AGENDA

Regular Meeting of the Board
February 12, 2013

7:30 p.m.
AGENDA

OPEN SESSION

February 12, 2013

1. Call to Order
National Anthem
Approval of Agenda
Special Presentations

2. Declaration of Conflict of Interest

3. Minutes
3.1 Special Education Advisory Committee Meeting, January 15, 2013
3.2 Regular Meeting of the Board, January 22, 2013
3.3 Extraordinary Meeting of the Board, January 29, 2013 (will be available on a future agenda)
3.4 Physical Planning & Building Committee Meeting, February 5, 2013 (will be available on a future agenda)

4. Chair's Request for Written Questions from Trustees

5. Notices of Motion and Petitions

6. Special Section for Receipt
6.1 Retirements: Pat Beck Josephine Lovering
                William Hallem Janko Marjanovic
                Sally Hamilton Helena Pereira
                Karen Jackson Judy Stuve
                Ranjit Khatkur Cathy White

6.2 Good News!

6.3 Letter to the Minister of Community & Social Services from the Hamilton-Wentworth District School Board regarding negative impact of the Ministry’s new policies and processes for supports for adult or transitioning developmentally challenged students

Regular Meeting of the Board Agenda - February 12, 2013
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6. Special Section for Receipt (continued)

6.4 Letter to the Minister of Education from the Durham District School Board proposing a task force to recommend new and effective structures for future contractual negotiations

7. Delegations

8. Old Business

8.1 Response Delegation by Sherene Ricketts regarding the boundaries for the French Immersion programs at Ridgeview Public School and Copeland Public School

9. New Business

9.1 Recommendations of the Special Education Advisory Committee, January 15, 2012

9.2 Recommendations of the Physical Planning & Building Committee, February 5, 2013

9.3 Policy #5 – Partnerships/Fundraising

9.4 Policy #78 – Digital Citizenship

9.5 2012: EL4 – Schools-First Child Care Capital Retrofit Policy

10. Reports from Officials and Staff

10.1 Graduation Rates: 5 Year Graduation Rates – Trends Over Time

10.2 Ontario’s Poverty Reduction Strategy: 2012 Annual Report

11. Reports from Ontario Public School Boards’ Association

11.1 OPSBA Fast Report: Volume 25, No. 4

12. Communications - For Action or Receipt

13. Response of Administration to Former Questions

14. Reports from Trustee Representatives on Councils/Associations

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15. Questions asked of and by Board Members
16. Public Question Period
17. Further Business
18. Adoption of the In Committee Reports
19. Adjournment
PEEL DISTRICT SCHOOL BOARD

Minutes of a meeting of the Special Education Advisory Committee of the Peel District School Board, held in the Brampton Room, the H. J. A. Brown Education Centre, 5650 Hurontario Street, Mississauga, Ontario on Tuesday, January 15, 2013 at 19:00 hours.

Members present:

Barbara Byers, Fragile X Research Foundation of Canada, Chair
Stan Cameron, Trustee, Vice-Chair
Barbara Cyr, Association for Bright Children
Shelley Foster, VOICE for Hearing Impaired Children (19:05)
Meredith Johnson, Trustee
Jennifer Knight, Easter Seals Ontario
Nancy Leaton, Autism Ontario Peel Chapter
Brad MacDonald, Trustee
Carol Ogilvie, Learning Disabilities Association of North Peel
Carol Oitment, Tourette Syndrome Association of Ontario
Ann Smith, Brampton-Caledon Community Living

Absent: (apologies received marked *)

Wes McDonald, VIEWS for Blind and Visually Impaired Children
Sandy Milakovic, Canadian Mental Health Association, Peel Branch*
Lorraine Yuill, Learning Disabilities Association of Mississauga*

Also present:

Marg Fishbein, Educational Resource Facilitators of Peel
Marilyn Matis, Association for Bright Children (Alternate)
Linda Standish, Educational Resource Facilitators of Peel

Administration:

Shirley-Ann Teal, Coordinating Superintendent
Nicole Fernandes, Board Reporter

1. Approval of Agenda

SE-11, moved by Barbara Cyr, that the agenda be approved.

.............. carried

2. Conflict of Interest

There were no declarations of conflict of interest.
3. Minutes of the Special Education Advisory Committee Meeting, December 18, 2012

SE-12, moved by Barbara Cyr, that the Minutes of the Special Education Advisory Committee Meeting, held December 18, 2012, be approved.

.................. carried

4. Humberview Secondary School – Vocational Program

Katie Levalds, Special Education Coordinator, introduced Rick Treadwell, Principal of Humberview Secondary School. She highlighted the review of the Board’s vocational programs that resulted from accommodation pressures at Judith Nyman Secondary School. Noting that students from Caledon are bused long distances to Brampton to access vocational programs, she remarked that offering vocation programs in a Caledon school would more effectively meet the needs of the community. She stated that Principal Treadwell and staff at Humberview Secondary School have been supportive of the proposal which recommends a phased-in introduction of a new vocational program at the school, beginning with Grade 9 in September 2013. Katie Levalds indicated that the projected enrolment will be 37 students in September 2013, with 9 in the vocational 1 program and the remaining students in vocational 2. She stated that the school has the capacity and equipment to support the vocational program. Outlining the timelines for review of the proposal, she reported that it will be brought for approval to the February 12, 2013 Regular Meeting of the Board.

Principal Treadwell stated that the school administration has been working for some time to bring a vocational program at Humberview Secondary School. He advised that there has been ongoing concern that students recommended for a vocational program in Grade 8, choose instead to attend Humberview Secondary School rather than a school offering the vocational program, including Judith Nyman Secondary School. These students are then provided a locally developed course which may not fully meet their needs. With the proposal to add a vocational program at Humberview Secondary School, students can be supported within Caledon. Rick Treadwell indicated that the school is able to accommodate the additional enrolment since the Ministry rated capacity of the school is 1,438 and the current enrolment is at 1,150. As per projections, enrolment in the vocational program is expected to gradually grow to 80 students over a four year period. Principal Treadwell reported that a ten room addition was constructed at the school six years ago, and the school has one of the best shop facilities in the system.

Members’ questions of clarification were responded to, including: timetable and students’ learning needs will determine the integration of students with an IPRC who are in a vocational 1 program; space available at Humberview Secondary School to set aside rooms for programs; two portables at the school, one unused and the other for students in the TELL program. A member commented that, given the population in Caledon, a third secondary school is required.

(Continued overleaf)
4. **Humberview Secondary School – Vocational Program** (Continued)

Vice-Chair Cameron advised that the Ministry rated capacity is calculated differently from the Board's estimates, and Board staff are working on a calculation that reflects the true capacity of a school. He expressed appreciation for the proposal to introduce a vocational program at Humberview Secondary School. He stated that, in the current year, 27 students have turned down a vocational program placement at another school, and they may now be in programs not suited for them. He spoke of the school being a model for other schools since it offers French immersion, extended French, the enhanced learning program, and Specialist High Skills Major programs in transportation, with a second application to the Ministry for a health and wellness course, in addition to the proposed vocational program. As a result the school offers different pathways for students. Vice-Chair Cameron spoke positively about parent involvement and leadership at the school. He acknowledged that there is population growth in Caledon and he noted that he has brought this to the attention of the administration.

SE-13, moved by Ann Smith, that the report re Humberview Secondary School – Vocational Program, be received.

5. **Special Equipment Amount (SEA) Funding**

Ana Pauchulo, Coordinating Principal, Special Education Support Services, reviewed a PowerPoint presentation in providing a brief overview of SEA funding which allows boards to purchase equipment necessary for students to access programs aligned with their special education needs.

SEA funding is provided annually and boards are required to develop internal protocols to administer the funding. The funding provides students with the accommodation needed to access curriculum, alternate expectations, courses, or in some cases to attend school. Ana Pauchulo highlighted the two components of SEA: per pupil amount for purchase of computers, software or other computing-related devices; claims-based funding for non-computer based equipment. Reporting that ISSP teachers take the lead in preparing the application, she advised that the application process is being revised by the Ministry, and the claims based equipment recommendation and order process is being streamlined. She provided examples of eligible expenses, including purchasing or leasing equipment to meet special education needs, and replacement, upgrade and repairs of equipment. Ineligible expenses include capital costs, curriculum materials, assessments, classroom computer hardware.

Ana Pauchulo spoke about the coordination with the Ministry of Health and Long Term Care on the Assistive Devices Program (ADP) initiative. The ADP provides partial funding to families for some equipment. If portable, the equipment can be used at home and in school. However, ADP funding will not fund equipment required only for school purposes and cannot be supplemented with SEA funding. In the case of SEA funding, the Ministry requires a recommendation from properly qualified professionals, and the IEP must show that the equipment is needed and is aligned with the report card and programs. It should reflect a logical thread from assessment data. IEP documentation to support the claim for SEA funding was highlighted.
5. **Special Equipment Amount (SEA) Funding (Continued)**

Ana Pauchulo confirmed that SEA-funded equipment is transferrable when a student is transferred to another school, or to another school board in the Province. The equipment is returned to the school board when the student graduates or moves out of Province. Information on staff handling SEA funding was presented. In response to a question regarding insuring equipment funded through the ADP, Ana Pauchulo clarified that the responsibility for insuring the equipment is with the family.

SE-14, moved by Shelley Foster, that the oral report re Special Equipment Amount (SEA) Funding, be received.

.......... carried

6. **Intensive Support for Peel Students**

Providing background information, Maureen MacKay, Coordinator of Student Well Being, reported on the Behaviour Review and recommendations to improve the delivery model of behaviour support for students. The review indicated that there was a reasonable level of satisfaction and understanding in the area of general program, with perceptions that behaviour improved and students enjoyed time with the Behaviour Support Teacher. She noted that the Intensive Support for Peel Students model incorporates some of the recommendations to redefine Peel's current Behaviour Support services.

The goals of the Intensive Support Model were highlighted by Maureen MacKay, including: provide time-limited support for students; provide assigned and concentrated in-school / classroom support for students; build capacity among school staff to collaboratively plan support strategies. She noted that the behaviour guidance is provide by PSSP staff on an on-going basis, but there are still some students who show little improvement, and the Intensive Support Model is intended to meet their needs. Maureen MacKay reviewed the profiles of students who are referred for intensive support. One of the key factors is that the student's behaviour interferes significantly with the progress in the classroom or the progress of other students. She advised that the transition to the new Intensive Support Model will have an impact on the current Mobile Behaviour Team and the Intermediate Itinerant Contact Team, and the roles of these staff will be redefined in the Intensive Support Model.

Reviewing the referral process, Maureen MacKay noted that the ISRC is the central hub of planning for students with special needs. She highlighted the early and targeted intervention recommendations provided by the ISRC, and she indicated that, if the behavioural needs of the student persist, a referral to the school social work and / or psychological services is made to understand underlying needs, refine program, or make behaviour planning recommendations. Maureen MacKay reported on the difference in the elementary and secondary referral processes. She noted that the referral for intensive support would go to the Intensive Support Planning Committee, who would determine the level of intensive support needed. The Committee would be responsible for setting priorities, maintaining the schedule of intensive support and, since the expectation is for short-term support to keep a track of services.
6. **Intensive Support for Peel Students**

Maureen MacKay provided a detailed description of the Intensive Support Model, which will be made up of five elementary intensive support teams and two at the secondary level. She noted the composition of the teams, who will be responsible to interact with the students and their families, as well as build capacity among school staff. She explained the change in the role of the case manager and she indicated that the allocation of two psychologists and two social workers will continue. She stated that this model will provide continuity and consistency in communicating with families. Members' questions of clarification were responded to, including: referral process in the event of a crisis with a student needing urgent support; next steps if the six weeks of intensive support are not sufficient.

Chief of Social Work, Jim Van Buskirk, explained that, in addition to redesigning the program to address the concerns with the behaviour review, the Intensive Support Model also provides an opportunity to respond to significant financial constraints that the Board is facing. Under the new model, there will be a reduction of 5 Behaviour TAs and one secondary teacher. The new model will be streamlined as more input is available from stakeholders, and Jim Van Buskirk asked SEAC members to provide feedback as the model is implemented in September 2013. Committee members, in groups, then responded to questions regarding: identifying specific questions that parents of students with behaviour and mental health needs may have about the new model; from a parent's perspective, what factors need to be considered as the new model is implemented.

**SE-15**, moved by Ann Smith, that the report re Intensive Support for Peel Students, be received.

.................. carried

7. **Updated Special Education Advisory Committee Member List**

A change will be made to the email address of Marilyn Matis.

**SE-16**, moved by Barbara Cyr, that the Updated Special Education Advisory Committee Member List, be received.

.................. carried

8. **Teaching Assistants’ (TA) Allocation Module**

Barb MacRae, Special Education Coordinator, presented an overview of the Management of the TA Referral and Allocation module. She noted that 1,489 TAs were allocated to the Board for 2012, and they were assigned to behaviour services, contained classrooms, and to mainstream integrated students. She noted that the benefits of the new model are: transparency as to where the teachers are assigned; rich data available for accountability purposes and to determine trends; resources can be used as effectively as possible.
8. Teaching Assistants' (TA) Allocation Module (Continued)

Barb MacRae reported that the TA Allocation Committee can view the management screen which provides comparisons for current elementary, secondary and Board-wide TA allocation statistics with previous years. An automatic countdown is performed so that the Committee is aware of how many and where TAs are being allocated. The module will also help to support the role of the ISRC and be a decision-making hub. The entire allocation process will be online and can be downloaded directly from the Student Information System (SIS). Barb MacRae highlighted other screens within the application, including the TA Allocation Summary screen which helps superintendents of education know the number of TAs allocated to their schools, and the Withdrawn or Transferred Students screen showing students withdrawn from Peel or transferred to another school. She noted that the application went 'live' on January 7, 2013, and training has been provided on January 8-9, 2013 to itinerant teachers, consultants, coordinating principals, Special Education support staff, and elementary and secondary Special Education Resource Teachers. Online 'How To' instructions are also available for training purposes. Chair Byers asked that the presentation be provided to all members.

SE-17, moved by Meredith Johnson, that the oral report re Teaching Assistants' (TA) Allocation Module, be approved.

............... carried

9. Question Period

There were no questions.

10. Public Question Period

There were no public questions.

11. Adjournment

SE-18, moved by Shelley Foster, that the meeting adjourn (20:30 hours).

............... carried

.............................................. Chair .............................................. Secretary
January 22, 2013
Regular Meeting of the Board:

PEEL DISTRICT SCHOOL BOARD

Minutes of the Regular Meeting of the Board, held in the Board Room, the H. J. A. Brown Education Centre, 5650 Hurontario Street, Mississauga, Ontario on Tuesday, January 22, 2013 at 19:30 hours.

Members present:

Janet McDougald, Chair
Suzanne Nurse, Vice-Chair
Stan Cameron
Beryl Ford
David Green
Meredith Johnson

Steve Kavanagh
Sue Lawton
Brad MacDonald
Harinder Malhi
Jeff White
Rick Williams

Student Trustees:

Linda Bui, Student Trustee North

Administration:

Dawn Beckett-Morton, Director, Human Resources Support Services
Pertia Bent, Superintendent of Education
Shelley Bortolotto, Assistant Director, Human Resources Support Services
Jan Courtin, Superintendent of Education
Patrika Daws, Superintendent of Education
Jeff deFreitas, Superintendent of Education
Wendy Dowling, Superintendent of Education
Anthony Edwards, Superintendent of Education
Ina Fournier, Superintendent of Education
Jaspal Gill, Controller, Facilities and Environmental Support Services
Mark Haarmann, Superintendent of Education
Mark Keating, Chief Information Officer
Carla Kisko, Associate Director, Operational Support Services
Hazel Mason, Superintendent of Education
Scott Moreash, Associate Director, Instructional Support Services
David Neale, Controller, Transportation and Corporate Support Services
Patricia Noble, Superintendent of Education
Tony Pontes, Director of Education
Jerry Powidajko, Superintendent, Leadership Development and School Support Services
Patricia Rossall, Superintendent of Education, Alternative Programs
Louise Sirisko, Superintendent, Special Education Support Services
Marion Smith, Executive Assistant
Shirley-Ann Teal, Coordinating Superintendent
Joy Uniac, Superintendent of Education
Brian Woodland, Director, Communications and Community Relations Support Services
Randy Wright, Controller, Planning and Accommodation Support Services

Lorelei Fernandes, Board Reporter
January 22, 2013
Regular Meeting of the Board:

1. Open Session

The Open Session commenced with the singing of O’Canada.

Chair McDougald thanked the students from Brock University for attending the meeting. She advised them of the V.I.P. system available on the Peel website for online applications.

2. Approval of Agenda

The following changes were made to the agenda:

Item 6.1 a) Retirements (addendum circulated)

Item 6.2 Copy of a Letter to the Minister of Education from the Superior-Greenstone District School Board, re Regulation 274/12, Hiring Practices (added)

Item 7.1 Delegation by Denise Baker, Building Industry and Land Development Association (BILD), re the proposed amendment to the Education Development Charges (EDC) By-law (withdrawn)

Item 11.2 OPSBA Fast Report: Volume 25, No. 3 (added)

Resolution No. 13-30 moved by Sue Lawton
seconded by Jeff White

Resolved, that the agenda as amended, be approved.

............... carried
(2/3rds' majority)

3. Conflict of Interest

There were no conflicts of interest declared.

4. Minutes of the Special Education Advisory Committee Meeting, December 18, 2012
Minutes of the Regular Meeting of the Board, January 8, 2013
Minutes of the Physical Planning and Building Committee Meeting, January 9, 2013

Resolution No. 13-31 moved by Steve Kavanagh
seconded by Beryl Ford

Resolved:

1. That, the Minutes of the Special Education Advisory Committee Meeting, held December 18, 2012, be received;

2. That, the Minutes of the Regular Meeting of the Board, held January 8, 2013, be approved;
January 22, 2013
Regular Meeting of the Board:

4. Minutes of the Special Education Advisory Committee Meeting, December 18, 2012
Minutes of the Regular Meeting of the Board, January 8, 2013
Minutes of the Physical Planning and Building Committee Meeting, January 9, 2013
(Continued)

3. That, the Minutes of the Physical Planning and Building Committee Meeting, held January 9, 2013, be received.

............... carried

5. Written Questions

There were no written questions.

6. Notices of Motion and Petitions

There were no notices of motion or petitions.

7. Special Section for Receipt

Resolution No. 13-32 moved by Harinder Malhi
seconded by Stan Cameron

Resolved, that the following items, be received:

1. Retirements

   Jane Booth          Surena Olkowicz
   Hilary Crook        Karen Lane
   Antonietta Di Cesare Paula Moffatt
   Janice Monoghan

2. Copy of letter to the Minister of Education from the Superior-Greenstone District
   School Board re Regulation 274/12, Hiring Practices.

............... carried

8. Delegation by Sherene Ricketts re French Immersion Boundary Change at Copeland Public School

Sherene Ricketts delegated the Board, advising that due to boundary changes, her son will have to attend the French Immersion program at Ridgeview Public School instead of Copeland Public School. Sherene Ricketts requested the Board to allow a flexible boundary for her son to attend the French Immersion program at Copeland Public School, where his sibling currently attends the French Immersion program. She stated that she did not receive any notification of the boundary change, she would have difficulty in having her children in different schools, and that she has also looked into the possibility of both her children attending Ridgeview Public School.
January 22, 2013
Regular Meeting of the Board:

8. Delegation by Sherene Ricketts re French Immersion Boundary Change at Copeland Public School (Continued)

Sherene Ricketts responded to a trustee’s questions of clarification including: that her son will be attending Grade 1 in September 2013; lottery system does not apply to sibling enrolment; her residence is within the boundary of Ridgeview Public School. The trustee reminded the Board about an earlier discussion on family friendly Flexible Boundary policy and asked when those recommendations will be coming forward to the Board. Chair McDougald stated that a committee is reviewing the Flexible Boundary policy with a focus on family friendly decisions and commented that it would be helpful for the Board to know the number of families affected by this boundary change. Chair McDougald advised Sherene Ricketts that her request will be reviewed and a response will be brought back to the Regular Meeting of the Board on February 12, 2013.

9. Letter from the Chair to the Minister of Education regarding Bill 115 - Putting Students First

Chair McDougald stated that Bill 115 will be repealed on Wednesday, January 23, 2013. A trustee asked about the outcome of repealing Bill 115, as contracts are in place and it has resulted in a deficit of approximately $7 million for Peel DSB. Director of Education, Tony Pontes expressed the opinion that if Bill 115 is repealed tomorrow, it will be a symbolic gesture. Contracts, Memoranda of Understanding signed under Bill 115, and regulations arising from the Bill will continue to be in force. Chair McDougald stated that the deficit of approximately $7 million will be brought to the attention of the Premier and the Minister of Education, as the amount has not been budgeted for and the effects of Bill 115 will continue even though the Bill will not exist.

Resolution No. 13-33 moved by Beryl Ford
seconded by Suzanne Nurse

Resolved, that the Letter from the Chair to the Minister of Education regarding Bill 115 - Putting Students First, be received.

............. carried

10. Recommendations of the Special Education Advisory Committee, December 18, 2012

Chair McDougald congratulated Barbara Byers and Trustee Stan Cameron on being elected Chair and Vice Chair of the Special Education Advisory Committee, and thanked them for their leadership in the challenging roles.

At a meeting of the Special Education Advisory Committee, held December 18, 2012, there were no recommendations to the Board.
January 22, 2013
Regular Meeting of the Board:

10. Recommendations of the Special Education Advisory Committee, December 18, 2012 (Continued)

Resolution No. 13-34 moved by Stan Cameron
seconded by Brad MacDonald

Resolved that the information about the Special Education Advisory Committee’s receipt of the following items, be received:

1. Reports / Information Received

Teaching Assistant Allocation Module (oral); Budget Considerations for 2012 - 2013 (oral); Support Student Transitions in Peel: Gillian Chassels re “Can Do Candles and Crafts”; Vocational Programs (oral); Board Improvement Plan for Student Achievement (BIPSA); Updated Special Education Advisory Committee Member List; Letter to Minister Laurel Broten from SEAC Chair, Renfrew County District School Board re Funding Model for Special Education; Letter re resignation from SEAC of Lynne Cramer, Community Living Mississauga; Letter to Lynne Cramer from Janet McDougald re resignation of Community Living Mississauga’s representative to SEAC; Letter to Minister Laurel Broten from SEAC Chair, Upper Canada District School Board re Fetal Alcohol Syndrome Disorder and Mandatory Special Education Preparatory Courses for Teachers; Memorandum from Ministry of Education re Secondary School Completion in Four Years - Changes to Funding after 34 Credit Threshold; Memorandum from Barry Finlay, Ministry of Education re Supporting Students with Special Education Needs.

............... carried

11. Recommendations of the Physical Planning and Building Committee, January 9, 2013

Chair McDougald reviewed the recommendations. She noted that the proposed boundary change directs students from the local community of Cawthra Park Secondary School to Gordon Graydon Memorial Secondary School. She stated that this boundary has been in place for over 50 years and the change is an indication of enrolment decline in south Mississauga.

Resolution No. 13-35 moved by Harinder Malhi
seconded by Jeff White

Resolved that, the following recommendations arising from the Physical Planning and Building Committee meeting, held January 9, 2013, be approved:


That, effective September 2013, the following Grade 9-12 boundary for Cawthra Park Secondary School be approved for public information. Students enrolled at Gordon Graydon Memorial Secondary School during the 2012 - 2013 school year will be allowed to remain at Gordon Graydon Memorial Secondary School.
January 22, 2013
Regular Meeting of the Board:

11. **Recommendations of the Physical Planning and Building Committee, January 9, 2013 (Continued)**

Commencing at Hurontario Street and Dundas Street East
then east along Dundas Street East to the City of Mississauga boundary
then south along the City of Mississauga boundary to Lake Ontario
then west along Lake Ontario to a point midway between Wanita Road and The Thicket
then north along a line midway between Wanita Road and The Thicket to Lakeshore Road East
then north along a line midway between Seneca Avenue and Roosevelt Road to the Railway
then north along a line midway between Lakebreeze Drive and Mineola Gardens to a point north of Mineola Road East
then northeast and northwest along a line midway between Trotwood Avenue and Elaine Trail to a point along the rear property lines of Elaine Trail
then north along a line midway between Carmen Drive and Credition Parkway to a point south of the QEW
then east along a point south of the QEW to Carmen Drive
then north along Carmen Drive and Cliff Road to The Queensway
then west along The Queensway to Hurontario Street
then north along Hurontario Street to the point of commencement.
(Appendix I, as attached to the Minutes)


That, the Multi-Year Accessibility Plan: Peel District School Board, January 2013 - December 2017, be approved. (Appendix II, as attached to the Minutes)

3. **Report on Tenders and Borrowing By-law - Alton Public School**

1. That, the tender, in the amount of $7,410,000 excluding HST, for the construction of Alton Public School, be awarded to Percon Construction Inc. (Appendix III, as attached to the Minutes)

2. That, a resolution enacting the Borrowing By-law, as follows, be approved:

   Whereas, the Peel District School Board (hereinafter called the Board) deems it necessary to undertake the following project, namely the construction of the Alton Public School at a cost of $8,985,000.00

   Therefore, be it resolved and be enacted as a by-law of the Board that the foregoing project be authorized and approved and be financed through the Ontario Financing Authority (OFA) unless the Board can demonstrate it can obtain a loan with a better interest rate from another regulated financial institution or a municipality.

   That, the balance required to complete the project be funded by the unexpended capital of other completed block funded projects.
January 22, 2013
Regular Meeting of the Board:

11. Recommendations of the Physical Planning and Building Committee, January 9, 2013 (Continued)

4. Reports / Information Received

Recommendations of the Stormwater Financing Stakeholder Group - City of Mississauga; Tender Activity Report for October 26, 2012 to December 20, 2012; Vandalism Reports for October and November 2012.

.............. carried

12. Revised Estimates for 2012 - 2013 Budget

Associate Director of Operational Support Services, Carla Kisko, advised that for the first time, the Ministry of Education has asked the Board to approve Revised Estimates, due to impacts of Bill 115. The cost estimate for Peel DSB, resulting from Bill 115, is approximately $7 million. Some of the deficit will be offset by anticipated savings in utilities and snow removal. Carla Kisko explained that once all expenses are incorporated and $1.89 million is transferred from the reserves to alleviate cost pressures, the Board is projecting an operating deficit of $3.9 million for 2012 - 2013.

A trustee asked about the regulation under which the Ministry has directed school boards to approve the revised estimates for the 2012 - 2013 Budget. Associate Director Kisko will confirm if it is covered by the Grants for Student Needs (GSN). In response to the trustee's question regarding the amount of $1.89 million, Associate Director Kisko replied that it was set aside for the purpose of assisting with benefit cost pressures and is being brought forward to help offset benefit cost pressures this year. Carla Kisko explained that the Board continues to manage health and dental benefits of employees other than teachers, and the cost is an overall estimate of increases in employee benefits. With regard to the trustee's query regarding the possibility of government claw back of the $1.89 million and the balance left in the Working Fund Reserve, Carla Kisko clarified that funds held in the Working Fund Reserve are not clawed back. Another trustee questioned the rationale behind using reserve funds to offset the deficit. Carla Kisko responded to questions from Chair McDougald regarding the Teacher Qualifications and Experience grant of $12.7 million as a result of the grid increment on the 97th school day, explaining that because of grant withdrawals in professional development in secondary school programming, the net overall in terms of operating grant increases is $4.6 million. She confirmed that the $12.7 million grant will address grid increments of all teachers based on an estimate.

Resolution No. 13-36 moved by Suzanne Nurse seconded by Brad MacDonald

Resolved,

1. That, the Revised Estimates for 2012 - 2013 be approved,

2. That, a transfer of $1,891,928 be approved from the reserve fund appropriated for benefits to operating, to be used to offset increased employee benefit plan costs in 2012 - 2013. (APPENDIX I)
January 22, 2013
Regular Meeting of the Board:

12. Revised Estimates for 2012 - 2013 Budget (Continued)

The result of the vote was as follows:

<table>
<thead>
<tr>
<th>Yeas</th>
<th>Nays</th>
<th>Abstentions</th>
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<tbody>
<tr>
<td>Trustees Lawton, Green, Cameron, Malhi, MacDonald, Ford, McDougald, Nurse, White, Williams, Johnson</td>
<td>Kavanagh</td>
<td>(11-1-0)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>............ carried</td>
</tr>
<tr>
<td>Student Trustee Bui</td>
<td></td>
<td>(12-1-0) (Non-binding)</td>
</tr>
</tbody>
</table>

Resolution No. 13-36 ............ carried

13. Education Development Charges (EDC) By-law Amendment

Controller of Planning and Accommodation Support Services, Randy Wright, reviewed the recommendation to amend the EDC By-law passed by the Board in 2009. He noted that the proposed new rates in the report are $1,595.00 per residential unit and $0.32 per sq ft of gross floor area on non-residential development, which is a result of increasing land values since 2008-2009, with respect to the current By-law.

Chair McDougald asked about the balance in the EDC fund. Associate Director Kisko advised that there is a deficit of $52 million. She explained that the price of land escalates beyond what the EDC By-law is based on, and Peel has bought land where prices are increasing, which has resulted in the deficit. In response to Chair McDougald’s questions, Carla Kisko noted that land is bought from funds in the EDC accounts and the differential is carried through a bank loan. She confirmed that the government is aware of the deficit and that a review is currently being done regarding EDCs in which Peel will be a participant.

Carla Kisko added that interest cost is recognized in the EDC account and the By-law is for five years. Controller Wright commented that the current By-law expires in June 2014.

Regarding Chair McDougald's query on regular amendments to the By-law based on information received on land rates, Carla Kisko confirmed that amendments can be made annually through a formal process.

Resolution No. 13-37 moved by Beryl Ford
seconded by David Green

Resolved, that the By-law to amend the Peel District School Board 2009 Education Development Charges By-law, be approved and passed. (APPENDIX II) ............ carried
January 22, 2013
Regular Meeting of the Board:


   Resolution No. 13-38 moved by Harinder Malhi
   
   seconded by Rick Williams

   Resolved, that the report re 2013-2014 School Boundary Changes – Feedback from Community Information Sessions, be received.

   ................ carried


   Resolution No. 13-39 moved by Steve Kavanagh
   
   seconded by Stan Cameron

   Resolved, that the following recommendations re Boundary Change for Cawthra Park Secondary School/Gordon Graydon Memorial Secondary School, be approved.

   Commencing at Hurontario Street and Dundas Street East then east along Dundas Street East to the City of Mississauga boundary then south along the City of Mississauga boundary to Lake Ontario then west along Lake Ontario to a point midway between Wanita Road and The Thicket then north along a line midway between Wanita Road and The Thicket to Lakeshore Road East then north along a line midway between Seneca Avenue and Roosevelt Road to the Railway then north along a line midway between Lakebreeze Drive and Mineola Gardens to a point north of Mineola Road East then northeast and northwest along a line midway between Trotwood Avenue and Elaine Trail to a point along the rear property lines of Elaine Trail then north along a line midway between Carmen Drive and Credition Parkway to a point south of the QEW then east along a point south of the QEW to Carmen Drive then north along Carmen Drive and Cliff Road to The Queensway then west along The Queensway to Hurontario Street then north along Hurontario Street to the point of commencement.

   Grade 10 -12 students who move into the current catchment area for Gordon Graydon Memorial Secondary School in 2013 - 2014 will continue to be directed to that school.

   (APPENDIX III)

   ................ carried
January 22, 2013
Regular Meeting of the Board:

16. Boundary Change for Bramwest Sub Area 1 #1 Public School / Credit Valley Sub Area 2 #2 Public School / Huttonville Public School / James Potter Public School

Trustee Malhi thanked staff for their efforts in working with the community with regard to the boundary changes.

Bramwest Sub Area 1 #1 Public School (Grades K – 8)

Resolution No. 13-40 moved by Suzanne Nurse
seconded by Beryl Ford

Resolved that, effective September 2013, the Grade K - 8 boundary for Bramwest Sub Area 1 # 1 Public School, phasing in beginning with Grade K-7, be as follows:

Commencing at the intersection of Mississauga Road and Queen Street West then east along Queen Street West to the Credit River then southeast along the Credit River to the Railway then south along the Railway to Steeles Avenue West then west along Steeles Avenue West to a point before Churchville Road then southwest along the rear property lines on the east side of Churchville Road to the southernmost rear property line of Shuter Lane then southeast along the rear property lines of Outlook Avenue to the rear property lines of Neopolitan Road then east along the rear property lines of Neopolitan Road to the Railway then south along the Railway to the Brampton/Mississauga City Limits then west along the Brampton/Mississauga City Limits to Mississauga Road then north along Mississauga Road to the point of commencement.

............... carried

Bramwest Sub Area 1 #1 Public School Holding (Grades K – 8)

Resolution No. 13-41 moved by Suzanne Nurse
seconded by Beryl Ford

Resolved that, effective September 2013, new K - 8 students from the following holding boundary be directed to Bramwest Sub Area 1 # 1 Public School, phasing in beginning with Grade K-7, be as follows:

Commencing at the intersection of the Credit River and Queen Street West then east along Queen Street West to Chinguacousy Road then south along Chinguacousy Road to the Railway then west and south along the Railway to the Credit River then northwest along the Credit River to the point of commencement.

............... carried
January 22, 2013
Regular Meeting of the Board:

16. Boundary Change for Bramwest Sub Area 1 #1 Public School / Credit Valley Sub Area 2 # 2 Public School / Huttonville Public School / James Potter Public School (Continued)

Credit Valley Sub Area 2 #2 Public School (Grades K – 8)

Resolution No. 13-42 moved by Suzanne Nurse
seconded by Beryl Ford

Resolved that, effective September 2013, the Grade K - 8 boundary for Credit Valley Sub Area 2 # 2 Public School, phasing in beginning with Grade K - 7, be as follows:

Commencing at the intersection of Mississauga Road and Highway 7 then east along Highway 7 to James Potter Road then southeast along James Potter Road to Creditview Road then south along Creditview Road to Springbrook Tributary then south along the Springbrook Tributary to the northern rear property lines of Maybeck Drive then west along the northern rear property lines of Maybeck Drive to the rear property lines of Dalmeny Drive then south and west along the rear property lines of Dalmeny Drive to Dalmeny Drive then west along Dalmeny Drive and the northern rear property lines of Cains Street to Huttonville Creek then south along Huttonville Creek to Queen Street West then west along Queen Street West to Mississauga Road then north along Mississauga Road to the point of commencement.

Resolution No. 13-43 moved by Suzanne Nurse
seconded by Beryl Ford

Resolved that, effective September 2013, Huttonville Public School be re-organized as a Grade 6 - 8 school and that the school's boundary be as follows:

Part 1

Commencing at the intersection of Winston Churchill Boulevard and Highway 7 then east along Highway 7 to Mississauga Road then south along Mississauga Road to the Brampton/Mississauga City Limits then northwest along the Brampton/Mississauga City Limits to Winston Churchill Boulevard then north along Winston Churchill Boulevard to the point of commencement.
January 22, 2013
Regular Meeting of the Board:

16. Boundary Change for Bramwest Sub Area 1 #1 Public School/ Credit Valley Sub Area 2 #2 Public School/ Huttonville Public School/James Potter Public School
(Continued)

Huttonville Public School (Grades 6 – 8) (Cont’d)

Part 2

Commencing at the intersection of Highway 7 and James Potter Road
then east along Highway 7 to the Railway
then southeast along the Railway to Chinguacousy Road
then south along Chinguacousy Road to Queen Street West
then west along Queen Street West to Springbrook Tributary
then north along Springbrook Tributary to Creditview Road
then north along Creditview Road to James Potter Road
then northwest along James Potter Road to the point of commencement.

Part 3

Commencing at the intersection of Chinguacousy Road and the Railway
then south along Chinguacousy Road to Steeles Avenue West
then west along Steeles Avenue West to the Railway
then north, northeast and east along the railway to the point of commencement.

Resolution No. 13-44 moved by Suzanne Nurse
seconded by Beryl Ford

Resolved that, effective September 2013, the Grade K - 5 boundary for James Potter Public School, be as follows:

Commencing at the intersection of Highway 7 and James Potter Road
then east along Highway 7 to the Railway
then southeast along the Railway to Chinguacousy Road
then south along Chinguacousy Road to Queen Street West
then west along Queen Street West to Springbrook Tributary
then north along Springbrook Tributary to Creditview Road
then north along Creditview Road to James Potter Road
then northwest along James Potter Road to the point of commencement.

James Potter Public School students will continue to attend Huttonville Public School for Grades 6 - 8. (APPENDIX IV)

.............. carried
January 22, 2013
Regular Meeting of the Board:

17. Boundary Change for Brameast #5 Public School / Brameast #4 Public School / Castlemore Public School

Brameast #5 Public School (Grades K – 8)

Resolution No. 13-45 moved by Harinder Malhi
seconded by David Green

Resolved that, for the 2013 - 14 school year, the Grade K - 8 boundary for Brameast #5 Public School, be as follows:

Commencing at the intersection of McVean Drive and Castlemore Road then east along Castlemore Road to the rear property line of 2 Julian Drive then south along the western rear property lines of Julian Drive to the southern rear property line of Princess Andrea Court then east along the southern rear property lines of Princess Andrea Court to The Gore Road then south along The Gore Road to Cottrelle Boulevard then west along Cottrelle Boulevard to McVean Drive then north along McVean Drive to the point of commencement.

............... carried

Brameast #4 Public School (Grades K – 8)

Resolution No. 13-46 moved by Harinder Malhi
seconded by David Green

Resolved that, effective September 2013, the Grade K - 8 boundary for Brameast #4 Public School be as follows:

Commencing at the intersection of Castlemore Road and the watercourse then east along Castlemore Road to Highway 50 then south along Highway 50 to Bellchase Trail then west along Bellchase Trail to Clarkway Drive then north along Clarkway Drive to Castle Oaks Crossing then west along Castle Oaks Crossing to the watercourse then north along the watercourse to the point of commencement.

............... carried
January 22, 2013
Regular Meeting of the Board:

17. Boundary Change for Brameast #5 Public School/Brameast #4 Public School/Castlemore Public School (Continued)

Castlemore Public School (Grades K – 8)

Resolution No. 13-47 moved by Harinder Malhi
seconded by David Green

It is recommended that effective September 2013, the Grade K - 8 boundary for Castlemore Public School be as follows:

Commencing at the intersection of Castlemore Road and the rear property line of 2 Julian Drive then east along Castlemore Road to the watercourse then south along the watercourse to Cottrelle Boulevard then west along Cottrelle Boulevard to The Gore Road then west along the southern rear property lines of Princess Andrea Court to the rear property lines of Julian Drive then north along the western rear property lines of Julian Drive to the point of commencement.

(APPENDIX V)

............... carried

18. The Journey Ahead: Our Action Plan for Equitable Hiring and Promotion in Peel

Director of Education, Tony Pontes, stated that the document, Our Action Plan for Equitable Hiring and Promotion in Peel, is a road map for strengthening hiring and promotion practices in Peel. In response to feedback from employees and communities regarding hiring within the Board, a need to review the practice was identified. Turner Consulting Group (TCG) was hired to review the process. Director Pontes stated that TCG has expertise in human resources practices and human rights and the report is based on comprehensive research.

Using a PowerPoint presentation, Director Pontes reviewed the report, which included: Report Card for Student Success; goal to attract, develop and retain qualified staff; Co-Accountable Model project; recommendation of Diversity Leadership Council. He spoke about the purpose of reviewing hiring policies and practices in relation to equity-related legislation, review of promotion process for Principals and Vice Principals, assessment of organizational environment, and readiness for workplace diversity initiatives. The Research Methodology included policy and document review, competition file review, focus groups, employee survey, and interviews. The findings highlighted: Peel DSB has created inclusive learning environments; a need to continue efforts to ensure inclusive working environments and increase understanding among staff regarding equity, diversity and inclusion; further action and implementation. The action plan pointed to the need to improve hiring and promotion practices to ensure equity and compliance with equity-related legislation, as well as to work towards ensuring a diverse workforce at all levels of the organization to reflect the composition of the external labour market. Director Pontes reviewed in detail the three priority areas of action: ensuring equitable processes; ensuring equitable academic promotion process; diversity and inclusion.
18. The Journey Ahead: Our Action Plan for Equitable Hiring and Promotion in Peel (Continued)

Tony Pontes commented that Peel DSB is an organization with committed leaders, staff, and trustees who work with children and communities. The action plan will improve and strengthen student achievement and confidence in public education through thoughtful implementation of all of the recommendations. He stated that this initiative is intended to help improve the work on diversity, inclusivity, reporting of progress and measurable outcomes in the Peel Board.

In conclusion, Tony Pontes noted that The Journey Ahead action plan is student-focused, and will help to increase student achievement and well-being, enhance community confidence in public education, improve job satisfaction, strengthen staff relations, build confidence in Peel DSB as an employer, and improve the corporate image as a fair and bias-free employer. Director Pontes expressed enthusiasm about the work to support students, parents and staff on the journey ahead and noted that the recommendations from this report will be brought forward to the Board for approval. He thanked Turner Consulting Group for the recommendations, Anne Cameron of Human Resources department for her leadership on the initiative, senior administration, and the trustees for their support.

Resolution No. 13-48 moved by Suzanne Nurse seconded by Rick Williams

Resolved, that the report re The Journey Ahead: Our Action Plan for Equitable Hiring and Promotion in Peel, be received.

A trustee expressed appreciation for the opportunity to be part of the Co-Accountable Model which has resulted in this report. He stated that the report has identified some gaps which can now be closed based on the action plan. He expressed appreciation for the work of Director Pontes on this initiative and thanked the leadership staff.

Chair McDougald commended the report and indicated that an information session for trustees was held by Director Pontes and action plans were discussed on a few occasions. She noted the word “journey”, and commented that it will take a few years to address some of the recommendations within the report. She stated that the Board is committed, and she asked for patience from the communities as the Board works through the implementation of this initiative.

Resolution No. 13-48 ...................... carried
January 22, 2013
Regular Meeting of the Board:

19. Reports from Ontario Public School Boards' Association

Resolution No. 13-49 moved by Sue Lawton
seconded by Meredith Johnson

Resolved, that the following reports, be received:

• OPSBA Fast Report, Volume 25, No. 2
• OPSBA Fast Report, Volume 25, No. 3

............... carried

20. Question Period

There were no questions.

21. Public Question Period

There were no questions.

22. Adoption of the In Committee Report

Resolution No. 13-50 moved by Stan Cameron
seconded by Jeff White

Resolved, that the Report of the In Committee Session regarding: Minutes of the Regular Meeting of the Board (In Committee - Part A), January 8, 2013; Minutes of the Physical Planning and Building Committee Meeting (In Committee), January 9, 2013; Recommendations of the Physical Planning and Building Committee (In Committee), January 9, 2013; Negotiations Update (oral); The Journey Ahead: Our Action Plan for Equitable Hiring and Promotion in Peel (oral); Minutes of the Regular Meeting of the Board (In Committee - Part B), January 8, 2013; Resignations; Retirements; and Question Period, be received, and that the recommendations contained therein, be approved.

............... carried

23. Adjournment

Resolution No. 13-51 moved by David Green
seconded by Brad MacDonald

Resolved, that the meeting adjourn (20:40 hours).

............... carried

.................................................. Chair .................................................. Secretary
RESOLUTIONS APPROVED IN COMMITTEE SESSION – JANUARY 22, 2013

Members present:

Janet McDougald, Chair
Suzanne Nurse, Vice-Chair
Stan Cameron
Beryl Ford
David Green
Meredith Johnson
Steve Kavanagh
Sue Lawton
Brad MacDonald
Harinder Malhi
Jeff White
Rick Williams

Part A

1. Approval of Agenda

That, the agenda, as amended, be approved.

2. Minutes of the Regular Meeting of the Board (In Committee – Part A), January 8, 2013

Minutes of the Physical Planning and Building Committee (In-Committee), January 9, 2013

1. That, the Minutes of the Regular Meeting of the Board (In Committee – Part A), held January 8, 2013, be approved;
2. That, the Minutes of the Physical Planning and Building Committee (In Committee), held January 9, 2013, be received.

3. Recommendations of the Physical Planning and Building Committee (In Committee), January 9, 2013

That, the following recommendations arising from the Physical Planning and Building Committee, (In Committee) meeting, held January 9, 2013, be approved:

1. Credit Valley Sub Area 2 #2 Public School – Grant of Easement to Hydro Brampton

That, the Board grant an easement of approximately 50.47m² (543.25 ft²) at Credit Valley Sub Area 2 #2 Public School to Hydro Brampton for the installation of underground high voltage cables, a switchgear box and a transformer, subject to a satisfactory easement agreement (Appendix I, as attached to the Minutes).

2. Brameast #4 Public School – Grant of Easement to Hydro Brampton

That, the Board grant an easement of approximately 42.42m² (456.6 ft²) at Brameast #4 Public School to Hydro Brampton for the installation of underground high voltage cables, a switchgear box and a transformer, subject to a satisfactory easement agreement (Appendix II, as attached to the Minutes).
January 22, 2013
Regular Meeting of the Board:

3. Recommendations of the Physical Planning and Building Committee (In Committee), January 9, 2013 (Continued)

3. Reports / Information Received

   Tender Activity Report for October 26, 2012 to December 20, 2012; Response to Trustee Kavanagh’s Question re Different Educational Development Charges (EDC) Rates on Residential Units; Report on Tenders: Alton Public School.

4. Negotiations Update

   That, the oral update report re Negotiations be received.

5. The Journey Ahead: Our Action Plan for Equitable Hiring and Promotion in Peel

   That, the oral report re The Journey Ahead: Our Action Plan for Equitable Hiring and Promotion in Peel, be received.

PART B (Not Including Student Trustees)

1. Approval of Agenda

   That, the agenda, as amended, be approved.

2. Minutes of the Regular Meeting of the Board (In Committee – Part B), January 8, 2013

   That, the Minutes of the Regular Meeting of the Board (In Committee – Part B), held January 8, 2013, be approved.

3. Resignations

   That, the report of resignations of staff, be received.

4. Retirements

   That, the reports of retirement of staff, be received.
Report on Revised Estimates for 2012-2013

Recommendations

It is recommended:

1. That the Revised Estimates for 2012-2013 be approved,

2. That a transfer of $1,891,928 be approved from the reserve fund appropriated for benefits to operating, to be used to offset increased employee benefit plan costs in 2012-2013.

Background

Annually, school boards are required to submit Revised Estimates to the Ministry of Education in December to report revised budget and revised grant calculations to reflect actual October 31st enrolment and other significant changes from the original budget.

Due to the implications of Bill 115 and the ongoing provincial negotiations related to collective agreements, the Ministry announced in September 2012 that boards would be required to approve the 2012-2013 Revised Estimates by a motion of the board. The reason cited was the scope and value of the changes due to Bill 115 impacts to boards' budgets and grants, the effect of which were realized after the Estimates were approved in June 2012.

Operating grant changes from Estimates

Peel District School Board's revised 2012-2013 operating grants are based on actual October 31, 2012 and adjusted enrolment projections for March 31, 2013. The overall enrolment projection has decreased by 226.5 FTE from Estimates and therefore has resulted in a slight decline in most grants.

The most significant decline in grants relates to the repeal of the elementary teacher professional development funding of $23.07 per pupil and the secondary programming funding of $26.80 per pupil. These reductions were part of Bill 115 impacts and total approximately $3.5 million for 2012-2013.

The only significant increase in grants relates to the Teacher Qualifications and Experience grant as a result of the grid increment on the 97th school day, as required under Bill 115. In Estimates, boards were directed by the Ministry to exclude grid increment costs for all employee groups. The resulting increase in Peel's Qualifications and Experience grant of $12.7 million is offset by increased salary and benefit budget costs.

Overall, total operating grants increased by $4.6 million from Estimates to Revised Estimates.
In addition to the grant revenue changes noted above, the Ministry announced an EPO for Outdoor Education in July 2012, of which Peel's share was $1.5 million. The full amount of this EPO funding was applied against existing budget expenditures.

Operating budget changes from Estimates

Budgeted expenditures have been revised to reflect the impact of Bill 115 and other current pressures. These adjustments include:

- Salary and benefit expenditures have been increased for changes in grid movement for teachers and support staff. To offset the increased benefit expenditures, administration is recommending the transfer of the balance of the benefit reserve fund of $1.9 million,
- Also in the compensation adjustments above is the additional allocation of 19.5 FTE Teaching Assistants,
- Other budget pressures the board experienced include increased transportation ridership as well as costs related to teacher job action.

Overall, total expenditures for the board increased from original Estimates by $10 million.

Revised Estimates compliance budget

As a result of the above net changes in grants, expenditures and the revised effects of PSAB, the Board is currently projecting a compliance operating deficit of $3.9 million for 2012-13.

Prepared by:
Christine Beal
Controller of Finance Support Services

Brian Hester
Financial Operations Manager

Submitted by:
Carla Kisko
Associate Director of Operational Support Services
Recommendation

It is recommended that the by-law to amend the Peel District School Board 2009 Education Development Charges By-law be passed (see Appendix A).

Background

The land values used to calculate the 2009 Education Development Charges By-law passed by the Board have become understated. This is mainly the result of increasing land values since 2008/2009.

In co-operation with the Dufferin-Peel Catholic District School Board, staff secured consultants, to review land values and to update the model used to develop the proposed new EDC charges.

The proposed new rates to be included in the updated EDC By-law are as follows:

<table>
<thead>
<tr>
<th>Charge on residential development</th>
<th>2009 By-law</th>
<th>Proposed New Charge</th>
</tr>
</thead>
<tbody>
<tr>
<td>$1,309.00/unit</td>
<td>$1,595.00/unit</td>
<td></td>
</tr>
<tr>
<td>Charge on non-residential development</td>
<td>$0.26 per square foot of gross floor area</td>
<td>$0.32 per square foot of gross floor area</td>
</tr>
</tbody>
</table>

The Board’s EDC by-law applies throughout the Region of Peel. The by-law ensures that ninety percent (90%) of education land costs (i.e. the purchase price of school sites and associated costs) are recovered from residential development, and ten percent (10%) from non-residential development. This will not change and remains as part of the by-law amendment.

A board seeking to amend its EDC by-law is not required to secure Ministry approval or hold a public meeting (although Paragraph 6.2 of the EDC Guidelines issued by the Business Services Branch of the Ministry encourages a board to hold at least one public meeting prior to passing an amending by-law). This Regular Meeting of the Board meeting serves as a public meeting for the purposes of passing an amending by-law.
Late last year, the Board engaged in a consultation process with the principal stakeholder in the EDC process, the local chapter of the Building Industry and Land Development Association (BILD) and its legal counsel, land value appraiser and economic consultant. During the course of the consultation process, information was obtained by the Board as to land values which led to an increase in the land values used to calculate the change.

Notice of the proposed amendment and meeting on January 22, 2013 was published in the local newspapers: the Caledon Enterprise on January 10, 2013, the Brampton Guardian on January 9, 2013, and the Mississauga News on January 9 and 10, 2013.

As well, notification of the proposed amendment and meeting were sent to the Region of Peel, the Cities of Brampton and Mississauga, the Town of Caledon, the Dufferin-Peel District Catholic School Board, the French language school boards and BILD on January 8, 2013.

The amending by-law would come into effect five (5) days later and collection of the amended EDC charges would commence on January 28, 2013.

Prepared by:
Paul Mountford, Intermediate Planning Officer
Jim Easto, Board Solicitor

Submitted by:
Randy Wright, Controller of Planning and Accommodation Support Services
Appendix A

PEEL DISTRICT SCHOOL BOARD

EDUCATION DEVELOPMENT CHARGES AMENDING BY-LAW, 2012

A by-law to amend the Peel District School Board
Education Development Charges By-law, 2009

WHEREAS Section 257.70 of the Education Act, R.S.O. 1990, c. E.2 (the “Act”) provides that a district school board may pass a by-law amending an education development charge by-law;

WHEREAS the Peel District School Board (the “Board”) passed the Peel District School Board 2009 Education Development Charges By-law (the “2009 By-law”) on June 9, 2009;

WHEREAS the Board wishes to amend the 2009 By-law to increase the education development charges payable thereunder;

AND WHEREAS the Board has given notice of the proposed amendment to the 2009 By-law in accordance with the regulations made pursuant to the Act and has ensured that the education development charge background study for the 2009 By-law and sufficient information to allow the public to understand the proposed amendment have been made available to the public;

NOW THEREFORE THE PEEL DISTRICT SCHOOL BOARD HEREBY ENACTS AS FOLLOWS:

1. Section 9 of the 2009 By-law is hereby amended by repealing the number $1,309.00 in the first line and replacing it with the number $1,595.00.

2. Section 12 of the 2009 By-law is hereby amended by deleting the phrase “$0.26 per square foot ($2.80 per square metre)” from the first and second lines thereof and replacing it with “$0.32 per square foot ($3.44 per square metre)”.

3. For greater certainty, the 2009 By-law remains in full force and effect subject only to the amendments thereto described in Sections 1 and 2 of this amending by-law.

4. This amending by-law shall come into force on January 28, 2013.

ENACTED AND PASSED this 22 day of January, 2013.

__________________________________________  _______________________________________
Chair                                           Director of Education
Cawthra Park Secondary School
Boundary Change (9-12)

Gordon Graydon Memorial Secondary School
Boundary Change (9-12)

Recommendation

It is recommended that effective September 2013, the Grade 9-12 boundary for Cawthra Park Secondary School, phasing in beginning with Grade 9, be as follows.

Commencing at Hurontario Street and Dundas Street East
then east along Dundas Street East to the City of Mississauga boundary
then south along the City of Mississauga boundary to Lake Ontario
then west along Lake Ontario to a point midway between Wanita Road and The Thicket
then north along a line midway between Wanita Road and The Thicket to Lakeshore Road East
then north along a line midway between Seneca Avenue and Roosevelt Road to the Railway
then north along a line midway between Lakebreeze Drive and Mineola Gardens to a point north
of Mineola Road East
then northeast and northwest along a line midway between Trotwood Avenue and Elaine Trail to
a point along the rear property lines of Elaine Trail
then north along a line midway between Carmen Drive and Credition Parkway to a point south
of the QEW
then east along a point south of the QEW to Carmen Drive
then north along Carmen Drive and Cliff Road to The Queensway
then west along The Queensway to Hurontario Street
then north along Hurontario Street to the point of commencement.

Grade 10-12 students who move into the current catchment area for Gordon Graydon Memorial S.S. in 2013/14 will continue to be directed to that school.

The following table indicates enrolment and organization as at September 2013.

<table>
<thead>
<tr>
<th>School</th>
<th>Grade</th>
<th>Capacity</th>
<th>Sept. 2012 Enrolment</th>
<th>Projected Enrolment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2013</td>
</tr>
<tr>
<td>Cawthra Park S.S.</td>
<td>9-12</td>
<td>1,044</td>
<td>1,349</td>
<td>1,399</td>
</tr>
<tr>
<td>Gordon Graydon M. S.S.</td>
<td>9-12</td>
<td>1,125</td>
<td>1,032</td>
<td>1,025</td>
</tr>
</tbody>
</table>
Community Information

A community information meeting was held on Monday, January 14, 2013 at Allan A. Martin Sr. P.S. Superintendents Ina Fournier and Anthony Edwards, along with Trustee Janet McDougald, Planning Officer Andrea Berrie, Senior Planner Suzanne Blakeman, and Administration from Allan A. Martin Sr. P.S. and Cawthra Park S.S. were present to discuss the proposed boundary change.

Board staff explained the rationale for the proposed regular program boundary change and its implementation. A small pocket in the northeast portion of the boundary was identified as being eligible for bussing.

Administration, the Superintendents and the Trustee responded to questions and concerns expressed about the following.

- the option for existing local students at Gordon Graydon M.S.S. to transfer to Cawthra Park Secondary School
- the number of students in grade 9 currently attending Cawthra Park S.S.
- course selection for existing students in the regular program at Gordon Graydon M.S.S.
- the male/female ratios at Cawthra Park S.S. and Gordon Graydon M.S.S.
- future boundary changes
- the capacity of Cawthra Park S.S.

Based on the feedback received at the public information meeting, staff is recommending approval of the proposed regular program boundary change, as described in this report.

Prepared by: Planning and Accommodation Support Staff

Submitted by: Randy Wright, Controller of Planning and Accommodation Support Services
It is recommended that, beginning September 2013, the shaded area be directed to Cawthra Park S.S. phasing in commencing with grade 9.

RECOMMENDED BOUNDARY CHANGE - September 2013
Cawthra Park S.S. (9-12) - Boundary Change
Gordon Graydon Memorial S.S. (9-12) - Boundary Change

Prepared by Peel District School Board Planning & Accommodation
Map data courtesy of the Region of Peel Planning Department, the City of Brampton and the City of Mississauga

January 2013
Bramwest Sub Area 1 #1 P.S.
New School (K-8) & Holding (K-8)

Credit Valley Sub Area 2 #2 P.S.
New School (K-8)

Huttonville P.S.
Boundary Change & Re-organization (6-8)

James Potter P.S.
Boundary Change (K-5)

Recommendation 1 – Bramwest Sub Area 1 #1 (gr.K-8)

It is recommended that effective September 2013, the Grade K - 8 boundary for Bramwest Sub Area 1 # 1 P.S., phasing in beginning with Grades K – 7, be as follows:

Commencing at the intersection of Mississauga Road and Queen Street West then east along Queen Street West to the Credit River then southeast along the Credit River to the Railway then south along the Railway to Steeles Avenue West then west along Steeles Avenue West to a point before Churchville Road then southwest along the rear property lines on the east side of Churchville Road to the southernmost rear property line of Shuter Lane then southeast along the rear property lines of Outlook Avenue to the rear property lines of Neopolitan Road then east along the rear property lines of Neopolitan Road to the Railway then south along the Railway to the Brampton/Mississauga City Limits then west along the Brampton/Mississauga City Limits to Mississauga Road then north along Mississauga Road to the point of commencement.

Recommendation 2 – Bramwest Sub Area 1 #1 Holding (K-8)

It is recommended that effective September 2013, new K - 8 students from the following holding boundary be directed to Bramwest Sub Area 1 # 1 P.S., phasing in beginning with Grades K – 7, be as follows::

Commencing at the intersection of the Credit River and Queen Street West then east along Queen Street West to Chinguacousy Road then south along Chinguacousy Road to the Railway then west and south along the Railway to the Credit River then northwest along the Credit River to the point of commencement.
Recommendation 3 – Credit Valley Sub Area 2 #2 (gr.K-8)

It is recommended that effective September 2013, the Grade K - 8 boundary for Credit Valley Sub Area 2 #2 P.S., phasing in beginning with Grades K - 7, be as follows:

Commencing at the intersection of Mississauga Road and Highway 7 then east along Highway 7 to James Potter Road then southeast along James Potter Road to Creditview Road then south along Creditview Road to Springbrook Tributary then south along the Springbrook Tributary to the northern rear property lines of Maybeck Drive then west along the northern rear property lines of Maybeck Drive to the rear property lines of Dalmeny Drive then south and west along the rear property lines of Dalmeny Drive to Dalmeny Drive then west along Dalmeny Drive and the northern rear property lines of Cains Street to Huttonville Creek then south along Huttonville Creek to Queen Street West then west along Queen Street West to Mississauga Road then north along Mississauga Road to the point of commencement.

Recommendation 4 – Huttonville P.S. (gr.6-8)

It is recommended that effective September 2013, Huttonville P.S. be re-organized as a Grade 6 – 8 school and that the school's boundary be as follows:

Part 1

Commencing at the intersection of Winston Churchill Boulevard and Highway 7 then east along Highway 7 to Mississauga Road then south along Mississauga Road to the Brampton/Mississauga City Limits then northwest along the Brampton/Mississauga City Limits to Winston Churchill Boulevard then north along Winston Churchill Boulevard to the point of commencement.

Part 2

Commencing at the intersection of Highway 7 and James Potter Road then east along Highway 7 to the Railway then southeast along the Railway to Chinguacousy Road then south along Chinguacousy Road to Queen Street West then west along Queen Street West to Springbrook Tributary then north along Springbrook Tributary to Creditview Road then north along Creditview Road to James Potter Road then northwest along James Potter Road to the point of commencement.

Part 3

Commencing at the intersection of Chinguacousy Road and the Railway then south along Chinguacousy Road to Steeles Avenue West then west along Steeles Avenue West to the Railway then north, northeast and east along the railway to the point of commencement.
Recommandation 5 – James Potter P.S. (gr.K-5)

It is recommended that effective September 2013, the Grade K - 5 boundary for James Potter P.S., be as follows:

Commencing at the intersection of Highway 7 and James Potter Road
then east along Highway 7 to the Railway
then southeast along the Railway to Chinguacousy Road
then south along Chinguacousy Road to Queen Street West
then west along Queen Street West to Springbrook Tributary
then north along Springbrook Tributary to Creditview Road
then north along Creditview Road to James Potter Road
then northwest along James Potter Road to the point of commencement.

James Potter P.S. students will continue to attend Huttonville P.S. for grades 6 – 8.

Background

Bramwest Sub Area 1 # 1 P.S. and Credit Valley Sub Area 2 # 2 P.S. are the next elementary schools to be built in the Bramwest and Credit Valley communities. These schools will provide relief to Huttonville P.S. and James Potter P.S. The new schools are anticipated to open September 2013.

Because of the very small primary and junior classes that will result from a K-8 boundary change with Bramwest Sub Area 1 # 1 P.S., it is proposed that Huttonville P.S. re-organize to a Gr. 6 – 8 school beginning September 2013. Kindergarten to Grade 5 students in the current Huttonville P.S. boundary will attend Bramwest Sub Area 1 # 1 P.S., giving them the benefit of a new school facility and Full-Day Kindergarten.

Huttonville P.S. will also be relieved by the redirection of students in the area bounded by Queen Street West, Chinguacousy Road, the railway and the Credit River. It is proposed that, commencing September 2013, the students in this holding boundary be directed to Bramwest Sub Area 1 # 1 P.S. for Grades K - 8 until Credit Valley Sub Area 5 # 1 P.S. opens. There are currently no students registered at Huttonville P.S. from this area. As a result, no public information meeting is required.

Credit Valley Sub Area 5 # 1 P.S. has not yet been approved by the Ministry for capital funding.

The following table indicates the projected enrolment and organization as of September 2013:

<table>
<thead>
<tr>
<th>School</th>
<th>Grade</th>
<th>Capacity</th>
<th>Sept. 2012 Enrolment</th>
<th>Projected Enrolment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>2013</td>
<td>2014</td>
</tr>
<tr>
<td>Bramwest Sub Area 1 # 1 P.S.</td>
<td>K - 8</td>
<td>792</td>
<td>n/a</td>
<td>386</td>
</tr>
<tr>
<td>Credit Valley Sub Area 2 # 2 P.S.</td>
<td>K - 8</td>
<td>792</td>
<td>n/a</td>
<td>255</td>
</tr>
<tr>
<td>Huttonville P.S.</td>
<td>6 - 8</td>
<td>432</td>
<td>685*</td>
<td>551</td>
</tr>
<tr>
<td>James Potter P.S.</td>
<td>K - 5</td>
<td>595</td>
<td>738*</td>
<td>720*</td>
</tr>
</tbody>
</table>

* Enrolments are Full-Time Equivalent (FTE). All other enrolments assume complete implementation of Full-Day Kindergarten (FDK). James Potter P.S. will be relieved by future new school accommodation.
Community Information Meeting

A community information meeting was held on Wednesday December 12, 2012 at David Suzuki S.S. Superintendent Jeff deFreitas, along with Trustee Suzanne Nurse, Alex Bleicher (Intermediate Planning Officer), Phillip Sousa (Planning Officer), and Administration from Bramwest Sub Area 1 #1 P.S., Credit Valley Sub Area 2 #2 P.S., Huttonville P.S. and James Potter P.S. were present to discuss the proposed boundary change.

The following questions and concerns were expressed:

- Will the new Bramwest Sub Area 1 #1 P.S. and Credit Valley Sub Area 2 #2 P.S. would offer grade 8 for the 2013-14 school year?
  - The new schools will not offer grade 8 for the upcoming school year. Students current enrolled in grade 7 will remain at their respective schools (Huttonville P.S., Ingleborough P.S., Mount Pleasant Village P.S.) for grade 8;
- Will student siblings be split between Huttonville P.S. and Bramwest Sub Area 1 #1 P.S.?
  - Existing Huttonville P.S. students in grades 5 & 6 who have younger siblings being re-directed to Bramwest Sub Area 1 #1 P.S. will be given the option to attend Bramwest Sub Area 1 #1 P.S.;
- Students residing in the holding area, will they have to move to another school in the future?
  - The Board has a proposed community school for the holding area, which students would attend.;
- Parents were encouraged to contact STOPR for details regarding transportation eligibility

Based on the feedback received at the community information meeting, staff is recommending approval of the boundary change.

Prepared by: Planning and Accommodation Support Staff
Submitted by: Randy Wright, Controller of Planning and Accommodation Support Services
It is recommended that, beginning September 2013, the hatched area be directed to Bramwest Sub Area 1 #1 P.S. for grades K-8 until Ministry approval and construction of Credit Valley Sub Area 5 #1 P.S.

Note: The recommended Bramwest Sub Area 1 #1 P.S. boundary for grades K-5 extends west to Winston Churchill Blvd. and north to Hwy 7.
It is recommended that, beginning September 2013, the shaded area be directed to Bramwest Sub Area 1 #1 P.S. for grades 6-8.

Note: The recommended Huttonville P.S. boundary for grades 6-8 extends west to Winston Churchill Blvd. and north to Hwy. 7.
It is recommended that, beginning September 2013, the shaded area be directed to Credit Valley Sub Area 2 #2 for grades K-8, phasing in beginning with grades K-7.

Credit Valley Sub Area 2 #2 P.S.
K-8

Students within the James Potter P.S. boundary attend Huttonville P.S. for grades 6-8.

RECOMMENDED BOUNDARY CHANGE - September 2013
Credit Valley Sub Area 2 #2 P.S. (K-8) - New School
James Potter P.S. (K-5) - Boundary Change

Prepared by Peel District School Board Planning & Accommodation
Map data courtesy of the Region of Peel Planning Department, the City of Brampton and the City of Mississauga
January 2013
Students within the shaded areas attend Huttonville P.S. for grades 6-8.

RECOMMENDED BOUNDARY CHANGE - September 2013
Huttonville (6-8) - Boundary Change

Prepared by Peel District School Board Planning & Accommodation
Map data courtesy of the Region of Peel Planning Department, the City of Brampton and the City of Mississauga
January 2013
Brameast #5 P.S.
New School (K-8)

Brameast #4 P.S.
Boundary Change (K-8)

Castlemore P.S.
Boundary Change (K-8)

Recommendation 1 – Brameast #5 (gr.K-8)

It is recommended that for the 2013-14 school year, the Grade K - 7 boundary for Brameast # 5 P.S., be as follows:

Commencing at the intersection of McVean Drive and Castlemore Road then east along Castlemore Road to the rear property line of 2 Julian Drive then south along the western rear property lines of Julian Drive to the southern rear property line of Princess Andrea Court then east along the southern rear property lines of Princess Andrea Court to The Gore Road then south along The Gore Road to Cottrelle Boulevard then west along Cottrelle Boulevard to McVean Drive then north along McVean Drive to the point of commencement.

Recommendation 2 – Brameast #4 (gr.K-8)

It is recommended that effective September 2013, the Grade K - 8 boundary for Brameast # 4 P.S. be as follows:

Commencing at the intersection of Castlemore Road and the watercourse then east along Castlemore Road to Highway 50 then south along Highway 50 to Bellchase Trail then west along Bellchase Trail to Clarkway Drive then north along Clarkway Drive to Castle Oaks Crossing then west along Castle Oaks Crossing to the watercourse then north along the watercourse to the point of commencement.

Recommendation 3 – Castlemore P.S. (gr.K-8)

It is recommended that effective September 2013, the Grade K - 8 boundary for Castlemore P.S. be as follows:

Commencing at the intersection of Castlemore Road and the rear property line of 2 Julian Drive then east along Castlemore Road to the watercourse then south along the watercourse to Cottrelle Boulevard then west along Cottrelle Boulevard to The Gore Road
then west along the southern rear property lines of Princess Andrea Court to the rear property lines of Julian Drive then north along the western rear property lines of Julian Drive to the point of commencement.

**Background**

Brameast #5 P.S. is the next elementary school to be built in the Brameast community. This school will provide relief to Brameast #4 P.S. and Castlemore P.S. The new school is anticipated to open September 2014. Until the new school opens, Brameast #5 P.S. will be accommodated at the James Grieve Holding School.

For the 2013-14 school year Brameast #5 P.S. will be organized as a Grade K – 7 school at the James Grieve Holding School. Grade 8 students residing in the 2013-14 Brameast #5 boundary will attend Castlemore P.S. for the 2013-14 school year.

Brameast #5 P.S. is the French Immersion School for the Brameast community, commencing September 2013 and phasing in with Grades 1 – 4.

The following table indicates the projected enrolment and organization as of September 2013.

<table>
<thead>
<tr>
<th>School</th>
<th>Grade</th>
<th>Capacity</th>
<th>Sept. 2012 Enrolment</th>
<th>Projected Enrolment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Enrolment</td>
<td>2013</td>
</tr>
<tr>
<td>Brameast #5 P.S.</td>
<td>K-8</td>
<td>850</td>
<td>n/a</td>
<td>536*</td>
</tr>
<tr>
<td>Brameast #4 P.S.</td>
<td>K-8</td>
<td>813</td>
<td>n/a</td>
<td>593</td>
</tr>
<tr>
<td>Castlemore P.S.</td>
<td>K-8</td>
<td>654</td>
<td>1,011*</td>
<td>880*</td>
</tr>
</tbody>
</table>

* Enrolments are Full-Time Equivalent (FTE). All other enrolments assume complete implementation of Full-Day Kindergarten (FDK).

**Community Consultation**

Two community consultation meetings were held. The first on Wednesday December 5, 2012 at Calderstone Middle School and the second on Wednesday January 16, 2013 at Castlemore P.S. Superintendent Patrika Daws, along with Trustee Harinder Malhi, School Administration from Castlemore P.S., Fairlawn P.S., Brameast #5 P.S. and Board Staff were present to discuss the proposed boundary changes.

The following questions and concerns were raised at both meetings:

- The impact of two school transitions in two years;
- The length of the bus ride to the James Grieve Holding School (where Brameast #5 will be held for the 2013-14 school year);
- Before and after school programs offered at Brameast #5 P.S.

Based on the feedback received at the community consultation meetings, staff is recommending approval of the boundary changes as described in this report.

*Prepared by: Planning and Accommodation Support Staff

Submitted by: Randy Wright, Controller of Planning and Accommodation Support Services*
It is recommended that, beginning September 2013, the shaded area be directed to Brameast #5 for grades K-7.

Brameast #5 students will be held at James Grieve P.S. for the 2013-2014 school year.

RECOMMENDED BOUNDARY CHANGE - September 2013:
Brameast #5 P.S. (K-8) - New School
Brameast #4 P.S. (K-8) - Boundary Change
Castlemore P.S. (K-8) - Boundary Change
Claireville P.S. (K-5) - Boundary Change
Calderstone Middle P.S. (6-8) - Boundary Change

Prepared by Peel District School Board Planning & Accommodation
Map data courtesy of the Region of Peel Planning Department, the Peel District School Board Planning Department, the City of Brampton and the City of Mississauga

January 2013
RETIREMENTS

Recommendation:

It is recommended that the attached report of retirements of staff be received.

Prepared by:

Lynn Hall

Submitted by:

Dawn Beckett-Morton
Director of Human Resources Support Services
BECK, Pat
  Classroom Teacher
  Effective: March 8, 2013

HALLEM, William
  Custodian
  Effective: May 31, 2013

HAMILTON, Sally
  Classroom Teacher
  Effective: March 28, 2013

JACKSON, Karen
  Principal
  Effective: February 28, 2013

KHATKUR, Ranjit
  Vice Principal
  Effective: May 31, 2013

LOVERING, Josephine
  Food Services Assistant
  Effective: January 5, 2013

MARJANOVIC, Janko
  Classroom Teacher
  Effective: June 30, 2013

PEREIRA, Helena
  Custodian
  Effective: May 1, 2013
RETIREMENTS

STUVE, Judy

Teaching Assistant
Effective: March 1, 2013

WHITE, Cathy

Coordinator
Effective: June 30, 2013
GOOD NEWS!

• **IABC/Toronto 2012 Communicator of the Year**

  The Peel District School Board is pleased to congratulate Assistant Deputy Minister of Education and former Director of Education, Jim Grieve, on being selected as IABC/Toronto's 2012 Communicator of the Year. The International Association of Business Communicators (IABC) is a leading association for business communication professionals. IABC/Toronto presents the award annually to a GTA-based communicator who demonstrates exceptional leadership, management and communications skills.

  The IABC/Toronto Communicator of the Year Award will be presented to Jim Grieve on March 7, 2013.

• **2012 Strategic Video Grand Award for Stand Up**

  The Peel District School Board received the 2012 Strategic Video Awards' Grand Award and was the winner in the Communicating Social Responsibility category for *Stand Up*, a video created to shine a light on student mental health and the impact each of us can have on the life of a child.

  *Stand Up*, like all Peel board videos, was produced in-house with Peel students and staff. [www.peelschools.org/standup](http://www.peelschools.org/standup)

  The Strategic Video Awards were created for everyone who uses video to communicate for corporations, associations, non-profits, public institutions, colleges & universities, PR firms & ad agencies, and custom publishers. The awards judge the effectiveness of the message versus the technical aspects of the video.

• **TLP's Canada's Outstanding Principals Award**

  Congratulations to Joan Hamilton, Principal of Roberta Bondar Public School on being named by The Learning Partnership as one of Canada's Outstanding Principals of the Year for 2013. The Learning Partnership's *Canada's Outstanding Principal* program honours principals who have made a measurable difference in the lives of their students and their school communities and have contributed to making our public education system one of the best in the world. As an award winner, Joan Hamilton will participate in an Executive Leadership Training Program at the University of Toronto's Rotman School of Management where she will have an opportunity to dialogue and reflect on leadership and management issues with the fifty other educational leaders named as Canada's Outstanding Principals this year and other renowned leaders from the education, social, cultural and business communities. Following this training program, winners will be inducted into the National Academy of Principals. In addition, the winners will be formally honoured for their contributions to public education at the Canada's Outstanding Principals Awards Gala Celebration in Toronto on February 26, 2013.
January 14, 2013

Honourable John Milloy, Minister
Ministry of Community and Social Services,
6th Floor, Hepburn Block,
80 Grosvenor St,
Toronto, Ontario, M7A 1E9

Dear Minister Milloy:

The Hamilton-Wentworth Catholic District School Board Special Education Advisory Committee (S.E.A.C.) is deeply concerned about the impact of some decisions in the "Transformation" agenda which will negatively impact our school board, and more importantly, the many families with developmentally disabled children who already receive adult services, or who are close to transition age.

There are four significant areas where regressive new policies are causing hardship to families who are already struggling to cope with the care of a disabled adult child, with inadequate funding supports:

1. Termination of Special Services At Home (S.S.A.H.)

We would like to appeal to your Ministry to re-consider the decision to terminate S.S.A.H. for individuals who have an Intellectual disability when they reach the age of eighteen. As of April 2013, students who turn 18 will lose their S.S.A.H. dollars. They will have no funding until they have:
- left school at 21,
- applied and been found eligible for the Development Services Ontario (D.S.O.)
- had the Adult Developmental Services and Support (A.D.S.S.)/Supports Intensity Scale (S.I.S.) scales administered and their names placed on the Passport waiting list and
- remained on that list for many years.

With the current numbers of individuals waiting for Passport being in excess of 4,000, it is quite conceivable that young people will go without funding for community participation, - and their families without respite, - until the individual is in their mid to late 20's. This is not acceptable.

2. Barriers in Applying to the Developmental Services Ontario (D.S.O.)

Although individuals may have: used Developmental Services through childhood; a medically documented developmental disability; been assessed in the school system and deemed intellectually challenged; been found eligible for "Contact"; met the medical criteria of developmental disability to receive S.S.A.H.; applied to and qualified for Ontario Disability Support Pension (O.D.S.P.); they are required to "prove eligibility" again for adult services through the D.S.O.

The only acceptable documentation for determining eligibility for the D.S.O. is a psychological assessment. It seems to be assumed that psychological assessments are readily available through the school system. This is not the case. School boards assess to determine educational needs not to meet the D.S.O. requirements. The cost of private psychological assessment is prohibitive for most families. We ask your Ministry to review and consider repealing this specific requirement for those who already have extensive medical documentation of developmental disability, or alternately to make funding (of approximately $2000) available, so that families can afford the costs of private assessments. It is also important to observe that the process of assessment for administrative purposes can be disrespectful to and a burden on the individual.
3 Waiting Lists After School

The Hamilton-Wentworth Catholic District School Board offers "work experience", volunteering, and community participation for transition age students, to build bridges to the community and to a meaningful adult life. Individuals are accompanied by an educational assistant to make this possible. The purpose is many-fold, including increasing independence and self-reliance, and developing relationships. The schools have the expectation of continuity after school years, with a support worker replacing school staff. Without Passport/S.S.A.H. funding, community participation abruptly ends, unless one parent leaves their job to become their child's support worker.

The school boards are doing their part, giving students opportunities to leave school with a readiness to participate in community life. The Ministry needs to find the funding necessary to provide S.S.A.H. from age 18 to school leaving and then Passport dollars, so that there is no break in the continuity. The future of these young people is at stake. Expecting them to languish on waiting lists for years is unfair to them and their families; it devalues their lives, and deprives our communities of their contributions.

The suggestion by your ministry that individuals use their O.D.S.P. to pay for community participation supports is not reasonable. This income support is meant for housing, food, and basic personal expenses. The yearly amount ($12,768) is well below the poverty level ($18,582).

4 Inadequate Funding For Those With Severe Disabilities

Finally, we would like to know how your Ministry will support those families who have a son or daughter with needs that are greater than those who fit within the "funding bands" of the Passport programme. Before the "Transformation" changes, parents who chose to have their child with high needs live at home and in the community, could receive $10,000 through S.S.A.H., and up to $25,000 through Passport. This amount was not close to covering daytime support needs. There was still the expectation that aging parents give many hours per week of caregiving and supervision. Some families have been placed under intolerable physical, emotional, and financial stress, but in spite of that, are committed to their child having a life outside of institutions.

With merging of S.S.A.H. into Passport, the maximum funding has been reduced from $35,000 to $25,000 for day supports. This amounts to a little over $2,000 per month. Individuals who are dependent for all care needs may require 16 hours of daily support. For many families the amount of funding required for them to have a "normal" life, and for the disabled member to have choices, opportunities, and quality of life, would be closer to $50,000. Parents who will not be able to provide for their child with high needs on $25,000 per year, need to hear from your Ministry immediately about what provisions will be made for them. Will funding bands be broadened in all 4 categories to allow a maximum of $50,000 for those with high needs?

Family lives are further stressed by the Ministry of Community and Social Services offering no availability of accommodation support dollars when parents make a choice for their child to live at home and in the community. Housing/accommodation options are not available to families, but only to agencies. Is this an issue the Ministry will address in the near future?

We feel these issues are substantive and urgent and appreciate your response to our concerns.

Respectfully,

Dr. W. Mahoney,
Chair, Special Education Advisory Council (S.E.A.C.)

Mr. P. J. Daly,
Chairperson of the Board, Hamilton-Wentworth Catholic District School Board

cc: Hon. Laurel Broten, Minister of Education
Andre Marin, Ontario Ombudsman,

90 Mulberry Street, P.O. Box 2012, Hamilton, Ontario L8N 3R9
Tel. 905 525-2930 Fax 905 525-1724 www.hwcdsb.ca
January 28, 2013

The Honourable Laurel Broten
Minister of Education
900 Bay Street, Mowat Block
Toronto, ON M7A 1N3

Dear Minister Broten,

Your letter of January 3, 2013 prescribes the current contractual obligations between the Durham District School Board (DDSB) and its employees as a consequence of the recent order imposed by the Lieutenant Governor in Council. The DDSB regrets this action.

Your letter claims Ontario’s publicly funded schools are among the best in the world. Indeed over the past decade, there is considerable evidence to support this claim. Smaller class sizes, full-day kindergarten and additional staffing provisions are cited as the basis of gains made in Ontario’s public education systems. While the DDSB would readily acknowledge that these provincial policy positions are the underpinnings of school improvements, without the tireless and professional interaction of our staff who have embraced a system wide quest for continuous improvement, none of these gains would have materialized. It is the view of the DDSB that best practice results when staff feels recognized and supported. A climate promoting best practice is a dynamic; it is not a state. The recent action of your Government has created ambivalence in the minds of DDSB teachers. They are told by their federations that the Government is ignoring their right to negotiate and they see the voice of their employer to have been quashed in the process. Any suggestion that, in this climate, our teachers’ energies will be focused upon best practice is misinformed.

Much of your letter dwells on the ‘hours’ spent in an effort to resolve this contractual dilemma. Your letter and related public statements have implied that the teachers’ unions and school boards have not made the necessary commitment to this process. In the period prior to December 31st, the staff of the DDSB spent countless hours in a variety of forums engaged in contractual discussions with both teachers and support staff. In fact, the DDSB achieved a tentative agreement with its secondary teachers that may have been ratified were it not for the delayed endorsement by Ministry staff in the pre-approval process. The difference in the cost of this failed agreement from that currently being imposed upon our secondary teachers is negligible. These are facts that the
To this end, this Board calls for the immediate formation of a task force charged with recommending new and effective structures to be used in future contractual negotiations between school boards and their employees. This task force would include representation from both the unions and school board associations. Immediate, representative, constructive and forward looking discussion is critical if the current malaise that characterizes our schools is to be remedied.

Sincerely,

Joseph T. Allin, Chair
Durham District School Board

cc: OPSBA (Ontario Public School Boards' Association)
    Chairs of Ontario Public District School Boards
    Joe Dickson, MPP, Ajax/Pickering
    Christine Elliott, MPP, Whitby/Oshawa
    Tracy MacCharles, MPP, Pickering/Scarborough East
    John O'Toole, MPP, Durham
    Jerry Ouellette, MPP, Oshawa
    Laurie Scott, MPP, Haliburton/Kawartha Lakes/Brock
Response to Delegation: Sherene Ricketts re the boundaries for the French Immersion programs at Ridgeview P.S. and Copeland P.S.

Recommendation:

It is recommended that the response be received.

Background:

At the Regular Meeting of the Board held on January 22, 2013, Sherene Ricketts requesting an exemption to the boundaries for the French Immersion programs at Ridgeview Public School and Copeland Public School.

The attached letter will be sent in response to the delegation.

Submitted by:

Janet McDougald
Chair
February 12, 2013

Sherene Ricketts  
4 Carrie Crescent  
Brampton, Ontario  
L6Y 4Z4

Dear Mrs. Ricketts:

Thank you for your delegation to the Board at its Regular Meeting on January 22, 2013, regarding the French Immersion boundary changes for Copeland Public School and Ridgeview Public School.

As you know, the French Immersion boundary change was necessitated by the accommodation pressures at Copeland Public School. In your delegation, you requested an exemption to the Board’s Flexible School Boundary policy. We understand and appreciate that having children attend different schools creates challenges for families, which is often unavoidable in growth areas, particularly when students are enrolled in non-mandated programs.

Section 3.(d) of Policy #19 clearly states that no flexible boundary applications will be approved in the first year of the new school boundary and it is not possible for the Board to make an exception in this case. You will be eligible to apply for flexible boundary access to Copeland Public School for the 2014-2015 school year; however, approval of the request would be dependent on the availability of space in the school at that time. A copy of Policy #19 – Flexible School Boundaries, which outlines the application process, is attached for your information.

Although we recognize that this situation is difficult for you and your family, we must uphold the Board’s policy as the Board’s decision regarding your request establishes a precedent for families in similar situations across the system, most in areas of high growth where the numbers are unmanageable.

On behalf of the Board, thank you for bringing your concerns regarding this boundary change to our attention.

Sincerely,

Janet McDougald  
Chair

enclosure
RECOMMENDATIONS OF THE SPECIAL EDUCATION ADVISORY COMMITTEE

At a meeting of the Special Education Advisory Committee, held January 15, 2013, there were no recommendations to the Board.

FOR INFORMATION ONLY

1. Reports / Information Received

The Committee received the following reports/information: Humberview Secondary School – Vocational Program; Special Equipment Amount (SEA) Funding (oral); Intensive Support for Peel Students; Updated Special Education Advisory Committee Member List; Teaching Assistants' (TA) Allocation Module (oral).

Prepared by:

Nicole Fernandes
Board Reporter

Submitted by:

Louise Sirisko
Superintendent, Special Education Support Services
At a meeting of the Physical Planning and Building Committee, held February 5, 2013, the following recommendations resulted:

1. **Humberview Secondary School (Boundary Change and New Vocational Program) / Judith Nyman Secondary School (Boundary Change)**
   
   1) That, a new vocational program be created at Humberview Secondary School, phased in commencing with Grade 9 in September 2013;

   2) **Judith Nyman Secondary School (Vocational Grades 9 - 12) - Boundary Change**

   That, effective September 2013, the 9 -12 vocational boundary for Judith Nyman Secondary School be as follows:

   Commencing at the intersection of Mayfield Road and McLaughlin Road then east along Mayfield Road to Airport Road then south along Airport Road to Steeles Avenue East then west along Steeles Avenue East to Highway 410 then north along Highway 410 to Queen Street East then west along Queen Street East to Main Street North (Hurontario Street) then north along Main Street North to Bovaird Drive West then west along Bovaird Drive West to McLaughlin Road North then north along McLaughlin Road to the point of commencement.

   3) **Humberview Secondary School (Vocational Grades 9 - 12) - Boundary Change and New Vocational Program**

   That, effective September 2013, the Grades 9 -12 vocational boundary Humberview Secondary School be as follows:

   Commencing at the intersection of Winston Churchill Blvd. and the Caledon/East Garafraxa Town Line then east along the Caledon/East Garafraxa Town Line to Highway 9 then southeast along Highway 9 to the Caledon/King Townline and Albion Vaughan Road then southwest along the Caledon/King Townline and Albion Vaughan Road to Mayfield Road then west along Mayfield Road to Winston Churchill Boulevard then north along Winston Churchill Boulevard to the point of commencement.

   Note: This boundary change would be phased in commencing with Grade 9 in September 2013. (APPENDIX I)
RECOMMENDATIONS OF THE PHYSICAL PLANNING AND BUILDING COMMITTEE
(Continued)

1. **Naming of New Schools**

1. That, the new school, formerly known as Bramwest Sub Area #1, to be located at 25 Wardsville Drive in Brampton be named Eldorado Public School.

2. That, the new school, formerly known as Brameast #5, to be located at Tappet Drive in Brampton be named Walnut Grove Public School.

3. That, the new school, formerly known as Credit Valley Sub Area 2 #2, to be located at 10 Lorenville Drive in Brampton be named Lorenville Public School.

4. That, the new school, formerly known as Brameast #4, to be located at 45 Meltwater Crescent in Brampton be named Sir Isaac Brock Public School.

(APPENDIX II)

FOR INFORMATION ONLY

3. **Reports / Information Received**

The Committee received the following reports / information: Special Presentation re Green Roofs on Schools; School Signage Update; McLaughlin Road Widening – Public Information Centre # 1; Tender Activity Report, December 21, 2012 to January 23, 2013; Vandalism Report, December 2012.

Prepared by:

Lorelei Fernandes
Board Reporter

Submitted by:

Randy Wright
Controller, Planning and Accommodation Support Services
Humberview Secondary School (Vocational)
Proposed Boundary Change & New VOC program

Judith Nyman Secondary School
Proposed Boundary Change

Recommendation

It is recommended that:

1. a new vocational program be created at Humberview S.S., phased in commencing with grade 9 in September 2013

2. the proposed boundary changes for Judith Nyman S.S. and Humberview S.S. be approved.

Background

Over the last year, an administrative working group has been reviewing vocational programming for students. This is the first report identifying recommendations from the working group. Additional reports will be forthcoming in the months ahead. Judith Nyman Secondary School’s enrolment is considered larger than optimal for a vocational school. The school’s capacity is 903, however, the ideal population would be approximately 650 students. As of September 30, 2012 the enrolment at the school was 782 students (FTE), with 12 portables being used. Additionally, there have been an increasing number of students who have chosen to attend their home school of Humberview SS, instead of the recommended Vocational placement. For the 2012-2013 school year, 27 students refused an offer of Vocational placement. Hence, to support enrolment pressures at Judith Nyman, and to support the program needs of students living north of Mayfield Road, it is recommended that a new vocational program be implemented at Humberview SS for students residing in the Town of Caledon (north of Mayfield Road). There are no facility improvements required at Humberview SS, as the school currently has purpose built spaces for vocational programming.

Currently, there are approximately 44 grades 9-12 students residing in the proposed new boundary area attending Judith Nyman S.S. This proposal will provide enrolment relief to Judith Nyman S.S. and it is recommended that the boundary change only apply to those students entering grade 9 in September, 2013, and be phased in on an annual basis.

Judith Nyman Secondary School (VOC Gr. 9 - 12) Boundary Change

It is recommended that effective September 2013, the 9-12 vocational boundary for Judith Nyman SS be as follows:

Commencing at the intersection of Mayfield Road and McLaughlin Road then east along Mayfield Road to Airport Road then south along Airport Road to Steeles Avenue East
then west along Steeles Avenue East to Highway 410
then north along Highway 410 to Queen Street East
then west along Queen Street East to Main Street North (Hurontario Street)
then north along Main Street North to Bovaird Drive West
then west along Bovaird Drive West to McLaughlin Road North
then north along McLaughlin Road to the point of commencement.

Humberview Secondary School (VOC Gr. 9 - 12)
Boundary Change & New Vocational Program

It is recommended that effective September 2013, the 9-12 vocational boundary Humberview S.S. be as follows:

Commencing at the intersection of Winston Churchill Blvd. and the Caledon/East Garafraxa Town Line,
then east along the Caledon/East Garafraxa Town Line to Highway 9
then southeast along Highway 9 to the Caledon/King Townline and Albion Vaughan Road
then southwest along the Caledon/King Townline and Albion Vaughan Road to Mayfield Road
then west along Mayfield Road to Winston Churchill Boulevard
then north along Winston Churchill Boulevard to the point of commencement.

Note: this boundary change would be phased in commencing with grade 9 in September 2013.

The following table indicates the Vocational enrolment and organization as of September 2013:

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Humberview</td>
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<td>979</td>
<td>993</td>
<td>990</td>
<td>983</td>
<td>956</td>
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<td></td>
<td>VOC</td>
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<td>744</td>
<td>704</td>
<td>690</td>
<td>697</td>
<td>701</td>
</tr>
</tbody>
</table>

Community Consultation

Due to the small number of students affected by this boundary change, it was determined by Planning staff, Special Education staff and Superintendents of Education that a letter outlining the proposed change would be an effective means of communication to the community. This letter will be shared with any student identified through standard IPRC procedure. Thus far, there has been no negative feedback from the community.

Based on this feedback, administration is recommending approval of the proposed boundary change.

Prepared by:
Katie Levalds, Special Education Co-ordinator - Secondary
Phillip Sousa, Planning Officer

Submitted by:
Louise Sirisko, Superintendent of Special Education Support Services
Randy Wright, Controller of Planning and Accommodation Support Services
PEEL DISTRICT SCHOOL BOARD
Physical Planning and Building Committee

Naming of New Schools

Recommendation

It is recommended:

1. That the new school, formerly known as BramWest Sub Area #1, to be located at 25 Wardsville Drive in Brampton be named Eldorado Public School.

2. That the new school, formerly known as Brameast #5, to be located at Tappet Drive in Brampton be named Walnut Grove Public School.

3. That the new school, formerly known as Credit Valley Sub Area 2 #2, to be located at 10 Lorenville Drive in Brampton be named Lorenville Public School.

4. That the new school, formerly known as Brameast #4, to be located at 45 Meltwater Crescent in Brampton be named Sir Isaac Brock Public School.

Background

1. The street name of Wardsville Drive is not seen as an acceptable name. Eldorado is the name of the historic milling complex and nearby park. The Mills were an important cornerstone of settler life, and the park was very popular in its heyday, (1920's to 1935) entertaining people from all over with a merry-go-round and a Ferris wheel.

2. The street name of Tappet Drive is not seen as an acceptable name. Walnut Grove is a historic farm name in the area.

3. Planning staff have confirmed that the new school address is expected to be on Lorenville Drive. The street name is acceptable and therefore the recommendation follows the school naming policy.

4. The school will be located on Meltwater Crescent which is not seen as an acceptable name. The school will be located in the Castlemore area of Brampton, however the board already has a school by that name. There are no historic farm names in the area that are suitable for a school name.

Sir Isaac Brock (6 October 1769 – 13 October 1812) was a British Army officer and administrator. Brock was assigned to Canada in 1802. Despite facing desertions and near-mutinies, he commanded his regiment in Upper Canada (present-day Ontario) successfully for many years. He was promoted to major general, and became responsible for defending Upper Canada against the United States.
Brock's actions, earned him a knighthood, membership in the Order of the Bath, accolades and the sobriquet "The Hero of Upper Canada". Brock died at the Battle of Queenston Heights, which was nevertheless a British victory.

Brockville and Brock in Ontario, Brock in Saskatchewan, General Isaac Brock Parkway on Highway 405 and Brock University in St. Catharines, Ontario are all named in tribute to Brock. Schools named in his honour include one in Winnipeg, and public schools in Toronto, Guelph, Hamilton, London and Windsor, Ontario. An Ontario Historical Plaque was erected by the province to commemorate Major-General Sir Isaac Brock's role in Ontario's heritage. In September 2012, the Royal Canadian Mint issued a .99999 pure gold coin with a face value of 350 dollars to honour the bicentennial of Brock's death.

Canada recently recognized the 200th anniversary of the War of 1812—the war which earned Brock the title of Canadian hero, and there are Canadian descendants living in Brampton. For these reasons, Sir Isaac Brock will be a great name for the school to use to build historic connections and understanding.

*Schools will be named in accordance with the following guidelines:

- The name of the street on which they are located.
- The name of the district they are to serve.
- An historical name that once applied to the area.
- At the discretion of the Board, the name of a distinguished member of the community, or other worthy individual not of the community, but deserving recognition. Any nomination may only be dealt with In Committee until permission is given.
- The Board may also choose to rename a school with a majority vote of the Board. The Board does not need to approve alterations of a school name connected to the grades served (i.e., Senior to Middle).

Prepared by: Scott LaMantia,
School Communications Specialist (acting)

Submitted by: Brian Woodland,
Director of Communications & Community Relations Support Services
Peel District School Board Policy #5 – Partnerships/Fundraising

Recommendation:

It is recommended that revised Peel District School Board Policy #5 – Partnerships/Fundraising, be approved.

Background:

Policy #5 – Partnerships/Fundraising has been revised to ensure that it is aligned with Ministry guidelines. The revised policy has been vetted by Leadership Council and the Trustee Review Committee.

Once approved, Policy #5 will be circulated electronically to all sites and posted on the Board’s intranet and internet.

Submitted by:

Tony Pontes
Director of Education
PARTNERSHIPS/FUNDRAISING

Statement of Policy

It is the policy of the Peel District School Board to support, facilitate and encourage the development of authentic, mutually beneficial relationships between schools and the larger community, including business and non-business sectors, with due sensitivity and regard for the legitimate needs of all parties involved.

The Partnership/Fundraising policy is aligned with and supports the principles and expectations of the Board’s Human Rights policy (Policy #51) and the Equity and Inclusive Education policy (Policy #54). At all times, this policy should be interpreted to be consistent with the Board’s policies and the Human Rights Code.

Administrative Regulations

1. Ethical Guidelines

   To provide a general framework, the Peel District School Board subscribes to the following ethical guidelines from the Conference Board of Canada.

   Partnerships are supported which:
   • enhance the quality and relevance of education for learners
   • mutually benefit all partners
   • treat fairly and equitably all those served by the partnership
   • provide opportunities for all partners to meet their shared social responsibilities toward education
   • acknowledge and celebrate each partner’s contributions through appropriate forms of recognition
   • are consistent with the ethics and core values of all partners
   • are based on the clearly defined expectations of all partners
   • are based on shared or aligned objectives that support the goals of the partner organizations
   • allocate resources to complement and not replace public funding for education
   • measure and evaluate partnership performance to make informed decisions that ensure continuous improvement
   • are developed and structured in consultation with all partners
   • recognize and respect each partner’s expertise
   • identify clearly defined roles and responsibilities for all partners
   • involve individual participants on a voluntary basis
2. **Principles for fundraising activities**

There may be times when fundraising is proposed to support capital items. These might include *capital-related* or small-scale capital items such as computers, furniture, street signage or creative playgrounds. There might also be occasions when there will be fundraising for a *capital project*—such as a school auditorium, theatre or pool.

For both *capital-related* and *capital projects*, the proposal for such fundraising may come from a parent group, community organization or at the request of the Peel District School Board. Such fundraising must meet the Guidelines and Principles of this policy and for all capital project fundraising, a **Viability Review** is a required part of the process.

The Viability Review is not required for *capital-related items* or small-scale capital items, as described above.

The principles which are outlined below are intended to provide guidance to schools in the area of acquiring resources from non-Peel District School Board sources. These may be financial, human, or material in nature.

Arrangements are supported which:

- reflect a philosophy of support and assistance to schools and students
- include consultation with the local school community
- **are age-appropriate and ensure student safety**
- **support enhancements to the learning program/school and not replace public funding for education**
- **are initiated for a designated purpose and the purpose is communicated to the school community**
- **support student achievement and do not detract from the learning environment**
- are consistent **with the school's and** Peel District School Board's **mission, vision and values**
- are legal, ethical, and benefit students (example: no tobacco or alcohol products)
- **comply with municipal, provincial and federal legislation, including the Municipal Freedom of Information and Protection of Privacy Act**
- **comply with Ministry of Education guidelines and policies, including the School Food and Beverage Policy, and the Peel District School Board's Procurement Regulations (CSS 5)**
- are subject to the discretion of principal and staff in the use of donated materials, resources and services
- do not require students to listen to or read commercial advertisements (i.e. avoids commercialization)
- are subject to normal audit process and system accountability
- involve specified time frames and include a regular review of arrangements
• involve cooperative (consortium) efforts to achieve maximum commercial advantage (e.g. multi-school and multi-board) wherever possible

• allow for recognition by board and school, including display of corporate symbols where acceptable and appropriate

• involve widespread sharing of best practice, expertise and creative ideas to achieve maximum benefits to the system

• do not require direct endorsement of products or services

• require prior approval by the principal for fundraising activities within the school community, and by the Superintendent of Schools for activities beyond the school community

• require senior administration approval for any contracts above $50,000 annually

• require senior administration approval for any region-wide agreements or campaigns for funds by outside organizations

3. Operational definitions

To assist with clarity of communications the following definitions are used:

**partnership:** the collaborative effort of schools, community, and businesses to prepare students to function productively in society as workers, consumers, citizens and lifelong learners through the exchange of human, intellectual and/or material resources to the mutual benefit of all involved.

**sponsorship:** the provision of funds, price reductions, equipment, materials or services in exchange for some form of exclusivity and/or product recognition for a specified period to time. This might include cross promotions. (e.g. chocolate bar sales).

**donation:** a gift of funds, equipment, materials or services which may involve the provision of a charitable donation receipt as appropriate.

**fundraising:** the acquisition of resources from other than Peel District School Board sources. These include proceeds from sales of various items (e.g. food, materials) donations (e.g. money, equipment) or advertisements (e.g. yearbook).

**advertisements:** the provision of advertising space on behalf of a commercial concern in exchange for revenue or goods in kind (e.g. yearbook ads). This should not be confused with the display of corporate logos as sponsorship recognition.

**School-generated funds:** all revenues and assets acquired by schools from other than school board budgets. These are still subject to audit and there is full accountability for disposition.

**Capital-related:** Capital-related items are those which are smaller in scale and include computers, creative playgrounds, street signs, furniture, etc.

**Capital Projects:** Capital Projects are larger in scale and usually involve construction – such as an auditorium, theatre or pool.

**Viability Review:** Viability Review is a defined process for determining approval of Capital Projects.
Peel District School Board

(Bold print and underlining signifies new language)
(*** signifies removal of language)

Approved October 14, 1969
Revised May 25, 1976
Revised April 9, 1991
Revised April 27, 1993
Revised June 11, 1996
Revised January 1, 1998 (to reflect change in Board name)

Reviewed January 2000
Reviewed February 25, 2003
Reviewed December 13, 2005
Reviewed March 27, 2007
Reviewed February 12, 2013
Peel District School Board Policy #78 – Digital Citizenship

Recommendation:

It is recommended that revised Peel District School Board Policy #78 – Digital Citizenship be approved.

Background:

Policy #78 – Digital Citizenship will replace former Policy #78 - Appropriate Use of Technology. Policy #78 has been extensively revised in response to the Board’s “Bring Your Own Devise” initiative.

The revised Policy #78 has been vetted by Leadership Council and the Trustee Review Committee.

Once approved, Policy #78 – Digital Citizenship will be circulated electronically to all sites and posted on the Board’s intranet and internet.

Submitted by:

Tony Pontes
Director of Education
DIGITAL CITIZENSHIP

Digital Citizenship

Digital citizenship is defined as the norms of responsible behaviour related to the appropriate use of technology. These norms and responsibilities are an expectation in all Peel District School Board locations and are clearly outlined in each school’s Code of Conduct. As individuals, we live and work in a world where people are connected to their devices at all times so we need to use technology effectively and respectfully. Digital citizenship is an important part of what the Board helps students learn in school.

Students will see teachers incorporate digital resources into their lessons. Educational online resources will be able to be accessed wirelessly through the Board’s networks. As such, students will be encouraged to BYOD—Bring Your Own Device. When relevant to curriculum and instruction, teachers will permit the use of any personal electronic device as a classroom learning device.

Students will also be able to access educational resources using their personal devices outside the classroom, in libraries, cafeterias and other common areas.

By accessing the Internet while on Peel board property or by logging in with a board login, students accept all terms and conditions of the Peel board network and Internet use, as well as the terms outlined in this policy.

Statement of Policy

The Peel District School Board is committed to providing and maintaining safe and appropriate environments conducive to learning and working for all. To improve student success and achievement, we must ensure that students feel safe, welcomed, respected and included.

We want our students to be well-prepared to be successful in an evolving society. Fundamental to such success is the ability to use technology responsibly to gather, evaluate, construct and share knowledge in a 21st Century world. It is imperative that we support our students as 21st Century learners.

The Board provides users with access to technology to support teaching and learning, and to enable efficient Board administration and communication. Technology, including personally owned devices, must be used appropriately for these intended purposes.

The Digital Citizenship policy supports the principles and expectations of the Board’s Safe Schools policy (Policy #48) and the Board’s character attributes—caring, respect, cooperation, honesty, responsibility, inclusion—to create positive climates for learning and working, and school Codes of Conduct.

The policy is aligned with and supports the principles and expectations of the Board’s Human Rights policy (Policy #51) and the Equity and Inclusive Education policy (Policy #54). At all times, this Code should be interpreted to be consistent with the Board’s policies and the Human Rights Code.
Definitions

Technology — Technology resources include, but are not limited to, computers, phones, cellular/mobile technology, servers, networks, Internet services, computer applications, data, email and collaboration tools, as well as third-party Internet services provided to the Board. Examples of third-party web services include E-Learning Ontario and online textbook providers.

User — A user is any individual granted authorization to access technology, as defined above. Users may include students, parents, staff, volunteers, visitors, contractors, or individuals employed by service providers.

A. Responsibilities

a) All users are responsible for:
   - ensuring that technology is used in accordance with Board policies and procedures
   - complying with the school’s Code of Conduct
   - ensuring that technology is used to support teaching and learning in accordance with Peel’s teaching and learning expectations
   - using technology in a lawful, responsible and ethical manner consistent with the purposes for which it is provided
   - their personal network login and password—it should not be shared with anyone other than a parent/guardian (students)
   - ensuring that photos, videos or images of an individual/group are not posted online/shared digitally unless consent from the individual(s)—over the age of 18—or parental consent (for those under the age of 18) has been obtained. Photos, videos or images cannot be taken using any device unless authorized.
   - technology is not used for political or union business unless approved by the board

b) Superintendents, principals and managers/supervisors are responsible for:
   - ensuring that staff are aware of the Board policy
   - establishing and monitoring digital citizenship and responsibility through the school’s Code of Conduct
   - instructing and modeling, for staff and students, digital citizenship and responsibility

c) Teachers are responsible for:
   - the supervision of student use of technology within the teacher’s assigned teaching area
   - instructing and modeling, for students, digital citizenship and responsibility
   - determining when students are able to access Board technology or their personally owned devices, for educational purposes only

d) Students are responsible for:
   - using Board technology for curriculum-related/educational purposes only
   - using personally owned technology for curriculum-related/educational purposes only while on Board property
• demonstrating digital citizenship through the appropriate use of technology, as outlined in schools' codes of conduct
• reporting any inappropriate use of email, data or unauthorized technology to a teacher or administrator immediately
• the care, maintenance and security of their personal devices—the Board is not responsible for the replacement of lost, stolen or damaged items

B. Scope

This Policy applies to all Board technology and to all personally owned technology, as defined above. The application of this Policy includes:

• the use of all Board-owned technology, such as computers, phones and mobile devices, networks, applications, and websites regardless of where they are used. This includes the use of Board-owned technology when used off Board property.

• the use of personally owned technology, including personally owned computers and mobile devices, when used on Board property or when used to access Board resources. The policy also applies to use of personally owned technology when off board property. Inappropriate use of personally owned technology, while on or off school property, that has a negative impact on school climate will result in a full investigation and necessary action will be taken, where appropriate. Consequences for inappropriate use are outlined both in the Code of Conduct as well in the Board's Safe Schools policy (Policy #48).

• any access to Board technology resources regardless of the location and ownership of the device used to access Board resources. Specifically, the Policy applies to home, remote, or wireless access to the Board network, websites and applications.

• the use of third-party information technology services provided to the Board. This includes Internet services provided by the Ministry of Education.

C. Guiding Principles

There are five guiding principles for digital citizenship and responsibility:

1. Intended use: Board technology is provided for educational and administrative purposes. Technology should be used for these intended purposes only.

2. Security and safety of Board data: Users should take reasonable precautions to ensure that the data that they use is secure and safe. Data should be used for the intended purposes only.

3. Responsible resource usage: The Board's technology resources are shared and limited. Users should use technology resources responsibly and should not waste resources. Personal materials should not be stored on Board property.

4. Legal compliance and adherence to Board Policies: Users are expected to comply with federal and provincial legislation, as well as Board Policies and corresponding Operating Procedures.
5. **Ownership of data:** Board technology and all data stored on Board technology are owned and may be accessed by the Board. Users should have no expectation of privacy in anything they create, store, send or receive using Board technology.

C.1 **Intended Use**

Technology is provided for educational and administrative purposes and should be used for these intended purposes only.

Prohibited uses of technology include, but are not limited to:

- personal use that is not limited and/or occasional
- use that violates federal or provincial laws
- use of Board technology for commercial or political party purposes
- use that contravenes Board Policies and/or Operating Procedures
- theft of resources, including electronic data theft
- unauthorized access, alteration, destruction, removal and/or disclosure of data. This includes the unauthorized disclosure of Board email addresses, distribution lists, and user account information.
- unauthorized access or disclosure of confidential information
- creating, displaying, storing or sending fraudulent, harassing, sexually explicit, profane, obscene, intimidating, defamatory or otherwise inappropriate or unlawful materials
- cyberbullying
- copying, downloading, transferring, renaming, adding or deleting information protected under copyright law
- use that could reasonably be expected to impair the Board's computing facilities or interfere with others' use of Board technology (e.g. viruses, spam) including the sending of electronic "chain" mail
- agreeing to license or download material for which a fee is charged to the Board without obtaining express written permission from the Board's Learning Technology Support Services staff. Purchasing of materials and services must comply with all procurement policies and procedures.

C.2 **Security and Safety of Board Data**

Users should take reasonable precautions to ensure that data that they use is secure and safe. Staff are given access to data in order to perform their job functions. Data should be used for the purposes intended. Other uses of data are strictly prohibited.

Data may include but is not limited to student records, employee records, confidential assessments, and other personal information. Data may be held in more than one format such as an electronic document (e.g. Word Document) or in a system such as email or the Student Information System. All Board data is included in this Policy.
Users are responsible for managing the accounts and passwords that provide access to data. Users are responsible for applying passwords to any personal device that accesses or holds Board data. Users will not attempt to gain unauthorized access to Board technology or data nor will they attempt to disrupt or destroy data.

Users must exercise reasonable care to ensure the safety of the data entrusted to them. All confidential data not held on Board-owned servers must be fully encrypted. This applies to all confidential data stored on Board and personally owned computers. The storage of confidential Board data on the Internet is strictly prohibited.

Users must comply with any security measures implemented by the Board. All files downloaded from the Internet must be scanned with Board-approved virus detection software—disabling virus scanning is strictly prohibited. Users are responsible for implementing virus scanning on personally owned devices that hold or access Board technology. All downloading of software from the Internet must be approved in advance by the Board's Learning Technology Support Services staff.

Remote or wireless access to Board resources is only permitted through the Board's approved infrastructure. Users will not attempt to bypass the Board’s security.

C.3 Responsible Resource Usage

The Board’s technology resources are shared and limited. Users should use technology resources responsibly and should not waste resources. As such, the Board reserves the right to limit any activity that consumes a high level of resources that may impact Board services or other users. Examples of shared resources include file storage, network bandwidth, and Internet access.

Access to Internet websites and services that significantly impact the Board Internet or network performance will be limited. Users are not permitted to circumvent the Internet and network controls put in place.

Personal materials not relevant to educational and administrative purposes will not be stored on Board servers at any time, for any reason.

With respect to information stored for the intended purposes, the Board may impose retention periods for various information classes, either temporarily or permanently. A user should not download, copy or store files that exceed the user’s data storage limit; users that do so will experience data loss.

C.4 Legal compliance and adherence to Board Policies

Users are expected to comply with all federal and provincial laws and regulations (e.g. Criminal Code, Education Act, Municipal Freedom of Information and Protection of Privacy Act, Copyright Act). The storage of unlawful materials on Board property is strictly prohibited. Board resources may not be used in any manner to create, store, send, display or make available to others material that contravenes federal or provincial laws or regulations.

C.5 Expectation of Privacy

Board technology resources and all data stored on Board technology are owned and may be accessed by the Board. Data stored on Board technology, including email, electronic files, and information in computer systems, is Board property and may be reviewed, monitored and
accessed by authorized individuals, as needed. Data is also subject to relevant legislation and may be accessed through Freedom of Information requests.

Users should not expect privacy with respect to any of their activities when using the Board’s computer and/or telecommunication property, systems or services. Use of passwords or account numbers by users does not create a reasonable expectation of privacy and confidentiality of information being maintained or transmitted. The Board reserves the right to review, retrieve, read and disclose any files, messages or communications that are created, sent, received or stored on the Board’s computer systems and/or equipment. The Board’s right to review, also called monitoring, is for the purpose of ensuring the security and protection of business records, preventing unlawful and/or inappropriate conduct, and creating and maintaining a productive work environment. If policy violations are discovered, this will result in an investigation and necessary action will be taken, where appropriate.

Information stored on personally owned devices is the responsibility of the device owner/user. However, personally owned devices which are used for creating, displaying, storing or sending fraudulent, harassing, sexually explicit, profane, obscene, intimidating, defamatory or otherwise inappropriate or unlawful materials that impact school climate will result in a full investigation and necessary action will be taken, where appropriate.

D. Digital citizenship

Digital citizenship and responsibility is an expectation in each school’s Code of Conduct. Students live and work in a world where people are connected to their devices at all times so they need to learn to use technology effectively and respectfully. Digital responsibility is an important part of what the Board helps students learn in school.

Students will see teachers incorporate digital resources into their lessons. Educational online resources will be able to be accessed wirelessly through the Board’s networks. As such, students will be encouraged to BYOD—Bring Your Own Device. When relevant to curriculum and instruction, teachers will permit the use of any personal electronic device as a classroom learning device.

Students will also be able to access educational resources using their personal devices outside the classroom, in libraries, cafeterias and other common areas. Students will use technology for educational purposes only.

By accessing the Internet while on Peel board property or by logging in with a board login, students accept all terms and conditions of the Peel board network and Internet use, as well as the terms outlined in this policy.

E. Consequences: Remedial and Disciplinary Action

Individuals who do not comply with this Policy will be subject to appropriate consequences consistent with the school Code of Conduct, progressive discipline and Safe Schools legislation. Consequences may include, but are not limited to, the following, either singularly or in combination depending on the individual circumstances:

- limitations being placed on access privileges to personal and Board technology resources
- suspension of access privileges to personal and Board technology resources
• revocation of access privileges to personal and Board technology resources
• appropriate disciplinary measures (staff), up to and including dismissal
• appropriate progressive discipline measures (students) within Bill 212 (Progressive Discipline and School Safety)
• legal action and prosecution by the relevant authorities

Approved: April 26, 2011
Approved: February 12, 2013 (replaces former Policy #78, Appropriate Use of Technology)
2012: EL4 - Schools-First Child Care Capital Retrofit Policy

Recommendations

It is recommended that this report be received.

Background

On April 20, 2012, the government announced that, as part of the 2012 Budget, Ontario will provide assistance to child care operators as we move towards full implementation of full-day kindergarten in 2014-15. In support of this direction a discussion paper, "Modernizing Child Care in Ontario" was released followed by 2012: EL3 Schools-First Child Care Capital Retrofit Policy on July 10, 2012. The overall goal was identified as moving Ontario towards a higher quality, accessible and coordinated early learning and care system for all children. Capital investment in retrofitting school-based child care spaces were recognized as an important component of the vision.

The Schools-First Child Care Capital Retrofit Policy is intended to guide the education and child care sectors as they plan for and repurpose school space to transition to serving children 0 to 3.8 years.

Following the release of 2012: EL3 memorandum, the Ministry engaged with partners, including school board business officials, for advice on the proposed funding and implementation components of the Schools-First Child Care Capital Retrofit Policy. The policy scope and objectives set out in 2012: EL3 were supported by three sections in 2012:EL4 Schools-First Child Care Capital Retrofit Policy - Funding and Implementation released on November 8, 2012.

They included:

- Eligible/Ineligible Expenses;
- Funding Formula, Allocations and Targets; and
- Implementation Requirements.

Eligible Expenses:

- Expenses incurred to meet Day Nurseries Act (DNA) and/or Building Code standards, that qualify under the Tangible Capital Assets Guide (TCA), revised April 2012; and
- First-time equipping (under TCA) where necessary.
Ineligible Expenses:

- Renovations funded through other sources;
- Major structural renovations or reconstruction of the building envelope, or expansion of the gross floor areas of the school;
- Operating expenses associated with the relocation or consolidation of programs; and
- Regular maintenance and repair costs of existing child care space in schools.

The finding formula incorporates current data on licensed child care spaces and full day kindergarten (FDK) enrolment at maturity with the Geographic Adjustment Factor (GAF). Peel District School Board is allocated $3,588,000 over a three year period with the goal of converting 624 spaces.

School Boards and Consolidated Municipal Service Managers (CMSMs) are required to develop a local child care plan for retrofit investments together. The plan must be developed, reviewed and submitted to the Ministry annually.

All plans for investments under the Schools-First Child Care Capital Retrofit Policy need to be consistent with, or complimentary to, the CMSMs child care system plan. Program viability and community needs guide decision making and help local partners identify the most suitable space.

A joint committee with the Region of Peel (CISM), Dufferin Peel Catholic District School Board and Peel District School Board has met regularly since November, 2012 to facilitate collaborative planning. Meetings with PLASP, Family Day Child Care and the YMCA Greater Toronto have been held to determine current retrofit needs and requests.

For year 1, (2013-14), child care operators requested funding to repurpose space at 8 of the 20 centres located in PDSB schools. These conversions would create 120 new spaces or 19% of the Ministry of Education’s total space conversion target for the Board. The recommended retrofit costs to these child care locations is $519,413.00 representing 14% of the Board’s total allocation.

Prepared by:
Shirley-Ann Teal, Coordinating Superintendent
David Neale, Controller, Corporate Support Services

Submitted by:
Carla Kisko, Associate Director Operational Support Services
Graduation Rates 2011-2012

5 Year Graduation Rates
Trends Over Time

Recommendation

It is recommended that this report be received.

Background

The five year board graduation rate is one important indicator of the success of secondary students and schools. It is the ratio of the number of students who earned an Ontario Secondary School Diploma (OSSD) to the number of students who were in the initial grade 9 cohort. Specifically, the 2011-2012 board graduation rate is based on the percentage of students in the 2007-2008 grade 9 cohort who successfully completed all the requirements for the OSSD and graduated from any PDSB secondary school within five years.

Prepared by: Shawn Moynihan, Superintendent of Curriculum and Instruction Support Services
Patricia Rossall, Superintendent of Education – Alternative Programs

Submitted by: Scott Moreash, Associate Director, Instructional Support Services
5 Year Board Graduation Rates

The five year PDSB graduation rate for 2011-2012 is 89%, marking a 2% increase from the previous school year. Below is a table that outlines board graduation rates for cohorts over the past seven years, beginning with the 2001-2002 cohort. Provincial graduation rates are provided.

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</tr>
</thead>
<tbody>
<tr>
<td>PROVINCE</td>
<td>73%</td>
<td>75%</td>
<td>77%</td>
<td>79%</td>
<td>81%</td>
<td>82%</td>
<td>N/A</td>
</tr>
<tr>
<td>PEEL DISTRICT SCHOOL BOARD</td>
<td>79%</td>
<td>79%</td>
<td>81%</td>
<td>82%</td>
<td>86%</td>
<td>87%</td>
<td>89%</td>
</tr>
</tbody>
</table>

Board graduation rates have steadily increased over the last several years due to the dedicated work from our elementary and secondary classroom teachers, educational assistants, support staff and school administrators in meeting our shared commitment to student achievement as outlined in the Report Card for Student Success, our board’s strategic plan. Classroom teaching and learning practices are modelled on collaborative inquiry processes with focussed attention on the development of numeracy and literacy skills through the use of differentiated instruction and assessment strategies in grades 1-12.

Several recently implemented Ministry sponsored Student Success programs in secondary schools have provided students with a greater opportunity to customize their school experience to match their personal strengths, interests, career goals and desired post secondary destination (apprenticeships, college, independent living, work, or university). These programs include the expansion of co-operative education and experiential learning experiences, Specialist High Skills Major and Ontario Youth Apprenticeship programs, and Dual Credits opportunities with our college partners. Students can take advantage of the literacy and numeracy support offered through the ‘Counting on You’ after school and summer programs (grades 7-10) while in the secondary schools, credit completion programs, monitored by Student Success teachers and teams, support student achievement. Also, our Peel Alternative School provides additional learning opportunities for students whose programming needs can not be offered by their local school.
Ontario’s Poverty Reduction Strategy: 2012 Annual Report

Recommendations

It is recommended the report be received.

Background

*Breaking the Cycle*, Ontario’s Poverty Reduction Strategy 2012 Annual Report, outlines the gains made in helping children and young people get the best start and in increasing opportunities for low-income Ontarians. The attached summary, prepared by the Ministry of Children and Youth Services, includes highlights of the report, information on the action plan for youth and indicators of measured progress.

The full report can be accessed online at:


Submitted by:

Shirley-Ann Teal
Coordinating Superintendent
Ontario’s Poverty Reduction Strategy is based on the belief that every child -- regardless of his or her background or circumstance -- has the opportunity to reach their full potential.

Over the past four years, working with community partners, the McGuinty government has made strategic investments in young people, families and the economy to help break the cycle of poverty in Ontario. These initiatives and investments are making a difference: 40,000 children and their families have been lifted out of poverty since 2008.

Ontario’s Poverty Reduction Strategy 2012 Annual Report outlines the gains made in helping children and young people get the best start and in increasing opportunities for low-income Ontarians.

HIGHLIGHTS OF THE REPORT

In 2012, Ontario took some important steps, including:

- Supporting over one million children through the Ontario Child Benefit. Families who receive the benefit will see their benefit increase up to $1,210 per child in 2013 and to $1,310 in 2014. Together, these increases will benefit an additional 90,000 children in 46,000 families.
- Expanding full-day kindergarten. This school year, almost half of Ontario’s four- and five-year-olds -- about 122,000 kids and families -- are benefiting from full-day kindergarten at approximately 1,700 schools.
- Investing $17.9 million annually in the Student Nutrition Program and partnering with charities, businesses, school boards and other levels of government. This year, over 630,000 children will receive healthy food in Ontario schools so they are better prepared to learn.
- Supporting 600 new mental health workers in schools, communities and courts across the province who are helping an estimated 20,000 more children and youth get quicker and easier access to the right mental health services and supports.
- Providing free dental care to nearly 33,000 children and youth who may have otherwise gone untreated.
- Providing about 18,000 children and youth across the province with free and safe after school activities through 122 organizations in 381 sites.
- Raising social assistance rates by nearly 15 per cent since 2003. This year’s increase will provide an additional $55 million in benefits to families and individuals receiving social assistance.
- Reviewing social assistance programs to remove barriers and opportunities for people to work
• Investing in postsecondary education and training through the 30% Off Ontario Tuition grant, making college and university more affordable to almost 200,000 students this academic year.
• Investing more than $2.5 billion in the largest affordable housing program in Ontario’s history.

TAking Action for Youth

As part of the ongoing commitment to create greater opportunities for youth, the government released a Youth Action Plan in August 2012 to support young people in need and provide them with access to experiences that can build their confidence and skills, help them improve their lives and contribute to their communities.

The plan builds on the Review of the Roots of Youth Violence report. Ontario is expanding existing programs and strategically creating new ones to better address the continued needs of disadvantaged youth and the communities in which they live.

To make a lasting difference in the lives of young people, Ontario is working with its partners to develop a province-wide, long-term Ontario Youth Strategy.

The Youth Action Plan will benefit an additional 13,000 young people each year by moving forward on 20 initiatives. Steps being taken include:

• Increasing the number of Youth Outreach Workers in priority communities. There are currently 62 youth outreach workers providing outreach and referral services to disadvantaged youth in seven communities, growing to 97 in nine communities.
• Creating more opportunities for youth to work and connect with local police through the Youth in Policing Initiative.
• Expanding the Summer Jobs for Youth Program to include part-time jobs for youth throughout the school year.
• Providing valuable work experience to more than 4,300 at-risk youth in 33 Ontario communities through the Youth in Policing Initiative and the Summer Jobs for Youth Program in Summer 2012.
• Developing and launching a new $5 million annual Youth Opportunities Fund to support local community initiatives.
• Investing in more community initiatives to help crime prevention through the Safer and Vital Communities Program.

Other supports for young people include:

• Investing in Pathways to Education, a program that helps students in high-needs neighbourhoods graduate from high school and go on to college, university or learn a trade. The initiative currently involves about 4,000 students -- many who are the first in their families to receive a postsecondary education.
• Helping youth in care of a children’s aid society (Crown Wards) complete high school and pursue postsecondary education, training and employment through tuition grants, reimbursement of application fees and support through 21 teams that help remove barriers to success.
• Releasing *Stepping Stones: A Resource on Youth Development*, a document that compiles research and input from youth experts, communities, and youth themselves on how young people grow and develop, and what supports and opportunities they need to transition successfully into adulthood.

• Through the Youth Challenge Fund — launched in February 2006 — more than 12,000 at-risk youth in Toronto gained valuable training and work experience, found safe places to meet and contributed in positive ways to their communities.

MEASURING PROGRESS

Measuring progress is a key part of Ontario's Poverty Reduction Strategy. Progress is measured against the following poverty indicators:

<table>
<thead>
<tr>
<th>1. School Readiness</th>
<th>5. Low Income Measure</th>
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<tbody>
<tr>
<td>2. High School Graduation Rates</td>
<td>6. Depth of Poverty</td>
</tr>
<tr>
<td>3. Educational Progress</td>
<td>7. Standard of Living</td>
</tr>
<tr>
<td>4. Birth Weights</td>
<td>8. Ontario Housing Measure</td>
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Ontario has made gains in every key indicator since the launch of the strategy.

Since Statistics Canada data lags by 18 months, the 2012 Annual Report shows progress on income-based indicators for 2009 and 2010 — the first two years of the Poverty Reduction Strategy.

In 2008, 15.2 per cent of children and youth lived under 50 per cent of median income (LIM50); in 2010, that figure had fallen to 13.8. The number of children in deep poverty fell by 40,000 two years into the strategy.

Ontario uses Statistics Canada's Low Income Measure, fixed to a base year of 2008, as the foundation for reporting progress on reducing child poverty. Ontario's fixed LIM50 lines are determined each year by applying the Consumer Price Index inflation rate to the base year.

LOOKING AHEAD

Despite continuing economic uncertainty, Ontario remains committed to the goals of the Poverty Reduction Strategy and to building on the momentum of the first four years.

Poverty reduction requires the support of all our partners. Ontario will continue to urge the federal government to support its poverty reduction efforts by providing stable funding in critical areas such as child care and early learning, health care and skills training. Ontario will also continue to work diligently with partners to create opportunities for every Ontarian to achieve his or her potential.
Samantha Grant Minister’s Office
416-212-2278
Gloria Bacci-Puhl Ministry of Children and Youth Services
416-325-5156
For Public Inquiries: Call toll-free 1-866-821-7770
Fast Report: January 25, 2013 | Vol. 25, No. 4
Weekly information for decision-makers in Education

Inside the Current Edition

- 2013 Public Education Symposium, January 31—February 2
- Labour Relations 2013: Successful Strategies for Challenging Times
- Access Copyright Tariff Refund for 2005 to 2009
- Accessibility for Ontarians With Disabilities — Updates
- Ontario Early Years Policy Framework
- Implications of the MOU with CUPE and Further Technical Clarifications
- Call for Nominations for OPSBA Awards Program
- Government Releases Policy Paper: Great to Excellent: Launching the Next Stage of Ontario's Education Agenda
- Ministry of Education UPDATE
- OPSBA in the MEDIA
- Ontario NEWSROOM
- Ontario PC Party releases Paths to Prosperity: Preparing Students for the Challenges of the Twenty-First Century
- OASBO 70th Annual Conference & Industry Show, May 8—10
- CSBA Congress 2013, July 4—6
- From Education PARTNERS
- Career BOARD
- Upcoming Events

2013 Public Education Symposium, January 31—February 2

Public Education Symposium
January 31—February 2, 2013
Sheraton Centre Hotel, Toronto
In partnership with ACEPO

It's not too late to register

FULL Program
Pre-Symposium Sessions - Thursday, January 31: 9:00 a.m. - 12 noon; and 1:30 -4:30 p.m. (2 concurrent sessions)
Main Symposium - Thursday, January 31: 7:00 p.m. to Saturday, February 2: 12:00 noon
See FULL Program for details.

Where: Sheraton Centre Hotel
123 Queen Street West, Toronto
www.sheraton.com/centretoronto

Who: Trustees, Directors of Education, supervisory officers, student trustees and other school board members are encouraged to attend this annual OPSBA/ACEPO event.

Hotel rate: $190 single, plus taxes and $210 double, plus taxes
Please contact the hotel directly for online reservations.
Telephone: 416-361-1000 ext. 4440 or 416-947-4955
OR toll free (Central Reservation Office) 1-800-627-7175 and identify the OPSBA/ACEPO Group Rate
The Copyright Board has ordered that the refund through
Additionally, the amount of the refund will accrue interest daily, without compounding, from the date of the payment to Access Copyright to the date of the refund, at the Bank of Canada lending rate. This is the same rate that was originally paid to Access Copyright for the retroactive payment that was due in 2009.

To roughly determine the amount of interest that will be due back, the average Bank of Canada rate from 2009 to 2012 is 1.01% annually. Interest accrues from the date the overpayment was actually made until the date it is actually refunded. Since payments to Access Copyright were made twice annually, interest owing will have to be calculated separately for each payment that was made.

The Copyright Board has plainly stated that payees of the tariff are entitled to a refund of $0.35 per FTE for payments made after January 1, 2010 under the terms of the 2005-2009 tariff. Although any overpayment made in 2010 and afterwards is to be refunded, the Board has not actually ordered such a refund. The Board gives no reasons for this. It is likely because the issue before the Board was limited to a reconsideration of the terms of the 2005-2009 tariff.
The Copyright Board's decision states that it would prefer payment of the refund for 2010, 2011 and 2012 to be on the same date as the payment of the refund for 2005 to 2009. The Copyright Board also did not decide whether interest should be paid on the overpayments for 2010, 2011 and 2012. The Copyright Board stated it would leave this to be decided in the decision certifying the 2010-2012 tariff. This tariff, once certified, may require further retroactive adjustments for the 2010-2012 period.

OPSBA, through its ongoing participation in copyright activities with the Council of Ministers of Education Canada (CMEC), will share the outcome of any communications with Access Copyright regarding these matters. If member boards are approached by Access Copyright respecting tariff matters, they are requested to share those discussions with OPSBA so that all member boards can be equally informed of any communication and activities regarding copyright in schools.

Cynthia Andrew
(with input from CMEC Legal Counsel, Wanda Noel)

Decision of the Copyright Board (Redetermination) - January 18, 2013

Statement of Royalties to Be Collected - January 19, 2013

Accessibility for Ontarians With Disabilities — Updates

Design of Public Spaces - New Amendment to the Integrated Accessibility Standards Regulation

On December 14, 2012 a new regulation (413/12) was filed to amend the Integrated Accessibility Standards Regulation (O. Reg. 191/11). This amendment introduces standards for the design of public spaces and addresses elements such as:

- Outdoor play spaces
- Exterior paths of travel including ramps and stairs
- Accessible parking
- Service counters
- Maintenance

The standards for public spaces will apply only to new construction and planned redevelopment. Enhancements to accessibility in buildings will happen at a later date through Ontario's Building Code, which governs new construction and renovations in buildings.

New Standards Advisory Council

The province has established a new Accessibility Standards Advisory Council to advise the government on improving accessibility for people with disabilities. The council has the power to:

- Review Ontario's existing accessibility standards.
- Develop new standards.

Members of the Council are appointed by the Minister of Community and Social Services and include a cross-section of leaders from:

- the disability community
- organizations that have to comply with Ontario's accessibility laws (includes businesses as well as organizations from the non-profit and public sectors)

Mr. Jim Sanders, former president and CEO of CNIB, chairs the council.

For more information about the Council

Ontario Early Years Policy Framework

On January 23, the Ministry of Education released a document called the Ontario Early Years Policy Framework 2013 which outlines the next steps in building a "cohesive and coordinated early years system across the province" and follows the recent work involved in the modernization of childcare discussions. The framework targets children 0-6 years of age and the supports for their parents and caregivers. It addresses the role of municipalities, First Nations, school boards and community partners. The ministry maintains that they will continue to implement full day kindergarten for all 4 and 5 year olds by 2014. OPSBA will review the framework and provide our feedback to the Early Learning Division.
Ministry Letter, January 23, 2013

For more information: Jennifer McIntyre, Director of Policy, ext.103; or webmaster

Implications of the MOU with CUPE and Further Technical Clarifications

On January 21, 2013, the Ministry of Education issued Ministry Memorandum 2013: B3 which provides details of changes to regulations that have been filed as a result of the memoranda of understanding (MOUs) negotiated between the Ministry of Education CUPE. These regulations also recognize where, in some cases, the provisions of the CUPE MOU represent an enhancement to the current collective agreements or contracts of employment of other school board employees. Changes impact the following areas:

- Sick leave credits
- Unpaid days
- Minimum grid increments
- Maternity leave
- Waiting period for LTD
- Top-up for graduated return to work

Other clarifications are made in the following areas:

- WSIB top up
- Calculation of one-time payout of non-vested sick days
- Grid movement clarification
- Update on short-term sick leave and pensionable income

As well, the memo details a change to the enrolment register instructions for recording absences.

2013 B Memoranda

For more information: Wayne McNally, Director, Finance, ext.104; or webmaster

Call for Nominations for OPSBA Awards Program

Nominations are being accepted for The Ontario Public School Boards' Association's Awards Program. OPSBA Awards strive to recognize the outstanding contributions to the public education system made by individuals across Ontario. Don't miss this opportunity to nominate a student, teacher or trustee who you would like to recognize for making a difference.

The nomination deadline for all the awards, except for the Bernardine Yackman Memorial Award, is:

Friday, April 12, 2013 at 5:00 pm

The nomination deadline for the Bernardine Yackman Memorial Award is:

Friday, June 14, 2013 at 5:00 pm

Complete information about the awards, including nomination forms, is available online. Please take a few moments review the criteria for each of the Awards. The following is a brief summary:

The Jack A. MacDonald Award of Merit honours an elementary or secondary school student attending an Ontario public school who has earned a sound academic record and has shown outstanding service and leadership in his or her community.

The Fred L. Bartlett Memorial Award is presented annually to an active or retired member of the teaching profession. The successful candidate is selected on the basis of outstanding contribution to education throughout Ontario, such as constructive participation in education affairs over a number of years or for dedication to some recent and specific project that has had provincial impact.

The Dr. Harry Paikin Award of Merit is awarded to an active or retired public school trustee for outstanding service.

The Achievement Award / Award of Excellence was created by OPSBA to recognize the outstanding contributions of non-teaching staff, parents, volunteers and community partners involved in education in Member Boards. This award provides an opportunity to raise awareness and promote the importance of celebrating excellence and the necessity of recognizing the work of all members of the education community.
The Bernadine Yackman Memorial Award is for dedication, commitment and an outstanding contribution to education with special recognition for Northern Ontario service. The deadline for nominations for this particular award is June 15, 2012.

OPSBA Awards
For more information: Mary Adams, Awards Coordinator, ext. 101, or webmaster

Government Releases Policy Paper: Great to Excellent: Launching the Next Stage of Ontario's Education Agenda

On January 22, the government released a policy paper called, Great to Excellent: Launching the Next Stage of Ontario's Education Agenda. The paper was written by Michael Fullan, Special Advisor to the Premier and it is seen to be the last major announcement by Premier Dalton McGuinty before the Liberal Leadership Convention this Friday and Saturday. OPSBA staff and the Education Program Work Team will review the document and offer its analysis.

Toronto Star article about the policy paper
For more information: Jennifer McIntyre, Director of Policy, ext. 103; or webmaster

Ministry of Education UPDATE
2013: B3. Implications of the MOU with CUPE and Further Technical Clarifications, January 21
O. Reg 11/13. Amending O. Reg 1/13
O. Reg 12/13. Amending O. Reg 2/13

OPSBA Summaries
2013 B Memoranda (funding policy, financial matters)
2012 B Memoranda
2012 SB Memoranda (administrative information, clarification on financial matters)
2011 B Memoranda
2011 SB Memoranda

Ministry of Education Memoranda
B and SB Memoranda

Memoranda Summary
For more information: Wayne McNally, Director, Finance, x104, or webmaster

OPSBA in the MEDIA

Ontario teacher protest: Extracurricular boycott challenged by two school boards
Louise Brown and Kristin Rushowy, The Star (Jan 23)

Two small Ontario school boards are tackling the largest teachers' union in the country in a case that could have a significant impact on the dispute that has shut down extracurricular activities across the province.

The Trillium Lakelands District School Board in Ontario's cottage country and the Upper Canada District School Board in eastern Ontario are seeking a cease-and-desist order before the Ontario Labour Relations Board against the Elementary Teachers' Federation of Ontario.

Complete story
"Won't Make A Difference"
CBC Toronto News (Jan 22)

Matt Galloway spoke about the McGuinty government repealing Bill 115, with Michael Barrett. He is President of the Ontario Public School Boards' Association and a trustee with the Durham District School Board.

Listen (runs 4:56)

Bill 115: Ontario government repealing despised teacher anti-strike law but critics say problems remain
Kristin Rushowy, The Star (Jan 21)
The Ontario government will repeal its controversial Bill 115 on Wednesday - a move that is largely symbolic given the contracts it forced on teachers are still in place, and the conditions and costs school boards say the legislation imposes on them remain.

"It's not going to change anything - it still doesn't resolve any fundamental issues or concerns that both school boards and certain bargaining units would have," said Michael Barrett, president of the Ontario Public School Boards' Association and a trustee with the Durham District School Board.

Complete story
Ontario NEWSROOM
2012-13 Deficit Projection Improves by $3 Billion, January 22
Ontario to Repeal Putting Students First Act, January 21
New and Renovated Schools for Ontario Students, January 17
New China Partnership Benefits Ontario's Students, January 15
Statement By Minister Broten On OLRB Ruling, January 11
Ontario Reaches New Agreement with OPSEU, January 09
New Agreements For Teachers And Support Staff Introduced - Bill 115 To Be Repealed, January 3
Ontario PC Party releases Paths to Prosperity: Preparing Students for the Challenges of the Twenty-First Century
Ontario PC Leader Tim Hudak and PC Education Critic Lisa MacLeod launched the latest Ontario PC white paper - Paths to Prosperity: Preparing Students for the Challenges of the Twenty-First Century. The policy document includes 18 "paths" or recommendations for the education sector and cover many topics including standardized testing and scoring rates, curriculum suggestions, changes in superintendent, principal and teacher roles & responsibilities, defining a teacher's job, education finances, school facilities, and anti-bullying legislation.

OPSBA believes that a strong public education system is dependent on the many valued school board employees that help provide a wide variety of opportunities for our students to succeed. We will review the document and provide our comments to the PC Education Critic and her staff.

For more information: Jennifer McIntyre, Director of Policy, ext. 103; or webmaster

OASBO 70th Annual Conference & Industry Show, May 8—10
The OASBO 70th Annual Conference & Industry Show will be held at the London Convention Centre on May 8-10. Online registration for the Conference will be available in the near future. The following information is in regard to booking hotel accommodation.

London Hilton
300 King St., London
Conference rate: $129.00 s/d (standard) $149.00 s/d (deluxe)
Cut off date: April 7, 2013

Online reservations
Delta London Armouries
325 Dundas St., London
Phone: 1-800-668-9999 or (519) 679-6111
Reference: Ontario Association of School Business Officials
Conference rate: $115.00 s/d (standard)
Cut off date: April 8, 2013

For more information: Suzanne Fernandes, OASBO, (905) 209-9704

CSBA Congress 2013, July 4—6
BC School Trustees Association (BCSTA) is proud to be hosting education delegates from across Canada at the Canadian School Boards Association (CSBA) Congress being held from July 4-6, 2013 in Vancouver, B.C. The theme of Congress 2013 will be: "Diversity Matters. In the classroom. In the boardroom. In public education."
BCSTA is delighted to welcome former Governor General of Canada Michaëlle Jean as the keynote speaker - politician, accomplished journalist, advocate and champion of causes on gender equality, relief aid, the arts, and youth empowerment.

The Congress promises lively presentations, discussions, networking and social events that focus attention on all issues surrounding diversity. Interested presenters can contact BCSTA with a presentation proposal.

For more information: CSBA Congress 2013 website, or follow CSBA Congress 2013 on Facebook

From Education PARTNERS

Canadian Centre for Abuse Awareness, AbuseHurts.Com, January 2013

OASBO Finance Workshop, February 21—22

To register
Accommodation booking deadline: February 4

OASBO McCordic Award 2013
Nomination deadline: February 28


OASBO 70th Annual Conference, May 8—10

CSBA Congress 2013, July 4—6

Public Services Health & Safety Association (PSHSA) Upcoming Training Sessions
Free Webinar - "Addressing Priority Hazards for the Health and Community Care Sector"

Curriculum Services Canada (CSC) Webcasts for Educators

Kids Help Phone Youth Awareness Materials

Career BOARD

Career Board (from OPSBA members and education partners)

OASBO Job Postings as of Jan 24 (from OASBO members)

Upcoming Events

JANUARY 2013

EXECUTIVE COUNCIL
Wednesday, January 30, 10 a.m. to 3 p.m.
OPSBA Board Room, Toronto

2013 PUBLIC EDUCATION SYMPOSIUM
January 31—February 2
Sheraton Centre Hotel
123 Queen Street West, Toronto
Phone: 416-361-1000 or 1-800-325-3535
OPSBA rate: $190 plus taxes (single); $210 plus taxes (double)
Hotel cut-off date: January 8

FEBRUARY 2013

POLICY DEVELOPMENT WORK TEAM
Wednesday, February 20
via Adobe Connect

EXECUTIVE COUNCIL
Friday, February 22, 9 a.m. to 3 p.m.
OPSBA Board Room, Toronto

BOARD OF DIRECTORS
Friday, February 22, 7 p.m. to 9 p.m. & Saturday, February 23, 9 a.m. to 3 p.m.
Metropolitan Hotel, 108 Chestnut Street, Toronto
Phone: 416-977-5000 or 1-800-668-6600
OPSBA Board of Directors Rate: $133
Cut-off date: January 31

NORTHERN REGION DIRECTORS
Friday, February 22, 4 p.m. to 6 p.m.
OPSBA Board Room, Toronto

MARCH 2013
EXECUTIVE COUNCIL
Wednesday, March 20, 10 a.m. to 3 p.m.
OPSBA Board Room, Toronto

2013 LABOUR RELATIONS SYMPOSIUM
March 21—23
Sheraton Centre Hotel
123 Queen Street West, Toronto
Phone: 416-361-1000 or 1-800-325-3535
OPSBA rate: $205 plus taxes (single and double room)
Hotel cut-off date: February 17

APRIL 2013
REGIONAL MEETINGS
Saturday, April 6

EXECUTIVE COUNCIL
Friday, April 26, 9 a.m. to 3 p.m.
OPSBA Board Room, Toronto

BOARD OF DIRECTORS
Friday, April 26, 7 p.m. to 9 p.m. & Saturday, April 27, 9 a.m. to 3 p.m.
Metropolitan Hotel, 108 Chestnut Street, Toronto
Phone: 416-977-5000 or 1-800-668-6600
OPSBA Board of Directors Rate: $145
Cut-off date: March 31

NORTHERN REGION DIRECTORS
Friday, April 26, 4 p.m. to 6 p.m.
OPSBA Board Room, Toronto

May 2013
EDUCATION PROGRAM / POLICY DEVELOPMENT (Joint Meeting)
Friday, May 10, 10 a.m. to 3 p.m.
OPSBA, Toronto

EXECUTIVE COUNCIL
Friday, May 31, 10 a.m. to 3 p.m.
OPSBA Board Room, Toronto

JUNE 2013
2013 AGM & PROGRAM
June 6—8
Hosted by: Central East Region
Location to be announced.

About Fast Reports
If you have any comments about Fast Reports, contact CARLA GARUAS, Editor
MICHAEL BARRETT, President • GAIL ANDERSON, Executive Director
OPSBA • 439 University Avenue, 18th Floor, Toronto, Ontario M5G 1Y8
Tel: (416) 340-2540 Fax: (416) 340-7571 or e-mail us at webmaster@opsba.org
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<th>DATE</th>
<th>TIME</th>
<th>MEETING</th>
<th>(Printing Date)</th>
</tr>
</thead>
<tbody>
<tr>
<td>February 12</td>
<td>7:30 p.m.</td>
<td>Regular Meeting of the Board</td>
<td></td>
</tr>
<tr>
<td>February 19</td>
<td>7:00 p.m.</td>
<td>Special Education Advisory Committee</td>
<td>February 14</td>
</tr>
<tr>
<td>February 20</td>
<td>6:00 p.m.</td>
<td>Instructional Programs/Curriculum Committee</td>
<td>February 14</td>
</tr>
<tr>
<td>February 26</td>
<td>7:30 p.m.</td>
<td>Regular Meeting of the Board</td>
<td>February 21</td>
</tr>
<tr>
<td>March 5</td>
<td>6:15 p.m.</td>
<td>Physical Planning &amp; Building Committee</td>
<td>February 28</td>
</tr>
<tr>
<td>March 19</td>
<td>7:00 p.m.</td>
<td>Special Education Advisory Committee</td>
<td>March 14</td>
</tr>
<tr>
<td>March 20</td>
<td>6:00 p.m.</td>
<td>Instructional Programs/Curriculum Committee</td>
<td>March 14</td>
</tr>
<tr>
<td>March 26 (Tuesday)</td>
<td>7:30 p.m.</td>
<td>Regular Meeting of the Board</td>
<td>March 21</td>
</tr>
<tr>
<td>April 2</td>
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<td>March 28</td>
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<tr>
<td>April 9</td>
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<td>April 4</td>
</tr>
<tr>
<td>April 16</td>
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<td>April 11</td>
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<tr>
<td>May 7</td>
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<td>Physical Planning &amp; Building Committee</td>
<td>May 2</td>
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<td>May 14 (Tuesday)</td>
<td>7:30 p.m.</td>
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<td>May 9</td>
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<td>May 15</td>
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<td>Instructional Programs/Curriculum Committee</td>
<td>May 9</td>
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<td>May 21</td>
<td>7:00 p.m.</td>
<td>Special Education Advisory Committee</td>
<td>May 16</td>
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<td>May 28 (Tuesday)</td>
<td>7:30 p.m.</td>
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<td>May 23</td>
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<tr>
<td>June 4</td>
<td>6:15 p.m.</td>
<td>Physical Planning &amp; Building Committee</td>
<td>May 30</td>
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<td>June 11</td>
<td>7:30 p.m.</td>
<td>Regular Meeting of the Board</td>
<td>June 6</td>
</tr>
<tr>
<td>June 12</td>
<td>6:00 p.m.</td>
<td>Instructional Programs/Curriculum Committee</td>
<td>June 6</td>
</tr>
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<td>June 18</td>
<td>7:00 p.m.</td>
<td>Special Education Advisory Committee</td>
<td>June 13</td>
</tr>
<tr>
<td>June 19 (Wednesday)</td>
<td>7:30 p.m.</td>
<td>Regular Meeting of the Board</td>
<td>June 13</td>
</tr>
</tbody>
</table>

**SPECIAL DATES:**

Kindergarten Registration: February 4, 6, 7 & 8, 2013
25 Year Club Dinner: April 30, 2013