



SPECIAL BOARD MEETING

TUESDAY, JULY 21, 2020
OPEN MEETING – 6:30 P.M.

By Google Meet: <https://meet.google.com/xfj-wfhn-qxs>

Please note: If you would like to join by phone, please contact
Michelle Kennedy by email - mkennedy@pvnccdsb.on.ca
or at 1-800-461-8009 ext. 1247

Arrangements to join by phone must be made prior to
5:30 p.m. on the day of the meeting

Chairperson: Michelle Griepsma

Vice-Chairperson: David Bernier

**Trustees who are unable to attend the meeting are asked to
please notify Michelle Kennedy (mkennedy@pvnccdsb.on.ca).**

A. Call to Order of the Open Meeting – 6:30 P.M.:

1. Examen.
2. Opening Prayer.
3. Land Acknowledgement.
4. Singing of the National Anthem.
5. Approval of the Agenda.
6. Declarations of Conflicts of Interest.
7. Approval of the Minutes
 - a. Approval of the Minutes of the June 23, 2021 Regular Meeting. Page 4
 - b. Approval of the Minutes of the July 6, 2021 Special Meeting. Page 16
8. Business Arising Out of the Minutes.

B. Reports from the Office of the Director and Student Trustees:

C. Presentations:

D. Programs and Services:

E. Business, Finance and Governance:

1. R.A. 2020-2021 Budget Presentation. Report - Page 21 EFIS Schedules - Page 29
Isabel Grace, Superintendent of Business and Finance. Other Schedules - Page 34

F. Human Resources:

G. Policy Development:

H. Old Business:

I. New Business:

1. Thought Exchange Survey Presentation.
Michael Nasello, Director of Education.
2. Re-opening Update.
Michael Nasello, Director of Education.
3. Ministry Child Care Survey, PVNC Response.
Pepe Garieri, Superintendent of Learning.
4. Ontario Human Rights Commission Letter. Page 43
Michael Nasello, Director of Education.

J. Bring Forward:

K. Information Items:

L. Future Meetings and Events:

1. Board Meeting:
 - a. Special Board Meeting Open Session, August 25, 2020, 6:30 p.m.
(In-camera Session, 6:00 p.m.)
 - b. Board Meeting Open Session, September 22, 2020, 6:30 p.m.
(In-camera Session, 6:00 p.m.)
2. Board Standing Committee Meetings: (Listed in chronological order.)
 - a. Chairperson's Committee, September 14, 2020, 4:30 p.m.
 - b. Committee-of-the-Whole, September 14, 2020, 6:30 p.m.
 - c. Policy Development Committee, September 29, 2020, 6:30 p.m.

3. Other Committee Meetings: (Listed in chronological order.)
 - a. First Nation Métis and Inuit Advisory Committee, September 15, 2020, 6:30 p.m.
 - b. Special Education Advisory Committee, September 17, 2020, 6:30 p.m.
 - c. Student Council Liaison Committee, September 22, 2020, 4:15 p.m.
 - d. Catholic Parent Engagement Committee Meeting, September 28, 2020, 6:30 p.m.
 - e. STSCO Governance Committee Meeting, October 7, 2020, 3:00 p.m.
 - f. Audit Committee Meeting, TBA
 - g. Faith and Equity Advisory Committee Meeting, TBA
 - h. French as a Second Language Advisory Committee, TBA
 - i. Supervised Alternative Learning Meeting, TBA.
4. Board Events: (Listed in chronological order.)
 - a. Secondary School Graduation Ceremonies for Class of 2020, Thursday, October 8, 2020.

M. Conclusion:

1. Report from the In-camera Meeting.
2. Closing Prayer.
3. Adjournment.



Minutes

THE MINUTES OF THE OPEN SESSION OF THE REGULAR BOARD MEETING, held on Tuesday, June 23, 2020, by Google Meet.

PRESENT:

Trustees – Linda Ainsworth, David Bernier, Eveline Fisher (Student Trustee), Michelle Griepsma (Chair), Josh Hill (Student Trustee), Braden Leal, Kevin MacKenzie, Helen McCarthy and Emmanuel Pinto

Administration – Joan Carragher, Laurie Corrigan, Galen Eagle, Pepe Garieri, Isabel Grace, Father Paul Massel, Tim Moloney, Michael Nasello, and Stephen O'Sullivan.

Recorder – Michelle Kennedy

A. Call to Order of the Open Meeting:

The Board Chairperson, Michelle Griepsma, called the meeting to order at 6:35 p.m.

1. Examen

Father Paul Massel, Board Chaplain and Faith Animator, led everyone in a daily examen.

2. Opening Prayer

Following the examen, Father Paul opened the meeting with prayer.

3. Land Acknowledgement

Michelle Griepsma, Board Chairperson, respectfully acknowledged that the Board Meeting was taking place on the traditional territory of the Mississauga Anishinaabeg.

4. Singing of the National Anthem

The National Anthem was sung.

5. Approval of the Agenda

MOTION: Moved by Linda Ainsworth, seconded by Braden Leal

that the Agenda be approved.

Carried.

6. Declarations of Conflicts of Interest

There were no declarations of conflicts of interest.

7. Approval of the Minutes.

MOTION: Moved by Emmanuel Pinto, seconded by Linda Ainsworth
that the minutes of the May 26, 2020 Regular Meeting be
approved.

Carried.

8. Business Arising Out of the Minutes.

There was no business arising out of the minutes.

Michelle Griepsma, Board Chairperson welcomed all attendees who had joined the meeting online and acknowledged the attending principal representative, Wayne Clark, Principal at St. Alphonsus Catholic Elementary School.

B. Reports from the Office of the Director and Student Trustees:

1. Report from the Director of Education, Michael Nasello.

Michael Nasello gave the Director's Report, including the following highlights:

- Deepest thanks to every staff member at PVNC. All staff have contributed to the learning of students throughout this school year.
- This school year had a number of challenges which included a thirteen-week school closure, and labour disruptions. Gratitude is extended to everyone who contributed to making the year as good as it could be. It was not perfect, but it was very good.
- Pleased that students have been successful to complete their year and that students who are in their graduating year are able to do so.
- This year parents have been a bigger partner in learning than ever before.
- On Friday, June 19th, the board received the notification of the 'Grants for Student Needs' about three months later than it is normally received. This has

caused a delay in the regular budgeting process.

- The board has also received the Ministry's guidelines for school reopening in September, 2020 and will work to create a plan for back to school in September.
- The new math curriculum for Grades one through eight was released on June 23 and although the Ministry has stated that it will be in use by teachers in September, it will not be ready to be implemented by the start of school. There is much work to do to ensure teachers are ready to put it into practice with students and we are confident in our consultant staff and school teams that it will be implemented with success in due time.
- As we near the end of the year, schools have successfully coordinated with families the retrieval of personal items from schools.
- Grade Eight Graduation celebrations have begun to take place online and we also commend the courageousness of celebrating these events in a very new way. These events would not have been possible without the leadership of Sean Heuchert, Manager of Information Technology and Galen Eagle, Manager of Communications, who thoughtfully and expertly guided everyone in this journey.
- Gratitude was expressed by Mr. Nasello to the trustees for all of their support throughout this school year.

Following his presentation, Michael Nasello invited questions from the trustees.

2. Report from the Student Trustees, Eveline Fisher and Josh Hill.

Student Trustees Eveline Fisher and Josh Hill gave the Student Trustee report:

- 2019-2020 was a school year that has tested and forced us to be learners in ways we did not believe to be possible.
- The Student Council Liaison Committee staged the Student Council Retreat day which involved a lot of preparation.
- The SCLC and a group of Eco students from throughout PVNC helped to pass a Board motion to commit our Board to be more sustainable and ecologically friendly.
- The Board has persevered the global pandemic and successfully undertaken the Learn at Home program since April.
- The protests of late have caused people to examine the inequities that exist in all aspects of our society. National Indigenous Peoples Day was celebrated on June 21 and was noted by the Ontario Student Trustee Association with a release of a letter declaring the importance of the day. This year of change has revealed to us how far we have to go

- At the last Student Council Liaison Committee meeting of the year, we examined how next year will look to us as learners. The discussions brought forward questions of how special education learners will be accommodated, how mental health supports will be distributed and what precautions will be in place for students and staff to safely return to class. Our main priority as a board and student advocates is to ensure the health and safety is the first priority for all.
- Recent Ontario Student Trustees Association elections resulted in Josh Hill be elected as the Outreach Coordinator for the 2020-2021 school year. Congratulations to Josh as he becomes more involved as a student advocate to help shape Ontario's education system.
- Eveline Fisher thanked the board of trustees and administration for her experience as a student trustee. She thanked Josh Hill as co-student trustee for helping her grow as a leader and Mr. Nasello for his guidance and support.
- Josh Hill thanked Eveline for her exceptional leadership and for assisting him to grow into his role as student trustee. Best wishes were extended to Eveline as she begins post-secondary at Trent University in the fall.

Following their presentation, Eveline Fisher and Josh Hill answered questions from the Trustees.

3. Report from the Manager of Communications, Galen Eagle.

Galen Eagle, Manager of Communications shared and highlighted good news stories as PVNC learns from home:

- St. Alphonsus was the first school at PVNC to deliver their Grade Eight Graduation virtually. All elementary schools were celebrating their graduations in this way. A great deal of work went into these presentations and it was evident how much pride and passion is felt by the staff and students through these on-line events.
- Deep Learning continued to thrive through the Learn at Home program with 75 educators participating in numerous collaborative Deep Inquiry Learning opportunities led by Learning Support Services consultants.
- Anne Corkery, teacher at St. Anne Catholic Elementary School has won a national environmental education award from the Kimberley Foundation for her work to engage students to learn in and advocate for their natural surroundings.
- The Peterborough GreenUp School Engagement Award was presented to Monsignor O'Donoghue Catholic Elementary School for their ongoing environmental work.
- St. Peter Catholic Secondary School student, Olivia Brown, inspired by the

Holocaust in History program in which participated in 2019, won the Lakefield Literary Festival poetry division with her poem, 'Track 17'.

- Abbey Shaughnessy, Holy Cross Catholic Secondary School student has won the provincial 'Young Authors Award' conducted by OECTA for her essay submission entitled, "The Redemptive Power of Reconciliation".
- The staff at PVNC have been participating in mental health coffee breaks known as 'Be Well Wednesdays'. These online meetings have been a welcome opportunity for employees to connect for discussions in resiliency.
- The Holy Trinity Catholic Secondary School annual spring art show "Created to Create" took place online and enabled students to showcase their talents.
- Good Shepherd Catholic Elementary School participated in the Ontario school board battery collection for recycling challenge which resulted in the collection of over 55,000 batteries, the most of all the schools who participated.

Following his presentation, Galen Eagle answered questions from the trustees.

C. Presentations:

1. Presentation to Eveline Fisher, 2019-2020 Senior Student Trustee.

Michelle Griepsma, Board Chairperson, and Michael Nasello, Director of Education gave a tribute to Eveline Fisher, thanking her for her service and thoughtful and collaborative approach to student leadership. Prior to the meeting a delivery was made Eveline was invited to open her gift and a virtual card from the trustees was sent by email.

2. Haida Gwaii Excursion Update.

Sharon Lajoie, Learning Consultant, and Tim Moloney, Superintendent of Learning gave a presentation about the status of the Experience Canada exchange.

Following the cancellation of the exchange to Haida Gwaii due to the global pandemic, another application was put forward to participate in exchange in the same region. This time, students from St. Peter Catholic Secondary have been 'twinned' and have already begun learning experiences virtually. It is hoped that travel in the 2020-2021 school year will take place in the spring, but is subject to current restrictions due to COVID-19 being removed.

Michelle Griepsma, Board Chairperson, thanked Sharon Lajoie for her work to advance First Nation Métis and Inuit learning at PVNC through the Advisory Committee and through her leadership of education. Sharon Lajoie acknowledged that the journey of the Board has happened in a very positive environment and with the support of the Board of Trustees.

3. Proposed St. Mary Catholic Secondary School Excursion to Germany, Italy, Switzerland

and France, March 9-21, 2021.

James Brake, Principal at St. Mary Catholic Secondary School and Laura Dalton, Teacher at St. Mary Catholic Secondary School gave a presentation about the proposed excursion planned for March, 2021. This trip was cancelled due to COVID-19 and it was noted that the trip provider, EF Tours has looked after the students and has kept price and insurance the same for next year.

MOTION: Moved by David Bernier, seconded by Kevin MacKenzie

that the proposed St. Mary Catholic Secondary School excursion to Germany, Italy, Switzerland and France, from March 9, 2021 to March 21, 2021, be approved in principle and that the trip will include mandatory insurance for all travelers. Such insurance must cover school board or principal rulings for cancellation of the trip.

Carried.

4. Summer Learning Programs.

Tim Moloney, Superintendent of Learning and Laurie Corrigan, Superintendent of Special Education gave a presentation of the Summer Learning Programs and supports being offered for elementary and secondary students.

Programs for elementary students include Camp Aim, Ojibwe Language and Grade 8 Transition to Secondary and Reach Ahead. Secondary students are able to take courses to obtain credit for the first time, credit recovery, or for credit upgrade. Focus on Youth is a secondary program being offered for at-risk students from all geographical areas of the board. English Language Learners from grades 1 through 12 will be able to work online to build on their English communication skills.

Laurie Corrigan reviewed the special education components of the summer learning program. Various aspects of the summer learning programs will have the support of Special Education Resource Teachers, Social Workers, Educational Assistants, Autism Spectrum Disorders Workers, and enable students with special learning needs to be assisted and supported in their skill advancement.

5. Proposed Summer Learning Program in Holocaust Studies, Excursion to Germany and Poland, July 10-24, 2021.

Michael Nasello Director of Education gave a brief presentation on the proposed excursion to Germany and Poland as part of the Holocaust Studies program in the summer of 2021.

MOTION: Moved by Braden Leal, seconded by Helen McCarthy

that the proposed Summer Program in Holocaust Studies, student excursion to Germany and Poland, from July 10, 2021 to July 24, 2021, be approved in principle and that the trip will include mandatory insurance for all travelers. Such insurance must cover school board or principal rulings for cancellation of the trip.

Carried.

6. Continuity of Learning and School Re-opening Update.

Michael Nasello, Director of Education verbally updated the trustees on the continuity of learning during school closure and informed of plans developing for school re-opening in September. Mr. Nasello noted that this is the final week of the Learn at Home program which will be marked with the distribution of report cards for all students.

The Ministry of Education has developed a guideline for re-opening and charged school boards with developing a three-prong return plan. Boards must have in place a strategy to deliver programming under three scenarios: full return to face to face learning in the classroom, a partial return to school with some learning in person and some at home incorporating an alternate attendance schedule for example, and a fully online program that would have more hours devoted to learning at home. In addition, school boards are required to have a plan in place to have fluidity to move between the planned models as needed when public health dictates. The planning will need to be comprehensive, detailed and will require some time to develop. It was noted that we will be working with the coterminous boards – with KPR and with other catholic Boards as well.

At the conclusion of the presentation, Michael Nasello answered questions from the Trustees.

D. Programs and Services:

1. Special Education Advisory Committee Member Retirement Notification.

Laurie Corrigan Superintendent of Special Education reported that long-time Special Education Advisory Committee member Laura Quibell will be retiring from the Kawartha Haliburton Children's Aid Society and has thus given notice of her resignation from SEAC. Ms. Quibell was thanked for her service to the students of PVNC and it was noted that the vacancy on the committee will be addressed in the fall.

E. Business, Finance and Governance:

1. Ontario Catholic School Trustees' Association (OCSTA) Open Session Report.

Board Chairperson Michelle Griepsma reported that information received from OCSTA has already been shared with trustees. Trustees were reminded of the OCSTA Annual General Meeting which will be held on Saturday, June 27.

2. Appointment of the Student Trustees, 2020-2021.

Board Vice-Chairperson, David Bernier put forward the recommendation for appointment based on the student trustee election outcome and Board's administrative procedures.

MOTION: Moved by David Bernier, seconded by Helen McCarthy

that Eli McColl, student at Holy Cross Catholic Secondary School, be appointed the Junior Student Trustee for a one-year term, August 1, 2020 through July 31, 2021; and,

that Josh Hill, student at Holy Trinity Catholic Secondary School, be appointed the Senior Student Trustee for a one-year term, August 1, 2020 through July 31, 2021.

Carried.

F. Human Resources:

1. Joint Health and Safety Committee Semi-Annual Report, June, 2020.

Superintendent of Human Resource Services Joan Carragher presented the semi-annual report from the Joint Health and Safety Committee which highlighted the activities and accomplishments of the committee for the first half of the calendar year. It was noted that the report has been submitted to the Director of Education in compliance with Board Policy and labour legislation.

MOTION: Moved by Helen McCarthy, seconded by Emmanuel Pinto

that the Joint Health and Safety Committee Semi-Annual Report to the Director of Education dated June, 2020, be received.

Carried.

G. Policy Development:

H. Old Business:

I. New Business:

1. Canadian Catholic School Trustees Association (CCSTA), Conference and Annual General Meeting.

Michelle Griepsma, Board Chairperson, reported that the CCSTA Annual General Meeting was held virtually on June 5, 2020. The meeting included a business portion and a presentation by Father Penna. She thanked the PVNC trustees who were able to participate in the online event.

2. Peterborough Victoria Northumberland and Clarington Catholic District School Board Trustee Code of Conduct.

Board Chairperson Michelle Griepsma expressed an interest in forming a small ad-hoc committee to examine the Board's Trustee Code of Conduct noting that it has not been updated in a number of years. The mandate of the committee would be to examine the current Code of Conduct and what other boards have in place at this time. Trustees David Bernier, Linda Ainsworth, Helen McCarthy, and Braden Leal volunteered to work with the Board Chairperson to update the current Code of Conduct.

J. Bring Forward:**K. Information Items:**

1. Chairperson's Report

Board Chairperson Michelle Griepsma extended thanks on behalf of the trustees to Michael Nasello, Director of Education and the Senior team, Managers, and all other staff, including Father Paul Massel for their work during an extraordinary year. Everyone deserves recognition for all of the work during the Learn at Home program. The Information Technology department was commended for their exceptional work. Gratitude was expressed for the incorporation of the 'Be Well Wednesday' initiative.

2. Committees Chairpersons' Reports

- a. Catholic Parent Engagement Committee, June 1, 2020.
- b. First Nation Métis Inuit Advisory Committee, June 2, 2020.
- c. Special Education Advisory Committee, June 18, 2020.

Trustee Helen McCarthy noted an article about parents of students with special needs that appeared in the Peterborough Examiner on Friday, May 22, 2020.
<https://www.thespec.com/opinion/contributors/2020/05/21/the-superhero-honour-belongs-to-parents-of-challenged-children.html>

L. Future Meetings and Events:

1. Board Meeting

- a. Special Board Meeting Open Session, July 21, 2020, 6:30 p.m.
(In-camera Session, 6:00 p.m.); and
Special Board Meeting Open Session, August 25, 2020, 6:30 p.m.
(In-camera Session, 6:00 p.m.)

MOTION: Moved by Kevin MacKenzie, seconded by David Bernier

that Board meetings be scheduled on July 21, 2020; and August 25, 2020.

Carried.

- b. Board Meeting Open Session, September 22, 2020, 6:30 p.m.
(In-camera Session, 6:00 p.m.)

2. Board Standing Committee Meetings: (Listed in chronological order.)

- a. Chairperson's Committee, September 14, 2020, 4:30 p.m.
- b. Committee-of-the-Whole, September 14, 2020, 6:30 p.m.
- c. Policy Development Committee, September 29, 2020, 6:30 p.m.

3. Other Committee Meetings: (Listed in chronological order.):

- a. First Nation Métis and Inuit Advisory Committee, September 15, 2020, 6:30 p.m.
- b. Special Education Advisory Committee, September 17, 2020, 6:30 p.m.
- c. Student Council Liaison Committee, September 22, 2020, 4:15 p.m.
- d. Catholic Parent Engagement Committee Meeting, September 28, 2020, 6:30 p.m.
- e. STSCO Governance Committee Meeting, October 7, 2020, 3:00 p.m.
- f. Audit Committee Meeting, TBA
- g. Faith and Equity Advisory Committee Meeting, TBA
- h. French as a Second Language Advisory Committee, TBA
- i. Supervised Alternative Learning Meeting, TBA.

4. Board Events:

- a. Elementary School Grade 8 Graduation Ceremonies, to be held virtually during the

- week of June 22-26, 2020.
- b. OCSTA 2019-2020 AGM, June 27, 2020, 8:00 a.m. – to be held virtually by GetQuorum.
 - c. Secondary School Graduation Ceremonies for Class of 2020, Thursday, October 8, 2020.

MOTION: Moved by Braden Leal, seconded by Emmanuel Pinto

that the meeting move to in-camera session at 9:09 p.m.

Carried.

The Open session re-convened in Open Session at 9:25 p.m.

M. Conclusion:

1. Report from the In-camera Meeting

MOTION: Moved by Helen McCarthy, seconded by Linda Ainsworth

that the Board approve the actions and the discussions arising from the June 23, 2020, regular in-camera session, as follows:

- A. Call to Order:
 - 1. Opening Prayer
 - 2. Motion for the Approval of agenda.
 - 3. A conflict of Interest was declared by Linda Ainsworth with agenda items D.2 and E.1.
 - 4. Motion for the approval of the minutes from the May 26, 2020 Regular In-camera meeting.
- D. Business, Finance and Governance:
 - 1. OCSTA In-camera Session Report
 - 2. OCSTA Representation at Central Table Discussions with Principal/Vice Principal Associations.
 - 3. Approval of recommended action regarding a property matter.
 - 4. Property Matter.
 - 5. Report from Audit Committee.
 - 6. Legal Expenses Report.
- E. Human Resources:
 - 1. Approval of the recommended action to ratify the Ontario English Catholic Teachers' Association Local Collective Agreement, September 1, 2019 to August 31, 2022.

2. Approval of the recommended action to ratify the Ontario English Catholic Teachers' Association Occasional Teachers Local Collective Agreement, September 1, 2019 to August 31, 2022.
3. Approval of changes to the PVNC Non-Aligned and Non-Unionized Salary Grids.
4. Vice-Principal and Principal Staffing Changes.
- G. Old Business:
 1. Update on Former St. Thomas Aquinas Student Matter.
- H. New Business:
 1. Parent Matter
- I. Convening in Open Session:
 1. Closing Prayer
2. Motion to convene in Open Session
Carried.

2. Closing Prayer

The Board Chairperson, Michelle Griepsma called on Trustee Kevin MacKenzie who concluded the open meeting with prayer.

3. Adjournment

MOTION: Moved by Braden Leal, seconded by Helen McCarthy
that the open session meeting adjourn at 9:32 p.m.

Carried.

Michelle Griepsma
Board Chairperson

Michael Nasello
Director of Education, Secretary-Treasurer
per M.K.



Minutes

THE MINUTES OF THE OPEN SESSION OF THE SPECIAL BOARD MEETING, held on Monday, July 6, 2020, by Google Meet.

PRESENT:

Trustees – Linda Ainsworth, Michelle Griepsma (Chair), Josh Hill (Student Trustee), Braden Leal, Kevin MacKenzie, Helen McCarthy and Emmanuel Pinto

Administration – Joan Carragher, Galen Eagle, Father Paul Massel, and Michael Nasello.

Recorder – Michelle Kennedy

A. Call to Order of the Open Meeting:

The Board Chairperson, Michelle Griepsma, called the meeting to order at 6:30 p.m.

1. Examen

Father Paul Massel, Board Chaplain and Faith Animator, led everyone in a daily examen.

2. Opening Prayer

Following the examen, Father Paul opened the meeting with prayer.

3. Land Acknowledgement

Michelle Griepsma, Board Chairperson, respectfully acknowledged that the Board Meeting was taking place on the traditional territory of the Mississauga Anishinaabeg.

4. Singing of the National Anthem

The National Anthem was sung.

5. Approval of the Agenda

MOTION: Moved by Linda Ainsworth, seconded by Braden Leal

that the Agenda be approved the addition of four items under

section K, Information Items.

Carried.

6. Declarations of Conflicts of Interest

There were no declarations of conflicts of interest.

B. Reports from the Office of the Director and Student Trustees:

C. Presentations:

D. Programs and Services:

E. Business, Finance and Governance:

1. Revised School Year Calendar for 2020-2021.

Superintendent of Human Resources, Joan Carragher presented a report on the proposed revisions to the 2020-2021 School Year Calendar which was approved by the trustees at the Regular Board Meeting in January 2020 but did not receive final approval from the Ministry. The changes are resulting from a communication received from the Ministry of Education on June 30 asking that school boards have three professional activity days prior to the beginning of the school year. To accommodate this request and following consultation with the Kawartha Pine Ridge District School Board and the Trillium Lakelands District School Board, three changes were made to the calendars: an additional PA day was added prior to Labour Day, a PA day was removed from the calendar in April 2021 and a board designated holiday was added immediately prior to the March break.

MOTION: Moved by Linda Ainsworth, seconded by Emmanuel Pinto
that the proposed revised Elementary and Secondary 2020-2021
School Year Calendars be approved and submitted to the Ministry of
Education for approval, as required.

Carried.

F. Human Resources:

G. Policy Development:

H. Old Business:**I. New Business:****J. Bring Forward:****K. Information Items:**1. Meeting about Budget

The Director of Education, Michael Nasello reported that the Senior Administration team is nearing completion of the proposed 2020-2021 budget and as such it will be ready for presentation to the trustees for consideration of approval at the July 21 Special Board Meeting. Summary pages will be provided to trustees in advance to allow as much time as possible for review prior to the meeting.

2. Thought Exchange

The Director of Education, Michael Nasello shared information about the use of the Thought Exchange software with the survey that was sent out to parents on July 2nd. Since the opening of the survey there have been over four thousand participants who have engaged in over one hundred and forty thousand exchanges of thoughts and ideas. The purpose of the survey is to determine issues of priority and importance to parents in our system. These top concerns will help to shape the reopening plan for schools that is required to be complete by August 4. The survey closes on Monday, July 13 at 4 pm.

3. Concern about Gatherings

The Director of Education, Michael Nasello informed the trustees about responses received to the communication that was sent to all PVNC families regarding the non-observance of social distancing at gatherings at the end of June. It was noted that one of the responses could result in a follow up in the media.

4. Applied and Academic Streaming and Suspension of Students

The Director of Education, Michael Nasello clarified with the trustees that no communication or directives have been received from the Ministry of Education regarding the changes that were reported in the media on July 6. Education Minister Stephen Lecce announced that the government would be taking steps to remove the practice of streaming students into academic or applied courses for students in Grade 9. In addition, he announced that there is a plan to cease suspension of students in Junior Kindergarten to Grade 3.

L. Future Meetings and Events:

1. Board Meetings

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3. Other Committee Meetings: (Listed in chronological order.):

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- f. Audit Committee Meeting, TBA
- g. Faith and Equity Advisory Committee Meeting, TBA
- h. French as a Second Language Advisory Committee, TBA
- i. Supervised Alternative Learning Meeting, TBA.

4. Board Events:

- a. Secondary School Graduation Ceremonies for Class of 2020, Thursday, October 8, 2020.

M. Conclusion:

The Board Chairperson, Michelle Griepsma called on Father Paul Massel who concluded the meeting with prayer.

1. Adjournment

MOTION: Moved by Braden Leal, seconded by Emmanuel Pinto
that the open session meeting adjourn at 7:24 p.m.

Carried.

Michelle Griepsma
Board Chairperson

Michael Nasello
Director of Education, Secretary-Treasurer
per M.K.

BUSINESS AND FINANCE

Report to the Board of Trustees

Meeting: ☐ In Camera
☒ Open

Presented for: ☐ Information
☒ Approval

Meeting Date: July 21, 2020

Presented by: Isabel Grace, Superintendent of Business/Finance

Subject: 2020-2021 Draft Budget Information

Recommended Action(s): That the Board approve the 2020-2021 Operating Expenses Budget, in the amount of \$198,069,834 as presented.

Background

The following memos have been provided by the Ministry of Education to support planning for the 2020-21 budget estimates:

2020: B04 – Budget Planning Information 2020-21

2020: B08 – Grants for Student Needs (GSN) Funding for 2020-21

2020: B10 – Priorities and Partnerships Fund

2020: B09 – Capital Funding for the 2020-21 School Year

2020: SB06 – Special Education Grant Funding for 2020-21

2020: SB07 – Student Transportation – Grants for Student Needs 2020-21

These memos have provided planning details, announcements regarding changes to class size funding, and funding changes to support central bargaining. Board-by-board projections of the core GSN were made available at the same time.

Overall funding available under the Priorities and Partnership Fund was provided with board by board allocations for many of the PPFs. The technical paper and electronic forms were available at the same time as the memos in late June 2020.

An overview of the major elements that make up the GSN are as follows:

- The 2020-2021 funding to school boards is projected to increase to \$25.52 billion for the sector as a whole. The average provincial per-pupil funding is projected to be \$12,525 in 2020–21, which is an increase of \$250 or 2.0% from 2019–20.
- The 2020-21 GSN reflects investments supporting the Ministry's vision and direction regarding the following:
 1. Funding has been provided to support compensation commitments made in labour agreements.
 2. Funded changes in class size: average class sizes are being adjusted for Secondary (Grades 9 to 12) to a new funded average of 23.
 3. Funding to support Investment in System Priorities/Supports for Students Fund investments as negotiated with central bargaining committees.
 4. Funding to support the Education Worker Protection Fund to rehire support staff, as negotiated with CUPE provincially.
 5. Student transportation funding has been maintained at the previous year's (2019-20) funding level.
 6. School operations has had a 2% cost benchmark increase update to the non-staff portion of the allocation to assist boards in managing the increases in commodity prices.
 7. Some existing allocations that were previously provided as transfer payment agreements have been transferred into the GSN to support the Ministry's efforts to streamline funding and reducing administrative burden. These include: mental health workers, experiential learning, curriculum and assessment implementation, executive compensation (for changes introduced in 2017-18), and educational software licensing.

Priorities and Partnerships Fund

The initiatives outlined below are being prioritized under this PPF umbrella which is supplemental to the GSN and meant to support high impact initiatives that directly support students in the classroom.

For 2020-21 approximately \$117 million has been confirmed to school boards to support Ministry priorities and include \$67.32 million allocated by program and school board, and \$49.94 million with school board allocations to be confirmed later in the year:

Key Priority	Objective	Amount (\$M)
Indigenous Education	Support the academic success and well-being of Indigenous students, as well as build the knowledge of all students and educators on Indigenous histories, cultures, perspectives, and contributions	3.98M
Math	Support in meeting provincial math standards	40.26M
Mental Health and Well-being	Support critical linkage between mental health, well-being and student success.	9.67M
Special Education	Improve support for children and youth with special education needs and their families and educators	11.15M

Student Pathways	Support students transitioning to various pathways.	23.70M
Support Student Potential	Supporting vulnerable students to stay in school, graduate and succeed.	14.71M
System Support and Efficiencies	To provide support to help ensure that the education system is running efficiently and effectively	12.32M

Next Steps in Transformation and Reforms

The Ministry has committed to look at all aspects of the education system, including school board operations, while respecting the four publicly funded education systems in Ontario. The Ministry began a review of the student transportation funding formula in 2019/20, however the work is unfinished and will need to be completed in 2020/21.

Adjustments have been made to the Learning Opportunities Grant, in response to feedback from the Office of the Auditor General of Ontario, stakeholder feedback and data analysis. The Student Achievement envelope is being realigned into two parts – an Experiential Learning (EL) envelope and a Targeted Student Supports (TSS) envelope. The EL envelope now includes the Specialt High Skills Major (SHSM) and Outdoor Education allocations, and the TSS envelope now includes Literacy and Numeracy Outside the School Day, Student Success Grades 7 to 12, Grade 7 & 8 Literacy and Numeracy and Student Success Teachers, and the Tutoring Allocation. School boards must continue to use the allocations above only for these programs and must report any unspent funding as deferred revenue for future spending in these programs. There is flexibility in how school boards may use allocations within the two envelopes, as long as the funds in total are spent on the programs within each envelope.

The Program Leadership Allocation is being moved from the School Board Administration and Governance Grant to become its own grant to better delineate funding for the development and delivery of student programming.

Covid-19 Funding

The Ministry has announced two new PPF amounts to support costs related to technology needs and mental health needs arising from Covid-19. No amounts have yet been determined on a board-by-board basis, but provincially \$15 million has been announced for technology and \$10 million for mental health supports. Typically, PVNC receives about 1% of the provincial grant total.

Achieving a Balanced/Compliant Budget for 2020-2021

The restrictions on how school boards may use certain components of the GSN allocation continues to expand. As at 2020-21, the following restrictions were contained in the GSN regulations and are expected to continue:

- Budgets must be balanced
- Class-size regulation must be respected

- The Special Education Grant is limited to special education expenditures including spending restrictions on specific amounts within the grant
- The allocations within the Targeted Student Supports Envelope of the Learning Opportunities Grant are limited for use collectively on its four programs
- The allocations within the Experiential Learning Envelope of the Learning Opportunities Grant are limited for use collectively on its three programs
- The Library Staff Allocation within the School Foundation Allocation is to be used to fund library staff
- The Per-Pupil Amount Allocation within the Indigenous Education Grant includes a maximum amount that may be transferred for the Indigenous Education Lead salary and benefits only.
- The Board Action Plan (BAP) Allocation within the Indigenous Education Grant is limited to expenditures that support the framework
- The Mental Health Workers Staffing Component within the Mental Health Workers allocation of the Mental Health and Well Being Grant is limited to expenditures on regulated mental health professionals in secondary schools.
- New Teacher Induction Program (NTIP) funding is to be used for eligible NTIP expenditures which are required to meet NTIP program requirements
- School Board Administration and Governance spending shall not exceed the envelope
- The Program Leadership Grant funding is limited to expenditures related to specific lead positions. If the school board does not employ any one of the six program leaders, the school board will not generate funding for that particular program leader.
- The School Renewal Allocation is primarily limited to capital renewal expenditures
- The School Condition Improvement Allocation is to be used for renewal expenditures that are capitalized
- Capital funding is to be used for approved capital projects
- Funding outside of the GSN through Priorities and Partnerships Funds (PPF) are restricted to the details included in the associated Transfer Payment Agreements.

New requirements regarding Balanced Budgets were previously introduced in a regulation to the Education Act in 2019/20 and continue unchanged. The regulation:

- Indicates that a board is expected to balance its budget in 2020-21. However, a board may incur an in-year deficit up to the lower of 1 percent of the school board's operating revenue or accumulated surplus for the preceding school year, consistent with the requirements as they are currently set out in the Education Act
- Requires that a plan/resolution must be submitted by a school board with its estimates submission, showing the elimination of the in-year deficit within two years.
- Carrying a deficit larger than the amounts indicated above requires approval from the Minister of Education.

Any deficit over the threshold would still require a formal approval from the Minister before school boards can pass their budget.

Local Challenges for 2020-2021

Some of the inflationary costs and program pressures identified by administration have not changed significantly from prior years, but there are increased risks due to the unknown magnitude of expenses that may arise due to Covid-19.

- Managing enrolment changes at schools where decline is present in some cases, and growth is present in others. Additional risk for 2020/21 is awaiting the impact of students (particularly international students) that may not return at all due to Covid-19 and/or travel restrictions.
- Continued pressure due to costs related to short and long term absences, which will be exacerbated by requirements to self-isolate or quarantine in 2020/21
- Continued pressure in departmental budgets where price increases exceed the inflationary amounts provided by the government, particularly in Facilities and with Student Transportation. In addition, Covid-19 incremental costs for enhanced cleaning, and providing transportation for co-horts of students with physical distancing requirements will add an amount of expenditures that cannot be currently estimated.

Enrolment Projections-Elementary

Projected Elementary Enrolments for the grant and tuition revenue 2020-2021 are as follows:

Elementary Pupils	Revised Estimates 2019/20	Projected Enrolment 2020/21	Variance from Revised Estimates
	10,304.0	10,245.0	(59.0)

Enrolment Projections-Secondary

Projected Secondary Enrolments for the grant and tuition revenue 2020-21 are as follows:

Secondary Pupils	Revised Estimates 2019- 20	Projected Enrolment 2020/21	Variance from Revised Estimates
	4,577.0	4,619.00	+ 42.0

Projected 2020-2021 School and Central Staffing Allocations

Funding for school boards through the Grants for Student Needs (GSN) is calculated using many different formulae to support particular components of classroom education. The Pupil Foundation Allocation formulae make significant use of benchmarks for staffing, salaries and benefits. The number of teaching staff allocated within the school system must conform to a number of requirements including the Average Class size for Full Day Kindergarten, Primary Class Size initiative and the provision of preparation time as per the Board's collective agreement with its teaching staff. The differences experienced between the number of teachers funded and the number of teachers allocated/staffed by boards is usually as a result of the pattern of dispersion of students within the board's geographic area.

Elementary schools are being organized for 2020-21 in a manner that will achieve the revised Ministry targets on class size. Administration anticipates additional students will be enrolling prior to September, and changes may be necessary to reorganize classes at schools in September in order to meet the class size guidelines. This represents a risk area for the Board, as the number of FTE's currently in the budget does not allow for much room to add additional staff for the purposes of meeting class size, and could contribute to an in-year deficit after the count dates have occurred, and final staffing has been placed.

Secondary schools are being organized in accordance with the change in class size funding to reach an average class size of 23 to 1.

Accumulated Surplus

School boards are required to create budgets that are drafted in accordance with Public Sector Accounting Board (PSAB) reporting requirements, and which are in compliance with the Education Act.

Generally, compliance with the Education Act requires total spending to be equal to or less than total revenue. There are circumstances where an in-year deficit is permissible if there were prior surpluses (called Accumulated Surplus). The draw on the accumulated surplus is limited to ensure this action does not place the board in undue financial risk. The draw on accumulated surplus is limited to the lesser of:

- The board's Accumulated Surplus for the preceding year, and
- One percent of the board's operating revenue (approximately \$1.8 million)

For 2020-21, the draft budget is compliant for the purposes of the Education Act, and will reflect a deficit. A net current year deficit for compliance purposes of **\$1,362,097** is being reported. This deficit is attributable to some ongoing expenses that are supported by specific reserves and the addition of a contingency of nearly \$750,000 to support

incremental costs the Board may incur for Personal Protective Equipment and cleaning as a result of Covid-19. These are:

\$313,073	Amortization of capital costs for specific committed capital projects. The amortization is supported by funds specifically set aside as Internally Appropriated Surplus and will continue into the future over the life of the capital projects until fully amortized.
\$311,350	Amortization of the retirement gratuity liability. This amortization is supported by funds specifically set aside as Internally Appropriated Surplus and will continue into the future until fully depleted.
\$737,674	An estimate for incremental costs for PPE and cleaning for approximately a six month period. This will be funded from Working funds.

The estimated balance of the Operating Accumulated Surplus following the 2020-21 budgeted deficit is outlined below:

	Sept 1, 2019	In-Year Increase (+)/ Decrease (-)	Aug 31, 2020
Available for Compliance – Unappropriated			
Operating Accumulated Surplus	4,170,452	-767,674	3,402,778
Available for Compliance – Internally appropriated			
Retirement Gratuities	934,050	-311,350	622,700
School Activities	333,920		333,920
Program Equipment	523,625		523,625
Holy Cross Field Capital		30,000	30,000
Committed Capital Projects	4,010,908	-313,073	3,697,835
Total Internally Appropriated	5,931,812	594,423	5,337,389
Total Accumulated Surplus Available for Compliance	10,102,264	1,362,097	8,740,167

Significant Variances from year to year

A number of significant variances are evident when comparing to the prior year figures on the accompanying detailed pages:

Revenue (not related to enrolment changes):

- Centrally bargained amounts for Supports for Students Funds, and Education Worker Protection Fund
- Cessation of Attrition funding due to change in secondary class size funding
- Reduced tuition fees related to fewer eligible students
- Reduced investment income due to changing interest rates
- Reduced rental revenue projected

Expenditures

- Increased FTE's in various categories not related to enrolment due to funds negotiated centrally for both teachers and support staff.

- Increased costs of statutory benefits embedded in average salary costs not provided for by provincial funding
- Reduced school budgets (will be offset by amounts carried forward from 2019/20)
- Increase in central special education consultants (will offset reduction in one ESL itinerant teacher)
- Increased supports for student needs that are not funded by special education allocation
- Additional needs/increasing costs in Learning Technologies not funded by any particular allocation
- Increased costs for school operations, utilities and maintenance at a greater rate than inflation provided in funding allocation
- Increased contract costs for student transportation

Concluding comments

Given the uncertain nature of the impact of Covid-19 on our students and staff come September, and the many Human Resource questions that are still to be answered, no provision has been included in the budget with respect to additional staffing resources that may be required for supporting a revised model of instruction, home instruction for students not returning to school because of parental choice, absenteeism, mandatory or voluntary quarantining, etc.

Many of the other budget assumptions have been determined using past experience and estimates.

Where budget assumptions and projections vary significantly from the actual figures experienced, trustees will be apprised of any significant unbudgeted issues that require resolution via the use of Accumulated Surplus or expenditure reductions. This is typically done during discussion related to the Revised Estimated filed annually mid-December.

Peterborough Victoria Northumberland and Clarington Catholic District School Board

Budget - Consolidated Statement of Operations
For the year ended August 31, 2021

	2020-21 Budget	2019-20 Revised	2018-19 Actual
	\$	\$	\$
REVENUES			
Provincial grants - Grants for Student Needs	157,393,970	151,166,524	157,049,025
Provincial grants - Other	2,697,901	1,880,498	2,032,889
Local taxation	23,879,336	23,499,256	23,328,493
Federal grants & fees	221,445	211,295	240,903
Investment income	200,000	350,000	486,237
Other fees & revenues	970,588	1,138,985	1,999,493
Subtotal	185,363,240	178,246,558	185,137,040
Grants for minor capital transferred to DCC	(853,298)	(793,298)	(663,977)
School generated funds	4,600,000	4,600,000	4,510,776
Amortization of Deferred Capital Contributions	8,769,248	8,637,013	8,479,604
TOTAL REVENUE	197,879,190	190,690,273	197,463,443
EXPENSES			
Instruction	147,649,416	143,219,336	148,481,166
Administration	5,331,815	5,170,339	5,321,525
Transportation	13,033,253	12,510,009	12,012,471
Pupil Accommodation	26,705,350	25,427,497	25,940,657
School generated funds	4,600,000	4,600,000	4,605,473
Other	750,000		11,135
TOTAL EXPENSES	198,069,834	190,927,181	196,372,427
Annual Surplus/(Deficit)	(190,644)	(236,908)	1,091,016
Accumulated Surplus / (Deficit) at beginning of year	25,150,158	25,387,066	24,296,050
Accumulated Surplus / (Deficit) at end of year	24,959,514	25,150,158	25,387,066
Reconciliation of Annual Surplus/(Deficit) for Compliance			
Annual Surplus/(Deficit)	(190,644)	(236,908)	1,091,016
PSAB Adjustments			
Employee Future Benefits	(1,151,298)	(1,151,298)	(1,636,316)
Accrued Interest	(20,155)	(19,058)	(18,025)
EDC Revenue used to fund land acquisition	-	-	(605,892)
School Generated Funds (surplus)/deficit	-	-	94,697
Annual Surplus/(Deficit) for Compliance Before Funded Amort	(1,362,097)	(1,407,264)	(1,074,520)
Capital Asset Amortization - funded by committed surplus	313,073	217,268	155,640
Annual Surplus/(Deficit) for Compliance	(1,049,024)	(1,189,996)	(918,880)
School Equipment needs funded by reserve	-	-	213,609
Retirement Gratuity Amortization - funded by committed surplus	311,350	311,350	311,350
Holy Cross Field Capital Reserve	(30,000)		
Capital Facilities Sites Reserve Transfer	-		-
School Budgets	-	-	95,726
Annual Surplus/(Deficit) funded from Working Funds	(767,674)	(878,646)	(298,195)

**Peterborough Victoria Northumberland and Clarington Catholic District School Board
Budget - Summary of Consolidated Expenses**

	Budget 2020/21		Revised Budget 2019/20		Actual 2018/19	
INSTRUCTION	\$	%	\$	%	\$	%
Classroom Teachers	93,661,855	47.3%	90,773,722	47.5%	93,377,568	49.1%
Supply Teachers, Teacher Assistants and RECE	4,937,097	2.5%	4,665,916	2.4%	4,572,712	2.4%
Teacher Assistants	16,150,668	8.2%	15,210,558	8.0%	15,734,529	8.3%
Early Childhood Educators	4,039,119	2.0%	4,085,780	2.1%	4,087,394	2.1%
Textbooks/Supplies	4,156,544	2.1%	4,510,384	2.4%	4,289,876	2.3%
Computers	593,927	0.3%	637,463	0.3%	1,310,835	0.7%
Professionals, Paraprofessionals	4,019,032	2.0%	3,832,285	2.0%	4,333,715	2.3%
Library and Guidance	3,163,548	1.6%	3,026,346	1.6%	3,378,628	1.8%
Staff Development	909,317	0.5%	743,405	0.4%	1,027,754	0.5%
Department Heads	274,332	0.1%	268,946	0.1%	271,369	0.1%
Principals and Vice-Principals	7,409,226	3.7%	7,418,848	3.9%	7,422,936	3.9%
School Office - Secretarial and Supplies	4,299,509	2.2%	4,070,598	2.1%	4,224,916	2.2%
Coordinators and Consultants	3,226,794	1.6%	3,019,866	1.6%	3,311,364	1.7%
Continuing Education	237,831	0.1%	232,005	0.1%	321,903	0.2%
Amortization	570,617	0.3%	687,404	0.4%	815,667	0.4%
TOTAL INSTRUCTION	147,649,416	74.5%	143,183,526	75.0%	148,481,166	78.0%
ADMINISTRATION						
Trustees	134,249	0.1%	127,207	0.1%	119,720	0.1%
Director and Supervisory Officers	1,068,150	0.5%	1,070,893	0.6%	1,012,944	0.5%
Board Administration	4,023,424	2.0%	3,899,880	2.0%	4,169,168	2.2%
Amortization	105,992	0.1%	108,169	0.1%	19,693	0.0%
TOTAL ADMINISTRATION	5,331,815	2.7%	5,206,149	2.7%	5,321,525	2.8%
TRANSPORTATION						
Pupil Transportation	13,033,253	6.6%	12,510,009	6.6%	12,012,471	6.3%
Amortization		0.0%		0.0%		0.0%
TOTAL TRANSPORTATION	13,033,253	6.6%	12,510,009	6.6%	12,012,471	6.3%
PUPIL ACCOMODATION						
School Operations and Maintenance	16,307,705	8.2%	15,171,526	7.9%	15,751,977	8.3%
Other Pupil Accommodation	1,991,936	1.0%	2,197,060	1.2%	2,388,796	1.3%
Amortization	8,405,709	4.2%	8,058,911	4.2%	7,799,884	4.1%
OTHER						0.0%
School Generated Funds	4,600,000	2.3%	4,600,000	2.4%	4,605,473	2.4%
Other Non-Operating	750,000	0.4%	-	0.0%	11,135	0.0%
TOTAL OTHER	5,350,000	2.7%	4,600,000	2.4%	4,616,608	2.4%
TOTAL EXPENSES	198,069,834	100.0%	190,927,181	100.0%	196,372,427	103.2%
Reconciliation to Summary of Operating Expenses						
Minor TCA - Capitalized	853,298		793,298			
Employee Future Benefits	1,151,298		1,151,298			
Amortization	(9,082,318)		(8,854,486)			
Accrued Interest	20,155		19,058			
School Generated Funds	(4,600,000)		(4,600,000)			
TOTAL EXPENSES PER OPERATING SUMMARY	186,412,267		179,436,349			

Peterborough Victoria Northumberland and Clarington Catholic District School Board
Budget - Summary of Consolidated Expenses by Object

Expenses	Budget 2020/21		Revised Budget 2019/20		Actual 2018/19	
	\$	%	\$	%	\$	%
Salaries and Wages	129,643,754	65.5%	125,194,833	65.6%	129,391,009	68.0%
Employee Benefits	23,631,760	11.9%	22,188,105	11.6%	22,510,821	11.8%
Employee Benefits - Future Benefits	632,625	0.3%	659,505	0.3%	1,558,169	0.8%
Staff Development	663,617	0.3%	651,055	0.3%	645,431	0.3%
Supplies and services	14,392,213	7.3%	14,737,339	7.7%	15,089,175	7.9%
Interest	1,991,936	1.0%	2,197,060	1.2%	2,388,796	1.3%
Rental	24,906	0.0%	34,738	0.0%	32,903	0.0%
Fees and contract services	17,067,290	8.6%	16,224,436	8.5%	15,925,217	8.4%
Other, includes Fees and Memberships	939,415	0.5%	185,625	0.1%	195,662	0.1%
Amortization of tangible capital assets	9,082,318	4.6%	8,854,484	4.6%	8,635,244	4.5%
	198,069,834	100.0%	190,927,180	100.0%	196,372,427	103.2%

Peterborough Victoria Northumberland and Clarington Catholic District School Board

Budget - Summary of Capital Expenditures

	Budget 2020/21	Revised Budget 2019/20	Actual 2018/19
	\$	\$	\$
Various Building Upgrades - Renewal Funding for Projects	2,279,956	2,159,000	1,849,109
Various Building Upgrades - School Conditioning	3,482,282	3,792,796	3,795,579
Various Building Upgrades - Greenhouse Gas Reduction			82,376
Various Building Upgrades - Community Hubs			236,670
Land Improvement Upgrade - Capital Reserve and Working Funds		1,762,941	92,059
Land - Working Funds		505,000	
Land - EDC			605,892
Computer Plan	793,082	793,298	601,503
Portable Moves supported by Capital Funding	94,498	139,319	150,000
Minor Tangible Capital Asset additions	60,000		62,474
Total	6,709,818	9,152,354	7,475,662

Capital projects are approved throughout the year and may span more than one fiscal period.

Peterborough Victoria Northumberland and Clarington Catholic District School Board
Budget - Detail of Accumulated Surplus/(Deficit)
For the year ended August 31, 2021

	Sept 1, 2020	In-Year Increase (+) / Decrease (-)	Aug 31, 2021
	\$		\$
Available for Compliance - Unappropriated			
Operating Accumulated Surplus (previously working & operating funds)	4,170,452	-767,674	3,402,778
Total Unappropriated	4,170,452	-767,674	3,402,778
Available for Compliance - Internally Appropriated			
Retirement Gratuities	934,050	-311,350	622,700
School Activities	333,920	0	333,920
Program Equipment	523,625	0	523,625
Holy Cross Field Capital		30,000	30,000
Committed Capital Projects	3,778,886	-313,073	3,465,813
Other Purposes - Capital (please specify):			
Facilities/Sites	129,309	0	129,309
Total Internally Appropriated	5,699,790	-594,423	5,105,367
Total Accumulated Surplus / (Deficit)	9,870,242	-1,362,097	8,508,145
Available for Compliance (Sum of Unavailable for Compliance)			
Employee Future Benefits - retirement gratuity liability	-3,368,090	842,022	-2,526,068
Employee Future Benefits - Retirement Health and Dental	-618,551	309,275	-309,276
Employee Future Benefits - other	0	0	0
Interest to be Accrued	-137,444	20,155	-117,289
School Generated Funds	1,698,229	0	1,698,229
Revenues recognized for land	17,705,772	0	17,705,772
Total Unavailable for Compliance	15,279,916	1,171,452	16,451,368
Total Accumulated Surplus/(Deficit)	25,150,158	-190,645	24,959,513

Peterborough Victoria Northumberland and Clarington Catholic District School Board
Budget - Summary of Enrolment

	Budget 2020/21	Revised 2019/20	Budget 2019/20	Actual 2018/19	Actual 2017/18	Actual 2016/17
Day School Enrolment						
Elementary	10,245.00	10,304.00	10,363.00	10,354.75	10,356.00	10,233.25
Secondary	4,619.00	4,577.00	4,585.00	4,634.73	4,612.88	4,546.54
Total	14,864.00	14,881.00	14,948.00	14,989.48	14,968.88	14,779.79
Increase(Decrease) from Prior Year - Elementary	(59.00)					
Increase(Decrease) from Prior Year - Secondary	42.00					
Total Increase(Decrease) from Prior Year	(17.00)					
Number of Schools						
Elementary	30		30	30	30	30
Secondary	6		6	6	6	6
Total	36		36	36	36	36

Peterborough Victoria Northumberland and Clarington Catholic District School Board
Summary of Operating Revenues and Expenses

	Budget 2020/21	Revised Budget 2019/20	Budget 2019/20
MINISTRY OPERATING GRANTS	\$	\$	\$
Foundation Alloc. - Elementary	56,399,767	55,648,617	56,011,209
School Foundation - Elementary	7,624,774	7,388,146	7,422,186
Foundation Alloc. - Secondary	26,746,560	22,188,108	22,246,690
School Foundation - Secondary	3,933,805	3,816,349	3,817,541
School Foundation - Additional Table Amount	-	148,900	148,900
Mental Health and Well-Being	580,612	316,264	317,454
Special Education Alloc.	24,659,709	24,318,721	24,364,624
Transfer from Deferred Revenue Special Education	12,347	-	100,000
Education and Community Partnership Program (Sec 23)	117,766	115,215	113,166
Language Allocation	2,753,174	2,690,031	2,733,835
Indigenous Education Allocation	1,102,455	800,752	744,314
Remote & Rural Allocation	587,144	557,425	537,919
Rural and Northern Education Fund	371,530	364,767	364,767
Learning Opportunity Alloc.	772,425	753,465	740,727
Learning Opportunity/Student Achievement deferred revenue	19,000	124,000	-
Supports for Students Fund	1,650,813	-	-
Collective agreement estimated funding for wage increase	-	287,928	-
Education Worker Protection Funding	1,203,722	-	-
System Priorities Deferred Revenue	55,000	-	-
OFIP Tutoring, SHSM, Outdoor Ed, Experiential Learning	491,116	470,579	471,442
Continuing Education and Summer School	376,280	357,530	335,047
Cost Adjustment and Teacher Qualification and Experience,	14,837,135	13,126,657	13,737,052
Attrition Funding	-	3,408,873	3,441,467
Benefits Trust Funding	1,393,955	997,786	997,786
ECE Qualification and Experience	983,945	1,004,883	974,328
Earned Leave Savings reduction	-	(95,896)	(95,896)
New Teacher Induction Program	115,020	108,354	108,354
Transportation Allocation	12,071,361	12,071,176	11,556,299
Administration & Governance	5,076,278	4,948,657	4,960,753
Program Leadership Allocation	905,863	902,112	902,112
School Operations Allocation	15,376,628	15,039,173	15,126,447
Community Use of Schools	206,581	209,037	209,037
Capital Debt Support - Interest Portion	2,024,631	2,227,397	2,216,118
Declining Enrolment	82,630	329,744	41,518
Total Operating Grants for Student Needs	182,532,028	174,624,751	174,645,198
Other Revenues			
Tuition fees	248,390	330,695	326,763
School College Work - Co-ordination and Clerical Support	124,000	110,000	94,400
Experiential Learning Coordinator EPO now GSN	-	84,877	83,050
Executive Compensation EPO Support now GSN	-	37,480	37,480
Rental revenue and Daycare Recoveries	158,000	183,000	198,000
Best Start and Extended Day Rent	120,000	120,000	105,000
Interest revenue	200,000	350,000	300,000
OYAP	165,597	165,597	122,869
Secondary Commissions	123,999	123,999	123,999
Special Grants - Targeted Funding	1,149,582	1,482,545	1,230,339
Miscellaneous revenues and recoveries	170,000	170,000	160,734
Secondment	371,646	463,409	462,186
Total Other Revenues	2,831,214	3,621,602	3,244,820
Total revenues	185,363,243	178,246,355	177,890,019
Expenditures - see schedule	186,412,267	179,436,349	178,201,369
Net revenues (expenditures)	(1,049,024)	(1,189,994)	(311,350)

**Peterborough Victoria Northumberland and Clarington Catholic District School Board
Summary of Operations Budget**

	Budget 2020/21	Revised Budget 2019/20	Budget 2019/20
	\$	\$	\$
Elementary	77,119,884	75,813,895	76,126,471
Secondary	40,186,237	38,410,308	38,389,147
Central	10,109,849	9,697,673	9,671,556
Department Budgets	25,295,309	24,443,112	23,652,012
Summer School	237,831	232,005	221,505
Special Education	29,967,672	27,424,102	26,977,629
Supported Capital Debt - Interest Portion	2,012,091	2,216,118	2,216,118
COVID 19- PPE and Cleaning	750,000	-	-
Total Operating Expenditures	<u>185,678,872</u>	<u>178,237,212</u>	<u>177,254,438</u>
Special Grant Expenditures	<u>733,394</u>	<u>1,199,137</u>	<u>946,931</u>
Total	<u>186,412,267</u>	<u>179,436,349</u>	<u>178,201,369</u>

Peterborough Victoria Northumberland and Clarington Catholic District School Board
Summary of Budgeted Elementary Panel Expenditures - Regular Day School

	Budget 2020/21		Revised Budget 2019/20		Budget 2019/20	
Expenditures	FTE	\$	FTE	\$	FTE	\$
Classroom						
Instructional						
Salaries	533.46	49,088,877	543.05	48,293,465	541.18	48,726,342
Benefits		7,334,622		7,075,199		7,114,921
ESL Teachers						
Salaries	1.00	102,553	2.00	201,064	2.00	201,064
Benefits		12,786		24,164		24,036
Early Childhood Educators						
Salaries	68.00	2,932,957	70.00	2,970,606	71.00	2,961,690
Benefits		1,106,162		1,115,162		1,118,996
Supply Wages and Benefits		188,411		189,419		191,436
Supply Teacher Costs						
Salaries		2,272,101		2,157,161		2,137,161
Benefits		205,376		203,611		201,757
Library Support Specialists						
Salaries	19.25	725,481	19.25	728,071	19.11	715,512
Benefits		288,579		285,418		282,017
Supply Wages and Benefits		19,406		19,406		18,364
Supervision and Crossing Guard						
Salaries	(0.00)	(0)	0.36	13,266	0.36	17,836
Benefits		(0)		5,193		6,180
School Administration						
Principals						
Salaries	29.00	3,565,144	29.00	3,557,863	29.00	3,563,466
Benefits		560,532		548,906		552,412
Supply Wages and Benefits		43,900		43,900		27,400
Vice - Principals						
Salaries	7.84	879,094	7.84	887,016	7.84	887,422
Benefits		101,076		100,386		100,394
Supply Wages and Benefits		10,950		10,950		5,480
Secretarial						
Salaries	36.07	1,486,737	34.59	1,389,827	34.59	1,376,066
Benefits		567,045		531,625		529,249
Supply Wages and Benefits		102,075		95,425		95,425
School Operations						
Salaries	61.06	2,933,000	57.00	2,708,649	56.00	2,634,503
Benefits		1,061,640		985,888		968,044
Temp and overtime		288,793		344,518		344,518
School Budgets		1,242,587		1,327,737		1,324,779
Total		<u>77,119,884</u>		<u>75,813,895</u>		<u>76,126,471</u>

**Peterborough Victoria Northumberland and Clarington Catholic District School Board
Summary of Budgeted Secondary Panel Expenditures - Regular Day School**

	Budget 2020/21		Revised Budget 2019/20		Budget 2019/20	
Expenditures	FTE	\$	FTE	\$	FTE	\$
Classroom						
Instructional						
Salaries	255.02	24,734,184	249.66	23,900,560	249.66	23,808,038
Benefits		3,779,912		3,549,864		3,570,115
Curriculum Chair allowances		224,031		219,632		223,776
Supply Teacher Costs						
Salaries		945,900		918,202		918,202
Benefits		83,659		80,991		80,991
Guidance						
Salaries	11.99	1,235,400	11.18	1,130,746	11.18	1,131,699
Benefits		153,476		135,588		134,849
Supply Wages and Benefits		-		-		10,943
Library						
Salaries	4.84	493,419	4.84	483,690	4.84	483,690
Benefits		61,819		58,415		58,104
Supply Wages and Benefits		5,268		5,268		5,268
Library Support Specialists						
Salaries	3.32	127,675	3.32	127,414	3.32	126,152
Benefits		55,639		55,059		54,874
Supply Wages and Benefits		7,961		7,846		7,846
Chaplaincy Leaders						
Salaries	5.57	446,093	5.57	430,865	5.57	430,865
Benefits		113,584		109,776		118,460
Supply Wages and Benefits		9,024		9,024		9,024
School Administration						
Principals						
Salaries	6.00	797,316	6.00	784,788	6.00	784,788
Benefits		156,107		167,773		169,505
Supply Wages and Benefits		2,200		2,200		2,200
Vice - Principals						
Salaries	10.33	1,223,726	10.33	1,221,411	10.33	1,223,726
Benefits		145,037		141,874		141,298
Supply Wages and Benefits		36,294		36,294		36,294
Secretarial						
Salaries	25.00	1,045,369	24.00	989,478	24.00	979,681
Benefits		404,823		381,468		379,582
Supply Wages and Benefits		54,207		49,774		49,774
School Operations						
Salaries	40.00	1,977,489	33.00	1,621,855	34.00	1,652,985
Benefits		724,868		593,933		601,964
Temp and overtime		186,313		214,175		214,175
School Budgets		955,446		982,347		980,279
Total		<u><u>40,186,237</u></u>		<u><u>38,410,308</u></u>		<u><u>38,389,147</u></u>

Peterborough Victoria Northumberland and Clarington Catholic District School Board
Summary of Budgeted Central Expenditures - Regular Day School

	Budget 2020/21		Revised Budget 2019/20		Budget 2019/20	
Expenditures	FTE	\$	FTE	\$	FTE	\$
Consultants and Principal						
Salaries	10.00	1,100,836	9.00	969,055	9.00	969,055
Benefits		128,794		110,022		109,509
Safe Schools and Students at Risk						
Salaries	3.00	261,120	3.00	252,617	3.00	251,982
Benefits		45,778		44,042		40,607
Central Professionals and Clerical						
Salaries	4.80	295,875	4.80	281,623	4.00	246,355
Benefits		92,459		88,756		76,052
Information Technology						
Salaries	17.00	1,139,180	16.00	1,068,487	16.00	1,060,835
Benefits		335,665		310,908		309,252
Overtime and temp wages and benefits		27,141		19,641		19,641
Trustees						
Salaries and benefits		85,174		85,132		85,005
Director and Superintendents						
Salaries	7.00	1,195,481	7.00	1,198,948	7.00	1,189,204
Benefits		140,131		137,873		137,054
Admin Assistants and SO Support						
Salaries	6.00	413,481	6.00	410,317	6.00	410,317
Benefits		119,832		117,971		117,572
Overtime and temp wages and benefits		14,000		14,290		14,290
General and Business Administration						
Salaries	11.91	932,378	11.91	913,381	12.71	943,881
Benefits		273,825		267,824		278,996
Overtime and temp wages and benefits		8,500		10,100		10,100
Human Resources and H&S						
Salaries	8.00	706,490	8.00	690,394	8.00	690,394
Benefits		193,843		182,182		181,710
Overtime and temp wages and benefits		5,473		5,473		5,473
Communications						
Salaries	2.57	196,507	2.57	192,195	2.57	191,989
Benefits		53,261		51,919		51,747
School Operations and Maintenance						
Salaries	18.75	1,200,646	17.50	1,100,371	17.50	1,109,470
Benefits		376,035		346,020		344,361
Overtime and temp wages and benefits		43,915		43,751		43,751
Transportation						
Salaries	4.00	280,639	4.00	247,964	4.00	248,294
Benefits		69,037		70,303		69,973
Secondment						
Salaries	3.50	328,439	4.50	415,273	4.50	414,208
Benefits		43,415		48,341		47,978
Total		10,109,849		9,697,673		9,671,556

Peterborough Victoria Northumberland and Clarington Catholic District School Board
Summary of Budgeted Special Education Expenditures

	Budget 2020/2021		Revised Budget 2019/2020		Budget 2019/2020	
Elementary Expenditures	FTE	\$	FTE	\$	FTE	\$
Special Education Teachers						
Salaries	48.00	4,701,784	43.50	4,113,612	42.00	4,033,539
Benefits		676,351		593,705		578,594
Supply Teacher Costs						
Salaries		87,714		82,714		82,714
Benefits		8,279		7,808		7,808
Educational Assistants						
Salaries	228.54	8,594,914	212.86	7,879,222	208.57	7,653,843
Benefits		3,472,913		3,153,139		3,087,501
Supply Wages and Benefits		572,539		741,069		727,970
Support Workers						
Salaries	11.00	426,537	10.00	373,402	9.00	340,549
Benefits		166,014		143,592		132,555
Supply Wages and Benefits		36,048		35,039		35,039
Secondary Expenditures						
Special Education Teachers						
Salaries	27.50	2,633,428	25.00	2,394,025	25.00	2,394,025
Benefits		387,488		340,110		344,094
Curriculum Chair allowances		25,362		24,864		24,864
Supply Teacher Costs						
Salaries		67,957		67,157		67,157
Benefits		6,414		6,340		6,340
Educational Assistants						
Salaries	58.43	2,199,049	56.57	2,098,327	56.71	2,086,241
Benefits		881,179		851,837		850,843
Supply Wages and Benefits		175,303		169,262		166,245
Support Workers						
Salaries	12.00	465,313	12.00	458,605	12.00	454,065
Benefits		181,107		177,546		176,740
Supply Wages and Benefits		5,049		3,841		3,841
Central Expenditures						
Special Education Teachers						
Salaries	3.00	259,201	3.00	250,622	3.00	251,408
Benefits		37,247		35,113		34,938
Section 23						
Salaries	1.00	102,403	1.00	99,936	1.00	99,936
Benefits		12,783		12,069		12,005
Consultants						
Salaries	5.00	532,872	4.00	424,888	4.00	451,830
Benefits		64,392		48,950		49,357
Paraprofessionals						
Salaries	21.04	1,488,976	17.64	1,256,734	17.64	1,276,100
Benefits		451,058		373,925		380,842
Sub-total Wages and Benefits		28,719,678		26,217,455		25,810,982
Department Budgets						
Superintendent of Special Education		29,331		30,839		30,839
Mental Health Data and Information Collection(prior EPO)		50,000		-		-
Special Education Services		350,615		364,018		364,018
Professional Development - Supply Costs		74,456		71,675		71,675
SEA Claims		674,645		674,645		634,645
CASA/ABA Support		68,947		65,470		65,470
Sub-total department budgets		1,247,994		1,206,647		1,166,647
Total Expenditures		29,967,672		27,424,102		26,977,629

**Peterborough Victoria Northumberland and Clarington Catholic District School Board
Summary of Departmental Budgets - Regular Day School**

	Budget 2020/21	Revised Budget 2019/20	Budget 2019/20
Expenditures	\$	\$	\$
Teaching and Learning			
Central Services	70,550	74,240	74,240
Teacher/Curriculum Support Services	41,754	42,384	45,954
Early Learning	26,030	25,470	25,470
Tutoring	62,136	62,452	62,452
Religion and Family Life Education	274,519	271,965	271,965
Indigenous Education	144,114	141,929	141,929
MISA	40,217	40,217	40,217
Curriculum and Assessment Implementation (prior year was EPO)	41,456	-	-
Literacy, Numeracy, Student Achievement	52,134	157,204	-
Student Success Initiatives	164,192	161,770	191,404
OYAP Program Support	104,028	104,028	61,300
Experiential Learning (prior year was EPO)	37,020	-	-
Specialist High Skills Major Program	62,897	125,097	125,097
Outdoor Education	131,199	131,842	131,842
Safe and Accepting Schools	67,120	68,820	68,820
Catholic Parent Engagement	25,245	30,345	30,345
Superintendent of Learning & Student Success(Elem)	14,596	13,876	13,876
Superintendent of Learning & Student Success(Sec)	9,399	11,821	11,821
Superintendent of Learning & Innovation Tech	17,096	15,622	15,622
Subtotal	1,385,702	1,479,082	1,312,354
Learning Technologies			
Computer Plan Current Year	904,046	904,262	904,262
Learning Technology	558,855	516,123	514,647
Teacher In-service Release	11,868	11,868	11,868
Corporate Systems	952,390	894,538	894,538
Subtotal	2,427,159	2,326,791	2,325,315
Administrative Departments			
Employee & Labour Relations & Leadership			
Superintendent of Learning,Leadership and HR	16,996	17,576	17,576
New Teacher Induction Program	65,020	58,355	58,355
Human Resources Services	168,646	149,460	149,460
Trustees	165,450	158,450	158,450
Director of Education	136,230	141,884	141,884
Communications and FOI	79,640	88,640	88,640
Business, Finance, Facilities and Transportation			
General Administration - School Support	150,000	145,000	145,000
General Administration - Admin Support	168,136	174,136	174,136
Superintendent of Business and Capital Planning	36,242	36,116	36,116
School Support	20,000	26,000	26,000
Emergency Preparedness	5,310	5,286	5,286
Business Administration	95,048	100,498	100,498
Health & Safety/SIPI	188,973	212,246	212,246
Community Use of Schools	28,760	29,760	29,760
School Facilities Operations	2,190,392	2,129,392	2,149,392
School Facilities Utilities	3,235,000	3,158,100	3,258,100
School Facilities Maintenance	2,011,440	1,799,467	1,699,467
Transportation	12,680,279	12,178,523	11,535,627
Total Department Budgets	25,295,309	24,443,112	23,652,012
Supported Capital Debt - Interest Portion	2,012,091	2,216,118	2,216,118
Supported Capital Debt - Principal Portion	3,266,154	3,062,126	3,062,126
Capital Debt Expenditures	5,278,245	5,278,244	5,278,244
COVID-19 PPE and cleaning	750,000	-	-
Total	31,323,554	29,721,356	28,930,256

**Peterborough Victoria Northumberland and Clarington Catholic District School Board
Summary of Special Grants Budgets**

	Budget 2020/21	Revised Budget 2019/20	Budget 2019/20
Revenue	\$	\$	\$
Ontario Labour Market Partnership	176,264	176,264	-
Health, Physical Education and Career Studies	-	20,378	-
After School Skills Development Program	68,031	68,031	-
First Nations, Metis and Inuit Curriculum and Implementation	-	24,800	24,800
Mental Health Workers in Schools(now GSN)	-	250,258	251,396
Educators Autism AQ Subsidy	11,667	-	-
Well-Being and Mental Health Bundle	26,255	26,255	52,302
Experiential Learning (now GSN)	-	37,020	41,258
School College Work Initiative	40,000	40,000	40,000
OLE - FML and FSL, French Extended Learning	88,137	89,173	89,874
SHSM Additional funding	401,728	401,728	223,303
Renewed Mathematics Strategy	327,000	327,000	507,406
Parents Reaching Out	10,500	10,500	-
Supporting Schools - Cannabis Legallizaiton and Vaping	-	11,138	-
Total	1,149,582	1,482,545	1,230,339
Expenditures			
Ontario Labour Market Partnership	56,702	176,264	-
Health, Physical Education and Career Studies	-	20,378	-
After School Skills Development Program	68,031	68,031	-
First Nations, Metis and Inuit Curriculum and Implementation	-	24,800	24,800
Mental Health Workers in Schools(now GSN)	-	250,258	251,396
Educators Autism AQ Subsidy	11,667	-	-
Well-Being and Mental Health Bundle	26,255	26,255	52,302
Experiential Learning (now GSN)	-	37,020	41,258
School College Work Initiative	40,000	40,000	40,000
OLE - FML and FSL, French Extended Learning	88,137	89,173	89,874
SHSM Additional funding	401,728	401,728	223,303
Renewed Mathematics Strategy	30,374	43,592	223,998
Parents Reaching Out	10,500	10,500	-
Supporting Schools - Cannabis Legallizaiton and Vaping	-	11,138	-
Expenditures	733,394	1,199,137	946,931
Net funding allocated to Staffing	416,188	283,408	283,408

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July 14, 2020

The Honourable Stephen Lecce
Minister of Education
438 University Ave, 5th Floor
Toronto, Ontario M7A 1N3

Chairs of District School Boards

Directors of Education

School Authorities

RE: COVID-19 – Respecting the rights of students with disabilities

I am writing on behalf of the Ontario Human Rights Commission (OHRC).

We hope this letter finds you and your team safe and healthy, and we thank you for your ongoing efforts to provide continuity of learning for students during the COVID-19 pandemic.

The OHRC welcomes the June 19 announcement of the government's *School Safety Plan* for the 2020 – 2021 school year, and understands that school boards will develop specific plans by late July based on this direction. In addition to this plan, we know that the Ministry of Education (MOE) has provided guidance to school boards on continuity of learning for students with special education needs.

The unprecedented closure of schools has been difficult for all students. The OHRC has heard from stakeholders that students with special education needs and other vulnerabilities have experienced unique and compounded challenges, that their circumstances have not consistently been considered and addressed, and that as a result, they have fallen even further behind than their peers. It is imperative that the MOE and school boards establish plans and programs to systematically and consistently address the needs of students with disabilities for the 2020 – 2021 school year. Some specific concerns have been raised in the context of the OHRC's current Right to Read public inquiry into human rights issues affecting students with reading disabilities. We have also heard from members of the OHRC's Education Advisory Group, as well as from disability rights organizations.

The OHRC released a [policy statement](#) on maintaining human rights during the COVID-19 pandemic, as well as a [statement of actions](#) that sets out various steps that governments, and those delivering government services, can take that are broadly consistent with a human rights-based approach to managing the COVID-19 pandemic. This letter provides additional and specific guidance from the OHRC on obligations under the Ontario *Human Rights Code* (the *Code*) related to the needs of students with disabilities.

Under the *Code*, students with disabilities have a right to meaningful access to the education that all other students receive. Education providers have a legal duty to accommodate the needs of students with disabilities who are adversely affected by a requirement, rule or standard. Accommodation is necessary to address barriers in education that would otherwise prevent students with disabilities from having equal opportunities, access and benefits.

Drawing from the OHRC's principles and actions documents along with stakeholder feedback, this letter provides additional and specific guidance on obligations under the *Code* for students with disabilities experiencing barriers to at home learning and potential barriers resulting from modified classrooms in the 2020 – 2021 school year.

The OHRC is concerned about:

1. Technology
2. Personal contact
3. Professional services
4. Screening and assessment
5. Instruction
6. Specialized programming
7. IPRCs and IEPs and the duty to accommodate
8. Summer learning programs
9. Shared legal responsibility.

We recognize that you are already aware of many of these issues and that the situation is continually evolving. We acknowledge that the MOE, boards and other partners respond to issues as they arise. However, we are concerned that to date, there has been a lack of a systematic and consistent approach that takes into account the unique needs and vulnerabilities of students with disabilities and other *Code*-protected groups. It is imperative that the MOE and boards systematically and consistently address their needs when preparing plans and programs for vulnerable students for the 2020-2021 school year.

1. Technology

The OHRC strongly supports the Ministry's guidance in the *School Safety Plan* to boards to extend arrangements that provided devices and internet connectivity to students who would otherwise not be able to access remote learning, as well as ensuring platforms are accessible for persons with disabilities.

During school closures, access to and effective use of technology has been a challenge for both educators and students. Students' ability to use technology to learn is impacted by Internet access, availability of a device, their own capacity to use technology, and their family's ability to support its use. Having a disability or other vulnerability, such as living in poverty, exacerbates these challenges, as does the availability of reliable Internet access. Educators' capacity to translate their teaching to online environments also varies. As plans for a return to in-classroom learning or a hybrid of in-classroom and at-home learning in September remain unclear, access to effective technology will be crucial for any potential scenario in September.

The duty to accommodate in these circumstances includes providing support in using technology to staff, students and families both through workshops and one-on-one support where necessary. Schools should clearly communicate with students and families what assistance is available, and provide a single point of contact should there be any difficulties.

Any technology that is used to deliver education services must be fully accessible to students with disabilities. We understand that several different digital platforms are being used and that they may not all be fully accessible. Using platforms that are not fully accessible for students with disabilities could result in a finding of discrimination under the *Code*.

We understand that students have been permitted to bring any Special Equipment Amount (SEA) technology home, and we recommend that this option continue. SEA claims should continue to be processed in a timely fashion. Lack of access to full professional assessments should not be a barrier to obtaining a recommendation for SEA technology. It may be appropriate for the MOE to waive this requirement for the 2020 – 2021 school year and/or for boards to explore ways to ensure the professional recommendations for SEA technology can still be obtained. For example, MOE or boards could facilitate professional consultations related to access to technology for SEA claims.

2. Personal contact

The OHRC has heard that students have experienced little to no personal contact with classroom teachers, special education teachers, educational assistants, speech language pathologists, social workers and other professionals. This has a particularly negative impact on students with disabilities

who rely on this regular contact to support their learning, maintain their engagement with school and preserve their mental health.

Students with disabilities such as learning disabilities are more likely to experience co-morbid conditions such as depression and anxiety. The World Health Organization (WHO) has recognized that a sense of connectedness, good communication, and perceptions of adult caring have been shown to be related to a wide range of mental health outcomes for students. As well, the relationship between teachers and students has been shown to be associated with student progress and academic achievement.¹

The OHRC is encouraged by and supports the direction in the *School Safety Plan* relating to students with a high level of special education needs, who may find remote learning challenging. Boards will need to consider providing the option of attending school every day, and where schools have smaller classes, such as congregated classrooms for students' special education needs, boards are also encouraged to offer everyday timetabling.

However, to the extent that online learning continues in the 2020-2021 school year and in recognition that many parents with students with special education needs, or physical vulnerabilities to COVID-19, may choose to continue learning at home, it is imperative that students have regular personal contact with their teachers, special education teachers, educational assistants and others. As remote learning continues, there should be regular scheduled check-ins with students and parents/guardians using video conferencing or teleconferencing where technology does not support videoconferencing.

3. Professional services

We understand that many professional services have been suspended as a result of COVID-19. For example, we heard that boards have not been conducting psycho-educational assessments. We also understand that access to other professional staff has been limited or inconsistent. The OHRC is concerned that the *School Safety Plan* does not provide specific guidance to boards in this area.

This raises significant concerns from a human rights perspective. In normal times, there can be significant wait times to access these services. Additional delays mean that some students will not be getting assessed or served in a timely way. We echo the direction provided by the MOE on May 27, 2020 that boards “**must** continue to ensure that mental health workers, para-professionals, and other professional staff remain available to students to support them during

¹ The World Health Organization's Information Series on School Health Document 10, Creating an Environment for Emotional and Social Well-Being, online: www.who.int/school_youth_health/media/en/sch_childfriendly_03.pdf.

this difficult time. Recognizing the importance of privacy and sensitivity of many of these discussions, boards must provide safe and secure options for students to directly engage with these professionals on an as-needed basis. As students face increasing mental health challenges during this pandemic, it is vitally important that mental health professionals continue fulfilling their critical role.”

For the 2020-2021 school year, it is imperative that boards have a plan to not just ensure access to staff on an as needed basis, but to continue to ensure that these staff provide the key services they typically provide including psycho-educational and speech language assessments, mental health supports, etc.

4. Screening and assessment

Early and ongoing screening and assessment for learning difficulties are required by PPM-8. The OHRC has identified early screening as a key requirement to meet the needs of reading disabilities in its Right to Read inquiry.

It is imperative that boards continue to ensure that educators conduct early screening and assessment of students (e.g. phonological awareness screening and reading level assessments), to identify students at risk for difficulties and be able to respond appropriately (for example, with differentiated instruction, additional support, discussion with special education teams, developing IEPs, referral for professional assessments etc.). It is particularly important that students who need access to reading intervention programs and other specialized programs be identified and offered these programs during the 2020-2021 school year (for more on this, see below).

While the *School Safety Plan for 2020 – 2021* suggests that assessment, evaluation and reporting activities should proceed as usual, the *Plan* is lacking on specific detail about screening and assessment for learning difficulties.

5. Instruction

We welcome the MOE’s direction to boards to prioritize synchronous learning for the 2020 – 2021 school year. At the same time, we wish to convey that we have heard concerns from families that synchronous learning is challenging when households do not have enough devices. In this regard, the OHRC strongly urges boards to extend arrangements that provide devices and Internet connectivity to students who would otherwise not be able to access remote learning.

We also heard that differentiated instruction that reflects the needs and learning profiles of all students is not taking place, and that extra support may not be available. This raises concerns for several reasons. Students with learning difficulties need direct instruction from their teachers. Many parents are not equipped or in a position to “teach” their children the curriculum or support them in accessing the materials provided. The OHRC notes that some disability rights

organizations have identified innovative teaching practices for students with disabilities and we encourage you to take a look at them.

A one-size-fits-all approach to teaching does not work for many students with disabilities and is not consistent with Universal Design for Learning.

Plans for the 2020 – 2021 school year must consider needs of students with learning disabilities and students who face barriers to at-home learning, and use scientific evidence-based approaches to help close the learning gap (for example, by providing access to synchronous phonics instruction).

6. Specialized programming

Many students with disabilities rely on specialized programming, classes or supports. One example is reading intervention programs such as Empower Reading. The OHRC has heard that since the school closure in March, these programs have not continued or have continued only on a very limited basis.

While we appreciate that the sudden disruption to the school year presented several challenges, in anticipation of the 2020 – 2021 school year it will be imperative that boards find ways to continue to run these programs for students with disabilities. If children lose the opportunity to take part in these programs, the impact can be significant and life-long.

The OHRC therefore supports the *School Safety Plan* in urging boards to resume the delivery of special programming and to offer regular timetabling for programs like Empower Reading.

7. IPRCs, IEPs and the duty to accommodate

Boards must continue to accommodate students with special education needs (whether or not they have been identified through an IPRC) to the point of undue hardship. The accommodations that students were receiving before the pandemic must continue or be adjusted to reflect the current circumstances. Boards must be attentive to whether new accommodations are necessary and take immediate steps to put these in place.

The process for reaching an accommodation solution is as important as the substance of the accommodation, and should include:

- Meaningful dialogue among all parties that share the responsibility to provide accommodation, with expert assistance as required
- Contingency planning, in consultation with affected families
- Individual assessment of the needs of students, which may include extra one-on-one time with students virtually
- Examining and evaluating less discriminatory alternatives.

The ongoing implementation of Individual Education Plans (IEPs) and work of the Identification, Placement and Review Committees (IRPCs) will be fundamental to ensuring students who require special education supports and accommodations are able to thrive in the 2020 – 2021 school year.

The OHRC heard from stakeholders that due to school closures, some parents were asked to waive IEP consultations, or where IEP meetings did happen they were very brief and parents were not given the time to ask questions or raise concerns.

Some stakeholders also informed the OHRC that IEPs were not being implemented at all. IEPs ensure vital supports and accommodations for students with special education needs, and it is unacceptable that they not be implemented. Parents/guardians must be given the opportunity to have proper IEP consultations, and boards must heed the MOE's direction to consider changes in the school environment and/or remote learning needs when reviewing and updating IEPs. Normal waiver scenarios (i.e. where no changes to an IEP are needed) are acceptable.

Similarly, the OHRC strongly recommends that IRPC meetings continue through the 2020 – 2021 school year. The *School Safety Plan* does not provide specific guidance on this.

Given the heightened vulnerabilities of students who require special education support, it will also be important to regularly engage board Special Education Advisory Committees (SEACs) to discuss plans and obtain feedback.

8. Summer learning programs

The OHRC supports plans for summer learning programs targeted to vulnerable students, including focused programming for students with special education needs and programming through the Provincial Demonstration schools. However, to be effective, the MOE and boards must ensure that these programs are scientific and evidence-based. For example, any programs to support reading and literacy should be based on the science of reading (e.g., they should emphasize instruction in phonological awareness and phonics in addition to including other foundational skills such as vocabulary, fluency and comprehension).

9. Shared legal responsibility

The responsibility for ensuring equal treatment in educational services for students with disabilities and other *Code*-protected groups rests with government, unions and school boards, among others. There is a shared responsibility to ensure that COVID-19 does not result in a denial of equal treatment to students with disabilities or other students who have faced barriers

when accessing education. All persons involved in delivering education services must work to remove barriers that impede access for vulnerable students.

The OHRC appreciates the ever-evolving circumstances surrounding COVID-19, and we know that you are continually working to address the impact of school closures on students. Vulnerable students' rights must be at the forefront of your planning, and their needs must be supported and accommodated to the point of undue hardship.

Sincerely,



Raj Dhira
Executive Director

cc: Président, Association des conseils scolaires des écoles publiques de l'ontario (ACÉPO)
 Présidente, Association franco-ontarienne des conseils scolaires catholiques (AFOCSC)
 President, Ontario Catholic School Trustees' Association (OCSTA)
 President, Ontario Public School Boards' Association (OPSBA)
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