

**SIMCOE COUNTY DISTRICT SCHOOL BOARD**

**REGULAR BOARD MEETING - WEDNESDAY, FEBRUARY 22, 2012**

**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 Regular Meeting of the Board held January 18, 2012
- (4) Declaration of Conflicts of Interest

**CLOSED SESSION**

- B. Committee of the Whole

**PUBLIC SESSION**

- C. (1) Report from Student Trustees
- (2) Trustee Tribute  
Dave Clarke, Teacher, Uptergrove Public School
- (3) Delegations
  - 1. Lisa Robertson Re: Capital Plan 2012
  - 2. Danielle Clements and Wendy Cassell Re: Relocation of the Developmental Skills Classes at Mapleview Heights
  - 3. Anna Wright Re: Developmental Skills Program at Mapleview Heights
  - 4. Pam Burke Re: Capital Plan and Capital Priority List
  - 5. Stuart Bailey Re: Capital Plan 2012

**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 - Nil
- (3) Notice of Time Sensitive Motions from Statutory Committees - Nil
- (4) Committee Minutes/Reports - Items for Decision
  - (a) Report of the Business and Facilities Standing Committee Meeting held February 1, 2012
  - (b) Report of the Human Resources Standing Committee Meeting held February 8, 2012
  - (c) Report of the Program Standing Committee Meeting held February 8, 2012

- (5) Staff Reports – Items for Decision
  - (a) Response to Minister of Education - ARC 2010:03 Alliston Elementary Schools
  - (b) By-law Number D-2012-1 for Ontario Financing Authority Long-Term Financing
  - (c) Capital Plan - 2011
  
- (6) Committee Minutes/Reports - Items for Information
  - (a) Report of the First Nations Advisory Committee Meeting held October 19, 2011
  - (b) Report of the Parent Involvement Committee Meeting held November 23, 2011
  - (c) Report of the Special Education Advisory Committee Meeting held January 16, 2012
  - (d) Report of the Audit Committee Meeting held February 6, 2012
  
- (7) Staff Reports - Items for Information
  - (a) Enrolment of First Nation Students on October 31, 2011

**E. OTHER MATTERS**

- (1) Reports from Liaison Members
- (2) Notices of Motion for next meeting
- (3) Questions and Proposals from Trustees
- (4) Professional Development Seminars Attendance
- (5) Reports/Update from Staff
- (6) Correspondence - Nil

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

Business and Facilities Standing Committee Meeting – March 7, 2012 at 6:00 p.m. – Kempenfelt Room  
Special Education Advisory Committee Meeting – March 19, 2012 at 7:00 p.m. – Georgian Room

Parent Involvement Committee Meeting – March 21, 2012 at 5:00 p.m. – Kempenfelt Room

Human Resources Standing Committee Meeting – March 21, 2012 at 6:00 p.m. – Georgian Room

Program Standing Committee Meeting – March 21, 2012 at 7:00 p.m. – Georgian Room

OPC/Trustee Liaison Meeting – March 28, 2012 at 4:30 p.m. – Coldwater Room

Regular Meeting of the Board – March 28, 2012 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**

**RECOMMENDED ACTION – WEDNESDAY, FEBRUARY 22, 2012**

<b>REPORT</b>	<b>FYI</b>	<b>Decision Req.</b>	<b>MOTION</b>
			Call Meeting to order. Roll Call
		√	That the agenda be approved as printed.
A-3-a Board Minutes January 18, 2012		√	That the Minutes of the Regular Board meeting held Wednesday, January 18, 2012 be approved as printed.
			Declaration of Conflicts of Interest
<b>MOTION</b>		√	That we go into Closed Session of the Committee of the Whole
<b>PUBLIC SESSION</b>			
C-1			Report from Student Trustees
C-2 Trustee Tribute			Dave Clarke, Teacher, Uptergrove Public School
C-3 Delegations			<ol style="list-style-type: none"> <li>1. Lisa Robertson Re: Capital Plan 2012</li> <li>2. Danielle Clements and Wendy Cassell Re: Relocation of the Developmental Skills Classes at Mapleview Heights</li> <li>3. Anna Wright Re: Developmental Skills Program at Mapleview Heights</li> <li>4. Pam Burke Re: Capital Plan and Capital Priority List</li> <li>5. Stuart Bailey Re: Capital Plan</li> </ol>
D-1		√	Report from the Closed Session of the Board in Committee of the Whole

SIMCOE COUNTY DISTRICT SCHOOL BOARD  
 RECOMMENDED ACTION - 2  
 FEBRUARY 22, 2012

<p>D-4-a          Business and          Facilities          February 1, 2012</p>		<p>√</p> <p>√</p> <p>√</p>	<p>(1)          That the Board approve the attendance areas for Birchview Dunes Elementary School, Byng Public School, Clearview Elementary School, New Lowell Central Public School and Worsley Elementary School for implementation in September 2012, as set out in APPENDIX B of Report No. BF-D-1, Attendance Area Review (AAR): Byng Public School, Birchview Dunes Elementary School, Clearview Meadows Elementary School, Minesing Central Public School and Worsley Elementary School, dated February 1, 2012.</p> <p>(2)          That the Board approve the attendance areas for Mapleview Heights and Willow Landing Elementary Schools as shown in option 2, for implementation in September 2012, as set out in APPENDIX A of Report No. BF-D-2, Attendance Area Review (AAR): Mapleview Heights Elementary School, Warnica Public School and Willow Landing Elementary School, dated February 1, 2012.</p> <p>(3)          That the Board continue with the existing School Basic Budget model for the fiscal year 2012–2013, as set out in Report No. BF-D-3, 2012-2013 School Basic Budget Model, dated February 1, 2012.</p>
<p>D-4-b          Human Resources          February 8, 2012</p>		<p>√</p>	<p>That the Board approve the revisions to Policy No. 2185, Community, Student and Employee Recognition, as set out in APPENDIX C of Report No. HR-D-1, Revisions to Policy No. 2185, Community, Student and Employee Recognition, dated February 8, 2012.</p>
<p>D-4-c          Program Services          February 8, 2012</p>		<p>√</p> <p>√</p> <p>√</p>	<p>(1)          That the Board approve the submission of the regular school year calendar for 2012-2013 to the Ministry of Education for approval, as set out in APPENDIX C of Report No. PRO-D-1, Regular School Year Calendar 2012-2013, dated February 8, 2012.</p> <p>(2)          That the Board approve the submission of the modified school year calendar for Ernest Cumberland Elementary School for 2012-2013 to the Ministry of Education for approval, as set out in APPENDIX C of Report No. PRO-D-2, Modified School Year Calendar 2012-2013 – Ernest Cumberland Elementary School, dated February 8, 2012.</p> <p>(3)          That the Board approve the revisions to Policy No. 4260, Healthy Food and Beverage, as set out in APPENDIX B of Report No. PRO-D-3, Revisions to Policy No. 4260, Healthy Food and Beverage, dated February 8, 2012.</p>
<p>D-5-a          Response to Minister          of Education - ARC          2010:03 Alliston          Elementary Schools</p>		<p>√</p>	<p>That the Board approve the response to the Minister of Education confirming that Board Policy No. 2313, Pupil Accommodation Review was followed for ARC 2010:03, as set out in Report No. D-5-a, Response to the Minister of Education – ARC 2010:03 Alliston Elementary Schools, dated February 22, 2012.</p>
<p>D-5-b          By-law Number D-          2012-1 for Ontario          Financing Authority          Long-Term Financing</p>		<p>√</p>	<p>That the Board ratify By-law Number D-2012-1 to authorize the Ontario Financing Authority long-term financing agreement in the principal amount of \$39,540,630 pursuant to a loan agreement under Ontario Regulation 41/10, as set out in Report No. D-5-b, By-law Number D-2012-1 for Ontario Financing Authority Long-Term Financing, dated February 22, 2012.</p>

SIMCOE COUNTY DISTRICT SCHOOL BOARD  
 RECOMMENDED ACTION - 3  
 FEBRUARY 22, 2012

<p>D-5-c Capital Plan – 2011</p>		<p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p>	<p>(1) That the Board approve that an Attendance Area Review be undertaken, commencing after September 2012 in the Orillia Secondary Review Area that includes Orillia District C.V.I, Park Street Collegiate Institute and Twin Lakes Secondary School, as set out in Report No. BF-D-3, Capital Plan – 2011, dated January 11, 2012.</p> <p>(2) That the Board approve that an Attendance Area Review be undertaken, commencing after September 2012 in the Southeast Central Review Area that includes Alcona Glen Elementary School, Goodfellow Public School, Innisfil Central Public School, Killarney Beach Public School and Sunnybrae Public School, as set out in Report No. BF-D-3, Capital Plan – 2011, dated January 11, 2012.</p> <p>(3) That the Board approve that an Attendance Area Review be undertaken, commencing after September 2012 in the Southeast Barrie Review Area that includes Hewitt’s Creek Public School, and the New Innishore South Elementary School, as set out in Report No. BF-D-3, Capital Plan – 2011, dated January 11, 2012.</p> <p>(4) That the Board direct staff to pursue viable financial partnerships, in accordance with Board Policy 2345, Facility Partnerships, relating to the shared development and use of an Orillia Secondary School (New) addition and renovation/or replacement, as set out in Report No. BF-D-3, Capital Plan -2011, dated January 11, 2012.</p> <p>(5) That the Board approve that it direct staff to pursue viable financial partnerships, in accordance with Policy 2345, Facility Partnerships, relating to the shared development and use of an addition/renovation to Elmvale District High School, as set out in Report No. BF-D-3, Capital Plan – 2011, dated January 11, 2012.</p> <p>(6) That the Board approve holding schools and designate the schools closed to out of area students as of September 1, 2012, as set out in Report No. BF-D-3, Capital Plan – 2011, dated January 11, 2012.</p> <p>(7) That the Board approve schools closed to out of area students as of September 1, 2012, as set out in Report No. BF-D-3, Capital Plan – 2011, dated January 11, 2012.</p> <p>(8) That the Board approve that an Attendance Area Review be undertaken, commencing after September 2012 in the Southwest Barrie Review Area that includes Ferndale Woods Elementary School and Holly Meadows Elementary School, as set out in Report No. BF-D-3, Capital Plan – 2011, dated January 11, 2012.</p> <p>(9) That the Board approve the Priority Capital Project list, as set out in Report No. BF-D-3, Capital Plan – 2011, dated January 11, 2012.</p> <p>(10) That the Board approve the Capital Plan, as set out in Report No. BF-D-3, Capital Plan – 2011, dated January 11, 2012.</p>
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SIMCOE COUNTY DISTRICT SCHOOL BOARD  
 RECOMMENDED ACTION - 4  
 FEBRUARY 22, 2012

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D-6-a First Nations Meeting October 19, 2011	√		
D-6-b PIC Meeting November 23, 2011	√		
D-6-c SEAC January 16, 2012	√		
D-6-d Audit Committee February 6, 2012	√		
D-7-a Enrolment of First Nation Students on October 31, 2011	√		
E-1 Reports from Liaison Members			
E-2 Notices of Motion for Next Meeting			
E-3 Questions and Proposals from Trustees			
E-4 Professional Development Seminars Attendance			
E-5 Reports/Update from Staff			
E-6 Correspondence			Nil
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 REGULAR MEETING OF THE  
BOARD HELD JANUARY 18, 2012**

The regular meeting of the Simcoe County District School Board was held on Wednesday, January 18, 2012 at the Education Centre.

**A. (1) Roll Call**

**PRESENT:**  
**Trustees**

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

**REGRETS:**  
**Trustees:**

Nicole Black.

**ABSENT**  
**Trustees:**

Jeff Monague.

**PRESENT:**  
**Student Trustees:**

Matt Stergiou.

**REGRETS**  
**Student Trustees:**

Victoria Edwards.

**ABSENT**  
**Student Trustees:**

Frank Li.

**Recording Secretary** Betty Gregory.

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

**(2) Approval of Agenda**

Moved by Suzanne Ley  
Seconded by Peter Beacock

That the Agenda be approved as printed.

CARRIED

**(3) Approval of Minutes**

Minutes of the Regular Meeting of the Board held December 21, 2011 (A-3-a)

Moved by Christine Williams  
Seconded by Michele Locke

That the Minutes of the Regular Meeting of the Board held Wednesday, December 21, 2011 be approved as printed.

CARRIED

**(4) Declaration of Conflicts of Interest – Nil**

**B. Committee of the Whole**

Moved by Krista Mayne  
Seconded by Michele Locke

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.

**C. (1) Report from the Student Trustees**

Student Trustee Matt Stergiou referenced Student Senate initiatives and their work with administration on developing a strategy to reduce bottled water usage in SCDSB buildings and to encourage the use of refillable containers.

Student Trustee Stergiou advised that he and Student Trustee Victoria Edwards will be attending the OSTA-AECO Conference in February.

**(2) Delegations/Trustee Tributes – Nil**

**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 January 18, 2012:

That the Board ratify the following recommendation taken in the Closed Session meeting of the Committee of the Whole on Wednesday, January 18, 2012:

Moved by Michele Locke  
Seconded by Krista Mayne

**#BP-2012-01-18-01**

That the Board approve the school administrator appointments, as set out in Report No. CL-B-2-a, School Administrator Appointments, dated January 18, 2012.

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 Special Education Advisory Committee Meeting  
held December 12, 2011 (D-4-a)

Superintendent Phyllis Hili advised that the board currently provides the Special Education Advisory Committee (SEAC) with the Board's Special Education Plan, the Special Education Multi-Year Plan and brings board policies which affect Special Education Programs to SEAC for consultation; and more recently has been providing monthly reports on professional development related to support for Special Education students, to SEAC. In addition, at the December SEAC meeting there was a special session on agenda planning for future SEAC meetings and SEAC meeting packages are distributed to members one week prior to the meeting. Superintendent Hili responded to questions from the trustees.

A lengthy discussion ensued and Superintendent Hili responded to questions from trustees. It was noted that all ministry memorandums are available on the Ministry of Education website. Members could also arrange to be included on the Ministry mailing list to receive information in a timely manner.

Moved by Krista Mayne  
Seconded by Caroline Smith

***#SEAC-2011-12-12-02W***

That the Board approve that "in order to fulfill its mandated role as an Advisory Committee, that any distribution related to Special Education, be it electronic or printed, be forwarded to SEAC prior to distribution. Such distributions should include any

- policy announcements,
- memos interpreting or explaining policy,
- directives regarding policy or procedure,
- announcements of events or training opportunities for staff and families,
- information packages or educational brochures and
- notices to families or stakeholders.

These items once forwarded to SEAC must be on the SEAC agenda as a discussion item at the next regularly scheduled SEAC meeting, and distributed to members ahead of the meeting with suitable time for review", as outlined in Report No. D-4-a, Minutes of the Special Education Advisory Committee Meeting held December 12, 2011, dated January 18, 2012.

MOTION WITHDRAWN

Report of the Business and Facilities Standing Committee Meeting  
held January 11, 2012 (D-4-b)

(1)

Moved by Michele Locke  
Seconded by Jodi Lloyd

**#BF-2012-01-11-03**

That the Board approve the revisions to Policy No. 2240, Budget Implementation, as set out in APPENDIX C of Report No. BF-D-1, Revision to Policy No. 2240, Budget Implementation, dated January 11, 2012 with the additions of: a reference to APM 2510, Signing Authorities, and references for the sections of the Education Act that are represented in this policy.

CARRIED

*Student Trustee Matt Stergiou left the meeting at this time.*

(2)

Moved by Suzanne Ley  
Seconded by Christine Williams

**#BF-2012-01-11-04**

That the Board approve the revisions to Policy No. 2195, Whistleblower, as set out in APPENDIX C of Report No. BF-D-1, Revision to Policy No. 2195, Whistleblower, dated January 11, 2012.

CARRIED

**MOTION**

Moved by Debra Edwards  
Seconded by Caroline Smith

**#BP-2012-01-18-05**

That the Board postpone recommendations from the January Business & Facilities Standing Committee meeting regarding 'Capital Plan' recommendations #3 to #12, to the February 2012 Board meeting.

CARRIED

Chairperson Robert North noted that, as per Board By-laws, delegation requests for this meeting must be submitted no later than 1 p.m. one week prior to the meeting.

(13)

Moved by Michele Locke  
Seconded by Krista Mayne

**#BF-2012-01-11-06**

That the Board approve the spending plans for the 2011-2012 Ministry Supplementary Programs, as set out in APPENDIX D of Report No. BF-D-5, 2011-2012 Revised Estimates and Ministry Supplementary Programs – Spending Plans, dated January 11, 2012.

CARRIED

- (5) **Staff Reports – Items for Decision** - Nil
- (6) **Committee Minutes/Reports – Items for Information** - Nil
- (7) **Staff Reports – Items for Information** - Nil

**E. OTHER MATTERS**

- (1) Reports from Liaison Members - Nil
- (2) Notices of Motion for next meeting - Nil
- (3) Questions and Proposals from Trustees – Nil
- (4) Professional Development Seminars Attendance - Nil
- (5) Reports/Update from Staff

Director of Education Kathi Wallace noted that the March Human Resources and Program Standing Committee meetings will be rescheduled to March 21, 2012 due to March Break taking place the week of March 12 - 16, 2012.

- (6) Correspondence – Nil

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

Business and Facilities Standing Committee Meeting – February 1, 2012 at 6:00 p.m. – Georgian Room  
Audit Committee Meeting – February 6, 2012 at 6:00 p.m. – Coldwater Room  
OSSTF Teacher/Trustee Relations Meeting – February 8, 2012 at 4:30 p.m. – Coldwater Room  
Human Resources Standing Committee Meeting – February 8, 2012 at 6:00 p.m. – Georgian Room  
Program Standing Committee Meeting – February 8, 2012 at 7:00 p.m. – Georgian Room  
Special Education Advisory Committee Meeting – February 13, 2012 at 7:00 p.m. – Georgian Room  
Parent Involvement Committee Meeting – February 22, 2012 at 5:00 p.m. – Kempenfelt Room  
Regular Meeting of the Board – February 22, 2012 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 Jodi Lloyd

That the meeting be adjourned at 8:25 p.m.

CARRIED

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

FROM: Business and Facilities Standing Committee

SUBJECT: **REPORT OF THE PUBLIC SESSION OF THE BUSINESS AND  
FACILITIES STANDING COMMITTEE MEETING HELD  
WEDNESDAY, FEBRUARY 1, 2012**

The Business and Facilities Standing Committee met in Public Session on Wednesday, February 1, 2012, at the Education Centre.

**PRESENT:**

**Committee Members**

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

**Administration**

Kathy Bailey, Steve Blake, John Dance, Phyllis Hili, Brian Jeffs, Janis Medysky, Paula Murphy, Anita Simpson, Paul Sloan, Kathryn Wallace.

**Student Trustees**

Victoria Edwards.

**Staff**

David Few.

**ABSENT:**

**Committee Members**

Jeff Monague.

**Student Trustees**

Frank Li, Matt Stergiou.

**Recording Secretary**

Tina Bazuk.

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

**Approval of the Agenda**

**MOTION**

Moved by Peter Beacock  
Seconded by Robert North

That the agenda be approved as printed.

CARRIED

**Declaration of Conflicts of Interest** - Nil

**MOTION**

Moved by Peter Beacock  
Seconded by Michele Locke

That the Business and Facilities Standing Committee move into Closed Session.

CARRIED

The Business and Facilities Standing Committee reconvened in Public Session at 6:15 p.m.

**Presentation/Delegations** – Cindy Sweet Re: AAR Maplevue Heights Elementary School.

Cindy Sweet spoke to the Business and Facilities Standing Committee addressing the AAR for Maplevue Heights Elementary School and their recommendations. Ms. Sweet highlighted the following points:

- Details about Maplevue Heights School and the Developmental Skills Classes;
- The process of the AAR;
- How this change will affect Maplevue Heights and the Developmental Skills students;
- Full Day Kindergarten at Maplevue Heights;
- Possible solutions to our population issue.

**Items for Committee Decision**

**1. Attendance Area Review (AAR): Birchview Dunes Elementary School, Byng Public School, Clearview Meadows Elementary School, Minesing Central Public School And Worsley Elementary School (BF-D-1)**

John Dance, Superintendent of Facility Services, provided an overview of the report. The goal of the AAR is to maximize alignment between elementary school attendance areas and secondary school attendance areas. A public meeting was held in November 2011 to discuss options and next steps. The recommended transfer of students will only be those from within the new Byng Public School, Clearview Meadows Elementary School areas that are overlayed by Stayner Collegiate Institute's attendance area. It will also include those in the most southerly area of Birchview Dunes Elementary School and Worsley Elementary School to New Lowell Central Public School.

Superintendent Dance responded to questions from trustees at this time.

(1)

Moved by Caroline Smith  
Seconded by Robert North

**#BF-2012-02-01-31**

That the Business and Facilities Standing Committee recommend that the Board approve the attendance areas for Birchview Dunes Elementary School, Byng Public School, Clearview Elementary School, New Lowell Central Public School and Worsley Elementary School for implementation in September 2012, as set out in APPENDIX B of Report No. BF-D-1, Attendance Area Review (AAR): Byng Public School, Birchview Dunes Elementary School, Clearview Meadows Elementary School, Minesing Central Public School and Worsley Elementary School, dated February 1, 2012.

CARRIED

**2. Attendance Area Review (AAR): Mapleview Heights Elementary School, Warnica Public School And Willow Landing Elementary School (BF-D-2)**

Superintendent Dance provided an overview of the report. The AAR was established to address increasing accommodation pressures on enrolment and capacity at these schools in Southeast Barrie Elementary Planning Review Area – 9. The review was identified due to three main factors: utilization, impact of implementing FDK and impact on capital planning. A public meeting was held in March 2011 and again in October 2011 to discuss options and next steps. The recommended proposal is to transfer approximately 170 students from Mapleview Heights Elementary School to Willow Landing Elementary to address accommodation pressures. Warnica Public School will not be affected. It is also proposed to transition to one Developmental Skills class at Mapleview Heights Elementary School, taking into account factors such as the number of grade eight students moving on to the secondary panel in September 2012, and the location of students in their communities.

Superintendent Dance responded to questions from trustees at this time.

(2)

Moved by Robert North

Seconded by Suzanne Ley

**#BF-2012-02-01-32**

That the Business and Facilities Standing Committee recommend that the Board approve the attendance areas for Mapleview Heights and Willow Landing Elementary Schools as shown in option 2, for implementation in September 2012, as set out in APPENDIX A of Report No. BF-D-2, Attendance Area Review (AAR): Mapleview Heights Elementary School, Warnica Public School and Willow Landing Elementary School, dated February 1, 2012.

CARRIED

**3. 2012-2013 School Basic Budget Model (BF-D-3)**

Brian Jeffs, Superintendent of Business Services, provided an overview of the report which outlines the current funding formulas for elementary and secondary schools. As a result of Board discussion, staff were asked to develop a project team to review the School Basic Budget model and make recommendations for implementation in the 2012-2013 fiscal year. The project team met 3 times in the Fall of 2011 and given that a large number of schools have a surplus, the team was unable to justify a recommendation to change the current allocation model. It has been suggested that staff provide focused training sessions to school administrators to ensure consistent application of budgeting strategies prior to changing the current model. Once the training sessions are complete then we will revisit the development of a new model.

Superintendent Jeffs responded to questions from trustees at this time.

(3)

Moved by Michele Locke  
Seconded by Peter Beacock

**#BF-2012-02-01-33**

That the Business and Facilities Standing Committee recommend that the Board continue with the existing School Basic Budget model for the fiscal year 2012–2013, as set out in Report No. BF-D-3, 2012-2013 School Basic Budget Model, dated February 1, 2012.

CARRIED

**MOTION**

Moved Robert North  
Seconded by Michele Locke

That the committee recess at this time.

CARRIED

**Items for Information**

**1. 2012-2013 Investments in Technology – Proposed (BF-I-1)**

Superintendent Dance provided an overview of the report. The board is tasked to meet requirements for system information, for student information, and the integration of data based decision making into Board Improvement Planning, School Improvement Planning and classroom practice, as well as the provision of classroom and administrative computers.

The proposed investments in information and communication technology for the 2012-2013 school year focus on the continued investment in information technology infrastructure serving the requirements of the Ministry of Education, of the SCDSB, and all locations in the SCDSB. The proposed investments reflect the continuing commitment of ITS to provide the best service with the most secure networks possible. This complements the focus of the SCDSB to improve student achievement through the availability of technology in every classroom, and teaching area of the board.

Superintendent Dance responded to questions from trustees at this time.

This report was provided for information.

**2. Contract Awards Within Approved Budget (BF-I-2)**

Superintendent Jeffs, provided an overview of the report which summarized the awarded contracts within approved budget.

Superintendent Jeffs responded to questions from trustees at this time.

This report was provided for information.

**3. Update on Pursuit of Barrie Central Partnerships (BF-I-3)**

Paul Sloan, Superintendent of Education, provided an update on the pursuit of Barrie Central partnerships. A public meeting was held in November 2011 to discuss the possibilities of viable financial partnerships at the Barrie Central site. Responses have been received from Georgian College, the City of Barrie and Laurentian University.

A number of meetings with staff from some of these organizations have taken place and more are anticipated. It is clear, that there is interest in developing the downtown Barrie area and the board's property holdings are central to these discussions. As a result of this work, we believe that the board's interests in this initiative will be best served by reviewing our original proposed timelines.

Superintendent Sloan responded to questions from trustees at this time.

This report was provided for information.

**4. 2012-2013 Budget Update (BF-I-4)**

Superintendent Jeffs provided an overview of the report. The 2012-2013 budget will achieve the necessary reductions prescribed by the new funding formula and addressing our current budget pressure, while advancing the goals and objectives identified in the Simcoe Path. The Board anticipates receiving information by the beginning of April 2012 regarding the new funding formula currently being developed by the Ministry.

Superintendent Jeffs responded to questions from trustees at this time.

This report was provided for information.

**5. 2011-2012 Student Trustee Budget (BF-I-5)**

Superintendent Jeffs provided an overview of the report which outlines the Student Trustee funding allocation. The Student Trustee budget is funded through a grant allocation from the Ministry of Education which includes the following base components: governance allocation, trustee honoraria, enrolment-based allocation and student trustee allocation.

Superintendent Jeffs responded to questions from trustees at this time.

This report was provided for information.

**Correspondence** - Nil

**Other Matters** – Nil

**Notices of Motion for Next Meeting** - Nil



**MOTION**

Moved by Robert North  
Seconded by Michele Locke

That the meeting be adjourned at 9:10 p.m.

CARRIED

**RECOMMENDATIONS**

1. That the Board approve the attendance areas for Birchview Dunes Elementary School, Byng Public School, Clearview Elementary School, New Lowell Central Public School and Worsley Elementary School for implementation in September 2012, as set out in APPENDIX B of Report No. BF-D-1, Attendance Area Review (AAR): Byng Public School, Birchview Dunes Elementary School, Clearview Meadows Elementary School, Minesing Central Public School and Worsley Elementary School, dated February 1, 2012.
2. That the Board approve the attendance areas for Maplevue Heights and Willow Landing Elementary Schools as shown in option 2, for implementation in September 2012, as set out in APPENDIX A of Report No. BF-D-2, Attendance Area Review (AAR): Maplevue Heights Elementary School, Warnica Public School and Willow Landing Elementary School, dated February 1, 2012.
3. That the Board continue with the existing School Basic Budget model for the fiscal year 2012–2013, as set out in Report No. BF-D-3, 2012-2013 School Basic Budget Model, dated February 1, 2012.

**Respectfully submitted by:**

Brian Jeffs  
Superintendent of Business Services

John Dance  
Superintendent of Facility Services

**Approved for submission by:**

Kathryn Wallace  
Director of Education

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

FROM: Human Resources Standing Committee

SUBJECT: **REPORT OF THE PUBLIC SESSION OF THE HUMAN RESOURCES STANDING  
COMMITTEE MEETING HELD WEDNESDAY, FEBRUARY 8, 2012**

The Human Resources Standing Committee met in Public Session on Wednesday, February 8, 2012, at the Education Centre.

**PRESENT:**

**Committee Members**

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

**Student Trustees**

Victoria Edwards.

**REGRETS:**

**Committee Members**

Debra Edwards.

**Administration**

Kathy Bailey, Steve Blake, Phyllis Hili, Brian Jeffs, Janis Medysky, Paula Murphy, Anita Simpson, Paul Sloan, Kathryn Wallace.

**ABSENT:**

**Committee Members**

Jeff Monague.

**Student Trustees**

Frank Li, Matt Stergiou.

**Recording Secretary**

Kary Hancock.

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

**Approval of the Agenda**

**MOTION**

Moved by Robert North  
Seconded by Peter Beacock

That the agenda be approved as printed.

CARRIED

**Declaration of Conflicts of Interest** – Nil

**Presentations/Delegations** - Nil

**MOTION**

Moved by Robert North  
Seconded by Krista Mayne

That the Human Resources Standing Committee move into closed session.

CARRIED

The Human Resources Standing Committee reconvened in public session at 6:25 p.m.

**Items for Committee Decision**

**1. Revision to Policy No. 2185 – Community, Student and Employee Recognition (HR-D-1)**

Janis Medysky, Associate Director, provided an overview of the report. APM A4090 – Community, Student and Employee Recognition was updated in November 2010. Changes to Policy No. 2185 – Community, Student and Employee Recognition were required to reflect the updates in APM A4090.

Moved by Peter Beacock  
Seconded by Robert North

(1)

***#HR-2011-02-08-21***

That the Human Resources Standing Committee recommend that the Board approve the revisions to Policy No. 2185 – Community, Student and Employee Recognition, as set out in APPENDIX C of Report No HR-D-1, Revision to Policy No. 2185 – Community, Student and Employee Recognition, dated February 8, 2012.

CARRIED

**Items for Information**

**1. 2012-2013 Staffing Update (HR-I-1)**

Associate Director Medysky provided an overview of the significant staffing dates for the 2012-2013 school year.

Kathryn Wallace, Director of Education, and Associate Director Medysky responded to questions from trustees at this time.

This report was provided for information.

**Correspondence** - Nil

**Other Matters** – Nil

Trustee Beacock wanted to know if the board offered self-funded leaves for staff.

Associate Director Medysky advised that we have self-funded leaves for: OPSEU, ETFO, OSSTF, AESP, principals and vice-principals. Long Term Occasional (LTO) teachers may not participate in self-funded leaves. When a contract teacher is on a self-funded leave, their position is filled by an LTO. Employees set up a plan through the Ontario Educational Credit Union and a certain percentage of their compensation is taken from each pay until they take their leave. This is at no cost to the board. A small savings is actually realized as we do not pay for the employees' benefits when they are on leave.

**Notices of Motion for next meeting** - Nil

**MOTION**

Moved by Peter Beacock  
Seconded by Caroline Smith

That the meeting be adjourned at 6:35 p.m.

CARRIED

**RECOMMENDATION**

That the Board approve the revisions to Policy No. 2185 – Community, Student and Employee Recognition, as set out in APPENDIX C of Report No HR-D-1, Revision to Policy No. 2185 – Community, Student and Employee Recognition, dated February 8, 2012.

**Respectfully submitted by:**

Janis Medysky  
Associate Director

**Approved for submission by:**

Kathryn Wallace  
Director of Education

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

FROM: Program Standing Committee

SUBJECT: **REPORT OF THE PROGRAM STANDING COMMITTEE  
MEETING HELD WEDNESDAY, FEBRUARY 8, 2012**

The Program Standing Committee met in Public Session at the Education Centre on Wednesday, February 8, 2012.

**PRESENT:**

**Committee Members**

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

**REGRETS:**

**Committee Members**

Debra Edwards.

**ABSENT:**

**Committee Members**

Jeff Monague.

**Student Trustees**

Victoria Edwards.

**ABSENT:**

**Student Trustees**

Frank Li, Matt Stergiou.

**Administration**

Kathy Bailey, Stephen Blake, Phyllis Hili, Brian Jeffs, Paula Murphy, Anita Simpson, Paul Sloan, Kathryn Wallace.

**Staff**

Lisa Ewanchuk, Peter Gumbrell, Jane Hofmann, Tracy McPhail, Patrick Miller, Sandra Sangster.

**Recording Secretary** Mary Cannell.

Chairperson Locke called the meeting to order at 7:00 p.m.

**1. Approval of Agenda**

Chairperson Locke asked trustees for any additions or changes to the agenda.

Moved by Suzanne Ley  
Seconded by Jodi Lloyd

That the agenda be approved as printed.

CARRIED

**2. Declaration of Conflicts of Interest – Nil.**

3. **Presentations/Delegations** – Nil.

**Items for Committee Decision**

1. **Regular School Year Calendar 2012 – 2013 (PRO-D-1)**

Superintendent of Education Steve Blake provided background related to the development of the 2012-2013 school year calendar. Variables to be considered when a calendar is developed include meeting Ministry of Education guidelines and adhering to collective agreements with respect to the scheduling of professional development for staff. The proposed calendar is reflective of feedback from all stakeholder groups and is also compliant with all of the criteria outlined by the Ministry of Education. Students will begin school on Tuesday, September 4, 2012, and the last day of classes for students will be June 27, 2013.

Superintendent Blake addressed questions from trustees related to the alignment of our calendar with our coterminous board and the greater Toronto area boards.

Moved by Caroline Smith  
Seconded by Robert North

***#PRO-2012-02-08-04***

That the Program Standing Committee recommend that the Board approve the submission of the regular school year calendar for 2012-2013 to the Ministry of Education for approval, as outlined in APPENDIX C of Report No. PRO-D-1, Regular School Year Calendar 2012-2013, dated February 8, 2012.

CARRIED

2. **Modified School Year Calendar 2012 – 2013 (PRO-D-2)**

Ernest Cumberland Elementary School in Alliston is currently the only SCDSB school with a modified school year calendar as approved by the Ministry of Education. Regulation 304 of the Education Act provides that a board may designate one or more schools under its jurisdiction a school year and school holidays that are different from the traditional September 1<sup>st</sup> to June 30<sup>th</sup> school year. The Ernest Cumberland modified school year calendar has students begin school in August with a week break in each of October, March and May in addition to the regular two week Winter Break.

Moved by Robert North  
Seconded by Suzanne Ley

***#PRO-2012-02-08-05***

That the Program Standing Committee recommend that the Board approve the submission of the modified school year calendar for Ernest Cumberland Elementary School for 2012-2013 to the Ministry of Education for approval, as set out in APPENDIX C of Report No. PRO-D-2, Modified School Year Calendar 2012-2013 – Ernest Cumberland Elementary School, dated February 8, 2012.

CARRIED

**3. Revisions to Policy No. 4260 – Healthy Food and Beverage (PRO-D-3)**

This policy has been revised to remove reference to the recently revoked PPM 135, Healthy Foods and Beverages in Elementary School Vending Machines.

Moved by Suzanne Ley  
Seconded by Donna Armstrong

**#PRO-2012-02-08-06**

That the Program Standing Committee recommends that the Board approve revisions to Policy No. 4260, Healthy Food and Beverage, as set out in APPENDIX B of Report No. PRO-D-3, Revisions to Policy No. 4260 – Healthy Food and Beverage, dated February 8, 2012.

CARRIED

*Trustee Smith left the meeting at this time.*

**Items for Information**

**1. First Nation, Métis, and Inuit (FNMI) Student Achievement Data (PRO-I-1)**

Superintendent of Education Anita Simpson and Principal Lisa Ewanchuk provided an overview of the achievement results of FNMI students on the provincial assessments, pass rates, and credit accumulation. Superintendent Simpson noted that SCDSB is one of a few boards in Ontario able to collect FNMI Achievement data as a result of the policy for voluntary, confidential self-identification of Aboriginal students.

Superintendent Simpson and Principal Ewanchuk responded to trustee questions and concerns related to access to educational supports for students attending reserve schools and the number of aboriginal students who have yet to self-identify within the board.

This report was provided for information.

**2. Special Education Multi-Year Plan (PRO-I-2)**

Superintendent of Education Phyllis Hili and Principal of Special Education Peter Gumbrell provided an overview of the Special Education Multi-Year Plan, now in its second year of implementation. The plan outlines strategies specific to Special Education and identifies the resources and professional learning opportunities that are currently being provided during the 2011-2012 school year.

Superintendent Hili highlighted the results of provincial assessments for students in Special Education classes and noted a decrease in exemption rates. Principal Gumbrell shared that one of the areas of focus is transition planning for secondary school entry and that it is being expanded to include student pathways in post-secondary opportunities as well.

Superintendent Hili and Principal Gumbrell responded to trustee questions related to the timing of initial transition plan conversations and the post-secondary opportunities currently available to students in Special Education classes.

This report was provided for information.

**3. Student Success/Learning to 18: Multi-Year Plan Update (PRO-I-3)**

Superintendent Blake shared the results of the Student Success audit conducted last year by the Ministry of Education. Tracy McPhail, Principal of Student Success, provided updates to the Student Success Multi-Year Plan which included four key areas of foci for the 2011-2012 school year: targeted and timely intervention strategies for students “at risk” of not graduating; improved educational opportunities for all students based on student strengths, needs and interests; providing students with effective supports through major transitions; and improving classroom instruction and assessment practices.

Principal McPhail noted that the community partnerships being developed within the Pathways to Student Success (PASS) and Supervised Alternative Learning (SAL) programs meet the objective of increasing public confidence in education embedded in the Simcoe Path.

Principal McPhail answered trustee questions regarding the funding of the PASS program, the apprenticeship ratio for Specialist High Skills Major (SHSM) students and student re-engagement. At a recent Director’s meeting of Principals and Managers a student panel shared personal experiences related to student re-engagement. Director Wallace confirmed that parent engagement is a priority as the board continues to increase and enhance parental communication and works collaboratively with the parent community.

Principal McPhail emphasized the importance of improved instructional assessment practices and their relationship to student success. Staff continue to receive professional development using the collaborative inquiry model within the context of the Essential Practices document. Superintendent Blake underscored that improvement to teaching and assessment practices has a direct link to student performance.

This report was provided for information.

**4. Reaching Every Student (PRO-I-4)**

Superintendent of Education Kathy Bailey provided an overview of the opportunities available to those students performing at higher levels of achievement. A broad range of learning opportunities exist in our secondary schools and are designed to enrich the educational experiences of SCDSB students, both inside and outside the classroom. As well, opportunities exist in credit and non-credit situations. It was determined that the focus of the report would be the availability of opportunities for those students meeting or exceeding grade level expectations.



One key strategy in “reaching every student” is differentiated instruction, an approach to instruction designed to maximize growth by considering the needs of each student at his/her current stage of development and offering that student a learning experience that responds to his or her individual needs. Other opportunities include congregated programs for gifted students, Extended French as a Second Language programs, SHSM, e-Learning, co-operative education and experiential learning.

Superintendent Bailey noted the significance of the role of the teacher in engaging both students and parents in the educational relationship. Superintendents Bailey and Blake responded to trustee questions and concerns related to Advanced Placement courses, the International Baccalaureate program, the financial cost of specialized credit opportunities, the Canine Opportunity People Empowerment (COPE) dog program and the possibility of offering French Immersion to SCDSB students.

This report was provided for information.

### **Other Matters**

Director Wallace shared that at a recent school visit to Alliston Union Public School (AUPS), she and Superintendent of Education Paula Murphy took part in a anti-bullying presentation based on the book “One” by Kathryn Otoshi. The students of AUPS are relating to the concept of the “power of one” making a difference in the prevention of bullying. Director Wallace noted that this presentation is an example of how schools are educating the “whole child” and that this aligns with the goals in the SCDSB multi-year plan.

### **Notices of Motion for Next Meeting - Nil**

Moved by Peter Beacock  
Seconded by Christine Williams

That the meeting be adjourned.

Meeting adjourned at 8:50 p.m.

### **RECOMMENDATIONS**

1. That the Board approve the submission of the regular school year calendar for 2012-2013 to the Ministry of Education for approval, as outlined in APPENDIX C of Report No. PRO-D-1, Regular School Year Calendar 2012-2013, dated February 8, 2012.
2. That the Board approve the submission of the modified school year calendar for Ernest Cumberland Elementary School for 2012-2013 to the Ministry of Education for approval, as set out in APPENDIX C of Report No. PRO-D-2, Modified School Year Calendar 2012-2013 – Ernest Cumberland Elementary School, dated February 8, 2012.

3. That the Board approve revisions to Policy No. 4260, Healthy Food and Beverage, as set out in APPENDIX B of Report No. PRO-D-3, Revisions to Policy No. 4260 – Healthy Food and Beverage, dated February 8, 2012.

**Respectfully submitted by:**

Kathy Bailey  
Superintendent of Education

**Approved for submission by:**

Kathryn Wallace  
Director of Education

February 22, 2012

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

FROM: Superintendent of Facility Services

SUBJECT: **RESPONSE TO MINISTER OF EDUCATION – ARC 2010:03 –  
ALLISTON ELEMENTARY SCHOOLS**

**1. Background**

The Board of Trustees approved the following motion at the December 13, 2011 Board meeting:

*“That the Board approve the replacement of Alliston Union Public School on the designated school site in the northwest of Alliston, as set out in Report No. B-4-a, Accommodation Review 2010:03 - Alliston Elementary Schools (Alliston Union Public School, Ernest Cumberland Elementary School), dated December 13, 2011.”*

The Board is in receipt of a petition requesting 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), petitions must be submitted 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 Minister of Education may appoint a facilitator to determine if the review process was consistent with the board's Accommodation Review Policy.

**3. Status**

On January 27, 2012 the board received a letter and a copy of a petition (APPENDIX B) sent to the Minister of Education requesting an administrative review of the review process for Accommodation Review Committee (ARC) 2010:03, which resulted in the decision to replace Alliston Union Public School on a site in the north western area of the community.

Staff have confirmed the petition contains eligible signatures from at least 30% of the headcount of the enrolment of Alliston Union Public School. Following approval of the Board, a letter will be sent to the Minister of Education confirming that the petition for ARC 2010:03 contained an appropriate number of eligible signatures and a response to the policy matters raised by the petition.

#### **4. Response to Petition**

The petitioners identified specific sections of the attached Policy 2313, Pupil Accommodation Review (APPENDIX C) in their justification for an administrative review of the process for ARC 2010:03.

##### **a. Section 4.1.2 Establishment of an ARC**

The petitioner notes that the previous accommodation review which included Alliston Union Public School took place less than five years ago. Section 4.1.2 of Board Policy 2313 states:

*“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.”*

Alliston Union P.S. was part of the 2008-2009 accommodation review which resulted in the closure of Tecumseth North E.S. During this accommodation review the community advocated for the replacement of the Alliston Union P.S. facility. The board included the replacement of Alliston Union P.S. as a capital priority in the 2009 Capital Plan. Capital priorities were not received by the ministry in 2009. Beginning in 2009 students from the new subdivisions in the northern portion of the community were accommodated in Ernest Cumberland E.S. in order to address the challenges presented by the facility conditions at Alliston Union P.S. The board determined that the facility conditions at Alliston Union made its replacement a priority capital project. It was again addressed in the 2010 Capital Plan, which recommended an accommodation review for the Alliston elementary schools. The policy is not prescriptive in its limitations on accommodation reviews; the board may use its discretion in choosing to include a school in an accommodation review. Despite the involvement of Alliston Union P.S. in ARC “D” in 2008-2009, the board deemed the condition of the Alliston Union P.S. facility and the clear need for a replacement school as sufficient reason for including it in another accommodation review in 2011.

##### **b. Section 4.4.9 Public Consultation**

The petitioner notes inconsistencies in the data given for the size of the property at Alliston Union P.S. and the Education Act regulation regarding the size of school sites. The petitioner believes that a requested amendment to the June 7, 2011 minutes should have been completed. Section 4.4.9 of Board Policy 2313 states:

*“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. “*

The June 7, 2011 working session minutes refer to discussions of the Education Act regulation respecting the use of Education Development Charges for the acquisition of new school sites. The format of the minutes for this working session follows a question and answer style. The minutes were not amended to indicate that the formula was based on a minimum of 100 students per acre because this was not what was presented. The practice has been to amend the minutes following discussion at the subsequent working session, this is evidenced in the June 7<sup>th</sup> minutes item 1. g) where a note is added in response to a question regarding donations.

c. Section 5.1 Special Circumstances

The petitioner notes that Alliston Union P.S. was forced into an ARC because of the consideration of the designated school site in the north east as a potential replacement school site. The petitioner believes that this site should not have been considered as a potential school site and notes that it is outside of the Alliston Union P.S. attendance area because students were moved to Ernest Cumberland E.S. as a holding school. Section 5.1 and subsection 5.1.1 of Board Policy 2313 states:

*“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:*

*When a replacement school is to be rebuilt on the existing site or within the existing attendance boundary.”*

There are two designated school sites in the northern portion of the community of Alliston where new subdivisions have been under construction for the past several years. Due to the poor facility conditions and enrolment pressures at Alliston Union P.S., students generated by these new developments have been accommodated at Ernest Cumberland ES since 2009. The potential location of a replacement school outside of the existing Alliston Union P.S. attendance area prompted the board to consider conducting an accommodation review for the Alliston elementary schools. While it may have been possible for the board to change the Alliston Union P.S. attendance area to include the two designated school sites, the board approached choosing the location of a potential replacement/growth school through a consultative and transparent accommodation review process.

d. Section 4.3.4 Duties of the Director of Education or Designate

The petitioner notes that the accommodation review process should have been based upon the review and consideration of the School Information Profile (SIP) for each school. The petitioner specifies 27 sub-sections of the profiles which are believed to be incomplete or incorrect. Section 4.3.4 of Board Policy 2313 states:

*“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."*

ARC members were provided with an information binder which contained a standard SIP for both schools. The profile was reviewed in detail during the first public meeting. Some items in the SIP were updated or corrected where errors were noted. Some of the 170 subsections of the standard SIPs were not complete. The SIP for each school was appended to the ARC's report to the board.

e. Section 4.4.8 Public Consultation Process

The petitioner notes that the ARC report and SIPs were not presented at the final public meeting. Section 4.4.8 of Board Policy 2313 states:

*"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."*

The ARC recommendations, which included the location of the replacement school, attendance area boundaries, and retention of the existing site, were presented at the final public meeting. The written report was completed at the working session following the final public meeting.

f. Section 4.4.5 Public Consultation Process

The petitioner notes that the public was not adequately informed of the ARC working sessions and public meetings. Section 4.4.5 of Board Policy 2313 states:

*"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)."*

The four ARC public meetings were advertised in advance in local newspapers and school board media releases and posted on the board's website. A schedule of proposed meeting dates was also posted on the board's website. In addition, at the request of the petitioner, a letter to parents dated September 15, 2011 describing the ARC recommendation and how it may affect students was sent home.

g. Section 4.5.7 a) Accommodation Review Report and Board Decisions

The petitioner notes that the date of a public meeting was changed which would make it difficult for a member of the public to participate in the process. Section 4.5.7 subsection a) of Board Policy 2313 states:

*“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.”*

The three ARC Special Board Meetings were advertised in advance in local newspapers, through school board media releases and posted on the board's website.

## **5. Conclusion**

Throughout the review for ARC 2010:03, the ARC and the board followed the intent of Policy 2313, complied with 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 2010:03, as set out in Report No. D-5-a, Response to the Minister of Education – ARC 2010:03 Alliston Elementary Schools, dated February 22, 2012.

### **Respectfully submitted by:**

John Dance  
Superintendent of Facility Services



## 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 petition<sup>1</sup>
  - 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.

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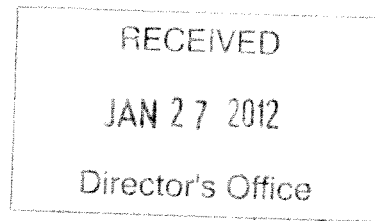
<sup>1</sup> Information contained in the petition is subject to the *Freedom of Information and Protection of Privacy Act, 1990*.





**REPORT NO. D-5-a**  
**FEBRUARY 22, 2012**

- **APPENDIX B**      **Pages 1 – 33**



## ADMINISTRATIVE REVIEW REQUEST

ARC 2010:03 Alliston Union Public School and Ernest  
Cumberland Elementary School

January 27, 2012

From: Kim Berek  
96 Wellington Street West,  
Alliston, Ontario  
L9R 1J2  
705-435-9301

## **REPORT CONTENTS:**

Administrative Review request letter

Report on Policy non-compliance

Appendix K

Petition (217 signatures)

SCDSB ARC 2010:03 Final Report

SCDSB Accommodation Review Policy

SCDSB Special Board Meeting (December 13, 2011)

SCDSB Staff Report (and Appendix C)

↳ NOT AVAILABLE - HAD ONLY ONE COPY  
SENT IT TO MINISTRY DKB.

Honorable Laurel C. Broten  
Minister's Office  
22<sup>nd</sup> Floor, Mowat Block  
900 Bay Street  
Toronto, Ontario  
M7A 1L2

January 27, 2012

Dear Minister Broten,

I am writing to request an Administrative Review of the ARC 2010:03 Alliston Union Public School and Ernest Cumberland Elementary School. The review was conducted by the Simcoe County District School Board.

On December 13, 2011, the SCDSB Board of Trustees approved five recommendations with regard to ARC 2010:03.

- 1) That the Board approve the replacement of Alliston Union Public School on the designated school site in the northwest of Alliston, as set out on Report No B-4-a, Accommodation review 2010:03 – Alliston Elementary Schools (Alliston Union Public School, Ernest Cumberland Elementary School) dated December 13, 2011.
- 2) That the Board approve the attendance areas for the replacement facility and Ernest Cumberland Elementary School, effective upon opening of the replacement school, as set out in Appendix A of Report No B-4-a, Accommodation Review 2010:03 – Alliston Elementary School (Alliston Union Public School, Ernest Cumberland Elementary School) dated December 13, 2011.
- 3) That the Board approve offering the Extended French as a Second Language (EFSL) program at the replacement facility, as set out in Report no B-4-a, Accommodation Review 2010:03 – Alliston Elementary Schools (Alliston Union Public School, Ernest Cumberland Elementary School) dated December 13, 2011.
- 4) That the Board approve maintaining the Modified School Year Calendar at Ernest Cumberland Elementary School upon opening of the replacement school, as set out in Report No B4-a, Accommodation Review 2010:03- Alliston Elementary Schools (Alliston Union Public School, Ernest Cumberland Elementary School) dated December 13, 2011.
- 5) That the Board approve contacting the municipality to request road and sidewalk improvements on Church Street North to enable students to travel directly to the replacement facility on Church Street North, as set out in Report No B-4-a, Accommodation review Committee 2010:03 – Alliston Elementary Schools (Alliston Union Public School, Ernest Cumberland Elementary School) dated December 13, 2011.

Simply put the SCDSB voted to close Alliston Union Public School and to build a replacement school on a site in the Northwest.

Attached please find our petition. The petitioners believe that the SCDSB did not follow its accommodation review policy in the following ways.

The SCDSB was non-compliant on several major policies. I have documented the infractions in an enclosed report. They are listed as follows:

- PARP 2313 (4. Guidelines) 4.1 Establishment of an ARC – (4.1.2)
- PARP 2313 (4.4 Public Consultation) (4.4.9)
- PARP 2313 (5. Special Circumstances) (5.1)
- PARP 2313 (4.3 Duties of the Director of Education or Designate) (4.3.4)
- PARP 2313 (Public Consultation Process 4.4) (4.4.8)
- PARP 2313 (Public Consultation Process 4.4) (4.4.5)
- PARP 2313 (Accommodation Review Report and Board Decision(s) 4.5 (4.5.7 a)

As outlined in my report, the petitioners believe the SCDSB did not follow a number of its accommodation review policies. We are asking you to appoint an independent facilitator to review the ARC 2010:03 process.

Thank you for your time and consideration,



Kim Berek  
(Contact person for the petitioners)

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Alliston, Ontario  
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## NON-COMPLIANCE: SCDSB Pupil Accommodation Review Policy 2313

Pupil Accommodation Review Policy 2313: 4. Guidelines

4.1 Establishment of an ARC

**Guidelines: section 4.1.2 states:**

“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.”**

The interval between ARC “D” and ARC 2010:03, both involving Alliston Union Public School, spans from May 2009 (Board decision) to January 2011 (first working session). That is a **little over a year and a half**. The span from the 2009 SCDSB Capital Plan which recommended rebuilding on site, to the 2010 Capital Plan recommending a site in the northern growth area was only **one year**.

So what are the “Exceptional circumstances” as deemed by the board to launch an Accommodation Review?

Board staff throughout the ARC process continually expressed the theme of steady enrolment past and future. At the last Public Meeting a question was asked.

“What is the average enrolment three years from now, including FDK?”

Manager Few explained that **in three years the projected average number of students in Alliston would be 1,100 to 1,200 pupils.**”(Sept 27 mins. pg. 4, #9)

“Planner Keuken uses historic enrollment trends and retention rates to project future enrolment. **It is expected that Alliston will have approximately 1,200 public school students for the next ten years, it is difficult to predict beyond that time frame.**” (June 14 mins. pg. 5)

Manager Few explained:

**“Enrolment in Alliston has remained constant over a ten year period with no significant increase in population...”**”(Sept 27 mins. pg. 3)

These two planners concur that student enrolment has been steady in the past, and is expected to remain around the 1,200 mark into the next decade.

Yet the Capital Plan states:

“The undersized lot on which Alliston Union P.S. is located would not be supportive for rebuilding a replacement school. **The student enrolment in the area is continuing to decline.**” (Section B-Capital Priority pg. 28)

If you take a look at the enrollment numbers supplied to the ARC in the School Information Profile from the years 2005 to 2010 and add up the increases and decreases in enrollment for those six years for each school you see that **Alliston Union’s**

**enrollment went down by 164.5 students while Ernest Cumberland's increased by 176.** A difference of a dozen students. **Alliston declined by almost an equal number of students to the number of students that Ernest gained.** (SIP: Enrolment and Facility Summary – Past enrolment 4/7/2011 (Appendix D))

**Alliston Union's numbers aren't declining because of the school location.** They are declining because **students from the northeastern Mattamy subdivision are being directed by the SCDSB to Ernest Cumberland, even though they are closer to Alliston Union.** These students would technically be a part of the AUPS attendance area because of proximity, but are being bussed to Ernest as the Holding School.

So if enrolment in the community is steady and is projected to remain so, the declining numbers at AUPS are the direct result of the board's decision to place the new students at Ernest. What is the next issue driving the need for this ARC?

The 2010 Capital Plan states the "undersized lot would not be supportive for rebuilding a replacement school." During an ARC working session with Brad Parkes, Assistant Manager of Design and Construction, it was noted in the minutes, "A regulation of the Education Act governing the acquisition of new school sites permits 1 acre per 100 students for an elementary school." (June 7 mins. pg. 4, Appendix A)

That formula is a **MINIMUM number of students required for the site, not the area of the site itself.** The ministry doesn't want schools to be built for 50 students an acre they want a **MINIMUM** of 100 students per acre. With a lot size of 4.4 acres the Alliston Union site would have to accommodate a **MINIMUM** of 440 students, not a cap of 440. **The Alliston Union site is a viable site for a rebuild in terms of meeting student capacity.**

(The ARC committee voted to have the June 7<sup>th</sup> minutes amended to show that the formula was based on a **MINIMUM** of 100 students per one acre. That was not done in the Revised Minutes.

#### **Non-Compliance PARP 2313 4.4. Public Consultation.**

**4.49** "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 questions relevant (sic) 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.")

The **SCDSB 2010 Capital Plan** whose information launched this Accommodation Review process **erroneously lists the Alliston Union school site as 4.2 acres.**

(Appendix C –Recommendation 4). That information is incorrect.

The ARC was told **"the size of the existing Alliston Union Public School site was obtained from the Ministry website which lists it as 1.7ha. (4.4 acres) whereas the County GIS mapping shows the site as 4.35 acres. From the information available the site is between 4.3 and 4.4 acres."** (Sept 13 mins. pg. 2) In fact it should read the site is between 4.35 and 4.4 acres. Undersized again.

Recapping, if enrollment in the community is steady, and Alliston Union's numbers aren't naturally declining because of its location. And the size of the lot is suitable. What really are the "Exceptional Circumstances"? Why have an ARC, when an attendance or boundary area review would have solved student placement issues? Instead, based on erroneous information we have a Capital Plan recommending the closing of a school. A school that has remained viable through many rebuilds on the same site for over 126 years.

## **BOARD POLICY PARP 2313**

### **5. 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 the 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 built on the existing site or within the existing attendance boundary.**

**Alliston Union Public School was forced into an ARC with the addition of the proposed North/East (NE) site.** Located in the Mattamy subdivision, the NE site is at the farthest eastern boundary of the town settlement. It is outside the AUPS attendance area because the SCDSB redirected its students to Ernest Cumberland as a holding school. **This site should not have been a consideration as a site option for launching an ARC because of its removed location from the students affected by this ARC at Alliston Union Public School and Ernest Cumberland Elementary School. Schools, which are located in the central and south/western regions to the town.**

(Appendix K-1)

The Walk Zone Map for the NE site that was given to the ARC, indicated this site would generate "approximately 185 current students not including ESFL," **That would mean 322 students not including ESFL** (ARC was not given ESFL numbers) **would have to be bussed to the NE site.** That's a proposal to **bus sixty percent of the student body.** Is that a realistic proposal for this BOARD and PROVINCE to consider funding? The ARC's reference criteria #16 Transportation plans: "In final site selection plan consider the number of students who can walk to school. Consider road, river and railway crossings." (Appendix K-2)

**The NE site meets all those criteria for NOT BEING a suitable site for consideration for launching an ARC, or as a school site to address the needs of the current students of the Alliston Community.**

The ARC also felt strongly that this NE site was not suitable. It released the site from consideration as an option through consensus. "Superintendent Sloan confirmed with the committee that there was consensus to abandon consideration of the northeast site in favour of the northwest site." (June 21 mins. pg. 3)



(During our Feb. 15 working session, “Superintendent Sloan and Manager Few explained to the committee that **decisions on accommodation options will be made by a 50 per cent plus one vote of all members present at the working session, where a vote is taken.**” (Feb 15 mins. pg. 2) A recorded vote was not taken on releasing the NE site. With all six eligible voting members on hand that evening, a tie vote would have created a problem since no discussion was ever held by the ARC on the issue of breaking a tie vote.)

In conclusion, the ARC 2010:03 was prompted four years too soon (policy wise) on misinformation provided in the 2010 Capital Plan, which listed an “undersized lot” and declining enrolment as driving forces. In addition, it was prompted by the addition of a totally unsuitable NE school site for consideration as an option. This ARC should never have occurred. The Recommendation of ARC “D” should have stood, as supported by the people of the Alliston Union community in May 2009.

## **SCDSB NON-COMPLIANCE – Pupil Accommodation Review Policy 2313**

### **4.3 Duties of the Director of Education or Designate**

**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 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 the 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."**

One of the foundations of this Administrative Review is to highlight the shortfalls of the ARC 2010:03 Alliston Union P.S./Ernest Cumberland E.S. The framework for all of our decisions should have been based on the School Information Profiles (SIP). As an ARC we barely reviewed the SIP for either school. We provided a brief mention of the SIP at the first public meeting. **We did not update or make corrections to the information provided.** The ARC received different versions of the same SIP information sheets with varying degrees of completion. **The SCDSB Director of Education and Board of Trustees were presented an ARC Final Report with a massive amount of incomplete and incorrect information.**

In a correspondence to the ARC 2010:03, dated September 26/2011, (also e-mailed to all ARC members) **I outlined my concerns about the incomplete and unfinished work of this ARC heading into our Final Public Meeting (Sept. 27/2011) without having completed the SIP and a Draft Final Report.** The committee received my correspondence Oct. 4/2011 at our last working session. My outstanding concerns as a committee member were never addressed. (Appendix K-3)

**(PARP Policy Public Consultation Process (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."**

The final public meeting was presented with a document entitled "**4<sup>th</sup> Public Meeting**" that contained a series of frames of information that did not include the all-important School Information Profile. It was not a report. The content of this document had not been seen nor voted on by the committee prior to the public meeting. It was also sadly lacking in information (funding, SIP, rationale) (Appendix K-4)

The following information outlines how the ARC 2010:03 did not comply with the above listed policies.

## **STUDENT INFORMATION PROFILE: Significance of Missing Information**

### **(Appendix D - ALLISTON UNION PUBLIC SCHOOL)**

#### **j. Fields etc. (square footage) NO ENTRY**

The ARC contends that a "CON" for the Alliston Union site is an "undersized playground area." (June 7 mins. pg. 8) How can a comparison be made when there is NO ENTRY to compare? The ARC did not do a list of CONS for the NW site.

In addition, any comparison issues regarding SITE SIZE would be impossible since the ARC was not given **official surveys** of the NE or NW sites. It only received a restaurant placemat style Site Map for the Northwest site, and a mention in the minutes of the NE/NW sites being "5(five) acres." (June 7 mins. pg. 5).

The Devonleigh/NW site map DOES NOT contain any dimensions of area, lot frontage, depth or elevation. This ARC voted to build on a site without having any concrete evidence of the site's dimensions, only that it is "rectangular" in shape. Or is it? (Devonleigh site map in Appendix K-5)

#### **o) Site Size...4.4 acres 1.78**

The issue of site size continues. The SCDSB's 2010 Capital Plan always references the Alliston Union Site as **4.2** acres, which is **incorrect**. (Appendix C Rec. 4, pg. 20).

It supports the staff's theory of the "undersized lot" not being suitable for a rebuild of AUPS on site. (Section B capital Priority 5, pg. 28)

The ARC was told "the size of the existing Alliston Union Public School site was obtained from the Ministry website which lists it as 1.7ha. (4.4 acres) whereas the County GIS mapping shows the site as 4.35 acres. From the information available the site is between 4.3 and 4.4 acres." (Sept.13 mins. pg. 2)

I have obtained information from the Ministry of Education (dated Nov 15/2011) which states the maximum area for an elementary school with an enrolment of 401-500 is five (5) acres. (Appendix K-6)

**At 4.4 acres, the AUPS site has (.6) of an acre difference from 5 acres. Does that make it undersized?**

#### **q) The Property can accommodate an addition. "Size determined by ability to meet plan requirements."**

The ARC was told "an addition could be added onto Alliston Union Public School with approximately 10 classrooms, tearing down the old wing. The addition would cost approximately \$5 million." (June 7 mins. pg. 7)

#### **u. Projected enrolment**

The board report document shows a projected enrolment entry for:  
2021-2022...407.39 Utilization 82.80%

The ARC received another version (4/26/2011), which indicates different entries for the same year while all the other information on the page is identical. (Appendix K-7)

2021-2022...379.27 Utilization 77.09%

What prompted the difference in entries and a different version being given to the board?

**w. Bussed students 191 (180 in bus zone) 35.70%**

The ARC did not receive any information on the cost of bussing to Alliston Union or on the cost of bussing to the NW/NE sites. While the actual number of bussers is important enough to list in the SIP, **the actual number of current walkers to Alliston Union is not documented in this report.** In addition the walk route maps given to the ARC (Appendix G, Alliston Pupil Accommodation Option 3) don't take into account the **dead end of Church Street North, which is the connecting route from downtown to the NW site.** Church Street North has been a dead end since long before St.Paul's Catholic School opened in Sept. 2010, kitty corner to the NW site. The walking/bussing numbers would change drastically to the NW site if a direct route to the school were not available by 2014.

**Question from Sept 27, 4<sup>th</sup> public meeting: (Sept 27 mins. pg. 6)**

"20. Will Church Street be opened by the time the new school is built for walkers going north? 'Councillor Smith explained that there is a subdivision proposed for that area. The Town **might open** the road before the development if there is a need for it.'

"Transportation Officer Levasseur commented that **the walking distance is measured without crossing through the patch of land that divides Church Street since it does not have a legitimate walkway.**"

The Staff report to the Board in October **added a fifth recommendation** to the ARC recommendation to build on the NW site.

"That the Board approve contacting the municipality to request road and sidewalk improvements on Church Street North **to enable students to travel directly to the replacement facility** on Church Street North as set out in Report B-2-a. Accommodation Review Committee 2010:03 – Alliston Elementary Schools, dated October 24, 2011."

How will the lack of a direct link through Church Street North affect the cost of construction with vehicles having to approach the development from either the far east or far west end?

Bussing routes to the NW site were not provided to the ARC.

**1.0 Value to the Student**

**1.11 Program delivery – ESFL Grades 5 to 8.....NO ENTRY**

This ARC was told the ESFL program would remain with AUPS wherever it was located. That is all the information that was discussed. The **enrolment figures** for the ESFL program **do not appear anywhere in this ARC document.**

The ARC was never given any historical background on the program to gage its success. We do not know if there is a waiting list to get enrolled or whether the program is failing to attract students.

The **number of ESFL students is critical** in other respects to this ARC. We were provided a walking map for AUPS, which notes 235 walkers (not including ESFL).

The only way to determine the **number of walkers to AUPS** would be to know how many ESFL students live within the attendance area and add them to the number of walkers listed on the map.

"A committee member questioned what percentage of Alliston Union ESFL children are directly from Alliston or from the outlying area. Manager Few explained that only 5 or 6 students attending ESFL are from out of area." (Feb 15 mins. pg. 4). Despite that response, we still don't know how many ESFL or what percentage they make up of the student population. The **ARC does not have an exact number of walkers for AUPS**, yet we were directed to locate a school site that would have the most walkers. How could we compare without an accurate figure?

The ARC also **was not provided a static, current enrolment figure for AUPS or Ernest Cumberland** to see how closely actual enrolment matches projected enrolment figures, or to do the math on the number of walkers to either school.

### **Program Delivery Summary (Facility)**

#### **1.2.1 Playground space per student (2.3 acres)....1.87 sq.ft**

Not discussed at ARC whether this figure takes into account the fact that AUPS has a "balanced-day" schedule which sees Kindergarten-Grade 4 using the playground and green space for half the break time, and the Grade 5-8's using the yard the remaining break time, greatly reducing the number of students using the space at the same time.

#### **(1.2.2.) Nearest Adjacent School...Ernest Cumberland ES...1.7 km ...INCORRECT**

An other SIP document shows distance from EC to AUPS as 1.8 km (Value to Student E.C. 1.1.3). My car trip meter also shows 1.8 km. The error in this figure makes a difference in the calculations for walking/bussing students, and represents that AUPS and EC are further apart for any purposes.

#### **(1.2.3) Number of Out-of-Area.....53**

That is a large number of out of area students considering we were told as an ARC that only a handful (see above) of the EFSL students are from out of area.

#### **(1.2.4) Percentage of out-of-area students 1.0% INCORRECT**

Different SIP entry (enrolment and facility summary section V. indicates (9.46%)

#### **(1.2.5) Number of Split Grade Classes.....4**

Does not include the class break down, i.e. Gr. 3/4, Gr. 6/7, as does the SIP entry for EC.

#### **(1.2.6) Percentage of Split Grade Classes....0.2%....INCORRECT**

Different version received by ARC (dated 6/7/2011) shows....20%

#### **(1.2.7) Percentage of students in split-grade or triple-grade classes...0.2%**

Different version received by ARC (dated 6/7/2011) shows...14%

## **Program Delivery Support (Administration)**

### **(1.4.5) Total number of teachers (FTE) 2010-2011 – 29.60 allocated**

The ARC at no time discussed the affect closing AUPS and building on another site would have on the teaching/other staff at Alliston Union.

## **Value to the Board 2.0**

### **2.1.1 Estimated cost to address backlog of current renewal projects needed at the school (current ReCAPP).....\$2,361.562**

**The board staff has quoted higher figures** for that estimate on several occasions. "How much is to be spent on upgrading Alliston Union Public School this summer?" "Planner Porter responded that she did not have the figure for roof repairs required this summer, however, **approximately \$2.7 million** is required for immediate repairs." (Public meeting, June 14 mins. pg .4)

Assistant Manager Design and Construction Services Brad Parkes said at the June 7<sup>th</sup> working session.

"What is the current condition of the Alliston Union facility? ReCAPP (a Facility Services planning tool which tracks data on all SCDSB schools) considers the condition of Alliston Union Public School as fair in 2003. Alliston Union Public School will be audited by the ministry in 2011. **From the ReCAPP report the school requires \$2.7 million in upgrades** for windows, doors, emergency lighting, building automation, carpeting, etc, this does not include any improvements to address program delivery." (June 7 mins. pg. 6)

These quoted figures are \$400,000 higher than the SIP number. Does this SIP number reflect the ReCAPP audit that was conducted during the ARC?

The ARC did NOT do a walking tour of Alliston Union or Ernest Cumberland to see the facility conditions for themselves.

### **(2.1.2) Estimated cost to address component replacement projects needed at the school over the next 5 and 10 years (ReCAPP).....5 years \$3,996,146, 10 years - \$4,993,446**

Different version received by ARC (dated 1/31/2011) shows 5 years at \$4,500,000 and no entry for 10 years.

How did this figure get reduced by \$500,000? Is there less work to be done?

## **Value to the Community 3.0**

**(3.6) Community partnerships have contributed to the operating costs of the school in the past five years. Describe: By permit to the SCDSB and through some rental equipment in the permits.**

The ARC was given a break down for permit use dating from **Sept 1,2009 to August 31<sup>st</sup> 2010...Client Paid...\$20,191.77.** (Appendix D board report (3.9).

That is only one year, not the five years requested. If usage remained the same over 5 years, that would generate over **\$100,000 for the Board.** The SIP entry (Value to the Board –2.1.12 for client paid shows only the amount for **one year \$20,191.77,** and not the **five years** requested.

**(3.9) The school is a designated Heritage Building...NO**

The Chairman of the ARC, Paul Sloan was sent an **e-mail June 21,2011** by the **Alliston Historical Society** regarding the historical and future significance of the 126-year-old school site to the town of Alliston (Appendix K-8). Technical difficulties with the format of the document prevented the chairman from presenting the letter to the ARC working session that night. However, that **correspondence** did not come to the ARC until our last meeting **Oct. 4, 2011.** (Oct 4 mins, pg. 5)

## **ERNEST CUMBERLAND ELEMENTARY SCHOOL**

### **Enrolment and Facility Summary**

#### **g) Portables.....8**

The ARC knew there were 8 portables at Ernest Cumberland. What we did not find out until the last Public Meeting, “at 8 portables, ECES is at the maximum number of portables for the site.” (Sept. 27 mins. pg. 3) That is rather late in the process, to find out that the Holding School can’t hold many more. Despite discussing the enrolment pressures facing EC previously, this information did not come forward even when asked at the ARC’s Mar. 8/2011 First Public Meeting.

“A member of the public questioned how Ernest Cumberland was going to handle growth by adding more portables?”

Superintendent Sloan commented that Ernest Cumberland would be the holding school until a final solution was arrived at. This would include portables to handle accommodation needs. To accommodate the FDK program, there may be a need to look at an attendance review to reduce pressure at ECES. There could also be a possibility of the junior grades being housed in portables.”

September 2011 enrolment figures obtained from EC Principal Cindy Hardie (in November) show that 165 students are enrolled in Jr/Sr kindergarten. (Appendix K-9)

**By 2013, they will account for 330 students spaces at Ernest Cumberland.**

As an Accommodation Review Committee, we did not discuss the accommodation needs of Ernest Cumberland, but according to the above comment from Superintendent Sloan, Ernest Cumberland can look forward to an attendance review in the near future.

#### **j) Field space.....NO ENTRY**

**q) The Property can accommodate an addition...Size determined by ability to meet site requirement.**

**YES.** Should be the answer, according to Brad Parkes from the June 7/2011 meeting. "Ernest Cumberland Elementary School is able to accommodate an 8 room addition, which would hold approximately 185 additional students. The board would still plan to place 6 portables on the site. This would require additional parking and would reduce play area." (June 7 mins. pg. 5 (p))

The ARC did not consider an addition for EC despite facility-capacity enrolment pressures in the near future.

Reference Criteria #5 No additions at ECES, maintain capacity at 469. (Appendix E)  
There are close to 700 students attending EC this year.

**Past enrolment board SIP report shows**

**2005-2006...413.75....Utilization....88.22%**

**2010-2011...590.50...Utilization...125.91%**

A different version received by the ARC (4/26/2011) shows entirely different numbers for figures that should be constant.

**2005-2006....453...Utilization....96.59%**

**2010-2011...661...Utilization....140.94%**

The board report contains figures that show lower utilization for EC both past and present when the numbers for 2005-2010 should be identical. (Appendix K-10)

**Program Delivery Summary (Facility)**

**1.2.1 Playground Space per student (3acres).....221 sq. ft.**

Does this figure take into account the lost playground space due to eight portables located on the EC site?

**(1.2.2) Nearest Adjacent School...Alliston Union.....1.7km...INCORRECT**

The correct figure of 1.8 km appears properly on (1.1.3) of the EC SIP but not here.

The incorrect figure is significant because it makes the difference in bussing figures with 1.6 as the cut off point.

**(1.2.3) Number of Out of Area students.....31**

Ernest Cumberland is a Holding School and as stated in the Capital Plan is not to receive Out of Area students. So why this number?

**Program Delivery Supports (Administration)**

**1.4.5 Total number of teachers.....36.60**

At the start of the ARC process at an Alliston Union School Council (Jan.17/2011) meeting to discuss the ARC, Superintendent Sloan told us there would be no teachers on the ARC this time as voting members because it caused conflict for the teachers at TecNorth when the ARC "D" closed the school.

This ARC did allow two parents who were also teachers/LTO's to sit as voting members.



Cassandra DeGrace from Alliston Union, and Michelle Davidson from EC, both teachers without contracts.

Degrace...voted against the staff/ARC option to build in the NW  
After four years of doing her LTO's at Alliston Union...Degrace could not get employment at her home school in Sept. 2011 and is now placed at a local rural school.

Davidson...voted in favour of the staff/ARC option to build in the NW.  
She continues with her LTO at EC.

Despite being a Parent Rep on the ARC, Davidson on two occasions demonstrated the conflict of her position as a teacher.

When an ARC member requested sending out a letter drafted by the ARC to parents to inform them in "plain language" what this ARC was all about, Davidson replied in an e-mail (June 27/2011),

"I don't mind but I guess that would be up to Cindy and Lindsay, I would think the meeting info being posted on the ad board in front of AUPS from last meeting would hit the target audience in a direct way. Maybe parents aren't opposed to the proposed new school site location?" (Appendix K-11)

She seemed to be more concerned about the workload provided to the two principals, her LTO superiors (Cindy and Lindsay) in getting out over 1100 letters to the students. Not to mention, little regard for informing the people who are going to be most affected by any changes in school sites.

Davidson was also seen using her Simcoe County District School Board employee pass code to enter the computer system at a special meeting of the SCDSB to discuss the ARC in October.

## **Value to the Board 2.0**

### **2.1.4 Estimated cost to upgrade school to current standards (program, building code, accessibility standards) .....NO ENTRY**

No cost listed for upgrades. Why?

### **2.1.12 Revenues from community use (Client Paid)....\$4,095**

This figure represents only one year and not five years requested in the (3.8) summary of permit use.

These numerous references of School Information Profile inaccuracies and absence of information demonstrate the ARC 2010:03 did not comply with the board policy to provide updated and completed profiles.

## **POLICY NONCOMPLIANCE: SCDSB PUPIL ACCOMODATION REVIEW POLICY 2313**

### **Public Consultation Process 4.4**

**(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 schools.”**

Getting the message of the Accommodation Review Committee to the people most affected by its recommendations is the purpose of the policy. During the petition drive to launch the Administrative Review of ARC 2010:03, several comments were echoed by the signers. They said they didn't know about the process, they didn't understand the process, and they didn't feel they could make a difference. Some understood there had been an ARC process, but thought it was about the May 2009, ARC “D” recommending a rebuild on site. Confusion. Attending meetings would have answered some of their questions. The SCDSB indicates only 40 people in total signed in at the four Public Meetings. The question is how were they informed about the process?

The Question of how to inform parents of the ARC process was asked at our second working session on Feb 15/2011.

“Principal Lindsay Richards inquired if the ARC Information should be posted on the school's website, or sent home with students. **The committee concluded that it would be advisable to send the schedule of meetings home via school newsletter and to keep parents and the community involved.**” (Feb.15/2011 mins. pg. 4)

### **ALLISTON UNION JANUARY 2011 NEWSLETTER**

#### **ARC info re: AUPS and ECES**

“On November 24, 2010 the Board of Trustees directed that a pupil Accommodation Review of Alliston Union Public School and Ernest Cumberland Elementary School commence in January 2011. The review is being undertaken to address enrolment, programming, and building condition challenges. It is proposed that a new school be constructed to replace Alliston Union Public School and that attendance areas for Alliston Union Public School and Ernest Cumberland Elementary School be adjusted to balance the enrolment in each school. Further information is available in the board's 2010 Capital Plan at the following link.” And lists the link.

-A SCDSB request for parent /guardians was also included with the January 7/2011 deadline to participate as a parent rep.

**-(The January monthly calendar only goes up to January 28<sup>th</sup>, so it does NOT include an entry for January 31<sup>st</sup>, marking the first working session of the Accommodation Review Committee at Alliston Union Public School. All this information about the process, but not WHEN, or WHERE, parents can attend. There is also no mention of a meeting scheduled for Jan. 17/11 Alliston Union School Council with special guests from the board, Superintendent Paul Sloan, and Carol McAulay to discuss the Accommodation Review Committee.**

## ALLISTON UNION FEBRUARY 2011 NEWSLETTER

### Council Corner-Feb 2011

"As many of you may already know, AUPS is currently involved in another Pupil Accommodation Review by the Simcoe County District School Board. This review is taking place due to Accommodation Review Committee meetings that were held in the school year 2008-2009 resulting in a **recommendation to rebuild Alliston Union P.S.** **Over the next several weeks, an Accommodation Review Committee (ARC) will consult** with the community and make recommendations to the school board. Scheduled public forums, in which the school board will provide details regarding the review, and members of the community can present their perspectives, will be part of the Arc process. A schedule of meeting dates and locations will be sent home. Also, minutes of the ARC meetings will be available on the Simcoe County District School Board website (go to and click on ARC 2010:03: Alliston Union Ernest Cumberland."

-(An entry on the February Monthly Calendar: February 15- 7:00 pm-ARC meeting at Ernest Cumberland E.S.)

This Newsletter entry leaves out the pertinent fact that the May 2009 ARC "D" **recommended to rebuild Alliston Union on site.**

It also gives the impression the ARC is a **brief/time-limited process** with its reference to **"over the next several weeks"**

### ALLISTON NEWSLETTER MARCH 2011

-No mention of the ARC in the body of the Newsletter or in the School Council Corner that does list an upcoming "Family Math Night".

-A SCDSB Notice of **Public Meeting, March 8/2011** 7:00 pm Alliston Union Public School with an Agenda for the meeting printed on the reverse side is stapled to the body of the newsletter.

-(March Monthly Calendar – March 8, 7:00 pm – ARC 2010:03 Public Meeting @ Alliston Union Public School.)

-(March 22 – ARC meeting at ECES) no time given. **Meeting was removed from ARC schedule in Jan/Feb 2011 and should not have appeared on the AUPS calendar at all.**

The monthly newsletters are distributed as close to the first of the month as possible. If this newsletter were delivered on the 1<sup>st</sup> of the month, parents would have had a **week's notice** of the upcoming **public meeting**. A calendar of the **ARC's schedule of meetings has not yet been provided in the AUPS newsletters. My head count of the Mar 8/2011 public meeting was 12 people.**

### ALLISTON NEWSLETTER APRIL 2011

#### SCHOOL COUNCIL CORNER APRIL 2011

-"The ARC (Accommodation Review Committee) is underway. The first public meeting took place on March 8<sup>th</sup>, and the next one is scheduled for **May 2nd**. A more detailed notice will be sent home before the meeting. For anyone who is interested, minutes of

Dr. 18

the committee working sessions and public meetings are available on the board website.”  
Lists website.

-(April Monthly Calendar – April 5, 7:00 pm - ARC meeting in Libr.  
April 26, 7:00 pm – Arc meeting at ECES)

**The date of the second Public Meeting changed three times leading up to it.** It was originally slated for **May 3<sup>rd</sup>**. The ARC was advised in a (Mar 17/11 e-mail from the superintendent’s administrative assistant) the second Public meeting was now slated for **May 2<sup>nd</sup>**. Then, on Mar. 26th, the federal election was called for a May 2<sup>nd</sup>, the same day as the ARC public meeting. We were advised at our April 5<sup>th</sup> working session that the second Public Meeting would now be scheduled for **May 5/2011**.

With the date of **May 5<sup>th</sup> now settled for the public meeting**, the entry in the school newsletter is **INCORRECT. My headcount shows seven people at the May 5<sup>th</sup>, Public meeting. With all the changes in the date, how were parents and the Public given 30 days notice of a Public Meeting.**

#### **ALLISTON NEWSLETTER MAY 2011**

-(May Monthly Calendar – May 5- 7:00 ARC meeting held at ECES  
May 17 –ARC meeting at AUPS)

There is no mention in the body of the May newsletter of the ongoing Accommodation Review Process aside from the calendar listings. The entry for May 5<sup>th</sup> indicates the meeting was **“held”** at ECES, leaving the impression the May newsletter was printed/distributed after the 5<sup>th</sup>, giving no advance notice to the Parents of AUPS of the Public Meeting. In combination with the wrong date of May 2<sup>nd</sup> posted in the April Newsletter, it is lucky anyone showed up, let alone the seven that did. The entry for May 17 does not include a meeting time.

#### **ALLISTON NEWSLETTER JUNE 2011**

-(June Monthly Calendar – June 7 –7:00 pm – ARC meeting at Ernest Cumberland  
June 14 –7:00 pm – ARC meeting at AUPS, Library  
June 21 – 7:00 pm –ARC meeting at AUPS, Library

The calendar entries are the **only** mention of the ARC process in the June newsletter. **The June 14<sup>th</sup> entry does not indicate that it is a Public Meeting.** How were our parents to know of the opportunity to attend, if the title “Public Meeting” was not posted? **My head count for the June 14/11 Public Meeting was, two (2).** One of the attendees was an out of area SCDSB trustee seeking information, and a concerned parent. I might add, that parent had to leave the meeting before the public portion of the meeting started, following the presentations by staff of the ARC process to date. That parent did return to the meeting after it had adjourned, and had the opportunity to speak to ARC Chairman Paul Sloan about her concerns of moving Alliston Union out of the downtown core. At our next ARC working session (June 21/2011 mins. pg 3) under “Items arising from June

14/2011 Public Meeting.” **“There were none”**. Mr. Sloan did not voice the concerns of the parent about relocating the school, to the ARC meeting.

The AUPS newsletters have been without a schedule of upcoming ARC meetings.

At the June 21/2011 working session of the ARC, (June 21 mins. pg. 3)

“A committee member questioned the protocol of informing parents and the general public regarding the dates for the working sessions and the public meetings. A concerned (sic) was expressed by the member that the school community was not aware of the possibility of the closure of Alliston Union Public School and the potential rebuilding at another location.”

### **ALLISTON NEWSLETTER September 15/2011 (Mid month)**

#### **UPCOMING DATES**

Sept. 27<sup>th</sup> – ARC meeting at Ernest Cumberland at 7:00 pm. (public meeting) **Please see reverse page and additional information to follow in the next few days.** Then please attend the meeting on September 27 to learn more.”

Oct .4 – First school council meeting at 6:30

I did not have a paper copy of this September Newsletter so I had to go onto the **Alliston Union School website**. However, **the reverse page, as indicated did not appear**. If a parent who does not receive hard copies (optional to reduce paper use) had to rely on the website only, **they would not have received any of the ARC information provided on the reverse side**. (I’m guessing the missing info is a letter dated Sept 15/2011 from SCDSB outlining the ARC process to date, attendance area boundaries, Public Meeting Sept 27<sup>th</sup>, request for delegations to the meeting.) The website users were not privy to that information.

Had the newsletter been produced during the first week of school, the parents could have been informed of the September 13/2011 ARC working session. There was no mention of it in this mid-month issue.

While the newsletter mentions the Oct. 4, School Council Meeting, it **does not have an entry for the Oct 4<sup>th</sup> final ARC working session**.

**The Alliston newsletters not once during the entire ARC process, provided a full schedule of ARC meetings for parents to see the process in its entirety.**

### **ALLISTON NEWSLETTER OCTOBER 2011**

-(October monthly calendar – October 4, 7:00 pm - ARC working session at AUPS)

### **ALLISTON NEWSLETTER NOVEMBER 2011**

No mention of the ARC process at all. **No summary of the near yearlong process and its outcome, which affects the entire Alliston Union student body.**

**No mention of the November 8/2011 Special Meeting of the SCDSB to hear delegations on ARC 2010:03.**

**No advance notice of the December 13/2011 Special board meeting in which the board is to vote on the recommendations. A meeting date which changed sometime**

after the last ARC working session Oct 4/2011, when we were reminded of the special meeting dates, which listed the **Special Meeting of the board for a decision as December 19/2011)**

**PARP 2313 4.57a. (pg. 8) “There will be no less than 21 days notice to the public of the ARC Special Board Meeting held to receive delegations.”**

The board schedules provided to the ARC do put the disclaimer “**meeting dates subject to change.**” The question is how was the school community/public advised of the change in schedules (in particular the second Public Meeting ( May 2,3,or 5<sup>th</sup>)  
An e-mail request to the SCDSB (Jan 2012) for a **list of dates for Board issued Notices regarding the ARC2010:03** distributed to Alliston Union Public School did not provide an avenue to access that information. I understood a binder/log was kept at AUPS, which listed the date and a copy of all Board notices issued.

**Other significant date changes throughout the ARC.**

November 10/2010 SCDSB Capital Plan (Report No. BF-D-2, pg. 4) - ARC to start September 2011.

November 24/2010 – (Report No B-l-a) - ARC to start January 2011.

In a two-week time frame the ARC start date was advanced nine months. What prompted the change?

With Public Meeting date changes, misinformation and a lack of information about future meeting dates and no schedule provided, it would be difficult to follow and participate in the ARC process.

PETITION TO ACCOMPANY REQUEST FOR ADMINISTRATIVE  
REVIEW OF ARC 2010:03 Alliston Union Public School and Ernest  
Cumberland Elementary School.

Submitted by Kim Berek

Petitions sheets (11) - *originals SENT TO MINISTRY*

6 x 28

1 x 6

1 x 12

1 x 14

1 x 14

1 x 3

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217 signatures

WE, THE UNDERSIGNED, BELIEVE THE SIMCOE COUNTY DISTRICT SCHOOL BOARD DID NOT FOLLOW IT'S OWN ACCOMMODATION REVIEW POLICIES AND PROCESS WHEN CONDUCTING THE ARC:2010:03 INVOLVING ALLISTON UNION PUBLIC SCHOOL/ERNEST CUMBERLAND ELEMENTARY SCHOOL. WE ARE ASKING THE MINISTRY OF EDUCATION FOR AN ADMINISTRATIVE REVIEW OF THE PROCESS.

Print name .	Sign Name	Address(street name,PC)	Parent/Guardian/Participant
John Rickard	John Rickard		Parent
Katherine McLaughlin	Katherine McLaughlin		Parent.
Scott Coleman	Scott Coleman		Parent
CHRIS CAMPBELL	Chris Campbell		PARENT
Taryn McWhirter	Taryn McWhirter		Parent.
Shawn Beaulieu	Shawn Beaulieu		Parent
Christan Westcott	Christan Westcott		Parent
Michelle Zinn	Michelle Zinn		Parent
Lloyd Scott	Lloyd Scott		PARENT
Bill Ecker	Bill Ecker		Parent
Emily Couratin	Emily Couratin		Parent.
Sabrina Zannit	Sabrina Zannit		Parent
Mike ZANNIT	Mike ZANNIT		Parent
Deanna Owens	Deanna Owens		Parent
Loreano Raymond	Loreano Raymond		Parent
Annea Lalonde	Annea Lalonde		Parent
Debbie Herrington	Debbie Herrington		Parent
Elizabeth Gibbs	Elizabeth Gibbs		Parent
Lindsay Lander	Lindsay Lander		Parent
Anna Chiriac	Anna Chiriac		Parent.
Janet Hirst	Janet Hirst		parent
Aeya Jung	Aeya Jung		parent.
Jon Smith	Jon Smith		Parent
Heather Scott	Heather Scott		Parent
Michelle Pillsbury	Michelle Pillsbury		Parents
JOHN STEINHALDT	John Steinhaldt		PARENT
Nina Gajda	Nina Gajda		Parent
Alexis Power	Alexis Power		PARENT



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Print name	Sign Name	Address(street name,PC)	Parent/Guardian/Participant
WENDY TRUITZ-VOTIN	<i>[Signature]</i>		- Parent
CHRISTINE WOODNER	<i>[Signature]</i>		- Parent
CHRISTINE BIRKETT	<i>[Signature]</i>		PARENT
Kate Wager	<i>[Signature]</i>		Parent
Dave Wager	<i>[Signature]</i>		Parent
SEAN M'Quigge	<i>[Signature]</i>		PARENT.
Charlie Park	<i>[Signature]</i>		Parent
Mike Linker	<i>[Signature]</i>		Parent
Stacey Benton-Collins	<i>[Signature]</i>		Parent
Katie McVitie	<i>[Signature]</i>		AUNT
James Faulkner	<i>[Signature]</i>		parent
Dore Temple	<i>[Signature]</i>		Parent
Coreena Beaulieu	<i>[Signature]</i>		Parent
Jennifer Handley	<i>[Signature]</i>		- parent
Bev Woolhead	<i>[Signature]</i>		- parent
Julie Jerram	<i>[Signature]</i>		parent
Diane Stieffig	<i>[Signature]</i>		parent
Jessica Ramota	<i>[Signature]</i>		Parent
Dale Gibson	<i>[Signature]</i>		Parent
Del Benson	<i>[Signature]</i>		Guardian
Jolene Middlebrook	<i>[Signature]</i>		Parent
Tammy Warr	<i>[Signature]</i>		Parent
Matt Collins	<i>[Signature]</i>		Parent
James Woolhead	<i>[Signature]</i>		Parent
Filomena Watson	<i>[Signature]</i>		Parent Filomena Watson
Tarina Sager	<i>[Signature]</i>		Parent Tarina Sager Parent
M. Mackay	<i>[Signature]</i>		Parent Melanie Mackay Parent
Michael Mackay	<i>[Signature]</i>		Parent. Parent

WE, THE UNDERSIGNED, BELIEVE THE SIMCOE COUNTY DISTRICT SCHOOL BOARD DID NOT FOLLOW IT'S OWN ACCOMMODATION REVIEW POLICIES AND PROCESS WHEN CONDUCTING THE ARC:2010:03 INVOLVING ALLISTON UNION PUBLIC SCHOOL/ERNEST CUMBERLAND ELEMENTARY SCHOOL. WE ARE ASKING THE MINISTRY OF EDUCATION FOR AN ADMINISTRATIVE REVIEW OF THE PROCESS.

Print name	Sign Name	Address(street name,PC)	Parent/Guardian/Participant
Anne Bedford	Anne Bedford		Parent
JENNIFER WIGGINS	JENNIFER WIGGINS		PARENT
ANA Singh	ANA Singh		Parent
Jennifer Wiggins	JENNIFER WIGGINS		parent
Miriam Baldwin	MIRIAM BALDWIN		PARENT
Carol Michener	CAROL MICHENER		Parent-
L Leigh Ann Savoie	L LEIGH ANN SAVOIE		Parent
Amanda Williams	AMANDA WILLIAMS		Parent
Beverly Hitchman	BEVERLY HITCHMAN		Parent
Melissa Stephens	MELISSA STEPHENS		parent
Trevor Westcott	TREVOR WESTCOTT		Parent
Lara Ben	LARA BEN		parent
Colleen Johnson	COLLEEN JOHNSON		Parent
Jennifer Dunster	JENNIFER DUNSTER		parent.
JESSICA Meeker	JESSICA MEEKER		Parent
Sarah Nockolds	SARAH NOCKOLDS		Parent
Kristen Sparr	KRISTEN SPARR		Parent
Martha Hitchcock	MARTHA HITCHCOCK		Parent
STEVE Bowles	STEVE BOWLES		PARENT
Chanelle Pilon	CHANELLE PILON		Parent
Samie Sanford	SAMIE SANFORD		Parent.
Awen Liessing	AWEN LIESSING		parent
Susan Sanchez	SUSAN SANCHEZ		parent
Lori Wadge	LORI WADGE		PARENT
Lori Wadge	LORI WADGE		parent
Clay Birkett	CLAY BIRKETT		Parent
Lisa Smith	LISA SMITH		PARENT
STACEY CARROLL	STACEY CARROLL		PARENT

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Print name	Sign Name	Address(street name,PC)	Parent/Guardian/Participant
Chris Williams	Chris Williams		Parent
Peggy Campbell	Peggy Campbell		Parent
David Copeland	David Copeland		Parent
Brian Cole-Fitzpatrick	Brian Cole-Fitzpatrick		Parent
Denyse Batsen	Denyse Batsen		Parent
Krista Pinder	Krista Pinder		Parent
Jeff Wadge	Jeff Wadge		Parent
Wendy Wickens	Wendy Wickens		Parent
Tracey Wickens	Tracey Wickens		Parent
Lisa Cole-Fitzpatrick	Lisa Cole-Fitzpatrick		Parent
Diane Kruck	Diane Kruck		Parent
Lyla Wainman	Lyla Wainman		Parent
Mark McGuire	Mark McGuire		Parent
Jamie Taylor	Jamie Taylor		Parent
Mark Lockman	Mark Lockman		Parent
Jessica Adams	Jessica Adams		Parent
M. Muello	M. Muello		Parent
Trevor Hewelley	Trevor Hewelley		Parent
Nick Atkinson	Nick Atkinson		Parent
Sue Shannon	Sue Shannon		Parent
Kathryn Beshart	Kathryn Beshart		Parent
Christine Soules	Christine Soules		Parent
Chad Ireland	Chad Ireland		Parent
Melissa Ireland	Melissa Ireland		Parent
Jason Knight	Jason Knight		Parent
Nicole Beauvais	Nicole Beauvais		Parent
Ali Seguin	Ali Seguin		Parent
KEVIN BRITTON	Kevin Britton		Parent

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Print name	Sign Name	Address(street name,PC)	Parent/Guardian/Participant
Trevor Holmes	[Signature]		Parent
Cassandra Matsou	[Signature]		Parent
Ed Kroll	[Signature]		PARENT
Rob Kirby	[Signature]		Parent
Tommy Bales	[Signature]		Parent
Dartene Fenech	[Signature]		Parent
ROB FENECH	[Signature]		PARENT
Stephanie Gill	[Signature]		Parent
Scott Gale	[Signature]		Parent
Jennifer Stanford	[Signature]		Parent
Jennifer Carter	[Signature]		Parent
Stephanie Strongman	[Signature]		parent
Franklin Wsher	[Signature]		parent
F. P. Moran	[Signature]		PARENT
Brian Kraper	[Signature]		Parent
Shelley Shawound	[Signature]		Parent
Heather Jenkins	[Signature]		Parent
BEVIA HIBBS	[Signature]		Parent
Veronica Campbell	[Signature]		Parent
Leona Bontis	[Signature]		PARENT
Joanne Pinder	[Signature]		Parent
TOM FRENTRAM	[Signature]		PARENT
Hyan-Joo Park	[Signature]		parent
Shane Ricketts	[Signature]		PARENT
T. Ricketts	[Signature]		parent
Tracey Wong	[Signature]		Parent
Kandi Craig	[Signature]		Parent
MARK CRAIG	[Signature]		Parent

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Print name	Sign Name	Address(street name,PC)	Parent/Guardian/Participant
Trevor Moxstari	[Signature]		Parent
MARK BURNELL	[Signature]		Parent
SCOTT CAVE	[Signature]		PARENT
ANGELA FOLDS	[Signature]		PARENT
Janet St. Maurice	[Signature]		Parent
Kelly Pick	[Signature]		Guardian
Mark Prokopic	[Signature]		Parent
Tara Roscoe	[Signature]		Parent
THOMAS WEISS	[Signature]		Parent
Helen Weiss	[Signature]		PARENT
MIKE ST. CHARLES	[Signature]		PARENT
Samantha Fielding	[Signature]		parent
Lawrence Lalroix	[Signature]		parent
Kenny Berdan	[Signature]		parent
Robin Drew	[Signature]		Parent
Albert Bigland	[Signature]		Parent
Meghan Mcague	[Signature]		Parent
Kim BERK	[Signature]		Parent/AR
Sarah Kepp	[Signature]		parent
Jason Kepp	[Signature]		parents
Janice Jackson	[Signature]		parent
Sue McLaughlin	[Signature]		parent
Shawn Moran	[Signature]		Parent
Rachel Evans	[Signature]		Parent
Matt Lower	[Signature]		STEP PARENT
TERI CHASE	[Signature]		Parent
DAVID JONES	[Signature]		PARENT
Anne Myers	[Signature]		Parent





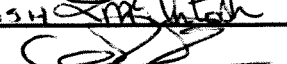
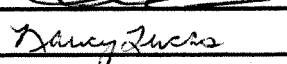
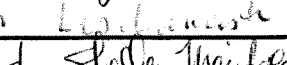

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Print name	Sign Name	Address(street name,PC)	Parent/Guardian/Participant
Amanda Binnell	Amanda Binnell		parent
Joy Sena	Joy Sena		Parent
David Kinloch	<del>David Kinloch</del>		Parent
CAROLYN KNOWLES	Carolyn Knowles		participant letter to AR
LINDA KINLOCH	Linda Kinloch		parent / ARC participant
Cassandra Debraze	Cassandra Debraze		parent / ARC participant

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Print name	Sign Name	Address(street name,PC)	Parent/Guardian/Participant
Lori Lougherist	L. Lougherist		Participant
E. Johnson	E. Johnson		Parent
PATRICK ABNEY	Patrick Abney		Parent
Patricia Sheppard	Patricia Sheppard		Parent
Allan Giles	Allan Giles		Parent
Lucille Sheppard	Lucille Sheppard		Grandparent
Teri Wardrop	Teri Wardrop		Parent
Jason Wardrop	Jason Wardrop		Parent
Sabrina Soules	Sabrina Soules		Grandma
JUDY REID	Judy Reid		Grandma
Helen Ballantyne	Helen Ballantyne		<del>GRANDMA</del> GRANDMA
Carlson Auld	Carlson Auld		Parent

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Print name	Sign Name	Address(street name,PC)	Parent/Guardian/Participant
Sterra Foden			Parent
Debra Birch			Parent
Lacey Hunter			Parent
Janet Lockhart			Parent
JIM FODEN			PARENT
LEITHA McINTOSH			PARENT
ANDREW LUCAS			PARENT
Nancy Lucas	Nancy Lucas		Parent
LISA Lariviere	Lisa Lariviere		Parent
Shelley Manifold	Shelley Manifold		Parent
Susan Borbey			Parent
Harry von Borzyskowski			Parent
Katharine von Borzyskowski			Parent
Joanne Kemp			parent



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Print name                      Sign Name                      Address(street name,PC)                      Parent/Guardian/Participant

Julie Moon	<i>Julie Moon</i>		Parent
ANDY CHOCHOL	<i>Andy Chochol</i>		PARENT
DAVE MOON	<i>D. Moon</i>		Parent
Sharon Chochol	<i>Sharon Chochol</i>		Parent
Marilyn Beckstead	<i>M. Beckstead</i>		<del>Parent</del> Parent
Janice Gynmour	<i>Janice Gynmour</i>		Parent
STEVE GYMOUR	<i>Steve Gynmour</i>		PARENT
MIKE LEMIRE	<i>Mike Lemire</i>		Parent
NEAM TOBIN	<i>Neam Tobin</i>		Parent
ALICE GRICE	<i>Alice Grice</i>		PARENT
Jill Tompkins	<i>Jill Tompkins</i>		PARENT
Kimberly Staley	<i>Kimberly Staley</i>		Parent
Deborah Rivers	<i>Deborah Rivers</i>		
Carnie Ashton-Hume	<i>Carnie Ashton-Hume</i>		Parent

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Print name	Sign Name	Address(street name,PC)	Parent/Guardian/Participant
Barb Mercer	Barb Mercer		Parent
Darryl Luscoster	Darryl Luscoster		Parent
Scott Builes	S Builes		Parent



**REPORT NO. D-5-a**  
**FEBRUARY 22, 2012**

- **APPENDIX C**      **Pages 1 – 18**



**1. Rationale**

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.

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. 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. 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. 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 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 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 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 ARC Special Board Meeting(s) will 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 ARC 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 held 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 ARC 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 bylaws. No delegations regarding an ARC will be heard at a Special or ARC Regular Board or 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. 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. 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. Administrative Procedures**

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

**ADOPTED AND APPROVED June20, 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.

## **TERMS OF REFERENCE APPENDIX A**

### Appendix A-2

#### **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.



## TERMS OF REFERENCE APPENDIX A

### Appendix A-4

- 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.

**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

**TERMS OF REFERENCE APPENDIX A**

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 required to identify population base and special instructional staff.

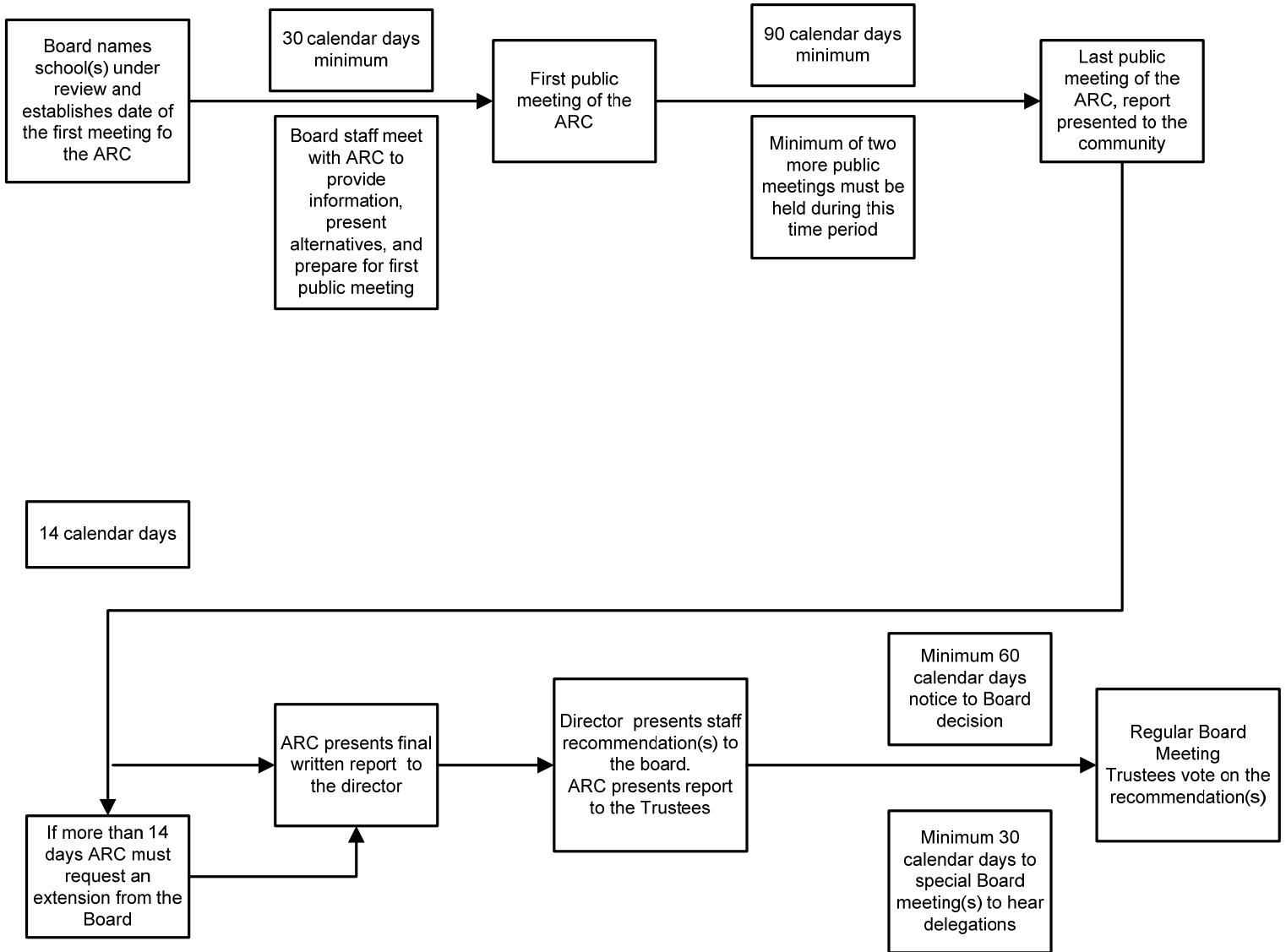
**TERMS OF REFERENCE APPENDIX A**

	Specialist high skills major	Availability	Appendix A-7 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: Superintendent of Business Services

SUBJECT: **BY-LAW NUMBER D-2012-1 FOR  
ONTARIO FINANCING AUTHORITY LONG-TERM FINANCING**

1. **Background**

In Memorandum 2011: SB32 the Ministry of Education advised boards on the process and timelines to transition construction costs for capital projects to long-term financing through the Ontario Financing Authority (OFA). These arrangements reflect the Ministry of Education's ongoing commitment to working with school boards to provide an effective long-term capital financing vehicle. This process mirrors the one followed for the issuance of By-law Number D-2011-2 on November 9, 2011.

2. **Current**

The Ministry of Education requires all school boards with capital projects to finance, to participate in the long-term financing arrangement through the OFA. The Simcoe County District School Board has been approved to long-term finance \$39,540,630 for construction costs incurred as follows:

<u>Projects to be Financed</u>	
Good Places to Learn (GPL)	\$2,321,914
New Pupil Places (NPP)	320,848
Primary Class Size (PCS) Reduction	8,900,220
Prohibitive To Repair (PTR)	3,585,931
Growth Schools	24,411,717
	<u>\$39,540,630</u>

The principal amount eligible for long-term financing reflects the value of work for permanent capital improvements undertaken prior to August 31, 2011 and is supported by the information contained in the Board's Capital Analysis and Planning Template (CAPT), approved by the Ministry of Education and the ReCAPP database.

To proceed, the Ministry of Education and OFA require participating school boards to pass the necessary by-laws authorizing the long-term financing agreement with the OFA. The loan documents have been reviewed by the law firm Borden Ladner Gervais LLP. By-law Number D-2012-1 is attached as APPENDIX A. Funds are scheduled to flow from the OFA to the board on March 9, 2012.

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**RECOMMENDATION**

That the Board ratify By-law Number D-2012-1 to authorize the Ontario Financing Authority long-term financing agreement in the principal amount of \$39,540,630 pursuant to a loan agreement under Ontario Regulation 41/10, as set out in Report No. D-5-b, By-law Number D-2012-1 for Ontario Financing Authority Long-Term Financing, dated February 22, 2012.

**Respectfully submitted by:**

Brian Jeffs  
Superintendent of Business Services

**Approved for submission by:**

Kathryn Wallace  
Director of Education

February 22, 2012



**Simcoe County**  
**District School Board**

**REPORT NO. D-5-b**  
**February 22, 2012**

APPENDIX A    Pages 1 – 33

Simcoe County District School Board

**BY-LAW NUMBER D-2012-1**

A by-law to authorize a loan from the Ontario Financing Authority in the principal amount of \$39,540,630 pursuant to a loan agreement under section 7 of Ontario Regulation 41/10

**WHEREAS** subsection 247 (1) of the *Education Act* R.S.O. 1990, c. E.2, as amended (the “*Education Act*”) and the regulations made thereunder, provides that, subject to any other provision of the *Education Act* and, specifically, the regulations made under subsection 247 (3) of the *Education Act*, a district school board may by by-law borrow money or incur debt for permanent improvements and may issue or execute any instrument prescribed under clause 247 (3) (f) of the *Education Act* in respect of the money borrowed or the debt incurred;

**AND WHEREAS** section 7 of Ontario Regulation 41/10 (the “Regulation”), provides that (1) a board may by by-law borrow money for permanent improvements by way of a loan with an initial maturity of more than one year from the Ontario Financing Authority and that (2) a board that obtains a loan described in section 7 of the Regulation shall ensure that the proceeds of it are used for permanent improvements;

**AND WHEREAS** the Simcoe County District School Board, which under the *Education Act* constitutes a district school board (the “Board”) has undertaken urgent and high priority renewal projects at schools of the Board listed in any one or more of: (i) Appendix B of the document entitled “Good Places to Learn: Stage 1 Funding Allocation”; (ii) Appendix C of the document entitled “Good Places to Learn: Stage 2 Funding Allocation”; (iii) Appendix B of the document entitled “Good Places to Learn: Stage 3 Funding Allocation”; and (iv) Appendix B of the document entitled “Good Places to Learn: Stage 4 Funding Allocation”, in accordance with the maximum allocations listed in columns 2, 3, 4 and 5, respectively, opposite the name of the Board in Table 26 of Ontario Regulation 160/11, some of which projects are described in Schedule “A” attached to the Loan Agreement, as hereinafter defined (individually a “GPL Eligible Project”, collectively the “GPL Eligible Projects”) and pursuant to Ontario Regulation 160/11, each GPL Eligible Project constitutes a “permanent improvement” as defined in subsection 1(1) of the *Education Act*. In the event that the Board will borrow the principal amount specified in paragraph 2.1 under the said Loan Agreement in respect of a single GPL Eligible Project, the term “GPL Eligible Projects” means that GPL Eligible Project;

**AND WHEREAS** the Board has undertaken capital projects with respect to instructional spaces at existing elementary or secondary schools, or to construct new elementary or secondary schools for the board, some of which projects are described in Schedule “A-1” attached to the Loan Agreement, as hereinafter defined (individually a “NPP Eligible Project”, collectively the “NPP Eligible Projects”) and each NPP Eligible Project constitutes a “permanent improvement” as defined in subsection 1(1) of the *Education Act*, R.S.O. 1990, c.E.2, as amended (the “*Education Act*”). In the event that the Board will borrow the principal amount specified in paragraph 2.1 under the said Loan Agreement in respect of a single NPP Eligible Project, the term “NPP Eligible Projects” means that NPP Eligible Project;



**AND WHEREAS** the Board, has participated in one or more programs referred to as the Consolidated Capital Programs (as described below) (the “Consolidated Capital Programs”) involving capital projects that are described in the Schedule(s) referred to in recital (d) of the Loan Agreement, as hereinafter defined (individually a “Consolidated Capital Eligible Project”, collectively the “Consolidated Capital Eligible Projects”) and each Consolidated Capital Eligible Project constitutes a “permanent improvement” as defined in subsection 1(1) of the *Education Act*, R.S.O. 1990, c.E2, as amended (the “*Education Act*”). In the event that the Board will borrow the principal amount specified in paragraph 2.1 under the said Loan Agreement in respect of a single Consolidated Capital Eligible Project, the term “Consolidated Capital Eligible Projects” means that Consolidated Capital Eligible Project;

**AND WHEREAS** the Consolidated Capital Programs include:

- (i) capital projects required for primary class size reduction (the “PCS Program”) for the purpose of addressing the reduction in primary class size to 20 or fewer students and under the PCS Program the Board has undertaken projects, some of which projects are described in Schedule “A-2” attached to the said Loan Agreement; and
- (ii) capital projects to replace schools of the Board for which the cost of repair is prohibitive (which capital projects include the “deep retrofit” of the schools that are prohibitive to repair) (the “PTR Program”), named in Columns 3 and 4 opposite the name of the Board in Table 24 of Ontario Regulation 155/09 and under the PTR Program the Board has undertaken projects, some of which projects are described in Schedule “A-3” attached to the said Loan Agreement;
- (iii) capital projects to provide new pupil places as a result of growth occurring in new residential areas of the Board (the “Growth Program”), that were specified in plans approved by the Minister of Education under paragraph 2 of subsection 39 (15) of the 2006-2007 grant Regulation, under paragraph 2 of subsection 46 (3) of the 2007-2008 grant Regulation, under paragraph 2 of subsection 51 (3) of the 2008-2009 grant Regulation and under paragraph 2 of subsection 50 (3) of the 2009-2010 grant Regulation, the Board has undertaken projects, some of which projects are described in Schedule “A-4” attached to the said Loan Agreement;

**AND WHEREAS** the GPL Eligible Projects, the NPP Eligible Projects and the Consolidated Capital Eligible Projects are collectively referred to as the “Eligible Projects”. In the event that the Board will borrow the principal amount specified in paragraph 2.1 under the said Loan Agreement in respect of a single Eligible Project, the term “Eligible Projects” means that Eligible Project. The GPL Program, the NPP Program and the Consolidated Capital Programs are collectively referred to as the “Programs”. In the event that the Board will borrow the principal amount specified in paragraph 2.1 under the said Loan Agreement in respect of a single Program, the term “Programs” means that Program;

**AND WHEREAS** the Board has in part financed the Eligible Projects by way of temporary borrowing from a financial institution or from a reserve account of the Board and the Board intends to borrow money from the Ontario Financing Authority for the purpose of financing the Eligible Projects on a long-term basis, and in this connection the Board intends to borrow by way of a loan with an initial maturity of more than one year from the Ontario Financing Authority the principal amount of \$39,540,630 (the "Loan") pursuant to a loan agreement in the form attached hereto as Schedule "A" (the "Loan Agreement") which Loan Agreement constitutes an instrument prescribed under clause 247 (3) (f) of the *Education Act* and which sets out the terms and conditions on which the Ontario Financing Authority will make the Loan available to the Board;

**NOW THEREFORE THE SIMCOE COUNTY DISTRICT SCHOOL BOARD ENACTS AS FOLLOWS:**

1. The Board hereby authorizes the Loan on the basis that it constitutes a loan under section 7 of the Regulation and authorizes the entering into of the Loan Agreement that is prescribed for the purposes of clause 247(3)(f) of the *Education Act*.
2. The Board is hereby authorized to enter into the Loan Agreement pursuant to which the Loan will be made available to the Board and the Chair of the Board and the Treasurer of the Board are hereby authorized to execute for and on behalf of the Board the Loan Agreement which provides for instalments of interest only and of combined (blended) principal and interest as hereinafter set forth, substantially in the form of Schedule "A", with such changes thereto as may be suggested by the Ontario Financing Authority and as such authorized officials of the Board shall approve.
3. The Director of Education of the Board, the Treasurer of the Board and any other financial officer of the Board are hereby each individually authorized generally to do all things and execute all other documents, instruments and agreements in the name of the Board in order to give effect to the Loan Agreement.
4. The Loan shall be paid in instalments of interest only and of combined (blended) principal and interest over a 25 year amortization period on the specified dates set out in Schedule "B" to the Loan Agreement with the first interest only payment on May 15, 2012 and thereafter instalments of combined (blended) principal and interest to November 15, 2036 in each of the years during the currency of the Loan as set forth in such schedule with the final payment on March 9, 2037. The Loan shall bear interest at the rate of 3.564% on the outstanding principal amount owing thereunder from time to time from the date thereof, which interest shall be payable in arrears as part of the instalments of interest only and of combined (blended) principal and interest payable on such days in each year of the currency of the Loan as are set out in Schedule "B" to the Loan Agreement.
5. In accordance with the provisions of the *Education Act* and the regulations made thereunder, during the currency of the Loan, the Board shall provide in its estimates for each fiscal year for the setting aside out of its general revenue in the fiscal year the amount necessary to pay the principal and interest coming due on the Loan in the fiscal year and, on or before each due date in each such year, the Board shall pay out of its general revenue the principal and interest coming due on the Loan in the year. Such sums of principal and interest payable on the Loan shall be provided for in accordance with subsection 247(5) of the *Education Act*. Subject to the foregoing, on or before each due date in each year during the currency of the Loan, the

Board shall pay out of its general revenue the amount necessary to pay the specific sums of principal and interest payable on the Loan shown for the respective year as set forth in Schedule "B" to the Loan Agreement; but such amount shall be paid out of the Board's general revenue only to the extent required after taking into account funds available from other sources.

6. Any amounts payable by the Board in respect of the Loan including interest on overdue principal and interest in respect of the Loan together with fees and other amounts payable by the Board under the Loan Agreement, if applicable, shall be paid out of the Board's general revenue or any other available funds.

7. The proceeds of the Loan shall be used to finance the Eligible Expenditures, as defined in the Loan Agreement, in respect of the Eligible Projects on a long-term basis and for no other purpose except as permitted by the *Education Act* and the regulations made thereunder.

**READ AND FINALLY PASSED** this 22nd day of February, 2012.

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**CHAIR**

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**DIRECTOR OF EDUCATION**

**Simcoe County District School Board**

**SCHEDULE "A" TO BY-LAW NUMBER D-2012-1**

***[PLEASE INSERT A FORM OF THE LOAN AGREEMENT]***

This Loan Agreement made in duplicate dated and effective as of the 9th day of March, 2012.

BETWEEN:

ONTARIO FINANCING AUTHORITY, a corporation established under the *Capital Investment Plan Act, 1993*, (hereinafter the "OFA")

OF THE FIRST PART

AND:

SIMCOE COUNTY DISTRICT SCHOOL BOARD, a district school board continued under the *Education Act* (hereinafter the "Board")

OF THE SECOND PART

WHEREAS:

- (a) the Board has participated in a program referred to as the Good Places to Learn Program (the "GPL Program") involving urgent and high priority renewal projects at schools of the Board listed in any one or more of: (i) Appendix B of the document entitled "Good Places to Learn: Stage 1 Funding Allocation"; (ii) Appendix C of the document entitled "Good Places to Learn: Stage 2 Funding Allocation"; (iii) Appendix B of the document entitled "Good Places to Learn: Stage 3 Funding Allocation"; and (iv) Appendix B of the document entitled "Good Places to Learn: Stage 4 Funding Allocation", in accordance with the maximum allocations listed in columns 2, 3, 4 and 5, respectively, opposite the name of the Board in Table 26 of Ontario Regulation 160/11, and under the GPL Program has undertaken projects, some of which projects are described in Schedule "A" attached hereto (individually a "GPL Eligible Project", collectively the "GPL Eligible Projects") and pursuant to Ontario Regulation 160/11, each GPL Eligible Project constitutes a "permanent improvement" as defined in subsection 1(1) of the *Education Act*, R.S.O. 1990, c.E2, as amended (the "*Education Act*"). In the event that the Board will borrow the principal amount specified in paragraph 2.1 under this Agreement in respect of a single GPL Eligible Project, the term "GPL Eligible Projects" means that GPL Eligible Project;
- (b) the Board has received funding under the New Pupil Places Program (the "New Pupil Places Program") to fund capital projects with respect to instructional spaces at existing elementary or secondary schools, or to

construct new elementary or secondary schools for the Board, and under the New Pupil Places Program has undertaken projects, some of which projects are described in Schedule “A-1” attached hereto (individually a “NPP Eligible Project”, collectively the “NPP Eligible Projects”) and each NPP Eligible Project constitutes a “permanent improvement” as defined in subsection 1(1) of the *Education Act*, R.S.O. 1990, c.E.2, as amended (the “*Education Act*”). In the event that the Board will borrow the principal amount specified in paragraph 2.1 under this Agreement in respect of a single NPP Eligible Project, the term “NPP Eligible Projects” means that NPP Eligible Project;

- (c) the Board has participated in one or more programs referred to as the Consolidated Capital Programs (as described below) (the “Consolidated Capital Programs”) involving capital projects that are described in the Schedule(s) referred to in recital (d) of this Agreement (individually a “Consolidated Capital Eligible Project”, collectively the “Consolidated Capital Eligible Projects”) and each Consolidated Capital Eligible Project constitutes a “permanent improvement” as defined in subsection 1(1) of the *Education Act*, R.S.O. 1990, c.E.2, as amended (the “*Education Act*”). In the event that the Board will borrow the principal amount specified in paragraph 2.1 under this Agreement in respect of a single Consolidated Capital Eligible Project, the term “Consolidated Capital Eligible Projects” means that Consolidated Capital Eligible Project;
- (d) the Consolidated Capital Programs include:
  - (i) capital projects required for primary class size reduction (the “PCS Program”) for the purpose of addressing the reduction in primary class size to 20 or fewer students and under the PCS Program the Board has undertaken projects, some of which projects are described in Schedule “A-2” attached hereto;
  - (ii) capital projects to replace schools of the Board for which the cost of repair is prohibitive (which capital projects include the “deep retrofit” of the schools that are prohibitive to repair) (the “PTR Program”), named in Columns 3 and 4 opposite the name of the Board in Table 24 of Ontario Regulation 155/09 and under the PTR Program the Board has undertaken projects, some of which projects are described in Schedule “A-3” attached hereto;
  - (iii) capital projects to provide new pupil places as a result of growth occurring in new residential areas of the Board (the “Growth Program”), that were specified in plans approved by the Minister of Education under paragraph 2 of subsection 39 (15) of the 2006-2007 grant Regulation, under paragraph 2 of subsection 46 (3) of the 2007-2008 grant Regulation, under paragraph 2 of subsection 51 (3)

of the 2008-2009 grant Regulation and under paragraph 2 of subsection 50 (3) of the 2009-2010 grant Regulation, the Board has undertaken projects, some of which projects are described in Schedule "A-4" attached hereto

- (e) the GPL Eligible Projects, the NPP Eligible Projects, the Consolidated Capital Eligible Projects are collectively referred to as the "Eligible Projects". In the event that the Board will borrow the principal amount specified in paragraph 2.1 under this Agreement in respect of a single Eligible Project, the term "Eligible Projects" means that Eligible Project. The GPL Program, the NPP Program, the Consolidated Capital Programs are collectively referred to as the "Programs". In the event that the Board will borrow the principal amount specified in paragraph 2.1 under this Agreement in respect of a single Program, the term "Programs" means that Program;
- (f) the Board has financed the Eligible Projects by way of temporary borrowing from a financial institution or from a reserve account and is entitled to receive grants in respect of the Eligible Projects from the Minister of Education pursuant to various regulations under the *Education Act* for the Board's fiscal year 2011-2012 for the payment of interest;
- (g) the Board has requested and the OFA has agreed to lend the aggregate principal amount specified in paragraph 2.1 to the Board for the purpose of financing the Eligible Projects under the specified Programs on a long-term basis which will include the repayment of temporary borrowing, if any;
- (h) the Board is authorized to borrow money for permanent improvements from the Ontario Financing Authority by way of a loan pursuant to Ontario Regulation 41/10 and is authorized to receive grants for the repayment of such a loan from the Minister of Education pursuant to Ontario Regulation 160/11; and
- (i) the Board has agreed to enter into this Agreement to evidence its indebtedness and provide for the repayment of the loan to the OFA on the terms and conditions set forth herein.

NOW THEREFORE THIS AGREEMENT WITNESSETH that in consideration of the mutual covenants and agreements contained in it and subject to the terms and conditions set out in it, the parties agree as follows:

1.0 DEFINITIONS

1.1 In this Loan Agreement, unless the context or the subject matter otherwise requires:

- (a) “Advance Date” means March 9, 2012;
- (b) “Agreement” means this Agreement as it may be amended or extended from time to time by the parties in writing, including all schedules hereto and any document which the parties may at a future time mutually designate as a schedule to this Agreement, by so marking such document in writing as a schedule hereto and part hereof;
- (c) “Aggregate Principal Amount” means the total of the Program Principal Amounts, as hereinafter defined, to be advanced to the Board pursuant to paragraph 2.1 of this Agreement and is equal to the total principal amount set out in Column 2 opposite the reference to “Aggregate Principal Amount”;
- (d) “business day” means any day that is not a Saturday or Sunday and that, in the City of Toronto, is not a day on which banking institutions are generally authorized or obligated by law or executive order to close;
- (e) “dollars” or “\$” means Canadian dollars;
- (f) “Material Adverse Change” means any change or event which (i) materially impairs the ability of the Board to timely and fully perform its obligations under this Agreement, or (ii) could materially impair the ability of the OFA to enforce its rights and remedies under this Agreement; or (iii) has a material adverse effect on the operations, properties, assets, liabilities or financial condition of the Board;
- (g) “Program” means a program undertaken by the Board that is specified in paragraph 2.1 of this Agreement;
- (h) “Program Principal Amount” means the total principal amount of monies to be advanced to the Board for Eligible Projects undertaken in connection with a Program pursuant to paragraph 2.1 of this Agreement;
- (i) “Rate” means 3.564% per annum, including an administrative fee of 0.025% per annum; and
- (j) “Repayment Date” means March 9, 2037.



2.0 PRINCIPAL AMOUNT

2.1 The OFA agrees to lend to the Board and the Board agrees to borrow from the OFA the Aggregate Principal Amount being the aggregate of the respective total principal amount specified below for each of the Programs in lawful money of Canada with interest thereon at the relevant Rate on the terms and conditions set forth in this Agreement:

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>PROGRAMS</b>	<b>PROGRAM PRINCIPAL AMOUNTS</b>	<b>PURPOSE FOR WHICH FUNDS WILL BE USED</b>	<b>STATUS OF ELIGIBLE PROJECT BY AUGUST 31, 2011</b>
<b>GPL Program</b>  Stage 3:  Stage 4:	  \$454,770.00  \$1,867,144.00	Funds will only be used for the GPL Eligible Projects	Substantially completed by August 31, 2011
<b>NPP Program</b>	\$320,848.00	Funds will only be used for the NPP Eligible Projects	Substantially completed by August 31, 2011
<b>Consolidated Capital Programs</b>  - PCS Program  - PTR Program  Phase 1:  - Growth Program	  \$8,900,220.00    \$3,585,931.00  \$24,411,717.00	Funds will only be used for the Consolidated Capital Eligible Projects	Substantially completed by August 31, 2011
Aggregate Principal Amount	\$39,540,630.00		

2.2 The Board acknowledges that the relevant Rate includes an administrative fee payable to the OFA in the amount of 0.025% of the Aggregate Principal Amount outstanding per annum as specified in paragraph 1.1(i).

2.3 Except as otherwise agreed in writing between the Board and the OFA, the monies to be advanced by the OFA shall be advanced by the OFA to the Board by electronic funds transfer directly into the bank account designated by the Board.

2.4 The Board authorizes the OFA to open and maintain records evidencing the Board's obligations under this Agreement and to record therein all advances, interest rates, accrued interest, payments of principal and interest and the aggregate principal and accrued interest outstanding from time to time under this Agreement. The Board agrees that the records kept by the OFA, in the absence of manifest error, shall be prima facie evidence of the indebtedness of the Board and the matters recorded provided that the failure of the OFA to record or correctly record any amount or date shall not affect the obligation of the Board to repay the Aggregate Principal Amount and pay accrued interest thereon owing under this Agreement.

### 3.0 REPAYMENT

3.1 The Board agrees to repay the Aggregate Principal Amount together with interest thereon as follows:

- (i) the Aggregate Principal Amount and interest thereon at the Rate accrued from and including the Advance Date to but excluding the Repayment Date shall be paid in instalments of interest only and of combined (blended) principal and interest over a 25 year amortization period on the specified dates set out in the amortization schedules attached to this Agreement as Schedule "B" with the first and only interest only payment on May 15, 2012 and thereafter instalments of combined (blended) principal and interest to November 15, 2036 in each of the years during the currency of the loan as set forth in such Schedule with the final payment on March 9, 2037; and
- (ii) the loan shall be fully repaid on the relevant Repayment Date.

3.2 If the Board fails to make any payment of principal or interest payable by it under this Agreement on the relevant due date, the overdue amount shall bear interest at the Rate (before as well as after judgment) calculated from the due date until the date of actual payment to the OFA.

3.3 Interest, other than interest in respect of the combined (blended) principal and interest instalments, shall be computed under this Agreement on the basis of a year of 365 days and the actual number of days elapsed.

3.4 If any day on which a payment is due and payable under this Agreement would otherwise fall on a day that is not a business day, such due date shall instead fall on the next succeeding business day.

3.5 Except as otherwise agreed in writing between the Board and the OFA and without affecting the liability of the Board under this Agreement, the monies to be repaid under this Agreement shall be repaid by the Board in immediately available funds to the OFA on the due date by pre-authorized debit from an account of the Board, such account to be designated to the OFA by the execution and delivery of the Payor Pre-Authorized Debit Agreement in a form satisfactory to the OFA (“PAD Agreement”) attached to this Agreement as Schedule C, together with such other authorizations, voided cheques and other documentation as the deposit-taking institution and the rules of the Canadian Payments Association may require for such pre-authorized debit. The Board undertakes to notify the OFA and the Ministry of Education, immediately and not later than five business days prior to any instalment date or the relevant Repayment Date, in writing of any changes in its designated account for the purposes of the pre-authorized debits and agrees to execute and deliver a revised PAD Agreement.

3.6 The Board is not entitled to prepay the Aggregate Principal Amount and accrued interest thereon outstanding under this Agreement except with the prior written consent of the OFA.

#### 4.0 CONDITIONS PRECEDENT

4.1 The obligation of the OFA to advance the Program Principal Amounts pursuant to paragraph 2.1 of this Agreement is subject to the following conditions being met to the OFA’s satisfaction on the Advance Date:

- (a) that the representations and warranties of the Board contained in this Agreement continue to be true and correct as at the Advance Date;
- (b) that there shall, in the reasonable opinion of the OFA, have been no Material Adverse Change with respect to the Board;
- (c) that this Agreement shall have been duly executed and delivered; and
- (d) that the OFA shall have received such other documentation in form and substance satisfactory to the OFA which it has reasonably requested to ensure that the Board is in compliance with the terms and conditions of this Agreement including (i) a certified true copy of the necessary by-law authorizing the borrowing of the Program Principal Amounts and the execution of this Agreement, (ii) a favourable legal opinion from external legal counsel to the Board as to due authorization, execution, validity and enforceability of this Agreement and such other matters as the OFA considers necessary or appropriate, and (iii) a certificate or certificates executed by an authorized officer or officers of the Board as to the continued truth and correctness of the representations and warranties, the

due authorization and execution of this Agreement and other documents, compliance with the *Education Act* and regulations made thereunder and such other matters as the OFA may reasonably request.

5.0 REPRESENTATIONS AND WARRANTIES OF BOARD

5.1 The Board represents and warrants to the OFA that:

- (a) the Board is a district school board under the *Education Act*;
- (b) each Eligible Project has been duly authorized by the Board at a duly called meeting of the Board at which a quorum was present by a resolution or resolutions passed by the Board (the “Resolutions”). In the event that the Board will borrow a Program Principal Amount under this Agreement in respect of a single Eligible Project and the Board has passed a single resolution in respect of the Eligible Project, the term “Resolutions” means that resolution. No application has been made or action brought to quash, set aside or declare invalid the Resolutions nor have the Resolutions been repealed, altered and amended and the Resolutions are in full force and effect;
- (c) copies of the Resolution(s) mentioned in paragraph 5.1(b) have been forwarded to the Capital Programs Branch of the Ministry of Education, if applicable;
- (d) each of the GPL Eligible Projects, the NPP Eligible Projects, the Consolidated Capital Eligible Projects constitutes an Eligible Project under the relevant Program and has been undertaken at a school of the Board (which school may constitute a shared facility) or involves the construction of a new school for the Board;
- (e) each Eligible Project constitutes a permanent improvement within the meaning of subsection 1(1) of the *Education Act*; and the Board has obtained all necessary approvals to authorize the carrying out of the Eligible Projects by the Board and the long-term financing thereof;
- (f) the status of each Eligible Project as at August 31, 2011 is accurately set out in paragraph 2.1, the Board has incurred expenditures in respect of the relevant Programs for the Eligible Projects (the “Eligible Expenditures”) and the total amount of the Eligible Expenditures in respect of the Eligible Projects undertaken at an individual school of the Board does not exceed the respective aggregate amount of expenditures authorized by the Board in respect of such school of the Board nor does such total amount exceed the expenditures authorized by the Board pursuant to the authorizations referred to in paragraph 5.1(b);

- (g) the Program Principal Amount to be borrowed by the Board under this Agreement in respect of each Program will be borrowed by the Board in respect of the Eligible Projects undertaken by the Board pursuant to that specified Program and will not be borrowed by the Board in respect of any Eligible Projects undertaken pursuant to any other Program;
- (h) the information provided by the Board to the OFA or Her Majesty the Queen in right of Ontario, to the extent that it relates to the Board or the Eligible Projects is true and correct in all material respects when provided and remains true and correct as of the Advance Date;
- (i) the borrowing of the Aggregate Principal Amount to be advanced under this Agreement and the execution, delivery and performance of this Agreement are within the powers and capacities of the Board and have been duly authorized by all necessary legal action and proper proceedings, including a by-law passed by the Board;
- (j) the borrowing of the Aggregate Principal Amount to be advanced under this Agreement, the execution and delivery of this Agreement, and the compliance with the terms and conditions of this Agreement will not conflict with or result in a breach of any of the terms or provisions of the by-laws of the Board, laws of Ontario, including laws of Canada applicable therein, applicable to the Board or any contractual or other obligation binding on the Board and does not require the consent or approval of any other person;
- (k) this Agreement will, when executed and delivered, constitute a legal, valid and binding obligation of the Board enforceable against it in accordance with its terms;
- (l) the Board is not currently in default under any debentures or other long-term debts of any kind and undertakes to immediately inform the OFA if it is in default under any such long-term financial obligations at any time during the term of this Agreement;
- (m) the obligations of the Board under this Agreement are direct, unsecured and unsubordinated debt obligations and rank concurrently and equally in respect of payment of principal and interest with all other debentures and prescribed debt instruments of the Board, except as to the availability of any sinking fund, retirement fund or other prescribed fund applicable to any issue of debentures or such prescribed debt instruments;
- (n) the Board is not now subject to an order under the *Education Act* vesting in the Ministry of Education control and charge over the administration of the affairs of the Board;

- (o) the Aggregate Principal Amount to be borrowed under this Agreement shall be used only for the Eligible Projects, including the repayment of temporary borrowing for the Eligible Projects from a financial institution and from a reserve account of the Board, if any, and will not be used for any other purpose except as permitted by the *Education Act* and the regulations made thereunder;
- (p) no litigation or proceedings of any nature are now pending or threatened, attacking or in any way attempting to restrain or enjoin the execution and delivery of this Agreement or in any manner questioning the proceedings and the authority under which this Agreement is authorized, or affecting the validity thereof, or contesting the capacity of the authorized officers of the Board to sign and no authority or proceeding under which the Board is authorized to execute this Agreement has been repealed, revoked or rescinded in whole or in part; and
- (q) there are no actions, suits or proceedings threatened or pending against the Board in any court except actions, suits or proceedings which would not result in a Material Adverse Change if determined against the Board.

5.2 The representations and warranties set out in paragraph 5.1 herein shall survive the execution and delivery of this Agreement, notwithstanding any investigations or examinations which may be made by counsel for the OFA.

5.3 For greater certainty, the OFA is not responsible for ensuring that the proceeds advanced to the Board are in fact used in the manner specified in paragraph 5.1(o).

## 6.0 COVENANTS

6.1 The Board will duly and punctually pay or cause to be paid all principal, interest, fees and other amounts payable by it under this Agreement in accordance with the terms and subject to the conditions of this Agreement.

6.2 The Board will provide prompt notice to the OFA of the occurrence of any Event of Default, as hereinafter defined, or Material Adverse Change.

6.3 The Board complied at all times with all of the Board's obligations in respect of the debt and financial obligation and liability limits for the projects, if applicable, under the *Education Act* and the regulations made thereunder which were then in force.

6.4 The Board shall allocate all grants received by it from the Ministry of Education relating to Eligible Expenditures in respect of the Eligible Projects in accordance

with the applicable legislation and shall apply such grants to the payment of its obligations under this Agreement.

6.5 The Board will obtain all licences, permits, consents, approvals and other authorizations which are necessary or desirable to carry out the Eligible Projects.

6.6 The Board will provide to the Ministry of Education reports respecting the status of the Eligible Projects as requested from time to time.

## 7.0 DEFAULT

7.1 Failure by the Board to pay any principal, interest, fees or other amount payable by it under this Agreement, unless such default is cured within three business days after the date such payment was due, shall constitute an event of default (each, an “Event of Default”) and each Event of Default shall be deemed to exist and continue so long as it shall not have been remedied.

## 8.0 INTERCEPT AND REMEDIES ON THE OCCURRENCE OF DEFAULT

8.1 (a) The Board agrees that the Minister of Finance is entitled to deduct from monies appropriated by the Legislature for payment to the Board amounts equal to any amounts that the Board fails to pay under this Agreement. On the occurrence of an Event of Default, the Minister of Finance and such other Minister of the Crown as appropriate is irrevocably authorized to deduct from money appropriated by the Legislature for payment to the Board amounts equal to any amounts that the Board fails to pay to the OFA in accordance with the provisions of this Agreement and to pay such amounts directly to the OFA (the “Intercept”).

(b) The Board agrees that any notice from the OFA to the Minister of Finance in relation to this paragraph may be relied upon by such Minister without further inquiry or verification by such Minister and, upon receipt of such notice, an amount equal to the amount that the Board fails to pay to the OFA shall be deducted from money appropriated by the Legislature for payment to the Board and paid to the OFA.

8.2 On the occurrence of any Event of Default and at any time thereafter, so long as the same shall be continuing, the OFA may, in addition to any other remedy available to the OFA at law, at its option, by notice to the Board, invoke the Intercept mechanism to require payment of any amount due and payable under this Agreement.

8.3 No delay or omission of the OFA to exercise any right or remedy accruing upon any Event of Default shall impair any such right or remedy or constitute a waiver

of any such Event of Default or an acquiescence therein. Every right and remedy given by this Agreement or by law to the OFA may be exercised from time to time, and as often as may be deemed expedient by the OFA.

8.4 No right or remedy herein conferred upon or reserved to the OFA is intended to be exclusive of any other such right or remedy, and every such right and remedy shall, to the extent permitted by law, be cumulative and in addition to every other right and remedy given hereunder or now or hereafter existing at law or in equity or otherwise. The assertion or employment of any right or remedy hereunder, or otherwise, shall not prevent the concurrent assertion or employment of any other appropriate right or remedy.

9.0 ADMISSIBILITY OF EVIDENCE

9.1 Where communications between the parties are provided on an electronic basis under this Agreement, printouts or other tangible reproductions of any electronic record maintained by a party in relation to such communications shall be considered business records in any legal, administrative or other proceedings that may arise in relation to this Agreement.

10.0 INTEREST ACT DISCLOSURE

10.1 For the purposes of disclosure pursuant to the *Interest Act* (Canada), the yearly rate of interest to which any rate of interest payable under this Agreement that is calculated on any basis other than a full calendar year is equivalent may be determined by multiplying such rate by a fraction, the numerator of which is the actual number of days in the calendar year in which such yearly rate of interest is to be ascertained and the denominator of which is the number of days comprising such other basis.

11.0 NOTICES

11.1 A notice or other communication pursuant to this Agreement shall be in writing and delivered in person or sent by first class prepaid post or by facsimile transmission (subject, in the case of communication by facsimile transmission, to confirmation by telephone) to the party for which it is intended at the following addresses:

The OFA

Ontario Financing Authority  
One Dundas St. West, Suite 1400  
Toronto, Ontario  
M7A 1Y7



Attention: Executive Director  
Capital Markets Division

Tel. No: (416) 325-8125  
Fax No: (416) 325-8111

The Board Simcoe County District School Board

Attention: manager of Corporate Services  
Tel. No: (705) 734-6363 x 11238  
Fax No: (705) 728-2265

11.2 Either party may change its address for the purposes of receipt of any such communication by giving five business days' prior written notice of such change to the other party in the manner prescribed above.

11.3 Any notice so given takes effect, in the case of delivery in person, at the time of delivery, in the case of delivery by first class prepaid post, seven business days after dispatch and, in the case of delivery by facsimile transmission, at the time of confirmation by telephone.

## 12.0 GENERAL

12.1 This Agreement shall be governed by and construed in accordance with the laws of the Province of Ontario and the laws of Canada applicable therein.

12.2 This Agreement shall be binding on and enure to the benefit of the OFA, and the Board and their respective successors and permitted assigns, except that the Board shall not, without the prior written consent of the OFA assign, pledge or hypothecate any rights or obligations with respect to this Agreement.

12.3 If any of the provisions of this Agreement are held to be invalid, illegal or unenforceable by a court or tribunal of competent jurisdiction, the remaining provisions shall remain in full force and effect.

12.4 A party, by waiving the breach of any provision of this Agreement, does not waive any further breach of the same provision or any breach of any other provision of this Agreement. A waiver is binding on the waiving party only if it is in writing.

12.5 Subject to the provisions herein, this Agreement may not be altered or amended, except by the mutual agreement of the parties evidenced in writing.

12.6 Time shall in all respects be of the essence of this Agreement.

- 12.7 All references to time in this Agreement are references to Toronto time, unless otherwise indicated.
- 12.8 If any date on which an act is required to be taken under this Agreement is not a business day, such act shall be taken on the next following business day.
- 12.9 Each party shall, upon request of the other, acting reasonably, use its best efforts to make, do, execute or cause to be made, done or executed all further and other lawful acts, deeds, things, devices, documents, instruments and assurances whatever for the performance of the terms and conditions of this Agreement.
- 12.10 This Agreement constitutes the entire agreement between the parties with respect to the subject matter hereof and supersedes all prior and contemporaneous agreements, understandings, negotiations and discussions, oral and written, between the parties.
- 12.11 This Agreement may be executed in counterparts each of which shall be deemed an original, but all of which together shall constitute one and the same instrument.

IN WITNESS WHEREOF the parties hereto have executed this Agreement.

ONTARIO FINANCING AUTHORITY

BY: \_\_\_\_\_  
Michael D. Manning  
Executive Director  
Capital Markets Division

SIMCOE COUNTY DISTRICT SCHOOL  
BOARD

BY: \_\_\_\_\_  
Name:  
Title: Chair

BY: \_\_\_\_\_  
Name:  
Title: Treasurer

**SCHEDULE "A"**

**GOOD PLACES TO LEARN ELIGIBLE PROJECTS DESCRIPTION**

**STAGE 3 GPL ELIGIBLE PROJECTS**

Please provide a list of all the GPL Eligible Projects which were substantially completed by August 31, 2011 (and in respect of which the Eligible Expenditures have not been previously financed on a long-term basis) in respect of which a total of \$ 454,770 will be borrowed hereunder pursuant to the Good Places to Learn Stage 3 Program through allocations under that program or through unspent allocations pursuant to the Good Places to Learn Stage 1 Program or pursuant to the Good Places to Learn Stage 2 Program. Please provide the name of the school, the SFIS number, a project description and the amount to be borrowed hereunder.

Please specify the total amount that the Board has previously financed on a long-term basis from the OFA under under the Good Places to Learn Stage 3 Program: \$ 11,264,293.

**STAGE 4 GPL ELIGIBLE PROJECTS**

Please provide a list of all the GPL Eligible Projects which were substantially completed by August 31, 2011 (and in respect of which the Eligible Expenditures have not been previously financed on a long-term basis) in respect of which a total of \$ 1,867,144 will be borrowed hereunder pursuant to the Good Places to Learn Stage 4 Program through allocations under that program or through unspent allocations pursuant to the Good Places to Learn Stage 1 Program, pursuant to the Good Places to Learn Stage 2 Program or pursuant to the Good Places to Learn Stage 3 Program. Please provide the name of the school, the SFIS number, a project description and the amount to be borrowed hereunder.

**Stage 3**

<b><u>School Name/SFIS</u></b>	<b><u>Description of GPL Eligible Project</u></b>	<b><u>Amount to be Borrowed Hereunder</u></b>
<u>Collingwood CI/8239</u>	<u>Plumbing</u>	<u>\$159,229</u>
<u>Eastview SS/8240</u>	<u>Plumbing</u>	<u>\$51,203</u>
<u>Midland SS/8243</u>	<u>Plumbing</u>	<u>\$17,747</u>
<u>Penetanguishene SS/8246</u>	<u>Plumbing</u>	<u>\$123,344</u>
<u>Port McNicoll PS/8166</u>	<u>Structural Upgrades</u>	<u>\$13,785</u>
<u>Twin Lakes SS/8248</u>	<u>Mechanical (HVAC)</u>	<u>\$65,041</u>
<u>Waubauskene ES/8225</u>	<u>Boiler</u>	<u>\$24,421</u>

**Stage 4**

<b><u>School Name/SFIS</u></b>	<b><u>Description of GPL Eligible Project</u></b>	<b><u>Amount to be Borrowed Hereunder</u></b>
Alliston Union PS/8186	Plumbing	\$114,355
Banting Memorial HS/8235	Plumbing	\$47,706
Bayview PS/8195	Mechanical (HVAC)	\$15,462
Bradford DHS/8238	Plumbing	\$160,133
Cookstown PS/8204	Life Safety (Fire Alarm System)	\$88,584
Couchiching Heights PS/8205	Electrical	\$11,359
Harriett Todd PS/8140	Mechanical (HVAC)	\$567,852
Hillcrest Barrie PS/8141	Site Services	\$200,349
Hillsdale ES/8143	Mechanical (HVAC)	\$30,428
Maple Grove PS/8152	Electrical	\$201,231
Portage View PS/8167	Mechanical (HVAC)	\$203,892
Stayner CI/8247	Plumbing	\$88,719
Sunnybrae PS/8176	Plumbing	\$73,844
Tottenham PS/8218	Plumbing	\$63,230











**SCHEDULE "B"**  
**Consolidated Amortization Schedule**

Borrower Type(s): School Board

Borrower Name(s): Simcoe County District School Board

Program(s): All, GPL Stage 3 - Mar 2012, GPL Stage 4 - Mar 2012, Growth Schools - Mar 2012, NPP - 25 years - Mar 2012, PCS Stage 1 - Mar 2012, PTR Stage 1 - Mar 2012

Loan Settlement Date: All

Principal Amount (\$): 39,540,630.00

Annual Interest Rate (%): 3.564%

includes Annual Admin Fee (%): 0.025%

Payment Date	Total Payment	Principal Amount	Interest Amount	Admin Fee	Principal Balance
09-Mar-2012	\$0.00	\$0.00	\$0.00	\$0.00	\$39,540,630.00
15-May-2012	\$255,705.05	\$0.00	\$253,911.38	\$1,793.67	\$39,540,630.00
10-Sep-2012	\$13,817.01	\$5,713.01	\$8,047.16	\$56.85	\$39,534,916.99
15-Nov-2012	\$1,193,117.87	\$496,607.84	\$691,624.29	\$4,885.73	\$39,038,309.15
11-Mar-2013	\$13,817.01	\$5,814.82	\$7,946.06	\$56.13	\$39,032,494.33
15-May-2013	\$1,193,117.87	\$505,457.39	\$682,836.82	\$4,823.66	\$38,527,036.94
09-Sep-2013	\$13,817.01	\$5,918.44	\$7,843.17	\$55.41	\$38,521,118.50
15-Nov-2013	\$1,193,117.87	\$514,464.64	\$673,892.75	\$4,760.47	\$38,006,653.86
10-Mar-2014	\$13,817.01	\$6,023.91	\$7,738.44	\$54.67	\$38,000,629.95
15-May-2014	\$1,193,117.87	\$523,632.40	\$664,789.30	\$4,696.17	\$37,476,997.55
09-Sep-2014	\$13,817.01	\$6,131.25	\$7,631.85	\$53.91	\$37,470,866.30
17-Nov-2014	\$1,193,117.87	\$532,963.53	\$655,523.62	\$4,630.71	\$36,937,902.77
09-Mar-2015	\$13,817.01	\$6,240.51	\$7,523.36	\$53.15	\$36,931,662.26
15-May-2015	\$1,193,117.87	\$542,460.94	\$646,092.83	\$4,564.09	\$36,389,201.32
09-Sep-2015	\$13,817.01	\$6,351.72	\$7,412.93	\$52.37	\$36,382,849.60
16-Nov-2015	\$1,193,117.87	\$552,127.60	\$636,493.99	\$4,496.28	\$35,830,722.00
09-Mar-2016	\$13,817.01	\$6,464.90	\$7,300.54	\$51.57	\$35,824,257.10
16-May-2016	\$1,193,117.87	\$561,966.51	\$626,724.09	\$4,427.27	\$35,262,290.59
09-Sep-2016	\$13,817.01	\$6,580.11	\$7,186.14	\$50.76	\$35,255,710.48
15-Nov-2016	\$1,193,117.87	\$571,980.75	\$616,780.09	\$4,357.02	\$34,683,729.73
09-Mar-2017	\$13,817.01	\$6,697.37	\$7,069.71	\$49.94	\$34,677,032.37
15-May-2017	\$1,193,117.87	\$582,173.45	\$606,658.89	\$4,285.52	\$34,094,858.92
11-Sep-2017	\$13,817.01	\$6,816.71	\$6,951.20	\$49.10	\$34,088,042.20
15-Nov-2017	\$1,193,117.87	\$592,547.78	\$596,357.33	\$4,212.75	\$33,495,494.42
09-Mar-2018	\$13,817.01	\$6,938.19	\$6,830.58	\$48.25	\$33,488,556.24
15-May-2018	\$1,193,117.87	\$603,106.98	\$585,872.20	\$4,138.68	\$32,885,449.25
10-Sep-2018	\$13,817.01	\$7,061.82	\$6,707.80	\$47.38	\$32,878,387.43
15-Nov-2018	\$1,193,117.87	\$613,854.35	\$575,200.22	\$4,063.30	\$32,264,533.08
11-Mar-2019	\$13,817.01	\$7,187.67	\$6,582.85	\$46.50	\$32,257,345.41
15-May-2019	\$1,193,117.87	\$624,793.23	\$564,338.07	\$3,986.56	\$31,632,552.18
09-Sep-2019	\$13,817.01	\$7,315.75	\$6,455.66	\$45.60	\$31,625,236.43
15-Nov-2019	\$1,193,117.87	\$635,927.05	\$553,282.35	\$3,908.47	\$30,989,309.38
09-Mar-2020	\$13,817.01	\$7,446.12	\$6,326.21	\$44.69	\$30,981,863.26
15-May-2020	\$1,193,117.87	\$647,259.27	\$542,029.62	\$3,828.97	\$30,334,604.00
09-Sep-2020	\$13,817.01	\$7,578.81	\$6,194.45	\$43.76	\$30,327,025.19

Payment Date	Total Payment	Principal Amount	Interest Amount	Admin Fee	Principal Balance
16-Nov-2020	\$1,193,117.87	\$658,793.43	\$530,576.37	\$3,748.07	\$29,668,231.76
09-Mar-2021	\$13,817.01	\$7,713.86	\$6,060.34	\$42.81	\$29,660,517.90
17-May-2021	\$1,193,117.87	\$670,533.13	\$518,919.02	\$3,665.72	\$28,989,984.77
09-Sep-2021	\$13,817.01	\$7,851.32	\$5,923.84	\$41.85	\$28,982,133.45
15-Nov-2021	\$1,193,117.87	\$682,482.03	\$507,053.94	\$3,581.90	\$28,299,651.42
09-Mar-2022	\$13,817.01	\$7,991.23	\$5,784.92	\$40.87	\$28,291,660.19
16-May-2022	\$1,193,117.87	\$694,643.86	\$494,977.42	\$3,496.59	\$27,597,016.33
09-Sep-2022	\$13,817.01	\$8,133.64	\$5,643.51	\$39.87	\$27,588,882.69
15-Nov-2022	\$1,193,117.86	\$707,022.41	\$482,685.69	\$3,409.76	\$26,881,860.28
09-Mar-2023	\$13,817.01	\$8,278.58	\$5,499.59	\$38.85	\$26,873,581.70
15-May-2023	\$1,193,117.87	\$719,621.55	\$470,174.93	\$3,321.38	\$26,153,960.15
11-Sep-2023	\$13,817.01	\$8,426.10	\$5,353.10	\$37.82	\$26,145,534.05
15-Nov-2023	\$1,193,117.87	\$732,445.21	\$457,441.23	\$3,231.43	\$25,413,088.84
11-Mar-2024	\$13,817.01	\$8,576.26	\$5,204.00	\$36.76	\$25,404,512.59
15-May-2024	\$1,193,117.87	\$745,497.38	\$444,480.61	\$3,139.87	\$24,659,015.21
09-Sep-2024	\$13,817.01	\$8,729.08	\$5,052.24	\$35.69	\$24,650,286.12
15-Nov-2024	\$1,193,117.87	\$758,782.14	\$431,289.03	\$3,046.69	\$23,891,503.98
10-Mar-2025	\$13,817.01	\$8,884.64	\$4,897.78	\$34.60	\$23,882,619.34
15-May-2025	\$1,193,117.87	\$772,303.64	\$417,862.38	\$2,951.84	\$23,110,315.70
09-Sep-2025	\$13,817.01	\$9,042.96	\$4,740.56	\$33.49	\$23,101,272.74
17-Nov-2025	\$1,193,117.87	\$786,066.09	\$404,196.47	\$2,855.30	\$22,315,206.65
09-Mar-2026	\$13,817.01	\$9,204.11	\$4,580.55	\$32.36	\$22,306,002.54
15-May-2026	\$1,193,117.87	\$800,073.79	\$390,287.03	\$2,757.04	\$21,505,928.75
09-Sep-2026	\$13,817.01	\$9,368.12	\$4,417.68	\$31.21	\$21,496,560.63
16-Nov-2026	\$1,193,117.87	\$814,331.10	\$376,129.73	\$2,657.03	\$20,682,229.52
09-Mar-2027	\$13,817.01	\$9,535.06	\$4,251.91	\$30.04	\$20,672,694.46
17-May-2027	\$1,193,117.87	\$828,842.49	\$361,720.14	\$2,555.24	\$19,843,851.98
09-Sep-2027	\$13,817.01	\$9,704.98	\$4,083.19	\$28.84	\$19,834,147.00
15-Nov-2027	\$1,193,117.87	\$843,612.46	\$347,053.77	\$2,451.64	\$18,990,534.54
09-Mar-2028	\$13,817.01	\$9,877.92	\$3,911.46	\$27.63	\$18,980,656.62
15-May-2028	\$1,193,117.87	\$858,645.63	\$332,126.05	\$2,346.19	\$18,122,010.98
11-Sep-2028	\$13,817.01	\$10,053.95	\$3,736.67	\$26.40	\$18,111,957.04
15-Nov-2028	\$1,193,117.87	\$873,946.70	\$316,932.31	\$2,238.86	\$17,238,010.34
09-Mar-2029	\$13,817.01	\$10,233.11	\$3,558.77	\$25.14	\$17,227,777.23
15-May-2029	\$1,193,117.87	\$889,520.43	\$301,467.83	\$2,129.61	\$16,338,256.81
10-Sep-2029	\$13,817.01	\$10,415.46	\$3,377.69	\$23.86	\$16,327,841.35
15-Nov-2029	\$1,193,117.87	\$905,371.68	\$285,727.76	\$2,018.42	\$15,422,469.66
11-Mar-2030	\$13,817.01	\$10,601.06	\$3,193.39	\$22.56	\$15,411,868.60
15-May-2030	\$1,193,117.87	\$921,505.40	\$269,707.21	\$1,905.25	\$14,490,363.19
09-Sep-2030	\$13,817.01	\$10,789.98	\$3,005.80	\$21.23	\$14,479,573.22
15-Nov-2030	\$1,193,117.87	\$937,926.63	\$253,401.17	\$1,790.06	\$13,541,646.59
10-Mar-2031	\$13,817.01	\$10,982.25	\$2,814.88	\$19.88	\$13,530,664.33
15-May-2031	\$1,193,117.87	\$954,640.48	\$236,804.56	\$1,672.82	\$12,576,023.85
09-Sep-2031	\$13,817.01	\$11,177.96	\$2,620.55	\$18.51	\$12,564,845.89
17-Nov-2031	\$1,193,117.87	\$971,652.18	\$219,912.20	\$1,553.49	\$11,593,193.72
09-Mar-2032	\$13,817.01	\$11,377.15	\$2,422.75	\$17.11	\$11,581,816.57

Payment Date	Total Payment	Principal Amount	Interest Amount	Admin Fee	Principal Balance
17-May-2032	\$1,193,117.87	\$988,967.02	\$202,718.81	\$1,432.03	\$10,592,849.55
09-Sep-2032	\$13,817.01	\$11,579.89	\$2,221.43	\$15.69	\$10,581,269.66
15-Nov-2032	\$1,193,117.87	\$1,006,590.41	\$185,219.04	\$1,308.41	\$9,574,679.25
09-Mar-2033	\$13,817.01	\$11,786.24	\$2,016.53	\$14.25	\$9,562,893.01
16-May-2033	\$1,193,117.87	\$1,024,527.85	\$167,407.42	\$1,182.59	\$8,538,365.16
09-Sep-2033	\$13,817.01	\$11,996.27	\$1,807.97	\$12.77	\$8,526,368.88
15-Nov-2033	\$1,193,117.87	\$1,042,784.94	\$149,278.40	\$1,054.52	\$7,483,583.94
09-Mar-2034	\$13,817.01	\$12,210.05	\$1,595.69	\$11.27	\$7,471,373.90
15-May-2034	\$1,193,117.87	\$1,061,367.37	\$130,826.32	\$924.18	\$6,410,006.53
11-Sep-2034	\$13,817.01	\$12,427.63	\$1,379.64	\$9.75	\$6,397,578.90
15-Nov-2034	\$1,193,117.87	\$1,080,280.93	\$112,045.43	\$791.50	\$5,317,297.97
09-Mar-2035	\$13,817.01	\$12,649.09	\$1,159.73	\$8.19	\$5,304,648.88
15-May-2035	\$1,193,117.87	\$1,099,531.54	\$92,929.86	\$656.47	\$4,205,117.34
10-Sep-2035	\$13,817.01	\$12,874.50	\$935.91	\$6.61	\$4,192,242.84
15-Nov-2035	\$1,193,117.87	\$1,119,125.19	\$73,473.65	\$519.03	\$3,073,117.65
10-Mar-2036	\$13,817.01	\$13,103.92	\$708.09	\$5.00	\$3,060,013.73
15-May-2036	\$1,193,117.87	\$1,139,068.00	\$53,670.73	\$379.14	\$1,920,945.73
09-Sep-2036	\$13,817.01	\$13,337.43	\$476.22	\$3.36	\$1,907,608.30
17-Nov-2036	\$1,193,117.87	\$1,159,366.19	\$33,514.92	\$236.75	\$748,242.10
09-Mar-2037	\$756,661.88	\$748,242.10	\$8,360.72	\$59.06	\$0.00
<b>Total:</b>	<b>\$60,152,176.00</b>	<b>\$39,540,630.00</b>	<b>\$20,466,964.45</b>	<b>\$144,581.55</b>	

**SCHEDULE "C"**

**PAYOR PRE-AUTHORIZED DEBIT AGREEMENT**  
(this "PAD Agreement")

**TO: Ontario Financing Authority (the "OFA")**

**Payor (the "Board"):**

<u>Simcoe County District School Board</u> Full Legal Name	<u>Simcoe County District School Board</u> Exact Name in which Account is Held
<u>1170 Highway 26</u> Address	<u>(705)734-6363</u> Telephone Number
<u>Midhurst</u> City	<u>ON</u> <u>L0L 1X0</u> Province Postal Code

**Payor's Financial Institution (the "Bank"):**

<u>TD Trust</u> Name of Bank	<u>33 Collier Street</u> Address
<u>Barrie</u> City	<u>ON</u> <u>L4M 1G5</u> Province Postal Code
<u>03060840413</u> Bank Account No.	<u>20722</u> <u>0004</u> Branch No. Institution No.

**1. Scope**

The Board acknowledges that this PAD Agreement is provided for the benefit of the OFA and the Bank, and is provided in consideration of the Bank agreeing to process pre-authorized debits (each, a "PAD") against the Board's account specified above (the "Account") in accordance with the rules of

the Canadian Payments Association (the "CPA").

The Board represents that all information provided with respect to the Account is complete and accurate. A specimen cheque if available for the Account has been marked "VOID" and is attached to this PAD Agreement.

The Board undertakes to inform the OFA in writing of any change in the Account information provided in this PAD Agreement at least 5 business days prior to the next following PAD.

## **2. Valid Authority**

The Board warrants and guarantees that all persons whose signatures are required to sign on the Account have signed this PAD Agreement.

## **3. Purpose of Debits, Amount and Timing**

### **Business PAD**

The Board authorizes the OFA to debit or cause to be debited a fixed amount from the Account which amount will be debited with set frequency determined by the Board in its sole discretion. The Board and the OFA agree that the fixed amount of each such debit is for payment due and owing by the Board to the OFA in respect of a loan agreement dated as of March 9, 2012.

## **4. Cancellation of Agreement**

This PAD Agreement may be cancelled at any time upon notice being provided by the Board, in writing at least 5 business days prior to the next following PAD. The Board acknowledges that, in order to revoke this authorization, the Board must provide notice of revocation to the OFA. This PAD Agreement applies only to the method of payment and does not otherwise have any bearing on the payment obligations of the Board to the OFA.

## **5. Acceptance of Delivery of Authorization**

The Board acknowledges that providing and delivering this agreement to the OFA constitutes delivery by the Board to the Bank. Any delivery of this authorization to the OFA constitutes delivery by the Board.

## **6. Waiver of Pre-Notification**

The Board understands that no pre-notification shall be required prior to a PAD being exchanged or cleared provided the authorization occurs in compliance with this PAD Agreement.

The Board authorizes and instructs the OFA to issue, without pre-notification, a new PAD for a dishonoured PAD amount in accordance with this Agreement.

## **7. Validation by the Bank**

The Board acknowledges that the Bank is not required to verify that a PAD has been issued in accordance with the particulars of the PAD Agreement including, but not limited to, the amount.

The Board acknowledges that the Bank is not required to verify that any purpose of payment for which the PAD was issued has been fulfilled by the OFA as a condition to honouring a PAD issued or caused to be issued by the OFA on the Account.

## **8. Payor's Rights of Dispute**

The Board may dispute a pre-authorized debit under the following conditions:

- (i) the debit was not drawn in accordance with this PAD Agreement; or
- (ii) this PAD Agreement was revoked or cancelled.

In order to be reimbursed, the Board must complete a declaration form to the effect that either (i) or (ii) took place at the above indicated branch of the Bank up to and including 10 calendar days, after the date on which the PAD in dispute was posted to the Account.

The Board acknowledges that disputes after the above noted time limitation are matters to be resolved solely between the OFA and the Board.

## **9. Contact Information**

All notices sent by the Board to the OFA under Sections 1., 4. and 8. of this PAD Agreement shall be made in writing by letter and delivered to the OFA by registered mail or fax at the following address:

**Ontario Financing Authority  
1 Dundas Street West  
Suite 1400  
Toronto, Ontario M7A 1Y7  
Fax: (416) 204-6659**

Inquiries, concerns or errors regarding PADs may be directed to Mr. Joe Pedota, Coordinator, Settlements, Payments & Fiscal Agency, Finance and Reporting Division at the above address or by telephone at (416) 325-3851.

## **10. Board Acceptance**

The Board acknowledges receipt of a signed copy of this PAD Agreement. The Board acknowledges that it has read, understands, and accepts the terms and conditions of this PAD Agreement.

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**Signature of Treasurer**

**(Date)**

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**Signature of Chair**

**(Date)**

**\*\*\*\*\*For verification, please attach a blank cheque marked "VOID" to the completed Agreement.\*\*\*\*\* Do not require if banking instructions have not changed.**



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

FROM: Director of Education

SUBJECT: **CAPITAL PLAN - 2011**

**1. Background**

At the January 18, 2012 Board meeting, trustees approved the following motion:

That the Board postpone recommendations from the January Business and Facilities Standing Committee meeting regarding "Capital Plan" recommendations #3 to #12 to the February 2012 Board meeting.

**RECOMMENDATIONS**

1. That the Board approve that an Attendance Area Review be undertaken, commencing after September 2012 in the Orillia Secondary Review Area that includes Orillia District C.V.I, Park Street Collegiate Institute and Twin Lakes Secondary School, as set out in Report No. BF-D-3, Capital Plan – 2011, dated January 11, 2012.
2. That the Board approve that an Attendance Area Review be undertaken, commencing after September 2012 in the Southeast Central Review Area that includes Alcona Glen Elementary School, Goodfellow Public School, Innisfil Central Public School, Killarney Beach Public School and Sunnybrae Public School, as set out in Report No. BF-D-3, Capital Plan – 2011, dated January 11, 2012.
3. That the Board approve that an Attendance Area Review be undertaken, commencing after September 2012 in the Southeast Barrie Review Area that includes Hewitt's Creek Public School, and the New Innishore South Elementary School, as set out in Report No. BF-D-3, Capital Plan – 2011, dated January 11, 2012.
4. That the Board direct staff to pursue viable financial partnerships, in accordance with Board Policy 2345, Facility Partnerships, relating to the shared development and use of an Orillia Secondary School (New) addition and renovation/or replacement, as set out in Report No. BF-D-3, Capital Plan -2011, dated January 11, 2012.
5. That the Board approve that it direct staff to pursue viable financial partnerships, in accordance with Policy 2345, Facility Partnerships, relating to the shared development and use of an addition/renovation to Elmvale District High School, as set out in Report No. BF-D-3, Capital Plan – 2011, dated January 11, 2012.
6. That the Board approve holding schools and designate the schools closed to out of area students as of September 1, 2012, as set out in Report No. BF-D-3, Capital Plan – 2011, dated January 11, 2012.
7. That the Board approve schools closed to out of area students as of September 1, 2012, as set out in Report No. BF-D-3, Capital Plan – 2011, dated January 11, 2012.
8. That the Board approve that an Attendance Area Review be undertaken, commencing after September 2012 in the Southwest Barrie Review Area that includes Ferndale Woods Elementary School and Holly Meadows Elementary School, as set out in Report No. BF-D-3, Capital Plan – 2011, dated January 11, 2012.

9. That the Board approve the Priority Capital Project list, as set out in Report No. BF-D-3, Capital Plan – 2011, dated January 11, 2012.
10. That the Board approve the Capital Plan, as set out in Report No. BF-D-3, Capital Plan – 2011, dated January 11, 2012.

**Respectfully submitted by:**

Kathryn Wallace  
Director of Education

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

FROM: Director of Education

SUBJECT: **TRUSTEE ABSENCES**

1. **Background**

Section 228(1)(b) of the Education Act states that 'A member of a board vacates his or her seat if he or she absents himself or herself without being authorized by resolution entered in the minutes'. Without a resolution authorizing the absence(s) a vacancy happens automatically by operation of the Education Act.

2. **Current Status**

Trustee Monague has been absent from the December 21, 2011 and January 18, 2012 regular meetings of the board. Trustee Monague has been informed, by registered letter (APPENDIX A) of these absences and that if he misses the upcoming regular board meeting scheduled for Wednesday, February 22, 2012 without a Board resolution authorizing this absence, he will be deemed by the Act to have vacated his position as a trustee. This letter also asks him to advise the board in advance if he anticipates missing this meeting and his reasons for his absence.

Chair North received an email on Wednesday, February 22, 2012 (APPENDIX B) informing him that Trustee Monague will need to be away from his duties as a Board member of the Simcoe County District School Board until April 1, 2012. He would therefore miss the regular board meetings of February 22, 2012 and March 28, 2012.

**Approved for submission by:**

Kathryn Wallace  
Director of Education

February 22, 2012



Sent via Registered Mail

February 17, 2012

Mr. Jeff Monague, Trustee  
Simcoe County District School Board  
17 Conder Drive, R.R. #2  
Coldwater, ON L0K 1E0

Dear Mr. Monague,

I am writing further to my email of February 1, 2012. You have missed the last two Regular Board meetings held on December 21, 2011 and January 18, 2012.

Section 228(1)(b) of the Education Act states that a member of a board vacates his or her seat if he or she absents himself or herself from three consecutive regular meetings of the board without being authorized by resolution entered in the minutes. Consequently, *if you miss the upcoming meeting scheduled for Wednesday, February 22, 2012 without a Board resolution authorizing this absence, you will be deemed by the Act to have vacated your position as a trustee.*

If that occurs, the Board will be required by section 221 to proceed to fill the vacancy.

If you expect to attend, I would greatly appreciate it if you could let me know in advance. If you anticipate missing this meeting and wish to obtain the Board's authorization for your absence, the onus is on you to advise the Board in advance of the meeting of your situation for the Board to consider. I want to emphasize that without a resolution authorizing your absence, the loss of your position will not be dependant upon a vote of the trustees. Rather, it will occur automatically under the Act.

If you would like to communicate anything to the Board in view of the foregoing, I would encourage you to do this in writing to me prior to the February 22, 2012 Board meeting. As I indicated in my e-mail, I really value your input and wish to continue to work with you on Board matters. Please let me know if I can be of any help.

Sincerely,

A handwritten signature in cursive script that reads "Kathryn Wallace".

Kathryn Wallace, Director of Education  
Simcoe County District School Board

/lr



## Beausoleil First Nation

Jeff Monague,  
Councilor,  
One O-Gema Street  
Christian Island, ON  
L0K 1C0

705-247-2051 Fax: 705-247-2239 Email: [monaguej@chimnissing.ca](mailto:monaguej@chimnissing.ca)

Mr. Robert North  
Chairman  
**Simcoe County District School Board**  
Education Centre  
1170 Highway 26  
Midhurst, Ontario  
L0L 1X0

Aaniin,

This letter is to inform you that I will need to be away from my duties as a Board member of the Simcoe County District School Board until April 1, 2012.

The Beausoleil First Nation Council is currently involved in a land claim ratification process which is mandated by the Federal government of Canada. I am involved in that process and as such will be required to attend and lead a series of consultation sessions for all members of the Beausoleil First Nation both on and off reserve. It is currently as priority with this Chief and Council and it is incumbent upon us to educate our membership to ensure a positive outcome in the settlement of the Coldwater Narrows Treaty Claim.

I beg your indulgence regarding this matter as we the Beausoleil First Nation Chief and Council attend to this historic land claim settlement which is the largest of its kind in Canadian history.

Miigwech,

Jeff Monague  
Councilor  
Beausoleil First Nation

cc: Ms. Kathi Wallace, Director

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

FROM: Superintendent of Education

SUBJECT: **REPORT OF THE FIRST NATIONS EDUCATION ADVISORY COMMITTEE  
MEETING HELD OCTOBER 19, 2011**

A meeting of the First Nations Education Advisory Committee Meeting (FNEAC) was held on Wednesday, October 19, 2011, at the Simcoe County District School Board.

**PRESENT:**

**Voting Members** Jeff Monague, Michelle Locke, Byron Stiles

**Non-Voting Members** Lori Beresford, Nick Howard, Daryl Halliday, Natalia Pyskir, Grant Edwards, Jim Sammon, Sally Potts, Kim Campbell, Lisa Snache, Anita Simpson, Lisa Ewanchuk, Rick Hodgkinson

**Guests**

**Regrets** Dan Shilling, Diane Fletcher, Nancy King

1. **Welcome and Introductions**

Anita Simpson, Superintendent of Education, opened the meeting by welcoming the Committee members and facilitating introductions.

Superintendent Simpson noted that quorum has not been met and items 3-6 inclusive would be deferred as a result.

2. **Opening Prayer**

Community Member Stiles led the group in an opening prayer.

3. **Election of Chairperson**

Deferred

4. **Approval of the minutes of the last meeting dated June 8, 2011**

Deferred

5. **Business Arising from the Last Meeting**

Deferred

6. **Terms of Reference for Native Advisory Committee – Anita Simpson**

Deferred

7. **Draft First Nation, Métis and Inuit Education (FNMI) 2011-2012 Action Plan – Principal Ewanchuk**

Principal Ewanchuk introduced the Draft First Nation, Métis, and Inuit Education 2011-2012 Action Plan. She noted that the intent is to present the document to the Committee to seek input into the planned activities for this year, to review what has been done last year, and to determine what needs to be included in this year's plan.

The Action Plan comes from the Multi-Year Plan for 2010-2013, which was approved at Program Services last year by the Board. This is an updated plan reflecting new initiatives and opportunities based on funding proposals that were submitted.

Principal Ewanchuk shared FNMI EQAO and OSSLT results from the Board Improvement Plan for Student Achievement and Well Being (BIPSA-WB).

Principal Ewanchuk shared information about the new FNMI Special Education Coach and outlined the major responsibilities of the position.

Principal Ewanchuk noted that staff are preparing for Restorative Practices Sessions scheduled for October 27, November 4, and November 10 and registration is full. The above sessions will focus on the Bidabaan Foundations and are being delivered by the Social Services Department of the Rama First Nation. Superintendent Simpson advised that there may be additional funding to allow for additional Facilitator Training sessions this year. A question arose as to the suitability of the Restorative Practices script for elementary students. Principal Campbell noted that the Restorative Practices script provided during the training has been successful, effective, and appropriate at the elementary level. Superintendent Simpson agreed and confirmed that the language is straightforward and succinct.

Principal Ewanchuk introduced the Aboriginal Perspectives Tool Kit from the Ministry and shared that professional learning opportunities will be provided to elementary and secondary schools on how to implement the teaching strategies in the Toolkit. Secondary schools that offer Native Studies programs have been provided with new textbooks from Pearson and Good Minds. New materials have also been provided for English programs including short stories, poetry, narratives, graphic stories, all written by FNMI authors. The English materials went to Department Chairs and are to be integrated into secondary English courses.

Principal Ewanchuk noted that it is important for support staff, student advisors, and FNMI Special Education coaches to learn more about FASD. She noted that The Union of Ontario Indians is hosting a 3 day conference in Sudbury and the board is sending our FNMI Student Advisors and the Special Education Coach to learn more.

**ACTION: Principal Ewanchuk will send the information on FASD to the group.**

Community Member Stiles noted that the finalized Chippewa Council land claim will also be a good resource tool once it is completed.

Principal Potts relayed feedback from one of her staff members to the Committee that she feels honored and proud of her heritage because of the work being done in SCDSB.

8. **DVD: In Focus: My Christian Island**

Superintendent Simpson presented the Rogers DVD, which was introduced at the spring meeting at Christian Island. It highlights the daily lives of Christian Island community members and students who attend SCDSB schools.

The group viewed the 35 minute video and provided positive feedback during the lunch break.

9. **School Reports**

**Mnjikaning Kendaaswin ES – Nick Howard**

Students have quickly settled into their new classes. Currently there are 128 student enrolled. This year the school is trialing Occupational Therapist support for 3 hours/week for a number of students. The Trevlac system is now being used to manage student information. The school is currently looking at methods and systems to raise the level of student understanding in number sense; to have a daily cultural teaching based on the Medicine Wheel and the 7 Grandfather Teachings; to help parents support their child's learning at home; and to raise expectations of staff and students during guided reading sessions.

So far, the school has participated in a meet the teacher night (with 80% of parents attending), the Terry Fox Run, a book fair, student vote, Parent Advisory Circle, reading buddies, leadership camp, virtue awards, monthly newsletters, and sports.

**Lions Oval PS - Daryl Halliday**

The school had a strong start .There has been a school wide approach to Restorative Practices and community circles and there are Medicine Wheel posters in every room showing alignment with classroom wheels. The school has a book club and grade 6 students attended author David Bouchard's visit at Regent Park. Think sheets are in the form of a circle as a key focus. The School Improvement Plan (SIP) focuses on numeracy.

There is a front hall display and a creation of activities for First Nations literature. The focus of the most recent PD day is on Bridges out of Poverty with a focus on well being.

**Regent Park PS - Kim Campbell**

During the summer our focus on Restorative Practices has continued. Two of our teachers attended Part II training and are about to deliver their 3<sup>rd</sup> formal circle. The impact has been very effective and parents are gaining an understanding and respect for the alternative approach to discipline. Our Ojibwe Second Language (OSL) program continues to be well attended. We have approximately 50 students enrolled. Regent Park is in the process of having window signage made for the 9 front windows in our entry. It will say

WELCOME, BONJOUR, AANIIN  
**REGENT PARK**  
HOME OF THE TIGERS  
MAISON DE TIGRES  
ENDAAWAT ZHAABSHIC



There will be a faint tiger behind all the words - an inclusive representation of our diversity at Regent.

**Rama Central PS - Shelley Clark**

The school's SIP goal last year was to disaggregate the data for the self-identified students. This year's goal is to introduce the 7 Grandfather Teachings with respect to Restorative Practices. They have also focused on building cultural awareness and have created a Medicine Wheel garden that Rama First Nation helped to develop.

**Orchard Park PS - Sally Potts**

Rosanna Mancari, an educational assistant who is an Interior Salish, has been working with students throughout the school. She has led circles in classrooms teaching specific lessons about the Seven Grandfather Teachings. Rosanne links the teachings to the board Character Traits and shares personal stories with the students while encouraging them to participate. Rosanne's eagle feather, or talking stick, is passed around to encourage students to share experiences and information about themselves. This allows students to develop closer connections with each other and build a sense of community.

Rosanne brings in the four medicines and her medicine bundle. She explains how each item is sacred. In her presentations with some classes, Rosanna brings items such as hides, drums, dream catchers, clothing, and photographs to make the instruction hands on. Feedback from students is that they thoroughly enjoy Rosanne's visits to the classroom. They approach her in the hallways and look forward to her next visit. Rosanne's teachings have brought self-awareness to students and staff and have resulted in members of the school feeling interconnected.

**ODCVI - Grant Edwards**

At O.D.C.V.I., we are modeling the structure of the Native Studies class on the philosophies of the First Nations, Métis and Inuit people. The Seven Grandfather Teachings form the basis of our interactions with each other and set the tone within the class. We draw on and share the prior knowledge that many of our First Nations students bring to class and learn from each other. At Thanksgiving, we prepared and shared traditional First Nations foods. We will be taking several field trips this semester, to immerse ourselves in the local Aboriginal peoples' historical and cultural centres. As well, we will have guest speakers and visiting artists from our local community to share their expertise with our students.

**Twin Lakes SS - Lori Beresford**

We have planned an Aboriginal Youth Voice Forum for October 26<sup>th</sup> from 12:00 – 2:30. We have 3 areas of focus for the Forum: Community and Culture, Academic Work, and Supports. We plan to use small group discussion and the new LIVESCRIBE pens to record the conversations. One of our local elders will begin the forum with the additional support of Lisa Ewanchuk, Lisa Snache, Karen King and others. We look forward to hearing from our students. We hosted one in 2009 with approximately 30 students attending. Many great things came from that project including our Full Circle Youth Group, a POW WOW, a Native Studies Class (which runs each year and is scheduled for semester two) and more. We plan to show the students that their voices were heard and we are looking for additional input. As well, we continue to have an active Ojibwe class (22 students) taught by Ernestine Baldwin.

**Park Street - Jim Sammon**

Currently, we have 27 students who have self-identified as First Nation, Metis, or Inuit. All have been welcomed in a one-to-one visit by a Guidance counselor and have also had the opportunity to meet with the FNMI Student Advisor on her visit to the school.

On September 23<sup>rd</sup>, all teachers participated in a workshop to enhance the curriculum connections of their courses and to incorporate aspects of FNMI culture. The workshop was warmly received and progress is being made in these areas.

We will offer a combined section of NAC2O1/NBV3C1 in semester two; the course is full and 25% of students enrolled are self-identified. A small group of our grade 11 students in that course are working with the teacher to revamp the Full Circle proposal for a second year of Speak Up funding.

The contents of our Literacy Learning basket are on display in our library, and students are enjoying the resources and materials.

**Midland SS - Diane Fletcher**

Midland Secondary School is offering the following Native Studies courses; Grade 10, Aboriginal Peoples in Canada and a combined grade 11 and 12, Aboriginal Beliefs, Values and Aspirations in Contemporary Society and Issues of Indigenous Peoples in a Global Context. There are 30 students enrolled in these courses. Some of the learning activities the students have been involved in this semester include creating dreamcatchers, developing posters and models illustrating the Seven Grandfather Teachings. Students are exposed to video clips relating to FNMI issues or concerns and consideration of how identity, both for themselves as individuals and for Aboriginal nations, can be viewed as an evolving process.

**Penetanguishene SS - Natalia Pyskir**

We currently have 56 self-identified students. There are six classes in total and we continue to run the two Specialist High Skills Majors for the Environment and Health & Wellness, with the FNMI pathway within them. FNMI Student Advisor Ruth Quesnelle supports our students by informing them about the Voluntary, Confidential Self—Identification of Aboriginal Students Policy providing class presentations on culture and local history, working with the Native Studies teacher, attending Parent/Teacher interviews, helping and attending the grade 8 visits and regular one-on-one contact with FNMI students.

**Rama Student Advisor - Lisa Snache**

Currently, there are 57 Rama First Nation students (on and off reserve) attending the 3 Orillia high schools. Sixteen (16) students travelled to Toronto on Oct. 4<sup>th</sup> to visit the Holland Bloorview Kids Rehabilitation Hospital and the Centre for Addiction & Mental Health. This is a joint venture with Rama's Health Department and the goal is to promote health related careers. Two more trips are being planned for the near future and will focus on Ryerson University, Anishnawbe Health and possibly the Michener Institute and the Science Centre. Also, an Aboriginal Youth Forum is being planned for Twin Lakes on Oct. 26<sup>th</sup>.

The Aboriginal Post-Secondary Information Program takes place on Oct. 27<sup>th</sup> at Twin Lakes and will consist of 15-25 Post Secondary Representatives – all Twin Lakes FNMI students will be invited to attend.

**10. Enrolment Report – Rick Hodgkinson – Background**

Preliminary enrolment data was presented to the Business and Facilities Standing Committee on October 5, 2011 in Report No. BF-I-2, 2011-2012 Student Enrolment on September 23, 2011. Enrolment data presented in this report includes registered First Nation students (fee paying students) attending SCDSB schools as recorded in eSIS on September 23, 2011.

Enrolment on September 23, 2011

On September 23, 2011, 76 students (fee paying students) from Beausoleil First Nation and Chippewas of Rama First Nation were registered at SCDSB schools. Compared to the same time period last year, enrolment of First Nation fee paying students has decreased by 32 students. The table below details enrolment on September 23, 2011 compared to last year.

**Registered First Nation Students – Fee Paying Students**

<b>First Nation</b>	<b>Total Fee Paying Students on September 24, 2010</b>	<b>Total Fee Paying Students on September 23, 2011</b>	<b>Change</b>
Beausoleil	27	19	- 8
Chippewas of Rama	81	57	- 24
<b>Total</b>	<b>108</b>	<b>76</b>	<b>- 32</b>

Enrolment is detailed in the following tables by First Nation community. The tables detail the number of students attending SCDSB schools and the full-time equivalent (FTE) enrolment on September 23, 2011.

**First Nation Students (Fee Paying Students)  
Attending SCDSB Schools on September 23, 2011**

<b>Beausoleil First Nation</b>			
	<b>School Attending</b>	<b>Total Pupils</b>	<b>FTE</b>
Elementary		0	0.00
Secondary	Barrie Central CI	1	1.00
	Midland SS	14	13.50
	Penetanguishene SS	4	4.00
	<b>Total Secondary</b>	<b>19</b>	<b>18.50</b>
<b>Total</b>		<b>19</b>	<b>18.50</b>

**First Nation Students (Fee Paying Students)  
Attending SCDSB Schools on September 23, 2011**

**Chippewas of Rama First Nation**

	<b>School Attending</b>	<b>Total Pupils</b>	<b>FTE</b>
Elementary	Lions Oval PS	1	1.00
	Orchard Park PS	1	1.00
	Rama Central PS	3	2.50
	Regent Park PS	11	10.50
	<b>Total Elementary</b>	<b>16</b>	<b>15.00</b>
Secondary	Orillia District CVI	9	8.25
	Twin Lakes SS	30	29.50
	<b>Total Secondary</b>	<b>39</b>	<b>37.75</b>
Learning Centre	Orillia Learning Centre	2	2.00
<b>Total</b>		<b>57</b>	<b>54.75</b>

**First Nation Students (Fee Paying Students)  
Attending SCDSB Schools on September 23, 2011**

**Total All First Nation Students**

	<b>Total Pupils</b>	<b>FTE</b>
Elementary	16	15.00
Secondary	58	56.25
Learning Centre	2	2.00
<b>TOTAL ALL STUDENTS</b>	<b>76</b>	<b>73.25</b>

Voluntary, Confidential Self-Identification of Aboriginal Students

In accordance with SCDSB Policy 4195, *Voluntary, Confidential Self-Identification of Aboriginal Students*, all aboriginal students have the right to voluntarily self-identify so that

appropriate programs may be designed and delivered to improve educational outcomes. The number of students voluntarily self-identified through the registration and student verification process continues to increase. On September 23, 2011, 1,147 students self-identified as First Nation, Métis or Inuit. This was an increase of 110 students compared to the same period last year. The total numbers of students who have voluntarily self-identified as First Nation, Métis or Inuit are detailed in the table below.

**Voluntarily Self-Identified Aboriginal Students**

	<b>Total Students</b>		
	<b>September 24, 2010</b>	<b>September 23, 2011</b>	<b>Change</b>
Elementary	770	803	+ 33
Secondary	267	344	+ 77
<b>Total</b>	<b>1,037</b>	<b>1,147</b>	<b>+ 110</b>

**11. Education Services (Tuition) Agreement Guidebook: A Resource for Ontario School Boards and First Nations – Anita Simpson**

Superintendent Simpson noted the intent and purpose of this document is to have school boards, Ministry of Education, Government of Canada, and First Nations come together and to understand and share with the people who are affected by this the most – First Nations communities and school boards.

She noted that the distinction between on and off reserve has been removed and encouraged committee members to review the document and to provide feedback through Principal Ewanchuk.

Assistant Manager Hodgkinson noted that both agreements will be coming up for review: Rama on August 31, 2012, and Beausoliel on March 31, 2012.

**12. SCDSB Board Improvement Plan for Student Achievement and Well-Being (BIPSA-WB) – Principal Ewanchuk**

Principal Ewanchuk advised that the group received the June, 2011 copy of the BIPSA-WB and that a later version will be released, which contains more detail.

Superintendent Simpson noted that Director Wallace references aligning practices and initiatives when educators review student data. Superintendent Simpson noted that the Committee should view this document with various lenses (FNMI, Special Education, English Language Learners, etc).

**13. Report to the Community – Anita Simpson**

Superintendent Simpson highlighted page 10. She noted that it effectively captures all of the programs and initiatives that the SCDSB is involved in. Although the committee

members know about these initiatives, this report shows that they are a big part of our report to the community.

**14. Additional Business**

Superintendent Simpson will place items 3-6 on the agenda for the next meeting and the Committee will review both sets of minutes at that time.

Superintendent Simpson noted that today's meeting minutes can not go to the board.

**15. Questions/Comments**

Board Trustee Locke noted that she recently attended a graduation at the Penetanguishene Learning Centre in the Superjail. She highlighted that the staff wanted to relay to Principal Ewanchuk how grateful they are for the great resources they've received at this location.

First Nation Trustee Monague noted that it is encouraging to hear everything taking place in SCDSB schools. He will be attending ODCVI to speak about the history of First Nations People and extended the offer to the Committee to attend other schools as well.

First Nation Trustee Monague also noted that he is working with Tribal Council to address the lack of Ojibwe teachers since, he noted, the program is not resourced enough.

Superintendent Simpson thanked everyone for attending

**16 Closing Prayer**

First Nation Trustee Monague led the group in a closing prayer.

**17. Report Status**

This report is provided as information.

**Respectfully submitted by:**

Anita Simpson  
Superintendent of Education

**Approved for submission by:**

Kathryn Wallace  
Director of Education

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 NOVEMBER 23, 2011**

A meeting of the Parent Involvement Committee was held on Wednesday, November 23, 2011 at the Education Centre.

**PRESENT:**

**Committee Members:** (Voting)  
Elizabeth Bettencourt, Laura Black, Marjorie Dowdell (Vice-chairperson), Sylvia Fiorito, Jennifer Johnson, Jane McCreadie (Chairperson), Tanya Nabuurs.

**Trustee**

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

**Administration & Staff**

**Representatives:** (Non-voting)  
Debbie Clarke, Rita England (Recorder), Angela Pino, Paul Sloan.

**REGRETS:** Kim Gadsby, Michelle Hunter, Jill Hynes, Jane Seymour.

**GUEST:** Trustee Suzanne Ley.

**1. Welcome**

Chairperson Jane McCreadie called the meeting to order at 5:00 p.m.

Chairperson McCreadie welcomed everyone to the meeting and introduced new member Laura Black. Chairperson McCreadie expressed regrets on behalf of Sue Pesdirz who has resigned from the committee. There are currently two vacancies available that may be filled by parents from any school geographical area within the board.

**2. Approval of Agenda**

Chairperson McCreadie asked the committee for approval of the agenda.

Moved by Elizabeth Bettencourt  
Seconded by Marjorie Dowdell

That the agenda be accepted as printed.

CARRIED

**3. Approval of October 19, 2011 Meeting Minutes**

Chairperson McCreadie asked for approval of the minutes.

Moved by Marjorie Dowdell  
Seconded by Jennifer Johnson

That the minutes of the October 19, 2011 meeting be accepted with a revision.

CARRIED

**4. Debrief October 25, 2011 School Council Members Meeting**

Chairperson McCreadie reported that 65 School Council Chairs attended the first School Council meeting held at the Education Centre on October 25, 2011. Feedback from an informal survey resulted in 34 responses which indicated that: the presentations were well received, networking with other School Council members was very helpful, key notes were engaging, and the most practical and informative session was the Top Ten presentation.

PIC members discussed ideas for marketing and brought forward topics for future meetings which included:

- Top 10 Tool Kit
- Best practices for website
- Administrative profile samples on website
- Additional advertising
- Physical exercise relating to student achievement (work being done by Russ Atkinson), in conjunction with the Healthy Food and Beverages initiative
- Trust and relationships with principals, to be included in with the next Top 10.

**5. February 27, 2012 School Council Members Meetings**

Chairperson McCreadie called for volunteers to form a sub-committee to develop an agenda and topics for the School Council video conference to be held on February 27, 2012. Trustee Michele Locke offered to host the video conference at Midland Secondary School.

A sub-committee consisting of Trustee Locke, Marjorie Dowdell, Trustee Caroline Smith, Sylvia Fiorito, Jennifer Johnson, Angela Pino and Elizabeth Bettencourt was formed.

The committee will draft ideas, and come back to the next PIC meeting to present the draft agenda and topics for the February 2012 School Council Members meeting.



**6. People for Education Conference**

Trustee Michele Locke, Marjorie Dowdell and Superintendent Paul Sloan shared their thoughts on the presenters and sessions at the People for Education conference, Making Connections, held on November 4 -5, 2011 at York University.

Trustee Locke thanked the committee for giving her the opportunity to attend the conference and spoke on the top three issues affecting all trustees: mental health, bullying and ARCs (Area Review Committees). Trustee Locke highly recommended parents attend this worthwhile conference next year. Trustee Locked stated that she learned a lot from the conference as a parent and as a trustee.

Vice-chairperson Marjorie Dowdell commented on the amount of excellent information obtained from the conference and in particular, the information provided relating to the School Council and PIC. Vice-chairperson Dowdell provided a handout to committee members from the conference.

Superintendent Sloan commented on his observation that every delegate at the conference was passionately committed to public education. His session included debate on how to keep public education strong and the incorporation of ideas from other jurisdictions. Superintendent Sloan noted that at the PIC workshop, many of the suggestions considered by other boards have already been implemented by the PIC at the Simcoe County District School Board.

Chairperson McCreadie encouraged members to attend this valuable conference next year and to review the People for Education website for more information.

[www.peopleforeducation.ca](http://www.peopleforeducation.ca).

**7. April 21, 2012 Parent Conference**

Chairperson McCreadie called for volunteers to form a sub-committee to develop an agenda, topics and to develop recommendations for keynote speakers for the Parent Conference to be held on Saturday, April 21, 2012 at the Education Centre in Midhurst.

A sub-committee consisting of Laura Black, Marjorie Dowell, Sylvia Fiorito, Jennifer Johnson, Angela Pino and Elizabeth Bettencourt was formed.

Communications Manager Debbie Clarke will assist with the promotion of the event on the board's website, once key note speakers and topics have been finalized.

Elizabeth Bettencourt will research best practices from other boards, also the structure of other parent conferences and teacher led breakout sessions.

It was recommended that the committee consider the possibility of engaging board staff as a possible cost saving measure and to showcase the board's talent.

The daycare provider SEEDS has been contacted and have been reserved to provide childcare at the upcoming conference.

Chairperson McCreadie will email the committee with details.

Superintendent Sloan asked about the content for a possible presentation on social media at the January 2012 PIC meeting. Chairperson McCreadie, Manager Clarke and Superintendent Sloan will discuss items for PIC and School Council agendas and bring back to committee.

#### **8. PIC Learning Workshop – Bridges Out of Poverty**

Superintendent Sloan introduced Hanne Nielsen, Principal of Adult and Continuing Education who sent regrets on behalf of Kelly Scott, Supervisor of Employee Services, County of Simcoe - Ontario Works, who was unable to attend the meeting.

Principal Nielsen provided a PowerPoint presentation on a book by Dr. Ruby Payne, Ph.D. entitled *Bridges Out of Poverty, Strategies for Professionals and Communities*. Bridges Out of Poverty is a conceptual model that helps social, health, business, and legal professionals in middle class and wealth to better understand the individuals living in poverty in constant survival mode.

Principal Nielsen reported that Continuing Education serves over 2,000 adults, 18 years of age and over through daytime programming. Due to large plant closures in the area, 40 plus per cent of students are on some type of social assistance. There are almost 10,000 families in Simcoe County who are living in a low income environment and the dominant age group is 18 – 30 year olds. Adult and Continuing Education clientele has increased over the years even though student enrolment for the board has declined in areas. The presentation was designed to assist SCDSB staff to better understand how they can construct a different view point and support students who are living in poverty. Four Adult and Continuing Education staff members became certified trainers and now deliver Bridges Workshops to school board staff.

Principal Nielsen spoke on: the Hand Model (resources), the importance of relationships for people living in poverty, the Middle Class Socioeconomic model, tyranny of the moment and the “hidden rules” for people living in poverty. Principal Nielsen concluded by stating that to help children obtain an education is the number one way to help them out of poverty.

The committee discussed Section 23 classes which are managed through Kinark. The students come from various schools throughout the Simcoe County area and there is a worker in every classroom to work with students with behavioral and mental health issues.

There is some connection between student behaviour and their socioeconomic environment.

Superintendent Sloan spoke on the board’s lengthy suspension program whereby the students are supported even while on lengthy suspensions.

Elizabeth Bettencourt suggested we build more bridges by offering programs that are not fee based to the huge population in Barrie who are in need. Superintendent Sloan responded that the principal has autonomy of their school until 6 p.m. every day (elementary) and 7 p.m. (secondary). After this time the permit office has the option to book the facilities to community organizations. Depending on the group, the renting of the facility could actually be free, depending on the custodial shifts, e.g. the Scout group uses the facility at virtually no charge.

Superintendent Sloan commented that the that Bridges Out of Poverty initiative is attempting to create a lens that we look at ourselves so we can understand a different lens for people who are not in the middle class in a school system that is predominantly middle class. Bridges Out of Poverty is a way of creating awareness in our staff where the student is coming from and how we engage them to reach their full potential as people and members of the community.

Committee members questioned where the training course was available. Principal Nielsen stated that the County of Simcoe through the Coalition and Barrie Needs Task Group are organizing a train the trainer session, which is three full days for \$800, May 1–3, 2012.

Additional information is available at [www.aha.process.com](http://www.aha.process.com).

Recommended Resources:

- Bridges Out of Poverty, Ruby K. Payne, Ph.D.
- Understanding Learning the How, the Why, the What, Ruby K. Payne, Ph.D
- Hidden Rules of Class at Work, Ruby K. Payne, Ph.D., Don L. Krabil
- Discipline Strategies for the Classroom, Working with Students, Ruby K. Payne, Ph.D
- Under Resourced Learners, 8 Strategies to Boost Student Achievement, Ruby K. Payne, Ph.D
- A Framework for Understanding Poverty, Ruby K. Payne, Ph.D
- Culturally Proficient Education, An Asset-Based Response to Conditions of Poverty, Randall B. Lindsey, Michelle S. Karns and Keith Myatt
- No Place Called Home, National Film Board DVD
- Brain Rules, 12 Principles for Surviving and Thriving at Work Home, and School – John Medina
- Recommended reading Eric Jenson: [www.ericjenson.com](http://www.ericjenson.com)

Chairperson McCreadie thanked Hanne Nielsen for her engaging presentation and stated that part of the long term plan for PIC is outreach to the community, to improve student achievement and to think about long term goals and how the committee would like to proceed.

**9. Unfinished Business from Meeting of October 19, 2011**

a) Comments on Draft PIC Handbook from Ministry of Education

Committee members were informed that the deadline for feedback to the Ministry of Education is November 30, 2011. Committee members commented that the draft handbook was positive, thorough, and covered the policy well.

b) School Councils Policy 4310

Chair McCreddie provided a handout of School Council Policy 4310 which will be reviewed by the committee at the January meeting.

**10. Additional Items**

a) School Budget

Superintendent Sloan explained that Administrative Council looked at how the board school councils resource schools that are under resourced. Traditionally schools apply for funds, but the schools requesting funding are the schools who are, in general, reasonably well resourced. The communities who do not respond are the ones who require assistance.

The plan is to target schools based on their needs using the board's information to help parents to help children. Unused funds that were not used from the School Council line totaled approximately \$60,000. With the endorsement of the committee Superintendent Sloan will work through board staff who are more aware of the particular school's needs and use financial resources to make the best use of the money. Superintendent Sloan will report back to the committee on the process at the January PIC meeting.

Memorandum 2011-2012: 107, Parent Involvement Funding – School Mobilization and Outreach Allocation was handed out. Superintendent Sloan explained that the allocation, \$500 per school, is funded to promote greater and more diverse parent involvement in the school, the council and its activities. Working collaboratively, it is up to school councils to decide on projects that would best serve their school community. Some suggestions include:

- Communication - enhance effective forms of communication to the school community;
- Learning at Home - provide information to families on how to help students with homework and curriculum related activities;
- Building Parent Skills - parent resources at the workshops or books, pamphlets and magazines placed in a dedicated area of your school AND easily accessible to parents, are ways to spend the funding;
- Volunteering - funding can also be used to support the work of volunteers but can not be used for honorariums, gifts or stipends;

Below are some examples for school councils to consider from the practices of other school councils in Simcoe County.

- Create magnets with school contact info for easy access in order to support safe arrival programs;
- Build an outdoor bulletin board/communication board;
- Purchase game kits for students/families to sign out for the weekend;
- Acquire library resources for parent section - parenting, healthy recipe books, etc.;
- Purchase software licenses so students can use recommended software at home without having to pay the fee individually (eg. Dream Box);
- Put funds towards the cost of a speaker, a speaker series or author workshop;
- Have funds go towards colour printing of an informational brochure or handbook being distributed to all families as a form of outreach.
- Hosting events that engage parents such as Active Family Night, Family Math Night, Family Literacy Night, etc. ;
- Hosting Literacy and Numeracy workshops for parents, providing child care and refreshments for parents, are excellent uses of the funding;
- Holding a volunteer fair, volunteer training/orientation and recognition of volunteers' contributions to student success are suitable uses for the funding.

Funds are only to be used to support and encourage parent involvement and may not be used in relation with any fundraising events. They are not intended for general school use or to pay for existing school support services provided by the school for parent groups. Funds cannot be used to purchase playground equipment, other school equipment, school facility upgrades or other non-parent involvement based initiatives.

Note: these funds are not to be used to pay board employees for work associated with this parent involvement initiative.

Additional suggestions for discussion can be found in the document "Involving Parents in the School: Tips for School Councils" on the Ministry of Education website at the following web address: [www.edu.gov.on.ca/eng/parents/involvement/](http://www.edu.gov.on.ca/eng/parents/involvement/).

- b) Discussion ensued regarding the importance of PIC, engaging parents to become more involved in their schools.

Principal Angela Pino commented that parent engagement in one school is different than at another school depending on many factors including, socio economic factors, most parents have a reason why they are unable to come. Superintendent Sloan added that parent engagement depends on the school community, the dynamics of the school. Difficulty of parents attending school councils is often rooted not in the principal's office, but in the community.

**11. Adjournment**

Moved by Margorie Dowdell  
Seconded by Sylvia Fiorito

That the meeting be adjourned at 7:45 p.m.

The next regular meeting will be held on Wednesday, January 25, 2012 at 5:00 p.m. at the Education Centre.

**12. Report Status**

This report is provided as information.

**Respectfully submitted by:**

Paul Sloan  
Superintendent of Education

**Approved for submission by:**

Kathryn Wallace  
Director of Education

TO: The Chairperson and Members of the  
Special Education Advisory Committee

FROM: Chairperson of SEAC  
Superintendent of Education

SUBJECT: **MINUTES OF THE SPECIAL EDUCATION ADVISORY  
COMMITTEE MEETING HELD JANUARY 16, 2012**

A. **Call to Order**  
(1) **Roll Call**

**PRESENT**

**SEAC Members:** Donna Armstrong (Trustee), Angie Bridekirk, Joanne Brown,  
Susan Clough, Sue Downing, Sarah Elliott, Mary Haire, James Hall,  
Laura LaChance, Kim Latour, Michele Locke (Trustee),  
Krista Mayne (Trustee), Joanne McCafferty, Sari Russell.

**SEAC Alternates:** Kevin Berry, Sheila Davis.

**Staff:** Alexa Barrie, Peter Gumbrell, Phyllis Hili, Hailey McLean.

**Regrets:** Margaret Homewood.

**Recording  
Secretary:** Jennifer Henry.

(2) **Election of Chairperson and Vice-Chairperson**

Superintendent Hili welcomed new and returning SEAC members to the first meeting of the new term. She outlined the election process and called for nominations for the office of Chairperson of the Special Education Advisory Committee (SEAC).

Moved by Mary Haire  
Seconded by Joanne McCafferty

That Angie Bridekirk be nominated for election as Chairperson of the SEAC.

Angie indicated that she would be honoured to stand.

Superintendent Hili called for further nominations for the office of Chairperson for the SEAC.

There being no further nominations, Angie Bridekirk was acclaimed as Chairperson of the SEAC.

CARRIED

Angie assumed the position of Chairperson at this time.

**Election of Vice-Chairperson**

Chairperson Bridekirk called for nominations for the office of Vice-Chairperson of the SEAC.

Moved by Joanne McCafferty  
Seconded by Kim Latour

That James Hall be nominated for election as Vice-Chairperson of the SEAC.

James indicated that he would be happy to stand.

Chairperson Bridekirk called for further nominations for the office of Vice-Chairperson of the SEAC.

There being no further nominations, James Hall was acclaimed as the Vice-Chairperson of the SEAC.

CARRIED

James assumed the position of Vice-Chairperson at this time.

**(3) Approval of Agenda**

It was noted that the Information Update under item B 5 (c) would be on Maplevue Heights-County Classes. Joanne McCafferty requested that this item be moved to the top of the agenda under Item B (2) Presentations and Discussion.

Moved by Joanne McCafferty  
Seconded by Mary Haire

That the agenda be approved as amended.

CARRIED

**(4) Approval of Minutes**

(a) Minutes of the Regular Committee Meeting December 12, 2011

Moved by Michele Locke  
Seconded by Krista Mayne

That the minutes of the regular meeting of the Special Education Advisory Committee held December 12, 2011 be approved.

CARRIED

**B. (1) Welcoming**

(a) Welcome and Introductions

Chairperson Bridekirk addressed SEAC Members and thanked them for the honour of being nominated as Chairperson once again. She noted that it is privilege to be working with SEAC members and advocating for individuals with disabilities. Vice-Chairperson Hall also addressed SEAC members, noting that it is nice to work with such a collegial SEAC.

Chairperson Bridekirk welcomed Sarah Elliott newly appointed SEAC member for Candlelighters Simcoe Parents of Children with Cancer.



Being a new term, Chairperson Bridekirk noted a change in Trustee representation on SEAC. She welcomed Trustee Donna Armstrong and spoke to the experience that she brings to the SEAC table. Chairperson Bridekirk also welcomed Trustees Locke and Mayne back to the SEAC table. Guests and parents were also welcomed to the meeting.

(b) SCDSB Special Education Statement of Beliefs

Krista Mayne read the Statement of Beliefs.

(2) **Presentations & Discussion**

(a) Information Update – Mapleview Heights County Classes

Superintendent Hili provided information on an Attendance Area Review for Mapleview Heights Elementary School, Warnica Public School and Willow Landing Elementary School that was put into place as part of the 2010 Capital Plan. Enrolment/demographic trends and capacity changes are impacting accommodation which has resulted in Mapleview Heights Elementary School being over capacity, Warnica Public School being at capacity and Willow Landing Elementary being under capacity. Superintendent Hili spoke to the objectives and process for Attendance Area Reviews, noting that they are a community process. She reported that letters were sent to parents and that two public meetings have been held. At the second meeting four options were shared. The options were also posted on the Board's public website. All four options include possibilities for relocating the Developmental Skills classes at Mapleview Heights.

A lengthy discussion ensued regarding the Attendance Area Review process, and the options being considered. SEAC members inquired about stakeholder input and how it is gathered throughout the process. Superintendent Hili noted that there are several opportunities available for input which include receiving direct input/feedback from the public meetings, feedback sheets which are made available for parent input, as well as contacting the Planning Department and Superintendent for that particular school.

Clarification was sought regarding whether recommendations could come forward which differ from the options provided. It was noted that the feedback is considered, and clarified that feedback and suggestions are still being received and reviewed at this time. Trustees Armstrong, Locke and Mayne, spoke further to the process. It was noted that a report will be brought to the Business and Facilities Standing Committee with recommendations, and then the report will be brought to the Board. It was confirmed that delegations can be made at the meetings. Concern was raised why parents were not notified in the letters that they received about the possibility of the Developmental Skills classes at Mapleview Heights being relocated, and why SEAC did not receive information sooner. SEAC members' inquired where in the process is there opportunity for SEAC to provide feedback and inquired if there will be an opportunity for SEAC members to see the report prior to a decision being made. Chairperson Bridekirk asked if the Trustees sitting on SEAC could look further into the inquiry and report back.

There was further discussion regarding past boundary changes, whether county classes were affected and how the transitions were made. There was also an inquiry on the process for assisting families with the process if a decision is made to relocate the county classes. Superintendent Hili reported that if approved, transition teams would be formed to assist parents and students with the transition. She noted that transition plans would be established and spoke further to the process.

(b) Special Education Multi-Year Plan

Superintendent Hili briefly spoke to the Simcoe County District School Board (SCDSB) Board Improvement Plan for Student Achievement and Well-Being and the SCDSB Multi-Year Plan, *The Simcoe Path* which sets goals and direction for the Board. Superintendent Hili noted that the Special Education Multi-Year Plan operationalizes the goals from the Board Improvement Plan.

Superintendent Hili noted that SEAC's input into the Board Improvement Plan, budget process and Special Education Report is taken into account and reflected in the Special Education Multi-Year Plan. Superintendent Hili referred SEAC members to the draft copy of the Special Education Multi-Year Plan provided in their folders, and led SEAC members via PowerPoint projection through the draft plan. She spoke to the format, and key components of the document which are comprised of action items to move forward goals in the Board Improvement Plan. The key components of the Special Education Multi-Year plan are: Literacy and Numeracy; Program and Pathways; and Community Culture and Caring. 2010-2011 action items for each of the components are noted, followed by 2011-2012 action items which are further broke down by Resources, Professional Learning/Activities, Monitoring, Responsibility and Evaluation/Outcomes. Superintendent Hili invited SEAC members to provide feedback throughout the presentation and to provide comments and suggestions on the draft copies of the Special Education Multi-Year Plan provided in their folders.

Superintendent Hili noted that one change from last year's Special Education Multi-Year Plan is that Literacy and Numeracy have been categorized together under one heading. She provided a brief overview each of the key components and the attached action items. Under Literacy and Numeracy, Superintendent Hili spoke to focused use of essential practices K-12 and circulated copies of the Board Improvement Plan for Student Achievement and Well-Being 2011-2012 Essential Practices K-12 working document. She also spoke to the continued implementation of the Alternative Curriculum Expectations (ACE) and Assessment Companion Tool (ACT) for students who are not accessing the Ontario Curriculum; increasing the participation of students identified as ASD/MID in EQAO assessments; continuing to focus on resources and professional development for secondary learning centre teachers, and developing a framework and beginning to implement a framework for Credit Accumulation for students on a modified program. Under Programs and Pathways, Superintendent Hili spoke to target setting, and the SEA Multi-Year Plan. It was noted that the SEA Multi-year plan will be revised and will be brought forward to SEAC. Transition planning was also noted as a key action item. Superintendent Hili noted that a Policy Program Memorandum is expected to come forward from the Ministry and that the SCDSB will be looking to develop a multi-year plan with an emphasis on transitions to adult pathways.

It was noted that the Special Education Consultants are currently working on a transitions resource guide to adult pathways and that a work team will be established through the Resources Aligned with Priorities (RAP) SEAC sub-committee. Under Community Culture and Caring, Superintendent Hili spoke to the introduction and implementation of the Ministry Document "Caring and Safe Schools in Ontario – Supporting Students with Special Education Needs through Progressive Discipline Kindergarten to Grade 12"; school climate surveys and the technology implemented to hear more student voices. She also spoke to continuing and extending partnerships with community agencies to enhance student achievement and well-being as well as focusing on parent engagement for parents of students with special education needs.

Superintendent Hili invited SEAC members' questions and feedback, noting that changes will be made to the draft document based on feedback received, then it will be brought forward to the Program Standing Committee. Slight wording amendments were noted and the following suggestions were made: There should be something linking parents to increasing participation of students identified as ASD/MID in EQAO Assessments; goals on individual education plans (IEPs) should be suited to each individual's goals; ensure that all agencies and associations are captured if listing them as resources; SEAC should be listed as a consulted resource through the document.

**(3) SEAC Member Reports**

Chairperson Bridekirk noted that SEAC Member Reports is a standing item on the monthly agenda for SEAC members to provide information or share a brief update from their agency/association.

Laura LaChance reported that Parents of Down Syndrome – Simcoe County has changed its name to The Down Syndrome Association of Simcoe County.

Sue Downing reported that Simcoe Community Services is hosting two upcoming sessions on Registered Disability Savings Plan (RDSP), and circulated information on the sessions in the SEAC circulation folder.

**(4) Board Reports**

**(a) Regular Board Meeting December 21, 2011**

Trustee Mayne provided a brief overview of the regular Board meeting held on December 21, 2011. She reported on Chairperson North's Inaugural Address, and Director Wallace's presentation to the Past Chairperson and Vice-Chairperson of the Board. Trustee Mayne also reported on administrator appointments and transfers, and Trustee committee assignments for 2012. She reported that Trustees approved that staff develop a strategy to reduce and eventually eliminate (with exceptions for health and safety) the purchase and sale of bottled water in administration buildings, elementary and secondary schools and that steps be taken to educate students and staff on the benefits of refillable containers. She reported that student trustees presented a petition from students who support the strategy. Trustee Mayne also noted that Trustee Lloyd offered congratulations to Twin Lakes Secondary School's French class for winning the University of Ottawa's province-wide video contest. Each student will receive a \$2000.00 scholarship if they choose to study French immersion at the University of Ottawa.

(b) Status of Recommendations to the Board

It was noted that the motion put forth by SEAC at the December 12, 2011 SEAC meeting will be brought forward at the January 18, 2012 Board Meeting.

(5) Staff Member Reports/Updates

(a) Mental Health Strategy Update

Superintendent Hili briefly spoke to Ontario's Comprehensive Mental Health and Addictions Strategy known as *Open Minds, Healthy Minds* which was announced during the 2011-2012 budget. She noted that the Strategy will start with a three-year plan that focuses on children and youth, and briefly highlighted the priorities driving the first three years, which contribute to the goals of the Comprehensive Strategy. Superintendent Hili spoke to the various ministries working together and highlighted some of the initiatives which include: developing a resource guide; professional development opportunities, and hiring teams of mental health workers and nurses in schools to help build capacity. She noted that the SCDSB has some supporting initiatives in place including Bridges out of Poverty and Restorative Practices. It was also noted that Simcoe County has been selected to participate in the Working Together for Kids' Mental Health initiative where "community" – educators, health sector and agencies work together to identify and support youth and children in the delivery of services.

(b) Professional Development Update

Peter Gumbrell, Principal of Special Education reviewed the various special education professional development opportunities being offered in January. He noted the continued focus on assistive technology training and spoke to a range of Applied Behaviour Analysis (ABA) training opportunities for schools. Principal Gumbrell also spoke to professional development opportunities for Educational Assistants including the professional development scheduled for EAs on the upcoming PA day. He noted that the PA day training is now mandatory for EAs. He also spoke to the continuation of the Kinark and SCDSB after school training sessions. Principal Gumbrell addressed SEAC members' questions regarding who decides what training EAs take and the process regarding EA training. Questions were also addressed regarding the professional development sessions entitled "Teaching Sexuality for those who learn Differently". Due to the sensitivity of the topic it was suggested that parents be involved. There was a question regarding "Let's Make a Difference – Bullying" Training. It was noted that this training is currently only being offered to EAs. There was an inquiry whether this training could also be made available to teachers. Further questions were addressed regarding the Accessibility for Ontarians with Disabilities Act, and the Adobe Connect training sessions. There was a request to be provided with some feedback on the on the assistive technology training sessions. Principal Gumbrell noted that he could provide feedback on the SEA training sessions and will follow up to see if feedback is available on the Adobe Connect sessions. There was a request to receive the monthly professional development updates electronically with the SEAC package and for a two month rolling.

(6) **Committee Reports/Updates**

(a) **Feedback from the SEAC Group Discussion and Activity**

Laura LaChance reported that there was good response to the invitation that was sent to all SEAC members and alternates to attend the RAP committee meeting. The committee met prior to SEAC to review the feedback from the December 12<sup>th</sup> working group session, and has decided that the next topic of discussion for RAP will be on Transitions. Laura reminded SEAC members and alternates that the invitation is always open for members and alternates to join the RAP committee ahead of the SEAC meetings, and requested that members please RSVP to her or Jennifer if they plan on attending. Hailey McLean, Central Program Consultant in Special Education was also invited to attend the next RAP meeting to participate in the transitions discussion.

(b) **SEAC Belief Statement Poster**

Chairperson Bridekirk noted that there have not been any updates regarding the poster and proposed tabling it as an item to bring forward in a draft plan/form.

C. **INFORMATION**

(1) **Correspondence**

Chairperson Bridekirk shared details of a letter that she received from the Renfrew County District School Board. The letter was sent to the Honourable Laurel Broten, Minister of Education requesting that the funding model for special education reflect the actual cost of provision of special education services and that it provides a fair allocation for all students wherever they live in Ontario.

(2) **Questions and Proposals from SEAC Members (including notices of motion) - NIL**

(3) **SEAC Contact Information 2011-2012**

Please advise Jennifer Henry of any changes or updates to contact information.

D. **FUTURE BUSINESS AND ADJOURNMENT**

Moved by Michele Locke  
Seconded by Joanne McCafferty

That the meeting be adjourned.

CARRIED

**Report Status**

This report is provided for information.

**Respectfully submitted by:**

Phyllis Hili  
Superintendent of Education

**Approved for submission by:**

Kathryn Wallace  
Director of Education

February 22, 2012

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

FROM: Audit Committee

SUBJECT: **REPORT OF THE PUBLIC SESSION OF THE AUDIT COMMITTEE  
MEETING HELD MONDAY, FEBRUARY 6, 2012**

The Audit Committee met in Public Session on Monday, February 6, 2012, at the Education Centre.

**PRESENT:**

**Committee Members** Suzanne Ley, Jodi Lloyd, Jason McArthur, Christine Williams.

**Administration** Brian Jeffs, Kathryn Wallace.

**Staff** Mark Connors, Joanne Gemus, Genevieve Segu, Corry Van Nispen.

**REGRETS:**

**Committee Members** Robert Mauro.

**Administration** Janis Medysky.

**Recording Secretary** Tina Bazuk.

Brian Jeffs, Superintendent of Business Services called the meeting to order at 6:00 p.m.

**Approval of the Agenda**

Superintendent Jeffs indicated that Approval of Minutes has been removed from the agenda as it's not been committee practice to approve these minutes at meetings. Since the committee only meets 3 times per year, waiting to approve the minutes until the next scheduled meeting would delay potential time-sensitive decisions going forward to the Board for approval. The committee will continue with its current practice of sending the minutes out via email asking members to respond with their comments.

**MOTION**

Moved by Suzanne Ley  
Seconded by Christine Williams

That the agenda be approved as revised.

CARRIED

**Declaration of Conflicts of Interest** - Nil

**Election of Chairperson**

Superintendent Jeffs called for nominations for the position of Chairperson of the Audit Committee.

Moved by Jodi Lloyd  
Seconded by Christine Williams

That Trustee Suzanne Ley be nominated for election as Chairperson of the Audit Committee.

Trustee Ley indicated that she would stand.

Superintendent Jeffs called for further nominations for the position of Chairperson of the Audit Committee.

There being no further nominations, Trustee Ley was acclaimed as Chairperson of the Audit Committee.

CARRIED

Trustee Ley assumed the Chair at this time

**Election of Vice-Chairperson**

Robert Mauro was unable to attend the meeting this evening. He has however provided an email with his intention to stand for the position of Vice-Chairperson of the Audit Committee. With only two external members and the other member's term ending in April 2012, Robert Mauro was elected.

Moved by Jason McArthur  
Seconded by Suzanne Ley

That Robert Mauro be nominated for election as Vice-Chairperson of the Audit Committee.

Robert Mauro had indicated that he would stand via email.

There being no further nominations, Robert Mauro was acclaimed as Vice-Chairperson of the Audit Committee.

CARRIED

In the absence of Vice-Chairperson Mauro, Chairperson Ley called for nominations for the position of Vice-Chairperson of the Audit Committee for the evening.

Moved by Jodi Lloyd  
Seconded by Christine Williams

That Jason McArthur be nominated for election as Vice-Chairperson of the Audit Committee for the evening.

Jason McArthur indicated that he would stand.



There being no further nominations, Jason McArthur was acclaimed as Vice-Chairperson of the Audit Committee for the evening.

CARRIED

Jason McArthur assumed the position of Vice-Chair at this time.

**Presentation/Delegations** - Nil

**Items for Committee Decision** - Nil

**Items for Information**

1. **2010-2011 Management Letter Re: Audit Findings (BF-I-1)**

Superintendent Jeffs introduced Michael Laycock and Andrea Nauss, Chartered Accountants from BDO Canada LLP who provided an overview of the report.

As a regular function of the annual external audit of the Board's financial statements, the Board's auditors conduct a review of select systems of internal controls. Each year, subsequent to the audit, a report is issued which details the auditor's observations and recommendations for consideration in areas in which they identify there may be an opportunity for improvement.

Michael Laycock confirmed that School Generated Funds and Transportation Consortium issues identified in the 2009-2010 Management Letter re: Audit Findings, as areas for opportunity for improvement, have been resolved.

Superintendent Jeffs, Corry Van Nispen, Controller, Joanne Gemus, Manager of Payroll and Benefits Services, responded to questions from the committee members regarding these areas and their resolutions.

This report was provided for information.

2. **Internal Audit Update (BF-I-2)**

Mark Connors, Regional Internal Audit Manager and Genevieve Segu, Senior Auditor, provided an overview of the report which outlines work undertaken by the Regional Internal Audit Team (RIAT) since December 2011. This work includes: RIAT's region-wide progress, SCDSB current Internal Audit Plan to-date and the Recommended Tracking.

Manager Connors and Senior Auditor Segu responded to questions from committee members at this time.

This report was provided for information.

**3. Process for Upcoming Vacancy (VERBAL)**

Superintendent Jeffs provided an overview of the process for filling an upcoming external member vacancy as Jason McArthur's term expires in April 2012. An advertisement will be placed with the local media by the end of February 2012 and staff will consult with various community members. It is anticipated that the selection process could potentially take a few months. Jason McArthur has agreed to remain as an external member if necessary until a new member is recruited.

**Correspondence** - Nil

**Other Matters**

Chairperson Ley asked if the Audit Committee would be a well suited venue to review the Student Trustee budget. It was clarified that this topic would be more appropriate to be dealt with at a Business and Facilities Standing Committee meeting.

**Notices of Motion for Next Meeting** - Nil

**MOTION**

Moved by Christine Williams  
Seconded by Jason McArthur

That the meeting be adjourned at 6:50 p.m.

CARRIED

**Report Status**

This report is provided as information.

**Respectfully submitted by:**

Brian Jeffs  
Superintendent of Business Services

**Approved for submission by:**

Kathryn Wallace  
Director of Education

February 22, 2012

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

FROM: Superintendent of Education

SUBJECT: **ENROLMENT OF FIRST NATION STUDENTS ON OCTOBER 31, 2011**

**1. Background**

Enrolment data was extracted from the board's student information system (eSIS) for the purpose of reporting student data to the Ministry of Education through OnSIS for the October 31, 2011 count date. This report details the enrolment of First Nation students attending SCDSB schools (fee paying students) under the effective Educational Services Agreements with Beausoleil First Nation and Chippewas of Rama First Nation.

**2. Enrolment on October 31, 2011**

Enrolment for fee paying students from Beausoleil First Nation and Chippewas of Rama First Nation totalled 87 students (elementary, secondary and learning centres) with a full-time equivalent (FTE) enrolment of 84.00. This is a decrease of 29 students and 27.63 FTE compared to enrolment reported on October 31, 2010 (last school year). The table below details total student enrolment and total FTE enrolment by First Nation community on October 31, 2011 compared to enrolment on October 31, 2010.

**Registered First Nation Students – Total Fee Paying Students**

	October 31, 2010		October 31, 2011		Change	
	Total Pupils	FTE	Total Pupils	FTE	Total Pupils	FTE
Beausoleil	38	36.88	26	25.50	- 12	- 11.38
Chippewas of Rama	78	74.75	61	58.50	- 17	- 16.25
<b>Total</b>	<b>116</b>	<b>111.63</b>	<b>87</b>	<b>84.00</b>	<b>- 29</b>	<b>- 27.63</b>

*FTE -- Full-time equivalent enrolment*

The tables below detail the total number of Beausoleil First Nation and Chippewas of Rama First Nation students (fee paying students) attending SCDSB elementary schools, secondary schools and learning centres under the effective Educational Services Agreements between the board and the respective communities. Current enrolment reported on October 31, 2011 is compared to enrolment reported on October 31, 2010.

**Beausoleil First Nation Students (Fee Paying Students) Attending SCDSB Schools**

Beausoleil First Nation	School Attending	October 31, 2010		October 31, 2011		Change	
		Total Pupils	FTE	Total Pupils	FTE	Total Pupils	FTE
Elementary		0	0.00	0	0.00	0	0.00
Secondary	Barrie Central CI	1	1.00	0	0.00	- 1	- 1.00
	Midland SS	26	25.50	21	20.50	- 5	- 5.00
	Penetanguishene SS	9	9.00	5	5.00	- 4	- 4.00
	<b>Total Secondary</b>	<b>36</b>	<b>35.50</b>	<b>26</b>	<b>25.50</b>	<b>- 10</b>	<b>- 10.00</b>
Learning Centre	Barrie Learning Centre	2	1.38	0	0.00	- 2	- 1.38
<b>Total</b>		<b>38</b>	<b>36.88</b>	<b>26</b>	<b>25.50</b>	<b>- 12</b>	<b>- 11.38</b>

*FTE -- Full-time equivalent enrolment*

**Chippewas of Rama First Nation Students (Fee Paying Students) Attending SCDSB Schools**

Chippewas of Rama First Nation	School Attending	October 31, 2010		October 31, 2011		Change	
		Total Pupils	FTE	Total Pupils	FTE	Total Pupils	FTE
Elementary	Lions Oval PS	0	0.00	1	1.00	+ 1	+ 1.00
	Orchard Park PS	1	1.00	2	1.50	+ 1	+ 0.50
	Rama Central PS	2	1.50	3	2.50	+ 1	+ 1.00
	Regent Park PS	7	6.50	12	11.00	+ 5	+ 4.50
	<b>Total Elementary</b>	<b>10</b>	<b>9.00</b>	<b>18</b>	<b>16.00</b>	<b>+ 8</b>	<b>+ 7.00</b>
Secondary	Orillia District CVI	19	19.00	14	14.00	- 5	- 5.00
	Park Street CI	2	2.00	0	0.00	- 2	- 2.00
	Twin Lakes SS	44	41.75	28	27.50	- 16	- 14.25
	<b>Total Secondary</b>	<b>65</b>	<b>62.75</b>	<b>42</b>	<b>41.50</b>	<b>- 23</b>	<b>- 21.25</b>
Learning Centre	Orillia Learning Centre	3	3.00	1	1.00	- 2	- 2.00
<b>Total</b>		<b>78</b>	<b>74.75</b>	<b>61</b>	<b>58.50</b>	<b>- 17</b>	<b>- 16.25</b>

FTE -- Full-time equivalent enrolment

**Total All First Nation Students (Fee Paying Students) Attending SCDSB Schools**

Total All First Nation Students	October 31, 2010		October 31, 2011		Change	
	Total Pupils	FTE	Total Pupils	FTE	Total Pupils	FTE
Elementary	10	9.00	18	16.00	+ 8.00	+ 7.00
Secondary	101	98.25	68	67.00	- 33.00	- 31.25
Learning Centre	5	4.38	1	1.00	- 4.00	- 3.38
<b>TOTAL ALL STUDENTS</b>	<b>116</b>	<b>111.63</b>	<b>87</b>	<b>84.00</b>	<b>- 29.00</b>	<b>- 27.63</b>

FTE -- Full-time equivalent enrolment

**3. Voluntary, Confidential Self-Identification of Aboriginal Students**

In accordance with SCDSB Policy 4195, *Voluntary, Confidential Self-Identification of Aboriginal Students*, all aboriginal students have the right to voluntarily self-identify so that appropriate programs may be designed and delivered to improve educational outcomes. The number of students voluntarily self-identified through the registration and student verification process continues to increase. On October 31, 2011, 1,229 students self-identified as First Nation, Métis or Inuit. This was an increase of 127 students compared to October 31, 2010. The total number of students who have voluntarily self-identified as First Nation, Métis or Inuit are detailed in the tables below.

**Voluntarily Self-Identified Aboriginal Students**

	Total Students		
	October 31, 2010	October 31, 2011	Change
Elementary	821	833	+ 12
Secondary	281	396	+ 115
<b>Total</b>	<b>1,102</b>	<b>1,229</b>	<b>+ 127</b>

**Voluntarily Self-Identified Aboriginal Students -- Total Students**

	First Nation			Métis			Inuit		
	October 31, 2010	October 31, 2011	Change	October 31, 2010	October 31, 2011	Change	October 31, 2010	October 31, 2011	Change
Elementary	543	559	+ 16	267	264	- 3	11	10	- 1
Secondary	165	237	+ 72	107	151	+ 44	9	8	- 1
<b>Total</b>	<b>708</b>	<b>796</b>	<b>+ 88</b>	<b>374</b>	<b>415</b>	<b>+ 41</b>	<b>20</b>	<b>18</b>	<b>- 2</b>

4. **Report Status**

This report is provided for information.

**Respectfully submitted by:**

Anita Simpson  
Superintendent of Education

**Approved for submission by:**

Kathryn Wallace  
Director of Education

## **Delegation on Capital Plan 2012**

- 1. General overview of South end information**
- 2. Need over the next 5 years**
- 3. Comments on current capital plan being presented to**

**Board of Trustees**

- 4. Closing comments**

**Presented by**

**Lisa Robertson**

**Robyn, Lena**

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**To:** Robyn, Lena

**Subject:** Delegation for Feb. 22, Board of Education Meeting

**From:** Wendy Cassell

**Sent:** Thursday, February 09, 2012 8:25 PM

**To:** Robyn, Lena

**Subject:** Delegation for Feb. 22, Board of Education Meeting

Dear Lena,

I would like to submit a Delegation in reference to the Relocation of the Developmental Skills Classes at Maplevue Heights for the Feb. 22, Board Meeting. In my delegation there will be two speakers: Danielle Clements and myself (Wendy Cassell). Here is a copy of what we would like to speak about at the meeting.

Danielle Clements (to speak first):

- Introduction
- Background
- Reasons to Keep the DS Classes at Maplevue
- My Experience
- Conclusion

Wendy Cassell (to speak second):

- Introduction
- My Support of this Board
- Ask the Board to Reconsider the Relocation of the DS Classes at Maplevue
- The Board's Projection and Planning
- Full Day Kindergarten
- A Better Solution
- Summary

Thank you,

Wendy Cassell and Danielle Clements

**Robyn, Lena**

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**To:** Robyn, Lena

**Subject:** FW: Board mtg Feb 22

**From:** Anna Wright

**Sent:** Friday, February 10, 2012 12:18 PM

**To:** Robyn, Lena

**Subject:** Board mtg Feb 22

I would like to present a delegation at the Feb 22 board meeting, with the following agenda:

Introduction

Our personal experience at Mapleview

Difficulty with transitioning

The need to leave the existing DS program at Mapleview intact

Thankyou

Anna Wright



**Robyn, Lena**

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**To:** Robyn, Lena

**Subject:** delegating at Board Meeting Feb 22

**From:** Pam Burke

**Sent:** Tuesday, February 14, 2012 4:46 PM

**To:** Robyn, Lena

**Subject:** RE: delegating at Board Meeting Feb 22

Lena,

Delegation Outline:

1. Review the ARC recommendations from ARC 2010::02
2. Outline the Partnership opportunities available to Barrie Central Collegiate
3. Review the Capital Plan and Capital Priority List as it relates to Barrie Central
4. Encourage and Support SCDSB to ensure the success of the Barrie Central Rebuild Project

Pam Burke

**Robyn, Lena**

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To: Robyn, Lena  
Subject: February 22, 2012 Board Meeting

From: Stuart Bailey  
Sent: Tuesday, February 14, 2012 9:50 PM  
To: Robyn, Lena  
Subject: Re: February 22, 2012 Board Meeting

Many thanks.

While I don't have time, at present, to provide you with a full presentation, I can provide an outline. The delegation will address Priorities 3 and 5 of the Capital Plan. Specifically, how those priorities relate to the deliberations and recommendations of ARC 2010:02. I will provide a more fullsome presentation once I have had time to put pen to paper.

Please let me know if I need to be present at 6 pm or 7:30 pm,

Stuart Bailey