

SIMCOE COUNTY DISTRICT SCHOOL BOARD

REGULAR BOARD MEETING - WEDNESDAY, AUGUST 24, 2011

REVISED A G E N D A

NOTE: PUBLIC SESSION will commence at 6:00 P.M., followed immediately by the COMMITTEE OF THE WHOLE in CLOSED SESSION (GEORGIAN ROOM). PUBLIC SESSION will resume AT 7:30 P.M (ROY EDWARDS ROOM).

PUBLIC SESSION

- A. (1) Roll Call
- (2) Approval of Agenda
- (3) Approval of Minutes
 - (a) Minutes of the Special Board Meeting held June 16, 2011
 - (b) Minutes of the Regular Meeting of the Board held June 22, 2011
- (4) Declaration of Conflicts of Interest

CLOSED SESSION

- B. Committee of the Whole

PUBLIC SESSION

- C. (1) Report from Student Trustees
- (2) Presentations/Delegations
 - Trustee Tributes
 - 1. Judah Page, Student, Nottawasaga & Creemore Public School
Re: Provincial Runner-up Legion Public Speaking Contest & Student Representative on Safe Schools Committee
 - 2. Sierra McLean, Student, Connaught Public School Re: Winner of the TD Canadian Children's Book Week Writing Contest for 2011

D. RECOMMENDATIONS FOR ACTION

- (1) Report from the Closed Session of the Board in Committee of the Whole
- (2) Matters Arising from Previous Meeting:
Motion(s) for which notice was given at previous Board Meeting
 - (a) Notice of Motion from the June 22, 2011 Board Meeting
- (3) Notice of Time Sensitive Motions from Statutory Committees - Nil
- (4) Committee Minutes/Reports - Items for Decision - Nil
- (5) Staff Reports – Items for Decision
 - (a) Schedule of Board Meetings
 - (b) 2011-2012 OPSBA Membership Fee
 - (c) Revisions to Policy No. 4315 – Student Activity Fees

- (d) Accommodation Review Committee (ARC) Membership: ARC 2011:01 and ARC 2011:02
- (e) Good Places to Learn (GPL) Final Phase
- (f) Response to Minister of Education – ARC 2010: 01

(6) Committee Minutes/Reports - Items for Information

- (a) Report of the Parent Involvement Committee Meeting held April 27, 2011
- (b) Report of the Parent Involvement Committee Meeting held June 15, 2011

(7) Staff Reports - Items for Information

- (a) Ontario Public School Boards' Association (OPSBA) Update – September 20, 2011
- (b) Paperless Meetings (**VERBAL**)

E. OTHER MATTERS

- (1) Reports from Liaison Members
- (2) Notices of Motion for next meeting
- (3) Questions and Proposals from Trustees
Results of Board Self Evaluation Questionnaire (VERBAL)
- (4) Professional Development Seminars Attendance
- (5) Reports/Update from Staff
- (6) Correspondence
 - 1. Correspondence from the Ministry of Citizenship and Immigration Re: School Year 2011-2012 Adult Non-Credit Language Training Program Funding
 - 2. Correspondence from M.P. Bruce Stanton Re: First Nation's Schools Across Canada
 - 3. Correspondence to Mayor and Members of Orillia Council Re: Partnership Opportunities with the City of Orillia
 - 4. Correspondence from the City of Orillia Re: Proposed Facility Partnership Opportunities with the City of Orillia
 - 5. Correspondence from Meredith Thompson-Edwards, Orillia Channel Cats Swim Club Re: Need for Pool in Orillia

F. FUTURE BUSINESS OF THE BOARD, STANDING COMMITTEES AND ADVISORY COMMITTEES

Human Resource Standing Committee Meeting – September 7, 2011 at 6:00 p.m.
Georgian Room

Program Standing Committee Meeting – September 7, 2011 at 7:00 p.m. – Georgian Room

Business and Facilities Standing Committee Meeting – September 14, 2011 at 6:00 p.m. – Georgian Room

Special Education Advisory Committee Meeting – September 19, 2011 at 7:00 p.m. – Georgian Room

Regular Meeting of the Board – September 28, 2011 at 6:00 p.m., followed immediately by the Committee of the Whole in Closed Session (Georgian Room), Public Session will resume at 7:30 P.M (Roy Edwards Room)

G. ADJOURNMENT

SIMCOE COUNTY DISTRICT SCHOOL BOARD

PUBLIC SESSION

REVISED RECOMMENDED ACTION – WEDNESDAY, AUGUST 24, 2011

REPORT	FYI	Decision Req.	MOTION
			Call Meeting to order. Roll Call
		√	That the agenda be approved as printed.
A-3-a Special Board Minutes June 16, 2011		√	That the Minutes of the Special Meeting of the Board held Thursday, June 16, 2011 be approved as printed.
A-3-b Board Minutes June 22, 2011		√	That the Minutes of the Board held Wednesday, June 22, 2011 be approved as printed.
			Declaration of Conflicts of Interest
MOTION		√	That we go into Closed Session of the Committee of the Whole
PUBLIC SESSION			
C-1			Report from Student Trustees
C-2 Presentations/Delegations/ Trustee Tributes			<u>Trustee Tributes</u> 1. Judah Page, Student, Nottawasaga & Creemore Public School Re: Provincial Runner-up Legion Public Speaking Contest & Student Representative on Safe Schools Committee. 2. Sierra McLean, Student, Connaught Public School Re: Winner of the TD Canadian Children’s Book Week Writing Contest for 2011.
D-1		√	Report from the Closed Session of the Board in Committee of the Whole

SIMCOE COUNTY DISTRICT SCHOOL BOARD
 RECOMMENDED ACTION - 2
 AUGUST 24, 2011

<p>D-2-a Notice of Motion from the June 22, 2011 Board Meeting</p>		<p>√ √ √</p>	<p>That the Board approve the following revisions to the Board By-laws: Under Article II: Meetings of the Board – Committee Meetings in Closed Session – Order of Business - Include “Notices of Motion for Next Meeting” as an additional agenda item. Under Article II: Meetings of the Board, Regular Board Meetings - Revise item # 5 to read “materials to be considered at a Board meeting will be available to trustees electronically or by courier, as required. Under Article V: Standing Committees of the Board - Business and Facilities Standing Committee meetings (held on the first Wednesday of the month at 6:00 p.m.) - Human Resource Services Committee meetings (held on the second Wednesday of the month at 6:00 p.m.) - Program Standing Committee meetings (held on the second Wednesday of the month at 7:00 p.m.)</p>
<p>D-5-a Schedule of Board Meetings</p>		<p>√ √ √</p>	<p>(1) That the Board approve the rescheduling of the December Board meeting from Wednesday, December 28, 2011 to Wednesday, December 21, 2011, as set out in Report No. D-5-a, Schedule of Board Meetings, dated August 24, 2011. (2) That the Board approve the rescheduling of the January Board meeting from Wednesday, January 25, 2012 to Wednesday, January 18, 2012, as set out in Report No. D-5-a, Schedule of Board Meetings, dated August 24, 2011. (3) That the Board approve the rescheduling of the June Board meeting from Wednesday, June 27, 2012 to Wednesday, June 20, 2012, as set out in Report No. D-5-a, Schedule of Board Meetings, dated August 24, 2011.</p>
<p>D-5-b 2011-2012 OPSBA Membership Fee</p>		<p>√</p>	<p>That the Board authorize the Director to submit the OPSBA membership fee for 2011-2012, as set out in Report No. D-5-b, 2011-2012 OPSBA Membership Fee, dated August 24, 2011.</p>
<p>D-5-c Revisions to Policy No. 4315 – Student Activity Fees</p>		<p>√</p>	<p>That the Board approve the proposed revisions to Policy No. 4315 – Student Activity Fees as set out in APPENDIX A of Report No. D-5-c, Revisions to Policy No. 4315 – Student Activity Fees, dated August 24, 2011.</p>

SIMCOE COUNTY DISTRICT SCHOOL BOARD
 RECOMMENDED ACTION - 3
 AUGUST 24, 2011

D-5-d Accommodation Review Committee (ARC) Membership: ARC 2011:01 and ARC 2011:02		√	(1) That the Board approve the ARC membership for ARC 2011:01 (Port McNicoll PS, Victoria Harbour ES, Waubaushene Pines ES, Waubaushene PS) as set out in APPENDIX A of Report No. D-5-d, Accommodation Review Committee Membership: ARC 2011:01 and ARC 2011:02.
		√	(2) That the board approve the ARC membership for ARC 2011:02 (Coldwater PS, Moonstone ES, Warminster PS), as set out in APPENDIX B of Report No. D-5-d, Accommodation Review Committee (ARC) Membership: ARC 2011:01 and ARC 2011:02.
D-5-e Good Places to Learn (GPL) Final Phase		√	That the Board approve the proposed Good Places to Learn Final Phase project list, as set out in APPENDIX A of Report No. D-5-e, Good Places to Learn (GPL) Final Phase, dated August 24, 2011.
D-5-f Response to Minister of Education – Accommodation Review Committee (ARC) 2010:01		√	That the Board approve the response to the Minister of Education confirming that Board Policy 2313 Pupil Accommodation Review was followed for ARC 2010:01, as set out in Report D-5-f, Response to the Minister of Education – Accommodation Review Committee (ARC) 2010:01, dated August 24, 2011.
D-6-a PIC – April 27, 2011	√		
D-6-b PIC – June 15, 2011	√		
D-7-a Ontario Public School Boards' Association (OPSBA) Update – September 20, 2011	√		
D-7-b Paperless Meetings	√		VERBAL
E-1 Reports from Liaison Members			
E-2 Notices of Motion for Next Meeting			
E-3 Questions and Proposals from Trustees	√		Results of Board Self Evaluation Questionnaire (VERBAL)
E-4 Professional Development Seminars Attendance			

SIMCOE COUNTY DISTRICT SCHOOL BOARD
 RECOMMENDED ACTION - 4
 AUGUST 24, 2011

E-5 Reports/Update from Staff			
E-6 Correspondence			<ol style="list-style-type: none"> 1. Correspondence from the Ministry of Citizenship and Immigration Re: School Year 2011-2012 Adult Non-Credit Language Training Program Funding 2. Correspondence from M.P. Bruce Stanton Re: First Nation's Schools Across Canada 3. Correspondence to Mayor and Members of Orillia Council Re: Partnership Opportunities with the City of Orillia 4. Correspondence from the City of Orillia Re: Proposed Facility Partnership Opportunities with the City of Orillia 5. Correspondence from Meredith Thompson-Edwards, Orillia Channel Cats Swim Club Re: Need for Pool in Orillia
Future Business			
Adjournment		√	Motion to Adjourn

TO: The Chairperson and Members of the
Simcoe County District School Board

FROM: The Secretary

SUBJECT: **MINUTES OF THE SPECIAL MEETING OF THE
BOARD HELD JUNE 16, 2011**

A Special meeting of the Simcoe County District School Board was held on Thursday, June 16, 2011 at the Education Centre.

A. (1) Roll Call

PRESENT:

Trustees

Donna Armstrong, Peter Beacock, Nicole Black, Debra Edwards (Chairperson), Suzanne Ley, Michele Locke, Jodi Lloyd, Krista Mayne, Robert North, Caroline Smith, (Vice-chairperson), Christine Williams.

ABSENT

Trustees

Jeff Monague.

ABSENT:

Student Trustees

Molly McFarlane, Melissa Knowlton, Matt Stergiou.

The Chairperson called the meeting to order at 6:00 p.m.

(2) Approval of Agenda

Moved by Christine Williams

Seconded by Michele Locke

That the Agenda be approved as printed.

CARRIED

(3) Declaration of Conflicts of Interest – Nil

B. RECOMMENDATIONS FOR ACTION

(4) Staff Report – Item for Decision

Associate Director Medysky provided an overview of the staff report. The ARC working sessions provided the venue for discussion and debate regarding potential accommodation options relating to the five elementary schools. Declining and low enrolments are the primary pressures that have resulted in challenges to effective program delivery at Duntroon Central Public School. Further, the general decline in enrolment at all Clearview elementary schools is beginning to adversely affect the schools' abilities to provide program in the near future, specifically at Nottawa Elementary School and Nottawasaga Creemore Public School.

MOTION

(1,2,3,4)

Moved by Caroline Smith
Seconded by Michele Locke

(1)

SB-2011-06-16-121D

That the Board direct staff to pursue viable partnerships until June 30, 2012, in accordance with Board Policy 2345, Facility Partnerships, relating to the shared development and use of Duntroon Central Public School.

(2)

SB-2011-06-16-122D

That the Board approve an Attendance Area Review (AAR) for Birchview Dunes Elementary School, Byng Public School, Clearview Meadows Elementary School, Duntroon Public School, Nottawasaga Creemore Public School, New Lowell Central Public School, Minesing Central Public School and Worsley Public School, to commence in October 2011.

(3)

SB-2011-06-16-123D

That the Board approve a feasibility study to investigate the establishment of an Extended French-as-a-Second Language (EFSL) program at an elementary school in the Township of Clearview with a target of commencing in September 2012, as set out in Report No. B-2-a, Accommodation Review Committee 2010:01, Byng Public School, Clearview Meadows Elementary School, Duntroon Central Public school, Nottawa Elementary School, and Nottawasaga Creemore Public School, dated April 4, 2011.

(4)

SB-2011-06-16-124D

Should the resulting school population of Duntroon Central Public School be below official capacity of 121 in November 2012, the school shall close in June 2013, else it shall remain open.

DEFEATED

(1,2,3)

Moved by Robert North
Seconded by Jodi Lloyd

SB-2011-06-16-125

That the Board approve the closure of Duntroon Central Public School on June 30, 2012, as set out in Report No. B-4-a, Accommodation Review Committee 2010:01 – Byng Public School, Clearview Meadows Elementary School, Duntroon Central Public School, Nottawa Elementary School, and Nottawasaga Creemore Public School, dated June 16, 2011.

(2)

SB-2011-06-16-126

That the Board approve the attendance areas for Clearview Meadows Elementary School, Nottawa Elementary School, and Nottawasaga Creemore Public School shown in APPENDIX A, effective September 2012, as set out in Report No. B-4-a, Accommodation Review Committee 2010:01 – Byng Public School Clearview Meadows Elementary School, Duntroon Central Public School, Nottawa Elementary School, and Nottawasaga Creemore Public School, dated June 16, 2011.

(3)

SB-2011-06-16-127

That the Board approve an Attendance Area Review (AAR) for Birchview Dunes Elementary School, Byng Public School, Clearview Meadows Elementary School, Minesing Central Public School and Worsley Public School, to commence in October 2011, as set out in Report No. B-4-a Accommodation Review Committee 2010:01 – Byng Public School, Clearview Meadows Elementary School, Duntroon Central Public School, Nottawa Elementary School, and Nottawasaga Creemore Public School, dated June 16, 2011.

CARRIED

(4)

Moved by Caroline Smith
Seconded by Suzanne Ley

SB-2011-06-16-128

That the Board approves the feasibility study to be undertaken in September 2011, to investigate the establishment of an Extended French-as-a-Second Language (EFSL) program at an elementary school in the Township of Clearview with a target of commencing in September 2012, as set out in Report No. B-4-a, Accommodation Review Committee 2010:01 – Byng Public School, Clearview Meadows Elementary School, Duntroon Central Public School, Nottawa Elementary School, and Nottawasaga Creemore Public School, dated June 16, 2011.

CARRIED

**C. FUTURE BUSINESS OF THE BOARD, STANDING COMMITTEES
AND ADVISORY COMMITTEES**

Regular Meeting of the Board – June 22, 2011 at 6:00 p.m., followed immediately by the Committee of the Whole in Closed Session (Georgian Room), Public Session will resume at 7:30 P.M (Roy Edwards Room)

MOTION TO ADJOURN

Moved by Michele Locke
Seconded by Krista Mayne

That the meeting be adjourned at 7:20 p.m.

CARRIED

TO: The Chairperson and Members of the
Simcoe County District School Board

FROM: The Secretary

SUBJECT: **MINUTES OF THE REGULAR MEETING OF THE
BOARD HELD JUNE 22, 2011**

The regular meeting of the Simcoe County District School Board was held on Wednesday, June 22, 2011 at the Education Centre.

A. (1) Roll Call

**PRESENT
Trustees**

Donna Armstrong, Peter Beacock, Nicole Black, Debra Edwards (Chairperson) Suzanne Ley, Jodi Lloyd, Michele Locke, Krista Mayne, Robert North, Caroline Smith (Vice-chairperson), Christine Williams.

**REGRETS
Trustee**

Jeff Monague.

**PRESENT
Student Trustees**

Melissa Knowlton, Molly McFarlane.

**REGRETS
Student Trustees**

Matt Stergiou.

Recording Secretary

Lena Robyn.

The Chairperson called the meeting to order at 6:00 p.m.

(2) Approval of Agenda

Moved by Nicole Black
Seconded by Krista Mayne

That the Agenda be approved as printed.

CARRIED

(3) Approval of Minutes

Minutes of the Meeting of the Board
held Wednesday, May 25, 2011 (A-3-a)

Moved by Donna Armstrong
Seconded by Peter Beacock

That the Minutes of the Regular Meeting of the Board held Wednesday, May 25, 2011 be approved as printed.

CARRIED

Minutes of the Special Meeting of the Board held May 31, 2011 (A-3-b)

Moved by Christine Williams
Seconded by Nicole Black

That the Minutes of the Special Meeting of the Board held Tuesday, May 31, 2011 be approved as printed.

CARRIED

(4) Declaration of Conflicts of Interest – Nil

B. Committee of the Whole

Moved by Nicole Black
Seconded by Robert North

That the Board move into Committee of the Whole in Closed Session at this time.

CARRIED

The Public Session of the Board re-convened at 7:30 p.m.

Chairperson Debra Edwards welcomed Brian Jeffs who has been appointed Chief Financial Officer of the Simcoe County District School Board, effective July 1, 2011. Brian is currently the Assistant Vice-President of Administration and Finance at Lakehead University.

Chairperson Edwards also welcomed new Student Trustees Frank Li of Eastview Secondary School, who will be representing the North and East region, and Victoria Edwards of Bear Creek Secondary School, who will be representing the South and West region.

C. (1) Report from the Student Trustees

Student Trustee Melissa Knowlton referenced the Student Senate end-of-year activities and orientation process for the incoming Student Trustees.

(2) Presentation/Delegations

Roy Edwards Student Trustee Awards

Trustee Robert North recognized Student Trustees Melissa Knowlton of Banting Memorial High School, Molly McFarlane of ODCVI, and Matt Stergiou of Bradford District High School with the Roy Edwards Student Trustee Awards for their service to public education during the 2010-2011 school year. Trustee North highlighted their achievements, including: developing student leadership at the elementary and secondary levels; increasing student senate participation; working with the provincial student trustees' association; researching student fees; helping to develop a provincial student council handbook; and providing trustees with important insights from the perspective of SCDSB students.

Trustee Tribute

JoAnne Wilton, Outreach Teacher, Collingwood Collegiate Institute

Vice-Chairperson Caroline Smith presented a Trustee Tribute to Jo-Anne Wilton, a teacher at Collingwood Collegiate Institute, in recognition of her exemplary work in developing the SCDSB's Educational Outreach program to re-engage students. Jo-Anne establishes a safe, nurturing and focused environment for students.

Over the three years of the program there have been over 228 credits earned by students. Recently, the work of Jo-Anne and Laura Lee Millard-Smith, formerly the Vice-Principal at Collingwood Collegiate and presently at Twin Lakes Secondary School, was featured in the Ontario Principals' Council magazine, *The Register*. The two educators will be presenting their research and work this summer at the International Confederation of Principals (ICP) World Convention in Toronto.

D. RECOMMENDATIONS FOR ACTION

(1) Report from the Closed Session of the Board in Committee of the Whole

Report from the Closed Session of the Board in Committee of the Whole from June 22, 2011:

That the Board ratify the following recommendations taken in the Closed Session meeting of the Committee of the Whole on Wednesday, June 22, 2011:

(1,2,3,4)

Moved by Nicole Black

Seconded by Christine Williams

(1)

#BP-2011-06-22-129

That the Board approve the amendments to Motion #SBP-2011-01-31A1 previously adopted on January 31, 2011.

(2)

#BP-2011-06-22-130

That the Board approve the Internal Audit Plan and the Internal Audit Mandate, as outlined in APPENDIX B as amended and APPENDIX C of Report No. CL-AUD-D-1, Internal Audit Plan for 2011-2012, dated June 7, 2011.

(3)

#BP-2011-06-22-131

That the Board approve a one-year lease renewal extension for the Midland Alternative Program, as set out in Report No. CL-BF-D-1, Midland Alternative Program Lease Renewal, dated June 8, 2011.

(4)

#BP-2011-06-22-132

That the Board approve the school administrator appointments, as set out in Report No. CL-B-2-a, School Administrator Appointments, dated June 22, 2011.

CARRIED

(2) **Matters Arising from Previous Meeting:**

Motion(s) for which notice was given at previous Board meeting - Nil

(3) **Notice of Time Sensitive Motions from Statutory Committee** - Nil

(4) **Committee Minutes/Reports – Items for Decision**

Report of the Program Standing Committee meeting held June 1, 2011 (D-4-a)

(1,2)

Moved by Caroline Smith

Seconded by Krista Mayne

(1)

#PRO-2011-06-01-133

That the Board approve the revisions to Policy No. 4430, Field Trips and Student Exchanges, as set out in APPENDIX A of Report No. PRO-D-1, Revisions to Policy No. 4430, Field Trips and Student Exchanges, dated June 1, 2011.

(2)

#PRO-2011-06-01-134

That the Board approve that Policy No. 4160, Student Participation in Community Fairs or Exhibitions be rescinded as set out in APPENDIX A of Report No. PRO-D-2, Policy No. 4160, Student Participation in Community Fairs or Exhibitions dated June 1, 2011.

CARRIED

Report of the Native Advisory Committee Meeting held June 8, 2011 (D-4-b)

(1,2,3)

Moved by Michele Locke

Seconded by Caroline Smith

(1)

#NAC-2011-06-08-135

That the Board approve renaming the Native Advisory Committee as the First Nations Education Advisory Committee, in accordance with Ontario Regulation 462/97 First Nations Representation on Boards, as set out in Report No. D-4-b, Report of the Native Advisory Committee Meeting held June 8, 2011, dated June 22, 2011.

(2)

#NAC-2011-06-08-136

That the Board approve ongoing cross-cultural consultation and orientation between trustees and the Beausoleil and Rama First Nations beginning September 2011, as set out in Report No. D-4-b, Report of the Native Advisory Committee Meeting held June 8, 2011, dated June 22, 2011.

(3)

#NAC-2011-06-08-137

That the Board uphold the Native Advisory Committee's endorsement of "Connecting Character Education to the Seven Grandfather Teachings" and display the finalized poster in the Roy Edwards Room, as set out in Report No. D-4-b, Report of the Native Advisory Committee Meeting held June 8, 2011, dated June 22, 2011.

CARRIED

held June 8, 2011 (D-4-c)

(1)

Moved by Michele Locke
Seconded by Peter Beacock

#BF-2011-06-08-138

That the Board approve the amendments to Trust Declarations, as set out in APPENDIX A and APPENDIX B of Report No. BF-D-1, Amendment to Trust Declarations for Scholarship and Trust funds, dated June 8, 2011.

CARRIED

(2)

Moved by Michele Locke
Seconded by Christine Williams

#BF-2011-06-08-139

That the Board approve the transfer of \$303,670 from Accumulated Surplus, Internally Appropriated – Other Board Appropriated FNMI funds, as set out in Report No. BF-D-2, First Nation, Métis and Inuit Education Reserve Spending Plan – 2011-2012, dated June 8, 2011.

CARRIED

Report of the Budget Committee Meeting held June 15, 2011 (D-4-d)

Chief Financial Officer Glen Cunningham thanked the Director of Education and Senior Administration for their leadership and support during the budget process and expressed his appreciation to Controller Corry Van Nispen, Assistant Manager Karen Côté and the Budget staff for their expertise and long hours in meeting challenging budget development timelines. He thanked trustees for the many hours and meetings they devoted to budget deliberations. In response to a question, CFO Cunningham and Superintendent Hili highlighted budget enhancements in the area of Special Education. Trustee Donna Armstrong, Chair of the Business and Facilities Standing Committee, thanked CFO Cunningham and his staff for their expertise throughout the budget development process and noted how important budget decisions are to the delivery of education services to nearly 50,000 students.

Moved by Michele Locke
Seconded by Peter Beacock

#B-2011-06-15-140

That the Board approve the 2011-2012 Proposed Budget which includes operating expenses in the amount of \$506,246,100, as set out in Report No. BF-D-1, 2011-2012 Proposed Budget, dated June 15, 2011.

CARRIED

(5) **Staff Reports – Items for Decision** – Nil

(6) **Committee Minutes/Reports – Items for Information**

Report of the Special Education Advisory Committee Meeting held May 16, 2011 (D-6-a)

This report was provided as information.

Report of the Business and Facilities Budget Meeting held May 24, 2011 (D-6-b)

This report was provided as information.

Report of the Joint Business and Facilities and Special Education Advisory Committee Meeting held May 24, 2011 (D-6-c)

This report was provided as information.

Report of the Public Session of the Human Resource Standing Committee Meeting held June 1, 2011 (D-6-d)

This report was provided as information.

Report of the By-law Committee Meeting held June 7, 2011 (D-6-e)

Vice-chairperson Smith provided an overview of the report. It was suggested that future By-law Committee meetings be scheduled to accommodate the Committee members.

This report was provided as information.

Report of the Audit Committee Meeting held June 7, 2011 (D-6-f)

Future Audit Committee meetings will be scheduled to accommodate the Committee members.

This report was provided as information.

(7) Staff Reports – Items for Information - Nil

E. OTHER MATTERS

(1) Reports from Liaison Members - Nil

(2) Notices of Motion for next meeting

Moved by Caroline Smith
Seconded by Krista Mayne

That the Board approve the following revisions to the Board By-laws:

Under Article II: Meetings of the Board – Committee Meetings in Closed Session – Order of Business

- Include “Notices of Motion for Next Meeting” as an additional agenda item.

Under Article II: Meetings of the Board, Regular Board Meetings

- Revise item # 5 to read “materials to be considered at a Board meeting will be available to trustees electronically or by courier, as required.

Under Article V: Standing Committees of the Board

- Business and Facilities Standing Committee meetings (held on the first Wednesday of the month at 6:00 p.m.)
- Human Resource Services Committee meetings (held on the second Wednesday of the month at 6:00 p.m.)
- Program Standing Committee meetings (held on the second Wednesday of the month at 7:00 p.m.)

(3) Questions and Proposals from Trustees

Chairperson Edwards and Director Wallace distributed copies of the Summer 2011 edition of *Sharing Simcoe*, noting that the publication features many of the wonderful events, activities and programs that have taken place throughout the SCDSB in the past few months. Director Wallace thanked the Communications team for their work in helping to highlight the achievements and initiatives of SCDSB staff and students.

Trustee Lloyd inquired whether any information had been received from the Ministry of Education to explain why the Board's top two capital priorities had not been selected for approval. Director Wallace indicated that the Ministry of Education will be following up with letters to confirm funding received by the Board and to give clarification on the selection process. The SCDSB did receive approval for two of the priority capital projects on the list.

Trustee Suzanne Ley expressed appreciation to Superintendent Paul Sloan and Manager David Few for their facilitation of the Facility Partnerships Evening on June 9th.

Vice-Chairperson Caroline Smith spoke about the many graduation ceremonies taking place at SCDSB secondary schools and learning centres during the next few weeks. She congratulated all graduates of 2011.

Chairperson Edwards wished everyone a restful, enjoyable and safe summer and expressed her appreciation to trustees for their work on behalf of public education during this first portion of their four-year term.

(4) Professional Development Seminars Attendance - Nil

(5) Reports/Update from Staff - Nil

(6) Correspondence - Nil

**F. FUTURE BUSINESS OF THE BOARD, STANDING COMMITTEES
AND ADVISORY COMMITTEES**

Regular Meeting of the Board – August 24, 2011 at 6:00 p.m., followed immediately by the Committee of the Whole in Closed Session (Georgian Room), Public Session will resume at 7:30 P.M (Roy Edwards Room)

MOTION TO ADJOURN

Moved by Krista Mayne
Seconded by Nicole Black

That the meeting be adjourned at 8:30 p.m.

CARRIED

TO: The Chairperson and Members of the
Simcoe County District School Board

FROM: Associate Director

SUBJECT: **NOTICE OF MOTION FROM THE BOARD MEETING OF JUNE 22, 2011**

1. Background

In accordance with Article II: Item 6, of the Board By-laws, Trustee Caroline Smith gave NOTICE OF MOTION at the Board meeting of June 22, 2011, to introduce the following motion at the next Board meeting. Attached as APPENDIX A outlines the proposed revisions to the by-laws. Also attached as APPENDIX B is a copy of the pages of the current Board By-laws where these revisions have been reflected in red font.

*Moved by Caroline Smith
Seconded by Krista Mayne*

That the Board approve the following revisions to the Board By-laws:

Under Article II: Meetings of the Board – Committee Meetings in Closed Session – Order of Business

- Include “Notices of Motion for Next Meeting” as an additional agenda item.

Under Article II: Meetings of the Board, Regular Board Meetings

- Revise item # 5 to read “materials to be considered at a Board meeting will be available to trustees electronically or by courier, as required.

Under Article V: Standing Committees of the Board

- Business and Facilities Standing Committee meetings (held on the first Wednesday of the month at 6:00 p.m.)
- Human Resource Services Committee meetings (held on the second Wednesday of the month at 6:00 p.m.)
- Program Standing Committee meetings (held on the second Wednesday of the month at 7:00 p.m.)

Approved for submission by:

Kathryn Wallace
Director of Education

August 24, 2011

PROPOSED REVISIONS/ADDITIONS TO THE BY-LAWS

**ARTICLE II: MEETINGS OF THE BOARD – COMMITTEE MEETINGS IN CLOSED SESSION –
ORDER OF BUSINESS**

- Include “Notices of Motion for Next Meeting” as an additional agenda item.

ARTICLE II: MEETINGS OF THE BOARD – REGULAR BOARD MEETINGS

- Revise Item #5 to read “materials to be considered at a Board meeting will be available to trustees electronically or by courier, as required.

ARTICLE V: STANDING COMMITTEES OF THE BOARD

- Business and Facilities Standing Committee meetings (held on the first Wednesday of the month at 6:00 p.m.)
- Human Resources meetings (held on the second Wednesday of the month at 6:00 p.m.)
- Program Standing Committee meetings (held on the second Wednesday of the month at 7:00 p.m.)



Simcoe County
District School Board

Board By-laws

Simcoe County District School Board

Revised ~~March 23, 2011~~ August 2011

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Revised Board By-laws – ~~March 23, 2011~~ August 2011



Simcoe County
District School Board

**Governance and
Administration
Page 1 of 24**

Section: Board Operations

Subject: Board By-laws

Authority: School Board – Simcoe County District School Board

BY-LAWS

All actions of the Board of Trustees of Simcoe County District School Board (hereinafter called the "Board") shall be in accordance with the requirements of the Education Act of Ontario, and all other related federal, provincial and municipal legislation.

ARTICLE I: DEFINITIONS

In these bylaws the following words and phrases shall have the meanings set out below:

- (a) "Call of a Meeting", a written notice of the time and place, which is mailed or distributed to all members of the Board pursuant to the by-laws.
- (b) "Closed Session", a meeting of a Committee of the Board, including a Committee of the Whole Board, which may be closed to the Public pursuant to the Education Act, the Young Offenders' Act, the Municipal Freedom of Information and Protection of Privacy Act, or other relevant legislation.
- (c) "Director" means the Director of Education and Secretary of the Board.
- (d) "Education Act" means the Education Act of Ontario.
- (e) "Meeting" is a single official gathering of its members in one room or area to transact business for a length of time during which there is no cessation of proceedings and the members do not separate, unless for a recess.

FIRST MEETING (IN NON-ELECTION YEAR)

1. On the first Monday an organizational board meeting will be held in December of each non-election year, the Board will meet at 7:30 p.m. to elect a member to the offices of Board Chairperson, Board Vice-Chairperson and the third member on the Selection Committee.
2. The Director will conduct the election of a Chairperson of the Board according to the procedures in Appendix A.
3. Upon election, the Chairperson will assume the chair and will conduct the election for a Vice-Chairperson and Selection Committee member according to the procedures in Appendix A.
4. The Selection Committee, composed of three members - the incoming Chairperson, Vice-Chairperson and one other member elected at the Inaugural meeting of the Board shall seek from board members their preferences regarding committee membership, and shall make its recommendations to the Board for approval at the regular Board meeting in December.

REGULAR BOARD MEETINGS

1. Regular Board meetings of the Board will be held on the fourth Wednesday of each month except July unless otherwise determined by resolution of the Board.
2. Public meetings will begin at 6.00 p.m. The Board will first move into committee of the whole in closed session, and then reconvene in public session at 7.30 p.m. Public meetings will adjourn at 10:00 p.m. unless extended by resolution of the Board to 10.30 pm, or thereafter at half hour intervals, by a majority vote of the members present.
3. A quorum of the Board will consist of a majority of all members of the Board. Should there be no quorum present 30 minutes after the time appointed for the meeting, the names of members present, absent and regrets will be recorded, and the meeting will not convene.
4. Notice of all regular meetings will be conveyed to each member at least 72 hours prior to the time of the meeting.
5. An agenda setting out reports and supporting materials to be considered at a Board meeting will be ~~delivered to each member~~ available to trustees electronically or by courier, as required at least 48 hours prior to the meeting. The agenda will contain notice of such matters as may come regularly before the Board and will set out in full all notices of motion.
 - 5.1 Additional items deemed time sensitive by statutory committees shall be added to the order of business for the regular board meeting.
 - 5.2 Additional items may be added to the agenda at a meeting only with the unanimous approval of members present.
 - 5.3 Items that are time sensitive, as determined by the Board Chairperson, Vice-Chairperson and the Director, that normally would be dealt with by a standing committee may be dealt with at a Regular Board meeting.
 - 5.4 Tenders may go directly to the Board meeting.
6. All matters will be referred to the appropriate standing committee, without discussion by the Board, unless referenced to in item 5.3.

4. Pursuant to Section 55 (5) the Education Act, a student trustee may participate at a meeting that is closed to the public when the subject matter under consideration involves:
 - 4.1 the security of the property of the Board;
 - 4.2 the acquisition or disposal of a school site;
 - 4.3 decisions in respect of negotiations with employees of the Board;
 - 4.4 litigation affecting the Board.

5. Order of business in Closed Session:
 - A.
 - (1) Approval of Agenda
 - (2) Approval of Minutes
 - (3) Declaration of Conflicts of Interest
 - (4) Presentations/Delegations

 - B.
 - (1) Committee Minutes/Reports – Items for Decision
 - (2) Staff Reports – Items for Decision
 - (3) Committee Minutes/Reports – Items for Information
 - (4) Staff Reports – Items for Information
 - (5) Director/Staff Update (VERBAL)

 - C. Other Matters:
 - (1) Reports from Liaison Members
 - (2) Correspondence
 - (3) Notices of Motion for next meeting
 - (4) Questions and Proposals from Trustees

 - D. Future Business

 - E. Rise and Report

6. A committee of the Board may meet in closed session only with the approval of a majority of members of the committee present and voting.
 - 6.1 That the closed session standing committees rise and report to the next closed committee of the whole/Board meeting.

7. Decisions reached in a closed session of the committee of the whole Board will be reported to the Board in open session as follows:
 - 7.1 at a time set in the agenda of the Board on the same day as the closed meeting; or
 - 7.2 at a later date determined by a resolution of a majority of members present and voting specifying that a decision be kept private for a specific period, or until a certain action is completed.

8. No trustee shall discuss publicly the substance of debate carried out in closed session other than the decision that has been made and reported in open session unless a specific motion permitting such discussion is made and is supported by a majority of members present and voting.

ARTICLE III: BOARD CHAIRPERSON AND BOARD VICE-CHAIRPERSON

1. No member of the Board will be elected to the office of Board Chairperson for more than two consecutive one-year terms unless a majority of members present and voting approves three or more consecutive terms.

2. If a vacancy occurs in the office of the Chairperson or Vice-Chairperson, the Board shall elect a new Chairperson or Vice-Chairperson at the first Board meeting following the vacancy in accordance with Appendix A.
3. The Chairperson shall preside at all regular and special meetings of the Board and ARC special Board meetings in accordance with the rules and procedures described in Appendix B. In the event the Chairperson is absent or declines to assume the chair, the Vice-Chairperson shall preside. In the event both of these officers are absent or decline to assume the chair, the members shall elect another member to preside pro tem, and may elect a further member to assist.
4. The official spokesperson for the Board on all matters within the jurisdiction of the Board is the Chairperson of the Board or designate.
5. The Vice-Chairperson will preside at the meetings of the Board when resolved into a committee of the whole Board in accordance with the rules and procedures described in Appendix B.
6. The Vice-Chairperson will Chair the By-law Committees.
7. The Chairperson shall be considered as ex-officio member of all committees except the Audit Committee.

ARTICLE IV: BOARD OF TRUSTEES

1. Members are entitled to attend standing committee meetings. Members are encouraged to attend other committee meetings as detailed in the Board approved Selection Committee report but are non-voting members.
2. Reports of all standing committees and meetings of the Board will be printed with the names of members present, absent and regrets
In accordance with Ontario Regulation 463/97 Electronic Meetings, a member of the Board who participates through electronic means shall be deemed present.
3. Repeated absenteeism and/or vacancy by a member from meetings of the Board, and vacancies caused by the resignation, death, or incapacitation of a member before the end of a term, will be handled in accordance with Section 219 – Section 229, Part VII – Board Members – Qualifications, Resignations and Vacancies of the Education Act.

ARTICLE V: STANDING COMMITTEES OF THE BOARD

1. The standing committees of the Board are:
 1. Business and Facilities (first Wednesday of the month at 6:00 p.m.)
 2. Human Resources (second Wednesday of the month at 6:00 p.m.)
 2. Program Services (second Wednesday of the month at 7:00 p.m.)

Standing Committee meetings will not take place in December during an election year.

2. The order of business for public standing committee meeting will be as follows:
 1. Approval of Agenda
 2. Declaration of Conflicts of Interest
 3. Presentations/Delegations
 4. Items for Committee Decision
 5. Items for Information
 6. Correspondence
 7. Other Matters

TO: The Chairperson and Members of the
Simcoe County District School Board

FROM: Director of Education

SUBJECT: **SCHEDULE OF BOARD MEETINGS**

1. Background

The regular December Board meeting is scheduled for Wednesday, December 28, 2011 which is during the Christmas break. At this time it is proposed to hold the December Board meeting on Wednesday, December 21, 2011.

The regular January Board meeting is scheduled for Wednesday, January 25, 2012. The Ontario Public School Boards' Association 2012 Public Education Symposium is being held on January 26-28, 2012. It is proposed to hold the January Board meeting on Wednesday, January 18, 2012 to accommodate those trustees who will be attending the OPSBA symposium.

The regular June Board meeting is scheduled for Wednesday, June 27, 2012 which is during commencements. It is proposed to hold the June Board meeting on Wednesday, June 20, 2012.

Article II of the Board By-laws, Regular Meetings of the Board, Section 1, requires a Board resolution to change these dates.

RECOMMENDATIONS

1. That the Board approve the rescheduling of the December Board meeting from Wednesday, December 28, 2011 to Wednesday, December 21, 2011, as set out in Report No. D-5-a, Schedule of Board Meetings, dated August 24, 2011.
2. That the Board approve the rescheduling of the January Board meeting from Wednesday, January 25, 2012 to Wednesday, January 18, 2012, as set out in Report No. D-5-a, Schedule of Board Meetings, dated August 24, 2011.
3. That the Board approve the rescheduling of the June Board meeting from Wednesday, June 27, 2012 to Wednesday, June 20, 2012, as set out in Report No. D-5-a, Schedule of Board Meetings, dated August 24, 2011.

Respectfully submitted by:

Kathryn Wallace
Director of Education

August 24, 2011

TO: The Chairperson and Members of the
Simcoe County District School Board

FROM: Director of Education

SUBJECT: **2011-2012 OPSBA MEMBERSHIP FEE**

1. Background

The Ontario Public School Boards' Association (OPSBA) is the respected and united voice for publicly-funded education in the province and a powerful advocate for democratically elected school boards. OPSBA is non-profit, non-partisan, democratically run and exists to serve its members by influencing government legislation and policy and by providing valuable services. Each year OPSBA offers professional and leadership development through its Public Education Symposium, Labour Relations Symposium, Annual General Meeting, Provincial Labour Relations Network and Board of Directors meetings. These events provide opportunities for trustees to remain current with the critical issues affecting public education and to dialogue directly with legal experts, politicians and senior Ministry staff. Attached as APPENDIX A is additional information provided by OPSBA.

2. Current Status

The Board has received an invoice for OPSBA membership fees for 2011-2012 school year. The fee structure is on a per pupil basis and for 2011-2012 totals \$106,078.75. The recently approved Board budget included provision for continued membership in the OPSBA.

RECOMMENDATION

That the Board authorize the Director to submit the OPSBA membership fee for 2011-2012, as set out in Report No. D-5-b, 2011-2012 OPSBA Membership Fee, dated August 24, 2011.

Approved for submission by:

Kathryn Wallace
Director of Education

August 24, 2011



**ONTARIO PUBLIC
SCHOOL BOARDS'
ASSOCIATION**

Leading Education's Advocates

Ontario Public School Boards' Association
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Catherine Fife
President

Gail Anderson
Executive Director

June 30, 2011

Chair Debra Edwards and Members of the Simcoe County District School Board:

The Ontario Public School Boards' Association is a unique association whose members are affiliated for the sole purpose of giving strength to the voice of public education in Ontario. OPSBA, being governed and controlled by its member Boards is a leader for excellence in funding, education policy, governance and labour relations.

OPSBA's mission is to promote and enhance public education by: helping Member Boards to fulfil their mandates; developing effective partnerships with other groups interested in public education; and providing a strong and effective voice on behalf of public education in Ontario.

This has been an invigorating year full of change and achievements. With a new Executive team, we launched into action on OPSBA's key priorities and, at the same time, directed considerable energy to preparing for the changes brought by the October 2010 municipal elections.

OPSBA is committed to supporting every public school board trustee in the province in the vital role they undertake on behalf of Ontario's students and their families. We took leadership in developing *Good Governance: a Guide for Trustees, School Boards, Directors of Education and Communities*. This comprehensive resource provides valuable information on the complex roles and responsibilities of trustees and school boards. Further support has been provided through a full range of Professional Development modules specifically tailored to the needs of trustees. Several of these modules formed the basis of a Certification Program offered in conjunction with the Schulich School of Business; this was made available to OPSBA Members at the 2011 Public Education Symposium. Many individual boards have expanded the professional learning through sessions, also based on the modules, and specifically designed for their own board environment. We are proud of these resources and particularly proud that they emerged from the needs articulated by our own Members.

On the legislative and regulatory front, a very strong focus for OPSBA was the ongoing measures for implementation of the Full-Day Early Learning Kindergarten Program. OPSBA staff worked closely with education and community partners as well as Ministry staff to ensure that the challenges experienced by our member boards were fully considered in the planning. This led to considerable influence in such aspects as structuring of fees and third party provision of the Extended Day portion of the program.

As a result of our Whole Child priority, our Association has taken a strong leadership role in mobilizing action around the issues of children and youth mental health. We have been successful in forming a Coalition that involves not only our education partners but representatives from the health and mental health sectors, from community agencies, student and youth associations and from parent organizations. A highly successful Summit on Children and Youth Mental Health took place in June 2011 and attracted over 500 participants. This is an

important milestone and invigorates our commitment to achieve accelerated and sustained change in the public policies that affect the supports and services available to young people and their families.

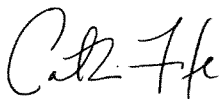
We have emerged as a strong voice of advocacy for equitable education funding for First Nation students. We have been active in the Shannen's Dream initiative and have presented on the issue to the Canadian Council of Ministers of Education. As an Association we see the need for equity between First Nation schools and provincial schools as an issue of national importance. Education is the most effective investment to interrupt the cycles of poverty, ill-health and despair that have been visited on many First Nation communities and we must partner with them in the pursuit of justice.

The Association has excellent everyday working relationships with the Minister of Education and her political staff, the Premier's office, and the senior staff at the Ministry of Education, who rely on OPSBA to speak for all public school boards on the diverse range of issues that affect the education experience of students and the operation of our schools. Beyond this, we ensure there is continuing dialogue with politicians from all parties and we work to build partnerships with the many education-based organizations in the province and beyond.

OPSBA offers programs and services that are highly cost effective and the monetary benefits of membership far exceed, not only the membership fee itself, but the outcomes that can be achieved by individual Boards seeking action alone. In this regard, the attached documents outline (a) a provincial overview of OPSBA achievements in the area of Education Finance, and (b) the range of benefits and services OPSBA offers its members and examples of positive implications for your board. Taking together the direct value of services provided by OPSBA and the indirect benefits created by OPSBA coordination and advocacy as set out in these documents, the per pupil value to your board equates to \$355.87. By comparison, the per pupil cost of OPSBA membership fees is \$1.87.

We are an issues-driven, problem solving organization dedicated to serving our members and we represent an influential force in the shaping of education policy and school board governance in the province. We invite you to review the specific information relevant to OPSBA's services to the Simcoe County District School Board and welcome your membership and participation in OPSBA in the coming year.

Sincerely,



Catherine Fife
President



Gail Anderson
Executive Director

Copy: Kathi Wallace, Director of Education

Enclosure: Benefits of Membership document



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Benefits of OPSBA Membership

OPSBA has earned respect as the voice of public education and is positioned to advance the interests of Member Boards in the critical area of influencing public policy and education investment in the province. On the provincial stage we work successfully to advance clear, cohesive and authoritative messages that get to the heart of the pressing issues and needs of school boards today. OPSBA will, with your support, continue to strengthen a remarkable school system where all students achieve and where children come first.

The active focus on priorities determined by Member Boards drives the work of the Ontario Public School Boards' Association. Our significant successes are described throughout this report. This important domain of the Association's work is managed alongside a range of day-to-day services designed to offer timely, knowledgeable and responsive support to Member Boards. The Association's range of high-quality services to Member Boards include:

- Government relations and lobbying
- Legislative monitoring and policy development
- Labour relations research, collective bargaining co-ordination and sharing of information
- Professional development and conferences
- Communications and media relations
- Education program advocacy and policy development
- Regional services
- Financial database which permits timely analysis
- Legal defence for public education

In today's Ontario, the strong, unified voice that flows from membership in the Ontario Public School Boards' Association is critical to successful advocacy. Provincial governments are not structured to respond readily to the concerns of individual boards. Standing together in common purpose, we have the strength, expertise and broad spectrum of practical experience to take on the challenges that come with promoting the highest standards of student achievement. And together we can address ways to remove the barriers to achievement faced by many students. The daily work and commitment of OPSBA are grounded in a belief in the value of a strong public education system that is accessible to all students and is governed by democratically elected local school boards. This is what OPSBA stands for.



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In a nutshell we offer you ten good reasons to be a Member of OPSBA:

- ✓ **Successful and effective collective bargaining**
- ✓ **Access to energy savings, management of police records checks, and other education services through OPSBA's partnership with the Ontario Education Services Corporation (OESC)**
- ✓ **Effective lobbying on issues that make a difference for students: education funding, full-day kindergarten, children and youth mental health, special education, information technology**
- ✓ **High quality professional development for school trustees**
- ✓ **Media relations and information services support on all key issues**
- ✓ **United and credible voice in advocacy and action in legislative and policy changes**
- ✓ **Democratic environment and responsiveness to Member needs**
- ✓ **Practical support for complying with legislative change: Safe Schools, Accessibility for Ontarians with Disabilities Act (AODA)**
- ✓ **Strategic relations with education partners across Ontario and Canada**
- ✓ **Respected source of consultation by the Provincial Government for all education initiatives**

The following pages provide more detailed information on the benefits of membership highlighting benefits that are specific to Simcoe County DSB.

1. Access Copyright Advocacy

OPSBA staff plays a critical role in advocating formally on behalf of all Boards in the province on the cost of copyright for use of learning materials in all schools. OPSBA works directly with the Council of Ministers of Education of Canada on this issue and is an official objector on behalf of all Boards in the on-going negotiations regarding costs for copyright per student payable by all Boards. In June 2009 the Copyright Board of Canada certified a tariff of \$5.16 per FTE for the photocopying of published works in K-12 schools. (Access Copyright originally filed for a tariff of \$12 per FTE which we challenged.) The Objectors appealed the Copyright Board decision to the Federal Court of Appeal which in turn rendered a decision largely in favour of Access Copyright. Dissatisfied with the Federal Court of Appeal decision, the Objectors sought leave to appeal to the Supreme Court of Canada. The two issues under review by the Federal Court of Appeal were the Board's assessment of fair dealing and its interpretation of the tests and examinations exemption in section 29.4 of the Copyright Act. In its decision, the Federal Court of Appeal upheld the Copyright Board's assessment of fair dealing. The Objectors are appealing this part of the Federal Court of Appeal's decision to the Supreme Court of Canada. On the issue of tests and examination, the Court found that the Copyright Board had not considered all the requisite elements of the exemption and requested that the matter be remitted back to the Copyright Board for reconsideration. With this in mind, the decision of the Copyright Board has saved Simcoe County DSB \$343,504 in fees for the 2009/10 fiscal year.



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In addition Access Copyright has filed a proposed tariff (\$15.00 per student) with the Copyright Board for every elementary and secondary school outside Quebec, including K-12 independent schools, for 2010-2012. Should this tariff be accepted the cost increase would be an additional \$310,087 for Simcoe County DSB on an annual basis. The Association continues to explore a more efficient and reasonable long-term approach to managing copyright fees for the province's school boards.

2. School Energy Coalition

Boards must be members of OPSBA to participate in the School Energy Coalition (SEC). The Ontario Education Services Corporation (OESC) on behalf of all Boards in the province administers the SEC. The initiatives of OPSBA/OESC have achieved remarkable results in reducing energy costs. Since the beginning of this initiative, interventions on natural gas and electricity rates have saved boards at least \$85.1 million, with ongoing annual savings of \$10.0 million. What does this mean for Simcoe County DSB? From 2003/04 to 2009/10 intervention has cost \$0.72 per pupil, while savings are estimated at \$41.73 per pupil.

3. Police Record Check Services

All Boards in the province are currently under contract with the Ontario Education Services Corporation (OESC). This non-profit agency, established in 2002 by all four School Boards' Associations and the Council of Directors of Education, provides high quality services to all Boards in the province at costs significantly below what individual Boards would incur in providing the service independently.

OESC completes the Police Record Checks on Service Providers to Boards in the province, adjudicates them to a common high standard, and issues special ID Cards that are valid for up to 2 years. Individual Service Providers must carry these cards with them when entering any publicly funded school in Ontario. A conservative estimate is that this service, available only to member Boards of OPSBA or one of the partner School Boards' Associations, would cost boards tens of thousands of dollars per year to provide independently. The added value of this service is that it saves Boards from setting up onerous and frustrating individual arrangements with the Service Providers. The service provided by OESC is paid for entirely by the individual Service Providers, is transferable across all schools in the province, and costs school boards nothing.

4. Behaviour Management Systems

Boards contract individually with OESC for this service, which provides certification training for up to 14% of the Boards' staff in non-violent crisis intervention, as required by the Ministry of Labour. Prior to the development of this service, boards had no option but to purchase training through U.S.-based programs at a much higher cost. The training costs for Behaviour Management Systems are less than 50% of the costs of alternative programs.

At a conservative estimate, the minimum total annual savings on average to each member board of just these first four programs/services is almost \$12.00 per student. These are savings that the Board can redirect for other priorities such as student achievement. The estimated savings are expected to grow. By contrast, OPSBA membership fee for 2010/11 amounts to \$1.87 per student.



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Benefits of OPSBA Membership

School boards benefit from these savings because there is an Ontario Public School Boards' Association which makes these services available to its member Boards. In the case of the School Energy Coalition and the Access Copyright interventions, individual Boards cannot provide these services but they can reap the benefits because of their membership in OPSBA. In the case of Police Record Check Services and Behaviour Management Systems Training, the Boards could, arguably, provide these services. However, the costs to the individual board would be considerably in excess of what they can achieve through contracting with OESC. Membership in OPSBA gives each individual board not just a stronger voice but also a clear financial advantage.

In addition to the four programs and services described above, membership in OPSBA provides the following specific financial benefits and savings to your Board:

5. Legal opinions

Legal opinions from top lawyers on significant policy issues with impact on all boards (we assume that if you did not have access to these opinions that you would seek and pay for independent legal advice).

Since January 2003 the cost of opinions is \$311,517.

LABOUR RELATIONS SERVICES

Boards in Ontario bargain in a provincial context. While Boards still bargain locally, the teacher and support staff unions bargain provincially and have traditionally selected individual Boards as "targets". OPSBA, with the support of its Member Boards, has taken a leadership role in coordinating provincial bargaining actions among Boards. OPSBA actively engages with Member Boards in the process and provides critical labour relations/collective bargaining resources, which many Human Resources and bargaining professionals, including staff in your Board, consider essential, now and in the future.

With OPSBA membership your Labour Relations staff have access to the following services:

6. Negotiation and Implementation of Agreements

Labour Relations Staff have access to the OPSBA Provincial Team responsible for negotiations and have been supported through the conclusion of local negotiations, and the implementation of local and provincial agreements.

For the 2008-12 PDT agreement the cost was \$811,511.

7. Legal opinions on Labour Relations/Bargaining issues *(not included in (5) above)*

Since January 2003 the cost of these opinions is \$326,656.

8. Provincial Portal

The Provincial Portal successfully links school board practitioners throughout the province and provides immediate access not only to the status of negotiations and settlements, but



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to an ever-increasing number of labour relations and human resources information. The Provincial Portal will be a vital resource in the next round of bargaining, as it enables your staff to share contract language, compare union proposals, and discuss emerging issues. All LabRnet resources are now available through the Portal, and several important enhancements have been built-in. Costs of establishing the enhanced Provincial Portal (replacing LabRnet) are estimated at over \$500,000 and annual costs of maintaining the database are well over \$100,000. Access to this service is considered invaluable by your Board's human resources/labour relations staff. They can inform you directly about their views on this and other labour relations services provided by OPSBA.

9. Same-day Service for Queries

Response to most queries within 24 hours, expert legal opinions on issues of provincial importance when required, and the ability to survey all Boards on issues important to your Board at no direct cost to you.

10. OPSBA Leadership in Collective Bargaining

The Ministry turns to OPSBA to act as the public boards' lead in preparing and organizing for the Provincial Discussion Tables that create the master agreements upon which local bargaining is based. During the last round of bargaining (in 2008/09) with the unanimous approval of the OPSBA Board of Directors representing all public school boards, OPSBA formed 5 Teams to conduct the provincial discussions. A member of OPSBA's Executive Council served on each of these teams.

Over the winter/spring of 2008-09, OPSBA successfully negotiated provincial frameworks as the basis for local bargaining for all teacher and support staff unions. In the local bargaining process, OPSBA staff played a key role that included providing advice on a "24/7" basis to all Boards during the negotiations that successfully achieved new 4-year collective agreements with all staff groups for the period 2008-2012. In 2010 OPSBA took the lead in bargaining a provincial agreement that covered the newly created "Designated Early Childhood Educator" positions.

Membership in OPSBA is key to your Board's participation in the Provincial Discussion Table (PDT) process and will be significant in managing the outcomes of PDT Agreements over the next four years as well as benefiting from ongoing implementation advice and support.

One key message in the OPSBA 2010/11 Funding Brief was that there would be full funding for the PDT agreement. Detail of the amount provided through Grants for Student Needs to Simcoe County DSB is provided at item 14.

11. Templates/Resources

OPSBA has developed a variety of templates that save staff time and real money for Boards by utilizing recommended Board Policies and Procedures that are based on successful practices. Subject specific specialists from a wide variety of boards are involved and all resources developed for Member Boards receive close legal scrutiny.

Relevant examples include "Workplace Conflict Prevention and Resolution" and Equity and Inclusive Education" policies and procedures which were developed and provided free of



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Benefits of OPSBA Membership

charge to all Member Boards. OPSBA, in partnership with OESC, also took the lead in the design of two Equity conferences, securing Ministry funding to subsidize attendance by Board staff and trustees.

Most recently OPSBA, through OESC, worked on resources to support boards in implementing the *Accessibility for Ontarians with Disabilities Act*; these included an online training module for all staff and a tips booklet on Accessible Customer Service. OPSBA has also developed a common framework for partnership agreements between school boards and third party operators for the delivery of Full Day Kindergarten before-and-after school programs. This is a tool to support local partnership agreements between school boards and third party operators.

LOBBYING FOR PUBLIC EDUCATION FUNDING

As part of our lobbying efforts related to Grants for Student Needs, OPSBA produced the document: ***OPSBA BRIEF ON 2010-11 GSN FUNDING***. This document, together with presentations to the Ministries of Finance and Education listed a series of 6 key recommendations and 13 ongoing issues identified through feedback from member Boards:

A. KEY FUNDING FOCUS

- PDTA Commitments
- Board Administrative Funding
- "Green" School Initiatives and Energy Efficiency Initiatives
- Provincial Budget Challenges
- Funding Model Review
- Integrity of Grant Calculations

B. ISSUES IDENTIFIED FROM MEMBER BOARDS

- | | |
|--------------------------------------|--|
| ○ Transportation | ○ Legal Costs re: grievances and other labour issues |
| ○ Early Learning Program (ELP) | ○ Primary Class Size Cap (PCS) |
| ○ Special Education | ○ Instructional Technology |
| ○ Salary Gap | ○ Mental Health Supports |
| ○ AODA Initiatives | ○ Poverty Reduction Strategies |
| ○ Good Places to Learn (GPL) Funding | ○ Employee Benefits |
| ○ Declining Enrolment Funding | |

Of the 6 key recommendations, 4 were fully or partially implemented. Of the 13 previously identified areas, 6 were fully implemented, 8 were partially implemented, and 5 were not implemented.

Specific areas, identified in the OPSBA Funding Brief and which are consistent with the Key Work of OPSBA for 2010/10, received in-year grant adjustments and included the following:



Leading Education's Advocates

Benefits of OPSBA Membership

12. Safe schools

OPSBA argued that the Ministry increase the funding provided to boards to further strengthen safety measures, programs and services such as psychological assessments for students and staff in schools. As a result of this intervention an additional grant in the form of the Safe School Supplement was added to the GSN's in 2008/09. The amount in 2010/11 for Simcoe County DSB was \$910,788. In addition, in-year funding enhancements identified in memo B06 (2010) provided Simcoe County DSB with a further \$62,855.

13. First Nations and Aboriginal Funding

Many boards, particularly Northern Boards, have significant numbers of aboriginal students attending their schools, many of whom live off-reserve and are funded through the provincial funding model, not federally funded through tuition agreements. To address the unique needs and to support the success of these students, boards have added special programs and staff. Boards have, in the past, funded these additional resources from other grants and revenues.

OPSBA has argued that specific additional grant funding is required to address achievement gaps and support aboriginal student success. The Ministry has responded in years following 2007 and for the 2010/11 fiscal year an additional \$1,153,028 has been provided to Simcoe County DSB.

To address specific Aboriginal Education needs for Aboriginal Self ID and FNMI Implementation, additional in-year funding was provided to Simcoe County DSB in the amount of \$21,540 through memo B16 (2010).

14. Funding of Provincial Discussion Table (PDT) Agreements

One of the major ongoing themes in recent annual OPSBA funding briefs has been the requirement for the Ministry to completely fund PDT agreements, to this end the Ministry announced through memo B10 (2008) a full set of enhancements to the 2008/09 to 2012/13 Grants for Student Needs including salary and benefit benchmark enhancements for teaching and non-teaching employee groups, elementary supervision, secondary programming, occasional teachers, and professional development and training for education support staff. The amount provided in memo B10 (2008) for the fiscal year 2010/11 for Simcoe County DSB amounted to \$8,629,228.

15. Special Education

As the Ministry continues to receive input from their various Education Partners, additional funding of \$26.9 Million was added in 2009/10 to provide stable funding levels.

OPSBA continues to be involved in discussions with the Minister, Ministry of Education and other Partner organizations on the future funding model for special education in order to ensure that the money allocated to special education is distributed in a way that reflects the incidence of students with high needs in both growing enrolment and declining enrolment boards. One area Simcoe County DSB received in-year adjustments for was support for Autism. The amount provided in memo B06 (2010) for Support and was \$104,321.



ONTARIO PUBLIC
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Benefits of OPSBA Membership

16. Early Learning

Early Learning Program (ELP) - Concern was expressed by member Boards about what the real costs of implementation of ELP will be. OPSBA has been active on various Ministry implementation advisory and reference groups, advocating for the needs of boards. The Ministry provided details regarding annual operational funding through memo B12 (2009). The amount provided for Simcoe County DSB was \$3,085,215. In addition the Ministry provided \$310,000 in memo B07 (2010) for additional one time purchases of equipment.

17. Governance

OPSBA regularly provides leading edge professional development on current education issues for trustees through events such as the Public Education Symposium (PES) and the Conference at AGM. A key focus over the past year has been the development of a series of modules to support the role of boards and trustees, with a specific emphasis on governance. A number of these modules formed the basis of a Certification Program in Governance provided at the 2011 PES. An online version of the modules with additional resources will shortly be available through OPSBA's website.

18. Funding Model Review

While the Ministry has not yet undertaken a full, comprehensive review of the funding model, there are several review working groups and consultations underway as follows:

- Declining Enrolment Consultation
- Special Education Consultation and Review
- Board Administration & Governance Working Group
- School Operations Working Group

OPSBA is non-profit, non-partisan, democratically run and exists to serve its members by influencing government legislation and policy and by providing valuable services to member Boards much more cost effectively than can be provided by individual Boards acting in isolation. We are an issues-driven, problem solving organization that is dedicated to serving its members.

TO: The Chairperson and Members of the
Simcoe County District School Board

FROM: Superintendent of Facility Services

SUBJECT: **REVISIONS TO POLICY NO. 4315 – STUDENT ACTIVITY FEES**

1. Background

The Ministry of Education began a collaborative, consultative process in November 2009 regarding the development of consistent policies for fees for learning materials and activities in Ontario schools. In March 2010 the Ministry of Education issued Memorandum 2011: B02 outlining the guidelines for school boards through which revised policies are to be developed. The guidelines provided a province-wide standard that established the foundation for all school boards to utilize in developing or amending existing policies. The expectation of the Ministry of Education is that new or amended policies are to be approved and posted on the board website by September 1, 2011.

Following receipt of the guideline document, at the direction of Administrative Council, a project team consisting of senior administrative staff, school principals, resource teaching staff and members of the Simcoe County District School Board (SCDSB) Research Department revised the existing Policy 4315 – Cost Sharing in School Activity Programs and aligned the Ministry of Education guidelines into the draft revised Policy 4315 – Student Activity Fees. It was during the work of the project team that the decision was made to change the name of the draft revised policy to better reflect the focus of the policy and to align the policy with the guideline.

The draft revised policy reflects the direction outlined in the Ministry of Education's Fees for Learning Materials and Activities Guideline. The project team developed the draft revised Policy 4315 in preparation for a broad consultation with the Simcoe County District School Board community.

2. Consultation Process

The consultation process was conducted through the SCDSB Research Department and accessed by participants in an online format. The consultation was promoted to school communities and the broader community with support from the SCDSB Communications Department. All stakeholders in the school community were invited to complete the survey, including teachers, school councils, parents, students and staff.

The consultation began on June 6, 2011 and concluded on July 11, 2011. Participants in the survey were invited to provide feedback to the draft revised Policy 4315, Student Activity Fees. The respondents to the survey included ninety-five (95) parents, fifty-nine (59) teachers, eight (8) principals, five (5) students, five (5) School Council members and five (5) other community members. A total of one hundred seventy seven (177) individuals completed the survey. In addition to participants providing their level of support or agreement with sections of the policy document, comments were also provided by participants on the sections of the draft revised policy.

3. Next Steps

Results of the consultation on the revisions to Policy 4315 reflect a significant level of support for the policy as it has been presented. The various groups participating and represented in the results of the survey have also provided comments that will be incorporated in the resulting Administrative Procedures Memorandum (APM) to follow the adoption of this revised policy. The project team involved in the development of the policy will continue its efforts in establishing the required APM to support Policy 4315.

The draft revised Policy No. 4315 – Student Activity Fees is attached as Appendix A, with the revisions and changes from the original policy in Appendix B, and the existing Policy 4315 – Cost Sharing in School Activity Programs attached as Appendix C. The aforementioned Ministry of Education Fees for Learning Materials and Activities Guideline is attached as Appendix D.

RECOMMENDATION

That the Board approve the proposed revisions to Policy No. 4315 – Student Activity Fees as set out in APPENDIX A of Report No. D-5–c, Revisions to Policy No. 4315 - Student Activity Fees, dated August 24, 2011.

Respectfully submitted by:

John Dance
Superintendent of Facility Services

Approved for submission by:

Kathryn Wallace
Director of Education



**Simcoe County
District School Board**

**SCHOOL-COMMUNITY
RELATIONS 4300**

STUDENT ACTIVITY FEES 4315

1. Rationale

Every student has the right to attend a school, where they are a qualified resident pupil, without payment of a fee. In general, there should be no fees charged for day-school programs. The costs of materials and activities for elementary and secondary education are provided to schools by the Ministry of Education and should be reflected in school operating budgets.

When schools choose with the support of the school community to offer enhanced or optional programming, parents may be asked to contribute resources in the way of time, money or materials to support these programs or activities. While no student should be excluded from participating in any school activity or event based on the ability to pay, some activities or events may require some recovery of the cost for participation.

Fees may be appropriate in cases where schools choose to offer enhancements or supplementary learning materials beyond the core curriculum. Where fees are appropriate, they should be minimized as much as possible, with the goal of supporting student participation in programs and activities regardless of individual economic circumstances.

2. Policy

It is the policy of the Simcoe County District School Board that fees for learning materials and activities in day-school programs may be charged according to the guidelines set out in this policy.

3. Definitions

3.1 Student Activity Fees

Student activity fees are voluntary amounts that are used to supplement a student's school experience through materials and activities such as student agendas, student recognition programs, yearbooks, extracurricular activities, school dances, or theme days.

3.2 Enhanced Programming and Materials

Enhanced programming and materials are voluntary enrichments or upgrades to the curriculum or co-curricular activities beyond what is necessary to meet the learning expectations for a particular grade or course.

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STUDENT ACTIVITY FEES 4315

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Where students choose not to access these enhanced programs or materials, alternatives must be available as essential course materials required to meet the learning expectations of the course or grade. These are to be provided at no cost.

3.3 Optional Programming

Optional programming refers to voluntary courses or activities that students normally choose to attend through an application process, with the knowledge that these programs are beyond the core curriculum.

3.4 Co-curricular Activities

Co-curricular activities or materials are defined as those related to the regular school day program.

3.5 Extra-curricular Activities

Extra-curricular activities are defined as those that are outside of the regular day-school program.

4. Guidelines

4.1 Program Determination

The principal of the school is charged with the responsibility of providing appropriate educational programs within the policies and program requirements of the Ministry and the Board. Decisions regarding activity fees and enhanced and optional programs and materials, will be made at the school level by the principal in consultation with the appropriate staff and the School Council.

4.2 Funding

With the support of the school community, a school may wish to offer programming and materials beyond what is necessary to meet the learning expectations of a particular grade or course. In these situations, it may be appropriate to collect a fee to offset the additional costs.

4.3 Fees

The SCDSB follows the identified best practices with the development of board-wide policies for fees for learning materials and activities.

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STUDENT ACTIVITY FEES 4315

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4.4 Accountability to the School Community

Fees should reflect the actual cost of the services or materials being provided to the student. A transparent accounting of the amounts collected and expenditures allocated must be made available to the school community.

Members of the school community should be consulted in the development of a school's fees schedule and made aware of the use of the student fees. Fee schedules for the upcoming school year should be made widely available to the school community as set out in SCDSB policy 4315.

5. The Director of Education is authorized to establish the administrative procedures necessary to the implementation of this policy.

**APPROVED JUNE 14, 1995
REVIEWED SEPTEMBER 2003
REVISED AUGUST 24, 2011**



**SCHOOL-COMMUNITY
RELATIONS 4300
STUDENT ACTIVITY FEES
COST SHARING IN SCHOOL
ACTIVITY PROGRAMS 4315**

1. Rationale

~~The school, through the allocation of funds from its general revenues, endeavours to provide a level of instruction in its day school programs that reflects the board's objectives of equality of access and equality of opportunity. The Board recognizes that a school's basic budget may not be sufficient to provide for all activities that are expected to be provided in the school. In some circumstances therefore, it is reasonable to provide for a sharing of the costs of some day school activities between the school, the school community and families.~~

~~— In permitting schools to provide for cost-shared activity programs, the Board affirms the following principles:~~

~~— 1.1 The day school program is the basic program for all students. Every student must be able to participate equally and fully without the requirement to pay a fee related to instruction or to instructional materials.~~

~~— 1.2 The school system values the dignity of the individual and recognizes the right of students and families to be free from unnecessary intrusion into personal privacy. Individual students and their families therefore should not have to identify themselves as unable to pay in order to receive a subsidy to participate in school activities.~~

~~— The Board looks to the leadership of its school staff to ensure that cost-sharing programs reflect the board's principles and that an unreasonable financial burden is not imposed on families.~~

Every student has the right to attend a school, where they are a qualified resident pupil, without payment of a fee. In general, there should be no fees charged for day school programs. The costs of materials and activities for elementary and secondary education are provided to schools by the Ministry of Education and should be reflected in school board operating budgets.

When schools choose with the support of the school community to offer enhanced or optional programming, parents may be asked to contribute resources in the way of time, money or materials to support these programs or activities. While no student should be excluded from participating in any school activity or event based on the ability to pay, some activities or events may require some recovery of the cost for participation.

Fees may be appropriate in cases where schools choose to offer enhancements or supplementary learning materials beyond the core curriculum. Where fees are appropriate, they should be minimized as much as possible, with the goal of supporting student participation in programs and activities regardless of individual economic circumstances.

**COST SHARING IN SCHOOL
ACTIVITY PROGRAMS 4315**

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2. Policy

It is the policy of the Simcoe County District School Board that fees for learning materials and cost-sharing activities in the day-school programs may be provided charged according to the guidelines set out in this policy.

3. Definitions

~~Cost-shared activity programs are instructional programs provided within and closely integrated with the regular day-school program.~~

~~These activities generally involve costs additional to the regular instructional programs for such items as participation fees in external facilities, materials, resource persons, rental of equipment and travel. Activity programs often involve choices for student involvement or rotation through a variety of activities.~~

3.1 Student Activity Fees

Student activity fees are voluntary amounts that are used to supplement a student's school experience through materials and activities such as student agendas, student recognition programs, yearbooks, extracurricular activities, school dances, or theme days.

3.2 Enhanced Programming and Materials

Enhanced programming and materials are voluntary enrichments or upgrades to the curriculum or co-curricular activities beyond what is necessary to meet the learning expectations for a particular grade or course. For example, in some performance and production courses (for example, music, woodworking), students may wish to use a superior product or consumable than that provided by the school, in which case they may be asked to pay the additional cost of the upgrade.

Where students choose not to access these enhanced programs or materials, alternatives must be available as essential course materials required to meet the learning expectations of the course or grade are to be provided at no cost.

3.3 Optional Programming

Optional programming refers to voluntary courses or activities that students normally choose to attend through an application process, with the knowledge that these programs are beyond the core curriculum.

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**COST SHARING IN SCHOOL
ACTIVITY PROGRAMS 4315**

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3.4 Co-curricular Activities

Co-curricular activities or materials are defined as those related to the regular school day program.

3.5 Extra-curricular Activities

Extra-curricular activities are defined as those that are outside of the regular day school program.

4. Guidelines

4.1 Program Determination

The principal of the school is charged with the responsibility of providing appropriate educational programs within the policies and program requirements of the Ministry and the Board. Decisions regarding activity programs will be made at the school level by the principal in consultation with the appropriate staff and the School Council.

4.2 Funding

~~The principal is authorized to use funds from the following sources to provide for activity programs:~~

- ~~4.2.1 schools' basic budget;~~
- ~~4.2.2 school fund raising;~~
- ~~4.2.3 community fund raising or donations;~~
- ~~4.2.4 cost-sharing, subject to the limitations set out below.~~

With the support of the school community, schools and school boards may wish to offer programming and materials beyond what is necessary to meet the learning expectations of a particular grade or course. In these situations, it may be appropriate to collect a fee to offset the additional costs. This board-wide student fee policy will ensure consistency and transparency in the application of fees and should reflect the following principles:

4.2.1 Complementary to Public Education

- 4.2.1.1 The purposes for which funds are collected are consistent with the school board's mission and values.
- 4.2.1.2 Fees raised for school purposes are to complement, and not replace, public funding for education.

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ACTIVITY PROGRAMS 4315**

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4.2.2 Inclusive Education

- 4.2.2.1 Each student should have an equal opportunity to benefit from the education system without being required to pay a fee. Students must be able to participate in school activities and access resources regardless of personal financial barriers.
- 4.2.2.2 Fee policies should address financial hardship and support student participation in activities regardless of economic circumstances.
- 4.2.2.3 The dignity of every student and parent should be honoured in the school fee collection process, collection methods afford reasonable expectations of privacy for students and parents; and a respectful practice for discreet identification of students/parents who may be experiencing financial hardship is clearly communicated.

4.2.3 Accountability and Transparency

- 4.2.3.1 This policy addresses all student fees for learning materials and activities.
- 4.2.3.2 This policy is available on the school board's website, www.scdsb.on.ca.
- 4.2.3.3 Financial reporting practices to the school community are in place.

Reducing Barriers to Participation

- 4.2.4 The SCDSB has developed strategies to recognize and reduce barriers to participation and works to effectively include all students in programs and activities. Successful completion of a required grade or course leading to graduation cannot be dependent on the payment of any course fee.

4.2.5 Criteria for Fees

When determining whether fee charges may be appropriate, the following criteria may be considered. A fee charge shall be permissible for an activity, material, course or program if it is:

- 4.2.4.1 not required as part of the regular day school program;
- 4.2.4.2 voluntary, and alternatives are offered;
- 4.2.4.3 non-essential or extracurricular in nature and is not required for graduation by an individual student; or
- 4.2.4.4 a voluntary upgrade or substitute of a more costly material to the material provided for course purposes.

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RELATIONS 4300**

**COST SHARING IN SCHOOL
ACTIVITY PROGRAMS 4315**

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4.3 Cost-Sharing Fees

~~The principal of a school is authorized to provide a cost-shared activity program subject to the following conditions:~~

- ~~4.3.1 no student will be denied an opportunity to participate in a day-school activity program because of inability to contribute to a cost-sharing activity;~~
- ~~4.3.2 prior consultation has occurred through the School Council with regard to planned cost-sharing activity programs;~~
- ~~4.3.3 the participating students and legal custodians have been consulted regarding both the program and the costs of a cost-shared activity program;~~
- ~~4.3.4 in cases where persons are unable to contribute to a cost-sharing activity, the principal provides alternative funding in a manner which respects the dignity and privacy of the persons.~~

The SCDSB follows the identified best practices with the development of board-wide policies for fees for learning materials and activities:

- 4.3.1 establishing a limited on student activity fees;
- 4.3.2 setting limits for families with more than two children attending schools in the board;
- 4.3.3 creating a central fund or subsidy program to support the full participation of students in activities regardless of economic circumstances;
- 4.3.4 implementing a confidential process to support full participation of students regardless of economic circumstances; and
- 4.3.5 fee amounts should reflect the actual cost of the service or materials being provided to the student.

4.4 School Policy

~~All schools will be required to develop a school policy on school activity programs in accordance with the administrative procedures established to implement this policy.~~

4.4 Accountability to the School Community

Fees should reflect the actual cost of the services or materials being provided to the student. A transparent accounting of the amounts collected and expenditures allocated must be made available to the school community.

**SCHOOL-COMMUNITY
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Members of the school community should be consulted in the development of a school's fees schedule and made aware of the use of the student fees. Fee schedules for the upcoming school year should be made widely available to the school community as set out in SCDSB policy XXXXX. For example, fee schedules can be included in the fall school newsletters, posted on school websites and referenced in student agendas.

These schedules should include:

- 4.4.1 an itemized list of fees that states the rationale and purpose of each fee; and
 - 4.4.2 information about the process to confidentially address financial hardship.
5. The Director of Education is authorized to establish the administrative procedures necessary to the implementation of this policy.

**APPROVED JUNE 14, 1995
REVIEWED SEPTEMBER 2003
REVISED XXXXX**



SCHOOL-COMMUNITY RELATIONS

4300

COST SHARING IN SCHOOL ACTIVITY PROGRAMS

4315

1. Rationale

The school, through the allocation of funds from its general revenues, endeavours to provide a level of instruction in its day-school programs that reflects the board's objectives of equality of access and equality of opportunity. The Board recognizes that a school's basic budget may not be sufficient to provide for all activities that are expected to be provided in the school. In some circumstances therefore, it is reasonable to provide for a sharing of the costs of some day-school activities between the school, the school community and families.

In permitting schools to provide for cost-shared activity programs, the Board affirms the following principles:

- 1.1 The day-school program is the basic program for all students. Every student must be able to participate equally and fully without the requirement to pay a fee related to instruction or to instructional materials.
- 1.2 The school system values the dignity of the individual and recognizes the right of students and families to be free from unnecessary intrusion into personal privacy. Individual students and their families therefore should not have to identify themselves as unable to pay in order to receive a subsidy to participate in school activities.

The Board looks to the leadership of its school staff to ensure that cost-sharing programs reflect the board's principles and that an unreasonable financial burden is not imposed on families.

2. Policy

It is the policy of the Simcoe County District School Board that cost-sharing activities in the day-school programs may be provided according to the guidelines set out in this policy.

3. Definitions

Cost-shared activity programs are instructional programs provided within and closely integrated with the regular day-school program.

These activities generally involve costs additional to the regular instructional programs for such items as participation fees in external facilities, materials, resource persons, rental of equipment and travel. Activity programs often involve choices for student involvement or rotation through a variety of activities.



SCHOOL-COMMUNITY RELATIONS

4300

COST SHARING IN SCHOOL ACTIVITY PROGRAMS

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4. Guidelines

4.1 Program Determination

The principal of the school is charged with the responsibility of providing appropriate educational programs within the policies and program requirements of the Ministry and the Board. Decisions regarding activity fees and enhanced and optional programs and materials will be made at the school level by the principal in consultation with the appropriate staff and the School Council.

4.2 Funding

The principal is authorized to use funds from the following sources to provide for activity programs:

- 4.2.1 schools' basic budget;
- 4.2.2 school fund raising;
- 4.2.3 community fund raising or donations;
- 4.2.4 cost-sharing, subject to the limitations set out below.

4.3 Cost-Sharing

The principal of a school is authorized to provide a cost-shared activity program subject to the following conditions:

- 4.3.1 no student will be denied an opportunity to participate in a day-school activity program because of inability to contribute to a cost-sharing activity;
- 4.3.2 prior consultation has occurred through the School Council with regard to planned cost-sharing activity programs;
- 4.3.3 the participating students and legal custodians have been consulted regarding both the program and the costs of a cost-shared activity program;
- 4.3.4 in cases where persons are unable to contribute to a cost-sharing activity, the principal provides alternative funding in a manner which respects the dignity and privacy of the persons.

4.4 School Policy

All schools will be required to develop a school policy on school activity programs in accordance with the administrative procedures established to implement this policy.

- 5. The Director of Education is authorized to establish the administrative procedures necessary to the implementation of this policy.

APPROVED JUNE 14, 1995
REVIEWED SEPTEMBER 2003
REVISED XXX

FEES FOR LEARNING MATERIALS AND ACTIVITIES GUIDELINE

Objectives and Definitions¹

Every student has the right to attend a school, where they are a qualified resident pupil, without payment of a fee.² In general, there should be no fees charged for day school programs. The costs of materials and activities for elementary and secondary education are provided to schools by the Ministry of Education and should be reflected in school board operating budgets.

When schools or school boards choose with the support of the school community to offer enhanced or optional programming, parents may be asked to contribute resources in the way of time, money or materials to support these programs or activities. While no student should be excluded from participating in any school activity or event based on the ability to pay, some activities or events may require some recovery of the cost for participation.

Fees may be appropriate in cases where school boards or schools choose to offer enhancements or supplementary learning materials beyond the core curriculum. Where fees are appropriate, they should be minimized as much as possible, with the goal of supporting student participation in programs and activities regardless of individual economic circumstances.

The objectives of this guideline are to:

- Identify guiding principles and best practices;
- Provide a foundation for school boards to develop or review existing guidelines, policies and procedures with respect to any fees charged to students in the regular day school program; and
- Provide examples of appropriate and inappropriate practices.

The best practices and examples provided in this guideline are not intended to be a comprehensive list. The fees discussed in this guideline are fees other than tuition fees for visa students, international students, First Nations students attending pursuant to a tuition agreement, adult or continuing education students. Nor do they include fees for early learning programs offered outside the regular school day or other before or after school programs.

When schools and boards choose to charge any fee, it is important to:

- Have policies to help ensure that fee charges are consistent with the purposes and principles of public education;
- Seek advice from school staff, parent involvement committees, Special Education Advisory Committees (SEACs), other advisory committees; school councils, parents, students and the school community;
- Include a goal of full student participation in school programs and activities regardless of individual economic circumstances; and
- Support and protect staff and volunteers through practices that promote accountability for the handling and management of the proceeds raised from fees.

¹ On all legal questions relating to the subjects covered in this guideline, boards should rely on the advice of their own legal counsel. This guideline should not be interpreted as expressing any opinion that a board may charge a fee.

² In addition, students enrolled by a board who are otherwise qualified to attend except as to residence are entitled to attend a regular day school program without payment of fee.

FEE FOR LEARNING MATERIALS AND ACTIVITIES GUIDELINE

Definitions

Student Activity Fees

Student activity fees are voluntary amounts that are used to supplement a student's school experience through materials and activities such as student agendas, student recognition programs, yearbooks, extracurricular activities, school dances, or theme days.

Enhanced Programming and Materials

Enhanced Programming and materials are voluntary enrichments or upgrades to the curriculum or co-curricular³ activities beyond what is necessary to meet the learning expectations for a particular grade or course. For example, in some performance and production courses (for example, music, woodworking), students may wish to use a superior product or consumable than that provided by the school, in which case they may be asked to pay the additional cost of the upgrade.

Where students choose not to access these enhanced programs or materials, alternatives must be available as essential course materials required to meet the learning expectations of the course or grade are to be provided at no cost.

Optional Programming

Optional Programming refers to voluntary courses or activities that students normally choose to attend through an application process, with the knowledge that these programs are beyond the core curriculum. Examples may include Advanced Placement[®] and Hockey Canada Skills Academy programs.

Outline

This guideline addresses the following four topics:

- I. **Guiding Principles** – identifies some key principles to guide school board fees policies
- II. **Fee Charges** – outlines criteria and examples of eligible and ineligible activities to inform a board's fee policy
- III. **Best Practices** – provides best practices for school boards to consider when developing or updating fee policies for learning materials and activities
- IV. **Accountability to the School Community** – outlines best practices for a board's policy to meet the public's expectations and uphold the public's trust

I. Guiding Principles

With the support of the school community, schools and school boards may wish to offer programming and materials beyond what is necessary to meet the learning expectations of a particular grade or course. In these situations, it may be appropriate to collect a fee to offset the additional costs. The development of a board-wide student fee policy will ensure consistency and transparency in the application of fees and should reflect the following principles:

Complementary to Public Education

- The purposes for which funds are collected are consistent with the school board's mission and values.

³ For the purposes of this guideline, co-curricular activities or materials are defined as related to the regular day school program. Extra-curricular activities are defined as outside the regular day school program.

FEES FOR LEARNING MATERIALS AND ACTIVITIES GUIDELINE

- Fees raised for school purposes are to complement, and not replace, public funding for education.

Inclusive Education

- Each student should have an equal opportunity to benefit from the education system without being required to pay a fee. Students must be able to participate in school activities and access resources regardless of personal financial barriers.
- School board fees policies should address financial hardship and support student participation in activities regardless of economic circumstances.
- The dignity of every student and parent should be honoured in the school fee collection process, collection methods afford reasonable expectations of privacy for students and parents; and a respectful practice for discreet identification of students/parents who may be experiencing financial hardship is clearly communicated.

Accountability & Transparency

- Board policies should address all student fees for learning materials and activities.
- The policy should be publicly available on the school board's website.
- Financial reporting practices to the school community are in place.

II. Fee Charges

School boards should develop strategies to recognize and reduce barriers to participation and work to effectively include all students in programs and activities. Successful completion of a required grade or course leading to graduation cannot be dependent on the payment of any course fee.

When determining whether fee charges may be appropriate, the following criteria may be considered. A fee charge shall be permissible for an activity, material, course or program if it is:

- Not required as part of the regular day school program;
- Voluntary, and alternatives are offered;
- Non-essential or extracurricular in nature and is not required for graduation by an individual student; or
- A voluntary upgrade or substitute of a more costly material to the material provided for course purposes.

Examples of Activities, Programs or Materials Ineligible for Fee Charges

- A registration or administration fee for students enrolled in any regular day school program;
- A textbook fee or deposit;⁴
- Learning materials that are required for completion of the curriculum such as workbooks, cahiers, musical instruments, science supplies, lab material kits and safety goggles;
- Fees charged for the creation of discretionary accounts by teachers or departments;
- Mandatory flat fees for any course leading to graduation other than optional programming;
- A fee for a guest speaker, visiting teacher, or in-class field trip or presentation where the material being presented is a mandatory element of the subject or course;

⁴ Schools may recover the costs for the replacement or repair of lost, damaged or broken materials such as textbooks, library books, music or science supplies or any loaned materials. These charges should not exceed the replacement or repair cost.

FEES FOR LEARNING MATERIALS AND ACTIVITIES GUIDELINE

- Items that are funded through the allocated budget of a school board including, but not limited to learning materials necessary to meet learning expectations such as computers, workbooks, textbooks, staff development and training costs; or
- Learning materials that are required to meet the learning expectations of the course, but are consumed by the pupil and cannot be used again by another student in the next semester, e.g. a chemical used in a chemistry experiment.

Examples of Activities, Programs or Materials Potentially **Eligible** for Fee Charges

- Optional programming such as, Advanced Placement courses or Hockey Canada Skills Academy program;
- Extracurricular trips, events or activities that are extensions to the curriculum and not required for graduation (e.g. dances, school clubs, theme days, athletics, drama, student council activities);
- Extended student trips or excursions that are not necessary to meet the learning expectations of a particular grade or course (e.g. trips abroad);
- Optional art or music supplies or higher quality woodworking, design or technology materials that students choose to use for course completion, as long as the required materials are available at no cost;
- Student activity fees
- Co-curricular activities, special events, program enhancements or field trips (e.g. for costs of participation, rental of equipment or travel), if alternative programming and assignments are offered to students who choose not to participate; or
- Student agendas, yearbooks.

III. Best Practices

School boards may consider the following best practices when developing board-wide policies for fees for learning materials and activities:

- Establishing a limit on student activity fees;
- Setting limits for families with more than two children attending schools in the board;
- Creating a central fund or subsidy program to support the full participation of students in activities regardless of economic circumstances;
- Implementing a confidential process to support full participation of students regardless of economic circumstances; and
- Fee amounts should reflect the actual cost of the service or materials being provided to the student.

School fee policies must be compliant with the school board fee policy and school board guidelines. In addition, school principals may consider the following best practices when implementing board fee policies in their schools:

- Minimizing, where possible, costs related to enhanced programming and materials (for example, speakers, dance instructors, in-class field trips) that are optional to a course;
- Making every effort to ensure all students can participate in student activities regardless of ability to pay;
- Where a student chooses not to participate, alternative assignments should be provided for students to meet the expectations of the course; and
- Modest student activity fees for student agendas, student recognition, yearbooks, school dances, student council activities and clubs, photographs, extra-curricular activities and athletics.

FEES FOR LEARNING MATERIALS AND ACTIVITIES GUIDELINE

IV. Accountability to the School Community

Fees should reflect the actual cost of the services or materials being provided to the student. A transparent accounting of the amounts collected and expenditures allocated must be made available to the school community.

Members of the school community should be consulted in the development of a school's fee schedule and made aware of the use of student fees. Fee schedules for the upcoming school year should be made widely available to the school community. For example, fee schedules can be included in fall school newsletters, posted on school websites and referenced in student agendas.

These fee schedules should include:

- An itemized list of fees that states the rationale and purpose of each fee; and
- Information about the process to confidentially address financial hardship.

TO: The Chairperson and Members of the
Simcoe County District School Board

FROM: Superintendent of Facility Services

SUBJECT: **ACCOMMODATION REVIEW COMMITTEE (ARC) MEMBERSHIP:
ARC 2011:01 AND ARC 2011:02**

1. Background

The board approved the establishment of two Accommodation Review Committees (ARCs) on November 24, 2010. ARC 2011:01 includes Port McNicoll Public School, Victoria Harbour Elementary School, Waubaushene Pines Elementary School and Waubaushene Elementary School. ARC 2011:02 includes Coldwater Public School, Moonstone Elementary School and Warminster Public School. Requests for prospective ARC members were issued through a news release and posted on the board's website on May 18, 2011. Application forms were sent home with all students as set out in Administrative Procedure Memorandum A5500. Requests for community representatives were sent by letter dated April 27, 2011.

Voting membership consists of:

- (a) two parents/guardians, from the attendance area of each school, appointed by the school council;
- (b) one student appointed by student council (where a secondary school is under review);
- (c) one community representative from each municipality (public school supporter).

Non voting membership consists of:

- (a) local trustee(s);
- (b) the principal of each school involved in the ARC;
- (c) the superintendent(s) of education K-12;
- (d) the director of education or designate who will chair the ARC.

Membership to date for ARC 2011:01 is attached as APPENDIX A, and membership for ARC 2011:02 is attached as APPENDIX B.

RECOMMENDATION

1. That the board approve the ARC membership for ARC 2011:01 (Port McNicoll PS, Victoria Harbour ES, Waubaushene Pines ES, and Waubaushene PS), as set out in APPENDIX A of Report No. D-5-d, Accommodation Review Committee (ARC) Membership: ARC 2011:01 and ARC 2011:02.
2. That the board approve the ARC membership for ARC 2011:02 (Coldwater PS, Moonstone ES, and Warminster PS), as set out in APPENDIX B of Report No. D-5-d, Accommodation Review Committee (ARC) Membership: ARC 2011:01 and ARC 2011:02.

Respectfully submitted by:

John Dance
Superintendent of Facility Services

August 24, 2011

ARC 2011:01

School	Principal	Parent/Guardian
Port McNicoll PS	Doug MacDonald	1. Melissa Roberts-Ives 2. Nahanni Born
Victoria Harbour ES	Jan DeCola	1. Continued Recruitment 2. Continued Recruitment
Waubashene/Waubashene Pines ES	Judy Kirk	1. Nicola Marchant 2. Continued Recruitment

Community Representatives	Tay: Alison Smith
	Oro-Medonte: Continued Recruitment
	Severn: Continued Recruitment

SCDSB Trustee(s)	Peter Beacock
	Jodi Lloyd

Superintendent of Education	Anita Simpson
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ARC 2011:02

School	Principal	Parent/Guardian
Coldwater PS	Carol Carpenter	1. Michele Clark 2. Christine Brown
Moonstone ES	Rose Phillips	1. Simon Kennedy 2. Denise Osborne
Warminster PS	Jeff Bell	1. Kim Ball 2. Karen Aigeldenger

Community Representatives	Tay Councillor: Bill Scott
	Oro-Medonte: Lila Osborne
	Severn: Continued Recruitment

SCDSB Trustee(s)	Peter Beacock
	Jodi Lloyd

Superintendent of Education	Steve Blake
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TO: The Chairperson and Members of the
Simcoe County District School Board

FROM: Chief Financial Officer

SUBJECT: **GOOD PLACES TO LEARN (GPL) FINAL PHASE**

1. Background

In February 2005, the Ministry announced the Good Places to Learn (GPL) initiative, with a goal of investing \$4 billion in renewal needs for Ontario schools.

The Good Places to Learn initiative has focused on addressing projects that were identified as urgent and high need for repair. Projects were originally identified through a facility condition inspection, under the direction of the Ministry of Education and their consultants. Once a project was identified as urgent and high need, only those projects in schools that would remain open for 10 years or more would be eligible for repairs utilizing GPL funding, in order to maximize the long-term benefit of the GPL investment.

Funding in the amount of \$69,865,449 has been allocated to the Simcoe County District School Board under GPL Stages I, II, III and IV. Approximately \$67.4 million in high and urgent renewal projects have been completed in 74 schools to date under this funding initiative.

The Ministry has provided direction for the wrap up of the Good Places to Learn program in Memorandum 2011: SB 13, dated May 3, 2011, to ensure that all available funding is utilized. Eligible projects under this funding include high and urgent projects, as noted in the Total Capital Planning Solutions (TCPS), (the upgraded version of RECAPP) facility condition database, as well as Ministry approved priority escalation requests for low and medium priority renewal projects. All proposed GPL projects must be recorded in TCPS by August 31, 2011, and all GPL allocations must be fully spent by August 31, 2012.

2. Current

Funding in the amount of \$2,435,434 remains to be utilized by the Simcoe County District School Board under GPL Stage IV (Final Phase). A list of the proposed Good Places to Learn - Final Phase projects is attached as APPENDIX A.

RECOMMENDATION

That the Board approve the proposed Good Places to Learn Final Phase project list, as set out in APPENDIX A of Report No. D-5-e, Good Places to Learn (GPL) Final Phase, dated August 24, 2011.

Respectfully submitted by:

Brian Jeffs
Chief Financial Officer

August 24, 2011

**GOOD PLACES TO LEARN
 FINAL PHASE PROJECTS**

LOCATION	PROJECT DESCRIPTION	ESTIMATE
Banting Memorial	Replace windows - Addition 3	\$ 120,400
Bradford District High School	Replace central air handling systems	\$ 750,000
Eastview Secondary	Replace primary and secondary power supply including service ground	\$ 500,000
Forest Hill	Replace wood retaining walls	\$ 350,000
Harriett Todd	Replace primary and secondary power supply including service ground	\$ 200,000
New Lowell	Replace heating & cooling piping	\$ 515,000
Good Places to Learn		\$ 2,435,400

TO: The Chairperson and Members of the Board
FROM: Superintendent of Facility Services
SUBJECT: **RESPONSE TO MINISTER OF EDUCATION –
ACCOMMODATION REVIEW COMMITTEE (ARC) 2010:01**

1. **Background**

The Board of Trustees approved the following motion at the June 16, 2011 Board meeting:

That the Board approve the closure of Duntroon Central Public School on June 30, 2012, as set out in Report No. B-4-a, Accommodation Review Committee 2010:01 – Byng Public School, Clearview Meadows Elementary School, Duntroon Central Public School, Nottawa Elementary School, and Nottawasaga Creemore Public School dated June 16, 2011.

The Board is in receipt of a petition for an administrative review of the accommodation review process followed by the Board in response to this decision. An administrative review is not an appeal of the Board's decision to close a school, but a review of the process by a Ministry appointed independent facilitator.

2. **Administrative Review Process**

In accordance with the Ministry of Education's Guidelines for an Administrative Review (APPENDIX A), petitioners must submit a petition and justification for an administrative review to the school board and the Minister of Education within thirty (30) days of a board's school closure resolution.

Within thirty (30) days of receiving the petition, the school board is required to confirm to the Minister of Education that the petitioners have participated in the review process and constitute a minimum of at least 30% of the school's headcount. The board is required to submit a response to the petitioner's submission, which will then be provided to the Minister.

Within thirty (30) days of receiving the board's response, the Ministry of Education may appoint a facilitator to determine if the review process was consistent with the board's Accommodation Review Policy.

3. **Status**

On July 18, 2011, the board received a letter (APPENDIX B) and a copy of a petition sent to the Minister of Education requesting an Administrative Review of the review process for Accommodation Review Committee (ARC) 2010:01, which resulted in the decision to close Duntroon Central Public School.

Staff have confirmed the petition contains eligible signatures from at least 30% of the headcount enrolment of Duntroon Central Public School. On August 15, 2011 a letter was sent to the Minister of Education confirming that the petition for ARC 2010:01 contained an appropriate number of eligible signatures and that a formal response from the Board would be submitted following approval of the Board.

4. **Response to Petition**

The petitioners identified specific sections of Policy 2313, Pupil Accommodation Review in their justification for an Administrative Review of the process for ARC 2010:01, Policy 2313, Pupil Accommodation Review is attached (APPENDIX C).

The petitioners suggest section 2.2 was not followed because no evidence was provided to indicate that the achievement of students was not supported through the operation of schools in an effective, efficient and economical manner.

Consideration for school closure is identified when one or more pressures are identified related to enrolment, program and/or building condition. Duntroon Central Public School was identified because its enrolment does not provide a comprehensive range of educational opportunities. Low enrolment has resulted in triple grade classes with few students per grade. The operation of the school was not identified as a pressure point to be considered for the accommodation review.

The petitioners suggest the ARC process was not transparent, as set out in section 2.3.

According to Policy, all meetings are open to members of the public, including trustees. All ARC agendas, minutes and presentations are posted at the ARC 2010:01 section of the Simcoe County District School Board website.

The petitioners suggest section 4.1.1 was not followed because long-term enrolment projections were not presented.

Historic, actual and ten year enrolment projections were used from the 2009 and 2010 Capital Plan. Assumptions were also made that implemented full day kindergarten (FDK). There are no residential development proposals in the Duntroon Central Public School attendance area and the impact of development within the planning area was projected to be minimal subject to location, timing, market, and tenure of proposed units having reduced pupil yields that will not reverse declining enrolment. A presentation by Township of Clearview Planning Department staff was received by the ARC.

The petitioners suggest that section 4.1.2 was not followed because Duntroon Central Public school was subject to two accommodation reviews in a five year period.

Duntroon Central Public School was part of an ARC in 2009 (ARC E). The ARC subsequently requested that the board disband the ARC in October 2009 in order that it would be reviewed in the future under the new Ministry of Education Guidelines and a new Simcoe County District School Board Policy aligned with the revised guidelines. No recommendations or decisions were considered by the board at that time. As per section 4.1.2, this review is considered under exceptional circumstances due to the request from the initial ARC and the timing for implementation of the Ministry's revised Pupil Accommodation Review Guidelines.

The petitioners suggest that section 4.4.9 was not followed to provide clear meeting minutes.

All working sessions and public meeting minutes were considered by the ARC, revised and finalized where necessary. Minutes were supplied to all ARC members and posted on the board's website.

The petitioners suggest that section 4.5.7 was not followed due to start time of meetings and suggested meetings be held in the community.

Working sessions and public meetings were held at 7pm at all schools in the ARC. The timing of these meetings were agreed upon by the ARC during their working sessions. All meeting locations and times were posted on the board's website including the publication of public meetings in local newspapers. Board meetings were held in accordance with procedures.

The petitioners suggest that section 4.5.9 was not followed because transition accommodation plans for students were not made clear at the final Special Board Meeting.

The board decision was that Duntroon Central Public School will close June 30, 2012 accompanied with new attendance areas showing where students would attend school in September 2012. A transition meeting was held on June 28, 2011 at Duntroon Central Public School with parents to outline the process of transferring and integrating students at their new schools with transition teams. The transition teams, as per Board policy, are to be established during the next school year, at each of the schools involved in the movement of students when Duntroon Central Public School closes.

The petitioners suggest that section 5.0 of the Terms of Reference, Appendix A to Policy 2313 outlines reference criteria that was heavily weighted to consolidate schools.

The Terms of Reference provides the board with a process to establish and operate ARCs and criteria as a benchmark for establishing relevant information and data for guidance when considering the efficiency and effectiveness of a school's value to the student.

5. Conclusion

Throughout the review for ARC 2010:01, the ARC and the Board followed Policy 2313, complied with the Ministry Guidelines (APPENDIX D), and conducted a transparent accommodation review process.

RECOMMENDATION

That the Board approve the response to the Minister of Education confirming that Board Policy 2313 Pupil Accommodation Review was followed for ARC 2010:01, as set out in Report D-5-f, Response to the Minister of Education – Accommodation Review Committee (ARC) 2010:0, dated August 24, 2011.

Respectfully submitted by:

John Dance
Superintendent of Facility Services

August 24, 2011



**MINISTRY OF EDUCATION
ADMINISTRATIVE REVIEW OF ACCOMMODATION REVIEW PROCESS**

A review of a school board's accommodation review process may be sought if the following conditions are met.

An individual or individuals must:

- Submit a copy of the board's accommodation review policy highlighting how the accommodation review process was not compliant with the school board's accommodation review policy.
- Demonstrate the support of a portion of the school community through the completion of a petition signed by a number of supporters equal to at least 30% of the affected school's student headcount (e.g., if the headcount is 150, then 45 signatures would be required). Parents/guardians of students and/or other individuals that participated in the accommodation review process are eligible to sign the petition¹
 - The petition should clearly provide a space for individuals to print and sign their name; address (street name and postal code); and to indicate whether they are a parent/guardian of a student attending the school subject to the accommodation review, or an individual who has participated in the review process.
- Submit the petition and justification to the school board and the Minister of Education within thirty (30) days of the board's closure resolution.

The school board would be required to:

- Confirm to the Minister of Education that the names on the petition are parents/guardians of students enrolled at the affected school and/or individuals who participated in the review process.
- Prepare a response to the individual's or individuals' submission regarding the process and forward the board's response to the Minister of Education within thirty (30) days of receiving the petition.

If the conditions set out above have been met, the Ministry would be required to:

- Undertake a review by appointing a facilitator to determine whether the school board accommodation review process was undertaken in a manner consistent with the board's accommodation review policy within thirty (30) days of receiving the school board's response.

¹ Information contained in the petition is subject to the *Freedom of Information and Protection of Privacy Act, 1990*.

July 15, 2011

The Honourable Leona Dombrowsky
Minister of Education
22nd Floor, Mowat Block
900 Bay Street
Toronto, Ontario
M7A 1L2

**Re: A Petition to Conduct an Administrative Review of ARC 2010:01 - Clearview West
Elementary Schools**

Dear Minister

I am writing to you on behalf of the many students attending Duntroon Central Public School, their parents and community residents, businesses and municipal officials who participated in the Pupil Accommodation Review 2010:01 undertaken by the Simcoe County District School Board.

We ask that you agree to conduct an Administrative Review of the process that led to the Board deciding on June 16, 2011 to close this rural community school in 2012 and have students relocated to Nottawa ES, Nottawasaga Creemore PS and Clearview Meadows PS.

In December 2007, the Board identified the need for an accommodation review and in January 2009, approved the establishment of an ARC for Byng Public School, Clearview Meadows Elementary School, Duntroon Central Public School, Nottawa Elementary School and Nottawasaga Creemore Elementary School. The ARC commenced in June 2009.

The Ministry of Education released revised Pupil Accommodation Review Guidelines on June 26, 2009. In November 2009, the Board voted to cease the ARC established under the old provincial guidelines. In December 2009, the Board recommended another ARC to be established for the same schools.

ARC 2010:01 convened on September 23, 2010. The committee proceeded through fifteen working sessions and four public meetings culminating in a comprehensive final report outlining ways the Simcoe County District School Board could maintain and enhance the high level of student achievement currently attained in all Clearview area elementary schools, including Duntroon CPS.

The signatories to the enclosed petition are of the opinion that the Board did not comply fully with Ministry and Board guidelines that were established to ensure an informed and transparent accommodation review process.

Several significant examples of actions taken by the Board that directly effected the final decision to close Duntroon CPS and did not conform to SCDSB Pupil Accommodation Review Policy 2313 are as follows:

Section 2.2 states *"It is the policy of the SCDSB to support the achievement of students through the operation of schools in an effective, efficient and economical manner"*

No evidence was provided that Duntroon CPS did not meet these criteria. In fact, throughout the ARC process, Board staff repeatedly stated that the school facilities are efficient and economical when compared to a range of other schools in the system and presented no facility condition rationale for closure. With regard to its effectiveness, overwhelming evidence was heard from students, parents and teaching staff that Duntroon fosters an effective learning environment as evidenced by its history of consistently high levels of student achievement.

Section 2.3 states *"It is the policy of the SCDSB to have a transparent accommodation review process"*

While acknowledging the support provided by the Board staff appointed to the ARC, the presentation, timeliness and accuracy of the data required by members of the committee to review and understand the staff option and to prepare alternatives was compromised and did not engender an atmosphere of full and timely disclosure. As an example, the ARC did not receive the full details of the staff school closure option, as required in Section 4.3.3, until January 06, 2011, eight working sessions and two public meetings into the process. Additionally, the staff option outlined two capital projects, one a new addition onto Clearview Meadows PS in 2014 and the other a new school in Creemore planned for 2015. As the Board staff clearly acknowledged little potential for capital funding, the petitioners believe that inclusion of these proposals was inappropriate and rendered the decision to review Duntroon CPS premature.

As well, much of the information, such as the School Information Profiles required repeated revision, questions regarding staff enrolment projections were left unresolved and Facilities, Business and Instructional Services data was not of sufficient detail to be of definitive use by the ARC.

While not an explicit non-compliance of the standing policies, the petitioners noted a lack of participation in the working sessions and the public meetings by most of the Board Trustees. While Trustees may consider referring to archival videos, reports and minutes a sufficient level of personal participation, the petitioners believe that the ARC process and the public would have been better served by a more open and informative exchange with those charged with the responsibility to decide the future of their community school.

Furthermore, it is the opinion of the petitioners that more direct participation of the Trustees would have better fulfilled their own mandate as outlined in the Terms of Reference Appendix A, Section 3.2 that states " Trustees shall act in an advisory capacity to facilitate discussions around accommodation options" by being more accessible to the ARC and the public.

As well, the policy to position Board staff on the ARC also presented some subtle but real challenges to transparency. The ARC recognizes the contribution of staff as an essential resource during the review process. However, staff in attendance at working sessions often outnumbered that of the community members on the ARC. Principals and teachers in particular seemed constrained or reluctant to express their opinions openly. Attempts by the ARC to more evenly balance the influence of the staff and community members were rejected by the staff, citing Board policy.

As a result, the lack of direct Trustee involvement throughout the review process coupled with the Board policy (Section 4.2 and Section 4.3.1) regarding the ARC composition, effectively built in a structural bias in favour of the staff option wherein both the Trustees and the community members relied too heavily on staff direction.

Section 4.1.1 states *"The SCDSB examines long-term enrollment projections,"*

The Board staff did not present evidence of long-term pupil yield projections based on new residential growth projections identified by Clearview Township. Approved applications in both Nottawa and Creemore were not reflected in enrollment projections. The synergistic effect of growth in the surrounding area on the community of Duntroon was also not considered. It is the opinion of the petitioners that, based on the failure to include this long-term growth, the Board did not comply to section 4.1.1 and calls into question the student accommodation strategy planned for both Nottawa ES and Nottawasaga Creemore PS once Duntroon CPS is closed.

Section 4.1.2 states *"schools should only be subject to an accommodation review once in a five-year period unless there are exceptional circumstances"*

Since December 2007, Duntroon CPS has been subjected to two accommodation reviews. It was the Boards decision to cease one ARC and then convene a second in less than five years. The petitioners do not consider the issuance of a revised pupil accommodation review guideline an exceptional circumstance but rather a normal and anticipated occurrence. Therefore the petitioners believe that the Board is in non-compliance with Section 4.1.4 of its own policy.

Furthermore the petitioners strongly believe that the repeated threats of closure from several accommodation reviews in the recent past have directly contributed to the decline in student enrollment by eroding confidence in Duntroon CPS as a stable learning environment.

Section 4.3.4 and Section 4.4.1 outlines the importance the Board assigns to the School Information Profiles (SIP) and discusses the role they play in the public consultation process.

Due to inaccurate and missing data and unproductive time spent updating the SIP packages, these profiles did not serve their intended purpose of assisting the ARC and/or the community in understanding how well each school met Ministry or Board objectives.

As a result, the content of the SIP for each school was not presented to the community at the first public meeting as required in the review policy or at any other time in the review process. Additionally an updated Duntroon SIP provided to the Board staff was not included in the final report package to the Trustees.

In the absence of any measureable objective criteria, there was no method offered to discern relative value to the student of one school to another simply by using the subjective data provided in the SIP. In fact, Duntroon compared as good as or better than the other schools in many of the values listed. The students at Duntroon enjoy a large playground, barrier free washrooms, extracurricular activities and clubs, participation in foreign aid projects, student mentoring programs, science and arts programs. Duntroon has one of the lower percentages of out-of-area students and scored at or above the Board EQAO average results.

While the Board unwaiveringly cited the one triple grade as evidence of the negative impact declining enrollment is having on program delivery, overwhelming praise from parents and students for the teaching staff and the learning environment was essentially ignored.

Despite the Board policy reflecting the Ministry direction that "*The schools value to the student takes priority over the other considerations about the school*", the SIP discussions were heavily weighted to the value to the school board. The recent decision to reduce the staff allocation further in the 2011/12 school year is clear evidence of the value to the Board taking priority over the value to the student.

The Board SIP policy is not as inclusive as the Ministry review guidelines as they do not acknowledge the value of the school if it is the only school within the community.

The petitioners do not agree with an opinion voiced to the ARC by an Instructional Services consultant that small rural schools are inherently disadvantaged in delivering quality educational programming. Further, the petitioners do not believe that the School Information Profiles in themselves have proven to be an effective determinant of value to the student and the methodology employed during the review does not comply with the intent as outlined in the Ministry review guidelines.

Section 4.4.9 states "*Minutes reflecting the full range of opinions expressed and submissions presented at the meeting are to be kept and made public*"

While the the Board staff did an excellent job keeping minutes, changes to the draft versions agreed to by the ARC members were included only as comments in the next meetings draft minutes rather than being presented in the final set of minutes for the meeting date in question. This made referencing previous meeting minutes onerous and potentially misleading for any interested Trustee or member of the public.

Section 4.5.7 outlines the process to schedule the three special Board Meetings.

The petitioners are of the opinion that the Board policy does not fulfill the requirement of the Pupil Accommodation Review Guidelines of the Ministry that states "*The Guideline ensures that where a decision is taken by a school board regarding the future of a school, that decision is made with the full involvement of an informed local community*" when the public is ask to drive one hour from their local community on a work day to attend a 6:00 p.m. Special Board Meeting.

Further, the petitioners contend that such critical meetings of the board should be convened in the community most possibly impacted in the interest of a full and informed consultation. This is particularly relevant in light of the notable absence of the Trustees during the ARC working and public sessions.

Section 4.5.9 states that the Board staff "*shall meet with the parents of the students in the school to be closed and shall inform the parents of the arrangement for the the accommodation of the students*"

Given that the transition accommodation plans for the students were not made clear at the final Special Board Meeting and the subsequent transition meeting in the school was poorly attended, the petitioners are of the opinion that the Board has not expended sufficient effort to inform the effected families and therefore have not complied with the intent of the policy.

Section 5.0 of the Terms of Reference Appendix A outlines the Reference Criteria to be used by the Board to determine an accommodation option.

The petitioners consider these reference critieria heavily weighted to school consolidation at the expense of the value of the school to the student. This bias unfairly targets small rural community schools. This policy is not in keeping with the explicit guideline from the Ministry to place the value of the school to the student over the value to the Board. The assessment of the value of the student and the community is lost in the application of these criteria.

The ARC found that the Board staff did not have clear and consistent enrollment criteria to determine what constituted a viable small school. Section 5.7 speaks to a preferred size of 400 - 550 students. None of the elementary schools in the review meet these criteria. During the final Special Board Meeting, an enrollment limit of 200 students was suggested by Board staff in answer to a Trustee request for clarification. This arbitrary determination of the future of small rural schools is not consistent with the stated policies of the ministry and the Board and is

further illustrative of the need for a rural school policy that reflects the on the ground reality of our rural community schools.

As a final comment, the Province created the accommodation review process as a way of spanning the chasm that can open up when a school closure discussion impacts a community. The members of ARC2010:01 undertook its mandate in good faith, working diligently with the Simcoe County District School Board staff, the area Trustee and the community. Now that the Board has decided to close Duntroon CPS, a facility in good repair, with an excellent community daycare facility, in a vibrant rural community, where there are serious winter transportation concerns, it is hard not to see this process as unduly biased toward the values of the Board and at the expense of the student and the community. Despite terminology to the contrary, it is fundamentally a financially driven process constrained by a funding model that does not fit rural Ontario communities in the ways they want to sustain themselves.

Duntroon is a small rural school. It has met its students and community needs admirably, providing a well rounded education and nurturing a strong community identity. The Board will be losing an excellent educational facility.

As a rural community, the petitioners and indeed the residents of Clearview continue to hope that the Province will one day align its educational funding model with its stated review guideline purpose to recognize the important role schools play in strengthening rural communities especially those in single school communities.

For all these reason stated above, those who signed the petition enclosed believe that the Board did not comply fully with its own Pupil Accommodation Review Policy 2313. We ask that you appoint an independent facilitator to review the Board accommodation review process.

Thom Paterson
Councillor, Clearview Township
ARC2010:01 Member
(705) 466-6321

79 Edward Street East
Creemore, Ontario
L0M 1G0

SENT BY EMAIL

CC: SCDSB

REQUEST TO THE MINISTRY OF EDUCATION TO REVIEW THE SCDSB
ACCOMODATION PROCESS FOR DUNTROON CENTRAL PUBLIC SCHOOL

We the undersigned request that the Ontario Ministry of Education review the Simcoe County District School Board (SCDSB)'s accommodation process for Duntroon Central Public School. All signing must be either parents of students at Duntroon, or participants in the Duntroon ARC (ARC 01).

Name (Please print)	Signature	Street Name with Postal Code	Parent at Duntroon	Participant in the Duntroon ARC
Patricia Coe	<i>[Signature]</i>			
Patricia Coe	<i>[Signature]</i>	RR#2 Singhampton ON N0C 1M0		✓
M. Edwards	<i>[Signature]</i>	RR#2 Singhampton N0C 1M0	✓	✓
Eric Millan	<i>[Signature]</i>	RR#4 Stainer	✓	✓
Beth Thomas	<i>[Signature]</i>	1114 Fairgrounds Blvd Stainer ON		✓
Cheryl Ferguson	<i>[Signature]</i>	8086 30/31 Nottawa		✓
Kent McCarl	<i>[Signature]</i>	1909 10th conc Nottawa	✓	
Cathy Fitzgerald	<i>[Signature]</i>	8 station St. Glen Huron	✓	
Mark Hamerton	<i>[Signature]</i>	24 station St. Glen Huron	✓	✓
STEFANIE SPANT	<i>[Signature]</i>	2076 Concession Rd S. Glen Huron	✓	
ALICIA SAVAGE	<i>[Signature]</i>	214 Sutherland St N. Stainer, ON L0M1S0		✓
Rob Bronce	<i>[Signature]</i>	2585 9/10 SR New Lowell		✓
ORVILLE BROWN	<i>[Signature]</i>	Box 21 Duntroon L0M1N0		✓
TIM PATERSON	<i>[Signature]</i>	79 EDWARD STREET E CREETORE, ON NOTTAWA ONT		✓
KARL FARBUSO	<i>[Signature]</i>	L0M1-1P0		✓
ROBERT McNEAN	<i>[Signature]</i>	231 BEECH ST Stainer	✓	✓
Susan McKenzie	<i>[Signature]</i>	8391 Hwy R2 Coanara		✓

REQUEST TO THE MINISTRY OF EDUCATION TO REVIEW THE SCDSB
ACCOMODATION PROCESS FOR DUNTROON CENTRAL PUBLIC SCHOOL

We the undersigned request that the Ontario Ministry of Education review the Simcoe County District School Board (SCDSB)'s accommodation process for Duntroon Central Public School. All signing must be either parents of students at Duntroon, or participants in the Duntroon ARC (ARC 01).

Name (Please print)	Signature	Street Name with Postal Code	Parent at Duntroon	Participant in the Duntroon ARC
Leanne Campbell	<i>Leanne Campbell</i>	13 Milltown Rd., Singhampton, Ont. N0C 1M0	✓	
Colneane Lockhart	<i>Colneane Lockhart</i>	18 Milltown Rd Singhampton Ont. N0C 1M0	✓	
DAVID CULHAM	<i>David C</i>	RR#3 SINGHAMPTON N0C 1M0	✓	
TRENT CAMPBELL	<i>Trent Campbell</i>	13 MILLTOWN RD Singhampton N0C1M0	✓	
Rob Harrison	<i>Rob Harrison</i>	794101 Rd 124 N0C1M0	✓	
Jayne Wilson	<i>Jayne Wilson</i>	8 MILLTOWN RD. SINGHAMPTON - N0C 1M0	✓	
Kyle Wilson	<i>Kyle Wilson</i>	8 Milltown Rd Singhampton N0C1M0	✓	
Pierre	<i>Pierre</i>	5 Lakeshore St. Singhampton N0C 1M0	✓	
Karen Dawson	<i>Karen Dawson</i>	14 Milltown Rd. Singhampton, Ont. N0C 1M0	✓	
Brad McInnis	<i>Brad McInnis</i>	1054 County Road 101 Singhampton, Ont. N0C 1M0	✓	
Michael	<i>Michael</i>	Singhampton N0C 1M0	✓	
Jan Eagles	<i>Jan Eagles</i>	Box 74 2 Church St Singhampton	✓	

1.0 Rationale

- 1.1 The Pupil Accommodation Review Policy fulfills the requirements of the *Pupil Accommodation Review Guideline* of the Ministry of Education (dated June 26, 2009). The policy applies to schools offering elementary and secondary day-school programs.
- 1.2 The Simcoe County District School Board recognizes the importance of the quality of the learning environment for students. Factors such as changing demographic patterns, increases and decreases in enrolment, environmental restrictions, facility conditions, partnership opportunities, and the Ministry of Education funding model, affect the ability of the Board to operate and maintain its schools effectively and efficiently to support student achievement. A review of these factors may result in the need to develop alternative solutions to student accommodation within a planning area or adjacent planning areas.

2.0 Policy

- 2.1 It is the policy of the Simcoe County District School Board to provide a comprehensive range of educational opportunities equitably distributed across a broad and diverse geographical area through sustainable community schools.
- 2.2 It is the policy of the Simcoe County District School Board to support the achievement of students through the operation of schools in an effective, efficient and economical manner.
- 2.3 It is the policy of the Simcoe County District School Board to have a transparent accommodation review process

3.0 Definitions

In this policy:

- 3.1 "Accommodation review area" means the combined attendance areas of the group of schools involved in an accommodation review. An accommodation review area may include parts of one or more planning areas.
- 3.2 "Accommodation Review Report" means the report prepared by the Accommodation Review Committee.
- 3.3 "Attendance area" means the area enclosed within a school's attendance boundary. A school accommodates the students who live within its attendance area. If a district or county program(s) is also located in the school then students registered in that program(s) may live outside the school's attendance area. The board's policies regarding School Attendance Areas are detailed in Board Policy 2317.



- 3.4 "Closure" means the cessation of the use of part or all of a school building for instructional purposes for students of the Board.
- 3.5 "Consolidation" means the reorganization of students into one or more neighbouring school(s), and/or into a new school(s).
- 3.6 "Day" means a calendar day, and includes weekends and statutory holidays and professional development days. Summer vacation, Christmas break and Spring break, including adjacent weekends, are not considered as part of the 30, 60, or 90 calendar day periods. For schools with a year-round calendar, a holiday that is nine calendar days or longer, including weekends, is not considered part of the 30, 60, or 90 calendar day periods. The approved school year calendar is used in the calculation of calendar day periods. If the time limit for filing a notice or document or calling a meeting falls on a day other than a "school day" the notice or documentation shall be filed or a meeting called on the next "school day".
- 3.7 "Parent/guardian" means a parent/guardian of an elementary school student or a secondary school student who is a minor and who is enrolled in a SCDSB school as a pupil of the Board.
- 3.8 "Planning area" means each of the areas as delineated in the background study used in the preparation of the board's Education Development Charge By-law. There are separate elementary and secondary planning areas.
- 3.9 "Public consultation period" means the period between the first public meeting and the fourth (or final) public meeting held as part of the accommodation review process.
- 3.10 "Public consultation process" means the opportunities for members of the public to be involved in the accommodation review process through public meetings and feedback forms.
- 3.11 "Reference Criteria" means the educational and accommodation criteria for examining schools under review and accommodation options.
- 3.12 "School" means a facility that accommodates a body of elementary school students or secondary school students that is organized as a unit for educational purposes under the jurisdiction of the Board, and includes the teachers and other staff members associated with the unit and the land and premises used in connection with the unit.
- 3.13 "School Day" means a day that is within a school year that is not a school holiday.



- 3.14 "School Capacity" means the number of spaces available for students within the school considering the Ministry Rated On-the-Ground Capacity (OTG), washroom capacity, Reasonable Land Use Capacity (septic limits), and unique site restrictions. The Ministry Rated Capacity (OTG) means the number of student places assigned by the Ministry of Education and does not include portables.
- 3.15 "Staff Report" means the administration's analysis of the final Accommodation Review Report and any additional staff findings and recommendations.
- 3.16 "Terms of Reference" means the formalized framework in which an Accommodation Review Committee conducts an accommodation review and encompasses, but is not limited to, committee mandate, governance, membership, and the reference criteria.

4.0 Guidelines

4.1 Establishment of an ARC

4.1.1 The Simcoe County District School Board examines long-term enrolment projections, facility condition, program delivery, and opportunities for partnerships with other organizations through the Capital Plan. The Capital Plan may recommend changes to attendance areas, the construction of new schools, additions to existing schools, the renewal/upgrading of facilities, the use of classrooms and portables, partnerships, or an accommodation review process for school closure/consolidation.

4.1.2 Where an accommodation review has been approved by the Board, the review will focus on a group of schools within a planning area rather than examine a single school. Wherever possible schools should only be subject to an accommodation review once in a five-year period unless there are exceptional circumstances as deemed by the Board.

4.2 Composition of the Accommodation Review Committee (ARC)

4.2.1 The Board will appoint an Accommodation Review Committee (ARC) drawn from the school community and the broader community, to lead the accommodation review process.

4.2.2 Voting members of the ARC will include the following representatives from each school:

- Two (2) parents/guardians, from the attendance area of each school, appointed by the school council;



- One (1) student appointed by student council (where a secondary school is under review);
- One (1) community representative who is a public school supporter from each municipality within the accommodation review area appointed by the municipal council.

4.2.3 Non-voting members of the ARC will include the following representatives from each school:

- Local trustee(s);
- The principal;
- The superintendent(s) of education K-12;
- The director of education or designate who will chair the ARC.

4.2.4 Unless the Board decides otherwise, where any person appointed to the ARC is unable or unwilling to participate in the work of the ARC, the ARC shall continue to perform its duties under this policy despite the absence of that member(s), and no act or duty performed by the ARC shall be deemed invalid by reason only of absence of that member(s).

4.3 Duties of the Director of Education or Designate

4.3.1 An ARC will be chaired by the director of education or designate.

4.3.2 The director of education or designate will provide the ARC with information regarding the board's long-term enrolment and capital planning. This information shall include partnership opportunities (e.g. with other school boards, municipalities, community groups, etc.) or lack thereof, as identified as part of the board's long term planning process.

4.3.3 The director of education or designate shall provide the ARC with at least one alternative accommodation option that addresses the objectives and Reference Criteria outlined in the Terms of Reference (APPENDIX A). The option(s) will address where students would be accommodated; what changes to existing facilities may be required; what programs would be available to students; and transportation. If the option(s) require new capital investment, the director of education will advise on the availability of funding and, where no funding exists, will propose how students would be accommodated if funding does not become available.

4.3.4 The director of education or designate shall provide the ARC with a School Information Profile for each school in an accommodation review. The profile will provide information about each school that addresses the:

- Value to the student,
- Value to the school board,
- Value to the community, and
- Value to the local economy.



The school's value to the student takes priority over other considerations about the school. The ARC will consult with the community at the first public meeting regarding the content of the School Information Profile and edit the profile where new objective information is available or corrections to information is required. Board staff will assist the ARC in reviewing and editing the School Information Profile(s). A final version of the School Information Profile for each school under review will be presented to the public and the board of trustees as part of the ARC's Accommodation Review Report.

- 4.3.5 All information the ARC receives from board staff that is deemed relevant shall be posted on the board's website, and made available in print on request. Where relevant information is technical in nature, it is to be explained in plain language.

4.4 Public Consultation Process

- 4.4.1 The public consultation process is to be based on the School Information Profile(s), and the Terms of Reference, and include input from the public meetings.
- 4.4.2 A minimum of thirty (30) calendar days notice of the first public meeting shall be provided. The date of this meeting shall be established by the director of education.
- 4.4.3 A minimum of four public meetings are to be held as part of the public consultation process.
- 4.4.4 At the discretion of the ARC additional public meetings may be held where deemed by the ARC to be necessary.
- 4.4.5 Public meetings will be publicized in advance, and held in the school(s) under review, or in a nearby facility if physical accessibility cannot be provided at the school(s).
- 4.4.6 Attendance at public meetings will be recorded in order to track who has taken part in the accommodation review process. Attendance must include the printed name, full address, home phone number, and signature of attendees. For the board to be able to verify that a non-parent/guardian of a pupil in one or more of the school(s) under review has participated in the review process, the nonparent/guardian must have attended one or more of the public meetings held by the ARC, and their attendance must have been recorded.



- 4.4.7 A minimum of ninety (90) calendar days shall elapse between the first and last public meeting of the ARC. The date of the last public meeting shall be established by the director of education, in consultation with the ARC.
- 4.4.8 The final public meeting held by the ARC will be for the purpose of presenting the draft Accommodation Review Report to the community. Following this meeting, the ARC may further revise the report based on input received at this meeting prior to delivering the final written document to the director of education.
- 4.4.9 Minutes reflecting the full range of opinions expressed and submissions presented at the meetings are to be kept and made publicly available once approved by the ARC. ARCs and board administration are to respond to questions relevant to the ARC and its analysis, at the meetings, or in writing appended to the minutes of the meeting, and made available on the board's website.

4.5 Accommodation Review Report and Board Decision(s)

- 4.5.1 The ARC will produce an Accommodation Review Report that will make accommodation recommendations consistent with the objectives and Reference Criteria outlined in the Terms of Reference. The report will include:
- a final version of the School Information Profile for each school in the group of schools under review,
 - an accommodation proposal or proposals,
 - community input regarding the proposal, and
 - other possible options identified by the ARC as solutions to the accommodation issues under consideration.

The ARC's accommodation recommendation may include new capital investment. The director of education will advise the ARC on the availability of funding and, where no funding exists, the ARC, with the support of the board administration, will propose how students would be accommodated if funding does not become available.

- 4.5.2 In the interests of achieving a timely conclusion for the community involved, a maximum of fourteen (14) calendar days shall elapse between the last of the ARC's public meetings and the delivery of the Accommodation Review Report to the director of education.
- 4.5.3 Should an ARC fail to deliver its final Accommodation Review Report to the director of education within the 14 calendar day period, it must request an extension of this timeline. The request for the extension must be addressed to the chair of the board and the director of education.



It must include detailed reasons why the ARC requires an extension to the timeline.

- 4.5.4 The chair of the board will place the request on the next board agenda, if required, or call a special meeting of the board to consider a request for an extension.
- 4.5.5 The board may require the ARC appear before it to explain the reasons for the delay, to discuss the progress of the ARC, and to consider up to a maximum of 14 days extension for the ARC.
- 4.5.6 Once the Accommodation Review Report has been delivered by the ARC to the director of education, it will be made accessible to trustees and the public via posting on the board website, within five school days. The director will have the Accommodation Review Report reviewed and analyzed by board staff, and a staff report will be prepared.
- 4.5.7 Within five school days from the date the director of education received the Accommodation Review Report from the ARC, the board chairperson shall call the following ARC Special Board Meetings:
 - (a) The first ARC Special Board Meeting will receive the final Accommodation Review Report and the staff report. The agenda will include the Accommodation Review Report and staff report. There will be no decisions or delegations. This meeting shall be held within 21 days from when the director receives the Accommodation Review Report.
 - (b) The next Special Board Meeting(s) receive delegations from community members to make their views known to the board before any decision(s) are made by the board. This meeting shall be held within 30 days from the ARC Special Board Meeting referenced in 4.5.3(a). No decisions will be made. There will be no less than 21 days notice to the public of the Special Board Meeting held to receive delegations.
 - (c) The final ARC Special Board Meeting will be the meeting at which trustees will make a decision(s) and vote. The meeting date shall be within 90 days from the ARC Special Board Meeting referenced in 4.5.3(a). No delegations will be heard. There will be no less than 60 days notice to the public of the final Special Board Meeting.
- 4.5.8 In order to delegate at the ARC Special Board Meeting(s), individuals must forward their written outline to the director's office at least 7 days prior to the meeting date.



Delegations will be heard as per the Board's Delegations will be heard as per the bylaws. No delegations regarding an ARC will be heard at a Special or Regular Board of Committee Meeting.

- 4.5.9 Should the Board pass a resolution to close a school or schools, the board shall outline clear timelines around when the school(s) will close.
- 4.5.10 When the board decides to close a school, the director of education or designate shall meet with the parents of the students in the school to be closed and shall inform the parents of the arrangements for the accommodation of the students.
- 4.5.11 Following a decision administration will establish a Transition Team(s) to facilitate the reorganization of the students.

5.0 Special Circumstances

- 5.1 In the following circumstances the Board will not undertake a pupil accommodation review. Instead, the Board will provide appropriate advance notice of proposals that would affect the accommodation of students, and an opportunity for public input before a final decision is made by the trustees:
 - 5.1.1 When a replacement school is to be rebuilt on the existing site or within the existing attendance boundary.
 - 5.1.2 When a lease is terminated.
 - 5.1.3 When the Board is considering the relocation of a program, where the enrolment in the program constitutes less than 50% of the enrolment of the school.
 - 5.1.4 When the Board is repairing or renovating a school and the school community must be temporarily relocated to ensure the safety of students during the renovations.
 - 5.1.5 When a facility has been serving as a holding school for a school community whose permanent school is under construction or repair.
- 5.2 Despite any other provision in this policy or any policy of the Board, in unusual and extreme circumstances such as problems with safe use of a facility, the director of education may temporarily close a school and forthwith commence planning for the permanent accommodation of displaced students.

6.0 Administrative Review of Accommodation Review Process

- 6.1 An individual or individuals may seek a review of the school board's accommodation process from the Ministry of Education. In order to seek a review the individual or individual(s) must:
- 6.1.1 Submit a copy of the board's accommodation review policy highlighting how the accommodation review process was not compliant with the school board's accommodation review policy.
 - 6.1.2 Demonstrate the support of a portion of the school community through the completion of a petition signed by a number of supporters equal to at least 30% of the affected school's student headcount (e.g., if the headcount is 150, then 45 signatures would be required). Parents/guardians of students and/or other individuals that participated in the accommodation review process are eligible to sign the petition.
- 6.2 The petition must provide a space for individuals to print and sign their name; address (street name and postal code); and to indicate whether they are a parent/guardian of a student attending the school subject to the accommodation review, or an individual who has participated in the review process.
- 6.3 The petition and the justification must be submitted to the school board and the Minister of Education within thirty (30) calendar days of the board's closure resolution.
- 6.4 When the board receives a petition, the board must:
- 6.4.1 Confirm to the Minister of Education that the names on the petition are parents/guardians of students enrolled at the affected school(s) and/or individuals who participated in the review process.
 - 6.4.2 Prepare a response to the individual's or individuals' submission regarding the process and forward the board's response to the Minister of Education within thirty (30) calendar days of receiving the petition.
 - 6.4.3 Post the petition for a review by the Minister of Education on the board's website.



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7.0 Administrative Procedures

The director of education is authorized to provide the administrative procedures necessary to implement this policy.

**ADOPTED AND APPROVED JUNE 20, 2007
REVISED MARCH 24, 2010**

APM No. A5500

TERMS OF REFERENCE APPENDIX A

Terms of Reference

1.0 Preamble

1.1 Prior to establishment of the ARC:

- Each year the director of education shall conduct a preliminary accommodation analysis of all schools under the board's jurisdiction and present the findings to the board of trustees in the Capital Plan;
- Based on the Capital Plan, the board of trustees may identify a school or school(s) for further review;
- The director of education shall inform parents, staff, the school council(s) and the community of the schools' identified of possible changes in accommodation status.

1.2 The review of a particular school or schools is to be led by an Accommodation Review Committee (ARC) appointed by the board of trustees.

1.3 The ARC assumes an advisory role and will provide recommendations to the board of trustees.

1.4 The final decision regarding the accommodation of pupils will be made by the board of trustees.

2.0 Membership of the ARC

2.1 The ARC will be comprised of the following members:

2.1.1 Voting members of the ARC will include the following representatives from each school:

- Two (2) parents/guardians, of the attendance area of each school, appointed by the school council
- One (1) student appointed by student council (where a secondary school is under review)
- One (1) community representative who is a public school supporter from each municipality within the accommodation review area appointed by the municipal council

2.1.2 Non-voting Members of the ARC will include the following representatives from each school:

- Local trustee(s)
- The principal
- The superintendent(s) of education K-12
- The director of education or designate

2.1.3 The ARC will be chaired by the director of education or designate.

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3.0 Responsibilities of the ARC

3.1 Voting members of the ARC are charged with:

- Reviewing and amending where new objective information is available or correction to information is required the School Information Profile for each of school(s) under review;
- Applying the Terms of Reference and the Reference Criteria to the proposed accommodation option(s) provided by the director of education and any proposed accommodation option(s) generated by the ARC;
- Seeking public input on accommodation options for the schools under review;
- Creating an Accommodation Review Report that includes;
 - The final version of the School Information Profile for each of the school(s) under review;
 - An accommodation proposal or proposals;
 - Community input regarding the proposal(s), and
 - Other possible options identified by the local ARC as solutions to the accommodation issues under consideration.
- Presenting the Accommodation Review Report to the community at the final public meeting;
- Delivering the Accommodation Review Report to the director of education;
- Presenting the Accommodation Review Report to the Board of trustees.

3.2 Non-voting member duties include:

- The director of education or designate shall provide the ARC with information regarding the board's long term planning and capital planning, including partnership opportunities or lack thereof;
- The director of education or designate shall provide the ARC with at least one alternative accommodation option that addresses the objectives and Reference Criteria outlined in the Terms of Reference;
- The option(s) will address where students would be accommodated;
 - what changes to existing facilities may be required;
 - what programs would be available to students;
 - and transportation plans.
- If the option(s) require new capital investment, the director of education will advise on the availability of funding, and where no funding exists, board administration will propose how students would be accommodated if the funding does not become available;

- The director of education or designate shall provide the ARC with a School Information Profile for each school listed in an Accommodation Review;
- Board administration shall assist the ARC in advertise the public meetings and make arrangements for the logistics of such meetings;
- Board administration shall post to the board's web site all relevant information related to the ARC process;
- Board administration shall assist the ARC through the provision of data to analyze accommodation options;
- Trustees shall act in an advisory capacity to facilitate discussion around accommodation options;
- The director of education or designate shall present the Accommodation Review Report, along with an analysis of the report, and recommendations from staff, to the Board of trustees.

4.0 ARC Operational Rules

- 4.1 The director of education or designate shall chair the ARC.
- 4.2 A minimum of thirty (30) calendar days notice of the first public meeting will be provided. The date of this meeting shall be established by the director of education.
- 4.3 All meetings of an ARC shall be open to the public, and the dates of such meetings shall be published.
- 4.4 The School Information Profile(s) and the Terms of Reference shall be presented at the first public meeting. Input from the community will be received at this time.
- 4.5 As the ARC considers the accommodation options, the needs of all students in schools of the ARC are to be considered objectively and fairly, based on the School Information Profile(s) and the objectives and the Reference Criteria outlined in the Terms of Reference.
- 4.6 A minimum of four public meetings are to be held as part of the consultation.
- 4.7 At the discretion of the ARC additional public meetings may be held where deemed by the ARC to be necessary.
- 4.8 Public meetings will be publicized in advance, and held in the school(s) under review, or in a nearby facility if physical accessibility cannot be provided at the school(s).
- 4.9 Attendance at public meetings will be recorded in order to track who has taken part in the accommodation review process. Attendance must include the printed name, full address, home phone number, and signature of attendees.

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- 4.10 For the board to be able to verify that a non-parent/guardian of a pupil in one or more of the school(s) under review has participated in the review process, the non-parent/guardian must have attended one or more of the public meetings held by the ARC, and their attendance must have been recorded as in 4.9.
- 4.11 The final public meeting held by the ARC will be for the purpose of presenting the Accommodation Review Report to the community. Following this meeting the ARC may further revise the report based on input received at this meeting prior to delivering the final written document to the director of education.
- 4.12 The ARC's report shall include the final School Information Profiles(s) and any proposed alternative accommodation recommendations developed by the ARC. The ARC may recommend accommodation options that include new capital investment. In such cases, board administration will advise on the availability of funding. Where no funding exists, the ARC with the support of board administration will propose how students would be accommodated if funding does not become available.
- 4.13 A minimum of ninety (90) calendar days shall elapse between the first and last public meeting of the ARC. The date of the last public meeting shall be established by the director of education, in consultation with the ARC.
- 4.14 In the interests of achieving a timely conclusion for the community involved, a maximum of fourteen (14) calendar days shall elapse between the last of the ARC's public meetings and the delivery of the ARC's final Accommodation Review Report to the director of education.
- 4.15 Should an ARC fail to deliver Accommodation Review Report to the director of education within the fourteen (14) calendar day period, it must request an extension of this timeline. The request for the extension must be addressed to the chair and director of education of the board, and include detailed reasons why the ARC requires an extension to the timeline.
- 4.16 The board may require the ARC to appear before it to explain the reasons for the delay, to discuss the progress of the ARC, and to establish timelines for the ARC's work.
- 4.17 Minutes reflecting the full range of opinions expressed and materials submitted at meetings are to be kept, and made publicly available. ARCs and board administration are to respond to questions relevant to the ARC and its analysis, at the meetings or in writing appended to the minutes of the meeting, and made available on the board's website.
- 4.18 After the ARC has presented the Accommodation Review Report to the Board of trustees, the ARC will be disbanded.

TERMS OF REFERENCE APPENDIX A

5.0 Reference Criteria

- 5.1 To consolidate students in sites to achieve sufficient sized student populations thereby reducing the likelihood of triple grade classes in elementary schools.
- 5.2 To consolidate students in sites in sufficient numbers to:
 - Allow for the provision of specialized programs;
 - Afford opportunities for teachers to improve teaching practices through in-school professional learning communities;
 - Enhance opportunities for students to participate in a range of extra-curricular activities.
- 5.3 To, wherever possible, keep the time any student rides on a bus in accordance with *Board Policy 2410, Transportation of Students*.
- 5.4 To reduce, or eliminate, the surplus pupil places that exist in the board and thus ensure better use of limited resources.
- 5.5 To, where it meets the needs of the students and the educational objectives of the board, work in partnership with the local community to make the best use of the school building (e.g. co-location of community agencies within school buildings).
- 5.6 To, where it meets the needs of the students and the educational objectives of the board, work in partnership with community agencies to augment the educational experience provided to our students (e.g. reciprocal agreements with recreation facilities).
- 5.7 The value of the school to the student is reflected in the following reference criteria to be used when considering accommodation options.

Factor	Comparison Criteria		Considerations
Schools Size and Grade Configuration	Elementary	JK-8 preferred 400-550 students	Existing available surplus spaces in schools. Consolidation of sufficient number of students at one site to minimize triple grades.
	Secondary	9-12 preferred 1200-1400 students	Existing available surplus spaces in schools.
School Utilization	Enrolment vs capacity	Less than 85% OTG Insufficient student population for programming	Low student populations impact on the delivery of program and the ability of teachers to work in professional learning teams. Lower student enrolment results in fewer staff being allocated to a school which has resulted in triple grade

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Appendix A-6			classes and a reduction in the number of extra-curricular opportunities, reduces flexibility in student interactions.
	Community use of school	The school site is used by the community	Community use of schools is an important consideration when examining the role of the school in the community.
	Potential alternative uses of the building	Partnerships, leasing, disposition	Alternative uses of the school building and site enhance the community in other ways
Financial Consideration	Projected capital costs	5 years 10 years	Renovations are costly and can take resources from other board programs.
	Annual operational costs	Efficiency	Duplication of services in multiple sites that are not fully utilized is not an efficient use of resources
	Capital funding	Competing priorities	Alternative accommodation must be made if capital funds are not available.
Transportation	Costs	Efficiency	Transportation is an ongoing expense. Routing, walkzones, and belltimes must be examined to understand costs.
	Policy 2400	Adherence	
Program Offering	Multi-age groupings	Incidence of triple grades. Incidence of combined secondary courses that allow for range of course offerings	Student enrolment determines class and grade organization. Lower enrolment results in less than optimal combinations.
	Courses required for graduation	Available to students at all levels and can be timetabled.	Lower enrolment challenges a school's ability to offer compulsory courses and address all graduation pathways.
	Specialized courses (secondary)	Art, music (instrumental, vocal), dance, visual arts, drama, business, communications, technology, computer	The Appendix A-7 is a requirement for a diverse population base and special instructional staff.

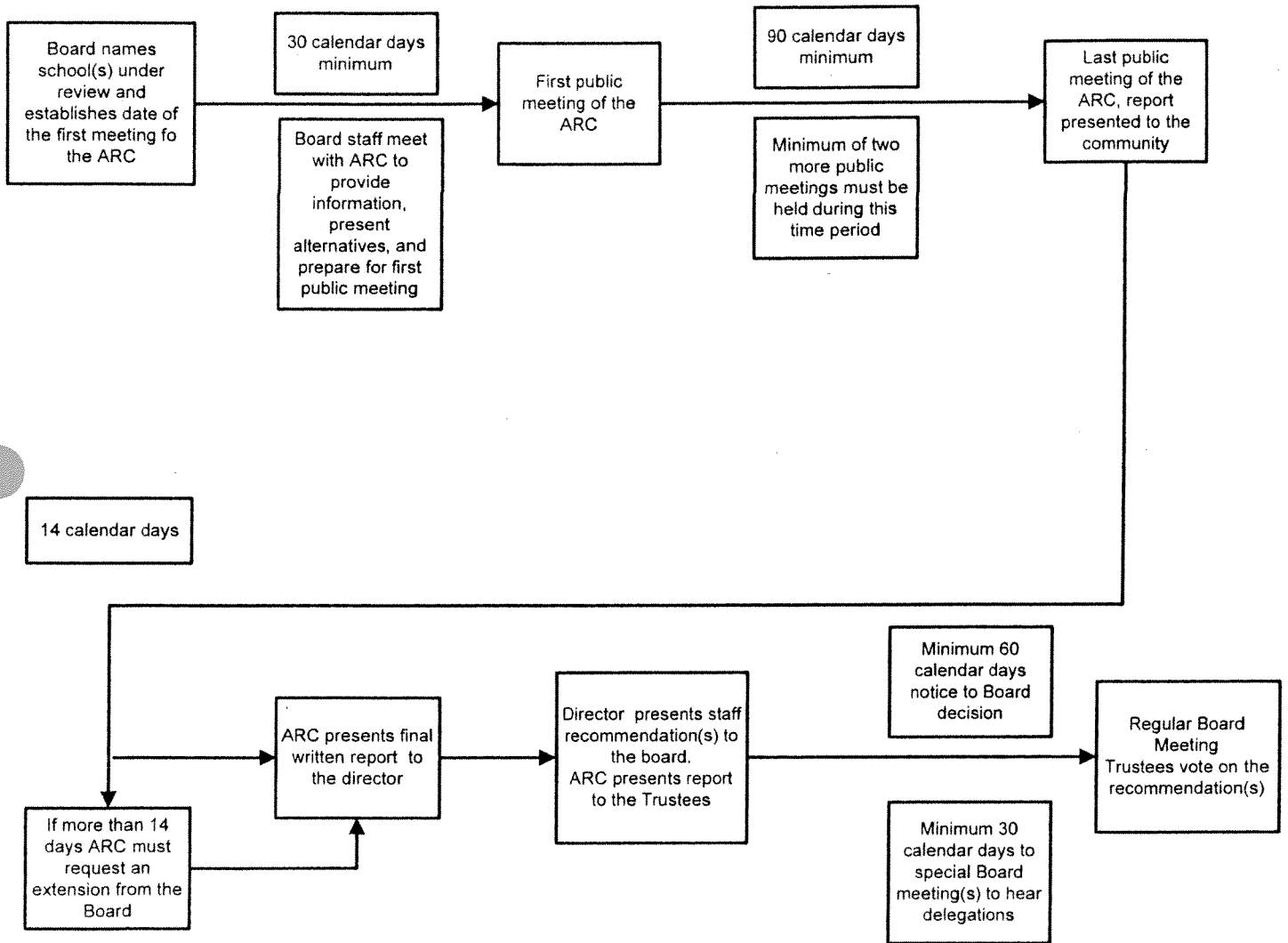
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Appendix A-7			
	Specialist high skills major	Availability	The ability to run and sustain these programs require a minimum student population base and special instructional staff.
	Extra-curricular activities	Range and availability	Lower student population results in fewer teaching staff. This has the potential to limit the number and type of extra-curricular programs available to students. Lower student populations limit the ability to provide complete team membership

TERMS OF REFERENCE APPENDIX B

Appendix B

Timelines for Accommodation Review Process





MINISTRY OF EDUCATION
PUPIL ACCOMMODATION REVIEW GUIDELINE
(Revised June 2009)

PURPOSE

The purpose of the *Pupil Accommodation Review Guideline* (previously referred to as school closure guidelines) is to provide direction to school boards regarding public accommodation reviews undertaken to determine the future of a school or group of schools.

The *Guideline* ensures that where a decision is taken by a school board regarding the future of a school, that decision is made with the full involvement of an informed local community and it is based on a broad range of criteria regarding the quality of the learning experience for students.

In recognition of the important role schools play in strengthening rural and urban communities and the importance of healthy communities for student success, it is also expected that decisions consider the value of the school to the community, taking into account other government initiatives aimed at strengthening communities.

School boards in Ontario are responsible for providing schools and facilities for their students and for operating and maintaining their schools as effectively and efficiently as possible to support student achievement.

Under paragraph 26, subsection 8 (1) of the *Education Act*, the Minister of Education may issue guidelines with respect to school boards' school closure policies. The *Guideline* is effective upon release.

SCHOOL BOARD ACCOMMODATION REVIEW POLICIES

School boards are responsible for establishing and following their own accommodation review policies. At a minimum, boards' accommodation review policies are to reflect the requirements of the *Pupil Accommodation Review Guideline* set out below.

A copy of the school board's accommodation review policy, the government's *Pupil Accommodation Review Guideline* and the *Administrative Review of Accommodation Review Process* documents are to be available at the school board's office and posted on the school board's website.

School boards are expected to undertake long-term enrolment and capital planning that will provide the context for accommodation review processes and decisions. This planning should take into account opportunities for partnerships with other school boards and appropriate public organizations that are financially sustainable, safe for students, and protect the core values and objectives of the school board.

The *Guideline* recognizes that, wherever possible, accommodation reviews should focus on a group of schools within a school board's planning area rather than examine a single school. These schools would be reviewed together because they are located close enough to the other schools within a planning area to facilitate the development of viable and practical solutions for student accommodation.

ACCOMMODATION REVIEW TERMS OF REFERENCE

The review of a particular school or schools is to be led by an Accommodation Review Committee (ARC) appointed by the board. The ARC assumes an advisory role and will provide recommendations that will inform the final decision made by the Board of Trustees.

Each ARC must include membership drawn from the community. It is recommended that the committee include parents, educators, board officials, and community members. Trustees are not required to serve on ARCs.

School boards will provide the ARC with a Terms of Reference that describes the ARC's mandate. The mandate will refer to the board's educational and accommodation objectives in undertaking the ARC and reflect the board's strategy for supporting student achievement. The Terms of Reference will contain Reference Criteria that frame the parameters of ARC discussion. The Reference Criteria include the educational and accommodation criteria for examining schools under review and accommodation options. Examples may include grade configuration, school utilization, and program offerings.

The Terms of Reference will identify ARC membership and the role of voting and non-voting members, including board and school administration. The Terms of Reference will also describe the procedures for the ARC, including meetings; material, support, and analysis to be provided by board administration; and the material to be produced by the ARC.

School boards will inform the ARC at the beginning of the process about partnership opportunities, or lack thereof, as identified as part of boards' long-term planning process.

SCHOOL INFORMATION PROFILE

School boards are required to develop a School Information Profile to help the ARC and the community understand how well school(s) meet the objectives and the Reference Criteria outlined in the Terms of Reference. The School

Information Profile includes data for each of the following four considerations about the school(s):

- Value to the student
- Value to the school board
- Value to the community
- Value to the local economy

It is recognized that the school's value to the student takes priority over other considerations about the school. A School Information Profile will be completed by board administration for each of the schools under review. If multiple schools within the same planning area are being reviewed together, the same Profile must be used for each school. The completed School Information Profile(s) will be provided to the ARC to discuss, consult on, modify based on new or improved information, and finalize.

The following are examples of factors that may be considered under each of the four considerations. Boards and ARCs may introduce other factors that could be used to reflect local circumstances and priorities, which may help to further understand the school(s).

Value to the Student

- the learning environment at the school;
- student outcomes at the school;
- course and program offerings;
- extracurricular activities and extent of student participation;
- the ability of the school's physical space to support student learning;
- the ability of the school's grounds to support healthy physical activity and extracurricular activities;
- accessibility of the school for students with disabilities;
- safety of the school;
- proximity of the school to students/length of bus ride to school.

Value to the School Board

- student outcomes at the school;
- course and program offerings;
- availability of specialized teaching spaces;
- condition and location of school;
- value of the school if it is the only school within the community;
- fiscal and operational factors (e.g., enrolment vs. available space, cost to operate the school, cost of transportation, availability of surplus space in adjacent schools, cost to upgrade the facility so that it can meet student learning objectives).

Value to the Community

- facility for community use;

- program offerings at the school that serve both students and community members (e.g., adult ESL);
- school grounds as green space and/or available for recreational use;
- school as a partner in other government initiatives in the community;
- value of the school if it is the only school within the community.

Value to the Local Economy

- school as a local employer;
- availability of cooperative education;
- availability of training opportunities or partnerships with business;
- attracts or retains families in the community;
- value of the school if it is the only school within the community.

ACCOMMODATION REVIEW PROCESS

As indicated above, the public review of each school or group of schools is to be led by a local Accommodation Review Committee appointed by the board.

School boards must present to the ARC at least one alternative accommodation option that addresses the objectives and Reference Criteria outlined in the Terms of Reference. The option(s) will address where students would be accommodated; what changes to existing facilities may be required; what programs would be available to students; and transportation. If the option(s) require new capital investment, board administration will advise on the availability of funding, and where no funding exists, will propose how students would be accommodated if funding does not become available.

The Ministry recommends that, wherever possible, schools should only be subject to an accommodation review once in a five-year period, unless there are exceptional circumstances.

School Information Profile

The ARC will discuss and consult about the School Information Profile(s) prepared by board administration for the school(s) under review and modify the Profile(s) where appropriate. This discussion is intended to familiarize the ARC members and the community with the school(s) in light of the objectives and Reference Criteria outlined in the Terms of Reference. The final School Information Profile(s) and the Terms of Reference will provide the foundation for discussion and analysis of accommodation options.

Public Information and Access

School boards and ARCs are to ensure that all information relevant to the accommodation review, as defined by the ARC, is made public by posting it in a prominent location on the school board's website or making it available in print upon request. Where relevant information is technical in nature, it is to be explained in plain language.

Accommodation Options

The ARC may also create alternative accommodation options, which should be consistent with the objectives and Reference Criteria outlined in the Terms of Reference. Board administration will provide necessary data to enable the ARC to examine options. This analysis will assist the ARC in finalizing the Accommodation Report to the board.

ARCs may recommend accommodation options that include new capital investment. In such a case, board administration will advise on the availability of funding. Where no funding exists, the ARC with the support of board administration will propose how students would be accommodated if funding does not become available.

As the ARC considers the accommodation options, the needs of all students in schools of the ARC are to be considered objectively and fairly, based on the School Information Profile and the objectives and Reference Criteria outlined in the Terms of Reference.

Community Consultation and Public Meetings

Once an accommodation review has been initiated, the ARC must ensure that a wide range of school and community groups is invited to participate in the consultation. These groups may include the school(s)' councils, parents, guardians, students, school staff, the local community, and other interested parties.

As indicated above, the ARC will consult about the customized School Information Profile prepared by board administration and may make changes as a result of the consultation. The ARC will also seek input and feedback about the accommodation options and the ARC's Accommodation Report to the board. Discussions will be based on the School Information Profile(s) and the ARC's Terms of Reference.

Public meetings must be well publicized, in advance, through a range of methods and held at the school(s) under review, if possible, or in a nearby facility if physical accessibility cannot be provided at the school(s). Public meetings are to be structured to encourage an open and informed exchange of views. All relevant information developed to support the discussions at the consultation is to be made available in advance.

At a minimum, ARCs are required to hold four public meetings to consult about the School Information Profile, the accommodation options, and the ARC Accommodation Report.

Minutes reflecting the full range of opinions expressed at the meetings are to be kept, and made publicly available. ARCs and board administration are to respond to questions they consider relevant to the ARC and its analysis, at

meetings or in writing appended to the minutes of the meeting and made available on the board's website.

ARC Accommodation Report to the Board

The ARC will produce an Accommodation Report that will make accommodation recommendation(s) consistent with the objectives and Reference Criteria outlined in the Terms of Reference. It will deliver its Accommodation Report to the board's Director of Education, who will have the Accommodation Report posted on the board's website. The ARC will present its Accommodation Report to the Board of Trustees. Board administration will examine the ARC Accommodation Report and present the administration analysis and recommendations to the Board of Trustees. The Board of Trustees will make the final decision regarding the future of the school(s). If the Board of Trustees votes to close a school or schools, the board must outline clear timelines around when the school(s) will close.

TIMELINES FOR AN ACCOMMODATION REVIEW PROCESS

After the intention to conduct an accommodation review of a school or schools has been announced by the school board, there must be no less than 30 calendar days notice prior to the first of a minimum of four public meetings.

Beginning with the first public meeting, the public consultation period must be no less than 90 calendar days.

After the ARC completes its Accommodation Report it is to make the document publicly available and submit the document to the school board administration. After the submission of the Accommodation Report, there must be no less than 60 calendar days notice prior to the meeting where the Board of Trustees will vote on the recommendations.

Summer vacation, Christmas break and Spring break, including adjacent weekends, must not be considered part of the 30, 60 or 90 calendar day periods. For schools with a year-round calendar, any holiday that is nine calendar days or longer, including weekends, should not be considered part of the 30, 60 or 90 calendar day periods.

APPLICATION OF ACCOMMODATION REVIEW GUIDELINES

The *Guideline* applies to schools offering elementary or secondary regular day-school programs. The following outlines circumstances where school boards are not obligated to undertake an accommodation review in accordance with this *Pupil Accommodation Review Guideline*. In these circumstances, a board is expected to consult with local communities about proposed accommodation options for students in advance of any decision by the board.

- Where a replacement school is to be rebuilt by the board on the existing site, or rebuilt or acquired within the existing school attendance boundary as identified through the board's existing policies;

- When a lease is terminated;
- When a board is planning the relocation in any school year or over a number of school years of a grade or grades, or a program, where the enrolment constitutes less than 50% of the enrolment of the school; this calculation is based on the enrolment at the time of the relocation or the first phase of a relocation carried over a number of school years;
- When a board is repairing or renovating a school, and the school community must be temporarily relocated to ensure the safety of students during the renovations
- Where a facility has been serving as a holding school for a school community whose permanent school is over-capacity and/or is under construction or repair.

TO: The Chairperson and Members of the
Simcoe County District School Board

FROM: Parent Involvement Committee

SUBJECT: **REPORT OF THE PARENT INVOLVEMENT COMMITTEE
MEETING HELD APRIL 27, 2011**

A meeting of the Parent Involvement Committee was held on Wednesday, April 27, 2011 at the Education Centre.

PRESENT:

Committee Members: (Voting)
Elizabeth Bettencourt, Marjorie Dowdell, Michelle Ercolini,
Jennifer Goodfellow, Jill Hynes, Jane McCreadie,
Lisa Robertson (Chair)

Trustee

Representatives: (Non-voting)
Michele Locke, Caroline Smith

Administration & Staff

Representatives: (Non-voting)
Debbie Clarke, John Dance, Angela Pino, Lorraine Ryder (Recorder),
Jane Seymour

Regrets: Carole Madsen, Patricia Wark, Catherine Baldwin, Christine Bowman

1. **Welcome**

Chairperson Lisa Robertson welcomed everyone to the meeting.

2. **Approval of Agenda**

Chairperson Robertson asked the committee for approval of the agenda.

Moved by Jane McCreadie
Seconded by Michelle Ercolini

That the agenda be accepted as printed.

CARRIED

3. Approval of March 30, 2011 Meeting Minutes

Chairperson Robertson asked for approval of the minutes.

Moved by Jill Hynes
Seconded by Jane McCreddie

That the minutes be accepted as printed.

CARRIED

4. Annual Circle of Learning Conference Feedback

Superintendent Dance reviewed the results of the exit survey from the Circle of Learning Conference. There was discussion on the positive outcomes from the conference as well as some suggestions for future conferences. It was suggested that the day could be structured to possibly schedule the keynote speaker in the middle of the program, at the end or during lunch. The open panel at the end of the conference was well received. More promotion at school council meetings and earlier preparation for the conference were mentioned. Workshop topics were discussed and it was suggested that the committee look at the curriculum side and informational side when choosing topics.

It was suggested that the PIC chair keep an ongoing list of things to consider for planning of future conferences that could be passed from chair to chair each year in order to build on the conference. The PIC members were asked to e-mail Lorraine Ryder with their feedback on the conference.

There was discussion on the communication of the conference. A follow-up news release was done after the conference and the communications department is putting together a video of testimonials from the conference. The next director's blog will focus on parent involvement. Debbie Clarke indicated that a newspaper advertisement was also submitted just before the conference. She also suggested investigating if the PRO grants would pay for advertising.

The committee agreed to set a tentative date of Saturday, April 21, 2012 for next year's Circle of Learning Conference. It was also suggested that a subcommittee be formed in September to start preparing for the conference.

It was suggested that there needs to be more communication to parents regarding school councils at their schools. Some PIC members expressed that parents did not know they had a council at their school. It was asked if there was a possibility of attaching the school council dates to the report cards welcoming all parents to the school council meetings held at their school.

There was discussion on not getting a good turn out at School Council Members' meetings and it was suggested that members need to be trained in their roles and in how to run a meeting. Superintendent Dance also suggested that the PIC think about a multi-year plan and if school council training is the focus then map it out.

MOTION

Moved by Lisa Robertson
Seconded by Elizabeth Bettencourt

That the first School Council Members meeting in September or October 2011 be devoted to training and development for school council members.

CARRIED

Chairperson Robertson indicated that school councils at the high school level were being used for parents to talk about their child personally and parents were put off hearing about individual problems. She commented that we need to change how school councils are viewed.

It was suggested that the school council member training be done via video conferencing and there was also a suggestion to do modular training.

There was discussion on volunteers not being utilized in schools and it was asked if the PIC has any power to try and implement concrete procedures that have to be followed. For example, a member commented that in California, principals have to keep a log on volunteers and what the volunteer did at the school each time they volunteered.

5. PRO Grants

Superintendent Dance indicated that the Ministry changed the deadline date for PRO grant submissions from a June date previously to May 13 this year. Chairperson Robertson indicated that she sent a letter, as a parent not representing the PIC, expressing her concern about the short timeline for school councils to prepare their submission for the grant.

MOTION

Moved by Jennifer Goodfellow
Seconded by Marjorie Dowdell

That Chairperson Robertson prepare a letter on behalf of the PIC to request that the deadline date of May 13 for PRO grant submissions be extended to June 10.

CARRIED

6. Consultation: Student Activity Fees Policy

Superintendent Dance provided members with a copy of the draft Student Activity Fees Policy. He indicated that he met with a project team to revise the policy and is looking for PIC participation with a timeline of taking the policy to the August board meeting. Superintendent Dance asked members to e-mail Lorraine Ryder if they were interested in being involved in the consultation process.

7. Consultation: Review of School Council Policy

Superintendent Dance informed members that the school council policy is on the revision list and he indicated that he would send out the existing school council policy to members for their feedback. It was suggested that a subcommittee be formed to look at the policy. Superintendent Dance welcomed the subcommittee idea. He indicated that the key when revising the policy is to make sure it aligns with the Education Act and the school council handbook.

8. Application Process: Recruitment of New PIC Membership

Chairperson Robertson indicated that the revised policy was going to Board that evening and, if approved information on the application process would be sent out and members would be appointed through the Superintendents of Education offices.

▪ Resignation of PIC Members

Chairperson Robertson informed the committee that PIC members Patricia Wark and Carole Madsen submitted their resignations due to other commitments.

9. Allocation of Additional PIC Funds – Engaging Parents in a Positive School Climate

Superintendent Dance indicated that the additional funds were discussed at the last PIC meeting. The committee discussed where these funds could be allocated such as the Ontario Education Leadership Camp (OELC) – parent involvement, partnership with Tim Horton's Camp, training to engage school councils, character education night, video conference equipment, development of a SCDSB PIC handbook.

MOTION

Moved by Jennifer Goodfellow
Seconded by Michelle Ercolini

That the additional PIC funds are allocated to purchase two video conference suites for Christian Island and training and development for school councils in the fall of 2011.

CARRIED

10. Additional Items

Nil

11. Adjournment

The meeting was adjourned at 7:05 p.m. The next regular meeting will be held on Wednesday, June 15, 2011 at 5:00 p.m. at the Education Centre.

Report Status

This report is provided as information.

Respectfully submitted by:

John Dance
Superintendent of Education

Approved for submission by:

Kathryn Wallace
Director of Education

August 24, 2011

TO: The Chairperson and Members of the
Simcoe County District School Board

FROM: Parent Involvement Committee

SUBJECT: **REPORT OF THE PARENT INVOLVEMENT COMMITTEE
MEETING HELD JUNE 15, 2011**

A meeting of the Parent Involvement Committee was held on Wednesday, June 15, 2011 at the Education Centre.

PRESENT:

Committee Members: (Voting)
Christine Bowman, Marjorie Dowdell, Michelle Ercolini,
Jennifer Goodfellow, Jill Hynes, Jane McCreadie,
Lisa Robertson (Chair)

Trustee

Representatives: (Non-voting)
Michele Locke, Caroline Smith

Administration & Staff

Representatives: (Non-voting)
Debbie Clarke, John Dance, Angela Pino, Lorraine Ryder (Recorder),
Jane Seymour

Regrets: Catherine Baldwin, Elizabeth Bettencourt

1. **Welcome**

Chairperson Lisa Robertson welcomed everyone to the meeting.

2. **Approval of Agenda**

Chairperson Robertson asked the committee for approval of the agenda.

Moved by Jill Hynes
Seconded by Christine Bowman

That the agenda be accepted as printed.

CARRIED

3. Approval of April 27, 2011 Meeting Minutes

Chairperson Robertson asked for approval of the minutes.

Moved by Jane McCreadie
Seconded by Christine Bowman

That the minutes be accepted as printed.

CARRIED

4. Meeting Dates for 2011-2012

Chairperson Robertson asked the committee to review the tentative dates provided in their handout package. The committee approved the following dates for the 2011-2012 school year:

PIC Meeting Dates

Wednesday, September 14, 2011 – 5:00 p.m. (PIC New Members Orientation)

Wednesday, September 21, 2011 – 5:00 p.m.

Wednesday, October 19, 2011 – 5:00 p.m.

Wednesday, November 23, 2011 – 5:00 p.m.

Wednesday, January 25, 2012 – 5:00 p.m.

Wednesday, February 22, 2012 – 5:00 p.m.

Wednesday, March 21, 2012 – 5:00 p.m.

Wednesday, April 18, 2012 – 5:00 p.m.

Wednesday, May 16, 2012 – 5:00 p.m.

Wednesday, June 13, 2012 – 5:00 p.m.

School Council Member Meetings

Thursday, October 27, 2011 – 7:00–9:00 p.m. – Education Centre

Monday, February 27, 2012 – 7:00–9:00 p.m. – location to be determined – video conference

Tuesday, May 29, 2012 – 7:00–9:00 p.m. – Education Centre

PIC Conference Date – Education Centre

Saturday April 21, 2012 – 9:00 a.m. – 2:00 p.m.

5. Timelines – Appointment Information and Process for PIC 2011-2012

Superintendent Dance informed the committee of the positions available on the PIC committee for 2011-2012. Since there were four positions available in the South & West region and only three applications were received, it was agreed that a news release would be issued in order to receive additional applications for the South & West region. The opening would be available to all parents who qualify.

Chairperson Robertson suggested that an informal introduction to the PIC be provided to newly appointed members. The committee agreed to an orientation date of Wednesday, September 14, 2011, 5 p.m. at the Education Centre.

6. Sub-committee – School Council Policy Revisions

Superintendent Dance reviewed the process for policy reviews and demonstrated the consultation process on the board's website. He indicated that the School Council Policy is lengthy and that the policy needs to be condensed. Superintendent Dance asked members to review the policy and provide input at the first meeting in September. He informed the committee that the policy will also go through a consultation process similar to the policies that are currently out for consultation on the board's website.

7. PIC Minutes distribution to all School Councils

Chairperson Robertson suggested that the PIC minutes be distributed to all school councils. There was some discussion on the timeline in reference to when the school councils would receive the minutes as the minutes are first approved by the PIC and then by Board. Therefore the school council members might not receive the minutes until two or three months after the meeting has taken place. There was a suggestion that the PIC agendas could be sent out to school councils. It was also suggested that a website link could be sent out to all school council chairs once the minutes are official.

8. PIC Training and Development

Chairperson Robertson asked the committee for suggestions on PIC training and development. The following were some suggestions:

- People for Education Conference (send one or two members)
- Orientation meeting prior to first official PIC meeting
- Attend a board meeting as a group (board meetings are also available by video stream)
- Administrative Procedures Memorandum (APM) – What is it?
- PIC be recognized at a board meeting
- Advertising PIC more – providing more information about PIC through school councils
- What the PIC role is and what they can learn as a PIC member
- Understanding the other schools in their Area – provide them with the tools to connect – help them understand the successes of PIC
- History of the April conference – how it works, purpose, topics suggested by attendees
- Policy procedures – how it works, review and consultation process
- More information about the board website – what is available on the site
- Have a presentation at the beginning of each PIC meeting, i.e. public website, school council handbook
- Recruiting school council members

Chairperson Robertson requested that the computer classroom be booked for the September 21 PIC meeting in order to go through the board website. Lorraine Ryder will arrange the booking of this room.

Chairperson Robertson welcomed those members that were not returning next year to attend the September 14 orientation for new members. She felt that it was important that past members share information with new members.

Chairperson Robertson indicated that the future goals of PIC are that each PIC member become a mentor for school councils and filter all training PIC receives to school council members.

Jane McCreadie volunteered to work on the September 14 orientation session for new members and asked for other volunteers. The following members volunteered to assist Jane: Lisa Robertson, Jennifer Goodfellow, Marjorie Dowdell, and Jill Hynes. Jane McCreadie will e-mail meeting dates to these individuals.

9. PIC Handbook Consultation

Superintendent Dance suggested that the committee should capture and archive information for a handbook. He indicated that the committee needs to look at what format and elements they want in a handbook. Jane McCreadie stated that the first step would be to develop a table of contents with chapters on orientation, role of the Chair, key things from last year, Circle of Learning Conference, etc.

10. Grant Proposal Writing Course

Superintendent Dance informed the committee that Wendy Blair, school council member from Nantyr Shores Secondary School has had success in applying for regional PRO grants and has written a book on how to write a grant proposal. The school council member approached Superintendent Dance to bring up the topic at the PIC. The committee felt that the best avenue would be to possibly invite this individual to a School Council Members meeting to do a presentation and if school council members were interested, they could purchase a book from this person during that evening.

Jennifer Goodfellow commented that it is very frustrating to write a grant in a short amount of time. She suggested that the first school council members meeting of the year needs to include how to go about preparing for a grant, the application process and that school councils need to start preparing for the grant application in December.

11. Additional Items

(a) Video Conferencing Solutions

Superintendent Dance indicated that a spending plan had been approved by Administrative Council for the additional funds that were discussed at the April PIC meeting for video conferencing equipment. Superintendent Dance reviewed the different options available for purchase. The committee agreed to purchase three VSX-7000 video conferencing units with one unit being provided to Christian Island and the locations of the other two units to be determined.

(b) Long Term Action Plan

Chairperson Robertson suggested to the committee that the group needs to create a multi-year plan to use as a working document. The committee agreed that a multi-year plan needs to be created. Superintendent Dance proposed that once the committee has a plan in place they should present the plan at a standing committee meeting.

Chairperson Robertson thanked everyone for their commitment and involvement with the PIC. She indicated that there has been a lot of success in moving forward and that everyone has contributed greatly this year.

12. Adjournment

The meeting was adjourned at 6:55 p.m. An orientation for new members has been scheduled for Wednesday, September 14, 2011 at 5 p.m. at the Education Centre. The next regular meeting will be held on Wednesday, September 21, 2011 at 5:00 p.m. at the Education Centre.

Report Status

This report is provided as information.

Respectfully submitted by:

John Dance
Superintendent of Education

Approved for submission by:

Kathryn Wallace
Director of Education

August 24, 2011

TO: The Chairperson and Members of the
Simcoe County District School Board

FROM: Superintendent of Education

SUBJECT: **ONTARIO PUBLIC SCHOOL BOARDS' ASSOCIATION (OPSBA) UPDATE –
SEPTEMBER 20, 2011**

1. **Background**

On May 17, 2011 the Ontario Public School Boards' Association (OPSBA) issued a media release in which OPSBA recommended that its member boards hold public all-candidate meetings prior to the upcoming provincial election which is to be held on Thursday, October 6, 2011. The rationale given for this initiative was that such forums give communities the opportunity to engage directly with candidates running for office on education policies and how, as a society working together, we will meet our education obligations for current and future generations of students. Specifically, OPSBA advised that the date of September 20, 2011 be set aside for these meetings to take place. OPSBA was hoping to have a provincial leaders' debate take place on the same date; we have yet to be informed as to whether these arrangements have been confirmed.

2. **Current**

Senior administration has considered this request. It was felt that the organizing of such events for the general public presented several logistical challenges, given the overlapping of provincial ridings within the borders of Simcoe County, the candidates' schedules, and the concern with the potential appearance of a conflict of interest. However, staff are very much committed to promoting this dimension of the democratic process and citizenship among students. Therefore, in light of this commitment and the OPSBA media release, a memorandum has been sent to secondary principals encouraging them to work within their schools to arrange for candidates' debates/forums. Included in this communication were guidelines that have been developed by administration to ensure that such events are fair and representative of all candidates and their respective political parties.

It is worth noting that a subcommittee of the Child Youth and Family Services Coalition of Simcoe County has organized a candidates' debate for September 20, 2011 which will be held at the Holiday Inn in Barrie. This subcommittee will be developing questions from the cross-section of organizations that comprise the Coalition.

REPORT NO. D-7-a
AUGUST 24, 2011

4. **Report Status**

This report is provided for information.

Respectfully submitted by:

Paul Sloan
Superintendent of Education

Approved for submission by:

Kathryn Wallace
Director of Education

August 24, 2011

Ministry of Citizenship
and Immigration

Minister

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Ms. Debra Edwards
Chair of the Board
Simcoe County District School Board
Education Centre, 1170 Highway 26
Midhurst, Ontario

June 10, 2011

Dear Ms. Edwards:

Re: School year 2011-2012 Adult Non-Credit Language Training Program Funding

I am pleased to announce that the Ontario government is continuing to make investments in language training. To better support the Adult Non-Credit Language Training Program and help address any associated financial pressures, we are increasing funding for the school year 2011/12 to \$3,344 per Average Daily Enrolment (ADE). This represents a 3.11% or \$101 increase to the current 2010/11 school year funding level of \$3,243 per ADE.

My Ministry has previously announced that we will be enhancing and strengthening the Adult Non-Credit Language Training Program to ensure it meets the language needs of immigrants. Further details on the enhancements planned for the 2011/12 school year and the funding increase will be communicated in a memo to your Director of Education shortly.

If you have questions regarding the information provided, please feel free to contact Mourad Mardikian, Manager, Language Training Unit, Immigration Programs Branch, by phone at (416) 327-4331, or via email at Mourad.Mardikian@ontario.ca.

We look forward to working with you to carry out this government's immigration and education objectives. We know that when newcomers succeed, Ontario succeeds.

Sincerely,

A handwritten signature in black ink, appearing to read "Eric Hoskins".

Dr. Eric Hoskins
Minister

CC: Director of Education
Chief Financial Officer
Mr. Garfield Dunlop, MPP (Simcoe North)



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June 10, 2011

Debra Edwards
Simcoe County District School Board
1170 Highway 26 West
Midhurst, ON L0L 1X0

Dear Debra Edwards: *Debra:*

I want to thank you for extending your concerns about the future of First Nation's Schools across Canada. This is a very serious issue and I want to assure you that this matter has been of great importance to the Government of Canada. In fact, the government has made huge strides in the last few years to widely improve First Nations' schooling.

Budget 2006 confirmed funding \$2.2 billion for the Indian Residential Schools Settlement Agreement along with an added \$200 million to fully implement the program as soon as possible. From that agreement the government was able to establish the Indian Residential Schools Truth and Reconciliation Commission which has been working to heal and come to grips with the legacy of that dark era in Canada's relations with First Peoples.

In Budget 2008, the Government of Canada announced \$268 million over five years and ongoing funding of \$75 million in each subsequent year for the *Education Partnerships Program* and the *First Nation Student Success Program*. In March 2011, the government and Assembly of First Nations agreed to establish a national panel on the development of legislation and measures to improve educational outcomes of First Nations students at both the elementary and secondary levels.

Currently, there are two initiatives that are in place to help improve education programs for First Nation students' living on reserves. One program directly deals with elementary and secondary education in which the government invests \$1.4 billion annually for instructional and student support services for First Nation students. Along with funding that goes directly to Band Councils and First Nation Education Organizations to help students that live on reserves, but attend provincial schools off of the reserve.

The second initiative deals with post secondary education in which the federal government gives eligible status Indians and/or Inuit students, that are

registered for post secondary education, financial assistance for tuition, travel, and living expenses.

Since April 2006, ninety-six First Nation's school projects have been completed amounting to \$308 million in expenditures. Within those projects, 17 new schools were built and 17 major school renovations and additions have taken place.

As of January 2010 there were 113 school projects underway along with Canada's Economic Action Plan investing an additional \$182 million which will cover the construction of ten new schools and two renovations.

I hope that this information has been useful. The government is committed to ensuring that First Nations' students receive high quality consistent education that will prepare them for successful futures.

Sincerely,

A handwritten signature in cursive script, appearing to read "Bruce Stanton".

Bruce Stanton
Assistant Deputy Chair of the Committees of the Whole
M.P Simcoe North



Simcoe County District School Board

1170 Highway 26 West
Midhurst, ON L0L 1X0

Phone: (705) 728-7570
www.scdsb.on.ca

June 27, 2011

Mayor Angelo Orsi and Members of Council
City of Orillia
50 Andrew Street South
Suite 300
Orillia, ON L3V 7T5

Dear Mayor Orsi and Members of City Council:

On behalf of the Simcoe County District School Board, I am writing this letter in order to convey to you the Board's keen interest in exploring facility partnership opportunities with the City of Orillia.

As you may know, the Ministry of Education has made a strong commitment to cooperative and collaborative partnerships. This policy encourages school boards to work with their communities to identify where such partnerships may best support student achievement while serving the needs of the community. The Simcoe County District School Board has embraced this, with partnerships in place with a number of our municipalities and community organizations. I have enclosed two documents that speak to this, the Board's Facility Partnerships Policy, and a memorandum from the Ministry of Education detailing Capital Funding for 2011-2012.

It is worth noting that in May, the Board hosted a community partnership recognition evening where over 170 community partners were publicly acknowledged for the work they do in our schools on behalf of students. In June, the Board held a public information evening where members of our communities were given an update on current board/community facility partnerships and possible future partnerships. Councillor Linda Murray attended this very informative evening.

A most exciting project that is nearing completion is our newest secondary school, Nottawasaga Pines in Essa Township. This school, slated to open this September, reflects such a board/community partnership. The municipality contributed close to 2 million dollars to the construction costs of the school, these funds were targeted to the school library, which will also serve as the municipal library.

On June 17, senior members of the Board staff along with myself, Councillors Linda Murray and Patrick Kehoe, visited the new public high school in Bracebridge. We were very impressed with this facility, the result of a creative and timely partnership between the municipality, community service clubs and the Trillium Lakelands District School Board. This building featured a state of the art theatre for the performing arts and a recreational and aquatic centre.

As well, the partnership included the development of two playing fields, shared between the school and town.


We left Bracebridge convinced that such a facility is what we should work towards creating for the students and citizens of Orillia. The Board, through its Accommodation Review process, has identified in its Capital Plan the consolidation of Park Street Collegiate and Orillia DCVI. The intent is to replace these two schools with one new secondary school. We were disappointed to recently learn that the Ministry did not include this project in its recent capital funding announcement.

However, I am certain that this project is still very much a priority, and our case can be strengthened by demonstrating that we have a partnership with our local municipality that will result in the needs of the students and community being met in a cost effective manner. I understand that there have been recent discussions at Council concerning the recreational needs of our community, which include an aquatic facility. The timing of the board's and council's capital projects may be such that a plan for a building that incorporates and addresses both of our organizations' needs may be the catalyst to secure the necessary funding to make this dream a reality.

I am asking if Council similarly sees this as a priority and if so, would direct staff to meet with school board officials to explore this concept in more detail. Such discussions, I hope, will lead to a viable financial partnership proposal that will strengthen our position to see us move forward with this project. Our students and community deserve nothing less.

I look forward to hearing from you at your earliest convenience.

Sincerely,



Debra Edwards, SCDSB Chairperson/Trustee City of Orillia

c: K. Wallace, Director of Education

Encls.

/ab



ORILLIA CITY CENTRE
50 Andrew Street S.
Suite 300
Orillia, ON L3V 7T5

OFFICE OF THE CITY CLERK

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(705) 325-1311
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Direct Line: (705) 325-2108
E-MAIL: jnyhof@orillia.ca

July 19, 2011

Ms. Debra Edwards
SCDSB Chairperson/Trustee City of Orillia
Simcoe County District School Board
1170 Highway 26 West
Midhurst, ON L0L 1X0

RECEIVED

JUL 25 2011

Director's Office

Dear Ms. Edwards:

Re: Proposed facility partnership opportunities with the City of Orillia

This is to advise you that your letter received June 28, 2011 respecting the above was presented to a meeting of Council held on July 18, 2011.

At that time, Council referred this correspondence to Council Committee for consideration and recommendation.

We will be in touch with you again when the Committee reports back to Council.

Regards,

Janet A. Nyhof, CMO
Deputy Clerk

:jm

Copy to: Robert Ripley, Deputy CAO/CFO

July 12 / 2011

Mayor Angelo Orsi and Council Members
50 Andrew Street. S. Suite 300,
Orillia, Ontario. L3V 7T5

c.c.

Chairperson Debra Edwards & Trustees/SCDSB
1170 Hwy 26
Midhurst, Ontario.
L0L 1X0

Mayor Orsi, Council Members & Debra Edwards:

I am the Head Coach with the Orillia Channel Cats Swim Club and I am writing this letter to express my opinion on the need for an eight lane twenty-five meter pool in Orillia. I have remained silent on this issue as I do not want to jeopardize my club's relationship with the local YMCA. However, I feel at this time it is necessary for me to voice my opinion on the topic.

Our club is at maximum capacity and keeps growing every year. Our swimmers are training in lanes with 6-7 people which is not ideal for completing specific sets properly. The YMCA has been very accommodating with these larger numbers, however another pool in this city will enable us to expand our programming options and offer a more productive training environment for our current members. We are currently producing Jr Provincial qualifiers and medalists, as well as Age Group National qualifiers. If we had a bigger pool to train in, imagine what our local athletes could do. In my opinion an ideal scenario would be for our club to run our Beginner/ Developmental programs out of the Y and offer the city pool for our older athletes. We could also introduce a Triathlon program, expand our current Adult program and offer a Fitness program for swimmer's who do not want to compete but want to train to stay physically fit. I currently have those type of swimmers on the club, which is great but they do take up lane space for those athletes who are training for a big competition. Swimmer's who compete have different goals than those who are in it for fitness. We would be able to accommodate both types of athletes with little interruption if we had another pool to train from. The local High School swim teams would be able to better prepare their athletes as well. They currently only get one hour of pool time once/week to prepare for The Georgian Bay Meet held in Barrie. With an eight lane pool Orillia could host that competition, which would bring in High School students from across Simcoe County.

With a new pool in the city more Aquatic Sports could be offered as well. Sports such as Water Polo, Synchronized Swimming, Diving, and with an eight lane pool instructors could run a Canoe program. The extra width makes that possible. Think of all of the young people that could bring into sport-kids who are sitting at home on the computer not realizing their potential. With childhood obesity on the rise, offering more athletic opportunities should be a priority. Wouldn't it be neat to have a Canoe

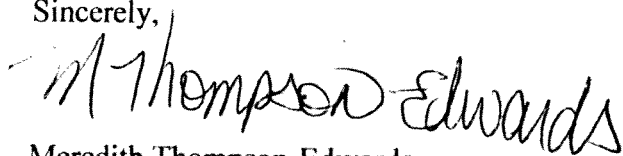
club in Orillia? Or a Water Polo team? Also, people with disabilities need a Therapy pool, water rehabilitation is very beneficial and less stressful on the body. It is time we have that available to our citizens with physical limitations, accessibility is a must. The aquatic possibilities are very exciting, with a new pool that is. These extra teams/clubs would assist with the cost to run the pool as well.

In February 2012 our club is hosting Short Course Regionals with the Collingwood Team. We have to rent the Bracebridge Sportsplex in order to run the meet. That meet is a two and a half day event, it will have over 300 swimmers in attendance plus all of their families. For us to rent the pool for two and a half days it will cost close to \$9000.00. Hotels will be booked solid and local restaurants will benefit as well. The Bracebridge pool is a great facility, it offers eight lanes, 25 meters, a leisure pool, gymnastic facilities, rock climbing, indoor track, and meeting rooms. I am sure you are aware that town partnered with the School Board to get the new school and Sportsplex built. What a great idea, the high school has direct access to the facility. Another win win scenario. Maybe our city can follow Bracebridge's example and partner with the School board as an option?

I appreciate the time and effort you are all putting into developing our city. I have had family live in this city since the early 1900's, my Great Grandparents, Grandparents, parents and many Great Aunts and Uncles. I have also lived here my entire life and competed as a member of the Orillia Channel Cats. I am pleased to say my children are members of the club and my mother Coaches with me. We would be so grateful to see a pool built in this amazing city, our club deserves it, you all deserve it and most of all our City deserves it.

Thank you for taking the time to read my letter, I know you will do what is right for Orillia and get a new pool here as soon as possible.

Sincerely,

A handwritten signature in black ink that reads "M. Thompson-Edwards". The signature is written in a cursive style with a large initial "M".

Meredith Thompson-Edwards
Head Coach,
Orillia Channel Cats Swim Club