AGENDA

1. CALL TO ORDER AND ACKNOWLEDGEMENT OF TRADITIONAL TERRITORY
Ahnii! We begin our meeting by acknowledging that we are in the Traditional Territory of the Ojibway, Oji-Cree and Cree people of the Mattagami First Nation, located in Treaty 9 Territory, and the Metis who have chosen to settle in this area.

2. REGULAR SESSION
The Regular Session of the Board meeting may be recorded.

3. ADOPTION OF THE AGENDA

4. CONFLICT OF INTEREST

5. PRESENTATION: Innovation: PACE Reimagined (Superintendent J. Rowe)

6. APPROVAL OF MINUTES
Regular Board meeting, April 2, 2019

7. BUSINESS AND/OR QUESTIONS ARISING OUT OF MINUTES

8. UNFINISHED BUSINESS

9. ADMINISTRATIVE REPORTS
   i. Cash Disbursements (March 2019) .................................................................6
   ii. Preliminary staffing (Superintendent Rowe) ..................................................handout
   iii. Policies under Review (all 3 for receipt; Policy to be approved and Procedures to be received at the May 7, 2019 meeting):
       1) Freedom of Information and Protection of Privacy Policy 2.1.31
          (Superintendent Rowe) ...........................................................................7 & attachment
       2) Conflict of Interest Policy 1.2.32 (Superintendent Fong-West)
          ......................................................................................................8 & attachment
       3) Fees for Learning Materials Policy 2.1.33 (Superintendent Fong-West)
          ......................................................................................................9 & attachment
   iv. Ontario Student Assistance Program (OSAP) (Superintendent Plaunt).....10-11
   v. Strategic Plan final costs to date (Superintendent Fong-West) ...............12
10. COMMITTEE REPORTS
   i. Special Education Advisory Committee (SEAC) minutes (2019 02 06) .......... 13-15
   ii. Finance and Property Committee minutes (2019 04 16) .......................... handout

11. OTHER BUSINESS

12. ONTARIO PUBLIC SCHOOL BOARDS’ ASSOCIATION (OPSBA)
   i. Labour Relations and Human Resources Symposium Reports .................... 16

13. MINISTRY OF EDUCATION
   i. Memo SB2019:02: Key Planning Details for Attrition Protection ............... 17-18
   iii. Memo: Rowan’s Law Regulation: Update and Consultation .................. 20
   v. Memo: Service Animals in Schools: Public Consultation ........................ 24

14. CORRESPONDENCE
   i. Hastings & Prince Edward DSB to Minister Thompson ............................ 25-26
   ii. Trillium Lakelands to Minister Thompson re: impact of Ministry announcements ................................................................. 27-28
   iii. Peel DSB to Minister Thompson re: Ministry announcements ................. 29-32
   iv. Waterloo Region DSB to OPSBA re: Ontario repeal of the Provincial Advocate for Children and Youth ........................................ 33
   v. Town of Smooth Rock Falls re: potential for shared space ...................... 34
   vi. Ontario School Boards’ Insurance Exchange (OSBIE) 2018 Annual Report ............................................................................. attachment

15. STUDENT TRUSTEE REFLECTIONS

16. ITEMS FOR FUTURE MEETINGS
   i. May 21, 2019: Innovation: iPad Initiative
   ii. June 18, 2019: Innovation: Student Success and Pathways
   iii. September 3, 2019: Strategic Plan Year One Implementation

17. MOTION TO ADJOURN
MINUTES of the Regular Meeting of District School Board Ontario North East, held at 5:45 p.m. in the Schumacher Board Room, 153 Croatia Avenue, on Tuesday, April 2, 2019.

TRUSTEES PRESENT:
Bob Brush, Chair
Dennis Draves, Vice Chair
Val Fuller
Tom Henderson
Brian Peever
Rosemary Pochopsky
Cindy Pye-Reasbeck
Doug Shearer v/c
Ken Steinbrunner

TRUSTEES ABSENT:
Howard Archibald
Steve Meunier

STUDENT TRUSTEES PRESENT:
Chloey Frank (Indigenous – Kirkland Lake District Composite School) (via t/c)
Noble Stow-Gore (Timiskaming District Secondary School)

STUDENT TRUSTEES ABSENT:
Danielle Beaudoin (Kirkland Lake District Composite School)

ADMINISTRATION PRESENT:
Lesleigh Dye  - Director of Education
Pearl Fong-West - Superintendent of Business/Finance and Treasurer
Kristen Niemi - Superintendent of Education
Jo-Anne Plaunt - Superintendent of Education
Jim Rowe - Superintendent of Human Resources

ADMINISTRATION ABSENT:
Steven Pladzyk - Superintendent of Education

STAFF PRESENT:
Tara Simmons, Executive Assistant – Recording Secretary
Patricia Chertow – Special Education Administrator & VP
Chad Dagenais – District SERT North
Andreanne Denis – Communications Officer
Vanessa Harmanmaa – Behavioural Consultant
Lisa Innes – VP Indigenous Education
Kristen Koistenen – SERT Tech and Assessments
Denise Plante-Dupuis – Mental Health and Well-Being
Anne Price – Autism Support Officer
Sean Robertson – District SERT Central
Karen Smyth – District SERT South
Larry Souliere– Information Services

GUESTS:
Piita Taqtu Irniq, Inusuk
JP Desilets, OSSTF
7124-19 PYE-REASBECK/FULLER: THAT this Board resolve itself into a Committee of the Whole. CARRIED

7125-19 STEINBRUNNER/PEEVER: THAT this Board resolve itself into a Committee of the Whole, In-Camera. CARRIED

7126-19 POCHOPSky/PYE-REASBECK: THAT we now rise and report to the Board. CARRIED

7127-19 HENDERSON/STEINBRUNNER: THAT this Board reconvene in Regular Session. CARRIED

The Regular session commenced at 6:10 p.m.

REGULAR SESSION
The meeting opened with the land acknowledgement of our being on the Traditional Territory of the Ojibway and Oji-Cree people of the Mattagami First Nation, located in Treaty 9 Territory.

ADOPTION OF AGENDA

7128-19 STEINBRUNNER/REASBECK: THAT the agenda for the Regular Board Meeting dated April 2, 2019 be approved. CARRIED

CONFLICT OF INTEREST
Trustees were asked to declare conflicts of interest as they arise.

All present stood for a moment of silence in memory of Francine Farquhar, Secretary of Golden Avenue Public School, who passed away on March 26, 2019.

PRESENTATION: April Strategic Plan Vignette – Focus on Culture of Learning

7129-19 HENDERSON/FULLER: THAT the Board receive the April Strategic Plan Vignette Focus on Culture of Learning presentation by Communications Officer Andreeanne Denis. CARRIED

PRESENTATION: Piita Taqtu Irniq, Inusuk – Inuit Elder - Inukshuk

7130-19 PEEVER/POCHOPSky: THAT the Board receive the presentation on Inuit Cultural Appropriation by Piita Taqtu Irniq, Inusuk. CARRIED

PRESENTATION: Equity: Special Education Updates (Superintendent S Pladzyk)

7131-19 SHEARER/FULLER: THAT the Board receive the Equity: Special Education Updates presentation by the Special Education Team and Well-Being Team. CARRIED

APPROVAL OF THE MINUTES

7132-19 STEINBRUNNER/PYE-REASBECK: THAT the Board approve the minutes of the Regular Board meeting held March 19, 2019. CARRIED

BUSINESS AND/OR QUESTIONS ARISING OUT OF THE MINUTES

UNFINISHED BUSINESS

ADMINISTRATIVE REPORTS
THAT the Board receive the following Administrative Reports:
- Oral Language Summer Camp
- Student Information System
- Centralized Procurement Initiative and Introduction of Interim Measures

CARRIED

COMMITTEE REPORTS

Human Resources Committee

THAT the Board approve the minutes of the Human Resources Committee meeting held Tuesday, April 2, 2019.

CARRIED

OTHER BUSINESS

ONTARIO PUBLIC SCHOOL BOARDS’ ASSOCIATION (OPSBA)

THAT the Board receive the letter from Vice Chair Dennis Draves to the Ontario Public School Boards’ Association re: Review of DSB Ontario North East by-laws.

CARRIED

MINISTRY OF EDUCATION

THAT the Board receive the following correspondence to the Ministry:
- Letter from Chair B. Brush re: response to class size announcement.

CARRIED

MINISTRY CORRESPONDENCE

THAT the Board receive the following Ministry correspondence:
- Supporting Students with Autism Spectrum Disorder
- Memorandum 2019: B10 019 Proportions of Enrolment for purposes of Education Act, subsections 238(2) and 257.8(3)

CARRIED

CORRESPONDENCE

THAT the Board receive the following correspondence:
- Letter to Minister of Education re: announcement concerns – Peel District School Board
- Letter to Minister of Education & Minister of Training, Colleges and Universities re: OSAP – Hamilton-Wentworth District School Board

CARRIED

ITEMS FOR FUTURE MEETINGS

i. April 16, 2019: Innovation: PACE Reimagined
ii. May 21, 2019: Innovation: iPad Initiative
iii. June 18, 2019: Innovation: Student Success and Pathways
iv. September 3, 2019: Strategic Plan Year One Implementation

CARRIED

ADJOURNMENT

THAT we do now adjourn.

CARRIED

The meeting was adjourned at 7:21 p.m.
Cash disbursements

TO THE CHAIR AND MEMBERS OF
DISTRICT SCHOOL BOARD ONTARIO NORTH EAST

RE: MARCH, 2019 CASH DISBURSEMENTS

Details of the cash disbursements for the month of MARCH, 2019 in the amount of $12,072,989.49 are enclosed.

Should Trustees have any questions regarding these disbursements, please contact the Superintendent of Business and Finance.

RECOMMENDATION:

THAT THE BOARD ACCEPT THE REPORT ON CASH DISBURSEMENTS FOR THE MONTH OF MARCH, 2019 IN THE AMOUNT OF $12,072,989.49.

Respectfully submitted,

Lesleigh Dye
Director of Education

Pearl Fong-West
Superintendent of Business/Finance

CASH DISBURSEMENTS SUMMARY

For MARCH, 2019

<table>
<thead>
<tr>
<th></th>
<th>District School Board O.N.E.</th>
<th>Bank Transfers</th>
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<tr>
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<td>$ 7,781,491.98</td>
<td>$ 4,291,497.51</td>
<td>$ 12,072,989.49</td>
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</table>
TO THE CHAIR AND MEMBERS OF
DISTRICT SCHOOL BOARD ONTARIO NORTH EAST


BACKGROUNDER:

As part of our ongoing review of policies, the Freedom of Information and Protection of Privacy Policy 2.1.31 has been reviewed. Trustees Pye-Reasbeck, Henderson and Fuller met with Communications Officer Andreanne Denis and Superintendent Jim Rowe to review the proposed changes and offer input. Admin Council has also reviewed the changes and also recommends this Policy now be reviewed and then approved by the Board.

Changes and updates include alignment from the old policy format to our current format, noting that the following items were moved from Operational Procedures to be included in the Policy:

- the list of references were moved to the title section of policy
- Rationale
- Definitions

Other changes to the Policy include:

- Realignment of language to reflect legal definition of “personal information” as defined by the Municipal Freedom of Information and Protection of Privacy Act (MFIPPA)
- Clearer policy statement

RECOMMENDATION:

THAT the Board receive the revised Freedom of Information and Protection of Privacy Policy 2.1.31 (Policy to be approved and the Procedures to be received at the May 7th, 2019 meeting).

Respectfully submitted,

Lesleigh Dye, Director of Education
TO THE CHAIR AND TRUSTEES OF
DISTRICT SCHOOL BOARD ONTARIO NORTH EAST

AGENDA REF. NO. 2019 04 16

RE: Policy Review: Conflict of Interest Policy 1.2.32

BACKGROUND

As part of our ongoing review of policies to ensure they are relevant and current, the Conflict of Interest Policy 1.2.32 has been reviewed.

Very minimal changes were made to the policy, including:
- Change the policy to be the Employee Conflict of Interest as it pertains only to staff. The Trustee Conflict of Interest is embedded in the Trustee Code of Conduct
- Corrected the numbering of the policy bullets 3.4 and 3.5 so it is continuous
- Deleted Appendix C and Appendix D as they are Construction Agreements and do not belong with the policy

RECOMMENDATION:

That the Board receive the Employee Conflict of Interest Policy 1.2.32 for review (Policy to be approved and Procedures to be received at the May 7th meeting).

Respectfully submitted,

Lesleigh Dye
Director of Education

Pearl Fong-West
Superintendent of Business/Finance
TO THE CHAIR AND TRUSTEES OF
DISTRICT SCHOOL BOARD ONTARIO NORTH EAST

RE: Policy Review:  Fees for Learning Materials and Activities Policy 2.1.33

BACKGROUND

As part of our ongoing review of policies to ensure they are relevant and current, the Fees for Learning Materials Policy 2.1.33 has been reviewed.

Very minimal changes were made to the policy, including:
- Moving the Guidelines from the Policy into the Procedures
- Adding the Reference: Ministry of Education Fees for Learning Materials and Activities Guideline

RECOMMENDATION:

That the Board receive the Fees for Learning Materials and Activities Policy 2-1-33 for review (Policy to be approved and Procedures to be received at the May 7, 2019 meeting).

Respectfully submitted,

Lesleigh Dye
Director of Education

Pearl Fong-West
Superintendent of Business/Finance
TO THE CHAIR AND TRUSTEES OF
DISTRICT SCHOOL BOARD ONTARIO NORTH EAST

AGENDA REF. NO. 2019-04-16

RE: Ontario Student Assistance Program (OSAP)

BACKGROUND

The Ontario Progressive Conservative government announced it is cutting tuition by 10 per cent and implementing various changes to the Ontario Student Assistance Program for the 2019–20 academic year, including the elimination of free tuition programming for low-income students.

The following is a breakdown of the new funding structure:

Elimination of interest-free grace period

Currently, Ontario students have a six-month grace period after graduation in which their loans do not accrue interest and do not need to be paid back. While students will continue to benefit from a six-month grace period in which loan repayments are not required, interest will begin to accrue immediately after graduation. However, students will not have to make payments for the interest accrued during this period.

Elimination of free tuition and increase in share of funds and grants allocated to low-income students

Students from families earning less than $50,000 annually will no longer receive free tuition in the form of grants.

Next year, the share of funding going to low-income families will increase to 72 per cent from 69 per cent. In addition, the share of grants going to students from families with an income of less than $50,000 will increase to 82 per cent from 76 per cent.

While these numbers may seem to suggest increased prioritization of low-income students, they only reflect a change in proportion rather than in actual loan and grant amounts. While more loan funding will be available to low-income students, the grants they will receive will decrease.

Elimination of the non-needs based portion of the Ontario Student Grant and reduction of family income thresholds

The non-needs based portion of the Ontario Student Grant will be eliminated and students from families earning more than $140,000 will no longer be eligible for the OSG. Previously, the income threshold was scaled to family size.

Change of the definition of 'independent student'

An independent student will be defined as a student who has been out of school for six years, rather than four years. This change would mean that parents’ income would be taken into consideration in OSAP calculations for six years after high school graduation. For example, a student pursuing a Master’s degree immediately after their undergraduate studies would be expected to receive financial support from their parents.

Change of loan to grant ratio of funding for second-entry programs

At least half of the funding that students pursuing second-entry programs will receive, such as graduate programs or law school, will be made up of loans.

Provide some provincial loan funding to low-income students and increase the per-term loan cap
Currently, the Ontario Student Loan is scaled by family income and students from low-income families do not receive provincial funding in the form of loans. Next year, the per-term cap for the Ontario Student Loan will be increased from $5,200 to $7,500. This change will potentially make up for the reduction in grant funding.

Changes to student and parental contributions

When calculating funding, expected student contributions will be adjusted to reflect the minimum wage increase implemented in 2018. In addition, parental contribution will be changed back to the 2017-18 rates.

RECOMMENDATION
That the board receive the report on the Ontario Student Assistance Program

Respectfully submitted,

Lesleigh Dye
Director of Education

Jo-Anne Plaunt
Superintendent of Schools
TO THE CHAIR AND TRUSTEES OF
DISTRICT SCHOOL BOARD ONTARIO NORTH EAST

AGENDA REF. NO. 2019 04 16

RE: Strategic Planning Expenditures

The expenditures for the Strategic Plan and the Strategic Plan Consultations from December 1, 2017 to August 31, 2018 are summarized as follows:

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<th>Cost</th>
<th></th>
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<tbody>
<tr>
<td>Consultant Fees</td>
<td>$31,554.26</td>
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<tr>
<td>Consultant Travel Expenses</td>
<td>9,984.51</td>
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<tr>
<td>Consultation Meetings</td>
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<td>Meeting Expenses (Refreshments, Materials, Rentals)</td>
<td>9,942.90</td>
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<td>Trustee Expenses</td>
<td>2,137.89</td>
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<td>Senior Administration Expenses</td>
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<td>Brochures – Design and Publication</td>
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<td>HST Rebate</td>
<td>(5,832.17)</td>
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<td>Total</td>
<td>$55,824.90</td>
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</tbody>
</table>

RECOMMENDATION:

That the Board receive the report on Strategic Planning Expenditures from December 1, 2017 to August 31, 2018.

Respectfully submitted,

Lesleigh Dye
Director of Education

Pearl Fong-West
Superintendent of Business/Finance
MINUTES of the Special Education Advisory Committee held on Wednesday, February 6th, 2019 at the Schumacher Board Office.

COMMITTEE MEMBERS PRESENT:
Christine Heavens Chair, parent representative  
Bob Brush Trustee 
Val Fuller Trustee V/C NLBO  
Cindy Pye-Reasbeck Trustee  
Anne Commando EPP Liaison - Wabun Tribal Council 
Samantha Shortt Learning Disabilities Association of Ontario  
Gary Dowe Cochrane Timiskaming Resource Centre  
Alice Hearn-Flannigan VOICE for Hearing Impaired Children V/C NLBO

COMMITTEE MEMBERS REGRETS:
Lisa Lamarche Community Living Timmins

STAFF PRESENT:
Steve Pladzyk Superintendent of Schools - Special Education  
Lesleigh Dye Director of Education – t/c 
Patricia Chertow System Lead of Special Education  
Shawn Donovan Vice Principal 
Alison Fantin Principal v/c KLDCS 
Denise Plante-Dupuis Mental Health & Well-Being Lead

RECORDING SECRETARY:
Lisa Nixon Executive Assistant to the Superintendent of Schools

CALL TO ORDER
Meeting was called to order at 12:04pm. Audio conferencing, video conferencing and round table introductions were made.

ADOPTION OF AGENDA
MOVED BY Cindy Pye-Reasbeck, SECONDED BY Shawn Donovan THAT the agenda be approved. CARRIED

ADOPTION OF MINUTES
MOVED BY Shawn Donovan, SECONDED BY Cindy Pye-Reasbeck THAT the minutes of January 9, 2019 be approved. CARRIED

BUSINESS ARISING:
Chair Heavens welcomed Committee Members and addressed business arising will follow the agenda.

CORRESPONDENCE:
1. Draft for 2019-2020 School Year Calendar  
   • Superintendent Pladzyk provided explanation of calendar and informed all members to provide their input if they would like to address any changes to the calendar as this is only the first draft.  
   • Explanation was also provided on codes used for School Calendar such as H for Stat Holidays, E for Exam Days, P for Professional Development Days and B for Board Designated Holidays.  
   • Send any questions or changes to Lisa Nixon, Executive Assistant to the Superintendents of Schools which can be forwarded to the Director’s Office.  
   • Director Lesleigh Dye commented the other 2 School Boards have not received a lot of feedback on the draft for the 2019-2020 School Year Calendar but what they have received is positive. DSBONE has received about 126 responses, almost all positive as well. This will be presented to the Board of Trustees at the February 19th, 2019 Board Meeting.
2. Peel District School Board 
3. Thames Valley District School Board 
4. Durham District School Board
PRESENTATION: SPECIAL EDUCATION STAFFING
Superintendent Pladzyk discussed the Handouts provided to all members to follow along and a diagram on the whiteboard which refers to High Support students and the Support provided to these students.

Diagram on Whiteboard:
- Planning how to move forward and arrange the capacity in High Support classrooms to make students successful.

Superintendent Pladzyk presented information on the handouts:

Pie Charts for Total Students vs. Special Education for all Regions within DSBONE.
- Exceptionalities include DD – Developmental Disability, PHYS – Physical, B – Behavioural, A – Autism.
- Mixed classrooms can have up to a maximum of 10 students.
- Autism specific classroom maximum capacity is 6 students.
- Steps will be taken to address new registrations, especially from other Boards. These steps will include Case Conferences with parents which will also discuss other students in the same family and where they attend. Our expectation is those other students will also be brought to our Board along with their High Needs students.
- Trustee Brush wondered if there is an appeal process for the parent if they don’t want their other children registered with our Board.
- Superintendent Pladzyk responded that a parent could possibly call the Ministry and ask if a School Board can demand other students in the same family register with our Board along with their High Needs student and is hopeful the answer would be yes.
- It is in the best interest of the Board to bring other students to our Board along with the High Needs students in the same family as it would be more cost effective.
- Pie Charts show total students vs. Special Education with different colours showing different needs which include Indigenous Students with High Needs.
- Member Commando commented that showing where the Indigenous Students are will determine what kind of specific programming they can possibly support, service and assist these students. Maybe speaking to the Board about an MOU (Memorandum of Understanding) and possibly hiring someone to go into the schools for additional support.

Information is available – charts provided by Sean Robertson – District SERT (Central).

Chair Heavens inquired about making any special recommendations to the Board about Special Education, teaching upgrades, courses, or bettering classrooms for Special Needs students.

Superintendent Pladzyk responded that Special Needs staffing will be discussed again so a recommendation can be made to put in additional supports for the first few weeks of school (4 to 6 weeks).

Things to be discussed regarding Special Education:
- Presentation from Admin. Council for the Strategic Plan which will be coming to the Board soon.
- In early March, there will be a presentation from the Special Education and Mental Health portfolio regarding updates and initiatives.
- Director and Trustees have been supportive in Teachers getting AQ’s and believe SPEC ED 1 at a minimum is something that new and existing teachers should have. Math and Literacy as well.
- Monies to go into Strategic Plan to improve teacher learning experiences – not at this time but soon to come per Superintendent Pladzyk.

TRUSTEE/AGENCY REPORTS:

TRUSTEE REPORT:
Trustee Brush commented that the Trustees attended the Public Education Symposium January 24,25, 26 for Professional Learning as Trustees.

His comment is around the impacts there may be for Special Education:

Some warnings from speaker Don Drummond that Trustee Brush believes will impact Special Education:
- Speaker Don Drummond has done a lot of Research in the Education Sector.
- We all know we are in for a challenging time and part of the challenge is the deficit for Ontario will be rising, spending .48 per dollar to pay the debt which in turn impacts Education.
- Drummond’s opinion is Health Care will become the Pac-man and eat up any surplus dollars the government decides to put into the budget which will have a BIG impact on Education as it may not be on the forefront.
- Drummond also believes that declining enrollment will become a thing of the past come 2021, which is based on population and demographics.
- Drummond’s opinion is that any Capital Infusion into Education should go to supporting 4 year olds with no mention of Special Education or other areas of Specialty that Education offers.
• Education as a sector is far too passive and we have to realize what we are up against.
Trustee Brush addressed his concerns about the rumour of GSN’s being decreased by 4%, and how this will impact Special Education.
Trustee Brush informed the Committee about the comments made by Lisa Thompson, speaker from the Ministry of Education who spoke for 15 minutes at the Public Education Symposium without any questions addressed. Her message was “Boards must not ignore the fiscal situation that the Province is in. You must remember to respect the tax dollar and we must work together, together, together” which was the end of the comment.
Trustee Brush indicated that if you go onto the OPSOA website, or the Ministry website, all information is there to review. He encourages all tax payers and Special Education Committees to review this information that is available to the public.
Trustee Brush ended his comment stating how Professional learning is beneficial to all and encouragement to expand the base and learn more to really understand what is happening in Education.
Trustee Fuller responded about the comments from speaker Drummond regarding the possible cancellation of Kindergarten and early learning for next year and how important it is to do the early intervention with 4 and 5 year olds. She also commented that if we are slow to get funds on Jordan’s Law, there is another fund Boards are using for students out of their homes for alternative care.
Newly posted to the OPSOA website was that the Government was revealing their Autism strategy to take their waitlist down on the next 2 to 3 years by implementing 14 to 19 recommendations which she is hopeful will have concrete ideas in it.
Trustee Pye-Reasbeck mentioned that as a new Trustee, the Public Education Symposium was very informative.
• Further to what Trustee Brush mentioned regarding the Keynote by Don Drummond, he stated that Education is the answer to many of societies’ goals including stronger economic growth, less poverty and better health outcomes. That Education cannot be passive in this regard given constrained Public resources.
• Speaker Don Drummond also underlined the importance of creating problem solvers and innovators and questioned the validity of standardized test results.
• Trustee Pye-Reasbeck will provide SEAC with a copy of the report she gives to the Board about her first PD experience at PES and commented that it was a great opportunity to learn more about her role as a Trustee.
Chair Heavens asked if there were any other comments for the Trustee Reports.
Trustee Fuller responded about the list of Acronyms for Special Education to be passed on to SEAC.
Superintendent Pladzyk responded that this list will be provided at the next meeting.

AGENCY REPORT:
Member Dowen commented that they are having the same struggles about Education and determining where the Government is going to go with their decisions on funding. Their Agency has had zero communication with the Government thus far.
CTRC has been servicing the Northern Coastal Communities and visited Peawanuck and Fort Albany last week. They have visited each Coastal Community twice in the past 12 months and the profile is increasing. They are gaining a level of trust with the Coastal Communities and discovered that there are a lot of children and adults who have been isolated from services and supports. They anticipate a growing service in the Coastal areas and are looking at getting a Case Manager for Moosonee.

SPECIAL EDUCATION TEAM UPDATES:
Superintendent Pladzyk deferred updates as many items were already touched on today. Discussions are being started for Staffing and Budget processes at the next Board and Admin. Council meetings.

FUTURE AGENDA ITEMS:
• Board Meeting and Admin Council Updates
• Trustee Pye-Reasbeck – Report on first PD experience at the Public Education Symposium
• List of Acronyms for Special Education – Val Fuller / Steven Pladzyk / Patricia Chertow

ADJOURNMENT:
Moved BY Gary Dowe that the meeting be adjourned at 1:00pm.

DATE OF NEXT MEETING: March 6, 2019 – 12:00 noon, Schumacher Board Office.
<table>
<thead>
<tr>
<th>Name</th>
<th>Report on sessions attended</th>
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| L. Dye       | Jaime Watt- Keynote Address:  
  - Government appreciates solutions; will listen to build understanding; consultation on many issues  
  - Education is made up of special interest groups – wanting a shift  
  - “we can’t assume that they know”  
  Collective Bargaining (OPSBA panel):  
  - This next round of negotiations – anticipate more central issues  
  - Next steps: OPSBA gathering information and knows what will not work well  
  - Penny Mustin: “optimism is our core skill”  
  Local Collective Bargaining in 2019 (Tim Liznick):  
  - In Collective Bargaining, there are three main areas:  
    1. “keepers”  
    2. “traders”  
    3. “collaborative bits”  

| J. Rowe      | Invisible Disabilities: Understanding the Challenges and Duties in the Employment Context  
  - Stress is not a “disability”  
  - Duty to inquire even if a disability is not known  
  - “willful blindness” is not a legal defense  
  - Province-wide, 94% of WSIB claims are denied  
  Local Bargaining in 2019:  
  - Logistics/timelines for conciliation  
  - Access to information by both parties is paramount  
  - Advice re: grievance / arbitration language  

| K. Steinbrunner | Attended: Implementing / Managing a Collective Agreement; School Board Collective Bargaining ACT (SCBA), Reflections of Values within Collective Bargaining; Legal Restrictions on the Role of Trustees as Advocate; Ambiguity of Trustee Role in bargaining.  
  Highlights:  
  - Notice to bargain can go out on April 29; Month sooner; Consultations will be going on during bargaining...  
  - Bargaining will be very much in the public as opposed to previous media blackouts  
  - Central issue lists will not be from scratch  
  - Pioneering enthusiasm from last round is no longer there  
  - Sick Leave and job security language are on the radar  
  - Saw an interesting video from Robin Deangelo on white fragility  
  - Interest-based problem solving strategies were promoted and discussed  
  - A DSB is a person as a corporation under the Act. We are creatures of statute  
  - We are a board of governors over this corporation therefore we are limited by the Act. S 218  
  - There is a difference between governance and advocacy  
  - Example:  
    o We are a parent’s resource, not advocate, not representative. Why?  
    o Can not be both advocate and the decision maker  
  - Board speaks through its resolutions, so a director is not bound by discussions.  
  - NO rights, Just responsibilities -Duties under S169.1- outlines what is expected, not how  
  - A Plan only survives its execution...Always look back  

| D. Draves    | Progressive Discipline for School Boards:  
  - Upper Canada DSB seems to be the model to follow - How closely to their model are we?  
  Jaime Watt, Keynote Address:  
  - Set up a project around trades and sell it to the government;  
  - We need to use their language and approach to sell it;  
  - Consult with Jaime around language approach |
MEMO 2019:SB02

MEMORANDUM TO: Directors of Education
Senior Business Officials

FROM: Andrew Davis
Assistant Deputy Minister
Education Labour and Finance Division

DATE: April 3, 2019

SUBJECT: Key Planning Details for Attrition Protection

The following is intended to provide guidance to school boards on eligibility and reporting requirements with respect to attrition protection related to proposed class size changes as per 2019:B008 — New Vision for Education (March 15, 2019).

This memo should be read in conjunction with existing local collective agreements and is subject to continued consultations, labour negotiations and potential legislative changes.

As you know, the ministry has been consulting with education partners to seek feedback on class size considerations. The ministry held in-person meetings in January 2019 with the teachers’ federations, trustees’ associations and education worker unions to gather feedback. School boards, principals/vice-principals’ associations and other education sector partners were also invited to provide written feedback between January 23 and February 22, 2019. While the prior phases of the consultation are now complete, the ministry has invited partners to continue this important dialogue through the next consultation period ending on May 31, 2019.

This plan would include attrition protection, for up to four years, to protect front-line staff impacted by the proposed changes to class sizes and e-learning, allowing school boards to phase in the proposed class sizes. Through this four-year attrition protection, funding will be provided to top-up school boards where the change in funded classroom teachers exceeds the actual attrition and other voluntary leaves. With this support in place, it is expected that school boards will not lay-off teachers associated with the proposed changes to class sizes and e-learning.
Other key elements of the attrition protection funding include:

- **School board forecast protection** to address situations where actual attrition is higher than the school board’s forecasts; and,
- **An additional 5% attrition protection** to further support the staffing complement for the continuity of STEM and specialized programming. This means boards are being provided with 105% attrition protection funding.

Boards are encouraged to review the attached appendices to support their planning processes:

1. *Appendix A: Key Planning Details for Proposed Attrition Protection* regarding the process and funding
2. *Appendix B: Illustrative Examples of Attrition Protection Scenarios*
3. *Appendix C: Estimated Changes in Funding and FTE*

In response to questions that have been raised regarding whether there would be a funded voluntary leave program, there is no program proposed.

Please note that the ministry will be requesting additional information from school boards in the future to support the calculations for attrition protection funding.

For any questions, please email EDULABFINANCE@ontario.ca.

*Original signed by*

Andrew Davis  
Assistant Deputy Minister  
Education Labour and Finance Division

Attachments

c. Council of Ontario Directors of Education  
   Trustees’ Associations
MEMORANDUM TO: Directors of Education
Senior Business Officials

FROM: Andrew Davis
Assistant Deputy Minister
Education Labour and Finance Division

DATE: April 5, 2019

SUBJECT: Provincial Working Group on Health and Safety – High Temperature Guidelines

Under the Education Act, school boards are responsible for the provision of suitable and adequate accommodation for students in their jurisdiction. School boards are also required to have protocols in place to handle high temperatures in schools that are compliant with provincial and municipal health and safety requirements.

With expertise from various representatives from all the province’s trustee associations, teacher federations, education worker unions and the principals’ and vice-principals’ associations, the High Temperature Guideline is a helpful tool that school boards can utilize to create suitable protocols to ensure the safety of their students and staff. The Guideline outlines the health risks, ministry requirements, prevention and reactive measures, and additional resources to aid school boards in forming their own standard practices to manage heat in schools.

I would like to thank the PWGHS for offering their time and expertise towards producing the Guideline. Their insight and attention will ensure that the Guideline will be effective in assisting school boards to ensure the safety of their students and staff.

Sincerely,

Original signed by:

Andrew Davis
Assistant Deputy Minister
Education Labour and Finance Division
Ministry correspondence received re: Rowan’s Law Update & Consultation

Rowan’s Law Regulation - Update and Regulatory Registry Consultation Document

On March 27, 2019, the government publicly posted a consultation paper on the Ontario Regulatory Registry to seek feedback from the public on the draft regulation for Rowan’s Law (Concussion Safety). The draft regulation is intended to provide details and clarity about the requirements in Rowan’s Law, which is administered by the Ministry of Tourism, Culture and Sport. The deadline to provide feedback through the public consultation paper is April 18, 2019.

The Ministry of Education’s Policy/Program Memorandum (P/PM) 158: School Board Policies on Concussion will be updated to ensure consistency with Rowan’s Law and regulation. We encourage school boards to provide feedback on the draft regulation, which will also be used to inform the updates to P/PM 158. Feedback can be provided through the consultation feedback form, posted on the Regulatory Registry, by clicking on this link: https://www.ontariocanada.com/registry/showAttachment.do?postingId=28286&attachmentId=40004.

Boards are also encouraged to share this public consultation opportunity with their schools, and invite administrators, educators, parents and community partners to provide comments through the public feedback form.

The Ministry of Education also intends to provide details in the coming weeks on additional engagement opportunities with school boards and education partners as part of the P/PM 158 policy revision process.

Background

On March 7, 2018, Ontario enacted Rowan’s Law (Concussion Safety), 2018, as well as amendments to the Education Act. The intent of Rowan’s Law is to protect amateur athletes, including students, by improving concussion safety on the field and at school. Rowan’s Law establishes mandatory requirements for sport organizations. These include:

- The annual review of concussion awareness resources by athletes, coaches, and parents/guardians of athletes under 18 years of age;
- The establishment of removal-from-sport and return-to-sport protocols, so that athletes are immediately removed from sport if they are suspected of having sustained a concussion or have sustained a concussion and to implement the return of an athlete to sport; and
- The establishment of concussion codes of conduct that will set out rules of behavior to minimize concussions while playing sport.

Amendments to the Education Act give the Minister of Education authority to require school boards to comply with policies and guidelines, consistent with Rowan’s Law, about concussions involving students. The Ministry of Education already has a policy (P/PM 158: School Board Policies on Concussion) that is largely consistent with Rowan’s Law, and expects all school boards to have a concussion policy in place. As a result of the amendments to the Education Act, the Ministry of Education intends to update P/PM 158 to ensure consistency with the requirements in Rowan’s Law, and re-issue the updated P/PM as a mandatory policy for all school boards.
MEMORANDUM TO: Senior Business Officials
               Secretary Treasurers of School Authorities
               (Isolate Boards)

FROM: Med Ahmadoun
      Director
      Financial Analysis and Accountability Branch

Claudine Munroe
Director
Special Education / Success for All Branch

DATE: April 5, 2019

SUBJECT: Supporting Students with Autism Spectrum Disorder – Eligibility, Funding and Financial Reporting Requirements

Pursuant to 2019:B07 titled “Supporting Students with Autism Spectrum Disorder (ASD)”, this memorandum provides you additional funding and reporting information to support school board implementation for the remainder of the 2018-19 school year.

GSN Funding for 2018-19

Additional GSN funding will be provided in the following three components:

1. Funding for Continuous Enrolment after March 31, 2019 (extended count date)

The ministry is implementing a one-time process to fund eligible students who have been receiving OAP services and are entering the publicly funded education system for the first time after March 31, 2019. This new process, specific only to these students, will allow school boards to receive funding equivalent to the school board’s 2018-19 average per pupil funding amount for all eligible students enrolling from April 1, 2019 to the end of the 2018-19 school year.
The funding to support these students will be the lesser of:
1. The reported enrollment of these eligible students multiplied by the school board's average per pupil funding amount (as reported in the 2018-19 Revised Estimates) and
2. The actual incremental costs to school boards to support these students for the remainder of the 2018-19 school year.

2. Extended Deadline for Special Incidence Portion (SIP) Claims

School boards will be allowed to submit SIP claims for eligible students with ASD as per the criteria set out in this memorandum. The SIP claims must meet the criteria as outlined in the 2018-19 SIP Guidelines. The SIP claims submission deadline for these students will be extended to September 30, 2019, while the approval process remains unchanged. The SIP Staff Support Level Timetable will be required to demonstrate that staff support was in place for the 2018-19 school year.

3. Extended Deadline for Special Equipment Amount (SEA) Claims

School boards will be allowed to submit SEA claims for eligible students with ASD as per the criteria set out in this memorandum. The SEA claims must also meet the criteria as outlined in the 2018-19 SEA Guidelines. The SEA claims submission deadline for these students will be extended to September 30, 2019, while the approval process remains unchanged. These SEA claims will need to demonstrate that SEA claims purchases were made in the 2018-19 school year.

Eligibility Criteria

In order to be eligible for the additional GSN funding, the student must be receiving OAP services as of March 31, 2019 and be newly enrolled at a school board between the period of April 1, 2019 to June 30, 2019.

School boards are required to collect the name of the OAP service provider and retain the information for audit purposes.

Reporting Requirements and Accountability

To assist school boards in calculating the additional funding, an Excel reporting template has been developed. The template can be downloaded through the "Facilitating Documents" folder in EFIS under "All Boards". School boards are required to submit the template both in Excel and a signed copy by the Senior Business Official to the ministry by September 30, 2019. Please send the documents to reporting.entity@ontario.ca, using the following naming convention for both the email subject and file name: "Supporting Students with ASD - <2-digit board number> <board name>!", for example, "Supporting Students with ASD - 12 Toronto DSB".

The template is subject to audit and the ministry may choose to follow up on the reported number of students and incremental expenses. To support the eligibility
criteria, school boards are required to collect and retain the name of the OAP service provider. School boards should also be able to support the reported incremental expenses.

The transfer payments of the GSN funding will be flowed to school boards in November 2019. School boards are asked to report an accounts receivable from the ministry and the actual expense in the 2018-19 financial statements.

If you require additional information, please contact:

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<tr>
<th>Subject</th>
<th>Name</th>
<th>Email</th>
<th>Phone Number</th>
</tr>
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<tbody>
<tr>
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<td>437-216-5796</td>
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<td>Andrew Yang</td>
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<td>416-937-3767</td>
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<td>647-242-6436</td>
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<td>An Tran-Vo</td>
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<td>647-289-5657</td>
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**NOTICE:**

Some of the elements and proposals set out in this memo can only take effect if certain regulations are made by the Minister of Education or Lieutenant Governor in Council under the *Education Act*. Such regulations have not yet been made. Therefore, the content of this memo should be considered to be subject to such regulations, if and when made.

Original signed by

Med Ahmadoun
Director
Financial Analysis and Accountability Branch

Claudine Munroe
Director
Special Education / Success for All Branch

c. Directors of Education
MEMO: SERVICE ANIMALS IN SCHOOLS

MEMORANDUM TO: Directors of Education
Supervisory Officers and Secretary-Treasurers of School Authorities
Transportation Consortia Managers

FROM: Nancy Naylor, Deputy Minister of Education

DATE: April 9, 2019

SUBJECT: Service Animals in Schools: Public Consultation

On April 4, 2019, the government launched a public consultation on service animals in schools.

Bill 48, the Safe and Supportive Classrooms Act, 2019, amends the Education Act to provide the Minister of Education with the authority to establish policies and guidelines respecting service animals in schools, and would require boards to comply with the policies and guidelines.

The Ministry of Education is now consulting on a draft Policy/Program Memorandum (PPM), School Board Policies on Service Animals. Until May 4, we are hoping that school boards, families, students, education partners, advocacy groups, community agencies and interested individuals across the province will contribute feedback on the topic of service animals in schools and classrooms.

The draft PPM is intended to provide direction to school boards when developing policies on service animals in schools. The goal is to have a more fair, consistent and transparent process for families when making requests for service animals to accompany their children to school.

I want to take this opportunity to invite your school board to review the draft PPM and take time to complete the online survey. You may access the draft PPM and survey to provide feedback online at www.ontario.ca/page/consultation-service-animals-schools.

I encourage your board to notify your school community, including your Special Education Advisory Committee (SEAC) and others, as appropriate, to encourage its participation in the consultation.

As always, your feedback is important and will help to inform the development of the final PPM before it is issued to school boards. I look forward to hearing your input and continuing our ongoing partnership.

Nancy Naylor
Deputy Minister
April 1, 2019

The Honourable Lisa Thompson, Minister of Education
438 University Avenue, 5th Floor
Toronto, Ontario
M7A 2A5

Dear Minister Thompson:

The vision in the Hastings and Prince Edward District School Board (HPEDSB) 2015-2020 Strategic Plan: Possibilities Today & Tomorrow is: All students prepared and empowered for the possibilities of today and tomorrow. In order to accomplish this inclusive vision, we are committed to priorities of Achieving Excellence & Equity, Learning & Leadership, Public Confidence and Well-Being. As provincial education partners, we recognize the government’s commitment to fiscal responsibility. We also know that Ontario’s education system is recognized globally, and we want to work collaboratively to both improve and maintain the high quality of education in this province.

I am writing to you because our Board of Trustees is very concerned about the proposed changes in funding to support students with autism, as well as the reduction in the secondary programming amount in the Pupil Foundation Grant, the Cost Adjustment Allocation, the Human Resource Transition Supplement and Classroom Loading Factors. Reductions in funding result in the loss of employees who contribute every day to student achievement. We are particularly alarmed by changes to class sizes in elementary and secondary schools. The proposed increase in average class size in secondary schools to 28:1 is of significant concern. It is clear that teaching positions will be affected and that there will be an impact on the range of programming at secondary schools.

Our board is a mix of suburban and rural areas with a number of small schools. Maintaining a range of programming and an adequate number of staff in secondary schools are already challenges. The reduction of staff, even through attrition, will result in fewer options for students, as well as increased concern about student safety. Senior staff are working to understand the full effect of the proposed increases in class sizes. There will be negative impact on student achievement and well-being.

As elected officials, we have an expectation of equity of access to programming for students in HPEDSB. While we already offer e-learning courses, we know that in many areas of our school board students are unable to access reliable internet service and/or transportation to an accessible location. The e-learning environment is not appropriate for all students.

In addition, as funding decreases and class sizes increase, HPEDSB staff will need to adhere to the local collective agreements which specify more stringent limits on class size. This will increase the funding gap. HPEDSB will be challenged to offer the programs and services necessary for each student to achieve success.

As Trustees, we often hear about the incredible work of our educators and support staff. We know how dedicated our employees are to creating safe, inclusive learning environments and to supporting our most vulnerable students, our students with special needs, our Indigenous students, and to supporting mental and physical well-being.
We are pleased to see that the government continues to invite consultation and hope it seriously considers input from school boards. We ask that you focus on students and value public education by reconsidering the changes to class sizes and funding that will impact both the programs we can offer to students and the number of employees in our system.

We hope to have details soon from the Ministry of Education about how its plan will support school boards to provide programs and services so that students can achieve and be well.

Sincerely

Shannon Binder
Chair of the Board

cc: Doug Ford, Premier of Ontario
Daryl Kramp, MPP, Hastings-Lennox & Addington
Todd Smith, MPP, Bay of Quinte
Cathy Abraham, President, Ontario Public School Board Association (OPSBA)
Chairs, Ontario public school boards
April 3, 2019

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

Dear Minister Thompson;

On behalf of the Trillium Lakelands District School Board, I am writing to share our thoughts regarding recent announcements by the Ministry of Education that we believe will have significant impact on our students and overall operation in Trillium Lakelands District School Board. While we understand the fiscal challenges faced by the provincial government, we offer our support and willingness to work alongside the Ministry of Education to find viable long term solutions and alternatives.

As you know, TLDSB covers a significant portion of central Ontario. Our secondary schools are generally quite distant from one another and several are in smaller communities. Decreasing funding to the board by increasing class size, which will inevitably result in fewer classroom teachers, will create significant challenges for us in our ability to support our students and offer a reasonable menu of core and optional credits. We anticipate having to make difficult decisions about course offerings, and have deep concern about the viability of programs to support students who wish to pursue the arts or skilled trades, or those with special needs. We encourage you to consider a funding model that is more in line with grade 4-8 averages, if changes must be made.

TLDSB has developed an extraordinary E-learning platform over the past fifteen years. We currently serve students locally and beyond in their pursuit of a secondary school graduation diploma. Students are able to engage in our platform with outstanding teachers to complete their entire secondary program virtually; something we take great pride in. We have come to learn, however, that there is a significant difference between voluntary participation and mandatory participation in E-learning courses. We are concerned that mandatory participation in this type of course is not for every student and that attrition from these courses may have the unintended consequence of students being required to return for an extra semester at the end of grade 12 due to incompletion of online courses. Additionally, we know that E-learning is simply not for all students. Many of our students will struggle with the demands of self-directed learning; others may not have adequate broadband service in their rural setting, and some may struggle with special requirements that will prohibit them from being able to complete courses.

Better together in a safe and caring learning community.

CITY OF KAWARTHA LAKES • COUNTY OF HALIBURTON • DISTRICT MUNICIPALITY OF MUSKOKA

www.tldsb.ca
The Honourable Lisa Thompson

We continue to monitor the developments with the autism file in Ontario, and want to assure you we will support all learners who present in our schools. We believe it is critical, however, that the support for students be appropriate and fully funded. Children with autism require very specialized expertise from their care providers and supporters, and it is our hope that the government will ensure the appropriate funding required by school boards is in place.

We are grateful for the direction you are providing with the elementary Mathematics curriculum and the clarity you are bringing to the Health and Physical Education curriculum after a period of uncertainty. As well, we appreciate the latitude the Ministry of Education is providing to our front line educators to manage complex issues such as cell phones in classrooms. We have always and continue to have great confidence in our educators to make the best use of the tools they have available to them.

We continue to offer our support and willingness to assist with finding efficiencies. Like your government, we continue to keep the careful stewardship of public resources in mind in all decision making we undertake. We would be pleased to meet with you or your staff at any time to discuss alternatives and other opportunities to find greater efficiencies in our sector.

On behalf of Trillium Lakelands District School Board, thank you.

Sincerely,

Louise Clodd
Chair of the Board

cc. TLDSB Trustees
   Director of Education, Larry Hope
   Chairs, all Ontario School Boards
   Cathy Abraham, President of the Ontario Public School Boards Association
   The Honourable Doug Ford MPP, Premier of Ontario
   The Honourable Laurie Scott MPP, Haliburton-Kawartha Lakes-Brock
   Norm Miller MPP, Parry Sound-Muskoka
PEEL DSB

March 26, 2019

The Honourable Lisa Thompson
Ministry of Education
13th floor, Mowat Block
900 Bay Street, Toronto, ON M7A 1L2

Dear Minister Thompson:

As this is the first time we are writing to you, on behalf of the Peel District School Board, let me congratulate you on your role as Minister of Education. This is a significant responsibility and one that requires openness, consultation, and thoughtful consideration of input as the success of children and youth is of paramount importance.

Over the March Break, the Ministry of Education announced a number of changes in an effort to "modernize learning in the publicly funded education system" in Ontario. These proposed changes are part of Ontario’s new vision for education—one the ministry has branded Education that Works for You. We are writing to you as a board to share concerns over some of the recent announcements in an effort to help the ministry understand what works for us—Peel board students, staff and families, and the communities we serve.

Like you, we are charged with ensuring the positive, future trajectories of all learners. We are focused, as a system on inspiring success, confidence and hope in each student, while meeting the diverse needs of students in their communities.

As trustees, we are responsible to our communities for the quality of education provided in local schools within an approved financial framework. With this in mind, we are writing to you with concerns about recent, proposed changes to public education that we believe will hinder our ability to continue to provide the high-quality education Peel students deserve.

We expect that, for the 2019-20 school year, Peel board schools and work sites will be significantly impacted by cuts to local priorities funding, class size changes and other shifts in ministry budget priorities. We need the ministry’s help to do what’s right by the communities we serve and to address the following urgent concerns, many of which directly impact our most vulnerable learners:
Class size changes

- We are concerned about the proposed increase in average class sizes in grades 9 to 12 and the changes in funding for grades 4 to 8 that the ministry is imposing. In smaller classes, students are more engaged and able to focus on relevant tasks. Teachers are also able to spend more one-on-one time supporting student learning and well-being, are better able to individualize instruction, and spend less time on classroom management. Access to equipment and other resources would also be limited/not available in larger class settings.

- The class size increase will:
  - significantly impact the number of students in locally developed courses. Students in these courses benefit from more one-on-one teacher support.
  - mean a reduction in the variety of pathways courses offered. We know these courses are proven to engage students in more individualized, teacher-supported and skill-based learning.
  - have a direct impact on schools’ ability to offer specialized courses, including courses that provide students with exposure to skilled trades and technology.
  - reduce the number of credit recovery/rescue courses, primarily in grades 9 and 10. This will jeopardize the success of some of our most vulnerable students.

- Over time, graduation rates have risen due to the above alternative approaches to learning.

- If we were required to fully implement the ministry’s changes to class size and funding restrictions this September 2019, 500 secondary teaching jobs would be lost due to proposed class size changes. Other jobs, including custodial, office administration and centrally assigned support staff would also be impacted. Staff are currently analyzing the impact for all personnel.

- On average, about 100 teachers leave the Peel board each year. Through the government’s attrition protection plan, we trust the ministry will top up our funding if the number of teachers impacted by class size changes exceed the actual attrition number. We are relying on promises made by this government, and do not expect to initiate teacher lay-offs associated with proposed changes in class size. Of concern is the attrition parameters do not mitigate the loss in teacher jobs due to the broad funding cuts beyond class size.

E-learning

- The board will continue to work with the government as the ministry’s plan for e-learning evolves. We expect to be invited to consult on this plan so we can advocate on behalf of the needs of all learners, including those who will have challenges navigating and working in an online learning environment.

- In addition, the board is concerned that students who live in poverty may not have the devices and/or technology necessary to access e-learning. Will the ministry offer supports that ensure these students and families who are marginalized are able to fully participate in e-learning in a manner that is equitable and inclusive?

Significant changes to class size and the introduction of mandatory e-learning have the potential to contribute to a dramatic drop in graduation rates across Ontario. Both of these proposed changes require significant consultation and re-consideration.
Special Education Funding/Autism

- We need to see the ministry address the critical issue of underfunding of special education. This school year, we received $11 million less than we need to serve students with special education needs.
- We have a total of 3,034 students with autism in the Peel board—250 to 300 of these students are affected by the government’s recent changes to the Ontario Autism Program (OAP), and are expected to attend a Peel school full-time this September. This six-month delay is appreciated as we collaborate with families and service providers to review the specific and individual needs of students.
- As school staff are not clinicians, we encourage the ministry to continue to reflect on its changes to the OAP and make decisions that best serve students with autism and their families.

Health & Physical Education Curriculum

- We're pleased to see that topics like consent, online safety and gender identity will be part of the curriculum, but look to the province for clarification on the opt-out process for parents as we are mindful of the Ontario Human Rights Code and our board policies related to equity and inclusion.

Mathematics Curriculum

- We trust that the ministry will implement a Mathematics curriculum that honours innovative instructional practices in Mathematics and reinforces foundational skills.
- We know Peel board educators have been diligent and thoughtful in their instruction of Mathematics, and know that supports have been provided centrally for a number of years to help improve math learning. As there is always room for improvement, we look forward to having staff review the ministry’s new curriculum and sharing what they learn with the system.

Funding Cuts

- While there was some good news on transportation funding and addressing the rising costs of utilities, we understand that the loss of EPO grants, local priorities funding, as well as other proposed funding changes will result in job losses in Peel, and cuts to programming for students-at-risk and professional learning opportunities for staff.
- As we wait for the Grants for Student Needs announcement, we cannot simply brace ourselves for further cuts that add more stress to an already compromised budget. We must and will advocate on behalf of the students and communities we serve for the funding the Peel board requires to ensure students meet with success.

Although we appreciate developing resilience in youth is one goal of this government, compromising learning opportunities for students is not how we hope this will be supported. Resiliency is best learned through supportive relationships, the teaching of coping skills and reflection. These strategies are best delivered by experienced and knowledgeable educators and support staff—ones being negatively impacted by budget cuts.
The discourse of failure we have heard lately is simply untrue—the data tells us a different story. So we ask the government to change its narrative. We are proud of the work done in Peel schools and work sites each day—life-changing work—by caring adults, staff and volunteers, who look to us for support. The support we provide must be rich and meaningful. Put simply, we cannot support all of our learners if funding cuts are deep, resources are stretched, and staff are burdened with heavy loads and worry—worry that they will not be able to provide the level of support needed to ensure all students are successful and cared for.

We must partner on public education, and the province must listen to all partners, including students. Student voice should be a strong driver of ministry decisions. When we move from viewing students as stakeholders to students as collaborators, they not only articulate their views, but will help shape the future of public education in Ontario, a future that was already bright.

As a Board of Trustees, we will do everything we can to support the system throughout these changing times, and are hopeful education partners can work together effectively and respectfully to avoid labour disruption next school year. Our focus will always be on students and how we can continue to do our best to provide programs that help support their academic success and well-being.

As one of Canada’s largest school districts, we believe we have ideas and innovative practices the ministry should be aware of as it makes critical decisions about the future of public education in Ontario. As such, we request a meeting with you to discuss our concerns. We look forward to hearing from you.

Yours sincerely,

[Signature]

Stan Cameron
Chair, Peel District School Board

b. Peel District School Board Trustees
   - Peel Unions/Federations/Associations
   - Peel Members of Provincial Parliament
   - Peel School Councils
   - Peel Special Education Advisory Committee
   - Peel Parent Involvement Committee
   - Peel Indigenous Education Advisory Council
   - Peel Student Councils
March 11, 2019

Ontario Public School Boards’ Association (OPSBA)
1850-439 University Avenue
Toronto, Ontario M5G 1Y8

Dear OPSBA,

Recently, our Board of Trustees approved a motion to send a letter to Premier Ford regarding the decision to repeal the Provincial Advocate for Children and Youth Act.

On November 15, 2018, the Provincial government announced that the Provincial Advocate for Children and Youth Act would be repealed and the Office of the Ombudsman would assume the duties of this office. This decision will leave Ontario as one of the only provinces without an independent child advocate.

This Provincial Advocate is an independent officer of the Ontario legislature and provides an independent voice, including First Nations, children and youth. They educate children, youth, and their caregivers on the rights of children and youth. They make connections between families and organizations that provide them with services while encouraging dialogue and communication.

In addition, they conduct investigations and make recommendations to children’s aid societies and services provided by residential licensees where a children’s aid society is the placing agency.

The Advocate’s review and investigations have helped to identify gaps and failures in the system, that have put children and youth at risk.

We request that OPSBA and our member Boards support our decision to send a letter to Premier Ford by sending their own letter. The children and youth of Ontario deserve to have their voices heard and know they are protected.

Sincerely,

Jayne Herring,
Chairperson, Waterloo Region District School Board

cc: Chairs of all District School Boards
Dear Pearl,

As you know from a series of meetings and initial expectations, both the Town and DS BONE along with the provincial government were excited about the possibility of the Town occupying space with the Smooth Rock Falls DS BONE School building.

After going through a very extensive exercise where the Town reviewed different alternatives for the relocation of our Town Hall Offices with the local DS BONE School being one of our available options.

We regret to inform you that, after a thorough review of our various opportunities, it was determined that, at the present time, it is not in the best interest of the municipality to move forward with this option. Please note that the municipality remains open to proposals should something change or new options present themselves as a result of the province position, legislation or funding opportunities.

The municipality does remain sensitive to the challenges facing the school and will continue to look for and inform you of potential partnerships and rental opportunities from potential interested 3rd parties.

We thank you for the opportunity to review options for the relocation of our Town Hall offices.

Sincerely,

THE CORPORATION OF THE TOWN OF SMOOTH ROCK FALLS

Mayor, Michel Arseneault
RMSS School Council letter

RMSS Parent Advisory Council
c/o Roland Michener S.S.
155 Legion Drive
South Porcupine, ON
P0N 1H0

Dear Board of Trustees,

RMSS Parent Advisory Council and RMSS Reunion Committee have joined together to host the RMSS 50th Anniversary Alumni Spring Fling. Both groups are dedicated to provide a day full of great activities to reunite young and old, take a walk down memory lane and show how proud we are to still be an integral part of the community.

To make this event more enjoyable we are seeking permission to host a licensed event at the school on Saturday June 8, 2019. We are planning a Happy Hour from 6:00pm to 8:00pm followed by a Much Music Video Dance until 1:00am. We will secure licensing, have security guards on site and will also have Smart Serve Certified servers working the bar. This will be an Age of Majority evening.

We plan on using a large portion of the proceeds from this event to help pay for our new 24-passenger bus. Through our hard work so far, RMSS Parent Advisory Council are able to get the bus professionally wrapped.

If you have any question, please don’t hesitate to contact us.

Thank you for your consideration,

Renee Mousseau
Chair RMSS Parent Advisory Council
cpacrmousseau@gmail.com

Ted Zajac
RMSS Reunion Committee