



# **AGENDA**

## **Board Meeting**

**Wednesday, February 22, 2023**

**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 [www.peelschools.org/trustees](http://www.peelschools.org/trustees).

# AGENDA

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## OPEN SESSION

Wednesday, February 22, 2023

1. **Call to Order – 7 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 Peel Lunchroom Supervisor Appreciation Day – March 3, 2023
  - 5.2 Crossing Guard Appreciation Day – March 20, 2023
  - 5.3 School/Student/Staff Successes
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. **Consent Agenda (Matters to be Decided Without Discussion)**
  - 10.1 Designation of Signing Officers for the Peel District School Board
11. **Approval of Minutes from Previous Board and Special Board Meetings**
  - 11.1 Minutes – Board Meeting, January 25, 2023
12. **Committee Minutes for Receipt and Motions for Consideration**
  - 12.1 Special Education Advisory Committee, January 17, 2023
  - 12.2 (a) Minutes - Governance and Policy Committee, January 18, 2023  
(b) Motions for Consideration - Governance and Policy Committee, January 18, 2023
  - 12.3 Physical Planning, Finance and Building Committee, February 1, 2023

# AGENDA

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## 13. Staff Reports

### 13.1 Ministry Directives

(a) Directive 22 – Eliminating Racial Disparities in Suspensions, Expulsions and Exclusions – *presented by Harjit Auja*

(b) Directive 23 – Review of the Director’s Office and Central Departments – *presented by Rashmi Swarup*

### 13.2 Proposed School Year Calendars 2023-2024 – *presented by Paul da Silva*

### 13.3 Discipline Committee Vacancy and Membership – *presented by Kathryn Lockyer*

### 13.4 Multi-Year Strategic Plan of Peel District School Board Trustees – Initial Report – *presented by Chair David Green*

## 14. Trustee Motions for Consideration (Introduced at a Previous Meeting)

## 15. Trustee Notices of Motion

## 16. Adjournment

6.1

**Board Meeting, February 22, 2023**

# Retirements

**Strategic Alignment:**

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

**Report Type:**

For Information

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

*Submitted by:* Rashmi Swarup, Director of Education

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## **Overview**

**Objective:**

To recognize retiring Peel District School Board staff.

**Context:**

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

**RETIREMENTS**

ALLIN, Karen  
Classroom Teacher  
Effective: February 28, 2023

BARWELL, Pam  
Classroom Teacher  
Effective: February 01, 2023

BERNSTEIN, Suzanne  
Classroom Teacher  
Effective: April 01, 2023

BETRO, Rita  
Vice Principal  
Effective: March 01, 2023

COOK, Liz  
Superintendent - Caring & Safe Schools  
Effective: February 28, 2023

CORRIGAN, Catherine  
Classroom Teacher  
Effective: February 28, 2023

COSTA, Jose  
Custodian  
Effective: April 01, 2023

FROST HUNTER, Sarah  
Classroom Teacher  
Effective: March 31, 2023

**RETIREMENTS**

GRDISA, Joe  
Classroom Teacher  
Effective: May 01, 2023

HUTCHINSON, Robert  
Media Support Specialist  
Effective: February 28, 2023

LAKE, Eve  
Classroom Teacher  
Effective: April 30, 2023

LAVU, Vijaya  
Classroom Teacher  
Effective: February 28, 2023

LECCE, Pierina  
Classroom Teacher  
Effective: June 30, 2023

MCGRAW, Jennifer  
School Attendant  
Effective: January 28, 2023

MOGESS, Dejene  
Custodian  
Effective: January 28, 2023

MYLES, Jane  
Custodian  
Effective: June 30, 2023

OAKES, Sonja  
Classroom Teacher  
Effective: February 28, 2023

**RETIREMENTS**

ROCH, Daniele  
Classroom Teacher  
Effective: January 31, 2023

SILVA, John  
School Attendant  
Effective: February 01, 2023

STORDY, Jean  
Office Assistant  
Effective: February 28, 2023

THOMAS, Mariamma  
Classroom Teacher  
Effective: February 28, 2023

TOMASINSKA, Marzenna  
Classroom Teacher  
Effective: July 31, 2023

TURNER, Paul  
Classroom Teacher  
Effective: February 03, 2023

WEDDERBURN-SHELTON, Ruth  
Principal  
Effective: March 31, 2023



10.1

Board Meeting, February 22, 2023

# Designation of Signing Officers for the Peel District School Board

**Strategic Alignment:**

Education Act, 1990

**Report Type:**

Recommendation

<i>Prepared by:</i>	Sabrina Valteau, Governance Coordinator Jaspal Gill, Associate Director, Operations and Equity of Access
<i>Submitted by:</i>	Rashmi Swarup, Director of Education

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## Overview

### **Recommendation**

That, in accordance with the *Education Act, 1990* Section 277.18(1) and the Peel District School Board Procedure By-law, the following positions be delegated signing authority on behalf of the Peel District School Board:

1. Board Chair
2. Board Vice-Chair
3. Director of Education and Secretary of the Board
4. Associate Director, Operations and Equity of Access
5. Associate Director, School Improvement and Equity, Special Education, Social Emotional Learning and Well-being
6. Associate Director, School Improvement and Equity, Curriculum and Instruction, Student and Community Engagement
7. Associate Director, School Improvement and Equity, Leadership, Innovation and Safe Schools

### **Highlights:**

- The *Education Act, 1990* allows for the delegation of authorities normally performed by the supervisory officer of the board in the interest of meeting timelines.
- The Peel District School Board (PDSB) Procedure By-law defines “Signing Officer” as those individuals with signing authority for the PDSB and includes the position titles.

### **Background:**

Historically, the Peel District School Board has designated signing authorities recognizing that the supervisory officer may not always be available to sign.

## Evidence

Section 277.18(1) of the *Education Act, 1990* states that:

“A duty or power of a supervisory officer under this Part ... may be performed or exercised by another supervisory officer employed by the same board where,

(a) the supervisory officers so agree; or

(b) the supervisory officer who would ordinarily perform the duty or exercise the power is unable to do so in a timely way because of absence or for some other reason.”

The Peel District School Board Procedure By-law defines “Signing Officers” as “those individuals with signing authority for the PDSB and includes the Director of Education, Associate Directors, and the Chair and Vice-Chair of the Board.”

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In the interest of supporting the continuity of business, the Peel District School Board has historically designated signing authorities to act on behalf of the Board in compliance with current legislation.

The subject report seeks to update the delegated signing authorities to reflect the current organizational structure and position titles.

## **Next Steps**

### **Action Required:**

Communicate to the organization who the signing authorities are and to any external organizations, as applicable.

### **References:**

The *Education Act, 1990*

## PEEL DISTRICT SCHOOL BOARD

Minutes of a Board Meeting of the Peel District School Board, held on Wednesday, January 25, 2023 at 19:00 hours. The Hybrid meeting was held in the Board Room, the H. J. A. Brown Education Centre, 5650 Hurontario Street, Mississauga, Ontario, and by electronic means, under Ontario Regulation 463/97.

### Members present:

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

### 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, Acting Controller, Corporate Support Services  
Jasmine Dunn, Acting Executive Lead, Human Rights  
Donna Ford, Superintendent of Education  
Soni Gill, Superintendent of Education  
Tiffany Gooch, Executive Lead, Public Engagement and Communications  
Leslie Grant, Superintendent of Education  
Antoine Haroun, Chief Information Officer, Learning Technology Support Services  
Lisa Hart, Superintendent of Equity, Indigenous Education, Anti-Racism, Anti-Oppression and School Engagement  
Rasulan Hoppie, Superintendent, Curriculum, Instruction and Assessment  
Masuma Khangura, Executive Officer, Human Resources, Partnerships and Equity  
Lisa Leoni, Superintendent, Leadership, Capacity Building and School Partnerships

Administration: (Continued)

Kathryn Lockyer, General Counsel and Governance Officer  
Michael Logue, Superintendent of Education  
Luke Mahoney, Superintendent of Education  
Ozma Masood, Superintendent of Education  
Jennifer Newby, Superintendent, Special Education and Social Emotional Learning and Well-Being  
Neerja Punjabi, Superintendent of Education  
Claudine Scuccato, Superintendent of Education  
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**

Chair David Green called the meeting to order at 19:05 hours.

**2. National Anthem and Acknowledgement of Traditional Lands**

The National Anthem was sung and the land acknowledgement was read.

**3. Approval of Agenda**

Chair Green advised that Ministry supervision has been lifted, and he thanked the Minister of Education for returning governance of the Peel DSB to the elected trustees. He expressed appreciation for Supervisor Bruce Rodrigues' work at the PDSB. Indicating that the Board has made progress on the Ministry directives, he thanked senior administration and staff who have worked diligently on implementing the directives to help with positive student outcomes and dismantling anti-Black racism, anti-Indigenous racism, and any injustices in the system.

Chair Green noted that, with supervision lifted, trustees will be governing in accordance with the Procedure By-law, and he outlined the process followed in hybrid meetings with regard to voting.

Resolution No. 23-29

moved by Lucas Alves  
seconded by Stan Cameron

Resolved, that the agenda be approved.

..... carried

**4. Conflict of Interest**

There were no declarations of conflict of interest.

**5. Celebrating Board Activities**

**1. Black History Month – February**

Chair Green noted that Black History Month in February offers the opportunity for Peel DSB students, their families, and staff to celebrate and educate future generations about the achievements and contributions of Blacks within and beyond Canada. In celebration of Black History Month, the Board will continue to center students' lived experiences as well as amplify the community's definition of Black flourishing.

Resolution No. 23-30 moved by Jill Promoli  
seconded by Will Davies

Resolved, that the report re Black History Month – February, be received.

..... carried

**2. School/Student/Staff Successes**

Videos highlighting the celebrations of the 100<sup>th</sup> anniversary of McHugh Public School, and the achievements of Renee Steenge, speed skater representing Canada in the international arena and an alumna of David Suzuki Secondary School, were presented.

Resolution No. 23-31 moved by Jeffrey Clark  
seconded by LeeAnn Coles

Resolved, that the information on school, student, and staff successes, be received.

..... carried

**6. Staff Recognition: Retirements**

Chair Green thanked retiring staff for their years of service and commitment to the Peel DSB.

Resolution No. 23-32 moved by Karla Bailey  
seconded by Kathy McDonald

Resolved, that the following retirements be received:

Catherine Armes	Cathy Langley	Pierre Raymond
Dawn Bogseth	Dorita Machado	Dominic Rotolo
Linda Cannon	Carm Maiatico	Mike Shikongo

**6. Staff Recognition: Retirements (Continued)**

Michelle Cooper	Viola Maveneka	Kim Spratt
Sandra Fryer	Louisa Mazzucco	Carol Theriault
Helen Gallantry	Tina Morrison	Doug Tutty
Joe Grdisa	Julie Morton	Maryann West
Monica Hollmann	Daniella Perrott	Kim Wilson
Matthew Kerr		

..... carried

**7. Reports from Trustees**

**1. Peel Safe and Active Routes to Schools (PSARTS)**

Trustee McDonald reported that the Winter Walk Month will be held in February. The kick-off is on February 1, 2023 throughout the Region, and further details are available on the Region of Peel website. She spoke of the importance of continuing to encourage students, families and staff to be active, and the benefits of physical activity on the mental health of students, and on the environment.

Resolution No. 23-33 moved by Will Davies  
seconded by Jill Promoli

Resolved, that the Trustee Report re Peel Safe and Active Routes to Schools (oral), be received.

..... carried

**8. Minutes of Board Meetings**

Resolution No. 23-34 moved by Lucas Alves  
seconded by Stan Cameron

Resolved, that the Minutes of the Board Meeting, held December 14, 2022, be approved.

..... carried

Arising from the Minutes, and referring to Directive 18, Comprehensive Diversity Equity Audit Tools Report, a trustee asked about the matrix and metrics for defining the tool as it relates to removal of books from school libraries. He commented on the need to ensure consistent application of criteria. Associate Director, School Improvement and Equity, Special Education, Social Emotional Learning and Well Being, Paul da Silva, explained that specific training is provided to teacher librarians on weeding books from school libraries. Chair Green indicated that he will raise this topic in his discussions with Director Swarup, and it was noted that staff will bring back a report regarding the process and procedure of weeding of books from school libraries.

**9. Committee Minutes**

Resolution No. 23-35 moved by Brad MacDonald  
seconded by Jeffrey Clark

Resolved:

1. That, the Minutes of the Special Education Advisory Committee, held November 9, 2022, be received;
2. That, the Minutes of the Parent Involvement Committee, held November 17, 2022, be received;
3. That, the Minutes of the Curriculum, Equity and Student Well-Being Committee, held December 8, 2022, be received;
4. That, the Minutes of the Special Education Advisory Committee, held December 13, 2022, be received.

..... carried

**10. Ministry Directive 5 – Final Report**

General Counsel and Governance Officer, Kathryn Lockyer, reviewed the administrative recommendation to approve the Final Report on Directive 5 for submission to the Ministry to demonstrate the completion of the directive. Providing background information, she highlighted the work done by the external parliamentarian/governance expert, Lori Barnes, to establish procedures and practices for effective governance. Lori Barnes had provided a list of recommendations relating to Multi-Year Strategic Plan, policy development and review, effective committee meeting structure, board by-laws and governance directives, and trustee access to information. Kathryn Lockyer outlined the actions taken to address the recommendations to create a good governance foundation for Peel DSB and the framework for continuous improvement.

Thanking the administration for the report, a trustee commented on the commitment to fulfill the directives, and he queried as to whether the status of the directives is posted on the website. Director Swarup explained that while some directives were completed quickly, many directives are multi-layered requiring several actions and integration into current work. She expressed the commitment that, by June 2023, all directives are expected to be submitted to the Ministry. Confirming that the status on the directives can be provided to trustees, she drew attention to the letter from Supervisor Rodrigues to the Minister posted on the website.

Resolution No. 23-36 moved by Lucas Alves  
seconded by Will Davies

Resolved, that the Final Report be approved for submission to the Ministry of Education in satisfaction and completion of Ministry Directive 5. (APPENDIX I, Item 14.1(a) of the Agenda)

..... carried



**11. Ministry Directive 8 – Director’s Performance Appraisal**

Reviewing the report, Chair Green noted that Directive 8 requires the Board to retain an external expert to assist Board members to conduct a robust and transparent appraisal of the performance of the Director of Education. He indicated that during 2020-2021, an external expert was retained to conduct a 360 degree assessment of the Director, and the Supervisor met with the Director to monitor progress and performance. The successful completion of the assessment was reported at the September 2022 Board Meeting. The Supervisor will continue with the performance evaluation of the Director for 2022-2023 school year.

Chair Green noted that the Director of Education is responsible for supporting the development of the Board’s Multi-Year Strategic Plan and its implementation, as well as responsible for implementing policies and managing all facets of the operations of the Board. He remarked that, given the key role, the success of the Director reflects the success of the organization, and their performance should be evaluated based on a variety of criteria, using a variety of tools. As such, the recommendation is to engage an external expert to perform the appraisal of the Director for the 2023-2024 school year. For subsequent years, the independence and specialist evaluation skill of an external expert will support Board members to effectively conduct an appraisal.

Resolution No. 23-37 moved by Stan Cameron  
seconded by Jill Promoli

Resolved, that an external expert be retained to conduct the appraisal of the performance of the Director of Education on an annual basis starting with the 2023-2024 year. (APPENDIX II, Item 14.1(b) of the Agenda)

..... carried

**12. Ministry Directive 10 – Equity Office – Community Outreach Design Plan**

Lisa Hart, Superintendent of Equity, Indigenous Education, Anti-Racism, Anti-Oppression and School Engagement, reported that the Community Outreach Plan Design will leverage the narratives, voices and experiences of Peel DSB’s diverse communities, with the purpose of centering all school communities, including students, families and staff as a necessary component of system transformation. The design of the community outreach plan will include: community consultations to identify priorities; preferred modes of consultation to ensure the process is accessible to a diverse community; assessing the ongoing effectiveness of community engagement. Superintendent Hart indicated that the consultation questions will be co-constructed with support from the Innovation and Research departments to ensure they capture the necessary feedback for the outreach plan development.

Resolution No. 23-38 moved by Susan Benjamin  
seconded by LeeAnn Cole

Resolved, that the report re Ministry Directive 10 – Equity Office – Community Outreach Design Plan, be received.

..... carried

**13. Ministry Directive 14 – Affirming Muslim Identities and Dismantling Islamophobia Strategy**

Camille Logan, Associate Director, School Improvement and Equity, Curriculum and Instruction, Student and Community Engagement, noted the recommendation to approve the finalized Affirming Muslim Identities and Dismantling Islamophobia Strategy. She stated that the approval of Resolution No. 21-146, at the September 30, 2021 of the Board Meeting, confirmed the Board's commitment to developing a strategy aimed at addressing Islamophobia in Peel DSB's schools and workplaces. Referring to the demographics indicated in the student census, she noted that the Equity Accountability Report Card exploring the equity gap by faith highlighted some of the experiences and realities of the the Board's self identifying Muslim students, which the strategy is designed to improve. Superintendent of Education, Donna Ford, indicated that the Strategy is community-led and Peel DSB staff facilitated. She provided an overview of the Strategy, including the historical roots of Islamophobia, and definitions of Islamophobia and the five guiding principles to clarify its manifestation. She stated that this is the first strategy of its kind in Ontario, and is an opportunity for the Board to engage in its stated commitments to the principles of anti-racism and anti-oppression.

Resolution No. 23-39 moved by Jeffrey Clark  
seconded by Susan Benjamin

Resolved, that the Affirming Muslim Student Identities and Dismantling Islamophobia Strategy, be approved. (APPENDIX III, Item 14.1(c) of the Agenda)

..... carried

**14. Ministry Directive 17 – Reform of the Guidance Program/System – Update #3**

Rasulan Hoppie, Superintendent, Curriculum, Instruction and Assessment, indicated that the report provides an update on the progress of reforming the guidance program/system. He highlighted the hiring of a Black Excellence, Guidance Resource Teacher, completion of course selection workshops for guidance counsellors, and the completion of Board-wide presentations on the Regional Learning Choices Programs (RLCP), including specific presentation to Black families. Superintendent Hoppie noted: assignment of Black counsellors to the guidance role will continue to be monitored; developing communication to families on scholarship and bursary opportunities; list of networks of Black Student Associations (BSAs) and Black Parent Associations (BPAs) will be available by the end of the 2022-2023 school year; staff are reviewing the recommendations of the third party review of the RLCP; changes to locally developed and Special Education programs have been initiated. In response to a trustee's question regarding a report on the current vacancies for guidance counsellors, Chair Green confirmed that he will raise the matter with the Director and share the response with trustees. Trustees were advised to speak with Superintendent Hoppie about including community organizations to receive information on scholarship and bursary opportunities.

Resolution No. 23-40 moved by Karla Bailey  
seconded by LeeAnn Cole

Resolved, that the report re Ministry Directive 17 – Reform of the Guidance Program/System – Update #3, be received.

..... carried

**15. Ministry Directive 25 – Establishment of a Centralized Applicant Tracking and File Management System – Final Report**

Masuma Khangura, Executive Officer, Human Resources, Partnerships and Equity, noted that this is the final project update report on the implementation of a tracking and file management system in accordance with Directive 25, for submission to the Ministry of Education. She stated that the intent is to create a system that will allow for preservation of all documents related to hiring, promotion and temporary appointments, and provide an audit trail to demonstrate a fair and objective process. She advised that SabaTalent Link was selected by the Steering Committee to provide a central repository and platform for all job postings, applicant tracking and storage of job competition files. Masuma Khangura described the status of the project, and indicated that the various employee groups will be transitioned in phases, commencing in February 2023 and ending in May 2023. A significant highlight of the project implementation team is to directly establish a partnership with the Ontario College of Teachers (OCT), and Peel DSB will be the first school board to integrate data directly with the OCT.

Resolution No. 23-41

moved by Stan Cameron  
seconded by Brad MacDonald

Resolved, that the Final Report re Ministry Directive 25 – Establishment of a Centralized Applicant Tracking and File Management System, be received.

..... carried

**16. Graduation Rates and Non-Graduates 2023**

Lynne Hollingshead, Research Manager, and Sumble Kaukab, Coordinating Principal, Curriculum, Instruction and Assessment, presented information on the 2023 Peel District School Board Graduate Rates and Non-Graduates report, which covers students who enter Grade 9 in 2016-17 and in 2017-18. Graduation requirements and modifications made to the requirements due to the pandemic, were described. Explaining that the report on graduation rates provides important data for measuring Board initiatives that respond to the 2020 Ministry directives, the presenters confirmed that graduation rates at the Peel DSB continue to be high, with 91% of students graduating in four years for both cohorts. Disaggregated outcomes for the Non-Graduate Leavers was reviewed. The concern was noted that graduation rate for English Language Learners has reduced by 8% after the pandemic, and the non-graduate leavers is disproportionately high for the cohort of students supported in the English Literacy Development program. A highlight of the report relates to a notable decrease in disproportionate outcomes as leavers for African, Black, and Afro-Caribbean students for the 2017-18 cohort, and future reports will help determine if this is due to system change or because of the individuals in the cohort. Next steps as outlined in the report were described. Trustees' questions of clarification were responded to regarding: work done by schools to assist students to complete community hours; breakdown of graduation rates by school; Ministry has reintroduced 40 hours of community service in this school year. Chair Green requested that, arising from the Ministry directives, the next Graduation Rates report include changes in graduation rates for Black and Indigenous students.

**16. Graduation Rates and Non-Graduates 2023 (Continued)**

Resolution No. 23-42 moved by Stan Cameron  
seconded by Brad MacDonald

Resolved, that the report re Graduation Rates and Non-Graduates 2023, be received.

..... carried

**17. First Quarter Financial Reports as at November 30, 2022**

Jaspal Gill, Associate Director, Operations and Equity of Access, noted that the report presents the Board's actual expenditures as at November 30, 2022. The overall expenditure rate aligns with previous years, at approximately 23%, which is below the benchmark of 25%. He advised about variability in spending due to slow start of some programs and timing of expenditure, and confirmed that the normal operating expenditure is expected to be within budget for the remainder of the year. He indicated that the report includes information on expenditures, Grants for Student Needs (GSN), ministry grant allocations outside the GSN, and funding for federal and other third party programs.

Resolution No. 23-43 moved by Will Davies  
seconded by LeeAnn Cole

Resolved, that the report re First Quarter Financial Reports as at November 30, 2022, be received.

..... carried

**18. Director's Annual Report**

Director of Education, Rashmi Swarup, stated that the 2021-2022 Director's Annual Report celebrates the accomplishments of students and staff in Peel. It provides important progress updates on the work being done to enable all students reach their full potential in an inclusive and equitable environment, including to ensure the implementation of the Ministry Directives and eradicate all forms of systemic racism and oppression. She explained that accountability, relationships, student learning/well-being, and leadership and capacity-building have been the foundation and focus to ensure a clear alignment with school and Board equity improvement planning. Remarking that the Ministry directives are baseline actions toward sustainable and transformative change, she thanked everyone for their commitment and service of students, and she acknowledged the significant advocacy and collaboration of families and communities.

Resolution No. 23-44 moved by Will Davies  
seconded by Jill Promoli

Resolved, that the Director's Annual Report 2021-2022 (oral), be received.

..... carried

**19. Notice of Motion re Indigenous Student Trustee**

Resolution No. 23-45 moved by Stan Cameron  
seconded by Jeffrey Clark

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.

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The mover of the motion stated that the Regulations cited in the Education Act provide the basis for his motion. Trustee Cameron noted that Peel DSB is the second largest school board in Canada and approval of the motion is an important step to support Indigenous students and community partners. He explained that the motion calls for the Student Trustee Policy to be amended and a Procedure developed, in consultation with Indigenous communities. Trustee Cameron stated that there are approximately 700 students who have self-identified as Indigenous, and there are likely more students who do not self-identify for a variety of reasons. Referring to the 94 Calls to Action recommended by the Truth and Reconciliation Commission of Canada, he noted that Number 63 states: "We call upon the Council of Ministers of Education, Canada to maintain an annual commitment to Aboriginal educational issues, including, Part 3, Building Student Capacity For Intercultural Understanding, Empathy And Mutual Respect." He expressed the hope that trustees will support his motion.

**19. Notice of Motion re Indigenous Student Trustee (Continued)**

Trustees speaking supported the motion. Comments from Board members and student trustees included: the motion offers an opportunity to understand the similarities and differences between the governance methodologies of the Indigenous people and the global standard; addition of an Indigenous student trustee will support inclusion of Indigenous perspectives and needs, as well as Indigenous education, representation, and reconciliation; an Indigenous student trustee will serve as a role model and an inspiration, which will establish a sense of belonging among Indigenous students; importance of acknowledging the loss of culture and tradition as a result of the residential school system; public schools are fundamental in properly educating communities and students on crucial aspects of Canada's past and the disproportionately negative impacts on Indigenous populations. Trustees unanimously supported the motion.

.....

Resolution No. 23-45 ..... carried

**20. Adoption of the Closed Session Report**

Resolution No. 23-46 moved by Satpaul Singh Johal  
seconded by Kathy McDonald

Resolved, that the report of the Closed Session re: Minutes of the Organizational Meeting of the Board (Closed), held November 30, 2022; Principals/Vice-Principals Assignments and Senior Team Appointment; CUPE Local 1628 (Clerical, Secretarial, Library Technicians) Tentative Local Agreement, be received, and the recommendations contained therein be approved.

..... carried

**21. Adjournment**

Resolution No. 23-47 moved by Stan Cameron  
seconded by Will Davies

Resolved, that the meeting adjourn (20:55 hours).

..... carried

..... Chair ..... Secretary

**RESOLUTIONS APPROVED IN CLOSED SESSION, JANUARY 25, 2023**

Members present:

David Green, Board Chair	Jeffrey Clark (electronic)
LeeAnn Cole, Board Vice-Chair (electronic)	Will Davies
Lucas Alves	Brad MacDonald (electronic)
Karla Bailey (electronic)	Kathy McDonald (electronic)
Susan Benjamin (electronic)	Jill Promoli
Stan Cameron	

Member absent:

Satpaul Singh Johal

**1. Approval of Agenda**

That the agenda, as amended, be approved.

**2. Minutes of the Organizational Meeting of the Board (Closed)**

That, the Minutes of the Organizational Meeting of the Board (Closed), held November 30, 2022, be approved.

**3. Principals/Vice-Principals Assignments and Senior Team Appointment**

That, the following list of secondary principals/vice-principals assignments, and senior team appointment, be received:

The following secondary principal assignments are transfers, effective January 9, 2023:

Susan MacLellan, Principal, Mayfield Secondary School, to Principal, Mississauga Secondary School

Pradeep Rajah, Principal, Mississauga Secondary School, to Principal, Brampton Centennial Secondary School

The following secondary principal assignment is a transfer, effective February 3, 2023:

Paul Freier, Principal, Brampton Centennial Secondary School, to Principal, Mayfield Secondary School

The following secondary vice-principal assignments are transfers, effective February 3, 2023:

Christine Hill, Vice-Principal, Harold M. Brathwaite Secondary School, to Vice-Principal, Applewood Heights Secondary School.

**3. Principals/Vice-Principals Assignments and Senior Team Appointment (Continued)**

Shakti Patel, Vice-Principal, Castlebrooke Secondary School, to Vice-Principal,  
Harold M. Brathwaite Secondary Schoolp

Jeffrey Hall, Vice-Principal, Rick Hansen Secondary School, to Coordinating  
Vice-Principal, ECPP

The following Secondary Vice-Principal assignment is a promotion, effective February 3, 2023:

Jason Uttamsingh, Acting Vice-Principal, Castlebrooke Secondary School, to  
Vice-Principal, Castlebrooke Secondary School

The following Superintendent of Education assignment is a transfer, effective January 9, 2023:

Michael Logue, Superintendent of Education, Humberview and Mayfield Families of  
Schools, to Superintendent of Education, Special Projects

**4. CUPE Local 1628 (Clerical, Secretarial, Library Technicians) Tentative Local Agreement**

That, the tentative local agreement with CUPE Local 1628 (Clerical, Secretarial, Library  
Technicians) be ratified upon ratification by the CUPE Local 1628. (Appendix I)



## PEEL DISTRICT SCHOOL BOARD

Minutes of a meeting of the Special Education Advisory Committee of the Peel District School Board, held on Tuesday, January 17, 2023, at 19:00 hours. The Hybrid meeting was held in the Brampton Room, the H. J. A. Brown Education Centre, 5650 Hurontario Street, Mississauga, Ontario, and by electronic means, under Ontario Regulation 463/97.

### Members present:

Shelley Foster, VOICE for Deaf and Hard of Hearing Children, Chair  
Fauzia Reza, Autism Ontario, Peel Chapter, Vice-Chair (electronic)  
Susan Benjamin, Trustee (electronic)  
Jeffrey Clark, Trustee (electronic)  
Barbara Cyr, Association for Bright Children, Peel Chapter (electronic)  
Satpaul Singh Johal, Trustee (electronic)  
Jennifer Knight, Easter Seals Ontario (electronic)  
Anju Mistry, Down Syndrome Association of Peel (electronic)  
Carol Ogilvie, Learning Disabilities Association of Peel Region (electronic)  
Sinthusha Panchalingam, Canadian Mental Health Association, Peel (electronic)  
Dorothy Peddie, FASworld Canada, Peel Chapter (electronic)  
Ann Smith, Brampton-Caledon Community Living (electronic)

### Members absent: (apologies received marked \*)

Nicole Buckett, Fragile X Research Foundation of Canada\*  
Jassie Gill, Ontario Parents of Visually Impaired Children

### Also present:

Kathy McDonald, Trustee  
Sadia Shoaib, Easter Seals Ontario (Alternate)

### Administration:

Jennifer Newby, Superintendent, Special Education, Social Emotional Learning and Well-Being (Executive Member)  
Paul da Silva, Associate Director, School Improvement and Equity, Special Education, Social Emotional Learning and Well-Being  
Tania Alatishe-Charles, Controller, Finance Support Services  
Donna Ford, Superintendent of Education  
Kathryn Lockyer, General Counsel and Governance Officer  
Sabrina Valteau, Governance Coordinator

Nicole Fernandes, Board Reporter

**1. Approval of Agenda**

Chair Foster wished everyone a Happy New Year.

SE-10 moved by Dorothy Peddie  
seconded by Ann Smith

Resolved, that the agenda be approved.

..... carried

**2. Land Acknowledgement**

The Land Acknowledgement video was played.

**3. Conflict of Interest**

There were no declarations of conflict of interest.

**4. Minutes of the Special Education Advisory Committee Meeting, December 13, 2022**

SE-11 moved by Sinthusha Panchalingam  
seconded by Barbara Cyr

Resolved, that the Minutes of the Special Education Advisory Committee Meeting, held December 13, 2022, be approved.

..... carried

**5. Written Questions, Notices of Motion, and Petitions**

There were no written questions, notices of motion, or petitions.

**6. SEAC Finance Presentation**

Tania Alatishe-Charles, Controller, Finance Support Services, presented information on Ministry funding and the budget process, and stated that the goal is to ensure that student achievement needs and the Board's strategic plans are met. She advised about the challenges being faced during the budget process, including enrolment due to COVID, immigration patterns, cost of living, funding restricted to specific initiatives, and spending on Peel DSB and Ministry directive priorities. Details were provided regarding operating revenue streams, which are Grants for Student Needs (GSN), Priorities and Partnership Funds, and other revenue.

**6. SEAC Finance Presentation (Continued)**

Controller Alatishe-Charles explained the budget planning process, calculation of enrolment and funding based on average daily enrolment, pupil foundation grants, funding for school administration, and supplemental grants. She advised that special education funding is restricted and cannot be spent on other Board priorities. The special education grant is 27% of the supplemental grant, with further restrictions within the special education grant to ensure that funding is directed only to specific areas, for example, special equipment amount, and special incidence portion. The special education statistical prediction model was outlined, and the graph highlighting the over-expenditure on special education for the past five years was highlighted. Controller Alatishe-Charles stated that the graph indicates that the Board has been directing funds from other areas towards special education. Further information was provided on: Language Grant; Mental Health and Well-Being Grant; operating expenses by type and area; factors considered in balancing the budget.

Responding to members' questions of clarification, Controller Alatishe-Charles stated that immigration has an impact on funding because enrolment drives the calculation of GSN, and Language Grants are received for immigrant students. Regarding funding for secondary students, she clarified that the number of credits in which the student is enrolled determines funding, but reporting to the Ministry is done by the aggregate of credits at the secondary level. She confirmed that school boards provide the Ministry with information on English as a Second Language students, and that a smaller component of the Language Grant is provided for students who are from English-speaking countries but have not been taught English in their formative years. Controller Alatishe-Charles will follow up regarding funding for the Mental Health Advisory Council.

SE-12 moved by Barbara Cyr  
seconded by Sinthusha Panchalingam

Resolved, that the report re SEAC Finance Presentation, be received.

..... carried

**7. Superintendent's Report**

Jennifer Newby, Superintendent, Special Education, Social Emotional Learning and Well-Being, drew attention to the student census follow-up included in the Agenda (Item 9 of these Minutes). She stated that Lynne Hollingshead, Research Manager, thanked members for their input on questions that will appear in the census. Superintendent Newby noted that the draft definition statement on disabilities has been revised, and members were invited to provide additional comments. As a next step, staff from Special Education and Social Emotional Learning departments will work with the Research Department to consider how the census is administered, particularly in regard to management of sensitive information, student voice and choice, and student well-being.

**7. Superintendent’s Report (Continued)**

Superintendent Newby spoke about the vacancies on SEAC and the Mental Health Advisory Council. She stated that the call-out to fill the vacancy on the latter is ongoing, until January 31, 2023, and the call-out for the SEAC vacancy will commence in February 2023. This will be in the form of advertising on the Peel DSB website, and possibly on social media as well. With regard to tutoring supports for special education students, she reported that staff from Special Education and Curriculum departments are in discussion to ascertain whether the Board is able to offer the program for special needs students, taking into account funding, time frame for spending the funds, and availability of staff and space in schools. If a program is viable, information will be made public through the Board’s website and other communication methods.

SE-13 moved by Jennifer Knight  
seconded by Susan Benjamin

Resolved, that the Superintendent’s Report (oral), be received.

..... carried

**8. Partners in Learning**

Superintendent Newby recalled that SEAC had requested this report at the last meeting. She stated that the document, which speaks to the partnership between teachers and support staff within the classroom, has not been updated for some time, and will be reviewed and revised in the context of changes brought about through the Ministry directives. The writing team is currently being established and, following revisions to the document, it will be shared with the Committee.

SE-14 moved by Carol Ogilvie  
seconded by Jennifer Knight

Resolved, that the report re Partners in Learning, be received.

..... carried

**9. Update on Definition Statement – Student Census and Climate Survey**

Superintendent Newby indicated that she has spoken on this item in her update report (Item 7 of these Minutes).

**10. Right to Read – Action Plan**

Coordinating Principals, Jim Brooks and Dawn Addison, reviewed the presentation on the Right to Read - Action Plan. On February 28, 2022, the Ontario Human Rights Commission (OHRC) released the Right to Read report, the result of a public inquiry into human rights issues that affect students with reading disabilities in Ontario’s public education system. This Action Plan report provides an overview of the preliminary plans for Peel DSB’s response to the OHRC report, and next steps for implementation. The Right to Read focuses on returning to science-based or evidence-based methods to the teaching of word level reading and the associated early reading skills. The OHRC report made 157 recommendations grouped around five ideas: curriculum and instruction; early screening; reading interventions; accommodations; professional assessments. A detailed explanation of the five ideas was provided.

The presenters noted that the Board is committed to ensuring that educators have the knowledge and skills necessary to effectively teach and design comprehensive programs grounded in the commitment to culturally relevant and sustaining approaches to ensure the academic success of Black students, Indigenous students and underserved students. An inter-department team determined that to effectively implement the Right to Read findings and recommendations, classroom teachers will require professional learning to teach word-reading skills, and access to new assessment for learning tools that align with phonological awareness, including phonemic awareness, and phonics. Schools will require general resources that are consistent with evidence-based approaches. Further information was provided regarding screeners and diagnostic assessment tools to determine foundational learning skills and samples of program supports for teaching foundational word-reading. Members’ questions of clarification were responded including: the OHRC report indicates that the current method of teaching is not based on scientific research; the shift to teaching word reading skills applies to all students; whether additional supports will be provided to educators of special needs students; early screening starts for some students in Kindergarten; tiered intervention supports; most students with word reading difficulties can learn how to read when given explicit direct instruction in phonological awareness and phonics; differentiated word-reading skills will elicit individualized responses from educators. It was noted that the Ministry is revising the curriculum and the new curriculum is expected in September 2023.

SE-15 moved by Susan Benjamin  
seconded by Jeffrey Clark

Resolved, that the report re Right to Read – Action Plan, be received.

..... carried

**11. Questions Asked by Committee Members**

There were no questions.

**12. Motion / Action Log**

Superintendent Newby reviewed the Log, noting that the status of the items is indicated therein. She stated that, with regard to the question as to whether students with special needs are represented on the Student Advisory Committee, Lisa Hart, Superintendent of Equity, Indigenous Education, Anti-Racism, Anti-Oppression and School Engagement, had indicated that students were not asked to identify special education needs, but purposeful selection was made to ensure representation for students from various schools. This information will be included in the Motion/Action Log for the next meeting. A member referred to follow-up date of September 2023 regarding review of the Board's policies and procedures to ensure it aligns with the recommendations of the March 2022: K-12 Education Standards Development Committee's Final Report and Recommendations. Superintendent Newby noted that the timeline takes into consideration current priorities of the Board and managing several projects and initiatives, including the Right to Read Action Plan, Ministry directives, curriculum goals on equity, anti-racism and anti-oppression, and expansion of mental health initiatives.

A member noted that, at the last meeting, SEAC agreed that some items had not been fully responded to or closed, and that these items will continue to remain on the Motion/Action Log. Chair Foster asked members to send these items to her, for discussion with Superintendent Newby.

**13. Adjournment**

SE-16 moved by Jennifer Knight  
seconded by Susan Benjamin

Resolved, that the meeting adjourn. (20:50 hours)

..... carried

..... Chair

## PEEL DISTRICT SCHOOL BOARD

Minutes of a meeting of the Governance and Policy Committee of the Peel District School Board, held in the Brampton Room, the H. J. A. Brown Education Centre, 5650 Hurontario Street, Mississauga, Ontario on Wednesday, January 18, 2023, at 17:30 hours.

Members present:

Lucas Alves  
Karla Bailey (17:35 hours)  
Susan Benjamin  
Jeffrey Clark  
Brad MacDonald  
Kathy McDonald

Also present:

Will Davies  
Jill Promoli

Administration:

Kathryn Lockyer, General Counsel and Governance Officer (Executive Member)  
Donna Ford, Superintendent of Education  
Masuma Khangura, Executive Officer, Human Resources, Partnerships and Equity  
Sabrina Valteau, Governance Coordinator

Lorelei Fernandes, Board Reporter

### 1. Call to Order

General Counsel and Governance Officer, Kathryn Lockyer called the meeting to order. She welcomed everyone to the first Governance and Policy Committee Meeting since the Organizational Meeting of the Board, and noted that the meeting will be livestreamed, recorded, and posted on the Board's website.

### 2. Land Acknowledgement

A video of the Acknowledgement of Traditional Lands was viewed.

### 3. Election of Chair and Vice-Chair

Internal Auditors, Tony Ronca and Carlo Avolio, were present to act as scrutineers.

Executive Member, General Counsel and Governance Officer, Kathryn Lockyer called for nominations for the position of Chair of the Governance and Policy Committee. She noted that the elections are for a two-year term.

Trustee Lucas Alves nominated Trustee Brad MacDonald.

There were no further nominations.

**3. Election of Chair and Vice-Chair (Continued)**

The nomination of Brad MacDonald for the position of Chair of the Governance and Policy Committee was moved by Lucas Alves and seconded by Jeffrey Clark.

GC-01, moved by Lucas Alves  
seconded by Karla Bailey

Resolved, that the nomination for the position of Chair of the Governance and Policy Committee be closed.

..... carried

Trustee MacDonald was acclaimed as Chair of the Governance and Policy Committee.

Kathryn Lockyer called for nominations for the position of Vice-Chair of the Governance and Policy Committee.

Trustee Brad MacDonald nominated Trustee Lucas Alves.

There were no further nominations.

The nomination of Lucas Alves for the position of Vice-Chair of the Governance and Policy Committee was moved by Brad MacDonald and seconded by Susan Benjamin.

GC-02 moved by Brad MacDonald  
seconded by Susan Benjamin

Resolved, that the nomination for the position of Vice-Chair of the Governance and Policy Committee be closed.

..... carried

Trustee Lucas Alves was acclaimed as Vice-Chair of the Governance and Policy Committee.

**4. Approval of Agenda**

GC-03 moved by Susan Benjamin  
seconded by Lucas Alves

Resolved, that the agenda be approved.

..... carried

**5. Conflict of Interest**

There were no declarations of conflict of interest.



**6. Minutes of the Governance and Policy Committee Meeting, September 14, 2022**

GC-04 moved by Jeffrey Clark  
seconded by Susan Benjamin

Resolved, that the Minutes of the Governance and Policy Committee Meeting, held September 14, 2022, be approved.

..... carried

**7. Review of Policy 27: Naming of Schools – Update #3**

Superintendent of Education, Donna Ford, reviewed the report and stated that Policy 27 emerged from Directive 18, which requires that the Board undertake a comprehensive diversity audit of schools, including naming of schools. She provided background information of the work done and the purpose of the policy to support the process of naming or renaming of schools, facilities, or special function areas. Reviewing the policy, Donna Ford outlined the roles and responsibilities and approval process for naming or renaming of schools, which includes community engagement.

Chair MacDonald recalled a discussion at the Governance and Policy Committee meeting of September 14, 2022, where members had expressed their preference that schools are not be named after people. He commented that this suggestion has not been reflected in the policy. He inquired as to the criteria for choosing a school name, clarity on what the community engagement will involve, and titles of who will sit on the Naming Committee. The administration provided clarification on the process for approval of school names outlined in the policy and noted that details of the process will be included in an accompanying Operating Procedure. Kathryn Lockyer advised that a Community Engagement Framework is being developed. Lengthy discussion ensued and trustees' questions and comments included: in future avoid using names of individuals for school naming, particularly after employees or trustees; conduct thorough research if considering naming of a school after a worthy individual who is no longer living and provide criteria for selection, inclusion of language, culture, achievements, community; whether existing schools already named after people will be changed or retained; clarification and/or definition of special function area; a flowchart will provide more clarity on the process.

GC-05 moved by Lucas Alves  
seconded by Karla Bailey

Resolved, that, Policy 27: Naming of Schools, be referred to staff for revisions as follows:

- a) Prohibiting the use of individual's names in the naming or renaming process for schools, special function areas, and facilities in the future;
- b) Incorporating the comments from trustees regarding community consultation process, criteria for selection of school names, definition of special function area, and titles of members on the Naming Committee.

(APPENDIX I, Item 7.1 of the agenda)

..... carried

**8. Disconnecting from Work Policy**

Masuma Khangura, Executive Officer, Human Resources, Partnerships and Equity, referred to an amendment to the Employment Standards Act 2000 (ESA) requiring employers with 25 or more employees to have a written policy for disconnecting from work. Reviewing the report, she highlighted that the purpose of the Policy is to provide a framework to support employees in disconnecting from work outside of working hours, to support work-life balance and well-being, and to develop and maintain a positive and healthy workplace culture. Masuma Khangura stated that independent and dependent contractors are excluded from this policy, and the policy prohibits reprisal for disconnecting from work. She stated that responsibility for management of this Policy rests with the Director of Education or their designate, responsibility for coordination and day to day management is assigned to the Executive Officer, Human Resources, Partnerships and Equity, and responsibilities of managerial staff and employees will be set out in an Operating Procedure.

Masuma Khangura responded to trustees' questions of clarification regarding: having a alternate point of contact available for staff who have Out of Office notification; the policy addresses responsibilities for managers and supervisors due to emergencies; notification that although emails may be sent after office hours, responses are not expected out of office hours; out of office hours tasks are incorporated in the terms and conditions of specific roles; remote working option is still being offered to some staff for Peel DSB to remain competitive in the market; clarification between service delivery and the right to disconnect from work.

GC-06 moved by Lucas Alves  
seconded by Jeffrey Clark

Resolved, that the Governance and Policy Committee recommends to the Board:

That, the report be received and the Disconnecting from Work Policy (Appendix A of the report), be approved. (APPENDIX II, Item 7.2 of the agenda)

..... carried

**9. Trustee Staff Relations Policy**

General Counsel and Governance Officer, Kathryn Lockyer presented the draft Trustee Staff Relations Policy. She explained that the purpose of the policy is, to guide the nature of the working relationship between Peel DSB members and staff at all times, on and off site, and is a good governance tool for respectful and productive relationships between trustees and staff. She reviewed the draft policy, highlighting the process for bringing a matter to the attention of staff through a member of the Leadership Team, what members can and cannot do, communications between members and staff, notification on media inquiries and significant events, requests for advice from the General Counsel and Governance Officer, monitoring of adherence to the policy and reporting in aggregate terms. Kathryn Lockyer stated that research done to develop this policy includes an environmental scan, guidance from the Municipal Act, Trustee Codes of Conduct, and Ontario Public School Boards' Association (OPPSBA) Good Governance Guide.

**9. Trustee Staff Relations Policy (Continued)**

In response to a trustee’s question regarding consequences for members who do not adhere to the policy, Kathryn Lockyer advised that in addition to the policy which sets goals and expectations, operating procedures may be developed to include a formal complaint process. She added that the Trustees’ Code of Conduct will be reviewed later in this term of office and could be expanded to include complaints from staff and the public. Responses to questions of clarification from trustees included: Executive Leads are Department Heads; the policy is new and not mandated by the Education Act; informal complaints have been received but there is no formal trustee-staff relations policy; information on incidents occurring at schools is shared with trustees based on compliance with other policies; other school boards do not have a similar policy; this policy responds to Directive 5 regarding good governance; the annual reporting will be public and non-specific. Discussion ensued following a suggestion to submit the policy to OPSBA for review and feedback, and trustees’ questions regarding process were responded to by Kathryn Lockyer.

GC-07 moved by Lucas Alves  
seconded by Jeffrey Clark

Resolved, that the Board approve sending the Trustee Staff Relations Policy (Appendix 1 of the report) to the Ontario Public School Boards’ Association (OPSBA) for review and response within a one-month time period, following which the Policy is brought back to the Governance and Policy Committee. (APPENDIX III, Item 7.3 of the agenda)

..... carried

**10. Trustee Notices of Motion**

**1. Artificial Intelligence (AI) and Plagiarism Policy**

Trustee Alves submitted a Notice of Moton and requested that the motion be dealt with immediately.

GC-08 moved by Lucas Alves  
seconded by Karla Bailey

Resolved, that staff bring a report to the next Governance and Policy Committee meeting on the status of Artificial Intelligence (AI) and Plagiarism Policy in relation to artificially generated content via software.

.....

Trustee Alves spoke of plagiarism as it exists and the widely accepted definition of plagiarism respecting AI, content or communication pieces created by a machine that produces content through coding, which is not recognized as plagiarism. He expressed his concerns and explained how it could pose a problem for Peel DSB in the future. In view of the Governance and Policy Committee meetings being scheduled on a quarterly basis, it was agreed that the motion be dealt with today.

.....

GC-08 ..... carried

**11. Adjournment**

GC-09            Moved by Susan Benjamin  
                      Seconded by Jeffrey Clark

Resolved, that the meeting adjourn (19:55 hours).

..... carried

..... Chair

## **MOTIONS FOR CONSIDERATION: GOVERNANCE AND POLICY COMMITTEE**

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At a meeting of the Governance and Policy Committee, held January 18, 2023, the following recommendations are brought for Board consideration:

**1. Disconnecting from Work Policy**

That, the Disconnecting from Work Policy, be approved. (APPENDIX I)

**2. Trustee Staff Relations Policy**

That, the Board approve sending the Trustee Staff Relations Policy to the Ontario Public School Boards' Association (OPSBA) for review and response within a one-month time period, following which the Policy is brought back to the Governance and Policy Committee. (APPENDIX II)

Submitted by:

Kathryn Lockyer  
General Counsel and Governance Officer

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Governance and Policy Committee, January 18, 2023

# Disconnecting from Work Policy

**Strategic Alignment:**

*Employment Standards Act, 2000*

Safe, positive, healthy climate/ well-being

**Report Type:**

Recommendation

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

Jaspal Gill, Associate Director, Operations and Equity of Access

*Submitted by:* Rashmi Swarup, Director of Education

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## Overview

### Recommendation:

That the Disconnecting from Work Policy (the “Policy”), attached as Appendix A, be recommended for approval by the Board of Trustees.

### Highlights:

- The Disconnecting from Work Policy provides a framework to support Peel District School Board (PDSB) staff in disconnecting from work outside of their working hours.
- This Policy has been developed in accordance with the *Employment Standards Act, 2000* (ESA) as amended on December 2, 2021.
- This Policy and its associated operating procedures will replace Procedure 63 – Disconnecting from Work.

### Background:

In December 2021, the *Employment Standards Act, 2000* (“ESA”) was amended, requiring employers that employ 25 or more employees to have a written policy on disconnecting from work in place for all employees. In compliance with the legislation, the PDSB approved Procedure 63 – Disconnecting from Work in June 2022. The Policy and its associated procedures will revise and replace Procedure 63 – Disconnecting from Work.

The purpose of this Policy is to:

- Provide a framework to support employees in disconnecting from work outside of their working hours, subject to the Exceptions set out in this Policy and associated operating procedures and in compliance with the ESA;
- Support Peel District School Board employees’ work-life balance and well-being by establishing healthy professional boundaries between working and personal lives; and
- Develop and maintain a positive and healthy workplace culture.

A Disconnecting from Work Operating Procedure was also developed, and is attached for information only, as Appendix B. The approval and implementation process for this procedure will proceed through the Director’s Council after the Policy is approved.

This Policy and Operating Procedure apply to all employees who are governed by the ESA and are to be interpreted alongside other relevant Board policies and procedures including, but not limited to policies and procedures relating to vacation, flexible office hours, interim remote working and any relevant and applicable legislation.

This Policy and Operating Procedure are subject to the terms, conditions, requirements, exemptions and/or special rules of applicable employment contracts, collective agreements, employment statutory rights and/or by agreement with the employee’s manager in accordance with the ESA based on the employee group or job category.

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## **Evidence**

### **Findings/Key Considerations:**

The Policy's development was informed by legislative requirements, Ministry guidance, and an environmental scan of school board policies on disconnecting from work. This Policy also received feedback from various stakeholder groups, including unions and associations.

## **Impact Analysis**

### **Equity & Human Rights Review:**

This Policy recognizes the power dynamics between supervisors and those they supervise and prohibits reprisal against those who disconnect from work in accordance with this Policy and for those who report legitimate, good-faith concerns regarding disconnecting from work.

This Policy prohibits incivility, unprofessionalism, harassment, bullying or discrimination against employees who disconnect from work in accordance with this Policy, which will be addressed under Policy 65 - Employee Code of Conduct and relevant Board policies and procedures.

### **Board or Ministry Policy Alignment:**

This Policy aligns with the Board's Strategic Plan, specifically the system goal to build safe, positive, healthy climates for learning and working to nurture student and staff well-being. This Policy also aligns with the Board's Mental Health Strategy to support the well-being of staff.

### **Resource/Financial Implications:**

There are no direct financial implications for implementing this Policy.

### **Legal implications:**

This Policy and associated procedures will ensure compliance with the directions as set out in the ESA, specifically Part VII.0.1 – Written Policy on Disconnecting from Work.

### **Risk Assessment:**

The implementation of the Disconnecting from Work Policy will support compliance with the ESA and will support the mental health and well-being of staff.

### **Community Impact:**

The mental health and well-being of staff are important factors which contribute to staff productivity and attainment of positive outcomes promoting student success.



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## **Next Steps**

### **Action Required:**

The Disconnecting from Work Policy, once approved, will be posted on the internal and external PDSB website.

The Disconnecting from Work Operating Procedure will be submitted for approval and implementation through the Director's Council.

### **Communications:**

All employees will be provided with a copy of the Policy within 30 calendar days of approval by way of an email notification for review and implementation. New employees will be provided with a copy of the Policy within 30 days of commencing employment through the onboarding package at the time of hire.

## **Appendices**

Appendix A – Disconnecting from Work Policy

Appendix B – Disconnecting from Work Procedure

## Appendix A

**POLICY TITLE:** Policy xx – Disconnecting from Work

**RESPONSIBILITY:** Executive Officer – Human Resources, Partnerships and Equity

**APPROVAL DATE:** xx

**EFFECTIVE DATE:** xx

**APPROVAL:** Board of Trustees

**REVIEW SCHEDULE:** Every four (4) years

---

### 1. PURPOSE

The Disconnecting from Work Policy (the “Policy”) has been developed in accordance with the ESA. The purpose of this Policy is to:

- Provide a framework under this Policy to support employees in disconnecting from work outside of their working hours, subject to the Exceptions set out in this Policy and in compliance with the Ontario *Employment Standards Act, 2000*, as amended (“ESA”);
- Support Peel District School Board (“PDSB” or the “Board”) employee work-life balance and well-being by establishing healthy professional boundaries between working and personal lives that allow employees to foster their well-being and health, creativity and enjoyment, and personal sense of fulfillment and growth that contribute to productivity and service outcomes;
- Develop and maintain a positive and healthy workplace culture.

### 2. SCOPE

- a) This Policy applies to all employees that are governed by the ESA, as amended from time to time, including managerial staff and regardless of their working arrangement (e.g. in-person, remotely, flex). For clarity, independent and dependent contractors and their staff and subcontractors are not considered “employees”.
- b) This Policy will be read alongside relevant Board policies and procedures including but not limited to policies and procedures relating to vacation, flexible office hours, interim remote working and any relevant and applicable legislation. Operational procedures may be issued under this Policy.
- c) This Policy is subject to the terms, conditions, requirements, exemptions and/or special rules of applicable employment contracts, collective agreements, employment statutory rights and/or by agreement with the employee’s manager in accordance with the ESA based on the employee group or job category. Nothing in this Policy creates any greater right or benefit beyond those set out in applicable employment contracts, collective agreements, and employment statutory rights under the ESA. Nothing in this Policy takes away from or provides employees with any additional rights or compensation beyond what is set out in their collective agreement/terms and conditions of employment. In the event of a conflict between this Policy and any of the above governing documents, the applicable governing document will prevail. Nothing in this Policy is intended to amend or supersede any grievance procedure or other aspect of any applicable collective agreement.

This Policy may be operationalized through procedures. Reference to “Policy” hereafter in this document will include any operating procedures made under this Policy. This Policy and its associated operating procedures replace Procedure 63 – Disconnecting from Work.

## Appendix A

### 3. DEFINITIONS

**Disconnect from work** means not engaging in work-related communications, including emails, telephone calls, video calls or the sending or reviewing of other messages, whether on a computer or other mobile device, so as to be free from the performance of work outside working hours. Disconnecting from work is subject to the Exceptions set out in this Policy.

**Exceptions** refers to situations set out in this Policy where working outside working hours or after working hours, as defined in this Policy, are permitted or required.

**Emergency** is an Exception under this Policy and refers to a time-sensitive situation further to legislative, government, Ministry, or regulatory requirements, deadlines or change, or an unforeseen situation or circumstance, or the threat of a situation, adversely affecting health, safety, security, and/or well-being, or resulting in significant legal risk or financial damage or loss, including operational requirements and crises, which by its nature and seriousness requires an immediate response. Emergencies are specific to the nature of an employee's role, are subject to the terms, conditions, requirements, exemptions and/or special rules of applicable employment contracts, collective agreements, employment statutory rights and/or by agreement with the employee's manager in accordance with the ESA based on the employee group or job category, and are determined in accordance with applicable legislation and regulations thereunder including but not limited to the *Education Act* and the duties of school staff thereunder, the ESA, and the *Occupational Health and Safety Act*.

**Managerial/supervisory staff** includes all staff in PDSB working environments who exercise supervisory authority and carry responsibility for assigning work deliverables and duties to employees.

**Working hours** means an employee's working hours as set out in their employment agreement/collective agreement and/or as determined by their manager/supervisor and subject to the ESA and regulations thereunder. Employees' working hours vary by department or work unit depending on specific agreements or arrangements with employees (e.g., night, weekend, overtime), employment and collective agreements, and the Employee's duties, responsibilities, and professional obligations, which may require the Employee to be available for Emergencies, urgent or time-sensitive matters, or to be on-call.

**After working hours:** After Working Hours means any time between the hours of 7:00 p.m. to 7:00 a.m., Monday to Friday, all day Saturday, Sunday, statutory holidays, and (if applicable) any other Board-designated non-working days. After Working Hours differs from definition of Working Hours provided above.

### 4. GUIDING PRINCIPLES

- a) PDSB is committed to encouraging and supporting employee work-life balance and well-being by establishing healthy professional boundaries between working and personal lives that allow employees to foster their well-being and health, creativity and enjoyment, and personal sense of fulfillment and growth that contribute to productivity and service outcomes.

## **Appendix A**

- b) Employees are encouraged and expected to disconnect from work outside of their working hours and must respect other employees' right to do the same. Employees will not be subject to reprisal for disconnecting from work, and conversely, will not receive beneficial credit, treatment or advantage for choosing to remain connected and engage in business activities outside their working hours.
- c) There may be Exceptions, including Emergencies, as set out in this Policy, that require an employee to engage in business activities outside their working hours. The right to disconnect from work is subject to employees meeting assigned work deliverables and duties commensurate with their role by established deadlines further to the Board's operational or business needs.
- d) This Policy recognizes that certain categories of employees' working hours may look different from others'. Employees who choose to perform business activities outside their working hours must respect the rights of others to disconnect from work. Emails or messages to other employees, whether sent by other employees or managerial/supervisory staff, should not be sent after working hours, as defined above, unless an Emergency is triggered. Recipients of non-Emergency emails or messages sent after working hours are not required to respond until they resume their working hours.
- e) Inquiries from the public and from trustees will be responded to during the recipient employee's working hours.

### **5. NO REPRISAL**

- a) This Policy and the prohibition against reprisal will be cognizant of power dynamics between categories of employees. Employees will not be subject to reprisal for disconnecting from work in accordance with this Policy. Employees will not be subject to reprisal for reporting legitimate, good-faith concerns regarding disconnecting from work.
- b) Reprisal against an employee who disconnects from work in accordance with this Policy or reports a legitimate, good-faith concern may be subject to discipline. Workplace incivility, unprofessionalism, harassment, bullying or discrimination against employees who disconnect from work in accordance with this Policy will not be tolerated under Policy 65 - Employee Code of Conduct and relevant Board policies and procedures and may be subject to discipline.
- c) Performance management and/or discipline of employees who disconnect from work in a manner not in compliance with this Policy or who do not report a concern under this Policy legitimately and/or in good faith will not be considered reprisal.

### **6. DISTRIBUTION AND RETENTION**

- a) The Board will provide a copy of the Policy to all employees within thirty (30) calendar days of approval or change to the Policy, and within thirty (30) calendar days of the start of employment for new employees.
- b) The Board will retain a copy of this Policy and any earlier or subsequent policies or procedure regarding disconnecting from work for three (3) years after the policy or procedure ceases to be in effect.

## **Appendix A**

### **7. RESPONSIBILITY**

The Director of Education holds primary responsibility, through their designate(s), for implementation of this Policy. Responsibility for the coordination and day-to-day management of the Policy is assigned to the Executive Officer – Human Resources, Partnerships and Equity.

Responsibilities of managerial staff and employees under this Policy will be set out in operational procedures under this Policy.

### **8. REVIEW AND REVISION**

This Policy will be reviewed after the first year and every four (4) years thereafter or earlier at the discretion of the Director of Education or designate.

### **9. REFERENCE**

#### **Legislation:**

- *Ontario Employment Standards Act, 2000*
- *Working for Workers Act, 2021*

#### **Board Policies and Procedures:**

- Policy 65 – Employee Code of Conduct
  - (Interim) Remote Work Operating Procedure
  - Flexible Office Hours – Admin and Secretarial Staff, HRSS Operating Procedure 9
-

## Appendix B

**PROCEDURE TITLE:** Disconnecting from Work Operating, Procedure #

**POLICY REFERENCE:** Policy xx – Disconnecting from Work

**RESPONSIBILITY:** Executive Officer – Human Resources, Partnerships and Equity

**APPROVAL DATE:** xx

**EFFECTIVE DATE:** xx

**APPROVAL:** xx

**REVIEW SCHEDULE:** Every four (4) years

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### 1. PURPOSE

The purpose of the Disconnecting from Work Operating Procedure 1 (the “Procedure”) is to provide a framework under Policy xx – Disconnecting from Work (the “Policy”) to support the right of employees to disconnect from work outside of their working hours, subject to the Exceptions set out in this Procedure.

This Procedure operationalizes and must be read alongside the provisions of the Policy, which are incorporated herein.

### 2. EXCEPTIONS

- a) Employees are encouraged and expected to disconnect from work outside of their working hours and must respect other employees’ right to do the same. Notwithstanding any provision of the Policy, employees are permitted and expected to engage in business activities outside their working hours in response to an Emergency, as defined in the Policy.
- b) Notwithstanding any provision of the Policy, managerial/supervisory staff may engage in business activities, including sending emails or messages relating to business activities, to other managerial/supervisory staff after working hours.
- c) Employees who work on-call or are otherwise required to be available to engage in a business activity due to the nature of their role are required to attend to business activities outside their working hours or after working hours, as required. These situations include, but are not limited to, Board and Committee meetings, community meetings, off-site meetings, checking availability for scheduling, attending school events, interactions with clients and stakeholders in different time zones, unexpected disruptions or requirements in operations, business functions, services that require timely attention (e.g., snowstorms, water main breaks, electrical blackouts, IT-related service disruptions, opening and closing buildings, safety, and security), and any other situation as determined by the manager/supervisor as critical and time-sensitive that cannot be conducted during an employee’s working hours.
- d) Employees who choose to engage in a business activity outside working hours where not required based on the nature of their role are deemed not to be working outside working hours for the purpose of the Policy.
- e) The Policy is subject to conditions and requirements of applicable employment contracts, collective agreements, and employment statutory rights under the Ontario *Employment Standards Act, 2000* (“ESA”). In the event of a conflict between the Policy and any of the above documents, the latter will prevail.

## **Appendix B**

### **3. COMMUNICATING**

- a) Employees should consider the timing and urgency of the communication and the potential for disturbance, and the sender should not expect a response until the recipient resumes their working hours.
- b) Employees should be mindful of scheduling meetings with colleagues outside the colleague's working hours; however, in exceptional circumstances, and based on the nature of an employee's role, certain meetings outside working hours may be required and will be considered work deliverables and duties.
- c) In the ordinary course of business, there will be situations when it is necessary to send communications to employees/clients/customers outside of an employee's working hours, including but not limited to: mass board communications to communicate timely information or notices, checking availability for scheduling; to fill in on short notice for a colleague who has called in sick or is unavailable for work; where unforeseeable circumstances may arise; where an emergency may arise; or other business or operational reasons that require contact outside of an employee's working hours. Subject to the Exceptions, employees are not required to review or respond to such communications outside their working hours.
- d) If an employee is not online or available during working hours, they should make use of status features on applicable communication platforms, such as Microsoft Teams and Outlook, and utilize internal/external out-of-office email messages and voicemail to indicate their unavailability.
- e) The employee will indicate in advance to their manager/supervisor their unavailability during working hours in a manner agreeable to the manager/supervisor.
- f) Employees who anticipate being absent for an extended period of time (for example, on vacation or an authorized leave) will communicate the dates of their absence in advance to their manager/supervisor, colleagues, and other contacts with whom they are expected to regularly correspond as part of their work deliverables and duties. The employee will take all reasonable steps to ensure a transition of information, work deliverables and duties to another employee in accordance with the direction provided by a manager/supervisor before leaving on their absence.

### **4. RESPONSIBILITIES**

Managers/supervisors will make employees aware of:

- a) their normal working hours and conditions, including their location of work and working arrangement further to any other Board policy or procedure;
- b) their work deliverables and duties, including established deadlines, with notice in advance;
- c) the circumstances in which they'll be expected to respond to an Emergency based on the nature of their role;
- d) Emergencies requiring their response. Employees will be made aware of such Emergencies during the employees' working hours;
- e) the circumstances in which they may be required to be available to attend to a business activity outside working hours based on the nature of their role, as required.

## Appendix B

All employees will:

- a) meet all work deliverables and duties assigned by their manager/supervisor further to the Board's operational or business needs by established deadlines including but not limited to and based on the nature of the employee's role, report card completions, parent-teacher meetings, reporting or filing requirements, completion of business cases or board reports, preparation of training, meeting or presentation materials etc.
- b) proactively communicate to their manager/supervisor the status of work deliverables and duties, including any delays or anticipated delays and reasons as soon in advance as required to maintain operational requirements and service levels;
- c) respond to Emergencies based on the nature of their role of which a manager/supervisor informs them during their working hours;
- d) be mindful of colleagues', customers/clients', and other third parties' working hours;
- e) cooperate with and utilize applicable mechanisms to record working hours or update their working status;
- f) Raise concerns under this Policy legitimately and in good-faith.

### 5. CONCERNS

- a) All employees are expected and encouraged to proactively raise and discuss with a manager/supervisor legitimate concerns or issues they may have which they feel is impacting their ability to disconnect from work.
- b) If this is not possible or the concern/issue remains unresolved, employees should direct their concern/issue to a next-level reporting supervisor. Employees will not be subject to reprisal for reporting legitimate concerns/issues as outlined above.

### 6. SUPPORTING TOOLS

- a) Practices and customs for disconnecting from work may differ across PDSB depending on the nature of an employee's role and the circumstances of the employees on a particular team or department.
- b) The following tools may assist employees in disconnecting from work:

<b>Automatic Out-Of-Office Replies</b>	Enable automatic out-of-office email replies indicating the dates that they are out of the office, the date they will return to the office, and an alternate point of contact during the employee's absence.
<b>E-mail Signatures</b>	Include reference to the timing of their e-mail communications in their signature block, such as <i>"My working hours may not be your working hours. Please do not feel obligated to respond to this e-mail outside of your normal working hours."</i> , to indicate respect for others' personal lives and working hours.
<b>Delay Delivery</b>	Use the "delay delivery" function in Outlook when sending e-mails if the timing of their communication may not align with that of the recipient (e.g. where the sender and recipient are in different time zones, or have different working hours or schedules).
<b>Saving Messages in Draft</b>	Draft and save messages in "Draft" in Outlook to be sent the next day to avoid sending emails or messages after working hours.



## Appendix B

<b>Vacation Alerts</b>	Include a vacation alert in their signature block indicating the dates of an upcoming vacation. Employees may consider sending a reminder of their vacation to their manager/supervisor and relevant colleagues just prior to going on vacation.
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### 7. REVIEW AND REVISION

This Procedure will be reviewed after the first year and every four (4) years thereafter or earlier at the discretion of the Director of Education or designate.

### 8. DEFINITIONS

See Policy xx – Disconnecting from Work.

### 9. REFERENCE

See Policy xx – Disconnecting from Work.

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Governance and Policy Committee Meeting, Wednesday, January 18, 2023

# Trustee Staff Relations Policy

**Strategic Alignment:**

Ministry Directive 5

Good Governance and Best Practices

**Report Type:**

Recommendation

*Prepared by:* Kathryn Lockyer, General Counsel & Governance Officer

*Submitted by:* Rashmi Swarup, Director of Education

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## **Overview**

### **Recommendation:**

That the Trustee Staff Relations Policy attached as Appendix 1 be recommended for approval by the Board of Trustees.

### **Highlights:**

- The Trustee Staff Relations Policy sets out principles to ensure that Members of the Board of Trustees and Staff share a common understanding of their respective roles and responsibilities and engage in a respectful and productive relationship to achieve the mission, vision, and goals of Peel District School Board
- The Policy sets out guidance on the flow of information and appropriate, effective, respectful and timely communication
- The Policy sets out expectations and standards to ensure Members and Staff have a common basis for their relationship

### **Background:**

The *Education Act* sets out the roles and responsibilities of the Trustees and the Director of Education at a high level.

The Trustee Code of Conduct supports both legislated requirements and Board established by-laws, governance directives, policies and procedures that set out the governance and accountability framework for the Board of Trustees. A Trustee Code of Conduct contributes to confidence in public education and respect for the integrity of Trustees in the community. A Trustee Code of Conduct establishes governing principles and standards for acceptable and respectful behaviours. A Trustee Code of Conduct promotes high standards and provides a framework for professional conduct and responsibilities. A Trustee Code of Conduct demonstrates how Trustees have determined to regulate themselves as it is approved by the Trustees and applies to the Trustees.

A Trustee Staff Relations Policy will also contribute to confidence in public education and respect for the Peel District School Board in the community. A Trustee Staff Relations Policy establishes governing principles and standards for acceptable and respectful behaviours between staff and Trustees. It provides a framework for understanding that mutual respect and cooperation are required to achieve the goals of the Peel District School Board and implement the Board of Trustees' strategic priorities and policies. The Trustee Staff Relations Policy demonstrates how Trustees have determined to regulate themselves regarding staff relationships and applies to both Trustees and all staff.

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## **Evidence**

### **Findings/Key Considerations:**

The purpose of the Policy is to set high standards for relations between Members (defined as all Trustees of the Board of Trustees of the Peel District School Board and all Members of statutory and standing committees of the Peel District School Board including but not limited to Parent Involvement Committee, Audit Committee, Supervised Alternative Learning Committee and Special Education Advisory Committee) and Staff (defined as leadership, the officers, employees (full-time, part-time, temporary, probationary, casual and contract) and volunteers of the Peel District School Board in order to provide good governance and maintain a high level of public confidence in the administration of the Peel District School Board. The Policy sets out a general standard to ensure that Members and Staff share a common understanding of their respective roles and responsibilities as well as a common basis for their relationship. The Policy further outlines communication guidelines to facilitate appropriate, respectful, timely and effective communication between Members and Staff.

The Policy creates general obligations of relating to one another in a courteous, respectful, and professional manner and to appreciate and respect the roles and responsibilities of the other. It provides a basis to work together to produce the best results and outcomes for the Peel District School Board and for the collective interest of the PDSB Community.

The Policy provides that the Board of Trustees as a whole is the governing body and that it comprises a collective decision-making body and that Staff serves the whole of the Board of Trustees rather than individual Members. Members set the strategic priorities and policies and Staff implement them and are responsible for operations.

A Member shall communicate regarding matters that they wish addressed with a member of Leadership (defined as the Director of Education, Associate Directors of Education, Superintendents, Controllers, Executive Leads, Chief Information Officer and General Counsel & Governance Officer). Leadership may delegate or refer the question or matter to other members of Staff, including School Administration and Leadership.

Creating a flow of information and communication that always starts between Leadership and Members is important to ensure awareness and informed decision-making by both Members and Staff while keeping in mind that Members have no greater right of access to information than any member of the public. All communication should be professional and respectful. No one should maliciously or falsely injure the professional or ethical reputation of others. Members and Staff must show respect for decisions made.

Members shall respect the role of Staff and shall refrain from engaging in administrative and operational matters.

An environmental scan of district school boards and municipalities as well as a review of the OPSBA's Good Governance Guideline and other research was completed and best practices as learned from the scan and review have been incorporated into the Policy attached as Appendix 1.

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## **Impact Analysis**

### **Equity & Human Rights Review:**

The Policy is to be adhered to in accordance with the principles of the Human Rights Policy, Anti-Racism Policy as well as all Board policies and procedures relating to workplace safety, harassment, and codes of conduct. Members and Staff shall act in a way that upholds the legal and mandated commitment to equity, anti-racism, and anti-oppression.

### **Board or Ministry Policy Alignment:**

This Policy is the next step following the Procedure By-law and Trustee Code of Conduct and helps set standards for exercising the roles and responsibilities of Members and Staff.

### **Resource/Financial Implications:**

Setting standards and expectations helps promote the effective and efficient use of resources. There are no direct financial implications of approving and implementing this Policy.

### **Legal implications:**

Setting out clear roles and responsibilities and standards of behaviour and conduct reduces risk of potential liabilities for workplace complaints.

### **Risk Assessment:**

Setting clear expectations reduces reputational risk and increases public confidence in Peel District School Board.

Establishing guidelines ensures a better understanding of roles and responsibilities thus reducing the risk of regulatory non-compliance.

### **Community Impact:**

Adopting a Trustee Staff Relations Policy increases public trust and confidence in the Peel District School Board and provides guidance and standards for Trustee and Staff behaviour.

## **Next Steps**

### **Action Required:**

The Trustee Staff Relations Policy, once approved by resolution, will be posted on the website.

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The Policy will be placed in the Policy Management Program review schedule so that it is reviewed a minimum of once per term of office and more frequently as required.

**Communications:**

Communication of the Policy and its requirements will be shared with Staff.

**Success Measures:**

The General Counsel & Governance Officer will report annually on the effectiveness of the Policy and, in aggregate, complaints or concerns with the Policy.

## **Appendices**

Appendix 1 – Trustee Staff Relations Policy

## PEEL DISTRICT SCHOOL BOARD POLICY TRUSTEE STAFF RELATIONS

**POLICY ID:** Enter Text

**FUNCTIONAL CATEGORY:** Enter Text

**RESPONSIBILITY:** Legal and Governance Services

**APPROVAL:** Board of Trustees

**APPROVAL DATE:** 2/22/2023

**EFFECTIVE DATE:** 2/22/2023

**PROJECTED REVIEW DATE:** 2/1/2027

**REVIEW SCHEDULE:** [Click or tap here to enter text.](#)

### 1. Purpose

To guide the nature of the working relationship between Members of the Peel District School Board (PDSB) Board of Trustees and Peel District School Board Staff to promote productive and respectful interactions and communications in a consistent, fair and reasonable manner.

### 2. Application and Scope:

This policy applies to all Members of the Board of Trustees and all Staff of the Peel District School Board.

This policy is to be applied wherever and whenever interactions occur – onsite at Peel District School Board facilities, schools, offices or off-site at any location both during and after regular hours of work.

This policy is not intended to inhibit a Member of the Board of Trustees from carrying out their duties.

This policy is aligned with and supports the principles and expectations of PDSB's Human Rights Policy (Policy 51), the Equity and Inclusive Education Policy (Policy 54) and the Anti-Racism Policy. At all times, this policy is to be interpreted to be consistent

with the Ontario Human Rights Code, the Accessibilities for Ontarians with Disabilities Act (AODA) and relevant Board policies and procedures.

### 3. Definitions

**Leadership** means the Director of Education, Associate Directors of Education, Superintendents, Controllers, Executive Leads, Chief Information Officer and General Counsel & Governance Officer.

**Members** means all Trustees of the Board of Trustees of the Peel District School Board and all Members of statutory and standing committees of the Peel District School Board including Parent Involvement Committee, Audit Committee, Supervised Alternative Learning Committee and Special Education Advisory Committee.

**PDSB** means the Peel District School Board.

**PDSB Community** may include students, school councils, parents/guardians, Trustees, employees (full-time, part-time, temporary, probationary, casual and contract), volunteers, community agencies, bargaining agents, federations, unions and associations, and all other persons, groups or organizations invited to work with the board or on board property.

**School Administration/Administrator** means principals and vice-principals.

**Staff** means leadership, the officers, employees (full-time, part-time, temporary, probationary, casual and contract), and volunteers of the Peel District School Board.

### 4. Policy

4.1 PDSB is committed to respectful and productive relationships between and amongst Members and Staff in their respective roles established by statute, by-laws, policies, procedures, and operating conventions. This policy is based on principles to guide those relationships:



- a) All Members are Equal – The Board of Trustees is the collective governing body of the PDSB. The Board of Trustees are the policy and strategic decision-making authority for PDSB. Its decision-making authority rests with the entire Board of Trustees and not with individual Trustees. Only the Board of Trustees as a whole has the authority to direct Staff to carry out specific tasks or functions. The Staff, under the direction of the Director of Education, serves the Board of Trustees as a whole and the combined interests of all Members of the Board of Trustees as expressed through the resolutions of the Board of Trustees. An individual Member, and factions of the Board of Trustees, should refrain from requesting staff to undertake work, to prepare reports, or seek preferred outcomes other than pursuant to a Board of Trustees approved direction. An individual Member will respect the principle that strategic decision-making, policy making, directing staff and the commitment of PDSB resources is only to be exercised by Members acting collectively through the Board of Trustees as a whole.
- b) Mutual Respect – Members of the Board, as a whole, exercise fiduciary, strategic, policy, and representative responsibilities concerning the operations of the PDSB in partnership with an administration that is neutral, objective, and professional. Individual Members have a responsibility to support the Board of Trustees' role to represent the PDSB Community and to consider the well-being and interests of the PDSB Community and in that regard, have a representative relationship with the PDSB Community. Staff acknowledges the representative, strategic direction-setting and policy-making role of the Board of Trustees while maintaining responsibility for management of daily operations. No Member or Staff shall make comments that disparage or harm the reputation of the PDSB, Members or Staff either verbally, in writing or on social media. No Member or Staff shall maliciously or falsely impugn or injure the professional or ethical reputation, or the prospects or practice of

Staff or Members. All Members shall show respect for the professional capacities of the Staff. Members will not express individual judgments of performance of any Staff. Legitimately held criticisms shall be stated directly and professionally, clearly identified as the author's own opinion without making defamatory statements or statements based on conjecture. Members shall not permit Staff to be subjected to derogatory comments and/or behaviour or conduct on the part of members of the PDSB Community.

- c) Open and Clear Communication – Open lines of communication are essential. While Members and Staff should feel comfortable speaking to one another about their work both formally and informally, formal communication channels exist to raise and manage operational and administrative issues and should be respected. Ongoing, respectful communication establishes and maintains positive relationships enabling Staff and Members to be proactive when promoting programs, services, activities, and initiatives or when addressing issues, concerns and/or matters that may impact PDSB. Effective communication avoids confusion and lack of awareness.
- d) Respectful Workplace – PDSB is committed to a positive, healthy, and safe workplace in which every person is treated with respect and dignity. Incivility, harassment, and discrimination is not tolerated, condoned, or ignored. Members shall avoid behaviour that could be interpreted as bullying or harassing.

4.2 Members have the same right of access to information as members of the public. If a Member requests information that is available to the public, the information shall be provided in the same manner as it would be to the public.

4.3 When a Member wishes to bring a matter to the attention of Staff on behalf of a member of the PDSB Community, such as to ask a question or to act in a representative capacity for a constituent, the Member shall obtain consent from

the constituent to ask the question or raise the issue with Staff. A Member shall only communicate regarding such matters with a member of Leadership.

Leadership may delegate or refer the question or matter to other members of Staff, including School Administration. If a Member determines that the matter has not been attended to or resolved, the Member may bring the matter to the appropriate member of Leadership or the Director of Education who will then oversee the matter and advise the Member appropriately.

- 4.4 Members shall respect the role of Staff and shall refrain from engaging in administrative and operational matters. When a Member forwards a matter to Leadership, the Member shall refrain from interfering with Staff's carriage of the matter. Members will not obstruct Staff in the performance of their duties. Leadership may provide status updates to the Member for tracking purposes and for communicating with members of the PDSB Community only if the Member has obtained prior consent from the constituent or member of PDSB Community to do so and that consent has been provided to Leadership. This policy does not override confidentiality or privacy requirements that may otherwise apply.
- 4.5 If Staff receives a referral or communication from a Member, it shall be referred to the appropriate member of Leadership, with the Member being so advised.
- 4.6 It is reasonable for a Member to request and it is reasonable for Staff to provide an approximate time frame for addressing the matter. The approximate time may be based on the type of response required and other operational priorities.
- 4.7 Requests for Staff attendance at meetings organized by a Member shall be made to the appropriate member of Leadership. These requests should be made with sufficient and reasonable notice not to be less than four business days. Members shall not attend Staff meetings or a meeting involving Staff and members of the PDSB Community without first discussing it with the appropriate member of Leadership.
- 4.8 Members shall refrain from requesting or expecting a waiver of standard processes or procedures in their dealings with Staff. Matters received from

Members will receive the same priority as those received from the PDSB Community and will be responded to in accordance with standard operating procedures and conventions. Members shall not compel Staff to engage in partisan political activities or be subject to threats or discrimination for refusing to engage in such activities. No Member shall use, or attempt to use, their authority for the purpose of intimidating, threatening, coercing, commanding or influencing any Staff with the intent of interfering in Staff's duties.

- 4.9 Staff shall report to Members to ensure that all Members are apprised of known issues that may impact upon Member decision-making in a timely manner. Staff shall notify all Members in a timely fashion of changes to legislation and any unintended or unexpected impacts of policy decisions. Staff shall provide briefing materials, reports and information requested by individual Members to all Members.
- 4.10 Staff shall give effect to decisions and policies of the Board of Trustees whether or not the Staff member agrees with or approves of them.
- 4.11 Communications between Members and Staff shall contain accurate and up-to-date information that is accessible, timely, clear and transparent. When appropriate and possible, the appropriate Leadership member shall notify appropriate or all Members of potential for media and/or public inquiries, of receipt of media inquiries and prior to media releases. Appropriate or all Members are to be informed of significant events, unusual situations, significant incidents, activities and/or issues as necessary.
- 4.12 School Administrators will communicate with appropriate Leadership regarding any matter having an impact on the school or PDSB community and the appropriate Leadership will disseminate the information to the appropriate Member or all Members depending on the matter. Leadership and School Administrators may determine that the School Administrator may communicate directly with the Member on a particular matter. The School Administrator shall

keep the appropriate Leadership apprised of the matter and the interactions with the Member.

- 4.13 Members may request advice from the General Counsel & Governance Officer about the appropriate wording of motions, amendments, formal directions to staff and procedural matters. Members may consult with the appropriate member of Leadership prior to responding to constituents' concerns or requests to ensure accurate information regarding legislative requirements, policies, procedures, service levels, budget, work plans and any previous communication.
- 4.14 Staff are not expected to respond to a Member communication or request outside of normal working hours except in the case of emergencies.
- 4.15 Members are prohibited from soliciting donations for any cause from Staff. Staff are prohibited from soliciting donations for any cause from Members.

## **5. Roles and Responsibilities**

- 5.1 All Members and Staff are required to adhere to this policy and its governing provisions.
- 5.2 The General Counsel & Governance Officer shall monitor the adherence to this policy and is responsible to receive any complaints and/or concerns related to this policy. Complaints and/or concerns are to be remedied by following the respective policies, processes and procedures related to the complaint and/or concern. The General Counsel & Governance Officer shall track complaints and/or concerns and report annually, in aggregate terms, on compliance with this policy.

## **6. Reference Documents**

Anti-Racism Policy

Disconnecting from Work Procedure

Elections Policy - Employees

- Employee Code of Conduct
- Equity and Inclusive Education Policy
- Human Rights Policy
- Freedom of Information and Privacy Policy
- OPSBA's Good Governance Guide
- Procedure By-law
- Social Media Policy
- Trustee Code of Conduct
- Workplace Violence Procedure
- Workplace Harassment Procedure

**7. Revision History**

<b>Review Date</b>	<b>Approval Date</b>	<b>Description</b>

## PEEL DISTRICT SCHOOL BOARD

Minutes of a meeting of the Physical Planning, Finance and Building Committee of the Peel District School Board, held in the Brampton Room, the H. J. A. Brown Education Centre, 5650 Hurontario Street, Mississauga, Ontario on Wednesday, February 1, 2023, at 17:00 hours.

Members present:

Karla Bailey  
Stan Cameron  
Will Davies  
Satpaul Singh Johal  
Brad MacDonald  
Jill Promoli

Administration:

Jaspal Gill, Associate Director, Operations and Equity of Access  
Wendy Dobson, Acting Controller, Corporate Support Services  
Kathryn Lockyer, General Counsel and Governance Officer  
Thomas Tsung, Controller, Corporate Support Services  
Sabrina Valteau, Governance Coordinator

Nicole Fernandes, Board Reporter

### 1. Call to Order

Jaspal Gill, Associate Director, Operations and Equity of Access called the meeting to order at 17:08 hours.

### 2. Physical Planning, Finance and Building Committee (Closed Session)

PB-01 moved by Will Davies  
seconded by Brad MacDonald

Resolved, that the Committee move into the Closed Session (17:08 hours).

The meeting recessed at 17:10 hours.

### 3. Rise and Report from Closed Session

PB-02 moved by Will Davies  
seconded by Stan Cameron

Resolved, that the report of the Closed Session re Tender Activity Report for the period October 1, 2022, to December 31, 2022, be received.

..... carried

**4. Acknowledgement of Traditional Lands**

The video on the Acknowledgement of Traditional Lands was viewed.

**5. Election of Chair and Vice-Chair**

Internal Auditors, Tony Ronca and Carlo Avolio, were present to act as scrutineers.

Associate Director Gill called for nominations for the position of Chair of the Physical Planning, Finance and Building Committee. He noted that members elected as Chair and Vice-Chair will hold office for a two-year term.

Trustee Satpaul Singh Johal nominated Trustee Stan Cameron.

There were no further nominations.

The nomination of Trustee Stan Cameron for the position of Chair of the Physical Planning, Finance and Building Committee was moved by Satpaul Singh Johal and seconded by Jill Promoli.

PB-03 moved by Jill Promoli  
seconded by Will Davies

Resolved, that the nomination for the position of Chair of the Physical Planning, Finance and Building Committee be closed.

..... carried

Trustee Cameron was acclaimed as Chair of the Physical Planning, Finance and Building Committee.

Associate Director Gill called for nominations for the position of Vice-Chair of the Physical Planning, Finance and Building Committee.

Trustee Will Davies nominated Trustee Satpaul Singh Johal.

There were no further nominations.

The nomination of Satpaul Singh Johal for the position of Vice-Chair of the Physical Planning, Finance and Building Committee was moved by Will Davies and seconded by Brad MacDonald.

PB-04 moved by Will Davies  
seconded by Brad MacDonald

Resolved, that the nomination for the position of Vice-Chair of the Physical Planning, Finance and Building Committee be closed.

..... carried



**5. Election of Chair and Vice-Chair (Continued)**

Trustee Satpaul Singh Johal was acclaimed as Vice-Chair of the Physical Planning, Finance and Building Committee.

**6. Approval of Agenda**

PB-05 moved by Will Davies  
seconded by Brad MacDonald

Resolved, that the agenda be approved.

..... carried

**7. Conflict of Interest**

There were no declarations of conflict of interest.

**8. Minutes of Student Transportation of Peel Region – Governance Committee Meeting, September 23, 2022**

PB-06 moved by Jill Promoli  
seconded by Satpaul Singh Johal

Resolved, that the Minutes of the Student Transportation of Peel Region – Governance Committee Meeting, held September 23, 2022, be received.

..... carried

**9. Minutes of the Physical Planning, Finance and Building Committee Meeting, November 2, 2022**

PB-07 moved by Jill Promoli  
seconded by Will Davies

Resolved, that the Minutes of the Physical Planning, Finance and Building Committee Meeting, held November 2, 2022, be approved.

..... carried

**10. Delegation by Laura Bowman re Air Quality in Schools**

Laura Bowman, a Peel DSB parent, delegated the Committee on school ventilations and addressing issues with air quality in schools. She stated that young children are more vulnerable than adults to air quality as their immune systems are still developing. She spoke of the benefits of clean air, including improved concentration and cognitive functions, higher test scores, and reduction in behavioural problems. Laura Bowman remarked that the risk of transmission of COVID-19 and RSV can be significantly reduced by masking and air filtration. Noting the use of HEPA filters in schools, she explained inadequacies in its functioning, and shared the benefits of building and installing Corsi-Rosenthal devices in classrooms. Responding to trustees' questions of clarification, she explained that improving air filtration in unventilated rooms is a quicker solution than achieving better mechanical ventilation. She indicated that the number of Corsi-Rosenthal devices in a room is dependent on the area and occupancy of the room.

PB-08 moved by Jill Promoli  
seconded by Will Davies

Resolved, that the Delegation by Laura Bowman re Air Quality in Schools, be received and referred to staff for a response to the delegation, which is to be brought back to the Committee.

..... carried

**11. Major Capital Projects Report**

Suzanne Blakeman, Manager, Planning and Enrolment, noted that the report provides the status of all the Board's major Ministry Capital-Approved projects at the end of January 2023. These include new schools, additions, and childcare projects.

PB-09 moved by Brad MacDonald  
seconded by Satpaul Singh Johal

Resolved, that the report re Major Capital Projects, be received.

..... carried

**12. Application Status Update**

Nick Gooding, Intermediate Planner, Development, explained that the report provides the list of development applications for the months of October, November and December, 2022, along with the letters sent to municipalities. He stated that the anticipated number of students that will be generated by the developments were either included in previous projections and sufficient school accommodation is in place, or will be provided by new schools approved in the Board's Annual Planning Document. Responding to a trustee's question about development in the Collegeway Road area of Mississauga, Nick Gooding indicated that Planning and Accommodation staff work with municipalities on the need for additional school sites.

**12. Application Status Update (Continued)**

PB-10 moved by Karla Bailey  
seconded by Jill Promoli

Resolved, that the Application Status Update report, be received.

..... carried

**13. Tender Activity Report**

PB-11 moved by Satpaul Singh Johal  
seconded by Will Davies

Resolved, that the Tender Activity Report for the period October 1, 2022 to December 31, 2022, be received.

..... carried

**14. Vandalism Activity Report**

Acting Controller, Corporate Support Services, Wendy Dobson, noted that the Vandalism Activity Report contains the monthly report of vandalism activity for August 2022 to October 2022, the Break and Enter / Vandalism Year End Summary Report, the Break Ins and Vandalism for the year end 2021 – 2022, and the Break and Enter / Vandalism Report - Annual Comparison. In response to a trustee’s question on the significant decline in vandalism activity, Controller Dobson confirmed that reasons include that students are back in school, and there is more effective monitoring of school property. Associate Director Gill noted that, following the decision to turn off the lights on school grounds after hours, there has been savings in electricity costs, as well as a decrease in vandalism.

PB-11 moved by Karla Bailey  
seconded by Brad MacDonald

Resolved, that the Vandalism Activity Report be received.

..... carried

**15. Adjournment**

PB-13 moved by Will Davies  
seconded by Jill Promoli

Resolved, that the meeting adjourn (18:09 hours).

..... carried

..... Chair

13.1 (a)

Board Meeting, February 22, 2023

# Directive 22 – Eliminating Racial Disparities in Suspensions, Expulsions and Exclusions

**Strategic Alignment:**  
Ministry Directives

**Report Type:**  
Recommendation

<i>Prepared by:</i>	Harjit Aujla, Associate Director, School Improvement and Equity
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<i>Submitted by:</i>	Rashmi Swarup, Director of Education
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## **Overview**

### **Recommendation:**

That the subject report be submitted to the Ministry of Education in satisfaction and completion of Directive 22.

### **Highlights:**

- To fulfill the requirements under Directive 21, the Safe and Caring Schools department has been developing and implementing a series of initiatives which aims to reduce racial disparities in student discipline. These include the implementation of a Bullying Prevention and Intervention Plan in all Safe and Accepting School teams as per Safe and Caring Schools Policy 48. Ongoing systemwide training in Restorative Justice to ensure prioritization of Restorative Justice across all schools as an alternative to suspension. Development and implementation of Operating Procedures from Safe and Caring Schools Policy 48 to ensure procedural fairness at all steps throughout the student disciplinary process.
- Since the June 2020 update report on Directive 22, the PDSB has conducted additional consultations on the proposed thresholds.
- Current analyses on the extent of the disparities in suspensions, expulsions and exclusions by race are based on 2018 Student Census Survey Results.
- In monitoring the extent of disproportionalities in suspensions by race, a current limitation is that the PDSB only has race-based data for approximately half of the student population. It is envisioned that upcoming system initiatives including the proposed Identity-Based Data Collection Policy, the proposed Community Engagement Policy and the 2023 Student census will support in the collection of current identity-based data to ensure accurate representation of the extent of disparities in suspensions, expulsions and exclusions across all racial groups.

### **Background:**

Following the release of the Ministry of Education Review of the Peel District School Board (PDSB) in March 2020 (Chadha et al., 2020), the PDSB has been undertaking system transformation to ensure that the well documented and historical inequities in student achievement and experiences are eliminated. PDSB recognizes that an approach that recognizes the intersectionality of identities must be taken when addressing systemic inequities and disproportionate outcomes through the process of system transformation. Specific to this process is intentionally interrogating systems and structures to dismantle systemic discrimination and in particular manifestations of anti-Black racism.

To achieve these ends, the 2020 Ministry Review required deep transformative change to occur in relation to Student Discipline which is outlined in both Directive 21 and Directive 22. The goals accomplished in Directive 21 will allow PDSB to measure the impacts on racial disparities in suspension and expulsion data and monitor progress toward the elimination of all racial disparities.

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Directive 22 states:

*The Board shall, in accordance with the requirements of Ontario’s Data Standards for the Identification and Monitoring of Systemic Racism, also known as Ontario’s Anti-Racism Data Standards (ARDS), shall set thresholds to identify notable racial disparities in all in-school and out-of-school suspensions, exclusions, and expulsions, and shall set targets with the aim to reduce the identified disparities by 50% by September 2021, and completely by September 2022.*

Further, the Anti-Racism Data Standards indicate that:

*Public Service Offices must set thresholds for each outcome measure of a program, service, or function, which, if met or exceeded, indicates a notable difference. Using an appropriate threshold helps the organization to interpret the meaning of numerical results. It indicates whether the magnitude of the disproportionality and disparity indices represents a notable difference for further investigation, monitoring, and potential action.*

## Evidence

### **Key Considerations:**

#### Proposed Thresholds for Directive 22

Data regarding student discipline is reported using the racial disproportionality index. The Ontario Anti-Racism Data Standards defines a racial disproportionality index as “a measure of a racial group’s overrepresentation or underrepresentation in a program, service, or function relative to the group’s representation in the reference population” (Government of Ontario, 2019). The racial disproportionality index is calculated as follows:

$$\text{Disproportionality Index} = \frac{\% \text{ of Students in an outcome Indicator group who have a specific Identity Factor}}{\% \text{ of Students in the Identity Factor group within the PDSB}}$$

To determine the disproportionality index for African, Afro-Caribbean, and Black students who received one or more suspensions:

$$\text{Disproportionality Index} = \frac{\% \text{ of Students who received 1+suspensions who identify as African, Black, Afro-Caribbean}}{\% \text{ of Students who identify as African, Black, Afro-Caribbean in the PDSB}}$$

Since the June 2020 update on Directive 22 (Appendix A), the PDSB has revised the proposed thresholds to identify racial disparities in suspensions and expulsions. The proposed threshold is **1.5**. This number is based on three criteria: it is low enough to include identity groups that consistently express concern of overrepresentation; it is not too low so that the focus remains with these groups; and finally, the threshold be reviewed annually to ensure the first two criteria continue to be met until all racial disparities are eliminated.

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### Stakeholder Consultation and Key Findings

Between September and December 2022, the Superintendent of Safe and Caring Schools in collaboration with the Innovation and Research Department sought input and feedback into the proposed threshold. Input was gathered via Microsoft Teams meeting with four stakeholder groups, throughout the Fall. During the consultation meetings, the Innovation and Research department shared the data and the proposed threshold. The threshold proposed will ensure a continued focus on reducing and eliminating racial disparities in suspensions for African, Black and Afro Caribbean students.

Key findings from the consultation:

- Disproportionalities in suspensions continue to exist within the PDSB.
- The board needs to continue to collect identity-based data for all students to ensure ongoing monitoring of progress to reducing disproportionalities in suspensions for racialized students.
- These metrics need to be intersectional (e.g., the overrepresentation of Black students with a behavioural exceptionality) and reported annually to see trends over time.
- The PDSB needs to recognize and be responsive to the barriers for self-identification of identity data for Indigenous students due to how self-identification was weaponized to cause generational harm and trauma.
- Changes are needed throughout the school environment including the identification of supports and resources for K-3 students to feel a sense of belonging and experience school in a positive manner.
- A threshold of 1.5 was appropriate to focus on those with the greatest equity gaps including African, Black and Afro-Caribbean students.

### Current Context: Racial Disproportionalities in Suspensions, Expulsions and Exclusions

Data included in the October 19, 2022, Board Report indicates that Indigenous and African, Black and Afro-Caribbean students continue to be over-represented in suspensions. Our current census data, collected in the Fall of 2018, provides identity data for about half of students currently receiving suspensions. This limitation means that we cannot provide accurate disproportionate indices; however, there is sufficient data to be confident that the disproportionate outcomes continue to be of great concern. In April 2023, the next Count Me In Peel Student Census will be conducted. This data collection will ensure more reliable disaggregated reporting of suspensions, moving forward. As the numbers of students receiving expulsions or exclusions are very small, there is insufficient data to generate disaggregated indices that would be valid and reliable.

### System Activities in Student Discipline Transformation

The Board is committed to eliminating racial disparities, promoting and supporting progressive discipline, and implementing a culture of success for all students, with a focus on anti-Black racism. This work is supported by the initiatives and system changes under Safe and Caring Schools Policy 48.

The Superintendent of Safe and Caring Schools is responsible for the implementation of Safe and Caring Schools Policy 48 which is committed to creating and fostering school learning environments that are caring, safe, accepting and equitable and rooted in the respect, dignity and the inherent worth of all students, so that all students can achieve their full potential. Current work under the implementation of Policy 48 that affects student discipline include:

- 
- **Training on Policy 48:** Members of the senior team received training in October 2022. The Safe and Caring Schools Department has begun training of all school administrators on the Safe and Caring Schools Policy 48. This training addresses the changes to Policy 48, culturally responsive and relevant school practices and alternatives to suspension. All school leaders will have been trained by June 2023.
  - **Establishment of Safe and Accepting School Teams:** As per this policy, all schools are required to establish a Safe and Accepting School team as part of the School Improvement and Equity Plan (SIEP). Each school team must develop a Bullying Prevention and Intervention Plan that includes training and resources to build staff capacity, support student learning and inform school community members. The plan includes a proactive and preventative approach to reduce bullying, harassment, discrimination, and other safe school incidents. Teams must also articulate their progressive discipline approaches, and their training/communication plan for staff, parents/caregivers, and members of the school community. Finally, school teams will monitor and evaluate the success of their plan through the SIEP process.
  - **Development of Operating Procedures that ladder up to Policy 48:** The Safe and Caring Schools department has reviewed, developed and revised subsequent Operating Procedures, including Progressive Student Discipline, Suspension Appeals, Expulsion Hearings, Student Administrative Transfers, Delegation of Authority, and Fresh Start Program for Suspended and Expelled Students.
  - **Training and implementation of Procedurally Fair School Investigations:** The department continues to provide training for all administrators on how to conduct procedurally fair school investigations. The Principal's Analysis of Incident Report (PAIR) is the frame used to support procedurally fair investigations into alleged incidents. The PAIR requires principals to examine incidents of student behaviour that have a negative impact on the school climate within a human rights, trauma informed, anti-oppressive, anti-racist, and anti-colonial framework.
  - **Prioritization of Restorative Justice:** Restorative Justice is prioritized in Policy 48. During the summer of 2022, a writing team developed four learning modules for school teams. Additionally, the Safe and Caring Schools department has hired a Coordinating Principal of Restorative Justice and two Restorative Justice Resource Teachers. To date, school leaders have attended the pre module and the first module. Completion of Modules 2-4 will take place by June 2023.

These initiatives from Directive 21 seek to reduce and eliminate racial disparities in suspensions, expulsions and exclusions.

## Impact Analysis

### **Equity & Human Rights Review:**

This report affirms the need for continued system change and transformation to ensure that African, Black, and Afro-Caribbean, Indigenous, and other students who have been marginalized and underserved because of systemic inequities, have access to the high-quality education and experiences they are entitled to under Human Rights and the Education Act. The new policy on the collection and sharing of data will enable PDSB to continue to monitor disparities in suspensions, expulsions and exclusions across all groups of students. Receipt of current identity based data from the April 2023 census will ensure that thresholds are determined and progress toward the elimination of all racial disparities are reduced and completely eliminated.



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**Board or Ministry Policy Alignment:**

The purpose, principles and key part of the Board report are in alignment with Directive 22, and Directives 9, 12, 21 and Policy 48 and the Anti-Racism Directorate Data Standards.

**Resources:**

The trends presented of African, Black, and Afro-Caribbean, Indigenous and other racialized students, require continued attention. The Safe and Caring Schools department will continue to design and administer professional learning to ensure compliance with Safe and Caring Schools Policy 48, including the provision of Restorative Justice training to all school leaders, and to schools directly upon request, subsequent Operating Procedures and support with Safe and Accepting School Teams Bullying Prevention and Implementation Plans.

**Legal implications:**

The Peel District School Board has a duty to uphold each student's human rights and create an education system free from discrimination. This work ensures ongoing compliance with the Ministry Directives and Policy 48 by administering fair and just disciplinary processes.

**Risk Assessment:**

The Peel District School Board has been provided a strong mandate through the Ministry Review to address disproportionate outcomes for African, Black, and Afro Caribbean, Indigenous and other students who have been historically marginalized. As stated in the Ministry Review, "The task for those leaders is to bend best efforts of our education systems into effective service for all" (p.36). As an organization, we must remain steadfastly focused on ensuring that all PDSB students can realize their full potential in classrooms and schools where they are supported, respected, valued, and welcomed (Chadha et al., 2020, p. 2). The students and families in Peel have a right to a high-quality education. As a Board we have a moral and ethical obligation to address and eliminate disproportionate outcomes for African, Black and Afro-Caribbean, Indigenous and other students who have been historically marginalized. The Board remains committed to reducing and completely eliminating all racial disparities for Black, African and Afro Caribbean students.

**Community Impact:**

The reduction and subsequent elimination of racial disparities in suspensions, expulsions and exclusions for students who identify as Black, African or Afro Caribbean will demonstrate the Board's commitment to Human Rights as they relate to children and youth and the Board's equity, inclusion, anti-racism and anti-oppression priorities.

## **Next Steps**

**Action Required:**

- Continuation of training on Policy 48, including Restorative Justice and Operating Procedures stemming from Policy 48.
- Administration of the student census in April to collect identity-based data for the PDSB student population.
- Ongoing consultations with the Peel community to understand the data as it is presented.
- Consultations on the proposed Identity-Based Data Collection Policy and Community Engagement Policy.
- Ongoing monitoring of suspension, expulsion and exclusion data.

- 
- Review of Policy 48 to measure its impact on suspension, expulsions and expulsions.

**Success Measures:**

- Reduction in suspensions and in racial disparities in suspensions, until the disparities are eliminated.
- Increased capacity of administrators to address incidents of student behaviour in ways that are procedurally fair through use of the PAIR to characterize misconduct in an anti-racist and anti-oppressive manner.
- Increase school use of progressive discipline and restorative justice approaches to student discipline.

**References:**

- Ministry Review – Reviewer’s Report and Recommendations, March 13, 2020;
- PDSB Ministry Directives: Update Report, June 2020;
- PDSB Ministerial Directives: Summary Report June 2021;
- Policy 48- Safe and Caring Schools Policy;
- Anti-racism Policy.

13.1 (b)

Board Meeting, February 22, 2023

# Ministry Directive 23: Update #2

**Strategic Alignment:**

Ministry Directive 23

Ministry Directive 15

**Decision(s) Required:**

Approval

*Prepared by: Rashmi Swarup, Director of Education*

*Submitted by: Rashmi Swarup, Director of Education*

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## **Content**

### **Recommendation:**

That the subject report be submitted to the Ministry of Education in satisfaction and completion of Directive 23.

### **Background:**

The Ministry Report on the Peel District School Board (PDSB), Directive 23, states:

*“The Board shall retain an external expert to conduct a comprehensive review of the Director’s Office and central Board functions and make recommendations to the Board to establish clear roles, responsibilities, and accountabilities for all major portfolios, including legal services and human resources. Upon completion of the review, the Board shall ensure the Director of Education conducts rigorous performance appraisals of the Associate Directors and Director of Communications.”*

Directive 23 further directs the Board to:

*“Submit report providing the professional learning goals, performance goals, and performance measures for the Associate Directors and Director of Communications.”*

On October 13, 2020, the Director of Education submitted a report to the Board outlining the steps taken to date.

The firm Ernst and Young LLP was retained to undertake the review. The review of the Director’s Office and central departments has been completed and hiring for key roles within the reorganization is complete. Central Board functions reporting to the Director of Education have been reorganized in accordance with the report produced by the external consultants.

Features of the reorganization included:

- Ensuring responsibility for equity and accountability regarding the implementation of the Ministry’s Review of the PDSB;
- Newly developed position profiles with clearly outlined responsibilities;
- Separation of Workplace Equity, the Equity Office and Human Resources, and
- Hiring of a General Counsel.

This report specifically outlines the steps being taken regarding the following section of Directive 23:

***Submit report providing the professional learning goals, performance goals, and performance measures for the Associate Directors and Director of Communications.***

## Professional Learning Goals

Professional Learning Goals for the Associate Directors and the Director of Communications (Executive Lead, Public Engagement and Communications) are aligned with the Director of Education’s vision to reimagine and transform educational programming, opportunities, and experiences for PDSB and create an equitable and innovative education system that is anti-oppressive and anti-racist in its commitment to serve each student to reach their full potential.

As members of the Senior Team, the Associate Director and the Executive Lead of Public Engagement and Communications participate in all Senior Team professional learning. Details of these training requirements, and the timelines associated, are outlined in the Directive 15 update which was presented at the April 27, 2022 meeting of the Board.

This monthly training includes but is not limited to:

- Grounding our Learning in Human Rights;
- Leading for Equity;
- Creating Safe and Anti-Oppressive Conversations, and
- Procedural Fairness.

Alongside all PDSB leaders, the Associate Directors and the Executive Lead, Public Engagement and Communications must show excellence in the Ontario Leadership Framework competencies: *Setting Directions, Improving the Instructional Program, Building Relationships and Developing People, Developing the Organization to Support Desired Practices, and Securing Accountability.*

Below are the Associate Director and Executive Lead, Public Engagement and Communications supplemental professional learning goals, performance goals, and performance measures, categorized by [Equity Leadership Framework Competencies](#).

Professional Learning Category	Performance Goal	Performance Measure	Strategic Alignment
<b>Strategic Planning</b>	Improve development and system implementation of PDSB strategic planning documents.	System-wide understanding of strategic planning documents and timely execution of implementation plans.	Setting Directions
<b>Decolonize Policies and Procedures</b>	Policy and strategy review, ensuring clarity and an anti-oppressive lens with each policy.	Reduction of disproportionate outcomes for Peel students.	Setting Directions Improving the Instructional Program
<b>Infuse Innovation to Ensure System is Adaptive to</b>	Develop external partnerships that provide students with more community-connected, experiential learning options to develop their	Increased partnerships with organizations aligned with the strategic direction of PDSB (Post-secondary education institutions	Improving the Instructional Program

<b>the Future of Learning</b>	skills and global competencies.	offering a myriad of pathway options).	
<b>Sharing of Promising Practices</b>	Facilitate relationships, and the sharing of promising practices, among leadership counterparts provincially and nationally.	Attend, and where appropriate, present, at Canadian educational leadership conferences and symposiums.	Improving the Instructional Program
<b>Facilitation &amp; Conflict Resolution</b>	Improve facilitation skills and conflict resolution practices.	Culture of ongoing facilitation and conflict resolution training among members of the Senior Team.  Completion of Facilitation and Conflict resolution course(s) where required.	Building Relationships and Developing People
<b>Support Staff and Student Mental Health</b>	Implementation of the strategic plan for mental health and well-being.	Improved mental health outcomes for Peel students and staff.	Building Relationships and Developing People
<b>Coaching</b>	Mentorship and capacity building aimed to bring out the best in team members.	Empowered and effective leadership team members.	Building Relationships and Developing People
<b>Team Building</b>	Build cohesion among PDSB leaders and staff.	Strengthened sense of community among Peel leaders and staff.	Building Relationships and Developing People
<b>Change Management</b>	Effectively support PDSB community members and leaders in making and sustaining organizational change.  This includes structural system changes (policies and processes).	A culture of system transformation through organizational and leadership structures and practices.  Completion of change management course(s) where required.	Developing the Organization to Support Desired Practices

<b>Financial Stewardship</b>	Ensure an understanding, among all PDSB leaders, of the fiduciary duty held to the institution, students, and staff.	Allocation of resources strategically aligned to PDSB priorities through the annual budgeting process.	Developing the Organization to Support Desired Practices
<b>Facilitate Safe and Caring Schools</b>	Facilitate a sense of belonging among PDSB students and staff in learning and working environments.	Increased engagement (measured through reporting system tracking data) with Safe and Caring Schools, the Human Rights Office.	Developing the Organization to Support Desired Practices
<b>Crisis Simulation Training</b>	Aligned with ongoing PDSB risk assessments, facilitate situational training sessions.	Facilitate annual table-top exercises inclusive of team performance reports.	Developing the Organization to Support Desired Practices
<b>Legal Training</b>	Engage in practical legal professional learning for non-law professionals.	Improved collaboration with the Governance and Legal department on behalf of the Board.	Developing the Organization to Support Desired Practices
<b>Communications</b>	Continuously improve accessibility of timely, accurate, and trusted information for internal and external audiences.	Broad awareness of PDSB strategic direction and initiatives.  Student, guardian, and staff understanding about students and families being the ultimate decision-makers in their educational pathways.	Developing the Organization to Support Desired Practices  Securing Accountability
<b>Prioritize Student Voices and Agency</b>	Facilitate opportunities to hear directly from students as they lead and apply learnings.	Increased participation in student leadership opportunities as students feel heard.	Securing Accountability
<b>Community Engagement</b>	Intentional relationship building with Peel communities with an aim of securing accountability and increasing mutual understanding.	Increased transparency and strengthened relationships between PDSB leaders and staff and local communities.	Securing Accountability

		Implementation of Community Engagement Policy.	
<b>Media Training</b>	Improved understanding of the media landscape in Canada, the new realities for media outlets, and strategies to effectively serve as spokespeople for PDSB stories and initiatives.	Participation in interactive media training sessions in regular intervals.	Securing Accountability

**Principles guiding the Senior Team Professional Learning include:**

- Learning, action, and accountability are interrelated concepts;
- The content and focus of learning are iterative in order to respond to the evidence of learning;
- Learning will not be paced for the comfort of adults at the expense of the students who have been harmed and whose futures depend on the elimination of barriers to achievement and well-being;
- All leaders have a professional responsibility to enact changes to eliminate disproportionate outcomes based on the data, and
- The learning is ongoing and rooted in academic scholarship about critical consciousness, anti-racism, and human rights.

**Success Measures**

Success Measures for this professional learning are linked directly to the Equity Leadership Framework Competencies. These competencies form the basis of the Revised Performance Appraisal.

The following tools will be used to measure the outcomes of the Professional Learning Plan:

- Bi-annual Supervisory Officer Performance Appraisal demonstrating connections to the Equity Leadership Framework Competencies;
- Associate Directors and the Executive Lead, Public Engagement and Communications will apply their learning when monitoring schools and Peel worksites, demonstrating work connected to Equity Framework and Ministerial Directives, and
- Conversations, observations, and products from Senior Team and Director’s Council learning sessions.

Success will further be measured through changes in data sets outlined in census reports, including the Equity Accountability Report Card: Baseline Data Report, over time that lead to improved student outcomes and PDSB community experiences. This includes but is not limited to:

*Student Achievement (Literacy/Numeracy)*

- Focused attention on literacy and numeracy skills and achievement, credit accumulation and graduation rates



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*Human Rights and Equity (Exclusions/ Suspensions)*

- All students have an equitable opportunity to succeed, thrive, and reach their full potential
- Schools address systemic discrimination and eliminate disparities in educational experiences by upholding human rights and ensuring programming that creates conditions to affirm student identities

*Mental Health & Wellbeing (Sense of Belonging)*

- Implementation of culturally responsive and relevant programs that promote a sense of belonging, while centering students in deep critical thought, intellect, and knowledge specifically Black, Indigenous and other historically and currently marginalized students

*Pathways & Transition (Pathways Opportunities)*

- Ensure access for students historically and currently marginalized to Pathways and Programs
- Address the overrepresentation of racialized students and their intersectionalities in Special Education and in Vocational Programs

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## **Impact Analysis**

### **Equity & Human Rights Review**

Central to this plan is the aim to deepen and enhance senior leadership skills, knowledge and comprehension of equity, human rights, anti-bias, anti-Black racism, white privilege, and white supremacy. This broadened knowledge and understanding of human rights will help leaders make informed decisions and take action to dismantle inequities and address human rights infractions through an anti-oppressive lens.

### **Board or Ministry Policy Alignment**

All learning for Associate Directors and the Executive Lead, Public Engagement and Communications will continue to be centered on, and responsive to, the needs identified in the Ministry Review and Directives.

### **Resource Implications**

There are no budget requests associated with this report.

### **Legal implications**

Included in this training plan is practical legal professional learning for non-law professionals. Improved proficiencies of Associate Directors and the Executive Lead of Public Engagement and Communications in this area will contribute to excellence in collaboration with the Governance and Legal department on behalf of the Board.

### **Community Impact**

Professional learning will continue to be responsive to community feedback and identify needs and/or gaps that are raised by community stakeholders, specifically those who are most underserved as identified by the Ministry Review and the PDSB data.

## **Next Steps**

### **Action Required:**

Submit report to the Ministry of Education.

### **Communications Plan:**

Transparency in achievement of the learning outlined in this plan is key to recognizing the historical harm that has been caused, as outlined in the 2020 Ministry Review of PDSB.

Progress will also be shared as part of the Director's Annual Report shared publicly each year.

### **References:**

- Directive 15
- [Equity Leadership Framework Competencies](#)
- SOPA Policy 34HRC

**Board Meeting, February 22, 2023**

# **Proposed School Year Calendars 2023-2024**

**Strategic Alignment:**  
Education Act and Regulation 304

**Report Type:**  
Recommendation

*Prepared by:* Paul da Silva, Associate Director, School Improvement and Equity, Special Education, Social Emotional Learning and Well-Being

*Submitted by:* Rashmi Swarup, Director of Education

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## **Overview**

### **Recommendation**

That the proposed school year calendars for all elementary, secondary, balanced calendar schools (Roberta Bondar Public School, Ray Lawson Public School, Tony Pontes Public School) and PAS Central (Roy McMurtry School) for 2023-2024 academic year, be approved.

### **Background:**

In accordance with the Education Act and Regulation 304 (School Year Calendar), district school boards are required to prepare, adopt and submit to the Ministry of Education each year the school year calendars to be followed in the next school year. This report presents the Peel District School Board's (PDSB) official Calendars for the 2023-2024 Academic School Year.

## **Evidence**

### **Key Considerations:**

The calendars (Appendix A-D) have been developed with input from employee groups and stakeholders at a general meeting. The attached report contains the proposed school year calendars for all schools including: Regular Elementary, Regular Secondary, Balanced Calendar Schools (Roberta Bondar Public School, Ray Lawson Public School and Tony Pontes Public School) and Peel Alternative School Central (Roy McMurtry). In making the choices for Professional Activity Days and the development of a school year calendar, students were at the centre of the decision-making process.

Please note that these dates are not official until approved by the Ministry.

## **Next Steps**

### **Action Required:**

If approved, the attached calendars will be submitted to the Ministry by March 1<sup>st</sup> deadline as per Education Act, Regulation 304.

### **Communications:**

Once Ministry approval is obtained, information will be shared on the Board webpages for staff and public.

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**References:**

Education Act, Regulation 304

## **Appendices**

Appendix 1 – Elementary – Regular Calendar

Appendix 2 – Elementary – Modified Calendar

Appendix 3 – Secondary – Regular Calendar

Appendix 4 – Secondary – Modified Calendar

# Ontario School Year Calendar 2023-2024



Calendar Title <b>97571749: Elementary Regular Calendar</b>		Calendar Description <b>Elementary Regular Calendar</b>				
Board Name <b>Peel DSB</b>	Date Created <b>Dec 09, 2022</b>	Panel <b>Elementary</b>	Calendar Type <b>Regular</b>	Calendar Status <b>Draft</b>		
Start of School Year <b>Sep 05, 2023</b>	End of School Year <b>Jun 28, 2024</b>	First Day Students <b>Sep 05, 2023</b>	Last Day Students <b>Jun 28, 2024</b>	Total PA Days <b>7</b>	Total Instr. Days <b>187</b>	Total Exam Days <b>0</b>

**LEGEND**

- H Statutory Holiday
- E Scheduled Exam/Assessment Day
- P Board Directed PA Day
- P\* PA Day Devoted to Provincial Priorities\*
- B Board Designated Holiday
- / Half Day

MONTH	First Week					Second Week					Third Week					Fourth Week					Fifth Week					PA Days	Instr. Days	Exam Days
	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F			
August 2023		1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30	31		0	0	0
September 2023					1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22 P	25	26	27	28	29	1	18	0
October 2023	2	3	4	5	6 P*	9 H	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30	31				1	20	0
November 2023			1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24 P	27	28	29	30		1	21	0
December 2023					1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25 B	26 B	27 B	28 B	29 B	0	16	0
January 2024	1 B	2 B	3 B	4 B	5 B	8	9	10	11	12	15	16	17	18	19	22 P	23	24	25	26	29	30	31			1	17	0
February 2024				1	2	5	6	7	8	9	12	13	14	15	16 P*	19 H	20	21	22	23	26	27	28	29		1	19	0
March 2024					1	4	5	6	7	8	11 B	12 B	13 B	14 B	15 B	18	19	20	21	22	25	26	27	28	29 H	0	15	0
April 2024	1 H	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30				0	21	0
May 2024			1	2	3	6	7	8	9	10	13	14	15	16	17 P*	20 H	21	22	23	24	27	28	29	30	31	1	21	0
June 2024	3	4	5	6	7	10 P	11	12	13	14	17	18	19	20	21	24	25	26	27	28						1	19	0
July 2024	1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30	31			0	0	0
<b>TOTAL</b>																							<b>7</b>	<b>187</b>	<b>0</b>			

# Ontario School Year Calendar 2023-2024

Calendar Title <b>98401645: Balanced Elementary Calendar</b>		Calendar Description <b>Ray Lawson, Roberta Bondar and Tony Pontes Public Schools</b>					<b>LEGEND</b>	
Board Name <b>Peel DSB</b>		Date Created <b>Jan 31, 2023</b>	Panel <b>Elementary</b>	Calendar Type <b>Modified</b>	Calendar Status <b>Draft</b>			<b>H</b> Statutory Holiday
Start of School Year <b>Jul 31, 2023</b>	End of School Year <b>Jun 28, 2024</b>	First Day Students <b>Jul 31, 2023</b>	Last Day Students <b>Jun 28, 2024</b>	Total PA Days <b>7</b>	Total Instr. Days <b>187</b>	Total Exam Days <b>0</b>	<b>E</b> Scheduled Exami/Assessment Day	
							<b>P</b> Board Directed PA Day	
							<b>P*</b> PA Day Devoted to Provincial Priorities*	
							<b>B</b> Board Designated Holiday	
							<b>/</b> Half Day	

MONTH	First Week					Second Week					Third Week					Fourth Week					Fifth Week					PA Days	Instr. Days	Exam Days
	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F			
July 2023	3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28	31					0	1	0
August 2023		1	2	3	4	7 H	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30	31		0	22	0
September 2023					1	4 H	5	6	7	8	11	12	13	14	15	18	19	20	21	22 P	25	26	27	28	29	1	19	0
October 2023	2 B	3 B	4 B	5 B	6 B	9 H	10 B	11 B	12 B	13 B	16	17	18	19	20	23	24	25	26	27	30	31				0	12	0
November 2023			1	2	3 P	6 P*	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30		2	20	0
December 2023					1	4	5	6	7	8	11	12	13	14	15	18 B	19 B	20 B	21 B	22 B	25 B	26 B	27 B	28 B	29 B	0	11	0
January 2024	1 B	2 B	3 B	4 B	5 B	8	9	10	11	12	15	16	17	18	19	22 P	23	24	25	26	29	30	31			1	17	0
February 2024				1	2	5	6	7	8	9	12 B	13 B	14 B	15 B	16 B	19 H	20	21	22	23	26	27	28	29		0	15	0
March 2024					1	4	5	6	7	8 P*	11 B	12 B	13 B	14 B	15 B	18 B	19 B	20 B	21 B	22 B	25	26	27	28	29 H	1	9	0
April 2024	1 H	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30				0	21	0
May 2024			1	2	3	6	7	8	9	10	13	14	15	16	17 P*	20 H	21	22	23	24	27	28	29	30	31	1	21	0
June 2024	3	4	5	6	7	10 P	11	12	13	14	17	18	19	20	21	24	25	26	27	28						1	19	0
July 2024	1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30	31			0	0	0
<b>TOTAL</b>																						<b>7</b>	<b>187</b>	<b>0</b>				

# Ontario School Year Calendar 2023-2024

Calendar Title <b>97572356: Secondary Regular</b>		Calendar Description <b>Secondary Regular</b>					<b>LEGEND</b>				
Board Name <b>Peel DSB</b>	Date Created <b>Dec 09, 2022</b>	Panel <b>Secondary</b>	Calendar Type <b>Regular</b>	Calendar Status <b>Draft</b>					<b>H</b> Statutory Holiday	<b>E</b> Scheduled Exam/Assessment Day	<b>P</b> Board Directed PA Day
Start of School Year <b>Sep 05, 2023</b>	End of School Year <b>Jun 28, 2024</b>	First Day Students <b>Sep 05, 2023</b>	Last Day Students <b>Jun 28, 2024</b>	Total PA Days <b>7</b>	Total Instr. Days <b>177</b>	Total Exam Days <b>10</b>		<b>P*</b> PA Day Devoted to Provincial Priorities*	<b>B</b> Board Designated Holiday	<b>/</b> Half Day	

MONTH	First Week					Second Week					Third Week					Fourth Week					Fifth Week					PA Days	Instr. Days	Exam Days
	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F			
August 2023		1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30	31		0	0	0
September 2023					1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29	0	19	0
October 2023	2	3	4	5	6 P*	9 H	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30	31				1	20	0
November 2023			1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24 P	27	28	29	30		1	21	0
December 2023					1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25 B	26 B	27 B	28 B	29 B	0	16	0
January 2024	1 B	2 B	3 B	4 B	5 B	8	9	10	11	12	15	16	17	18	19	22	23	24	25 E	26 E	29 E	30 E	31 E			0	13	5
February 2024				1 P	2	5	6	7	8	9	12	13	14	15	16 P*	19 H	20	21	22	23	26	27	28	29		2	18	0
March 2024					1	4	5	6	7	8	11 B	12 B	13 B	14 B	15 B	18	19	20	21	22	25	26	27	28	29 H	0	15	0
April 2024	1 H	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30				0	21	0
May 2024			1	2	3	6	7	8	9	10	13	14	15	16	17 P*	20 H	21	22	23	24	27	28	29	30	31	1	21	0
June 2024	3	4	5	6	7	10	11	12	13	14	17	18	19	20 E	21 E	24 E	25 E	26 E	27 P	28 P						2	13	5
July 2024	1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30	31			0	0	0
<b>TOTAL</b>																						<b>7</b>	<b>177</b>	<b>10</b>				



# Ontario School Year Calendar 2023-2024



Calendar Title <b>98362414: Modified Secondary School Calendar</b>		Calendar Description <b>Peel Alternative School Central</b>					<b>LEGEND</b>				
Board Name <b>Peel DSB</b>	Date Created <b>Jan 25, 2023</b>	Panel <b>Secondary</b>	Calendar Type <b>Modified</b>	Calendar Status <b>Draft</b>					<b>H</b> Statutory Holiday	<b>E</b> Scheduled Exam/Assessment Day	<b>P</b> Board Directed PA Day
Start of School Year <b>Aug 08, 2023</b>	End of School Year <b>Jun 28, 2024</b>	First Day Students <b>Aug 10, 2023</b>	Last Day Students <b>Jun 26, 2024</b>	Total PA Days <b>7</b>	Total Instr. Days <b>177</b>	Total Exam Days <b>10</b>		<b>P*</b> PA Day Devoted to Provincial Priorities*	<b>B</b> Board Designated Holiday	<b>/</b> Half Day	

MONTH	First Week					Second Week					Third Week					Fourth Week					Fifth Week					PA Days	Instr. Days	Exam Days
	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F			
July 2023	3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28	31					0	0	0
August 2023		1	2	3	4	7	8 P	9 P	10	11	14	15	16	17	18	21	22	23	24	25 E	28	29	30	31		2	15	1
September 2023					1	4 H	5	6	7	8	11	12	13	14	15	18 B	19 B	20 B	21 B	22 B	25	26	27	28	29 E	0	14	1
October 2023	2	3	4	5	6 P*	9 H	10	11	12	13	16	17	18	19	20	23	24	25	26	27 E	30	31				1	19	1
November 2023			1	2	3	6 B	7 B	8 B	9 B	10 B	13	14	15	16	17	20	21	22	23	24 E	27	28	29	30		0	16	1
December 2023					1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22 E	25 B	26 B	27 B	28 B	29 B	0	15	1
January 2024	1 B	2 B	3 B	4 B	5 B	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26 E	29	30	31			0	17	1
February 2024				1	2	5	6	7	8	9	12	13	14	15	16 P*	19 H	20 B	21 B	22 B	23 B	26 E	27	28	29		1	14	1
March 2024					1	4	5	6	7	8	11 B	12 B	13 B	14 B	15 B	18	19	20	21	22	25	26	27	28 E	29 H	0	14	1
April 2024	1 H	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26 E	29	30				0	20	1
May 2024			1	2	3	6 B	7 B	8 B	9 B	10 B	13	14	15	16	17 P*	20 H	21	22	23	24	27	28	29	30	31 E	1	15	1
June 2024	3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27 P	28 P						2	18	0
July 2024	1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30	31			0	0	0
<b>TOTAL</b>																						<b>7</b>	<b>177</b>	<b>10</b>				

Board Meeting, February 22, 2023

# Discipline Committee Vacancy and Membership

**Strategic Alignment:**

The *Education Act*, *RSO 1990*, PDSB Procedure By-law, and Governance Directives

**Report Type:**

Recommendation

<p><i>Prepared by:</i> Sabrina Valteau, Governance Coordinator Kathryn Lockyer, General Counsel and Governance Officer</p> <p><i>Submitted by:</i> Rashmi Swarup, Director of Education</p>
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## **Overview**

### **Recommendation:**

That the resignation from the Board Discipline Committee by Trustee Jeff Clark, be received;

And further, that the Board appoint a Member to the Board Discipline Committee for a term ending November 15, 2023 or until a successor is appointed to fill the vacancy;

And further, that if a member of the Discipline Committee or an alternate member of the Discipline Committee is unable to attend a Discipline Committee meeting, the member may designate another Board Member to attend such Discipline Committee meeting and the Member so designated shall be deemed to be a member of the Discipline Committee for the designated meeting and may vote at the meeting.

And further, that the Governance Directives for the Board Discipline Committee be updated accordingly.

And further that the Members that attend a Discipline Committee meeting be eligible for a meeting attendance allowance of \$50 per half day or less of hearings.

And further that the Trustee Expense Policy be updated to reflect the meeting attendance allowance eligibility for attendance at Discipline Committee meetings.

### **Highlights:**

- The *Education Act* authorizes a Board to appoint a Committee of at least three Members of the Board to exercise and perform powers and duties related to suspensions and expulsions.
- The Governance Directives of the Peel District School Board (“PDSB”) set out that the composition of the Board Discipline Committee shall be three Members and two Alternates.
- The Education Act sets out the requirements for a Discipline Committee and timelines within which hearings must be held.
- That due to the frequency of required meetings and the number of hearings required, there has been difficulty in achieving and maintaining quorum for Discipline Committee meetings.
- Due to a resignation, there is a current vacancy on the Board Discipline Committee. The PDSB Procedure By-law authorizes the Board to fill a committee vacancy.

### **Background:**

The resignation of Trustee Clark has created a vacancy on the Board Discipline Committee. The Peel District School Board’s (“PDSB”) Procedure By-law authorizes the Board to appoint membership to Committees to fill vacancies as required. The *Education Act* authorizes the Board to set its own terms and restrictions for its committees.

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## Evidence

### Findings/Key Considerations:

The *Education Act*, RSO 1990 (“The Act”), under sections 309 and 311, Behaviour, Discipline and Safety, states that “The board may authorize a committee of at least three members of the board to exercise and perform powers and duties on behalf of the board under this section and may impose conditions and restrictions on the committee.”

The Act also provides timelines within which discipline hearings must be held which includes that the Board shall hear and determine appeals within 15 school days of receiving the notice.

The Peel District School Board’s (PDSB) current Governance Directives outlines the composition of the Board Discipline Committee as “Three (3) Trustee members, Two (2) Alternates,” for a one-year term, appointed at the Board’s Organizational Meeting. Both The Act and Governance Directives require the vacancy created with the resignation of Trustee Jeff Clark, to be filled.

Due to the frequency, strict legislated timelines, and difficulty in achieving quorum, the currently established Board Discipline Committee composition is not sufficient.

It is recommended that the current Governance Directive be updated such that there are three Members appointed to the Discipline Committee as well as two alternates and that further, that if a member of the Discipline Committee or an alternate member of the Discipline Committee is unable to attend a Discipline Committee meeting, the member may designate another Board Member to attend such Discipline Committee meeting. The Member so designated shall be deemed to be a member of the Discipline Committee for the designated meeting and may vote at the meeting. This amendment will create a greater opportunity for quorum to be achieved for Board Discipline Committee hearings and for the hearings to be held within legislated requirements.

The frequency of the Discipline Committee meetings and the timing of the meetings establish a greater onus and commitment on the members of the Discipline Committee than are expected for membership of other standing and statutory committees. Given the increase in commitment of time, it is recommended that the Members who attend a Discipline Committee meeting be eligible to receive a \$50 per meeting attendance allowance. This payment would be per meeting not per hearing such that the allowance would be for up to a half day attendance, During a Discipline Committee meeting, there could be multiple individual student discipline hearings but the attendance would be for all of those that are held within a half day or less timeframe. The Trustee Expense Policy would require updating to provide for this meeting attendance honorarium.

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## **Impact Analysis**

### **Resource/Financial Implications:**

The meeting attendance allowance eligibility for attendance at the Discipline Committee is an increase to the current eligible meetings and a financial implication. The frequency of the meetings and the timing of the meetings, which is significantly more than other standing and statutory committee meeting requirements, indicate that an honorarium is warranted.

### **Legal implications:**

The inability to achieve quorum and hold the disciplinary hearings within the legislated timeframes is a significant risk to PDSB. Legal compliance as well as procedural fairness require that the timelines be adhered to. Without sufficient committee membership and alternates, the PDSB is at risk of being noncompliant. This risk exposes PDSB to appeals, cost sanctions, reputational risk and legal liability. Creating greater opportunities to achieve quorum mitigates legal risks and liabilities.

### **Risk Assessment:**

The risks of not making the necessary amendments to the membership of the Discipline Committee and corresponding amendments to the Governance Directive and Trustee Expense Policy include legal risks, reputational risk and loss of trust in PDSB by the public as well as the Ministry of Education for non-compliance of legislative responsibilities.

### **Community Impact:**

Non-compliance with legislative timeline requirements fosters a lack of confidence in PDSB by the community. Students and families that are not served within legislated requirements are disadvantaged as the uncertainty of the outcomes of the hearings is delayed. This uncertainty negatively affects students and families and the community.

## **Next Steps**

### **Action Required:**

A new Trustee shall be appointed to the Board Discipline Committee.

The Governance Directive for the Discipline Committee be updated.

### **Communications:**

The updated Governance Directive shall be posted on the PDSB's intranet and external website.

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**References:**

The *Education Act*, RSO 1990  
The Peel District School Board Procedure By-law  
The Peel District School Board Governance Directives  
Trustee Expense Policy

## **Appendices**

Appendix 1 – Proposed Updated Board Discipline Committee Governance Directive – red-lined

Appendix 2 – Proposed Updated Trustee Expense Policy – red-lined

## THE PEEL DISTRICT SCHOOL BOARD

### GOVERNANCE DIRECTIVE

#### Board Discipline Committee

Committee Classification:	Statutory Committee <i>Education Act</i>
Composition:	Three (3) Trustee Members; Two (2) Alternates; <b>if a member is unable to attend, an Alternate shall attend on their behalf, if the Alternates are not able to attend the member may designate a member from amongst the Board of Trustees to attend the meeting</b>
Reporting Structure:	Board Discipline Committee is Authorized under the <i>Education Act</i> to Act on Behalf of the Board of Trustees
Term:	One-Year Term Appointed at Board’s Organizational Meeting
Administrative Support:	Associate Director of School Improvement and Equity
Approved:	<b>February 22, 2023</b>
Resources:	<a href="#"><i>Education Act s. 309 and 311, Behaviour, Discipline and Safety; Board Policy 48, Safe and Accepting Schools Board Interim Policy 89, Expungement of Suspension and Expulsion Records for Students in Kindergarten to Grade 3</i></a>

#### Governance Directive

This Governance Directive provides general information about the Board Discipline Committee’s responsibilities.

[Sections 309 and 311 of the Education Act, Behaviour, Discipline and Safety](#), outline specific details about the Committee, including the membership composition and operating requirements.

If this Governance Directive is found to be inconsistent with or contradict any legislation or regulation, the legislation or regulation will prevail.

#### Committee Responsibilities

- to conduct hearing(s) related to student suspension appeal(s), make final determination(s), and maintain complete confidentiality regarding the Committee
- to conduct student expulsion hearing(s) and make determination(s), which are subject to review by the Child and Family Services Review Board

Appendix 1 - Proposed Updated Board Discipline Committee Governance Directive – red-lined

- to ensure the Committee's deliberations are undertaken with the intent to achieve the goals of equity, decolonization, inclusion, anti-racism, anti-oppression and accessibility and in compliance with its obligations under the Ontario Human Rights Code



## **TRUSTEE EXPENSE POLICY**

<b>POLICY TITLE:</b>	Trustee Expense Policy
<b>RESPONSIBILITY:</b>	Legal and Governance Services
<b>APPROVAL DATE:</b>	June 22, 2022
<b>EFFECTIVE DATE:</b>	November 15, 2022
<b>APPROVAL:</b>	Board of Trustees
<b>REVIEW SCHEDULE:</b>	Minimum of every Trustee Term of Office

### **PREAMBLE**

The *Education Act* (the EA) provides that boards are permitted to provide honoraria to Trustees for their services. The EA further deems one-third of the annual honorarium to cover a Trustee's out-of-pocket expenses. In addition to the honorarium, the EA also provides that Boards may establish a policy to reimburse Trustees for all or part of their out-of-pocket expenses reasonably incurred in connection with carrying out the responsibilities of a board member.

It is recognized that Trustees require resources to fulfil their responsibilities of being a Trustee. These include resources for professional development, communicating with the constituency, office supplies and services, hospitality, and business travel.

The reimbursement of Trustee expenses will be guided by legislation, regulation, Ministry of Education Guidelines, and guiding principles.

### **PURPOSE**

This Policy will ensure that each Trustee has access to necessary resources with which to address their ability to carry out the responsibilities of being a Trustee. Further, this Policy provides rules for reimbursement of expenses incurred by Trustees in connection with carrying out such responsibilities. As elected officials, Trustees are guardians of the public trust. The establishment of a distinct trustee expense policy promotes financial integrity, accountability, and transparency.

### **APPLICATION AND SCOPE**

This policy applies to all Peel District School Board (PDSB) Trustees and Student Trustees.

### **GUIDING PRINCIPLES**

All expenses should be considered in the context of these guiding principles before they are incurred or reimbursed. The guiding principles are as follows:

- a) Appropriateness – all expenditures must be directly related to the role of the Trustee.
- b) Reasonableness - expenditures must follow accepted use of public funds. Expenses are consistent with common values and accepted practices and are not perceived as excessive.
- c) Integrity – the interests of PDSB takes precedence over personal interests. All purchases must follow the Conflict of Interest Policy of the PDSB.
- d) Accountability – expenditures must be reasonable and represent value for money. Personal expenses are not acceptable for reimbursement.
- e) Transparency – Trustee expenses are open to public knowledge and scrutiny.

## Appendix 2 - Proposed Updated Trustee Expense Policy – red-lined

Trustee expenses are posted on PDSB's website.

### DEFINITIONS

**Communication Expenses** – The cost of cell phone services, personalized letterhead, envelopes, business cards, advertising in media local to the constituency, newsletters, and other written materials for distribution through various methods, mass mailings within the constituency, organizing meetings for dialogue with constituents and other similar activities.

**Election Period** – In the year in which a municipal election occurs, the date upon which a candidate may first file their nomination until the date of the election.

**Fiscal Year** – September 1 to August 31.

**Hospitality** – The provision of food, beverage, accommodation, transportation, and other amenities at PDSB expense.

**PDSB employees** means all full-time, part-time and contract employees of PDSB.

**Professional Learning** – Activities or resources that engage Trustees in continuing professional development to: be informed of current developments and issues in public education; be knowledgeable about the rapidly changing needs of students and the challenges they face in achieving personal and societal goals; integrate and embed anti-oppression practices and obtain equity and inclusion in education; and to develop and maintain essential skills to participate as effective members of a major educational governing body.

**Reward Program** – Any loyalty, points, or discounts from any program that offset the cost of any item or service such as Air Miles, Aeroplan, Tim Horton's rewards, etc.

### POLICY

#### Honorarium

The Peel District School Board (PDSB) shall issue each Trustee an annual honorarium determined in accordance with *Ontario Regulation 357/06* and any other associated regulation.

In recognition of the additional duties of the Chair and Vice Chair, an additional annual honorarium will be paid to each of them in an amount determined in accordance with *Ontario Regulation 357/06*.

The honorarium for student trustees shall be determined in accordance with *Ontario Regulation 7/07 – Student Trustees* and any other associated regulation.

The honorarium amounts may be modified subject to changes in legislation or regulations.

## **Meeting Attendance**

In addition to the honorarium, Trustees are entitled to a meeting attendance amount of \$50 per meeting for attending any meeting of the following committees of the Board: Budget Development Committee; **Discipline Committee**; Negotiations Advisory Committee; and Student Transportation of Peel Region Committee, so long as the Trustee is a member of said committee.

Trustees are entitled to a meeting attendance amount of \$50 per meeting for attending any task force formed by the Board by resolution.

Further, Trustees are entitled to a meeting attendance amount of \$50 per meeting for attending any committee/task force of a third party that requires a representative from the school board by legislation or regulation or which has been authorized by Board resolution.

If any meeting noted above exceeds four hours in length (excluding any time taken for a meal) the amount is increased to \$100 for that particular meeting.

Each year the Board may review all committees and task forces that have Trustee membership and determine if the meeting attendance amount is sufficient and if any other committee or task force attendance should become eligible for a per meeting amount or if any committee or task force should become ineligible for the per meeting amount.

Trustees shall not be eligible for a meeting attendance amount for PDSB trustee training sessions or consultations.

To be eligible for the meeting attendance amount, the Trustee must submit confirmation of attendance at the meeting and include the committee/task force name, date of the meeting and duration of the meeting to Legal and Governance Services within 30 days following the date of the meeting.

## **Accommodation Requirements**

Recognizing the valuable contribution that Trustees of differing abilities can make to education and in keeping with the Ontario Human Rights Code, reasonable expenses related to specific and appropriate accommodations needed to carry out their duties as a member of the Board may be reimbursed for any Trustee with disabilities.

## **Staff Support**

Trustees shall be provided with reasonable levels of staff support through the Legal and Governance Services department. The support shall include handling correspondence, assisting with preparation of notices of motions to Committees or the Board, research into materials on file of previous Board discussions, positions or resolutions, and arrangements for attendance at Professional Learning such as registration. Support does not include surveys or communications to be distributed via students or staff or mass mailings or postal services or photocopying.

Trustees shall be provided shared workspace at PDSB's Central Board Office.

### **Office Equipment/Technology**

In addition to the honorarium, at the beginning of each term, each Trustee will be provided with technology equipment from an approved list, including: a cell phone and a computer (one of desktop, laptop, or tablet) and a printer/scanner/copier (the “equipment”). Any equipment or technology provided remains the property of the PDSB.

In the event that a Trustee prefers to use their personal cell phone, they will not be eligible for reimbursement for the cost of the cell phone, but the monthly cost of the cell phone usage for the Trustee to carry out their responsibilities as a Board member is eligible for reimbursement. Repairs to personal cell phones will not be eligible for reimbursement. The Trustee’s personal cell phone will not be supported by the PDSB information technology team.

The equipment will be purchased through the PDSB tendered suppliers using the PDSB purchasing procedures.

The equipment will be supported by the PDSB information technology team.

The equipment is to be returned to the PDSB at the end of the trustee term or bought out by the Trustee at the equipment’s depreciated value established by the PDSB finance team.

The loss or theft of any equipment supplied must be reported to the Risk Management office as soon as practicable following the incident.

### **Travel Expenses**

#### Automobile Expenses

Travel costs incurred by a Trustee in the completion of duties as required shall be reimbursed based upon a per kilometer rate.

Without limiting the above, Trustees may be reimbursed for use of their personal vehicle to travel to and from a Trustee’s residence to a meeting of the Board, or a committee or taskforce meeting for which the Trustee would be eligible to receive an attendance amount.

Distances within the PDSB’s automated mileage reimbursement system area are based on Google Maps and are measured using the most direct route between locations.

The per kilometer rates, amended and published from time to time, will be based on the Canada Revenue Agency’s (CRA) automobile allowance rates as described in Regulation 7306 of the *Income Tax Act*. CRA reviews automobile allowance rates on a yearly basis. A memo will be issued to all Trustees whenever there is a change in rate.

Costs for the use of 407ETR are not eligible expenses and will not be reimbursed.

The vehicle used by the Trustee must be insured at the vehicle owner’s own expense for personal motor vehicle liability. It is the vehicle owner’s responsibility to ensure that the motor

## Appendix 2 - Proposed Updated Trustee Expense Policy – red-lined

vehicle insurance includes coverage for business use of the vehicle. PDSB will not reimburse any costs of insurance coverage for business use of a vehicle, physical damage, or liability. PDSB will not reimburse any deductible amount related to insurance coverage. In the event of an accident, Trustees will not be permitted to make a claim to PDSB for any resulting damage.

### Expenses for Other Forms of Transportation

Trustees may be reimbursed for all or part of their out-of-pocket expenses, incurred for travelling on specific business of the Board that requires alternate forms of transportation and/or overnight accommodation. These expenses could include mileage to and from a terminal, air travel costs (economy/coach class), train travel costs (economy/coach class), rental vehicle costs, public transportation, taxis, and accommodations. When incurring eligible costs, Trustees are to be guided by the principle that cost should be the most economical and practical options and no upgrades will be reimbursed.

To be eligible for reimbursement, travel cost claims must be submitted at least semi-annually and within the Fiscal Year that the cost is incurred. Receipts must be included with the claim for any expenses incurred.

### **Meals**

Meal expenses may be reimbursed to Trustees if they conduct a meeting over a meal hour with persons other than PDSB employees or Trustees and the third-party meeting attendee has no other available time to meet. A detailed receipt together with the names of attendees must be submitted for the expense to be eligible for reimbursement.

For meetings with PDSB employees or Trustees that last more than four hours in length and extend over a normal meal, the cost of a meal may be reimbursed.

When incurring meal costs, Trustees are to be guided by the Ontario Public Service Travel, Meal and Hospitality Expenses Directive when determining a reasonable expense for a meal. In no event shall there be reimbursement for a meal expense, inclusive of taxes and gratuities, exceeding: breakfast \$20.00, lunch \$30.00 and dinner \$45.00. For meal expenses claimed for events outside Canada, the meal allowance amounts are converted to the Canadian dollar equivalent.

Alcohol costs will not be reimbursed as part of a meal expense.

Meal costs are not reimbursable if meals are provided as part of the registration fee for a conference, workshop, meeting or seminar.

### **Hospitality**

All hospitality events require pre-approval by the Chair of the Board of Trustees in consultation with the Director of Education. When considering a request for pre-approval of a hospitality cost, the Chair of the Board of Trustees and the Director of Education shall apply the Trustee Code of Conduct, any Conflict of Interest policy, any other relevant policy, the budget impact, the purpose of the hospitality and the reputation of PDSB. Only pre-approved Hospitality costs will be reimbursed.

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Hospitality that may be approved include a function required as a matter of official protocol while engaging in discussion with national or international officials to advance the business and obligations of the PDSB. Costs that will not be reimbursed include office social events, retirement parties, holiday lunches, celebrations, and year-end functions.

Events involving only Trustees and/or PDSB employees are not considered Hospitality and any costs of such an event will not be reimbursed.

Hospitality costs for a spouse/partner of a Trustee will not be reimbursed.

Costs for alcohol or drugs will not be reimbursed.

When incurring eligible hospitality costs, Trustees are to be guided by the guiding principles, including those costs be reasonable, in that they should be the most economical and practical options.

### **Professional Learning Allowance**

Each Trustee will be reimbursed for expenses up to \$2,500 per Fiscal Year for Professional Learning. The Professional Learning Allowance is provided as encouragement for Trustees to participate in conferences, workshops, seminars, and courses and obtain resources to further their professional development and fulfil their responsibilities and obligations as a Trustee.

The decision to undertake specific Professional Learning shall rest with individual Trustees based on their analysis of their own needs, however, any Professional Learning undertaken shall be directly relevant to the role of school board trustees and/or the delivery of effective programs and services to students.

Trustees are expected to share the results of their Professional Learning with other Trustees by reporting to the Board, by circulating a written synopsis or by making materials acquired through the Professional Learning available to other Trustees.

### **Communication Allowance**

Each Trustee will be reimbursed up to \$1,800 per Fiscal Year for Communication Expenses. The Communication Allowance is provided as a recognition that Trustees need to communicate periodically with their constituencies. The decision to undertake specific constituency communications shall rest with individual Trustees based on their analysis of their constituencies' needs and of communication avenues normally available within their constituencies.

To be eligible for reimbursement, all advertising in media local to the constituency, newsletters, and other written materials for distribution through various methods and mass mailings within the constituency must be pre-approved by the Chair of the Board of Trustees in consultation with the Executive Lead, Public Engagement and Communications.

### **Discretionary Expense Allowance**

Each Trustee will be reimbursed up to \$3,000 per Fiscal Year for expenses related to carrying out the responsibilities of being a Trustee and are not already reimbursed by any other category in this Policy. In recognition of the extra duties of the Chair and Vice Chair of the Board, each will be reimbursed for discretionary expenses up to an additional \$1,125 and \$375 respectively.

Eligible expenses include office supplies, internet connectivity charges, school support or PDSB recognition events or programs, events promoting PDSB Board approved advocacy, small tokens of appreciation that are reasonable and of a nominal value for PDSB employees or school council members in recognition of special efforts (for services rendered beyond the expectations of PDSB employees' normal duties) and bereavement recognition for students or PDSB employees.

Costs of attendance at a retirement event or a contribution to a retirement event for a principal, superintendent, associate director, director of education or other executive officer is eligible for reimbursement.

Trustees may contribute to support a school in relation to a program or project, particularly when there is a shortage of Provincial funds available for the program or project. Documentation must be provided to establish the need, details of the use for the funds and the amounts to be contributed. Contributions of this nature require preapproval from the Chair of the Board of Trustees and the Director of Education.

### **Ineligible Expenses**

Without limiting expenses that may be eligible for reimbursement, the following expenses are ineligible for reimbursement:

- Alcohol
- Books, magazines, periodicals, subscriptions that have no demonstrated relation to the duties of a trustee
- Installation and/or monthly fees for TV/cable/streaming services
- Community fundraising galas or charity functions that do not directly support students in Peel
- Computer or technology equipment which does not conform with the PDSB's standards
- Entertainment events such as theatre productions, musical performances, or other concerts except for PDSB productions
- Fees related to the development and maintenance of a personal website or social media platform
- Social events and life events such as birthdays, births, weddings, anniversaries, holiday gifts or end of year gifts
- Gifts or payments to PDSB employees or school council members excluding tokens of appreciation and bereavement recognition
- Donations to community groups
- Donations to fundraisers or other events organized through a school that are outside of work or operations funded by the Province such that teachers, parents and students are contributing from personal funds and not from Provincial funding. For example, fundraisers for families in need or gifts for families during faith celebrations.
- Donations to charitable organizations

## Appendix 2 - Proposed Updated Trustee Expense Policy – red-lined

- Donations to the Peel Learning Foundation
- Legal fees
- Personal long distance call costs
- Political activities, political membership, donations to political parties, campaigns or events
- Raffle tickets, silent auction, table prize tickets
- Retail memberships
- Accounting fees
- Insurance premiums
- Professional fees

If there is a dispute about the eligibility of an expense for reimbursement, a Trustee may appeal the decision through a request to the Audit Committee. The request shall outline the issue, reasons for the expense and the basis for the appeal. The determination by the Audit Committee of the eligibility of the expense is final.

### **Purchasing Services**

When possible, the PDSB's procurement processes are to be used to purchase all supplies, office furniture and equipment, advertising services and promotional items that are necessary to perform the duties of a trustee.

### **Reporting of Trustee Expenditures**

All expenses claimed by a Trustee will be posted on the PDSB website. The expenses may be grouped into categories and reported in aggregate amounts such as meals, mileage, Professional Learning. The expenses shall be posted within 90 days of the Fiscal Year end.

### **Budget**

Budgets for trustee services will be set each Fiscal Year. Unspent balances in trustee allowance accounts will be carried forward to the next Fiscal Year, save that, in the year in which a municipal election occurs, any unspent balances shall be treated like any other cost savings in the PDSB's overall budget.

### **Election**

The use of PDSB funds for election purposes is prohibited and not acceptable. No expenses related to a municipal election campaign, or any electoral costs shall be reimbursed.

The Use of Corporate Resources Policy should be referenced in relation to allowable or ineligible expenses and activities during an Election Period. During the Election Period a Trustee may not advertise in media local to the constituency, distribute newsletters, and/or other written materials for distribution through various methods including mass mailings within the constituency or organize public meetings for dialogue with constituents and other similar activities. Any expenses related to any of these activities are ineligible for reimbursement.

## **ROLES AND RESPONSIBILITIES**

Trustees shall provide any claim for reimbursement together with original receipts, as soon as practicable after incurring the expense. All claims shall be submitted within the Fiscal Year that



## Appendix 2 - Proposed Updated Trustee Expense Policy – red-lined

the expense was incurred to be eligible for reimbursement. All claims shall indicate the reason for the expenditure.

Trustees shall only claim expenses that were paid. If a Reward Program was used, only the actual paid amount shall be reimbursed and not the full value of the item or service.

Trustees shall review their own expenditure reports regularly to ensure that there are no discrepancies or errors. The Director of Education shall, upon request of a Trustee, produce the Trustee's own expenditure reports.

Where Trustees are unsure of whether an expense or event is related to their duties as a trustee prior approval before claiming reimbursement of costs should be obtained from the Chair of the Board in consultation with the Director of Education.

The Director of Education is authorized to and shall issue such procedures as may be necessary to implement this policy.

The Director of Education shall certify that the Trustee expense claims meet the requirements of Board policy and authorize the payment of the claim, except for the Chair of the Board. The Treasurer of the Board shall certify that the Chair of the Board's expense claims meet the requirement of Board policy and authorize the payment of the claim.

The Director of Education shall ensure that claims are processed in a timely manner and that reimbursement funds are deposited to the Trustee's bank account.

The Director of Education will post the Trustee expenses on the PDSB's website.

The Director of Education may appoint one or more designates to fulfil the Director of Education roles and responsibilities as outlined herein.

Audit Committee shall hear and determine any dispute about the eligibility of an expense.

Financial Support Services will provide a memo to Trustees advising of any change in the Canada Revenue Agency mileage rate.

### **REVIEWED:**

### **REVISED:**

### **CROSS-REFERENCE:**

Travelling Allowance for Board Employees and Trustees Policy

Trustee Honoraria Policy

Use of Corporate Resources Policy

Ontario Public Sector – Travel, Meal and Hospitality Expenses Directive

Ontario Human Rights Code

Appendix 2 - Proposed Updated Trustee Expense Policy – red-lined

**Board Meeting:** February 22, 2023

# Multi-Year Strategic Plan of Peel District School Board Trustees – Initial Report

**Strategic Alignment:**

*Education Act*

Ministry Directives

**Report Type:**

Recommendation

*Prepared by:* Kathryn Lockyer, Legal Counsel & Governance Officer

*Submitted by:* Trustee David Green, Chair of the Board of Trustees

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## Overview

### Recommendation:

That the process for the development of the Multi-Year Strategic Plan of Peel District School Board of Trustees as outlined herein, be approved;

And further, that the Chair of the Board, in consultation with the Director of Education, is authorized to retain consultants necessary to facilitate the process outlined herein.

### Highlights:

- Section 169.1 (1) of the *Education Act* requires every board to develop a multi-year plan
- The previously existing multi-year plan of Peel District School Board expired in 2021
- The Ministry Directives have been guiding the work of Peel District School Board while under supervision
- Supervision of Peel District School Board was lifted January 18, 2023
- A process is required to develop a Multi-Year Strategic Plan

### Background:

Section 169.1(1) (f) of the *Education Act* provides that:

Every board shall develop a multi-year plan aimed at achieving the goals referred to in clauses (a) to (c).

Clauses 169.1(1) (a) to (c) provide:

- (a) promote student achievement and well-being;
  - (a.1) promote a positive school climate that is inclusive and accepting of all pupils, including pupils of any race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status or disability;
- (b) ensure effective stewardship of the board's resources;
- (c) deliver effective and appropriate education programs to its pupils.

Section 169.1(2) provides that a multi-year plan is a plan for three or more school years.

Section 169.1(3) provides that every board shall ensure that the plan referred to in clause (1)(f) includes measures respecting the allocation of resources to improve student outcomes that fall below the outcomes specified in regulations made under section 11.1.

Section 11.1 provides the list of issues that the Minister may make regulation in respect of, for schools or classes supported by public money.

Section 169.1(4) provides that every board shall take steps to bring the plan referred to in clause (1)(f) to the attention of supporters and employees of the board and report to supporters and employees of the board about progress in implementing the plan.

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On November 27, 2019, the Minister of Education commenced a review of PDSB to address concerns about systemic discrimination, specifically, Anti-Black racism, and serious issues related to governance, leadership, and human resources practices at PDSB. Based on the Reviewer’s Report and Recommendations, the Minister of Education issued 27 binding Directives on March 13, 2020.

Currently Peel District School Board (“PDSB”) does not have a multi-year plan in place. The previous 2016-2021 multi-year plan has expired. PDSB has been guided by the Ministry Directives since they were issued. As supervision was lifted on January 18, 2023, PDSB has a responsibility to develop a multi-year plan in compliance with the *Education Act*.

In addition to the Ministry Directives, PDSB has also been guided by the Board Improvement Equity Plan (“BIEP”). The Director of Education developed, in consultation with various stakeholders, four focus areas of the Directives and then integrated them with the Ministry’s Board Improvement and Equity Plan for clarity of system direction set out below. The BIEP establishes educational priorities, goals, and performance indicators to support continuous quality improvement as to achievement, equity, and well-being for all students.

## Board Improvement and Equity Plan

### Human Rights and Equity

All students have an equitable opportunity to succeed, thrive, and reach their full potential. Boards address systemic discrimination and eliminate disparities in educational experiences.

#### Expulsions/Suspensions

### Pathways and Transitions

All students have the skills, knowledge and confidence they need to succeed in the future, as they transition from elementary to secondary school and to their postsecondary pathway.

#### Pathway Opportunities



### Mental Health, Well-Being and Engagement

All students will be supported to improve their mental health, well-being and engagement, which requires boards to foster a sense of belonging.

#### Sense of Belonging

### Achievement

All students will be given the tools to succeed academically and in life and will see themselves reflected and affirmed in their learning.

#### Student Achievement

The Ministry Directive work is ongoing and is being implemented and requires ongoing dedication, review, and continuous improvement to achieve the goals of the Directives. The Ministry’s Board Improvement and Equity Plan also requires ongoing dedication, review, and continuous improvement. The PDSB multi-year plan should be reflective of the priorities and goals that were established by the work of the Ministry Directives and the BIEP.

Historically, multi-year plans have been established for a period of four or five years. This has sometimes resulted in work that has begun, stopping, and restarting or discontinuing. It is recommended that the multi-year plan be developed with the strategic plan having a 10 year horizon and term of office priorities determined to set goals and expected outcomes to advance the 10 year strategic plan. During the next term of office, the then Board of Trustees will review the strategic plan and determine the term of office priorities to set goals and expected outcomes

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to continue to advance the 10 year strategic plan. This will provide continuity in forwarding fundamental strategic goals based on the foundation direction, mission and vision as well as legislated responsibilities of PDSB. The timeline does not prevent regular review of the 10 year strategic plan or the term of office priorities. In general, strategic plans are not static documents, but rather they are dynamic and can change as new circumstances arise, both internally and externally. The opportunity for review will be provided each time a report is presented from the Director on the progress on the term of office priorities. It will be the expectation that there will be at least an annual report on the term of office priorities which may provide any recommendations to amend the strategic plan or term of office priorities.

The term of office priorities may be used to establish objectives for the Director of Education who in turn may use them to establish objectives and expectations for supervisory officers and so on. The work of the administration will ladder up to and support the term of office priorities which in turn ladder up to and support the strategic plan. There will be opportunities to report on the progress of the term of office priorities in addition to the annual report from the Director of Education as necessary to monitor and evaluate ongoing progress.

The development of the strategic plan and the term of office priorities will include meeting with Trustees for initial input. There will also be consultation with parents/guardians, students, staff, unions/federations, Parent Involvement Committee, Special Education Advisory Committee, Indigenous Education Advisory Council, We Rise Together/Alliance Advisory Council and others as deemed appropriate. There will then be a further consultation with the Trustees to share the feedback and to review recommendations for the strategic plan and term of office priorities. A final report will then be presented at a Board Meeting for approval of the strategic plan and term of office priorities. All consultations will be constructed through an equity, inclusivity, anti-oppressive, anti-colonial, and accessibility lens using a variety of methods and mediums.

A Community Engagement Policy and procedures are being developed which are targeted to be presented to the Governance and Policy Committee in April 2023. The Community Engagement Policy will help to guide all community engagements and will help facilitate the engagement for the development of the strategic plan as well. While the work is not necessarily waiting for the Community Engagement Policy to be approved to start the consultation work, there will be some reliance on the work being done in the development of the Community Engagement Policy to guide the work for the multi-year strategic plan.

All consultations and meetings will be facilitated by staff or a consultant with experience in facilitations and guided conversations. The consultations will be about idea generation and not judgement. They will be about fostering strategic thinking, acting, and learning. In particular, the work with the Trustees for the development to the plan will be facilitated by people experienced in education specific strategic planning from both the perspective of educators and from the trustee perspective. The Chair of the Board, in consultation with the Director of Education, will retain the consultants necessary to carry out the process of the development of the strategic plan and term of office priorities.

Planning in the manner suggested allows for determining the vision, mission and plans for PDSB by setting out where PDSB is going and how to get there and how the goals will be achieved using available resources with the ultimate goal being to improve student outcomes.

There will be a communication plan developed for the process of the development of the strategic plan and term of office priorities and a plan to share the approved strategic plan and term of office priorities. The communication plan will include information for staff, students, families and the PDSB community.

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The Director of Education will appoint appropriate staff to a working committee to facilitate and manage the process of the development of the strategic plan and term of office priorities and will keep the Chair of the Board informed of the progress. Trustees will be kept apprised of the development through consultations/workshops as well as reports from the Chair and/or Director of Education.

## **Evidence**

### **Findings/Key Considerations:**

A strategic multi-year plan is a legislative requirement. The process to develop the strategic multi-year plan is not legislated. The process outlined herein follows best practice in the development of strategic plans in education and other organizations.

## **Impact Analysis**

### **Board or Ministry Policy Alignment:**

The development of the strategic plan and term of office priorities intersects with the Ministry Directives and the Board Improvement and Equity Plan.

### **Resource/Financial Implications:**

The costs of the development of the strategic plan and term of office priorities is the cost of any consultants or facilitators retained to assist with the process.

### **Legal implications:**

For compliance with the *Education Act*, a multi-year plan must be developed for PDSB.

### **Community Impact:**

Trustee, staff, students and community trust and confidence is increased with the opportunity to input into the strategic direction and goals of PDSB. Having a clearly set out strategic plan and term of office priorities provides direction, goals and expectations for the work of PDSB to achieve the desired outcomes in a measurable and equitable manner.

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## **Next Steps**

### **Action Required:**

Next steps are to action the process which includes forming the staff working group, retaining any consultants/facilitators, commencing consultations and implementing the process for the development of the strategic plan and term of office priorities.

It is expected that there will be a report to the Board of Trustees in June 2023 with an update and further recommendations.

### **Communications:**

A communication plan will be implemented for the development of the strategic plan and term of office priorities and a communication plan will be developed to share the strategic plan and term of office priorities once approved.

### **Success Measures:**

An approved strategic plan and term of office priorities with the broad goal of improving student outcomes and responding to the community while staying within resource allotments.