



AGENDA

Board Meeting

Wednesday, December 14, 2022

7 p.m. – Open Session

Please note that all public sessions of Board Meetings are live-streamed and recordings are posted on the Peel District School Board website.

Members of the public can attend the public session of Board Meetings by watching the live-stream.

For additional details, including the live-stream link, visit <https://www.peelschools.org/agenda-and-minutes>

AGENDA

OPEN SESSION

Wednesday, December 14, 2022

1. **Call to Order – 7:00 p.m.**
2. **National Anthem and Acknowledgement of Traditional Lands**
3. **Approval of Agenda**
4. **Declaration of Conflict of Interest**
5. **Celebrating Board Activities**
 - 5.1 Tamil Heritage Month – January
6. **Staff Recognition**
 - 6.1 Retirements
7. **Board Chair’s Announcements**
8. **Report from Student Trustees**
9. **Reports from Trustees Appointed to External Organizations**
10. **Director’s Leadership Report (oral)**
11. **Consent Agenda (Matters to be Decided Without Discussion)**
12. **Approval of Minutes from Previous Board and Special Board Meetings**
 - 12.1 Minutes – Organizational Meeting of the Board, November 30, 2022

AGENDA

- 13. Committee Minutes for Receipt and Motions for Consideration**
- 14. Staff Reports**
 - 14.1 Ministry Directives
 - (a) Directive 12 – Policy 51-Human Rights and OP1 Communications Plan – *presented by Jasmine Dunn*
 - (b) Directive 18 – Comprehensive Diversity Equity Audit Tools Report – *presented by Camille Logan*
 - 14.2 2023 Borrowing Resolution for School Board Expenditures – *presented by Jaspal Gill*
- 15. Trustee Motions for Consideration (Introduced at a Previous Meeting)**
- 16. Trustee Notices of Motion**
 - 16.1 Notice of Motion regarding Indigenous Student Trustee
- 17. Adoption of the Closed Session Report**
- 18. Adjournment**

Board Meeting, December 14, 2022

Retirements

Strategic Alignment:

Plan for Student Success – Safe, positive, healthy climate/well-being

Report Type:

Information

Prepared by: Masuma Khangura, Executive Officer, Human Resources, Partnerships and Equity

Submitted by: Rashmi Swarup, Director of Education

Overview

Purpose:

Recognition of retiring PDSB staff.

Context:

Each month, staff who are or have recently retired are recognized.

RETIREMENTS

ANTON, Doina
Classroom Teacher
Effective: January 31, 2023

BOURNE, Shannon
Classroom Teacher
Effective: December 31, 2022

BURGER, Patricia
Classroom Teacher
Effective: November 30, 2022

COTE, Jeff
Classroom Teacher
Effective: November 30, 2022

DHANOVA, Sharon
Vice Principal
Effective: December 31, 2022

DODDS, Dianne
Education Assistant
Effective: December 12, 2022

D'SOUZA, Freda
Office Assistant
Effective: December 30, 2022

GOULD, Norma
Education Assistant
Effective: December 01, 2022

HARDING, Oliver
Speech/Language Pathologist
Effective: December 31, 2022

RETIREMENTS

LOWRY, Colleen
Principal
Effective: December 31, 2022

MARSHALL, Mark
Assistant Chief Information Officer
Effective: December 31, 2022

MCEWEN, Kim
Classroom Teacher
Effective: February 28, 2023

MENEZES, Darryl
Classroom Teacher
Effective: December 31, 2022

SAKAI, Laurel
Classroom Teacher
Effective: December 31, 2022

SEGOVIA, Carmen
Classroom Teacher
Effective: November 25, 2022

SULTANA, Debbie
Office Manager
Effective: December 31, 2022

PEEL DISTRICT SCHOOL BOARD

Minutes of the Organizational Meeting of the Peel District School Board, held in the Board Room, the H. J. A. Brown Education Centre, 5650 Hurontario Street, Mississauga, Ontario, on Wednesday, November 30, 2022 at 18:30 hours.

Present:

Bruce Rodrigues, Supervisor	Jeff Clark
David Green, Chair	Will Davies
LeeAnn Cole, Vice-Chair	Satpaul Singh Johal
Lucas Alves	Brad MacDonald
Karla Bailey	Kathy McDonald (electronic)
Susan Benjamin	Jill Promoli
Stan Cameron	

Student Trustees:

Avneet Athwal, Student Trustee North
Evelyn Lee, Student Trustee South

Administration:

Rashmi Swarup, Director of Education
Harjit Aujla, Acting Associate Director, School Improvement and Equity, Leadership, Innovation and Safe Schools
Paul da Silva, Associate Director, School Improvement and Equity, Special Education, Social Emotional Learning and Well Being
Jaspal Gill, Associate Director, Operations and Equity of Access
Camille Logan, Associate Director, School Improvement and Equity, Curriculum and Instruction, Student and Community Engagement
Tania Alatishe-Charles, Controller, Finance Support Services
Dahlia Battick, Acting Superintendent of Education
Craig Caslick, Superintendent of Education
Lara Chebaro, Superintendent of Education
Yonnette Dey, Superintendent of Equity, Community Leadership, Partnership and Engagement
Wendy Dobson, Controller, Corporate Support Services
Donna Ford, Superintendent of Education
Soni Gill, Superintendent of Education
Tiffany Gooch, Executive Lead, Public Engagement and Communications
Masuma Khangura, Executive Officer, Human Resources, Partnerships and Equity
Lisa Leoni, Superintendent, Leadership, Capacity Building and School Partnerships
Kathryn Lockyer, General Counsel and Governance Officer
Michael Logue, Superintendent of Education
Luke Mahoney, Superintendent of Education
Ozma Masood, Superintendent of Education
Neerja Punjabi, Superintendent of Education
Claudine Scuccato, Superintendent of Education

Administration: (Continued)

Bernadette Smith, Superintendent, Innovation and Research
Michelle Stubbings, Superintendent, Safe and Caring Schools
Thomas Tsung, Controller, Facilities and Environmental Support Services
Sabrina Valleau, Governance Coordinator
Kervin White, Superintendent of Education
Randy Wright, Controller, Planning and Accommodation Support Services
Mary Zammit, Superintendent of Education

Nicole Fernandes, Board Reporter

1. Call to Order

Supervisor, Bruce Rodrigues, called the meeting to order at 18:37 hours.

2. Closed Session

Resolution No. 23-04, approved by Bruce Rodrigues,

Resolved, that Board move into Closed Session (18:37 hours).

The meeting recessed at 18:44 hours, and reconvened at 19:00 hours.

3. National Anthem and Acknowledgement of Traditional Lands

At 19:00 hours, the Organizational Meeting of the Board reconvened with the singing of O Canada, and the land acknowledgement.

4. Approval of Agenda

Board Chair David Green chaired the Open Session of the meeting and noted that, as the Board continued to be under supervision, Supervisor Rodrigues will receive or approve items on the agenda.

Resolution No. 23-05, approved by Bruce Rodrigues,

Resolved, that the agenda be approved.

5. Conflict of Interest

There were no declarations of conflict of interest.

6. Selection/Announcement of Committee Membership

Supervisor Rodrigues noted that, each year of the term of office, an organizational meeting is held when the Chair and Vice-Chair of the Board are elected, and membership for committees is established. He stated that, as per Ministry Directives and the Procedure By-law, the committees should be balanced based on a variety of factors including race, gender, ethnicity, experience, workload expectations of the committees and Trustee’s expressions of interest in particular committees. He advised that he has appointed the committee membership for the upcoming year. Membership of the Governance and Policy Committee, Physical Planning, Finance and Building Committee, Audit Committee, Curriculum, Equity and Student Well-Being Committee, Budget Development Committee, and Negotiations Advisory Committee will choose their chair and vice-chair at their first meeting following this meeting.

Committee membership is listed at APPENDIX I.

7. Celebrating Board Activities

Resolution No. 23-06,

Resolved, that the following item be received:

1. Christian Heritage Month - December

Chair Trustee Green noted that the Peel DSB recognizes the month of December as Christian Heritage Month. This acknowledgement offers the opportunity to celebrate and educate future generations about the achievements and contributions of Christians within and beyond Canada.

8. Staff Recognition

Resolution No. 23-07,

Resolved, that the following retirements be received:

Heath Allen	Jane Lek	Rebecca Stevens
Carol Arczewski	Brenda Leupolt	George Tomas
Allen Baldwin	Draga Mrkobrad	Gaynor Ward
Julie Bauer	Josefina Policarpio	Pam Wex
Troy Cordingley	Sam Rego	George Wilson
Michelle Deschenes	Idania Rodriguez	
Steve Hanna	Gary Sheppard	

Vice-Chair LeeAnn Cole thanked retiring staff for their many years of dedicated service.

9. Director's Leadership Report

Director of Education, Rashmi Swarup, reported that last week, the Network of Black Studies Educators' (NBSE) showcase washeld at the Central Board Office, which provided information to educators, staff, and students about opportunities to further Black studies in Peel DSB secondary schools. She thanked the NBSE for their work in facilitating Black studies courses being offered to all students in all secondary schools. Director Swarup spoke about the program launched by Penny Appeal Canada and the PS43 Foundation—Canada's Coding for Champions at Mayfield, Lincoln Alexander, and T.L. Kennedy Secondary Schools. The program teaches students to code at their own pace, and learn the basics of designing their own websites. Noting that Bullying Prevention and Intervention Week will be observed at the Peel DSB during November 14-18, 2022, Director Swarup stated that this province-wide initiative helps to promote safe and accepting schools. She indicated that staff reports are being brought to this meeting on Ministry Directive 14, relating to the development of the Anti-Islamophobia Strategy, and the official naming of the Centre for Indigenous Excellence and Land-Based Learning. She announced that United Way Employee Giving campaign is being launched today and will run to December 16, 2022.

10. Minutes of Board Meetings

Resolution No. 23-08, approved by Bruce Rodrigues,

Resolved:

1. That, the Minutes of the Board Meeting, held October 19, 2022, be approved;
2. That, the Minutes of the Inaugural Meeting of the Board, held November 16, 2022, be approved.

11. Minutes of Committee Meetings

Resolution No. 23-09,

1. The Minutes of the Parent Involvement Committee Meeting, held September 15, 2022, were received;
2. The Minutes of the Special Education Advisory Committee Meeting, held September 20, 2022, were received;
3. The Minutes of the Audit Committee Meeting, held September 30, 2022, were received;
4. The Minutes of the Curriculum, Equity and Student Well-Being Committee Meeting, held October 13, 2022, were received;
5. The Minutes of the Special Education Advisory Committee Meeting, held October 20, 2022, were received;
6. The Minutes of the Physical Planning, Finance and Building Committee Meeting, held November 2, 2022, were received;
7. The Minutes of the Audit Committee Meeting, held November 14, 2022, were received.

12. Motions for Consideration - Physical Planning, Finance and Building Committee Meeting, November 2, 2022

Resolution No. 23-10, approved by Bruce Rodrigues,

Resolved, that the following recommendation arising from the Physical Planning, Finance and Building Committee meeting, held November 2, 2022, be approved:

1. Annual Planning Document – 2022-2023

1) New School

That, the following new Mount Pleasant #5 Public School planned for student occupancy in September 2025, be approved:

School	Mun.	Ministry Funding	Org.	Capacity (Est.)	Projected Date Required (September)	Site Status	SOE	Trustee
Mount Pleasant #5 Public School	B	No	K-8	850	2025	Owned	KW	WD

2) Additions

That, the following additions be approved:

- (a) an addition at Tony Pontes Public School planned for student occupancy September 2025;
- (b) an addition at Elm Drive Public School planned for student occupancy September 2026

School	Mun.	Ministry Funding	Org.	Existing Capacity	Planned Student Occupancy	Project Scope	Estimated New Capacity	SOE	Trustee
Tony Pontes Public School	C	No	K-8	611	2025	8-10 regular classrooms, washrooms	811	ML	SC
Elm Drive Public School	M	No	K-6	650	2026	8-10 regular classrooms, washrooms	850	LC	JM

3) Boundary Changes

a) Mount Pleasant Village Public School (K-Grade 8) – Boundary Change

That, effective December 1, 2022, the K-Grade 8 boundary for Mount Pleasant Village Public School be as follows:

Commencing at the intersection of Creditview Road and Fairhill Avenue then east along Fairhill Avenue to the west property line of 1 Fairhill Avenue

12. Motions for Consideration - Physical Planning, Finance and Building Committee Meeting, November 2, 2022 (Continued)

then south along the west property line of 1 Fairhill Avenue, continuing in a straight line to Salvation Road
then south along Salvation Road to Commuter Drive, continuing south in a straight line to the Canadian National Railway tracks
then west along the Canadian National Railway tracks to Creditview Road
then north along Creditview Road to the point of commencement.

b) James Potter Public School (K-Grade 5) – Boundary Change

It is recommended that effective December 1, 2022, the K-Grade 5 boundary for James Potter Public School be as follows:

Commencing at the intersection of Creditview Road and the Canadian National Railway tracks
then southeast along the Canadian National Railway tracks to the hydro corridor (halfway between Round Stone Drive and Wicklow Road)
then southwest along the hydro corridor to the Churchville Tributary
then northwest along the Churchville Tributary to Williams Parkway
then west along Williams Parkway to the Springbrook Tributary
then north along the Springbrook Tributary to Creditview Road
then north along Creditview Road to James Potter Road
then west along James Potter Road to Creditview Road
then north along Creditview Road to the point of commencement.

c) McClure Public School (K-Grade 8) – Boundary Change

That, effective December 1, 2022, the K-Grade 5 boundary for McClure Public School be as follows:

Commencing at the intersection of the Canadian National Railway tracks and the hydro corridor (halfway between Round Stone Drive and Wicklow Road)
then southeast along the Canadian National Railway tracks to Chinguacousy Road
then south along Chinguacousy Road to Queen Street West
then west along Queen Street West to the Churchville Tributary
then north along the Churchville Tributary to the hydro corridor (halfway between Round Stone Drive and Wicklow Road)
then northwest along the hydro corridor to the point of commencement.

That, effective December 1, 2022, the Grades 6-8 boundary for McClure Public School be as follows:

Commencing at the intersection of Creditview Road and the Canadian National Railway tracks
then southeast along the Canadian National Railway tracks to Chinguacousy Road
then south along Chinguacousy Road to Queen Street West
then west along Queen Street West to the Churchville Tributary
then north along the Churchville Tributary to Williams Parkway
then west along Williams Parkway to the Springbrook Tributary
then north along the Springbrook Tributary to Creditview Road

12. Motions for Consideration - Physical Planning, Finance and Building Committee Meeting, November 2, 2022 (Continued)

then north along Creditview Road to James Potter Road
then west along James Potter Road to Creditview Road
then north along Creditview Road to the point of commencement.

d) Jean Augustine Secondary School (Grades 9-12) – Boundary Change

That, effective December 1, 2022, the Grades 9-12 boundary for Jean Augustine Secondary School be as follows:

Commencing at the intersection of Winston Churchill Boulevard and Mayfield Road
then east along Mayfield Road to the watercourse west of 1209 Mayfield Road
then south along the watercourse west of 1209 Mayfield Road to Wanless Drive
then east along Wanless Drive to Creditview Road
then south along Creditview Road to the intersection of Creditview Road and Fairhill Avenue
then east along Fairhill Avenue to the west property line of 1 Fairhill Avenue
then south along the west property line of 1 Fairhill Avenue, continuing in a straight line to Salvation Road
then south along Salvation Road to Commuter Drive, continuing south in a straight line to the Canadian National Railway tracks
then west along the Canadian National Railway tracks to Creditview Road
then south along Creditview Road to James Potter Road
then east along James Potter Road to Creditview Road
then south along Creditview Road to the Springbrook Tributary
then south along the Springbrook Tributary to the Credit River
then south along the Credit River to the Churchville Tributary
then east along the Churchville Tributary to the Orangeville Brampton Railway tracks
then south along the Orangeville Brampton Railway tracks to Steeles Avenue West
then southwest along the rear property lines on the east side of Churchville Road to the southernmost rear property line of Shuter Lane
then southeast along the rear property lines of Outlook Avenue to the rear property lines of Neopolitan Road
then east along the rear property lines of Neopolitan Road to the Orangeville Brampton Railway tracks
then south along the Orangeville Brampton Railway tracks to the Brampton/Mississauga City Limits
then west along the Brampton/Mississauga City Limits to Winston Churchill Boulevard
then north along Winston Churchill Boulevard, continuing in a straight line along the Region of Peel boundary to the point of commencement.

e) David Suzuki Secondary School (Grades 9-12) – Boundary Change

That, effective December 1, 2022, the Grades 9-12 boundary for David Suzuki Secondary School be as follows:

Commencing at the intersection of Creditview Road and the Canadian National Railway tracks
then east along the Canadian National Railway tracks to Chinguacousy Road
then north along Chinguacousy Road to Bovaird Drive West

12. Motions for Consideration - Physical Planning, Finance and Building Committee Meeting, November 2, 2022 (Continued)

then east along Bovaird Drive West to the Orangeville Brampton Railway then south along the Orangeville Brampton Railway to Williams Parkway
then east along Williams Parkway to Hurontario Street
then south along Hurontario Street to Queen Street West
then west along Queen Street West to the Springbrook Tributary
then north along the Springbrook Tributary to Creditview Road
then north along Creditview Road to James Potter Road
then west along James Potter Road to Creditview Road
then north along Creditview Road to the point of commencement.

f) Somerset Drive Public School (K-Grade 5) – Boundary Change

That, effective December 1, 2022, the K-Grade 5 boundary for Somerset Drive Public School be as follows:

Commencing at the intersection of Hurontario Street and Highway 410
then east along Highway 410 to the east property line of 1 Lighthouse Drive
then south along the east property line of 1 Lighthouse Drive, continuing in a straight line to the Etobicoke Creek
then south along the Etobicoke Creek to Mayfield Road
then east along Mayfield Road to the east property line of 3377 Mayfield Road
then south along the east property line of 3377 Mayfield Road to the south property line of 3377 Mayfield Road
then west along the south property line of 3377 Mayfield Road to the east property line of 4 Inder Heights Drive
then south along the east property line of 4 Inder Heights Drive, continuing in a straight line to the north property line of 13 Eddystone Drive
then east along the north property line of 13 Eddystone Drive, continuing in a straight line to Kennedy Road
then south along Kennedy Road to the south property line of 10392 Kennedy Road
then west along the south property line of 10392 Kennedy Road, continuing in a straight line along the Trans-Canada Pipeline to Hurontario Street
then north along Hurontario Street to the point of commencement.

g) Terry Fox Public School (K-Grade 5) – Boundary Change

That, effective December 1, 2022, the K-Grade 5 boundary for Terry Fox Public School be as follows:

Commencing at the intersection of the east property line of 3377 Mayfield Road and Mayfield Road
then east along Mayfield Road to Highway 410
then south along Highway 410 to Sandalwood Parkway East
then west along Sandalwood Parkway East to the west property line of 46 Barr Crescent
then south along the west property line of 46 Barr Crescent, continuing in a straight line to the Trans-Canada Pipeline
then west along the Trans-Canada Pipeline to Kennedy Road

12. Motions for Consideration - Physical Planning, Finance and Building Committee Meeting, November 2, 2022 (Continued)

then north along Kennedy Road to the north property line of 16 Tweedsmuir Court
then west along the north property line of 16 Tweedsmuir Court, continuing in a straight line to the west property line of 13 Eddystone Drive
then north along the west property line of 13 Eddystone Drive, continuing in a straight line to the south property line of 3377 Mayfield Road
then east along the south property line of 3377 Mayfield Road to the east property line of 3377 Mayfield Road
then north along the east property line of 3377 Mayfield Road to the point of commencement.

h) Malala Yousafzai Public School (K-Grade 8) – Boundary Change

That, effective December 1, 2022, the K-Grade 8 boundary for Malala Yousafzai Public School be as follows:

Commencing at the intersection of the west property line of 56 Donlamont Circle and Mayfield Road
then east along Mayfield Road to McLaughlin Road
then south along McLaughlin Road to Wanless Drive
then west along Wanless Drive to Chinguacousy Road
then north along Chinguacousy Road to the north property line of 11494 Chinguacousy Road
then east along a straight line parallel to the north property line of 11494 Chinguacousy Road to the west property line of 62 Callandar Road
then north along the west property line of 62 Callandar Road, continuing in a straight line to the point of commencement.

i) Brisdale Public School (K-Grade 5) – Boundary Change

That, effective December 1, 2022, the K-Grade 5 boundary for Brisdale Public School be as follows:

Part A

Commencing at the intersection of Creditview Road and Wanless Drive
then east along Wanless Drive to Chinguacousy Road
then south along Chinguacousy Road to Sandalwood Parkway West
then west along Sandalwood Parkway West to Creditview Road
then north along Creditview Road to the point of commencement.

Part B

Commencing at the intersection of Chinguacousy Road and Mayfield Road
then east along Mayfield Road to the west property line of 56 Donlamont Circle
then south along the west property line of 56 Donlamont Circle, continuing in a straight line to the north property line of 58 Circus Crescent
then west along the north property line of 58 Circus Crescent, continuing in a straight line to Chinguacousy Road
then north along Chinguacousy Road to the point of commencement.

12. Motions for Consideration - Physical Planning, Finance and Building Committee Meeting, November 2, 2022 (Continued)

j) McCrimmon Middle School (Grades 6-8) – Boundary Change

That, effective December 1, 2022, the Grades 6-8 boundary for McCrimmon Middle School be as follows:

Part A

Commencing at the intersection of Creditview Road and Wanless Drive
then east along Wanless Drive to Chinguacousy Road
then south along Chinguacousy Road to the watercourse south of Duffield and north of Nelson Mandela Public School
then southeast along the watercourse to Edenbrook Hill Drive
then south along Edenbrook Hill Drive to Bovaird Drive West
then west along Bovaird Drive West to Chinguacousy Road
then south along Chinguacousy Road to Canadian National Railway tracks
then west along the Canadian National Railway tracks to Bovaird Drive West
then west in a straight line from the intersection of the Canadian National Railway tracks and Bovaird Drive West to the intersection of Commuter Drive and Salvation Road
then north along Salvation Road, continuing in a straight line to Creditview Road
then north along Creditview Road to the point of commencement.

Part B

Commencing at the intersection of Chinguacousy Road and Mayfield Road
then east along Mayfield Road to the west property line of 56 Donlamont Circle
then south along the west property line of 56 Donlamont Circle, continuing in a straight line to the north property line of 58 Circus Crescent
then west along the north property line of 58 Circus Crescent, continuing in a straight line to Chinguacousy Road
then north along Chinguacousy Road to the point of commencement.

k) Countryside Village Public School (K-Grade 8) – Boundary Change

That, effective December 1, 2022, the K-Grade 8 boundary for Countryside Village Public School be as follows:

Part A

Commencing at the intersection of Highway 410 and Mayfield Road
then east along Mayfield Road to the watercourse east of 175 Russell Creek Drive
then south along the watercourse to Countryside Drive
then west along Countryside Drive to Highway 410
then north along Highway 410 to the point of commencement.

Part B

Commencing at the intersection of Bramalea Road and Mayfield Road
then east along Mayfield Road to Airport Road
then south along Airport Road to Countryside Drive
then west along Countryside Drive to Bramalea Road
then north along Bramalea Road to the point of commencement.

12. Motions for Consideration - Physical Planning, Finance and Building Committee Meeting, November 2, 2022 (Continued)

l) Larkspur Public School (K-Grade 5) – Boundary Change

That, effective December 1, 2022, the K-Grade 5 boundary for Larkspur Public School be as follows:

Part A

Commencing at the intersection of Sandalwood Parkway East and Bramalea Road
then east along Sandalwood Parkway East to Sunny Meadow Boulevard
then southeast along Sunny Meadow Boulevard to the Trans Canada Pipeline south of 171 Sunny Meadow Boulevard
then east along the Trans Canada Pipeline to Torbram Road
then south along Torbram Road to Bovaird Drive East
then west along Bovaird Drive East to Bramalea Road
then north along Bramalea Road to the point of commencement.

Part B

Commencing at the intersection of the watercourse east of 65 Goodview Drive and Inspire Boulevard
then east along Inspire Boulevard to Bramalea Road
then south along Bramalea Road to Countryside Drive
then west along Countryside Drive to the watercourse east of 32 Puffin Crescent
then north along the watercourse to the point of commencement.

m) Hewson Public School (K-Grade 5) – Boundary Change

That, effective December 1, 2022, the K-Grade 5 boundary for Hewson Public School be as follows:

Part A

Commencing at the intersection of Bramalea Road and Countryside Drive
then east along Countryside Drive to Torbram Road
then south along Torbram Road to Australia Drive
then west along Australia Drive to Moss Way
then west along Moss Way, continuing in a straight line to the watercourse west of Niceview Drive
then north along the watercourse to Father Tobin Road
then west along Father Tobin Road to Bramalea Road
then north along Bramalea Road to the point of commencement.

Part B

Commencing at the watercourse east of 175 Russell Creek Drive and Mayfield Rd
then east along Mayfield Road to Bramalea Road
then south along Bramalea Road to Inspire Boulevard
then west along Inspire Boulevard to the watercourse east of 65 Goodview Drive
then north along the watercourse to the point of commencement.

12. Motions for Consideration - Physical Planning, Finance and Building Committee Meeting, November 2, 2022 (Continued)

n) Sunny View Middle School (Grades 6-8) – Boundary Change

That, effective December 1, 2022, the Grades 6-8 boundary for Sunny View Middle School be as follows:

Part A

Commencing at the intersection of Bramalea Road and Countryside Drive
then east along Countryside Drive to Torbram Road
then south along Torbram Road to Bovaird Drive East
then west along Bovaird Drive East to Bramalea Road
then north along Bramalea Road to the point of commencement.

Part B

Commencing at the watercourse east of 175 Russell Creek Drive and Mayfield Rd
then east along Mayfield Road to Bramalea Road
then south along Bramalea Road to Countryside Drive
then west along Countryside Drive to the watercourse east of 32 Puffin Crescent
then north along the watercourse to the point of commencement.

2. Report on Tenders: Thomas Street Middle School Addition

That, the award of the contract for the construction of Thomas Street Middle School Addition to Orion Construction & Management Company Limited, in the amount of \$4,503,841. (including HST), be approved. (Appendix I, attached to the Minutes of the Physical Planning, Finance and Building Committee meeting, November 2, 2022)

13. Motions for Consideration - Audit Committee Meeting, November 14, 2022

Resolution No. 23-11, approved by Bruce Rodrigues,

Resolved, that the following recommendations arising from the Audit Committee meeting, held November 14, 2022, be approved:

1. Consolidated Financial Statements

That, the Consolidated Financial Statements for the Peel District School Board for the year ended August 31, 2022, be approved. (Appendix I, attached to the Minutes of the Audit Committee meeting, November 14, 2022)

2. Audit Committee Report for 2021-2022 to the Ministry of Education

That, the Audit Committee Report for 2021-2022, be received, and be submitted by the Board to the Ministry of Education. (Appendix II, attached to the Minutes of the Audit Committee meeting, November 14, 2022)

14. Anti-Islamophobia Strategy Development – Update #2

Omar Zia, Principal of The Woodlands School, presented an update report on the development of the Anti-Islamophobia Strategy, which is a community-led and Peel DSB staff facilitated initiative integral to Directive 14, and supports compliance with requirements of the Ministry Directives. He provided information on the composition of the working group, internal and external consultations, and findings outlined in the consultation report presented in May 2022. Omar Zia reported that in July and August 2022, the summer writing team drafted the Strategy based on the findings. He acknowledged the anti-racism advocacy of the Black community which led to the creation of this Strategy to Affirm Muslim Student Identities and Dismantle Islamophobia, and the work with consultants who authored the Black Student Strategy – We Rise Together 2.0. Principal Zia indicated that, in Fall 2022, the writing team reconvened to review their work, with input from several departments. He highlighted information in the report regarding the guiding principals and the six pillars that will guide the system-wide rollout of the Strategy. The final report will be presented to the Board in early 2023.

A trustee recognized the efforts of former trustee, Nokha Dakhrub, on this initiative, and queried if approval of the final report indicates completion of the Strategy, and whether staff will receive training. Director Swarup clarified that, following the approval of the final report, an action plan will be developed to set out implementation details, including training. In addition, there will be ongoing review and assessment of the Strategy.

Resolution No. 23-12,

Resolved, that the report re Anti-Islamophobia Strategy Development – Update #2, be received.

15. Naming of the Centre for Indigenous Excellence and Land-Based Learning: Policy 27 – Naming of Facilities

Coordinating Leader of Indigenous Education, Nicole Reynolds, recalled the approval to establish the Centre for Indigenous Excellence and Land-Based Learning. She reported on the Indigenous Student Camp held at the G.W. Finlayson Centre when students identified sweetgrass as an important symbol for the camp. The name “A Gathering of Sweetgrass” was translated into Anishiaabeemowin as Maawnjiding Wiingushkeng. Nicole Reynolds stated that the meaning of Maawnjiding Wiingushkeng considers several important factors within Indigenous culture, ways of knowing, and pedagogy, and the virtually unbreakable strength of a braid of sweetgrass is a metaphor for the strength of the community. She reported that the proposed name, Maawnjiding Wingushkeng, for the Centre for Indigenous Excellence and Land-Based Learning was brought for community consultation on October 22, 2022, with a committee consisting of First Nations, Métis and Inuit representatives along with invited staff and the trustee who serves the area. Communication and consultation with members of the Mississaugas of the Credit First Nation occurred between October 24, 2022 and November 1, 2022. Nicole Reynolds noted that the work of the Centre braids land, education and the community, and the proposed name demonstrates the reclamation of identity and culture. She remarked that First Nations, Métis and Inuit students will be stronger with the opportunities they will access at the Centre.

15. Naming of the Centre for Indigenous Excellence and Land-Based Learning: Policy 27 – Naming of Facilities (Continued)

Resolution No. 23-13, approved by Bruce Rodrigues,

Resolved, that the Centre for Indigenous Excellence and Land-Based Learning, formerly Credit View Public School, be named Maawnjiding Wiingushkeng (APPENDIX II, Item 16.1(b) of the Agenda).

16. Working Fund Reserves Transfers

Associate Director, Operations and Equity of Access, Jaspal Gill, referred to approval of the Consolidated Financial Statement for 2021-2022 earlier in the meeting (Item 13 of these Minutes). He noted that, as part of the year-end process, recommendations are brought for transfer of funds to a Dedicated Working Fund Reserve, normally known as Appropriated Accumulated Surplus. Associate Director Gill explained that each elementary school is allowed to roll over up to \$8,000, and each secondary school up to \$16,000 of their unspent funds from one year to the next. These rollovers allow schools some flexibility in developing plans for using the funds and meeting commitments from one year to the next. Transfers regarding operational funds allow implementation of specific central department projects and programs that were budgeted during the 2021-2022 year, but not completed the following year.

Resolution No. 23-14, approved by Bruce Rodrigues,

Resolved, that the following recommendations related to the Working Fund Reserve for fiscal year ended 2021-22 be approved:

1. Transfer to a Dedicated Working Fund Reserve (Appropriated Accumulated Surplus) at August 31, 2022 be approved as follows:
 - a) School and school support consumable funds in the amount of \$2,312,409
 - b) Miscellaneous operational funds in the amount of \$1,272,486
2. The Dedicated Working Fund Reserves (Appropriated Accumulated Surplus) identified in Recommendation 1, be transferred and used to offset the applicable operational costs in 2022-23 or future years.
(APPENDIX III, Item 16.2 of the Agenda).

17. Schedule of Financial Reports

Associate Director Gill reported that Financial Reports will be presented to the Board on a quarterly basis as indicated in that report, on November 30, 2022, February 28, 2023, May 31, 2023, and August 31, 2023.

Resolution No. 23-15,

Resolved, that the Schedule of Financial Reports, be received.

18. Appointment of Special Education Advisory Committee Members

Paul da Silva, Associate Director, School Improvement and Equity, Special Education, Social Emotional Learning and Well Being, reviewed the report which identifies community associations, and their representatives and alternates who will sit on the Special Education Advisory Committee for the new term. Noting that the 11 community associations proposed for approval have been part of SEAC in the past term, he commended and thanked them for their strong advocacy for students who receive special education supports and services. Associate Director da Silva advised that there are 12 available seats for community associations on SEAC, and a nomination for the open seat will be brought for Board approval after an open call for interest process posted on the Board's website and media channels. He indicated that, in addition to community representatives, three Board trustees will be members of SEAC, whose appointments were announced earlier in the meeting (Item 6 of these Minutes).

Resolution No. 23-16, approved by Bruce Rodrigues,

Resolved:

1. That, the appointment of the following representatives of associations for children with special needs to the Peel DSB Special Education Advisory Committee for the 2022-2026 term, be approved:
 - 1) Barbara Cyr, Association for Bright Children of Ontario, Peel Chapter
 - 2) Fauzia Reza, Autism Ontario, Peel Chapter
 - 3) Ann Smith, Brampton Caledon Community Living
 - 4) Sinthusha Panchalingam, Canadian Mental Health Association/Peel Branch
 - 5) Mary Wright, Down Syndrome Association of Peel
 - 6) Jennifer Knight, Easter Seals Ontario
 - 7) Dorothy Peddie, FASworld Canada, Peel Chapter
 - 8) Nicole Buckett, Fragile X Research Foundation of Canada
 - 9) Carol Ogilvie, Learning Disabilities Association of Peel Region
 - 10) Jassie Gill, Ontario Parents for Visually Impaired Children (OPVIC)
 - 11) Shelley Foster, VOICE for Deaf and Hard of Hearing Children

2. That, the appointment of the following representatives of associations for children with special needs, as alternates for the 2022-2026 term, be approved:
 - 1) Karen Kennedy, Alternate, Association for Bright Children, Peel Chapter
 - 2) Anju Mistry, Alternate, Down Syndrome Association of Peel
 - 3) Sadia Shoaib, Alternate, Easter Seals Ontario
 - 4) Wes McDonald, Alternate, Ontario Parents for Visually Impaired Children (OPVIC).

19. Adoption of the Closed Session Report

Resolution No. 23-17, approved by Bruce Rodrigues,

Resolved, that the report of the Closed Session re: Minutes of the Audit Committee (Closed) meeting, held September 30, 2022; Minutes of the Committee of the Whole (Closed) Meeting, held October 19, 2022; Minutes of the Physical Planning, Finance and Building Committee (Closed) meeting, held November 2, 2022; Minutes of the Audit Committee (Closed) meeting, held November 14, 2022; Minutes of the Committee of the Whole (Closed) Meeting, held October 19, 2022; Motions for Consideration, Physical Planning, Finance and Building Committee (Closed), November 2, 2022; Motions for Consideration, Audit Committee (Closed), November 14, 2022, and Principals/Vice-Principals Appointments and Assignments, be received, and the recommendations contained therein be approved.

20. Adjournment

Resolution No. 23-18, approved by Bruce Rodrigues,

Resolved, that the meeting adjourn (19:50 hours).

..... Supervisor Secretary

RESOLUTIONS APPROVED IN CLOSED SESSION, NOVEMBER 30, 2022

Members Present:

Bruce Rodrigues, Supervisor, Chair	
David Green, Board Chair	Jeff Clark
Leann Cole, Board Vice-Chair	Will Davies
Lucas Alves	Satpaul Singh Johal
Karla Bailey	Brad MacDonald
Susan Benjamin	Kathy McDonald (electronic)
Stan Cameron	Jill Promoli

1. Approval of Agenda

That the agenda, as amended, be approved.

2. Committee Minutes

- i) The Minutes of the Audit Committee (Closed) meeting, held September 30, 2022, were received;
- ii) The Minutes of the Physical Planning, Finance and Building Committee (Closed) meeting, held November 2, 2022, were received;
- iii) The Minutes of the Audit Committee (Closed) meeting, held November 14, 2022, were received.

3. Minutes of the Committee of the Whole (Closed) Meeting

That, the Minutes of the Committee of the Whole (Closed Session) meeting, held October 19, 2022, be approved.

4. Motions for Consideration, Physical Planning, Finance and Building Committee (Closed), November 2, 2022

That, the following recommendation arising from the Physical Planning, Finance and Building Committee (Closed) meeting held on November 2, 2022, be approved:

1. Artificial Surface Track and Fields: (i) Erindale Secondary School; (ii) Turner Fenton Secondary School; (iii) Cawthra Park Secondary School

That, staff enter into the following agreements for the purpose of construction of artificial surface track and fields:

- (i) Community Sports Partners – Erindale Secondary School
 - (ii) Colab Sports – Turner Fenton Secondary School
 - (iii) Cachet Partners – Cawthra Park Secondary School
- (Appendix I, attached to the Minutes of the Physical Planning, Finance and Building Committee (Closed) meeting, November 2, 2022)

5. Motions for Consideration, Audit Committee (Closed), November 14, 2022

That, the following recommendation arising from the Audit Committee (Closed) meeting held on November 14, 2022, be approved:

1. Annual Report to the Board of Trustees for 2021-2022

That, the Annual Report to the Board of Trustees for 2021-2022, for the year ended August 31, 2022, be approved and submitted to the Board of Trustees. (Appendix I, attached to the Minutes of the Audit Committee (Closed) meeting, November 14, 2022).

6. Principals/Vice-Principals Appointments and Assignments

The following elementary principal appointments are a promotion, effective December 1, 2022:

Amisha Sirpal, Acting Principal at Arnott Charlton Public School, to be appointed as Principal at Arnott Charlton Public School.

Safia Saleh, Acting Principal at Claireville Public School, to be appointed as Principal at Claireville Public School.

Christina Godsoe, Acting Principal at Corliss Public School, to be appointed as Principal at Corliss Public School.

Bilkiss Auckbaraulle, Acting Principal at Dorset Drive Public School, to be appointed as Principal at Dorset Drive Public School.

Pamela Fowler, Acting Principal at Goldcrest Public School, to be appointed as Principal at Goldcrest Public School.

Tara Trowse-Vagg, Acting Principal at Helen Wilson Public School, to be appointed as Principal at Helen Wilson Public School.

Lauren Huk, Acting Principal at Levi Creek Public School, to be appointed as Principal at Levi Creek Public School.

Sharlene Gunasingham, Acting Principal at Morning Star Middle School, to be appointed as Principal at Morning Star Middle School.

Charles Myton, Acting Principal at Nibi Emosaawdang Public School, to be appointed as Principal at Nibi Emosaawdang Public School.

Jennifer Stegeman, Vice-Principal at SouthFields Village Public School, to be appointed as Principal at Oakridge Public School.

Jennifer Mavity, Acting Principal at Parkway Public School, to be appointed as Principal at Parkway Public School.

Nicholas Berardi, Acting Principal at Tomken Road Middle School, to be appointed as Principal at Tomken Road Middle School.

6. Principals/Vice-Principals Appointments and Assignments (Continued)

The following Elementary Principal appointment is a promotion, effective December 5, 2022:

Jeremy Taylor, Principal at Simcoe County District School Board, to be appointed as Principal at Allan Drive Middle School.

The following Elementary Principal appointments are a promotion, effective January 9, 2023:

Datress Ricketts, Vice-Principal at Great Lakes Public School, to be appointed as Principal at Harold F. Loughin Public School.

Angela Duncan, Vice-Principal at Cheyne Middle School, to be appointed as Principal at Lancaster Public School.

Simone Sealy, Vice-Principal at Ruth Thompson Middle School, to be appointed as Principal at Ruth Thompson Middle School.

Jason Chenier, Vice-Principal at Peel Elementary Virtual School, to be appointed as Principal at Grenoble Public School.

Malanie Malhotra Kang, Vice-Principal at Toronto District School Board, to be appointed as Principal at Hillcrest Middle School.

The following elementary vice-principal appointments are a promotion, effective December 1, 2022:

Patricia Onderdonk, Acting Vice-Principal at Castle Oaks Public School, to be appointed as Vice-Principal at Castle Oaks Public School.

Dina Ramirez-Ghobrial, Acting Vice-Principal at Darcel Avenue Senior Public School, to be appointed as Vice-Principal at Darcel Avenue Senior Public School.

Sara Wolburgh, Acting Vice-Principal at Dorset Drive Public School and Eastbourne Drive Public School, to be appointed as Vice-Principal at Dorset Drive Public School and Eastbourne Drive Public School.

April Grace de las Alas, Acting Vice-Principal at Dunrankin Drive Public School and Queen Street Public School, to be appointed as Vice-Principal at Dunrankin Drive Public School and Queen Street Public School.

Gibi Varghese, Acting Vice-Principal at Erin Centre Middle School, to be appointed as Vice-Principal at Erin Centre Middle School.

Mala Takhar, Acting Vice-Principal at Mountain Ash Public School, to be appointed as Vice-Principal at Mountain Ash Public School.

Heather Young, Acting Vice-Principal at Northwood Public School, to be appointed as Vice-Principal at Northwood Public School.

6. Principals/Vice-Principals Appointments and Assignments (Continued)

Nordia Burnett, Acting Vice-Principal at Sir William Gage Middle School, to be appointed as Vice-Principal at Sir William Gage Middle School.

Michelle Dickinson, Acting Vice-Principal at Tomken Road Middle School, to be appointed as Vice-Principal at Tomken Road Middle School.

Christine Durward, Acting Vice-Principal at Whaley's Corners Public School, to be appointed as Vice-Principal at Whaley's Corners Public School.

Aaron Gray, Acting Vice-Principal Floater at Agnes Taylor Public School, to be appointed as Vice-Principal Floater at Agnes Taylor Public School.

Jonathan So, Acting Vice-Principal at Robert H Lagerquist Senior Public School, to be appointed as Vice-Principal at Robert H Lagerquist Senior Public School.

Brandon Pachan, Acting Vice-Principal Floater at James Grieve Public School, to be appointed as Vice-Principal Floater at James Grieve Public School.

Shilpa Mistry, Teacher at Arnott Charlton Public School, to be appointed as Vice-Principal at Fernforest Public School.

The following elementary vice-principal appointments are a promotion, effective January 9, 2023:

Rania El Asmar, Teacher at Erin Centre Middle School, to be appointed as Vice-Principal at Floradale Public School.

Gina Sumra, Acting Vice-Principal at Malala Yousafzai Public School, to be appointed as Vice-Principal at Rowntree Public School.

Nita Patel, Acting Vice-Principal at Nibi Emosaawdang Public School, to be appointed as Vice-Principal at Sir Isaac Brock Public School.

Nina Janowski, Teacher at Burnt Elm Public School, to be appointed as Vice-Principal at Aylesbury Public School and Tribune Drive Public School.

Aarti Dudani, Teacher at York Region District School Board, to be appointed as Vice-Principal at Tribune Drive Public School.

Veena Navgiri, Teacher at Treeline Public School, to be appointed as Vice-Principal at Balmoral Drive Senior Public School.

Sara Boudreau, Teacher at Agnes Taylor Public School, to be appointed as Vice-Principal at Calderstone Middle School.

James Samatas, Assistive Technology Resource Teacher, to be appointed as Vice-Principal Floater at Dixie Public School and Garthwood Park Public School.

6. Principals/Vice-Principals Appointments and Assignments (Continued)

The following elementary principal assignment is a transfer, effective November 7, 2022:

Dafydd Morgan, Coordinating Principal – Pandemic Response, to be transferred as Principal at Fairwind Senior Public School.

The following elementary vice-principal assignments are a transfer, effective December 1, 2022:

Farrah Abdulla, Vice-Principal at Robert H. Lagerquist Senior Public School, to be transferred as Vice-Principal Floater at Brandon Gate Public School and Dunrankin Drive Public School.

Temitope Tracy Alli, Vice-Principal at James Bolton Public School and Macville Public School, to be transferred as Vice-Principal at SouthFields Village Public School.

The following elementary principal assignments are a transfer, effective January 9, 2023:

Anup Sidhu, Principal at Edenrose Public School, to be transferred as Principal at Derry West Village Public School.

Meenakshi Grewal, Principal at Derry West Village Public School, to be transferred as Principal at Edenrose Public School.

Leah Romanello, Principal at Hillcrest Middle School, to be transferred as Principal at Thorn Lodge Public School.

Kimberly May, Principal at Vista Heights Public School, to be transferred as Principal at Meadowvale Village Public School.

Clelia Trinca, Principal at Camilla Road Senior Public School, to be transferred as Principal at Vista Heights Public School.

Sumitra Lad, Principal at Grenoble Public School, to be transferred as Principal at Larkspur Public School.

Durri Ahmed, Principal at Burnhamthorpe Public School, to be transferred as Principal at Camilla Road Senior Public School.

The following Elementary Vice-Principal assignments are a transfer, effective January 9, 2023:

Lisa Monteith, Vice-Principal at Sir Isaac Brock Public School, to be transferred as Vice-Principal at Chris Hadfield Public School.

Charlene Savory, Vice-Principal at Tribune Drive Public School, to be transferred as Vice-Principal at Ross Drive Public School.

Cheryl Karim, Vice-Principal at Ross Drive Public School, to be transferred as Vice-Principal at Fairwind Public School.

6. Principals/Vice-Principals Appointments and Assignments (Continued)

Claire Firgau, Vice-Principal at Fairwind Public School, to be transferred as Vice-Principal at Ruth Thompson Middle School.

Denise Sargent, Vice-Principal at Aylesbury Public School and Tribune Drive Public School, to be transferred as Vice-Principal at Cheyne Middle School.

Mike Ricci, Vice-Principal at Fairlawn Public School, to be transferred as Vice-Principal at Great Lakes Public School.

Erin Dearie, Vice-Principal at Floradale Public School, to be transferred as Vice Principal at McBride Avenue Public School and Vice-Principal Floater McBride Avenue Public School.

The following secondary principal appointment is a promotion, effective December 1, 2022:

Mark Botnick, Acting Principal - Continuing and Adult Education, to be appointed as Principal - Continuing and Adult Education.

The following secondary vice-principal appointments are a promotion, effective December 1, 2022:

Ashley Funchion, Acting Vice-Principal at Clarkson Secondary School, to be appointed as Vice-Principal at Clarkson Secondary School.

Jasmine Jackman, Acting Vice-Principal at Erindale Secondary School, to be appointed as Vice-Principal at Erindale Secondary School.

Kim Huynh, Acting Vice-Principal at Parkholme Secondary School, to be appointed as Vice-Principal at Parkholme Secondary School.

Gillian Luttrell-Anderson, Acting Vice-Principal at Stephen Lewis Secondary School, to be appointed as Vice-Principal at Stephen Lewis Secondary School.

Brianne Manning, Acting Vice-Principal at Turner Fenton Secondary School, to be appointed as Vice-Principal at Turner Fenton Secondary School.

Seema Bajpai, Acting Vice-Principal – Adult Education, to be appointed as Vice-Principal – Adult Education.

Priyanka Kwatra, Acting Vice-Principal – Continuing Education, to be appointed as Vice-Principal – Continuing Education.

The following secondary vice-principal appointments are a promotion, effective February 2, 2023:

Nadine Daniel, Acting Vice-Principal at Lincoln Alexander Secondary School, to be appointed as Vice-Principal at Mayfield Secondary School.

6. Principals/Vice-Principals Appointments and Assignments (Continued)

Diane Lambrakos, Teacher at Sandalwood Heights Secondary School, to be appointed as Vice-Principal at Fletcher's Meadow Secondary School.

The following secondary vice-principal assignment is a transfer, effective February 2, 2023:

Julie Tidman, Coordinating Vice-Principal – Education and Community Partnership Program (ECP), to be transferred as Vice-Principal at Rick Hansen Secondary School.

The following coordinating principal assignments are a transfer, effective January 9, 2023:

Elizabeth England, Principal at Larkspur Public School, to be transferred as Coordinating Principal – Curricular, Instructional & Community Supports.

Joann De Murrell, Principal at Meadowvale Village Public School, to be transferred as Coordinating Principal - Leadership, Capacity Building & School Partnerships.

14.1 (a)

December 14, 2022 Board Meeting

Directive 12: Policy 51 – Human Rights and OP1 Communications Plan

Strategic Alignment:

Directive 12: Ensuring the Board’s human rights complaint procedure is widely communicated and accessible

Report Type:

Information

Prepared by: Jasmine Dunn, (Acting) Exec Lead, Human Rights

Submitted by: Rashmi Swarup, Director of Education

Overview

Objective:

The purpose of this Board report is to provide an update further to Directive 12 of the Ministry's Review, specifically with respect to "ensuring the Board's human rights complaints procedure is widely communicated and accessible".

Attached to this Board Report as **Appendix A** is the Human Rights Policy 51 and Human Rights Operating Procedure 1 Communications Plan. This Communications Plan will action the final satisfaction of Directive 12.

Context:

A. Background

Directive 12 further to the Ministry of Education's March 2020 Review of the Peel District School Board ("PDSB" or the "Board") ("Ministry Review") states:

The Board shall take all necessary steps to preserve the independence of the Human Rights Commissioner's Office within the organizational structure of the Board and to safeguard the neutrality of that Office to allow it to focus on its core responsibilities to identify and address systemic barriers facing students, families, staff, and communities of the Board. The mandate of the office includes receiving, inquiring into, and investigating human rights complaints, and ensuring the Board's human rights complaints procedure is widely communicated and accessible. The Board shall clearly articulate the arms-length and impartial role of the Office in Policy 51, Operating Procedure 1, and their successor instruments.

The deliverable further to Directive 12 states:

"Submit report on steps taken; submit updated policy and operating procedure."

B. Steps Taken Further to Directive 12 and Beyond

Since the Ministry Review, the Human Rights Office has taken the following actions to comply and move beyond the mandates of Directive 12:

- Changed the office name from the "Human Rights Commissioner's Office" to the "Human Rights Office", to reflect the office's staff composition more accurately.
- Changed the office's physical location, previously located within the Central Board Office, to an off-site location at 200 Matheson Blvd. West, to address community member concerns regarding confidential and discreet access to the Human Rights Office.
- Revised and submitted Policy 51 – Human Rights for approval. The updated and revised Policy included the following:
 - Integration the principles of the Ontario *Human Rights Code* with the goals of public education under the *Education Act*;
 - Clarity on the ground, forms, and principles of discrimination under the *Code*, including the addition of *Code*-based harassment, sexual harassment and poisoned environment as violations of Policy 51 – Human Rights;

- Clarification on the scope of Policy 51 – Human Rights, including in relation to other Board policies and procedures, including the Board’s anticipated Anti-Racism Policy, Policy 65 – Code of Conduct, EHS 4.2 - Workplace Harassment Procedure, Policy 48 - Caring and Safe Schools, Policy 85 - Digital Citizenship, and Policy 54 - Equity and Inclusive Education;
 - Clarification on how and to whom to raise a concern of discrimination based on the role of the PDSB community member and whom the concern is regarding; and
 - Clarity on the roles and responsibilities of all PDSB community members, students, parents/guardians, PDSB employees, managerial staff, the Director of Education and the Human Rights Office at PDSB.
- Presented Policy 51 – Human Rights Operating Procedure 1: Procedure for Addressing Violations of Policy 51 – Human Rights. The updated and revised operating procedure clearly articulated the arms-length and impartial role of the Human Rights Office and addressed notable concerns and deficiencies in Policy 51 – Human Rights highlighted in the Ministry Review, including the lack of a strong provision addressing reprisal, a lack of clarity in PDSB’s complaint mechanisms, confusion on how or where to make a complaint, and how complaints will be addressed in a manner appropriate in the circumstances.
 - In response to the use of discriminatory statements at PDSB negatively impacting school climate, the Human Rights Office engaged in extensive consultations with internal and external PDSB community stakeholders. The consultations supported the development of an online staff Discriminatory Statements reporting tool and portal, and provided feedback and insights directly related to the development of Policy 51 – Human Rights and Human Rights OP1. The consultations also supported the development of a procedure to respond specifically to the use of discriminatory statements.
 - Initiated a discriminatory language student survey to honour student voice and better understand the experience of students regarding discriminatory statements and schools and how they wished for incidents to be addressed.
 - Engaged in a review and update of the Board’s “Human Rights” public website. With updates that provided the PDSB community with information on a diverse range of topics connected to discrimination, harassment and contrary to the Ontario *Human Rights Code* (the “Code”); information on how to report an issue or make a complaint, information on the Human Rights Office, including its independence, and how to report an issue or make a complaint with the Human Rights Office. PDSB “Human Rights webpages were then added to every PDSB school website to further increase awareness, information and access to human rights at PDSB and how to report a human rights concern.
 - Launched an online Human Rights Office Complaint and Support Form that allows PDSB community members to get in contact with the Human Rights Office easily and accessibly.
 - Launched a Human Rights Manager/Supervisor Resource intranet site for Board managers/supervisors with information and resources on how to identify and address discrimination and harassment under the *Code*, whether through alternate resolution or

investigation, and templates to support Board management's investigation process under Policy 51 – Human Rights.

- Developed a procedure to address the use of discriminatory statements that adversely impact PDSB learning and working environments and contribute to discrimination. The Discriminatory Statements Response Procedure under Policy 51 – Human Rights reconciles this prohibition with the Board's goal to create an environment in which students, employees and the community can authentically engage with each other in the interest of equitable education. The policy provides guidance for the appropriate response to discriminatory statements in a variety of contexts and serves as the Board's response mechanism for addressing allegations of discriminatory statements, outlining responsibilities and process to be followed when discriminatory statements are used.
- Developed and delivered mandatory system wide PDSB staff training on the *Human Rights Code*, Policy 51 – Human Rights, roles, responsibilities, and obligations of staff under the Code and Policy 51 – Human Rights.

Impact Analysis

Equity & Human Rights Review

PDSB community members are required to follow the Board's Human Rights Policy to ensure we create learning and working environments that are free from discrimination and that is reflective of the Board's commitment to being anti-racist and anti-oppressive. The Human Rights Office, Human Rights – Policy 51 and the connected operating procedures are aligned with the Board's mandated commitments to equity, anti-racism and anti-oppression.

Awareness of the Human Rights Office, its policy and relevant procedures builds and maintains a culture of human rights at PDSB. The promotion of, and resulting increased awareness of the office will expand the understanding of mechanisms available for PDSB community members to address their human rights-based concerns, establishing a foundation for a culture of human rights at PDSB.

Board or Ministry Policy Alignment

This Board report is further to Directive 12 of the Ministry's Review which requires the Board to "[ensure] the Board's human rights complaints procedure is widely communicated and accessible".

The purpose, principles and key parts of this Board report are in alignment with Directive 12.

Resource Implications

The Human Rights Office will continue to oversee and execute the deliveries outlined in the Communications Plan outlined in **Appendix A**. These actions will build capacity and understanding of the Human Rights Office, Policy 51 – Human Rights, related procedures and the available complaint and reporting mechanisms.

The Human Rights Office encourages and remains available to provide human rights consult, information, and support to students, parents/guardians, employees, and managerial/supervisory staff.

Legal implications

The Human Rights Office is a fundamental resource for building and sustaining a culture rooted in human rights at PDSB, fostering learning and work environments free from discrimination. The work within the office and its utilization upholds the Board's legal obligation to respond to and address concerns of discrimination and violations of the Ontario *Human Rights Code*. The promotion and awareness of the Human Rights Office fosters and maintains a culture that is rooted in human rights principals. Members of the PDSB community are able to utilize the complaint mechanisms to have their concerns addressed. Further, there is a level of accountability, with specific focus on responsibilities of all PDSB community members including staff, managers, students, and families.

Risk Assessment

Failure to promote and enhance awareness of the Human Rights Office can incur the following risks:

- A lack of clarity and confusion for PDSB community members around making complaints of discrimination.
- Confusion around addressing incidents and complaint of discrimination.
- Arbitrary and disparate responses to human rights concerns.
- Legal and reputational risk to the Board.

Community Impact

The arm's length and impartial role of the Human Rights Office allows the office to be a resource for the PDSB community. Policy 51 – Human Rights and Human Rights OP1 are foundational pieces that work towards maintaining learning and working environments free from discrimination. The Office provides an opportunity for transparency and access for PDSB community members to raise and initiate concerns and complaints. Policy 51 – Human Rights, and Human Rights OP1 will be subject to regular review and revision to ensure it meets the needs of the PDSB community.

Next Steps

Action Required:

- Implementation of “Human Rights Policy 51 and Human Rights Operating Procedure 1 Communications Plan the Communications” attached at **Appendix A**.

Communications:

The Human Rights Office has drafted a communications plan and has met with the Communication team to finalize the plan (See **Appendix A**).

Success Measures:

- Greater awareness of the complaint mechanism available through PDSB Human Rights Policy 51 for complaints of Code-based harassment and discrimination.
- Greater confidence among students, staff and community in the ability of the Human Rights Office to fulfil its critical functions.
- Increased receipt and resolution of human rights complaints made to the Human Rights Office and managerial staff.
- Human Rights Office utilized more proactively by senior leadership and school administration in resolving human rights/discrimination issues in PDSB learning environments.

References:

- Ministry Review- Reviewer's Report and Recommendations, March 13, 2020;
- PDSB Ministry Directives: Update Report May 2020;
- PDSB Ministerial Directives: Summary Report June 2021;
- Directive 12 Update – Board Report August 2021;
- Directive 12 Update – Board Report March 2022
- Directive 12 Update – Board Report May 2022;
- Ontario *Human Rights Code*;
- Policy 51 – Human Rights;
- Operating Procedure 1 under Human Rights Policy 51;
- Operating Procedure 2 under Human Rights Policy 51.

Appendices

- **Appendix A:** Human Rights Policy 51 and Human Rights Operating Procedure 1 Communications Plan

APPENDIX A

HUMAN RIGHTS POLICY 51 AND HUMAN RIGHTS OPERATING PROCEDURE 1 COMMUNICATIONS PLAN

As per the Ministry Directives, the Human Rights Policy 51 and Human Rights Operating Procedure 1 were developed. The Human Rights Office (HRO) is an arm's length, independent and neutral office within the Board. It reviews Board policy and practice to ensure compliance with principles of equity, inclusion, and compliance with the Code. This policy fulfills the Ministry Directives to create conditions for educational and racial equity. The directives require a specific focus on anti-Black racism and anti-Indigenous racism and this policy fulfills that objective.

Peel District School Board (PDSB) has a commitment to ensuring community voice is reflected in all decisions. Both documents had extensive consultation, community input and review periods.

The completed Human Right Policy was introduced in Spring 2022, and system wide communication was actioned. This Communications Plan will action the final stage of the communications plan for all audiences. This plan will be executed from December 2022 June 2023. This Communications Plan will remain in effect until PDSB have the met the requirements from the Ministry and PDSB has satisfied our commitment to community partners. Upon completion of this plan, the Human Rights Office will continue do proactive communications on any new issues and updates and ensure timely response to issues.

The next phase of the Communications Plan for the Human Rights Policy 51 and Human Rights Operating Procedure 1 will:

1. Continue to strengthen PDSB's commitment to educate members of the community on Human Rights Policy 51, Human Rights Operating Procedure and the Ontario Human Rights Code.
2. Maintain awareness of human rights related reporting and support mechanisms to internal and external stakeholders that the policy is applicable to both staff, students and PDSB community members. The policy's defined outcomes, procedures, roles, responsibilities and accountability measures will also be highlighted.

Success Criteria for this final phase of the Communications Plan will include:

1. Information about the Human Rights Policy and OP continues to reach audiences in the PDSB community.
2. Messages are distributed through planned channels and/or engagement throughout the 2022-2023 school year.
3. Increased usage of the Human Rights Policy and OP in PDSB as a result of increased awareness.
4. Each message addresses the information requirements of the stakeholder audience.

KEY HIGHLIGHTS

There will be alignment with all communications being audience-specific while educating our audiences on Human Rights Policy 51 and Human Rights Operating Procedure 1. This will include the human rights, anti-racist and anti-oppressive lens from which these two documents are written. Key messages will be communicated through the appropriate channels and be audience specific - for example, Communications to Staff and Families and will be timely and tailored.

It is important to continue to raise awareness on the impartial, arm's length and independent role the Human Rights Office plays at PDSB in administering the policy and operating procedures. The key goal is for the PDSB community to understand the role of the office and navigating human rights in the education system. For the PDSB community, the office also functions as a supportive and consultative body as well. The work of PDSB is diverse and wide ranging, the Human Rights Office will apply a lens for all policies, procedures, and strategies. The goal of the office being able to rebuild the between PDSB and internal and external stakeholders.

- Clarity on the purpose and scope of the policy.
- The time frames to bring forward human rights concerns.
- The types of comment or conduct that are prohibited under the Ontario Human Rights Code.
- The responsibilities of each PDSB community member with respect to human rights including students, staff, managers and supervisors, parents and guardians and the Director's Office.
- The role of managers/supervisors as members of the Board with ultimate responsibility for ensuring discrimination-free environments at PDSB.
- The role of the Human Rights Office as an independent and impartial office responsible for receiving and addressing complaints by PDSB community members.
- Integrating the principles of the Ontario Human Rights Code with the goals of public education under the Education Act.
- Clear provisions on reporting and addressing concerns of discrimination and reprisal.

AUDIENCES FOR TACTICAL MATRIX

Audience Group	Primary Takeaway
General Public	<ul style="list-style-type: none"> ● Understand the importance of the <i>Human Rights Code</i>, the Human Rights Policy and the procedures that are in place to create a safe, caring, inclusive environments free of discrimination and harassment and in which everyone is treated with respect. ● There is a mechanism for accountability that ensures compliance with the policy. ● Understand the obligations all community members have in upholding human rights. ● The role of the Human Rights Office and its mandate to address complaints of infringement of Code rights. That the Human Rights Office will receive, review and resolve complaints of alleged human rights infringements in accordance with its Operating Procedures.
Community stakeholders	<ul style="list-style-type: none"> ● Reiterate how their partnership and feedback aligns with the creation of the Human Rights Policy and the accompanying Operating Procedures to sustain their buy-in to join in raising awareness on the policy. ● Look at community stakeholders as partners in raising awareness for the policy.
African, Black, Afro-Caribbean, Indigenous and other identity specific stakeholders	<ul style="list-style-type: none"> ● Continue to educate and maintain open lines of communications so that community members see the policy as an accountability measure for the board. ● PDSB is a strong partner with grassroots community groups as a champion for the community and addressing all forms of oppression.
PDSB Employees	<ul style="list-style-type: none"> ● Understand the importance of the Human Rights policy and procedures. This policy has defined outcomes and specific accountability measures. ● Lead by example in the classroom and all work environments using a <i>Code</i> knowledge lens for recognizing, addressing, dismantling, and teaching about discrimination and human rights ● Understanding roles and responsibilities in upholding the Human Rights Code.
Students	<ul style="list-style-type: none"> ● Understanding human rights and their right to discrimination free learning environment and their obligations under the <i>Code</i>. ● The availability of the HRO as a mechanism to support and advocate

	<ul style="list-style-type: none"> ● Provide opportunities to gather student feedback, perspective and experiences about discrimination and human rights in PDSB schools
Families	<ul style="list-style-type: none"> ● Continue to educate and maintain open lines of communications so that community members see that the policy as an accountability measure for the board. ● Education for parents that is accessible. ● Provide clarity on various PDSB practices and policies and their connections to legal rulings and decisions

TACTICAL MATRIX

Deliverable and Timeline:	Audience:	Objective:	Tactic(s):	Communication Collateral:
Updating relevant communications products, policy and guideline To be completed by June 2023	<ul style="list-style-type: none"> ● General Public (incl. general community, parents, students etc.) ● Community Stakeholders ● African, Black, Afro-Caribbean stakeholders ● Indigenous Stakeholders ● PDSB Employees 	<ul style="list-style-type: none"> ● Translation to 5 different languages when required ● Promotion of any updating of policy or guidelines consultations ● Expand PDSB communities knowledge of HRO policy and procedure 	<ul style="list-style-type: none"> ● Internal comms channels ● Document revisions ● Information sessions 	<ul style="list-style-type: none"> ● Copy for website ● FAQs and key messages

<p>Educating Parents/Families on the Human Rights Office</p> <p>April 2023 and to be completed every September</p>	<ul style="list-style-type: none"> ● General Public (incl. general community, parents, students etc.) ● Community Stakeholders ● African, Black, Afro-Caribbean and Indigenous stakeholders 	<ul style="list-style-type: none"> ● Strengthen relationship between HRO and community members. ● Inform parents and families of HRO mechanisms and supports available to them ● Educate community on legal and OHRC frameworks that govern various PDSB processes 	<ul style="list-style-type: none"> ● Community sessions with parent council approach ● Communications through All Family channels ● School letters updated and circulated 	<ul style="list-style-type: none"> ● Key messages for session ● FAQs ● Presentation materials
<p>Community Stakeholder Meetings and Consultations</p> <p>February 2023- June 202</p>	<ul style="list-style-type: none"> ● African, Black, Afro-Caribbean stakeholders ● Community stakeholders ● Student Groups ● Indigenous communities ● Unions 	<ul style="list-style-type: none"> ● Boost understanding of final policy ● Provide further information to educate stakeholders on policy ● Gather feedback to ensure HRO policy/OP are inclusive of Indigenous communities 	<ul style="list-style-type: none"> ● Stakeholder Outreach via virtual consultation format by invitation 	<ul style="list-style-type: none"> ● Presentation materials ● Key messages ● FAQs ● Email copy

<p>Internal Communications</p> <p>To be completed every September, January, and June</p>	<ul style="list-style-type: none"> ● PDSB Employees ● Students 	<ul style="list-style-type: none"> ● Ensure employees are aware of the policy and fully understand it ● Clarity on PDSB policy use as it is understood under the OHRC 	<ul style="list-style-type: none"> ● School council meetings ● Morning School Announcements ● Student Voice report and page distribution. Continued Student Voice survey ● Staff meeting sessions 	<ul style="list-style-type: none"> ● Key messages ● Email, letter, system updates copy. ● Individualized presentation materials
<p>Training and Information Sessions</p> <p>To be completed every September and per community requests</p>	<ul style="list-style-type: none"> ● General Public (incl. general community, parents, students etc.) ● Community Stakeholders ● African, Black, Afro-Caribbean stakeholders ● Indigenous Stakeholders ● PDSB Employees 	<ul style="list-style-type: none"> ● Interested school communities continue to get the most up to date information ● Expand PDSB staff knowledge on forms of discrimination , oppression, privilege and OHRC topics 	<ul style="list-style-type: none"> ● Webinars or presentations ● System wide training 	<ul style="list-style-type: none"> ● Key messages ● FAQ ● Presentation materials

14.1 (b)

Board Meeting, December 14, 2022

Directive 18 - Comprehensive Diversity Equity Audit Tools Report

Strategic Alignment:

Directive 18: Comprehensive Equity Audit

Policy 54: Equity and Inclusive Education

Policy 27: School Naming

Report Type:

Information

Prepared By: Lisa Hart, Superintendent Equity, Indigenous Education, School Engagement & Community Relations

Yonnette Dey, Superintendent Elementary Education, Curriculum, Instruction & Assessment & Community Engagement

Bernadette Smith, Superintendent of Innovation & research

Camille Logan, Associate Director, School Improvement and Equity, Curriculum & Instruction, School, Community Engagement

Submitted By: Rashmi Swarup, Director of Education

Overview

Objective:

The purpose of this report is to provide an update on Directive 18 and the audit tools that have been developed to meet the mandates and deliverables of the Directive.

Background:

With the release of the March 2020 Ministry Review of the Peel District School Board (Chadha, Herbert, & Richard, 2020), the PDSB is committed to addressing the long-standing historical inequities that exist in the areas of student achievement, opportunities and experiences predominantly for Black and Indigenous students. The PDSB continues to engage actively in its pursuit of system transformation designed to address disproportionate outcomes for students, historically and currently marginalized.

This requires the necessary knowledge, skills, resources and tools in order for staff to intentionally interrogate systems and structures that will dismantle systemic discrimination and the many ways that it is manifested in learning and working environments within the PDSB. To ensure that practices are in place to support this endeavour, the Ministry Review Directive 18 has mandated expectations for educators to engage in the process of interrogating policies and practices specific to school and classroom learning environments using anti-racist, anti-oppressive and decolonizing principles.

Directive 18 states:

The Board shall, through its Equity Office, established pursuant to Direction 10, undertake a comprehensive diversity audit of schools – including naming, mascots, libraries, and classrooms. This should include evaluating books, media, and other resources currently being used in schools for teaching and learning English, History and Social Sciences to ensure that they are inclusive and culturally responsive, relevant, and reflective of the student bodies and voices, and broader school communities.

The PDSB is committed to fulfilling the deliverables of Direction 18 by engaging in comprehensive audits of learning and working environments as identified in the structures and specific tools identified below.

Equity Audit Structure:

In order to fulfill the specific mandates and expectation of the directive the audit will be organized into three areas of focus:

1. Auditing of School Learning Environments
2. Auditing of School Naming and Mascots
3. Auditing of School Libraries

Each focus area is designed to address a particular aspect of the deliverables in Directive 18. The focus for each area will include specific tools and resources for schools to critically examine the appropriate criteria for the various deliverables and subsequent outcomes.

Achievement of the respective deliverables of Directive 18 will also ensure that our schools and the learning environments are reflective of the students and families they serve. Equity audits support schools in being more responsive to our community and that the tools meet the diverse needs of racialized learners specifically. The data gathered from the implementation of the audit tools are also designed to inform school equity and improvement planning, that will be used to improve educator practices, material and resource and purchase selection etc. The reporting cycle of the audits will ensure regular review of school learning and working environments that includes libraries and learning resources, materials, school names, logos and mascots.

School Equity Audit Tool: Auditing of School Learning Environments

Background:

The Ministry Review of the Peel District School Board highlighted the existence of systems of oppression within the Board. Staff and students, traditionally at the margins, provided countless examples of their experiences with anti-Black racism and other forms of oppression. The report is undeniably a call for immediate change. The School Equity Audit Tool allows the opportunity for administrators and school staff to critically examine the practices that have created barriers to student success and well-being.

The audit tool is grounded in the Board's Pillars: Relationships, Leadership & Capacity Building, Student Learning & Well-Being, and Accountability. As schools move forward in the implementation of the School Equity Audit Tool, they are reminded to focus on a critical examination of educator practice, policies, and structures that must be identified, dismantled and replaced to create identity affirming learning teaching and learning environments. The School Equity Audit Tool is an iterative cycle and allows for ongoing work and critical dialogue as we work towards deep and sustainable system transformation.

The School Equity Audit Tool provides access to assessment opportunities in areas that educators might not traditionally examine that focus on the learning environments of schools and classrooms. The School Equity Audit Tool is divided into these six sections:

1. Critical Frameworks
2. Student Wellbeing
3. Design of Learning Environments
4. Curriculum
5. How We Teach
6. Text and Learning Resources.

Some schools have already begun work in these different areas. One of the strengths of the tool is that it allows for multiple entry points as we build on best practices.

Critical Path:

The initiation and completion of section one (Critical Frameworks) of the School Equity Audit Tool will be completed by the end of January 2023. It is recommended that school teams

explore the entire School Equity Audit Tool and complete the *School Portrait* and *School Reflection* forms to collect critical data about their school community before initiating the audit.

Schools will build their School Equity Audit Tool team to reflect the diversity of thought, experiences and criticality of the students that we serve. Administrators have been encouraged to be strategic and intentional when building their teams to ensure diverse voices are centered and amplified. The school leads at each school site will be responsible for building the capacity of staff using this tool to audit the learning environment.

The entire school equity audit is to be completed by June 2023 and submitted to the Superintendent of Education. The results of the audit will allow us to be responsive to school and system needs and to allocate support appropriately. The data will guide next steps in the following ways:

- inform planning and goal setting for the next school year (2023/2024)
- inform SOE's next steps for the 2023/2024 school year to support Family of Schools professional learning plans
- Inform the Equity Department's Next Steps (i.e., what professional learning will be developed and offered to the system; we will also have a greater understanding of where strengths are so we can provide coordinated support. It provides an opportunity for focused dialogue, monitoring and it serves as an accountability tool

Frequency and Accountability:

The School Equity and Audit Tool provides key considerations and relevant data points to inform school success planning. It highlights what practices need to be disrupted, dismantled, or shifted in service to students. The Audit Tool informs the School Improvement Equity Process (SIEP) goals, and highlights what professional learning needs to happen at specific sites, allowing us to be more responsive to create conditions where students can thrive, see themselves in an affirming way and experience joy. This is an ongoing process that requires meaningful planning and reflection. The process is iterative and can yield powerful results. The School Equity Audit Tool process ensures the needs of our Black, Indigenous and other marginalized students are met. It is imperative that we continue to critically examine our learning spaces to ensure the development of equitable practices that benefit all students.

As School Equity and Audit Teams complete each section of the audit tool, this information will allow them to identify areas to further develop and build upon as they work collectively to establish identity affirming learning environments. This data will be provided to superintendents to allow them to identify the varied and responsive ways in which they can best support their schools through professional learning, collaborative conversations and learning networks. The School Equity Audit Tool will provide system-wide data to inform next steps and future learning opportunities to ensure a collective understanding of how to create anti-racist, anti-oppressive and anti-colonial learning environments.

Detail on Progress and Next Steps:

Auditing of School Learning Environment School Equity Audit Tool			
Item	Activity	Time frame	Complete
Auditing of School Learning Environment <ul style="list-style-type: none"> Subcommittee 	Subcommittee completes the development of Audit tool and supporting materials for system implementation	April 2022	Complete
Auditing of School Learning Environment Pilot School Identification	Subcommittee engages in call out for Pilot schools to trial the Equity Audit tool for School Learning Environments 40 + schools will be selected from across the board as Pilot schools will trial the audit tool Pilot Schools Professional Learning Session (Elementary and Secondary Schools) Pilot School Evaluation and Feedback	May - June 2022	Complete
Auditing of School Learning Environment Pilot School Feedback	Pilot School Evaluation and Feedback Review	July 2022	Complete
Auditing of School Learning Environment Professional Learning Development	Writing team to develop professional learning for Learning Environment Auditing Tool Launch	July 2022	Complete
Auditing of School Learning Environment Tool Revisions	Auditing Tool revisions based on Pilot School Evaluation and Feedback	August 2022	Complete
Auditing of School Learning Environment Launch	Auditing Tool Learning Environment Tool	October-November 2022	Complete
Auditing of School Learning Environment (Section One)	School Equity Audit Tool	December 2022 / January 2023	
Auditing of School Learning Environment	School Equity Audit Tool Professional Learning Sections 2 and 3 of Audit Tool	January/February	

	(Student Wellbeing & Learning Environment)	2023	
Auditing of School Learning Environment	School Equity Audit Tool Professional Learning Sections 3, 4, and 5 of Audit Tool (Student Wellbeing & Learning Environment)	March/April 2023	
Auditing of School Learning Environment School Reports	Auditing Tool Learning Environment Tool School Reports to be completed <ul style="list-style-type: none"> All schools are required to complete the audit 	May/June 2023	

Deselection and Audit of Resources in the Library Learning Commons (LLC)

Background

All schools with a Library Learning Commons have a space where students have the right to find resources that mirror their lived experiences and cultural norms. It is a space that challenges and pushes all learners out of their comfort zone in ways that promotes growth and connections to the broader diverse global communities. It's a place where students can feel joy, find and request truthful and updated resources on key historical events and that inspire students to explore a variety of literacy modes that build their textual lineage. *“Library professionals have an important role to play and a responsibility in ensuring collections are of the highest quality and represent people authentically. Our collections must be relevant, responsive and current. It is important that when we are selecting and deselecting resources, we use an informed equity lens and framework. Even the most ethical and responsible library professionals must acknowledge that our own identities and lived experiences may directly or indirectly influence the choices that we make. How do our own identities inform our work? What might we tend to miss, marginalize, or omit?”* (Collection Diversity Toolkit, <https://bit.ly/3hZauBq>)

Library Learning Commons require a different process than classroom libraries due to the sheer volume of their collection; an average Library Learning Commons contains 10-12 thousand titles in its collection. In the past, ongoing and regular weeding of resources in the collection was not a mandatory requirement, and weeding an entire collection was a sporadic and rare event. Anti-racist and inclusive audits and representation audits have never been a mandatory requirement of the Teacher Librarian’s role.

Frequency and Accountability

The deselection process is an ongoing, never-ending curation cycle. Library staff and administrators will collaborate to create and adhere to an established and documented curation schedule whereby all collections will be reviewed every 5 years. As such, an annual deselection plan must be in place that will ensure multiple sections of a collection go through the entire deselection process every single year.

Post documentation of yearly de-selection progress must be easily accessible by both library staff and administrators. This will ensure sustainability of processes in the event of library staff and/or administrative changes.

The data generated from the post documentation and the representation audit data can be used to drive the following year’s LLC section of your SIEP goals. This is a living document. As new language and information is updated, schools will be responsible to revise and update this tool.

There are 3 steps involved in the LLC Audit:

Step 1: Equity-informed weeding of the collection to remove damaged, outdated, uncirculated resources.

Step 2: Anti-racist and inclusion Audit of the collection to ensure that resources, especially text and images, do not perpetuate negative stereotypes and promote deficit-thinking. The remaining resources must reflect anti-racist, anti-oppressive, and anti-colonial content which is part of the audit process.

Step 3: Representation Audit of the collection to identify voices, identities and perspectives that are over-represented, and those who are missing. Resources must intentionally affirm students' identities that continue to be sparsely represented in PDSB's current collections and classrooms. Particular focus should be on amplifying Black, Indigenous, 2SLGBTQ+, Muslim and other marginalized identities.

Detail on Progress and Next Steps

Auditing of School Library Learning Commons			
Item	Activity	Time frame	Complete
Auditing School Libraries <ul style="list-style-type: none"> ● Consultation ● Focus Groups ● Alignment of Tool with Board policies 	Formalize the Auditing of School Libraries Subcommittee Finalize 3-step Equitable De-Selection of Library Learning Commons Resources Tool and process Determine Pilot schools to trial the Auditing of School Libraries tool and process Engage in Consultation with system stakeholders (e.g. unions, administrator associations) Determine alignment of tool with existing board policies (CISS-OP4, CISS-OP5, and Policy 54)	April 2022	Complete Some consultations ongoing
Auditing of School Libraries	Pilot school Teacher/Librarian training	May - June 2022	Complete

<ul style="list-style-type: none"> • Consultation/Piloting • Building Capacity • Sustainability Plan 	<p>Pilot schools engage in evaluation and feedback process</p> <p>Develop sustainability plan for replenishment of resources</p>		
<p>Auditing of School Libraries</p> <ul style="list-style-type: none"> • Data Analysis • Revisions to Tool 	<p>Pilot schools evaluation and feedback review</p> <p>Identify vendors and resources for replenishment of libraries</p> <p>Develop training on purchasing/budgeting using new CISS-OP4</p>	<p>July - August 2022</p>	<p>Complete</p> <p>Need CISS-OP4</p>
<p>Auditing of School Libraries</p> <ul style="list-style-type: none"> • Building Capacity 	<p>Create capacity training sessions for Teacher Librarians and Library Technicians</p>	<p>November-December 2022</p>	
<p>Auditing of School Libraries</p> <ul style="list-style-type: none"> • Budgeting • Purchasing • Fall Vendor Display 	<p>Budget for Purchasing resources for the Library Learning Commons - Workshops</p> <p>Fall Vendor Display - External location</p> <p>Creation of book review committees to help with the replenishment of resources in LLC post-audit</p>	<p>November-December 2022</p>	
<p>Auditing of School Libraries</p> <ul style="list-style-type: none"> • Audit Implementation 	<p>Superintendent information session</p> <p>Administration Training</p> <p>Teacher Librarian Training</p> <p>Board-wide Implementation of Library Learning Commons</p> <p>Equity-Informed Weeding ~Step #1 Fiction and Non-Fiction resources:</p>	<p>January - May 2023</p>	
<p>Auditing of School Libraries</p> <ul style="list-style-type: none"> • Evaluation/Review 	<p>Debriefing and data analysis of Library Learning Commons</p> <p>Equity-Informed Weeding (Step #1 on Fiction and Non-Fiction resources)</p> <p>Evaluation and Review of Equity-Informed Weeding</p>	<p>May-June 2023</p>	
<p>Auditing of School Libraries</p> <ul style="list-style-type: none"> • Complete step 1 of Audit 	<p>Step #1 on all Fiction and Non-Fiction Resources</p>	<p>May - June 2023</p>	

	School Library Learning Commons Audits to be completed Training for Equity Audits -Step #2 on Fiction and Non-Fiction resources, including SIEP goals for audit. School completions reports to be submitted		
Auditing of School Libraries <ul style="list-style-type: none"> Audit Implementations Steps 2 and 3 	Board-wide Implementation of Library Learning Commons Equity-Informed Weeding ~Steps #2 and #3 on fiction and non-fiction resources	September 2023	

School Naming mascots and logos

Background:

School names, mascots, logos are some of the ways that racist and colonial ideologies are maintained and perpetuated in Ontario public schools. School names, logos are instructive about who and what we value. Students, staff, and families in Peel District School Board have attended schools with racist images in hallways, offices, and classrooms. Indigenous students in particular, have endured anti-Indigenous racism via representations that commemorated settler colonialism, mis-appropriated and exoticized images from their communities. As part of Directive 18 of the Ministry Review for the Peel District School Board - which was informed by community voice - this audit tool will guide educators to critically examine how school identities can be re-designed using anti-colonial and anti-racist paradigms to redress historical harm.

The Audit Tool is intended to assist educators in evaluating the images and representations in PDSB schools. It is important to note that anti-colonial and anti-racist education is constantly evolving: new language and information is being produced and schools must be responsive to these updates and changes. Accordingly, this audit tool must be considered as a work-in-progress.

The assessment of school names, mascots and logos will require the development of a guideline that includes actions and indicators for schools to reference when considering whether the current school name and mascot reflect anti-racist and anti-oppressive principles. The guidelines will include a role for community consultation and engagement of the school community in the process.

The audit tool has three guiding principles: legal underpinnings, a community-centric framework, and critical self-reflection.

As part of an initial rollout, the tool will be piloted in two schools in the south and two schools in the north. Feedback and recommendations from these schools will allow the committee to make adjustments so that the tool will be ready for all schools in early 2023.

Following the assessment of school names, there may be a need to consider the application of Policy 27– School Naming. The revised Policy 27 – School Naming; is before the Governance and Policy Committee scheduled for January and will be going to the Board for approval following the committee meeting.

Frequency and Accountability:

The frequency of engaging in the audit of school names, logos and mascots will be conducted every five years. To conduct an audit of school name, mascots and logos it will always be done in committee with members of the school community present.

Critical Path:

Auditing of School Naming, Mascots and Logos			
Item	Activity	Time frame	Completed
Auditing of School Naming, Mascots and Logos <ul style="list-style-type: none"> Subcommittee formation 	Sub-committee determination <ul style="list-style-type: none"> Composition Outcomes/Goals Process review reflect on existing processes (e.g. Nibi Emosawadagg) 	April 2022	Completed
Auditing of School Naming, Mascots and Logos <ul style="list-style-type: none"> Tool Development 	Sub-Committee designs the Audit Tool and supporting materials for implementation	May - June 2022	Completed
Auditing of School Naming, Mascots and Logos <ul style="list-style-type: none"> Tool review and procedure development 	Audit Tool is reviewed <ul style="list-style-type: none"> Supporting materials for implementation developed Components and responsibilities to be reviewed (e.g. engage Facilities Services) 	January-February 2023	To be Completed
Auditing of School Naming, Mascots and Logos <ul style="list-style-type: none"> Consultation Strategy 	Prepare a Consultation Strategy <ul style="list-style-type: none"> Principal Associations Trustees Board Advisory Committees Unions/Federations Alliance Indigenous Education Advisory Committee 	August 2022 - February 2023	In progress
Auditing of School Naming, Mascots and Logos	Draft Audit Tool Consultation <ul style="list-style-type: none"> Identification of Pilot Schools 	October-December 2022	In progress
Auditing of School Naming, Mascots and Logos	<ul style="list-style-type: none"> Draft Audit Tool to be reviewed based on Pilot school feedback 	November - December 2022	In progress

<ul style="list-style-type: none"> • Audit tool review 	<ul style="list-style-type: none"> • Finalized tool to be developed for full system implementation 		
<p>Auditing of School Naming, Mascots and Logos</p> <ul style="list-style-type: none"> • Implementation 	<ul style="list-style-type: none"> • All Schools engage in the School Naming, Mascots Logos audit to review these items in all schools consistent with goals of equity audit tool • All schools will complete the reporting mechanism that will be imbedded into the audit tool process • School Reports to be submitted 	<p>January - June 2023</p>	

Impact Analysis

Equity & Human Rights Review:

According to the Ontario Education Equity Action Plan:

All students deserve to have every opportunity to reach their full potential and succeed personally and academically, with access to rich learning experiences that provide a strong foundation of confidence that continues throughout their lives. Schools should be safe and welcoming places where all students have their tools, they need to achieve success and follow their chosen pathways to life after graduation including work, college, apprenticeship or university. (p. 2 Ontario Equity Education Action Plan)

All schools in the PDSB are expected to be in learning environments that are warm, welcoming, responsive and identify affirming. It has been well documented and researched that when the students have learning environments designed to provide them with culturally responsive and relevant content and experiences for learning, students are able to achieve success, reach their full potential and ultimately to thrive.

The purpose of an equity audit is to review various aspects of the learning environment ranging from educator practice to the materials and resources which ultimately significantly impact the learning experience of a student. Directive 18 has outlined expectations for such auditing in the PDSB to ensure that the regular practice of auditing will help to ensure that discriminatory practices, materials and resources that may exist in schools in classrooms are identified and removed to provide create conditions that benefit all students, regardless of their social identities.

Board or Ministry Policy Alignment

Directive 18: Comprehensive Equity Audit
Policy 51: Human Rights
Policy 54: Equity and Inclusive Education
Policy 27: School Naming
Anti-Racism Policy
Black Student Success Strategy: We Rise Together 2.0

Resource Implications:

Classroom learning environments:

The auditing process will require schools to make informed budgetary decisions to ensure learning environments are identity affirming and reflect the intersectional identities of students that we serve in the PDSB. Through a collaborative process, school teams will identify culturally relevant and responsive resources and establish a plan to address the areas requiring further development to ensure learning environments are inclusive and equitable. This process may occur at different points throughout the school year and once completed, it will serve as a baseline to identify next steps and areas to continue to build upon best practices.

Library Learning Commons (LLC)

Teacher librarians will now perform mandatory yearly equity-informed weeding of resources in the LLC. This process will be documented and tied to the school's data and school improvement and equity planning (SIEP) processes.

New weeding guidelines will be used by library staff and administrators to monitor and support the curation of anti-racist, anti-oppressive and anti-colonial resources in the Library Learning Commons. Through this collaborative effort, schools will adhere to an established and documented curation schedule whereby all collections will be reviewed every 5 years. As such, an annual weeding plan will be in place that will ensure multiple sections of a collection go through the entire curation process yearly.

The LLC Equity audit will work to ensure that resources, especially text and images, do not perpetuate, racist content, negative stereotypes and promote deficit-thinking. The remaining resources and newly purchased resources must reflect anti-racist, anti-oppressive, and anti-colonial content.

School Names, Logos and Mascots

The impact of the school name, logo and mascot audit is to guide the effective application of the United Nations Rights of Indigenous Peoples (UNDRIP), the Ontario Human Rights Code (OHRC), and PDSB policies that align with human rights laws, such as Policy 54 - Equity and Inclusive Education; Policy 51 - Human Rights; Policy 48 - Safe Schools; Policy 27 - Naming of Schools; and Directive 16 - the Anti-Racism Policy.

The audit provides an opportunity for a community-centric framework to be applied to how each school in the Peel District School Board defines who they are and who they serve. By inviting and engaging stakeholder groups to participate as committee members to review the school name, logo and mascot; families, caregivers and students co-create a new school identity and address historical harms that names, logos and mascots cause. Each school will have an opportunity to review the meaning of its name and the images that tell its story. By engaging in this process, each school can affirm that its identity is based on anti-oppressive and anti-colonial principles.

Next Steps

Action Required:

Classroom learning environments:

- Establish a collective school-based team to engage in the school equity audit tool
- Establish a timeline with the identified school team to complete the 6 sections of the audit over the next 6 months
- Attend the learning opportunities to support the implementation of the school equity audit tool which will be facilitated by the Equity Department
- Provide a focused professional learning opportunity for lead administrators in each Family of Schools
- Review the data collected from Section 1: Critical Frameworks to identify additional professional learning needs based on the baseline data gathered from the audit

Library Learning Commons

- Pilot schools and committee of Teacher Leaders led by the Library Support Services Team, implement the use of the audit tool - Step 1 and offer support with the professional learning of Teacher Librarians across the system
- Library Support Services team continues to work with schools to conduct the equity audit, respond to questions, and offer assistance to build capacity of school teams
- Recent additions of two Teacher Library Resource Team staff to the Library Support Services team enables the refinement of the draft document with additional resources
- Consultations on the process are ongoing with various stakeholders
- A fulsome plan to support staff development and implementation has been created by the Library Support Services team, which includes constructive feedback from the consultation process.

School Names, Logos and Mascots

- Pilot schools engage with the audit tool and offer feedback to the committee
- Design an implementation plan for system roll out with considerations of how the tool will be monitored. This audit to be embedded into the school equity audit process for seamless alignment.
- Considerations for the type of platform each school will have access to in order to store the outcome of their audit process. Access to this web-based platform will be made available through the Equity Department.

Board Meeting, December 14, 2022

2023 Borrowing Resolution for School Board Current Expenditures

Strategic Alignment:

Fiscal Responsibility and Reporting

Decision(s) Required:

Approval

Prepared by: Jaspal Gill, Associate Director, Operations and Equity of Access

Submitted by: Rashmi Swarup, Director of Education

Recommendation

WHEREAS THE PEEL DISTRICT SCHOOL BOARD (hereinafter called the "Board") finds it necessary to borrow to meet the ongoing expenditures from January 1, 2023 to December 31, 2023 until the current revenue has been received:

THEREFORE BE IT RESOLVED as follows:

1. Any two of the Supervisor, Chair, Vice-Chair, the Director, the Associate Director of Operations and Equity of Access/Treasurer of the Board and Associate Director of School Improvement and Equity are hereby authorized on behalf of the Board to borrow from time to time by way of promissory note, banker's acceptance, or operating overdraft facility in accordance with Section 243(1) of the Education Act, up to the maximum sum of \$250,000,000, and the outstanding amount in any given time will substantially represent the unreceived or uncollected balance of the estimated revenues of the Board to meet the current expenditures of the Board until the current revenue has been received, provided that the interest and any other charges connected therewith do not exceed the interest that would be payable at the prime lending rate of the majority of chartered banks on the date of borrowing.
2. The Associate Director of Operations and Equity of Access/Treasurer of the Board is hereby authorized and directed to apply in payment of all sums borrowed as aforesaid, together with interest thereon, all the moneys comprising the current revenue of the Board hereafter received.

Notice of Motion regarding Indigenous Student Trustee

Submitted by: Stan Cameron

Moved by:

Seconded by:

Motion:

“Whereas the *Education Act* through Ontario Regulation 7/07 ‘Student Trustees’ specifies that a board shall have two but not more than three student trustees;

And whereas, the *Education Act* through Ontario Regulation 462/97 ‘First Nations Representation on Boards’ supports and provides for the appointment of Indigenous representation in its Board membership;

And whereas, the Peel District School Board is dedicated to Indigenous Educational Sovereignty and reconciliation, and recognizes the importance of representation;

Therefore be it resolved, that the Peel District School Board Student Trustees Policy be amended to update the number of student trustees from two to three to include one self-identifying Indigenous student to be elected by students who voluntarily self-identify as First Nations, Metis or Inuit;

And further, that staff, in consultation with Indigenous communities, draft an update to the Peel District School Board Student Trustee Policy and Procedure to establish a process by which an Indigenous student trustee may be elected to the Board, to be presented by way of report to a future meeting of the Governance and Policy Committee;

And further, that upon recommendation for approval by the Governance and Policy Committee, the updated Student Trustee Policy and Procedure be presented to the Peel District School Board of Trustees at a future Board Meeting for approval;

And further, that an approved Peel District School Board Student Trustee Policy and Procedure be in place prior to the 2024 Student Trustee Elections to allow for the inclusion of an Indigenous Student Trustee commencing with the 2024-2025 school year.”
