

SIMCOE COUNTY DISTRICT SCHOOL BOARD

REGULAR BOARD MEETING – WEDNESDAY, FEBRUARY 22, 2017

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 7:00 P.M (ROY EDWARDS ROOM).

- A.**
- (1) Roll Call
 - (2) Approval of Agenda
 - (3) Approval of Minutes
 - (a) Minutes of the Regular Meeting of the Board held January 25, 2017
 - (b) Minutes of the Special Meeting of the Board held February 1, 2017
 - (c) Minutes of the Special Meeting of the Board held February 8, 2017
 - (4) Declaration of Conflicts of Interest

CLOSED SESSION

- B.** Committee of the Whole
1. Personnel Matter

PUBLIC SESSION

- C.**
- (1) Report from Student Trustees
 - (2) Trustee Tribute – Nil
 - (3) Delegations

Christine Birkett and Juanita Wilson Re: Attendance Area Review 2016:01 – Alliston Union Public School, Cookstown Central Public School and Ernest Cumberland Elementary School.

Grant and Sarah Beitz Re: Attendance Area Review 2016:01 – Alliston Union Public School, Cookstown Central Public School and Ernest Cumberland Elementary School.

Andrea Lunn Re: Attendance Area Review 2016:01 – Alliston Union Public School, Cookstown Central Public School and Ernest Cumberland Elementary School.

Curt McCullough Re: Attendance Area Review 2016:01 – Alliston Union Public School, Cookstown Central Public School and Ernest Cumberland Elementary School.

D. RECOMMENDATIONS FOR ACTION

- (1) Report from the Closed Session of the Board in Committee of the Whole - Nil
- (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, 2017
 - (b) Report of the First Nations Education Advisory Committee Meeting held December 13, 2016
- (5) Staff Reports – Items for Decision - Nil
- (6) Committee Minutes/Reports - Items for Information
 - (a) Report of the Program Standing Committee Meeting held February 8, 2017
 - (b) Report of the Special Education Advisory Committee Meeting held January 16, 2017
 - (c) Report of the Accessibility Advisory Committee Meeting held November 28, 2016
 - (d) Report of the Audit Committee Meeting held February 6, 2017
- (7) Staff Reports - Items for Information - Nil

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

Special Meeting of the Board – February 27, 2017 at 6:00 p.m. – Georgian Room
 Business and Facilities Standing Committee Meeting – March 1, 2017 at 6:00 p.m. – Georgian Room
 Special Education Advisory Committee Meeting – March 6, 2017 at 7:00 p.m. – Georgian Room
 Human Resources Standing Committee Meeting – March 8, 2017 at 6:00 p.m. – Georgian Room
 Program Standing Committee Meeting – March 8, 2017 following HR Meeting – Georgian Room
 First Nations Education Advisory Committee Meeting – March 21, 2017 at 10:30 a.m. – Orillia Secondary School
 Regular Meeting of the Board – March 22, 2017 at 6:00 p.m., followed immediately by the Committee of the Whole in Closed Session (Georgian Room), Public Session will resume at 7:00 p.m. Roy Edwards Room
 Accessibility Advisory Committee Meeting – March 27, 2017 at 10:30 a.m. – Roy Edwards Room

G. ADJOURNMENT

**SIMCOE COUNTY DISTRICT SCHOOL BOARD
PUBLIC SESSION
RECOMMENDED ACTION – WEDNESDAY, FEBRUARY 22, 2017**

REPORT	FYI	Decision Req.	MOTION
			Call Meeting to order. Roll Call
		√	That the agenda be approved as printed.
A-3-a Board Minutes January 25, 2017		√	That the Minutes of the Regular Meeting of the Board held Wednesday, January 25, 2017 be approved as printed.
A-3-b Board Minutes February 1, 2017		√	That the Minutes of the Special Meeting of the Board held Wednesday, February 1, 2017 be approved as printed.
A-3-c Board Minutes February 8, 2017		√	That the Minutes of the Special Meeting of the Board held Wednesday, February 8, 2017 be approved as printed.
			Declaration of Conflicts of Interest
MOTION		√	That we go into Closed Session of the Committee of the Whole.
PUBLIC SESSION			
C-1			Report from Student Trustees
C-2 Trustee Tribute			Nil
C-3 Delegations			<p>(1) Christine Birkett and Juanita Wilson Re: Attendance Area Review 2016:01 – Alliston Union Public School, Cookstown Central Public School and Ernest Cumberland Elementary School.</p> <p>(2) Grant and Sarah Beitz Re: Attendance Area Review 2016:01 – Alliston Union Public School, Cookstown Central Public School and Ernest Cumberland Elementary School.</p> <p>(3) Andrea Lunn Re: Attendance Area Review 2016:01 – Alliston Union Public School, Cookstown Central Public School and Ernest Cumberland Elementary School.</p> <p>(4) Curt McCullough Re: Attendance Area Review 2016:01 – Alliston Union Public School, Cookstown Central Public School and Ernest Cumberland Elementary School.</p>
D-1			Report from the Closed Session of the Board in Committee of the Whole - Nil

SIMCOE COUNTY DISTRICT SCHOOL BOARD
 RECOMMENDED ACTION - 2
 FEBRUARY 22, 2017

<p>D-4-a Business & Facilities – February 1, 2017</p>		<p>√</p> <p>√</p> <p>√</p>	<p>(1) That the Board approve the proposed attendance areas effective September 2017, as set out in APPENDIX F of Report No. BF-D-1, Attendance Area Review 2016:01 – Alliston Union Public School, Cookstown Central Public School, Ernest Cumberland Elementary School, dated February 1, 2017.</p> <p>(2) That the Board approve the transfer of the FI program, Grades 1-4 from Alliston Union Public School to Ernest Cumberland Elementary School effective September 2017, as set out in Report No. BF-D-1, Attendance Area Review 2016:01 – Alliston Union Public School, Cookstown Central Public School, Ernest Cumberland Elementary School, dated February 1, 2017.</p> <p>(3) That the Board approve Ernest Cumberland Elementary School transition to the regular school calendar, effective at the conclusion of the 2016-2017 school year, as set out in Report No. BF-D-1, Attendance Area Review 2016:01 – Alliston Union Public School, Cookstown Central Public School, Ernest Cumberland Elementary School, dated February 1, 2017.</p>
<p>D-4-b FNEAC - December 13, 2016</p>		<p>√</p>	<p>That the Board approve the implementation of an acknowledgement of traditional territory throughout the Simcoe County District School Board, as set out in Report No. D-4-b, Report of the First Nations Education Advisory Committee Meeting held December 13, 2016, dated February 22, 2017.</p>
<p>D-6-a Program – February 8, 2017</p>	<p>√</p>		
<p>D-6-b SEAC – January 16, 2017</p>	<p>√</p>		
<p>D-6-c Accessibility November 28, 2016</p>	<p>√</p>		
<p>D-6-d Audit Committee – February 6, 2017</p>	<p>√</p>		
<p>E-1 Reports from Liaison Members</p>			
<p>E-2 Notices of Motion for Next Meeting</p>			

SIMCOE COUNTY DISTRICT SCHOOL BOARD
RECOMMENDED ACTION - 3
FEBRUARY 22, 2017

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 25, 2017**

The regular meeting of the Simcoe County District School Board was held on Wednesday, January 25, 2017 at the Education Centre.

A. (1) Roll Call

**PRESENT:
Trustees**

Kathleen Aikins, Donna Armstrong, Peter Beacock (Chairperson),
Annie Chandler, Wayne Clements, Donna Da Silva, Jodi Lloyd (Vice-
chairperson), Krista Mayne, Dan Shilling.

**REGRETS
Trustees**

Jennifer Cameron, Pamela Hodgson, Michele Locke.

**PRESENT:
Student Trustees**

**REGRETS
Student Trustees**

Grace Leyshon, Zak Mattila, Matt Thorhauge.

Recording Secretary Debbie Foster.

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

(2) Approval of Agenda

MOTION

Moved by Kathleen Aikins
Seconded by Daniel Shilling

That the Agenda be approved as printed.

CARRIED

(3) Approval of Minutes

Minutes of the Regular Meeting of the Board held December 21, 2016 (A-3-a)

Moved by Kathleen Aikins
Seconded by Donna Da Silva

That the Minutes of the Regular Meeting of the Board held Wednesday, December 21, 2016 be approved as printed.

CARRIED

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

B. Committee of the Whole

Moved by Krista Mayne
Seconded by Wayne Clements

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 7:00 p.m.

- C. (1) **Report from the Student Trustees** - Nil
(2) **Trustee Tributes** - Nil
(3) **Delegation** - Nil

RECOMMENDATIONS FOR ACTION

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

(1)
Moved by Jodi Lloyd
Seconded by Annie Chandler

#BP-2017-01-25-01

That the Board approve the school administrator appointments as set out in Report No. CL-HR-D-1 School Administrator Appointments, dated January 18, 2017

CARRIED

(2)
Moved by Jodi Lloyd
Seconded by Daniel Shilling

#BP-2017-01-25-02

That the Board approve the appointment of Kathryn Wallace as the Acting Director, effective February 1, 2017 until such time as a new Director has assumed the position of Director of Education with the Simcoe County District School Board.

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 Business and Facilities Standing Committee Meeting
held January 11, 2017 (D-4-a)

John Dance, Superintendent of Facility Services, spoke to the report and responded to questions from trustees.

(1)
Moved by Kathleen Aikins
Seconded by Krista Mayne

#BF-2017-01-11-03

That the Board approve the Capital Priority list, as set out in Report No. BF-D-1, Capital Plan 2016-2017, dated January 11, 2017.

CARRIED

(2)
Moved by Annie Chandler
Seconded by Daniel Shilling

#BF-2017-01-11-04

That the Board approve that an Attendance Area Review be undertaken, commencing in the Fall of 2017 that includes Banting Memorial High School, Bear Creek Secondary School and Nottawasaga Pines Secondary School, as set out in Report No. BF-D-1, Capital Plan 2016-2017, dated January 11, 2017.

CARRIED

(3)
Moved by Jodi Lloyd
Seconded by Annie Chandler

#BF-2017-01-11-05

That the Board approve a Program Review be undertaken, commencing in the Fall of 2017 that includes Huron Park Public School and Mundy's Bay Public School, as set out in Report No. BF-D-1, Capital Plan 2016-2017, dated January 11, 2017.

CARRIED

(4)
Moved by Krista Mayne
Seconded by Jodi Lloyd

#BF-2017-01-11-06

That the Board approve that holding schools and new capital projects be closed to new out-of-area students for the 2017-2018 school year, as set out in Report No. BF-D-1, Capital Plan 2016-2017, dated January 11, 2017.

CARRIED

(5)
Moved by Krista Mayne
Seconded by Annie Chandler

#BF-2017-01-11-07

That the Board approve that schools accommodating French Immersion and Extended French as a Second Language be closed to new out-of-area students for the 2017-2018 school year, as set out in Report No. BF-D-1, Capital Plan 2016-2017, dated January 11, 2017.

CARRIED

(6)
Moved by Donna Da Silva
Seconded by Wayne Clements

#BF-2017-01-11-08

That the Board approve that schools serviced by private septic systems that are constrained by the Ministry of Environment and Climate Change's Reasonable Use Policy be closed to out-of-area students for the 2017-2018 school year, as set out in Report No. BF-D-1, Capital Plan 2016-2017, dated January 11, 2017.

CARRIED

(7)
Moved by Kathleen Aikins
Seconded by Krista Mayne

#BF-2017-01-11-09

That the Board approve the pursuit of facility partnership opportunities for the recommended capital priorities, as set out in Report No. BF-D-1, Capital Plan 2016-2017, dated January 11, 2017.

CARRIED

(8)
Moved by Jodi Lloyd
Seconded by Daniel Shilling

#BF-2017-01-11-10

That the Board approve the Capital Plan, as set out in APPENDIX A of Report No. BF-D-1, Capital Plan 2016-2017, dated January 11, 2017.

CARRIED

Superintendent Dance commented on the collaboration that takes place in order to develop the Capital Plan. He thanked staff and the various departments who contributed to the development of the plan.

Chair Beacock commented on how the Capital Plan has evolved over the years. He stated that it is a very informative and well-organized document. Chair Beacock thanked staff on behalf of the trustees.

Report of the Program Standing Committee Meeting
held January 18, 2017 (D-4-b)

(1)
Moved by Kathleen Aikins
Seconded by Annie Chandler

#BF-2017-01-18-11

That the Board approve the revisions to Policy No. 4240 – Safe, Inclusive and Accepting Schools, as set out in APPENDIX C of Report No. PRO-D-1, Revisions to Policy No. 4240 – Safe, Inclusive and Accepting Schools, dated January 18, 2017.

CARRIED

(2)
Moved by Kathleen Aikins
Seconded by Jodi Lloyd

#BF-2017-01-18-12

That the Board approve the revisions to Policy No. 4255 – Bully Prevention and Intervention, as set out in APPENDIX C of Report No. PRO-D-2, Revisions to Policy No. 4255 – Bully Prevention and Intervention, dated January 18, 2017.

CARRIED

(3)
Moved by Kathleen Aikins
Seconded by Jodi Lloyd

#BF-2017-01-18-13

That the Board approve the adoption of Policy No. 4245 – Emergency Response Procedures, as set out in APPENDIX A of Report No. PRO-D-3, New Policy No. 4245 – Emergency Response Procedures, dated January 18, 2017.

CARRIED

Trustee Chandler thanked Superintendent Halliday for his work on the policies.

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

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

Report of the Human Resources Standing Committee Meeting
held January 18, 2017 (D-6-a)

This report was provided as information.

Report of the Special Education Advisory Committee Meeting held
December 12, 2016 (D-6-b)

This report was provided as information.

Report of the First Nations Advisory Committee Meeting held
June 8, 2016 (D-6-c)

This report was provided as information.

Trustee Lloyd questioned the delay in bringing the FNEAC minutes forward. Superintendent Stuart Finlayson stated that he would investigate the matter and let her know.

(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

Trustee Chandler commended the schools and staff who recognized the Bell Let's Talk initiative. She thanked Superintendent Samis and staff for their contributions to the Mental Health and Wellness initiative and stressed the importance of leading that work, particularly in light of the Bell Let's Talk initiative taking place today.

Chair Beacock provided an update on the Tweet the Halls contest that took place in December. Three winners were randomly chosen from all the tweets containing #scdsb and #tweetthehalls. Chair Beacock visited Mountainview P.S., who took first place, and presented them with a Dash robot. He also took the opportunity to tour the school while he was there. Chair Beacock visited the library at Nantyr Shores, the second place winners, and also presented them with a Dash robot. Lastly, he visited the ASD class at Terry Fox, the third place winners, who were presented with a Zoomy 2.0 handheld digital microscope. Chair Beacock stated that it was a great contest and it was fun to watch all the classroom participation.

Chair Beacock acknowledged Acting Director Medysky on her outstanding career with the SCDSB. He commented that her advice and support throughout the years has been much appreciated. Chair Beacock, on behalf of the trustees, wished Acting Director Medysky all the best in her retirement.

Trustee Mayne thanked Acting Director Medysky for all her work with the board, particularly during negotiations. Trustee Mayne expressed her appreciation for Acting Director Medysky's calm demeanor and wished her a wonderful retirement.

- (4) Professional Development Seminars Attendance - Nil
- (5) Reports/Update from Staff - Nil
- (6) Correspondence

Chair Beacock informed the trustees that a copy of a memo from Deputy Minister Bruce Rodrigues, regarding Indigenous Names, Logos and Mascots, had been placed in their mailboxes.

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

Business and Facilities Standing Committee Meeting – March 1, 2017 at 7:00 p.m. –
Georgian Room
Special Education Advisory Committee Meeting – March 6, 2017 at 7:00 p.m. –
Georgian Room
Human Resources Standing Committee Meeting – March 8, 2017 at 6:00 p.m. –
Georgian Room
Program Standing Committee Meeting – March 8, 2017 following HR Meeting –
Georgian Room
First Nations Education Advisory Committee Meeting – March 21, 2017 at 10:30 a.m. –
Orillia Secondary School
Regular Meeting of the Board – March 22, 2017 at 6:00 p.m., followed immediately by
the Committee of the Whole in Closed Session (Georgian Room), Public Session will
resume at 7:00 p.m. Roy Edwards Room
Accessibility Advisory Committee Meeting – March 27, 2017 at 10:30 a.m. –
Roy Edwards Room

MOTION TO ADJOURN

Moved by Donna Da Silva
Seconded by Krista Mayne

That the meeting be adjourned at 7:35 p.m.

CARRIED

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

FROM: The Secretary

SUBJECT: **MINUTES OF THE SPECIAL MEETING OF THE
BOARD HELD FEBRUARY 1, 2017**

The regular meeting of the Simcoe County District School Board was held on Wednesday, February 1, 2017 at the Education Centre.

A. (1) Roll Call

PRESENT:

Trustees

Kathleen Aikins, Donna Armstrong, Peter Beacock (Chairperson), Jennifer Cameron, Annie Chandler, Wayne Clements, Donna Da Silva, Jodi Lloyd (Vice-chairperson), Krista Mayne, Dan Shilling.

REGRETS

Trustees

Pamela Hodgson, Michele Locke.

PRESENT:

Student Trustees

REGRETS

Student Trustees

Grace Leyshon, Matt Thorhauge.

ABSENT

Student Trustees

Zak Mattila.

Recording Secretary

Peter Beacock

The Chairperson called the meeting to order at 7:20 p.m.

(2) Approval of Agenda

MOTION

Moved by Kathleen Aikins
Seconded by Jennifer Cameron

That the Agenda be approved as printed.

CARRIED

(4) Declaration of Conflicts of Interest – Nil

B. Committee of the Whole

Moved by Donna Da Silva
Seconded by Kathleen Aikins

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

CARRIED

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

Business and Facilities Standing Committee Meeting – March 1, 2017 at 7:00 p.m. –
Georgian Room

Special Education Advisory Committee Meeting – March 6, 2017 at 7:00 p.m. –
Georgian Room

Human Resources Standing Committee Meeting – March 8, 2017 at 6:00 p.m. –
Georgian Room

Program Standing Committee Meeting – March 8, 2017 following HR Meeting –
Georgian Room

First Nations Education Advisory Committee – March 21, 2017 at 10:30 a.m. –
Orillia Secondary School

Regular Meeting of the Board – March 22, 2017 at 6:00 p.m., followed immediately by
the Committee of the Whole in Closed Session (Georgian Room), Public Session will
resume at 7:00 p.m. Roy Edwards Room

Accessibility Advisory Committee Meeting – March 27, 2017 at 10:30 a.m. –
Roy Edwards Room

MOTION TO ADJOURN

Moved by Daniel Shilling

Seconded by Krista Mayne

That the meeting be adjourned at 8:00 p.m.

CARRIED

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

FROM: The Secretary

SUBJECT: **MINUTES OF THE SPECIAL MEETING OF THE
BOARD HELD FEBRUARY 8, 2017**

The special meeting of the Simcoe County District School Board was held on Wednesday, February 8, 2017 at the Education Centre.

A. (1) Roll Call

**PRESENT:
Trustees**

Kathleen Aikins, Donna Armstrong, Peter Beacock (Chairperson), Jennifer Cameron, Annie Chandler, Wayne Clements, Michele Locke, Donna Da Silva, Jodi Lloyd (Vice-chairperson), Krista Mayne, Dan Shilling.

**REGRETS
Trustees**

Pamela Hodgson.

**PRESENT:
Student Trustees**

Grace Leyshon.

**REGRETS
Student Trustees**

Matt Thorhauge.

**ABSENT
Student Trustees**

Zak Mattila.

Recording Secretary Debbie Foster.

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

(2) Approval of Agenda

MOTION

Moved by Annie Chandler
Seconded by Kathleen Aikins

That the Agenda be approved as printed.

CARRIED

(3) Declaration of Conflicts of Interest – Nil

B. RECOMMENDATIONS FOR ACTION

(1) Report from the February 1, 2017 Closed Session of the Board in Committee of the Whole

(1)
Moved by Jodi Lloyd
Seconded by Donna Da Silva

#BP-2017-02-08-02

That the Board approve the appointment of Stephen Blake as the Director of Education and Secretary/Treasurer of the Simcoe County District School Board, effective March 20, 2017, in accordance with the terms of the contract between Stephen Blake and the Simcoe County District School Board.

CARRIED

Chair Beacock commented that the hiring of a new director is a big responsibility and one of the most difficult decision that trustees will have to make during their term. Chair Beacock stated that it is a privilege and an honour to welcome Stephen Blake to the Simcoe County District School Board (SCDSB). He thanked the Bluewater District School Board for allowing Director Blake to start with the SCDSB in such quick order.

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

Business and Facilities Standing Committee Meeting – March 1, 2017 at 7:00 p.m. – Georgian Room

Special Education Advisory Committee Meeting – March 6, 2017 at 7:00 p.m. – Georgian Room

Human Resources Standing Committee Meeting – March 8, 2017 at 6:00 p.m. – Georgian Room

Program Standing Committee Meeting – March 8, 2017 following HR Meeting – Georgian Room

First Nations Education Advisory Committee – March 21, 2017 at 10:30 a.m. – Orillia Secondary School

Regular Meeting of the Board – March 22, 2017 at 6:00 p.m., followed immediately by the Committee of the Whole in Closed Session (Georgian Room), Public Session will resume at 7:00 p.m. Roy Edwards Room

Accessibility Advisory Committee Meeting – March 27, 2017 at 10:30 a.m. – Roy Edwards Room

MOTION TO ADJOURN

Moved by Michele Locke
Seconded by Kathleen Aikins

That the meeting be adjourned at 6:05 p.m.

CARRIED

Good Evening,

We would like to start by thanking the Board for the opportunity to delegate on behalf of a large community of families from Alliston Union PS and Ernest Cumberland ES, some of whom took the time to sign a petition to express their concerns. We would like to express the views of this group and ask that the trustees consider this proposal being presented to them before voting this evening.

First, some background information. On December 2015, the SCDSB Capital Plan recommended that an AAR was required in Alliston to establish new boundaries as a result of a new school scheduled to open September 2017. It was also recommended that the French Immersion program at AUPS be split with Ernest Cumberland ES to balance each school while permitting growth to occur evenly within each attendance area.

On October 2016, Superintendent John Dance and Superintendent Daryl Halliday came to our AUPS council meeting to discuss the modified calendar at Ernest Cumberland. They discussed the need to split the FI program (grades 1-4, grades 5-8) to facilitate accommodation pressures at AUPS.

When we heard about the need to move our children, our primary concern was to keep the French Immersion program intact in one location as it is still in its developing stages. It is one of the three recognized FSL programs in Ontario alongside Core and Extended. After many discussions we recognize that splitting the program, although not ideal, is what must happen and keeping the program in one location is not an option at this point in time.

On November 10, 2016, at the AAR meeting, five potential scenarios were presented to the community (Scenarios A to E). Although we appreciate the Board proposing Scenario E, placing the FI program at Tecumseth Beeton ES, this scenario did not consider the approximately 700 homes development in Beeton, which would ultimately squeeze the FI program out. Putting the entire FI program at Tec. Beeton meant the school would be over capacity at 132% initially and would increase as the subdivision development progressed in Beeton, putting us in a similar overcapacity situation we are currently in at AUPS. As well, offering the FI program in Alliston was done after careful consideration for a reason. It was originally offered in Tottenham then moved to Alliston. Alliston provides a central location for the program to the current 8 designated feeder schools for the program.

At the Jan.24, 2017 AAR meeting, the staff recommendation most closely resembles Scenario A, placing grades 1-4 FI at Ernest Cumberland. We feel this scenario does not provide a sustainable solution for the FI program. If you refer to Appendix A, a map of the Alliston Subdivision Development provided by the town of New Tecumseth, there is a significant development (approximately 1000 homes) currently being constructed in the area directly surrounding Ernest Cumberland ES.

As you can see in Appendix A, the purple square represents Ernest Cumberland ES, and you can see the significant development directly surrounding the school. The thick black line represents the settlement area boundary as directed by the Ministry of Infrastructure and led by the municipality. No development can be considered outside this boundary until 2031.

After speaking with the Rizzardo developers around Ernest Cumberland (Appendix A) we are told approximately 80% of their homes are being sold to young families. Their homes are currently being built and sold and will continue steadily. The projected enrollment as presented in Report No. BF-D-1, February 1., 2017 does not reflect the significant increased enrollment at Ernest Cumberland ES due to continued growth as residential development is phased in for this surrounding area. This growth surrounding Ernest Cumberland represents a large walking community of students. Because of this we feel this scenario does not provide a sustainable solution for the FI program and within 3-5 years the FI program will be forced to relocate once again as the school will be over capacity with a large regular track walking community. We understand there is a second area of growth within our township as recognized by the Board, the area referred to as Belterra/Treetops. They currently have 450 homes occupied, with another 450 homes remaining to be built for phases 1-3. The future phases 4-6 are suggested by manager Andrew Keuken to be held at Tecumseth Beeton.

We are asking the trustees to consider scenario D (Appendix D) as a final recommendation as it was presented to us as a viable option. This scenario optimally balances enrollment between the schools. It places grades 1-4 FI at the New East Alliston PS showing a capacity of 93% in 2017. There is no current development scheduled in the boundaries proposed for this school. This provides a sustainable solution for the FI program and walking community of the area surrounding the East Alliston school. This scenario transfers 105 of the Belterra/Treetops students to Tec. Beeton while still allowing for growth at that location. Belterra/Treetops is not a walking community to either school in Alliston and will be bussed to a school either way. We understand that a fourth school will be applied for in the very near future as development continues in Alliston and this fourth school will help to alleviate accommodation pressures due to growth in the Belterra/Treetops subdivision development. Scenario D also allows for growth at Ernest Cumberland ES.

Placing grades 1-4 FI at the New East Alliston PS, proves to be the most sustainable location for the program and offers many other benefits. It allows the program to grow in a stable environment thereby supporting a healthy psycho emotional stability of students who are being moved repeatedly. At present some of these children have already had several transitions, the first being from the old AUPS or Ernest Cumberland to the new AUPS as a result of boundary changes in 2014. The current proposed transition to Ernest Cumberland, then transitioned back to AUPS, and finally the transition to high school. As well, offering the FI program at two locations within walking distance to each other allows for the the older students to personally interact and mentor the younger students. We have also been told that the principal for the New East Alliston school is bilingual with French and English. Although we recognize this is not a requirement for a successful program, it provides many benefits such as support for staff and administrative

personnel in the school with whom the children can communicate in French in order to enhance their learning of the language. Lastly, the program is still in its developing stages and the Grants for Student Needs (GSN) funding for students enrolled in the Immersion program allocation is slightly higher as seen in Appendix E. This is to support the additional cost of providing the program. If the program is sustainable at the location selected, this funding can be utilized in a more efficient manner over time to further the students academic success.

Before the trustees make their decision to vote, we would like them to consider the growth and development in Alliston and what school the grades 1-4 French Immersion would be most sustainable. We believe this to be Scenario D, as presented to us by the superintendents, placing the FI, grades 1-4 at the New East Alliston school.

Based on expected growth in the community and interest in the program, this scenario offers the most practical, long term sustainability.

Thank you for your consideration.

Respectfully,

Christine Birkett and Juanita Wilson

Attachments:

Appendix A: Alliston Subdivision Development

Appendix B: New Tecumseth Subdivision Development

Appendix C: Beeton Subdivision Development

Appendix D: Scenario D

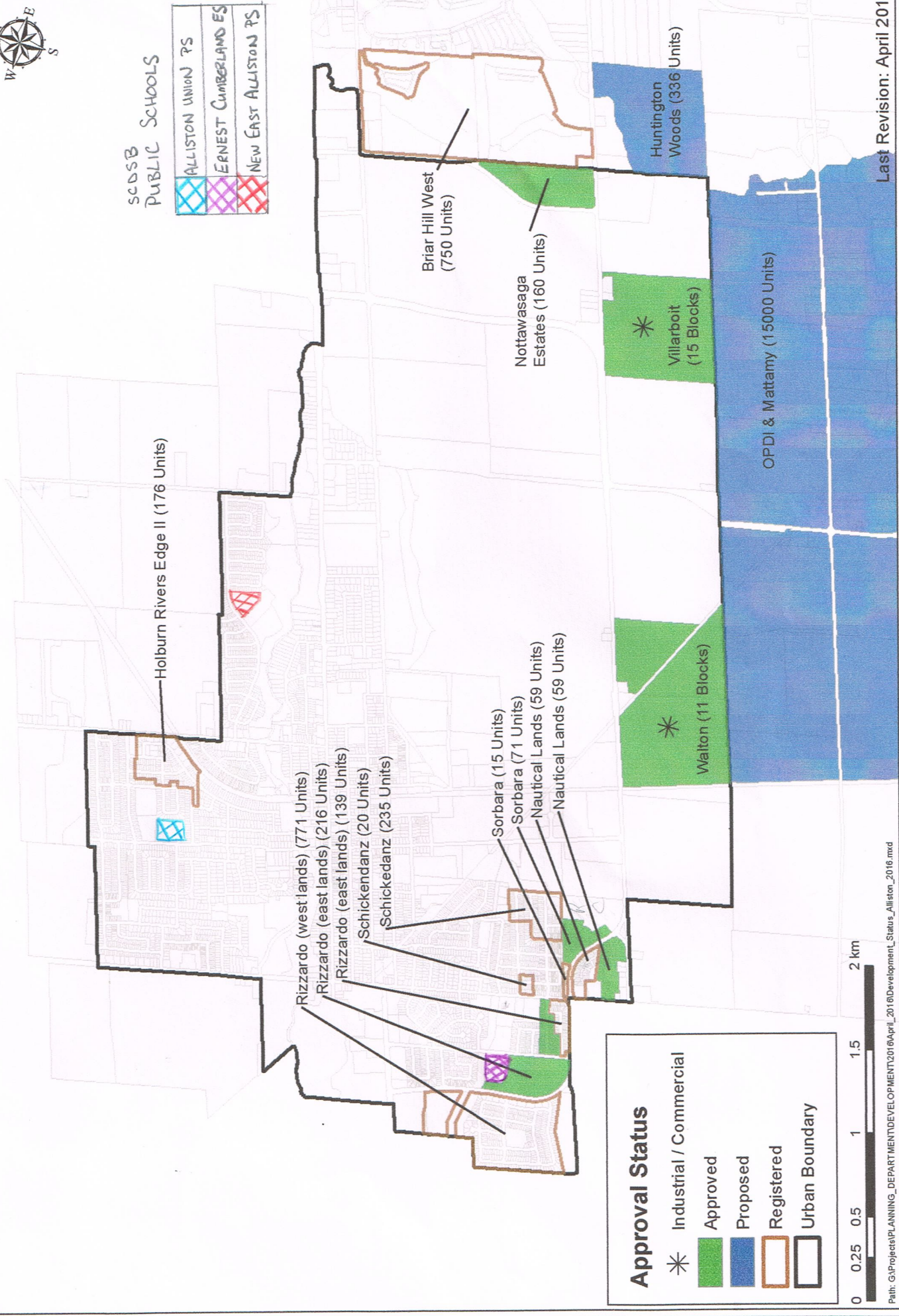
Appendix E: Education Funding Technical Paper 2016-17 pg. 41

Alliston Subdivision Development



SCDSB PUBLIC SCHOOLS

	ALLISTON UNION PS
	ERNEST CUMBERLAND ES
	NEW EAST ALLISTON PS

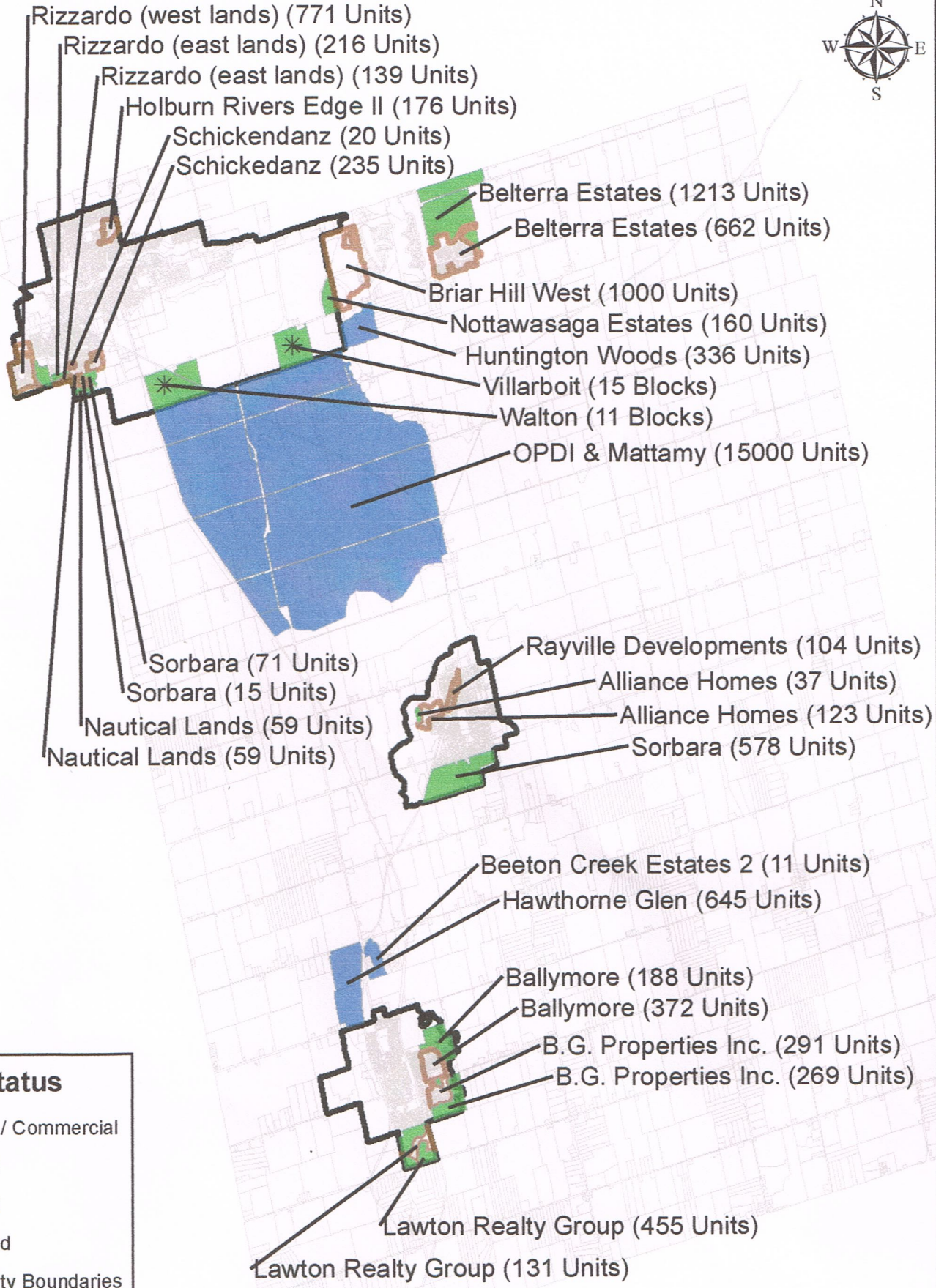


Approval Status

- * Industrial / Commercial
- Approved
- Proposed
- Registered
- Urban Boundary

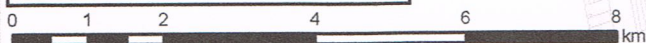


New Tecumseth Subdivision Development

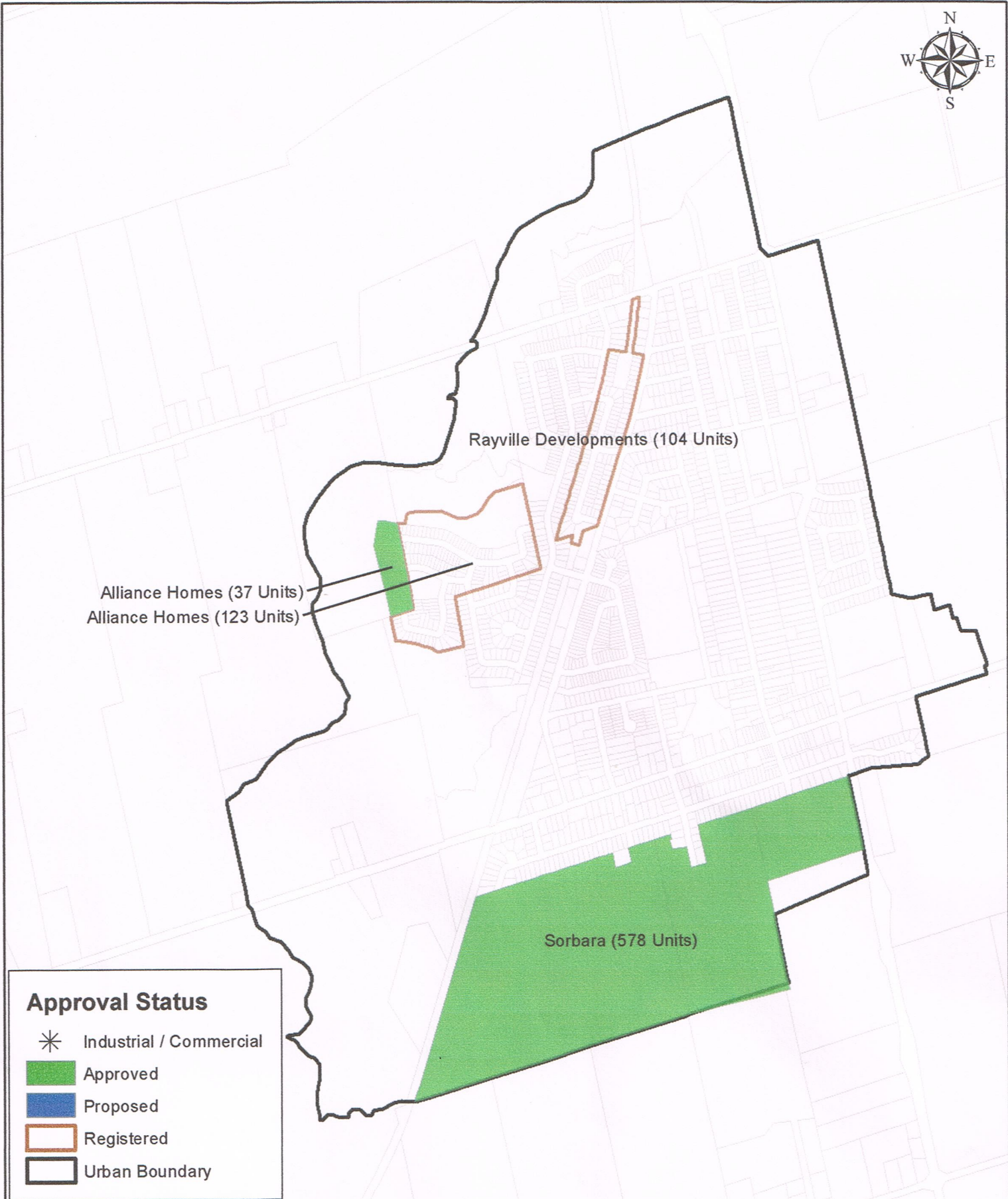


Approval Status

- * Industrial / Commercial
- Approved
- Proposed
- Registered
- Community Boundaries

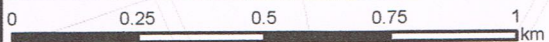


Beeton Subdivision Development



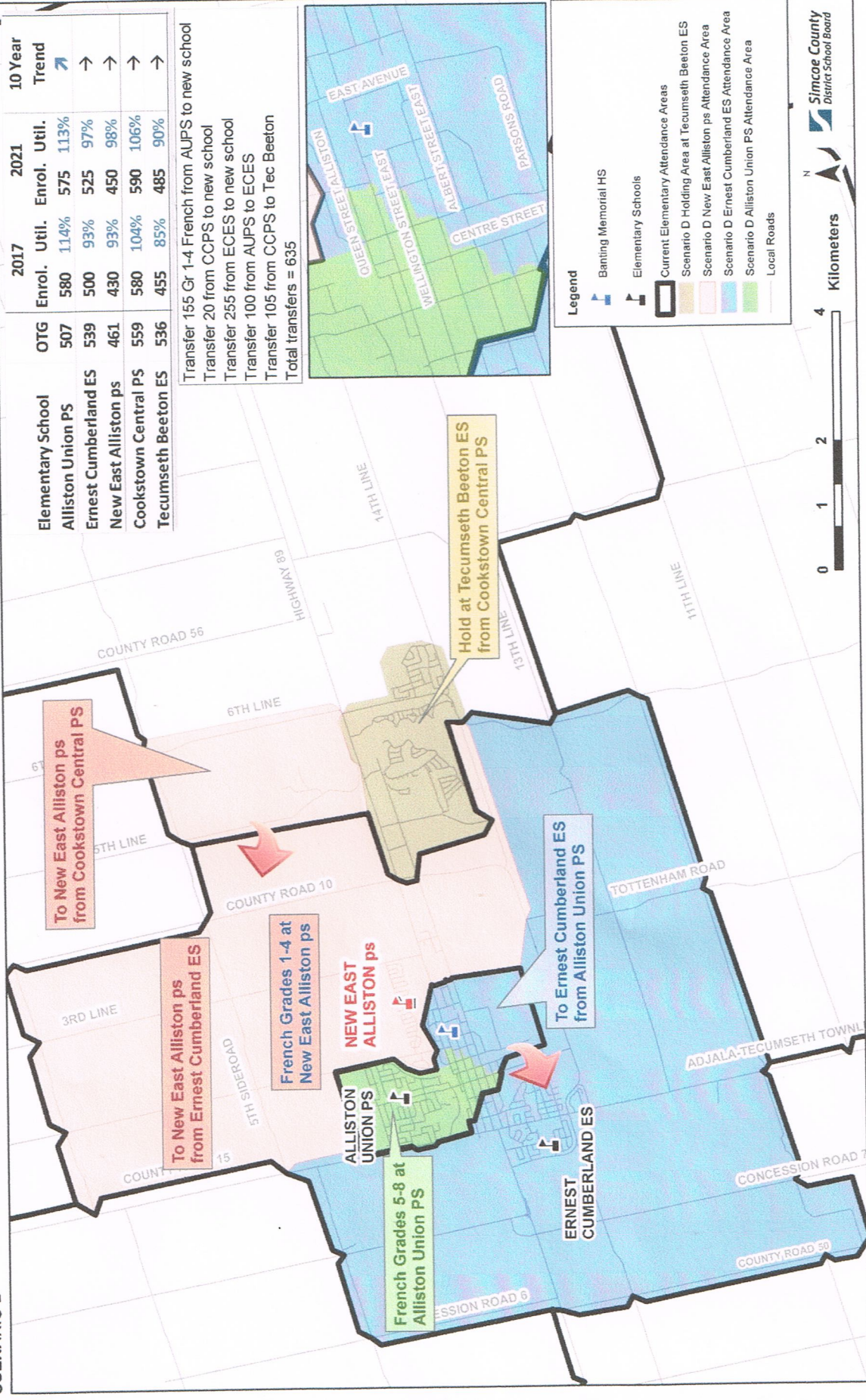
Approval Status

- * Industrial / Commercial
- Approved
- Proposed
- Registered
- Urban Boundary



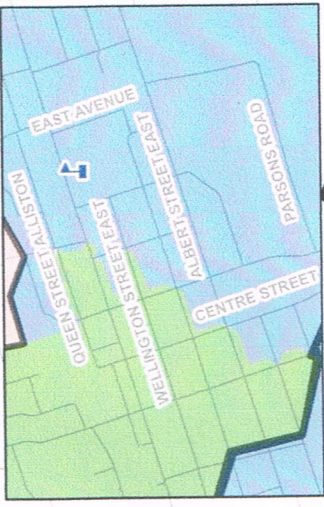
Scenario D

SCENARIO D



Elementary School	2017		2021		10 Year Trend	
	OTG	Enrol.	Util.	Enrol.		Util.
Alliston Union PS	507	580	114%	575	113%	↗
Ernest Cumberland ES	539	500	93%	525	97%	→
New East Alliston ps	461	430	93%	450	98%	→
Cookstown Central PS	559	580	104%	590	106%	→
Tecumseth Beeton ES	536	455	85%	485	90%	→

Transfer 155 Gr 1-4 French from AUPS to new school
 Transfer 20 from CCPS to new school
 Transfer 255 from ECES to new school
 Transfer 100 from AUPS to ECES
 Transfer 105 from CCPS to Tec Beeton
 Total transfers = 635



Legend

- Banting Memorial HS
- Elementary Schools
- Current Elementary Attendance Areas
- Scenario D Holding Area at Tecumseth Beeton ES
- Scenario D New East Alliston ps Attendance Area
- Scenario D Ernest Cumberland ES Attendance Area
- Scenario D Alliston Union PS Attendance Area
- Local Roads

0 1 2 4 Kilometers

Simcoe County District School Board

Education Funding Technical Paper 2016-17***Pupils in Canada Component***

The Pupils in Canada (PIC) component is based on the number of children whose language spoken most often at home is neither English nor French from Census data. Beginning in 2016–17, this component is being updated with 2011 Census data. This data is used as a proxy measure for the relative ESL/ELD need among boards for pupils not covered by the Recent Immigrant component.

In 2016–17, year one of the three year phase-in, the PIC component is composed of 1/3 of the calculation using the 2011 Census data and 2/3 of the calculation using the 2006 Census data.

Each board's allocation would be set out in the *Grants for Student Needs – Legislative Grants for the 2016–17 School Board Fiscal Year* regulation.

French as a Second Language (FSL) Allocation

FSL funding, available only to English-language boards, supports the additional costs of providing core French, extended French, and French immersion programs. The FSL allocation in 2016–17 is projected to be \$252.8 million.

FSL – Elementary

At the elementary level, funding is provided for core and extended French based on enrolment in French programs for Grades 4 to 8. French immersion programs, if offered by the board, are funded based on enrolment in French programs for JK to Grade 8.

Current Ministry policy requires that each elementary student accumulate at least 600 hours of French-language instruction by the end of Grade 8. School boards are required to plan their French-language programs so that students meet this requirement.

Average daily length of program		Allocation per pupil enrolled in the program
20 – 59 minutes	Core, Grades 4 to 8	\$293.61
60 – 149 minutes	Extended, Grades 4 to 8	\$334.52
150 minutes or more	Immersion, JK/SK, Grades 1 to 8	\$374.22

February 22, 2017

To: Simcoe County District School Board
Ms. Kathi Wallace – Acting Director of Education
Mr. John Dance – Superintendent of Facility Services
Mr. Daryl Halliday –Superintendent of Education (Area 4)
Ms. Kathleen Aikins – Trustee
Ms. Donna Armstrong – Trustee
Mr. Peter Beacock – Trustee (Chairperson)
Ms. Jennifer Cameron – Trustee
Ms. Annie Chandler – Trustee
Mr. Wayne Clements – Trustee
Ms. Donna DaSilva – Trustee
Ms. Pamela Hodgson – Trustee
Ms. Jodi Lloyd – Trustee (Vice-Chairperson)
Ms. Michele Locke – Trustee
Ms. Krista Mayne – Trustee
Mr. Daniel Shilling – Trustee

I write to you on behalf of my community, those who live within walking distance to the New East Alliston Public School and who currently attend Ernest Cumberland Elementary School (ECES). Amid all the conflicting voices and interests surrounding the attendance area review, we who will call the new East Alliston Public School home, request that our concerns be considered. As such, we have organized together to advocate for our community, for those whom the new school was built to accommodate. We write to petition that the modified calendar currently in operation at ECES (i.e. Returning to school 2 weeks early in August and take one week off in October and May) be instituted at the new East Alliston School upon its opening.

The East Alliston Community is indeed very excited for the new school to open. We have been in holding at ECES for over 10 years; so long that we have become part of the ECES family and our children are quite distressed at the thought of leaving. We are just as passionate, if not more so, about the modified calendar as our friends that will remain at ECES. We have first hand knowledge of the numerous benefits the modified calendar affords and we do not wish to give that up.

We have gone to considerable effort to organize, conduct, and analyze a survey, the results of which are included with this letter and will be presented in our delegation. The results show that support for the modified calendar is very strong amongst those with experience, whether they are currently attending ECES or have in the past. Even those who were transferred to the New AUPS from ECES, who have experienced both calendars, would like to see more schools in Alliston adopt the modified calendar.

Very few people in Alliston actually oppose the modified calendar, many which do demonstrate ignorance as to how it works. Among those in Alliston who have not experienced the modified calendar opinions are mixed, however many are willing to try it because they know many people who find it beneficial. The number one complaint against the modified calendar is when a family has children at different schools that operate on different calendars; this scenario only ever occurs for families with children in the French Immersion program. The majority agree that as, the proposed recommendation has the French Immersion program housed in 2 different schools within Alliston, that it would be best if all schools were to operate on the modified calendar. Although many note that they strongly disagree with separating the FI program. The modified calendar is a hybrid between year round schooling common throughout the world, which is proven beneficial, and the traditional calendar Canadians have grown accustomed to. It is a truly out of the box solution that is both unique and revolutionary.

The East Alliston Community remembers the years ECES was at critical capacity, just prior to the opening of the New AUPS, and the subsequent harm that our children suffered. It is upsetting to those who have experienced over crowding to see others suffer in the same manner. We all could breath again once the New AUPS opened, and that is when ECES really started to thrive once again.

We understand that many parents believe that the French immersion program is beneficial for their children; in fact, we see that they are equally as passionate about their program as we are about our modified calendar. However, we are very concerned that housing half of the French Immersion program (gr. 1-4) at either ECES or at the new East Alliston School (as proposed by the French Immersion Community) will cause the new school, with an ever-increasing population to quickly become over crowded. We also anticipate that once the new East Alliston School opens many children living in the community currently bussed to St. Paul's Catholic School will also transfer to the New East Alliston School.

All children suffer when a school nears critical capacity, AUPS is suffering this now, and ECES suffered it just a few short years ago. Although all students suffer from overcrowding it is felt most acutely among those in portables and those kindergarten students forced into a classroom not specifically designed for kindergarten (i.e. without a bathroom or water fountain). Presently the entire French program at AUPS is housed in the main school building so students in the program are likely not suffering as much the English students attending AUPS. We as members of the East Alliston Community would find this arrangement absolutely unacceptable.

Unfortunately, because of the rapid growth the town of Alliston is experiencing any school that houses either grades 1-4 or grades 5-8 of the French Immersion program will be over crowded almost immediately. Thus, the students in the French Immersion program are likely to be moved every few years, and this is not good for the students in the program. The sad reality is that presently, there just isn't room

for the French Immersion program in any of the schools in Alliston. Although unpopular and inconvenient as it may seem for some students enrolled in French Immersion, ultimately what is best for everyone, especially those enrolled in the French Immersion program, is for the entire program to be permanently moved out of town where there is space at Tecumseth Beeton ES as presented in scenario E at the December attendance area review meeting.

The only way that the modified calendar can be preserved for all students (both the half moving to the new school and the half remaining at ECES) is to twin the New East Alliston School with ECES. This can only be done if the French Immersion program either in its entirety or in part is moved 5 minutes out of town to Tecumseth Beeton ES.

The modified calendar is a beautiful invention that should not be lost in the shuffle as the town grows. Neighbouring school boards in Ontario (i.e. Peel) understand the benefits of year round schooling and have adapted it in their New Schools (Roberta Bondar Public School, Ray Lawson Public School and the New SouthFields Village #2 Public School currently under construction). Here we have a great opportunity to be at the forefront of education in Ontario, not only by preserving the modified calendar at ECES but also by establishing it at the New East Alliston Public School. This will not only ease the transition for the half of the students transferring from ECES to the new East Allison Public School but it will also reduce disruption to the those students remaining at ECES. 75% of parents who have experienced the modified calendar love it and truly believe it is beneficial to student academics and health. The Parents of the East Alliston community believe that the modified calendar also encourages and strengthens families. Society as a whole benefits from strong families.

Please preserve the modified calendar for ALL students by keeping it at ECES and by instituting it at the New East Alliston Public School. Furthermore, we implore you to do everything in your power to prevent future over crowding of schools in Alliston.

Sincerely,

Sarah Beitz
(On behalf of The East Alliston Community)

Results of the Modified Calendar Survey

February 2, 2017 – February 12, 2017

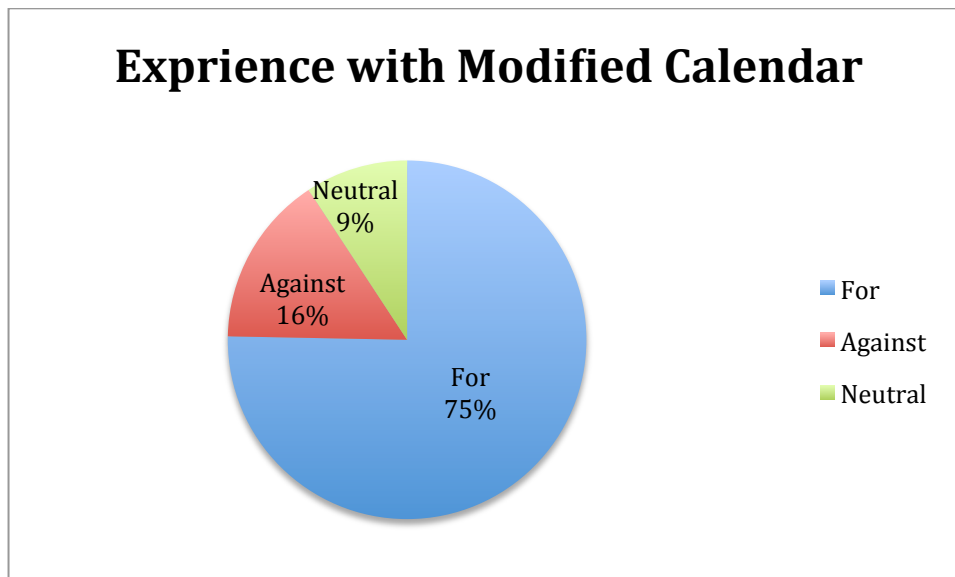
Prepared by Sarah Beitz

Introduction:

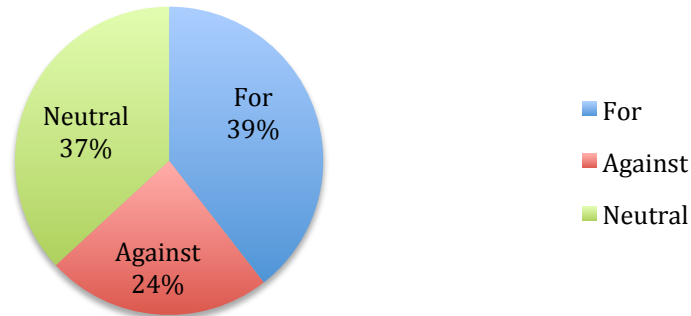
The modified calendar survey was an open, anonymous web link survey used to gather feedback regarding the modified calendar. The survey was shared and published via social media in a variety of public forums and community groups. The survey was open for a total of 10 days from February 2, 2017 through February 12, 2017. The survey generated 200 responses. Of those 200 responses 162 were from respondents with first hand knowledge and experience of the modified calendar currently in operation at ECES. Furthermore 38 of the respondents indicated that they were familiar with the modified calendar but did not have any personal experience with it.

Of those respondents who have first hand experience with the modified calendar (162); 122 are in favour, 25 are against, and 15 are neutral.

Of those respondents who are familiar with the modified calendar but did not have any first hand experience (38); 15 are in favour, 9 are against, and 14 are neutral.



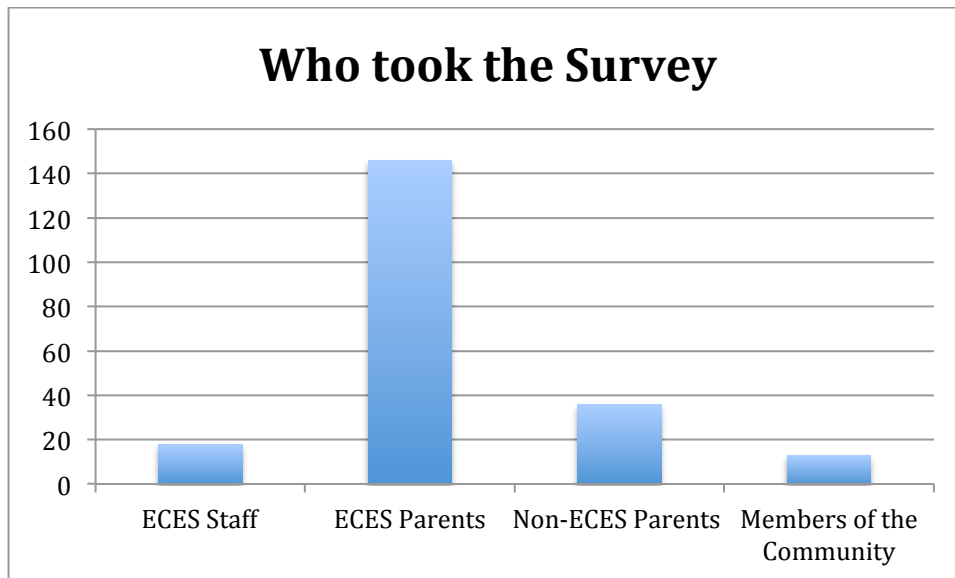
No Experience with the Modified Calendar



Question 1: How Familiar are you with the modified school year calendar currently in operation at Ernest Cumberland Elementary School?

Since the modified calendar has been in operation at ECES for 15+ years it is not surprising that most of the respondents reported that were very familiar. Although the question did not ask for specific details on the respondents experience with the modified calendar, the question allowed for comments and many provided details of their experience. Comments on question one indicate that those familiar with the modified calendar at ECES include: current parents of ECES students, parents of former ECES students, parents of students who were transferred to the New AUPS from ECES a few years ago, parents of students with children currently attending AUPS and ECES, former students of ECES that have completed their secondary education, and parents that have had children transferred between AUPS and ECES as a result of changing addresses locally.

Many community members who have not had any personal experience with the modified calendar also completed the survey. Furthermore, some staff past and present such as teaches, administrators, and other support staff also completed the survey.



To Summarize 18 ECES Staff, 146 ECES parents, 36 non-ECES parents, and 13 members of the community completed the survey.

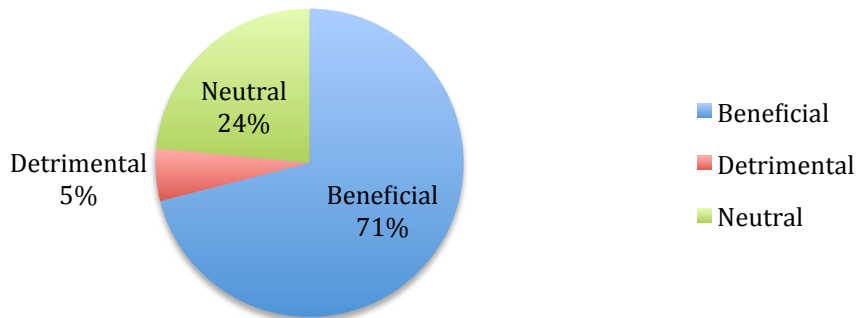
Question 2: In your opinion is the modified calendar beneficial academically?

Results show that the majority of respondents feel that the modified calendar is very beneficial or beneficial academically. A significant portion remained neutral on the academic benefits of the calendar. Very few felt that the calendar was detrimental or very detrimental to student academics, it is important to note almost all of those responding negatively demonstrated their ignorance of how the modified calendar actually operates in their comments. (i.e. 9:30am start time doesn't work with my work schedule)

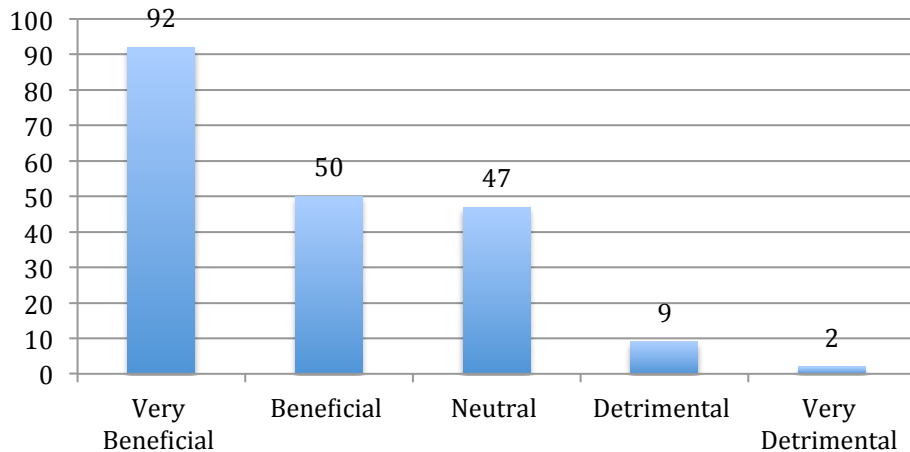
Many respondents also justified their response in the comments section for question two. There were several common themes among the stated reasons on the academic merits of the calendar including:

- Prevents academic burn out and allows children to recharge.
- Shorter summers enable students to retain more knowledge learned throughout the year.
- Additional breaks throughout the year keeps children engaged and motivated all year.

Effect of Modified Calendar on Student Academics



Responses to Q2: Academics



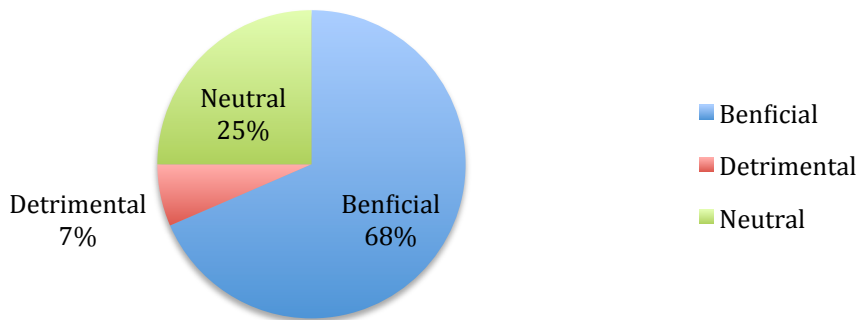
Question 3: In your opinion is the modified calendar beneficial to student mental health?

Again the results show that the majority of respondents feel that the modified calendar is very beneficial or beneficial to student mental health.

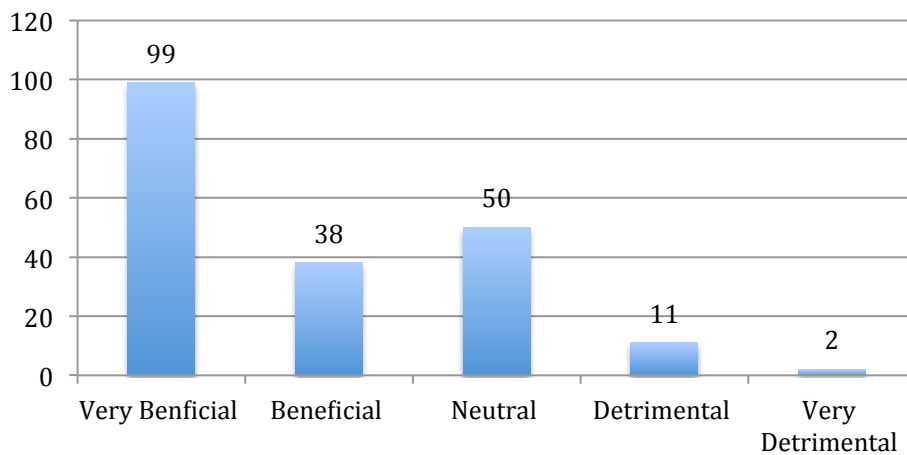
Many respondents also justified their response in the comments of question 3. There were several common themes regarding the benefits to student mental health including:

- Parents that have experienced both calendars find that their children are more resilient and have better attitudes towards school on the modified calendar.
- Provides more regular opportunities for family time throughout the year.
- Children thrive on routine and need the regular down time throughout the year provided by the modified calendar.
- Everyone works and learns most effectively when adequately rested.
- Modified calendar has the greatest positive effect on children with challenges.

Effect of Modified Calendar on Student Mental Health



Responses to Q3: Mental Health



Question 4: The SCDSB has recommended that the modified calendar be eliminated permanently; the 2016/2017 school year, is the last year in which it will operate. Do you think that the modified calendar should be eliminated?

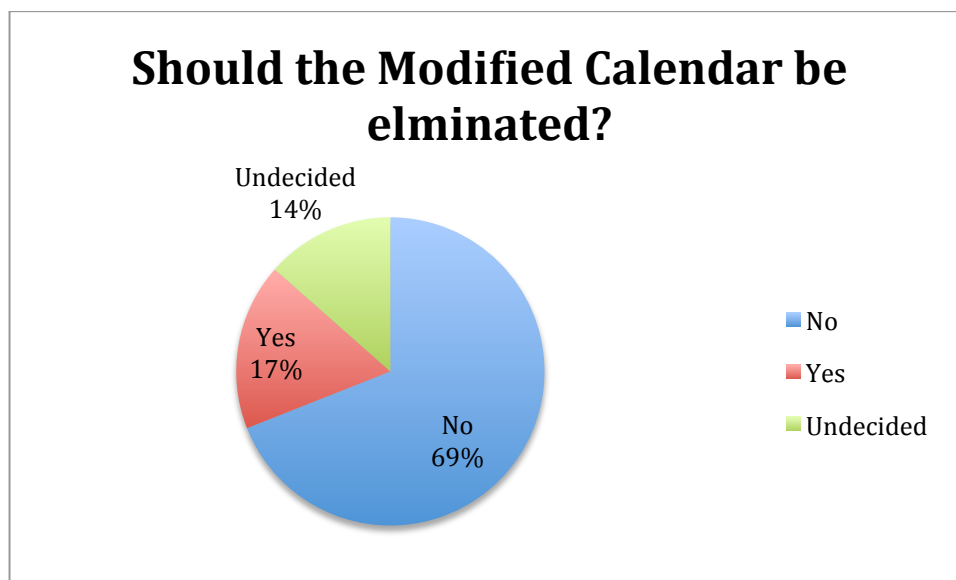
A very clear majority of respondents do not think that the modified calendar should be eliminated. However, some did and others remained undecided. Question 4 also encouraged respondents to provide comments.

Common arguments to keep the modified calendar include:

- Benefits to student academics and health.
- Families get to spend more time together more often.
- Everyone who had done it loves it.

Common arguments to eliminate the modified calendar include:

- Summer is short in Canada and we want to get the most out of it.
- Difficult to find childcare during extra breaks.



Question 5: Do you think that all schools within Alliston should be operating on the modified calendar?

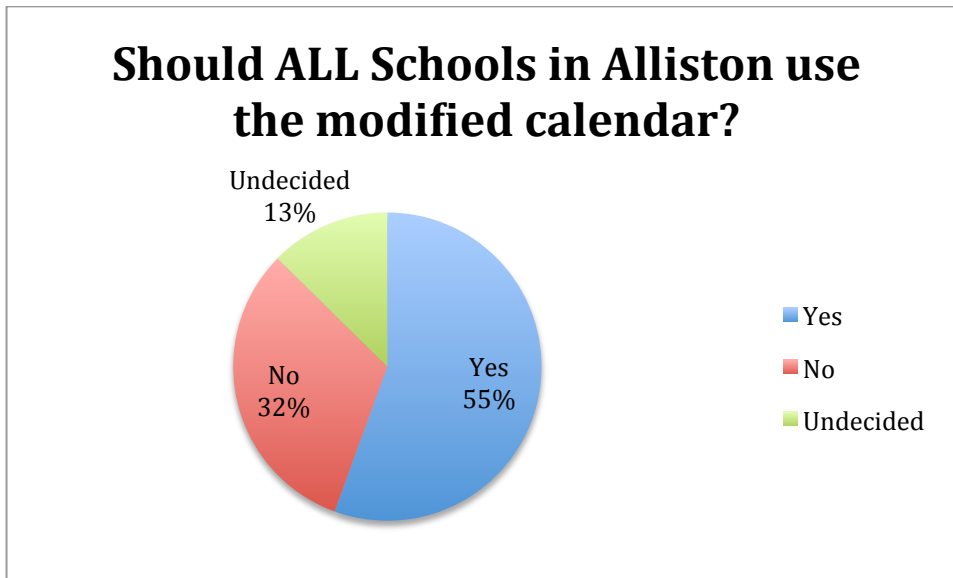
The majority of respondents felt that given the proposed recommendation to split the FI program between AUPS and ECES and that the majority of students transferring to the New East Alliston School are used to the modified calendar; that all schools in Alliston should use the modified calendar. Although many stated that they also strongly feel that the FI program should not be split between two schools

but should remain together. Common comments in favour of having all Alliston Schools operate on the modified calendar include:

- It benefits all children; so all children should be on the modified calendar.
- In reference to the FI program, it is too difficult to have your kids at different school and on different calendars.

A significant portion of respondents did not think that ALL Alliston schools should use the modified calendar but that both ECES and the new East Alliston public school should use the modified calendar. Others against having all schools in Alliston on the modified calendar included those strongly against the modified calendar due to ignorance and those who did not feel that AUPS should be forced to adapt the modified calendar. Common comments opposed to having all Alliston Schools operated on the modified calendar include:

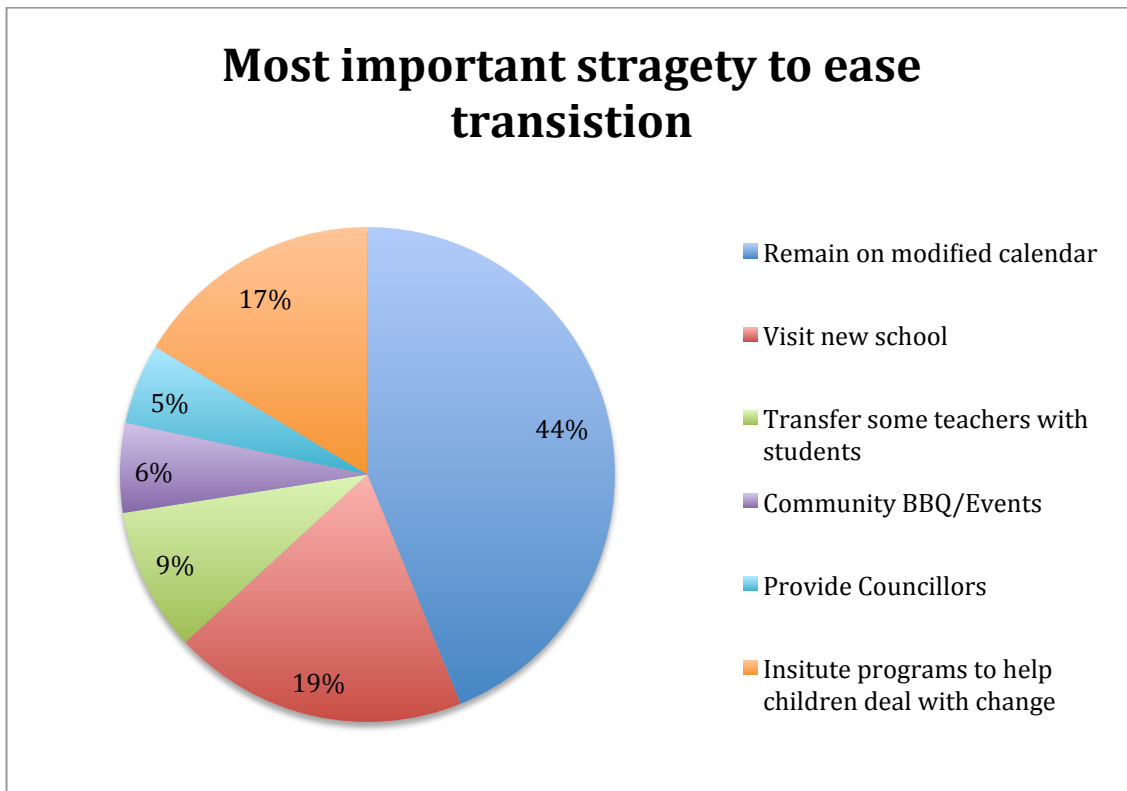
- Modified calendar doesn't work for all families and so not all school should use it.
- Allow parents a choice of school calendars.



Question 6: A new public school is under construction in Alliston that will open for the 2017/2018 school year. Large transfers of students will be unavoidable (approximately 50% of ECES, 25% of CCPS, and 25% of AUPS will transfer). In your opinion what is the most important strategy that should be used to ease this transition?

The number one strategy to ease this transition was allowing children to remain on the modified calendar. Most respondents who felt this way indicated in their comments on this question that they presently had children attending ECES and felt very strongly that both students remaining at ECES and those transferring to the New East Alliston School should be allowed to remain on the modified calendar.

A significant number of respondents commented that all the options presented were excellent and that all should be employed at all schools.



Question 7: Please rank the strategies from most important (1) to least important (6).

The strategies that received the highest scores were first to allow children to remain on the modified calendar. Second institute school programs to help children prepare for and embrace change. And third arrange for transferring students to visit their new schools.

Rank	Score	Strategy
1	3.88	Allow children to remain on the modified calendar.
2	3.84	Institute school programs to help children prepare for and embrace change.
3	3.51	Arrange for transferring students to visit their new schools.
4	3.47	Ensure some teachers transfer along with the transferring students.
5	3.37	Provide councillors for students struggling with the changes.
6	3.21	Hold community meet & greet events such as BBQs, etc.

Question 8: Please describe your experiences with the modified calendar (if any).

Although experience with the modified calendar varies, it is clear from reading all comments that the majority of respondent's reports are very positive.

Some examples of common experiences with the modified calendar include:

- I have two children in the modified school year and we love it. Myself, my kids and I'm sure the teachers need the breaks throughout the year. It gives everyone a chance to recharge. It's not only good for stay at home parents. My husband and I both work. It is a lot easier for us to get time off to spend with our kids because they are not "popular" weeks. Also, summer is quite long, and kids are getting quite bored by mid august. Overall, my children have benefited mentally and physically by having different breaks throughout the year. My family and I are quite upset that we are losing the modified school year. I hope that this survey makes a difference for all of us families who are so disappointed in the SCDSB decision.
- My children have been apart of this calendar from JK to present Gr 6. They do not struggle to return after a long summer. They are freshed after the Fall and May breaks. This also forces us as parents to promote work/home balance.
- At first I was unsure of the modified school year but as both my children have gone through it. Them and my family have come to live the modified school year and it is actually easier for us and childcare and oppose to juts the regular weeks off Christmas and march break.
- We moved to Alliston just over a year ago. We have never experienced the modified calendar before. Our son has ODD we had a lot of problems in our other school. The experience we have had from Ernest Cumberland can even be put into words. His old school would call every other day to come and pick him up(outburst). I have only had to pick him up once in the last year (to much excitement at the end of last school year). He has excelled in his behaviour and in the class room. It's all cause he receives the brakes in October and May also the support from the teacher. When you have issues the extra brakes really help you to refocus. The teachers in the school are the best teachers you will ever have they understand children needs and are willing to help in any way possible. If we lose our modified calendar and teachers I'm afraid he will start going backwards and we will be at step one again and I never want to be there again. Moving to this school was the best thing I could have done for him. Please don't change it.
- I work for Honda and like most people our holidays are given by seniority. I have never had a march break off but I have been able to still have family vacations because of the October week off due to the modified calendar. At The end of summer break my child is just itching to get back to school to learn and that is with the shortened summer... she would not benefit by a

longer break. This calendar has been great for the Honda employees which represents a lot of families in town.

- I went to Ernest Cumberland as a student and now my children also attend. The modified calendar is really great and we will be sad to see it go if that's what the decision is. My children like going back to school "early" and the extra breaks divide the school year up nicely.
- It works very well with our Family Schedule. Please do not change the Modified calendar at Ernest Cumberland Elementary School, I've never heard any of the parents complain. Thank you.
- Positive experience. My child has less stress than I did going straight through on a regular calendar year.
- When they are off they rest a little and are more focused to go back to school and are better with their learning. We can spend more time with the children during these times. They enjoy it and don't seem so tired or board with school.
- Very positive. My children require the down time. Have not had any issues with childcare, etc. Solutions are there for the parents who believe the modified calendar is difficult. If one or all the school changed, childcare providers would respond accordingly.
- Found it to be great. As my children were part of the initial modified calendar, I was against it. As it was forced on us, we learned to see the benefits of the modified calendar. It was extremely beneficial to our learning disabled child. The breaks were spread out making daycare costs easier. As my grandchildren attend I continue to see the benefits.
- As an AUPS family that moved to ECES partway through the school year, we can see how amazing this modified calendar is for our daughter.
- Our family moved here from Newmarket and I feel my children learn more and retain more from not having a long gap in the summer.
- The modified calendar is one of my favourite things about ECES, my children have adapted well and are more focused and social because of it. I would really hate to see it go.

Conclusion:

The modified calendar that has students return to school 2 weeks early in August with additional weeklong breaks in October and May is well supported amongst those with experience with the calendar. Support for the modified calendar is mixed among those without experience, as expected.

The modified calendar is cited to improve student academics, mental health, and also helps foster family relationships. Given the widespread support for the modified calendar within Alliston it is clear that the modified calendar ought to remain in place at ECES and be instituted at the new East Alliston Public School upon its opening in 2017.

Furthermore, if French immersion programs are to be temporarily housed in either ECES or the new East Alliston School then it is also recommended that AUPS adopt the modified calendar. However, as the French immersion program can be housed either in full or in part at Tecumseth Beeton ES it is not necessary for AUPS to adopt the modified calendar.

The SCDSB's attendance area review report of Feb. 1, 2017 states in part, that the Board's intent is to balance school enrolments, create sustainable and stable school populations and school programs, and use accommodation and transportation efficiencies while preparing for future growth.

While the Board is suggesting Plan A meets those mandates, we respectfully suggest that a better option exists.

Plan A requires the elimination of the ECES modified calendar. This suggested loss is of great concern for a significant number of families in our community. It is our position that there is a more viable option offering parallel cost savings but with fewer disruptions.

Tonight we are here to speak on behalf of the families in the ECES community that are invested in keeping the modified calendar as a vital part of our school community.

In simple terms, the modified school year calendar works and it does so in harmony with the schools in our community that operate on the regular calendar. We say this with confidence because we have the benefit of hindsight as proof. For the past 17 years, the two calendars have co-existed with ease. It is our position that the benefits of keeping the calendar far outweigh the option of removing it. It is a progressive, unique and successful program that could be expanded and promoted in our growing community rather than eliminated.

The modified school year calendar is a progressive program that boasts repeated success and support from the students, staff and families that have been part of it. We ask that you pause to listen and truly weigh the facts being presented before voting to remove such a popular and beneficial component of what makes ECES unique.

Upon review of the information presented by the Board, we submit plan D to be a more practical and fair option. This is not a recommendation arising solely from an emotion response to the proposed removal of the calendar. On the contrary, it is reflective of a group of concerned families who have invested a significant amount of time and effort to collaborate and collect data in support of keeping the modified school year option they believe so strongly in.

It appears that Plan D would offer parallel benefits and cost efficiencies to that of plan A while not requiring the removal of the modified calendar in order for the plan to succeed.

We would like to highlight how we believe Plan D accommodates growth and efficiency. To begin, it is one of the few plans proposed that addresses continued and future growth in the ECES community whereas plan A speaks to growth in the Tree-Top area but is silent to the parallel issue of growth around ECES.

When we gathered data regarding current and future builds in Alliston, it appears that the growth around ECES has perhaps been understated and to some extent overlooked. Approximately 1000 homes are approved and registered in the Ernest Cumberland zone. (See the link at the bottom) This information indicates that enrolment and capacity issues for ECES will need to be addressed as early as the fall of 2017. We fail to see how Plan A can avoid an over-capacity issue at ECES if the Gr 1-4 French Immersion is brought in.

Specifically, Ernest Cumberland's school capacity is 539. Projected enrolment in 2017 is over 600 and that does not include the potential 62 grade 7 grandfathered students that have the option of staying.

With Plan A bringing in approximately 155 French Immersion students, and approximately 245 of our current students transferring to the new EAPS due to a change in boundaries, ECES would be in excess of the school capacity by an estimated 79 students *without* factoring in the

additional students that will be ready to enroll in ECES in the fall of 2017 as a result of the new construction.

It appears Option D offers a more viable plan to accommodate current enrollment as well as future growth more effectively.

This plan would eliminate the transfer of the gr 1-4 FI students and allows ECES to retain approximately 100 of its current students. It offers greater capacity to better accommodate the new construction numbers in the ECES district with added cost effectiveness as the majority of the new construction builds would be within walking distance. Enabling students the opportunity to walk to school within their boundary promotes cost savings from a busing perspective

Another positive note to consider is the Geothermal heating method used at ECES. While conducting our research we spoke with the Project Coordinator for Design and Construction Services with the Board of Education. He provided very positive information in regard to our schools energy efficiency which shows that even *with* the modified calendar in place, ECES rates high in energy efficiency. Specifically, he stated:

“Ernest Cumberland is one of our most energy efficient schools in the area”.

He confirmed that our school runs at 8 kW per square foot which appears to be more efficient than the other schools operating at approximately 10 kW per square foot.

This information appears to alleviate the perceived disadvantage that the modified calendar program creates extra energy costs.

Another concern the Board’s report listed was the difficulties families may encounter if they have students in schools not on the same calendar. This is *not* a current problem. It is an issue or problem that would only arise if the proposed plan A is voted in.

Perhaps one of the greatest disadvantages we feel we face in helping others understand the value of the modified calendar is the limited knowledge and information available to those who have not had the benefit of actually experiencing it. To help mitigate that disadvantage, we would like to highlight a few of the many positive factors the calendar offers to our school community.

What we do know is that the modified calendar is liked by many. This was captured in the comment and feedback section of the School Board’s report which confirmed the calendar received overwhelming support from Ernest Cumberland’s families and staff.

ECES was one of two schools to pilot the program starting in 1999. The program quickly evolved into an undeniable success.

What became very apparent as the program evolved was the genuine excitement and pride on the part of the parents, students and staff for the calendar. It represented a new and innovative approach to engage student learning, qualities which “Today’s Parent” Magazine uses to choose its Top 40 schools in Canada annually. The following points highlight the successes of the calendar:

- The rhythm of the calendar allows students to concentrate on 6-8 week learning cycles, providing ample opportunity for introducing, teaching, reinforcing, applying and consolidating learning concepts
- At the end of each cycle, students have an opportunity to take a breath; to recharge their batteries and return to school ready to build upon what they have learned
- The families of the modified calendar use the breaks in many different ways
- Some families appreciate the opportunity to take a family vacation during the off season, when rates are lower and crowds fewer

- For those families who normally take vacations during school time regardless of the calendar, they appreciate their children not missing regular school days and vital learning time
- Families also appreciate the down time afforded to their children and comment on minimizing the stress of school for their children
- The breaks in the calendar provide everyone an opportunity to refocus and positively prepare for new learning.
- The breaks provide an opportunity to integrate the experiences and needs of the children as individuals, and children as students throughout the course of the year
- The calendar allows time to address holistic needs through the course of an already busy and hectic school year
- Student also return from summer holiday ready to learn with less time to feel bored or anxious from all the back- to-school hype

As students, families and educators of Simcoe County we should be proud to know the calendar speaks to the community's commitment to recognizing and providing for the holistic needs of students and how those needs are connected to student engagement and individual success.

News articles obtained via CBC and the Globe and Mail highlighted a pilot project conducted by the Peel District School Board. Roberta Bondar School in Brampton was part of a four-year study undertaken by that Board of Education. The study found that Grade 7 math scores in particular were positively affected when compared with a similar student demographic in a traditional school.

The Roberta Bondar School in Brampton also found the modified calendar to be beneficial for English as second language (ESL) students. Most of the ESL students speak a language other than English at home, even though many of them were born in Canada, as stated by Principal Sheryl Johnston. She noted that if the students had been home for nine weeks (summer vacation) as is the case with the regular school calendar, often the students heard or practiced very little English and that reflects a learning *loss* within the regime of that regular school calendar. With this logic in mind, the same would be true of the French Immersion program.

With the growth and diversity Alliston is experiencing and welcoming, this is something we believe the Board should consider as an added benefit of the modified calendar program.

Principle Johnston of Roberta Bondar Public School spoke to her experience with both traditional and year-round school calendars as a teacher and administrator when interviewed regarding the study. She stated that when her students returned from summer vacation in the traditional model, 'it took longer to be able to get right into teaching' because she would spend more time reviewing the curriculum and school routines. (Nicole Ireland, CBC News)

Parents at the Brampton school weighed in positively about their experience as well. They saw the calendar as a concept of not letting kids forget everything they've learned throughout the year.

When summing things up about the modified calendar, Principal Johnston stated in part that the issue wasn't about the broader society or school system operating entirely in a modified calendar system or vice versa, instead what it is really about is *the opportunity to have choice*. We align with all of these relevant points.

To conclude, the Board's stated mandate in choosing the best plan is in part related to finding the option that accommodates school programs.

The modified school year calendar at ECES *is* and should remain one of those programs. It has been chosen and well received for 17 consecutive years at ECES. It is a proven success story that without a doubt warrants a place in the plan that is to be chosen to accommodate

our community's school growth. At the very least, the removal of such a progressive program should not be taken lightly.

Sincerely,

A collective voice of Ernest Cumberland Parents (Andrea Lunn will be presenting this delegation).

Amendment: Feb.15,2017

"In speaking with the Peel District School Board, we were told that it takes a large majority vote within a parent community to institute a modified calendar, and Unions would have to be on board as well. Seeing as ECES has run on a modified calendar for 17 years, unions are already on board with it.

We were told that to remove the modified calendar it would also take a majority vote within the parent community, as well there would have to be public meetings about it.

While there have been 2 public meetings to address the 3 AAR issues, ECES has never been given the opportunity of a school wide meeting with a vote to remove the modified calendar.

With surrounding school districts (Peel, Durham, York) having already implemented a modified calendar to multiple schools, as well as more awaiting Board approval, we feel it would put the scdsb behind in the ways of progression to remove a calendar that has been highly popular for 17 years.

Attendance Area Review

2016:01

Alliston Union PS
Cookstown Central PS
Ernest Cumberland ES

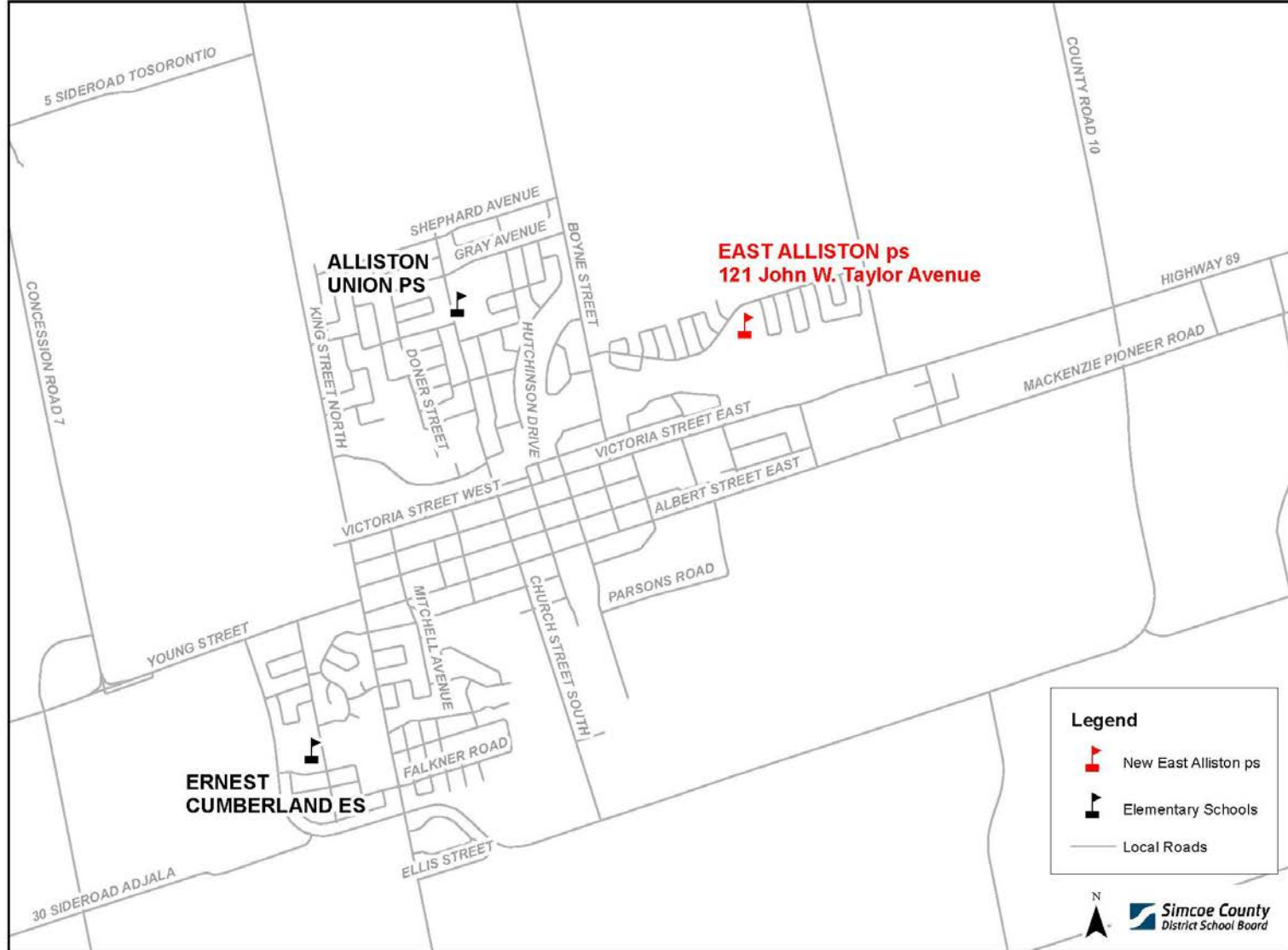
November 10, 2016

Background

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

New School Location

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



Policy and Procedures

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

Purpose

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

Considerations

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

Current

- Alliston Union PS
 - Capacity 507 students
 - Enrolment 839 students
 - 166% utilized
 - 12 portables
 - Approximately 375 French students (155 FI, 220 EFSL)

- Ernest Cumberland ES
 - Capacity 539 students
 - Enrolment 637 students
 - 118% utilized
 - 5 portables
 - On modified school calendar

- Cookstown Central PS
 - Capacity 559 students
 - Enrolment 710 students
 - 127% utilized
 - 8 portables

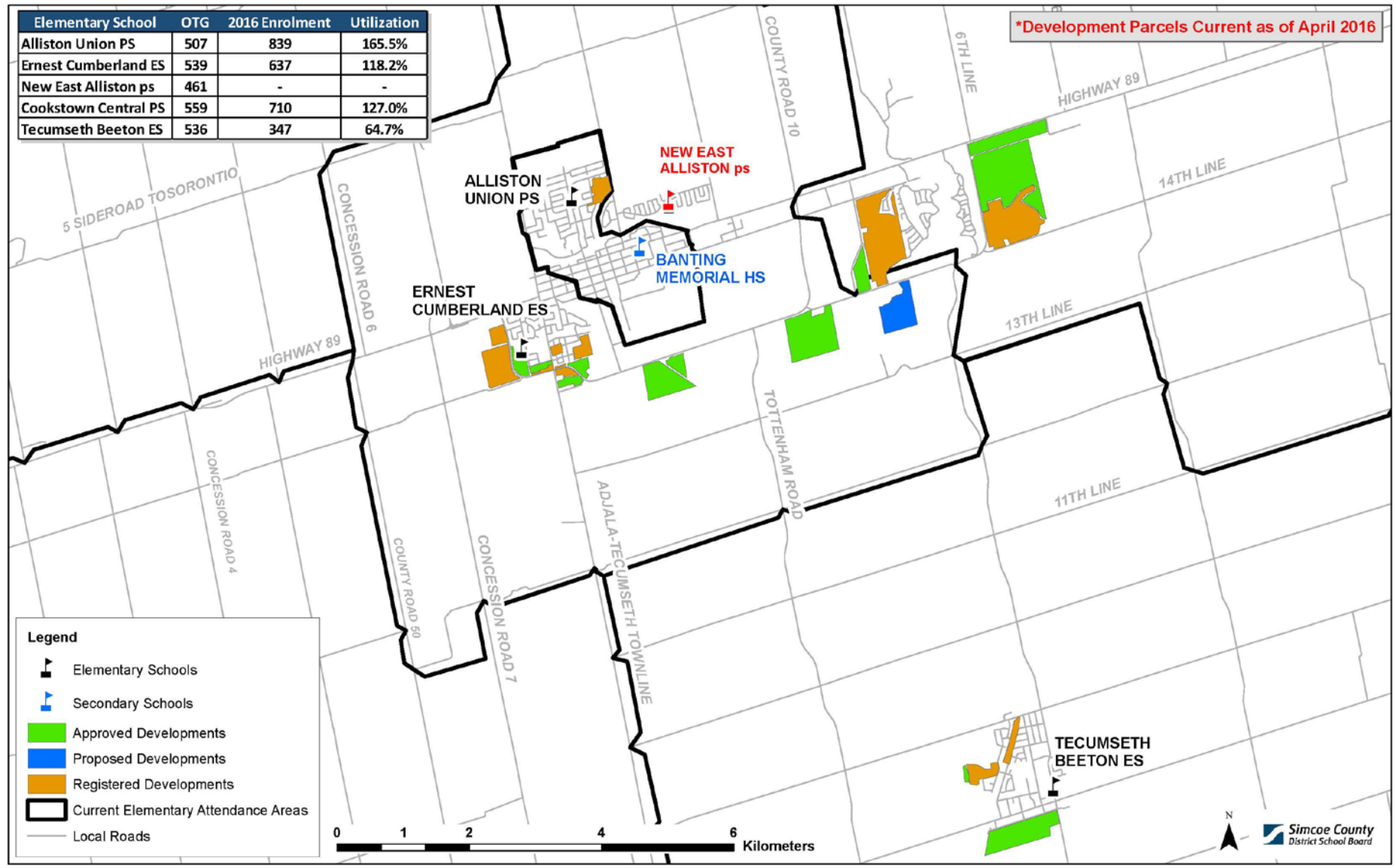
- Tec Beeton ES
 - Capacity 536 students
 - Enrolment 347 students
 - 65% utilized
 - 0 portables

Current

Current Alliston Area Context

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

*Development Parcels Current as of April 2016



Legend

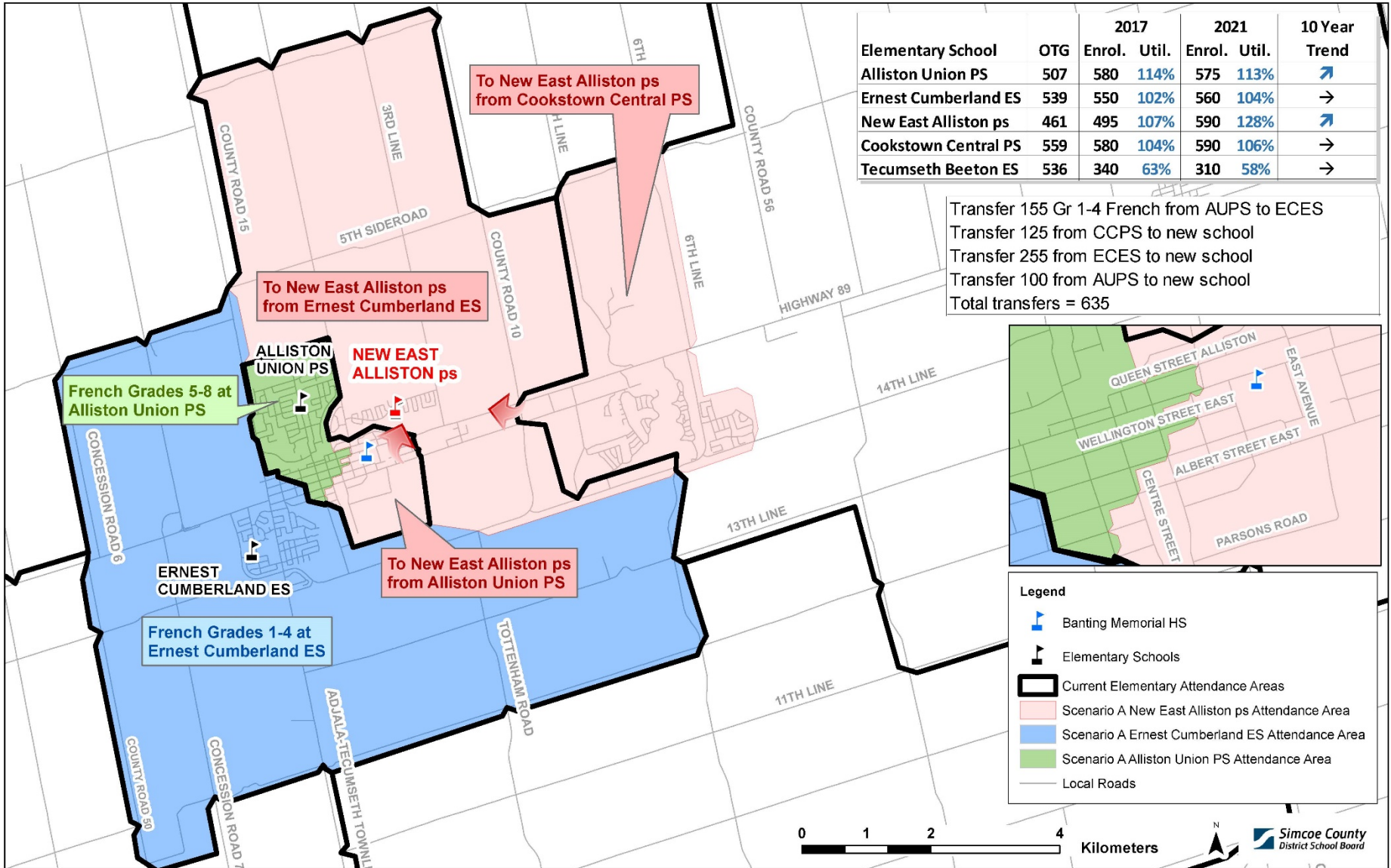
- Elementary Schools
- Secondary Schools
- Approved Developments
- Proposed Developments
- Registered Developments
- Current Elementary Attendance Areas
- Local Roads

Scenarios

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

Scenario A

SCENARIO A



Elementary School	OTG	2017		2021		10 Year Trend
		Enrol.	Util.	Enrol.	Util.	
Alliston Union PS	507	580	114%	575	113%	↗
Ernest Cumberland ES	539	550	102%	560	104%	→
New East Alliston ps	461	495	107%	590	128%	↗
Cookstown Central PS	559	580	104%	590	106%	→
Tecumseth Beeton ES	536	340	63%	310	58%	→

Transfer 155 Gr 1-4 French from AUPS to ECES
 Transfer 125 from CCPS to new school
 Transfer 255 from ECES to new school
 Transfer 100 from AUPS to new school
 Total transfers = 635



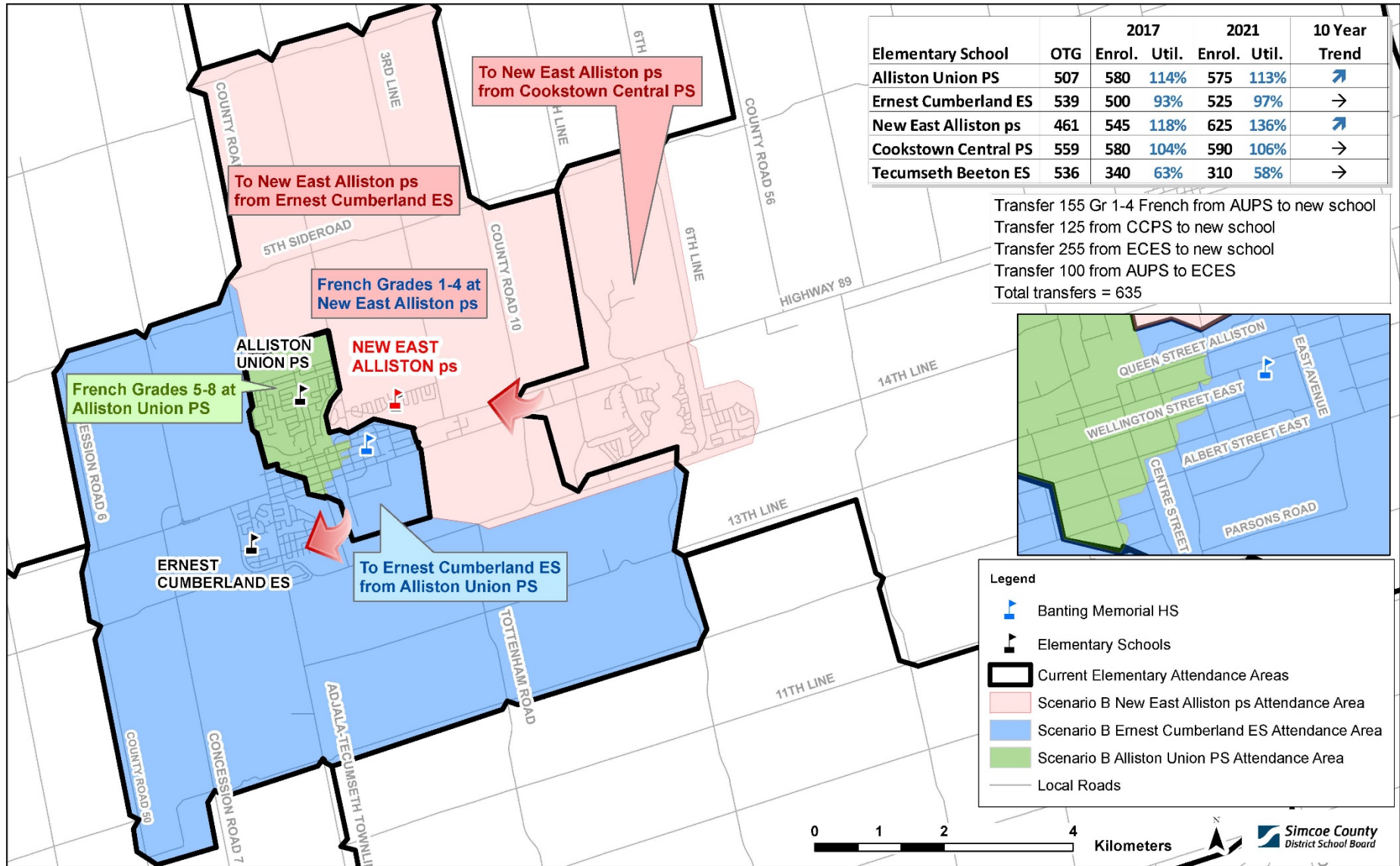
Legend

- Banting Memorial HS
- Elementary Schools
- Current Elementary Attendance Areas
- Scenario A New East Alliston ps Attendance Area
- Scenario A Ernest Cumberland ES Attendance Area
- Scenario A Alliston Union PS Attendance Area
- Local Roads



Scenario B

SCENARIO B



Elementary School	OTG	2017		2021		10 Year Trend
		Enrol.	Util.	Enrol.	Util.	
Alliston Union PS	507	580	114%	575	113%	↗
Ernest Cumberland ES	539	500	93%	525	97%	→
New East Alliston ps	461	545	118%	625	136%	↗
Cookstown Central PS	559	580	104%	590	106%	→
Tecumseth Beeton ES	536	340	63%	310	58%	→

Transfer 155 Gr 1-4 French from AUPS to new school
 Transfer 125 from CCPS to new school
 Transfer 255 from ECES to new school
 Transfer 100 from AUPS to ECES
 Total transfers = 635

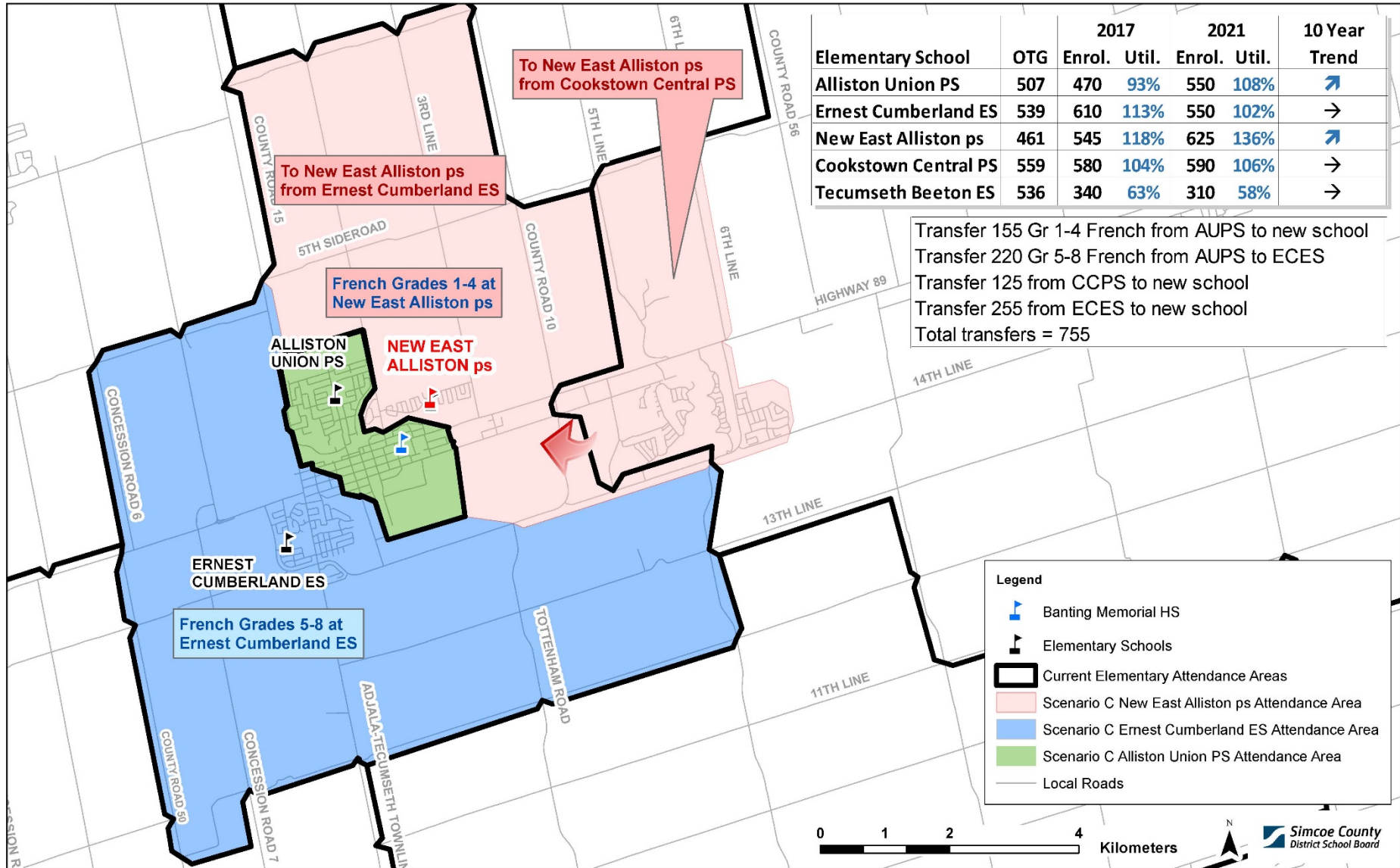


Legend

- Banting Memorial HS
- Elementary Schools
- Current Elementary Attendance Areas
- Scenario B New East Alliston ps Attendance Area
- Scenario B Ernest Cumberland ES Attendance Area
- Scenario B Alliston Union PS Attendance Area
- Local Roads

Scenario C

SCENARIO C



Elementary School	OTG	2017		2021		10 Year Trend
		Enrol.	Util.	Enrol.	Util.	
Alliston Union PS	507	470	93%	550	108%	↗
Ernest Cumberland ES	539	610	113%	550	102%	→
New East Alliston ps	461	545	118%	625	136%	↗
Cookstown Central PS	559	580	104%	590	106%	→
Tecumseth Beeton ES	536	340	63%	310	58%	→

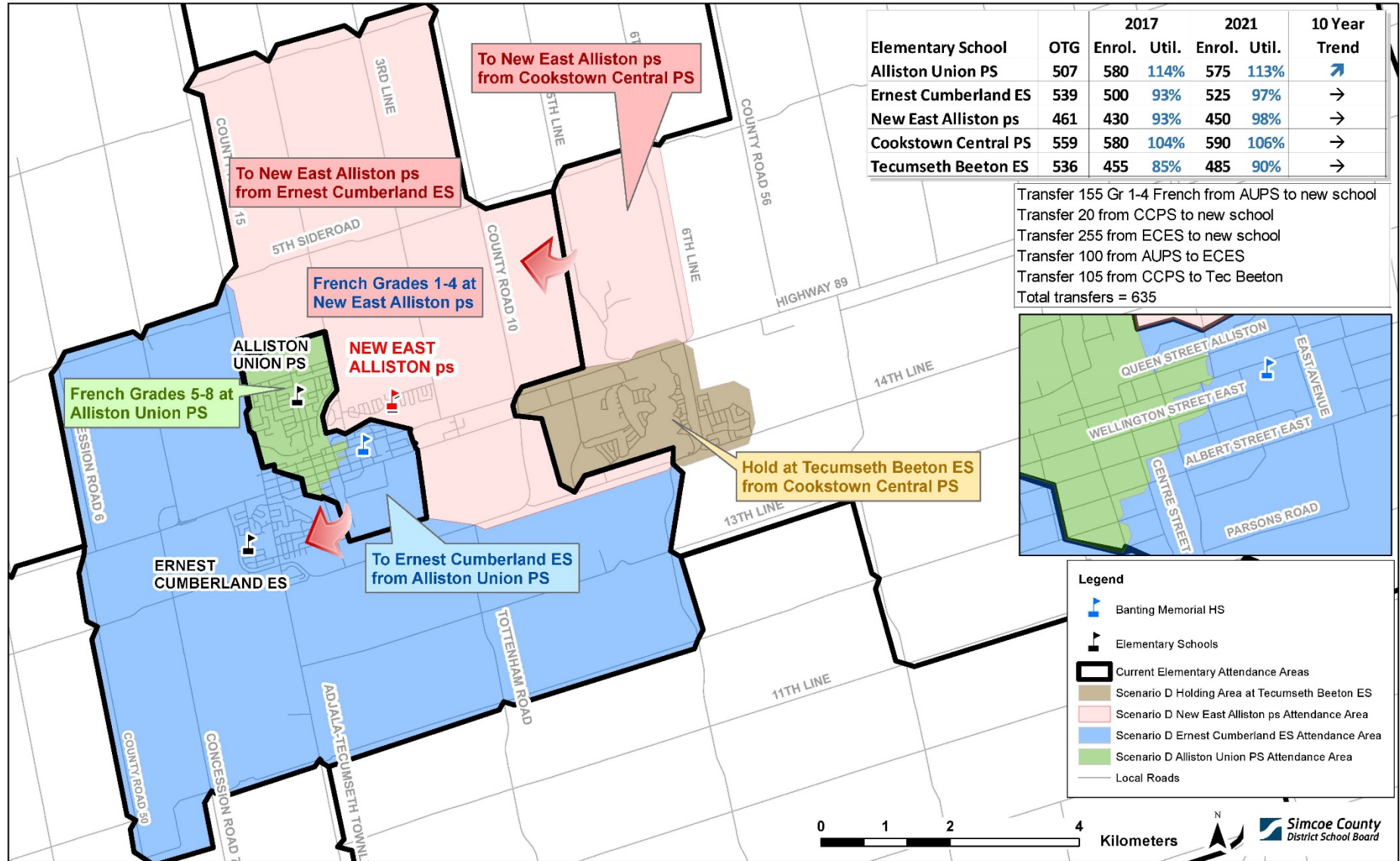
Transfer 155 Gr 1-4 French from AUPS to new school
 Transfer 220 Gr 5-8 French from AUPS to ECES
 Transfer 125 from CCPS to new school
 Transfer 255 from ECES to new school
 Total transfers = 755

Legend

- Banting Memorial HS
- Elementary Schools
- Current Elementary Attendance Areas
- Scenario C New East Alliston ps Attendance Area
- Scenario C Ernest Cumberland ES Attendance Area
- Scenario C Alliston Union PS Attendance Area
- Local Roads

Scenario D

SCENARIO D



Elementary School	OTG	2017		2021		10 Year Trend
		Enrol.	Util.	Enrol.	Util.	
Alliston Union PS	507	580	114%	575	113%	↗
Ernest Cumberland ES	539	500	93%	525	97%	→
New East Alliston ps	461	430	93%	450	98%	→
Cookstown Central PS	559	580	104%	590	106%	→
Tecumseth Beeton ES	536	455	85%	485	90%	→

Transfer 155 Gr 1-4 French from AUPS to new school
 Transfer 20 from CCPS to new school
 Transfer 255 from ECES to new school
 Transfer 100 from AUPS to ECES
 Transfer 105 from CCPS to Tec Beeton
 Total transfers = 635

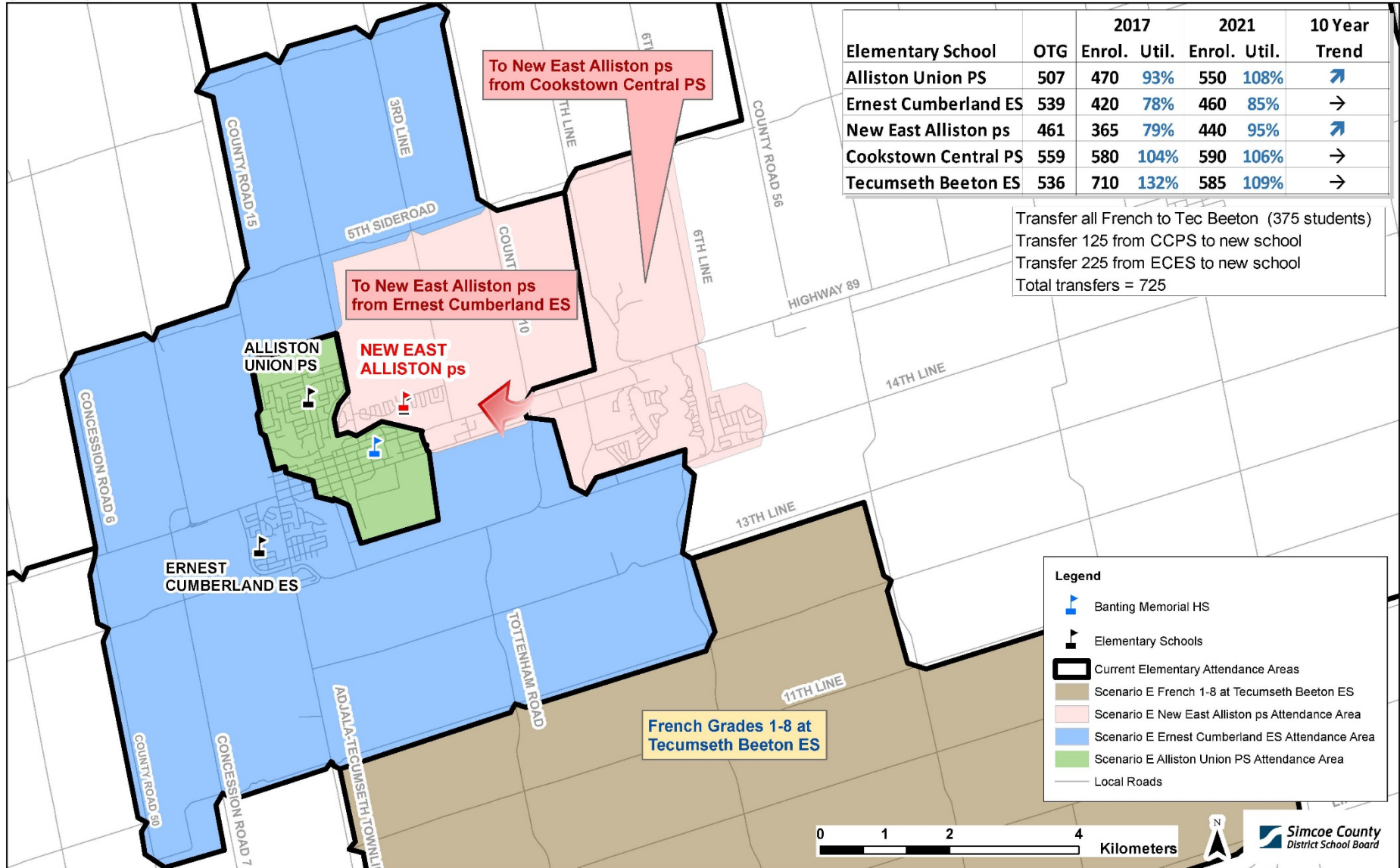


Legend

- Banting Memorial HS
- Elementary Schools
- Current Elementary Attendance Areas
- Scenario D Holding Area at Tecumseth Beeton ES
- Scenario D New East Alliston ps Attendance Area
- Scenario D Ernest Cumberland ES Attendance Area
- Scenario D Alliston Union PS Attendance Area
- Local Roads

Scenario E

SCENARIO E



Elementary School	OTG	2017		2021		10 Year Trend
		Enrol.	Util.	Enrol.	Util.	
Alliston Union PS	507	470	93%	550	108%	↗
Ernest Cumberland ES	539	420	78%	460	85%	→
New East Alliston ps	461	365	79%	440	95%	↗
Cookstown Central PS	559	580	104%	590	106%	→
Tecumseth Beeton ES	536	710	132%	585	109%	→

Transfer all French to Tec Beeton (375 students)
 Transfer 125 from CCPS to new school
 Transfer 225 from ECES to new school
 Total transfers = 725

Legend

- Banting Memorial HS
- Elementary Schools
- Current Elementary Attendance Areas
- Scenario E French 1-8 at Tecumseth Beeton ES
- Scenario E New East Alliston ps Attendance Area
- Scenario E Ernest Cumberland ES Attendance Area
- Scenario E Alliston Union PS Attendance Area
- Local Roads



Modified School Calendar

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

What do we need from you?

Input and feedback on:

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

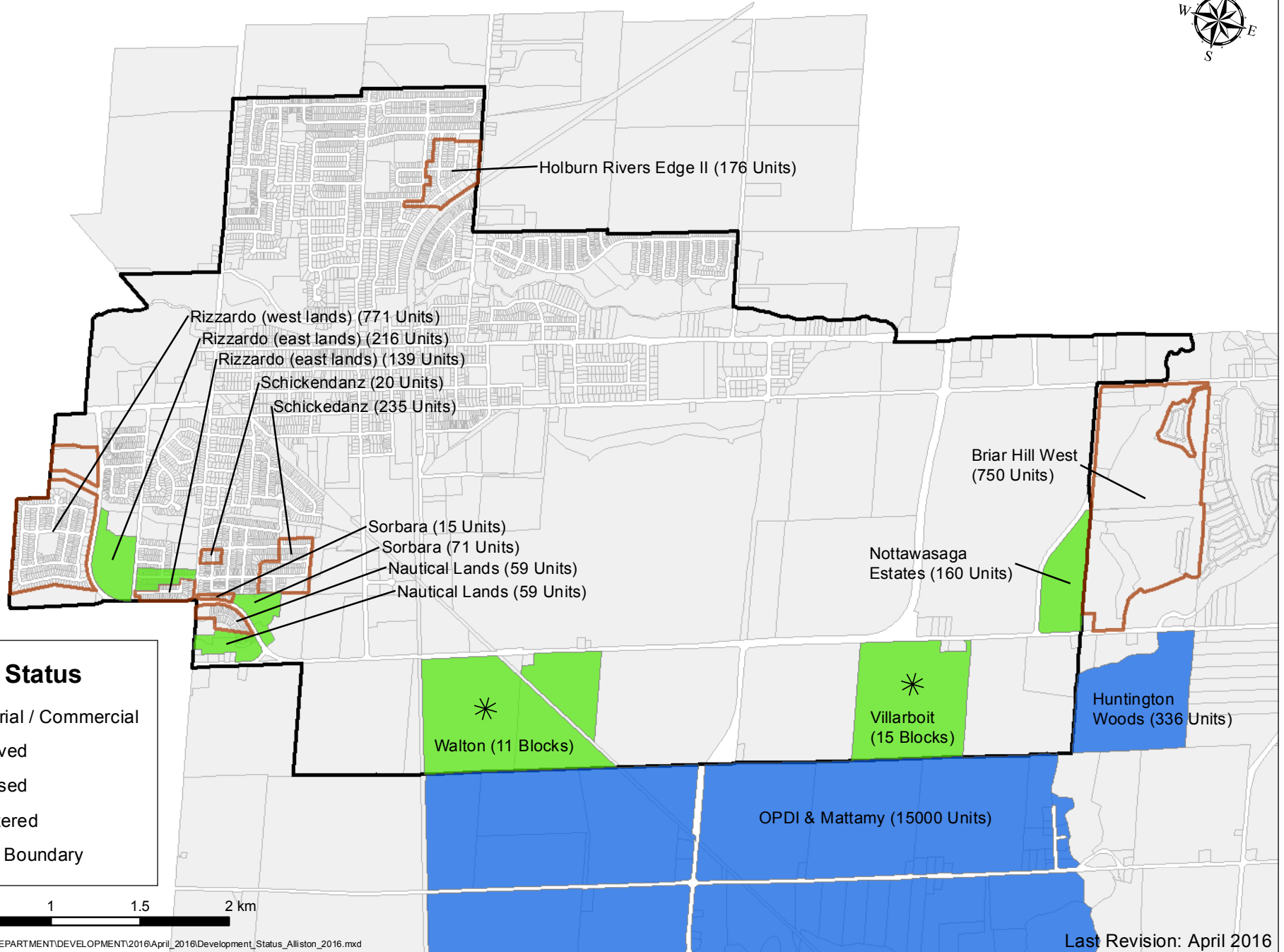
Next Steps and Timelines

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

Comments

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

Alliston Subdivision Development



Approval Status

- * Industrial / Commercial
- Approved
- Proposed
- Registered
- Urban Boundary

0 0.25 0.5 1 1.5 2 km

I would like to explain to the board that the notification process did not adequately inform all parents of children affected by the new attendance areas. Because of the information sent home, how the information was delivered and the timing said information was delivered, some parents were not able to voice their concerns in time for them to be taken into consideration. It is my belief that the final approval should be delayed slightly in order to ensure that parents who's children are being forced out of their current schools are properly notified, acknowledge notification and are given a chance to have their concerns heard by the board. In my opinion, children who are being forced out of their schools and live close to the new boundaries should be considered for out-of-area requests as well if boundary changes are not possible.

Thank you,
Curt McCullough

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, 2017**

The Business and Facilities Standing Committee met in Public Session on Wednesday, February 1, 2017, at the Education Centre.

PRESENT:

Committee Members

Kathleen Aikins, Donna Armstrong, Peter Beacock,
Jennifer Cameron, Annie Chandler (Chairperson), Wayne Clements,
Donna Da Silva, Jodi Lloyd, Krista Mayne (Vice-Chairperson),
Daniel Shilling.

Administration

John Dance, Christine Evitt, Stuart Finlayson, Daryl Halliday,
Brian Jeffs, Jackie Kavanagh, Paula Murphy, Doug Paul,
Chris Samis, Anita Simpson, Kathi Wallace.

Recording Secretary

Lorraine Ryder.

REGRETS:

Committee Members

Pamela Hodgson, Michele Locke.

Student Trustees

Grace Leyshon, Matt Thornhauge.

ABSENT:

Student Trustees

Zak Mattila.

Chairperson Chandler called the meeting to order at 6:05 p.m.

Approval of the Agenda

MOTION

Moved by Kathleen Aikins
Seconded by Peter Beacock

That the agenda be approved as printed.

CARRIED

Declaration of Conflicts of Interest – Nil

Closed Session - Nil

Presentations/Delegations - Nil

Items for Decision

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

John Dance, Superintendent of Facility Services invited Daryl Halliday, Superintendent of Education and Andrew Keuken, Manager of Planning, Enrolment and Community Use to the table. Superintendent Dance provided a detailed overview of the report that addressed the current accommodation and program pressures at the schools in the Alliston and Cookstown areas. The attendance area changes would ease accommodation pressures and create viable and sustainable school populations and programs.

Superintendents Dance and Halliday, and Manager Keuken responded to questions from trustees at this time.

(1)

Moved by Peter Beacock
Seconded by Jodi Lloyd

#BF-2017-02-01-22

That the Business and Facilities Standing Committee recommend that the Board approve the proposed attendance areas effective September 2017, as set out in APPENDIX F of Report No. BF-D-1, Attendance Area Review 2016:01 – Alliston Union Public School, Cookstown Central Public School, Ernest Cumberland Elementary School, dated February 1, 2017.

CARRIED

(2)

Moved by Daniel Shilling
Seconded by Peter Beacock

#BF-2017-02-01-23

That the Business and Facilities Standing Committee recommend that the Board approve the transfer of the FI program, Grades 1-4 from Alliston Union Public School to Ernest Cumberland Elementary School effective September 2017, as set out in Report No. BF-D-1, Attendance Area Review 2016:01 – Alliston Union Public School, Cookstown Central Public School, Ernest Cumberland Elementary School, dated February 1, 2017.

CARRIED

(3)

Moved by Jodi Lloyd
Seconded by Peter Beacock

#BF-2017-02-01-24

That the Business and Facilities Standing Committee recommend that the Board approve Ernest Cumberland Elementary School transition to the regular school calendar, effective at the conclusion of the 2016-2017 school year, as set out in Report No. BF-D-1, Attendance Area Review 2016:01 – Alliston Union Public School, Cookstown Central Public School, Ernest Cumberland Elementary School, dated February 1, 2017.

CARRIED

The committee recessed at this time.

Items for Information

1. Facility Services Annual Plan (BF-I-1)

Superintendent Dance provided a summary of the annual plan contained in the report. The plan reflects a number of initiatives that will provide continued service in the efficient and safe use of board facilities ensuring each student can reach their full potential and meet their goals in safe and welcoming learning and working facilities.

Superintendent Dance responded to questions from trustees at this time.

This report was provided for information.

2. 2017-2018 Draft Budget Timelines (BF-I-2)

Brian Jeffs, Superintendent of Business Services informed the committee that he is awaiting to engage with the new director to get an understanding of their philosophy and expectations in respect of the budget. Superintendent Jeffs commented that the Business Services department is ready to start the budget process after the consultation takes place. The report outlined a series of "milestones" to be achieved throughout the 2017-2018 budget development process.

Superintendent Jeffs responded to questions from trustees at this time.

This report was provided for information.

Correspondence – Nil

Other Matters

Trustee Lloyd requested an update on the progress of the gym deficiency at Orillia Secondary School. Superintendent Dance commented that the plan is for the adjustment to be made over the summer. The deficiency was an omission when the school was being built. Superintendent Dance will follow-up with the project coordinator in Design and Construction.

Notices of Motion for Next Meeting - Nil

MOTION

Moved by Kathleen Aikins
Seconded by Jennifer Cameron

That the meeting be adjourned at 7:15 p.m.

RECOMMENDATIONS

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

Respectfully submitted by:

Brian Jeffs
Superintendent of Business Services

John Dance
Superintendent of Facility Services

Approved for submission by:

Kathryn Wallace
Acting Director of Education

February 22, 2017

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

FROM: First Nations Education Advisory Committee Meeting

SUBJECT: **REPORT OF THE FIRST NATIONS EDUCATION ADVISORY COMMITTEE
MEETING HELD DECEMBER 13, 2016**

A meeting of the First Nations Education Advisory Committee (FNEAC) was held on Tuesday, December 13, 2016 at the Seniors Boardroom, Rama.

PRESENT:

Voting Members

Nancy Assance, Evelyn Ball, Jodi Lloyd, Michele Locke,
Dan Shilling, Tracey Snache.

Non-Voting Members

Stuart Finlayson, Alison Bradshaw, Rick Hodgkinson,
Nick Howard, John Playford, Jim Sammon, Lisa Snache,
Irfan Toor.

Recording Secretary

Lois Scott.

REGRETS:

Angela Johnson, Diane Lefuel, Jon Nicholson,
Sylvia Norton-Sutherland, Paris Snake, Chris Vandenberg.

In the absence of Chairperson Locke, during the first portion of the meeting, Chairperson Shilling called for nominations for the election of Vice-chairperson for the meeting.

Moved by Evelyn Ball
Seconded by Tracey Snache

That Trustee Lloyd be nominated for the position of Vice-chairperson for the meeting.

Trustee Lloyd indicated that she would stand.

Chairperson Shilling called for further nominations for the position of Vice-chairperson. There being no further nominations, Trustee Lloyd was acclaimed as Vice-chairperson for meeting.

Welcome and introductions

Chairperson Shilling welcomed the committee members and facilitated introductions. Regrets were expressed on behalf of those unable to attend.

Opening Prayer & Acknowledgement of Territory

Evelyn Ball led the group in an opening prayer and acknowledgement of territory.

Approval of the agenda

RECOMMENDATION

That the agenda be approved as revised.

Moved by Jodi Lloyd
Seconded by Tracey Snache

CARRIED

Approval of the minutes of the last meeting dated June 8, 2016

RECOMMENDATION

That the minutes be approved as printed.

Moved by Michele Locke
Seconded by Jodi Lloyd

CARRIED

Acknowledgement of Territory

A discussion took place with regards to daily acknowledgment of territory within the schools of the Simcoe County District School Board (SCDSB). Several SCDSB schools currently begin the day with an acknowledgment of traditional territory and committee members agreed to support the use of an acknowledgement of the Chippewa Tri-Council on a daily basis.

RECOMMENDATION

The FNEAC recommends the implementation of an acknowledgement of traditional territory throughout the SCDSB as follows:

I/we acknowledge that we are on the traditional territory of the Chippewa Tri-Council, made up of Beausoleil First Nation, Georgina Island First Nation and Rama First Nation. I/we also recognize the enduring presence of the First Nation, Métis and Inuit on this land.

Moved by Jodi Lloyd
Seconded by Nancy Assance

CARRIED

FNMI Terminology

The committee discussed the use of the acronym FNMI and determined that member names should be separated. It was recommended that going forward FN/M/I or FN-M-I be used when referring to First Nation, Métis and Inuit peoples.

Agenda Format

Superintendent Finlayson shared a sample of a Board committee agenda and suggested that going forward the FNEAC adopt this type of agenda format. The agenda format would better help to prepare meetings with items designated for recommendation, decision and information. Trustee Locke advised that with other committees, reports accompany the

agendas giving members time to review and prepare for discussion and/or questions. It was respectfully suggested that school reports be submitted to the superintendent's office prior to the meeting date to be prepared for distribution with the agenda.

Enrolment Report

Background

Rick Hodgkinson reported that data presented in this report includes all First Nation students who were enrolled at a SCDSB school on October 31, 2016 (Ontario Ministry of Education enrolment count date) under the effective Educational Services Agreements with Beausoleil First Nation and Chippewas of Rama First Nation as fee paying students. The report also shows a breakout of all SCDSB students who have voluntarily self-identified as First Nation, Métis and Inuit.

Enrolment on October 31, 2016

On October 31, 2016, 83 students from Beausoleil First Nation and Chippewas of Rama First Nation were enrolled at SCDSB schools as fee paying students. Enrolment of First Nation fee paying students is detailed in the tables below and on the following page.

First Nation Fee Paying Students Enrolled at SCDSB Schools

	October 31, 2015	October 31, 2016	Change (Oct 31, 2015 Compared to Oct 31, 2016)
Total All First Nation Students	Total Students	Total Students	Total Students
Elementary	13	18	+ 5
Secondary	58	65	+ 7
Learning Centre	0	0	0
TOTAL ALL STUDENTS	71	83	+12

Actual number of fee paying students enrolled on October 31st.

Fee Paying Students From Beausoleil First Nation Enrolled at SCDSB Schools

Beausoleil First Nation	School Attending	October 31, 2015	October 31, 2016	Change (Oct 31, 2015 Compared to Oct 31, 2016)
		Total Students	Total Students	Total Students
Elementary	James Keating ES	0	4	+ 4
Secondary	Georgian Bay District SS	0	33	+33
	Midland SS	22	0	- 22
	Penetanguishene SS	12	0	- 12
	Total Secondary	34	33	- 1
Learning Centre		0	0	0
TOTAL		34	37	+ 3

Actual number of fee paying students enrolled on October 31st.

Fee Paying Students From Rama First Nation Enrolled at SCDSB Schools

Chippewas of Rama First Nation	School Attending	October 31, 2015	October 31, 2016	Change (Oct 31, 2015 Compared to Oct 31, 2016)
		Total Students	Total Students	Total Students
Elementary	Lions Oval PS	2	2	0
	Rama Central PS	3	3	0
	Regent Park PS	8	8	0
	Uptergrove PS	0	1	+ 1
	Total Elementary	13	14	+ 1
Secondary	Orillia SS	11	22	+11
	Twin Lakes SS	11	10	- 1
	Simcoe Alternative SS	2	0	- 2
	Total Secondary	24	32	+ 8
Learning Centre		0	0	0
TOTAL		37	46	+ 9

Actual number of fee paying students enrolled on October 31st.

Voluntary, Confidential Self-Identification of First Nation, Métis and Inuit Students

In accordance with SCDSB Policy 4195, *Voluntary, Confidential Self-Identification of First Nation, Métis and Inuit Students*, all First Nation, Métis and Inuit students have the right to voluntarily self-identify so that appropriate programs may be designed and delivered to improve educational outcomes. The table below details the total number of SCDSB students, board-wide who have self-identified as First Nation, Métis and Inuit.

Voluntarily Self-Identified First Nation, Métis, Inuit Students

	Elementary			Secondary			Learning Centres			Total Students		
	Oct 31, 2015	Oct 31, 2016	Change (Oct 31, 2015 Compared to Oct 31, 2016)	Oct 31, 2015	Oct 31, 2016	Change (Oct 31, 2015 Compared to Oct 31, 2016)	Oct 31, 2015	Oct 31, 2016	Change (Oct 31, 2015 Compared to Oct 31, 2016)	Oct 31, 2015	Oct 31, 2016	Change (Oct 31, 2015 Compared to Oct 31, 2016)
First Nation	752	759	+ 7	358	376	+18	6	8	+2	1,116	1,143	+27
Métis	315	347	+32	169	172	+ 3	3	5	+2	487	524	+37
Inuit	16	11	- 5	2	6	+ 4	1	0	- 1	19	17	- 2
Total	1,083	1,117	+34	529	554	+25	10	13	+3	1,622	1,684	+62

Actual number of students enrolled on October 31st.

Updates

Beausoleil First Nation (BFN)

Acting Director Assance reported to the committee that there are concerns with the Adult Education program which is run in partnership with the SCDSB Continuing Education department. Acting Director Assance will follow up with the school board regarding the program concerns.

Rama First Nation

Tracey Snache reported that she was re-elected as Councillor and will be serving for an additional four years.

Tracey Snache advised the committee that the Ministry school review has now been completed.

Director Evelyn Ball reported that the Ojibwe Language Program, held over the summer at Rama, was a great opportunity for students. Eleven students participated. While some students dropped out eight students completed the program.

Simcoe County District School Board

Principal Bradshaw shared the 2016-2017 Annual Action Plan.

Superintendent Finlayson shared the 2016-2017 Board Action Plan.

Committee members reviewed the school reports.

Additional Business/Questions/Comments

Trustee Locke reminded the committee that Springwater Park is now run by Beausoleil First Nation and offers great learning opportunities for students and adults alike.

FNEAC Meeting Date

The next FNEAC meeting will take place on Tuesday, March 21, 2017 at 10:30 a.m. at Orillia Secondary School.

The meeting adjourned at 2:00 p.m.

Report Status

RECOMMENDATION

That the Board acknowledge and support the implementation of an acknowledgement of traditional territory throughout the Simcoe County District School Board as set out in Report No. D-4-b, Report of the First Nations Education Advisory Committee Meeting held December 13, 2016, dated February 22, 2017.

Respectfully submitted by:

Stuart Finlayson
Superintendent of Education

Approved for submission by:

Kathryn Wallace
Acting Director of Education

February 22, 2017

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, 2017**

The Program Standing Committee met in Public Session at the Education Centre on Wednesday, February 8, 2017.

PRESENT:

Committee Members

Kathleen Aikins, Donna Armstrong, Peter Beacock, Jennifer Cameron, Annie Chandler, Wayne Clements (Chairperson), Donna DaSilva, Jodi Lloyd, Michele Locke, Krista Mayne (Vice-Chairperson), Daniel Shilling.

Student Trustees

Grace Leyshon.

REGRETS:

Committee Members

Pamela Hodgson.

Student Trustees

Matt Thorhauge.

ABSENT:

Student Trustees

Zak Mattila.

Administration

John Dance, Christine Evitt, Stuart Finlayson, Daryl Halliday, Brian Jeffs, Jackie Kavanagh, Douglas Paul, Chris Samis, Anita Simpson, Kathryn Wallace.

Staff

Dean Maltby, Hanne Nielsen, Tammy Rodaro.

Recording Secretary

Mary Cannell.

Chair Clements called the meeting to order at 6:10 p.m.

1. **Approval of Agenda**

Chair Clements asked trustees for approval of the agenda.

Moved by Jennifer Cameron
Seconded by Michele Locke

That the agenda be approved as printed.

CARRIED

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

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

Items for Decision - Nil

Items for Information

1. French Immersion Application Data 2017-2018 (PRO-I-1)

Superintendent of Program and Innovation Anita Simpson invited Dean Maltby, Principal of Program, to the table. Superintendent Simpson provided an overview of the applications received for the Grade 1 French Immersion (FI) program for September 2017, as well as the number of FI classes allocated to each site.

In the 2017-2018 school year, 16 schools will offer the FI program. September 2017 will mark the first year of Grade 5 FI in the board.

Superintendent Simpson and Principal Maltby responded to trustee comments and queries related to French as a Second Language (FSL) reporting to the Ministry, how the number of FI classes per site is determined, class sizes, the out-of-attendance area process for FI and the possibility of another all-FSL school.

Further discussion took place related to the shortage of French teachers across the province, the learning profile of FI students, equity of access to the program, and the difficulty in meeting the high demand for FI, from both a staffing and facilities perspective.

At the request of a trustee, Superintendent of Facility Services John Dance agreed to re-send a list of potential solutions to address accommodation pressures at FSL sites previously shared at a past Program Standing Committee meeting, Business and Facilities Standing Committee meeting and the 2013 and 2014 Capital Plans.

This report was provided for information.

2. Adult and Continuing Education Annual Action Plan 2016-2017 (PRO-I-2)

Superintendent of Business Services Brian Jeffs welcomed Hanne Nielsen, Principal of Adult and Continuing Education (ACE), and Tammy Rodaro, Vice-principal of ACE. Principal Nielsen reviewed highlights from the Adult and Continuing Education department's action plan which include providing multiple pathway opportunities and supporting successful transitions for students.

Principal Nielsen indicated that the high customer satisfaction rate of 98% from ACE students is one of the performance targets measured by the Ministry of Advanced Education and Skills Development. Principal Nielsen reviewed the success of the Literacy and Essential Skills program that, among others, prepares adult learners for the next step in their career or educational studies.

Principal Nielsen provided trustees with information on the work of the Newcomer Welcome Centre, credit accumulation at Central North Correction Centre and the success of the updated eLearning model in the board.

Principal Nielsen and Vice-principal Rodaro responded to trustee queries related to the international language programs, tracking college and university applications for past graduates, and the diverse profile and needs of adult learners.

This report was provided for information.

3. Special Education Data Report 2016-2017 (PRO-I-3)

Superintendent of Special Education Chris Samis provided an overview of the recent trends in the identification of students with Special Education needs (SENs) and the results of provincial standardized testing for those students. Among the trends include a growth in the number of students diagnosed with autism, and fewer students being formally identified as gifted.

Superintendent Samis indicated that the majority of students are identified starting in Grade 3, the timing a result of the need for accommodations such as assistive technology to be made available during the writing of the first Educational Quality and Accountability Office (EQAO) tests in Grade 3. Numeracy remains the biggest learning need in the board for all students as indicated in the EQAO results shared.

This report was provided for information.

4. Special Education Annual Action Plan 2016-2017 (PRO-I-4)

Superintendent Samis indicated that the four main areas of focus of the plan include fostering independence, Individualized Education Plan (IEP) development as an instructional tool to ensure success, community partnerships, and ensuring successful transitions between panels.

Superintendent Samis stated that the model and reasons for IEP creation for students are currently being reviewed to streamline the purpose of IEP development. Superintendent Samis indicated that schools can provide differentiated supports for students without formal identification.

Superintendent Samis responded to trustee queries related to the needs of boy learners, the rise in autism diagnoses, waitlist times for psycho-educational assessments, and the genesis and process for creating IEPs for students.

This report was provided for information.

Other Matters

At the request of a trustee, Acting Director Kathryn Wallace agreed to investigate the possibility of providing every classroom in the board with a Canadian flag in advance of Canada 150 celebrations.

Trustees spoke of the value of Operations staff throughout the board and thanked them for their work.

Notices of Motion for Next Meeting - Nil

Moved by Kathleen Aikins
Seconded by Michele Locke

That the meeting be adjourned.

CARRIED

Meeting adjourned at 8:15 p.m.

5. Report Status

This report was provided for information.

Respectfully submitted by:

Anita Simpson
Superintendent of Program and Innovation

Approved for submission by:

Kathryn Wallace
Acting Director of Education

February 22, 2017

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, 2017**

The regular meeting of the Special Education Advisory Committee was held on Monday, January 16, 2017 at the Education Centre.

A. Roll Call

PRESENT:

SEAC Members

Donna Armstrong (Trustee), Kevin Berry (Chairperson), Mark Bryan, Donna Da Silva (Trustee), Sara Jamieson, Rose-Ann Marchitto, Sally Seabrook, Dan Stroh, Sandy Thurston, Tanya van Voorst (Vice-Chairperson).

SEAC Alternates

James Hall (Acting Member).

Staff

Kathy Chapman, Curt Davidson, Stephen McClelland, Danielle Mink, Chris Samis, Shannon Thompson.

REGRETS:

SEAC Members

Kelly Barber, Peter Beacock (Trustee), Sheryl Eastop, Jill Foley.

Recording Secretary

Tina Bazuk.

Chris Samis, Superintendent of Education, called the meeting to order at 7:00 p.m.

(1) Welcome

(a) Introductions

Superintendent Samis welcomed committee members, staff and shared regrets for the evening.

(b) Election of Chairperson

Superintendent Samis outlined the election process and appointed Stephen McClelland and Curt Davidson, Principals of Special Education, to act as tellers in the event that a vote was required.

Superintendent Samis called for nominations for the position of Chairperson of the Special Education Advisory Committee.

Moved by Rose-Ann Marchitto

Seconded by James Hall

That Kevin Berry, SEAC Member, be nominated for election as Chairperson of the Special Education Advisory Committee.

Kevin Berry indicated that he would stand.

Superintendent Samis called for further nominations for the position of Chairperson of the Special Education Advisory Committee.

There being no further nominations, Kevin Berry was acclaimed as Chairperson of the Special Education Advisory Committee.

CARRIED

Kevin Berry assumed the Chair at this time.

(c) Election of Vice-Chairperson

Chairperson Berry called for nominations for the position of Vice-chairperson of the Special Education Advisory Committee.

Moved by Kevin Berry
Seconded by Rose-Ann Marchitto

That Tanya van Voorst, SEAC Member, be nominated for election as Vice-chairperson of the Special Education Advisory Committee.

Tanya van Voorst indicated that she would stand.

Chairperson Berry called for further nominations for the position of Vice-chairperson of the Special Education Advisory Committee.

There being no further nominations, Tanya van Voorst was acclaimed as Vice-chairperson of the Special Education Advisory Committee.

CARRIED

Tanya van Voorst assumed the Vice-chair at this time.

(d) SCDSB Special Education Statement of Beliefs (A-1-b)

Tanya van Voorst, Vice-Chair, read the Statement of Beliefs.

(2) Approval of Agenda

Moved by Sandy Thurston
Seconded by Dan Stroh

That the agenda be approved as written.

CARRIED

Mark Bryan entered the meeting at this time.

(3) Approval of Minutes

(a) Minutes of the Regular SEAC Meeting held December 12, 2016 (A-3-a)

James Hall, Acting Member, suggested removing the summary of changes to item D-2-b APM A8540 Gifted Screening and Identification Process and adding a sentence stating "The changes are reflected in the report with new information shown in red and deletions with a strikethrough."

Moved by James Hall
Seconded by Rose-Ann Marchitto

That the minutes be approved as revised.

CARRIED

B. Presentations

(1) (a) Section 23 - FASD (B-1-a)

Superintendent Samis advised that the Fetal Alcohol Spectrum Disorder (FASD) classroom was awarded the 2016 Award of Excellence through the Child Youth and Family Services Coalition of Simcoe County for outstanding project/initiative through partnership.

Kathy Chapman, Central Consultant for Special Education, and Sally Seabrook, Mackenzie Health, provided an update on the FASD Classroom.

Together with Mackenzie Health and the Simcoe County Family Connections (formerly Children's Aid Society (CAS)), the SCDSB has created a structured learning environment to support students enrolled in the FASD Section 23 classroom, also known as the Kids in Transition (KIT) Class.

Central Consultant Chapman and Sally Seabrook shared videos of students, parents and partners who spoke to the positive impact the KIT class is having on the students both at school and home. Problematic behaviour has decreased and attendance has increased.

Professional development is ongoing.

Superintendents Samis, Central Consultant Chapman and Sally Seabrook responded to questions from SEAC at this time.

(b) SRA Reading and Math (B-1-b)

Central Consultant Chapman, provided an overview of the SRA direct instruction model.

SRA Reading is a structured skill based program designed to help students who struggle with reading in Grade 3 and above. There are alternate programs offered to primary students.

A number of teachers have been trained to use the program and professional development remains available to those interested. The SCDSB has purchased a number of materials that the schools are able to borrow, however the schools are responsible to purchase the workbooks.

Central Consultant Chapman shared data tracked related to student progress with the SRA placement test at the end of the school year.

Superintendent Samis, Principal McClelland and Central Consultant Chapman responded to questions from SEAC at this time.

C. Items for Decision - Nil

D. Items for Information

(1) Follow-up from Previous Meeting - Nil

(2) Staff Reports

(a) Special Education Data Report (D-2-a)

Superintendent Samis provided an overview of the Special Education Data Report 2016-2017.

Currently 9976 (19%) of the students in the SCDSB are accessing special education programs and services, the majority being in regular classrooms. Male students continue to be identified, both formally through an IPRC and/or through an IEP only, far more often than females across both panels and all exceptionalities. The majority of students accessing special educational programming and services are doing so through an IEP only, rather than through the formal IPRC process. Students identified with a Learning Disability continue to be the largest portion of students formally identified (34%), although there has been a significant increase in the number and percentage of students identified with Autism (ASD) throughout the past number of years.

Based on academic achievement and exceptionality identification trends, SCDSB's 2016-2017 Special Education Action Plan outlines system supports and targeted strategies such as intentional planning as well as sustained professional development to engage and support all learners.

Superintendent Samis responded to questions from SEAC at this time.

(b) Transition to the Ontario Autism Program: After School Skills Development Programs – Approval (D-2-b)

Superintendent Samis advised that on January 10, 2017 the Ministry approved additional funding for the SCDSB to host a series of After School Skills Development Programs to support students with Autism Spectrum Disorder (ASD).

The focus of the after school programs includes physical, communication, social and emotional competencies to strengthen skills needed to succeed at school and

beyond. The programs are intended for students aged 5 to 12 with sessions running for 10 – 12 weeks in various areas of the county.

Superintendent Samis responded to questions from SEAC at this time.

(3) Committee Reports - Nil

(4) SEAC Member Updates

(a) Association/Agency Updates – All (D-4-a) - Nil

(5) Board Member Updates

(a) Updates from Board Meetings – (D-5-a)

1. Trustee Armstrong advised that the results of the stakeholder participation for the Strategic Plan were presented to the Board of Trustees during a Special Board Meeting on November 23, 2016.
2. The Director of Education retired at the end of December 2016 and the Associate Director will be retiring at the end of January 2017. Should have an update by the next SEAC meeting.
3. The Board will be incredibly busy over the next few months preparing the budget for 2017-2018.

E. Correspondence - Nil

F. Other Matters

1. Superintendent Samis provided SEAC members with the opportunity to attend the Feedback Session for the Provincial Framework for Alternative Programs and Courses K-12 in February. Chairperson Berry volunteered to attend on behalf of SEAC.

G. Notices of Motion for Next Meeting - Nil

H. Adjournment

Moved by Donna Da Silva
Seconded by James Hall

That the meeting be adjourned at 8:55 p.m.

CARRIED

The next meeting date is February 13, 2017.

Report Status

This report is provided for information.

Respectfully submitted by:

Chris Samis
Superintendent of Education

Approved for submission by:

Kathryn Wallace
Acting Director of Education

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

FROM: Accessibility Advisory Committee

SUBJECT: **REPORT OF THE ACCESSIBILITY ADVISORY COMMITTEE MEETING
HELD NOVEMBER 28, 2016**

A meeting of the Accessibility Advisory Committee (AAC) was held on Monday, November 28, 2016 at the Education Centre.

PRESENT:
Committee Members

Staff: Erin Schwarz, Alison LaMantia, Kevin LePage, Sean Levasseur.

AAC Members: Doug Mein (Vice Chairperson), Peter Beacock (Trustee), Brian Jeffs, Barbara Moody, Abby DesForges, Curt Davidson, Margaretta Papp-Belayneh, Caroline Quanbury.

Regrets: Delmar MacLean, Sarah Mueller (Chair).

Recording Secretary: Kylee Zoller.

The meeting was called to order by Vice Chairperson Mein at 10:35 a.m.

1. Welcome and Opening Remarks

Round table introductions: The committee welcomed a new AAC member Curt Davidson, Principal of Special Education (Areas 1, 4 and 5) who will replace Michael Giffen (as he has accepted a new role outside of the Special Education Department).

Doug Mein announced that two AAC action items would be deferred until the January 30, 2017 AAC meeting as follows: 1. Review of accessibility audits of Huronia Centennial ES and Elmvale District HS (to be introduced by lead auditor Sarah Mueller) and 2. Planning and Scheduling of May 2017 accessibility audits will be introduced by Kim Pickett, the Simcoe County District School Board's (SCDSB) new Manager of Design and Construction.

2. Minutes of the Accessibility Advisory Committee held September 26, 2016

Erin Schwarz, Corporate Risk Officer, noted that item number two contained a typo, the line should read "Edit minutes to ensure the language is all consistent and in the past tense. Sarah Mueller's last name was misspelled under regrets"

Moved by: Peter Beacock
Seconded by: Brian Jeffs

That the Minutes of the Accessibility Advisory Committee held September 26, 2016 be approved as amended.

CARRIED

3. Proposed layout update for Multi Year Accessibility Plan

Alison LaMantia, Manager of Communications, presented a mock-up of the SCDSB Multi-Year Accessibility Plan as it would appear with accessible formatting. She explained that the information presented in the document was for sample purposes only.

Key changes that were noted were use of styles (Headings 1, 2 and 3) which create an accessible table of contents. Numbered lists and bullet point styles were also added to create consistency. All content was left-aligned for ease of reading. Content should be reviewed and edited for simplicity and consistency. All tables were removed and converted to lists as suggested by Barbara Moody on a previous review. The font of the document was updated to Arial, size 11 (larger for headings). Margaretta Papp-Belayneh noted that her visual impairment required use of 18 pt font.

Alison LaMantia also suggested a list of hyperlinks be added to link throughout the document, which would allow for easier navigation through the document for people with limited hand mobility.

Moved by: Peter Beacock
Seconded by: Barbara Moody

That the committee accept the suggested changes as above to be applied to the creation of the Board's next draft Multi Year Accessibility Plan.

CARRIED

4. Presentation/Update re: establishment of Jack.org chapter at Banting Memorial HS

Further to his briefing at the September 26 AAC meeting, Doug Mein provided an update on the status of the proposed Jack.org chapter at Banting Memorial High School (BMHS) in Alliston. Doug Mein explained that beginning early in the New Year, it is planned to implement a Jack.org orientation program made up of six 45-minute facilitated modules (one building on the other). He explained that the orientation would be split into two phases: 1. Learning and Reflecting and 2. Planning and Taking Action. Doug Mein added that once the BMHS program is completed to the satisfaction of both Jack.org and the SCDSB, other schools in Simcoe County may be considered for the program by Jack.org.

Peter Beacock mentioned that the November 15 orientation deadline for Jack.org had already passed and he wanted clarification on where the board stood regarding the proposed launching of the chapter. Superintendent Jeffs informed the committee there had been a telephone call to discuss this matter including himself, Superintendent Samis, Danielle Mink, and Michael Giffen. He stated it was agreed that a BMHS Chapter could be pursued due to the fundraising that had already taken place within the local community and that information about the program would be shared in the future with other SCDSB schools as their needs dictated. He further added that Jack.org chapters need to be renewed on an annual basis at a cost of \$5,000 annually. Doug Mein also stated for the record that official Jack.org acceptance of the Banting chapter was still pending although he fully expected formal approval to take place by January 1, 2017.

Margaretta Papp-Belayneh inquired whether occurrences of mental health issues at Banting were higher than at other SCDSB schools. Doug Mein responded that the proposal to establish a chapter at BMHS was mainly driven by local community interest and not the result of a predominance of mental health issues experienced at the school.

Peter Beacock stressed that although he was not against what the Jack.org organization is providing, he nonetheless had some concerns about the approach (i.e., lack of a process) used by the community members when attempting to initiate chapter so quickly. Furthermore, he questioned whether the board itself could not be a chapter by itself vs. Banting alone. He also cautioned that the annual renewal fee could be cost-prohibitive to many schools (an issue for the board). Nonetheless, he explained that the SCDSB will closely monitor the operation of the Jack.org program to determine whether this was something that could be provided internally within the system (i.e., knowledge/skills transfer). One approach that could be considered would be for schools to be a Jack.org chapter for a year or two while building on their learning to create/sustain/maintain their own program. Superintendent Jeffs stated that in his opinion, the Jack.org chapter business model makes more sense for post-secondary education institutions as they have single or limited locations. He added that scalability was also an issue for the board.

In concluding this item, it was agreed that a follow-up conversation and status update would be provided at the Committee's January 30th meeting.

Provided as information.

5. **Final Report of KPMG/Accessibility Directorate of Ontario Report on Accessibility in Education**

Doug Mein briefed everyone on the recommendations of a 323-page report by KPMG commissioned by the Wynne Government on accessibility barriers in Ontario's education system. The report cited many recurring accessibility barriers that continue to persist in some areas of Ontario's education system. In the opinion of KPMG, the existence of these barriers has shown that Ontario needs to create a stand-alone accessibility standard for education.

For the benefit of all AAC members, Doug Mein verbally summarized the main recommendations of the report (N.B., all AAC members were given a .pdf copy of the full 323 pages report for their review prior to the meeting):

SELECTED RECOMMENDATIONS AND OBSERVATIONS

- The Government of Ontario needs to develop an Accessibility Education Standard.
- New inclusive strategies are needed for education beyond simply incorporating students into mainstream classes. These strategies would aim to ensure that students with disabilities have an inclusive experience in the entire school community.
- Let some students with disabilities graduate later should they need more time to complete their studies.
- Develop anti-bullying legislation aimed specifically at schools to protect students with disabilities.
- Improve data collection to better serve and accommodate students with disabilities.
- To improve the accommodation of individual students with disabilities, the report emphasized trends elsewhere focusing on putting the individual first while targeting financial supports to more effectively define and implement reasonable accommodations of individual students with disabilities.
- Provide better accessibility for websites associated with learning and teaching.

- More effectively providing students with disabilities with needed adaptive technology used in the education system.
- More effectively plan for transition in the education system and from the educational system to the post-education phase of life for students with disabilities.
- Develop policies to facilitate conflict resolution between parents and schools including a formal appeal process regarding decisions made by school authorities.
- Remove specific barriers to Science Technology Engineering and Mathematics (STEM) curriculum for students with vision loss.
- Increase government monitoring of the implementation of Individual Education Plans (IEPs) for students with disabilities in primary and secondary schools, colleges or universities.
- Take measures to avoid long delays in getting individual accommodations and needed professional assessments for disabled students.
- The report also identified efforts made by certain jurisdictions to more effectively train mainstream classroom teachers to meet the needs of students with disabilities in their classes.
- It was also noted that Ontario lags far behind the Maritime provinces in the provision of pre-school literacy supports for children who suffer from blindness or have low vision.

NEXT STEPS

Doug Mein explained that the ADO would provide specific recommendations to the Ministry of Education regarding the provisions of an Accessibility Education Standard in due course (probably in 2017).

Peter Beacock responded to the KPMG recommendations stating that the SCDSB excelled in several of the areas of concern identified including integration of students into the mainstream. He added that this was an expensive project with funding for Special Education being a major issue for the board due to underfunding in previous years. Regarding the age of graduation for some disabled students – he stated that the board regularly makes appropriate accommodations through its Adult Education programs. Anti-bullying is also an ongoing project within the school board as strong efforts continue to resolve this issue. Communications is currently working to make the board's site more accessible. Moreover, assistive technology is widely used in various programs and procedures are now in place to manage the transition of students from elementary to secondary school.

With regard to the IEP process, Peter Beacock explained this required “shared ownership” between the school board and the parents, all of whom are required to “sign off” on the plan. He also suggested conflict resolution is one area where some families feel they need a third party to intervene but he stressed that additional funding must be available for full implementation of the agreed decisions. With respect to specific issues involving teaching staff, Peter Beacock explained this would come down to contract management between Human Resources and the involved unions.

Curt Davidson noted with regard to building on the capacity of the mainstream classroom teachers that the board has already made strides so that mainstream teachers are able to better interact with Education Assistants for students in a classroom setting. He added there was currently an appeal process in place but that the availability and modalities of the process may need to be communicated more effectively to families in the future.

Provided as information.

6. Other Business

Margaretta Papp-Belayneh noted that Sarah Mueller was graduating today. The committee offered its congratulations and wished her great success in the future.

Doug Mein noted that Janis Medysky would be retiring at the end of January 2017. He enjoyed working with her as an AAC member and appreciated her many contributions.

The committee also inquired about the status of the search for a new Director of Education search. Peter Beacock noted that this was going well and that the Board intended to appoint a new Director by the end of January 2017 - start time to be determined.

In adjourning the meeting, Doug Mein wished all committee members much health and happiness with family and friends during the coming festive season. On behalf of himself and Chair Sarah Mueller, he thanked all AAC members for their valuable support and contributions to the committee throughout during 2016.

Provided as information.

MOTION TO ADJOURN

Moved by: Doug Mein

Seconded by: Erin Schwarz

That the meeting be adjourned at 12:00 p.m.

CARRIED

NEXT MEETING

The next meeting will be held at the Simcoe County District School Board in Midhurst, on Monday, January 30, 2017 in the Roy Edwards Room at 10:30 a.m.

Future meeting dates are:

Monday, January 30, 2017

Monday, March 27, 2017

Report Status

This report is provided as information.

Respectfully submitted by:

Brian Jeffs

Superintendent of Business Services

Approved for submission by:

Kathryn Wallace

Acting Director of Education

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, 2017**

The Audit Committee met in Public Session via teleconference on Monday, February 6, 2017.

PRESENT:

Committee Members Daniel Shilling.

Electronic Participation Jay Anstey, Mark Connors, Chris Edwards, Jeff Henderson.

Administration Brian Jeffs.

Staff Corry Van Nispen.

Recording Secretary Lorraine Ryder.

ABSENT:

Committee Members Kathleen Aikins, Donna Armstrong.

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

Approval of the Agenda

MOTION

Moved by Jay Anstey
Seconded by Chris Edwards

That the agenda be approved as printed.

CARRIED

Declaration of Conflicts of Interest – Nil

Closed Session - Nil

Presentations/Delegations - Nil

Items for Decision - Nil

Items for Information

1. 2015-2016 Management Letter re: Audit Findings (AUD-I-1)

Superintendent Jeffs 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 that details the auditor's observations and recommendations for consideration in areas in which they identify there may be an opportunity for improvement. There were no areas of improvement identified in the management letter for the year ended August 31, 2016.

Chris Edwards congratulated Controller Van Nispen and the Business Services department for their work in achieving an excellent report on the annual external audit of the Board's financial statements over the last few years.

This report was provided for information.

Other Matters

Superintendent Jeffs commented that due to this meeting being held via teleconference, the elections for Chairperson and Vice-chairperson will take place at the June Audit Committee meeting.

Correspondence - Nil

Notices of Motion for Next Meeting - Nil

MOTION

Moved by Chris Edwards
Seconded by Daniel Shilling

That the meeting be adjourned at 6:10 p.m.

CARRIED

Report Status

This report is provided for information.

Respectfully submitted by:

Brian Jeffs
Superintendent of Business Services

Approved for submission by:

Kathryn Wallace
Acting Director of Education

February 22, 2017