



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

MEETING AGENDA – Wednesday, November 2, 2016

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. Program Review 2016:01 – Hillcrest Public School,
Portage View Public School | (BF-D-1) | Superintendent Dance |
| 2. Program Review 2016:02 – Harriett Todd Public School,
Regent Park Public School | (BF-D-2) | Superintendent Dance |

Items For Information

- | | | |
|---|-----------------|----------------------|
| 1. Contract Awards Within Approved Budget | (BF-I-1) | Superintendent Jeffs |
|---|-----------------|----------------------|

Correspondence - Nil

Other Matters

Notices of Motion for Next Meeting

Adjournment

DISTRIBUTION

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Superintendents

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

FROM: Superintendent of Facility Services

SUBJECT: **PROGRAM REVIEW 2016:01 – HILLCREST PUBLIC SCHOOL,
PORTAGE VIEW PUBLIC SCHOOL**

1. Background

In September 2013, the Simcoe County District School Board (SCDSB) began phasing in the French Immersion (FI) program at selected schools where Extended French as a Second Language (EFSL) programs were located. As of September 2016, FI is offered in Grades 1-4 and EFSL is offered in Grades 5-8. The 2016-2017 school year is the last year where EFSL will run at the Grade 5 level and will be phased out as the FI program continues to incrementally grow. Countywide, there are approximately 3,500 students enrolled in these optional programs. The introduction and popularity of the programs has resulted in significant accommodation pressures at some schools. As a result, the program locations are reviewed on a regular basis to ensure sustainability, balanced enrolment and to minimize impact on home school student populations.

On December 16, 2015 the Board approved that a program review be undertaken, commencing in the fall of 2016, that included Hillcrest Public School and Portage View Public School, as set out in Report No. BF-D-1, Capital Plan 2015-2016, dated December 2, 2015. The intent of this review was to address the accommodation pressures currently being experienced at Hillcrest Public School. As per Board Policy 4115 – Extended FSL Program and Board Policy 4116 – French Immersion, 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 school site.

2. Current Status

September 2016 enrolment at Hillcrest Public School was 698 students with 300 students enrolled in the French programs and 398 in the regular track. The school's capacity is 504 and current utilization is approximately 138%. The school currently has nine (9) portables on site with limited ability to add more if required. The regular track population is expected to remain stable while the French population is expected to decrease slightly as EFSL is phased out. Overall, analysis indicates that the accommodation pressures will continue and potentially worsen if unforeseen growth in the home school population occurs. It is also possible that Grade 1 intake in the FI program may be limited if the school is unable to accommodate additional students.

September 2016 enrolment at Portage View Public School was 452 students. The school's capacity is 522 and current utilization is approximately 87%. The school currently has no portables on site but does have the ability to accommodate portables if required. The regular track population is expected to stabilize as the declining enrolment is being offset by a new development located in the Township of Springwater. APPENDIX A provides further detail of current and future enrolment and utilization.

Several scenarios were examined to address the accommodation pressures at Hillcrest Public School. These scenarios included examining other schools in the community and their ability to accommodate the program, transferring the Grades 1-4 French students to Portage View Public School, transferring the Grades 5-8 French students to Portage View Public School, altering designated feeder schools, changing the attendance boundaries of Hillcrest Public School to reduce the English population, minimize intake of the FI program and phasing in proposed changes in order to minimize the impact on existing students and families. Subsequent to this analysis, staff believe the following recommendation most viably addresses the accommodation pressures while taking into consideration the long-term sustainability of the program and minimizing the impact on the community.

3. Staff Recommendation

1. Transfer FI (Grade 5) program students from Hillcrest Public School to Portage View Public School, with Grades 6-8 FI being phased in as the program grows;
2. Transfer EFSL (Grades 6-8) program students from Hillcrest Public School to Portage View Public School until EFSL program is phased out;
3. Hillcrest Public School accommodate Grades 1-4 FI;
4. Elementary feeder schools for Hillcrest Public School remain consistent with existing feeders;
5. September 2017 implementation.

The staff recommendation is a successful model that currently exists in other communities within the board. In this instance, it is preferable for the following reasons. Due to the higher number of students in the junior intermediate cohorts, there would be immediate relief to the facility pressure on Hillcrest Public School. For the Hillcrest Public School and Portage View Public School communities, having the junior intermediate cohort transfer will minimize students moving twice. It is estimated that approximately 157 students would be impacted by this transfer while approximately 143 students would remain at Hillcrest Public School. The Hillcrest Public School facilities are also more conducive to accommodating higher numbers of primary students than Portage View Public School.

While a phased in approach at Portage View Public School (start with Grade 5 FI only) was examined in detail, it was determined that such a model would not support a strong program and culture from the outset. The staff recommendation would balance school enrolment with Hillcrest Public School being approximately 109% utilized and Portage View Public School being approximately 117% utilized. It must be noted that portable use at both locations will be required in order to meet class size requirements and to respond to fluctuations in FI intake and changes in the home school population. For more detail on the impacts of current and future enrolment and utilization please refer to APPENDIX B.

4. Comments and Concerns

On October 13, 2016, a public information meeting was held in order to present the staff recommendation, solicit feedback and answer questions. In addition, the opportunity to provide written feedback was also provided. Staff received four submissions which are attached as APPENDIX C. The meeting was very well attended with approximately 130 people present. In general, the attendees were in opposition to the staff recommendation and voiced concern over any solution that did not keep the French population intact. Comments and concerns could be generally classified as either relating to the location of the program and the associated impacts of a transfer, or comments regarding the French programs in general. The following summarizes the comments and issues raised:

- Families with multiple children may have children in multiple schools simultaneously causing difficulty for the family;
- Potentially examine changing the feeder schools to ease the burden;
- Move students to Oakley Park, as it is underutilized;
- Create an all French school with open access and no waiting lists;
- Maintain program at existing location and change regular attendance area;
- Advocate to the Ministry of Education to provide funding for more spaces to accommodate French students and increase program funding;
- Phase program and changes in to avoid impacting existing students;
- Students being transferred could attend four different schools in a short period of time;
- Concern that there will be changes to program location again;
- Before and After school program availability at Portage View Public School;
- Splitting the program to two different schools would impact mentorship possibilities;
- Ensure that a transition process occurs;
- Transportation impacts a major concern;
- Information wanted regarding location of bus stops, whether or not separate buses would serve the two locations, bell times of schools, distance to bus stops is too far, length of bus ride, how individuals would be impacted;
- Would prefer maintaining existing bus stops so parents do not have to be at two places at the same time;
- Concerns regarding how the transferred classes would be staffed (same teachers moving with the program?);
- Ensure same resources are available to transferred students;
- Not enough funding for French programs;
- Insistence that data is flawed and inaccurate;
- No mention during registration process that relocation of the program could occur;
- The French program should have open access and be available to everyone;
- Frustration expressed over the registration process and first come first serve model;
- Examine other boards experience and methods;
- Concern over waitlists and missing the opportunity to enroll their children in the FI program if a school has caps;
- What can parents do to voice concerns or appeal a decision;
- Projections are inaccurate as there is a significant sized subdivision in Springwater that will generate more students than projected, therefore if projections are wrong and the school grows significantly with the regular track the FI program will need to be moved again;
- The meeting was not held to provide options, and should have been held sooner;
- Grade 8's will not graduate with their peers;
- The Grade 4 language capability will by far have exceeded anything the other students are doing and there will not be adequate resources or interactions with other French language kids;
- Consider more frequent bus stops for the French program or combining bus routes with the English language kids;
- Families could be given the opportunity to select current bus stops that would better fit their needs;
- Moving Grades 6-8 EFLS next year would be a far more practical approach;
- Moving Grades 5-8 of the French program to the Portage View site is a short term solution to the long term problem

- Make Oakley Park into an immersion school. It has space for portables, its English population is waning, and has a quickly expanding French program. There are other schools in the area that could take Oakley Park's current English program.
- Relocating the English student and staff population would be very difficult for all involved, but, sometimes a large hard change now, makes for less frequent changes in the future;
- Decision was already decided, and the meeting gave no opportunity for a chance of change.

The most common themes mentioned were future growth in Springwater Township and the suggestion of Oakley Park Public School becoming a single track French school.

The Township of Springwater has approved several developments within the rural area of the township, and recently approved a Secondary Plan for the community of Midhurst. The board has designated two elementary school sites within the Midhurst Plan. It is intended that a school in this plan would accommodate the growth from this area of Springwater. The Stonemaner Woods subdivision currently has 347 units under construction with approximately 90 occupied with 21 elementary students. These students are within the Portage View attendance area. The second phase of Stonemaner Woods consists of 313 units, no units have been sold nor are they under construction. These students will be held at Emma King Elementary School until such time as a school within the Midhurst Secondary Plan is built. The projections used for the program review reflect these boundary decisions.

The second common theme discussed was the suggestion to transfer students to Oakley Park Public School and creating a single track school. Oakley Park Public School is currently under capacity. A French Immersion program was introduced three (3) years ago to alleviate the accommodation pressures of Forest Hill Public School. There currently are 67 FI students from Grades 1-3. Once FI is fully implemented, it is expected that there will be approximately 160 French students, and 230 English students. The school will be at capacity. In order to create a single track French Immersion program a Pupil Accommodation Review would be required. Due to enrolment pressures occurring within this area of the City of Barrie, staff are hesitant to recommend a Pupil Accommodation Review for the purposes of contemplating a single track French school.

Subject to Board approval, the Simcoe County Student Transportation Consortium and SCDSB staff will continue with the regular planning processes for the 2017-2018 school year and provide further information regarding bussing and staffing as per the normal cycle. It is expected that transition plans will be cooperatively developed and implemented by the respective school administrations. Staff thanked the community for their time and contributions to this process. The information received is valuable and helps guide not only the outcome of this program review but other board practices as well.

5. Conclusion

The success in the FI program has reaffirmed the need for long term accommodation strategies that can effectively deliver the program in a sustainable, equitable, and efficient manner. While considering the home school population, it is acknowledged that families desire consistency in the program location. In summary, the outlined staff recommendation is intended to address consistency moving forward while also addressing the significant accommodation pressures at Hillcrest Public School. Within the resources available to staff, this recommendation minimizes impacts to the school community while still providing access to the FI program for the western portion of the City of Barrie.

RECOMMENDATION

That the Business and Facilities Standing Committee recommend that the Board approve the transfer of the FI program, Grade 5 (and subsequent phase in), and the EFSL program, Grades 6 to 8, from Hillcrest Public School to Portage View Public School in September 2017, as set out in Report No. BF-D-1, Program Review 2016:01 – Hillcrest Public School, Portage View Public School, dated November 2, 2016.

Respectfully submitted by:

John Dance
Superintendent of Facility Services

November 2, 2016

Program Review 2016:01 – STATUS QUO

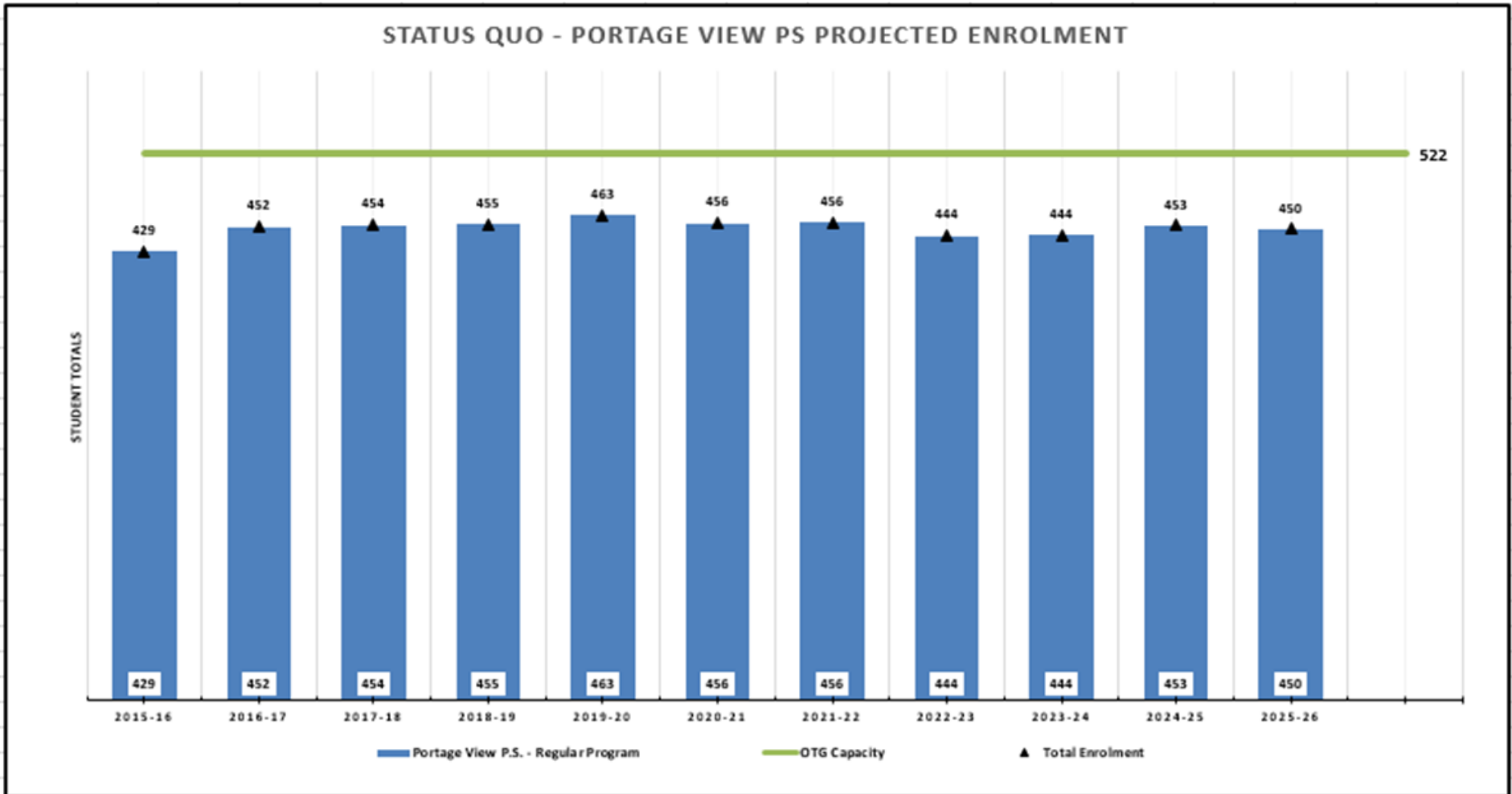
Hillcrest PS Status Quo

Year	Regular	French 1-4	French 5-8	Total	Utilization (OTG 504)
2015-16	387	96	136	619	122.8%
2016-17	398	138	162	698	138.5%
2017-18	405	143	158	706	140.1%
2025-26	492	154	146	792	157.1%

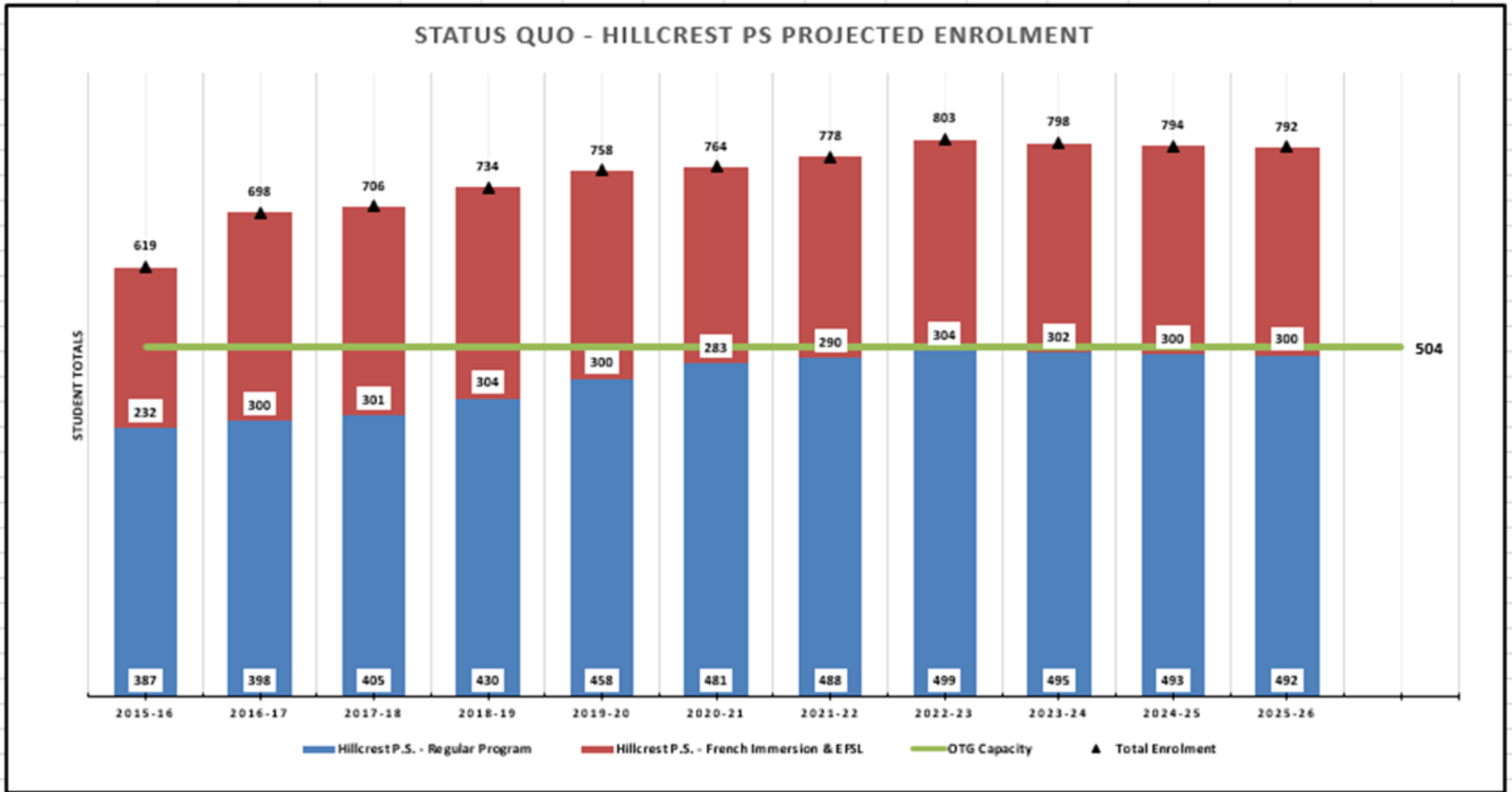
Portage View PS Status Quo

Year	Regular	French 1-4	French 5-8	Total	Utilization (OTG 522)
2015-16	429	-	-	429	82.2%
2016-17	452	-	-	452	86.6%
2017-18	454	-	-	454	87.0%
2025-26	443	-	-	443	84.9%

Program Review 2016:01 – STATUS QUO



Program Review 2016:01 – STATUS QUO

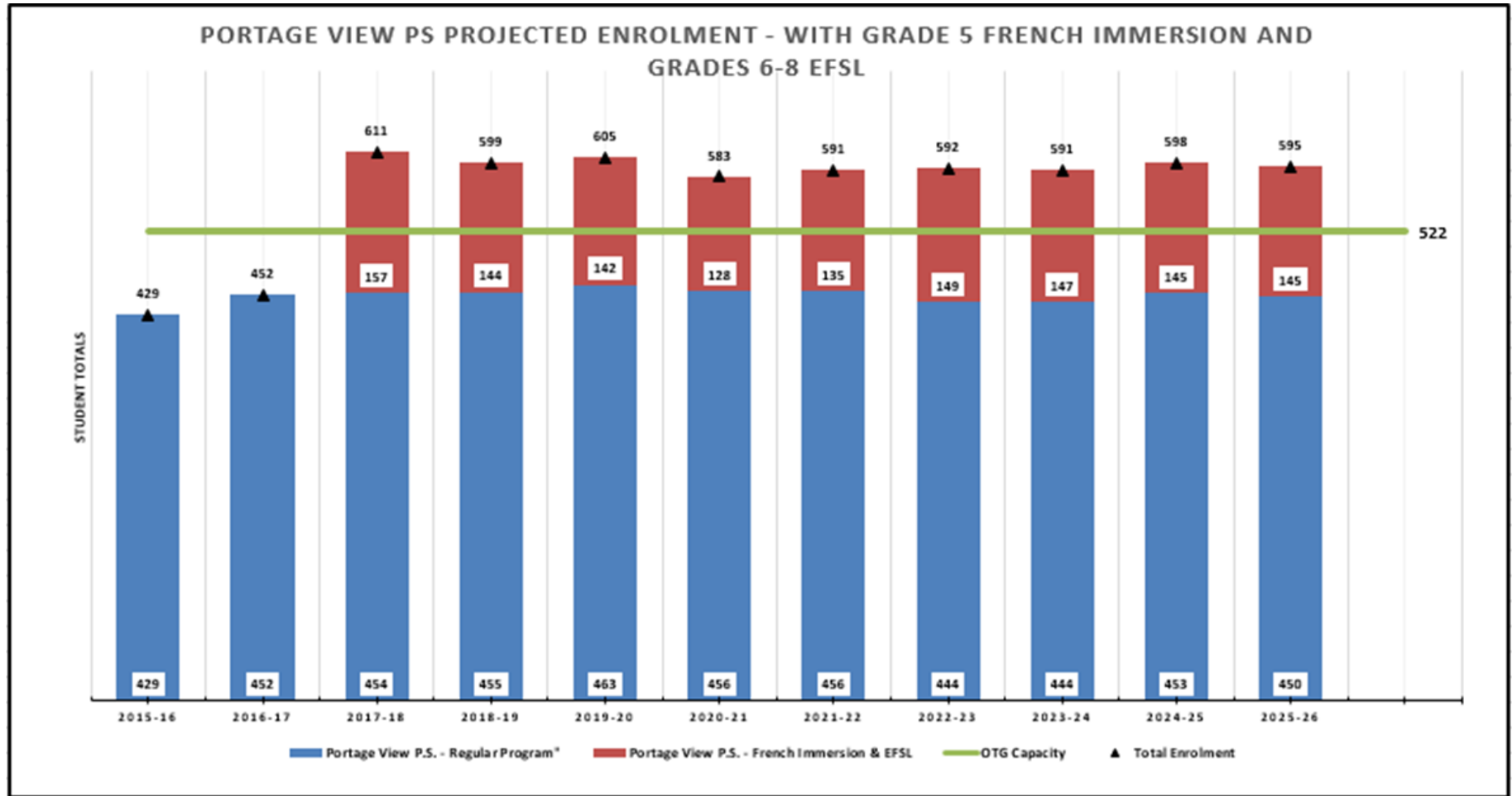


Hillcrest PS With Grades 1-4 French Immersion

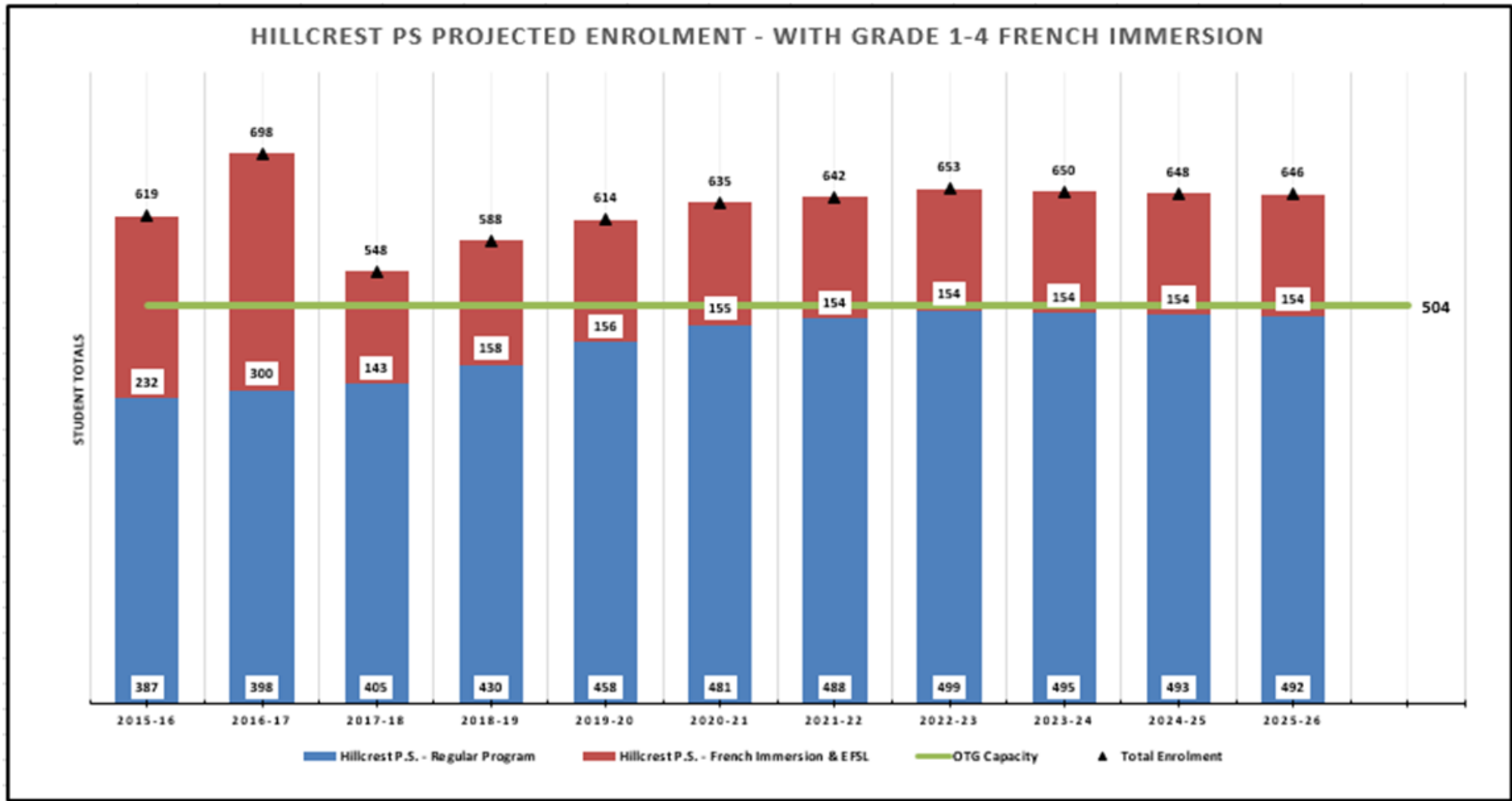
Year	Regular	French 1-4	French 5-8	Total	Utilization (OTG 504)
2015-16	387	96	136	619	122.8%
2016-17	398	138	162	698	138.5%
2017-18	405	143	0	548	108.7%
2025-26	492	154	0	646	128.2%

Portage View PS With Grades 5 French Immersion & Grades 6-8 EFSL

Year	Regular	French 1-4	French 5-8	Total	Utilization (OTG 522)
2015-16	429	0	0	429	82.2%
2016-17	452	0	0	452	86.6%
2017-18	454	0	157	611	117.0%
2025-26	443	0	145	588	112.6%



Program Review 2016:01 - PROPOSED



Comment 1:

We are parents of a child going into grade 8 next year, she has been attending Hillcrest since Jk. She would like to graduate from the same school, as she stated "It wouldn't be that bad if I transferred a few years ago but I don't want to go to Portage View for my last year". What are the special considerations that were mentioned in regards to graduation?

I think considerations should be made in locating new incoming students to Oakley Park, which is only 5 minutes away and under utilized.

There are a lot of new people moving to the area and Portage view will soon be at capacity as well.

Comment 2

I was happy I attended the French program review on 13 Oct 2016. I understand the necessity to allocate students equitably among schools to prevent overcrowding. This obviously puts a strain of families as we struggle with having kids in different schools and the busing challenges that come with the process. My son just started extended French this year so I have 3 kids in 3 different schools. It is a struggle, Community busing also has its complications and today was a fine example. My son ended up with a 15 minute walk in a thunderstorm because I was at work and the storm hit just as he exited the bus. This wasn't very safe but it is the hazard of being so far from where he picks up the bus. We will have to find some back up plans as winter approaches. However, from the French program review I have three main concerns:

- 1) The student population at Portage View is likely to expand considerably as the residential development in Springwater township continues and is populated by families. This expansion was not factored into any student numbers presented at the meeting. I am very concerned that the Board will move the French Program to Portage and then face overcrowding at that site in the very near future. This is very concerning.
- 2) The proposal to move grades 5-8 next year does not consider the needs or best interest of the current grade 4 children in French immersion. By the time these kids reach grade 5, their language capability will by far have exceeded anything the other students are doing. I don't feel they would have adequate resources or interactions with other French language kids. They will not have any peers aside from the number that transfer over to Portage.
- 3) Anticipating that the vast majority of kids in the French program are from the Hillcrest area, I am concerned that the community busing approach will make it either very difficult for kids outside of the Hillcrest area to get to a stop or the length of the bus ride will be significant. My son currently picks up the bus at Lampman Lane in the mornings with a reasonable timing. However, the school day ends at 3:15 and he doesn't exit his bus until 4pm. He then has to walk 15 minutes to get home. Should bus routes be extended to pick up throughout larger areas, this could significantly increase the drive. I think it is already unacceptable considering we drive to school in less than 10 minutes. Supposedly the bus he takes does a high school route first and is not always back to the school in time. When the need for buses increases, this may become even more of a concern.

I would strongly ask that the Board consider more frequent stops for the French program or combining bus routes with the English language kids. At the meeting I heard that the bus drives right by Emma King to get to Portage from Centre Vespra. Emma King is literally in my backyard, so it would be wonderful if kids could be part of either busing route. The current French language bus also drives by Emma King which would have saved my son considerable trauma today if he had been let off much closer to home but perhaps families could be given the opportunity to select stops that would better fit their needs.

In light of my concerns, I would suggest that moving grades 6-8 next year would be a far more practical approach. It is a group of kids that are already in a stream of their own. They are the last of the extended French and they make up a considerable number of students. They are already getting half their day in English which would allow for teachers from the English language stream to provide some of their curriculum with minimum restructuring. A number of these kids have already come from different feeder schools and the program is unique unto itself, so the transition would be more manageable for the kids and their families. There is also a finite duration that these kids would be at Portage which would allow another review once the population of Centre Vespra is more stable. I would hope that the Board is still open to suggestions and feedback.

Comment 3:

Dear Ms. Clee,

I attended the French Program Review information session at Portage View last Thursday evening. I came away feeling very disheartened, insulted and annoyed.

I understand that the Board is between a rock and a hard place with regards to teaching facilities for the French program as it stands at Hillcrest. The student populations of both the English and French programs are growing but the school site has reached capacity with no possibility for expansion to meet the parallel pair of growing student numbers. I understand that Portage View currently has a smaller student population and that it has the capacity for the grade 5-8 French program population with room for some expansion. I believe that the Board's plan to move grades 5-8 of the French program to the Portage View site is a short term solution to the long term problem of billeting and then relocating the expanding French program in English schools that are already near capacity. I wish that this Board would choose to be more pro-active rather than re-active. Was changing Oakley Park into an immersion school ever considered? It has space for portables, its English population is waning, and has a quickly expanding French program. There are other schools in the area that could take Oakley Park's current English program. Relocating the English student and staff population would be very difficult for all involved, but, sometimes a large hard change now, makes for less frequent changes in the future. A larger concern is the insulting attitude that the Board presented by inviting parents to be a contributing part of the solution process when, in reality, the Board was closed to any suggestions. In other words, the parents were victims of a kind of "Bait and Switch" scam as far as the agenda of the meeting was concerned. I strongly suspected before coming to the information session that the Board has already made up its mind and the meeting was, at best, a token opportunity for families to express their concerns. Attending the session did nothing to allay these concerns. I came away annoyed with the attitude that the Board representatives conveyed concerning the consultation schedule of this large issue. In the future, please do not send information home giving the appearance that you are actually interested in parental feedback before you proceed with a major decision.

October 13, 2017

Portage View PS - 7:00 PM

French Program Review (Hillcrest PS and Portage View PS)

Comments Due Tuesday October 18th, 2016

Comments and Contacts:

- Anyway only the extended french program could be moved in 2017 to reassess/give time to check numbers
 - believe keeping french immersion program @ one school is beneficial to the students
 - FI students don't just hang out w french kids, have english friends to
 - segregating the french + english programs
 - change the boundaries to better ~~even~~ even out the numbers
 - bus stops for families w multiple children/parents can't be in 2 places @ once.
 - ^{why was} ~~was~~ the meeting held 3 weeks before the decision had to be made.
 - the FI program should not be moved if the board has not considered all new homes being built in the area. Numbers will continue to be a problem.
 - Senior FI provide a valuable tool to the primary grades. i.e. reading buddies, support system
- * Please take the time to consider everyone's suggestions. I don't care what school my child goes to but feel it's a disservice to the students to split the program.

Name (Optional):

Please return comments to your school

Email comments to Sandy Clee, Senior Planner at 705-734-6363, ext. 11202,

sclee@scdsb.on.ca

(home)

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

FROM: Superintendent of Facility Services

SUBJECT: **PROGRAM REVIEW 2016:02 – HARRIETT TODD PUBLIC SCHOOL,
REGENT PARK PUBLIC SCHOOL**

1. **Background**

In September 2013, the Simcoe County District School Board (SCDSB) began phasing in the French Immersion (FI) program at selected schools where Extended French as a Second Language (EFSL) programs were located. As of September 2016, FI is offered in Grades 1-4 and EFSL offered in Grades 5-8. The 2016-2017 school year is the last year where EFSL will run at the Grade 5 level and will be phased out as the FI program continues to incrementally grow. Countywide, there are approximately 3,500 students enrolled in these optional programs. The introduction and popularity of the programs has resulted in significant accommodation pressures at some schools. As a result, the program locations are reviewed on a regular basis to ensure sustainability, balanced enrolment and to minimize impact on home school student populations.

On December 16, 2015 the Board approved that a program review be undertaken, commencing in the Fall of 2016, that included Harriett Todd Public School and Regent Park Public School, as set out in Report No. BF-D-1, Capital Plan 2015-2016, dated December 2, 2015. The intent of this review was to address the accommodation pressures currently being experienced at Regent Park Public School. As per Board Policy 4115 – Extended FSL Program and Board Policy 4116 – French Immersion, 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 school site.

2. **Current Status**

September 2016 enrolment at Regent Park Public School was 668 students with 298 students enrolled in the French programs and 370 in the regular track. The school's capacity is 487 and current utilization is approximately 137%. The school currently has nine (9) portables on site with limited ability to add more if required. The regular track population is expected to remain stable while the French population is expected to decrease slightly as EFSL is phased out. Overall, analysis indicates that the accommodation pressures will continue and potentially worsen if unforeseen growth in the home school population occurs. It is also possible that Grade 1 intake in the FI program may be limited if the school is unable to accommodate additional students.

September 2016 enrolment at Harriett Todd Public School was 454 students. The school's capacity is 576 and current utilization is approximately 79%. The school currently has no portables on site but does have the ability to accommodate portables if required. The regular track population is expected to remain stable for the foreseeable future. APPENDIX A provides further detail of current and future enrolment and utilization.

Several scenarios were examined to address the accommodation pressures at Regent Park Public School. These scenarios included examining other schools in the community and their ability to accommodate the program, transferring the Grades 1-4 French students to Harriett Todd Public School, transferring the Grades 5-8 French students to Harriett Todd Public School, altering designated feeder schools, and phasing in proposed changes in order to minimize the impact on existing students and families. Subsequent to this analysis, staff believe the following recommendation most viably addresses the accommodation pressures while taking into consideration the long-term sustainability of the program and minimizing the impact on the community.

3. Staff Recommendation

1. Transfer FI (Grades 1-4) program students from Regent Park Public School to Harriett Todd Public School;
2. Regent Park Public School maintains EFSL program until phased out;
3. Regent Park Public School accommodate Grade 5-8 FI as it continues to be phased in;
4. Elementary feeder schools for Harriett Todd Public School remain consistent with existing Regent Park Public School feeders;
5. September 2017 implementation.

The staff recommendation is a successful model that currently exists in other communities within the board. In this instance, it is preferable for the following reasons. Due to the higher number of students in the junior intermediate cohorts, and since the 2017-2018 Grade 1 students are not yet in the program, impacts on existing students are minimized. It is estimated that approximately 90 students would be impacted by this transfer while approximately 170 students would remain at Regent Park Public School. Additionally, the transfer of fewer students to Harriett Todd Public School at the outset will not unnecessarily overburden the school and reduce reliance on use of portable accommodation at that location. The Harriett Todd Public School facilities are also conducive to accommodating primary students. Finally, by maintaining the Grade 5-8 students at Regent Park Public School, it allows the students to graduate with their peers in the regular track program from the school in which they are well established.

While a phased in approach at Harriett Todd Public School (start with Grade 1 FI only) was examined in detail, it was determined that such a model would not support a strong program and culture from the outset. The staff recommendation would balance school enrolment with Harriett Todd Public School being approximately 98% utilized and Regent Park Public School being approximately 110% utilized. It must be noted that, albeit manageable and not to a significant degree, portable use at both locations may be required in order to meet class size requirements and to respond to fluctuations in FI intake and changes in the home school population. For more detail on the impacts of current and future enrolment and utilization please refer to APPENDIX B.

4. Comments and Concerns

On October 13, 2016, a public information meeting was held in order to present the staff recommendation, solicit feedback and answer questions. In addition, the opportunity to provide written feedback was also provided. Staff received two submissions which are attached as APPENDIX C. The meeting was very well attended with approximately 125 people present. In general, the attendees were in opposition to the staff recommendation and voiced concern over any solution that did not keep the French population intact. Comments and concerns could be generally classified as either relating to the location of the program and the associated impacts of a transfer, or comments regarding the French programs in general. The following summarizes the comments and issues raised:

- Families with multiple children may have children in multiple schools simultaneously causing difficulty for the family;
- Potentially examine changing the feeder schools to ease the burden;
- Start a second program in the Orillia area;
- Create an all French school with open access and no waiting lists;
- Maintain program at existing location and change regular attendance area;
- Use closed schools in the area to accommodate French programs;
- Advocate to the Ministry of Education to provide funding for more spaces to accommodate French students and increase program funding;
- Phase program and changes in to avoid impacting existing students;
- Students being transferred could attend four different schools in a short period of time;
- Concern that there will be changes to program location again;
- Before and After school program availability at Harriett Todd Public School;
- Splitting the program to two different schools would impact mentorship possibilities;
- Concern over the reputation of Harriett Todd Public School;
- Interest in where the classes would be located in the school;
- Ensure that a transition process occurs;
- Transportation impacts a major concern;
- Information wanted regarding location of bus stops, whether or not separate buses would serve the two locations, bell times of schools, distance to bus stops is too far, length of bus ride, how individuals would be impacted;
- Concerns regarding how the transferred classes would be staffed (same teachers moving with the program?);
- Ensure same resources are available to transferred students;
- Concern over lack of supports and resources available in the French program for students with an Individual Education Plan (IEP) and/or exceptional needs. Should be considered not just an educational issue but human rights issue;
- Insistence that data is flawed and inaccurate;
- No mention during registration process that relocation of the program could occur;
- The French program should have open access and be available to everyone;
- Frustration expressed over the registration process and first come first serve model;
- Examine other boards experience and methods;
- Concern over waitlists and missing the opportunity to enroll their children in the FI program if a school has caps;
- What can parents do to voice concerns, appeal, advocate; and/or "take it to a higher level";
- And, not enough funding for French programs.

Staff acknowledge that some uncertainty currently exists, particularly as it relates to transportation and staffing items. Subject to Board approval, clearer information relating to these items will be available as the Simcoe County Student Transportation Consortium 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 thanked the community for their time and contributions to this process. The information received is valuable and helps guide not only the outcome of this program review but other board practices as well.

5. Conclusion

The success in the FI program has reaffirmed the need for long term accommodation strategies that can effectively deliver the program in a sustainable, equitable, and efficient manner. While considering the home school population, it is acknowledged that families desire consistency in the program location. In summary, the outlined staff recommendation is intended to address consistency moving forward while also addressing the significant accommodation pressures at Regent Park Public School. Within the resources available to staff, this recommendation minimizes impacts to the school community while still providing access to the FI program for the Orillia, Ramara, Severn and east Oro-Medonte communities.

RECOMMENDATION

That the Business and Facilities Standing Committee recommend that the Board approve the transfer of the FI program, Grades 1-4, from Regent Park Public School to Harriett Todd Public School in September 2017, as set out in Report No. BF-D-2, Program Review 2016:02 – Harriett Todd Public School, Regent Park Public School, dated November 2, 2016.

Respectfully submitted by:

John Dance
Superintendent of Facility Services

November 2, 2016

Regent Park PS Status Quo

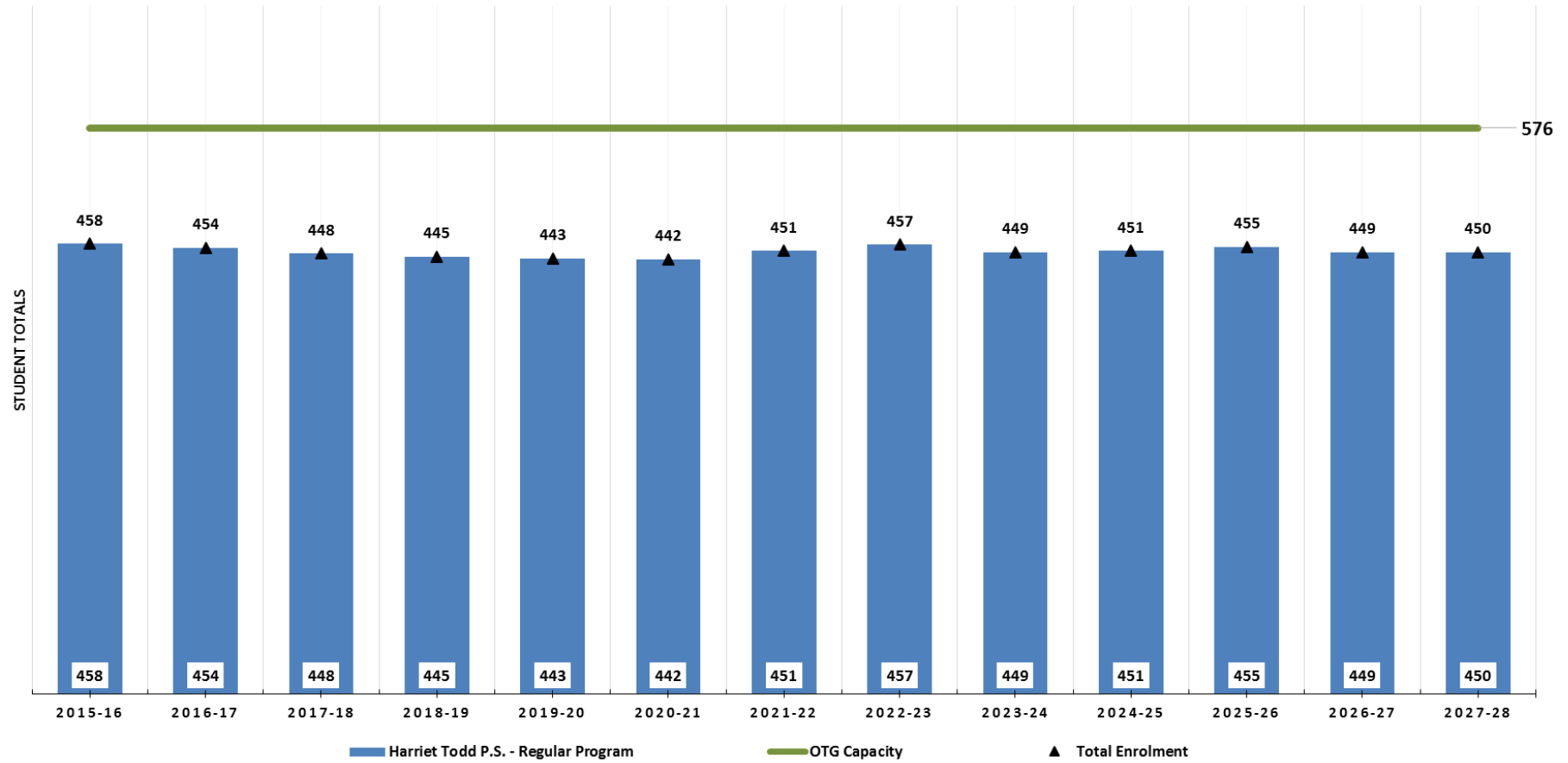
Year	Regular	French 1-4	French 5-8	Total	Utilization (OTG 487)
2015-16	360	102	172	634	130.2%
2016-17	370	120	178	668	137.2%
2017-18	367	121	164	652	133.9%
2025-26	387	115	107	609	125.1%

Harriett Todd PS Status Quo

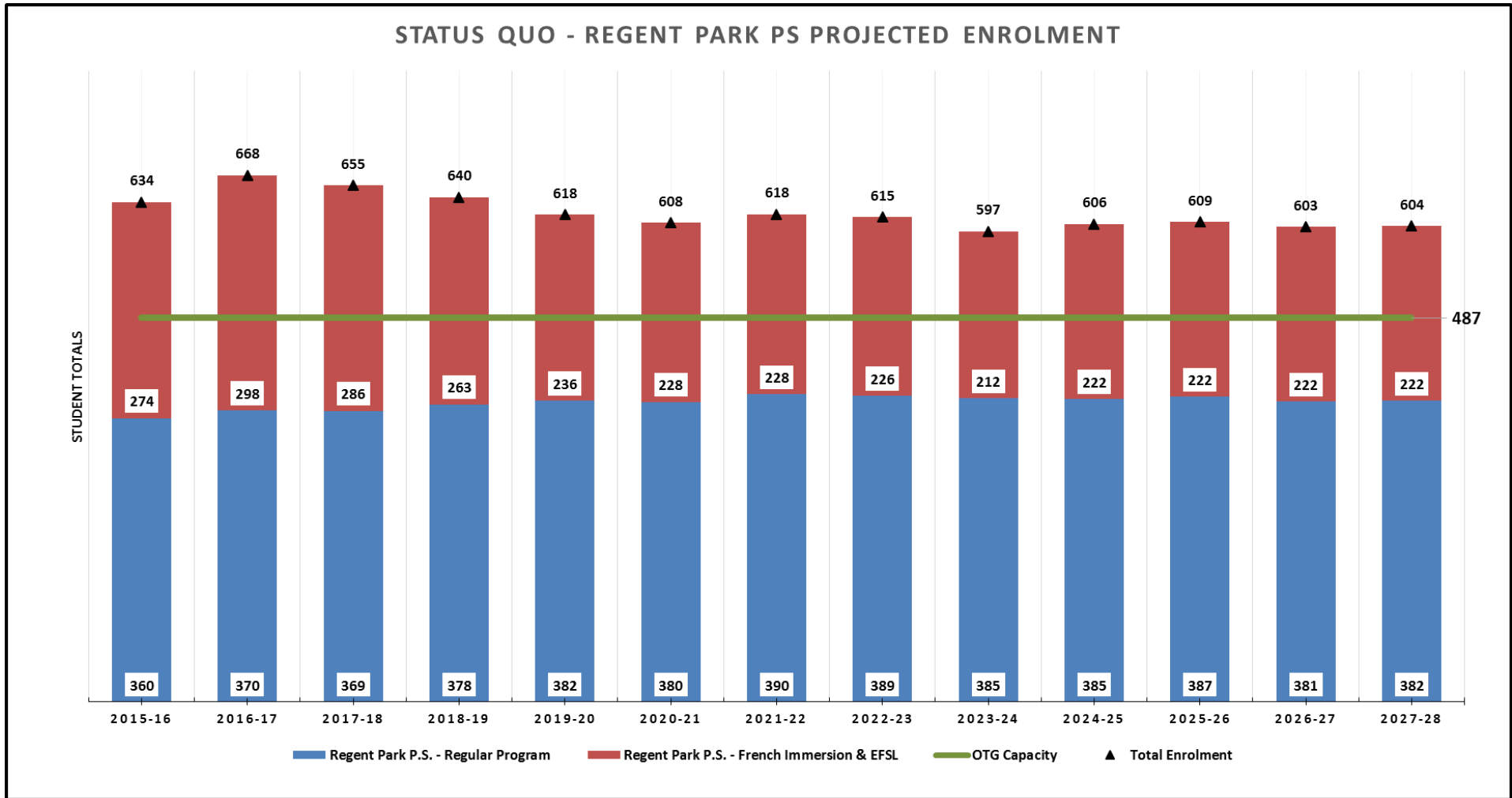
Year	Regular	French 1-4	French 5-8	Total	Utilization (OTG 576)
2015-16	458			458	79.5%
2016-17	454			454	78.8%
2017-18	449			449	78.0%
2025-26	455			455	79.0%

Program Review 2016:02 – STATUS QUO

STATUS QUO - HARRIETT TODD PS PROJECTED ENROLMENT



Program Review 2016:02 – STATUS QUO



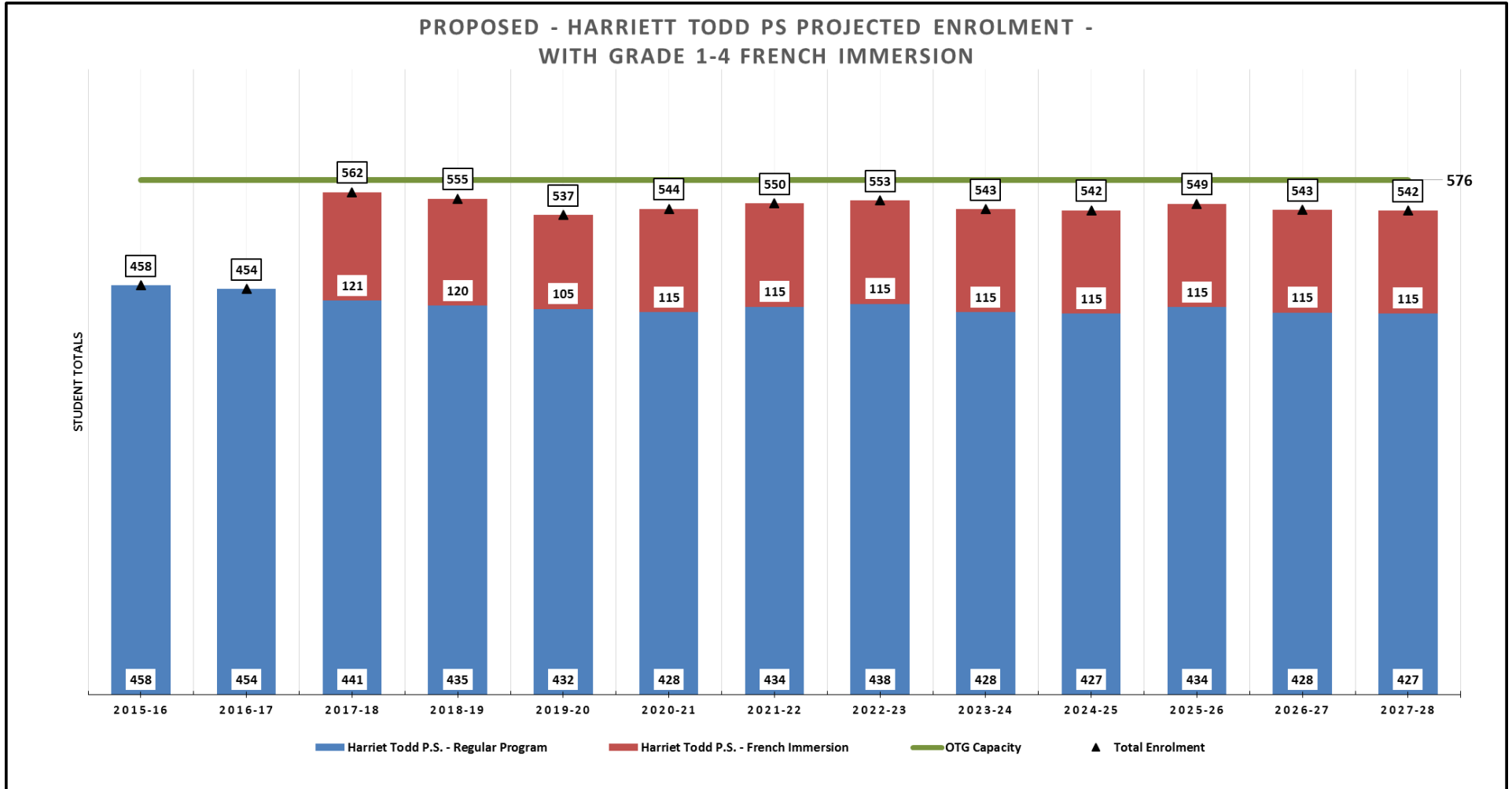
Harriett Todd PS With 1-4 FI from Regent Park

Year	Regular	French 1-4	French 5-8	Total	Utilization (OTG 576)
2015-16	458			458	79.5%
2016-17	454			454	78.8%
2017-18	441	121		562	97.6%
2025-26	434	115		549	95.3%

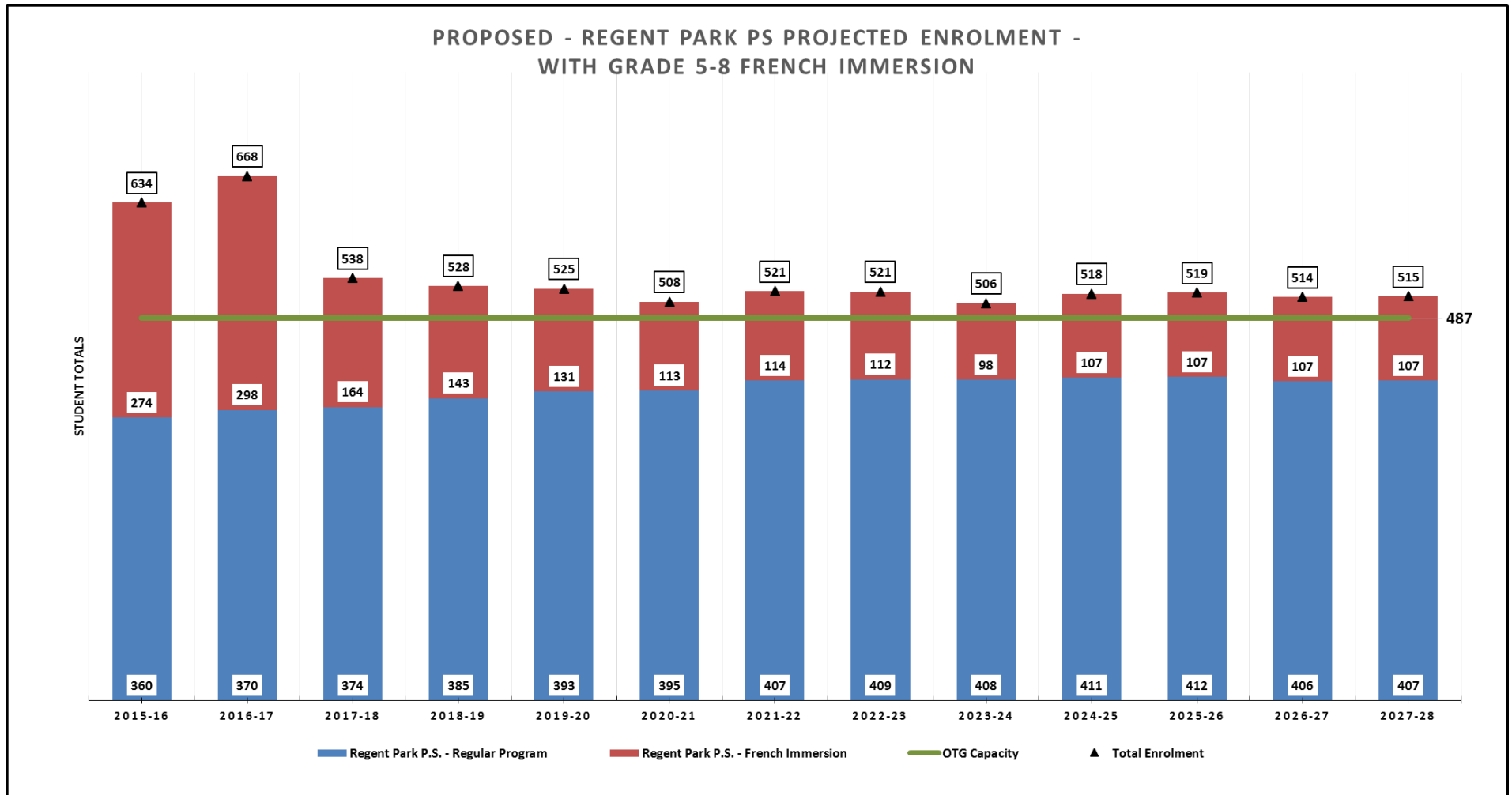
Regent Park PS With FI Gr 5-8

Year	Regular	French 1-4	French 5-8	Total	Utilization (OTG 487)
2015-16	360	102	172	634	130.2%
2016-17	370	120	178	668	137.2%
2017-18	374		164	538	110.5%
2025-26	412		107	519	106.6%

Program Review 2016:02 - PROPOSED



Program Review 2016:02 - PROPOSED



Keuken, Andrew

From: [REDACTED]
Sent: Friday, October 14, 2016 4:29 PM
To: Paul, Douglas; Chartier, Charmaine; Keuken, Andrew
Cc: Lloyd, Jodi
Subject: Orillia French Program Review

Doug and Andrew,

Following the Information Meeting at Harriett Todd last evening I want to offer my thanks for your thoughtful and well considered examination of this accommodation situation. I appreciate your effort to minimize the number of students impacted by the required changes.

I am in full agreement with your proposed recommendation of transferring FI (Gr.1-4) program students from Regent Park to Harriett Todd beginning in September 2017.

I would appreciate being contacted if that recommendation changes prior to the Business and Facilities Standing Committee meeting on Nov 2nd or the Board meeting on Nov 23rd.

Thanks again,

[REDACTED]
[REDACTED]

Oct. 19, 2016

To Whom It May Concern,

Our oldest child has been enrolled in the FI program since 2015 when he enrolled at Regent Park P.S. in grade one. Our youngest child will be applying to enroll into the FI program for the September 2017 start, and we can only hope he will be given the same opportunities as his brother, and be accepted into the program. We understand this is an optional program; however, it also needs to be an option for all. Getting our children to two different schools and picking them up each day has been very challenging, however, we have been excited to have the opportunity to allow our children the gift of our countries second language. It is extremely disappointing and creates perhaps insurmountable obstacles to now make another major change in schools. Aside from the transportation issues, the issue of building community and lasting relationships at school is being compromised. If the proposed changes to the program are accepted, our son will have attended school at 4 locations (Kindergarten - East Oro, Regent Park grade 1 – 3, Harriot Todd – gr. 4, Regent Park grade 5-8) and we have never moved. We hope that the school board would have enlightened enough vision to understand that the current proposed plan to split the FI program into two different locations is an abysmal idea. Planning is something which needed to have been done before Regent Park became overwhelmed with students. Moving half the program into Harriett Todd, which is currently sitting at 80% capacity does not look sustainable either. Program development and delivery are a fundamental part of making a program like this successful. We are extremely disappointed in the lack of vision, and foresight on this program. As well, we feel strongly that the proposed 'plan' to split the program in half will be harmful to not only the students in FI, but to the foundation of the entire FI program.

To be clear, we are vehemently against the proposed plan. We believe the planning department needs to implement better long term vision for our children and this program. Fragmentation is rarely a beneficial solution in program planning.

If we had understood from the outset that this was a pilot project in which the delivery would be staggered, and fragmented, we would have reassessed the value of French as a second language verses a comprehensive, stable, well delivered English program.

We are writing to request that before major changes happen at the student and school level, that the FI program be evaluated as a whole. All school boards are struggling with the same issues. Staffing, special education support, physical space constraints, etc. These are not exclusive problems to the Simcoe County District School Board alone; each board is facing the same issues. We are requesting you, our members of parliament and school board officials, to rethink

the proposed plan, and develop a way to deliver the FI program in a way in which it has a chance at being successful.

Sincerely,

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

FROM: Superintendent of Business Services

SUBJECT: **CONTRACT AWARDS WITHIN APPROVED BUDGET**

1. **Background**

In accordance with the APM A2500-Purchasing Procedures, award of contract for the purchase of goods and services over \$100,000 will require Board approval after the competitive bid process if the bid exceeds the approved budget. When the bid is within the Board approved budget, award of contract will require the approval of the Director of Education or designate. Business Services will submit a monthly report to the Business and Facilities Standing Committee, for information, summarizing awarded contracts within approved budget.

2. **Current Status**

The following are awarded contracts within approved budget.

The successful bidder for **Tender No. 11180T, New North Simcoe Secondary School (Georgian Bay District Secondary School)** was submitted by Pre-Eng Contracting Ltd., in the amount of \$26,590,000. A summary of tender responses received is outlined in APPENDIX A. The project cost is summarized on APPENDIX A-2.

The successful bidder for **Tender No. 11297T, Orchard Park Public School, Childcare Addition** was submitted by Rutherford Contracting Ltd., in the amount of \$1,656,700, which includes the negotiated cost savings. A summary of tender responses received is outlined in APPENDIX B. The project cost is summarized on APPENDIX B-2.

The successful bidder for **Tender No. 11294T, East Alliston Public School** was submitted by JR Certus Construction Co. Ltd., in the amount of \$10,190,500, which includes the negotiated cost savings. A summary of tender responses received is outlined in APPENDIX C. The project cost is summarized on APPENDIX C-2.

3. **Report Status**

This report is provided for information.

Respectfully submitted by:

Brian Jeffs
Superintendent of Business Services

November 2, 2016

**Request for Tender
New North Simcoe Secondary School
2016-11180T**

BIDDER'S NAME	Pre-Eng Contracting Ltd. Concord, ON	Aquicon Construction Co. Ltd. Brampton, ON	Tambro Construction Ltd. Guelph, ON	JR Certus Construction Co. Ltd. Vaughan, ON	TRP Construction General Contractors Burlington, ON	The Atlas Corporation Concord, ON	Everstrong Construction Ltd. Georgetown, ON			
BID PRICE	\$26,590,000.00	\$27,799,000.00	\$28,285,000.00	\$28,398,000.00	\$28,632,000.00	\$28,950,000.00	\$29,434,000.00			

Date of Opening: Thursday September 8, 2016

Compliant Tenders: 7

APPLICABLE TAXES NOT INCLUDED

REPORT NO. BF-1-1
 APPENDIX A
 NOVEMBER 2, 2016

New North Simcoe Secondary School (Georgian Bay District Secondary School)
Tender No. 11180T

ESTIMATED TOTAL PROJECT COST

1.	Construction Tender (excluding VAT)	\$26,590,000
	(excluding MSS demolition and athletic field construction estimated budget)	\$1,953,450
2.	Contingency	\$713,580
3.	Professional Fees	\$1,755,405
4.	Miscellaneous	\$831,650
5.	Furniture & Equipment	\$336,453
6.	Net VAT Payable	\$695,100
	Total Project Cost	<hr/> \$32,875,638

Project Funding:

Capital Priorities

Capital Priorities - Land

Capital Priorities - Childcare

Simcoe Muskoka District Health Unit

Proceeds of Disposition

Budget Approval:

Report No. BF-D-1 April 29, 2015

Request for Tender
Orchard Park Public School Childcare Addition
2016-11297T

BIDDER'S NAME	Rutherford Contracting Ltd. Aurora, ON	Silver Birch Contracting Ltd. Schomberg, ON	W.S. Morgan Construction Limited Parry Sound, ON	Quinan Construction Limited Orillia, ON	Shertine Construction Limited Collingwood, ON	Les Bertram & Sons (1985) Ltd. Midhurst, ON				
BID PRICE	\$1,724,700.00	\$1,762,888.00	\$1,853,000.00	\$1,854,000.00	\$1,903,000.00	\$2,184,000.00				

Date of Opening: Thursday August 11, 2016

Compliant Tenders: 6

APPLICABLE TAXES NOT INCLUDED

Orchard Park Public School – Childcare Addition
Tender No. 11297T

ESTIMATED TOTAL PROJECT COST

1.	Construction Tender (includes the negotiated cost savings, excluding VAT)	\$1,656,700
2.	Contingency	\$165,670
3.	Professional Fees	\$115,971
4.	Miscellaneous	\$74,116
5.	Net VAT Payable	\$39,622
	Total Project Cost	<hr/> \$2,052,079

Project Funding:

Capital Priorities - Childcare
Annual Renewal
School Condition Improvements

Budget Approval:

Report No. BF-D-1 May 4, 2016
Report No. BF-I-3 October 5, 2016

**Request for Tender
East Alliston Public School
2016-11294T**

BIDDER'S NAME	JR Certus Construction Co. Ltd. Vaughan, ON	Northern Structures Ltd. Concord, ON	Jasper Construction Corp. Concord, ON	Pre-Eng Contracting Ltd. Concord, ON	Maystar General Contractors Inc. Vaughan, ON	Collaborative Structures Limited Cambridge, ON				
BID PRICE	\$ 10,417,000.00	\$ 10,870,000.00	\$ 10,907,000.00	\$ 11,023,000.00	\$ 11,200,000.00	\$ 11,469,000.00				

Date of Opening: Thursday August 4, 2016

Compliant Tenders: 6

APPLICABLE TAXES NOT INCLUDED

East Alliston Public School
Tender No. 11294T

ESTIMATED TOTAL PROJECT COST

1.	Construction Tender (includes the negotiated cost savings, excluding VAT)	\$10,190,500
2.	Contingency	\$287,694
3.	Professional Fees	\$689,048
4.	Miscellaneous	\$400,524
5.	Furniture & Equipment	\$307,000
6.	Net VAT Payable	\$230,553
	Total Project Cost	<hr/> \$12,105,319

Project Funding:

Capital Priorities
Capital Priorities - Childcare
Full Day Kindergarten
EDC

Budget Approval:

Report No. BF-D-1 May 4, 2016