



Meeting of the Board

Tuesday, May 6, 2025, at 6:15 p.m.
Schumacher Board Office and Microsoft Teams Meeting

AGENDA

Item	Topic	Presenter	Page
1.0	Call to Order		
	Motion: THAT the Board reconvene in regular session		
1.1	Territorial Acknowledgement		
1.2	Quorum		
	Motion: THAT the Board approve the absence of the following Trustees from the May 6, 2025, meeting of the Board:		
1.3	Approval of the Agenda		
	Motion: THAT the Board approve the agenda for the Meeting of the Board dated May 6, 2025		
1.4	Declaration of Conflict of Interest		
2.0	Consent Agenda		
2.1	Minutes of the Meeting of the Board held April 15, 2025		3
2.2	Minutes of the Finance and Property Committee Meeting held April 15, 2025		7
2.3	Minutes of the By-Law Review Committee Meeting held April 15, 2025		10
2.4	Policy 1.2.6 – Principal and Vice-Principal Transfer		12
2.5	Policy 1.2.13 – Criminal Background Check		13
2.6	Procedure 2.1.11 Student Travel – Field Trips		15
2.7	Procedure 3.1.7 – Trustee Expenses		43
	Motion: THAT the Board approve the consent agenda as follows:		
	Consent Agenda Items for approval:		
	2.1 Minutes of the Meeting of the Board held April 15, 2025		
	2.2 Minutes of the Finance and Property Committee Meeting held April 15, 2025		
	2.3 Minutes of the By-Law Review Committee Meeting held April 15, 2025		
	2.4 Policy 1.2.6 – Principal and Vice-Principal Transfer		
	2.5 Policy 1.2.13 – Criminal Background Check		
	Consent Agenda Items for receipt:		
	2.6 Procedure 2.1.11 Student Travel – Field Trips		
	2.7 Procedure 3.1.7 – Trustee Expenses		
3.0	Reports		
3.1	Chair Report	Chair Pye-Reasbeck	52
	Motion: THAT the Board receive the Chair Report		
3.2	Director Report	Director Dye	54
	Motion: THAT the Board receive the Director Report		
3.3	Student Trustee Report	Student Trustees	
	Motion: THAT the Board receive the Student Trustee Report		
3.4	CODE Ontario Education Staffing Crisis	Director Dye	55
	Motion: THAT the Board receive the CODE Ontario Education Staffing Crisis Presentation		
4.0	Monitoring		
4.1	Special Education	Superintendent Pladzyk Lead Pecore	72
	Motion: THAT the Board receive the Special Education Presentation		
4.2	Strategic Plan Vignette: May 2025		
	Motion: THAT the Board receive the May 2025 Strategic Plan Vignette		

5.0	Other Business	
5.1	Student Trustee Election	
	Motion: THAT the Board approve the election of the following students as Student Trustees for the 2025-2026 school year: _____ , from _____ for the two-year term Student Trustee _____ , from _____ for the one-year term Student Trustee _____ , from _____ for the one-year term Indigenous Student Trustee	
5.2	OPSBA Board of Directors Member, Voting Delegate and Alternate	98
	Motion: THAT the Board approve the following appointments to the Ontario Public School Boards' Association for the 2025-2026 Term of Office: 1. THAT Trustee _____ be appointed to the OPSBA Board of Directors 2. THAT Trustee _____ be appointed OPSBA Delegate 3. THAT Trustee _____ be appointed OPSBA Alternate Delegate	
5.3	Letter to the Minister of Education: Ontario Regulation 463/97 Electronic Meetings and Meeting Attendance	108
	Motion: THAT the Board receive the Letter to the Minister of Education: Ontario Regulation 463/97 Electronic Meetings and Meeting Attendance	
6.0	Items for Future Meetings	
6.1	June: Student Achievement Presentation	
6.2	June: Technology Trailer	
7.0	Adjournment	
	Motion: THAT we do now adjourn	



Meeting of the Board

Tuesday, April 15, 2025, at 6:15 pm
Schumacher Board Office and Microsoft Teams

MINUTES

TRUSTEES PRESENT

Howard Archibald
Bob Brush
Jonathan Byer, Vice-Chair
Dennis Draves
Crystal Hewey
Steve Meunier
Brian Peever
Rosemary Pochopsky
Doug Walsh

EXCUSED TRUSTEE ABSENCES

Cindy Pye-Reasbeck, Chair
Larry Wiwchar

STUDENT TRUSTEES PRESENT

Aiesha Hindle

STUDENT TRUSTEES ABSENT

Alexandra Gauthier

ADMINISTRATION PRESENT

Lesleigh Dye	Director of Education
Lisa Edwards	Superintendent of Business/Finance and Treasurer
Al McLean	Superintendent of Education and Human Resources
Chad Mowbray	Superintendent of Education
Steven Pladzyk	Superintendent of Education

RECORDING SECRETARY

Melanie Demers Executive Assistant to the Director of Education Lesleigh Dye

STAFF PRESENT

Melanie Demers	Executive Assistant to the Director of Education, Lesleigh Dye
Andréanne Denis	Communications Officer
Larry Souliere	Information Services Coordinator



IN-CAMERA SESSION

The In-Camera session meeting was called to order at 6:01 p.m. by Vice-Chair Byer

9190-25 PEEVER / WALSH

THAT this Board resolve itself into a Committee of the whole.

CARRIED

9191-25 MEUNIER / HEWEY

THAT this Board resolve itself into a Committee of the Whole, in-camera.

CARRIED

9192-25 BRUSH / HEWEY

THAT we now rise and report to the Board.

CARRIED

CALL TO ORDER

The Regular Session meeting was called to order at 6:15 p.m. by Chair Pye-Reasbeck

9193-25 DRAVES / BRUSH

THAT the Board reconvene in regular session

CARRIED

TERRITORIAL ACKNOWLEDGEMENT

The meeting opened by respectfully acknowledging being situated on the Traditional Territory of the Cree, Ojibway and Oji-Cree people of the Mattagami First Nation, located in Treaty 9 Territory, and the Métis who have chosen to settle in this area.

TRUSTEE ABSENCE

9194-25 HEWEY / PEEVER

THAT the Board approve the absence of the following Trustees from the April 15, 2025, meeting of the Board:

Chair Pye-Reasbeck
Trustee Wiwchar

CARRIED

APPROVAL OF THE AGENDA

9195-25 POCHOPSKY / MEUNIER

THAT the Board approve the agenda for the Meeting of the Board dated April 15, 2025, as amended:

Addition:

5.0 Other Business:

5.4 Committee Structure

CARRIED

DECLARATION OF CONFLICT OF INTEREST

Trustees were asked to declare conflicts of interest as they arise and must do so in writing in the log kept in the Chair's office.

Trustees declaring a conflict are to disconnect from Microsoft Teams at the time of the discussion and will receive a text from the Director of Education / Secretary of the Board when they are welcome to join.



CONSENT AGENDA

9196-25 HEWEY / WALSH

THAT the Board approve the consent agenda as follows:

Consent Agenda Items for approval:

- 2.1 Minutes of the Meeting of the Board held April 1, 2025
- 2.2 Minutes of the Strategic Planning Committee meeting held April 1, 2025
- 2.3 Minutes of the Human Resources Committee meeting held April 1, 2025
- 2.6 Policy 2.1.45 – Community Involvement
- 2.7 Cash Disbursement Report: February and March 2025

Consent Agenda Items for receipt:

- 2.4 Policy & Procedure 1.2.6 – Principal and Vice-Principal Transfer
- 2.5 Policy & Procedure 1.2.13 – Criminal Background Check

CARRIED

REPORTS

Student Trustee Hindle and Lead Plaunt met with DSB1 Indigenous Student Advisor. A student leadership workshop is being planned in partnership with Turtle Concepts.

Student Trustees will be elected at the upcoming Student Senate meeting.

9197-25 DRAVES / POCHOPSKY

THAT the Board receive the Student Trustee Report
CARRIED

MONITORING

9198-25 HEWEY / ARCHIBALD

THAT the Board receive the Strategic Plan Monitoring Presentation

CARRIED

OTHER BUSINESS

9199-25 WALSH / HEWEY

THAT the Board approve the 2025-2026 Board Meeting Calendar

CARRIED

9200-25 DRAVES / POCHOPSKY

THAT the Board approve the 2025-2026 Preliminary Staffing of 296.9 FTE for Elementary and 211.47 FTE for Secondary

CARRIED

9201-23 MEUNIER / WALSH

THAT the Board receive the 2025-2026 Principal and Vice-Principal Transfer and Placements

CARRIED



9202-25 PEEVER / DRAVES

THAT the Board approve to move to a Committee Structure through by-law review.

CARRIED

ADJOURNMENT
9203-25 MEUNIER

THAT we do now adjourn

CARRIED

The meeting was adjourned at 7:20 p.m.

SECRETARY OF THE BOARD

CHAIR OF THE BOARD



Finance and Property Committee

Tuesday, April 15, 2025, at 4:30 p.m.
Schumacher Board Office
153 Croatia Avenue Schumacher, ON

MINUTES

TRUSTEES PRESENT

Howard Archibald
Bob Brush
Dennis Draves
Jonathan Byer-Chair
Crystal Hewey
Brian Peever
Rosemary Pochopsky
Douglas Walsh

TRUSTEES ABSENT

Steve Meunier
Cindy Pye-Reasbeck
Larry Wiwchar

ADMINISTRATION PRESENT

Lesleigh Dye	Director of Education
Lisa Edwards	Superintendent of Business/Finance
Al McLean	Superintendent of Education/Human Resources
Chad Mowbray	Superintendent of Education
Steve Pladzyk	Superintendent of Education

ADMINISTRATION ABSENT

RECORDING SECRETARY

Jessica Hardy	Executive Assistant to the Superintendent of Business/Finance
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STAFF PRESENT

Melanie Demers	Executive Assistant to the Director of Education
Andréanne Denis	Communications Manager



CALL TO ORDER

Jonathan Byer, Chair of the Finance and Property Committee, called the meeting to order at 4:33 p.m.

BRUSH / POCHOPSKY

THAT this Finance and Property Committee resolve into a Committee of the Whole.

CARRIED

APPROVAL OF THE AGENDA

WALSH

THAT the agenda for the Finance and Property Committee Meeting dated April 15, 2025, be approved.

CARRIED

CONFLICT OF INTEREST

Trustees declaring a conflict of interest must do so in writing, with a log kept on file by the Chair. Trustees declaring a conflict are to leave the meeting space/disconnect from Teams at the time of the discussion and will receive a text/notification from the Superintendent of Business when they are welcome to join.

STUDENT NUTRITION PROGRAMS

POCHOPSKY

THAT this Finance and Property Committee receive the student nutrition programs update.

CARRIED

FINANCIAL SPENDING UPDATE-DECEMBER 2024 TO FEBRUARY 2025

DRAVES

THAT this Finance and Property Committee receive the financial spending update from December 2024 to February 2025.

CARRIED

OPSBA MEMBERSHIP COSTS

POCHOPSKY

THAT this Finance and Property Committee receive the OPSBA Membership costs update.

CARRIED

PROCESS TO APPROVE TRUSTEE EXPENSES (PROCEDURE 3.1.7)

PEEVER

THAT this Finance and Property Committee receive the process to approve trustee expenses (procedure 3.1.7).

CARRIED



BUDGET TIMELINES

BRUSH

THAT this Finance and Property Committee receive the budget timelines update.

RISE

THAT this Finance and Property Committee now rise.

CARRIED

The committee rose and reported at 5:31 p.m.



By-Law Review Committee

Tuesday, April 15, 2025, at 3:15 p.m.
Schumacher Board Office and Microsoft Teams

MINUTES

TRUSTEES PRESENT

Jonathan Byer, Vice-Chair Dennis
Draves
Brian Peever
Rosemary Pochopsky

APPROVED TRUSTEE ABSENCES

Cindy Pye-Reasbeck, Chair

ADMINISTRATION PRESENT

Lesleigh Dye Director of Education

RECORDING SECRETARY

Melanie Demers Executive Assistant to the Director of Education Lesleigh Dye



Call to Order

The meeting was called to order at 3:15 p.m. by Vice-Chair Byer

DRAVES / POCHOPSKY

THAT the agenda for the By-Law Review Committee meeting dated April 15, 2025, be approved

CARRIED

By-Law Review provided by Sheila MacKinnon

Sheila MacKinnon explained the purpose and benefits of having smaller committees, emphasizing that they allow for more in-depth study, increased participation, and more efficient board meetings. She also discussed the new regulation on electronic meetings and the importance of appearing in person unless granted an exemption.

Sheila MacKinnon recommended having three standing committees: Finance and Property, Equity and Well-being, and Policy and Bylaw. She also suggested reviewing all policies within a four-year term and discussed the roles of advisory and ad hoc committees.

The importance of having clear terms for committee membership was discussed, including the number of Trustees on each committee, the election of Chairs and Vice-Chairs, and the possibility of Trustees attending committee meetings they are not members of.

The committee discussed the pros and cons of moving to a committee structure versus maintaining the Committee of the Whole. They decided to recommend moving to a committee structure and will bring this recommendation to the Board for a vote.

Other Business

NIL

Rise and Report

BRUSH / DRAVES

THAT we now rise and report

CARRIED

The meeting was adjourned at 4:27 p.m.



PRINCIPAL / VICE-PRINCIPAL TRANSFER POLICY

1.0 Rationale

The Board believes in providing Principals and Vice-Principals with a greater depth of knowledge; broader experience and new challenges in their leadership for the betterment of the school and community.

2.0 Definitions

3.0 Policy

District School Board Ontario North East may transfer Principals and/or Vice Principals from one school or system position to another for professional and career growth and to best meet the needs of the students and system.

The foundation of this Policy and Procedure is guided by our Vision Statement: *Empowering all learners to achieve personal excellence* and our Mission Statement: *Together, we inspire innovation and a passion for learning.*



CRIMINAL RECORD AND VULNERABLE SECTOR BACKGROUND CHECKS / SCREENING

1.0 Rationale

District School Board Ontario North East has the responsibility, under *The Education Act*, to provide a safe and secure working and learning environment for students and employees. The board is in a position of trust with regard to students and must strive to protect their intellectual, physical, mental, and emotional well-being.

2.0 Definitions

Criminal Record Background Check: means a document concerning an individual :

- a) that was prepared by a police force or service from national data on the Canadian Police Information Centre (CPIC) database within six (6) months, and,
- b) that provides information concerning the individual's police record including Criminal Code (Canada) convictions, records of convictions under the Controlled Drugs and Substances Act, Narcotic Control Act and Food and Drugs Act and all outstanding warrants and charges.

Vulnerable Sector Check Screening: means a document concerning an individual

- a) that was prepared by a police force or service from national data on the Canadian Police Information Centre (CPIC) database within six (6) months;
- b) that provides information concerning the individual's police record including Criminal Code (Canada) convictions, records of convictions under the Controlled Drugs and Substances Act, Narcotic Control Act and Food and Drugs Act and all outstanding warrants and charges; and
- c) contains information resulting from a criminal record search of data maintained by the Royal Canadian Mounted Police for sexual offences for which a pardon has not been granted or issued.

Offence Declaration: means, in respect of a Board, a written declaration (Appendix A) signed by an individual listing all of the individual's convictions for offences under the *Criminal Records Act (Canada)* up to the date of the declaration:

- a) that are not included in a Criminal Record Background Check collected by the Ontario College of Teachers (OCT) after December 31, 1998 or in the last criminal background check collected by the Board under this regulation; and

CRIMINAL BACKGROUND CHECK / VULNERABLE SECTOR SCREENING - 2

- b) for which a pardon under Section 4.1 of the *Criminal Records Act (Canada)* has not been issued or granted.

Direct contact: in schools, this refers to any individual or group that a student interacts with or comes into close proximity to, who could have an influence on the student's learning environment, behaviour, or overall well-being.

Service Provider: means an individual who is not an employee of the Board and who comes into direct contact with pupils on a regular basis at a school site of the Board in the normal course of:

- a) providing goods or services under contract with the Board, carrying out his or her employment functions as an employee of a person who provides goods or services under contract with the Board, or,
- b) providing services to a person who provides goods or services under contract with the Minister.

Identification Card: means a wallet sized card, issued to an individual Service Provider who has been determined to present no unacceptable risk to students who may attend school property and come in direct and regular contact with students.

3.0 Policy

District School Board **DSB** Ontario North East will not hire into its employ or continue to employ persons who will have direct and regular contact with students who have police records and/or patterns of behaviour which place students or staff at risk.

District School Board **DSB** Ontario North East will not allow school access to *Service Providers* or *Others* who have direct and regular contact with students:

- who cannot provide evidence of a completed Vulnerable Sector Check or
- who have provided a Vulnerable Sector **Check screen** which has been adjudicated and found to present unacceptable risk to students and/or staff.

District School Board **DSB** Ontario North East will not allow school access to *Service Providers* or *Others* who do not have direct and regular contact with students:

- who cannot provide evidence of a completed Criminal **Record Background** Check, or
- who have provided a Criminal **Record Background** Check **vulnerable sector screen** which has been adjudicated and found to present unacceptable risk to students and/or staff.



STUDENT TRAVEL – FIELD TRIPS

Procedures

1.0 Approval / Field Trip Information

- 1.1** Application is to be made through the principal to his/her superintendent for any student travel activities outside the community or overnight using the Field Trip Information Form (Appendix A). All field trip forms will include the following criteria for approval:
 - 1.1.1** alignment with an existing approved school program or club;
 - 1.1.2** ability to demonstrate an enhanced opportunity for educational growth;
 - 1.1.3** an assessment of involved or potential risks. See the Risk Management Assessment Form (Appendix B), which is provided to help teachers assess and mitigate risks in planned field trips/excursions;
 - 1.1.4** inclusion of teacher supervisor(s).
- 1.2** For frequently visited venues that have an element of risk, the Risk Management Assessment form may be completed annually.
- 1.3** The league schedule for seasonal league play at the secondary level is to be submitted as one field trip form with the schedule attached, in compliance with the timelines.
- 1.4** Students or staff will not be engaged in field trips that require travel time that would be too lengthy for the age of the students involved; require inordinate expense or excessive absence from school; where safety measures have been deliberately removed; or involve prohibited activities.
- 1.5** Staff is required to coordinate and plan all aspects of swim tests as outlined in section 5.
- 1.6** Approval of the regional Superintendent for extracurricular travel falling on designated Professional Activity days must be received before any arrangements or commitments are made.
- 1.7** The following timelines for application shall be observed:
 - 1.7.1** Within Ontario – 2 weeks prior to the trip;
 - 1.7.2** Within Canada – 3 months prior to the tip;
 - 1.7.3** Outside Canada – 10 months prior to the trip;
- 1.8** Exceptions to this timeline will be reviewed on an individual basis and may not be approved if exceptional conditions do not exist. (e.g., Ontario Federation of School Athletic Association (OFSAA) Competitions).
- 1.9** School programs requesting travel outside of the Board jurisdiction are subject to approval by the Director or designate. If travelling out of province or country, medical and travel insurance must be purchased.

STUDENT TRAVEL – FIELD TRIPS - 2

- 1.10** Excursions or travel not approved by the Director or designate are not endorsed, funded, or affiliated with District School Board Ontario North East. District School Board Ontario North East absolves all responsibilities of such trips.
- 1.11** In all cases of travel, District School Board Ontario North East is absolved from all liability or additional costs incurred as a result of cancellations, delays, or postponements unless as specified in section 8 of the Student Travel/Field Trips Procedures.
- 1.12** Field trips that involve high costs are to have travel cancellation insurance.
- 1.13** Field trips involving a Third Party Venue:
- 1.13.1** vendor must provide evidence of liability insurance.
 - 1.13.2** applicants must read all waivers and/or service contracts carefully before signing.
 - 1.13.3** when the venue contains an element of risk, the operator must provide a Risk Management Information Package. The Third Party Information Letter (Appendix C) may be provided by the school when requesting a package from a provider.
- 1.14** Once an itinerary has been approved it cannot be modified without going through the approval process again.
- 1.15** The approval process includes:
- 1.15.1** the Principal approves all field trips during the school day within the community; no field trip form is required; parents are to receive notification and information regarding these trips;
 - 1.15.2** schools are responsible for maintaining an internal system for tracking all trips off school grounds;
 - 1.15.3** where parents have shared custody, both parents are to receive the notifications and field trip forms, however only one form needs to be returned with one signature;
 - 1.15.4** ensuring that no student is prevented from participating in any activity because of inability to pay;
 - 1.15.5** scrutinizing all submitted field trip forms to ensure all criteria are met and all sections are completed before submitting them to their Regional Superintendent for approval. Use the Principal's Checklist (Appendix D) to ensure submitted field trip forms are completed fully;
 - 1.15.6** ensure that pre-trip meetings with parents and students are arranged for all trips with any of the following criteria:
 - Includes high risk activities
 - Is out of province or country
 - All Grade 8 trips

- Any other trip in consultation with your regional Superintendent

These meetings will be to share information regarding the trip agenda; detail any requirements such as funding, passports, medical forms or insurance; outline expectations regarding behaviour, swimming, supervision; and to answer any questions the parents or students may have.

1.15.7 all requests for special arrangements (e.g., parent transporting their child; a parent transporting another child; student driving themselves) are to be made in writing to the Principal. Such requests must be pre-approved and are at the discretion of the Principal

2.0 Water Related Activities

2.1 All participants will adhere to the Ontario Physical Activity Safety Standards for swimming at a supervised pool:

Elementary OPHEA Guidelines: <https://safety.ophea.net/elementary/curricular/swimming>

Secondary OPHEA Guidelines: <https://safety.ophea.net/secondary/curricular/swimming>

2.2 All participants will adhere to the Ontario Physical Activity Safety Standards for swimming outdoors:

Elementary OPHEA Guidelines:
<https://safety.ophea.net/elementary/curricular/outdoor-education-swimming>

Secondary OPHEA Guideines:
<https://safety.ophea.net/secondary/curricular/outdoor-education-swimming>

2.3 Boating/Watercraft activities:

2.3.1 Pupils may only participate in trips involving boating with explicit specific written permission of their parent/guardian.

2.3.2 All participants must complete and pass the required swim test. Students that pass the swim test wearing a PFD are allowed to participate, but will be required to wear a PFD at all times while on or near the water.

2.3.3 PFDs, as approved by Transport Canada, are worn at all times by pupils in watercraft (e.g., canoes, paddle boards, kayaks, inflatables), except on licensed commercial passenger vessels.

2.3.4 Activities taking place on or near water require participants to pass a swim test. Students who wear a PFD to pass the swim test are allowed to participate but are required to wear a PFD at all times while on or near the water. These tests will be administered by a certified aquatic instructor, and are based on the Lifesaving Society's Swim to Survive™ Standard. Swim tests must be administered within the school year that the activity is taking place. In lieu of completing the swim test, students may provide proof of Bronze Medallion certification or higher. Students who do not pass the swim test may not participate in the field trip/excursion. This test would include, but not be limited to, the following requirements:

- Rolling entry (backwards or forward) into deep water at 2.75m (9') minimum depth
- Tread water for 1 minute
- Swim 50m (164') continuously, any stroke

2.3.5 Results of swim tests will be provided to the students, parents/guardians teacher, trip supervisors, lifeguards and instructors. Students who do not pass the required swim test will not participate in the field trip/excursion.

The school must ensure that they meet or exceed the minimum safety standards set out in the OPHEA Guidelines. For specifics regarding your planned activity, visit the OPHEA website at <http://safety.ophea.net/>.

3.0 Informing Parents / Guardians

3.1 When pupils are to be taken from the confines of school property on a field trip or excursion lasting longer than the school day or outside the community, it shall be incumbent upon the teacher and principal to notify the parents/guardians in writing of:

- 3.1.1** the education philosophy for taking the trip;
- 3.1.2** details of supervision, schedules, itineraries, meal arrangements and any additional costs that could be incurred by the pupils;
- 3.1.3** the applicable rules for safety and proper conduct during the trip;
- 3.1.4** the rights of the school supervisors to ensure safe supervision;
- 3.1.5** the right of the parent to deny his/her child's participation;
- 3.1.6** the right of the parent/guardian to identify special dietary considerations (for religious or medical reasons);
- 3.1.7** for field trips involving water, the results of their student's swim test; students who do not pass the required swim test will not participate in the field trip/excursion.

4.0 Required Written Consents

- 4.1** Students, excluding adult students, must have a written consent of the parent/guardian before taking part in any excursion lasting longer than the normal school day or outside the community.
- 4.2** Students participating in any sports team or extracurricular group, must read and uphold the Code of Expectations for Participation in Sports and/or Extracurricular Activities (Appendix E). A copy of the Code, signed by student, parent and teacher/coach, must be on file for all group/team participants.
- 4.3** The teacher will ensure that a written consent has been received prior to the actual departure of the students (Appendix F).

STUDENT TRAVEL – FIELD TRIPS - 5**5.0 Supervision**

- 5.1** For out of community or overnight travel, adequate supervision that includes a teacher and/or Principal must be provided to ensure the safety and well-being of all participants, and that the standard of care is met.
- 5.2** All chaperones/volunteers must provide a current Vulnerable Sector Screening (VSS) to the teacher in charge.
- 5.3** There must be same-gender chaperones on field trips that are overnight. Same-gender chaperones must be in attendance for room checks.
- 5.4** The following minimum ratios of supervision by grade must be met or exceeded for all field trips/excursions. These ratios do not apply within the geographical area of the Board, during transportation between school and venue, when additional supervision is in place at the venue that meets supervision ratios. Note that some activities require different supervision ratios. Refer to The Ontario Physical Education Safety Guidelines (OPHEA) for specifics at <http://safety.ophea.net/>.

Grades	Students : Teacher / Supervisor
K1 – K2	6 : 1
Gr. 1 – Gr. 3	8 : 1
Gr. 4 – Gr. 6	10 : 1
Gr. 7 – Gr. 8	15 : 1
Gr. 9 – Gr. 12	20 : 1

- 5.5** The principal will ensure that the teachers-in-charge/supervisors (e.g., support staff, volunteers) understand that they are expected to actively supervise for the duration of the field trip, upholding and enforcing the rules of the school and the requirements of the school code of conduct, and provide a standard of care.

6.0 Financing

- 6.1** Careful assessment of companies sponsoring student tours is to be made.
- 6.2** Every attempt should be made to find tours of an economical cost to students.
- 6.3** Whenever possible, the cost of adult chaperones will be covered by the school fund-raising activity rather than the individual student fees.
- 6.4** Upon request, a statement of expenses will be provided to parents upon completion of the trip.
- 6.5** The Board will not normally assist financially with such functions beyond allotments in the budget.
- 6.6** The Board, in approving student travel or field trips, assumes no financial obligation beyond allotments in the budget.

7.0 Transportation

- 7.1** Students may be provided with transportation by volunteers, including students, who are properly licensed and can provide proof of adequate insurance coverage.

STUDENT TRAVEL – FIELD TRIPS - 6

7.2 The Principal must ensure that those who provide transportation for students have a minimum of \$2,000,000.00 Liability and Property Damage Insurance.

7.3 All volunteer drivers must complete the form entitled “Volunteer Driver: Authorization To Transport Students” (Appendix G). This form must be kept on file at the school office for one full year, and a copy may be provided to the volunteer driver and/or the vehicle owner if requested.

7.3.1 An insurance rider shall be provided by the insured for the occasional and infrequent use by the insured of his/her personal automobile for the transportation of students to or from school or school activities conducted within the education program.

7.3.2 A copy of the insurance rider shall be on file with the principal prior to departure and the driver of such vehicles shall be a person (principal, teacher, parent, student, volunteer) of at least 18 years of age and hold a valid G driver’s license.

7.3.3 All vehicles used for student travel must be equipped with snow tires or industrial snow-rated tires commencing on the first day of November and all days up to the last day of April.

8.0 Inclement Weather

8.1 While travelling within province on a board funded excursion, if hazardous weather conditions cause a teacher supervisor to decide to remain off the road for an extra night, parents will be notified by telephone through the principal and the cost of overnight accommodations and food will be reimbursed by District School Board Ontario North East.

8.2 Travel will not commence if hazardous weather conditions and/or weather warnings (as reported through Ontario Ministry of Transportation and/or Ontario Provincial Police and/or Environment Canada) exist and warrant the cancellation of school buses in any area intended for travel. In the event that conditions change, and acceptable travel conditions (as reported through Ontario Ministry of Transportation, OPP and Environment Canada) prevail, travel may commence after consultation with regional Superintendent.

8.3 The teacher supervisor is responsible for adhering to policy, and expected to confirm safe travel conditions through to the intended destination whenever travel is planned by conferencing with the Transportation Officer and/or utilizing an appropriate transportation authority such as those listed below.

8.4 The following websites can be used to check weather and road conditions:

8.4.1 [Ministry of Transportation](#)

8.4.2 [Road Conditions Weather Information Network](#)

8.4.3 [Environment Canada](#)

9.0 Medical Information

9.1 The principal will ensure that accurate medical information has been requested from parents and that staff members and chaperones have been informed when appropriate (Appendix H) in order to provide an adequate standard of care. For information regarding travel with students with

STUDENT TRAVEL – FIELD TRIPS - 7

medical conditions, please refer to Section 3 of the Health Support Services Procedures, and to the Supporting Students with Prevalent Medical Conditions (Anaphylaxis, Asthma, Diabetes, and/or Epilepsy) Procedures.

- 9.2** A copy of the Plan of Care must accompany all students with prevalent medical conditions on all field trips/excursions and be in the care of the trip supervisor. Please refer to the Supporting Students with Prevalent Medical Conditions Procedures for the Plan of Care form.
- 9.3** It is the responsibility of the parent/guardian or the adult student to inform the teacher responsible for the excursion of any medical and/or dietary condition the student may have which may require special consideration. It is also the parent/guardian or adult student's responsibility to inform the teacher of any prescribed or other medication the student will or may have to have administered or self-administered during the excursion. Student health card numbers will be available through the students or will have been provided to the teacher.

10.0 Risks Inherent In Physical Activity

- 10.1** The risk of injury exists in excursions, sports and daily activities. However, due to the very nature of some activities, the risk of injury may increase. Injuries may range from minor sprains and strains to more serious injuries. These injuries result from the nature of the activity and can occur without fault on either the part of the student, the school board or its employees/agents or the facility where the activity is taking place. Some activities that are identified as having the potential for more serious consequences are: alpine skiing/snowboarding, broomball (ice), cheerleading (acrobatic), field hockey, field lacrosse, gymnastics, ice hockey, ringette (ice), swimming, wrestling, and/or field events: high jump, shot put. The safety and well-being of students is a prime concern and attempts are made to manage, as effectively as possible, the foreseeable risks inherent in activities. The principal will ensure that parents/guardians are aware of risk associated with activities included in the field trip and advise parents/guardians to contact the school to discuss safety concerns related to any physical activity in which their child is participating.

The school must ensure that they meet or exceed the minimum safety standards set out in the OPHEA Guidelines. For specifics regarding your planned activity, visit the OPHEA website at <http://safety.ophea.net/>.

11.0 Supervisor Qualifications and Training

- 11.1** Certain field trip activities may require specific training or qualifications. It is the responsibility of the Principal to ensure that the teacher, trip guide, instructor or supervisor has the required current certifications. Check the OPHEA Guidelines for specific minimum requirements for the planned activity.

12.0 Use of School Owned Buses and Obligations for Electronic Monitoring Devices

Adapted from [The Official Ministry of Transportation \(MTO\) Truck Handbook](#). Please refer to the Truck Handbook for the full regulations and requirements for drivers.

Section A: Duty Status:

- 1) Off-duty time spent in a sleeper berth.
- 2) Off-duty time not spent in a sleeper berth.
- 3) On-duty time spent driving.
- 4) On-duty time, not spent driving.

On-duty activities include:

- driving;
- performing any other activities for the operator, such as inspecting, cleaning or repairing your vehicle;
- travelling as a co-driver (not including when in sleeper berth);
- loading and unloading the vehicle;
- waiting at inspections for unloading or loading to be completed; or
- because of an unforeseen occurrence such as an accident.

These four categories are used to determine the minimum off-duty required and the maximum on-duty times allowed for commercial vehicle drivers.

Section B: Hours of service requirements**1. Daily requirement:**

- A driver must have 10 hours off-duty in a day.
- A driver cannot drive more than 13 hours in a day.
- A driver cannot drive after 14 hours on-duty in a day.

2. Mandatory off-duty time

- After a period of at least eight hours off-duty, a driver cannot drive more than 13 hours.
- After a period of at least eight hours off-duty, a driver cannot drive after having been on-duty for 14 hours.
- After a period of at least eight hours off-duty, a driver cannot drive after 16 hours has elapsed.

Section C: School Examples**Important Notes:**

→ Staff that work a full or partial day prior to driving the bus must consider that time as on-duty.

→ If the driver is also a coach/supervisor, they would be limited to a 14-hour day of driving/on-duty.

→ If the driver is not a coach, they can do the following:

- Drive for 13 hours if they have not been on-duty prior to departing on the trip;
- Drive and be on-duty for 14 hours maximum.
- Drive for the team, watch the team at the event (off-duty time), then continue to drive after the event, but must stop after 16-hours from the time they started on-duty that morning.

→ If there are two certified drivers on the bus, the person not driving is considered on-duty while the bus is in operation and must adhere to the conditions above.

Important Note:

All student travel must adhere to [Procedure 2.1.1 – Student Travel – Field Trips](#), particularly section 8.0 Inclement Weather.

* On duty would include (but not limited to):

- teaching time prior to leaving on a trip
- coaching / supervising students at an event

STUDENT TRAVEL – FIELD TRIPS - 9

- supervising students at the hotel
- driving the bus

**** Off duty would include (but not limited to):**

- watching the event / games
- remaining in the bus during the event
- returning to the hotel between events/games

Scenario	Requirements	Notes
School Driver is not a coach/supervisor	- Driver can drive for 13 consecutive hours, then must pull over and rest for a minimum of 10 hours before starting the next day. - Driver can drive to the event, be off duty, then drive to the hotel/return home within a 14 hour time limit. The driver must rest for a minimum of 10 hours before starting the next day. - After 16 hours total since starting the day, including driving time and off duty time, the driver must rest for a minimum of 10 hours before starting the next day.	- The driver must have begun the day as a driver. - All stops are included in the 13 hours (i.e. lunch, supper, or washroom breaks)
Driver is a coach and supervisor and travelling alone	- The driver is considered on duty at all times due to being the supervisor. Thus, the driver would be restricted to a 14-hour day of driving and on duty.	- If the coach/supervisor is travelling and staying overnight at an event, keep in mind that the supervision of students after the event is over (i.e. dinner, back at the hotel) counts towards the 14-hour day.
Driver is a coach and/or supervisor and travelling with another supervisor	- The driver is considered on duty at all times due to being the supervisor. Thus, the driver would be restricted to a 14-hour day of driving and on duty.	- If the coach/supervisor is travelling and staying overnight at an event, keep in mind that the supervision of students after the event is over (i.e. dinner, back at the hotel) counts towards the 14-hour day.
Important Notes		
	- Road closures, includes time you are sitting in the vehicle, count towards the driving time. - Communication to Admin – it is expected that drivers and coaches will keep the school administration updated on any incidents or developments that affect school travel / student safety. - Please consult the following training videos for further clarification: Drivers – Motive Help Center (gomotive.com)	

STUDENT TRAVEL – FIELD TRIPS - 10

	How to log in and log out from the Driver App – Motive Help Center (gomotive.com) *New Drivers Start Here* - Getting Started with Motive for Drivers – Motive Help Center (gomotive.com) Driver App shows “Unidentified Driving” – Motive Help Center (gomotive.com) What points should I remember while performing Pre- Post [Vehicle/ Trailer] Inspection? – Motive Help Center (gomotive.com)
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Appendices

Appendix A: Field Trip Information Form

Appendix B: Risk Management Assessment Form

Appendix C: Third Party Information Sheet

Appendix D: Field Trip Checklist

Appendix E: Code of Expectations

Appendix F: Parent-Guardian Consent Form

Appendix G: Volunteer Driver Form

Appendix H: Student Medical History Form

Appendix I: Student Travel-Field Trips Procedure 2.1.1 Acknowledgement

References

Supporting Students with Prevalent Medical Conditions (Anaphylaxis, Asthma, Diabetes, and/or Epilepsy) Procedures (Companion to Policy 2.1.39).

Health Support Services Procedures (Companion to Policy 2.1.9)

STUDENT TRAVEL – FIELD TRIPS - 12

APPENDIX A

FIELD TRIP INFORMATION

School		Date Submitted	
Destination			
Destination Town/City ➤			
Facility/Attraction being visited (include address) ➤			
Student Group Participating (e.g., sports team, club, class)			
➤			
<u>Supervision Ratios:</u> K1-K2 = 6:1 Gr. 7-8 = 15:1 Gr. 1-3 = 8:1 Gr. 9-12 = 20:1 Gr. 4-6 = 10:1		Grade(s):	
		# of students:	
Teacher/Supervisor in Charge		➤	
		➤	
Other Teachers/Supervisors • Include role/position • All volunteers must have a current VSS on file at the school • Include same-gender coverage details for overnight supervision		➤	
		➤	
		➤	
		➤	
Transportation and Accommodations			
Departure	Date		Time
Return	Date		Time
Place of Accommodation, if overnight (include address)			Telephone:
➤			
Method of Transportation			
Agency/Company			
Funding (include breakdown of costs, and of income if more than one source)			
Total Cost	\$		
Source(s) of Income	➤		
	➤		
	➤		

STUDENT TRAVEL – FIELD TRIPS - 13

Purpose of the Trip <i>(objectives: link to curriculum)</i>			
Itinerary <i>(please be as detailed as possible)</i>			
More detailed itinerary attached	☐ Yes	☐ To Follow	☐ Not Required

Risk Management <i>(Must be completed for all activities containing an element of risk)</i>			
Reminder: All Aquatic Activities must follow Field Trip / Excursion Procedures, Section 2			
Planned Activity Contains Element of Risk:	☐ High	☐ Medium	☐ Low
Questions to ask when assessing the risks of a field trip: - What is the educational value? - What type of injuries may occur? - Is the activity appropriate for the age, ability and experience level? - Can it be modified to reduce risk? - Can it be properly supervised with qualified leaders? (e.g. First Aid, Orca) - Is there any collateral risk (e.g. transportation, other activities, free time)? - Does the school board allow this activity? - Is a Pre-Trip Visit to learn local conditions/hazards required? - Have you considered an evacuation plan, notification system & emergency response procedure? ➤ If High or Medium, attach a Checklist of OPHEA Guidelines being followed for your planned activity, and how you plan to comply with all measures, as well as Risk Management Assessment Form			

Signatures		
Supervising Teacher's Signature		Date:
Principal's Signature of Approval		Date:
Superintendent's Approval		Date:

APPENDIX B

FIELD TRIP / EXCURSION RISK MANAGEMENT ASSESSMENT FORM

EXCURSION DETAILS	
School:	Event Date(s)
Destination:	Start:
Activity:	End:
Teacher in Charge:	
☐ EXCURSION IS TEACHER PLANNED/SUPERVISED (e.g., Provincial Parks, Splash Pads)	
☐ What is the educational value?	
☐ What type of injuries may occur? (e.g., Environmental, Medical, Wildlife, Activity)	
☐ Is the activity appropriate for the age, ability and experience level?	
☐ Can it be modified to reduce risk?	
☐ Can it be properly supervised with qualified leaders? (e.g., First Aid, Orca)	
☐ Is there any collateral risk? (e.g., transportation, other activities, free time)	
☐ Does the school board allow this activity?	
☐ Is a Pre-Trip Visit to learn local conditions/hazards required?	
☐ Have you considered an evacuation plan, notification system, and emergency response procedure?	
☐ EXCURSION IS WITH A THIRD-PARTY PROVIDER	
☐ A copy of the Venue's Liability Insurance has been received (attached)	
☐ A copy of the Service Contract has been received, read, and signed if approved (attached)	
☐ A Risk Management Information Package has been received (attached), outlining the following: ☐ Policies & Procedures for: Emergency Response, Health & Safety ☐ Compliance with OPHEA Guidelines ☐ Practices regarding testing and training of students in the planned activity ☐ Supervision practices/ratios ☐ List of emergency equipment on-site and safety protocols in place ☐ Training/Certification of employees	
ROUTING:	Teacher → Submit with Field Trip Form, with any attachments needed, for any trip containing an Element of Risk

APPENDIX C



**District School Board
Ontario North East**

Schumacher Board Office**Street Address**

153 Croatia Avenue, Schumacher, ON P0N 1G0

Mailing Address

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

New Liskeard Board Office

198022 River Road

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

Third Party Provider Information Letter

The following District School Board Ontario North East (DSB1) school is interested in planning a field trip to your venue.

School Name: _____

DSB1 recognizes the educational advantage of experiential learning through field trips and excursions. We endeavour to ensure that these experiences always keep the safety and security of our students a top priority.

It is therefore the policy of DSB1 that when our schools wish to plan a field trip or excursion to a third party venue, they show how that venue plans to keep our students safe. **We ask for this information in the form of a package from the third party that includes the following information:**

1. Name of Third Party Provider & Name of Venue (if different)
2. Copy of the Venue's Liability Insurance
3. A copy of the Service Contract (if applicable)
4. A Risk Management Information Package containing the following details, as/if applicable to the Venue:
 - Policies & Procedures for: Emergency Response, Health & Safety
 - Practices regarding testing and training of students in the planned activity
 - Supervision practices/ratios
 - List of emergency equipment on-site and safety protocols in place
 - Training/Certification of employees

We kindly request that you provide this information to the school at your earliest convenience so that our students might have the opportunity to take part in this educational experience.

If you would like more information regarding our policy you can find it on our website (www.dsb1.ca). You will find our Policy Manual under the Board Info menu list. The Student Travel/Field Trips Policy and Procedures is number 2.1.1, under School Related Operations. Alternatively, you may request a copy of the policy from the school at any time.

Thank you for your assistance in enhancing our students' learning.

Culture

Equity

Innovation

STUDENT TRAVEL – FIELD TRIPS - 16

APPENDIX D

FIELD TRIP / EXCURSION - PRINCIPAL'S CHECKLIST

EVENT DETAILS	
School:	Event Date(s) Start: End:
Destination:	
Activity:	
Teacher in Charge:	
CHECKLIST	
☐ The form was submitted within reasonable timelines as per policy.	
☐ All data regarding dates, times, and destination(s) of the trip is included.	
☐ Supervision data is included, and student/teacher ratios are being followed per policy.	
☐ All volunteer supervisors have a current VSS on file in the school office.	
☐ Funding data is included and accurate.	
☐ Funding through application to the Student Achievement Fund (SAF) is indicated. If Yes: ☐ Copy of SAF Application is included and Part A is completed accurately. ☐ SAF Application meets your approval? If Yes, sign and submit with Field Trip Form.	
☐ The method of travel is indicated. ☐ If rental vehicles are being used, ensure they have snow tires during timelines noted in policy. ☐ If using personal vehicles, drivers have VSS, G licence, are 18 yrs of age, and are properly insured.	
☐ The Field Trip / Excursion is overnight. ☐ Accommodations information is included and complete, with name, address, and phone number. ☐ Ensure Medical History Forms are completed and accommodations & Plans of Care are in place as needed. ☐ Ensure supervision ratios are followed and that same-gender supervision will be in place for the excursion.	
☐ A fully detailed itinerary is included, either on the Field Trip Form or as an attachment.	
☐ The field trip / excursion includes swimming or other aquatic activities. If Yes: ☐ A swim test is required for this activity. If Yes: ☐ The swim test has been arranged and/or completed. ☐ Ensure that the consent forms sent home indicate full details, and that specific consent is obtained.	
☐ The field trip/excursion contains an element of risk. If Yes: ☐ A detailed list of OPHEA Guidelines for the planned activity is included. ☐ The activity is being organized by the teacher(s). If Yes: ☐ A detailed outline of planned procedures to follow in order to comply with OPHEA is included. ☐ A detailed list of all safety equipment involved is provided ☐ Copies of certifications/qualifications of staff is provided if required for this activity. ☐ The activity is being organized by an external provider. If Yes: ☐ The third party provider has liability insurance and a copy was provided ☐ A copy of the service agreement has been provided ☐ A Risk Management Package has been provided. If Yes, it contains: ☐ Policies & Procedures for: Emergency Response, Health & Safety. ☐ Practices for testing and training of students in the activity. ☐ List of emergency equipment & safety protocols in place ☐ Supervision practices/ratios ☐ Compliance with OPHEA Guidelines ☐ Training/Certification of employees	

APPENDIX E



Code of Expectations for Participation in Sports and/or Extracurricular Activities

District School Board Ontario North East is committed to all students feeling welcome to all activities. We aim to offer positive group and team-building activities that respect the dignity, safety, and well-being of individuals, including their right to participate voluntarily without any pressure.

To this end, all parties (teachers, coaches, volunteers, chaperones and students) must recognize that their participation in sports and/or extracurricular activities is an extension of the classroom. For this reason, all parties have a duty to conduct themselves in a reasonable and acceptable manner. They are to avoid all conduct and practices which are not in keeping with District School Board Ontario North East's policies and vision.

Any action that would reasonably be expected to significantly disrupt or interfere with preparation or participation of a student in sports or extracurricular activities cannot be tolerated.

Therefore when participating in sports and/or extracurricular activities, all parties have a responsibility to:

- Maintain and enhance the dignity and self-esteem of other individuals by demonstrating respect for fellow parties regardless of body type, athletic ability, gender, ethnic or racial origin, age, religion, disability, sexual orientation or economic status. For further information see our *Equity and Inclusive Education Policy No. 1.2.23*
- Refrain from any behaviour that constitutes harassment e.g., comments or conduct directed toward an individual or group, which is offensive, abusive, racist, sexist, degrading or malicious. For further information see our *Violence Prevention Policy No.2.1.7*.
- Refrain from participating in (or supporting) behaviour that constitutes bullying e.g., repeated and aggressive behaviour directed at an individual or individuals that is intended to cause (or should be known to cause) fear and distress and/or harm to another person's body, feelings, self-esteem, or reputation. For further information see our *Safe Schools: Student Discipline, Bullying Prevention and Intervention Policy No. 2.1.18*.
- Refrain from participating in (or supporting) behaviour that constitutes hazing e.g., any activity expected of someone joining a group (or to maintain full status in a group) that humiliates, degrades or risks emotional and/or physical harm, regardless of the person's willingness to participate. For further information visit: <http://hazingprevention.org/>; <http://www.stophazing.org/>; or <http://www.insidehazing.com/>.
- Refrain from participating in (or supporting) behaviour that constitutes sexual harassment such as unwelcome sexual comments, advances or conduct of a sexual nature. For further information see our *Violence Prevention Policy No.2.1.7*.
- Respect the property of others and not willfully cause damage. Any expense related to property damaged with intent will be the responsibility of the student and/or their parent/guardian. For further information see our *Code of Conduct Policy No. 2.1.6*.
- Abstain from the use of alcohol, vaping, tobacco, marijuana, illegal substances and performance enhancing drugs.
- Participate and appear on time for all competitions, practices, training sessions, events, activities, meetings and projects to which the student has made a commitment, unless ill or have been excused, in advance, by the teacher, coach, volunteer or chaperone.
- Refrain from unsportsmanlike conduct with any official, coach, student-athlete or spectator such as taunting, refusing to shake hands or using profane language or gestures.
- Dress in a manner representative of District School Board Ontario North East.

STUDENT TRAVEL – FIELD TRIPS - 18

- Adhere to all additional rules as outlined by teachers, coaches, volunteers and chaperones of District School Board Ontario North East.

Parties that engage in behaviour that violates this code of expectations may be subject to sanctions including, but not limited to, removal from the sport and/or extracurricular activity that is associated with District School Board Ontario North East.

Any inquiries regarding this code of expectations should be directed to the school coach/teacher, and for issues not easily resolved, to the Principal.

I have read and understood the above statements and agree to conduct myself in a manner that demonstrates the standards of District School Board Ontario North East.

School: _____ School Year: _____

Student's Name: _____

Team/Extracurricular Activity: _____

	_____ Student Signature	_____ Date
_____ Parent/Guardian Name	_____ Parent/Guardian Signature	_____ Date
_____ Coach/Teacher Name	_____ Coach/Teacher Signature	_____ Date

This signed document is to be submitted to the coach/teacher and forwarded to the Principal prior to participation in any sport or extracurricular activities associated with the District School Board Ontario North East.

APPENDIX F



District School Board
Ontario North East

SCHOOL FIELD TRIPS & EXCUSIONS PARENT / GUARDIAN CONSENT TO PARTICIPATE

School: _____ Date: _____

Teacher in Charge: _____

Name of Field Trip: _____

Date(s) of Field Trip: _____

(Please see the attached letter / itinerary for full details regarding this field trip / excursion.)

Re: _____
Child's name (please print)

☐ My child's Student Medical History Form is current and accurate
(If not, please contact the school immediately with any changes)

☐ My child carries emergency medication for: _____

Special medical needs and procedures: _____

Special dietary needs/allergies: _____

Parent/Guardian Name: _____

Primary Contact Number: _____

Alternate Contact Number: _____

SPECIFIC PERMISSION FOR WATER-RELATED ACTIVITIES

- No swimming will be permitted at any time if certified lifeguards are not on duty.
- Swimming, with certified lifeguards on duty, will be permitted when participants have presented explicit specific written permission from the parent/guardian to the teacher(s) in charge.

Swimming at supervised pools and supervised waterfronts:

- Certified lifeguards must be on duty.
- All rules and safety guidelines are to be reviewed with participants prior to the trip.
- Teachers/supervisors must accompany students to the pool and be on deck/shoreline or in the water.

Swimming in open water:

- Students in K1 to Grade 6 will not be permitted to swim in open water at any time.
- Students in Grades 7-12 who pass the required swim test or provide proof of Bronze Medallion certification or higher are not required to wear a personal flotation device (PFD) when there is a certified lifeguard on duty, and swimming is a scheduled part of the itinerary.
- Students in Grades 7-12 who pass the required swim test wearing a PFD are required to wear a PFD at all times when swimming. There must be a certified lifeguard on duty and swimming must be a scheduled part of the itinerary.
- All lifeguards must be certified, a minimum ratio of 1 lifeguard per 10 students. The lifeguard shall not be a participant on the field trip.
- No diving will be permitted at any time.

Boating/Watercraft activities:

- Pupils may only participate in trips involving boating with explicit specific written permission of their parent/guardian.

STUDENT TRAVEL – FIELD TRIPS - 20

- All participants must complete and pass the required swim test. Students that pass the swim test wearing a PFD are allowed to participate, but will be required to wear a PFD at all times while on or near the water.
- PFDs, as approved by Transport Canada, are worn at all times by pupils in watercraft (e.g., canoes, paddle boards, kayaks, inflatables), except on licensed commercial passenger vessels.
- Activities taking place on or near water require participants to pass a swim test. Students who wear a PFD to pass the swim test are allowed to participate but are required to wear a PFD at all times while on or near the water. These tests will be administered by a certified aquatic instructor, and are based on the Lifesaving Society's Swim to Survive™ Standard. Swim tests must be administered within the school year that the activity is taking place. In lieu of completing the swim test, students may provide proof of Bronze Medallion certification or higher. Students who do not pass the swim test may not participate in the field trip/excursion. This test would include, but not be limited to, the following requirements:
 - Rolling entry (backwards or forward) into deep water at 2.75m (9') minimum depth
 - Tread water for 1 minute
 - Swim 50m (164') continuously, any stroke
- Results of swim tests will be provided to students, parents/guardians, teachers, trip supervisors, lifeguards and instructors. Students who do not pass the required swim test will not participate in the field trip/excursion.

☐ **Swimming is NOT part of this field trip.**

☐ **Swimming is an activity included in this field trip.** Additional Information (e.g., location):

☐ **This field trip involves water related activities** Additional Information (e.g., activity):

☐ **A Swim Test is required for this field trip.**

Swim Test Results for you/your student: ☐ Passed ☐ Passed with PFD ☐ Failed

I hereby give specific permission for my child to participate in the swimming or other water-related activity included in this field trip.

Signature of Parent/Guardian

Date

CONSENT

Excursions both within and outside the jurisdiction of District School Board Ontario North East have significant educational benefit in extending the learning experiences of students, and enriching school life. I understand the details of this field trip and the expectations outlined in the Field Trip Rules & Regulations. I hereby give permission for my child named above to participate in this field trip.

ELEMENTS OF RISK

Excursions, sports and daily activities may present various elements of risk. Accidents resulting from such activities may occur and cause injury. The risk of sustaining injuries result from the nature of the activity and can occur without any fault of either the student, or the school board, its' employees/agents or the facility where the activity is taking place. The chance of an injury occurring can be reduced by carefully following instructions at all times while engaged in the activity. By choosing to participate in this activity, the risk **MUST** be assumed by the participants and their parents/guardians. I hereby release District School Board Ontario North East and its staff and agents from any and all liability for any injury sustained by me and/or my child named above, regardless of how caused, resulting from my/their participation in the above mentioned activity.

RELEASE

I further agree to indemnify and save harmless District School Board Ontario North East and its staff and agents from any and all suits, demands, torts, and actions of any kind which may be brought against its staff or agents for which it/they may become liable by reason of any injury, loss, damage or death resulting from, or occasioned to, or suffered by any person or any property, by reason of any act, neglect, or default of mine or my child named above.

Signature of Parent/Guardian

Date

NOTE: FAILURE TO COMPLETE, SIGN AND RETURN THIS FIELD TRIP FORM BY THE DUE DATE CONSTITUTES DENIAL OF PERMISSION TO PARTICIPATE IN THIS FIELD TRIP.

Form Due by: _____

STUDENT TRAVEL – FIELD TRIPS - 21

**** Parents/Guardians: Please detach and retain this page for your information. ****

School: _____ Student Participant: _____

Name of Field Trip: _____

Date(s) of Field Trip: _____

Teacher in Charge: _____

Other Supervisors:

-
-
-

Field Trip / Excursion Itinerary:

More detailed itinerary attached

☐ Yes

☐ To Follow

☐ Not Required

Accommodations:**Student Costs:**

☐ There are no student costs on this field trip; OR

\$ ➤

\$ ➤



FIELD TRIP RULES & REGULATIONS

1. Students are expected to behave at all times in keeping with what is considered common courtesy and common sense. Students shall comply with the rules of the school and the requirements of the school's student code of conduct and provincial code of conduct (Safe Schools Policy).
2. Students are subject to the authority of the designated chaperones at all times. The teacher is in loco parentis during the trip; all places the excursion visits are the 'school' for the duration of the field trip and for the purpose of the school's authority.
3. Students shall take part in all activities that are planned for the group.
4. The consumption of alcohol or the use of drugs on all school trips is prohibited, with the exception of prescribed medications.
5. Students shall be available for room check at the time designated by the chaperone(s).
6. Buses will leave at the times designated by the chaperones. It is unreasonable to ask buses to be held any longer than 15 minutes.
7. Parental permission for all trips will be necessary for all students under 18 years of age. Adult students (18 years or over) may sign permission forms on their own behalf.
8. The parent agrees that the teacher may require that the students' room and belongings be made available for inspection where the teacher has reason to believe that any rule has been violated.
9. Failure to comply with or breach of rules will result in the student immediately being sent home at the parent's expense.
10. The Code of Expectations for Participation in Sports and/or Extracurricular Activities has been read and agreed to for all trips for any extracurricular group or sports team (Appendix D).

APPENDIX G



VOLUNTEER DRIVER: AUTHORIZATION TO TRANSPORT STUDENTS PART A

This form will authorize _____

To transport students participating in the events listed on the attached school schedule, **OR**

1. To transport students participating in the following school activity:

Vehicle Details: MAKE: _____ YEAR: _____ LICENCE #: _____

Date	School Name	Principal's Signature
------	-------------	-----------------------

ALL "TRIP DRIVERS"¹ INCLUDING VOLUNTEER DRIVERS ARE ADVISED THAT, IN ORDER TO BRING INTO EFFECT THE BOARD'S LIABILITY INSURANCE THEY MUST:

- A) Use a licensed automobile which carries valid automobile Third Party Liability insurance as required under Ontario legislation;
- B) Provide the school board with prompt written notice, with particulars, of any accident arising out of the use of a licensed automobile during a trip on board-related business;
- C) Be aware that the school board's Excess Automobile Liability insurance comes into effect only after the vehicle owner's primary Third Party Liability insurance limit has been exhausted;
- D) Be aware that any damage to the volunteer's vehicle, the cost of any insurance deductible or premium adjustment as the result of an accident while the vehicle is being used on board-related business is NOT covered by the school board's Excess Automobile Liability insurance;
- E) Be aware that if the vehicle is equipped with passenger-side airbags, children under 12 years should not be permitted to ride in the front seat. (See manufacturer's recommendation.)

¹ defined as any person authorized by the board who has agreed to be a driver for a certain trip while they are driving their own or another licensed automobile. This includes, but is not limited to: Trustees, employees, parents, and volunteers.

DECLARATION TO BE SIGNED BY DRIVER

- I declare that I hold an unrestricted driver's license and am authorized to drive in Ontario, and my vehicle is insured by a valid automobile liability insurance policy as required by Ontario law.
- I declare that the vehicle described above is mechanically fit and that there are seat belts in working condition for all passengers.

Date	Signature
------	-----------

DECLARATION TO BE SIGNED BY OWNER (IF DRIVER DOES NOT OWN THE VEHICLE)

- I declare that I have authorized _____ to drive my vehicle to transport students participating in the school event(s) listed on or attached to this form.
- I declare that this person holds an unrestricted driver's license, is authorized to drive and is insured as an operator under the vehicle's liability insurance.
- I declare the vehicle described above is mechanically fit and that there are seat belts in working condition for all passengers.

Date	Name	Signature
------	------	-----------

VOLUNTEER DRIVER: AUTHORIZATION TO TRANSPORT STUDENTS

Part B

SUMMARY OF INSURANCE

(1) Volunteer Supervisors on School Premises

The school board's Liability insurance policy protects both staff and volunteers who are working within the scope of their duties for the board. This coverage responds to law suits that are brought against staff or volunteers who are supervising school events and provides up to \$24 million for each occurrence.

(2) Volunteer Drivers for School Activities

Ontario legislation makes automobile insurance compulsory in the Province of Ontario. The same legislation makes the owner's insurance primary coverage in the event of an accident – in other words, the insurance carried on the vehicle responds first.

If a vehicle which is not owned by the school board is being operated by a volunteer or any other board employee for approved school related activities, the board's Non-owned Automobile insurance endorsement will respond to Third Party Liability claims in **excess** of the owner's insurance limit up to a total combined limit as stated in the Non-owned Auto policy.

There is no coverage provided by the school board's insurance for damage to volunteer's or employee's vehicles while they are being operated for board activities.

According to Provincial legislation, passengers who are injured would recover Accident Benefits coverage from their own or a parent's automobile policy. In the absence of a personal or family automobile policy, the passenger would then be eligible to recover benefits from the insurance policy covering the vehicle in which they were riding.

(3) Personal Automobile Insurance Coverage

For the protection of volunteer drivers, it is recommended that drivers carry a minimum of \$2 million of Third Party Automobile Liability insurance. Volunteers and board employees who use their personal vehicles for transporting students to school activities should advise their insurance carrier.

APPENDIX H



STUDENT MEDICAL HISTORY FORM

Parents/Guardians are asked to complete the following medical information form, acknowledgement of Elements of Risk Notice and request to participate in physical education and/or intramural activities. This form must be completed and signed for every student participating in overnight trips and on school teams. Students over 18 years of age may complete and sign their own form. Some of the information requested may have to be obtained from your doctor or pharmacist.

STUDENT'S NAME: _____ DATE OF BIRTH: _____

PARENT/GUARDIAN'S NAME: _____

ADDRESS: _____

PHONE(s): _____ FAMILY DOCTOR: _____

TO CONTACT IN CASE OF EMERGENCY (If Parent/Guardian cannot be reached at above numbers):

	Name:	Relation to Student:	Phone(s):
1.	_____	_____	_____
2.	_____	_____	_____

ALERT: This student has a medical condition that requires special attention / consideration.

☐ YES

PARENTS: If "YES" please contact the teachers and/or coaches to discuss the medical condition.

TEACHERS: If "YES", a copy of the Plan of Care must accompany the student on all field trips / excursions, and be in the care of the field trip supervisor.

Date of last complete medical examination: _____

Date of last tetanus immunization: _____

1. Life-Threatening Medical Conditions:

Does your child require **emergency medication** in case of a life-threatening medical condition? If yes, please give details of medical needs and procedures:

☐ YES

(NOTE TO PARENTS: Emergency medication must accompany the student at all times.)

2. Medical Conditions:

Has your child been diagnosed as having any of the following medical conditions?

☐ YES

☐ Asthma	☐ Epilepsy	☐ Diabetes	☐ Heart Disorders
☐ Allergies	☐ Chronic Bronchitis	☐ Car/Air Sickness	☐ Other

Please provide full details: _____

STUDENT TRAVEL – FIELD TRIPS - 26**3. Physical Ailments:**

Please check any that apply and provide relevant details.

☐ YES☐ Arthritis/Rheumatism☐ Spinal Conditions☐ Dizziness☐ Fainting☐ Orthopedic Conditions☐ Chronic Nosebleeds☐ Headaches☐ Hernia☐ Trick or Lock Knee

Relevant Details: _____

☐ Swollen, Hyper-mobile or painful joints: _____☐ Head/Back conditions or injuries, including any diagnosed concussions (in the past 2 years): _____**4. Medic Alert Information:**

Does your child carry a medical alert? If yes, please indicate what type:

☐ YES☐ Bracelet☐ Chain☐ Card☐ Other: _____

Please specify what is written on it: _____

5. Has the student undergone any surgery?☐ YES

If yes, please give particulars: _____

6. Medications:

Does your child take any prescription drugs?

☐ YES

If yes, please state the nature and name of the medication, and provide details regarding how and when it is administered, and by whom.

(NOTE TO PARENTS: An adequate supply must be provided, in labeled prescription bottle, for any school trips/excursions)**7. Medication Allergies:**

Is your child allergic to any of the following medications? If yes, please indicate:

☐ YES☐ Penicillin☐ Tetracycline☐ Sulpha Compounds☐ Other: _____

Any relevant details: _____

8. Is the student allowed a blood transfusion?☐ NO☐ YES**9. Oral, Hearing and Visual Appliances:**

Does your child wear any appliances? If yes, please check all that apply:

☐ YES☐ Eyeglasses☐ Orthodontic Appliance☐ Hearing Aid☐ Contact Lenses☐ Crowns☐ Other: _____**10. Is the student on any special diet or prevented/not allowed to eat certain foods?**☐ YES

If yes, please provide details: _____

STUDENT TRAVEL – FIELD TRIPS - 27

11. **Do you know of any reason whatsoever that may cause this student not to participate in school trips, sports or other activities?** If yes, please provide details:

☐ YES

12. **Are there any other special considerations that the school should be aware of?**

☐ YES

If yes, please provide details:

PLEASE NOTE:

If your child is presently diagnosed with a concussion by a medical doctor/nurse practitioner, that was sustained outside of school physical activity, the Documentation of Medical Examination (Concussion Procedures Appendix D-4) must be completed before the student returns to physical education classes, DPA, intramural activities and interschool practices and competitions. Request the form from the school administrator.

ELEMENTS OF RISK NOTICE:

Excursions, sports and daily activities may present various elements of risk. Accidents resulting from such activities may occur and cause injury. The risk of sustaining injuries result from the nature of the activity and can occur without any fault of either the student, or the school board, its' employees/agents or the facility where the activity is taking place. The chance of an injury occurring can be reduced by carefully following instructions at all times while engaged in the activity. By choosing to participate in this activity, the risk **MUST** be assumed by the participants and their parents/guardians. I hereby release District School Board Ontario North East and its staff and agents from any and all liability for any injury sustained by me and/or my child named above, regardless of how caused, resulting from my/their participation in the excursions, sports and daily activities.

I acknowledge and have read the Elements of Risk Notice.

Name of Parent/Guardian (Please Print)

Signature of Parent/Guardian

Date
PHYSICAL ACTIVITY PERMISSION:

I give permission for my child to participate in physical activity in class, intramural clubs and/or inter-school sports, and school field trips/excursions.

I hereby declare that this form has been correctly completed, and that I am fully responsible for the contents therein. In the event of a medical emergency, it is understood and agreed upon that the leader/teacher will take whatever action appears necessary until the parent/guardian can be contacted.

Once completed, this form will be filed in the student's Ontario School Record (OSR) and is considered accurate until the parent/guardian/adult student completes and submits an updated Student Medical History Form.

Name of Parent/Guardian (Please Print)

Signature of Parent/Guardian

Date

FREEDOM OF INFORMATION - The information provided on this form is collected pursuant to the Board's education responsibilities as set out in the Education Act and its regulations. This information is protected under the Municipal Freedom of Information and Protection of Privacy Act and will be utilized only for the purposes related to the Board's Policy on Risk Management. Any questions with respect to this information should be directed to your school principal.

Appendix I**Student Travel - Field Trips Procedure 2.1.1 Acknowledgement****Driver Confirmation**

I, the undersigned, acknowledge that I have read and understood Procedure 2.1.1 – Student Travel – Field Trips. As a driver of a school owned bus, I commit to adhering to these procedures to ensure the safety and well-being of all students and staff during field trips. By signing below, I confirm that I will follow the directives in section 12.0 Use of School Owned buses and Obligations for Electronic Monitoring Devices.

By signing this document, I affirm my commitment to these procedures and understand that failure to comply may result in disciplinary action.

Driver's Name: _____

Signature: _____

Date: _____



TRUSTEE EXPENSES

Procedures

1.0 Accountability

1.1 Trustees must submit original, itemized receipts with all claims on the appropriate expense claim form.

1.2 For professional development conferences, workshops, seminars, training courses or meeting travel expenses an approved *Professional Development Authorization & Final Expense* form must be submitted. (*Appendix A*).

For all other travel expenses an approved *Statement of Travelling Expense* form must be submitted (*Appendix B*).

1.3 The appropriate travel expense claim form must be submitted:

1.3.1 within thirty days of the incurrence of the expense or

1.3.2 fifteen days in advance of a conference or workshop if advance is required

1.4 Submit all claims by September 30th for the previous school year or the claim(s) will not be reimbursed.

2.0 Approval

2.1 The Director of Education or designate shall certify individual Trustee expense claims meet the requirements of board policy and approve payment of claim.

2.2 A dispute arising about the eligibility of any expense, e.g. if deemed inappropriate or unreasonable, shall be contested by the affected party during an in-camera public-session of the board.

2.3 Outstanding overpayments will be deducted from the Trustee honorarium.

3.0 Reporting

A report on each individual Trustee's expenditures will be provided at the earliest possible Board meeting and posted on the Board's website.

TRUSTEE EXPENSES - 2
4.0 Conferences

- 4.1** Trustee's may attend conferences hosted by Ontario Public School Board Association (OPSBA) at Board expense.
- 4.2** Through a duly passed motion, Trustee's may attend conferences hosted by a third party at Board expense.
- 4.3** A combined maximum annual amount is \$5,000.00 per Trustee.
- 4.4** The above directive does not refer to Student Trustee(s).
- 4.5** All travel will be coordinated through the Director's office.

5.0 Transportation

The most practical and economical way to travel is to be the primary option.

5.1 Air

Economy (coach) class air travel is permitted.

5.2 Train

Coach class economy train travel is permitted.

5.3 Vehicle

- 5.3.1** The Board assumes no responsibility for personal vehicles.
- 5.3.2** Vehicle must be insured at the vehicle owner's expense for personal vehicle liability.
- 5.3.3** It is the driver/owner's responsibility to ensure that the motor vehicle insurance includes coverage for business use of the vehicle.
- 5.3.4** The Board is not responsible for reimbursing deductible amounts.
- 5.3.5** In the event of an accident, no claim to the Board for damages will be permitted.
- 5.3.6** Travel to and from a Trustee's personal residence to attend a meeting of the board, or a committee of the board, that is held within the area of board jurisdiction, the board may:
 - Reimburse the Trustee for out-of-pocket expenses reasonably incurred or a lesser amount as determined by the Board;
 - Pay the Trustee an allowance at a rate per kilometre determined by the board.
- 5.3.7** The kilometric reimbursement rate is the rate set by Revenue Canada in the Income Tax Act (*travel expense document in Docushare*), rate is revised annually in January.

TRUSTEE EXPENSES - 3

6.0 Accomodations

- 6.1** While on approved Board business away from a Trustee's home location, the reasonable cost of hotel accommodations in a standard room including taxes will be reimbursed.
- 6.2** Accommodations (Hotel, Air BnB) to attend professional development conferences, workshops, seminars, training courses and meetings away from a Trustee's home community will be reimbursed including the evening previous up to and including the last day of the event. Any extended stays are at the Trustee's expense.
- 6.3** There will be no reimbursement for hotel suites, executive floors or concierge levels.
- 6.4** Penalties incurred for non-cancellation of guaranteed hotel reservations are the Trustee's responsibility and may be reimbursed only in exceptional circumstances.
- 6.5** Private stays with friends/family are acceptable. A cash payment or gift may be provided:
- 6.5.1** A maximum of \$50.00 per night is permitted for accommodation including any meals, in lieu of commercial accommodation. A written explanation describing purpose of the trip, the host, and number of days you stayed must be submitted for reimbursement.
- 6.5.2** The \$50.00 value may be given in the form of a small gift (accompanied by an itemized receipt) or by cash or cheque.

7.0 Meals

Reimbursement for alcohol is not permitted.

- 7.1** A meal expense is submitted when a Trustee is on Board business and away from their home community (at least 24 kms) over a normal meal period or you have prior approval for the expense (e.g. business meeting in the office area that occurs over lunch).
- 7.2** Original itemized receipts are required.
- 7.3** Reimbursement is for restaurant/prepared food only. Groceries must have prior approval and be submitted with the claim.
- 7.4** Meals consumed at home or included in the cost of transportation, accommodation, seminars or conferences, professional development sessions or business meeting will not be reimbursed.
- 7.5** Meal Rates within Board Jurisdiction

Meal rates include taxes and gratuities. Tips and gratuities are limited to a maximum 15%.

Meals	Maximum Amount
breakfast	\$20.00
lunch	\$25.00
dinner	\$35.00

TRUSTEE EXPENSES - 4

- 7.6** Rates are for individual Trustee meals only, you must have eaten the meal to submit a claim for reimbursement.
- 7.7** When more than one meal claimed for any one day, you may allocate the combined maximum rates between the meals.
- For example, eating breakfast and lunch, the combined rate is \$45.00. This becomes the maximum rate for the two meals, regardless what was spent on each meal.
- 7.8** It is not permitted to combine the maximum three meal rate (\$80.00) if only two meals are eaten.
- 7.9** Meal rates outside Board jurisdiction, in Canada are set at the same rates as within Board jurisdiction when one or two meals are claimed.
- 7.10** Recognizing the increased cost of being outside Board jurisdiction, a combined three meal rate of \$100.00 per day will be permitted.

Meals	Maximum Amount
breakfast	\$25.00
lunch	\$30.00
dinner	\$45.00

- 7.11** Meal rates outside of Canada are set at the same rates as outside Board jurisdiction, in Canada, converted to funds used in each country.

8.0 Miscellaneous

- 8.1** Registration fees to attend professional development conferences, workshops, seminars, and training courses will be reimbursed with submission of the Professional Development Authorization & Final Expense Form (Appendix A).
- 8.2** Reimbursement for parking, taxis (maximum gratuity 10%), subways and tolls is provided when necessary while away from a Trustee's home community on Board business. Receipts are attached to the Statement of Travelling Expense form (Appendix B).
- 8.3** There is no reimbursement for traffic or parking violations.
- 8.4** Use of personal frequent flyer or other loyalty programs is permitted provided the most economical method of travel is selected.
- 8.5** When travelling outside Board jurisdiction to attend a conference or seminar, an incidental allowance of \$25.00 will be paid for unreceiptable expenses.

9.0 Board Provided Equipment, Supplies and Services

- 9.1** Each Trustee, upon election to the Board will receive a computer or iPad, printer and cell phone. The Board will pay directly or by receipted and approved out-of-pocket expenses, for the supplies and services required to effectively perform their duties.

TRUSTEE EXPENSES - 5

- 9.2** At the end of a Trustee's term they have the option to purchase the equipment for \$200.00 per piece requested.
- 9.3** All remaining equipment will be returned to the Board within 30 days of a Trustee's term ending.
- 10.0 Advertising, Promotion, Hospitality, Gifts and Attendance at Fundraising or Political Functions**
- 10.1** Advertising and promotion, providing reasonable priced gifts to long-service and retiring employees is the responsibility of the Director of Education.
- 10.2** No Trustee incurred costs will be considered for reimbursement, including costs associated with attendance at any fundraising or political events.
- 11.0 Perquisite**
- 11.1** A perquisite, or "perk", refers to a privilege that is provided to an employee or to a group of employees, provides a personal benefit, and is not generally available to others.
- 11.2** A perquisite must be a business related requirement for the effective performance of an individual's job. A perquisite is not permitted if it is not a business-related requirement.
- 11.3** All perquisites must be pre-approved in writing by the Director of Education or designate. Authorization and related information on approved perquisites will be retained on file for seven (7) years. Summary information on approved perquisites will be posted to the board's Internet site. Personal information will not be provided on the site.
- 11.4** The following are perquisites that are not permitted under any circumstance:
 - 11.4.1** Club memberships or daily fees for personal recreation or socializing purposes such as fitness clubs, golf clubs, or social clubs;
 - 11.4.2** Tickets to cultural or sporting events;
 - 11.4.3** Clothing allowances not related to health and safety or special job requirements;
 - 11.4.4** Access to private health clinics, medical services outside of those provided by the provincial health care system or by the board's group insured benefit plans; and
 - 11.4.5** Professional advisory services for personal matters, such as tax or estate planning.
- 11.5** The following items are not considered to be perquisites:
 - 11.5.1** Provisions of collective agreements;
 - 11.5.2** Insured benefits;
 - 11.5.3** Items generally available on a non-discriminatory basis for all or most staff members (e.g. Employee Assistance Program, pension plans);
 - 11.5.4** Health and safety requirements (e.g. provision of work boots);

TRUSTEE EXPENSES - 6

11.5.5 Employment accommodations made for human rights and/or accessibility considerations (e.g. special workstations, work hours, religious holidays); and

11.5.6 Expenses covered by this procedure.

Appendices

Appendix A: Professional Development Authorization & Final Expense Form

Appendix B: Statement of Travelling Expense

References

Broader Public Sector Accountability Act 2010

Broader Public Sector Expenses Directive

Broader Public Sector Perquisites Directive

Broader Public Sector Procurement Directive

Education Act, section 169.1 Duties and Powers of Boards: Effective Stewardship of Resources

Education Act, section 191.2 Travel Expenses

Ministry of Education Trustee Expenditure Guideline

TRUSTEE EXPENSES - 8

Appendix A

District School Board Ontario North East P.O. Box 1020 Timmins, Ontario P4N 7H7 Telephone (705) 360-1151 Facsimile (705) 268-7100			PROFESSIONAL DEVELOPMENT AUTHORIZATION & FINAL EXPENSE FORM		
Name _____		Address To Which Cheque Is To Be Sent If Not School _____			
Workplace _____					
Date(s) of Professional Development Activity _____		Name & Place of Professional Development Activity _____			
ADVANCED REQUIRED ☐ Amount _____ If Direct Deposit, Employee # _____ ESTIMATED TOTAL COST _____		ACCOUNTING TO FORWARD REGISTRATION ☐ (Please include completed registration form with this notice)			
FUNDING SOURCE: SCHOOL ☐ _____ (Check as appropriate BOARD ☐ _____ and provide details OTHER ☐ _____		FOR OFFICE USE ONLY ☐ Ministry Funds _____ ☐ Special Funding Acct# _____ ☐ Account Code # _____			
Claimant's Signature _____		DATE _____			
Principal's Signature _____		DATE _____			
Superintendent of Schools or Designate's Signature _____		DATE _____			
Account # _____		Vendor # _____			
FOR OFFICE USE ONLY					
FINAL EXPENSES			Totals		distance from work _____ distance from home _____ The lesser of the distance will be applied
# of km	0	0.68	\$0.00		Community _____ Indicate # of km. _____
Meals:	Breakfast		\$0.00		
	Lunch		\$0.00		
	Dinner		\$0.00		
Registration (if NOT paid in advance by the Board)			Registration (if paid by Board)		
Airfare (if NOT billed to the Board)			Airfare (if billed to Board)		
Ground Transportation (taxi, rental with gas etc.)					
Accommodations:	No. of Nights	Rate per Night			
	0	\$0.00	\$0.00		
Parking					
Other (please describe)					
TOTAL FINAL EXPENSES			\$0.00		
TOTAL ADVANCE					
DUE FROM (TO) BOARD			\$0.00		
<i>*Please Note: Reimbursement is \$0.68/km for the first 5,000 km, and \$0.62/km thereafter.</i> For Car Pool Purposes: On the line below, please print the names of the people that have car pooled with you.					
I hereby certify the above statement of expenses to be correct and have not been charged on any Board visa. I confirm that I have not made a claim for any of these expenses from any other source.					
Claimant's Signature _____		DATE _____			
Principal's Signature _____		DATE _____			
Superintendent of Schools or Designate's Signature _____		DATE _____			
				FOR OFFICE USE ONLY	
NOTE: ACCOMODATIONS: Maximum single rate at hotel or conference rate. Rate per night must include all taxes. MEALS: Itemized receipts are required if claiming meals.					
After approval: ☐ Superintendent or Designate ☐ Principal ☐ Employee ☐ Accounting (advance required) Guideline for completion is available on Docushare					

DISTRICT SCHOOL BOARD ONTARIO NORTH EAST

STATEMENT OF TRAVELLING EXPENSE

[illegible]

Chair's Report



52 of 108
District School Board
Ontario North East

May 6, 2025

Culture

Training and Development/Meetings and Events

- April 2nd- SAL committee, Audit SEAC – Mentor meeting
- April 5- OPSBA Northern Regional Meeting
- April 8- Agenda Setting
- April 10-17- Out of Country
- April 20th- Happy Easter
- April 30th - Agenda setting
- May 6- Director Performance Appraisal Committee Meeting
- May 6th- Board Meeting

Equity

Essential Governance Training Part 1 For Trustees interested in completing the online modules together, we have scheduled the hour from 3:00 to 4:00 PM in advance of each of the remaining board meetings to complete as a group. May 6, 20th, June 10th and June 24th. *Attendance* is completely optional.

Essential Governance Training Part 2 It was suggested during our Northern OPSBA meeting that Trustees attend the live online sessions. They are also available asynchronously; however, the live option allows for a more interactive session inclusive of a Q and A.

Trustee Professional Development Opportunities

- **OPSBA Annual Meeting and Program**

The OPSBA Annual Meeting and Program 2025 will take place from June 12 to 14 at Queen's Landing Hotel in Niagara-on-the-Lake. Registration is open, with the initial program and hotel booking details already available on the [OPSBA website](#). This year's theme, *Maximizing Impact: Leading with Purpose, Achieving Meaningful Change*.

As of now we have the following Trustees attending:

Archibald, Draves, Hewey, Peever, Pochopsky, Pye- Reasbeck and Wichar.

If you wish to attend, please reach out to Melanie who will make all reservations through the Director's office. Looking forward to this great learning opportunity.

Chair's Report



53 of 108
District School Board
Ontario North East

Innovation

New Strategic Plan 2025-2029- Monitoring

A reminder to fill out the survey from Andreanne circulated this week. Your feedback will help inform the creation of the next Strategic Plan in three years. The discussion we have will ensure Trustees can provide insight into the monitoring of the NEW 2025-2029 Strategic Plan. The meeting to discuss will be held on May 20th. Agenda to follow.

To inform this discussion, please complete this anonymous survey: <https://tejoin.com/scroll/584714631>

Thank you all for the work that you do. We at DSB1 are fortunate to have a Board that is totally committed to students, staff and fiscal Public Education.

Director's Report



54 of 108
District School Board
Ontario North East

May 6, 2025

Innovation

We are proud of the students who recently participated in regional and provincial Skills Ontario competitions. I want to thank the dedicated staff members who have supported our students through these competitions.

As of April 22nd, all DSB1 schools have launched SafeArrival, a digital student absence reporting system. We have received very positive feedback from schools such as significantly reduced time to complete attendance in the morning and improved school-home communication.

Culture

Last week was National Volunteer Week. We were proud to feature volunteers from our schools on our website and social media platforms.

Each elementary school will host Kindergarten orientation events for families this month. These events are a great way to begin building the school-family partnership and build excitement for our youngest learners.

Equity

The Mental Health Portfolio has partnered with the Northeast Public Health and Clarity Counselling to offer a series of four webinars for families. The sessions are recorded and published [on our website](#).

The Cree class at R. Ross Beattie Public School hosted some W. Earle Miller Public School students for a ribbon skirt and shirt workshop. This hands-on activity encouraged students to come together and more about the significance of these items in Indigenous cultures.

April 2025

ONTARIO EDUCATION STAFFING CRISIS

Addressing the Shortage of Certified
Teachers in Ontario Classrooms

A Call for Immediate Action



COUNCIL OF ONTARIO
DIRECTORS OF EDUCATION

CONSEIL ONTARIEN DES
DIRECTIONS DE L'ÉDUCATION

1123 Glenashton Drive
Oakville, ON L6H 5M1
905-845-4254
ontariodirectors.ca

01

Executive Summary

There is a significant and growing

teacher shortage in Ontario, affecting all 73 publicly funded school boards across our province – English, Catholic, and French. The education sector is experiencing significant daily classroom teacher shortages across the sector primarily due to teacher absences, capped enrolments at Faculties, as well as shortages of certified early childhood educators and education assistants (Ontario Principals' Council, 2023; People for Education, 2024). Additionally, in specific parts of the province, there are shortages of certified teachers in specific subjects such as Technological Education, Indigenous Languages and French – including French as a Second Language, French Immersion and Francophone teachers in our French Language School Districts.



Too many students, already suffering from the pandemic upheaval, are now subjected to a series of unqualified adults in charge of their learning.

*Kathy Hibbert, Associate Dean
Teacher Education
Western University*

While daily staffing challenges across the sector impact schools and more importantly, students, this report focuses on the teacher shortage in Ontario. It explores the contributing factors and offers practical strategies to mitigate these daily and longer-term shortages to ensure high-quality education for all students. Without immediate investment in the profession, shortages are expected to worsen in the coming years, especially by 2027 (Jones, 2024).

The number of applicants who are interested in entering the teaching profession has never been stronger, with the number of funded spaces in faculties of education insufficient to accommodate the interest.

High-quality classroom instruction by certified teachers is critical for students to learn and succeed.

Research from the OECD shows that certified teachers have a significant positive impact on student achievement. Students taught by well-trained, certified teachers generally perform better in academic assessments. Their findings highlight the importance of a strong teaching force for high educational outcomes across OECD countries. This is primarily measured through data from the Programme for International Student Assessment (PISA).

Key points about the impact of certified teachers based on OECD findings:

- **Higher student achievement:**
Studies consistently link higher levels of teacher certification with improved student performance in various subjects, including reading, math, and science.
- **Quality of initial teacher training:**
The content of teacher education programs, particularly those including strong subject matter knowledge, assessment and evaluation, pedagogy, and practical teaching experience, plays a crucial role in teacher effectiveness.
- **Teacher stability and retention:**
A well-trained and certified teaching force is associated with lower teacher turnover, which supports the continuity of student learning and improve student achievement.
- **Impact on disadvantaged students:**
Certified teachers can have a particularly significant impact on the academic achievement of students from socioeconomically disadvantaged backgrounds (OECD).

02

Issues

Factors Contributing to the Teacher Shortage

As teachers retire or leave the profession, there are not enough new teachers to replace them. The Ministry of Education warns the situation will get worse in the coming years (Callan & D'Mello, 2024; Jones, 2024).

At the same time the shortage of certified teachers is growing, overall enrolment in Ontario schools is also increasing. The result is a demand for even more certified teachers (Ontario Ministry of Education, 2024b).

The teacher shortage is particularly challenging in specific subject areas including French and Technological Education (Ontario Ministry of Education, 2021, 2024a; Ontario Public School Board Association 2020, 2021). Teacher shortages in the French-language education system have been ongoing since 2016 (Ontario Ministry of Education, 2021).

The limited supply of teachers is also exacerbated in certain areas of the province including northern, rural and remote areas.

In 2015, Ministry policy changes increased the length of time to complete teacher education programs (Kitchen & Petrarca, 2022). This meant fewer graduates were available to fill yearly vacancies. In 2011, over 7,600 students were admitted to teacher education programs. This number dropped to 4,500 by 2022. (Ontario College of Teachers, 2022). Additionally, it has been challenging to attract teachers from other provinces and countries as shortages exist nationally and internationally. The number of new teachers from other provinces and countries was 1,916 in 2023, down from 2,415 in 2011. The Ontario College of Teachers forecasts a need of 1,500 more new teachers every year by 2030 (Ontario College of Teachers, 2022).

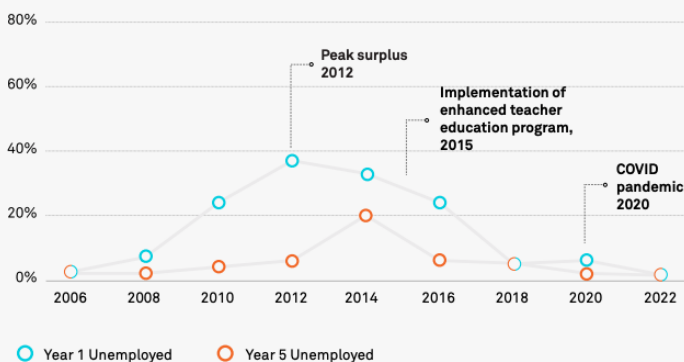
The number of teachers certified has also declined since 2005 when more than 9,000 teachers were certified, with a high of 9,638 in 2008. For the past three years, the numbers of teachers certified were (Ontario College of Teachers, 2024):

- 2021 - 5,747
- 2022 - 7,957
- 2023 - 7,171
- 2024 - 8,139

Key Factors

- **Aging workforce and retirements:** A significant portion of the teaching workforce is nearing retirement age, leading to a large number of vacancies in the coming years (Ontario College of Teachers, 2023).
- **Increased student enrolment:** In some regions, rising student populations, especially newcomers, are outpacing the supply of new teachers (Jones, 2024). Enrolment has been on the rise within the French-language sector since 2005-06 (Ontario Ministry of Education, 2021). A commitment by the Government of Canada to increase the presence of French-speaking immigrants outside of Québec is now having a significant impact on the student enrolment within Ontario's French-language system (IRCC, 2023).
- **Increased sick leave access:** Policy changes to sick leave entitlements, along with a lack of financial resources, have contributed to the number of daily, unfilled vacancies. The average number of days absent for elementary teachers in 2023-24 was 15.59 days, and for secondary teachers was 13.25 days (SBCI, 2023-24) – for an overall absentee rate of one and a half days a month for every teacher.
- **Teacher Education Programs:** The increase to the length of teacher education programs in 2015, combined with a cap on post-secondary funding, has resulted in a decrease in the supply of certified teachers. In 2024, a total of 9,019 applications to the two-year program within Ontario faculties of education were received, with less than 50% of applicants, on average within faculties of education, accepted due to existing funding and enrolment caps; this figure does not include applications to concurrent or Master's programs (The Ontario University Applications Centre [OUAC]).

Figure 1
Trend reported unemployment, teaching Years 1 and 5, 2006-2022



(Ontario College of Teachers, 2022)

2012
Peak of teacher supply

2015
Change to 2-year teacher education program

2015-2025
Decline in teacher supply

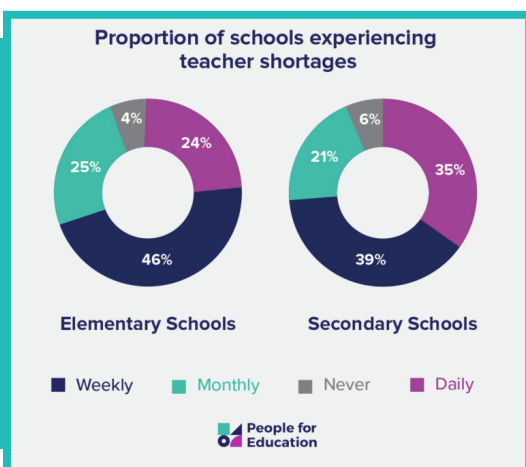
- **Limited pathways to teacher certification:** Barriers to entry for internationally educated teachers and those seeking alternative certification routes restrict the pool of certified candidates. In addition to these barriers, certification delays add to daily unfilled jobs by certified teachers (Balintec, 2022).
- **National and international teacher shortages:** With other provinces and countries experiencing teacher shortages, incentives from other jurisdictions have drawn from the number of certified teachers within the province (BC Gov News, 2024). With the recent federal requirements on international student caps, it is critical that these are not imposed on international teacher education candidates.

Impact on the Education System

The teacher shortage impedes the progress towards achieving Ontario's education priorities and negatively impacts learning for Ontario's students. On a daily basis across the province, principals and vice-principals scramble each day to implement plans to address unfilled vacancies (Teotonio, 2024). These plans may include the temporary reassignment of another teacher, often from intervention supports, to cover the class. Unfilled vacancies exist where there are no certified teachers or no certified occasional teachers to cover the class. As a result, classes are either cancelled or uncertified 'teachers,' including university students, are utilized to supervise the classroom to address safety compliance concerns. Safety compliance is not the same as teaching, and as a result, the quality of education is being impacted (Ontario Principals' Council, 2023).

In areas of the province where the shortage is at a "crisis" level, significant numbers of uncertified staff serve as the regular classroom teacher.

In some cases, the lack of certified teachers has resulted in schools being partially closed. In one Northern school board, for example, part of the school is bussed over an hour one way to another school due to the inability to hire permanent certified teachers.



(People for Education, 2024)

70% of elementary schools and 74% of secondary schools are experiencing daily or weekly shortages of qualified teachers.

School-based Impact

- **Increased reliance on uncertified teachers:** To fill vacancies, administrators utilize uncertified staff, potentially impacting the quality of education (Jones, 2024; Ontario Principals' Council, 2023).
- **Difficulty filling specialized positions:** Shortages are particularly acute in specific subject areas such as French and Technological Education, compounded by recent Ministry of Education policy decisions to mandate more Technological Education courses as a graduation requirement (Jones, 2024; Zwaagstra, 2024).
- **Inequitable access to education:** Teacher shortages disproportionately affect rural and remote communities, as well as schools serving greater proportions of underserved marginalized populations (e.g., First Nation communities).

03

Calls to Action

Strategies to Address the Teacher Shortage

An intentional and formalized plan, with short-term and long-term strategies, is needed to address the critical and immediate teacher shortage in Ontario. The shortage of teachers in Ontario cannot be resolved by school boards and faculties of education without significant investment in the education sector by the provincial government.

There has been a steady erosion of education funding across the province as a result of funding formulas not keeping up with inflation. While the overall funding has increased, this is due to increased student enrolment. Without adjustments for inflation, there are fewer funds within the sector to address a multitude of challenges, including teacher shortages (See et al., 2020).

There is a need for the government and the Ministry of Education to formally acknowledge and address the staffing shortages that exist in the education sector. The immediate short-term solutions with appropriate funding must be prioritized.

- **Fund more teacher education seats within Ontario Faculties of Education:** Teacher education programs have reported that they have twice as many applicants as they have funded spaces.

More funded spaces in existing teacher education programs will immediately increase the pool of certified teachers (Ontario Teachers' Federation, 2024), as opposed to making any significant changes to the length of the program. The length of the program has been a topic of much discussion with the suggestion that there should be a return to a one-year program. The support for the addition of compressed programs may be the best solution, ensuring that teacher candidates are well prepared for the role while meeting the needs of the sector, especially in high demand areas.

Reducing the length of the program back to one-year may also have the unintended consequence of impacting the readiness of new teachers as they begin their teaching career. Increasing the number of seats in teacher education programs would also better meet current and immediate needs. Connected to this issue is the requirement to restore or boost the overall program funding to faculties of education which was also reduced by 50% with the change to the two-year program.

- **Increase use of retired teachers:** Provide immediate support by increasing the number of days for retired teachers from 50 to 95 days. This is not a long-term solution, but rather one that will address immediate needs until other strategies are implemented.
- **Streamline pathways to teacher certification:** Facilitate the certification of internationally educated teachers and those with alternative qualifications to expand the pool of certified candidates:
 - Review the recent policy changes at the College of Teachers to determine the efficacy of the program changes to attract more international and interprovincial teachers;
 - Support internationally educated teachers to allow them to fully understand the uniqueness of Ontario's education system and be successful as classroom teachers;
 - Review the impact of transitional certificates based on school board input (Ontario College of Teachers, 2024) with funding provided to faculties to support the implementation of the transitional certificate.
 - Recognize the expertise and experiences of education assistants and early childhood educators who may wish to proceed to teacher education programs;
 - Review the existing time constraints for the College of Teachers to grant certifications.
- **Offer incentives for teachers to work in high-demand areas:** Financial incentives, housing assistance, and student loan forgiveness programs can encourage teachers to work in underserved communities (BC Gov News, 2024). This could include signing bonuses and service retention bonuses for graduates who choose to relocate to underserved and northern areas of the province.
 - One potential model would be the three-year subsidy (2023-2026) that the province of Ontario instituted to pay for Basic Constable Training (\$15,450 as of 2023) to increase the pool of available police officers. This model could be utilized for overall recruitment, to hire within specific subject areas, or to attract teachers to specific geographic regions of the province.
 - Expand the Learn and Stay Grant beyond the health care sector to the education sector.
- **Offer incentives for teacher candidates to complete their practicums in other parts of the province:** There are insufficient practicum placements in areas of the province due to many factors (e.g., small schools, teacher demographics), with incentives ensuring that teacher candidates complete this critical program requirement.
- **Target recruitment efforts and incentives to attract teachers for specialty areas such as French, Technological Education, and Indigenous languages:** Under the current central bargaining approach, the province is responsible for teacher compensation decisions. The province needs to create monetary incentives to attract specialty area teachers and to work with the provincial unions to address the staffing crisis in Ontario.

- **Review New Teacher Induction Program (NTIP):** The recent changes to education means there is a need to review NTIP. The current shortage of occasional teachers prevents school boards from providing a fulsome induction and mentoring program for new teachers. In some areas of the province, teacher demographics combined with the increasing demands of the profession result in fewer teachers available to mentor new teachers.
- **Increase support and incentives for internationally educated teachers:** Internationally educated teachers need specific support to better understand the Ontario classroom context including diverse student and behavioural needs. Providing incentives would assist in attracting them. Additionally, all teachers could benefit from learning about the unique experiences and skills that internationally educated teachers bring to all Ontario classrooms..
- **Expand alternative certification programs:** Create more alternative pathways for individuals with relevant experience to become certified teachers and transition into teaching, especially in high-need subject areas such as Technological Education and Indigenous languages..
 - In addition to more pathways into the profession, fund more compressed teacher education programs to decrease the time requirement to become a certified teacher in Ontario (Gaudreau, 2023). Again, compressing a two-year program would ensure the preparedness of teacher candidates.
- **Partner with universities to increase teacher education enrolment:** Provide funding to offer scholarships and incentives to encourage students to pursue teaching degrees, especially for Indigenous and racialized candidates in light of the research demonstrating the value of a diverse teaching force. Research from literature consistently shows ‘benefits of access to same-race/ ethnicity teachers on the outcomes of students of color, including increased test-score performance (Dee 2004; Egalite, Kisida, and Winters 2015), academic expectations (Gershenson, Holt, & Papageorge, 2016), and reduced absences, suspensions, and expulsions’ (Blazar, D., & Lagos, F., 2021).
 - The government has recently implemented free or reduced tuition in the health care sector to address significant labour shortages in the sector. Follow this implementation model for the education sector.
- **Promote the teaching profession:** Public awareness campaigns and initiatives to encourage young people to consider teaching and/or support positions in education as a career can help attract new talent to the profession; including the creation of a Specialist High Skills Major (SHSM) education pathway for a variety of teaching and other occupations in the education sector.
- **Increased funding for education:** Allocate more resources to schools to hire additional staff, including permanent occasional teachers, and to improve overall teaching conditions. It is important to note that there are also support staff shortages in all boards, which directly impact teaching and learning.

- **Data collection leadership:** The Ministry of Education should implement a standardized system for tracking teacher data including shortages by region, division, and subject.
 - Create forecasting models to more accurately track retirement trends and demographics of certified teachers.

Strategies to Address the Teacher Shortage Within the French-language System

All the strategies identified above are also pertinent for the French-language system. In addition, in January 2021, a French-language Working Group submitted a report to Ontario's Ministry of Education addressing the ongoing shortage of French-language teachers since 2016. The report included recommendations in three main areas:

- Teacher Training Programs and Labour Market Needs (24 recommendations);
- Professional Integration and Retention of New Teachers (four recommendations);
- Promoting the Teaching Profession and Employment Opportunities (two recommendations).

The report also highlighted the need for funding to implement these five recommendations. (Report on the shortage of teachers in Ontario's French-language education system, 2021).

Despite efforts since 2021, Ontario still faces a shortage of French-language teachers in 2025.

The strategies identified in the 2021 report and action plan developed by the Ministry based on these recommendations should be updated to include the new strategies outlined above in this report. Both the English and French-language systems share the same legislation and regulations, although the minority context presents additional challenges.

- **Increase funding for French-language education:** Invest in programs to attract and retain French-language teachers. The shortage of French-language teachers is significant across Canada.
- Considering the number of newcomers accepting teaching positions in the French-language system and considering the lack of French-language services for newcomers in the province, provide additional financial support to French-language school boards to support these teachers during their first and second years of teaching.

Hiring French-language teachers from abroad has become part of the solution for French-language systems across Canada. In Ontario, until local education program expansions produce more teachers, recruiting international teachers is part of the solution (180-200 teachers from abroad since 2023, La Passerelle, Centre franco). This situation requires more funding to support the integration of these teachers within the Boards.

The New Teacher Induction Program (NTIP), despite its orientation towards professional learning, should incorporate flexibility in its mandatory teacher appraisal process during the first year of teaching for teachers from abroad. It is essential for these educators to acclimate themselves to the school's culture and pedagogy before undergoing an appraisal.

Addressing the shortage of French-language teachers in Ontario is crucial to ensure the provision of quality education for young francophone students.

04

Conclusion

The teacher shortage in Ontario is having immediate and significant implications for the education system and for student achievement and success. Addressing this shortage requires an immediate, multi-faceted approach involving the Ministry of Education, the Ontario Treasury Board, provincial school boards and Trustee Associations, principal associations, faculties of education, the Ontario College of Teachers, the Ontario Teachers' Federation and its member unions (Hibbert, 2024).

Implementing the strategies outlined in this report is a step forward to ensuring that Ontario continues with a strong education system and that all students have certified and dedicated teachers.

The strategies in this report will set Ontario on a positive path forward. Implementing them will help ensure that students have access to the certified teachers they deserve and maintain Ontario's status as one of the most effective public education systems in the world.

CODE looks forward to working closely with the Ministry of Education to implement our Calls to Action and ensure the public remains confident in Ontario's Kindergarten to Grade 12 publicly funded education system.

About CODE

The Council of Ontario Directors of Education (CODE) is the professional association which represents Directors of Education of the 73 publicly funded District School Boards in Ontario.

Strategic Priorities

To achieve our goals, CODE has established three strategic priorities:

- **Advocacy:** We advocate for policies and programs that improve student achievement, ensure safety, and promote well-being. That means working with decision-makers, securing funding, and supporting the recruitment and retention of skilled staff.
- **Leadership:** We help members grow as leaders by offering networking, mentorship, professional development, and opportunities to share solutions to community challenges.
- **Equity and inclusion:** We promote equity and inclusion to ensure all students learn practical knowledge, job skills, and life skills in safe, supportive environments—no matter who they are.

05

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Supporting Students with Special Needs

S. Pladzyk, Superintendent of Schools

J. Pecore, Special Education Lead

Vision

Empowering all
learners to
achieve personal
excellence.

Mission

Together, we
inspire innovation
and a passion for
learning.



Our Three Priorities

Culture

Equity

Innovation



Strategic Actions

Culture

- Relationships
 - We celebrate each learner by providing opportunities to build a sense of belonging

Innovation

- Trust
 - We foster the necessary conditions to encourage all learners to take risks and learn

Equity

- Understanding our needs
 - We respond to the diverse learning needs through informed decision and resource allocation

Growing Complexity of Needs



Identified Students

School Year	Total # of Identified Students (IEP and NIEP)	Total Enrollment	Percentage of Identified Students (IEP and NIEP)
June 2023	2134	7213	29.6%
June 2024	2332	7334	31.8%
March 2025	2447	7291	33.56%



What are some of the needs?

- Increasing diagnosis and conditions (e.g., rise in ASD, ADHD, learning challenges)
- More students registering with undiagnosed needs
- Self-regulation (resulting in behaviour, violence and aggression)
- Language acquisition deficits
- Toileting needs
- Medically fragile conditions
- New Year 1 registrations, students from out of board, students from other local boards that have a diagnosis and receive one-to-one support, possibly requiring a high support placement

Challenges

- Recruitment and retention of qualified staff
- Building staff capacity
- Space in schools
- Community and outside agency involvement and support
- Family support
- Waitlists



High Support Waitlists by Region

	Primary (JK-3)	Junior (4-6)	Intermediate (7-10)	Senior (11-12)	Total Number of Students
Central	34	8	5	0	47
South	4	0	1	0	5
North	0	0	0	0	0



High Support Classrooms Over the Years

	2018- 2019	2019- 2020	2020- 2021	2021- 2022	2022- 2023	2023- 2024	2024- 2025
Elementary	22	26.5	29	34	37	40	42
Secondary	23.5	23	22	20	23	23	24
Total	45.5	49.5	51	54	60	63	66



School Support Services



Student Support Team

- 1.0 FTE Registered Behaviour Analyst
- 3.0 FTE Student Support Consultants



Student Support Team

- Behavioural service providers are required to be regulated health professionals
- Student Support Consultants provide support within a Crisis Prevention Institute (CPI) framework
- Students who are not formally identified are considered on a case-by-case basis



Student Support Team

- Should students not be progressing as anticipated, the referral will be escalated to the Behaviour Analyst (BA)
- Behaviour Analyst creates a Behaviour Intervention Plan that is ABA-focused
- Behaviour Intervention Plan is supervised by the Behaviour Analyst and implemented collaboratively with the Student Success Consultants and school team



Reasons for Referrals

Anxiety

Peer Conflict

Aggression (verbal,
physical)

Non-compliance

Oppositional/defiant
behaviour

Sensory problems

Inattentiveness

Impulse control

Elopement

Academic challenges

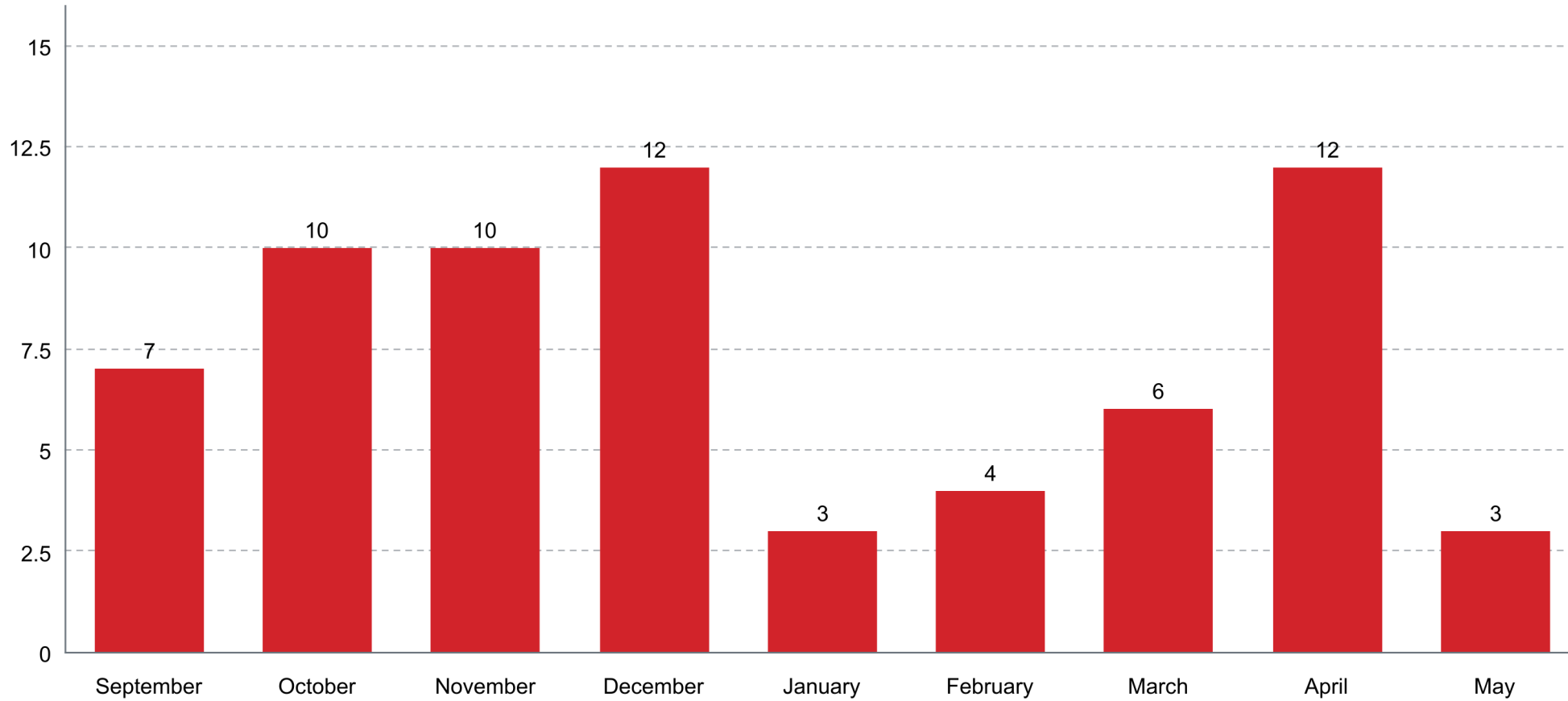
Transitions, following
routines

Agitation
(tantrums/meltdowns)

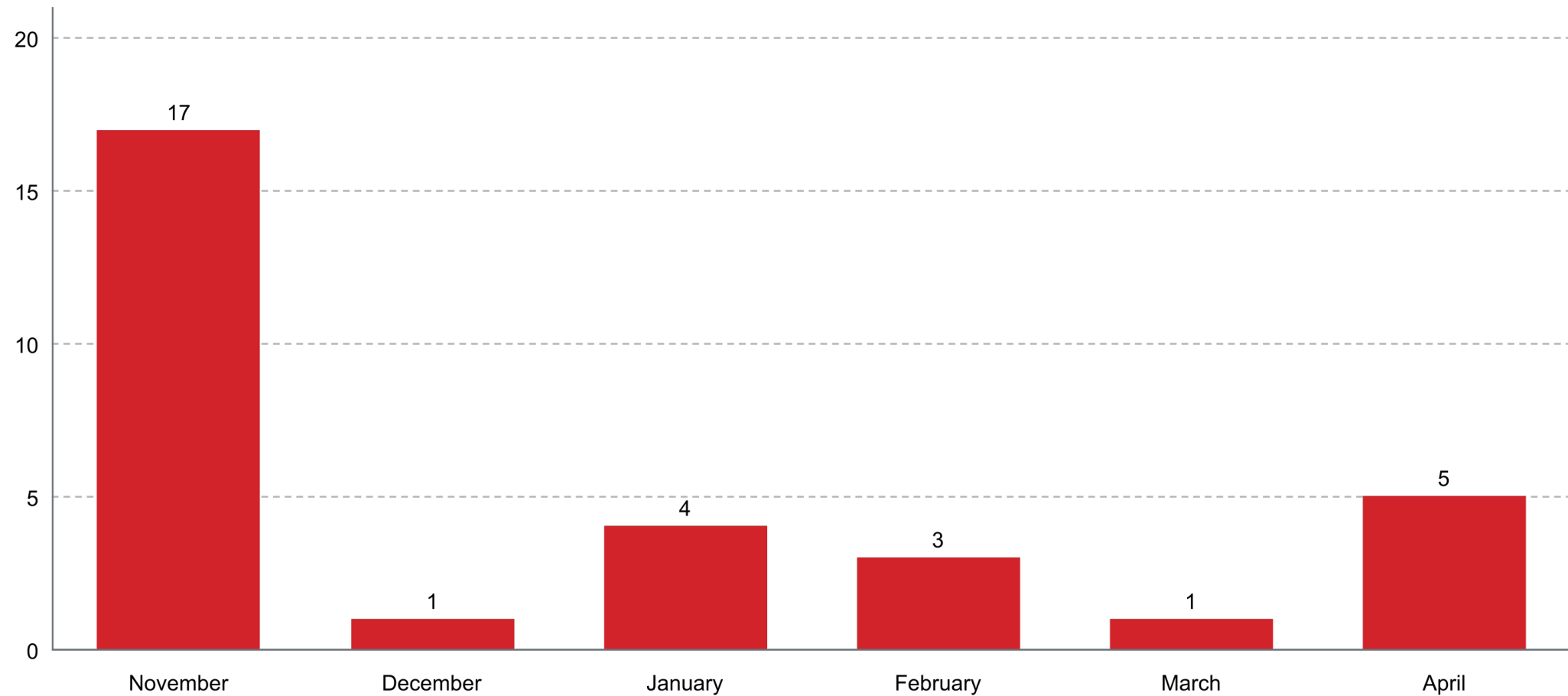
Ritualized behaviours



SSC Referrals 2023-2024



SSC Referrals 2024-2025



Resources and Support Provided

- Proactive strategies (e.g., resources, tip sheets)
- Behaviour Support Plans
- Safety Plans
- Crisis intervention and de-escalation support



**District School Board
Ontario North East**

Schumacher Board Office
Street Address
 153 Croatia Avenue, Schumacher, ON P0N 1G0
Mailing Address
 P.O. Box 1020, Timmins, ON P4N 7H7
 705-360-1151

New Liskeard Board Office
 198022 River Road
 New Liskeard, ON P0J 1P0
 705-647-7394

ADHD Supports for Elementary Students

Introduction

ADHD is a neurodevelopmental disorder that affects approximately 10% of children and extends into adulthood for most. ADHD is characterized by significant levels of inattention, impulsivity, and hyperactivity; however, not all children with ADHD demonstrate hyperactivity (inattentive versus hyperactivity type). It is commonly diagnosed more often in boys than girls (over fifty percent higher in boys) and symptoms must be present before the age of 12 in at least two different environments.

Children with ADHD are equally as intelligent as their peers; however, research suggests that they have slower brain development in the frontal and temporal parts of the brain by roughly 3-5 years. These parts of the brain are responsible for integrating sensory information processing with higher-order thinking, suppressing inappropriate actions and thoughts, focused attention, remembering things from moment to moment, working for rewards or understanding consequences, and controlling movement. Some research has also suggested possible differences in brain chemistry impacting learning, impulsivity, and processing. Thus, they typically require more academic, social-emotional, and self-regulation support.

Please find below the characteristics of inattentive and hyperactive sub-types. The SNAP (questionnaire for ADHD) can be found in Appendix A if you have a student that you suspect may be struggling with ADHD.

ADHD predominantly inattentive presentation

- Fails to give close attention to details or makes careless mistakes
- Has difficulty sustaining and shifting attention
- Does not appear to listen
- Struggles to follow through with instructions
- Has difficulty with organization
- Avoids or dislikes tasks requiring sustained mental effort
- Loses things
- Is easily distracted
- Is forgetful in daily activities

ADHD predominantly hyperactive-impulsive presentation

- Fidgets with hands or feet or squirms in chair
- Has difficulty remaining seated
- Runs about or climbs excessively in children, extreme restlessness in adults

Culture
Equity
Innovation

Behaviour Management Plans and Safety Plans



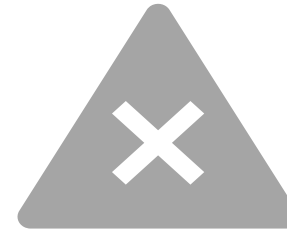
Behaviour Support Plans

Designed to address and modify challenging behaviors

Aim to promote positive behavior and reduce negative or disruptive actions

Long-term behaviour modification

Includes strategies for teaching new skills, reinforcing positive behaviors, and managing or reducing problematic behaviors



Safety Plans

Focus on ensuring the safety of an individual, particularly in situations where there is a risk of harm to themselves or others

Include steps to take in a crisis, contact information for support, and strategies to de-escalate potentially dangerous situations

Immediate actions to ensure safety

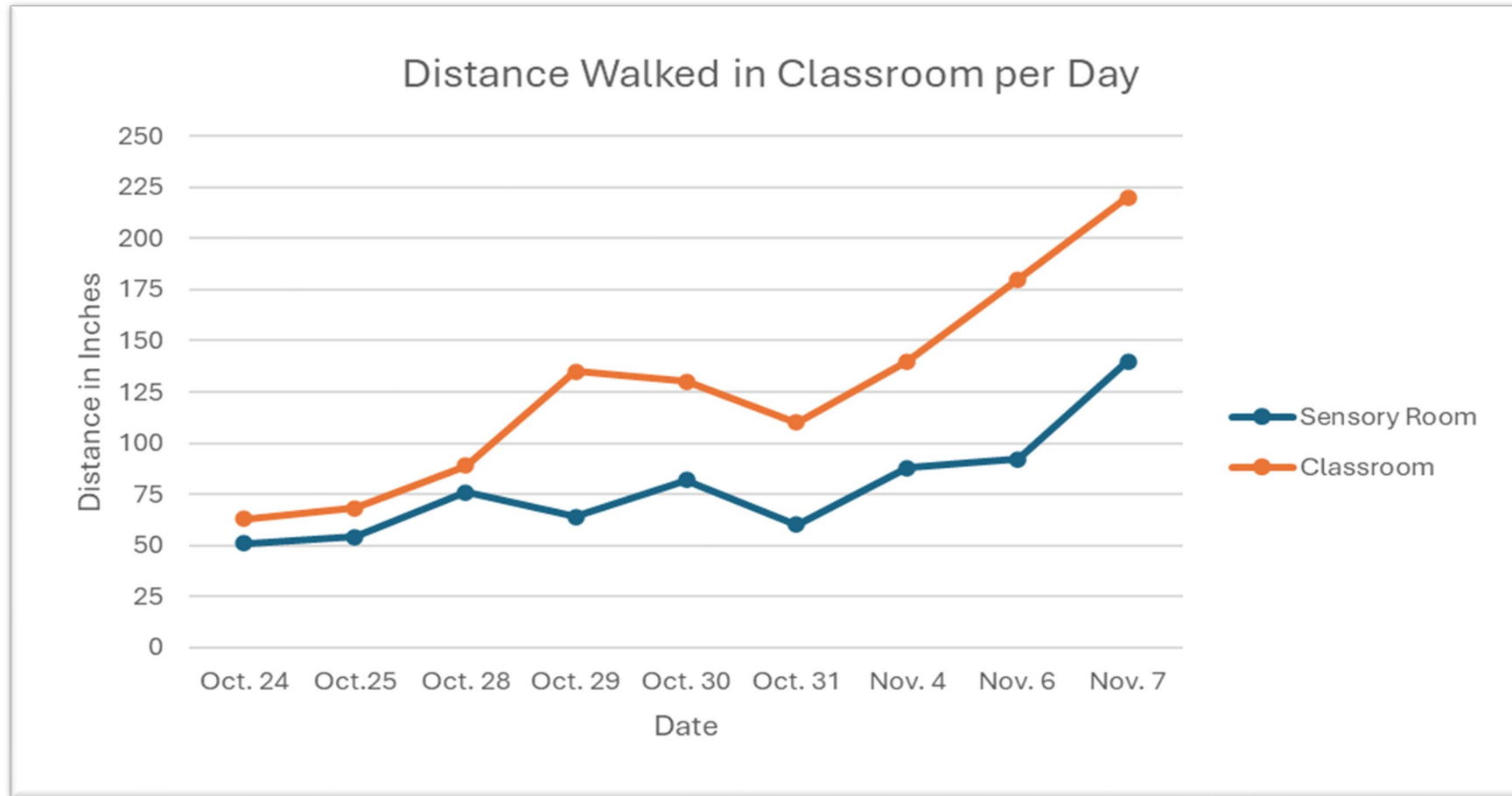


District School Board
Ontario North East

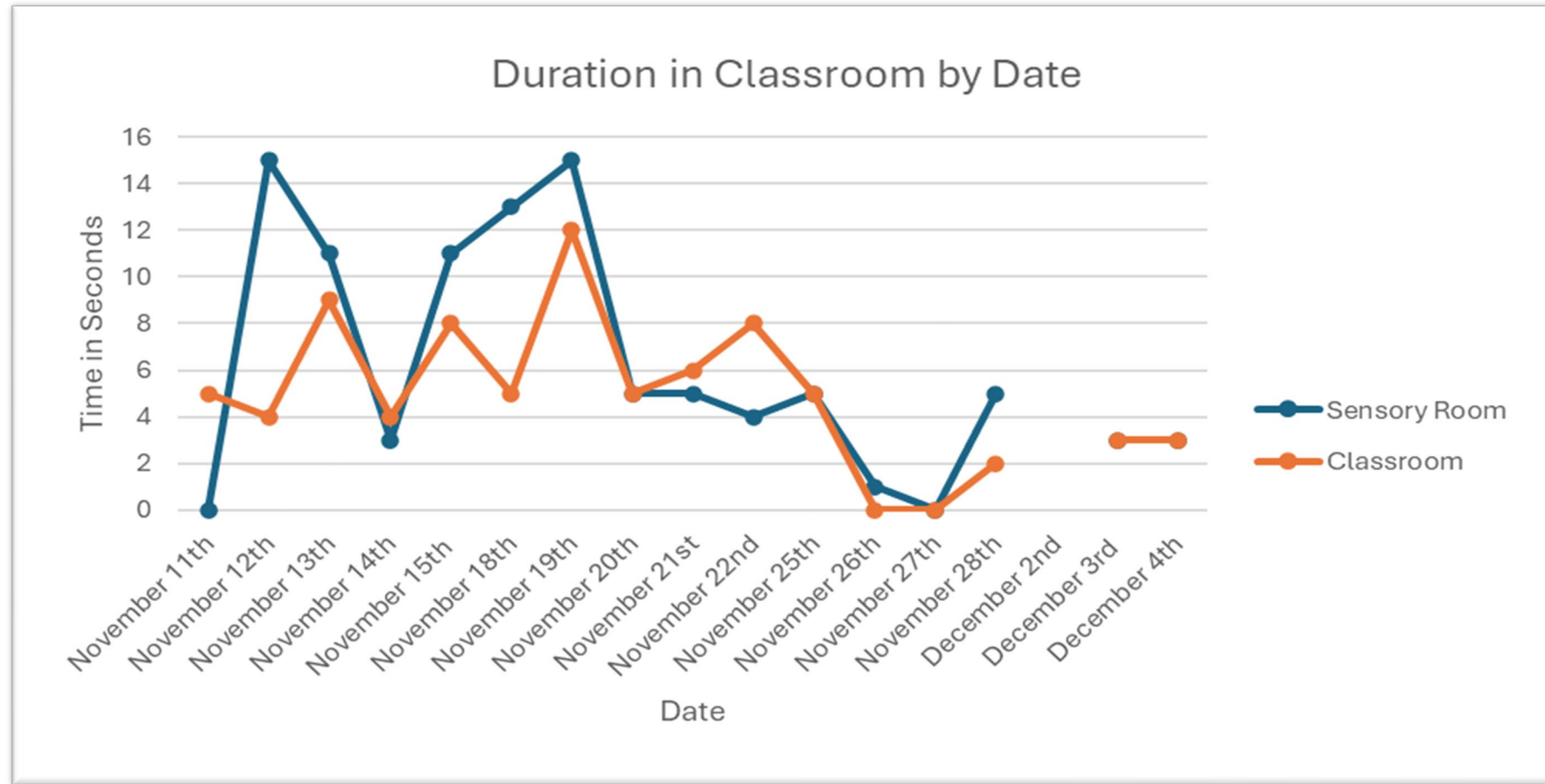


CRISIS PREVENTION
INSTITUTE®

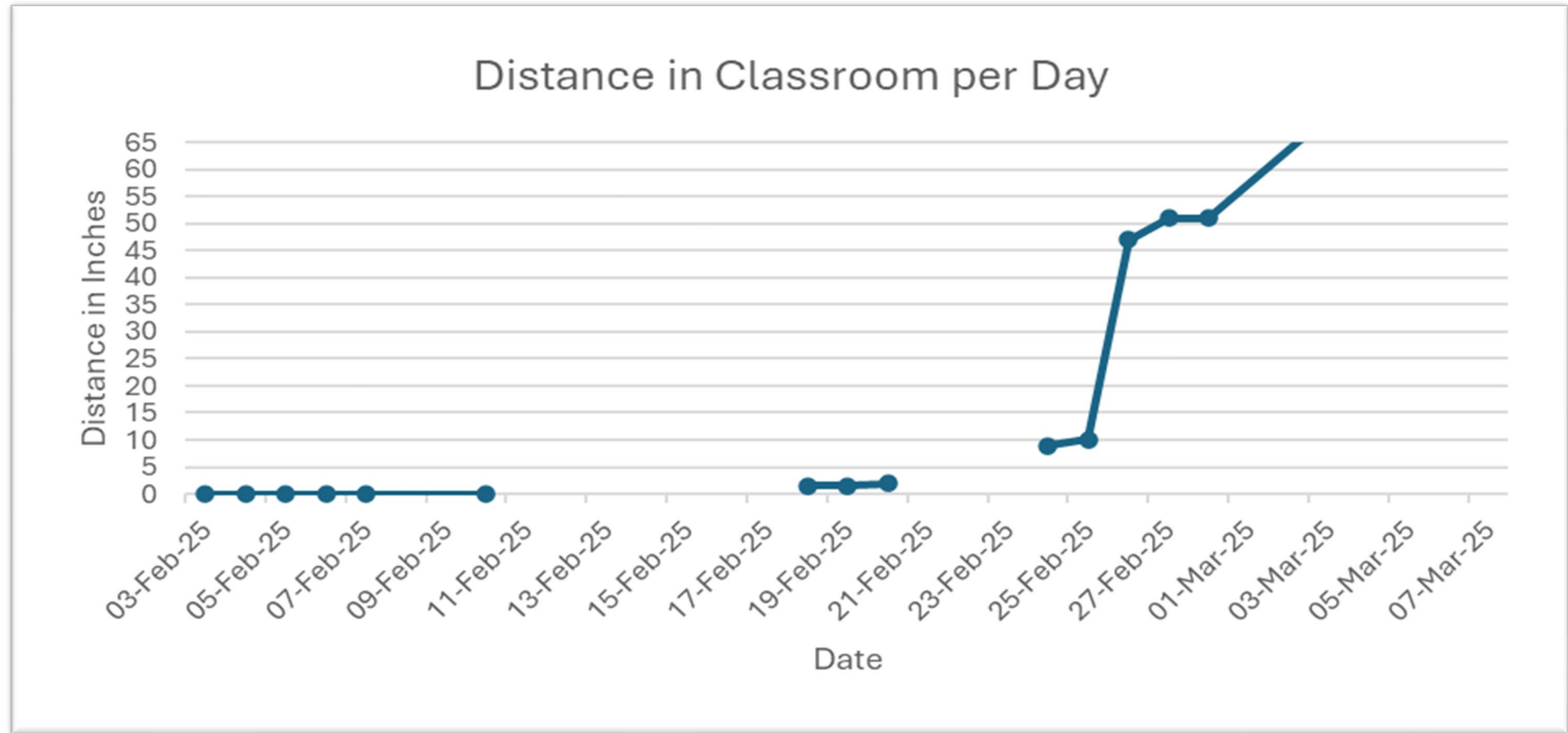
Success Story



Success Story



Success Story



Future Goals

Meeting growing demand for support

Professional development and training to build staff capacity

Prevention and early intervention



Acronyms

ABA	Applied Behaviour Analysis
ADHD	Attention Deficit Hyperactivity Disorder
ASD	Autism Spectrum Disorder
BA	Behaviour Analyst
BMP	Behaviour Management Plan
CPI	Crisis Prevention Institute
IEP	Individual Education Plan
LD	Learning Disability
NIEP	Non-identified Individual Education Plan
ODD	Oppositional Defiance Disorder
SSC	Student Support Consultant

Meegwetch

Merci

Thank you





Member Board Appointments to the OPSBA Board of Directors and Identification of (Voting) Delegate

April 9, 2025

TO: OPSBA Board of Directors (BOD) Members

CC: School Board Chairs
Directors of Education
OPSBA Executive Staff

Please read all the following important information and share with trustees and staff who support governance in your school board.

OPSBA member school boards, school authorities and treatment school authorities are asked to identify the following **by Wednesday, May 14, 2025**.

- 1) (Voting) Delegate and Alternate (Voting) Delegate
- 2) Board of Directors (BOD) Member(s)*
* School authorities and treatment school authorities will identify one trustee to represent their groups on the OPSBA Board of Directors.

The following should be considered when selecting trustee representatives:

- 1) The trustees selected to be the (Voting) Delegate and Alternate (Voting) Delegate should be available to attend the [2025 Annual Meeting](#) on Friday, June 13, 2024 @1pm and Regional Elections on Saturday, June 14, 2025 @12pm (Queen's Landing Hotel, Niagara-on-the-Lake, ON)
- 2) The trustee(s) selected to serve on the OPSBA Board of Directors should be committed to participate in OPSBA BOD meetings (physically or virtually) and events. Key dates for 2025-2026 are outlined below. The OPSBA Meetings and Events Calendar is attached for information.

Date	Meetings/Events	Notes:
June 18, 2025 (11:30am-1pm)	Organizational Board of Directors (BOD) meeting and OPSBA BOD Orientation Session	Online only
September 26-27, 2025	BOD Meeting	- Friday/Saturday meeting - Crowne Plaza Toronto Airport
November 22-23, 2025	BOD Meeting	- Saturday/Sunday meeting - TBD, Downtown Toronto
November 24, 2025	Advocacy Day	- Monday meeting - Queen's Park



Date	Meetings/Events	Notes:
February 27-28, 2026	BOD Meeting	• Friday/Saturday meeting • TBD, Near Pearson International Airport
April 24-25, 2026	BOD Meeting	• Friday/Saturday meeting • Sheraton Centre Hotel
June 4, 2026	BOD Meeting	• Thursday meeting • Brookstreet Hotel, Ottawa

Trustees who are interested in serving on the OPSBA Board of Directors or as the (Voting) Delegate are encouraged to review the [Guide to OPSBA Roles and Responsibilities](#) and reach out to their local [Regional Council Chair](#) to ask any questions of clarification about these roles. Trustees may also reach out to Lisa Reinhardt, Managing Director, Corporate Affairs, at lreinhardt@opsba.org for clarification. Answers to Frequently Asked Questions are included as Appendix A and guidance for OPSBA Board of Directors Members is outlined in Appendix B.

If your school board, school authority, or treatment school authority is unable to make the May 14, 2025, deadline to confirm your Delegate and/or Board of Directors member(s), please contact Lisa Reinhardt to advise when we can expect to receive confirmation in advance of the Annual meeting.

Please send the names of your Board appointed Delegate, Alternate Delegate, and Board of Directors member(s), where applicable, by end of day May 14, 2025 to:

Lisa Reinhardt
 Managing Director of Corporate Affairs
lreinhardt@opsba.org

If you are unable to meet this deadline, please advise Lisa Reinhardt (lreinhardt@opsba.org) when OPSBA might expect to receive this information in advance of the Annual Meeting.

If you have any questions, please contact your local Regional Council Chair or the following OPSBA staff.

Stephanie Donaldson
 Executive Director
sdonaldson@opsba.org
 647-390-9214 (Call or message)

Lisa Reinhardt
 Managing Director, Corporate Affairs
lreinhardt@opsba.org
 905-252-7379 (Call or message)

Appendix A: Frequently Asked Questions

1) What is a Delegate?

The Delegate is one trustee representative of each public-school board, treatment school authority, and school authority, that is a member of OPSBA, who attends Annual and Special meetings (i.e., the Annual Meeting) and votes on all matters on behalf of their school board, treatment school authority, or school authority.

Note: The school board, school authority, or treatment school authority is the OPSBA member.

Each of OPSBA's 31 member public school boards and 10 school authorities/treatment school authorities may appoint one Delegate and one Alternate.

Information about the role and responsibilities of (Voting) Delegates/Alternate (Voting) Delegates can be found on pages 6-7 of the [Guide to OPSBA Roles and Responsibilities](#).

2) What is the OPSBA Board of Directors?

The OPSBA Board of Directors is responsible for overseeing the affairs of the Association. Each member board, group of school authorities, group of treatment school authorities, the Indigenous Trustees Council, and the Black Trustees' Caucus appoints at least one representative to serve on the OPSBA Board of Directors. There are 51 individuals on the OPSBA Board of Directors.

Information about the OPSBA Board of Directors and responsibilities of and leading practices for individual Directors can be found on pages 11-14 of the [Guide to OPSBA Roles and Responsibilities](#).

3) Who is eligible to be an OPSBA Board of Directors Member?

Directors must be a trustee in a member board. As defined by the [Ontario Not-for-Profit Corporations Act](#) (ONCA), a director of any corporation, including OPSBA must be:

- an individual
- 18 years of age or older
- a person who has not been found incapable of managing property under the [Substitute Decisions Act, 1992](#) or the [Mental Health Act](#)
- a person who has not been found incapable by any court in Canada or elsewhere
- not bankrupt



4) What is the role of OPSBA Board of Directors Members?

Trustees appointed to the OPSBA Board of Directors meet regularly to make decisions in the best interest of OPSBA. Directors have a [fiduciary duty](#) to the Association.

Information about the role and responsibilities of individual Directors can be found on pages 13-14 of the [Guide to OPSBA Roles and Responsibilities](#).

5) What is the Term of Office on the OPSBA Board of Directors?

The Term of Office of the OPSBA Board of Directors begins immediately following the Annual Meeting and ends immediately following the subsequent Annual Meeting. The OPSBA Board of Directors meets for the first time at their Organizational Meeting (Electronic) on Wednesday, June 18, 2025 from 11:30am to 1pm.

6) What is the time commitment for OPSBA Board of Directors (BOD) members?

Aside from the Organizational Meeting (noted above) there are usually five BOD meetings each year (typically in September, November, February, April, and June). Dates of meetings scheduled in 2025-2026 can be found at: [Calendar - OPSBA](#) (And attached).

BOD Meetings are usually held from 7-9pm on Friday night (at the Sheraton Centre Hotel or other location in the Greater Toronto Area) and resume at 9am on Saturday morning. The time of adjournment is dependent on the amount of business and discussion.

7) How many Board of Directors can my school board appoint?

- a) All English public school boards, that are members of OPSBA, may appoint one trustee, to serve on the OPSBA Board of Directors.
- b) School boards with pupil enrolment percentage of between 5% and 14.99% of the total enrolment of all member boards may appoint a total of two trustees to serve on the OPSBA Board of Directors. These school boards include:
 - Durham DSB,
 - Ottawa-Carleton DSB
 - Peel DSB
 - Thames Valley DSB
 - York Region DSB

- c) School boards with pupil enrolment percentage of 15% or more of total enrolment of all member boards may appoint two additional trustees. The only school board that currently meets this threshold is the Toronto DSB.

8) What happens if our Board of Directors member is unable to attend a meeting?

The [Ontario Not-for-Profit Corporations Act](#) (ONCA) does not permit alternates to act on behalf of absent directors.

Member boards, the ITC, the BTC, group of school authorities and group of treatment school authorities are encouraged to take care when selecting their trustee representative(s) to serve on the OPSBA Board of Directors. This includes ensuring that there is a general understanding of the role and knowing when meetings are scheduled so that the appointed representative can commit to attending all (or most) meetings.

OPSBA Board of Directors meetings are hybrid. Directors who are unable to attend the meeting in person may participate electronically.

In cases where a Director is unable to participate in person or electronically, the Regional Council Chair can act as a conduit of information between the Board of Directors and the member board Director. If necessary, they can be asked to make comments on agenda items on behalf of the absent director. Proxy voting is not permitted.

9) What happens if my Board appoints its OPSBA Delegate and Board of Directors member(s) at the Organizational meeting in November/December?

Member boards are encouraged to adjust their appointment time to the Spring of each year.*

** This may require a policy or by-law change.*

Appointments made after the OPSBA Annual Meeting will not take effect until the next Term of Office (immediately following the next Annual Meeting).

Vacancies on the OPSBA BOD may be filled mid-term in accordance with the OPSBA General By-Law and ONCA. This includes in a Municipal and School Board Election year. A mid-term appointment, to fill a vacancy, will only be for the remainder of the existing OPSBA Term of Office.

10) Must the Delegate and Board of Directors member from a member board be the same person?

No. The appointed Delegate and Board of Directors Member(s) can be different trustees; however, many member boards select the same trustee to be the Delegate and Board of Directors member (for consistency).

11) When and how do member boards appoint their Delegate, Alternate Delegate, and Board of Directors Member(s)?

The Ontario Not-for-Profit Corporations Act (ONCA) requires member boards to confirm with OPSBA their Delegate, Alternate Delegate, and Board of Directors Member(s) 30 days prior to the Annual Meeting. In 2025, this is Wednesday, May 14.

DRAFT MOTION

That the XXX School Board approve the following appointments to the Ontario Public School Boards' Association for 2025-2026 Term of Office.

- 1. That Trustee XXX be appointed to the OPSBA Board of Directors****
- 2. That Trustee XXX be appointed OPSBA Delegate.**
- 3. That Trustee XXX be appointed OPSBA Alternate Delegate**

*** School boards with multiple OPSBA Board of Directors members will have to identify more than one trustee (See FAQ #7).*

OPSBA staff will work with the Indigenous Trustees' Council, Black Trustees' Caucus, group of school authorities, and group of treatment school authorities to identify their Board of Directors Members.

12) How are OPSBA Board of Directors Members supported in their Role?

An online orientation session is scheduled on Wednesday, June 18, 2025, for all Board of Directors to become acquainted with their role. New and returning Board of Directors members are encouraged to attend this session.

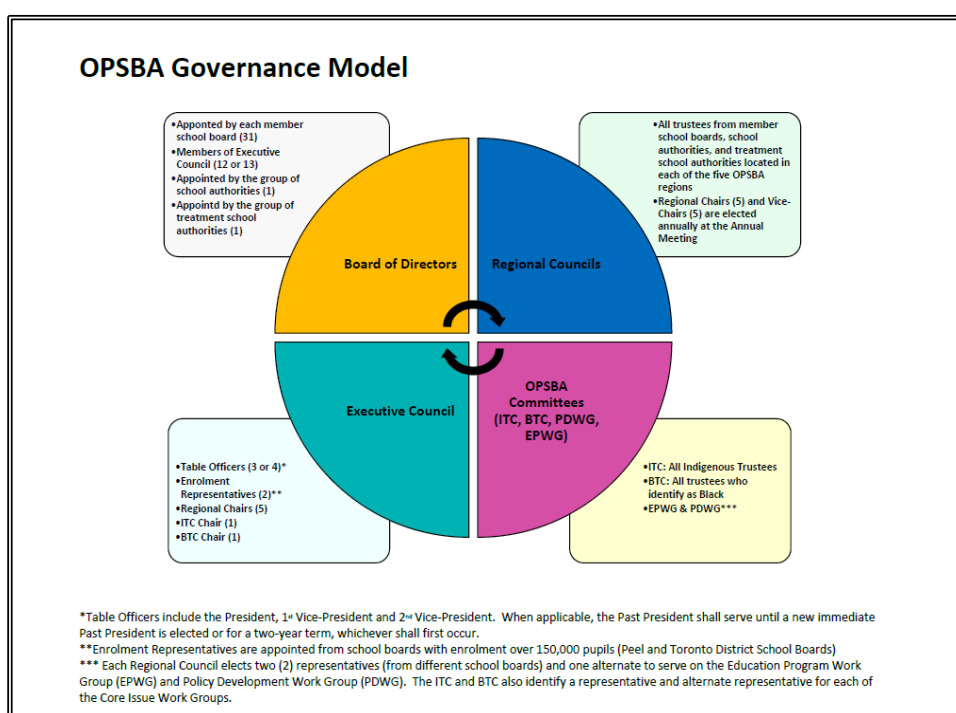
A variety of OPSBA policies and resources are also available to help Board of Directors members learn about their role, and how they fit into OPSBA's Governance Structure. These include:

- [Guide to OPSBA Roles and Responsibilities](#)
- [OPSBA Mission, Vision, and Values](#)
- [OPSBA's Multi-Year Strategic Priorities](#)

- [Code of Conduct Policy and Enforcement Procedure](#)
- [OPSBA General By-Law](#)
- [OPSBA Policies, Procedures, and Supporting Documents](#)

A variety of human resources are also available including the President, First and Second Vice-Presidents and Regional Council Chairs. In addition, Executive Director Stephanie Donaldson and Managing Director, Corporate Affairs Lisa Reinhardt are available to answer questions about the [General By-Law](#) and OPSBA's Governance Structure.

13) What is OPSBA's Governance Model?



14) What are the differences between the (Voting) Delegate and the OPSBA Board of Directors Member?

(Voting) Delegate	Board of Directors Member
• One trustee, identified by each member school board (31), school authority (4), and treatment school authority (6) • One alternate trustee may be identified by each member school board, school authority, and treatment school authority to vote in the absence of the Delegate • Identified at least 30 days prior to the Annual Meeting • In 2025-2026, there are a total of 41 Delegates • Attend and vote on behalf of their member school board, school authority, or treatment school authority at OPSBA Annual and Special meetings of the membership • Do not have a role to play at OPSBA Board of Directors meetings	• One to three trustee(s) identified annually by each member school board, the ITC, the BTC, the group of school authorities, the group of treatment school authorities • In addition to those noted above, the President, First Vice-President, Second Vice-President, Five Regional Council Chairs, Two Enrolment Representatives, and Past President (for the two-year period immediately following the election of a new President) are also BOD members • Alternate Board of Directors members are not permitted under ONCA • Identified at least 30 days prior to the Annual Meeting • In 2025-2026, there are a total of 51 trustees on the OPSBA Board of Directors • Attend OPSBA Board of Directors meetings during their Term of Office and make decisions on behalf of the Association

Appendix B: Guidance for OPSBA Board of Directors Members

Consistent with your local board practices:

- 1) Bring to the attention of your Chair the need for your school board, school authority, or treatment school authority to identify a trustee to serve as their OPSBA Board of Directors Member(s)*, (Voting) Delegate, and Alternate (Voting) Delegate for 2025-2026. A possible motion that member boards could use to approve these appointments is included in the FAQs.

** School authorities and treatment school authorities only need to appoint a (Voting) Delegate and Alternate (Voting) Delegate. Each group will meet before the Annual Meeting to identify a trustee to represent their group of member boards at OPSBA Board of Directors meetings.*

- 2) Share this Memo, the FAQs, and a link to the [Guide to OPSBA Roles and Responsibilities](#) with trustees at your board.
- 3) Recommend that any trustee who is interested in being school board's appointed (Voting) Delegate or Board of Directors Member(s) carefully review the Memo, FAQs, and the [Guide to OPSBA Roles and Responsibilities](#) and discuss any questions with you, the Regional Chair, or OPSBA staff.
- 4) When supporting your school board's selection of trustees:
 - i. Ensure the trustee who will act as the (Voting) Delegate is aware of their role and are available to attend (in person) the [OPSBA Annual Meeting](#) on Friday, June 13, 2025 @1pm and Regional Elections on Saturday, June 14, 2025 @12pm at the Queen's Landing Hotel in Niagara-on-the-Lake. In person attendance at the Annual Meeting is required for voting.
 - ii. Ensure the trustee(s) selected to serve on the OPSBA Board of Directors are aware of their role and are committed to participating in all meetings and events (See the Memo, FAQ, and OPSBA Meetings and Events Calendar).
NOTE: [ONCA](#) does not allow for alternates.
 - iii. Ensure the trustee(s) who are selected to be the Delegate and member(s) of the OPSBA Board of Directors understand their role and responsibilities (See FAQs and [Guide to OPSBA Roles and Responsibilities](#)).
- 5) Send the name of your Board appointed Delegate, Alternate Delegate, and Board of Directors member(s), where applicable, to Lisa Reinhardt at lreinhardt@opsba.org by May 14, 2025.



- 6) Contact Managing Director, Corporate Affairs Lisa Reinhardt (lreinhardt@opsba.org) if your school board, school authority, or treatment school authority is unable to meet the deadline with an expected time that the appointment will be received in advance of the Annual Meeting.
- 7) Recommend your local board review and update (if necessary) any applicable policies and/or by-laws that address the timing of trustee appointments to OPSBA.



April 17, 2025

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

Dear Minister Calandra,

On behalf of Waterloo Region District School Board (WRDSB), I am writing to voice concerns about the Ontario Regulation 463/97: Electronic Meetings and Meeting Attendance. At its meeting on March 24, 2025, the Board of Trustees for the WRDSB approved a motion to write a letter supporting the concerns about this regulatory provision raised by Ontario Public School Boards' Association, Council of Ontario Directors of Education, and other Ontario school boards.

The WRDSB asks for amendments to Ontario Regulation 463/97: Electronic Meetings and Meeting Attendance so as to allow boards to approve an absence of a trustee from a Committee of the Whole meeting in the same way that the regulation gives them the right to do so for a regular board meeting.

Thank you for your consideration and supporting education in Waterloo Region and the province.

Sincerely,

A handwritten signature in black ink, appearing to read 'Maedith Radlein'.

Maedith Radlein
Chairperson of the Board of Trustees
Waterloo Region District School Board

cc: WRDSB Trustees
Local Member of Provincial Parliament
Council of Ontario Directors of Education
Ontario Public School Boards' Association
Ontario public school boards