

**SIMCOE COUNTY DISTRICT SCHOOL BOARD**

**REGULAR BOARD MEETING – WEDNESDAY, APRIL 26, 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 (ROY EDWARDS ROOM). PUBLIC SESSION will resume AT 7:00 P.M.**

- A.**
- (1) Roll Call
  - (2) Approval of Agenda
  - (3) Approval of Minutes
    - (a) Minutes of the Regular Meeting of the Board held March 22, 2017
  - (4) Declaration of Conflicts of Interest

**CLOSED SESSION**

- B.** Committee of the Whole

**PUBLIC SESSION**

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

Rob Good Re: French Immersion

Jeannette Paule and Paula Ferguson Re: French Immersion

**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 April 5, 2017
  - (b) Report of the Program Standing Committee Meeting held April 12, 2017
- (5) Staff Reports – Items for Decision
  - (a) Notice of Student Trustee Resignation
  - (b) Appointment to the Ontario Public School Boards' Association (OPSBA) Director and Alternate for the 2017-2018 School Year
  - (c) SEAC Member Appointment
  - (d) Schedule of August Board Meeting

(6) Committee Minutes/Reports - Items for Information

- (a) Report of the First Nations Advisory Committee Meeting held  
March 21, 2017
- (b) Report of the Special Education Advisory Committee Meeting held  
March 6, 2017
- (c) Report of the Parent Involvement Committee Meeting held  
February 21, 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 Board Meeting – May 1, 2017 at 7:00 p.m. –  
Roy Edwards Room  
Business and Facilities Standing Committee Meeting – May 3, 2017 at 6:00 p.m. –  
Roy Edwards Room  
Special Board Meeting (if required) – May 4, 2017 at 7:00 p.m. –  
Roy Edwards Room  
Special Education Advisory Committee Meeting – May 8, 2017 at 7:00 p.m. –  
Roy Edwards Room  
Human Resources Standing Committee Meeting – May 10, 2017 at 6:00 p.m. –  
Roy Edwards Room  
Program Standing Committee Meeting – May 10, 2017 following HR Meeting –  
Roy Edwards Room  
Parent Involvement Committee Meeting – May 16, 2017 at 6:00 p.m. –  
Georgian Room  
Regular Meeting of the Board – May 24, 2017 at 6:00 p.m., followed immediately by the  
Committee of the Whole in Closed Session, Public Session will resume at 7:00 p.m. –  
Roy Edwards Room  
Accessibility Advisory Committee Meeting – May 29, 2017 at 10:00 a.m. –  
Roy Edwards Room

**G. ADJOURNMENT**

**SIMCOE COUNTY DISTRICT SCHOOL BOARD  
PUBLIC SESSION  
RECOMMENDED ACTION – WEDNESDAY, APRIL 26, 2017**

REPORT	FYI	Decision Req.	MOTION
A-1			Call Meeting to order. Roll Call
A-2		√	That the agenda be approved as printed.
A-3-a Board Minutes March 22, 2017		√	That the Minutes of the Regular Meeting of the Board held Wednesday, March 22, 2017 be approved as printed.
A-4			Declaration of Conflicts of Interest
<b>MOTION</b>		√	That we go into Closed Session of the Committee of the Whole.
<b>PUBLIC SESSION</b>			
C-1			Report from Student Trustees
C-2 Trustee Tribute			Nil
C-3 Delegations			(1) Rob Good Re: French Immersion  (2) Jeannette Paule and Paula Ferguson Re: French Immersion
D-1			Report from the Closed Session of the Board in Committee of the Whole - Nil
D-4-a Business & Facilities – April 5, 2017		√	That the Board approve the amendments to Trust Declarations, as set out in APPENDIX A and APPENDIX B of Report No. BF-D-1, Amendments to Trust Declarations for Scholarship and Trust Funds, dated April 5, 2017.
D-4-b Program Standing April 12, 2017		√	That the Board approve revisions to Policy No. 4116, French Immersion, as set out in APPENDIX C of Report No. PRO-D-1, Revisions to Policy No. 4116 – French Immersion, dated April 12, 2017.
D-5-a Notice of Student Trustee Resignation		√	That the Board accept with regret and best wishes the resignation of Zak Mattila, effective March 17, 2017, as set out in Report No. D-5-a, Notice of Student Trustee Resignation, dated April 26, 2017.
D-5-b Appointment to the Ontario Public School Boards' Association (OPSBA) Director and Alternate Director for the 2017-2018 School Year		√	That the Board appoint _____ as the representative to serve as a director on the OPSBA Board of Directors, and appoint _____ to serve as an alternate director, as set out in Report No. D-5-b, Appointment to the Ontario Public School Boards' Association (OPSBA) Director and Alternate Director for the 2017-2018 School Year, dated April 26, 2017.
D-5-c SEAC Member Appointment		√	That the Board appoint to the SCDSB SEAC, effective May 1, 2017, Devin Fraser as member for Beausoleil First Nation, as set out in Report No D-5-c, Special Education Advisory Committee Member Appointment, dated April 26, 2017.

SIMCOE COUNTY DISTRICT SCHOOL BOARD  
 RECOMMENDED ACTION - 2  
 APRIL 26, 2017

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D-5-d Schedule of August 2017 Board Meeting		√	That the Board approve the rescheduling of the August Board meeting from August 23, 2017 to August 30, 2017, as set out in Report No. D-5-d, Schedule of August 2017 Board Meeting, dated April 26, 2017.
D-6-a FNEAC March 21, 2017	√		
D-6-b SEAC March 6, 2017	√		
D-6-c PIC February 21, 2017	√		
E-1 Reports from Liaison Members			
E-2 Notices of Motion for Next Meeting			
E-3 Questions and Proposals from Trustees			
E-4 Professional Development Seminars Attendance			
E-5 Reports/Update from Staff			
E-6 Correspondence			Nil
Future Business			
Adjournment		√	Motion to Adjourn

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

FROM: The Secretary

SUBJECT: **MINUTES OF THE REGULAR MEETING OF THE  
BOARD HELD MARCH 22, 2017**

The regular meeting of the Simcoe County District School Board was held on Wednesday, March 22, 2017 at the Education Centre.

**A. (1) Roll Call**

**PRESENT:**

**Trustees**

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

**ELECTRONIC  
PARTICIPATION**

Donna Da Silva.

**REGRETS**

**Trustees**

**ABSENT**

**Trustees**

Daniel Shilling.

**PRESENT:**

**Student Trustees**

Grace Leyshon, Matt Thorhauge.

**REGRETS**

**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 Michele Locke  
Seconded by Kathleen Aikins

That the Agenda be approved as printed.

CARRIED

**(3) Approval of Minutes**

Minutes of the Regular Meeting of the Board held February 22, 2017 (A-3-a)

Moved by Wayne Clements  
Seconded by Annie Chandler

That the Minutes of the Regular Meeting of the Board held Wednesday, February 22, 2017 be approved as printed.

CARRIED

Minutes of the Special Meeting of the Board held February 27, 2017 (A-3-b)

Moved by Annie Chandler  
Seconded by Krista Mayne

That the Minutes of the Special Meeting of the Board held Monday, February 27, 2017 be approved as printed.

CARRIED

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

**B. Committee of the Whole**

Moved by Kathleen Aikins  
Seconded by Michele Locke

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

CARRIED

The Public Session of the Board re-convened at 7:00 p.m.

Chair Beacock welcomed Director Steve Blake to the Simcoe County District School Board and commented that he is pleased to have him back in Simcoe County. Chair Beacock stated that he is looking forward to working with Director Blake, and as a team, do great things that will move our board forward.

Director Blake expressed his gratitude to the Board of Trustees. He commented that he was proud to be with the SCDSB as a superintendent and it was great to be back. Director Blake shared that he had been involved in a number of meetings his first week and commented that there is a lot of work to do as we move forward with the Strategic Plan, prioritizing the budget and promoting student success and student well-being. Director Blake stated that he looks forward to working with everyone at the table and across the system.

C. (1) Report from the Student Trustees

Student Trustee Grace Leyshon provided an update on this month's Student Senate meeting. The group discussed the student trustee elections that are coming up in April and the role of the student trustee. The student trustees provided details about their mental health initiatives. Student Trustee Leyshon shared that she is very much looking forward to the upcoming Vimy Ridge trip.

Trustee Locke stated that she is very proud of the students and what they are doing in our schools. She commented that it is a great opportunity for her to work with the students in her role at Student Trustee Mentor.

Vice-chairperson Lloyd wished the students a wonderful trip.

Chair Beacock thanked the student trustees for their report and wished them well on their Vimy Ridge trip.

(2) Trustee Tributes - Nil

(3) Delegations - Nil

D. RECOMMENDATIONS FOR ACTION

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

Report from the Closed Session of the Board in Committee of the Whole from March 22, 2017.

(1)  
Moved by Annie Chandler  
Seconded by Krista Mayne

*#BP-2017-03-22-18*

That the Board approve the disposition of the portion of the Collingwood Collegiate Institute property abutting 529 and 535 Maple Street in accordance with Ontario Regulation 444/98, and that staff be directed to proceed with the appropriate planning applications to enable the transfer of the lands at no cost to the board, as set out in Report No. CL-BF-D-1, Disposition of Surplus Property, Demolition, and Severance, dated March 1, 2017.

CARRIED

(2)  
Trustee Chandler enquired about the possibility of preserving some of the stone from the storage facility. Superintendent Dance stated his department could investigate the possibility of preserving some of the stone.

Moved by Annie Chandler  
Seconded by Krista Mayne

*#BP-2017-03-22-19*

That the Board approve the demolition of the former bus garage and storage facility on the Collingwood Collegiate Institute property, as set out in Report No. CL-BF-D-1, Disposition of Surplus Property, Demolition, and Severance, dated March 1, 2017.

CARRIED

(3)  
Moved by Michele Locke  
Seconded by Krista Mayne

*#BF-2017-03-22-20*

That the Board approve the acquisition of the lands abutting Hillsdale Elementary School, as set out in Report No. CL-BF-D-1, Disposition of Surplus Property, Demolition, and Severance, dated March 1, 2017.

CARRIED

(4)  
Moved by Annie Chandler  
Seconded by Jodi Lloyd

*#BP-2017-03-22-21*

That the Board approve the School/System Administrator Eligibility Lists as set out in Report No. CL-HR-D-1 School/System Administrator Eligibility Lists – March 2017, dated March 8, 2017.

CARRIED

(5)  
Moved by Jodi Lloyd  
Seconded by Michele Locke

*#BP-2017-03-22-22*

That the Board approve the acquisition by expropriation of sites #1 and #2 in the Town of Bradford West Gwillimbury for the purpose of two public elementary schools and related improvements, as set out in Report No. CL-B-2-a, School Site Expropriation: Bradford, dated March 22, 2017.

CARRIED

(6)  
Moved by Jodi Lloyd  
Seconded by Annie Chandler

*#BP-2017-03-22-23*

That the Board approve the acquisition by agreement of purchase and sale of site #3 in the Town of Bradford West Gwillimbury, and if a successful purchase is not negotiated, that the Board approve the acquisition by expropriation of site #3 for the purpose of one public secondary school and related improvements, as set out in Report No. CL-B-2-a, School Site Expropriation: Bradford, dated March 22, 2017.

CARRIED



(7)  
Moved by Annie Chandler  
Seconded by Jodi Lloyd

*#BP-2017-03-22-24*

That the Board approve that the Chair and the Director of Education are authorized, empowered and directed to take all steps necessary to comply with the Expropriations Act, and to complete these expropriations including but not limited to, the execution of the Certificates of Approval, the preparation and registration of Expropriation Plans, the preparation of land appraisals, and to execute and have served the Notices of Application for Approval to Exempt, Notices of Expropriation, Notices of Election, Notices of Possession, Offers of Compensation and Appraisal, and any other actions required to implement the expropriation process.

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  
March 1, 2017 (D-4-a)

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Superintendent Dance spoke to the report and responded to questions from trustees.

(1)  
Moved by Jodi Lloyd  
Seconded by Krista Mayne

*#BF-2017-03-22-25*

That the Board approve the proposed attendance areas effective September 2018, as set out in APPENDIX F of Report No. BF-D-1, Attendance Area Review 2016:02 – Collingwood Collegiate Institute, Nottawasaga Pines Secondary School, Stayner Collegiate Institute, dated March 1, 2017.

CARRIED

(2)  
Moved by Jennifer Cameron  
Seconded by Jodi Lloyd

*#BF-2017-03-22-26*

That the Board approve that existing secondary students at the time of implementation be grandfathered, as set out in Report No. BF-D-1, Attendance Area Review 2016:02 – Collingwood Collegiate Institute, Nottawasaga Pines Secondary School, Stayner Collegiate Institute, dated March 1, 2017.

CARRIED

Report of the Human Resources Standing Committee Meeting held  
March 8, 2017 (D-4-b)

Brian Jeffs, Superintendent of Business Services, spoke to the report and responded to questions from trustees. Superintendent Jeffs shared that the board had received notification that there had been a significant reduction in the contract and we will be moving forward with a permanent contract for one career counsellor position rather than the five positions requested. Superintendent Jeffs explained that the criteria to qualify is very restrictive.

Moved by Michele Locke  
Seconded by Krista Mayne

**#HR-2017-03-22-27**

That the Board approve, subject to confirmation of funding, the five permanent career counsellor positions assigned to the Career Centre in order to ensure the Ministry of Advanced Education and Skills Development (MAESD) agreements and contracted deliverables are fulfilled, as set out in Report No. HR-D-1, The Career Centre: Youth Job Connection Staffing, dated March 8, 2017.

CARRIED

Report of the Program Standing Committee Meeting held  
March 8, 2017 (D-4-c)

(1)

Doug Paul, Superintendent of Education, spoke to the report and responded to questions from trustees.

Moved by Kathleen Aikins  
Seconded by Jodi Lloyd

**#PRO-2017-03-22-28**

That the Board approve the submission of the regular school year calendar for 2017-2018 to the Ministry of Education for approval, as set out in APPENDIX A of Report No. PRO-D-1, Regular School Year Calendar 2017-2018, dated March 8, 2017.

CARRIED

(2)

Daryl Halliday, Superintendent of Education, spoke to the report and provided some background with regards to the Board's policy on Equity and Inclusive Education. He stated that staff will continue to review both the policy and related Administrative Procedures Memorandums (APM) and any new direction from the Ministry of Education will be reflected in these documents.

Moved by Kathleen Aikins  
Seconded by Annie Chandler

**#PRO-2017-03-22-29**

That the Board approve revisions to Policy No. 3130 – Equity and Inclusive Education, as set out in APPENDIX C of Report No. PRO-D-2, Revisions to Policy No. 3130 – Equity and Inclusive Education, dated March 8, 2017.

CARRIED

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

Trustee Replacement Process (D-5-a)

Chair Beacock spoke to the report and reviewed the process and the timelines for the appointment of a new trustee. Chair Beacock responded to questions from trustees.

(1)

Moved by Michele Locke  
Seconded by Kathleen Aikins

*#BP-2017-03-22-30*

That the Board accept with regret and best wishes the notice of resignation from Pamela Hodgson, effective February 23, 2017, as set out in Report No. D-5-a, Trustee Replacement Process, dated March 22, 2017.

CARRIED

(2)

Moved by Kathleen Aikins  
Seconded by Annie Chandler

*#BP-2017-03-22-31*

That the Board approve that the current elected members appoint a qualified person to fill the vacancy created by Trustee Hodgson, within 90 days after the office became vacant, as outlined in option (a) under Current Status as set out in Report No. D-5-a, Trustee Replacement Process, dated March 22, 2017.

CARRIED

New Policy No. 2270 – Signing Authorities (D-5-b)

Superintendent Jeffs spoke to the report and responded to trustee questions. He explained that although there is currently an APM for Signing Authorities, a corresponding policy needed to be developed. Superintendent Jeffs proposed a slight amendment to the wording in section 4.2 as follows:

Where the signature of an elected official is not required, the following positions are signing authorities of the Board.

The trustees agreed to the amendment.

Moved by Jodi Lloyd  
Seconded by Michele Locke

*#BP-2017-03-22-31*

That the Board approve the adoption of Policy No. 2270 – Signing Authorities, as set out in APPENDIX A of Report No. D-5-b, New Policy No. 2270 – Signing Authorities, dated March 22, 2017.

CARRIED

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

Report of the Special Education Advisory Committee Meeting held  
February 13, 2017 (D-6-a)

This report was provided as information.

Report of the Parent Involvement Committee Meeting held  
November 15, 2016 (D-6-b)

This report was provided as information.

**(7) Staff Reports – Items for Information - Nil**

**E. OTHER MATTERS**

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

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

Special Board Meeting – May 1, 2017 at 7:00 p.m. – Roy Edwards Room  
Business and Facilities Standing Committee Meeting – May 3, 2017 at 6:00 p.m. –  
Roy Edwards Room  
Special Board Meeting (if required) – May 4, 2017 at 7:00 p.m. – Roy Edwards Room  
Special Education Advisory Committee Meeting – May 8, 2017 at 7:00 p.m. –  
Roy Edwards Room  
Human Resources Standing Committee Meeting – May 10, 2017 at 6:00 p.m. –  
Roy Edwards Room  
Program Standing Committee Meeting – May 10, 2017 following HR Meeting –  
Roy Edwards Room  
Parent Involvement Committee Meeting – May 16, 2017 at 6:00 p.m. –  
Georgian Room  
Regular Meeting of the Board – May 24, 2017 at 6:00 p.m., followed immediately by the  
Committee of the Whole in Closed Session (Roy Edwards Room), Public Session will  
resume at 7:00 p.m. Roy Edwards Room  
Accessibility Advisory Committee Meeting – May 29, 2017 at 10:00 a.m. –  
Roy Edwards Room

**MOTION TO ADJOURN**

Moved by Michele Locke  
Seconded by Kathleen Aikins

That the meeting be adjourned at 7:50 p.m.

CARRIED

From:  
Rob Good

Good Evening,

I am going to continue where the previous delegation left off. There are additional concerning examples of inequality that may have not been considered by the board.

The selection process by which the students are chosen for the French Immersion program is inequitable. The online, time-stamped application excludes those from certain socio-economic groups being able to even apply for French Immersion. The current application process is setup for white collar workers, who are already at a desk at 9am on Tuesday morning, not for those who may work strict shifts, retail, construction, stay at home moms who won't make it home for 9am - the list can go on.

Yes, the schools will provide a computer with which to apply, but consider this: As a parent I have an obligation to be at my workplace at 9AM on a Tuesday morning. This restricts me from giving my children, whom I love, a greater opportunity in life. Systemic issues such as this perpetuate the divide between the haves and have-nots in our society, and represent the types of issues that contribute to the poverty cycle.

French Immersion has been proven to increase the likelihood of a child lifting itself out of poverty later in life - effectively cutting the cycle, for the many reasons we have already outlined. Denying them an equal opportunity is not what this school board stands for.

Applying for French Immersion in Simcoe County can be compared to three minutes of madness. In the Bradford area, it has been reported that only those whose applications were received in the first THREE MINUTES, received a place in the program. This time frame would not allow a parent with any sense of order to review the application for accuracy, let alone someone with a learning disability to complete it in time.

This process is flawed and must be made more equitable. What is the best way for that to happen? Remove this cap on learning, thereby removing the wait list.

The first step to an equitable education system is to view all as equal. It is a concern of this parent group that this school board doesn't view the French Immersion program as equal in value to the English language stream.

When Superintendent John Dance spoke with the Bradford Times newspaper he told them, "We also have to consider the sustainability of our English-track

programs and the needs of those students.”<sup>i</sup> According to the school board’s current capital plan, French Immersion accounts for only 4% of students in the overall elementary school population. When the Extended French program is taken into account, this number rises to 9% of the overall population.<sup>ii</sup> How is a program that accounts for only 9% of the elementary school population a threat to the sustainability of the English-track programs?

In a letter to parents, Superintendent Daryl Halliday said, “French Immersion is a program that is popular in our board, but it is a program that is optional. Across Simcoe County we have sites in elementary schools with varying levels of enrolment. In Bradford West Gwillimbury that demand, along with the attrition rates from the program, has varied year to year. The availability and size of the program is reflected in the balancing of this demand with the opportunity to provide the program keeping the optional nature of French Immersion in mind.”<sup>iii</sup> In the capital plan, it is noted that attrition rates have been minimal.

This program is indeed optional - for parents. With the known benefits of French Immersion, this school board cannot afford to view it as optional. Dual-language is an integral part of the Canadian identity.

Before dismissing this bias, though perhaps unconscious, it has been documented as far back as 1991. In *French Immersion In Canada: Theory and Practice*, Adel Safty points out the relation of relative professional power. She says:

“As a professional class, regular program teachers benefit from the established order, and the arrival of a new professional class with interests of its own, a growing constituency, and the potential to cause dislocation and to disrupt the dominant structure cannot be expected to leave the established professional class indifferent.”<sup>iv</sup>

The French Immersion program is disrupting the landscape of education in Simcoe County. It is putting pressure on school locations, especially in rapidly growing areas; it poses new challenges in staffing and the dynamics of school life. But, this board has recognized the benefit of early learning in a second language. Now it must rise to the challenge of providing equal education to all those who have chosen it. Providing access to this program is not optional for the school board; to deny students this opportunity is negligent.

The impact of education on the future of this county is very real. Let us use Simcoe’s southern-most town, Bradford, as case study for the whole:

Currently, according to the Strategic plan, the goal in Bradford is to focus on areas where we are currently strong. The economic strengths in the town are: Agriculture, Manufacturing, and Plastics. The stated desire of the strategic plan is for “people to come to Bradford and live their entire lives here”<sup>v</sup>. They believe, due to the projected population increases in the town there is a need to strengthen the workforce, and attract more people and businesses to the town. Ontario’s Growth plan for the GTHA<sup>vi</sup> has Bradford selected as a place of growth. The Ontario Growth Plan’s target for BWG is 50’500 people with 18’000 jobs.

If Bradford wants to attract families from other areas of Ontario, we have to be competitive in the educational sector. Currently, Bradford lags behind other towns for educational achievement<sup>vii</sup>. In comparison to other suburban townships to our south the university rate is significantly lower. Almost 51% of the population of Newmarket has post secondary education.<sup>viii</sup> The graph for BWG [see Appendix B] shows a remarkably low percentage of the working force with any recognized education measuring at only 36.7%. For Bradford, and Simcoe County, to achieve greater educational numbers, and to boost its attractiveness, it must find a way to enhance its overall educational strategy. The suggestion that Bradford has a lower education base can be improved in a systematic way by increasing the competitive nature of the schooling offered in Bradford. Case in Point a white-collar manager, doctor or lawyer values education. They will not approve of sending their children to a school system that is producing non-competitive students.

The first area of interest for the SCDSB that would increase the competitive nature of the schools in the county would be the French Immersion Program. Making the French Immersion program weaker, by placing a cap, is unsustainable for the growth of Bradford and this county. If we do not invest in French Immersion now, there will be not teachers to return in the future and continue this valuable program.

We are calling on the SCDSB to do the right thing: to rise with honesty, integrity, empathy, inclusiveness, respect, caring and cooperation. (Reference the banners on the walls.)

- Tonight, do not write the two-class cap into policy 4116. Take a step back and review this again.
- Do not write into policy 4116 the time-stamp application process. It is inequitable and there are other options.

- Seek to consult with all stakeholders, including parents, before making sweeping changes.
- Do not leave 107 students behind in September 2017.

In a world that is being torn apart by our differences, let us stand together and promote a program with inclusiveness at its heart.

“Intercultural understanding is increasingly important for today’s students, and FSL education has a significant role in developing such understanding.”<sup>ix</sup>

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<sup>i</sup> <http://www.simcoe.com/news-story/7174003-bradford-parents-push-back-against-cuts-to-french-immersion/>

<sup>ii</sup> *Capital Plan 2016/2017*, [https://www.scdsb.on.ca/Board/Capital-Planning/Capital%20Planning%20Documents/BF-D-1%20Capital%20Plan%202016-2017\\_final\\_January2017.pdf](https://www.scdsb.on.ca/Board/Capital-Planning/Capital%20Planning%20Documents/BF-D-1%20Capital%20Plan%202016-2017_final_January2017.pdf), Simcoe County District School Board, page 49

<sup>iii</sup> Letter from Daryl Halliday, Superintendent of Education, Area 4, Dated 6 March 2017 – Please see Appendix A

<sup>iv</sup> Safty, Adel (1991) *French Immersion In Canada: Theory and Practice*, International Review of Education Volume 37, No. 4, pg 473 - 488

<sup>v</sup> <http://www.townofbwg.com/Shared%20Documents/2015CouncilStratPriorities.pdf> (page 3)

<sup>vi</sup> [https://www.placestogrow.ca/content/ggh/Proposed%20Growth%20Plan%20for%20the%20Greater%20Golden%20Horseshoe%202016\\_2.pdf](https://www.placestogrow.ca/content/ggh/Proposed%20Growth%20Plan%20for%20the%20Greater%20Golden%20Horseshoe%202016_2.pdf)

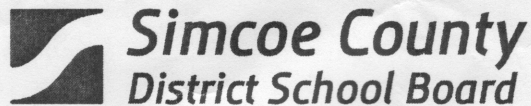
<sup>vii</sup> <http://www.gotobwg.ca/Public/Educational-attainment>

<sup>viii</sup> <http://www.newmarket.ca/Business/ecodev/locatehere/Pages/Labour-market.aspx>



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<sup>ix</sup> *A Framework for French as a Second Language in Ontario Schools, Kindergarten to Grade 12*, <http://www.edu.gov.on.ca/eng/amenagement/frameworkFLS.pdf>, Government of Ontario, 2013, pg 11



6 March 2017

Dear Jeannette Paule:

I am in receipt of your letter dated February 27<sup>th</sup> regarding the Simcoe County District School Board's French Immersion program in the Town of Bradford West Gwillimbury.

We fully acknowledge the benefits of second language learning. Our support of French language instruction in our schools is evidenced by our move to a Gr 1-12 model of French Immersion in locations across the SCDSB.

French Immersion is a program that is popular in our board, but it is a program that is optional. Across Simcoe County we have sites in elementary schools with varying levels of enrolment. In Bradford West Gwillimbury that demand, along with the attrition rates from the program, has varied from year to year. The availability and size of the program is reflected in the balancing of this demand with the opportunity to provide the program keeping the optional nature of French Immersion in mind.

It is important to note that the accommodation pressures we face in our schools, especially in the Bradford area, are significant. The provision of a French Immersion program in an area of high population and enrolment growth creates even more pressures on our schools. We know that a successful French Immersion program must be built on the principle of sustainable development. We cannot expand a program too quickly nor can we meet all requests for access to a program in such an environment. We have determined that adding three classes year by year in a school (twenty four classes Gr. 1-8) is not a sustainable model. This would create an accommodation challenge, not just for the French Immersion population, but also for the community school hosting it.

While the French Immersion program started in the SCDSB four years ago, the Extended French program dates back a number of years, and it too went through the challenges of being established with site changes, and even programs being removed. French Immersion is still in the early stages of its implementation in the SCDSB. It is important that the program is developed with a solid foundation that balances the provision of this opportunity with accommodation pressures in our schools while also accounting for our ability to hire the required number of qualified French teachers.

In Bradford the exceptional growth of the community demands that we meet the needs of the community, parents and students with a plan that strikes this balance.

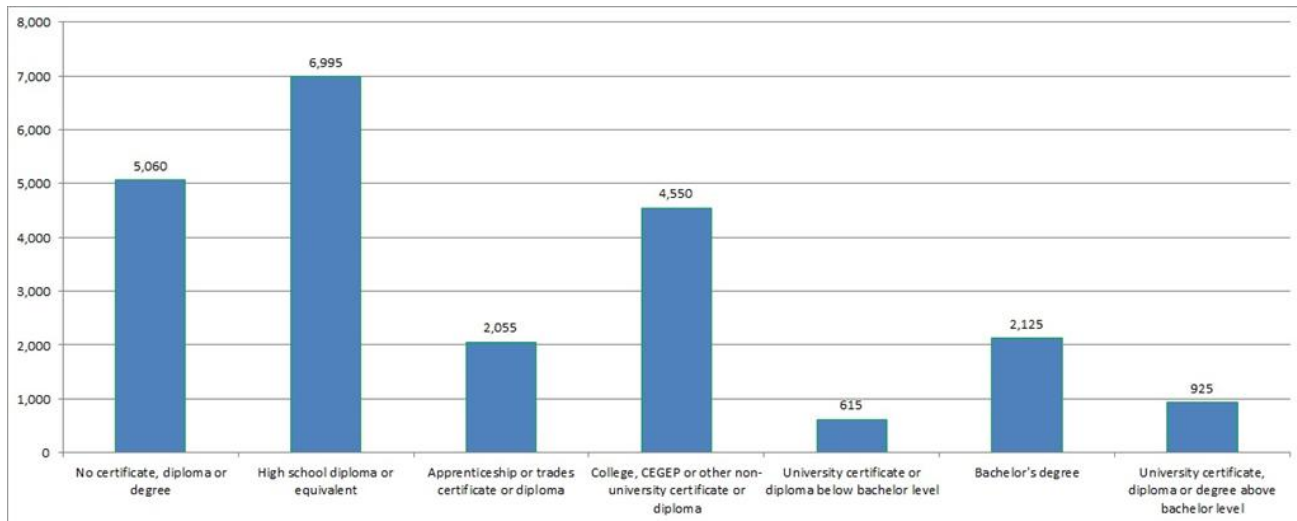
Thank you for your correspondence.

A handwritten signature in black ink, appearing to read 'Daryl Halliday', written over a horizontal line.

Daryl Halliday  
Superintendent of Education, Area 4

## Educational attainment

### Educational attainment



Source: National Household Survey 2011, Statistics Canada 2013 (<http://www12.statcan.gc.ca/nhs-enm/2011/dp-pd/prof/details/page.cfm?Lang=E&Geo1=CSD&Code1=3543014&Data=Count&SearchText=bradford&SearchType=Begins&SearchPR=01&A1=All&B1=All&Custom=&TABID=1>)

## Description

This is a vertical bar graph comparing counts of 'educational attainment' for both sexes. The Y axis shows counts. The X axis shows 'educational attainment'.

The counts of total respondents reporting 'educational attainment' are the following:

- No certificate, diploma or degree: 5,060
- High school certificate or equivalent: 6,995
- Apprenticeship or trades certificate or diploma: 2,055
- College, CEGEP or other non-university certificate or diploma: 4,550
- University certificate or diploma below the bachelor level: 615
- Bachelor's degree: 2,125
- University certificate, diploma or degree above bacehlor level: 925



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LIFESTYLE (/Public/Lifestyle)  
 BUSINESS (/Public/Business)  
 PROGRAMS & SERVICES (/Public/Programs-Services)  
 RESOURCES (/Public/Resources)  
 PARTNERSHIPS & LINKS (/Public/Partnerships-Links-2)

EVENT CALENDAR (/Public/Calendar)  
 CONTACT US (/Public/Contact-Us)  
 VISIT OUR MUNICIPAL WEBSITE (<http://www.townofbwg.com/>)

Good evening,

We would like to thank the board for the opportunity to delegate on behalf of French Immersion students, potential students, and parents throughout the Simcoe County District School Board.

In Fall 2016, the Simcoe County District School Board decided to place a two-class cap, per area, on grade one students entering the French Immersion program. This decision has left large numbers of families on a waiting list. It also has left children being deprived of a valued education that cannot be duplicated elsewhere in their school careers. This cap on learning places our students in a disadvantaged position, and the SCDSB in a situation of inequality. This inequality affects families, our communities, and the province; it is inherently un-Canadian. The two-class cap must be removed for the Fall 2017, until the unspoken, underlying issues can be addressed in conjunction with all stakeholders.

Early second language education, such as the French Immersion program, is unlike other opportunity a child may have. Missing out on a trip to France, or not getting on the hockey team are activities that can be duplicated later in adult life.

The benefits of early, second language learning are unparalleled in a child's education. These benefits can be seen in some of the following ways:

- Increased intellectual potential, and a more diversified intelligence<sup>i</sup>
- Higher overall academic achievement<sup>ii</sup>
- Higher achievement in first-language competency<sup>iii</sup>
- Higher value of cultural diversity<sup>iv</sup>
- Improved career opportunities<sup>v</sup>
- Better retention of mental acuity in older individuals<sup>vi</sup>

Early exposure to a second language is better than later. "Children are believed to demonstrate greater language learning abilities than adults...because they presumably possess innate language learning capacity.<sup>vii</sup>" This is the reason French Immersion begins in grade one or two and it also accounts for the ease with which the majority of students learn. This immersive experience, speaking another language for six hours a day, cannot be duplicated elsewhere in a child's life<sup>viii</sup>– unless their parents are already multilingual.

This school board is offering an opportunity that will only come along, quite literally, ONCE in a lifetime - as the saying goes, "You're only young once."

And yet, knowing the exceptional outcomes of early exposure via the French Immersion program this board has decided that only SOME students are entitled to these lifelong benefits. As only some are allowed into the program, this becomes an issue of equality.

According to the Ontario Ministry of Education, in their 2009 diversity document entitled *Realizing the Promise of Diversity*, and reflected in the SCDSB's Equity Policy-3130, the guiding principles are Diversity, Equity, and Inclusive Education<sup>ix</sup>. One of the dimensions of Diversity is language; Equity is a condition or state of fair, inclusive, and respectful treatment of all people. And most importantly, Inclusive Education is, "Education that is based on the principles of acceptance and inclusion of all students."<sup>x</sup>

This cap on learning breaks the equity policy the board itself is trying to foster, and creates a situation of inequality within families, communities and the province. Allow me to demonstrate.

I would like to introduce you to a little boy named Bobby. Bobby is in grade two of the French Immersion program. He speaks French fluently, with an excellent accent. He is a tribute to the teachers and quality of French as a Second Language education SCDSB strives to provide. By the time he graduates high school, Bobby will have proficiency in two languages; he will have unique employment opportunities open to him; his mind will have been expanded to include a dual-cultural perspective; the physicality of his brain will have changed. He is and will be a success story.

Now, I would like to introduce you to Tommy. Tommy is in SK, moving into grade one in September 2017. Tommy is Bobby's younger brother. They live in the same house, both play hockey at the local arena, and had the same JK/SK teachers. Tommy's biggest desire in life is to be just like his older brother. However, by the time he graduates high school, Tommy will not be proficient in two languages; he will not have the same employment opportunities open to him; and he will not have lived in two cultures. Tommy has been placed on the waitlist for September 2017.

This is inequality. This board has decided that one brother is entitled to an immersive education in French, with an estimated 5,800 hours of time using this second language<sup>xi</sup>, while the other is not. At best, Tommy will receive 600 hours of practice in French, starting in grade four<sup>xii</sup>, well outside the early language-learning window. This parent has actioned the option for French Immersion in both students, but they will not receive an EQUAL education.

Now consider Charlotte. She goes to the same school as Bobby and Tommy. She too has been wait listed. She and 107 other SCDSB students will not receive the well-established

benefits of immersive early language learning. This board is denying access to education for a full 25% of families who have chosen intensive study in another language.

All of these students are being placed at a disadvantage to their close neighbors such as York Region and the Toronto District School Board where there is no cap on the French Immersion program. Our students will be at a disadvantage when they compete for spots in higher education and eventually the workplace.

Both official languages are considered to be essentially Canadian. The French and English are part of what makes us Canadian; they have shaped our history and continue to shape our future. From the Roadmap for Canada's Linguistic Duality, "The Government of Canada considers linguistic duality not only as a basis of Canadian identity, but also an essential tool for ensuring Canadians' openness to the world. Through second-language education, the Government offers young Canadians a boost toward wider professional horizons and a key to the international stage."<sup>xiii</sup> In a world that is increasingly filled with fear and hatred for those we do not understand, it is the responsibility of us as parents and educators to help combat this fear. Having a program that does so inherently and without effort should be a top priority for any school board. Instead, in Simcoe County, we are limiting this inherently Canadian, mind widening experience to only SOME.

We do recognize that providing a French Immersion program is a challenge all school boards in Ontario are facing. Each board is left to examine their own situation and come up with strategies that fit the problem. The Grand Erie District School Board is one of those boards that have chosen to cap enrolment in the program, but with some major differences.<sup>xiv</sup>

1. The cap is temporary - two years.
2. They are working with all stakeholders, including parents.
3. Students who have siblings in the program will be given priority.

There are marked differences to the approach SCDSB is taking:

- The two-class cap has been put forward as permanent item, via changes to Policy No. 4116. While there are provisions for growth there will always be students left behind.
- Stakeholders have not been consulted or even informed of the reasons behind this cap. There have been no announcements via the board's website, social media, or meetings with all interested stakeholders.

SCDSB needs to reconsider its approach. How we rise to this occasion will mark the future of this county. The more students we fight for and provide a French Immersion education for, the better we will be as a whole.

Tonight, do not write the two-class cap into policy 4116. Take a step back and review this again. Seek to consult with all stakeholders, including parents, before making sweeping changes.

And finally, do not leave 107 students behind in September 2017. They deserve this once-in-a-lifetime opportunity as much as their neighbour down the street and their neighbours across county lines.

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<sup>i</sup> “These findings led the authors to conclude that bilingual children demonstrate more mental flexibility, an ability to think more independently of words, superiority in concept formation, and a more diversified intelligence than monolingual children.”

Lazaruk, Wally (2007) *Linguistic, Academic, and Cognitive Benefits of French Immersion*, The Canadian Modern Language Review, pg 605-628

<sup>ii</sup> *A Framework for French as a Second Language in Ontario Schools, Kindergarten to Grade 12*, <http://www.edu.gov.on.ca/eng/amenagement/frameworkFLS.pdf>, Government of Ontario, 2013, pg 10

<sup>iii</sup> “Research into immersion students’ content learning suggests that students who are taught subject material in French generally perform as well as or better than their peers in regular English programs on English-language mathematics, science, and history tests.”

Lazaruk, Wally (2007) *Linguistic, Academic, and Cognitive Benefits of French Immersion*, The Canadian Modern Language Review, pg 605-628

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<sup>iv</sup> *A Framework for French as a Second Language in Ontario Schools, Kindergarten to Grade 12*, <http://www.edu.gov.on.ca/eng/amenagement/frameworkFLS.pdf>, Government of Ontario, 2013, pg 10-11

<sup>v</sup> *A Framework for French as a Second Language in Ontario Schools, Kindergarten to Grade 12*, <http://www.edu.gov.on.ca/eng/amenagement/frameworkFLS.pdf>, Government of Ontario, 2013, pg 10-11

<sup>vi</sup> *A Framework for French as a Second Language in Ontario Schools, Kindergarten to Grade 12*, <http://www.edu.gov.on.ca/eng/amenagement/frameworkFLS.pdf>, Government of Ontario, 2013, pg 10

<sup>vii</sup> “Early exposure to a second language is better than late exposure. Children are believed to demonstrate greater language learning abilities than adults (Penfield and Roberts 1963:258) because they presumably possess innate language learning capacity (Chomsky 1972)”(page 476)

Safty, Adel (1991) *French Immersion In Canada: Theory and Practice*, International Review of Education Volume 37, No. 4, pg 473 – 488

<sup>viii</sup> “Naturally, French immersion could not hope to faithfully replicate the home environment, but it attempts to do so, and succeeds to a large extent in achieving an approximation of many of these imitative conditions” (page 477)

Summary: You can’t really mimic French immersion at home for those children who are not enrolled in French immersion.

Safty, Adel (1991) *French Immersion In Canada: Theory and Practice*, International Review of Education Volume 37, No. 4, pg 473 - 488

<sup>ix</sup> *Realizing the Promise of Diversity – Ontario’s Equity and Inclusive Education Strategy*, <http://www.edu.gov.on.ca/eng/policyfunding/equity.pdf>, Government of Ontario, page 4

<sup>x</sup> Simcoe County District School Board, *Equity and Inclusive Education – Policy 3130*, [https://www.scdsb.on.ca/Board/Policies%20Documents/Policy-3130\\_Equity-and-Inclusive-Education.pdf](https://www.scdsb.on.ca/Board/Policies%20Documents/Policy-3130_Equity-and-Inclusive-Education.pdf), page 1

<sup>xi</sup> <http://www.scdsb.on.ca/Programs/Pages/French-Programs.aspx>

<sup>xii</sup> <http://www.scdsb.on.ca/Programs/Pages/French-Programs.aspx>

<sup>xiii</sup>



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A Framework for French as a Second Language in Ontario Schools,  
<http://www.edu.gov.on.ca/eng/amenagement/frameworkFLS.pdf>, Government of Ontario,  
2013. Page 8 (*Roadmap for Canada's Linguistic Duality 2008-2013*)

<sup>xiv</sup> <http://www.brantfordexpositor.ca/2015/11/24/french-immersion-numbers-to-be-capped>

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, APRIL 5, 2017**

The Business and Facilities Standing Committee met in Public Session on Wednesday, April 5, 2017, at the Education Centre.

**PRESENT:**

**Committee Members** Kathleen Aikins, Donna Armstrong, Peter Beacock, Annie Chandler (Chairperson), Wayne Clements, Donna Da Silva, Jodi Lloyd, Michele Locke, Krista Mayne (Vice-Chairperson), Daniel Shilling.

**Administration** Steve Blake, John Dance, Christine Evitt, Stuart Finlayson, Daryl Halliday, Brian Jeffs, Jackie Kavanagh, Paula Murphy, Doug Paul, Chris Samis, Anita Simpson.

**Staff** Karen Côté, Corry Van Nispen.

**Recording Secretary** Lorraine Ryder.

**REGRETS:**

**Committee Members** Jennifer Cameron.

**Student Trustees** Grace Leyshon, Zak Mattila, Matt Thorhauge.

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

**Approval of the Agenda**

**MOTION**

Moved by Michele Locke  
Seconded by Donna Da Silva

That the agenda be approved as printed.

CARRIED

**Declaration of Conflicts of Interest** – Nil

**Closed session** - Nil

**Presentations/Delegations** - Nil

**Items for Decision**

**1. Trust Declarations (BF-D-1)**

Brian Jeffs, Superintendent of Business Services provided a summary of the report that outlined the amendments to trust declarations for scholarships and trust funds. School consolidations have resulted in an update requirement to the agreement to identify new school names. In addition, school curriculum and activities may change from when a trust was established. A School Awards Committee can request to the Board to amend the criteria of existing trust declarations.

Superintendent Jeffs responded to questions from trustees at this time.

(1)

Moved by Peter Beacock  
Seconded by Donna Da Silva

***#BF-2017-04-05-30***

That the Business and Facilities Standing Committee recommend that the Board approve the amendments to Trust Declarations, as set out in APPENDIX A and APPENDIX B of Report No. BF-D-1, Amendments to Trust Declarations for Scholarship and Trust Funds, dated April 5, 2017.

CARRIED

**Items for Information**

**1. Contract Awards Within Approved Budget (BF-I-1)**

Superintendent Jeffs provided an overview of the report that summarized the awarded contracts within approved budget. Superintendent Jeffs commented that one of the bids for the Education Centre Fire alarm should have read \$514,000, not \$5.1M. Superintendent Jeffs also informed trustees that one bid was withdrawn for the Algonquin Ridge project as two of the sub-trades misquoted pricing.

Trustee Shilling entered the meeting at this time.

Superintendent Jeffs responded to questions from trustees at this time.

This report was provided for information.

**2. 2017-2018 Preliminary Budget Schedules (BF-I-2)**

Superintendent Jeffs commented that the budget process is a month behind from previous years in order to allow for consultation on the budget with Steve Blake, the newly appointed Director of Education.

The technical paper has not been received to date but the Ministry has indicated that it will be posted by end of day April 12. Superintendent Jeffs stated the budget was in a good place internally and adjustments will be made when the technical paper is released.

Superintendent Jeffs provided an outline of the report that comprised of preliminary budget schedules for discussion. These schedules will be included as part of the 2017-2018 Operating Budget.

### Revenue and Enrolment

Superintendent Jeffs provided an overview of revenue and enrolment and specified the rationale for the increases and decreases in each category. The average daily enrolment (ADE) is projecting a decrease of students in the secondary panel and an increase of students in the elementary panel.

Superintendent Jeffs responded to questions from trustees at this time.

### Debt Carrying Costs For Existing Capital Debentures and Loans

Superintendent Jeffs commented that the board is working on managing the sinking fund by putting aside funds on an annual basis to apply to the sinking fund. The province recognizes and supports the debt of the board based on approved expenditures presented in the board's capital wrap up template.

The projected long term debt of approximately \$225M at the end of 2017-2018 is mostly all financed through the Ontario Financing Authority (OFA), with the Ministry of Education providing funding for repayment.

### Deferred Revenue

Superintendent Jeffs provided a brief overview of the deferred revenue. This information will set up the opening balance for the 2017-2018 budget.

Superintendent Jeffs responded to questions from trustees at this time.

### Capital Expenditures

Superintendent Jeffs provided a brief overview of the capital expenditures. Some of the expenditures are spread over several years.

### Capital Expenditures – Annual Renewal/School Condition Improvement

Superintendent Jeffs provided an overview of the annual renewal and school condition improvement capital expenditures that are included in the summary page.

Superintendent Jeffs and John Dance, Superintendent of Facility Services and Human Resources (Acting) responded to questions from trustees at this time.

### School Basic Budget

Superintendent Jeffs reviewed the School Basic Budget schedule. This schedule will be included as part of the 2017-2018 Operating Budget and may require some minor adjustment as a result of the release of the 2017-2018 Technical Paper.

Superintendent Jeffs responded to questions from trustees at this time.

Elementary/Secondary School Administration Staffing

Superintendent Jeffs indicated that this is a preliminary report and more detail will be coming forward at the next Business and Facilities Standing Committee meeting.

Superintendent Jeffs responded to questions from trustees at this time.

Trustee Expenses

Superintendent Jeffs reviewed the 2017-2018 Preliminary Trustee Budget. Superintendent Jeffs indicated that as per Ontario Regulation 357/06, the honoraria formula is made up of two components: a base amount of \$5900; an enrolment amount based on increases/decreases.

Superintendent Jeffs responded to questions from trustees at this time.

This report was provided for information.

Superintendent Jeffs informed the committee that in terms of budget planning, the committee will meet with SEAC at the May meeting due to the timing of the technical paper. A more detailed budget will be brought forward at the May Business and Facilities Standing Committee meeting. If necessary, a special Business and Facilities Standing Committee meeting will be scheduled in mid-May. Superintendent Jeffs commented that he hoped to have the budget approved by the end of May.

**3. Sick Leave Trend Update (VERBAL)**

Superintendent Jeffs indicated that sick leave has been a growing pressure over the last few years. The analysis shows the tracking to be the same as last year. Superintendent Jeffs commented that at the Director's Advisory Committee that consists of local bargaining units, Director Blake indicated that everyone had to work collectively together to fix the problem. The committee members were well aware but felt that the demands of a busy classroom have attributed to increased absences. As we focus our efforts going forward, the feeling was we should see some decline in absenteeism.

Superintendent Jeffs responded to questions from trustees at this time.

**4. 2017-2018 Preliminary Budget – Simcoe County Student Transportation (VERBAL)**

Superintendent Jeffs indicated that the pressures he mentioned in the past are still evident with a \$780,000 short fall. The Simcoe County Student Transportation Consortium has prepared a report on possible efficiencies with potential savings of \$430,000. In order to achieve these savings, the board would require cooperation from the coterminous board on some of the possible efficiencies. Superintendent Jeffs commented that there are some reserves on the consortium books but this will not solve the problem if possible efficiencies are not entertained. Superintendent Jeffs indicated that the Ministry fully recognizes that the transportation formula has to change but the Ministry has not divulged when or if this will happen.

Superintendents Jeffs and Dance responded to questions from trustees at this time.

**Correspondence** – Nil

**Other Matters**

1. Trustee Lloyd commented that she had the opportunity to tour some schools with Doug Paul, Superintendent of Education. Trustee Lloyd thanked Brechin Public School for the dozen farm fresh eggs that each of them received from the Kindergarten class.
2. Trustee Beacock remarked on the several tweets regarding students who are partaking in the Vimy Ridge trip. Approximately 400 students are on the trip and having a great time. Trustee Beacock suggested that maybe a couple of students could be invited to a standing committee/board meeting to speak about their field trip experience.

Trustee Lloyd stated that she received a message from Jim Sammon, Principal of Orillia Secondary School who is participating in the trip. He noted that the students have been wonderful. The enthusiasm in his message was abundant.

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

**MOTION**

Moved by Michele Locke  
Seconded by Peter Beacock

That the meeting be adjourned at 7:30 p.m.

**RECOMMENDATION**

That the Board approve the amendments to Trust Declarations, as set out in APPENDIX A and APPENDIX B of Report No. BF-D-1, Amendments to Trust Declarations for Scholarship and Trust Funds, dated April 5, 2017.

**Respectfully submitted by:**

Brian Jeffs  
Superintendent of Business Services

John Dance  
Superintendent of Facility Services and Human Resources (Acting)

**Approved for submission by:**

Steve Blake  
Director of Education

April 26, 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, APRIL 12, 2017**

The Program Standing Committee met in Public Session at the Education Centre on Wednesday, April 12, 2017.

**PRESENT:**

**Committee Members**

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

**REGRETS:**

**Committee Members**

Kathleen Aikins, Jennifer Cameron.

**Student Trustees**

Grace Leyshon, Zak Mattila, Matt Thorhauge.

**Administration**

Steve Blake, John Dance, Christine Evitt, Stuart Finlayson,  
Daryl Halliday, Brian Jeffs, Jackie Kavanagh, Paula Murphy,  
Douglas Paul, Chris Samis, Anita Simpson.

**Staff**

Dean Maltby, Pat Miller, Danielle Mink.

**Recording Secretary**

Mary Cannell.

Chair Clements called the meeting to order at 6:00 p.m.

1. **Approval of Agenda**

Chair Clements asked trustees for approval of the agenda.

Moved by Jodi Lloyd  
Seconded by Michele Locke

That the agenda be approved as printed.

CARRIED

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

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

**Item for Decision**

1. **Revisions to Policy No. 4116 – French Immersion (PRO-D-1)**

Superintendent of Program and Innovation Anita Simpson invited Dean Maltby, Principal of Program, to the table. Superintendent Simpson indicated that the policy is being revised to reflect the impact of growth on program planning and delivery.

Superintendent Simpson provided an overview of the revisions to the French Immersion (FI) policy that include clarification on the minimum and maximum number of classes for both existing and new FI sites and explicit detail about the courses offered in each year.

Superintendent Simpson responded to trustee queries and comments related to the timelines for establishing new FI sites and identifying programs which might need to move or split locations. Discussion also occurred regarding the equity of the timestamped application process and communicating FI site changes to the broader educational community.

Further discussion related to the relative costs of establishing an FI program and the challenges of comparing Education Quality and Accountability Office (EQAO) testing between and among FI and English stream students followed.

Moved by Jodi Lloyd  
Seconded by Michele Locke

**#PRO-2017-04-12-08**

That the Program Standing Committee recommend that the Board approve revisions to Policy No. 4116, French Immersion, as set out in APPENDIX C of Report No. PRO-D-1, Revisions to Policy No. 4116 – French Immersion, dated April 12, 2017.

CARRIED

**Items for Information**

**1. Technology Integration in Classrooms (PRO-I-1)**

Superintendent Simpson invited Patrick Miller, Principal of Innovation, to the table. Superintendent Simpson and Principal Miller provided an overview of the tools being used to build capacity for innovative learning and teaching practices in technology-enabled learning environments.

Principal Miller indicated that there are now over 25,000 electronic devices in use in the board including over 5,000 iPads, and that students are choosing from an array of digital tools to solve problems depending on the nature of the task. Principal Miller noted the Ministry of Education's recent release of *21<sup>st</sup> Century Global Competencies: Towards Defining 21<sup>st</sup> Century Competencies for Ontario* and the role of educators in providing students with the workplace skills they need now and in the future. Principal Miller described the integration of technology in 21<sup>st</sup> century classrooms in this board through the system inquiries of Science, Technology, Engineering, the Arts and Mathematics (STEAM), Transforming Assessment through Technology, and Leveraging Digital Tools for Deep Learning.

Superintendent Simpson responded to trustee comments and queries related to measuring student and staff use of technology and the potential impact on student learning.

This report was provided for information.

**2. Mental Health and Well-Being Annual Action Plan 2016-2017 (PRO-I-2)**

Superintendent of Education Chris Samis invited Danielle Mink, Mental Health Leader, to the table. Superintendent Samis indicated that creating mentally healthy schools is essential in supporting academic achievement and well-being for all students, and described the role of the Ministry of Health and Long Term Care in supporting this goal.



Danielle Mink outlined several system-wide initiatives that focus on improving mental health supports such as Children's Mental Health week, the employment of social workers and other mental health care staff, Safe TALK, and the MindUP program, among others.

Superintendent Samis responded to trustee queries related to well-being in Alternative Schools and Learning Centres, the impact and follow-up after mental health supports end for students, and the difficulty in quantitatively measuring the influence of mental health supports.

Superintendent Samis further responded to trustee comments and questions related to the professional development for the Safe TALK program, integrating well-being strategies into classroom lesson plans, supporting smooth transitions for students from elementary to secondary, and success indicators for mental health and well-being.

Director of Education Steve Blake indicated that planning is underway for the integration of teaching and learning supports for mental health and self-awareness, and that further information would be forthcoming.

This report was provided for information.

**Other Matters – Nil**

Trustee Chandler spoke of the value of the International Day of Pink in schools and the important role of the bystander in bullying situations.

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

Moved by Peter Beacock  
Seconded by Jodi Lloyd

That the meeting be adjourned.

CARRIED

Meeting adjourned at 8:00 p.m.

**RECOMMENDATION**

1. That the Board approve revisions to Policy No. 4116, French Immersion, as set out in APPENDIX C of Report No. PRO-D-1, Revisions to Policy No. 4116 – French Immersion, dated April 12, 2017.

**Respectfully submitted by:**

Anita Simpson  
Superintendent of Program and Innovation

**Approved for submission by:**

Steve Blake  
Director of Education

April 26, 2017

TO: The Chairperson and Members of the  
Program Standing Committee

FROM: Superintendent of Program and Innovation

SUBJECT: **REVISIONS TO POLICY NO. 4116 – FRENCH IMMERSION**

**1. Background**

Policy No. 4116 – French Immersion was adopted by the board on June 19, 2013 and last revised on June 17, 2015 (APPENDIX A).

**2. Current Status**

Policy No. 4116 has been revised to address the impact of growth on program planning and delivery.

Proposed revisions to Policy No. 4116 are attached as APPENDIX B. The final version of the policy with changes is attached as APPENDIX C.

**RECOMMENDATION**

That the Program Standing Committee recommend that the Board approve revisions to Policy No. 4116, French Immersion, as set out in APPENDIX C of Report No. PRO-D-1, Revisions to Policy No. 4116 – French Immersion, dated April 12, 2017.

**Respectfully submitted by:**

Anita Simpson  
Superintendent of Program and Innovation

April 12, 2017

**CURRICULUM AND INSTRUCTION 4100****FRENCH IMMERSION 4116**

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**1. Rationale**

The Simcoe County District School Board (SCDSB) acknowledges the value of second language learning to support student achievement and learner pathways. The SCDSB is committed to increasing student confidence, proficiency and achievement in French as a Second Language (FSL) by offering learning opportunities to students in French. This policy is intended to set out parameters for this Board's French Immersion (FI) program.

**2. Policy**

It is the policy of the Simcoe County District School Board to offer French Immersion commencing in Grade 1 September 2013, with one grade added in each successive year where possible.

**3. Definitions****3.1 FI: Elementary**

FI is a second language learning program which develops students' listening, speaking, reading and writing skills in the French language. In FI, French is taught as a subject and also serves as the language of instruction in other subjects. According to the Ministry of Education policy document, The Ontario Curriculum: French as a Second Language, Core French, Grades 4-8, Extended French, Grades 4-8, French Immersion, Grades 1-8, French must be the language of instruction for a minimum of 50 percent of the total instructional time at every Grade level of the program. FI programs must provide a minimum of 3800 hours of accumulated instruction in French by the end of Grade 8, notwithstanding the entry point. In the SCDSB, students will acquire 5820 hours of French language instruction by the end of Grade 8.

**3.2 FI: Secondary**

At the secondary level, students are required to take four consecutive courses in French Immersion and a minimum of six courses in other subjects taught in French, for a total of 10 French courses. Successful students are eligible to receive a Certificate of Bilingual Studies in FI from the SCDSB.

**4. Logistics****4.1 Selection of FI School Sites**

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 school site.

When considering the location of classes for the following September, the Board shall establish classes for budget consideration based on enrolment numbers. A minimum base of two Grade 1 FI classes will be required for the establishment of a new FI site.

4.1.1 Further considerations will include:

- 4.1.1.1 the availability of qualified FSL teachers;
- 4.1.1.2 adequate facility space and the availability of space for portables;
- 4.1.1.3 the site's capacity to accommodate increased vehicular traffic;
- 4.1.1.4 the site's potential for program expansion year by year;
- 4.1.1.5 the site's ability to maintain a dual track model i.e. English and FI programs.

#### 4.2 Attendance Areas

Students are to register at the FI elementary school site designated for their home school. Upon completion of the Grade 8 FI program, students are eligible to continue with the FI program at the secondary school site designated for their current FI elementary school. Students wishing to attend an FI program in a school other than their designated FI site are required to apply under APM A7000 using the Request to Attend an Out-of-Attendance-Area School process. In rare circumstances where a student attends an FI site on an approved out-of-attendance area request and makes application to and is accepted into the FI program (currently almost all French schools are closed to out-of-attendance area requests), the student shall attend their home school for FI, notwithstanding APM A7000 Article 5.2.1.

### 5. Admissions

The FI program shall begin in Grade 1 and be available to students eligible for admission to Grade 1.

Subject to the SCDSB staffing provisions and class size provisions, admission to a Grade 1 FI program will be determined by the order in which a student's online application is received.

Registration shall be held each January prior to the staffing process. For staffing purposes, a student shall be counted in one of the FI or English programs.

#### 5.1 Late Entry

The last date of entry into an FI grade 1 program for students without previous experience in an Immersion program shall be October 31. The maximum class size shall be in accordance with the collective agreement.

FRENCH IMMERSION

4116

Page 3

5.2 Students wishing admission into the FI program with previous experience in an Immersion program or equivalent, may be admitted to the appropriate grade/course, subject to the student’s proficiency in French at any time in the school year, subject to the terms of the collective agreement. A written and oral intake assessment shall be administered to determine the student’s suitability for entry into the program.

5.3 Program Delivery

It is expected that 100% of the FI program be delivered in French in Grades 1 and 2. English instruction is introduced in Grades 3 and 4 for approximately 50 minutes daily. In Grades 5 and 6, English instruction is increased to approximately 100 minutes daily. By Grades 7 and 8, a balance of 50% of French and English instruction is achieved. Other school programs, such as special education supports or library, may be delivered in English. In the SCDSB, students accumulate approximately 5820 hours of French language instruction by the end of Grade 8.

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	per day	per day	per year	per year	per year		per year
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5	200	100	194	647	323	67	4203
6	200	100	194	647	323	67	4850
7	150	150	194	485	485	50	5335
8	150	150	194	485	485	50	5820

French Immersion programs must include the study of French as a second language and the study of at least two other subjects taught in French. These two subjects must be selected from the following: the arts, social studies (Grades 1 to 6) or history and geography (Grades 7 and 8), mathematics, science and technology, and health and physical education.

Grades 1 to 6	Grades 7 and 8
<ul style="list-style-type: none"> <li>• FSL</li> <li>• Plus 2 of the arts, social studies, mathematics, science and technology, health and physical education.</li> </ul>	<ul style="list-style-type: none"> <li>• FSL</li> <li>• Plus 2 of the arts, history and geography, mathematics, science and technology, health and physical education.</li> </ul>

Page 4

- 5.4 Instruction in French in the secondary program should be 100% in the ten courses that students are required to complete. In the SCDSB, students accumulate 6920 hours of French language instruction by the end of Grade 12.
- 5.5 Special education support will be delivered in English, unless bilingual support is available at the school. In most cases, support will be in English.

**6. Transportation**

Transportation is available to students enrolled in the FI program in accordance with the SCDSB Policy No. 2410, Transportation of Students, and the SCDSB APM A1225, Transportation of Students – Courtesy Riders on Commuter and Program Transportation.

**7. Administrative Procedures**

The Director of Education is authorized to implement procedures to support this policy.

**ADOPTED JUNE 19, 2013  
REVISED DECEMBER 18, 2013  
REVISED JUNE 17, 2015**

**CURRICULUM AND INSTRUCTION 4100****FRENCH IMMERSION 4116**

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**1. Rationale**

The Simcoe County District School Board (SCDSB) acknowledges the value of second language learning to support student achievement and learner pathways. The SCDSB is committed to increasing student confidence, proficiency and achievement in French as a Second Language (FSL) by offering learning opportunities to students in French. This policy is intended to set out parameters for this Board's French Immersion (FI) program.

**2. Policy**

**Effective 2013**, it is the policy of the ~~Simcoe County District School Board~~ **SCDSB** to offer French Immersion commencing in Grade 1 ~~September 2013~~, with one grade added in each successive year, where possible.

**3. Definitions****3.1 FI: Elementary**

FI is a second language learning program which develops students' listening, speaking, reading and writing skills in the French language. In FI, French is taught as a subject and also serves as the language of instruction in other subjects. According to the Ministry of Education policy document, The Ontario Curriculum: French as a Second Language, Core French, Grades 4-8, Extended French, Grades 4-8, French Immersion, Grades 1-8, French must be the language of instruction for a minimum of 50 percent of the total instructional time at every **Grade grade** level of the program. FI programs must provide a minimum of 3800 hours of accumulated instruction in French by the end of Grade 8, notwithstanding the entry point. In the SCDSB, students will acquire 5820 hours of French language instruction by the end of Grade 8.

**3.2 FI: Secondary**

At the secondary level, students are required to take four consecutive courses in French Immersion and a minimum of six courses in other subjects taught in French, for a total of 10 French courses. Successful students are eligible to receive a Certificate of Bilingual Studies in FI from the SCDSB.

**4. Locations Logistics****4.1 Selection of new FI School Sites**

**New FI** 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 school site.

When considering the location of classes for the following September, the Board shall establish classes for budget consideration based on enrolment numbers, **using a minimum base of one class for the establishment of a new site and a maximum of two classes for all sites (both new and existing).** ~~A minimum base of two Grade 1 FI classes will be required for the establishment of a new FI site.~~

4.1.1 Further considerations will include:

- 4.1.1.1 the availability of qualified FSL teachers;
- 4.1.1.2 adequate facility space and the availability of space for portables;
- 4.1.1.3 the site's capacity to accommodate increased vehicular traffic;
- 4.1.1.4 the site's potential for program expansion year by year;
- 4.1.1.5 the site's ability to maintain a dual track model (i.e. English and FI programs).

#### 4.14.2 FI Attendance Areas

**It is expected that students will attend the FI elementary or FI secondary school in the FI attendance area in which they reside.** ~~Students are to register at the FI elementary school site designated for their home school. Upon completion of the Grade 8 FI program, students are eligible to continue with the FI program at the secondary school site designated for their current FI elementary school. Students wishing to attend an FI program in a school other than their designated home FI site-school are required to apply under APM A7000 using the Request to Attend an Out-of-Attendance-Area School process. In rare circumstances where a student attends an FI site-school on an approved out-of-attendance area request and makes application to and is accepted into the FI program (currently almost all French schools are closed to out-of-attendance area requests), the student shall attend their home school for FI, notwithstanding APM A7000 Article 5.2.1.~~

**Any changes to attendance areas must be made by March 31 as per SCDSB School Attendance Area Policy 2317.**

#### 4.3 Relocation of the program

**The relocation and/or splitting of the program will be based on accommodation needs and/or pressures and is subject to Board approval.**

### 5. Admissions

The FI program shall begin in Grade 1 and be available to students eligible for admission to Grade 1.

Subject to the SCDSB staffing provisions and class size provisions, admission to a Grade 1 FI program will be determined by the order in which a student's online application is received.

~~Registration shall be held each January prior to the staffing process.~~



Page 3

Online application to the program will take place each January, prior to the staffing process. Applications will be processed in the order in which they are received and are digitally time stamped. ~~For staffing purposes, a student shall be counted in one of the FI or English programs.~~

5.1 Late Entry

The last date of entry into an FI ~~grade~~ Grade 1 program for students without previous experience in an ~~Immersion~~ FI program shall be October 31. The maximum class size shall be in accordance with the collective agreement.

5.1.1 Students wishing admission into the FI program with previous experience in an ~~Immersion~~ FI program or equivalent, may be admitted to the appropriate grade/course, subject to the student's proficiency in French at any time in the school year, subject to the terms of the collective agreement. A written and oral intake assessment shall be administered to determine the student's suitability for entry into the program.

5.36. Program Delivery

It is expected that 100% of the FI program be delivered in French in Grades 1 and 2. English instruction is introduced in Grades 3 and 4 for approximately 50 minutes daily. In Grades 5 and 6, English instruction is increased to approximately 100 minutes daily. By Grades 7 and 8, a balance of 50% of French and English instruction is achieved. Other school programs, such as special education supports or library, may be delivered in English. In the SCDSB, students accumulate approximately 5820 hours of French language instruction by the end of Grade 8.

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8	150	150	194	485	485	50	5820

French Immersion programs must include the study of French as a second language and ~~the study of at least two other subjects taught in French. These two subjects must be selected from the following: the arts, social studies (Grades 1 to 6) or history and geography (Grades 7 and 8), mathematics, science and technology, and health and physical education.~~ each of the courses outlined in the following table:

Grades <del>1 to 6</del> 3 - 4	Grades 5 - 6	Grades 7 and 8
<ul style="list-style-type: none"> <li>• FSL</li> <li>• <b>mathematics</b></li> <li>• <b>plus 2 of</b> the arts, social studies, <del>mathematics,</del> science and technology, <b>and</b> health and physical education.</li> </ul>	<ul style="list-style-type: none"> <li>• FSL</li> <li>• <b>plus</b> the arts, <b>social studies,</b> <b>science and technology,</b> <b>and</b> health and physical education.</li> </ul>	<ul style="list-style-type: none"> <li>• FSL</li> <li>• <b>Plus 2 of</b> the arts, <b>and</b> history and geography., <del>mathematics,</del> <del>science and technology,</del> <del>health and physical</del> education.</li> </ul>

5.46.1 Instruction in French in the secondary program should be 100% in the ten courses that students are required to complete. In the SCDSB, students accumulate 6920 hours of French language instruction by the end of Grade 12.

5.56.2 Special education support will be delivered in English, unless bilingual support is available at the school. In most cases, support will be in English.

6.3 In Grade 3, the Education Quality and Accountability Office (EQAO) Math assessment is written in French. In Grade 6, EQAO is written exclusively in English.

**67. Transportation**

Transportation is available to students enrolled in the FI program in accordance with the SCDSB Policy No. 2410, Transportation of Students, and the SCDSB APM A1225, Transportation of Students – Courtesy Riders on Commuter and Program Transportation.

**78. Administrative Procedures**

The Director of Education is authorized to implement procedures to support this policy.

**ADOPTED JUNE 19, 2013**  
**REVISED DECEMBER 18, 2013**  
**REVISED JUNE 17, 2015**  
**REVISED APRIL 26, 2017**

<b>CURRICULUM AND INSTRUCTION</b>	<b>4100</b>
<b>FRENCH IMMERSION</b>	<b>4116</b>

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## 1. **Rationale**

The Simcoe County District School Board (SCDSB) acknowledges the value of second language learning to support student achievement and learner pathways. The SCDSB is committed to increasing student confidence, proficiency and achievement in French as a Second Language (FSL) by offering learning opportunities to students in French. This policy is intended to set out parameters for this Board's French Immersion (FI) program.

## 2. **Policy**

Effective 2013, it is the policy of the SCDSB to offer French Immersion commencing in Grade 1, with one grade added in each successive year, where possible.

## 3. **Definitions**

### 3.1 **FI: Elementary**

FI is a second language learning program which develops students' listening, speaking, reading and writing skills in the French language. In FI, French is taught as a subject and also serves as the language of instruction in other subjects. According to the Ministry of Education policy document, The Ontario Curriculum: French as a Second Language, Core French, Grades 4-8, Extended French, Grades 4-8, French Immersion, Grades 1-8, French must be the language of instruction for a minimum of 50 percent of the total instructional time at every grade level of the program. FI programs must provide a minimum of 3800 hours of accumulated instruction in French by the end of Grade 8, notwithstanding the entry point. In the SCDSB, students will acquire 5820 hours of French language instruction by the end of Grade 8.

### 3.2 **FI: Secondary**

At the secondary level, students are required to take four consecutive courses in French Immersion and a minimum of six courses in other subjects taught in French, for a total of 10 French courses. Successful students are eligible to receive a Certificate of Bilingual Studies in FI from the SCDSB.

## 4. **Locations**

### 4.1 **Selection of new FI School Sites**

New FI 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 school site.

When considering the location of classes for the following September, the Board shall establish classes for budget consideration based on enrolment numbers, using a minimum base of one class for the establishment of a new site and a maximum of two classes for all sites (both new and existing).

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- 4.1.1.1 the availability of qualified FSL teachers;
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The relocation and/or splitting of the program will be based on accommodation needs and/or pressures and is subject to Board approval.

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It is expected that 100% of the FI program be delivered in French in Grades 1 and 2. English instruction is introduced in Grades 3 and 4 for approximately 50 minutes daily. In Grades 5 and 6, English instruction is increased to approximately 100 minutes daily. By Grades 7 and 8, a balance of 50% of French and English instruction is achieved. Other school programs, such as special education supports or library, may be delivered in English. In the SCDSB, students accumulate approximately 5820 hours of French language instruction by the end of Grade 8.

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French Immersion programs must include the study of French as a second language and each of the courses outlined in the following table:

Grades 3 - 4	Grades 5 - 6	Grades 7 - 8
<ul style="list-style-type: none"><li>• FSL</li><li>• mathematics</li><li>• plus the arts, social studies, science and technology, and health and physical education.</li></ul>	<ul style="list-style-type: none"><li>• FSL</li><li>• plus the arts, social studies, science and technology, and health and physical education.</li></ul>	<ul style="list-style-type: none"><li>• FSL</li><li>• plus the arts, and history and geography.</li></ul>

- 6.1 Instruction in French in the secondary program should be 100% in the ten courses that students are required to complete. In the SCDSB, students accumulate 6920 hours of French language instruction by the end of Grade 12.
- 6.2 Special education support will be delivered in English, unless bilingual support is available at the school. In most cases, support will be in English.
- 6.3 In Grade 3, the Education Quality and Accountability Office (EQAO) Math assessment is written in French. In Grade 6, EQAO is written exclusively in English.

**7. Transportation**

Transportation is available to students enrolled in the FI program in accordance with the SCDSB Policy No. 2410, Transportation of Students, and the SCDSB APM A1225, Transportation of Students – Courtesy Riders on Commuter and Program Transportation.

**8. Administrative Procedures**

The Director of Education is authorized to implement procedures to support this policy.

**ADOPTED JUNE 19, 2013  
REVISED DECEMBER 18, 2013  
REVISED JUNE 17, 2015  
REVISED APRIL 26, 2017**

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

FROM: Director of Education

SUBJECT: **NOTICE OF STUDENT TRUSTEE RESIGNATION**

On March 17, 2017 an email was received from Zak Mattila, student trustee for the Central and South region, requesting to resign from his position due to personal reasons.

**RECOMMENDATION**

That the Board accept with regret and best wishes the resignation of Zak Mattila, effective March 17, 2017, as set out in Report No. D-5-a, Notice of Student Trustee Resignation, dated April 26, 2017.

**Respectfully submitted by:**

Steve Blake  
Director of Education

April 26, 2017

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

FROM: Director of Education

SUBJECT: **APPOINTMENT TO THE ONTARIO PUBLIC SCHOOL BOARDS' ASSOCIATION  
(OPSBA) DIRECTOR AND ALTERNATE DIRECTOR FOR THE 2017-2018  
SCHOOL YEAR**

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**1. Background**

The Ontario Public School Boards' Association represents public school boards from all regions in Ontario. The Association speaks at the provincial level for public school boards and works on their behalf to ensure that the collective interests and needs of the public school system are clearly articulated to the Ontario government, Ministry of Education and other ministries and government agencies. OPSBA represents the interests of more than 1.2 million elementary and secondary students and more than 500 000 adult learners.

**2. OPSBA Services and Membership**

Once a member board of OPSBA, all board trustees are automatically members of OPSBA and can fully participate in all association activities, programs and decision-making processes. In this way, a public school board is a corporate member of OPSBA and its trustees form the actual individual membership. OPSBA services are designed to benefit and meet the needs of boards as corporate entities, as well as meet the individual needs of trustees.

**3. Board Representation**

As a member board, the Simcoe County District School Board is required to appoint one trustee as the representative to serve as a director on the OPSBA Board of Directors. The Board may also appoint an alternate director who would have voting privileges, in the absence of the director, at the Association's general meetings or regional meetings only.

The procedure for these elected positions is similar to the election of the Board Chairperson, Vice-chairperson, Committee Chairperson and Vice-chairperson and third member of the Selection Committee.

**RECOMMENDATION**

That the Board appoint \_\_\_\_\_ as the representative to serve as a director on the OPSBA Board of Directors, and appoint \_\_\_\_\_ to serve as an alternate director, as set out in Report No. D-5-b, Appointment to the Ontario Public School Boards' Association (OPSBA) Director and Alternate Director for the 2017-2018 School Year, dated April 26, 2017.

**Respectfully submitted by:**

Steve Blake  
Director of Education

April 26, 2017



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

FROM: Superintendent of Education

SUBJECT: **SPECIAL EDUCATION ADVISORY COMMITTEE MEMBER APPOINTMENT**

**1. Background**

O. Reg. [464/97: Special Education Advisory Committees](#) sets out the requirement that each Board establish a Special Education Advisory Committee (SEAC). If a seat or position on a SEAC becomes vacant, the Board that appointed the person whose seat or position has become vacant shall appoint a qualified person to fill the vacancy for the remainder of the term, as laid out in *Regulation 464/97, Section 8*.

**2. Current Status**

The Simcoe County District School Board (SCDSB) alternates representation on the board's SEAC between the Chippewas of Rama First Nation and Beausoleil First Nation to coincide with representation on the Board of Trustees. This practice is consistent with *Section 2(1)(e) of O. Reg. 464/97*.

Beausoleil First Nation (BFN) is comprised of Christian, Beckwith and Hope islands including 16 acres located on the mainland at Cedar Point in the southern portion of Georgian Bay. The SCDSB currently has an Educational Services Agreement with Beausoleil First Nation (September 1, 2013 - August 31, 2017), ensuring educational opportunities for all students of BFN. Christian Island Elementary School is the sole elementary school located on Christian Island servicing approximately 99 students grades K through 8. Currently 33 students from BFN attend Georgian Bay District Secondary School and 4 students attend James Keating Elementary School.

Beausoleil First Nation has provided the following nomination for representation on SEAC effective May 1, 2016:

- Devin Fraser as the SEAC member, replacing current member Sara Jamieson.

This nomination meets the criteria for selection as member for Beausoleil First Nation.

**RECOMMENDATION**

That the Board appoint to the SCDSB SEAC, effective May 1, 2017, Devin Fraser as member for Beausoleil First Nation, as set out in Report No D-5-c, Special Education Advisory Committee Member Appointment, dated April 26, 2017.

**Respectfully submitted by:**

Chris Samis  
Superintendent of Education

**Approved for submission by:**

Steve Blake  
Director of Education

April 26, 2017

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

FROM: Director of Education

SUBJECT: **SCHEDULE OF AUGUST 2017 BOARD MEETING**

**1. Background**

Regular meetings of the Board are scheduled for the fourth Wednesday of each month. The fourth Wednesday for the month of August 2017 falls on August 23. In order to align with administrative council meeting dates, report timelines and professional development commitments for senior staff, it is proposed that the August Board meeting take place on August 30.

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

**RECOMMENDATION**

That the Board approve the rescheduling of the August Board meeting from August 23, 2017 to August 30, 2017, as set out in Report No. D-5-d, Schedule of August 2017 Board Meeting, dated April 26, 2017.

**Respectfully submitted by:**

Steve Blake  
Director of Education

April 26, 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 MARCH 21, 2017**

A meeting of the First Nations Education Advisory Committee (FNEAC) was held on Tuesday, March 21, 2017 at Orillia Secondary School (OSS).

**PRESENT:**

**Voting Members** Jodi Lloyd, Michele Locke (Chairperson), Dan Shilling.

**Non-Voting Members** Steve Blake, Stuart Finlayson, Alison Bradshaw,  
Nick Howard, Diane Lefuel, John Playford, Jim Sammon,  
Lisa Snache, Irfan Toor.

**Recording Secretary** Rita England.

**REGRETS:** Nancy Assance, Evelyn Ball, Lorraine McRae,  
Tracey Snache.

The First Nations Education Advisory Committee Meeting did not achieve quorum at 10:40 a.m. There was consensus among committee members to proceed with the presentations and school reports. The recording secretary recorded members present and absent at this time and took a record of the discussion at the meeting.

**A. Welcome and Introductions**

- (1) Welcome
  - (a) Superintendent Stuart Finlayson introduced Steve Blake, the newly appointed Director of Education for the Simcoe County District School Board (SCDSB) and welcomed committee members and guest speakers Hanne Nielsen and Dionne Thomson. Regrets were expressed on behalf of those unable to attend.
  - (b) Trustee Dan Shilling led the group in an opening prayer.
- (2) Approval of Agenda  
Chairperson Michele Locke explained the committee would proceed with the presentation and information reports.
- (3) Minutes  
Last Committee Meeting – December 13, 2016  
Minutes were approved at the February Board meeting.

**B. Presentations**

- (1) (a) Ontario Trillium Project  
Hanne Nielsen, Principal of Adult and Continuing Education and

Dionne Thomson, Seconded “Circles Canada” Co-ordinator, reported on the six year Bridges Out of Poverty journey in sharing an awareness of poverty in Simcoe County.

The first step is implementing the Getting Ahead program. This is a three year funded initiative empowering those who are seeking to help themselves break out of the cycle of poverty. The Getting Ahead program will be centered in the Midland area for the first phase; however, the hope is to make it county wide. Principal Nielsen spoke on the success of the program in the Sarnia/Lampton area.

Principal Nielsen introduced Dionne Thompson who spoke on the launch of the Getting Ahead and Circles Canada program starting on April 13, 2017. Co-ordinator Thomson explained that a letter of support had been received from the Georgian Bay Native Friendship Centre and that the program was completely voluntary.

Co-ordinator Thomson responded to questions from the committee.

Chairperson Locke thanked Principal Nielsen and Co-ordinator Thomson for their informative presentation.

**C. Items for Decision – Nil**

**D. Items for Information**

- (1) Reports from First Nations  
(a) Trustee Shilling reported on the Anishinabek Education System (AES) resolution which was rejected by the Canadian government. Councils are not accepting the rejection and will be bringing forward another resolution.

Trustee Shilling spoke on the 30 year positive relationship with the SCDSB and that many other Boards look to Mnjikaning Kendaaswin Elementary School and their many successes. When first started 22 years ago, 20 students were enrolled in post-secondary education; today the average is 100 students each year. Presently, transfer payments are utilized to provide students with funding for one college program only and a university program.

Trustee Shilling also shared information regarding: the Social team “Restorative Justice Practices” training provided to SCDSB teachers which has been implemented throughout the SCDSB and the Alternative Justice Program which will be reintroduced back to the Rama First Nation community.

- (b) Principal Alison Bradshaw reported on: the FN/M/I Action Plan, the Seven Grandfather Teaching stone at the Education Centre, a five day FN/M/I training for teachers who have identified FN/M/I as their area of interest (one hundred and thirty teachers to date have acknowledged their interest), programming to introduce every Grade 5 in Simcoe County to an outdoor survival class at Springwater Park and James Keating Public School in Midland hosting their first annual Water Walk.
  - (c) Superintendent Finlayson reported that at the February 22<sup>nd</sup> meeting of the Board, the development of a policy for the implementation of an acknowledgement of traditional territory throughout the SCDSB, was approved.
- (2) School Reports
- (a) *Mnjikaning Kendaaswin Elementary School (MKES)*  
Nick Howard, Principal, MKES, reported on the positive links that have been established with a Mayan school in Guatemala and the Tierra Linde School in Vietnam. Students are being encouraged to understand that they are Global Citizens.  
  
Principal Howard spoke on the many activities undertaken since the last meeting, including: a Professional Learning Community day with colleagues from Christian Island Elementary School and Waabgon Gamig FN School (Georgian Island), Dare to Dream initiative, Winter Carnival, Digging Roots musical workshop, participation in the Knights of Columbus Spelling Bee and the Brechin Legion Speech competition.
  - (b) *Twin Lakes Secondary School (TLSS)*  
Irfan Toor, Principal, TLSS, reported on the Aboriginal Mentorship Program (AMP), numerous Indigenous Club projects, and a \$1,500 Speak-up Grant awarded to assist in the cost of booking a guest speaker and to incorporate indigenous visuals around the school.  
  
Principal Toor commented on the programming within Twin Lakes whereby the Indigenous student success advisor has been meeting with students regularly to discuss opportunity and academics.
  - (c) *Orillia Secondary School*  
Jim Sammon, Principal, OSS, reported that there are currently 95 students who are officially and unofficially identified as First Nation, Métis or Inuit. Twenty-five students are enrolled in the Grade 10 NAC20 course. In the two Grade 11 NBE3C classes, there are a total of 57 students. There are currently six students participating in the Aboriginal Mentorship Program with Lakehead University.  
  
Principal Sammon reported on the curriculum focuses from February – March.

- (d) *Georgian Bay District Secondary School*  
John Playford, Principal, GBDSS, summarized the many activities in Semester 2 at GBDSS including: a FN/M/I Meet and Greet, Youth Group, establishing FN/M/I senior students as peer mentors, cultural activities, Collaborative Inquiry – Orange T-Shirt Day, Walking the Path program, Native Friendship Centre guest speakers and Talking Stick Historical Inquiry.

Principal Playford reported on the 7<sup>th</sup> Fire and an overnight excursion to Camp Kitchikewana in May to canoe, hike and learn about the wildlife on the island; as well as the Reach Ahead credits.

*Director Blake left at this time and thanked the committee for their commitment and inspiring work.*

*The committee recessed at this time.*

- (e) *Rama Student Advisor*  
Lisa Snache, Native Student Advisor, provided information on the ongoing support and communications with teachers and administration. Native Student Advisor Snache reported that students attend Georgian College as part of the Dual Credit program every Thursday. This program has been proven to be an immense confidence builder for all students involved. Students as of March 8, 2017 include: Twin Lakes Secondary school - 15 students and Orillia Secondary School – 29 students.

- (f) *Rama Central Public School*  
Diane Lefuel, Principal, Rama Central Public School reported that Rama Central has 11 students who have self-identified. Community agreements and restorative practices continue to be an integral part of the school's community and culture. Students hope to partner with Mnjikaning-Kendaaswin this year to engage in a students-teaching-students session.

Two staff are involved in the Truth and ReconciliACTION and will bring back information to share with students and staff throughout the year.

**E. Correspondence**

- (a) Superintendent Finlayson reported that the Board had received correspondence regarding the accuracy of wording on the Acknowledgement of Treaties.
- (b) Chairperson Locke spoke on a new module for trustees based on Truth and Reconciliation.

**F. Other Matters – Nil**

**G. Notices of Motion for Next Meeting – Nil**

**H. Closing Prayer**

Dan Shilling led the group in a closing prayer.

I. **Adjournment**

The meeting was adjourned at 1:00 p.m.

The date of the next FNEAC meeting is to be determined.

**Report Status**

This report is provided for information.

**Respectfully submitted by:**

Stuart Finlayson  
Superintendent of Education

**Approved for submission by:**

Steve Blake  
Director of Education

April 26, 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 MARCH 6, 2017**

The regular meeting of the Special Education Advisory Committee was held on Monday, March 6, 2017 at the Education Centre.

**A. Roll Call**

**PRESENT:**

**SEAC Members**

Donna Armstrong (Trustee), Peter Beacock (Trustee), Kevin Berry (Chairperson), Mark Bryan (fulfilling the role of Vice-Chairperson), Sheryl Eastop, Jill Foley, Sara Jamieson, Dan Stroh, Sandy Thurston.

**SEAC Alternates**

James Hall (Acting Member), Svetlana Zaruvimski (Acting Member).

**Staff**

Curt Davidson, Brian Jeffs, Stephen McClelland, Danielle Mink, Chris Samis, Shannon Thompson.

**REGRETS:**

**SEAC Members**

Donna Da Silva (Trustee), Tanya van Voorst.

**ABSENCES:**

**SEAC Alternates**

Rose-Ann Marchitto, Sally Seabrook.

**Recording Secretary**

Tina Bazuk.

Kevin Berry, Chairperson, called the meeting to order at 7:00 p.m.

**(1) Welcome**

**(a) Introductions**

Chairperson Berry welcomed committee members, staff and guests and shared regrets for the evening.

**Election of Vice-Chairperson**

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

Moved by Svetlana Zaruvimski  
Seconded by James Hall

That Mark Bryan, SEAC Member, be nominated for election as Vice-chairperson of the Special Education Advisory Committee for the evening.



Mark Bryan indicated that he would stand.

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

There being no further nominations, Mark Bryan was acclaimed as Vice-chairperson of the Special Education Advisory Committee for the evening.

CARRIED

Mark Bryan assumed the Vice-chair at this time.

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

James Hall, SEAC alternate (acting member), read the Statement of Beliefs.

**(2) Approval of Agenda**

Moved by Peter Beacock  
Seconded by Mark Bryan

That the agenda be approved as written.

CARRIED

**(3) Approval of Minutes**

(a) Minutes of the Regular SEAC Meeting held February 13, 2017 (A-3-a)

Moved by Peter Beacock  
Seconded by Dan Stroh

That the minutes be approved as written.

CARRIED

**B. Presentations**

**(1) (a) Special Education Budget Development 2017-2018 (B-1-a)**

Chris Samis, Superintendent of Education, introduced Brian Jeffs, Superintendent of Business Services, who presented the 2017-2018 Special Education budget development process, funding sources, projections and next steps.

Superintendent Jeffs reported that the Ministry of Education's Technical Paper is expected to be released by the end of March, which will enable staff to prepare the proposed 2017-2018 budget.

The special education revised budget for 2016-2017 was \$77.6 million with a projected decrease in funding for 2017-2018 of \$200,000. With the new Elementary Teachers Federation of Ontario (ETFO) collective agreement, the government has decided to invest additional funds to support special education.

The SCDSB is expecting to receive approximately \$1,000,000 in additional funding specifically to support special education in the elementary panel.

At the February 13, 2017 SEAC meeting, SEAC members were asked to consult their respective associations/agencies as to system priorities in order to provide input at the March 6, 2017 meeting. SEAC members were given the opportunity to share system priorities in a Think-Pair-Share activity.

SEAC member's preliminary priorities communicated through the Think-Pair-Share activity included:

- Additional psycho-educational assessments
- Additional in-class supports (educational assistants (EAs) and child and youth workers (CYWs))
- Staff turnover - retention of EA's, SERT's, etc.
- Mental health and well-being
- Self-Regulation
- Increased family engagement
- Early identification/assessment
- Closer partnership with community agencies
- Increase in transitional EA's

The joint SEAC/Business and Facilities Standing Committee meeting will take place on Wednesday, April 19, 2017 at 7:00 p.m. in the Roy Edwards room.

Superintendents Samis and Superintendent Jeffs responded to questions from SEAC at this time.

**C. Items for Decision - Nil**

**D. Items for Information**

**(1) Follow-up from Previous Meeting**

**(a) Special Education Annual Action Plan 2015-2016 Follow-Up (D-1-a)**

As a follow up to REPORT No. SEAC D-2-b dated February 13, 2017 Special Education Annual Action Plan 2016-2017, Stephen McClelland, Principal of Special Education, provided a summary of outcomes from the 2015-2016 Special Education Annual Action Plan so that members could reflect on successes and areas of need.

Principal McClelland advised that most of the goals and outcomes of successive year's Action Plans are ongoing.

**(2) Staff Reports**

**(a) Understanding Your Child's IEP Workshops (D-2-a)**

Curt Davidson, Principal of Special Education, advised that at the October 3, 2017 Parent's as Partners Parent Reaching Out (PRO) Grant sub-committee, SEAC members and staff agreed to host a variety of workshops throughout Simcoe

County to raise parental awareness and engagement in the development of Individual Education Plans (IEP).

An IEP brochure was developed to help parents understand their child's IEP. The brochure will also help navigate the Understanding Your Child's IEP workshops taking place in April 2017. Special Education Staff and SEAC members will co-host the workshops. SEAC members were asked to advise which workshops they are available for.

The workshops will be promoted in the following manner:

Schools:

- Will forward the poster to families of students with special education needs.

Communications:

- Will post a rotator on the public and school websites linking to the IEP page;
- Will post a 'What's New' item on school websites;
- Will post a news article on the board website;
- Will include the information in the April school newsletter packages; and,
- Will promote on Facebook and Twitter.

Superintendent Samis agreed to investigate whether the presentation could be filmed by the media relations department and posted on the SCDSB YouTube channel.

Principal Davidson responded to questions from SEAC at this time.

(b) ASD Consultation - New Ontario Autism Program School Focus Group Consultation Process (D-2-b)

Superintendent Samis provided an overview of the new Ontario Autism Program (OAP) that was developed to make it easier on families to access autism services for children up to the age of 18. The goal is to reduce wait-times, provide more flexible services at the level of intensity that meets the child's needs and increase the number of treatment spaces available.

On Friday, April 17, 2017, twenty SCDSB staff participated in a consultation with representatives from the Ministry of Child and Youth Services (MCYS's) Clinical Expertise Committee on the role of schools in supporting student with autism. The consultation process focused on three (3) general themes:

1. Information Sharing;
2. Transitions; and,
3. Professional Development

The ultimate goal for schools will be to improve academic achievement and well-being outcomes for student with autism by working to better align service delivery amongst autism service providers and educators.

(c) Special Needs Strategy Update (D-2-c)

Superintendent Samis provided an update on the Special Needs Strategy (SNS). As of February 2017, the SCDSB continues to participate actively at the local Coordinated Service Planning and Clinical Task Group tables in order to ensure students with special education needs are able to maximize their access and benefits from services.

The Simcoe County SNS has been approved to begin implementing the Coordinated Service Plan with the Children's Treatment Network (CTN) being the lead coordinating agency.

At this time, Simcoe County has not been given final approval to begin implementing the Integrated Rehabilitation portion of the SNS, although it continues to move forward in its planning in anticipation of a future approval date.

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)

1. Sandy Thurston, SEAC member, advised that the Children's Treatment Network (CTN) is hosting a three (3) day training opportunity at the Cardinal Golf Club in Newmarket, ON. RSVP by March 23, 2017.
  - Day 1 (March 29: 9:00 a.m. – 4:00 p.m.) – Overview of Transformational Collaborative Outcomes Management (TCOM) and Child and Adolescent Strengths and Needs (CANS).
  - Day 2 (March 30: 9:00 a.m. – 5:00 p.m.) – Treatment Planning and Supervision using the tools itself.
  - Day 3 (March 31: 9:00 a.m. – 4:15 p.m.) – CANS – Train the trainer

(5) Board Member Updates

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

Trustee Beacock advised that staff are hoping to finalize the 2017-2018 budget in May.

E. Correspondence

1. A letter from the Peterborough Victoria Northumberland and Clarington Catholic District School Board's SEAC to the Minister of Education, supporting other SEACs letters of concern regarding the overall reduction in special education funding formula. In particular the Differentiated Special Education Needs Amount (replaced High Needs Amount).

F. Other Matters

G. Notices of Motion for Next Meeting - Nil

**H. Adjournment**

Moved by Peter Beacock  
Seconded by Mark Bryan

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

CARRIED

The next meeting date is April 10, 2017.

**Report Status**

This report is provided for information.

**Respectfully submitted by:**

Chris Samis  
Superintendent of Education

**Approved for submission by:**

Steve Blake  
Director of Education

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

FROM: Parent Involvement Committee

SUBJECT: **REPORT OF THE PARENT INVOLVEMENT COMMITTEE  
MEETING HELD FEBRUARY 21, 2017**

A meeting of the Parent Involvement Committee was held on Tuesday, February 21, 2017 at the Education Centre.

**PRESENT:**

**Committee Members:** (Voting)  
Jason Barr, Lynda Burton, Shannon Daggett, Melanie Darlington,  
Ruth Howorth, Corryn Mounstephen, David O'Brien, Deane Piercey,  
Lianne Stock, Nancy Young.

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

**Administration & Staff  
Representatives:** (Non-voting)  
Jamie Campbell, Charmaine Chartier (Recorder), Doug Paul, Jane  
Seymour.

**REGRETS:** Annie Chandler, Rachel Draper, Peter McLean, Dawn Tufford.

**GUEST(S):** Dean Maltby, Principal of Program K-12, Pat Miller, Principal of  
Innovation and Jaclyn Kane, Coordinator of Accounting, School  
Funds.

**1. Welcome and Introduction**

Chair David O'Brien called the meeting to order at 6:00 p.m. and welcomed PIC members, as well as any guests from school councils.

Chair O'Brien welcomed Lianne Stock as the new committee member replacing Nancy Thompson.

**2. Approval of Agenda**

Chair O'Brien asked the committee for approval of the agenda.

Moved by Shannon Daggett  
Seconded by Ruth Howorth

That the agenda be accepted as printed.

CARRIED

### **3. Guest Speakers**

- a) Superintendent Paul introduced Dean Maltby, Principal of Program K-12 and Pat Miller, Principal of Innovation and then gave a brief overview of the Program and Innovation department.

Principal Maltby started the presentation by describing how Program and Innovation is organized under Superintendent Anita Simpson and the role of their team members.

He went on to explain the process they use to filter the multitude of unsolicited requests they receive and turn these ideas into classroom learning. Following this, once a year, a numbered memo is generated that is the primary source of professional learning opportunities for SCDSB teaching staff. Principal Maltby expanded on this by providing an explanation of the three categories of Centrally-funded Systems Inquiries and how they determine which schools participate. He also spoke about the number of teachers that enroll in the programs.

At this point, Principal Maltby turned the presentation over to Principal Miller.

Principal Miller stated that Program and Innovation has worked diligently to bridge the gap between different departments so that central teams work together to present these joint learnings. He then itemized many of opportunities that are currently available such as Learn to Move – Move to Learn, Virtual Music Classroom, Mittens in the Snow, PUSH Your Learning Conference, SCDSB Live, SCDSB Media Fest, CDNCraft, and New Pedagogies for Deep Learning.

He concluded the presentation by offering to share Program and Innovation's comprehensive "Making Our Learning Visible" list of Twitter tags that permit the public to follow the activity taking place within each of the initiatives.

Principal Miller then opened up the floor to committee members for questions.

Committee member Jason Barr asked how the department measures the impact of what they're doing. Principal Miller responded by explaining that the Research Department is able to assist them and went on to describe the survey methods that are used to track teacher content knowledge.

Trustee Michele Locke stated that not many other school boards have Innovation in their titles and she was very proud to say that our school board is leading the way in the province. She added that our team has been invited to share their work internationally.

Chair O'Brien stated that it was mentioned during the presentation that 2000 teachers were reached. He asked Principal Miller to explain how they were reached and in what context.

Principal Miller responded that the board has roughly 5000 teachers and the message is that everyone should be learning hence, an Annual Learning Plan (ALP) is required from all teachers. From the numbered memo, there were 2000 teachers that signed up for the learning opportunities offered through Program and

Innovation but there are teachers who have chosen to support the school-based offerings.

Chair O'Brien thanked the principals for their presentation.

- b) Superintendent Paul introduced Jaclyn Kane, Coordinator of Accounting, School Funds and gave a brief overview of what she does.

Coordinator Kane started her presentation by describing how she and her team of four School Business Assistants are implicated in the management of fundraising at the school level.

She explained that the hierarchy of governance starts with the Ministry of Education, then the Ontario Association of School Business Officials and finally, the Simcoe County District School Board.

Guidelines from the Ministry state that funds raised for school purposes are used to complement, not replace, public funding for education. They are obligated to report on any school generated funds, including funds collected through school councils, and are subject to the board's regular audit and accountability requirements.

Some of the tools that the group uses to track and report are "School Annual Fundraising Plans, monthly school status reports, and the accounting software program, School Cash.

Coordinator Kane went on to explain that School Cash was introduced with the goal to make the schools operate without cash. To date, 44% of students have registered for School Cash online and her goal is to increase this to 75% by next year. She stated that she would be asking all superintendents to help her reach that goal.

She concluded her presentation by describing one innovative idea that was put into action to assist those families who do not have computer access. At Ferndale Woods Elementary School, they used their parent engagement funding to set up a computer in the office that is available to parents and this includes assistance from the administrative support staff.

At this point Coordinator Kane turned the meeting over to committee members for questions.

Committee member Deane Piercey asked if School Cash was mandatory. Coordinator Kane responded by saying that it was not but, it was strongly suggested. She pointed out that their group was conducting training with administrative staff as an ongoing method of encouraging program use.

Several committee members had questions regarding banking fees and the transaction processes. It was suggested that some of the limitations experienced might need to be addressed by the school board's software team.

Chair O'Brien thanked Coordinator Kane for her time and helpful presentation.



**4. Approval of November 15, 2016 Minutes**

Chair O'Brien asked for approval of the minutes.

Moved by Corryn Mounstephen  
Seconded by Deane Piercey

That the minutes of the November 15, 2016 minutes be accepted with one revision; that under the Committee Members section, a comma be removed between Lynda and Burton.

CARRIED

**5. Connecting with School Council Chairs – Update from PIC Reps**

Chair O'Brien asked for the latest updates from committee members and explained this item to new committee member Lianne Stock.

Chair O'Brien stated that he had sent out two rounds of emails to principals and school councils regarding the deadline extension for the PRO Grant Circle of Learning applications.

Committee member Deane Piercey commented that she had a few people contact her on Facebook asking for the names of their school council representatives. She suggested to them that they attend their school council meeting.

Committee member Lynda Burton followed up with Superintendent Paul to confirm whether he had contacted principals asking them to include connecting with their PIC representative on their school council meeting agendas. Superintendent Paul stated that after speaking to Superintendent Kavanagh about it, he was advised not to contact the principals as we aren't permitted to dictate school council meeting content.

Committee member Burton expressed her frustration at not receiving any responses from the schools that she represents. Vice-chair Corryn Mounstephen replied that PIC is an advisory board and we have to wait for them to come to us.

Committee member Piercey added that when she met with principals, she provided them with a handout explaining what PIC does and asked them to share this with the School Council. Chair O'Brien asked committee member Piercey to share this document so that it could be approved by Communications and sent out to schools.

**6. PRO-Grant 2016-17 – Circle of Learning Outreach Grant – Update**

Chair O'Brien reviewed with committee members the latest PRO-Grant Circle of Learning applications received. Next he summarized the financial information and stated that \$25,030.00 had been approved to disburse to school projects.

Superintendent Paul explained that the original grant amount was \$12,500.00 but due to the number of applications received, it was decided to top up the budget from Parent Involvement Funding (PIF) surplus funds in order to assist as many schools as possible.

Chair O'Brien asked how the extra funds were approved without a motion at the PIC meeting. Superintendent Paul explained that the PIF fund (a board fund) requires Superintendent approval only.

**7. 2017 “Connections” Event Planning Sub-Committee Organization**

Chair O’Brien and Vice-chair Mounstephen shared with committee members that they would like to strike a sub-committee to start organizing the annual PIC “Connections” orientation event for school council members. They went on to add that they would like to build on the momentum of this year’s event and make it less of an orientation and more of an information sharing event.

Vice-chair Mounstephen stated that she was looking for at least three people to help get an event framework established between now and June. When asked, she said that the time commitment would be approximately 3-4 hours from March to the end of June.

Committee members Michele Locke, Ruth Howorth, Jamie Campbell, and Lynda Burton volunteered.

**8. Updates from Staff**

a) Screenagers – Documentary Information and Trailer Viewing

Chair O’Brien referred to the handout that provided details about the Screenagers broadcast being held at Eastview Secondary School. Eastview Secondary School Principal and committee member, Jane Seymour, gave a brief overview of the documentary. She stated that preregistration was not necessary and that it was free for everyone.

Recording Secretary Charmaine Chartier then queued up the movie trailer for the members to watch.

At the conclusion of the trailer, Chair O’Brien advised committee members that the viewing of Screenagers would be held at Eastview Secondary School on Monday April 10, 2017 at 7:00 p.m. and asked them to share the information included in the handout with their principals and school councils

b) Guidance & Transitions Team Presentation – Information Sheet

Superintendent Paul explained that the handout was just a preview of what Guidance and Transitions Itinerant Resource Teacher, Glenda Galliford would be presenting in April. He added that if the committee has any questions regarding the material or would like to discuss other subjects, please let Ms. Galliford know.

**9. Additional Updates/Future Agenda Items**

Chair O’Brien stated that the listed future agenda items were just suggestions and that it was up to the committee to decide who would present and when but, that in order to plan, feedback was needed.

- a) Art & Music Presentation – Jamila Monahan - April
- b) Guidance & Transitions Presentation – Glenda Galliford – April
- c) Daily Physical Education – Deb Shackell
- d) SCDSB – Capital Plan – Sandy Clee
- e) SCDSB IT
- f) First Nations, Métis, Inuit Presentation – Alison Bradshaw

Chair O'Brien suggested that committee members review the list and email him with their areas of interest and possible presentation dates.

Next, Vice-chair Mounstephen suggested that due to the fact that our January meeting was cancelled because of inclement weather, it would be beneficial to hold a meeting in June. She asked Recording Secretary Chartier to confirm when the Georgian Room was available in June and report back at the next meeting.

**10. Adjournment**

Moved by Ruth Howorth  
Seconded by Lynda Burton

That the meeting be adjourned at 7:40 p.m.

The next meeting will be held on Tuesday, April 18, 2017, 6:00 p.m. in the Georgian Room at the Education Centre.

**11. Report Status**

This report is provided for information.

**Respectfully submitted by:**

Douglas Paul  
Superintendent of Education

**Approved for submission by:**

Steve Blake  
Director of Education