

This document is a consolidation of the questions submitted during the Public Budget Consultation Webcast as well as through the communications email direct to the Dufferin-Peel Catholic District School Board (DPCDSB). Questions and comments received are outlined in blue below and are followed by responses.

1. How much public money is saved when maintenance and installations are done by DPCDSB maintenance employees over contracting out the work? was any money saved last year by doing this?

Response

The majority of maintenance staff are internal. These core DPCDSB staff include custodians, maintenance, trades staff, etc. that work to ensure our schools and facilities are in good operating condition. Having these full time staff members allows DPCDSB to resolve issues on an expedient basis. Larger maintenance and repair projects are often outsourced and would be subject to public procurement processes. These represent very different components of maintenance work.

2. How much has Special Education per pupil amount decreased?

Response

DPCDSB continues to work through the Grants for Student Needs (GSN) calculation for 2022-2023. The Special Education Per Pupil Amount (SEPPA) will not decrease, however the overall funding generated from the SEPPA calculation may decrease as a result of declining enrolment.

3. I have 2 children with Autism. There are only 2 ERWs in their school. But there are now more children with higher needs enrolled. This situation has been happening even before the pandemic. They cannot provide another ERW. It is like hitting the wall. A dead-end. The children who need some support aren't getting any support at all. They are being pushed back or set aside to accommodate the children with higher needs. I know the teachers are doing what they can to provide support for all the children in their class. They are already overwhelmed. There are only 2 ERWs for the entire school. There are more children with higher needs and there aren't enough support workers for all the children with special needs. Please assign to the school another permanent regular ERW. We need your help.

Response

It is important to share concerns regarding your child(ren) and their experiences at school to the attention of the Principal. This information is then shared with respective Family of School Superintendent and Special Education Consultant. We are fortunate in DPCDSB to have not only Educational Resource Workers (ERW) but additional support services at the schools through our Special Education Resource Teachers, Child and Youth Workers and Social Workers to assist in the needs of our students. Although DPCDSB has limited funds available and the decline in enrolment continues to impact the GSN funding received annually, DPCDSB works with all school-based staff to meet the needs of our students.

4. I am a Parent of children who have attended DPCDSB Schools. I have been very pleased by the education my children have received. I think that probably the most important part of the education system is teachers who genuinely care about their jobs, and helping the students achieve their potentials. My children have had many teachers who I believe have really done their best for their students and have tried to positively impact the lives of the students. I hope that the board and the teachers continue to expect that the students work hard and put forth their best efforts. I think that it is very important that high standards continue to be set and that the students are encouraged to do their best. I would like to see critical thinking and problem solving taught and encouraged as much as possible. I would also like the board to consider how Families with Special Needs Children could be offered program(s) whereby Special Needs Students could be able to stay at school longer - past the 2+pm dismissal time. I am very fortunate to have an excellent job in healthcare, but am not able to leave the hospital until 4pm or a little bit after. For so many of us who do patient care, having to leave work shortly after 2pm, will negatively affect patient care. Thank you for considering my input/comments.

Response

Under the *Education Act Reg.298, s. 3(1); O. Reg. 78/14, s. 1(1)* states that each day's instructional program's length for pupils of compulsory school age shall be not less than five hours per day, excluding recesses, lunch or scheduled intervals between classes. The school board works with our community partners, i.e. YMCA, PLASP - Before/After School programs offered in our elementary schools that provide programs for a fee. These partners work towards developing a more seamless move from the school day to these programs that parents can take advantage of in their school community. As for secondary students, some community organizations provide 'fees for service' after school, but parents would need to contact their local Community Living organizations for that information. Please note many of these opportunities have been limited during the pandemic.

5. School Secretaries CUPE2026 staff workload has increased over the years especially with additional reporting requirements and Covid. But what affects us the most is the Secretarial Staffing Ratio. The ratio to student enrollment is way too high. Up to 500 students is FTE 1.0 secretary. Also, reorg should be done in October for Support Staff. The projected numbers do not match the actual enrollment for the next school year. Flex students are not included in projection numbers. Flex applications are much higher for French Immersion schools and planning should take FI schools into consideration. FI schools also accept FI applications and flex until the end of November. Surplus letter should go out in September or reorg when the actual numbers are in. The need for lower ratio to student enrollment is essential with the amount of workload on Secretaries. There should be no layoffs of CUPE staff at the DPCDSB.

Response

Staffing timelines are captured in the respective collective agreement and any changes to the agreement must be negotiated.