

**PARENT INVOLVEMENT COMMITTEE**

**Monday, May 6, 2024**

**Boardroom - JMEC**

Sherri-Lynne Pharand  
Director of Education

Chelsea Siver  
Chair

**AGENDA**  
**6:00 P.M.**

	<u>Resource Person</u>	<u>Pages</u>
1. Call to Order, Welcome and Introductions	C. Siver	
2. Land Acknowledgement	C. Siver	
3. Disclosure of Conflict-of-Interest	C.Siver	
4. Approval of Agenda	C. Siver	
5. Confirmation of Minutes – March 4, 2024	C. Siver	1-3
6. Business Arising from the Minutes	C. Siver	
7. New Business		
7.1 Board Improvement Plan	AJ Keene	Verbal
7.2 Budget	S. Pharand	
7.3 Meeting Summary for the Winter Parent Engagement Session	S. Pharand	4-30
7.4 Miiniwewinan: Indigenous Education Advisory Committee Report	M. Tom	Verbal
7.5 Special Education Advisory Committee Report	T. Ingram	Verbal
7.6 Director's Report	S. Pharand	Verbal
8. Other Business		
9. Next Meeting Date: Monday, September 9, 2024		
10. Adjournment		

LAKEHEAD DISTRICT SCHOOL BOARD

**MINUTES OF PARENT INVOLVEMENT COMMITTEE**

Board Room  
Jim McCuaig Education Centre

2024 MAR 04  
6:00 p.m.

**MEMBERS PRESENT:**

Robin Cawlishaw  
Ellen Chambers  
Dawn-Marie Francis  
Shannon Jessiman  
Lorraine Mashongoane  
Sherri-Lynne Pharand  
Laura Prodanyk  
George Saarinen

Chelsea Siver  
Fred Van Elburg

**RESOURCE:**

Judy Hill, Executive Assistant

**MEMBERS ABSENT, WITH REGRET:**

Ahmed Bediwy  
Tara Ingram  
Jena Samakese  
Morning Star Tom

**GUESTS:**

Roger Drcar, Student Success Resource Teacher  
Stephanie Ryyananen, Supervisor of Finance

1. **Call to Order, Welcome and Introductions**

Chair Siver called the meeting to order and welcomed new members. Introductions were made around the table.

2. **Land Acknowledgement**

Chair Siver acknowledged the lands and traditional territory.

3. **Disclosures of Conflict of Interest**

There were no disclosures of conflict of interest.

4. **Approval of the Agenda**

The agenda was approved by consensus.

5. Confirmation of Minutes – November 20, 2023

The minutes of November 20, 2023 were approved by consensus.

6. Business Arising from the Minutes

There was no business arising from the minutes.

7. 2024-2025 Budget

Stephanie Ryyanen, Supervisor of Finance, presented a power point presentation on the 2024-2025 budget process. Indigenous Trustee, Scottie Wemigwans is the chair of Budget and Trustee George Saarinen is vice chair.

8. Skilled Trades Presentation

Roger Drcar, Student Success Resource Teacher, OYAP/SHSM/SCWI, provided a very informative power point presentation on the trades. There is gainful employment in the trades due to massive retirements. The average apprenticeship lasts 2-5 years with 90% of the training on the job while being paid. There are 144 apprenticeable skilled trades in 4 sectors – construction, motive power, industrial and service. Questions from the group were addressed.

9. Parent Involvement Committee Budget Deputation

The group discussed what PIC's top priorities are to enhance student success. Judy will do the report and send to the committee for approval. The report will be presented by the PIC chair at the Budget Deputation Evening on April 16, 2024. It was also suggested that STSTB be asked to explore grants for "walking school bus".

10. Parent Involvement Committee Representative on the Equity and Inclusive Education Committee

Lorraine Mashongoane volunteered to be the PIC representative on this committee.

11. Ontario Public School Boards' Association 2024 Awards Program

Information was shared on the awards program. Members were asked to reach out to their school councils for recommendations for nominations.

12. Miiniwewinan: Indigenous Education Advisory Committee Report

Report deferred to next meeting.

13. Special Education Advisory Committee Report

Report deferred to next meeting.

14. Director's Report

Director Pharand shared a list of the reports to the Board since the last meeting. The choir from Nor'wester View Public School performed at a Board meeting prior to the Arts report being presented. The Kindergarten Registration evening was well attended. This year's event was a drop in format and the Board is pleased with our early registration. The 2024-2025 school year calendar was approved by the Board and are waiting on final approval from the Ministry. Director Pharand shared details of early dismissal of all students on April 8, 2024 due to the eclipse.

15. Other Business

The Special Education Advisory Committee wanted to let members know that the "Bullying" button has now been added to the Board's main web page.

16. Next Meeting

Monday, May 6, 2024.

17. Adjournment

The meeting adjourned at 7:40 p.m.

DRAFT

## Conversation with School Board Leads & Parent Involvement Committee Chairs

January 2024

### Introduction

Since 2020, the Inclusive Education Priorities and Engagement Branch of the Ministry of Education has hosted virtual meetings with Parent Involvement Committee (PIC) chairs and co-chairs and school board parent engagement leads.

Throughout the virtual meeting series, participants have shared their local challenges, successes, and promising practices to support parent engagement in their children's school board, school and in their learning. In many sessions, there have been presentations about Government of Ontario priorities or programs and participants have been invited to discuss.

### Part 1: Updates from the Ministry

*The Better Schools and Student Outcomes Act, 2023*: This act received Royal Assent on June 8, allowing the Ministry of Education to move forward with regulatory and policy reforms that support student achievement and well-being, and increased transparency for parents and families. Several components of this Act were released for the start of this school year. We learned about:

- Multi-Year Plans – the importance of multi-year improvement planning, and the new requirement that school boards meet with parents and guardians about their multi-year plan within the first two months of each school year to discuss the plan, and within the last two months to report on progress and results achieved in that school year.
- Student Mental Health - new initiatives to further support the mental health literacy of educators, school staff, students, and families, such as the mandatory mental health literacy learning modules for Grades 7 and 8 students.
- Professional Activity (PA) Day Transparency - providing greater transparency by requiring school boards to publicly provide more detail on PA Day topics at least 14 days in advance of the PA Day.
- Community Involvement Graduation Requirement – enhancements including allowing students in Grade 8 to accumulate community involvement hours in the summer before they enter Grade 9 and recording accumulated hours in students' final report cards annually.
- Prior Learning Assessment and Recognition (PLAR) – amendments to help more students enter the skilled trades faster.
- Holocaust Additional Qualification (AQ) - will support teachers' instructional practice that counters antisemitism, and challenges biases and discrimination. This new AQ will help prepare Ontario teachers to teach the new learning expectations on Holocaust education and antisemitism as part of the recently revised Grade 6 social studies curriculum.
- Teacher Certification - two changes will help Ontario get educators into classrooms faster. The first enables eligible teacher candidates in Ontario's faculties of education to work in

publicly funded schools while completing their studies. The second makes for faster review of the certification of internationally educated teachers.

Bullying – We can all help stop it: Through a presentation by Safe and Healthy Schools Branch, we were introduced to an information sheet which provides tips and considerations for parents/guardians as well as a link to the newly updated parent/guardian webpage, [Bullying, we can all help stop it](#).

Education Funding – a conversation: The Education Finance Office led us in discussion about how the way boards are funded can be made more easily understood by the public, thus increasing transparency and accountability. Participants were invited to share their thoughts.

## **Part 2: Discussion:**

Participants discussed a range of topics of concern to parents:

- Health and Well-Being: rise in “invisible poverty”; food insecurity; availability of first aid in rural communities.
- Mental Health: needs have been exacerbated by challenges during the pandemic; understanding that teachers also need support.
- Bullying: concerns related to vulnerable students; urged school communication with parents to be transparent when there are incidents/concerns.
- Online Safety and Cyberbullying: parents expressed the need for continued education for students and parents about online safety and promoting respectful online behavior.
- Staff Shortages: concerns in some areas – Educational Assistants (EA); bus drivers; teachers
- Post-secondary Pathways: to support all pathways, parents and students need to have information about various educational and career options beyond traditional college or university pathways; some have suggested examination of a return to a five-year secondary school program to support university preparedness.
- Math Education Support: parents are looking for practical resources and guidance to support their children's mathematics learning.
- Fundraising and Volunteerism: inequity among schools; pressure on parents to fundraise; notable drop in volunteerism post-pandemic.
- Equity and Inclusion: concerns about incidents in the media; need focus on equity, inclusion, anti-racism, and anti-oppression in schools.

## **Promising Practices of PICs and school boards to support families’ engagement in their children’s schools, learning and well-being.**

Participants spoke of new ideas and practices, as well as lessons learned during the pandemic to reach more parents through multiple means:

- PICs and boards are exploring new strategies to increase parent involvement and address barriers to participation, including geographic; importance of effective

communication among school boards, parents, and the community; exploring innovative methods and platforms to engage with those who may not have felt welcome in the past. For example:

- Outreach and Visibility:
  - Facebook group,
  - presence at school and in the playground; meet parents where they are,
  - host PIC meetings in different locations (e.g., regions of the board); PIC members serve as hosts and coordinate and facilitate sessions.
- Meetings: PICs are meeting in a variety of ways:
  - using hybrid models,
  - alternating on-line and in-person,
  - in-person only,
  - virtual only, noting the challenge of providing welcome.
- Conferences, speakers: PICs shared their practices to promote parent engagement, including:
  - guest speakers (e.g., school board mental health lead speaking about topics of interest to parents),
  - community partners showcase,
  - annual conference for all parents of the board.
- Support of school councils:
  - creation of a school council “hub”, platform through which councils can network,
  - video of information to support school councils, and promote several means of outreach to reach more parents and different parents,
  - open house, inviting school councils to have a booth; how to welcome and encourage meeting attendance, how school councils can participate in the life of the school community, how to give voice to parent concerns.

### **Promotion of Bullying Prevention materials and Bullying Awareness and Prevention Week (third week of November, annually)**

Bullying prevention remains of concern to both parents and educators. In many settings bullying prevention materials are distributed by individual schools. Participants reiterated the importance of keeping parents informed about incidents.

A range of effective practices at both school and board level were shared:

- student climate survey with an important question asked and followed up on, “Do you have a safe person at the school that you can identify and receive support from?”
- development of Safe At School (SAS) teams.
- one school’s program, "Dare to Care", learning modules about anti-bullying.
- promotional activities such as webinars and podcasts; cyber-awareness training.
- school-wide anti-bullying poster activities.

- monthly meetings with parents to review age-appropriate resources and foster collaboration between parents and children.

### **Future topics:**

Participants expressed interest in learning more about:

- how the teacher shortage is being addressed,
- supports for individual school councils and PICs,
- how PICs can improve outreach: to actively seek diverse perspectives; ensure inclusivity by connecting with those who may have faced challenges in engagement in the past,
- building relationships between board district staff and parent groups.

### **PART 3: Resource Links**

*To support the work of PICs, selected topical source links were shared:*

**[Ministry of Education home page](#)** constantly updated with news and information.

**[Bullying – we can all help stop it | ontario.ca](#)** where you will find the resources presented by Safe and Healthy Schools Branch

**[Parent and Curriculum Resources](#)** where you will find resources to help you support your child’s learning. We invite you to visit this site regularly – as new digital versions of the Ontario curriculum in all subjects and grades are added, more parent guides will be available here.

**[Digital Curriculum Platform](#)** where you will find full descriptions of all the elementary and secondary curriculum.

**[Grade 7/8 Mental Health Literacy Modules](#)** an informative video provided by Mental Health Branch

To keep up with the latest news from EDU, our ministry social media channels:

- Facebook - [facebook.com/OntarioEducation](https://www.facebook.com/OntarioEducation)
- X (formerly Twitter) - [twitter.com/ONEducation](https://twitter.com/ONEducation)

### **Conclusion**

Throughout the series of conversations, PIC chairs/co-chairs and school board leads have continued to demonstrate their commitment to enhancing parent engagement and supporting parents and families of their boards. Many participants in this session expressed their confidence in the effectiveness of new communication plans, but also their concern that volunteerism and generosity in support of fundraising has not returned to pre-pandemic levels. Concerns discussed included a variety of issues and inequities exacerbated by the pandemic that are affecting classrooms across the province.

Once again participants expressed appreciation of the opportunity to meet with each other and with the ministry. We are grateful to all participants for their willingness to share challenges, innovations and effective practices that support parents and families. As always, your



perspectives, questions and concerns shared will be used to inform Ministry actions, and to plan future conversations.

Thank you for your continued commitment to work with your school boards to support, encourage and enhance parent engagement in support of student achievement and well-being.

**We look forward to seeing you at our next PIC/school board lead meeting.**

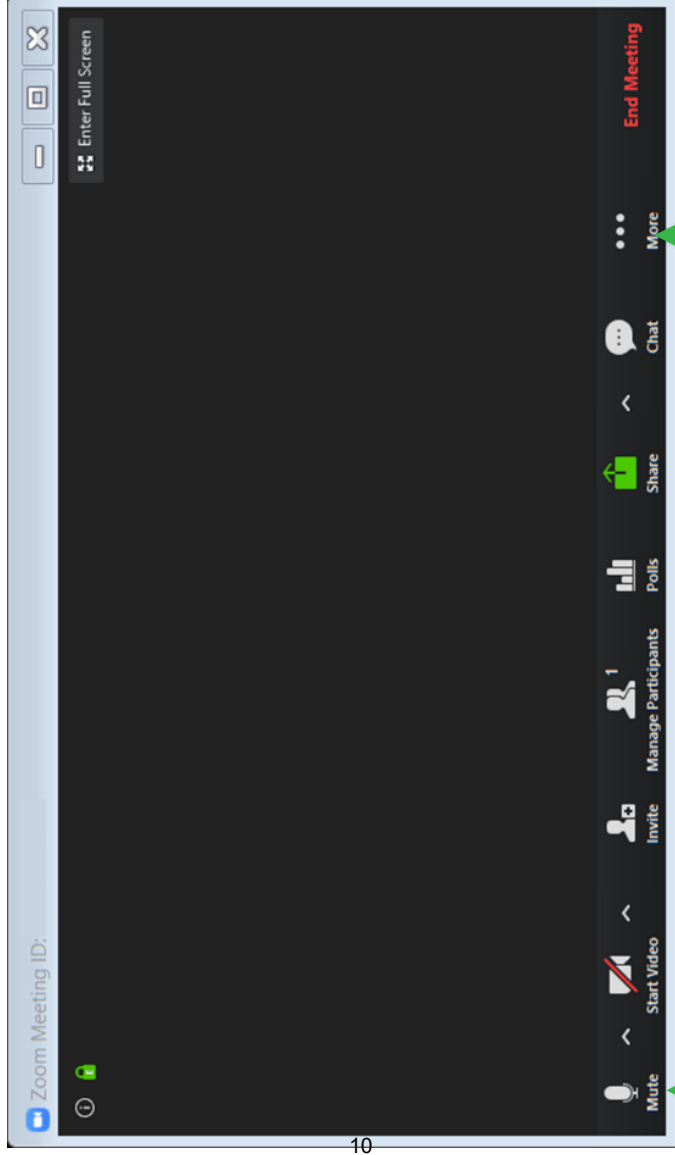
Ministry of Education

# Parent Engagement Meeting

Virtual Meeting  
English Session –  
January 22, 2024

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# Logistics Overview



## Technical Questions/Enquiries

If you encounter any technical issues, please contact

- Julie at: IEPEB@Ontario.ca

Please mute your microphones unless speaking

Click here to enter your name (include “PIC” or “SBL” if school board staff).



Kiinwi Dabaadimowin, 2015- Philip Cote, Rebecca Baird, Tracey Anthony  
(Gathering Place exhibit, OLA)

# Agenda

Time	Topic
6:30 PM	Welcome and Introductions
6:35 PM	Summary of 2022-23 engagements / EDU Updates <ul style="list-style-type: none"><li>• Student Achievement Plans</li><li>• PA Days</li><li>• Mental Health</li></ul>
6:50 PM	Bullying – We Can All Help Stop It, resources for parents
7:00 PM	Greetings from ADM Claudine Munroe
7:05 PM	Education Funding
7:25 PM	Learning and Listening: Supporting Parent Engagement Together
8:00 PM	Closing

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# Ministry of Education Staff

## Indigenous Education and Well-Being Division

Claudine Munroe, Assistant Deputy Minister

## Inclusive Education, Priorities & Engagement Branch

Suzanne Gordon, Director

Julie Erbland, Manager

Yves Dagssie, Senior Policy Advisor

Blandine Karire, Senior Policy Advisor

Sandra Marusic, Executive Assistant

Adrienne Munro, Senior Policy Advisor

Penny Patrician, Education Officer

Vanessa Powell-Cavell, Team Lead

## Safe and Healthy Schools Branch

Chris Cully, Education Officer

## Field Services Branch

Carolyn Albanese, Education Officer

Joy Antoniuk, Education Officer

Sherry Bortolotti, Education Officer

Catherine McCready, Education Officer

**Education Equity Secretariat**, Devraj Ray, Senior Policy Advisor

**Mental Health Branch**, Venetta Miranda, Manager  
**Strategic Policy and Education Workforce Branch**,

Rupinder Johal, Director

## Enrolment, Funding and Labour Policy Branch

Doreen Lamarche, Executive Director

Romina Di Pasquale, Director

Claire Swallow, Manager

# Summary of 2022-23 Engagements

## Shared Insights

- How parents and families were feeling about school reopening
- Using lessons learned – ways to engage more parents and different parents
- Mental health and well-being
- Parents' preferred means of communication
- Allocation of PRO grants

## Learning together and input to policy and program

- School Mental Health Ontario (SMH-ON), resources and support for school and home
- GSN 101, information about how school boards are funded for parents

## *The Better Schools and Student Outcomes Act, 2023*



# The Student Achievement Plan

2/8

- The *Better Schools and Student Outcomes Act* amended the *Education Act* to add s.169.2, which requires boards to develop their multi-year plans in a manner consistent with the prescribed provincial priorities in education in the area of student achievement. These priorities are set out in [Ontario Regulation 224/23](#):
  1. Achievement of learning outcomes in core academic skills.
  2. Preparation of students for future success.
  3. Student engagement and well-being.
- School boards have the flexibility to take into account local needs and perspectives including Francophone and/or Catholic needs, when developing plans to address provincial priorities.
- The Act now requires school boards to meet with parents and guardians about their multi-year plan within the first two months of each school year to discuss the plan as it applies to that school year and within the last two months to report on progress and results achieved in that school year. (s. 169.1(4)).

# Government Commitment to Student Mental Health <sup>3/8</sup>

- Student mental health and well-being is a top priority for this government. Good mental health is fundamental for a student to learn, succeed and reach their full potential in school and in life.
- To support student mental health, Ontario is providing District School Boards over \$114 million for the 2023-24 school year. This \$114M in total funding represents a 555 per cent increase, or approximately six times the amount, since 2017-18.
- In July 2023, [Policy/Program Memorandum \(PPM\) 169: Student Mental Health](#) was issued and outlines policy direction to school boards to provide culturally responsive, evidence-informed student mental health promotion, prevention and early intervention services that respect students as complex individuals and provide appropriate supports for their diverse needs.
- Specifically, PPM 169 outlines that parents and families play a critical role in supporting the mental health of students and should be involved in their children's mental health journey, when possible.
  - Requirement #9: In support of meaningful engagement with families, school boards are to make available culturally responsive family mental health literacy resources to ensure that families have access to high quality information about how best to notice and respond when their child may be struggling with their mental health, reduce the stigma that surrounds mental health and mental illness, and provide appropriate supports for their child's individual needs. This includes educational and engagement opportunities for families through school community outreach efforts.
  - PPM 169 became effective on January 1, 2024.
- The ministry works with its implementation partner, School Mental Health Ontario (SMH-ON), whose approach to school mental health is culturally responsive and inclusive of all students. SMH-ON makes evidence-based resources, such as tip sheets, to support mental health awareness for parents, guardians, and families. These resources are made publicly available through their website: [School Mental Health Ontario - School Mental Health Ontario \(smho-smso.ca\)](#).

# Student Mental Health – Mental Health Literacy

4/8

- Mental health literacy begins in Kindergarten and is taught throughout the Grades 1-12 Health and Physical Education (HPE) curriculum. All curriculum includes information about the importance of mental health and well-being as part of the Program Planning section.
- On May 1, 2023, the government announced mandatory, teacher-led modules for Grades 7 and 8 students in alignment with the Health and Physical Education (HPE) curriculum to support mental health literacy. The modules were released to school boards on September 8<sup>th</sup> 2023 and are now mandatory for instruction as of January 2024.
- The modules were developed by SMH-ON, alongside the Hospital for Sick Children (SickKids). SMH-ON engaged with over 40 stakeholders to ensure a diverse range of perspectives were reflected in both the learning materials and implementation supports, including insights from parent/family stakeholder groups such as Children’s Mental Health Ontario, Parents for Children’s Mental Health.
- Grades 7 and 8 students will engage in learning activities that prepare them for the transitions that come with adolescence, as they continue to build their “toolkit” of strategies for supporting mental health, including self-care strategies such as mindfulness activities.
- There are three 40-minute modules in Grade 7 and three 40-minute modules in Grade 8 as well as resources such as discussion guides, an educator guide, and student notebooks to further support module learning.
- Support resources also include parent/guardian letters and a tip sheet that provide an overview of classroom learning, ways to extend classroom conversations at home, and community resources to connect with for additional support, if needed. To ensure better accessibility, these parent/guardian materials are available in English and French and 14 other languages.

# Grades 7/8 Mental Health Literacy Modules

[Mental Health Literacy Modules for Grades 7 and 8 | Introduction \(vimeo.com\)](https://www.youtube.com/watch?v=...)

## Mental Health LITERACY MODULES FOR GRADES 7 AND 8

### Exploring Mental Health Together

Join your child's learning

Students in grades 7 and 8 are participating in a series of mental health literacy modules based on the [Ontario Health and Physical Education curriculum](#). These modules have been made mandatory so that every student has access to reliable and research-based information about mental health that is relevant for the adolescent years. Developing skills and habits that promote well-being and learning about common mental health problems and how to access support when needed, can help students to care for their mental health and may help to prevent future mental health problems.

#### What will my child learn?

GRADE 7	WHAT WILL MY CHILD LEARN?
Mental Health, Mental Illness, and the Relationship Between Them	<ul style="list-style-type: none"> <li>Mental health is something we all have, and we all want good mental health for ourselves and those we care about. There are many factors that influence and support our mental health. It is common to experience minor problems with our mental health from time to time, and there are strategies and supports that can help us to get back on track.</li> <li>Mental illness refers to conditions diagnosed by a qualified professional. It impacts our thoughts, feelings, behaviour, and overall well-being. It can get in the way of what we want and need to do and can influence our ability to enjoy life. With the support they need, people with mental illness can have good mental health.</li> </ul>
Understanding the Signs of a Mental Health Problem and How to Seek Support	<ul style="list-style-type: none"> <li>There is no one right way to maintain good mental health, and it is important to find a range of strategies and supports that fit with our culture, beliefs, and strategies that work best for us.</li> <li>Noticing changes in our mental health can help us know when to use certain strategies.</li> <li>Getting help when we need it is also an important strategy to take care of our mental health.</li> </ul>

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## Professional Activity (PA) Day Transparency

### Professional Activity Day (PA Day) Transparency Regulation

Effective 23/24 School Year, a new regulatory amendment that supports greater transparency for parents by requiring school boards to publicly provide more detail on PA Day topics at least 14 days in advance of the PA Day.

- The date, timing and format of the activities and the name of the entity hosting the activities.
- The name of each school participating in the activities.
- The topic or focus of the activities.
- A description of the material to be covered, including the names and titles of persons presenting or delivering the material.
- A description of the methods by which material is to be presented and the methods of learning that are to be engaged.
- The titles of any resources that will be used as part of the activities and publication information in respect of those resources.

### Information now available to Families

**Additional Information and Details available via Policy/Program Memorandum 151 (PPM 151) here: [Policy/Program Memorandum 151 | Education in Ontario: policy and program direction | ontario.ca](https://www.ontario.ca/gov/policy-program-memorandum-151-education-in-ontario)**

## **Community Involvement Graduation Requirement PPM 124**

Bolsters the government's efforts to continue encouraging students to develop awareness and understanding of civic responsibility, the role they can play, and the contributions they can make in supporting and strengthening their communities.

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## **Prior Learning Assessment and Recognition (PLAR) for Mature Students**

Enables recognition of up to 30 credits required to earn the Ontario Secondary School Diploma (OSSD) for individuals with a Certificate of Apprenticeship or equivalent.  
Provides the same recognition for individuals who hold a postsecondary diploma or degree from an accredited Canadian postsecondary education institution.

# EDU Updates

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## **Additional Qualification (AQ) on Holocaust Education and Countering Antisemitism**

The Ontario College of Teachers, in partnership with the Friends of Simon Wiesenthal Centre for Holocaust Studies and other partners, is designing a new Holocaust Additional Qualification (AQ) for teachers to support instructional practice that counters antisemitism, and challenges biases and discrimination.

## **Updated Certification Timelines Regulation**

Will reduce the amount of time it takes to make a certification decision for Internationally Educated Teacher applicants from 120 calendar days to 60 business days. In addition, will codify existing practices and requirements for domestic labour mobility applicants from other provinces, as well as Ontario Initial Teacher Education applicants.

## **Updated Transitional Certificate Regulation**

Enables a new transitional certificate that will enable eligible students enrolled in regular teacher education (full-time) programs to work in publicly funded schools while completing their studies.

## **Bullying We Can All Help Stop It, resources for parents**



# Bullying, we can all stop it – Parent/Guardian Resources

## Bullying Webpage and Information Sheet

This Information sheet provides high level tips and considerations for parents/guardians as well as a link to the newly updated parent/guardian webpage entitled, [“Bullying, we can all help stop it”](#).

The webpage is available in the following languages, in addition to English and French:

1. Punjabi
2. Hindi
3. Arabic
4. Simplified Chinese (Mandarin)
5. Traditional Chinese (Cantonese)
6. Gujarati



## Bullying:

### We can all help stop it

Schools should be a place where students, staff, parents/guardians and the community all feel welcome. Bullying, in all its forms, is a serious issue that can affect students' learning, sense of safety and overall well-being. Children may be reluctant or unsure how to talk about bullying.

Here are some signs to look out for:

- complaining of being sick on school days
- having disrupted sleeping or eating habits
- not joining social events with other students
- acting differently than they normally do
- seeming distressed after phone, text or social media contact with others
- suddenly losing money or personal items
- coming home with torn clothes or broken possessions

We all have a responsibility to stop bullying. We encourage everyone – students, parents, guardians, educators – to get involved with bullying prevention.

Visit [ontario.ca/stopbullying](#) to learn more about bullying, what you can do if your child is being bullied, has witnessed bullying or may be bullying others.

### Bullying Awareness and Prevention Week

Did you know that Bullying Awareness and Prevention takes place annually starting the third week in November? During the week of November 19 to 25, 2023, we encourage parents and students to learn more about bullying and its effects on student learning and well-being.



[ontario.ca/stopbullying](#)

Ontario

## Claudine Munroe, Assistant Deputy Minister Indigenous Education and Well-Being Division

- The more families support their children's learning and educational progress, the more their children tend to do well in school and continue their education.
- The positive results of a partnership between parents and schools, and shared high expectations for our children and youth, include improved student achievement, reduced absenteeism, positive student behaviour, and increased parental confidence in the education system.

# Education Funding

## Theme: Simplification / Easier to Understand

### Reflection:

- education funding formula is often described as complex
- consists of 2 foundation grants and 16 supplemental grants
- 72 allocations (sub-elements of the grants)
- Use terms of art like “pupil foundation grant”
- 200+ page “technical paper” to describe the funding formula

### Opportunities:

- ✓ fewer number of grants and allocations
- ✓ Funding formula structure that is more intuitive
- ✓ Use of more common language
- ✓ Concise public-facing document that describes the funding formula

## Theme: Transparency & Accountability

### Reflection:

- many rules that school boards must follow that may not contribute to funding transparency
- education funding should ensure accountability to government and parents for how funding is used “for the purpose intended”
- school boards, while similar, can vary significantly and need to provide some flexibility to address local needs

### Opportunities:

- ✓ Simplify requirements on how certain funding is to be used
- ✓ Link accountability requirements to key government priorities (e.g. student achievement, mental health, Indigenous education) to ensure spending on those priority areas

# Learning and Listening: Supporting Parent Engagement Together

1. Please share with us what you are hearing from parents in your community.
  - What are they feeling confident about?
  - What concerns parents?
2. Please tell us about promising practices of your PIC and board to support families' engagement in their children's schools, learning and well-being.
  - Conferences? Webinars? Resources? Support for school councils?
3. How will your PIC promote the Bullying Prevention materials shared with us in this engagement?
  - Please share how your board involved parents in Bullying Awareness and Prevention Week (third week of November, annually)
4. What would you like to discuss or learn about at future parent engagement meetings?

# EDU Resources

**Ministry of Education home page:** <https://www.ontario.ca/page/ministry-education>

**Bullying - we can all help stop it:** [Bullying – we can all help stop it | ontario.ca](#)

**Curriculum:**

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**Parent and Curriculum Resources:** <https://www.dcp.edu.on.ca/en/parents>

**Curriculum:** [Digital Curriculum Platform](#)

**Social Media Channels:**

- **Facebook** - [facebook.com/OntarioEducation](https://facebook.com/OntarioEducation)
- **X (formerly Twitter)** - [twitter.com/ONEducation](https://twitter.com/ONEducation)

# THANK YOU!

As always, we will share back a meeting summary for those in attendance and for those who could not attend.

Further comments and questions can be directed to:

**IEPEB@Ontario.ca**

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