

WATERLOO REGION DISTRICT SCHOOL BOARD

NOTICE OF MEETING

The regular monthly **Board Meeting** of the Waterloo Region District School Board will be held in the Boardroom, Building 2, 1st Floor, 51 Ardelt Avenue, Kitchener, Ontario, on **Monday, March 6, 2023, immediately following the Special Committee of the Whole meeting.**

AGENDA

Call to Order

Approval of Agenda

Consent Agenda**

Receipt/Approval of Minutes:

Approve Minutes - Parent Involvement Committee Meeting of December 6, 2022

Approve Minutes - Audit Committee Meeting of December 7, 2022

Approve Minutes - Special Education Advisory Committee Meeting of January 11, 2023

Receive Minutes - Board Meeting of January 30, 2023

Approve Minutes - Committee of the Whole Meeting of February 13, 2023

Approve Decisions - Special Committee of the Whole Meeting of February 27, 2023

Receipt/Approval of Monthly Reports:

- | | | |
|----|---|-----------|
| 27 | Staffing Information – Retirements and Resignations | G. Shantz |
| 30 | Staffing Information – Appointments | G. Shantz |
| 32 | Reported Student Aggression Quarterly Data - Q2 2022-2023 | G. Shantz |

Declarations of Pecuniary Interest

Announcements/Celebrating Board Activities

Communications Good News Update

Delegations

Jelena Pejic - Hunt Club (River Mill North) Development Area

Biljana Todorovic - Hunt Club (River Mill North) Development Area

Cedric Daley - Hunt Club (River Mill North) Development Area

Sarah Inwood - Integrated Support Program

Lisa Cook and Jason Blamire - Integrated Support Program

Staff Follow Up

Integrated Support Program (ISP) Update

S. Miller / J. Albrecht

Reports

Board Improvement and Equity Plan Update: De-Streaming Presentation

S. Miller / C. Hill

Board Reports

Special Education Advisory Committee Update

F. Meissner / M. Snyder

**All matters listed under the Consent Agenda are considered not to require debate by the Board of Trustees and should be approved in one motion in accordance with the recommendation contained in each report.

Board Communications

- 38 Greater Essex County District School Board, SEAC Chair to Minister of Education
- 40 Rainy River DSB to Minister of Education & Minister of Colleges and Universities
- 43 Rainy River District School Board to Minister of Finance
- 46 Toronto Catholic DSB to President of the Treasury Board & Minister of Education
- 48 Waterloo Region District School Board to Minister of Education - Transportation Funding
- 49 Avon Maitland District School Board, SEAC Chair to Minister of Education

Other Business

Question Period (10 minutes)

Future Agenda Items (Notices of motion to be referred to Agenda Development Committee)

Adjournment



Report to Board of Trustees

February 27, 2023

**Subject: Staffing Information –
Retirements and Resignations**

Recommendation

This report is provided for information of the Board.

Status

The employees listed in Appendix A of this report have received acknowledgement of their retirement or resignation.

Background

The board's practice is to receive information regarding staff retirements and resignations at regular monthly board meetings.

Financial implications

Expenses are within the existing approved budget.

Communications

Employees listed in this report have communicated through Human Resource Services.

Prepared by: Graham Shantz, Associate Director, in consultation with Leadership Council.

Staffing Statistics – Retirements
Current at February 27, 2023

Retirements: Elementary Teaching Staff				
First	Last	Position/Location	Retirement Date	Years of Service
Suzanne	DeJong	Teacher, New Dundee PS	April 28, 2023	25
Landry	Smith	Teacher, Hespeler PS	April 30, 2023	31
Lori	Woodley	Teacher, WT Townshend PS	April 30, 2023	29

Retirements: Secondary Teaching Staff				
First	Last	Position/Location	Retirement Date	Years of Service
Susan	Culp Klassen	Library Department Head, Elmira District SS	February 28, 2023	24
Wendy	Higgins	Teacher, Galt CI	June 30, 2023	27
Vanda	Martins-Gardiner	Guidance Department Head, Glenview Park SS	February 28, 2023	36

Retirements: Administrative & Support Staff				
First	Last	Position/Location	Retirement Date	Years of Service
Paul	Brown	Custodian, Huron Heights SS	August 31, 2023	35
Louise	Cummings-Voll	Early Childhood Educator, Highland PS	April 7, 2023	15
Janet	Dickson	Educational Assistant, Wilson Ave PS	March 14, 2023	19
Deborah	Krebs	Custodian, Grand River CI	February 24, 2023	5
Della	Lataille-Herdsman	Superintendent, SAWB	February 28, 2023	2
Greg	Stewart	Head Custodian, Lexington PS	July 14, 2023	8
William	Weatherbee	Student Supervision Monitor, Jacob Hespeler SS	February 10, 2023	47

Staffing Statistics – Resignations
Current at February 27, 2023

Permanent Staff Resignations			
First	Last	Position/Location	Resignation Date
Michael	Appiah	Social Worker, Special Education	February 3, 2023
Tamara	De Souza	Custodial Maintenance Helper, Forest Heights CI	February 9, 2023
Reham	Elmoshsab	Adult Safety Patrol, Groh PS	February 14, 2023
Ross	Howey	Communications Officer, Communications	February 24, 2023
Christie	Kent	Senior Planner, Planning	February 15, 2023
Shannon	Lafrance	Educational Assistant, JF Carmichael PS	April 30, 2023
Taylor	Mores	Educational Assistant, Waterloo-Oxford District SS	February 21, 2023
Jason	Panda	Secondary Teacher, Kitchener CI	February 17, 2023
Amara	Saeed	Early Childhood Educator, Suddaby PS	February 13, 2023
Natica	Smith	Educational Assistant, Cameron Heights CI	March 10, 2023
John	Veit	Controller, Facility Services	March 17, 2023
Jennifer	Vincent	Elementary Teacher, Silverheights PS	February 28, 2023
Alisha	Weidemann	Early Childhood Educator, Floradale PS	January 31, 2023
Marswa	Yarmeto	Educational Assistant, Glencairn PS	February 20, 2023



Report to Board of Trustees

February 27, 2023

Subject: Staffing Information – Appointments

Recommendation

This report is provided for information of the Board.

Status

The staff appointments as noted on Appendix A of this report are effective the dates indicated.

Background

The board's practice has been to have appointments presented for information at regular monthly board meetings.

Financial implications

Expenses are within the existing approved budget.

Communications

Employees listed in this report have been advised of the appointments.

Prepared by: Graham Shantz, Associate Director, in consultation with Leadership Council.

Staffing Information – New Appointments
Current at February 27, 2023

New Appointments: Elementary Teaching Staff			
First	Last	Location	Effective Date
Evelyn	Huo	Suddaby PS	February 1, 2023
Chrissy	Miller	Franklin PS	February 9, 2023
Robert	Morgan-Smith	Elgin Street PS	February 7, 2023
Edina	Pervanic	Groh PS	February 1, 2023
Danielle	Ross	Vista Hills PS	February 20, 2023
Emma	Tang	Wilson Ave PS	February 6, 2023

New Appointments: Secondary Teaching Staff			
First	Last	Location	Effective Date
Lori	Artinger	Bluevale CI	February 3, 2023
Eric	Davidson	Cameron Heights CI	February 3, 2023
Rubben	Goraya	Waterloo CI	February 3, 2023

New Appointments: Administrative and Support Staff			
First	Last	Position / Location	Effective Date
Valentino	Camelai	Certified Tradesperson, Maintenance	January 30, 2023
Vida	Collis	Superintendent, SAWB	February 6, 2023
Lucy	McLean	Secretary, Elmira District SS	January 8, 2023
Michelle	Newlands	Superintendent, SAWB	March 1, 2023
Luminita	Toma	Custodian, Queensmount PS	February 13, 2023
Melissa	Winkler	Secretary, Northlake Woods PS	February 7, 2023

New Hires - due to retirements, resignations or leaves and are to replace full or part time vacancies.

Human Resources & Equity Services



Report to Board of Trustees

February 27, 2023

Subject: Reported Student Aggression Quarterly Data Q2 –2022-2023

Recommendation:

*This report is provided for the Waterloo Region District School Board with information regarding reported incidences of student aggression for the quarter (**November 16, 2022-January 31, 2023**).*

Status:

The Board continues to experience significant staffing challenges due to the ongoing COVID-19 pandemic. The Board continues to endeavour to staff schools given high issues of absenteeism within the system and is actively pursuing alternative approaches for emergency staffing. Unforeseen and unplanned disruption continues to impact the delivery of education for students within our system.

We continue to be proactive in utilizing our BMS team to support staff and administration in the following ways:

- Responding to student specific referrals addressing supports for safety plans, review of critical incidents, and classroom observations and audits;
- Temporarily increasing support resources to respond to student aggression for the remainder of the 2022-2023 school year;
- Providing site specific BMS support (i.e., practice a containment, student specific interventions etc.);
- Supporting growing system needs in BMS by continuing to train new trainers;
- Assisting in facilitating the transition of students returning to in-school learning;
- Directly supporting transition planning to ensure staff feel supported and that we are setting both students and staff up for success;
- Proactively identifying schools and students that may require direct support from BMS;
- Analyzing and actively investigating special education paraprofessional resources to better support schools;
- Conducting Administrator refresher training and support sessions in early 2023;
- Providing on-going training for multiple employee groups within the Board.

Student Aggression incidents are recorded under four (4) categories in order of severity from least severe to most severe:

Hazard: The worker is reporting a hazard, the worker sustained no injury during the incident or it was a near miss. The Board and Unions actively encourage employees to report workplace hazards in order to act proactively to prevent

more serious incidents.

First aid: Applying minor first aid measures like cleaning minor cuts, scrapes or scratches; applying a band aid, cold compress or ice pack. First Aid is provided at the workplace.

Health care (or medical aid): Worker sustained an injury requiring medical aid from an external health care practitioner (i.e., a doctor, nurse, chiropractor or physiotherapist); services provided at a hospital and/or health facility and/or require prescription drugs. This is required to be reported to the Workers Safety and Insurance Board (WSIB).

Lost Time: The worker sustains injury that requires time away from work after the day of incident and was unable to work. This is required to be reported to the Workers Safety and Insurance Board (WSIB).

Previous Year Quarterly Report Comparison:

Quarterly student aggression data as reported by WRDSB staff for the period November 16, 2022-January 31, 2023 compared to the data from the same period November 16, 2021-January 31, 2022 last school year:

- Total Elementary incidents have increased by 312 incidents from the same period last year.
- Total Secondary incidents have increased by 24 incidents from the same period last year.

2022-23 Reporting Information:

Reported Student Aggression Incidents for The Current School Year (November 16, 2022 – January 31, 2023):

- Total Elementary aggression incidents: (**November 16, 2022-January 31, 2023**): **564 Incidents**
 - Hazard – 395 incidents
 - 70.04% of all elementary incidents
 - First Aid – 156 incidents
 - 27.66% of all elementary incidents
 - Health Care – 5 events
 - 0.89% of all elementary events
 - Lost Time – 8 events -
 - 1.42% of all elementary events
- Total Secondary aggression incidents from (**November 16, 2022-January 31, 2023**): **42 incidents**
 - Hazard –18 incidents
 - 42.86% of all Secondary incidents
 - First Aid – 21 incidents
 - 50.00 % of all Secondary incidents
 - Health Care – 1 incident

- 2.38% of all Secondary incidents
- Lost Time – 2 incidents
 - 4.76 % of all Secondary incidents
- Total aggression incidents for hazards, first aid, health care, and lost time per employee group from **November 16, 2022-January 31, 2023 - 606 Incidents**
 - Administrators – 16
 - 2.64% of total incidents
 - Custodian and Maintenance (CAMA) – 1
 - 0.17% of total incidents
 - Early Child Educator (ECE) – 45
 - 7.43% of total incidents
 - Educational Assistant (EA) / Child and Youth Worker (CYW) – 399
 - 65.84% of total incidents
 - Elementary Occasional Teacher –21
 - 3.47% of total incidents
 - Elementary Teacher – 104
 - 17.16% of total incidents
 - MGMT/Other – 2
 - 0.34% of total incidents
 - Secondary Teacher/Occasional Teacher – 18
 - 2.97% of total incidents

2021-22 Reporting Information:

Reported Student Aggression Incidents for the Current School Year (November 16, 2021-January 31, 2022):

- Total Elementary aggression incidents: (**November 16, 2021-January 31, 2022**): **252 Incidents**
 - Hazard – 152 incidents
 - 60.32% of all elementary incidents
 - First Aid – 96 incidents
 - 38.10% of all elementary incidents
 - Health Care –0 events
 - 0..00% of all elementary events
 - Lost Time – 4 events -
 - 1.59% of all elementary events
- Total Secondary aggression incidents from (**November 16, 2021-January 31, 2022**): **18 incidents**
 - Hazard –6 incidents
 - 33.33% of all Secondary incidents
 - First Aid – 11 incidents
 - 61.11% of all Secondary incidents

- Health Care – 0 incidents
 - 0.00% of all Secondary incidents
- Lost Time – 1 incident
 - 5.56% of all Secondary incidents
- Total aggression incidents for hazards, first aid, health care, and lost time per employee group from **November 16, 2021-January 31, 2022 - 270 Incidents**
 - Educational Assistant (EA) / Child and Youth Worker (CYW) – 185
 - 68.52% of total incidents
 - Early Child Educator (ECE) – 26
 - 9.63% of total incidents
 - Elementary Teacher – 36
 - 13.33% of total incidents
 - Elementary Occasional Teacher – 12
 - 4.44% of total incidents
 - Administrators – 8
 - 2.96% of total incidents
 - Secondary School Teacher – 2
 - 0.74% of total incidents
 - Supervision Monitor – 1
 - 0.37% of total incidents

Background:

As requested by the Board, student aggression data is to be provided on a quarterly basis.

Financial implications:

The financial impacts are covered within existing Board approved budget lines.

Communications:

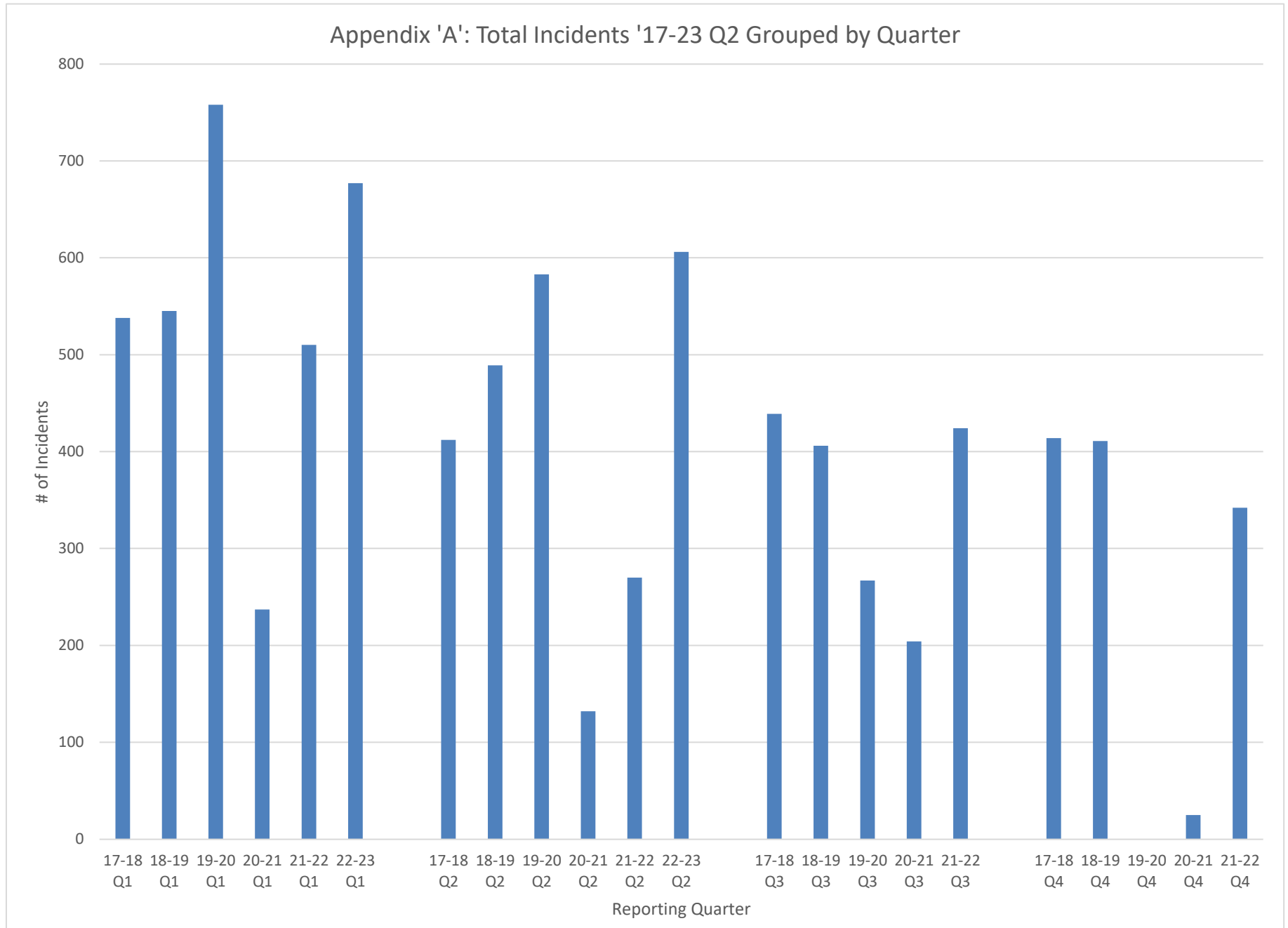
A report of all workplace incidences, including student aggression is provided every two weeks to the Board's Joint Health and Safety Committee (JHSC).

Appendices:

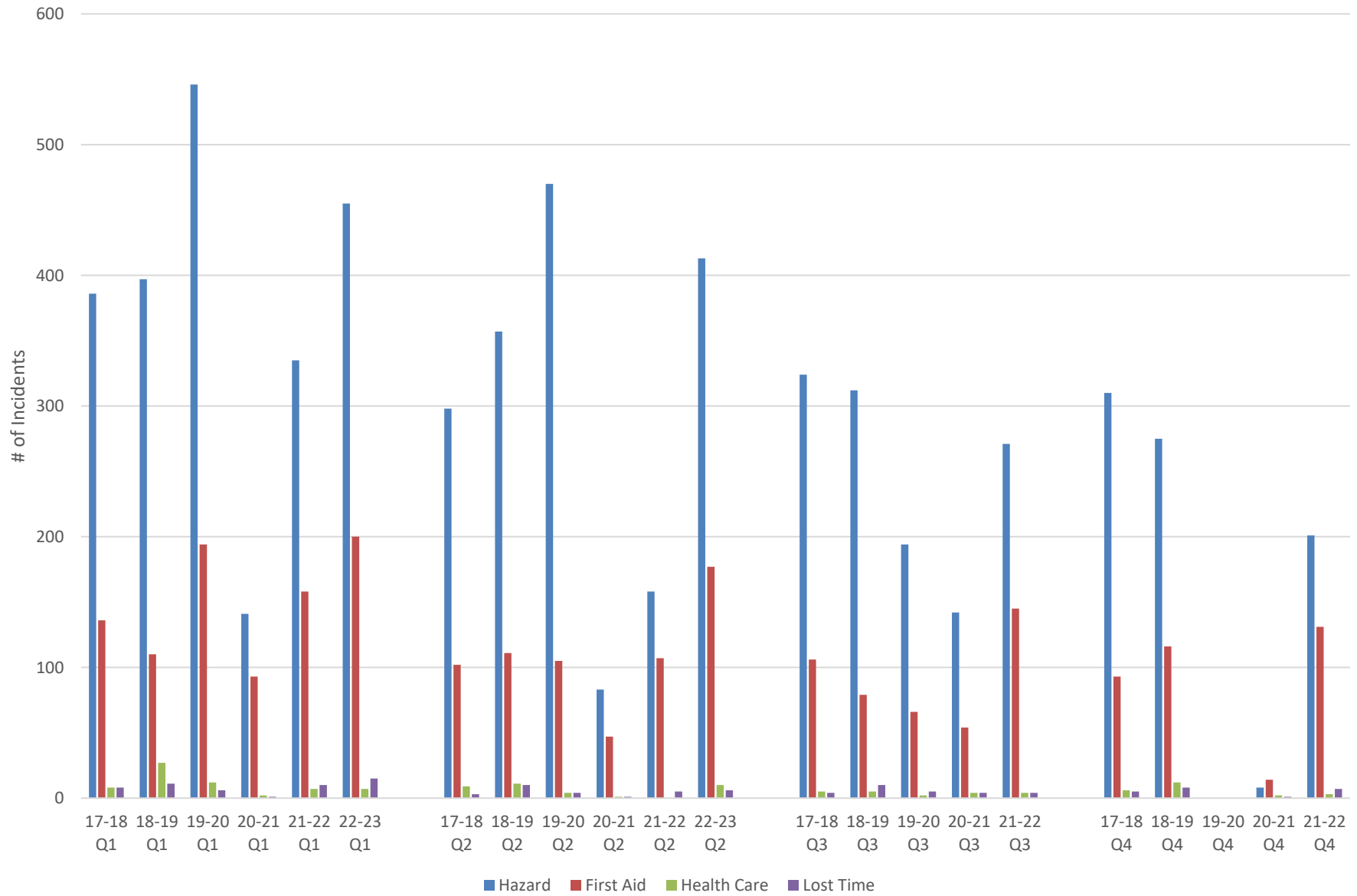
Appendix 'A' – Total Incidents: 2017-2023 Q2

Appendix 'B' – Types of Incidents by Quarter: 2017-2023 Q2

Prepared by: Graham Shantz, Associate Director
 Justin Brown, Senior Manager, Human Resource Services
 Shannon-Melissa Dunlop, Manager, Health, Safety & Security
 In consultation with Leadership Council

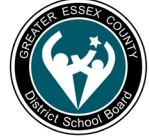


Appendix 'B': Types of Incidents by Quarter
'17-23 Q2 Grouped by Quarter



Greater Essex County District School Board

451 Park St. W., P.O. Box 210, Windsor, ON N9A 6K1 · 519-255-3200



Hon. Stephen Lecce, Minister of Education
Ministry of Education
15th Floor, 438 University Ave.
Toronto, Canada M5G 2K8

Dear Minister Lecce:

Re: Special Incidence Portion Claim Funding

I am writing to you on behalf of the members of the Greater Essex County District School Board's (GECDSB) Special Education Advisory Council (SEAC), regarding your letter of February 3, 2022, outlining the current funding of the Special Incidence Portion (SIP).

We understand that the previous government announced an increase to the SIP claim funding of \$11,016.00 in the spring of 2018. This resulted in the SIP funding amount for each student increasing from \$27,000.00 to \$38,016.00. This would have helped to offset the cost of supporting some of our most complex learners in attending school, but certainly it would have not covered anywhere near the total cost. For example, a student who requires two plus Educational Assistants to support their attendance and learning at school would be at a cost of \$117,740.00 which would include both wages and benefits. However, the Ministry chose to claw back the proposed funding increase to only \$1,803.00 which provides boards with the current amount of only \$28,803.00.

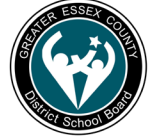
The Greater Essex County District School Board's Trustees sent a letter in the July of 2022 to the Minister of Education. The letter outlined their concerns with Special Education funding as costs have continued to increase at a rate higher than the Ministry funding. The GECDSB, like other boards in the province, continues to have to allocate funding from other areas to supplement the funding provided by Special Education Grants. From our SEAC's perspective, this is unacceptable and unsustainable.

Our Board's Special Education deficit for 2022-23 Revised Estimates is projected to be \$9.2 million. Since the original budget submission, the Board has seen an increase in the number of students enrolling at the Board with complex needs. The Board hired 20.5 Educational Assistants in the Fall of 2022 to provide for student needs, resulting in the additional cost noted above.

Lack of adequate funding in the area of Special Education negatively impacts our ability as a board to provide the necessary services to the children and youth who require it the most. The lack of adequate special education funding highly concerns our SEAC members, whose role is to support the learning needs of our students who require Special Education services to be successful in school.

Greater Essex County District School Board

451 Park St. W., P.O. Box 210, Windsor, ON N9A 6K1 · 519-255-3200



As we continue to receive more and more students with complex needs registering with our Board, we strongly urge the Minister to review the costs associated with SIP claims to support our students by increasing the current inadequate level of funding. We also want to take this opportunity to request that the Ministry of Education review its current Special Education funding model and consider necessary changes so that we can provide the levels of support that all students need to be successful at school.

Sincerely,

Mary-Ann Fuduric, SEAC Chair, Greater Essex County District School Board

cc: Chairs of Ontario Special Education Advisory Committees
Local MPPs



Rainy River

DISTRICT SCHOOL BOARD

February 14, 2023

EDUCATION CENTRE

522 Second St. E.
Fort Frances, ON
P9A 1N4
Phone: 807 274 9855
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Toll Free: 1 800 214 1753

The Honorable Stephen Lecce
Minister of Education
5th Floor, 438 University Avenue
Toronto, ON M5G 2K8
minister.edu@ontario.ca

The Honorable Jill Dunlop
Minister of Colleges and Universities
5TH Floor, 438 University Avenue
Toronto, ON M5G 2K8
jill.dunlop@ontario.ca

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DIRECTOR

Heather Campbell

Dear Ministers Lecce and Dunlop,

On behalf of the Rainy River District School Board of Trustees, I am writing to relay our deep concerns with respect to teacher recruitment and retention in our province, particularly in northern school boards.

In the 2021 Ontario College of Teachers' *Transition to Teaching* Report, the following alarming statistics are noted:

- Ontario's teacher education graduates report four per cent unemployment in the first year after licensing, and those in years two to five just one per cent.
- First-year French-language program graduates in Ontario report near zero unemployment for the fifth year in a row. French as a second language first-year teachers continue at or near zero unemployment for the fourth year running.
- First-year English-language teacher unemployment fell to five per cent in 2021, sharply below 34 per cent reported just five years ago.

Across the province, teacher shortages over the next few years will match the already challenging French-language shortages of the past several years. This situation warrants urgent action to increase the province's annual supply of new teachers to staff daily occasional rosters, long term occasional contracts, and permanent teaching positions in Ontario classrooms, particularly classrooms located in northern school boards. While job outcomes have improved for those qualified to teach in Ontario, the low unemployment rates have translated to daily occasional teacher shortages across all school boards, but particularly in the north where there are a limited number of faculties of education.

At present, the Rainy River District School Board's occasional teaching roster, for both elementary and secondary panels combined, consists of a total of 27 teachers, many of whom are retired and limited in the number of days that they can teach. Over the last few months, we have seen between 25 to 50% of absences unfilled by an occasional teacher. This means that other programming, such as Special Education, literacy support, and professional development through our central teacher coordinators, is paused, as staff members are reassigned to cover the unfilled absences. At the secondary level, this has resulted in senior students being assigned to a study hall, due to a shortage of both occasional teachers and internal coverage.

The Ontario government recently announced the Ontario Learn and Stay Grant, providing funding to support post-secondary students attending priority programs within designated communities. The Board of Trustees commends the government in taking this proactive step to assist communities that are struggling to recruit and retain health care workers, and respectfully requests that the Ontario government add Teacher Education to the priority programs listed in the Ontario Learn and Stay Grant for communities within Northern Ontario. The addition of teacher education would be one step to address the teacher labour market needs within this region of the province. Within Northern Ontario, there are only two English faculties of education and one French-language faculty of education, supporting 25 district school boards and school authorities.

In addition to expanding the Ontario Learn and Stay Grant to include teacher education within the northern region of the province, we propose two other supports to address teacher recruitment and retention: increasing funding for northern faculties of education and allowing boards to offer incentives to teacher candidates applying to jobs within the region. When the two-year teacher education program was introduced, faculties of education were capped with respect to program enrolment. With the increasing need for certified teachers within our province, we request that the Ministry of Colleges and Universities review the current funding levels for faculties of education, particularly northern faculties of education, with the aim of increasing seats to address the teacher shortage.

Presently, there are limited incentives for beginning teachers to relocate to teach within Northern Ontario schools. While the Board of Trustees is supportive of the *School Boards Central Bargaining Act*, we see the need to differentiate between schools boards in southern Ontario from those in Northern Ontario, by allowing northern school boards to offer an incentive to recent teacher education graduates as a recruitment tool. This would allow boards to offset the costs associated with tuition for recent graduates by providing them with financial compensation dependent on a commitment to teach within the board for a minimum of five years. At present, this practice is

viewed as compensation and is, therefore, prohibited for school boards under the *School Boards Central Bargaining Act*.

Ontario is known world-wide for its education system. As such, we appreciate your timely consideration of these requests in light of the effects that the teacher shortage is having on school boards, especially northern school boards, in supporting student achievement and well-being.

Sincerely,

p.p.



Jeff Lehman, Chair
Rainy River District School Board

- c. The Honorable Greg Rickford, Minister of Northern Development and Indigenous Affairs, Municipal Member of Parliament, Kenora-Rainy River
The Honorable Peter Bethlenfalvy, Minister of Finance
Rainy River District School Board Trustees
Heather Campbell, Director of Education, Rainy River District School Board
Ontario Public School Boards Association and member boards



Rainy River

DISTRICT SCHOOL BOARD

February 14, 2023

EDUCATION CENTRE

522 Second St. E.
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The Honorable Peter Bethlenfalvy
Minister of Finance
Frost Building South 7th Floor,
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DIRECTOR

Heather Campbell

Dear Minister Bethlenfalvy,

On behalf of the Rainy River District School Board of Trustees, I am writing to provide input into the development of the 2023 Ontario budget. As education funding encompasses a large portion of the Ontario budget, our feedback looks to both suggested efficiencies and funding priorities within education.

Regarding efficiencies, we suggest a more streamlined capital project process for school boards. Currently, there are ongoing challenges with respect to the supply and demand of building materials, an issue experienced in all industry sectors and levels of government. For the Rainy River District School Board and other northern school boards, these challenges are exacerbated by our relative remoteness and short building season. Streamlining the capital approval process would allow school boards, especially northern boards, to maximize the available building season and to shorten project timeframes. Presently, the process for approval is extensive in that once funding is approved for the project, there is still a requirement to submit again for approval to proceed to tender. Rather than applying for approval to proceed to tender, we suggest the movement to a notification process. As the capital project funding envelope is approved at the outset of the project, if a school board secures a cost estimate within envelope, the board should be able to notify the Ministry of Education Capital Branch and proceed based on that initial funding approval, thereby mitigating any increases to project costs caused by this unnecessary step.

Another efficiency for the government to consider is the relaxing of the current parameters for attending meetings electronically. During the pandemic, the government amended *Ontario Regulation 463/97, Electronic Meetings and Meeting Attendance* to remove restrictions on the frequency for board and committee members when attending through electronic means. The recent return to pre-COVID requirements continues to be a deterrent to stakeholder participation on advisory committee meetings and prevents those living in outlying communities from taking on a leadership role at the Board or committee level. The pandemic illustrated the efficiency of virtual meetings. The relaxing of current parameters would not only ensure better community representation, but would reduce our environmental footprint and decrease costs associated with travel to and from meetings.

The Transfer Payment Consolidation initiative enabled the government to reduce administrative and reporting burdens on transfer payment recipients across multiple sectors, including education. The Transfer Payment Ontario (TPON) system now centrally stores transfer payment agreements, but the further centralization of memos, reporting templates, as well as a portal for completed reports, is still needed to fully realize the efficiencies that the government was first striving for. Having a consolidated reporting section and consistent reporting templates stored within TPON will ensure that reports are completed and submitted appropriately and in a timely manner, minimizing the back-and-forth related to reporting logistics and project completion.

While we understand the government's current fiscal environment, students, schools and school boards have real needs and concerns. The needs are even more prevalent in Northern Ontario, where communities face unique economic and demographic challenges to growth, including a lack of economic diversification and gaps in infrastructure. Through our work as a member of the Ontario Public School Boards' Association, we know that school boards and the communities that they serve require equitable funding and collaboration across ministries to allow for targeted strategies to support our students, namely through the:

- Support for nutrition programs within our schools, especially in consideration of the rise in food costs and food insecurity,
- Continued work to ensure coordination of, and timely access to, school and community health supports and services, including mental health supports,
- Continued access to public health units and their preventative expertise across all communities,
- Expansion of menstrual equity funding, ensuring that both elementary and secondary students have access to free menstrual products and that students have choice in the type of product to be used, and

- Support for the ongoing work to implement the *Truth and Reconciliation Commission Calls to Action*, with funding to support curriculum and resources within all grades and classrooms and to sustain Indigenous language revitalization efforts.

As a declining enrolment board, the Rainy River District School Board's decline does not translate to decreased costs in transporting our students, especially considering the geographic region of the Board, the low population density, and the absence of public transit within our district. Thus, we look forward to the recently-announced review of the transportation funding model, with the hope that future transportation funding matches the actual costs being incurred by school boards.

The Rainy River District School Board is committed to making a difference in the lives of our students and their families. As such, strong, predictable, and equitable education funding supports the conditions that promote and sustain enhanced student achievement and well-being. I thank you and Minister Rickford for the invitation to provide input into the 2023 provincial budget. We look forward to your continued commitment to protecting what matters most, those critical services in our province such as education.

Sincerely,
p.p.



Jeff Lehman, Chair,
Rainy River District School Board

- c. The Honorable Greg Rickford, Minister of Northern Development and Indigenous Affairs, , Municipal Member of Parliament, Kenora-Rainy River Rainy River District School Board Trustees
Heather Campbell, Director of Education, Rainy River District School Board
Ontario Public School Boards' Association and member boards



Office of the Chair of the Board

February 23, 2023

SENT BY EMAIL

Honourable Prabmeet Sarkaria
President of the Treasury Board
Rm 4320, 99 Wellesley Street West,
Toronto, ON M7A 1W3
minister.tbs@ontario.ca

Honourable Stephen Lecce
Ontario Minister of Education
438 University Avenue, 5th Floor
Toronto, ON M5G 2K8

Dear Honourable Prabmeet Sarkaria and Honourable Stephen Lecce,

As you know, student achievement and well-being continue to remain at the forefront of all that we do at the Toronto Catholic District School Board (TCDSB). Throughout the pandemic, staff went above and beyond to ensure that student learning was minimally disrupted and that learning environments were safe.

I am writing to express our concern over the impact of a decade-long freeze on executive compensation to Toronto Catholic and across the provincial education sector. Unfortunately, the length of the ongoing compensation freeze, introduced by the previous government has negatively impacted attraction and retention of highly skilled leaders and overall morale. As you know, the Ministry of Education (EDU) initiated the Executive Compensation Program in 2017 and staff and trustees prepared a Framework that received approval from EDU in 2017. Unfortunately, the approved Executive Compensation Framework was again frozen in August 2018, leaving us with greater inequities. For instance, a superintendent who has served over the past 10 years has been stuck at the same salary without any incremental or cost of living considerations since 2011. This inequity is exacerbated by the fact that during the same period, unionized and non-unionized staff, as well as principals and vice principals, have continued to receive modest salary increases on an annual basis, including salary grid movement. Principals and Vice-Principals will be receiving another 1% increase this September. Furthermore, with the rise of inflation, the freeze continues to move closer to salary inversions at Toronto Catholic whereby some staff will soon be compensated at a rate that is comparable to those individuals on executive compensation that they report to.

During the past few years, system leaders have worked tirelessly to support students during labour unrest, absenteeism, and the pandemic. We have seen senior staff work selflessly and around the clock throughout the pandemic, on more instances than one can count which included evenings and weekends, to support local health partners and EDU with the pandemic response, contact tracing and reporting. Like everyone else, system leaders often placed the needs of our education system and students above their own personal needs and familial responsibilities. More than anything, this steadfast commitment to our students and the sector is evident by the fact that our senior team was not able to take time off for the past few years, until more recently.

Our continued reliance on their leadership is critical now more than ever as we emerge into a new normal with a focus on bridging learning opportunities. I urge you to remove these inequities and at minimum reinstate the approved framework from 2017 that was based on market comparators and allowed for grid movement to maintain Ontario's reputation as one of the best publicly funded education systems in the world.

I look forward to your consideration of our request and to work collaboratively with boards to resolve the issue of the executive compensation freeze. As always, I am available to discuss this matter with you.

Sincerely,

A handwritten signature in black ink, appearing to read "N. Crawford". The signature is fluid and cursive, with the first letter 'N' being particularly large and stylized.

Nancy Crawford
Chair, Toronto Catholic District School Board

CC: TCDSB Trustees
OCSTA
Ontario DSBs



Waterloo Region District School Board

51 Ardelt Avenue
 Kitchener, ON N2C 2R5
 T: 519-570-0003
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 wrdsb.ca

February 23, 2023

The Honourable Stephen Lecce, Minister of Education
 Ministry of Education
 315 Front Street West, 14th Floor
 Toronto, ON, M7A 0B8

Dear Minister Lecce,

At its meeting on January 16, 2023, the Board of Trustees for the Waterloo Region District School Board (WRDSB), agreed to write to you to express our concerns and support for the [Ontario Public School Boards' Association's \(OPSBA\) Advocacy Day Student Transportation issues and recommendations](#).

Transportation issues for school boards include inadequate funding, driver recruitment and retention, and safety. Like many boards, the WRDSB continues to regularly overspend their transportation budgets to meet the needs of the district.

The WRDSB supports OPSBA's recommendations:

- Any policy or funding framework must consider the unique student transportation circumstances and needs of each board (northern, rural and urban).
- Investments targeted at attracting and retaining school bus drivers.
- Updating the funding benchmarks to reflect increased costs, especially related to inflation.
- Finding ways to support student participation in field trips, sporting events, and extracurricular activities.

Minister Lecce, we respectfully request the Ministry of Education consider these recommendations to address student transportation needs for the WRDSB and other Ontario public school boards.

Sincerely,

A handwritten signature in black ink, appearing to read "Joanne Weston".

Joanne Weston
 Chairperson of the Board of Trustees
 Waterloo Region District School Board

cc: WRDSB Trustees and Student Trustees
 Ontario Public School Boards' Association Member Board Chairs
 Waterloo Catholic District School Board
 Local Members of Provincial Parliament
 Region of Waterloo Regional Chair



Hon. Stephen Lecce, Minister of Education
Ministry of Education
15th Floor, 438 University Ave.
Toronto, Ontario M5G 2K8

Dear Minister Lecce:

Re: Special Incidence Portion Claim Funding

I am writing to you on behalf of the members of Avon Maitland District School Board's (AMDSB) Special Education Advisory Committee (SEAC) regarding funding of the Special Incidence Portion (SIP). As you are aware, in the spring of 2018, the previous government announced an increase to the SIP claim funding of \$11,016, bringing the funding amount to \$38,016 per student from the previous funding amount of \$27,000. On August 24, 2018, after school board budgets were prepared and approved, the Ministry announced that the previously announced increase would be clawed back. Currently the funding received from the Ministry of Education (Ministry) is \$28,803.

Like others in the province, the AMDSB SEAC were dismayed with this decision to claw back the increase, given that the true costs of supporting a student with a SIP claim are significantly higher than the allocated amount. For example, at AMDSB, the average cost, including salary and benefits, for an Educational Assistant is \$50,810. A student who requires 2 plus Educational Assistants to support their learning needs would be at a minimum cost of \$101,620. The Ministry's SIP amount covers approximately 28.3% of the true cost to support a student with significant learning needs while AMDSB covers the remaining 71.75 of the cost from other Special Education and operational grants.

The budget gap at AMDSB between Special Education revenues and expenditures for the last four years has averaged 6.3%. The expenses to support our students continue to outpace the revenue provided. Inadequate funding of Special Education puts our most vulnerable children at risk, as we look to cut the services that they need to be successful, in order to manage other cost pressures. Our entire system is strained when school boards are required to take revenues from other areas to meet its statutory commitment to children accessing Special Education services.

We urge the Minister to evaluate the true costs associated with SIP claims to support our students and increase funding accordingly. We further request, once again, that the Special Education funding model be reviewed and changed to accurately reflect the increasing and more complex needs of students with special needs.

Sincerely,

Julie Welch
SEAC Chair, Avon Maitland District School Board

cc: Chairs of Ontario Special Education Advisory Committees