the resources that the (imperceptible) “Frenchies” are bringing with them so that we aren’t purchasing the same resources this year with our school budget?

Superintendent Dance thanked everyone and let them know that we would be staying behind to answer any additional questions.

Adjournment

The Attendance Area Review Community Meeting AAR 2016-01 adjourned at 7:30 p.m.

January 24, 2017

Attendance Area Review

2016:01

Alliston Union PS
Cookstown Central PS
Ernest Cumberland ES

January 17, 2017



Background

- The Simcoe County District School Board (SCDSB) approved a new Alliston elementary school capital priority in the 2014 Capital Plan and submitted a business case for funding
- In November 2015 the SCDSB received Ministry of Education funding and approval for a 461 pupil place elementary school
- In December 2015 the SCDSB approved that an attendance area review commence in the Fall of 2016
- Staff met with school councils and staff in September 2016
- First Public Meeting held November 10, 2016
- New school is currently under construction with a targeted opening date of September 2017

Policy and Procedures

- Board Policy 2317 – School Attendance Areas sets out the guidelines for the establishment of school attendance areas
- Minimum of one public meeting
- In normal circumstances, a report will be presented to the Board by March 31 for approval of attendance area changes for the following September
- Policy is implemented via Administrative Procedures Memorandum A7000 – School Attendance Areas
- Board Policy 4115 – Extended FSL Program and Board Policy 4116 – French Immersion state school locations shall be recommended by the Director of Education for the approval of the Board by November 30 of the year prior to the establishment of a new FI/EFSL location
- Board granted extension for approval of French program location(s) to March 31, 2017

Purpose

- Create attendance area for the new school
- Schools impacted include:
 - Alliston Union PS
 - Cookstown Central PS
 - Ernest Cumberland ES
 - Tec. Beeton ES (possible receiving school for current or future students)
- Balance school enrolments to meet their capacities and minimize the need for portables at any school
- Create sustainable and stable school populations
- Accommodate specialized programming (French Immersion, EFSL)
- Consider school year calendars
- Prepare for future growth

Considerations

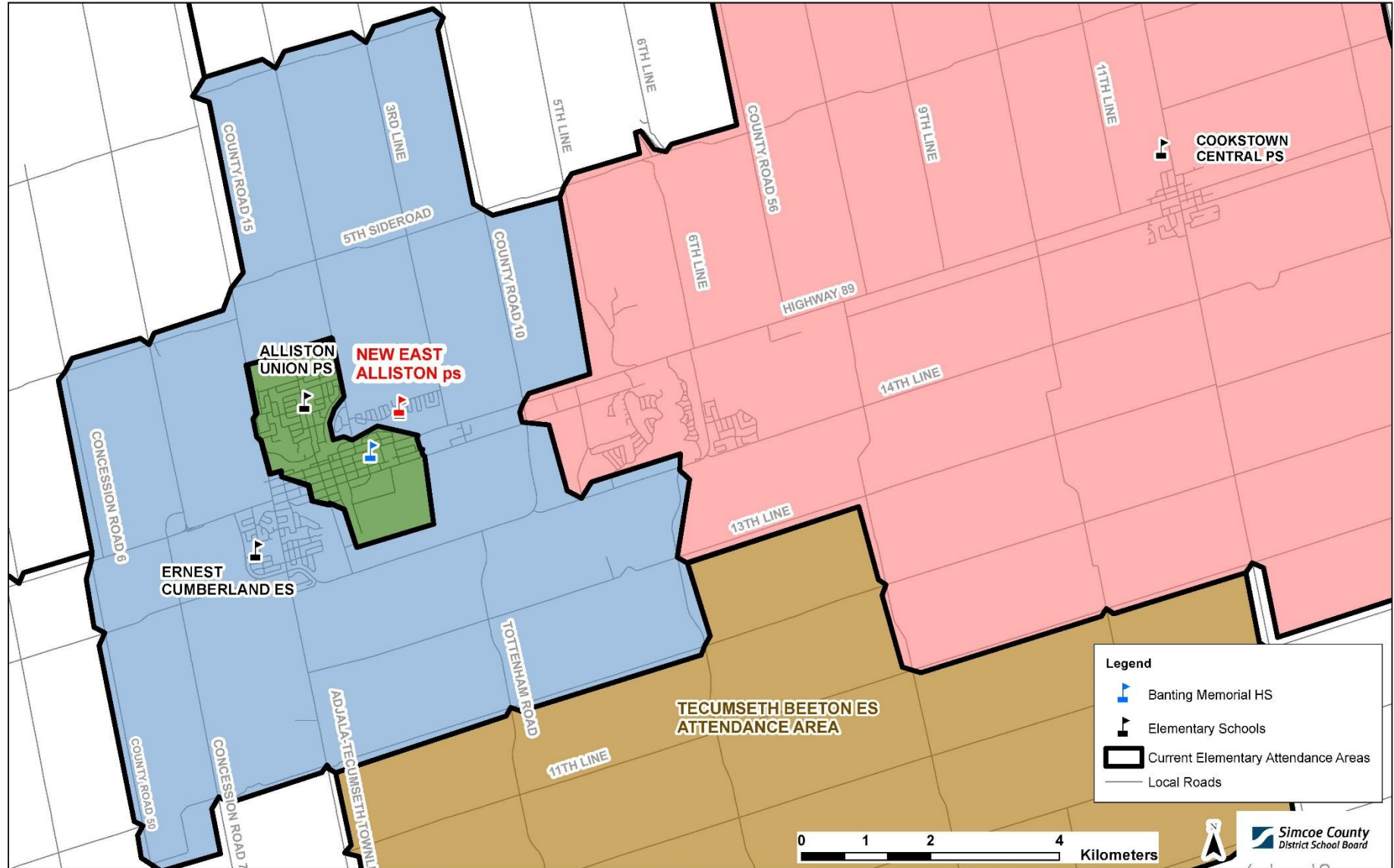
- Create sustainable community schools
- Most efficient use of accommodation
- Minimize use of portables
- Location and proximity of adjacent schools and students
- Maximizing school walk zones
- Minimize bussing
- Natural and constructed boundaries
- Projected growth/decline of enrolment
- Site capacity with particular regard to adequate space for parking and for the location of portables
- The placement of county and district classes
- The need to accommodate students who live in a holding area

Current

- Alliston Union PS
 - Capacity 507 students
 - Enrolment 838 students
 - Approximately 375 French students (155 FI, 220 EFSL)
 - 165% utilized
 - 12 portables
 - On regular school calendar
- Ernest Cumberland ES
 - Capacity 539 students
 - Enrolment 633 students
 - 117% utilized
 - 5 portables
 - On modified school calendar
- Cookstown Central PS
 - Capacity 559 students
 - Enrolment 710 students
 - 127% utilized
 - 8 portables
 - On regular school calendar
- Tec Beeton ES
 - Capacity 536 students
 - Enrolment 348 students
 - 65% utilized
 - 0 portables
 - On regular school calendar

Current Attendance Areas

Current Attendance Areas



Summary of Feedback

Comments were received from approximately 75 families

Common themes:

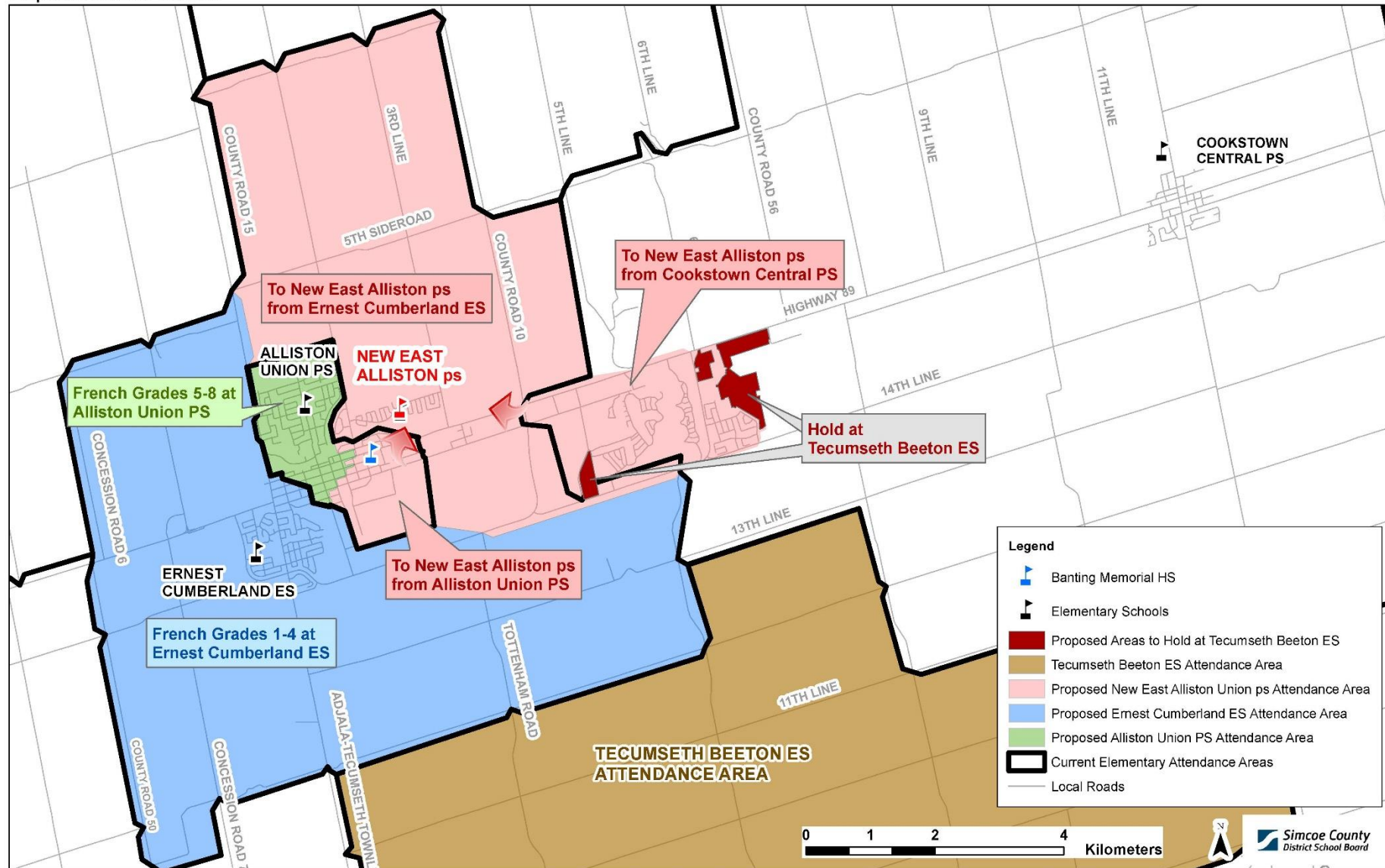
- Keep entire French program at a single location
- Have a full French program at two locations
- Tec. Beeton ES undesirable location for French program (French track families)
- Tec. Beeton ES a desirable location for French program (Regular track families)
- If French program must be split ensure locations are on same calendar
- If French program must be split ensure bell times are maintained that allow time to travel between schools
- Similar degree of support and opposition to modified calendar
- Similar degree of support and opposition to transferring Treetops area to Tec. Beeton ES
- Cookstown families north of Hwy 89 wish to remain at Cookstown Central PS
- Support and opposition shown for all scenarios presented
- Provide opportunities for the “grandfathering” of students
- Examine the opportunity for earlier bell times in all schools
- Comments from students wishing to remain in current school

Proposed Recommendation

- Accommodate French Immersion Grades 1-4 at Ernest Cumberland ES
- Accommodate French Immersion and Extended French Grades 5-8 at Alliston Union PS
- Transfer northeast portion of Ernest Cumberland ES (see map) to new east Alliston ps
- Transfer south portion of Alliston Union PS (see map) to new east Alliston ps
- Transfer existing Belterra/Treetops portion of Cookstown Central PS (see map) to new east Alliston ps
- Hold future phases of Belterra/Treetops portion of Cookstown Central PS (see “Hold at Tec. Beeton ES” on map) at Tec. Beeton ES
- All schools on regular calendar
- “Grandfather” current Grade 7 students

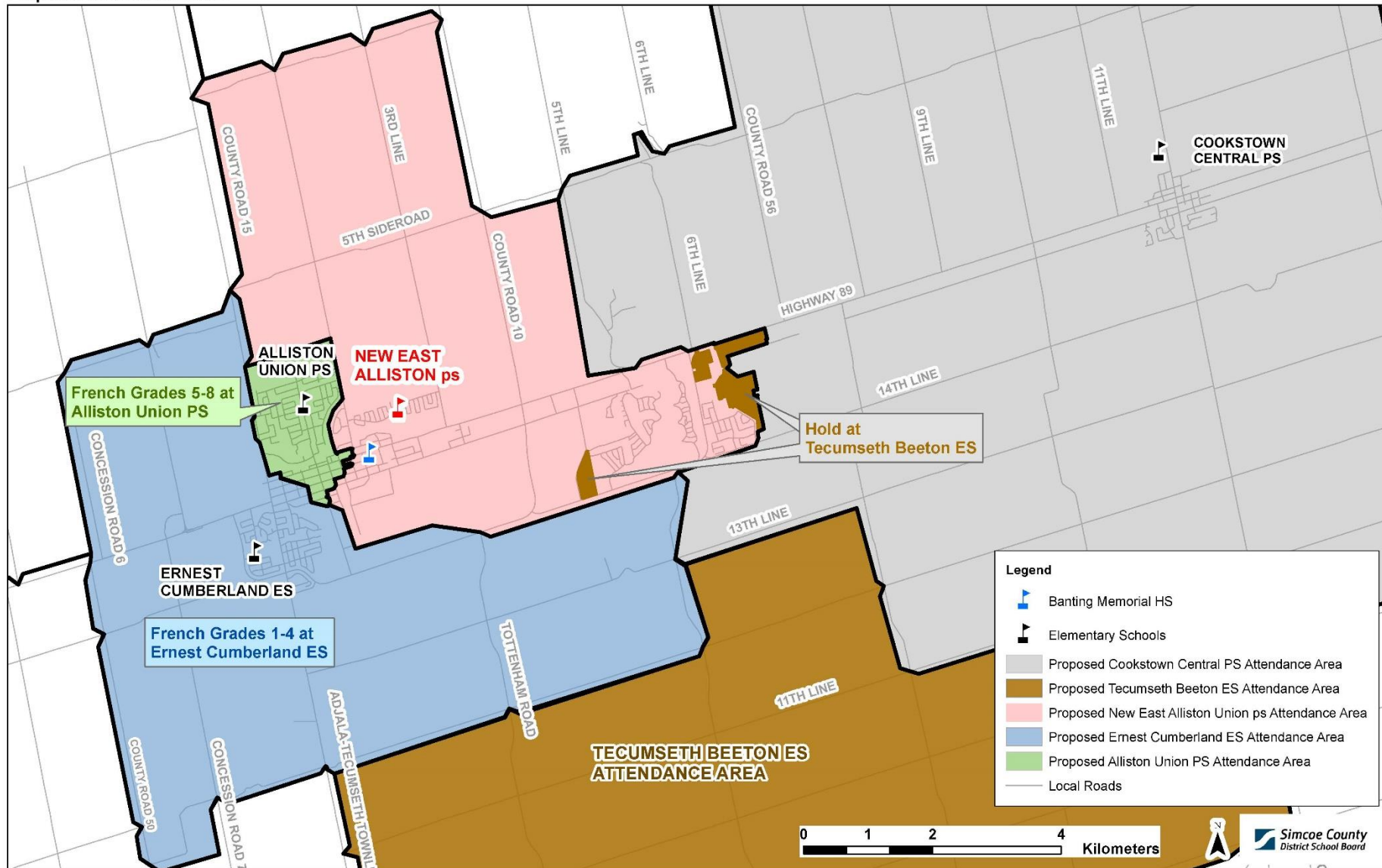
Proposed Transfers

Proposed Areas of Transfer



Recommended Attendance Areas

Proposed Attendance Areas



Enrolment and Utilization

Status Quo

Elementary School	OTG	2016		2017		2021		10 Year Trend
		Enrol.	Util.	Enrol.	Util.	Enrol.	Util.	
Alliston Union PS	507	838	165%	848	167%	813	160%	↗
Ernest Cumberland ES	539	633	117%	646	120%	648	120%	→
New East Alliston ps	461	-	-	-	-	-	-	-
Cookstown Central PS	559	710	127%	748	134%	840	150%	↗
Tecumseth Beeton ES	536	348	65%	344	64%	325	61%	→

Proposed

Elementary School	OTG	2017		2021		10 Year Trend
		Enrol.	Util.	Enrol.	Util.	
Alliston Union PS	507	592	117%	570	112%	↗
Ernest Cumberland ES	539	562	104%	545	101%	→
New East Alliston ps	461	490	106%	547	119%	↗
Cookstown Central PS	559	598	107%	595	106%	→
Tecumseth Beeton ES	536	344	64%	369	69%	↗

Rationale

- Retains students in Alliston and balances enrolment among Alliston and Cookstown schools
- Provides ability for sites to accommodate current growth
- Directs future phases of growth to Tec. Beeton ES
- Establishes a sustainable strategy to accommodate the French program
- Maintains sustainably sized regular track population in all schools
- Maximizes walkers
- Creates bussing efficiencies
- All schools on regular calendar allows for easier transition between schools and operations efficiencies

- Transition is an important step in ensuring students feel comfortable and excited about moving to a new school
- Schools guide the transition and create team(s) consisting of:
 - Students from each school
 - Parent from each school
 - Teacher from each school
 - Principal/Vice Principal from each school
- The transition team(s) would coordinate items such as:
 - Meet and Greet events
 - School tours
 - Communications
 - Other activities

Next Steps and Timelines

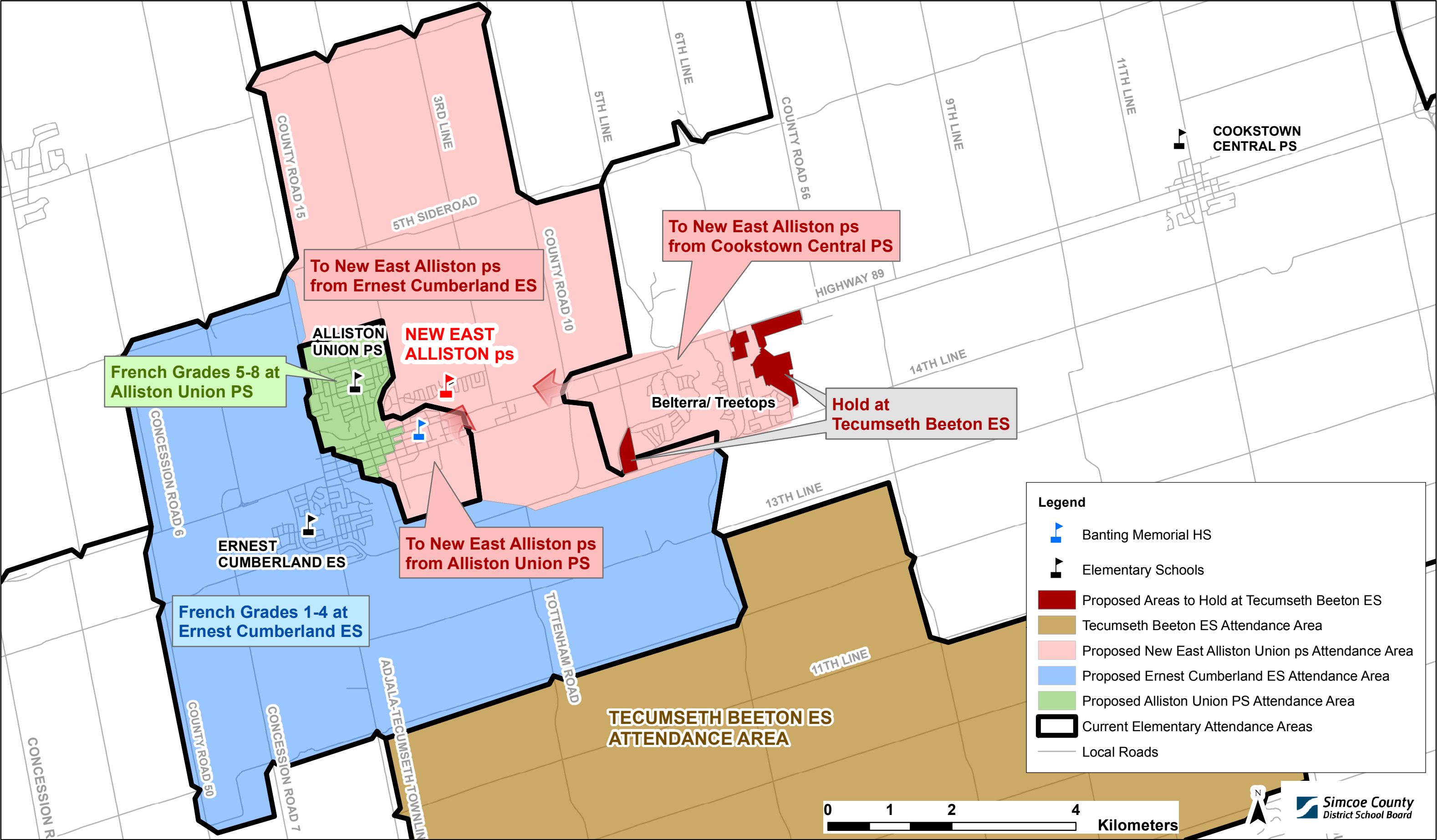


- Recommendation to the Business & Facilities Standing Committee
February 1, 2017
- Recommendation to Board for decision February 22, 2017
- Begin transition process in March, 2017
- Establish bell times and transportation plans

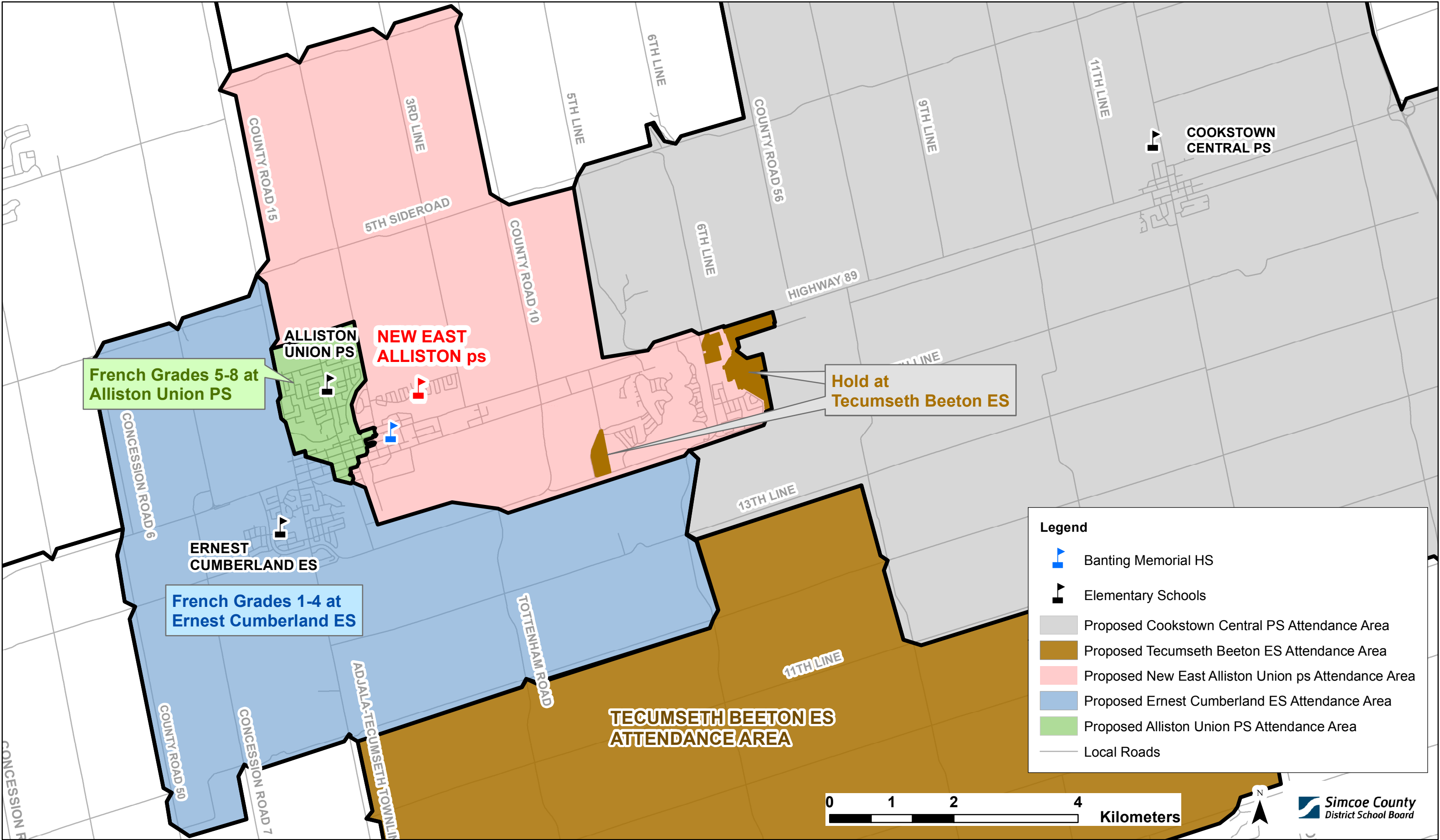
Delegation Process

- All requests to make a delegation must be submitted by 1 p.m. one week prior to the meeting
- Must include a copy of your presentation and/or outline of what the presentation will contain
- Submit your delegation request to:
Debbie Foster, Executive Assistant to the Board
Email: dfoster@scdsb.on.ca
Fax: 705-722-5647
Questions: 705-734-6363, ext. 11231
- You are allowed up to 10 minutes for your delegation including time for trustees to ask you any clarification questions (you may make your delegation either by yourself or with one other person)
- <https://www.scdsb.on.ca/Board/Board%20Documents/Delegation-Brochure.pdf>

Proposed Areas of Transfer



Proposed Attendance Areas



TO: The Chairperson and Members of the
Business and Facilities Standing Committee

FROM: Superintendent of Facility Services

SUBJECT: **FACILITY SERVICES ANNUAL PLAN**

1. Background

The Multi-Year Plan, *The Simcoe Path*, sets goals and directions for the board for the 2016-2017 school year. Both the Leading Learning and Leading Services for Learning functions of the board support the goals and directions of *The Simcoe Path* and the board's renewed mission and vision.

The Facility Services Department is comprised of departments that are essential for the board to meet its objectives of ensuring each student in the Simcoe County District School Board (SCDSB) can reach their full potential and meet their goals in safe and welcoming learning and working facilities. The departments that make up Facility Services are Design and Construction, Maintenance and Environmental, Operations, and Planning, Enrolment and Community Use.

A summary of the departments' action plans is detailed below by department, supported by directions, specific strategies and evaluation methods in APPENDIX A.

2. Department Summary

(a) Design and Construction Services

The Design and Construction Services department delivers responsible, efficient capital, renewal and renovation projects which meet the strict budgets and timelines set forth by ministry and meets market requirements.

(b) Maintenance and Environmental Services

The Maintenance and Environmental Services department provides support to learning and student achievement by ensuring that all building systems are effectively maintained to a high standard of safety, functionality, regulatory compliance and operational efficiency.

(c) Operational Services

The Operations Services department provides services to address facility issues of a custodial focus and also to conduct general repair that do not require licensed or skilled trades. Operations staff clean, and maintain our facilities as well as taking responsibility for a variety of other duties such as alarm response and security issues, grounds keeping and snow clearing of board sites.

(d) Planning, Enrolment and Community Use Services

The Planning, Enrolment and Community Use Services department strives to plan accommodation, provide accurate student data and partner with the community to deliver exceptional services to support learning and student achievement.

3. Conclusion

The Facility Services Annual Plan reflects a number of initiatives that will provide continued service in the efficient and safe use of the SCDSB facilities by providing and planning for safe, healthy, respectful and welcoming learning and working environments. The plans support the directions of the board's multi-year plan while maintaining and aligning the work of all departments and staff members to support improved student achievement and well-being.

4. Report Status

This report is provided for information.

Respectfully submitted by:

John Dance
Superintendent of Facility Services

February 1, 2017

SIMCOE COUNTY DISTRICT SCHOOL BOARD Facility Services Annual Plan

Operations	
Planning	
Maint. & Env.	
Design & Const.	
Operations/Maint. & Env.	

GOAL 1: Relevant, purposeful learning supporting high achievement, well-being and learning for life			
Strategies	Resources	Responsibility	Evaluation
Collaborate with CUPE to provide professional development opportunities to staff that focuses on well-being and transference of skills from work to home	CUPE Facility Services managers and supervisors	Susan Justus Russell Sturmey Mark Twardowski	<ul style="list-style-type: none"> • Positive outcomes • Improved employee relations
Finalize outdoor learning vision to create, maintain, and support outdoor learning at every elementary school	Planning Operations Design and Construction Program Lake Simcoe Region Conservation Authority	Andrew Keuken Susan Justus Kim Pickett Dean Maltby	<ul style="list-style-type: none"> • Naturalization of targeted school sites • Student involvement and interaction with measurable grade and subject specific lesson plans and resources which can be transferred to other locations
Promote consistency across the department	Project Coordinators Building Renewal Supervisor	Kim Pickett	<ul style="list-style-type: none"> • Establishment and maintenance of inventory and specification document • Evidence of increased communication regarding projects

Operations	
Planning	
Maint. & Env.	
Design & Const.	
Operations/Maint. & Env.	

GOAL 2: Inclusive, equitable and safe learning and working environments			
Strategies	Resources	Responsibility	Evaluation
Develop risk management strategies for existing playground structures Develop maintenance program for the outdoor learning spaces	Operations Supervisors Corporate Risk Dept. Planning, Enrolment and Community Use Dept.	Rick Mutuchky Susan Justus Erin Schwarz Andrew Keuken	<ul style="list-style-type: none"> • Reduce risk of injury and liability • Support to schools in the maintenance and upgrades to the components installed in the outdoor learning spaces • Yard enhancements
Support the transformation of learning spaces while ensuring that health and safety risks are considered and managed	Operations Supervisors Corporate Risk Dept. Program and Innovation	Jaci Pitocco	<ul style="list-style-type: none"> • Reduce risk of injury and liability
Develop accommodation strategies through capital planning and capital priorities business case submissions to address facility, program and accommodation limitations	Planning Design and Construction Business Services	Andrew Keuken Kim Pickett Corry Van Nispen	<ul style="list-style-type: none"> • Board approval of facility, program and accommodation recommendations • Successful Ministry of Education funding approval(s)
Facility partnerships and joint use development (via policy, searches, RFP, outreach, etc.)	Planning Design and Construction Business Services Communications	John Dance	<ul style="list-style-type: none"> • Successful agreements reached

Operations	
Planning	
Maint. & Env.	
Design & Const.	
Operations/Maint. & Env.	

GOAL 2: Inclusive, equitable and safe learning and working environments			
Strategies	Resources	Responsibility	Evaluation
Implement expanded year round after hours on-call process	Maintenance Supervisors CUPE Maintenance Trades staff	Brent Martin Ron Fournier	<ul style="list-style-type: none"> Improved response and service delivery for after-hours emergency situations
Investigate the viability and cost effectiveness of elevating the PM Person educational qualifications to a Building Environmental System (BES) certificate requirement for new/replacement PM Person staff. Provide opportunity for existing staff to upgrade their qualifications	Maintenance Supervisors CUPE PM staff	Mark Twardowski Brent Martin Ron Fournier	<ul style="list-style-type: none"> Improved service delivery Extended equipment service life Improved building occupant comfort
Develop process to ensure that deficiencies are noted and reported to project coordinator in timely manner	Project Coordinators	Kim Pickett Project Coordinators	<ul style="list-style-type: none"> Creation of procedure or checklist for contract close out

Operations	
Planning	
Maint. & Env.	
Design & Const.	
Operations/Maint. & Env.	

GOAL 3: Confidence in public education			
Strategies	Resources	Responsibility	Evaluation
Redesign of the Operations' staff website page	IT Services	Susan Justus Rick Leal	<ul style="list-style-type: none"> Improved functionality (more user-friendly)
Further develop and refine student data reporting. All student data required to be reported to the ministry through OnSIS which will be managed using the PowerSchool student management system - elementary, secondary, adult & continuing education, night school, summer school and care, treatment and correctional facilities	Admissions and Enrolment Con. Ed. IT Services Business Services	Rick Hodgkinson Andrew Keuken	<ul style="list-style-type: none"> Meet ministry OnSIS reporting timelines with the submission of accurate and timely information
Develop and implement a new time sheet process for Maintenance CUPE staff to align with Computerized Maintenance Management System (CMMS) shift log reporting	Maintenance Supervisors CUPE	Mark Twardowski	<ul style="list-style-type: none"> Improved functionality and accountability Improved reporting of work order completion history
Work with communications department to deliver messaging to stakeholders regarding projects as appropriate	Department staff	Kim Pickett	<ul style="list-style-type: none"> Website content News articles

Operations	
Planning	
Maint. & Env.	
Design & Const.	
Operations/Maint. & Env.	

GOAL 4: Responsible stewardship of resources			
Strategies	Resources	Responsibility	Evaluation
Provide workshops to staff who are aspiring to leadership roles	Operations Management Team	Susan Justus Russell Sturmey	<ul style="list-style-type: none"> Evidence of internal capacity building
Move elementary report cards from eTeacher to PowerTeacher Gradebook. This will align reporting processes and will maximize the utilization of the board's student management system (PowerSchool)	Admissions and Enrolment IT Services	Rick Hodgkinson	<ul style="list-style-type: none"> Elementary report card data successfully sent to the Ministry through OnSIS generating information from PowerSchool for the March and June reporting periods
Disposition of surplus property via Ontario Regulation 444/98	Planning Realtors/Legal	Andrew Keuken	<ul style="list-style-type: none"> Circulation of properties as per reg's and either agreements to purchase in place or properties in preparation to be listed on open market
Utilize Attendance Area Reviews and Program Reviews to balance enrolment and create program, transportation, and utilization efficiencies	Planning Area Superintendents Program Communications	Andrew Keuken	<ul style="list-style-type: none"> Complete consultations, gain Board approvals and create implementation plans
Re-develop the multi-year Energy Conservation Demand Management (ECDM) plan for capital investments to align with available resources to ensure that regulatory reporting requirements in 2019 can be achieved	Environmental Services Business Services	Mark Twardowski Kayla Kalalian Corry Van Nispen	<ul style="list-style-type: none"> Improved energy performance Reduced energy costs Replacement of aging equipment Compliance with Green Energy Act
Transform the Education Centre into a Zero Waste facility to demonstrate environmental leadership	Environmental Services Education Centre Services	Mark Twardowski Jessica Kukac Corry Van Nispen	<ul style="list-style-type: none"> Compliance with board approved recommendations and legislation Improved waste audit results
Incorporate, as appropriate, innovative and green solutions into design and construction projects	Project Coordinators	Kim Pickett Project Coordinators	<ul style="list-style-type: none"> Increased number of green initiatives or solutions into projects

TO: The Chairperson and Members of the
Business and Facilities Standing Committee

FROM: Superintendent of Business Services

SUBJECT: **2017-2018 DRAFT BUDGET TIMELINES**

1. Background

A budget timeline is developed annually to provide guidance to departments and Administrative Council as to the timing and preparation of the proposed operating and capital budgets. The timeline is brought to the Board for information.

2. Current Status

The 2017-2018 Budget Timeline document is attached as APPENDIX A. The timeline provides a series of “milestones” to be achieved for budget preparation, stakeholder consultation, and for reporting to the Business and Facilities Standing Committee throughout the budget development process.

Trustee input is critical to the budget development process and the Board is ultimately responsible for the approval of a budget that is compliant with legislation and regulation, and consistent with strategic direction. Guidance provided to Administrative Council through the Director of Education throughout the process will ensure that the budget proposed is aligned with the Board Learning Plan and Strategic Plan.

3. Report Status

This report is provided for information.

Respectfully submitted by:

Brian Jeffs
Superintendent of Business Services

February 1, 2017

2017-2018 DRAFT BUDGET TIMELINES

2017-2018		
Date	Committee	Action
February 1	Business and Facilities Standing Committee (regular meeting)	Draft 2017-2018 Budget Timelines
February 1	Business and Facilities Standing Committee (regular meeting)	Budget Update
February 6 to May 23	Administrative Council	Budget Development presentation by SO's/Managers continues at A/C meetings
March 6	SEAC Meeting	Projected 2017-2018 Special Education Budget
March		Release of Technical Paper and Educational Funding Guidelines
April 19 SEAC/BUS & FAC	Joint SEAC/Business and Facilities Standing Committee	Projected 2017-2018 Special Education Budget Joint SEAC/Business and Facilities Standing Committee Meeting 2017-2018 Operating and Capital Budgets
May 3 BUS & FAC	Business and Facilities Standing Committee (regular meeting)	Final Debate and recommendation to Board on 2017-2018 Operating and Capital Budgets
May 24	Board of Trustees - Regular Board Meeting	Approval of Proposed 2017-2018 Operating and Capital Budgets