



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

PROMOTING  
EXCELLENCE  
AND EQUITY  
IN EDUCATION

ANNUAL REPORT

07  
08



## Director's Message

It is with pleasure that I present to you the Simcoe County District School Board's 2007-2008 Annual Report. The following pages highlight the SCDSB's commitment to excellence and equity in education and related activities and progress during the past school year.

Once again, our education system has benefited from incredible undertakings by our staff, students, school communities and trustees. During the past year, we have:

- experienced a continuation in our trend of improvement in literacy and numeracy assessments;
- celebrated the many successes of staff and students who have received provincial and national recognition for excellence in education;
- provided an extensive range of professional development and leadership opportunities for administrators and staff;
- increased school-based initiatives to reach out to local communities, develop partnerships and create connections in support of student achievement;
- fostered the development of character through numerous community events, charity fundraisers and culture sharing.

I am proud and pleased with the accomplishments that we achieved this past year, and I look forward to building on these accomplishments in the coming year. Please visit our website, [www.scdsb.on.ca](http://www.scdsb.on.ca), to keep current with the programs, activities and achievements of the Simcoe County District School Board.

– Gordon K. Campbell, Director of Education

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## Senior Administration Team

<b>Gord Campbell</b>	Director of Education
<b>Lou Brandes</b>	Associate Director, Superintendent of Facility Services
<b>Ruth Bragança</b>	Superintendent of Human Resource Services and Organizational Development
<b>Carol McAulay</b>	Superintendent of Business Services and Information Technology
<b>Lindy Zaretsky</b>	Superintendent of Instructional Services K-12 and Leadership
<b>Janis Medysky</b>	Superintendent of Education, Area 1
<b>Michael Carson</b>	Superintendent of Education, Area 2
<b>John Dance</b>	Superintendent of Education, Area 3
<b>Phyllis Hili</b>	Superintendent of Education, Area 4
<b>Kathy Bailey</b>	Superintendent of Education, Area 5
<b>Kathi Wallace</b>	Superintendent of Education, Area 6



## Chair's Message

Greetings!

This past school year has been filled with opportunity, achievement, learning and growing. Staff, students, parents, volunteers, community partners and my fellow trustees have all worked together to create a wonderful learning organization and vibrant workplace.

The theme for this annual report is "Promoting Excellence and Equity in Education." As a team we work hard, reach for new heights and celebrate our successes in education. Throughout this publication, you will see this focus reflected in our stories and accomplishments. I am proud to be a part of this exceptional district school board.

I thank everyone for their commitment to the education of Simcoe County's students. Superb dedication, hard work and skilled support have made our schools exceptional places to work, learn and grow.

– Mary Anne Wilson, Chairperson of the Board



## Trustees 2006-2010

**Donna Armstrong** - Innisfil

**Peter Beacock** - Oro-Medonte & Springwater

**Debra Edwards**, Chairperson (ending Dec. 2007) - Orillia

**Diane Firman** - Barrie, Wards 7, 8, 9, 10

**Julia Gasewicz** - Barrie, Wards 4, 5, 6

**Nancy Halbert** - New Tecumseth & Bradford West Gwillimbury

**Jodi Lloyd** - Severn, Ramara and Tay

**Robert North** - Adjala-Tosorontio & Essa

**Brad Saunders** - Midland, Penetanguishene, Wasaga Beach, and Tiny

**Norman Stinson** - First Nations Communities in Simcoe County

**Caroline Smith** - Collingwood and Clearview

**Mary Anne Wilson**, Chairperson (starting Dec. 2007) - Barrie, Wards 1, 2, 3

## Student Trustees 2007-2008

**Michelle Kingsman**

Collingwood Collegiate Institute

**Jennifer Parker**

Midland Secondary School

**Jonathan Scott**

Bradford District High School



## Mission Statement

The mission of the Simcoe County District School Board, serving diverse growing urban and rural communities in the Huronia and Georgian Bay region, is to ensure students reach their full potential to become responsible and contributing members of an ever-changing global society through quality programs which develop the skills of lifelong learning in a safe, caring environment enhanced by community support.

## EQAO Results

### Provincial Assessment Improvement Trend Continues

Provincial assessment results released by the Education Quality and Accountability Office (EQAO) indicate that students in the Simcoe County District School Board (SCDSB) have sustained a five-year trend of improvement. The Board has continued to achieve significant success in increasing participation rates among students with special education needs, particularly in the primary division. Of particular note is the 8% increase in Grade 6 writing achievement compared with the previous year's results.

The SCDSB's school-by-school results in the 2007–2008 Assessments of Reading, Writing and Mathematics for Primary and Junior Divisions, the Grade 9 Assessment of Mathematics, and the Grade 10 Ontario Secondary School Literacy Test may be accessed at [www.eqao.com](http://www.eqao.com).

### SCDSB EQAO test result improvements since 2003-2004

#### Primary Division (Percentage achieving at or above provincial standard; test written in Grade 3)

Reading 07-08: 59% (Increase from 03-04: 12%)

Writing 07-08: 60% (Increase from 03-04: 10%)

Mathematics 07-08: 65% (Increase from 03-04: 9%)

#### Junior Division (Percentage achieving at or above provincial standard; test written in Grade 6)

Reading 07-08: 62% (Increase from 03-04: 12%)

Writing 07-08: 59% (Increase from 03-04: 13%)

Mathematics 07-08: 52% (Increase from 03-04: 3%)

#### Grade 9 (Percentage achieving at or above provincial standard)

Applied Mathematics 07-08: 37% (Increase from 03-04: 15%)

Academic Mathematics 07-08: 71% (Increase from 03-04: 6%)

#### Grade 10 Ontario Secondary School Literacy Test

In March 2008, 4,283 Grade 10 students throughout the SCDSB wrote the 2007-08 Ontario Secondary School Literacy Test (OSSLT). Of those who wrote the test for the first time, 81% were successful—representing an increase of 7% over the past five years and maintaining the positive levels of 2006 and 2007.

- Continuing the implementation of a Kindergarten to Grade 12 Family of Schools model to ensure greater opportunities for secondary school staff to collaborate with colleagues in their elementary feeder schools about students' learning needs, instructional supports, and programs;
- Creating teacher learning communities (TLCs) that are based on a collaborative, job-embedded professional development model. Interdisciplinary teams of teachers will be established in each secondary school to focus on high-yield, cross-curricular literacy strategies in instruction and assessment for learning;
- Providing professional development to support new and experienced school administrators in their roles as instructional leaders who: create TLCs in their schools that focus on using assessment data to advance classroom programming and the school improvement planning process; and use new data management tools currently being developed under the Ministry of Education's Managing Information for Student Achievement (MISA) initiative to assist in the transition from elementary to secondary school;
- Collaborating with student achievement officers from the Ministry of Education's Literacy and Numeracy Secretariat (LNS) who are working with superintendents of education, principals, curriculum staff, and board literacy coaches to support high-needs schools. This support is provided as part of the Ontario Focused Intervention Partnership (OFIP);
- Establishing demonstration classrooms in literacy and numeracy for primary, junior, and intermediate divisions, and the provision of release time for school teams to observe these examples of effective instruction. Time for debriefing with demonstration classroom teachers and for planning next steps is also provided to these school teams;
- Increasing the use of assistive technology for students with special education needs, and coaching teachers on assistive technology.

## Setting the direction: Enacting the vision

In keeping with the direction set out by the Director of Education in 2005 to become a community-based Family of Schools model, Instructional Services K-12 and Leadership Development staff have worked to bring programs and services for students into the school and classroom. Achieving this strategic goal required a transition away from a highly centralized consultative model towards a more decentralized coaching and multi-disciplinary model supported by a



department-wide centralized staff that aspires to be more responsive to the needs of the school communities. These responses are generated by school and student performance data, and require a more fluid and dynamic approach to the provision of support for regular and special needs students in kindergarten through Grade 12. Furthermore, as the

departments within the SCDSB work collectively to achieve excellence and equity in its programs and services to school communities that are growing increasingly diverse with varying needs, a refinement of strategic interventions rooted in evidence-based practices and current research is critical to the district's success.

## Growing leadership from within and beyond our borders

SCDSB continues to develop a standard of professional learning that involves collaboration between educational leaders within our district school board, cross-district within the province, nationally, and internationally. Through each of these collaborative opportunities, we are currently designing and refining a form of professional learning that involves a reciprocal exchange of knowledge and ideas to apply to practice. These are called Professional Learning Partnerships and Leadership and Learning Exchanges, and include initiatives such as leadership visits to Ontario "Schools on the Move," which are recognized by the LNS as schools that make continuous, sustained, and significant improvements in student achievement. Schools on the Move demonstrate improvement

in EQAO scores in reading, writing, and mathematics in both Grades 3 and 6, with some schools achieving impressively large gains.

The SCDSB was recently notified that two of its schools—W.H. Day Elementary School and W.C. Little Elementary School—have been designated Schools on the Move. Each leadership visit to these schools is preceded by a study group which provides a framework for the visit based on school improvement planning needs. Following the visit, principals collaborate—using their school improvement plans—on how they will use the information to plan next steps.

These networks of practice are being applied to other exchanges as

well; leadership visits/exchanges to professional development schools in the United States also focus on the improvement of teaching, leading and learning, and a United Kingdom leadership and learning exchange helps develop our local capacity to exchange promising practices in teaching and learning as part of our focus on instructional leadership. Participation at Ontario conferences, such as the Ontario Principals' Conference and the Quest Conference, is also building our collective capacity to improve our instructional leadership. Additionally, a project team of principals recently created virtual learning communities at the local, national, and international levels. These communities promote common language and understanding among

principals to improve student learning and achievement and overall school improvement planning processes.

A significant change in leadership over the past few years has led our board and individual school leaders to consider a similar approach to their own assessment and instructional involvement, which will influence the way in which the SCDSB designs and delivers leadership preparation programs. The SCDSB requires its administrators to create conditions that encourage teachers to question their own practices, reflect, and feel comfortable taking risks. To that end, school leaders have reported a much stronger connection between

professional development for leaders and the link between school goals, student assessment, and student needs. Our school leaders are accessing the expertise within their schools. They are becoming instructional leaders with support from local and regional Instructional Services multi-disciplinary teams, their superintendents of education, and provincial supports (e.g., Student Achievement Officers, the School Effectiveness Framework through the LNS, Student

Success, etc.), and are learning to recognize, value, and build upon that expertise. Furthermore, they value the emergence and growth of professional learning teams within their schools and in educational networks that cross district and provincial borders.



## Our coaching model

Leadership competencies are changing as the competitive environment changes. The critical forces that shape leadership competencies are: globalization, information technology, the need for

flexible organizations and teams, and changing employee needs. The new global environment also brings with it greater ambiguity and uncertainty. Many, if not all, aspects of leadership require a more collaborative approach to leadership. The School Leadership Profile (a growth-oriented approach to formative performance appraisal) was developed to guide us in the development of coaching and mentoring models embedded in leadership preparation and growth. It has deepened our understanding of the key dimensions of leadership and the core competencies required for

effective and collaborative leadership today.

The coaching model for teachers and administrators will continue to help educators shape an environment in which: professional development means showing and not telling; teachers and administrators can learn and improve their practice in a reflective, supportive setting; and coaches serve as liaisons between research and practice, bringing the latest findings to where they are most needed—the classroom. Coaching gives direction in design and delivery of leadership development—there is a more responsive balance between formal modules or workshops and job-embedded professional development.



## Professional learning teams

The SCDSB continues to place a strong emphasis on professional development, particularly for literacy and numeracy instructional knowledge, assessment, classroom management, and leadership. The

creation of professional learning teams at district and school levels has ensured a collective focus on high-yield student achievement strategies. Professional learning teams allow teachers to review levels of student

achievement and modify instructional practices in order to support student achievement and to meet individual needs.

## Demonstration classrooms

Demonstration classrooms allow teams of teachers to see a range of high-yield instructional strategies in action. Teachers can then develop an action plan which connects student achievement to observed practice.

Demonstration classroom visits provide teachers with the confidence and support to try new practices that are proven to have significant impact on refining their instructional practices. These visits provide a view

of authentic, effective practices which transform student needs into improved student achievement. As a result, teachers are leaving the demonstration classrooms with a focus for change.

## Coaches

Literacy and numeracy coaches are assigned based on needs demonstrated in school achievement data. They work side-by-side with teachers during the school day, engaging in professional dialogue,

co-planning, co-teaching, and co-assessing. These coaches help teachers understand students' individual needs and differentiate instruction for individuals or groups of students. Effective coaching helps

teachers embed high-yield strategies into their everyday practices to support enhanced student achievement.

## Honouring diversity among students, families, communities, and programs

### Newcomer Welcome Centre

The Newcomer Welcome Centre was established in August 2006. As a result—through the co-ordination of established services available to all families of the SCDSB—we are able to support each family from the initial registration visit through graduation. The transition for newcomer families

is now better supported in our schools, thereby improving the daily lives of the family as a unit. School staff is better able to set relative and engaging plans for the students, thus providing valuable resources in the classroom and a solid foundation for each student to build upon. We

also provide parents with centralized services including, English as a Second Language (ESL) classes (day and evening), career counselling, academic upgrading, computer training, driver's education, and referral to settlement services.

## Data-informed Decision-making

### Research and Evaluation Services

Research and Evaluation Services completed several key projects in 2007-08, including:

- A longitudinal study tracking the achievement of students served by Reading Recovery in the 2004-05 school year;
- A review of arts programs in the SCDSB;
- An analysis of achievement outcomes for students served by the LNS's summer learning camps in July and August 2007;
- A comprehensive analysis of student responses to the School Climate Survey administered in the spring of 2007.

A number of other projects will be completed during the summer and early fall. These include:

- Qualitative research on the impact of professional collaboration sites (demonstration classrooms) on teacher practice and student learning. This information will guide Instructional Services on how best to support improved teaching and learning in the SCDSB;
- Tracking student achievement for a second cohort of students served by Reading Recovery, as well as tracking student outcomes from elementary to secondary school.

Ongoing department activities include:

- Supporting senior staff in meeting the planning and reporting requirements of the Ministry of Education in relation to provincial assessments, board improvement planning, target setting, and reporting on the impact of specially funded initiatives;
- Making recommendations regarding the approval of external requests to access staff and/or students for the purposes of conducting research. This includes advising and supporting board staff who are completing graduate degrees, and guiding them on how best to conduct their research in the SCDSB;
- Providing consultative support to schools, superintendents, and other departments on research and data-gathering processes.

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## English Language Learners Program

The overall objective of the English Language Learners program (ELL) is to enhance student achievement and to facilitate English language development (ELD) in view of student success. The ESL/ELD program policy has been revised and updated to meet the needs and services required by newcomer students in Simcoe County. The SCDSB is currently implementing Steps to

English Proficiency, a pilot project under the Ministry of Education, to improve English language acquisition among newcomers to the school system. Three ELL proposals have been submitted to the Ministry of Education to secure funding to facilitate the transition of English Language Learners from Stage 1 to Stage 2 in English language acquisition.

## Adult and continuing education

Staff and students were honoured to host two visits by an Ontario Cabinet minister in the spring of 2008. In late April, Aileen Carroll, the Minister of Culture and Minister Responsible for Seniors, was the guest speaker at the Learning Centre and the Barrie Career Centre. The SCDSB is proud of the wide range of supports and services it provides to adults in our community: academic upgrading and diploma

programs; vocational training; and language training for newcomers to Canada and Simcoe County. A number of funding partnerships between the Ministry of Education, the Ministry of Training, Colleges and Universities, and the Ministry of Citizenship and Immigration, are all co-ordinated through the Adult and Continuing Education Department of the SCDSB.

## Student success

Programs continue to be developed, implemented, and refined to accommodate the diverse learning needs of our students. Student success is enhanced by alternative learning programs, e-learning, co-operative education, the Ontario Youth Apprenticeship Program (OYAP), the Specialist High Skills Majors (SHSM) program, and dual credits. The SCDSB has earned the approval of the Ministry of Education to expand the SHSM program in

2008-09 to include 10 economic sectors in 13 of our 16 secondary schools. The Ministry of Education has also approved a plan to offer more students the opportunity to earn their Ontario Secondary School Diploma through dual credits—a program operating in conjunction with Georgian College. As a result, there continues to be improvements in credit accumulation and graduation rates among SCDSB students.

## Special education

SCDSB continues to implement a special education multi-disciplinary team model that focuses on coaching to build instructional capacity and enhance program and service delivery to students with special education needs. Superintendents of education and regional principals are leading area teams as they continue to evolve from a consultation model to a coaching model. This approach allows students to remain in their home schools.

Professional development for teachers and support staff focuses on high-yield strategies, such as universal design for learning, differentiated instruction, and applied behaviour analysis to support student learning and achievement. For example, there has been a significant increase in participation

rates in provincial assessments for students with special education needs. Furthermore, focusing on early intervention promotes increased inclusion, student engagement, and student achievement.

***The 2008-2009 Special Education Plan is posted on our website [www.scdsb.on.ca](http://www.scdsb.on.ca) under "Programs & Services" – "Special Education."***



These projects and ongoing activities support system and school capacity and encourage the use of evidence for planning and decision making.

### Managing Information for Student Achievement (MISA)

The goal of the Managing Information for Student Achievement (MISA) initiative is to increase the ability to manage and work with data and information and use it effectively to maximize student achievement. Three key areas have been set out: technology, data management, and human resources. Working closely with Research, Student Success, Instructional Services, and Information Technology Services, MISA has supported several initiatives that focus on the effective use of data to support student achievement. For example, the MISA team developed and implemented at-risk collection and reporting tools to support ongoing professional development related to evidenced-based instruction. The Achievement Plus data warehouse and in-house data collection modules, along with the Cognos suite of reporting and analysis tools, are now being used by superintendents, principals, and teachers for high-quality data management, analysis, and reporting.

## School Effectiveness Framework: School Self-Assessment Summary and District Review Team school reports

School teams have reviewed the School Effectiveness Framework and used the indicators of effective practice in a self-assessment process that involved identifying strengths and areas in need of further attention. The framework has promoted collaborative and collegial conversations about improvement from within and supported continued implementation of high-yield research-based strategies.

The School Effectiveness Framework has also been used as the basis for reviewing six schools in a district

review process. District review teams observed classroom and non-classroom areas and developed oral and written feedback to school staffs based on the evidence of student literacy learning. The teams outlined ways in which the schools met the essential components of the framework and recommended steps for improvement where it was needed.

Analysis of the Self-Assessment Summary and the District Review Team school reports helps Board staff and schools target resources,

determine capacity building needs and focus improvement planning around the acquisition of new knowledge and skills. The review process has supported ongoing dialogue, reflection, and inquiry, leading to better planning with precision and intentionality. The reports also serve as a guide for the monitoring and feedback strategies necessary for improvement and accountability. A report outlining the results of this review will be submitted in the fall of 2008.

### Aboriginal Education

The Ministry of Education has identified Aboriginal education as a key priority with two main goals to achieve by 2016: improve achievement among First Nations, Métis, and Inuit students; and close the gap between Aboriginal and non-Aboriginal students in literacy, numeracy, retention and graduation rates, and advancement to post-secondary studies. The SCDSB has been working within the strategic policy context of the Ontario First Nation, Métis, and Inuit Education Policy Framework. The following describes the many activities/initiatives directly related to the education of Aboriginal students in the SCDSB during the 2007-08 school year:

#### Voluntary, confidential self-identification

This policy will be implemented in September 2008. Staff and the Aboriginal Advisory Circle provided input into the administrative procedures for this policy.

#### Aboriginal education advisory circles

SCDSB staff collaborated with the Simcoe Muskoka Catholic District School Board to organize an advisory circle that includes representatives from a number of recognized First Nation and Métis organizations. An Aboriginal education professional learning circle (project team), comprised of administrators and teachers in the SCDSB, has been established.

#### Urban Aboriginal education pilot project

SCDSB will participate in a pilot project to develop a model for urban Aboriginal education. Staff will participate on the provincial steering committee, and a local sub-steering committee of staff and representatives of Aboriginal groups and post-secondary institutions has been established.

#### Cultural awareness training and Conference

All SCDSB principals have participated in one of five cultural awareness training sessions held at the Enaahdig Healing Lodge and Learning Centre. Also, a one-day conference entitled Building Bridges was attended by more than 150 teachers and Aboriginal community members.

#### Teacher of Native Children course

SCDSB supported York University's Teacher of Native Children course. The course investigates historical and current issues related to Aboriginal people, explores Aboriginal perspectives resources and pedagogy, and focuses on working with Aboriginal people by respecting their special connections to the land and the teachings of the land.

#### Christian Island Place of Learning

This pilot program for Grade 9 students at Midland Secondary School and Penetanguishene Secondary School was highly successful in terms of credit accumulation: 19 of 20 credits were achieved, and one of these courses provided the

Native Language credit. The students also attended an Ojibwe language conference in Michigan as part of the culture and language program.

### Opening pathways to the future

#### Career education

The SCDSB supports students in understanding the concepts related to lifelong learning and career planning. Guidance counsellors and career education help students develop learning and social skills, a sense of social responsibility, and the ability to formulate and pursue educational and career goals. With the intent of having students apply their learning to their lives and work in the school and community, a variety of opportunities are available to SCDSB students in Grades 9 through 12.

#### Specialized programs

Specialized programs, approved by the Ministry of Education, provide students with courses and activities that focus on a specific work-related sector. These programs allow students to customize their high school experience to suit their interests and talents, and prepare them for a successful post-secondary transition into apprenticeship training, college, university, or employment while meeting the requirements of the Ontario Secondary School Diploma. Programs in areas such as arts and culture, transportation and construction make the learning environment more engaging for students, focuses them on graduation, and prepares them to pursue their career goals.

**Reaching out to parents**

Provincial grants totalling nearly \$50,000 were provided to elementary and secondary schools in Simcoe County for projects that have been locally designed to make it easier for parents to assist their children with school work. Some of the approved programs included family literacy nights, a parent resource library, bi-weekly coffee chats with parents, and an interactive math-based program utilizing guest speakers to help parents learn how to support children's learning through networking.

Thanks to a regional \$22,000 grant, students and parents in North and East Region schools had the opportunity to participate in math nights. The grant application was co-ordinated by three SCDSB principals—Angie Pilon, of Brechin Public School, Stuart Finlayson, of East Oro Public School, and Judy Kirk, of Waubaushene Elementary School. Interactive workshops featuring guest speakers were held at three schools in the Orillia, Midland, and East Oro areas during April 2008.

Nearly 40 SCDSB schools received grants for programs that make the education system more welcoming for parents. These programs show them how to be more involved in their children's education and schools. Hands-on workshops increase parent engagement and teach them how to assist with homework assignments and other projects.

**Eat Well to Excel**

SCDSB schools participate in the Eat Well to Excel program, which

operates breakfast programs and provides healthy snacks for students. The program also serves summer school, the Right Turn program, Adult Learning Centres, and EQAO support initiatives. Eat Well to Excel's partnership with the SCDSB has demonstrated that nutrition and student achievement go hand-in-hand.

**School council chairs**

During the 2007-08 school year, school council chairs participated in six evening meetings and one half-day orientation session. The steering committee, composed of parent and school administration representatives, selected a variety of meeting topics that focused on schools and student achievement. As part of the delivery model, two evening meetings were held "on the road" at different school locations this past year.

**Student Trustees and Student Senate**

Student Trustees Jennifer Parker, of Midland Secondary School, Michelle Kingsman, of Collingwood Collegiate Institute, and Jonathan Scott, of Bradford District High School, were the voice of SCDSB students at the Board table. They worked with the SCDSB Student Senate to galvanize students across the county with the "Volunteer Now" program, and raised nearly \$2,000 for Habitat for Humanity at their annual dodgeball event. Parker, Kingsman, and Scott joined with other student leaders across the province to provide advice and direction for their fellow students.

**Website Redesign**

Staff worked throughout the year to develop a refreshed look for the Board's public website. Over the years, our website has grown into an important information resource. We have redesigned our pages to improve the information flow between Board staff and the public. The new site will be launched in the fall of 2008.

**Sharing Simcoe News**

SCDSB students and staff have been sharing their good news stories and achievements more often. With over 180 media releases issued this past year through our Communications team, many of these stories and accomplishments have been showcased in the local and regional media as well as in the SCDSB's newsletter *Sharing Simcoe*, which is published four times a year. Ideas and tips to help parents support their children in education are shared in the quarterly SCDSB publication *Bringing School Home*. This parent e-bulletin answers questions about education and is distributed via email to a growing list of subscribers.



### Protecting our environment

The Energy Conservation Project Team was established in the fall of 2007 to promote energy conservation through:

- raising awareness for the necessity of environmental responsibility and energy conservation practices;
- developing and implementing strategies for behaviour modifications in the schools;
- enhancing a conservation culture in the schools;
- highlighting the implementation of energy conservation technical measures.

The Energy Conservation Project Team is comprised of school administrators, Facility Services staff, and Information Technology Services staff who work together to provide input to help develop an energy management action plan.

Environmental Achievement Recognition Day is a celebration of the tremendous work undertaken



to improve the environment, and to raise awareness and education of environmental issues in and around school communities. As part of the celebration, students are recognized with:

- Eco Journalism Contest Awards;
- Environmental Incentive Awards;
- The Lieutenant Governor's Environmental Award.

### Electricity procurement

Electricity is now being purchased through a consortium of school boards from across Ontario. As part of a larger buying group, this provides access to better pricing, as well as utility management advice.

### Environmental Incentive Program

SCDSB's Environmental Incentive Program creates a culture of environmental awareness and responsibility. Green teams, for example, set environmental action plans for the year and implement them through various school-based projects and initiatives. Green Team workshops in November 2007 focused on energy conservation in schools.

As part of the program, two elementary schools and two secondary schools are selected annually to receive Environmental Incentive Awards. Winners receive a plaque and a cash prize at the May board meeting as a reward for their outstanding environmental achievements.

### Let's Go Green

Let's Go Green is a quarterly newsletter that highlights environmental achievements, information, and tips. It is distributed electronically to all Green Team leaders, principals, and vice principals at every school, and it is also posted on the Environmental section of the SCDSB website.

### Creating solar power

Bear Creek Secondary School took major green steps forward during the 2007-08 school year. Led by teacher Marty Lancaster, a team of students formed Project Apollo, which set out to have solar panels installed on the school's roof. The school raised more than \$10,000 for the cause during the 2007-08 school year—enough to have 10 solar panels installed.

### Earth Hour at SCDSB

Students and staff within the SCDSB have joined in the global movement to take action on climate change. In the spring, all SCDSB schools and facilities were encouraged to participate in Earth Hour by turning off all lights for one hour on Friday, March 28. Officially, Earth Hour took place on Saturday, March 29. On that day, people around the world turned their lights off for one hour to show that it is possible to take action on climate change. This was a chance for the SCDSB to take action by reducing energy consumption while spreading the message of conservation.

## Safe Schools Strategy

During the 2007-08 school year, the SCDSB Safe and Caring Schools Policy and Code of Conduct were updated to reflect changes in the Safe School Act.

SCDSB's Code of Conduct communicates to all members of the school community, including students, staff, parents, teachers, volunteers, and visitors, the expected standards of behaviour in our schools. The Safe and Caring Schools policy emphasizes the importance of safe, caring, and accepting school environments in order to maximize students' learning potential and to ensure a positive school climate for all members of the school community

The Right Turn Program, which began in Barrie, initially served more than 400 students before being extended to Orillia, Midland, Bradford, Alliston, Collingwood, and Angus. The program offers both academic and non-academic support to students on suspension or who have been expelled. Proactive partnerships

between families and staff of the Right Turn Program promote positive outcomes for students.

## PAD Installation

A total of 16 secondary and six elementary schools are now equipped with public access defibrillators (PADs), and a proposal has been submitted to the Heart & Stroke Foundation to partner with the County of Simcoe Paramedic Services to provide funding to equip the board's remaining elementary schools with PADs. As a result of this proposal, a donation from the Heart & Stroke Foundation has already allowed for 17 additional PAD units to be installed during the summer of 2008; training on these units will take place in the fall. This new relationship will continue to provide external funding which will help reach the goal of equipping all SCDSB elementary schools, secondary schools, and learning centres with PADs.



## Maintenance Management System

In 2006, Facility Services staff undertook an initiative to select and implement a new Computerized Maintenance Management System (CMMS) to replace the existing outdated CMMS. This new system would house building information, track all work requests/orders for both maintenance and capital projects, provide improved system and process efficiencies through higher level reporting and analysis capabilities, and reduce duplication of data entry through full integration with our financial software.

Over the past year, a request for proposals (RFP) was developed and issued, using results from the Process and Needs Review, to ensure that our best practices are supported by the new CMMS. An RFP selection committee, which included members of Facility Services, Business Services, and Information Technology Services, reviewed and evaluated proposals from four vendors. Each was screened based on experience and qualifications, the ability to meet a predefined performance specification, integration capability, training, warranty and support, and price. After extensive review and multiple vendor demonstrations, the selection committee recommended Megamation Systems as the most suitable vendor.

## Capital Project Summary

**Huron Park** - Addition and renovations, occupied and completion in progress.

**Bayview** - Addition and renovations, occupied.

**James Keating** - Addition and renovations, occupied and completion in progress.

**Regent Park** - Addition and renovations, occupied and completion in progress.

**Mundy's Bay** - New \*LEED certified school, occupied September 2009.

**Lion's Oval ES** - Proposed new school, projected completion fall 2009.

**Bear Creek SS** - Proposed addition, Board approval for planning and design.

**Hewitt's Creek PS** - New school, construction underway, projected completion fall 2009.

**Ardagh ES** - Proposed new school, currently in design development, projected construction start spring 2009, projected completion fall 2010.

**Baxter CPS** - Addition and renovations, projected completion fall 2009.

**New Essa SS** - Proposed new school, Board approval for planning and design.

*\*Leadership in Energy and Environmental Design*

With the board's approval of the recommended vendor, the CMMS implementation phase has begun. This phase includes implementation planning, inventory collection, system configuration, training, and standard operational procedure documentation. The implementation phase will continue through 2008-09 with the expectation of going fully live in September 2009.

## Vandalism Project Team

Established in the fall of 2007 to review the growing problem of vandalism and its impact on our schools and school board, the Vandalism Project Team includes a Superintendent of Education, elementary and secondary school administrators, Facility Services staff and Information Technology Services staff. The objective of the group is to develop and implement strategies to reduce the occurrence and cost of vandalism.

The Vandalism Project Team focused on:

- Collection of baseline data - establishing a vandalism log to track and analyze the number/time/location/type/cost of vandalism occurrences;
- Site review/physical environment - identifying site features that are vandalism friendly, as well as possible enhancements to deter/reduce acts of vandalism;
- Communication and outreach - meeting with police services to discuss joint actions; hosting presentations/consultations with school councils; and developing newsletter inserts and including information on the Board's website;
- School-based plans - establishing

a communication protocol following an incident of vandalism, including reporting/tracking/restitution; creating character education initiatives/vandalism awareness; and providing information for school council meetings.

## Custodial Initiatives

Custodial Services recently released the premiere edition of a custodial newsletter entitled "The Clean Sweep." The newsletter focuses on positive communications and highlights procedures and guidelines for custodial staff in the hopes of connecting staff across the county and between shifts. The first issue centered on health, wellness, and acknowledging employee excellence. Custodial staff also recently participated in a Personality Dimensions course facilitated by the Continuing Education department. This course included communication strategies to help custodians better understand and work with a wide range of personalities.

The department is also taking steps toward working in a more environmentally friendly way. Staff are conducting preliminary research into "green" cleaning products. Green cleaning will be a priority in the upcoming school year.

## Teaming up with municipal partners

New joint use agreements have been created with the Township of Tay and the Township of Ramara, bringing the total number of joint use agreements

with municipal partners to six. There has also been a renewal of the current joint use agreement with the City of Orillia for a four-year term. These agreements provide SCDSB students with reduced rates for municipal facilities and provide municipalities with reduced rental rates for municipal recreation programs offered to the community in board facilities.

## Planning for the Future

The work of the Property and Planning department continues to help ensure students reach their full potential through quality programs in safe, caring environments. For example, the board approved the concept of a capital planning process that identifies constraints and pressure points in its schools related to program, enrolment, and development. This process will be expanded to include room utilization in the upcoming year. As a result of the capital planning process, the board endorsed the creation of four accommodation review committees throughout Simcoe County in March 2008. These review committees will collect community-based recommendations regarding program enrolment and development pressure points at a total of 11 secondary and nine elementary schools. A fifth accommodation review committee will be established in January 2009. The Property and Planning department continues to provide enrolment projections with a high degree of accuracy, keeps pace with development patterns and pupil fluctuations, and advances the Board's Geographic Information System.

## Prime Minister's Award for Teaching Excellence

Kim Redmond, a teacher at Codrington Public School, received a 2007-08 Prime Minister's Award for Teaching Excellence. A teacher of Grades 4, 5, and gifted programming, Redmond finds ways to not only improve her students' academic abilities, but their global development as well. Redmond was one of 51 educators across Canada who received the Certificate of Achievement.



named one of 25 finalists in the 2008 Governor General's Awards for Excellence in Teaching Canadian History. This award recognizes the outstanding contributions of Canada's history teachers; six winners will be announced in the fall of 2008.

## Peer Helper Contribution Award

Elmvale District High School teacher Karen Wilson was presented with the Peer Helper Contribution Award from the Ontario Peer Helpers' Association. The award recognizes Wilson's many contributions to peer leadership, including leadership classes, assemblies, student council, and the Link Crew.

## Inclusion Excellence Awards

Four SCDSB staff members were honoured by the Public Awareness Committee of Simcoe Community Services with Inclusion Excellence Awards.

Lisa White, a teacher at Mapleview Heights Public School, Erin Bouchard, a special education resource teacher at Mount Slaven School, Michelle Milner, an educational assistant at Nantyr Shores Secondary School, and Ken Wilson, a teacher in the county's autism spectrum disorder classroom at Tecumseth North Central Public School, were all honoured for their exceptional efforts to recognize possibilities and opportunities for those who have intellectual disabilities.

## New Teacher of the Year - Ontario

Leah Kindornay, a French teacher at Park Street Collegiate, received a New Teacher of the Year Award from the Premier's Office. The award is given to an elementary or secondary teacher with up to three years of teaching experience who demonstrates excellent teaching attributes.



## Environment Club Receives Provincial Award

The Environment Club at Cameron Street Public School received the Lieutenant Governor of Ontario's Heritage Award for Youth Achievement in Natural Heritage in early 2008. The club was nominated by the Town of Collingwood. Made up of 15 students from Grades 3 to 8, the club took a leadership role at the school and in the community by organizing a variety of activities to raise awareness and help the environment.

## Governor General's Award for Excellence Nomination

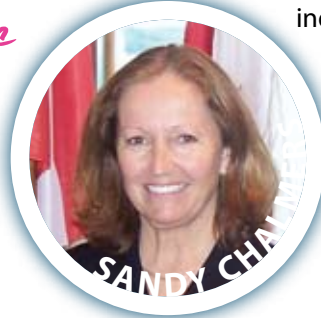
Clint Lovell, a history teacher at Eastview Secondary School, was



## Teacher of the Year - Barrie

Algonquin Ridge Elementary School

Grade 1/2 teacher Sandy Chalmers was selected by the Barrie Rotary Club as Outstanding Teacher of the Year. The award pays tribute to Chalmers' 25-plus years of teaching excellence. The Outstanding Teacher of the Year award is presented annually to one person who has made a significant difference in the lives of his or her students.



entitled Inspiration and Celebration: Strategies That Work. The stories indicate how the data that educators gather becomes a catalyst for meaningful conversations about student success across schools and within school boards.

honoured by OTPP; the department took second-place honours in the two previous years. SCDSB's payroll department includes Payroll and Benefits Services manager Joanne Gemus, payroll co-ordinator Shelley Dahmer, and payroll clerks Linda Winchester, Rick Swiscoski, and Roger Kennedy.

## Inspiration and Celebration: Strategies That Work

Nantyr Shores Secondary School and Rama Central Public School are among the EQAO's compilation of student achievement success stories

## SCDSB wins Employer of the Year Award

The Ontario Teachers' Pension Plan (OTPP) Board named the SCDSB's payroll department Employer of the Year. The department's diligence in maintaining clear and accurate employee records, its promptness in responding to inquiries, and its overall relationship with the OTPP Board, earned it the recognition.

This is the second time the SCDSB's Payroll Department has been

## Staff honoured for contribution to safety

Two staff members were honoured by the Canadian Safe Schools Network for their involvement in the enhancement of safe, supportive learning environments. Tammy Polan, a teacher at Elmvale District High School, and Jean Hargreaves, the principal at Nantyr Shores Secondary School, both made significant contributions to safety and student support at their schools as well as in the community.



## Students Win Silver in Skills Canada Competition

Students from Barrie North recently celebrated a silver medal win in a provincial TV-video competition. The top 1,500 technology students from across the province battled for medals at the Skills Canada-Ontario competitions in May. Grade 12 students Brittany Duggan and Megan Madigan put the SCDSB on top once again by capturing the silver medal in TV-video production. Barrie North students have brought home either the gold or the silver medal in each of the last six years. Duggan and Madigan were enrolled in the new Specialist High Skills Major program in broadcasting and journalism.

## ATEN online applications

In the spring, Human Resources Services commissioned the Apply to Teach Network to streamline the application process for contract teachers. The Apply to Teach Network—now the Apply to Education Network (ATEN)—has allowed the SCDSB to expand its pool of qualified applicants and provide equitable access to employment opportunities through broader search processes.

## Disability management and attendance support

Good health and the wellness of our employees is promoted through the Employee Assistance Program (EAP), Disability Management and Attendance Support. Information relevant to absences is collected, and sick leave, wage loss replacement plans, long-term disability, and worker safety insurance claims are monitored and managed. Additionally, information is provided for long-term disability claims, and return-to-work and modified work programs are developed. In January, an employee assistance program was launched as the first component of the board's healthy workplace initiative. This program offers confidential counselling services to all permanent full- and part-time employees and their eligible dependents.

## Employee benefits

In 2007-08, a review of benefits plans for non-union groups was completed and the final plan design changes will be implemented in September 2008.

## Employee recognition

An employee recognition program, entitled "A Tribute from Trustees", was approved in March. This program will recognize, encourage, and celebrate outstanding employee contributions that support student success.

## Payroll portal

The board has moved to a secure, online system for employees to view their pay statements, absence information, benefit information, and personal data. The Employer Information System promotes improved efficiency and effectiveness. By eliminating paper and postage, the annual cost savings generated by this initiative is approximately \$45,000.

## AESP job evaluation

In response to a system goal of updating job descriptions for the Administrative and Educational Support Personnel (AESP) group, Human Resources Services undertook a project to evaluate positions, update job descriptions, and produce organizational charts. The job evaluation results were implemented in September 2007.

## Moving online

In January, Human Resources Services, working in collaboration with the New Teacher Induction Program team, launched an orientation website for new teachers to access valuable human resources information. This online resource is available for those unable to attend orientation sessions in person and it hosts information for all new teachers to access throughout the year.

A new online transfer system allows Ontario Public Service Employees Union (OPSEU) staff to submit, review, revise, and delete their requests for job transfers online, at any time.

## Training and development

Human Resource Services also offered principals, managers, and secretarial staff development sessions which support employee excellence. Session topics included customer service, workplace harassment, collective agreements, attendance management, alternative dispute resolution and recruitment/selection procedures.



## Financial Overview

The budget development process continues to ensure alignment with strategic planning and priorities of the Board by meeting the needs of the Board's system goals.

As a result of a consultation process, the Ministry of Education made funding enhancements and reforms for 2007-2008 to support and encourage improved achievement and to help all students reach their potential.

SCDSB was eligible for two new significant funding streams - a Program Enhancement Grant and grant supports for First Nations, Métis, and Inuit Education. The Program Enhancement Grant will enrich existing programs or offer new programs to students in activities such as art, music, physical education and outdoor education. The First Nations, Métis, and Inuit Education Supplement

supports more comprehensive education programs targeted to Aboriginal students. Ongoing, enhanced support is also included in areas where reform of existing funding models is being developed; specifically, in the areas of Special Education and Transportation funding. In addition, funding improvements were made in the following areas:

- Support for the negotiated labour contracts
- Primary Class Size Reductions
- Student Engagement in Governance
- Facility Maintenance for escalating utility costs

The Ministry also re-stated their intent to continue reforms in their approach to funding school capital, as well as new integration between financing and funding.

Declining enrolment continues to impact revenue for Simcoe County, but decline is anticipated to reverse

## 2007-2008 Budget Highlights:

**Operating Expenditure budget**  
\$452,607,400

**Capital Expenditure**  
\$35,492,209

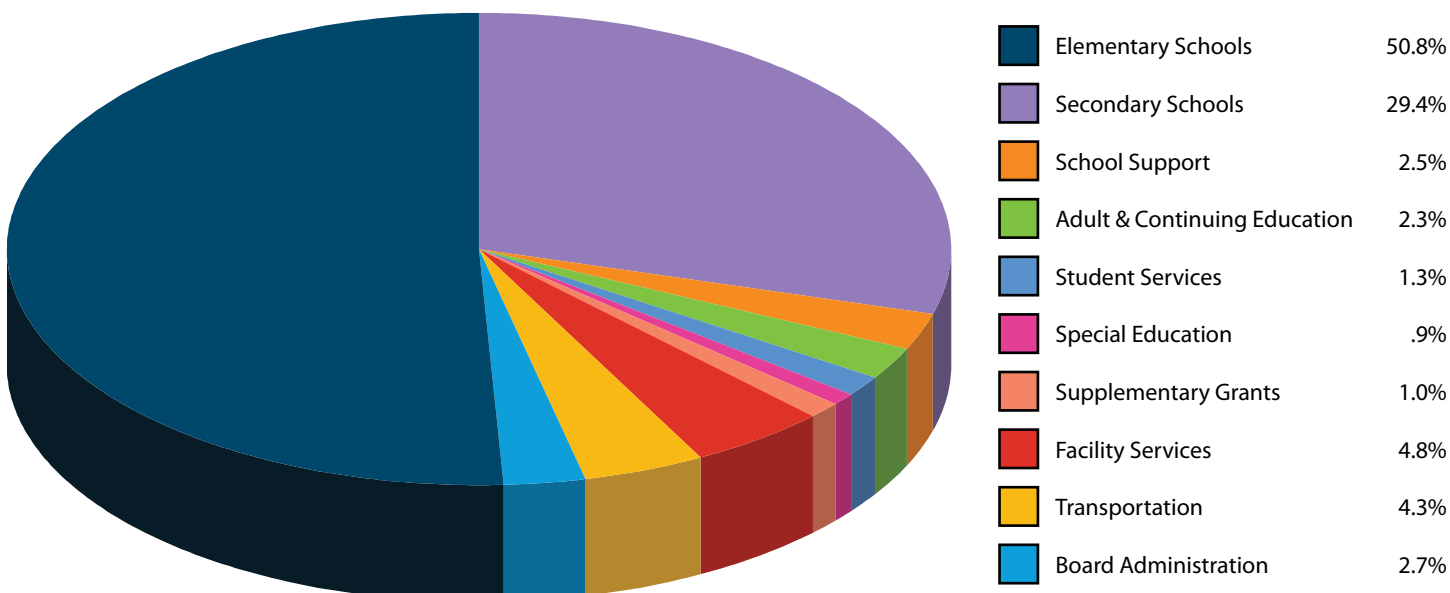
**Supplementary Grants with a prescribed focus**  
\$4,301,600

**2007-2008 enrolment of**  
52,201 pupils (52,419 in 2006-2007)

in the short term, with some areas showing growth and other areas experiencing decline.

The SCDSB's budget and audited financial statements are available on our website at <http://www.scdsb.on.ca/board-highlights/financial-information>

The following chart illustrates the allocation of operating expenditures for 2007-2008.





## Putting technology to use

In order to increase student achievement using Information and Communication Technologies (ICT), an extensive consultation process was started this year which asked stakeholders (parents, students, staff, and community members): “How would you like to use computers and other kinds of technology at your school?”

This process, led by the SCDSB’s Business and Information Technology Services, is designed to set the groundwork for ICT within the SCDSB’s strategic plan. Working with The Learning Partnership (TLP) to facilitate the consultation process, the strategic planning team has collected data through group discussions and individual response forms. Stakeholders were asked to reflect and give feedback on how ICT can be utilized to enhance teaching and learning environments, and identify the barriers to realizing this vision.

A team of educators and researchers was assembled by TLP to design the data collection instruments and meet with stakeholders. During May 2008, the team met with nearly 500 people in seven sites across Simcoe County.

To increase opportunities for input, an electronic consultation process will take place in September 2008. Following the analysis of the data, TLP will take the final report to the strategic planning team in October. This will provide the necessary data to construct an ICT strategic plan.



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