



Regular Board Meeting

Monday, September 26, 2022

7:15 p.m.

Education Centre Boardroom

AGENDA

A - 1 Opening

- (a) Roll Call
- (b) Declaration of Conflict of Interest
- (c) In Camera Session (**6:30 pm**)
 - (i) Personnel
 - (ii) Legal
 - (iii) Property
- (d) Welcome to Open Session / Land Acknowledgement Statement
The Grand Erie District School Board recognizes Six Nations of the Grand River and Mississaugas of the Credit First Nation, as the longstanding peoples of this territory. We honour, recognize, and respect these communities as well as all First Nations, Métis and Inuit Peoples who reside within the Grand Erie District School Board. We are all stewards of these lands and waters where we now gather, learn and play, and commit to working together in the spirit of Reconciliation.
- (e) Call to Order
- (f) Additions/Deletions/Approval of the Agenda
Recommended Motion:
"THAT the Agenda be approved."
- (g) Memorials (J. Richardson)
 - (i) Penny Medeiros-Wilkins
- (h) In Camera Report
- (i) Presentations/Showcase
 - (i) Learn Lead Inspire Award (J. Roberto/L. Munro)

B - 1 Approval of Minutes

- * (a) August 29, 2022 (Regular Board)
Recommended Motion:
"THAT the Minutes of the Regular Board Meeting, dated August 29, 2022, be approved."

C - 1 Committee Recommendations and Reports

- * (a) **Report of the Finance Committee** (B. Doyle)
Recommendations:
"THAT the Report of the Finance Committee dated September 12, 2022 be received as information."

"THAT the Quality Accommodations Report be received as information."

Recommended Motion:
"THAT the Board bring the Elgin Avenue Public report to a Finance Committee meeting for discussion before the report goes to the Regular Board meeting."

D - 1 Business Arising from Minutes and/or Previous Meetings

E - 1 Staff Reports - Nil

F - 1 Report of the Director (J. Roberto)

- Recommendation:**
"THAT the Board receive the Director's Report of September 26, 2022, as information."



Regular Board Meeting

Monday, September 26, 2022

7:15 p.m.

Education Centre Boardroom

AGENDA

G - 1 Student Trustees' Report - Nil

H - 1 New Business - Action / Decision Items

- * (a) **Trustee Honoraria Report** (R. Wyszynski)

Recommended Motion:

"THAT the Board approve the Trustee Honoraria for the period from November 15, 2022 to November 14, 2023."

I - 1 Information Items

- * (a) **Inaugural Board Meeting - 2022** (J. Roberto)

Recommendation:

"THAT the Inaugural and Regular Board Meeting will be held in the Boardroom at the Education Centre on November 21, 2022, beginning at 6:00 p.m."

- * (b) **Summer Learning Report** (K. Graham/L. Munro/A. Smith/L. Thompson, W. Baker)

Recommendation:

"THAT the Board receive the Summer Learning report as information."

- * (c) **Prime Design Consultant for Joint Build Facility in Brantford** (R. Wyszynski)

Recommended Motion:

"THAT the Board approve the contract for prime design consulting services for the joint build facility in Brantford from ZAS Architects Inc. for \$1,960,000 + HST."

J - 1 Other Business

- * (a) **Special Education Advisory Committee Minutes – June 16, 2022** (L. Thompson)

Recommendation:

"THAT the minutes of the Special Education Advisory Committee dated June 16, 2022 be received as information."

K - 1 OPSBA Report (C. VanEvery-Albert)

L - 1 Correspondence

Recommended Motion:

"THAT the Board receive the correspondence as information."

- * (a) Upper Canada District School Board - June 22, 2022
- * (b) Rainy River District School Board - June 27, 2022
- * (c) Grand Erie District School Board - July 7, 2022
- * (d) District School Board Ontario North East - June 15, 2022
- * (e) Renfrew County District School Board - August 23, 2022
- * (f) Thames Valley District School Board - August 25, 2022
- * (g) Avon Maitland District School Board - September 13, 2022

M - 1 Adjournment



Regular Board Meeting

Monday, September 26, 2022

7:15 p.m.

Education Centre Boardroom

AGENDA

OCTOBER 2022

MON

TUE

WED

THU

FRI

01

03

04

05

06

07

Policy & Program
Committee
(6:30 p.m.)

Special Education
Advisory Committee
(6:00 p.m.)

10

11

12

13

14

THANKSGIVING
HOLIDAY MONDAY

Native Advisory
Committee (1:00
p.m.)
Indigenous
Education Advisory
Committee (3:00
p.m.)

17

18

19

20

21

*Learning Summit
(5:30 p.m. JBLC
Regular Board
Meeting (7:15 p.m.)

24

25

26

27

28

SAL (10:00 a.m.)
Grand Erie Parent
Involvement
Committee
(6:30 p.m.)

In Memoriam

Penny Medeiros-Wilkins, Cayuga Secondary School Teacher

It is with great sadness that we inform you of the passing of Penny Medeiros-Wilkins, art and special education teacher at Cayuga Secondary School, on July 31 after a battle with cancer.

Penny began her teaching career at Grand Erie in 1997, with her first contracts at McKinnon Park Secondary School and Hagersville Secondary School. She moved on to Cayuga Secondary School in 1999 where she brought her passion for art and used it as a powerful tool to empower and inspire. As a result, she quickly found a spot in the hearts of students and staff alike. She then took that love of the arts to special education, working with the self-contained program at the school to make a difference in the lives of her students. Her creativity enabled her to organize many meaningful, inclusive learning and life skills development opportunities over the years that touched the lives of her students and will not be forgotten.

Our deepest condolences go out to Penny's family, which includes her husband, Peter, and sons, Anthony and Nicholas, both of whom attended Cayuga Secondary School, and her many friends and colleagues. Supports are available for anyone impacted by this news.

Respectfully submitted,

Amber Mitchell,
Principal, Cayuga Secondary School

Presented at the Grand Erie District School Board's Regular Board Meeting
on September 26, 2022 by Trustee Richardson



Regular Board Meeting

Monday, August 29, 2022

6:30 p.m.

MS Teams Virtual Meeting

MINUTES

Present: Chair: S. Gibson, Vice-Chair: B. Doyle, Trustees: G. Anderson, R. Collver, E. Dixon, J. Richardson, C.A. Sloat, C. VanEvery-Albert, T. Waldschmidt, D. Werden, Student Trustees: M. Baker, T. Zebroski

Administration: Director: J. Roberto, Superintendents: W. Baker, K. Graham, L. Munro, A. Smith, L. Thompson, J. Tozer, R. Wyszynski, Recording Secretary: C. Dero

Regrets: Trustee D. Dean, Student Trustee A. Skye

A - 1 **Opening**

(a) **Roll Call**

Roll call was taken.

(b) **Declaration of Conflict of Interest** -Nil

(c) **In-Camera Session**

Moved by: E. Dixon

Seconded by: G. Anderson

THAT the Board move In-Camera.

Carried

(d) **Welcome to Open Session/Land Acknowledgment Statement**

Vice-Chair Doyle read the Land Acknowledgement Statement.

(e) **Call to order**

Vice-Chair Doyle called the meeting to order at 7:15 p.m.

(f) **Agenda Additions/Deletions/Approval**

In response to a question, Superintendent Wyszynski confirmed that the OPSBA membership fee has been paid and included in the approved annual Board budget.

Moved by: C.A. Sloat

Seconded by C. VanEvery-Albert

THAT the agenda be approved.

Carried

(g) **Memorials** - Nil

(h) **In-Camera Report** - Nil

B - 1 **Approval of Minutes**

(a) **June 27, 2022 (Regular Board Meeting)**

Presented as printed.



Regular Board Meeting

Monday, August 29, 2022

6:30 p.m.

MS Teams Virtual Meeting

MINUTES

Moved by: T. Waldschmidt

Seconded by: E. Dixon

THAT the Minutes of the Regular Board Meeting, dated June 27, 2022 be approved as amended.

Carried

C - 1 **Business Arising from Minutes/Previous Meetings** - Nil

D - 1 **Staff Reports** - Nil

E - 1 **Director's Report**

(a) **Director's Highlights**

Director Roberto shared the following highlights and information:

- Welcome new Student Trustees
- Recognition of Senior Team and Staff
- Learning in Action Plan - major initiatives for 2022-23
- Registration and orientation
- Grand Erie Summer Institute
- Camp Sail
- #GrandReturn Inspire Video

Moved by: C. VanEvery-Albert

Seconded by: R. Collver

THAT the Board receive the Director's Report of August 29, 2022 as information.

Carried

F - 1 **Student Trustees' Report** - Nil

G - 1 **New Business**

(a) **Prime Design Consultant for Joint Build Facility in Caledonia**

Presented as printed.

Moved by: E. Dixon

Seconded by: J. Richardson

THAT the Board approve the contract for prime design consulting services for the joint build facility in Caledonia from Svedas Architects Inc. for \$705,000 plus HST.

Carried

(b) **Lease of 2,800 Teacher and Classroom Laptops**

Presented as printed.

Moved by: S. Gibson

Seconded by: T. Waldschmidt

THAT the Board approve the lease of 2,800 HP Laptops from Compugen Inc. in the amount of \$1,504,476 plus HST.

Carried



Regular Board Meeting

Monday, August 29, 2022

6:30 p.m.

MS Teams Virtual Meeting

MINUTES

Superintendent Wyszynski shared that there are sufficient funds in the budget for this and will follow up regarding the source of the funding.

Superintendent Wyszynski confirmed the difference between the amount in the chart and the amount in the motion is the net of HST.

H - 1 **Information Items**

(a) **2022-23 Finance, Policy and Program, and Regular Board Meeting Schedule of Reports**

Presented as printed.

Moved by: T. Waldschmidt

Seconded by: E. Dixon

THAT the Board receive the 2022-23 Finance, Policy and Program, and Regular Board Meeting Schedule of Reports as information.

Carried

Director Roberto confirmed policies have been clustered by Superintendent, and the timing supports their work.

(b) **School Council Report**

Presented as printed.

Moved by: T. Waldschmidt

Seconded by: D. Werden

THAT the Board receive the 2021-22 School Council Report as information.

Carried

(c) **Major Construction Update (FT2)**

Presented as printed.

Moved by: T. Waldschmidt

Seconded by: E. Dixon

THAT the Board receive the Major Construction Project Report as information.

Carried

Director Roberto will provide an update regarding the Daycare openings at Hagersville and Central in the coming weeks.

I - 1 **Other Business** - Nil

J - 1 **OPSBA Report**

Trustee VanEvery-Albert provided highlights from an Indigenous Trustees Council meeting she recently attended.

K - 1 **Correspondence** - Nil



Regular Board Meeting

Monday, August 29, 2022

6:30 p.m.

MS Teams Virtual Meeting

MINUTES

L -1 **Adjournment**

Moved by: D. Werden
Seconded by: E. Dixon
THAT the meeting now be adjourned.

Carried

The meeting adjourned at 8:25 p.m.

M -1 Next Meeting: September 26, 2022

Board Vice-Chair B. Doyle

Director of Education and Secretary of the Board J. Roberto



Report of the Finance Committee

Monday, September 12, 2022 6:30 p.m. – 7:17p.m.

Present: Committee Chair: B. Doyle, Committee Vice-Chair: S, Gibson, Trustees: J. Richardson (MS Teams), C.A. Sloat, T. Waldschmidt, D. Werden (MS Teams)

Administration: Director: J. Roberto, Superintendents: W. Baker, R. Wyszynski.
Recording Secretary: K. Ireland-Aitken

Visiting Trustees: R. Collver, Student Trustee M. Baker, Student Trustee T. Zebroski

Guests: Planning Supervisor N. Hercanuck

A - 1 **Opening**

(a) **Roll Call**

The meeting was called to order by Chair B. Doyle.

(b) **Declaration of Conflict of Interest** - Nil

(c) **Welcome to Open Session/Land Acknowledgment Statement**

Committee Chair B. Doyle called the meeting to order at 6:30 p.m. and read the Land Acknowledgement Statement.

B - 1 **Approval of the Agenda**

Moved by: T. Waldschmidt

Seconded by: S. Gibson

THAT the Finance Committee agenda be approved.

Carried

Trustee Sloat referred to the schedule of reports in relation to the Finance Committee for review. Director Roberto referred to the 2022 August 29 Special Board meeting noting a list of all reports for the 2022-2023 school year was provided to trustees for information.

C - 1 **Approval of Minutes** - Nil

D - 1 **Business Arising from Minutes/Previous Meetings**- Nil

E - 1 **New Business**

(a) **Quality Accommodations Report**

Moved by: T. Waldschmidt

Seconded by: S. Gibson

That the Quality Accommodation Report be received as information.

Carried

Superintendent Wyszynski provided an overview of the Quality Accommodations Plan including boundary reviews planned for the 2022-23 school year to address current and future impact of demographic and enrolment changes. He was joined by Planning Supervisor Hercanuck. Next steps will include a separate Special Ad Hoc Committee for each area with final recommendations brought to the 2023 February 27 Board meeting.



Report of the Finance Committee

Monday, September 12, 2022 6:30 p.m. – 7:17p.m.

In response to a question, Superintendent Wyszynski confirmed that upon completion of the renovations at Elgin Avenue Public School, West Lynn Public School is scheduled to close. He added that he does not anticipate this will affect any other current projects underway. Superintendent Wyszynski also acknowledged that the Elgin Avenue Public School report will be brought to the 2023 January 30 Regular Board meeting.

Responding to a question posed by Vice-Chair Gibson, Superintendent Wyszynski referred to the Quality Accommodations report referencing that the Administration will debrief with the Ministry of Education regarding unsuccessful Capital Priorities including business cases which reference neighbouring schools. School utilization rates and portables will also be reviewed.

Questions of clarification regarding timelines of the Elgin Avenue Public School report were noted. Trustee Sloat requested the report be presented to the Finance Committee for review and discussion prior to the 2023 January Regular Board meeting.

Moved by: C.A. Sloat

Seconded by: D. Werden

THAT Grand Erie District School Board bring the Elgin Avenue Public report to a Finance Committee meeting for discussion before the report goes to the Regular Board meeting.

Carried

Trustee Sloat requested a recorded vote:

Trustee Sloat - yes

Trustee Werden - yes

Trustee Gibson - yes

Trustee Richardson - yes

Trustee Waldschmidt - yes

Trustee Doyle - yes

Trustees in favour of the motion, provided their rationale noting their support to allow for a more fulsome discussion at the committee table. In addition, a request to consider all boundary review reports involving Capital Projects (not specific to one school) be brought to the Finance Committee for information prior to a Regular Board meeting.

F - 1 **Other Business** - Nil

G - 1 **Adjournment**

Moved by: C.A. Sloat

Seconded by: T. Waldschmidt

THAT the Finance Committee Board meeting be adjourned.

Carried

H - 1 **Next Meeting Date:** November 14, 2022, at 7:17 p.m.



Grand Erie District School Board

TO: JoAnna Roberto, Ph. D., Director of Education & Secretary
FROM: Rafal Wyszynski, Superintendent of Business & Treasurer
RE: **Trustee Honoraria**
DATE: September 26, 2022

<p>Recommended Motion: Moved by _____ Seconded by _____ THAT the Board approve the Trustee Honoraria for the period from November 15, 2022 to November 14, 2023.</p>

Background

Ontario Regulation 357/06 sets out the method for calculating the limits on honoraria and Board Policy Trustee Honoraria (F4) was established after community consultation to set out procedures for the annual calculation of honoraria.

Additional Information

- Trustee honoraria consist of three components; a base amount, an enrolment amount and Chair/Vice Chair allowances. The base amount of \$5,900 per trustee is established per regulation.
- The enrolment amount is adjusted annually based on the anticipated enrolment for the 2022-23 school year. This amount is equal to the enrolment used in the preparation of the 2022-23 Budget.
- Until December 31, 2018, for income tax purposes, only 2/3 of the monthly honorarium was defined as income and subject to deduction for the Canada Pension Plan. The remaining 1/3 of the honorarium was exempt from income tax which is defined as Municipal Officers' allowance under the Income Tax Act.
- Commencing January 1, 2019, the federal government repealed subsection 81(3) of the Income Tax Act meaning that all allowances became fully taxable.
- The Honoraria shall be paid on a semi-monthly basis.
- Student trustees' honoraria are covered in Ont. Reg. 7/07. (Governance Policy S. 10.8)

Proposed Trustee honoraria for the year from November 15, 2022 to November 14, 2023 are illustrated in the table below. Honoraria approved effective December 1, 2021 are shown for comparison.

	Current	Proposed (Nov 15, 2022)	Change
Base Amount	5,900.00	5,900.00	-
Board Chair Allowance	5,000.00	5,000.00	-
Board Vice Chair Allowance	2,500.00	2,500.00	-
Enrolment Amounts			
All Trustees	4,454.80	4,518.50	63.70
Board Chair	1,272.80	1,291.00	18.20
Board Vice Chair	636.40	645.50	9.10
Total Remuneration			
Trustee	10,354.80	10,418.50	63.70
Board Chair	16,627.60	16,709.50	81.90
Board Vice Chair	13,491.20	13,564.00	72.80

Detailed calculations for the proposed honoraria effective November 15, 2022 are shown on the attached schedule.

Respectfully submitted,

Rafal Wyszynski
Superintendent of Business & Treasurer

Trustee Remuneration Calculations			
Effective	November 15, 2022		
Ending	November 14, 2023		
Average Daily Enrolment as per Sched 13, Line 3.9, 2022-23 Estimates Budget	25,820.00	Prior Yr	Change
Enrolment Amounts			
Trustee	25820 x 1.75 / 10 =	\$ 4,518.50	\$ 4,454.80
Board Chair	25820 x 0.05 =	\$ 1,291.00	\$ 1,272.80
Vice Chairperson	25820 x 0.025 =	\$ 645.50	\$ 636.40
Trustee			
Base Amount		\$ 5,900.00	
Enrolment Amount		\$ 4,518.50	
Total Annual Trustee Remuneration		\$ 10,418.50	\$ 10,354.80
Semi-monthly pay amount (1/24)		\$ 434.10	\$ 431.45
Board Chair			
Base Amount		\$ 5,900.00	
Enrolment Amount		\$ 4,518.50	
Board Chair Allowance		\$ 5,000.00	
Board Chair Enrolment Amount		\$ 1,291.00	
Total Annual Board Chair Remuneration		\$ 16,709.50	\$ 16,627.60
Semi-monthly pay amount (1/24)		\$ 696.23	\$ 692.82
Board Vice Chair			
Base Amount		\$ 5,900.00	
Enrolment Amount		\$ 4,518.50	
Board Vice Chair Allowance		\$ 2,500.00	
Board Vice Chair Enrolment Amount		\$ 645.50	
Total Annual Board Vice Chair Remuneration		\$ 13,564.00	\$ 13,491.20
Semi-monthly pay amount (1/24)		\$ 565.17	\$ 562.13
Prepared : September 9, 2022			



Grand Erie District School Board

TO: Trustees of the Grand Erie District School Board
FROM: JoAnna Roberto, Ph.D., Director of Education and Secretary of the Board
RE: **Inaugural Board Meeting - 2022**
DATE: September 26, 2022

<p>Recommended Motion: Moved by _____ Seconded by _____ THAT the Inaugural and Regular Board Meeting be held in the Boardroom at the Education Centre on November 21, 2022, beginning at 6:00 p.m.</p>

Background

In accordance with *Section 208 of the Education Act* and General Working Bylaw Section 2.1, in the years in which there is a municipal election, the Board shall hold an Inaugural Meeting no later than seven days after the day on which the Board’s term of office commences.

The above recommended action complies with the General Working Bylaw.

Respectfully submitted,

JoAnna Roberto, Ph.D.
Director of Education and Secretary of the Board



Grand Erie District School Board

TO: JoAnna Roberto, Ph. D., Director of Education & Secretary
FROM: April Smith, Liana Thompson, Lisa Munro, Kevin Graham, Wayne Baker,
Superintendents of Education
RE: **Summer Learning Report**
DATE: **September 26, 2022**

Recommendation: Moved by _____ Seconded by _____
THAT the Board receive the Summer Learning report as information.

Background

In July and August 2022, Grand Erie continued to offer rich and engaging summer learning opportunities for elementary and secondary students. Building on past success, several innovative programs were piloted for Grand Erie students to enhance their literacy, numeracy and technology skills, earn credits, meet new friends and prepare them for a smooth transition into the next school year.

Additional Information

Grand Erie staff collaborated to offer a wide range of learning experiences for elementary and secondary students in different sites across the district.

Camp Sail

This year Camp Sail hosted in-person, 260 students from senior kindergarten to Grade 6 at six Grand Erie elementary school sites, including Agnes Hodge, Banbury Heights, Major Ballachey, Lynndale Heights, Russel Reid and Rainham Central. There were also five virtual Camp Sail classes. Due to doubling the number of student participants, 56 staff members were hired.

Students who participated in camp had the opportunity to focus their learning in the fundamental areas of math operations (addition/subtraction) and reading/writing (letter/word study), as extra preparation as they enter the new school year. Students were provided with math manipulative kits to support their continued engagement at home, and to support further learning throughout the summer and into the new school year.

Training sessions were provided to site coordinators and all teachers. These sessions included information about the goals and structure of camp, programming, literacy and numeracy assessments, available resources, and collaboration time. A digital Camp SAIL Professional Learning Environment (website) was populated with many games, activities, and links for teachers to access for math, literacy, movement, and wellness. Many of the in-person camps had theme days or weeks which further motivated students to fully engage in all educational, team building and wellness activities.

At the end of Camp Sail, parents and caregivers received a report about their child's growth that included teacher's observations in literacy and numeracy, engagement, participation and learning skills.

Individual student assessment data and camp reports were shared with classroom teachers to help support individual programming and planning for these students.

Learen enn Spalen

This summer camp - offered to support re-engagement of the Low German Mennonite community in public education – featured two components: half-day instruction that focused on math and literacy, as well as a half-day recreation program. The program employed four Grand Erie teachers, eight Grand Erie secondary students who supported classroom instruction and led recreation activities, a recreation supervisor, and two cooks who provided lunch and snacks for participants. Thirty to forty students accessed the program on average each day (three students in the program were on IEP's).

Secondary Tech Camps

Several new innovative camps were offered in July and August to over 200 students entering Grades 7, 8 and 9 at several secondary schools in the district, including Hagersville Secondary, Dunnville Secondary, Brantford Collegiate and Tollgate TSC. Students attended five full days of learning that focused on construction, welding, or culinary skills. Grand Erie educators collaborated with community partners from within the district to design and deliver authentic hands-on, experiential experiences.

Secondary Summer School (credit bearing)

With 68 Secondary summer school courses to choose from, Grand Erie received more applicants than previous years. Opportunities for reach ahead courses provided students entering high school an opportunity to receive a credit in *Introduction to Business* (BTT10), *Civics* (CHV20), or *Careers* (GLC20). All courses were offered online through Brightspace. This provided flexibility for students, and led to incredible success rates.

SS Final Summary Data		
	#	%
Total Credits	2541	
Successful Credits	2253	88.67
Unsuccessful Credits	288	11.33

Additional in-person supports were provided at JC Hill Elementary in Ohsweken. A Cultural Mentor and Educator was on hand daily to provide assistance for any student requiring additional support.

Specialized Services Summer Programs

Students with high special education needs have a range of physical, emotional, social, health, safety, and academic needs that were considered for accessing summer programming as part of their transition back to school. Returning to a classroom setting requires intentional teaching of routines, structure and thoughtful classroom design and time to make and build relationships with staff and peers. Programs were provided in-person, and staff professional development was either in-person or virtual.

This is the third year that Grand Erie students had the opportunity to participate in the Specialized Services Summer Programs. Programs were designed with an intentional focus to engage students through smaller teacher-to-student ratios, activities and lessons that are universally designed to meet students where they are, and to transition back to school with confidence and excitement.

Data collection was conducted with surveys. Staff from each session were able to share their thoughts and reflections about the content, timing, and format of the Summer Institute. Currently, the data is being compiled and analyzed. Participant feedback will be reviewed to determine ways to enhance programming for summer 2023.

Program Offerings	Program Description	# of Programs Offered	# of Students Participating	Staff members
Summer School Transition Program In-Person	Half day, face-to-face skill-building program for students in primary (Grades 1-3). SSTP supported the development of self-regulation skills and opportunities to practice daily routines to aid in the transition back to school in a positive, structured, and confident manner.	19	130 elementary	38 Educators 4 Administrators 5 Child and Youth Workers
Hello Classroom Program In-Person	Half day, face to face program that provided opportunities for students to visit their school and participate in meaningful activities that aided in the transition back to school. Staff shaped purposeful schedules so that students had opportunities to connect, develop rapport, build relationships, and learn together in small groups or one to one.	6	26 elementary 8 secondary	12 educators 2 Administrators
This is My New School Program In-Person	Half day, face to face skill-building program for students in Kindergarten to expose students to school routines and expectations, while allowing additional opportunities to practice school specific skills in context.	11	34 elementary	22 Educators 5 Administrators 1 Behaviour Analyst 1 Speech-Language Pathologist
Assistive Technology Literacy Camp, "Finding Your Own Superpower" Virtual	The goal was to increase independence, confidence, and self-esteem with assistive technology while developing literacy skills. Students built their own website and added resources to them as they discovered ways they learn, different learning strategies and the assistive technologies that work best for them.	3	20 Grades 4-12	3 LearnStyle Coaches
Technology Journeys in Math Virtual	The goal was to increase independence, confidence, self-esteem, and positive attitudes toward math. The students explored and practice using assistive technology and technology tools while learning strategies to support comprehension, mathematical thinking, and problem-solving.	4	30 elementary	4 LearnStyle Coaches

High School Transition Program Virtual	The goal was to increase confidence, self-esteem, and independence with technology. For the students to develop foundational knowledge, skills, and resources that will support their self-determination and self-advocacy skills during their secondary school years.	1	6 Grade 8 students	1 LearnStyle Coach
Reading Skills Development through LEXIA Virtual	Lexia Reading is a web-based reading intervention program for students with learning disabilities and other at-risk readers. It applies the principles of ABA to the delivery of the program.	Individualized to student	199 Grades 4-8	12 Educators

Stand out responses about summer programs that were shared organically include:

- “Thank you so much! It was an amazing experience. I was very glad to be a part of it.”
- “Thank you again for the opportunity to teach the Hello program again this year. It went so well and now we are off to a wonderful start!!”
- “He loved the program and is more excited to start school than ever before!”
- “Fantastic staff definitely helps! Can’t say enough about the staff when the kids are excited to go to school every morning in August!”
- “This program helped to prepare my child with back to school. We are excited instead of nervous and scared.”

Stand out responses about the LEARNstyle programs Include:

From parents:

- "She learned things that other students already know. I did see her smiling and engaged during the camp".
- "Thank you for taking the time to put this camp on. Much appreciated."
- "My child was happy to be part of the team."
- "Thank you for all the hard work and the time you put into the program. You did an amazing job. B enjoyed being in your class."

From students:

- “This was super fun and active class I liked it a lot would definitely do it again thank you so much for teaching me in such fun and good way.”
- "Thank you for a great week, I learned a lot!"
- "If I persevere and keep trying, I can do it! Even when the question is difficult."
- "I am excited to join math camp next year when I am in grade 7!"

Summer Learning Institute

This year Grand Erie District School Board ran the first Summer Institute. Summer Institute was open to all Grand Erie employees. The institute ran from August 17, 2022, to August 24, 2022, with options for both in person and virtual learning. In person sessions were held at Hagersville Secondary school.

Facilitators developed highly engaging sessions that provided participants with opportunities to learn through experience. Sessions connected to curriculum were designed in alignment with the current foci of professional learning offered during the 2021-2022 school year. Sessions were reflective of Grand Erie’s mission of building a culture of learning, belonging and well-

being to inspire each learner and were in alignment with the goals and priorities of the 2021-22 Annual Learning and Operating Plan.

There were 18 sessions run by a variety of Grand Erie staff and external facilitators. There were approximately 150 participants across all employee sectors. Session offerings were:

- New Elementary Science Curriculum
- Building a Comprehensive Math Program Using Long Range Plans
- What is Culturally Relevant and Responsive Pedagogy?
- Behaviour Management Systems Recertification
- Unpacking the Micro:bit Discovery Coding Kit
- Nouman Ashraf – Equity and Inclusion
- School Finances: Getting it Right
- Starting Your Kindergarten Year Off with Success
- Self-Regulation and Tier 1 Supports in Kindergarten
- Understanding the Stress Response and Finding Your Calm
- Supporting Students with Autism in My Classroom
- Supporting Students with FASD
- unlearn. Critical Thinking by Design
- Mohawk Institute Cultural Understanding and Connections to Staff Roles within the District
- Alex Lawson: What to Look For
- Critical Behaviour and Social Skills to Teach Kindergarten Students
- MTH1W Curriculum
- Behaviour Management Systems Initial Certification

Offering sessions during the end of summer provided participants to engage in learning in a focused setting as this is a time of reduced workload for many employees. Participants noted that the timing was very motivating as they were planning for back to school. By offering sessions during the summer, some participants were able to engage in learning in sessions that may not have been available to them during the academic year. Session feedback was overwhelmingly positive.

Sample responses about Summer Institute that were shared through feedback collection include:

- “I love the idea of incorporating sharing/knowledge circles for learning more often across subject areas rather than just as a way to connect and build community because they value the experiences and voices.”
- “I need to let the curriculum be a guide, but my focus needs to be student driven.”
- “EXCELLENT examples of resources and useful ideas for structuring classroom.”
- “[The best part of the session was] leading with an inquiry stance and having the student's interest develop the learning pathway.”
- “MLL teachers support the families as well as the students. I will reach out for help if I feel I am not communicating well with parents who don't speak English”
- “I will talk openly and often about Indigenous issues in my classroom.”

Next Steps

Summer learning programs continue to be an integral part of Grand Erie's education service to the district. All Departments who offered summer learning opportunities this year will review and incorporate student, parent/caregiver, and staff feedback in their planning for the 2023 summer learning programs that will be offered in Grand Erie.

Grand Erie's Multi-Year Plan

This report supports the Achievement and Well-Being indicators of Learn-Lead-Inspire and the following statements: we will build a culture of learning to nurture curiosity and opportunity for each learner and well will build a culture of well-being

Respectfully submitted,

April Smith, Liana Thompson, Lisa Munro, Kevin
Graham, Wayne Baker
Superintendents of Education



Grand Erie District School Board

TO: JoAnna Roberto, Ph. D., Director of Education & Secretary of the Board
FROM: Rafal Wyszynski, Superintendent of Business
RE: **Prime Design Consultant for Joint Build Facility in Brantford**
DATE: September 26, 2022

Recommended Motion: Moved by _____ Seconded by _____
THAT the Board approve the contract for prime design consulting services for the joint build facility in Brantford from **ZAS Architects Inc.** for \$1,960,000 + HST.

Background

Grand Erie, in conjunction with the Corporation of the City of Brantford (the City) and the Brantford Public Library (the Library), issued a Request for Proposal 2022-47-P on August 4, 2022 for prime design consulting services for the joint build in Southwest Brantford, with a closing date of September 7, 2022. The general scope of the project is to collaboratively construct a joint-use elementary school that would include an enhanced library, a triple gymnasium, and a four-room childcare centre near Shellard Lane and Anderson Road in Brantford.

The total project funding, which includes Capital Priority Funding of \$16,269,978, a capital contribution of \$10,900,000 from the City and \$6,700,000 from the Library, will total \$33,869,978 and reflects the following details as confirmed in the Ministry of Education approved Space Template with approximate building footprint of 95,000 square feet:

- School consisting of 17,250 square feet for 23 classrooms, 4,800 square feet for four kindergarten classrooms, 1,700 square feet for two special education rooms, 1,596 square feet for four resource areas, 6,500 square feet for a gymnasium, 800 square feet for two change rooms, 2,500 square feet for a library and 10,295 square feet of additional operational space, which will result in a combined instructional and operational space of 45,441 square feet and 62,709 square feet after gross-up.
- Four-room childcare centre consisting of additional 5,500 square feet.
- Community Centre consisting of 15,600 square feet.
- Community Use Library consisting of 11,000 square feet (combined 13,500 with school library).

Bids were received from eight (8) Architect firms and five (5) firms met the Mandatory Requirements. The Bids were scored by Grand Erie, the City, the Library and the project managing firm - Colliers Project Leaders - and overseen by Grand Erie's Purchasing Department. All five (5) Proponents exceeded the required evaluation benchmark. The Proponent with the most points with a score of 82.08 is **ZAS Architects Inc.**

Additional Information

The Purchasing Department has completed the necessary evaluation steps of the competitive process and recommends award of the Contract to **ZAS Architects Inc.** being the Proponent with the highest score. The \$1,960,000 (plus HST) contract is well within the amount estimated for this project in the capital budget. The allocation of project costs to each respective organization has yet to be determined.

Next Steps

Staff of Grand Erie, the City and the Library will initiate an introductory meeting with the successful vendor to initiate the design phase of the project.

Grand Erie Multi-Year Plan

This report supports the Belonging indicator of Learn Lead Inspire and the following statement: We build a culture of belonging to support an equitable, inclusive and responsive environment for each learner.

Respectfully submitted,

Rafal Wyszynski
Superintendent of Business



Special Education Advisory Committee

Thursday June 16th, 2022

6:00 p.m.

MS Teams Virtual Meeting

MINUTES

Chair:	W. Rose, Community Representative
Community Reps:	C. Brady K. Jones L. Nydam, Native Representative
Trustees:	R. Collver T. Waldschmidt
Grand Erie Staff:	P. Bagchee, Manager, Mental Health and Well-Being L. Sheppard, Applied Behaviour Analysis Coordinator L. Thompson, Superintendent of Education J. White, Principal Leader – Special Education
Organizations/ Agencies:	L. Boswell, Community Navigator, Contact Brant A. Csoff, Haldimand-Norfolk REACH L. DeJong, Lansdowne Children's Centre A. Detmar, Woodview Mental Health and Autism Services
Absent with Regrets:	J. Angus, Contact Brant (Alternate) T. Buchanan, Supervisor of Employment Supports, Community Living Brant M. Gatopoulos, Community Representative Dr. L. Scott, Fetal Alcohol Spectrum Disorder J. Trovato, Community Representative T. Wilson, Community Representative
Absent: Guests:	F. Lainson, Program Co-ordinator – Special Education J. Hooper, Principal Tollgate Technological Skills Centre A. Smith, Superintendent of Education
Recording Secretary:	J. Valstar, Executive Assistant to the Superintendent of Education

A - 1 **Opening**

(a) **Welcome / Land Acknowledgment**

Chair Rose called the June 16, 2022 Special Education Advisory Committee (SEAC) meeting to order at 6:04 p.m. and gave the Land Acknowledgement. J. Valstar, Executive Assistant to the Superintendent of Education, advised committee members the meeting will be recorded for the purpose of creating a YouTube link.

(b) **Agenda Additions/Deletions/Approval**

Add: D-1 (c) Letter of Thanks to J. Trovato

Moved by: C. Brady

Seconded by: L. Boswell

THAT the SEAC 21-10 Agenda for Thursday June 16, 2022 be approved as amended

B - 1 **Timed Items**

(a) **Grand Erie's Annual Learning and Operating Plan for 2021-22 Mid-Term Update**

L. Thompson, Superintendent of Education, presented an update on Grand Erie's Annual Learning Plan. L. Thompson, Superintendent of Education, addressed questions from committee members.



Special Education Advisory Committee

Thursday June 16th, 2022

6:00 p.m.

MS Teams Virtual Meeting

MINUTES

- (b) **Summary of the OHRC's Right to Read**
L. Thompson, Superintendent of Education, presented a summary of the Ontario Human Rights Commission (OHRC) Right to Read recommendations for Public Education Stakeholders. A. Smith, Superintendent of Education, addressed questions from committee members.
- (c) **Grand Erie's Draft Literacy Plan**
A. Smith, Superintendent of Education, and L. Thompson, Superintendent of Education, presented information on Grand Erie's Draft Literacy Plan. A. Smith, Superintendent of Education, addressed questions from committee members.
- C - 1 **Business Arising from Minutes and/or Previous Meetings**
- (a) **Approval of Minutes May 19, 2022**
Presented as printed.
- Moved by: A. Detmar
Seconded by: L. DeJong
THAT the Minutes of the Special Education Advisory Committee Meeting, held May 19, 2022 be approved as amended.
Carried
- (b) **Project Search – Update**
J. White, Principal Leader - Special Education, presented information to update committee members on Project SEARCH, and addressed questions from committee members.
- D - 1 **New Business**
- (a) **SEAC Meeting Dates and Locations 2022-23**
Chair Rose presented the proposed meeting dates and times for the 2022/23 SEAC meetings and recommended that meetings remain virtual for the coming year. There were no objections from committee members.
- Moved by: K. Jones
Seconded by: A. Detmar
THAT the 2022/23 SEAC meetings be held on the first Thursday of each month.
Carried
- (b) **May 2022 Mental Health Leadership Committee Update**
P. Bagchee, Manager of Mental Health and Well-Being, provided an update on the Mental Health Leadership Committee.
- (c) **Resignation of committee member**
Chair Rose announced the resignation of J. Trovato, Community Representative, effective immediately. A letter of thanks has been drafted and will be sent on behalf of SEAC.



Special Education Advisory Committee

Thursday June 16th, 2022

6:00 p.m.

MS Teams Virtual Meeting

MINUTES

(d) **SEAC Vacancies**

Chair Rose advised the committee members that SEAC vacancies are up for election in November 2022. More information will be presented at the September SEAC meeting.

E - 1 **Other Business**

(a) **PL Mental Health Education & Specialized Services**

P. Bagchee, Manager Mental Health and Well-Being, welcomed J. Hooper, Principal TTSC, as the new Principal Leader for Mental Health Education & Specialized Services.

(b) **Introduction of Jessie Hooper**

J. Hooper, Principal (TTSC), introduced herself to the committee.

(c) **Regional Special Education Council (RSEC) Update**

J. White, Principal Leader – Special Education, provided an update on RSEC for committee members.

(d) **Special Education Regional Coordinators and Consultants (SERCC) Update**

L. Sheppard, Applied Behaviour Analysis Coordinator, provided an update on SERCC, and addressed questions from committee members.

F - 1 **Standing Items**

(a) **Policy/Procedures Out for Comment**

Chair Rose encouraged board members to review the proposed changes to the Policies and Procedures out for comment, and to provide feedback.

(b) **Trustee Updates**

J. White, Principal Leader – Special Education, read Trustee Collver's Trustee Update in her absence.

G - 1 **Information Items**

Nil

H - 1 **Community Updates**

Nil

I - 1 **Correspondence**

(a) **Letter from Kawartha Pine Ridge DSB**

(b) **Letter from Conseil Ecole Catholiques**

Letters presented as printed

J - 1 **Future Agenda Items and SEAC Committee Planning**

Nil

K - 1 **Next Meeting**

Thursday September 8, 2022 at 6:00 p.m., MS Teams Virtual Meeting



Special Education Advisory Committee

Thursday June 16th, 2022

6:00 p.m.

MS Teams Virtual Meeting

MINUTES

L - 1 **Adjournment**

Moved by: K. Jones

Seconded by: A. Detmar

THAT the meeting be adjourned at 7:49 p.m.

Carried



June 22, 2022

Honourable Christine Elliott
 Minister of Health
 5th Floor, 777 Bay Street
 Toronto, ON M7A 2J3
Christine.elliott@pc.ola.org

Honourable Stephen Lecce
 Minister of Education
 Mowat Block, 900 Bay Street
 Toronto, ON M7A 1L2
minister.edu@ontario.ca
Stephen.lecce@pc.ola.org

Honourable Christine Elliott and Honourable Stephen Lecce,

The Upper Canada District School Board (UCDSB) Special Education Advisory Committee (SEAC) is aware of the process of revision to PPM 81 that has been undertaken by the Ministries. The committee is also aware of the provincial shortage of nursing staff and the impact that this is having on students and families, particularly as it relates to having medical needs met within the school setting.

The UCDSB Special Education Advisory Committee understands that the Regulated Health Professions Act does permit regulated health care professionals to delegate controlled acts to non-regulated individuals. Delegation to staff is not possible within the UCDSB, and many other boards, as the collective agreements do not have provisions to permit this to occur. In situations where regulated health care professionals are delegating controlled acts, UCDSB is in a position of needing to draw upon scarce nursing resources and to fund private nursing. Given the current nursing shortage, it is not always possible to secure private nursing services and alternative arrangements are made directly with families to ensure that the students can safely attend school while having their medical needs attended to. This has included permitting parents/guardians or temporary health care workers employed by families within their homes, following all health and safety measures for the school environment, to come into the schools to perform the controlled acts.

The UCDSB SEAC is concerned with the proposed amendments and a potential expansion in the types of controlled acts that can be delegated to non-regulated education workers. UCDSB is already in a position of not being able to provide service from non-regulated education workers with the current PPM and we do not support assuming the risk to students, staff, and the board.

Beyond the concerns related to collective agreement barriers, we would like to draw attention to other related concerns:



1. Medical procedures that are controlled acts should be performed by duly qualified health care professionals. Schools and boards are not in positions to manage the supervision of controlled acts that are regularly performed in the school setting.
2. Parents and guardians should not be expected to attend at a school to perform medically prescribed procedures as a result of the nursing shortage. Where collective agreements do not permit the delegation of controlled acts to non-regulated education employees, measures must be in place to permit boards to use the traditional method of securing nursing services through the Ministry of Health for school-based nursing.
3. If the intention of the Ministry is to permit the delegation of controlled acts to non-regulated education workers, Boards should have a means of recovering the full cost of private nursing services that are incurred as a result of delegation by a regulated health care professional. In the absence of a cost recovery system, there needs to be a mechanism in place to have the provision of services revert to the Ministry of Health. Private nursing services are costly and can severely impact budgets allocated for special education services. Medical procedures that are controlled acts that need to be performed during the school day for students should be the responsibility of the Ministry of Health and should not negatively impact the education services available for all students with special education needs.
4. While the nursing shortage is not the responsibility of school boards, the delegation of controlled acts by regulated health care professionals places boards, like UCDSB, in direct competition for scarce nursing resources, thereby exacerbating an already challenging situation and placing additional burdens on our families.

We appreciate that discussions are ongoing at the provincial level and between various ministries. We request that the government take immediate action to develop a solution that ensures that all students requiring medical support in the school setting continue to have equitable access to learning and that risk to students, school boards and their employees is minimized.

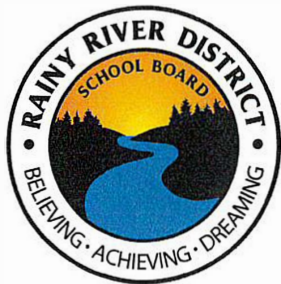
Sincerely,

John McAllister
Chair of the Board
Upper Canada District School Board

Michel LaBonte
Chair, UCDSB Special Education
Advisory Committee

Cc. Chairs of all Ontario Special Advisory Committees
Ontario Public School Boards' Association (OPSBA)
Parent Associations Advisory Committee (PAAC) on SEAC
John Jordan, MPP of Lanark, Frontenac and Kingston
Steve Clark, MPP of Leeds Grenville, Thousand Islands and Rideau Lakes
Nolan Quinn, MPP of Stormont, Dundas and South Glengarry
Stephanie Sarrazin, MPP of Glengarry, Prescott and Russell





Rainy River

DISTRICT SCHOOL BOARD

File Code: DIR GOV

June 27, 2022

EDUCATION CENTRE

522 Second St. E.
Fort Frances, ON
P9A 1N4

Phone: 807 274 9855
Fax: 807 274 5078
Toll Free: 1800 214 1753

The Honorable Stephen Lecce, Minister of Education
13th floor, Mowat Block 900 Bay Street
Toronto, ON M7A 1L2

Sent via email to minister.edu@ontario.ca

Dear Minister Lecce,

Congratulations on your recent re-appointment as Minister of Education.

Reconciliation involves creating a more equitable and inclusive society by closing the gaps in social, health, and economic outcomes that exist between Indigenous and non-Indigenous people. As Treaty people, the Rainy River District School Board recognizes its responsibility for building and sustaining mutually respectful relationships with our Indigenous communities and partners. As such, I am writing to you on behalf of the Board of Trustees to ask that the Ministry of Education formally recognize the *Indigenous Institutes Act (2017)* and repair the existing gap between the nine Indigenous Institutes and their post-secondary counterparts.

The *Indigenous Institute Act* was enacted in 2017 to recognize the Indigenous Institutes as a pillar within the post-secondary sector, alongside universities and colleges. This *Act* represented a historical commitment of the Ontario government, acknowledging the work of the Institutes while supporting their growth within the sector.

Regulation 444/98 Disposition of Surplus Real Property provides a framework for school boards to follow in order to dispose of property deemed surplus to the school board's needs. Part II, Section 3, of the Regulation outlines the process that a public school board must follow in order to sell, lease, or otherwise dispose of a property.

A property deemed surplus must first be offered other publicly funded school boards within the catchment of the district. In addition to this list of school boards, the surplus property is also offered to the local English and French language colleges and universities. Currently the nine Indigenous Institutes are not listed in Regulation 444/98.

It is also important to note that there is a hierarchy within the Regulation, with local school boards forming the highest priority, followed by other organizations, including local colleges and universities.

Seven Generations Education Institute is a long-standing partner of the Rainy River District School Board. This collaboration between our organizations has created many

WEB SITE:

www.rrdsb.com

DIRECTOR

Heather Campbell

opportunities for the students and communities of Treaty Three. However, at present, Seven Generations Education Institute is absent from the List of Eligible Organizations within Regulation 444/98 and must wait until all other organizations, including local colleges and universities, have been offered the surplus property. We, therefore, respectfully request that the Ministry of Education correct this oversight and amend Regulation 444/98 Disposition of Surplus Real Property to include all nine Indigenous Institutes at the same level as universities and colleges.

We thank you in advance for your consideration of this request and look forward to your response.

Sincerely,



Raymond Roy, Chair,
Rainy River District School Board

c. The Board of Trustees

The Honorable Greg Rickford, Minister of Indigenous Affairs, Minister of Northern Development, MPP Kenora-Rainy River
Nancy Naylor, Deputy Minister
Heather Campbell, Director of Education
Brent Tookenay, Chief Executive Officer, Seven Generations Education Institute
The Ontario Public School Boards Association and member boards



Grand Erie District School Board

Education Centre: 349 Erie Avenue, Brantford, Ontario N3T 5V3

519-755-6301 | www.granderie.ca | info@granderie.ca

July 7, 2022

Sent via email

Hon. Stephen Lecce
Minister of Education
Mowat Block, 22nd Floor
900 Bay Street
Toronto, ON M7A 1L2

Hon. Merrilee Fullerton
Minister of Children, Community & Social Services
7th Floor
438 University Ave
Toronto, ON M5G 2K8

Dear Minister Lecce and Minister Fullerton:

Re: Unacceptable Wait Times for Psycho-educational Assessments

I am writing as Chair of Grand Erie District School Board's Special Education Advisory Committee (SEAC). Grand Erie District School Board's Special Education Management Team (SEMT) has advised us that the need for psycho-educational assessments is beyond the Board's ability to provide them. Clearly, this is not sustainable, as students' needs are not being met. We are writing to you to express our strong objection to the current situation and to urge you to please investigate the matter and take whatever steps are necessary to fix it.

As you know, with the insights and diagnoses of a psycho-educational assessment, educators can start putting effective accommodations in place for students with various learning challenges. Without such insights, these students may be unable to effectively access the curriculum. It goes without saying that the longer students must wait for a psycho-educational assessment, the longer their learning may suffer. Indeed, the longer students must wait, the more alienated and discouraged they may feel at school. Of course, this is precisely the outcome that the Ministry of Education should seek to avoid. All students have a right to appropriate special education programs and services. Psycho-educational assessments are, for many students with special learning needs, essential.

We have been advised by the Special Education Management Team that there is currently a problem with availability of practitioners who are able to complete these specific types of assessments. Where exactly the problem lies is beyond the scope of our SEAC's expertise or knowledge. However, we feel confident in our conclusion that the lack of qualified practitioners is significantly contributing to the problem. Without enough qualified practitioners to complete psycho-educational assessments, the waitlist for students just keeps getting longer and longer. We are asking that you please investigate this situation and do whatever needs to be done, working across Ministries and sectors as may be necessary, to ensure that either more qualified practitioners become available or, if feasible, there is a necessary change to whatever regulations or guidelines set out the qualifications required to perform these assessments.

Of course, parents and guardians may decide to seek a private psycho-educational assessment for their child, which could circumvent the long wait list in school. However, such assessments are not inexpensive, and families may not be able to afford to pay for a private assessment out of pocket or may not have health benefits to help defray the cost. A system in which only some families can afford to obtain an assessment for their child is clearly rife with inequity and must not be sustained. Perhaps an arrangement can be made between the Ministry of Education and private practitioners who are qualified to provide assessments? Again, whether such an arrangement is feasible or appropriate is

beyond the expertise of our SEAC, but we feel strongly that it behooves the Ministry of Education to investigate this possibility.

To further complicate matters, we have recently been advised that Developmental Services Ontario (DSO) has posted a “Transition Timeline” document on their website¹, setting out guidance for young people who are transitioning from youth to adult services. As you are aware, DSO is the access point for adult developmental services funded by the Ministry of Children, Community and Social Services (MCCSS) in Ontario. Under the heading “High school entry”, the DSO advises young people to “Request a psychological assessment that includes cognitive and adaptive function scores for DSO”. This guidance clearly implies that students who are on track to seek adult developmental services should request a psycho-educational assessment from the school system as they enter high school (around age 14). At best, the document is silent on where else students should be turning to request this service.

As we have already pointed out, schools are already failing to get psycho-educational assessments done within a reasonable time. DSO wants these assessments done for their own purposes, which are separate and apart from the school system. By asking young people to request an assessment from their school, the DSO is putting stress on an already thinly- stretched public school system.

We further note that the “Transition Timeline” is opaque on a number of key issues. First of all, as already mentioned, there needs to be more information about where a psycho-educational assessment may be obtained if not through the school system. On another document entitled “Frequently Asked Questions” which also appears on the DSO website², young people are advised that they must “provide a psychological assessment to prove [they] have a developmental disability. If [they] do not have a psychological assessment, [they should] talk to [their] area DSO.” There is no indication, beyond the vague invitation to talk to their local DSO, that an assessment may be available outside the school system. To avoid confusion and overburdening the education system, the “Transition Timeline” and “Frequently Asked Questions” documents should clearly state where, outside of school, young people can request and obtain an assessment. Furthermore, it should be clearly and unequivocally stated in all documents that eligible young people do not have to pay for an assessment out of pocket, but that DSO will make arrangements to have the assessment done for them. Lastly, it should be clearly indicated that it is not only young people with developmental delay who qualify for these assessments.

We feel that obtaining a psycho-educational assessment for use at school should take months rather than years. Obviously, the sooner students are able to have appropriate educational accommodations in place, the sooner they will be able to effectively access curriculum. Making students to wait for this essential service for excessive periods of time is grossly unfair.

Furthermore, there should be clear delineation between the Ministry of Education and the Ministry of Children, Community and Social Services as to where students will be able to access a qualified practitioner to perform the assessment and every effort should be taken to ensure that neither Ministry places a burden on the other in that regard.

1. <https://www.dsonario.ca/assets/documents/Downloadable-Inserts/Transition-planning/en/Transition-Timeline.pdf>
2. <https://www.dsonario.ca/assets/documents/Downloadable-Inserts/How-to-access-services/en/Frequently-asked-questions.pdf>

The system for psycho-educational assessments, as it is currently constituted, is not working. We are asking that you take immediate steps to investigate where the issues lie and to come up with workable solutions to ensure that the School Boards are able to provide this essential service to their students in a timely and equitable fashion.

If you have any questions, or if you require any further information from us, please do not hesitate to ask. We look forward to hearing back from you soon.

Yours truly,



Wendy Rose, Chair
Grand Erie District School Board
Special Education Advisory Committee

cc: Trustees of the Grand Erie District School Board
Special Education Advisory Committee Chairs throughout Ontario



District School Board Ontario North East

L-1-d

Schumacher Board Office

Street Address

153 Croatia Avenue, Schumacher, ON P0N 1G0

Mailing Address

P.O. Box 1020, Timmins, ON P4N 7H7
705-360-1151

New Liskeard Board Office

198022 River Road

New Liskeard, ON P0J 1P0
705-647-7394

June 15, 2022

Hon. Stephen Lecce, Minister of Education
Ministry of Education
13th Floor, Mowat Block
900 Bay Street
Toronto, ON
M7A 1L2

Hon. Prabmeet Singh Sarkaria, President of the Treasury Board
Treasury Board Secretariat
7th Floor, 315 Front Street West
Toronto, ON
M7A 0B8

Sent via email to: Minister.edu@ontario.ca and Minister.tbs@ontario.ca

Re: District School Board Ontario North East Executive Compensation

Dear Honourable Ministers,

On behalf of District School Board Ontario North East (DSB1) we extend a profound congratulations on your government election and appointment to cabinet. We also express our gratitude to Minister Lecce for fielding questions over the past year related to Executive Compensation on the weekly calls with Board Chairs.

I am writing again to highlight the importance of and advocate for the fair compensation for our Supervisory Officers and to request that you expedite the exemption process for salary freezes introduced by the Liberal government in 2010. Tremendous work provided a solution in 2017 with the approved Framework based on market comparators, subsequently a freeze in 2018 dismantled the progress.

I recognize that the pandemic has created challenges for the economy and has created economic hardships for families. There are unique circumstances to the pay structure for Superintendents within DSB1 that require remediation despite these challenges. Leaders in education have demonstrated incredible effort to support student education throughout the pandemic, particularly in their roles implementing contact tracing and messaging for health units.

Inequity against School Board of Equal or Lesser Size / Complexity

A comparison of DSB1 Supervisory Officer salaries to those of neighbouring districts reveals that our Supervisory Officers are paid significantly less than similarly experienced peers.

Devaluing of Supervisory Officers

The role of Supervisory Officer is integral to the successful operation of the school Board, one of the few management positions clearly defined in the *Education Act*. A lack of fair compensation devalues this role and the qualified professional staff who hold these positions. It is also important to note that the morale of the Supervisory Officer team is negatively affected by the salary freeze and compensation levels that are significantly lower than neighbouring Boards of equal or lesser complexity, causing a sense of devaluation.

Salary Inversion

Whereas executive compensation for Supervisory Officers has been frozen, increases have continued for principals and managers. The salary gap for principals is estimated to result in an inversion within the foreseeable future.

Salary Erosion

Canadian salaries typically increased by two to three percent annually over the last ten years to account for inflation. The executive compensation freeze has resulted in a year over year salary erosion for 10-20 percent.

Impact on Pension

An educator's pension is based on the best five-years' earnings. Salary compensation affects not only the year in the role, but an individual's retirement as well.

Succession Planning

The Board's uncompetitive salary hinders its ability to retain and recruit a team of Supervisory Officers as they gravitate to higher paying Boards creating long-term detrimental effects on DSB1's ability to secure talent long-term.

The current salary freeze legislation has a substantial negative impact at DSB1. These inequities have and will continue to compound over time if they are not rectified. Impacts will be significant on the ability to recruit and retain individuals to this important role and provide the highest level of service to students and families.

We sincerely hope that the Ministry of Education and Treasury Board will continue to recognize the importance of the Supervisory Officer role and authorize appropriate corrective measures to allow DSB1 to adjust our Executive Compensation Framework.

Sincerely,



Bob Brush
Chair of the Board



Dennis Draves
Vice-Chair of the Board

cc. Ontario Public School Boards' Association

August 23, 2022

Hon. Stephen Lecce, Minister of Education
Ministry of Education
13th Floor, Mowat Block
900 Bay Street
Toronto, ON
M7A 1L2

Hon. Peter Bethenfalvy, Minister of Finance
Treasury Board Secretariat
Frost Building South, 7th Floor
7 Queen's Park Crescent
Toronto, ON
M7A 1Y7

Dear Minister Lecce and Minister Bethenfalvy,

Re: Renfrew County District School Board Executive Compensation

On behalf of the Renfrew County District School Board, please accept our congratulations on your Government's re-election and appointment to Cabinet. At this time, I also would like to extend a personal thank-you to Minister Lecce for his weekly conference calls to the Board Chairs of Ontario School Boards in which you gave us an update on what was happening in education in Ontario and for fielding questions. These calls were most valuable and we look forward to their continuance in the upcoming school year.

I am writing this letter to highlight the importance of and advocate for the fair compensation for the Supervisory Officers and the Director of Education at our Board and across our Province. As I'm sure you can appreciate the situation is serious. Senior Staff in the Province have had their salary structure frozen since 2010 when salary freezes were introduced by the former Liberal Government. Subsequently, a great deal of work resulted in the proposed Executive Compensation Framework which would have establish a long-term approach to fairly compensate our School Board Executive leadership. This was at least three years ago and nothing has happened to remediate the increasingly serious situation.

You have received, and continue to receive, many letters outlining the serious effects of this long- time salary freeze. As you well appreciate, Supervisory Officers and the Director of Education are essential to the successful operation of School Boards. That said, it is difficult to reconcile that reality with such an extensive salary freeze as currently exists for them. The situation which has persisted for so long devalues the role and the amazing professionals who hold these positions. Also, the freeze has created inequity among Boards in terms of Executive Compensation. Individuals who find themselves in this situation face the reality that the salary freeze will have a negative impact on their pensions and hence on their eventual retirement. Thirdly, the situation is reaching a critical point in that there is a narrowing gap between the salaries of Supervisory

Officers and the Principals and Managers they supervise. It could lead to a salary inversion between the two levels, a most serious situation! Fourthly, there has been inflation over the last decade which has eroded the purchasing power of Supervisory Officers, to say nothing about the sudden jump in the inflation rate experienced by all in the past year. Finally, I'm sure you recognize the significant impact this Executive Compensation freeze has on the ability of Schools Boards such as ours to recruit Supervisory Officers and Directors of Education, especially when nearby Boards have a higher salary structure. This makes it increasingly difficult to recruit – and retain – the best individuals to these most important roles so that we are able to provide a very high level of service to our students and their families. This, after all, is what all of us, including yourselves, want and work so hard to achieve!

Surely it is time to cut the 'Gordian Knot' and solve this serious problem! We know you care about this issue. We sincerely hope that the Ministries of Education and Finance will continue to positively recognize the importance of Supervisory Officers and Directors of Education to School Boards in our Province and move to take appropriate corrective action to allow the RCDSB to adjust our Executive Compensation Framework. Our Senior staff are true professionals and need to be fairly compensated for all their efforts to provide the best possible education for our students.

Sincerely,



Bryon Morris
Chair of the Board, RCDSB

cc. Ontario Public School Boards Association
School Board Chairs
Doug Ford, Premier of Ontario
John Yakabuski, MPP Renfrew-Nipissing-Pembroke
Mark Searson, Director of Education – Renfrew County Catholic DSB

August 25, 2022

The Honourable Stephen Lecce
Minister of Education
5th Floor, 438 University Ave
Toronto, ON M7A 2A5

Via email: minister.edu@ontario.ca

Dear Minister Lecce:

The Thames Valley District School Board is the fourth largest school board in Ontario, with more than 80,000 students and an area of over 7,000km². Our school board continues to grow at a considerable rate due to the rapid migration of families to the City of London, the City of St. Thomas and Elgin, Middlesex and Oxford Counties.

As we strive to accommodate skyrocketing enrolment and provide our students with quality learning spaces, we are faced with a number of funding and timeline challenges. We are hopeful that these challenges can be addressed with your support.

The first of these challenges is the limitations of current capital benchmark funding. According to findings from the Operations, Maintenance & Construction Committee (OMC) of the Ontario Association of School Business Officials (OASBO), there is an average gap of approximately 18% between cost estimates and tender price for new schools tendered from 2015 to 2018. Increased capital benchmark funding would allow for more realistic budgets for new capital projects moving forward.

Another difficulty we face as a board is a substantial capital backlog of \$694,156,214, projected to reach \$912,786,055 over the next five years. Increased funding for the School Condition Improvement (SCI) and School Renewal Allocation (SRA) grants would assist in alleviating this significant backlog so that we can ensure students are learning in well-maintained environments.

Approval timelines also present a challenge for our board as enrolment growth outpaces the speed at which we can secure approvals for new schools and build much-needed student accommodations. With current timelines and the frequent need to submit business cases multiple times through various rounds of the Capital Priorities Program prior to receiving approval, our board has now begun to consider portable placements from the start of the design process for new schools as we anticipate the need for portables upon the school's opening. This is a significant concern for our communities.

On behalf of the Trustees of the Thames Valley District School Board, I ask that you please consider the following actions to ensure the timely, cost-effective construction of quality schools for our students:

1. Increase capital benchmark funding for building of new schools, additions and other repairs;
2. Increase funding to the School Condition Improvement (SCI) and School Renewal Allocation (SRA) grants to reduce TVDSB's capital backlog which presently is at \$694,156,214 and is forecasted to increase to \$912,786,055 over the next five years;
3. Shorten approval timelines for business cases submitted through the Capital Priorities Program and the construction approval process for new schools.

As Trustees this would assist our communities by ensuring our students have the facilities, they need for an optional learning environment as enrolment increases. Thank you for your consideration on this important matter.

Sincerely,

A handwritten signature in grey ink that reads "L. Pizzolato".

Lori-Ann Pizzolato
Chair of the Board
Thames Valley District School Board

cc: Trustees
Mark Fisher, Director of Education



September 13, 2022

The Honourable Stephen Lecce
Minister of Education
22nd Floor, Mowat Block, 900 Bay Street
Toronto, ON M7A 1L2

Dear Honourable Lecce:

RE: High-Credit Day School Backgrounder

At the May 24, 2022 Regular Board meeting, trustees approved the following motion:

RESOLVED THAT the Avon Maitland District School Board direct the Chair to write a letter to the Minister of Education requesting full funding for youth under 21 who want to return to in-person secondary school for one school year to take additional courses after their traditional grade 12 year.

The Ministry funds school boards based on student enrollment (ADE) in a board. Students who are in full time attendance in our “day schools” are funded under the Pupil Foundation Grant. For Secondary students, the allocation per student ADE is \$5,922.75 per ADE for the 2022/2023 year.

The Ministry provides this full-time funding for students based on their pursuit of up to 34 credits. Recall that a student is required to achieve 30 credits in order to obtain the Ontario Secondary School Diploma (OSSD). Once a student has achieved 34 credits any additional credits generate funding at a lower level, and this is known as a “high credit” allocation. The allocation per student ADE is based on the Continuing/Adult Education rate, which is \$3,611 per ADE for the 2022/2023 year.

The following statement is from the Education Funding: Technical Paper 2022–23.

[\(Education Funding: Technical Paper 2022–23\)](#)

“High credits are the number of non-exempt credits above the 34-credit threshold being attempted by a non-exempt pupil. School boards will determine the proportion of total credits taken for each pupil in the day school that are high credits and apply that proportion to the total minutes of instruction in the pupil’s timetable. This calculation will allow for a distinction between regular minutes of instruction and high-credit minutes of instruction for each of the October 31 and March 31 count dates. The minutes of instruction will then be used to calculate regular day school ADE and high-credit day school ADE. Funding is \$3,611 per high-credit day school ADE.”

In AMDSB we have not restricted students from returning for a fifth year, or from accessing “high credit” credits. In AMDSB we have very few students who exceed the 34 credit funding threshold. The high credit ADE for the 2021-22 school year was 13.72.

With this information, the Avon Maitland District School Board asks that full funding be allocated for youth under 21 for one school year after their traditional grade 12 year.

Sincerely,

Nancy Rothwell, Chair