



# **AGENDA**

## **Board Meeting**

**Wednesday, January 25, 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, January 25, 2023

1. **Call to Order – 6:30 p.m.**
2. **Motion to Convene in Closed Session**
3. **National Anthem and Acknowledgement of Traditional Lands – 7 p.m.**
4. **Approval of Agenda**
5. **Declaration of Conflict of Interest**
6. **Celebrating Board Activities**
  - 6.1 Black History Month – February
  - 6.2 School/Student/Staff Successes
7. **Staff Recognition**
  - 7.1 Retirements
8. **Board Chair’s Announcements**
9. **Report from Student Trustees**
10. **Reports from Trustees Appointed to External Organizations**
  - 10.1 Trustee Kathy McDonald – Peel Safe and Active Routes to Schools (PSARTS) – (Oral)
11. **Consent Agenda (Matters to be Decided Without Discussion)**
12. **Approval of Minutes from Previous Board and Special Board Meetings**
  - 12.1 Minutes –Board Meeting, December 14, 2022
13. **Committee Minutes for Receipt and Motions for Consideration**
  - 13.1 Minutes – Special Education Advisory Committee, November 9, 2022
  - 13.2 Minutes – Parent Involvement Committee, November 17, 2022
  - 13.3 Minutes – Curriculum, Equity and Student Well-Being Committee, December 8, 2022

# AGENDA

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13.4 Minutes – Special Education Advisory Committee, December 13, 2022

## 14. Staff Reports

### 14.1 Ministry Directives

- (a) Directive 5 – Final Report - *presented by Kathryn Lockyer*
- (b) Directive 8 – Director’s Performance Appraisal - *presented by Chair Green*
- (c) Directive 10 – Equity Office – Community Outreach Design Plan – *presented by Camille Logan*
- (d) Directive 14 – Affirming Muslim Identities and Dismantling Islamophobia Strategy – *presented by Camille Logan*
- (e) Directive 17 – Reform of the Guidance Program System – Update #3 – *presented by Paul da Silva*
- (f) Directive 25 - Establishment of a Centralized Applicant Tracking and File Management System – Final Report – *presented by Masuma Khangura*

14.2 Graduation Rates and Non-Graduates 2023 – *presented by Paul da Silva*

14.3 First Quarter Financial Reports as at November 30, 2022 – *presented by Jaspal Gill*

14.4 Director’s Annual Report (Oral) – *presented by Rashmi Swarup*

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

15.1 Motion regarding Indigenous Student Trustee

## 16. Trustee Notices of Motion

## 17. Adoption of the Closed Session Report

## 18. Adjournment

7.1

**Board Meeting, January 25, 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:**

Recognition of retiring PDSB staff.

**Context:**

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

**RETIREMENTS**

ARMES, Catherine  
Office Assistant  
Effective: December 31, 2022

BOGSETH, Dawn  
Classroom Teacher  
Effective: January 31, 2023

CANNON, Linda  
Classroom Teacher  
Effective: January 31, 2023

COOPER, Michelle  
Classroom Teacher  
Effective: January 04, 2023

FRYER, Sandra  
Classroom Teacher  
Effective: December 31, 2022

GALLANTRY, Helen  
Office Assistant  
Effective: February 01, 2023

GRDISA, Joe  
Coordinator - Health & Phys. Ed. and Extra Curricular Athletics  
Effective: April 30, 2023

HOLLMANN, Monica  
Office Assistant  
Effective: January 28, 2023

KERR, Matthew  
Classroom Teacher  
Effective: January 31, 2023

**RETIREMENTS**

LANGLEY, Cathy  
Office Manager  
Effective: December 31, 2022

MACHADO, Dorita  
Office Assistant  
Effective: December 31, 2022

MAIATICO, Carm  
Office Assistant Elementary  
Effective: December 31, 2022

MAVENEKA, Viola  
Classroom Teacher  
Effective: February 02, 2023

MAZZUCCO, Louisa  
Casual Educational Assistant  
Effective: January 23, 2023

MORRISON, Tina  
Elementary Principal  
Effective: January 31, 2023

MORTON, Julie  
Educational Assistant  
Effective: April 30, 2023

PERROTT, Daniella  
Principal  
Effective: February 28, 2023

RAYMOND, Pierre  
Classroom Teacher  
Effective: December 31, 2022

**RETIREMENTS**

ROTOLO, Dominic  
Building Leadhand  
Effective: January 31, 2023

SHIKONGO, Mike  
Head Custodian  
Effective: February 28, 2023

SPRATT, Kim  
Classroom Teacher  
Effective: January 06, 2023

THERIAULT, Carol  
Classroom Teacher  
Effective: January 31, 2023

TUTTY, Doug  
Classroom Teacher  
Effective: January 31, 2023

WEST, Maryann  
Office Assistant  
Effective: February 01, 2023

WILSON, Kim  
Pension Officer  
Effective: February 28, 2023



## PEEL DISTRICT SCHOOL BOARD

Minutes of a Board Meeting of the Peel District School Board, held on Wednesday, December 14, 2022 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.

### Present:

Bruce Rodrigues, Supervisor	
David Green, Chair	Jeffrey Clark (electronic)
LeeAnn Cole, Vice-Chair (electronic)	Will Davies
Lucas Alves	Satpaul Singh Johal
Karla Bailey (electronic)	Brad MacDonald
Susan Benjamin	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  
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  
Craig Caslick, Superintendent of Education  
Lara Chebaro, Superintendent of Education  
Yonnette Dey, Superintendent, Elementary, Curriculum, Instruction and Assessment, and Community Engagement  
Wendy Dobson, Controller, Corporate Support Services  
Jasmine Dunn, Acting Executive Lead, Human Rights  
Donna Ford, 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, School Engagement and Community Relations  
Rasulan Hoppie, Superintendent, Secondary, Curriculum, Instruction and Assessment  
Masuma Khangura, Executive Officer, Human Resources, Partnerships and Equity  
Kathryn Lockyer, General Counsel and Governance Officer  
Michael Logue, Superintendent of Education  
Luke Mahoney, Superintendent of Education  
Ozma Masood, Superintendent of Education  
Neerja Punjabi, Superintendent of Education

Administration: (Continued)

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  
Mary Zammit, Superintendent of Education

Nicole Fernandes, Board Reporter

**1. Call to Order**

Board Chair David Green called the meeting to order at 19:00 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 noted that, as the Board continues to be under supervision, Supervisor Bruce Rodrigues will receive or approve items on the agenda.

Resolution No. 23-19, approved by Bruce Rodrigues,

Resolved, that the agenda be approved.

**4. Conflict of Interest**

There were no declarations of conflict of interest.

**5. Celebrating Board Activities**

Resolution No. 23-20,

Resolved, that the following item be received:

1. Tamil Heritage Month – January

Chair Green noted that the recognition of Tamil Heritage Month in January was declared by the Ontario government in 2014 and then by Canadian Parliament in 2016. Tamil Heritage Month offers the opportunity for Peel DSB students and staff to celebrate the achievements and contribution of Tamils around the world.

**6. Staff Recognition: Retirements**

Resolution No. 23-21,

Resolved, that the following retirements be received:

Doina Anton	Freda D'souza	Darryl Menezes
Shannon Bourne	Norma Gould	Laurel Sakai
Patricia Burger	Oliver Harding	Carmen Segovia
Jeff Cote	Colleen Lowry	Debbie Sultana
Sharon Dhanoa	Mark Marshall	
Dianne Dodds	Kim McEwen	

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

**7. Report from Student Trustees**

Student Trustees Evelyn Lee and Avneet Athwal provided an oral report on the activities and events they attended. These included the Fall General Meeting of the Ontario Student Trustee Association (OSTA), held in October 2022, and the OSTA conference held in August, when student trustees had the opportunity to share best practices and learning from peers across Ontario, while engaging with working groups such as Indigenous relations, student well-being, and equity and inclusion. They reported on their work with the Peel Student Presidents' Council (PSPC), and the Student Voice meeting, where there were discussions that students would like to have open conversations on consent culture, race, mental health, and LGBTQ+ issues. Students were asked for feedback on several issues, including dress code. Information regarding a proposed podcast to be streamed for schools was provided.

Resolution No. 23-22,

Resolved, that the Report from Student Trustees (oral), be received.

**8. Director's Leadership Report**

Director of Education, Rashmi Swarup, reported that the Board continues to prioritize the health and safety of students and staff, and follows the advice of Peel Public Health (PPH) and the Ministry of Education. Masking for students and staff is strongly recommended, and families are encouraged to consider COVID-19 and seasonal flu vaccinations. The Board is committed to regular and specific communications to promote messages about safe practices for students and staff, aligned with PPH guidelines. Director Swarup announced that the 2021-2022 Director's Annual Report is to be released next month, and will provide a comprehensive overview of the work done to support student achievement and well-being. She shared plans for the Student Census and Climate Survey to be launched in April 2023. Videos featuring principals recognizing the achievements and successes of several students were shown. Director Swarup noted that, as the holiday season approaches, students are engaged in numerous activities to support families who may need help, or who experience homelessness and poverty.

**8. Director's Leadership Report (Continued)**

Trustees' questions of clarification pertained to: communications to staff and students to encourage masking; whether actions can be taken, including absence reporting, to make parents more aware of the urgency of the situation; whether there are measures for students who have travelled during the holiday season; whether town hall meetings can be held to increase awareness among parents. Chair Green advised that enforcement of masking among students and staff, as well as communication about health issues to schools and the community are operational matters and are the responsibility of the Director of Education and staff.

Resolution No. 23-23,

Resolved, that the Director's Leadership Report (oral), be received.

**9. Minutes of Board Meetings**

Resolution No. 23-24, approved by Bruce Rodrigues,

Resolved, that the Minutes of the Organizational Meeting of the Board, held November 30, 2022, be approved.

**10. Ministry Directive 12 – Policy 51 Human Rights and Operating Procedure 1 – Communication Plan**

Jasmine Dunn, Acting Executive Lead, Human Rights, explained that the above-noted report is tied to Ministry Directive 12, which states that the mandate of the Human Rights Office is to ensure that the Board's human rights complaints procedure is widely communicated and accessible. She reviewed the report, outlining steps taken to reform the Human Rights Office (HRO), preserve its independence and safeguard its neutrality. She provided information on the revision of Policy 51 and Operating Procedure 1 and the consultation process in this regard. Actions taken to increase the presence of the HRO, Policy and Operating Procedure include: system-wide training delivered for the 2021-2022 school year, and completion of training for this school year by end of January 2023; launch of an online HRO Complaint and Support Form accessible to staff and community; Manager/Supervisor Resource intranet site with information and resources to identify and address discrimination and harassment under the Code; link to the HRO website included in student agendas; discriminatory language student survey.

Jasmine Dunn stated that the communication plan detailed in the report will action the final stage of the communication plan for all audiences, and will be executed from December 2022 to June 2023. The plan will build understanding of the Policy and Operating Procedure, and provide information to increase awareness and educate stakeholders. This will include communication sessions with school councils and the parent involvement committee; utilizing family channels; engaging stakeholder outreach; using internal communications; targeted sharing of key messages about the HRO; student voice survey on discriminatory statements; training sessions for families and internal and external stakeholders.

**10. Ministry Directive 12 – Policy 51 Human Rights and Operating Procedure 1 – Communication Plan (Continued)**

Resolution No. 23-25,

Resolved, that the report re Ministry Directive 12 – Policy 51 Human Rights and Operating Procedure 1 – Communication Plan, be received.

**11. Ministry Directive 18 – Comprehensive Diversity Equity Audit Tools Report**

Camille Logan, Associate Director, School Improvement and Equity, Curriculum and Instruction, Student and Community Engagement, advised that Directive 18 states that the Board's Equity Office shall undertake a comprehensive diversity equity audit of tools, including naming mascots, libraries and classrooms. This includes evaluating books, media and other resources currently being used in schools for teaching and learning English, History and Social Sciences, to ensure that they are inclusive and culturally responsive, relevant and reflective of the student bodies and voices, and broader school communities.

Associate Director Logan reported that the equity audit has three sections, namely, school learning environments, school naming and mascots, and school libraries. The focus of the school equity audit tool is on critical examination of educator practices, policies and structures to ensure identity-affirming teaching and learning environments. This audit tool has six sections: critical frameworks; student well-being; design of learning environments; curriculum; how we teach; text and learning resources. The school equity audit tool will provide system wide data to inform next steps and future learning opportunities. With regard to audit of school libraries, Associate Director Logan noted that the use of anti-racist and anti-oppressive text provides authentic connections. Ongoing systemic weeding of library collections is necessary to offer culturally relevant and current learning resources. Administrators, library staff, and educators will review existing resources using an equitable deselection process to ensure that the collection is culturally relevant and responsive to the school communities. Creation schedules will be established and collections will be reviewed every five years. The school naming, mascots and logos audit tool will guide educators to critically examine how school identities can be redesigned using anti-colonial and anti-racist paradigms to address historical harm. Guidelines and reference indicators will help schools ensure that the current school name, logo or mascot reflects anti-oppressive principles. The process will include a role for community consultation and engagement of the school community. Associate Director Logan indicated that the audit tool is being piloted in some schools and feedback will inform adjustments to the tool, which will be ready in early 2023.

Questions of clarification and comments from trustees included: equity audit relates to teaching and learning English, History and Social Sciences, and resources are to reflect the broader Peel community; whether the audit plan includes posters, murals and surroundings in libraries; disposition of books and resources that are weeded out from libraries; whether a report can be provided to trustees regarding books disposed of or donated, in terms of titles, cost analysis for replacement, and whether replacement will be on a one to one basis; criteria for selection or deselection of texts and resources and need for consistent application; process to ensure that students have sufficient texts and resources in the library.

**11. Ministry Directive 18 – Comprehensive Diversity Equity Audit Tools Report (Continued)**

Chair Green reminded trustees that the implementation of the equity audit tools is an operational issue, and that trustees need to be cognizant of staff time and costs involved in responding to trustees' requests for reports.

Resolution No. 23-26,

Resolved, that Ministry Directive 18 – Comprehensive Diversity Equity Audit Tools Report, be received.

**12. 2023 Borrowing Resolution for School Board Expenditures**

Associate Director, Operations and Equity of Access, Jaspal Gill, noted that the Borrowing Resolution, if approved, will allow the Board to borrow funds from time to time to meet its ongoing operating expenditures in 2023. He advised that there is usually a time gap between payments for expenditures and when the Board receives funds, either from the Ministry or local municipality. The Resolution also authorizes the Associate Director of Operations and Equity of Access to apply Board revenue to repay borrowed funds, as well as interest charges.

Resolution No. 23-27, approved by Bruce Rodrigues,

Whereas The Peel District School Board (hereinafter called the "Board") finds it necessary to borrow to meet the ongoing expenditures from January 1, 2023 to December 31, 2023 until the current revenue has been received:

Therefore Be It Resolved as follows:

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

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

The following notice of motion was submitted:

Moved by Trustee Cameron, seconded by Trustee 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.

**14. Adjournment**

Chair Green noted that this is the last Board Meeting in 2022, and he wished trustees, staff and families the very best for the holiday season. He remarked that the pandemic has had a significant impact on many families, and he encouraged everyone to reach out through various channels, including community agencies, to help the less fortunate during the holiday season.

Resolution No. 23-28, approved by Bruce Rodrigues,

Resolved, that the meeting adjourn (20:36 hours).

..... Supervisor ..... Secretary

## PEEL DISTRICT SCHOOL BOARD

Minutes of a meeting of the Special Education Advisory Committee of the Peel District School Board, held on Wednesday, November 9, 2022, at 19:06 hours. The meeting was held by electronic means, under Ontario Regulation 463/97, as amended.

### Members present:

Shelley Foster, VOICE for Deaf and Hard of Hearing Children, Chair  
Nicole Buckett, Fragile X Research Foundation of Canada  
Barbara Cyr, Association for Bright Children, Peel Chapter  
Jennifer Knight, Easter Seals Ontario  
Sue Lawton, Trustee  
Kathy McDonald, Trustee (20:13)  
Wes McDonald, VIEWS for the Visually Impaired  
Carol Ogilvie, Learning Disabilities Association of Peel Region  
Sinthusha Panchalingam, Canadian Mental Health Association, Peel (19:25)  
Dorothy Peddie, FASworld Canada, Peel Chapter (19:39)  
Fauzia Reza, Autism Ontario, Peel Chapter  
Ann Smith, Brampton-Caledon Community Living

### Members absent:

Mary Wright, Down Syndrome Association of Peel, Vice-Chair  
John Marchant, Trustee

### Also present:

Susan Benjamin, Trustee  
Will Davies, Trustee  
Brad MacDonald, Trustee

### Administration:

Ted Byers, Acting 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  
Kathryn Lockyer, General Counsel and Governance Officer  
  
Nicole Fernandes, Board Reporter

### 1. **Approval of Agenda**

SE-71, moved by Ann Smith, that the agenda be approved.

..... carried  
2/3rds' majority



**2. Land Acknowledgement**

The Land Acknowledgement was read.

**3. Conflict of Interest**

There were no declarations of conflict of interest.

**4. Minutes of the Special Education Advisory Committee Meeting, October 20, 2022**

SE-72, moved by Barbara Cyr, that the Minutes of the Special Education Advisory Committee Meeting, held October 20, 2022, be approved.

..... carried

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

1. Jennifer Knight submitted the following written questions:

- 1) With regard to Directive 11, Student Equity Advisory Committee, are students with special needs represented on the Committee and how many? Please provide an update on the Committee.
- 2) Can staff confirm that there is only one accessible bus available to the entire PDSB and all school boards in southern Ontario that would allow a student with a physical disability to ride with his/her class to field trip locations? How is this considered equitable? How are teachers and administration made aware of this option and how to book it? This would be a full-size bus with tie downs for one or more wheelchairs.
- 3) Can the Board bring to a SEAC meeting, the PDSB review of, and how current procedure and policies align with, the recommendations released in March 2022: K-12 Education Standards Development Committee's Final Report and Recommendations? Other boards' SEAC's have reviewed their gaps and identified priorities to address the gaps. If this has been completed, please indicate where the documentation resides. The understanding is that these are recommendations which, hopefully, will be made requirements soon. This would be a way to direct the work on SEAC towards a more inclusive environment at PDSB.

2. Barbara Cyr submitted the following written questions:

- 1) What kind of training if any, do IPRC members receive?
- 2) What are the dates of IPRC meetings for each exceptionality for this school year and who are the members?

(Continued overleaf)

**5. Written Questions, Notices of Motion, and Petitions (Continued)**

- 3) During the 2021/2022 school year,
  - how many grade 4 students met the first criterion of a Canadian Cognitive Ability Test (CCAT)  $\geq 98$ th%ile in Verbal, composite or Non-Verbal + Quantitative/2?
  - how many Identification and Placement Review Committee (IPRC) meetings (as described in regulation 181/98) were held for the exceptionality of giftedness?
  - how many times did an IPRC deny identification as gifted because the student did not meet one of the following 4 criteria for identification:
    - a) CCAT  $\geq 98$ th%ile - Verbal, composite or Non-Verbal + Quantitative/2, and
    - b) one GRS T-score  $\geq 60$ , (intellectual, academic or creativity only), and
    - c) WIAT-III, K-TEA, WJ-III achievement  $\geq 95$ th%ile - two reading (word reading + reading comprehension) /2 or two math (numerical operations + math problem solving) /2, and
    - d) WISC-V score  $\geq 98$ th%ile (FSIQ or GAI)
  - how many students who met the first criterion were denied an IPRC because they didn't meet the second criterion of one GRS T-score  $\geq 60$  on either the Intellectual, Academic or Creativity scale?
- 4) During the past 4 years,
  - how many Peel DSB students dropped out of school (did not complete Grade 12)?
  - how many Peel DSB students died by suicide?
- 5) Of those students who dropped out how many met the first criterion for identification as gifted but were denied either identification or placement in an Enhance Learning Class (ELC)?
- 6) Of those students who died by suicide how many met the first criterion for identification as gifted but were denied either identification or placement in an ELC?

**6. Superintendent's Report**

On behalf of the Board, Acting Superintendent, Special Education, Social Emotional Learning and Well-Being, Ted Byers, acknowledged and thanked members whose term has ended with this meeting. He also thanked the Committee for its contributions and service during the four-year term, and remarked on the important and valuable role of SEAC in communications between the Peel DSB and the community.

SE-73, moved by Sue Lawton, that the Superintendent's Report (oral), be received.

..... carried

## **7. Reports from Representatives on Councils/Associations**

Wes McDonald reported that there will be a change in representation from his association. He introduced Jassie Gill who will represent the association in the new term, and noted that he will be the alternate member.

## **8. Questions Asked by Committee Members**

There were no questions.

## **9. Motion / Action Log**

The Written Questions submitted in Item 5 of these Minutes will be added to the Motion/Action Log. Superintendent Byers provided update reports on the existing items in the Motion/Action Log.

With regard to the query about parents being told by school staff that Peel DSB plans to close all ELCs and that they should not be requesting placements, Ted Byers affirmed that there is no plan to close the ELC program. ELCs are organized in response to the number of students with an IPRC recommendation directed to an ELC, and the information on classes, locations and staffing processes are communicated to the schools for all special education programs. He invited members to provide him with specific information, if appropriate.

Superintendent Byers referred to nominations and appointments to SEAC for the new term, and indicated that letters were sent to existing member associations. Responses continue to be received, and appointments will be made at the November 30, 2022 Organizational Meeting of the Board. In reply to a question about the vacancy on the Committee, General Counsel and Governance Officer, Kathryn Lockyer, reported that the vacancy will be publicly advertised at the beginning of the next year, and an appointment made thereafter.

Responding to questions regarding tutoring support and data on special needs students accessing the support, Ted Byers noted that the Ministry directed funds to school boards, who were responsible to organize the manner of delivering tutoring supports, including from third party vendors. To date, the Board has approved over 50 vendors. Parents contact vendors directly and data on participating students is not shared with the Board. Tutoring supports are also provided through Board programs such as OFIP and Counting On You. Superintendent Byers stated that the Ministry requires financial reporting from school boards, but not data on participating students. A member expressed concern that this process does not confirm that students needing supports are receiving tutoring, and she asked whether there are plans to start collecting data. Paul da Silva, Associate Director, School Improvement and Equity, Special Education, Social Emotional Learning and Well-Being, advised that third party vendors collect limited personal information from students which, if shared with the Board, can result in gaps or incorrect data collection. He reported on the tight deadlines to spend the funds, which resulted in similar simplified criteria being applied across school boards to select vendors. Associate Director da Silva offered to follow up on the criteria applied as well as whether some data can be collected.

**9. Motion / Action Log (Continued)**

Ted Byers confirmed that update reports on Early Reading and Destreaming can be brought to SEAC. He stated that a report on Right to Read will be brought to the Curriculum, Equity and Student Well-being Committee in December 2022, and can thereafter be brought to SEAC.

Referring to professional development, Superintendent Byers indicated that there are not many regional PD days. At the October 24, 2022 PD day, broad, system-wide training was provided on the new Student Review Meeting operating procedure, which is a new protocol replacing the In School Review Committee structure. He noted that the schedule of training is a collaboration between multiple departments and is generally not siloed.

With regard to hiring of Educational Assistants (EA), Ted Byers reported that the additional allocation of 100 Long Term Occasional EAs was filled. EAs were allocated to schools or assigned to superintendency areas as floaters to respond to emergent needs at specific locations.

Responding to the question about a review of the Accessibility Plan, Superintendent Byers indicated that the Abilities department reports that the Board's current Accessibility Plan is a two-year plan, and this is currently Year 2 of the plan. Earlier this year, an AODA compliance desk audit was completed and no outstanding items were reported. The next Plan is due in December 2023, and a structure is being developed to build a five-year accessibility plan. Details of the structure, along with the working group consultation plan, can be brought to SEAC with an opportunity for input. Information on the timeline will be shared. A member recalled that the Board's AODA Steering Committee included representation from SEAC and, before being disbanded, there were some pending action items. Ted Byers will follow up.

Referring to the question about bringing to SEAC summary reports of the results of CCAT and Naglieri General Abilities Test (NGAT) tests, Ted Byers reported that the CCAT assessment is now being administered Board-wide in Grade 4, and the NGAT will be administered as a pilot in 21 schools two weeks later. The Research department will review the results from NGAT, which will inform the decision about potential Board-wide use of this test. Data will be available in the New Year and a report will then be brought to SEAC.

Ted Byers indicated that, following the Board's Organizational Meeting, the SEAC brochure will be updated with the new SEAC membership and will be brought to the December meeting. Barbara Cyr reported that the Parent Involvement Committee offered funding to create a SEAC brochure which can be shared with parents who are new to the Peel DSB. Chair Foster suggested that the report on the SEAC brochure be added to the Staff Led Consultations section of the December SEAC meeting agenda.

Regarding the request for a report to SEAC on Special Education student data collection, including information on non-identified students, Superintendent Byers confirmed that data collection has improved since the request was made, and a report will be brought to the December 2022 or January 2023 SEAC meeting.

**9. Motion / Action Log (Continued)**

Referring to the question about procedures for SEAC agenda maintenance and retention, Ted Byers will follow up with the Governance department for a response.

SE-74, moved by Sue Lawton, that the oral report on the Motion / Action Log, be received.

..... carried

**10. Adjournment**

Chair Foster thanked staff for their support of the Committee, and expressed appreciation for the work and commitment of members who were not returning. A member thanked Chair Foster for her work as Chair of SEAC during the past four years. Associate Director da Silva expressed gratitude for the commitment and advocacy of SEAC members. Trustee Lawton was acknowledged and thanked for her work and dedication to SEAC and to the Peel DSB.

SE-75, moved by Kathy McDonald, that the meeting adjourn (20:19 hours).

..... carried

..... Chair

## PEEL DISTRICT SCHOOL BOARD

Minutes of a meeting of the Parent Involvement Committee of the Peel District School Board, held on Thursday, November 17, 2022, at 17:30 hours. The meeting was held by electronic means, under Ontario Regulation 463/97, as amended.

### Members present:

Talika Walsh, Parent Member, Brampton, Co-Chair  
Nicole Anderson, Parent Member, Brampton  
Alexa Barkley, Parent Member, Mississauga  
Michael Ben, Parent Member  
Susan Benjamin, Trustee  
Stacey Ann Brooks, Parent Member  
Barbara Cyr, Community Member, Special Education Advisory Committee  
Nokha Dakroub, Parent Member, Mississauga (19:00 hours)  
Shazia Hassan, Parent Member, Brampton  
Paula Hylton, Black Community Alliance  
Hala Idlbi, Parent Member, Mississauga  
Salha Jeizan, Community Member, Multicultural Inter-Agency Group of Peel  
Camille Logan, Associate Director, School Improvement and Equity, Leadership, Innovation and Safe Schools (Director's Designate)  
Diane Sardi, Parent Member, Caledon  
Sweety Sharma, Parent Member  
Romana Siddiqui, Parent Member, Mississauga  
Indra Srinivas, Parent Member  
Tina Walia, Parent Member, Mississauga

### Administration:

Yonnette Dey, Superintendent of Equity, Community Leadership, Partnership and Engagement  
Kathryn Lockyer, General Counsel and Governance Officer  
Marina Amin, Board Reporter

### 1. **Welcome and Land Acknowledgement**

Shazia Hasan, Parent Member, read the Land Acknowledgement.

### 2. **Conflict of Interest**

There were no conflicts of interest declared.

**3. Parent Involvement Committee Contact Information**

Co-Chair Talika Walsh noted PIC's contact information through email, social media and the internet.

**4. Approval of Agenda**

PIC-01 moved by Salha Jeizan  
seconded by Sweety Sharma

Resolved, that the agenda be approved.

..... carried

**5. Minutes of the Parent Involvement Committee (PIC) Meeting, September 15, 2022**

PIC-02 moved by Shazia Hasan  
seconded by Alexa Barkley

Resolved, that the Minutes of the Parent Involvement Committee (PIC) Meeting, held September 15, 2022, be approved.

..... carried

**6. Notable Celebrations and Board Activities for October**

Co-Chair Walsh reviewed the list of holy days, and celebrations and activities for the month of October.

**7. PIC Updates**

Talika Walsh recognized outgoing PIC members Komal Dhand-Thom and Shazia Irfan and thanked them for their work. She expressed her appreciation for returning PIC members and interest of new parent members to join the Committee. She noted that, today, the goal is to fill the two parent member vacancies, and to elect the executive membership. Responding to the Co-Chair's query about the election process, General Counsel and Governance Officer, Kathryn Lockyer, outlined the voting options available to the Committee to elect new members and the co-chairs. To maintain anonymity and fair process, the Committee agreed to use the online Microsoft Teams polling option, which was conducted by the Governance Coordinator, Sabrina Valteau. Members who could not access the electronic poll, emailed their vote to Sabrina Valteau.

**7. PIC Updates (Continued)**

**a) Election to fill Two Parent Member Vacancies**

Co-Chair Walsh confirmed that the vote being conducted at this time is to fill the two vacancies for parent member representation. The names of eligible candidates, and voting members present, were verified prior to conducting the poll.

Poll #1 was declared open for voting. When all members had voted, the poll was declared closed. Following a tally of votes, Romana Siddiqui was declared a member of the Parent Involvement Committee.

Poll #2 was declared open for voting. When all members had voted, the poll was declared closed. Upon a tally of votes, Nokha Dakroub was declared a member of the Parent Involvement Committee (PIC).

**b) Election of Co-Chair 1**

Co-Chair Walsh confirmed the names of the candidates for Co-Chair of the Parent Involvement Committee, namely, Stacey Ann Brooks, Nokha Dakroub, Romana Siddiqui. The names of voting members present were verified prior to conducting the poll.

Poll #1 was declared open for voting. When all members had voted, polling was closed, and the results were tallied. The outcome was a 3-way tie. A second poll was conducted. Following a tally of votes on the second poll, Romana Siddiqui was declared elected Co-Chair of the Parent Involvement Committee, having attained more than 50% of the votes cast.

**c) Election of Co-Chair 2**

Poll #1 for voting for the second co-chair position was declared open. When all members had voted, polling was declared closed. The votes were tallied, and the result was a tie. A second poll was conducted and the votes were tallied. Stacey Ann Brooks was declared elected Co-Chair of the Parent Involvement Committee.

**(d) Election of Secretary**

The role and responsibilities of the Secretary were outlined, and Co-Chair Walsh called for nominations. Sweety Sharma nominated herself for the position of secretary. As there were no further nominations, Sweety Sharma was declared Secretary of the Parent Involvement Committee.



**7. PIC Updates (Continued)**

**(e) Election of Treasurer**

Talika Walsh called for nominations for the position of Treasurer. Shazia Hassan nominated herself for the role. As there were no further nominations, Shazia Hassan was declared Treasurer of the Parent Involvement Committee.

Update report on the sub-committee membership was deferred to the next meeting due to time constraints.

**8. Reports from Community Representatives**

Barbara Cyr, Community Representative for the Special Education Advisory Committee (SEAC), reported on information shared at the recent SEAC meeting regarding hiring of 100 Educational Assistants (EAs) by the Peel DSB, and their allocation to schools; CCAT and Abilities Testing which takes place in November and December; updating the SEAC brochure and approaching the Parent Involvement Committee for funding to publish and distribute the brochure.

It was noted that the Peel Student Presidents' Council membership will be updated as information is received.

**9. Director's Office Updates**

Deferred to the next meeting.

**10. Trustee Updates – Susan Benjamin**

Deferred to the next meeting.

**11. Adjournment**

PIC-03 moved by Salha Jeizan  
seconded by Tina Walia

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

..... carried

.....Co-Chair.....Co-Chair

## PEEL DISTRICT SCHOOL BOARD

Minutes of a meeting of the Curriculum, Equity and Student Well-Being Committee of the Peel District School Board, held on Thursday, December 8, 2022, at 17:30 hours. The meeting was held by electronic means, under Ontario Regulation 463/97, as amended.

Members present:

Lucas Alves  
Susan Benjamin, Chair  
David Green  
Kathy McDonald  
Jill Promoli, Vice-Chair

Also present:

Brad MacDonald

Members absent: (apologies received marked\*)

Stan Cameron\*  
Jeffrey Clark

Administration:

Camille Logan, Associate Director, School Improvement and Equity, Curriculum and Instruction, Student and Community Engagement (Executive Member)  
Yonnette Dey, Superintendent of Equity, Community Leadership, Partnership and Engagement  
Rasulan Hoppie, Superintendent, Curriculum, Instruction and Assessment  
Lorelei Fernandes, Board Reporter

**1. Call to Order**

Associate Director, School Improvement and Equity, Curriculum and Instruction, Student and Community Engagement, Camille Logan, called the meeting to order at 17:30 hours.

**2. Land Acknowledgement**

The Acknowledgement of Traditional Lands was recited.

**3. Approval of Agenda**

In response to a trustee's query regarding Delegations, it was clarified that there were no delegations requested for today's meeting.

Item 6.2, Minutes of the Student Learning, Well-Being and Equity Committee, held June 8, 2022, was added to the agenda.

**3. Approval of Agenda (Continued)**

CESWB-01 moved by Lucas Alves  
seconded by Kathy McDonald

Resolved, that the agenda, as amended, be approved.

..... carried  
2/3rds' majority

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

Camille Logan, Associate Director, School Improvement and Equity, Curriculum and Instruction, Student and Community Engagement called for nominations for the position of Chair of the Curriculum, Equity, Student Well-Being Committee.

Trustee Lucas Alves nominated Trustee Susan Benjamin.

The nomination of Trustee Benjamin for the position of Chair of the Curriculum, Equity and Student Well-Being Committee, was moved by Trustee Alves, and seconded by Trustee Promoli.

There were no further nominations.

CESWB-02 moved by Kathy McDonald  
seconded by Jill Promoli

Resolved, that the nominations for the position of Chair of the Curriculum, Equity and Student Well-Being Committee be closed.

..... carried

The nominee for the position of Chair, Trustee Benjamin, gave a brief address about her candidacy.

Trustee Susan Benjamin was acclaimed as Chair of the Curriculum, Equity and Student Well-Being Committee.

Associate Director Logan, called for nominations for the position of Vice-Chair of the Curriculum, Equity and Student Well-Being Committee.

Trustee Lucas Alves nominated Trustee Jill Promoli.

The nomination of Trustee Promoli for the position of Vice-Chair of the Curriculum, Equity and Student Well-Being Committee, was moved by Trustee Alves, and seconded by Trustee McDonald.

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

CESWB-03 moved by Lucas Alves  
seconded by Kathy McDonald

Resolved, that the nominations for the position of Vice-Chair of the Curriculum, Equity and Student Well-Being Committee be closed.

..... carried

The nominee for the position of Vice-Chair, Trustee Promoli, gave a brief address about her candidacy.

Trustee Jill Promoli was acclaimed as Vice-Chair of the Curriculum, Equity and Student Well-Being Committee.

**5. Conflict of Interest**

There were no declarations of conflict of interest.

**6. Minutes of the Curriculum, Equity, Student Well-Being Committee, October 13, 2022  
Minutes of the Student Learning, Well-Being and Equity Committee, June 8, 2022**

CESWB-04 moved by David Green  
seconded by Kathy McDonald

1. That, the Minutes of the Curriculum, Equity, Student Well-Being Committee, held October 13, 2022, be approved;
2. That, the Minutes of the Student Learning, Well-Being and Equity Committee, held June 8, 2022, be approved.

..... carried

**7. Peel District School Board's Right to Read Action Plan**

Coordinating Principal, Jim Brooks, stated that in February 2022 the Ontario Human Rights Commission released the Right to Read report, which highlights that learning to read is not a privilege but a basic and essential human right. Providing background information, he advised that the presentation today focusses on returning to science-based or evidence-based methods of teaching word reading skills and that a focus on explicit teaching of word reading skills supports the Board Improvement Equity Plan. He noted that the report includes 157 recommendations categorized as, curriculum and instruction, early screening, reading interventions, accommodations, and professional assessments. Jim Brooks reviewed the summary of recommendations and action plans for next steps outlined in the report.

**7. Peel District School Board’s Right to Read Action Plan (Continued)**

Responses to trustees’ questions of clarification included: that this report represents the shift from the current balanced literacy approach to a scientific, evidence-based approach; additional texts can be chosen within the context of the school’s students and communities; staff will engage in professional learning; the school decides on resources, based on the needs of students and educators. Responding to trustees’ queries, Jim Brooks clarified that the Ministry has mandated universal screening from September 2023 for Kindergarten-Grade 2, is committed to revise the Language curriculum for Grades 1-8, and has provided some funds through special education, which can be used to support professional learning for this program. The administration responded to further questions from trustees as to whether phase 2 training will provide staff with an understanding of the legal implications in the Ontario Human Rights report, if the program is not appropriately applied, and proper monitoring the implementation of the program. Regarding English Language Learners and newcomers, it was clarified that the universal screener will be applied to all students to support reading skills. Trustees commented on the need for clear communication to educators regarding tools and resources that can be purchased, a communication plan to disseminate information to parents and caregivers as mentioned in Recommendation 151 in the report, and accountability measures to ensure that all teachers have high expectations for students.

CESWB-05

moved by Jill Promoli  
seconded by Lucas Alves

Resolved, that the report re Peel District School Boards Right to Read Action Plan, be received.

..... carried

**8. We Rise Together 2.0: Black Student Success Strategy Implementation**

Raquel Walker, Coordinating Principal, African, Black, Afro-Caribbean Student Success, stated that the purpose of this report is to provide a progress update on We Rise Together 2.0: Black Student Success Strategy, which was submitted to the Board in June 2022. Reviewing the report, she highlighted the main points of the strategy, six focus areas, guiding principles to address Anti-Black Racism, components of implementation plan and responsibility for the work, key actions within the department focus areas and commitment to undertake the work planned, accountability framework to demonstrate the action taken on priorities identified by each central department, and critical path and timelines to provide feedback to the Alliance. Raquel Walker advised that next steps for successful implementation of the strategy will include: meeting with central departments to monitor progress; quarterly updates to the Alliance; developing communication products. The strategy, designed to promote and support Black student success, is expected to be launched in January 2023.

**8. We Rise Together 2.0: Black Student Success Strategy Implementation (Continued)**

Questions of clarification from trustees were responded to regarding ability of community members to attend meetings throughout the year, hiring of Graduation Coaches, increase in hiring of Black staff, and tutoring services. Responding to a query on the capacity of tutoring companies to provide sufficient services, the administration clarified that tutoring companies were selected through the Purchasing department and were screened to demonstrate their ability to provide the service, however Peel DSB did not regulate or mandate their ability to meet the demand. Trustees speaking expressed appreciation for the report and work done.

CESWB-06 moved by Kathy McDonald  
seconded by Jill Promoli

Resolved, that the report re We Rise Together 2.0: Black Student Success Strategy Implementation, be received.

..... carried

**9. Adjournment**

CESWB-07 moved by Kathy McDonald  
seconded Jill Promoli

Resolved, that the meeting adjourn (18:55 hours).

..... carried

..... Chair

## PEEL DISTRICT SCHOOL BOARD

Minutes of a meeting of the Special Education Advisory Committee of the Peel District School Board, held on Tuesday, December 13, 2022, at 19:00 hours. The meeting was held by electronic means, under Ontario Regulation 463/97, as amended.

### Members present:

Nicole Buckett, Fragile X Research Foundation of Canada  
Jeffrey Clark, Trustee  
Barbara Cyr, Association for Bright Children, Peel Chapter  
Shelley Foster, VOICE for Deaf and Hard of Hearing Children  
Satpaul Singh Johal, Trustee  
Jennifer Knight, Easter Seals Ontario  
Carol Ogilvie, Learning Disabilities Association of Peel Region  
Dorothy Peddie, FASworld Canada, Peel Chapter (19:39)  
Fauzia Reza, Autism Ontario, Peel Chapter  
Ann Smith, Brampton-Caledon Community Living  
Mary Wright, Down Syndrome Association of Peel, Vice-Chair

### Members absent:

Susan Benjamin, Trustee  
Jassie Gill, Ontario Parents of Visually Impaired Children  
Sinthusua Panchalingam, Canadian Mental Health Association, Peel

### Also present:

Lee Ann Mallett, Learning Disabilities Association of Peel Region (Alternate)

### Administration:

Ted Byers, Acting 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  
Kathryn Lockyer, General Counsel and Governance Officer  
Sabrina Valteau, Governance Coordinator

Marina Amin, Board Reporter

### 1. Approval of Agenda

SE-01, moved by Barbara Cyr  
seconded by Ann Smith

Resolved, that the agenda be approved.

..... carried

**2. Land Acknowledgement**

A recording of the Land Acknowledgement was played.

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

Acting Superintendent, Special Education, Social Emotional Learning and Well-Being, Ted Byers, welcomed new and returning members to the first SEAC meeting since the Organizational Meeting of the Board. He called for nominations for the position of Chair of the Special Education Advisory Committee.

Barbara Cyr nominated Shelley Foster.

The nomination of Shelley Foster for the position of Chair of the Special Education Advisory Committee was moved by Barbara Cyr, and seconded by Nicole Buckettt.

There were no further nominations.

SE-02, moved by Barbara Cyr  
seconded by Nicole Buckettt

Resolved, that the nomination for the position of Chair of the Special Education Advisory Committee be closed.

..... carried

Shelley Foster was acclaimed as Chair of the Special Education Advisory Committee.

Superintendent Byers called for nominations for the position of Vice-Chair of the Special Education Advisory Committee.

Shelley Foster nominated Fauzia Reza.

The nomination of Fauzia Reza for the position of Vice-Chair of the Special Education Advisory Committee was moved by Shelley Foster, and seconded by Barbara Cyr.

SE-03 moved by Shelley Foster  
seconded by Barbara Cyr

Resolved, that the nomination for the position of Vice-Chair of the Special Education Advisory Committee be closed.

..... carried

Fauzia Reza was acclaimed as Vice-Chair of the Special Education Advisory Committee.

**4. Conflict of Interest**

There were no declarations of conflict of interest.



**5. Minutes of the Special Education Advisory Committee Meeting, November 9, 2022**

SE-04, moved by Fauzia Reza  
seconded by Ann Smith

Resolved, that the Minutes of the Special Education Advisory Committee Meeting, held November 9, 2022, be approved.

..... carried

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

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

**7. Superintendent's Report**

On behalf of the Board, Superintendent Byers, thanked the new and returning members of the Committee, and acknowledged the valuable and collaborative role of SEAC in promoting equity, empowerment and student success. He recalled information shared at the last meeting regarding the CCAT (Canadian Cognitive Abilities Test) assessments currently being administered in Grade 4, followed by the NGAT (Naglieri General Abilities Test) that will be conducted in twenty-one schools. He outlined the criteria for selection of schools and stated that the Research department will review and analyze the results of the tests, following which a decision will be taken about the potential use of the NGAT being administered Board-wide. Results and assessment of the CCAT and NGAT testing are expected to be brought to the Committee in March 2023.

Highlighting the value of "Partners in Learning," a document, developed and published by the Peel DSB in 2012, Ted Byers advised that an updated version will be brought to the Committee for comments and feedback. The link to Partners in Learning document will be distributed to members. He expressed appreciation for the recent Coding Championship organized on December 6, 2022, and Coordinating Principal of Special Education, Social Emotional Learning and Well-Being, Saira Salman reported on the event sponsored by Penny Appeal Canada. She clarified that identification of schools and students for the Coding event were in keeping with the criteria specified by Penny Appeal Canada.

Responding to a question raised earlier by a member, Ted Byers explained that the draft SEAC brochure lists the eleven member organizations, and three trustees that constitute the Committee. The Board will be embarking on a process in the new year to call for additional community group nominations to fill the vacancy on the Committee. He clarified that the draft brochure lists the current member organizations and contact information on the association's alternative representative will be included in the brochure.

SE-05, moved by Barbara Cyr  
seconded by Mary Wright

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

..... carried

**8. Letter to the Minister of Education from Dufferin-Peel Catholic DSB**

SE-06, moved by Mary Wright  
seconded by Jennifer Knight

Resolved, that the Letter to the Minister of Education from Dufferin-Peel Catholic DSB, be received.

..... carried

**9. Reports from Representatives on Councils/Associations**

There were no reports from representatives on Councils and Associations.

**10. Questions Asked by Committee Members**

Carol Ogilvie queried as to when orientation training will be provided to the new and returning SEAC members, regarding the role of the Committee and the Board in relation to special education, and Ministry Regulation O.Reg.464/97. She highlighted that a useful source of information is PAAC's Effective Practices Handbook available on the SEAC website. Superintendent Byers confirmed that training will be provided in the new year.

Carol Ogilvie recalled Ministry updates regarding delivery of \$175 million Tutoring Support Program until March 31, 2023, and queried as to how these funds will be used. She noted that the Ministry is committed to taking immediate action to improve student literacy as part of its response to the Ontario Human Rights Commission's Right to Read Report and asked about the Board's plan to implement evidence-based effective reading instruction. Ted Byers advised that staff are coordinating the work on the tutoring program and Right to Read, and that it is anticipated that a report will be brought back to this Committee in the new year.

Carol Ogilvie introduced Lee Ann Mallett, her alternate representative for the Learning Disabilities Association of Peel Region.

**11. Motion / Action Log**

Chair Shelley Foster commented on the high volume of questions submitted at the previous meeting and requested members to consider condensing queries to be mindful of staff time. Acting Superintendent Byers thanked the Chair for her remarks. He reviewed the structure of the Motion/Action Log and clarified the process for tracking and responding to questions.

**11. Motion / Action Log (Continued)**

Referring to the question about the selection criteria for tutoring vendors, Paul da Silva, Associate Director of School Improvement and Equity, Special Education, Social Emotional Learning and Well-Being, stated that the Ministry had provided some criteria on selection of vendors. The Board added the need for the vendor to deliver support based on the Ontario curriculum, to reside in the geographic location of Peel, and to be able to adequately support children with diverse needs. Regarding information on the number of special needs students accessing the tutoring program, Paul da Silva indicated that staff were able to ascertain with the information available that approximately 637 students could access the program operated by vendors.

Superintendent Byers invited committee members to consider a mechanism for responding to questions on the motion/action log, in view of complex queries potentially tying up staff time and impacting work in other areas. Members' suggestions and comments included: action/motion log was developed to keep track of questions that are asked and answered; staff could provide the Committee with a timeframe for responses; consider developing data-driven reports for presentation to SEAC as data supports informed decisions; questions regarding procedures and documents should be readily available; IPRC training for members is an important item on the log. Ted Byers confirmed that responses to some of the questions will be provided at the next meeting, and a timeframe will be brought back for the more complex queries raised. Members reviewed the action/motion log and items of follow up were noted. These items will remain on the log, until complete.

SE-07, moved by Jeffrey Clark  
seconded by Barbara Cyr

Resolved, that the report on the Motion / Action Log, be received.

..... carried

**12. SEAC Brochure – Draft**

Ted Byers reviewed the draft SEAC brochure and invited comments and feedback. A member suggested including language to indicate that SEAC members and associations are available to assist parents, guardians, and a statement may be added to encourage parents to contact the local association or the SEAC member that best represents the special needs of their child. The member's suggested text and additional feedback may be forwarded to Ted Byers, and a revised draft will be brought back to the Committee.

SE-08, moved by Jeffrey Clark  
Seconded by Dorothy Peddie

Resolved, that the report re SEAC Brochure - Draft, be received.

..... carried

**13. Student Census and Climate Survey – Draft**

Associate Director Paul da Silva introduced Lynne Hollingshead, Lead, Innovation and Research, Malak Askar and Akseer Spongmai from the Research department, and he expressed appreciation for their work on the draft Student Census and Climate Survey. Lynne Hollingshead reported that the online survey will be launched on April 11, 2023, and will collect information about student identity, experience and overall well-being. It will be customized to diverse groups of students from Kindergarten to Grade 12, and parents and caregivers will be invited to fill out the survey on behalf of younger students. The survey will close on May 5, 2023. Lynne Hollingshead noted that school boards are mandated to collect census and climate data as per the Education Act, the Anti Racism Act and the Equity Action Plan. The information collected will support a better understanding of student population, to eliminate barriers to student success, inclusion and well-being, and establish effective programming and reallocation of supports and services. Lynne Hollingshead outlined the process for participation in the survey, including obtaining consent from students and families, and protection of data. She indicated that the survey was developed in consultation with departments across the Peel DSB.

Lynne Hollingshead reviewed, in detail, questions listed on the Student Census and Climate Survey draft. She noted feedback from members and invited them to forward their suggestions to her.

**14. Adjournment**

SE-09, moved by Jeffrey Clark  
seconded by Ann Smith

Resolved, that the meeting adjourn. (21:25 hours)

..... carried

..... Chair

14.1 (a)

Board Meeting, January 25, 2023

# Ministry Directive 5: Final Report

**Strategic Alignment:**

Ministry Directive 5

**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 this report be submitted to the Ministry of Education in satisfaction and completion of Ministry Directive 5.

### **Highlights:**

- Ministry Directive 5 relates to good governance
- The temporary external parliamentarian/governance expert set out recommendations to establish good governance practices
- The elements of Directive 5 and the recommendations of the external parliamentarian/governance expert have been completed and/or exceeded and/or modified for the purposes of good governance at the Peel District School Board (PDSB)
- The work completed is based on best practices, environmental scans, professional advice and tailored for the needs of PDSB

### **Background:**

On November 27, 2019, the Minister of Education commenced a review of the Peel District School Board (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. Directives #1-8 and 13 are governance related Directives.

On May 26, 2020, December 8, 2020, and February 23, 2021, the Board received update reports on the Ministry Directives pertaining to governance. Since then, there have been other reports on specific Directives relating to governance. All other governance related Directives have had a final report submitted. The purpose of this report is to advise that the requirements of Directive 5 have been completed.

Directive 5 provides:

*The Board shall retain on a temporary basis, the services of an external parliamentarian/governance expert to establish procedures and practices for effective, respectful, and transparent governance.*

*The Board shall retain the expert until such time as the ministry approves a progress report from the expert confirming that such practices and procedures are in place.*

*The Board shall create a permanent position to carry out the responsibilities of the parliamentarian and to provide professional governance advisory services and support to the Board.*

Further to Directive 5, a temporary external parliamentarian/governance expert was retained and provided an extensive list of recommendations to establish good governance practices and procedures.

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The recommendations related to:

- *Multi-Year Strategic Plan*
- *Policy Development and Review*
- *Effective Committee Meeting Structure*
- *Board By-laws and Governance Directives*
- *Trustee Access to Information*

## **Evidence**

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

Below is a summary of the actions taken and to be taken in relation to Directive 5 and the recommendations from the external parliamentarian/governance expert.

#### Permanent Parliamentarian/Governance Expert

A Governance Officer position was created, and a permanent Governance Officer was hired in November, 2022.

#### Multi-Year Strategic Plan

The 2016-2021 Multi-Year Strategic Plan expired. As an interim measure, 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. The four areas of focus are Human Rights and Equity; Pathways and Transitions; Mental Health, Well-Being, and Engagement; and Achievement. This in conjunction with the Ministry Directives is serving as the current Strategic Plan.

The new term of office for trustees commenced on November 15, 2022. Planning for the development of a multi-year strategic plan will begin in 2023 using the Board Improvement and Equity Plan and the Ministry Directives as a foundation. The development of the plan will include consultation with parents/guardians, students, staff, unions/federations, Parent Involvement Committee, Special Education Advisory Committee, Indigenous Education Advisory Council, and others as deemed appropriate. All consultations will be developed using an anti-racist, anti-oppressive and anti-colonial framework to ensure multiple opportunities for engagements and diversity of thought using various methods to engage with diverse stakeholders, with specific engagements focused on amplifying the voices of those currently and historically underserved. There will be a communication plan for all aspects of the development of the multi-year strategic plan.

A Community Engagement Policy and procedures are being developed which are targeting 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 all consultations are not necessarily waiting for the Community Engagement Policy to be approved to start the consultation work, reliance can be made on the work being done in the development of the Community Engagement Policy to guide the work for the multi-year strategic plan. There is a lot of work happening simultaneously that will be used collectively to inform all work going forward.

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## Policy Development and Review

A policy management program is a necessary component to good governance. A policy analyst has been hired to assist the Governance Officer with developing, implementing, and maintaining an effective and comprehensive policy management program.

A Policy Development and Review Framework policy was approved at the September 2022 Board meeting.

The policy management program includes developing a convention for naming and numbering policies, procedures and guidelines; a review of every policy and procedure and identifying gaps as well as identifying priorities for review; ensure that every procedure is laddering up to an appropriate policy and identifying gaps there as well; determining appropriate review schedules and tracking reviews; developing an automatic reminders and notifications tool; posting all policies and procedures on the internal and external websites; creating an archive to track changes and progression of policies and procedures; and providing advice and guidance in preparation of policies and procedures.

The Governance and Policy Committee was established by the Governance Directives. The Committee reviews and provides comments on policies and either recommends the policy for approval by the Board or sends the policy back for further work, development, consultation, amendment, etc.

Some of the policies that have been approved to date are: Board Use of Resources Policy, Trustee Expense Policy, Election Policy, Trustee Family Leave Policy, Social Media Policy, Procedure By-law, Policy Development and Review Framework, Student Trustees Policy, Occupational Health and Safety Policy, Records and Information Governance Policy and the Trustee Code of Conduct. Prior to the Committee being formed, we did hold Trustee consultation meetings for the Safe and Caring Schools Policy, the Anti-Racism Policy, and the Human Rights Policy.

The policy management program is an ongoing program. We are developing, establishing, and implementing the program while simultaneously operationalizing and maintaining it.

In addition to a policy management program, there has also been work done in relation to a privacy and information/records program as well. The position of Privacy Officer has been created and a Privacy Officer was hired in October 2022. A privacy program across the organization is being developed which includes issues like cybersecurity, retention of records, access to records, privacy impact assessments for new and existing technologies, management of requests for information, open data, procedures for dealing with routine disclosures, procedures for dealing with requests from police, CAS and other agencies, etc. The goal is to create a culture of privacy and respect for information management. It includes a full slate of training and learning opportunities as well as development and implementation of policies and procedures.

## Effective Committee Meeting Structure

The Governance Directives were established for the various committees.

The committees report to the Board through minutes. Recommendations from the committees come to the Board in the form of a motion which will be tabled for the Board's consideration.

The Board agendas are being constructed in consultation with the Supervisor, the Chair of the Board of Trustees, and the Director. Committee meeting agendas are constructed in consultation with the chair of the particular committee and the Governance Officer/Coordinator.



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The Procedure By-law has been updated and was approved at the September Board meeting. The requirement for the committees to be balanced is codified in the By-law. The Trustees provide a self-identification form at the beginning of each term and the information gathered will be used to balance committees.

Several tools have been developed and implemented for staff use to facilitate effective and timely report writing and tracking. Effective meeting management processes have been and are being developed, implemented, and operationalized.

A conflict of interest registry has been developed and is available on the website.

A fulsome review of the committees and their structures including the terms of reference/governance directives will be done each new term of office in keeping with best practices.

#### Board By-Laws

The Procedure By-law was updated and approved at the September 28<sup>th</sup> Board of Trustees meeting. The Procedure By-law will be reviewed each term in accordance with best practices and more often as needed.

#### Trustee Access to Information

A Trustee Portal has been developed and launched. The Trustee Portal is a way for Trustees to easily access information necessary to fulfil their responsibilities as a Trustee. It will include items such as agendas, minutes, calendar, policies/procedures, Trustee Code of Conduct, Procedure By-law, contact information, Trustee expense forms, etc.

## Impact Analysis

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

All the work on governance being done, including all policy development is done to uphold the legal and mandated commitment to equity, anti-racism and anti-oppression.

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

The work that the Legal and Governance Services Department is doing is not only to satisfy the Ministry Directives, but to implement sustainable systems and programs for the good governance of PDSB. These systems and programs, including policies and procedures, are being developed, implemented, operationalized, maintained and reviewed based on best practices, assessment of risk (financial, reputational, safety and compliance), consultation and regulatory compliance. The work being done is across the organization with all departments, including the Board. The work will be measured and reported.

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

The establishment of the Legal and Governance Services department has been a financial impact on the organization.

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**Legal and risk implications:**

The completion of the work aligns with the obligation to complete the Ministry Directives. The completion of the work will facilitate the Trustees and the Director of Education being able to fulfil their statutory obligations and roles and responsibilities. Regulatory compliance is a significant risk if the work is not completed and implemented. By establishing proper governance structures, policies and procedures, the risk of compliance is greatly reduced. Other risks factors such as financial, reputational and safety are also significantly mitigated with strong governance practices.

**Community Impact:**

Establishing and implementing the foundation for good governance will build and maintain trust and confidence in PDSB with the community and the Ministry.

## **Next Steps**

**Action Required:**

Continue to develop, implement, operationalize, maintain, and review best practices for good governance. The work of good governance is imbedded in all aspects of the organization. The work being done is across the organization with all departments, including the Board of Trustees. The work is ongoing for continuous improvement as per good governance best practices. The work will be regularly measured and reported.

**Communications:**

Provide this report to the Ministry for consideration in relation to completion of Directive 5.

**Success Measures:**

Compliance measures will be developed and reported to the Director of Education and/or Board of Trustees annually including number of policies reviewed on time; privacy breaches; number of compliant responses to requests for information; training session delivered; attendance at training sessions; development of a multi-year plan; and completion of review of committees.

14.1 (b)

Board Meeting, January 25, 2023

# Directive 8: Director's Performance Appraisal

**Strategic Alignment:**  
Directive 8

**Report Type:**  
Recommendation

<i>Prepared by:</i> Supervisor Bruce Rodrigues
<i>Submitted by:</i> Supervisor Bruce Rodrigues

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## **Overview**

### **Recommendation:**

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.

This report confirms the successful completion of the Director of Education appraisal during the 2021-2022 school year. This report also confirms that the Supervisor will complete the appraisal for the 2022-2023 school year.

### **Highlights:**

- Fulfill the Ministerial Directions: Direction 8
- The first evaluation of the current Director of Education was completed in June 2022 using an external expert and a 360-degree assessment.
- The current year evaluation will be completed by the Supervisor.
- Retention of an external expert to conduct a robust and transparent appraisal of the performance of the Director of Education on an annual basis.

### **Background:**

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

The Director of Education is the most senior leader on the administrative side of the Board, and as the chief executive officer and chief education officer, the Director is responsible for supporting the development of the Board's multi-year strategic plan and the implementation of that plan. Directors are also responsible for implementing all board policies and for managing all facets of school board operations. All staff of the Board report directly or indirectly to the Director of Education.

The Director oversees a staff of close to 17,000, including four Associate Directors and a senior team of more than 30 staff. The PDSB serves more than 155,000 students across 257 schools. Adherence with Directive 8 ensures that the Director of Education is working towards dismantling systemic oppression through clear and transparent practices and actively engaging in an ongoing process of interrogating policies and procedures to ensure deep and sustainable change to ensure the delivery and quality of education in service to all students.

A successful Director will demonstrate leadership practices in alignment with The Ontario Leadership Framework and are aligned to the work of the Ministry of Education and school boards.

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The key leadership practices are:

1. Setting Goals
2. Aligning Resources with Priorities
3. Promoting Collaborative Learning Cultures
4. Using Data
5. Engaging in Courageous Conversations

In the PDSB, this work is rooted in dismantling all forms of systemic oppression as identified in the Ministry Review and demonstrated through the four system priorities:

1. Accountability
2. Relationships
3. Student Learning/Well-being
4. Leadership and Capacity Building

**Directive 8 states:**

*The Board shall retain an external expert to assist the members of the Board to conduct a robust, transparent appraisal of the performance of the Director of Education, including performance relating to addressing anti-Black racism, Islamophobia, and other pressing areas of equity, and board governance and human resources practices. The Board shall include as part of the appraisal process, a 360-degree assessment that includes confidential feedback from senior administration, principals, teachers, students, trustees, and representatives of the Board community.*

## **Evidence**

**Findings/Key Considerations:**

There are a variety of tools and methods for evaluation of performance. During the 2021-2022 school year, the Supervisor engaged in the retention of an external expert to conduct an external 360-degree assessment of the Director of Education. This process allowed for a robust and transparent evaluation to ensure the growth and success of the organization. In addition to the 360-degree assessment, the Supervisor met regularly with the Director to monitor progress and performance. The Director of Education successfully completed her first year in the role as demonstrated through the 360-degree assessment and the assessment of the Supervisor.

The practice of engaging an external expert by the Board to perform the appraisal of the Director of Education should continue in 2023 – 2024 and subsequent years. The independence of the external expert as well as the specialist evaluation skills of an expert will support the Board members to conduct an effective, accurate and constructive appraisal. An appraisal is an excellent tool to measure the performance of the Director and the organization. Having the best possible appraisal creates a standard and is a measure of overall good governance and leadership. The expert can advise on the various tools used to perform assessments which may include 360-degree assessments. Based on the expert advice, the Board may choose different methods and tools for future performance evaluations in different years.

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## **Impact Analysis**

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

Through the hiring on an external third party to conduct the review, it will ensure that diverse voices and perspectives are amplified in the analysis of the Director's performance. It will serve to rebuild the trust and public confidence that was impacted as a result of previous concerns related to good governance as identified in the Ministry Review.

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

This approach aligns with Ministry Directive 8 and the *Education Act*.

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

The financial implication is the cost of hiring of the third party external company to conduct the appraisal on an annual basis to ensure a comprehensive and equitable process is undertaken through the engagement of multiple stakeholders.

### **Legal implications:**

The completion of this work aligns with compliance with the Ministry Directives. It is also in keeping with legislated obligations and responsibilities of the *Education Act*.

### **Community Impact:**

Adopting a robust and transparent evaluation of the Director of Education increases public trust and confidence in the Peel District School Board and provides guidance and standards for effective system leadership.

## **Next Steps**

### **Action Required:**

Advise the Minister of the work done to complete Directive #8. The Supervisor will complete the evaluation for the 2022-2023 year.

### **Communications:**

The Director of Education will be advised of the annual process on an ongoing basis.

### **Success Measures:**

The Director will be evaluated based on the Ontario Leadership Framework, alignment with the work of the Ministry of Education and the work of the school board. This will be measured using the key leadership practices and how the work of the Director is demonstrated through the achievement and outcomes of the system priorities. The success of the Director will be reflected in the success of the organization.

### **References:**

Chadha, E., Herbert, S., & Richard, S. (2020). *Review of the Peel District School Board*. Ontario Ministry of Education.

## 14.1 (c)

**Board Meeting, January 25, 2023**

# Community Outreach Design Plan

**Strategic Alignment:**

Ministry Directives - Directive 10

**Report Type:**

For Information

<i>Prepared by:</i>	Lisa Hart, Superintendent of Equity, Indigenous Education, School Engagement & Community Relations Yonnette Dey, Superintendent Elementary, Curriculum, Instruction & Assessment, Community Engagement Camille Logan, Associate Director, School Improvement & Equity, Curriculum & Instruction, School & Community Engagement
<i>Submitted by:</i>	Rashmi Swarup, Director of Education

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## **Overview**

### **Objective:**

To provide an update of Directive 10 and the ongoing work of establishing meaningful relationships with the community.

### **Highlights:**

- Community consultations
- Outreach plan design

### **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 as it pertains to community engagement.

To achieve these ends, the 2020 Ministry Review required the creation of the Equity Office (Directive 10) to facilitate and lead aspects of the system change through the implementation of a large portion of the 27 Directives.

Directive 10 states:

*The board shall establish the position of Outreach Officer in the Equity Office to be responsible for developing a comprehensive outreach plan to rebuild and maintain trust and credibility with the Board community, particularly with Black communities, and for leading implementation, assessment and reporting on the plan. The Board will include in the plan specific objectives tied to actions and measurable outcomes.*

PDSB is committed to engaging meaningfully and authentically with diverse communities. Intentional tools and resources are being developed to support building and maintaining the relationship between PDSB and its communities, in particular communities who have been underserved and marginalized.

### **Process for the Community Outreach Plan Design**

The design of the Community Outreach Plan will begin with community consultation to identify:

- Community engagement priorities for members of the PDSB school community
- The preferred modes of consultation for the members of the PDSB school community
- Ways PDSB can make community engagement activities accessible to members of the diverse Peel community



- 
- How best to assess the ongoing effectiveness of community engagement for the community and PDSB stakeholders.

### **Consultation Plan:**

#### **Invitees:**

- A scan will be conducted to ensure that a wide range of community organizations are invited to the consultations and that they represent the diversity of Peel communities including those which provide services to and advocate for marginalized populations.
- In addition, parents and students and other members of the school community will be invited to participate in these consultations.

#### **Online survey:**

- An online survey will be shared with those in the diverse Peel communities to gather input into the outreach plan.

#### **In-person consultations:**

- In person consultation sessions will be held to gather insights. This will ensure that access to technology does not pose a barrier to participation.

#### **Virtual consultations:**

- Small virtual consultation sessions will be held to allow a cross-section of individuals to share their input and perspectives.

#### **Consultation Question development:**

Additionally, consultation questions will be developed to assist with the design of the outreach plan that will speak specifically to rebuilding relationships, trust and confidence with members of the Black community. Consultation questions will be developed with support of the research department to ensure the questions are designed to capture the necessary feedback for outreach plan development and measurable outcomes.

Sample consultation questions may include for example:

- In what ways and on which issues do community organizations, parents/caregivers, and students wish to be engaged and/or consulted?
- In what ways can PDSB best consult with students?
- How should PDSB partner with community agencies to identify, understand, and address issues that concern students and families from diverse communities, backgrounds, and identities?
- In what ways should PDSB measure the success of its engagement with the community?

Additionally, consultation questions will be developed to assist with the development of the outreach plan that will speak specifically to rebuilding relationships, trust and confidence with members of the Black community.

#### **Potential Outcomes:**

Potential outcomes may include the following as potential data points for consideration. These draft data points/measurable outcomes will be further developed, refined and identified through the consultation process:

- 
- Community engagement events (in-person and virtual) held by departments and schools
  - Participation levels by demographic group
  - Participants who feel that they were able to contribute to the discussion in the consultation session

Given the deliverable identified in the directive specific to the plan focusing on rebuilding relationships with the Black community, Measurable outcomes will need to align with the We Rise Together 2.0: Black Student Success Strategy. Potential data points may be as follows:

- Black Parent Advisory groups across the system,
- Black Student Associations across the system from K-12 schools
- An indication of how Black parents may be volunteering in their child's school and/or board events and activities

Success of the Community Outreach Plan will demonstrate a commitment to consulting and responding to the diverse voices within the PDSB school community. The finalized plan will leverage the narratives, voices, and experiences of those in Peel's diverse communities to inform system transformation.

## **Evidence**

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

As identified in Directive 10, a key aspect of this work is to center communities that have been historically marginalized and/or excluded from contributing their insights to the Board's priorities and actions to improve the learning and working environments.

## **Impact Analysis**

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

The Equity department will continue to work to develop and support sustainable practices and apply relevant Board policies to ensure the achievement and wellbeing of Indigenous and racialized students are prioritized.

To develop a Community Outreach Plan, the department will be responsible for developing a consultation plan. The consultations will identify specific schools and provide in person as well as virtual opportunities for families and community members to provide feedback and ideas about how better to engage with them. The questions asked will be designed in collaboration between the Equity department and Research and Innovation department.

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

- Anti-racism Policy - Directive 16
- Human Rights - Policy 51
- Safe and Caring - Policy 48

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## **Community Impact:**

The Community Outreach Plan will leverage the narratives, voices, and experiences of those in Peel's diverse communities as capital for the purpose of centering all members of our school communities, including students, families, and staff, as a necessary component of system transformation.

## **Next Steps**

### **Action Required:**

- Communicate with the internal and external stakeholders about the consultation plan
- Develop consultation resources and materials
- Finalize dates and hold consultations
- Review and analyze information collected
- Develop associated policies and/or procedures to align with the Community Outreach Plan
- Communicate with internal stakeholders (e.g., senior leaders, communications, etc.)

### **Communications:**

The Equity Office is working to develop a communication plan to inform both internal and external stakeholders to inform the development of the Community Outreach Plan.

### **Timelines:**

#### **January to March:**

- Communicate with the internal and external stakeholders about the consultation strategy
- Develop consultation resources and materials

#### **March - April:**

- Hold consultations

#### **April:**

- Review and analyze information collected to develop the Community Outreach Plan

#### **May - June:**

- Consult with internal stakeholders (e.g., senior leaders, communications, etc.)

#### **September:**

- Deliver final products:
  - Community Outreach Plan

### **References:**

Chadha, E., Herbert, S., & Richard, S. (2020). *Review of the Peel District School Board*. Ontario Ministry of Education.

14.1 (d)

Board Meeting, January 25, 2023

# Affirming Muslim Identities and Dismantling Islamophobia Strategy

**Strategic Alignment:**  
Directive 14

**Report Type:**  
Recommendation

*Prepared by:* Donna Ford, Superintendent of Education

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

*Submitted by:* Rashmi Swarup, Director of Education

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## **Overview**

### **Recommendation:**

That the co-development of the Affirming Muslim Student Identities and Dismantling Islamophobia Strategy (the “Dismantling Islamophobia Strategy” or the “Strategy”), attached as Appendix 1, be approved.

### **Highlights:**

- The Dismantling Islamophobia Strategy will influence the ways Peel District School Board (“PDSB”) staff attend to ensuring the safety and wellbeing of Muslim-identifying students while addressing Islamophobia throughout the organization.
- This report submits the final draft of the Dismantling Islamophobia Strategy attached as Appendix 1.

### **Background:**

Directive 14 of the Ministry’s 2020 Directives for PDSB required that the Peel District School Board address systemic impediments to the learning success and well-being of Black, Indigenous and racialized students through a comprehensive four-year strategy and action plan.

Directive 14 of the Ministry’s Directives states:

The Board shall establish a comprehensive four-year strategy and action plan to address and eliminate statistically significant disproportionalities in enrolment, achievement, and outcomes of Black students, other racialized students, and Indigenous students in applied, academic, locally developed, Special Education, and Regional Choice pathways and programs.

The Board’s plan shall:

- i. include specific objectives tied to actions, measurable outcomes, and timelines for meeting those objectives;
- ii. include actions and measurable outcomes to reduce the effects of implicit bias on the disproportionate outcomes of PDSB’s Black students, to encourage Black students to establish goals and achieve academically;
- iii. identify an employee or employees who would have responsibility for working to achieve the objectives laid out in the plan;
- iv. include provisions for engaging with parents; and v include provisions for public reporting on progress towards achieving outcomes in the strategy.

The Board shall require accountability for the action plan to address explicitly in the Board’s Multi-Year Strategic Plan, the Board Improvement Plan for Student Achievement (BIPSA), the Equity Action Plan, and in the performance appraisals of principals, supervisory officers, Associate Directors, and the Director of Education. This strategy and action plan should be a key component of the Annual Equity Accountability Report Card.

The Dismantling Islamophobia Strategy is integral to Directive 14 and aligns with the requirements of the Ministry Directives. The Board passed a motion to commit PDSB to the development of an anti-Islamophobia strategy in September 2021.

The Dismantling Islamophobia Strategy is a community-led and PDSB staff-facilitated initiative. Through a press conference in October 2021, the proposed co-development of the Dismantling Anti-Islamophobia Strategy was announced by the National Council of Canadian Muslims (NCCM), the Council of Agencies Serving South Asians (CASSA) with the Urban Alliance on Race Relations.

Since then and as outlined in previous Board updates (November 30, 2021; November 30, 2022; January 23, 2022), consultation with and the contributions of both internal and external stakeholders has shaped the co-development of the Dismantling Islamophobia strategy as laid out below:

Item	Action	Completion Date
Internal consultations	Equity Accountability Report Card - Exploring the Equity Gap by Faith/Spirituality, Part 1	June 2021
External consultations	National Council of Canadian Muslims – NCCM to capture parent and family voices representing the intersectionality of identities within the Muslim experience) including focus groups and interviews	April 2022
Internal, external consultations	Presentation of a consultation report of the key themes that enable systemic Islamophobia completed	May 2022
Internal, external consultations	Input on the finalizing of the draft strategy from students, parents and various Employee Resource Groups and Trustees	December 2022

Content of the Strategy

The Dismantling Islamophobia Strategy:

- describes the historical roots of Islamophobia as a systemic, societal and structural reality (documented through research) that negatively affects the lived experiences of Muslim-identifying people; and in the context of education, students, their families, school and workforce staff

- 
- utilizes the Ontario Human Rights Commission definition of Islamophobia - a working definition utilized by the Government of Canada's Anti-Racism Strategy, Ontario's Anti-Racism Directorate, and by the National Council of Canadian Muslims - to clarify that Islamophobia is discrimination based on faith which can intersect with other social identities intensifying its effect on students, their families and staff
  - defines five guiding principles to clarify the manifestations of Islamophobia and its impact and implications for students, their families and staff. The guiding principles are:
    1. Experiences and Occurrences of Islamophobia are Systemic and Common
    2. Public Education is Not Neutral
    3. Understanding Social Location and the Development of Meaningful Allyship is Necessary
    4. Action to Dismantle Islamophobia Must be Prioritized and be Ongoing
    5. Accountability Measures Must be Enacted at all Levels
  - outlines reporting measures and provides six pillars for implementation to ensure purposeful and positive outcomes for Muslim-identifying students, their families and staff. The pillars are:
    1. Build Capacity to Lead Implementation of the Strategy
    2. Affirm and Celebrate Muslim Identities
    3. Create Learning and Working Environments That Intentionally Disrupt Islamophobia
    4. Foster Meaningful Engagement with Muslim Communities
    5. Support Mental Health and Well-Being of Muslim Students and Staff
    6. Implement Responsive Hiring and Supportive Practices

## **Impact Analysis**

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

The Dismantling Islamophobia Strategy is the first such strategy aimed at dismantling Islamophobia in education that has been co-developed by an Ontario school board with community partners. While this major initiative is in direct response to the Ministry's 2020 Review of the Peel District School Board, which recognized that Islamophobia is an area of concern in the PDSB, it is at the same time an opportunity for the PDSB to engage in their stated commitments to the principles of anti-racism, anti-oppression and anti-colonialism in ways that address discriminations experienced by Muslim-identifying students, their families, and staff.

Moreover, with respect to occurrences of discrimination rooted in Islamophobia, the Dismantling Islamophobia Strategy will support the PDSB in meeting its obligations under the Ontario *Human Rights Code* to ensure the protected rights of the PDSB community. In creating learning and working environments free from discrimination, this Strategy requires the assessment and elimination of practices, programs, and procedures that impede access to faith-based practices.

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

Human Rights - Policy 51  
Equity and Inclusive Education Policy 54  
Ministry Directive 14  
PDSB Anti-Racism Policy

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

The assignment of central resources, including budget, to support the implementation of the Dismantling Islamophobia Strategy will be determined to enable activation of the implementation plan within the strategy's accountability framework.

### **Community Impact:**

The completion of the Dismantling Islamophobia Strategy demonstrates the first step in following-through on the October 2021 announcement of the co-development of the Dismantling Islamophobia Strategy by community stakeholders, specifically the National Council of Canadian Muslims (NCCM), the Council of Agencies Serving South Asians (CASSA) with the Urban Alliance on Race Relations.

The ongoing collaboration with communities to ensure the safety, success and wellbeing of Muslim-identifying students, their families and staff within the Peel District School Board will be sustained through commitment to the review of the reporting measures outlined in the Dismantling Islamophobia Strategy.

## **Next Steps**

### **Action Required:**

The reporting measures within the Affirming Muslim Student Identities and Dismantling Islamophobia Strategy provide an overview of the criteria for collection and goal setting that will guide the following:

- (i) Strategy Implementation Team
  - a team of staff (coordinating principal, coordinator, resource teachers) will collaborate to review and co-develop an accountability framework with implementation plan for the Strategy
  - implementation will follow a four-year timeline in alignment with the Comprehensive Four-Year Strategy and Action Plan (Directive 14)
- (ii) Central resources and budget
  - responsibilities and allocations of resources and budget will be determined via the review of the Strategy Implementation Team`
- (iii) Communications Plan



- 
- Ongoing communications to Board and to internal and external stakeholders on the progress and impact of the Affirming Muslim Student Identities and Dismantling Islamophobia Strategy as a result of the imp
  - Notification/promotion of strategy to internal and external stakeholders/audiences
  - Timed progress updates (over the four years of the implantation timeline) to Board and to internal and external stakeholders

## **Appendices**

Appendix 1 – PDSB Affirming Muslim Student Identities and Dismantling Islamophobia Strategy

# Affirming Muslim Student Identities and Dismantling Islamophobia Strategy





## Design Inspiration

The design of the **Affirming Muslims Student Identities and Dismantling Islamophobia Strategy** (the “*Dismantling Islamophobia Strategy*” or the “*Strategy*”) is inspired by the intricate beauty of Islamic geometric designs and motifs. Geometric patterns and motifs such as circles and squares played a significant role in knowledge translation throughout Islamic history.<sup>1</sup>

Islamic art and design connect many knowledge sources such as science, mathematics, spirituality, and astronomy.<sup>2</sup> Pillars are a common motif in Islamic design and ways of knowing. Pillars represent the foundation from which knowledge is built upon. It is common for Islamic architecture to include pillars, domes and minarets which represent aspects of knowledge and learning.

As we engage in foundational work to challenge forms of oppression and hate, this strategy is a critical pillar to further PDSB’s commitment to equity and inclusion. This strategy will lay the foundation for the ongoing work that is necessary to challenge Islamophobia and affirm Muslim identities at the PDSB.

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# Land Acknowledgement

The following Territorial Acknowledgement was co-created with our Treaty Partner, Nancy Rowe, from Mississaugas of the Credit First Nation:

The land upon which we work, live, and sustain ourselves is the ancestral and treaty lands of the Miichizaagiig Anishinaabek also known today as the Mississaugas of the Credit, the rightful caretakers and title holders of this land. We also recognize the rich pre-contact history and relationships which include the Anishinaabek and the Onkwéhonwe. Since European Contact, this land continues to be home to Indigenous and non-Indigenous peoples. As responsible community members, we value the diversity, dignity and worth of all people. Colonialism displaced and dispossessed Indigenous peoples of their ancestral lands and continues to deny their basic human rights, dignities, and freedoms. We are committed to learning true history to reconcile, make reparations and fulfill our treaty obligations to the Original Peoples and our collective responsibilities to the land, water, animals, and each other for future generations.

Early Muslim settlers have formed meaningful relationships with Indigenous communities since the early 1900s. In 1905, Ali Ahmed Abouchadi arrived from Lebanon and married from among the Cree. He learned to speak Nêhiyawêwin (Cree), established a store and fur trade among the Indigenous living in Lac La Biche, Alberta, and was known as Alexander Hamilton. In 1910, Ahmad Ali Ferran, known also as Jack Baker, came as a settler from Lebanon. He learned Indigenous languages, Slavey and Dogrib, and established a trapping and fur trade among the Indigenous in the Northwest Territory, where he taught them basic economics. He faced discrimination as a Muslim and was pressured by the Canadian government to stop economic development with Indigenous peoples. In 1964 a mostly Indigenous population in the Northwest Territory voted for Jack Baker, making him the first elected Muslim politician in Canada.<sup>3</sup> These stories exemplify what it means to be committed to ongoing allyship with Indigenous communities. As settlers on Turtle Island, Muslims have the responsibility to honour and uphold treaties, partner, and ally with Indigenous Peoples, disrupt and dismantle anti-Indigenous racism and continue to inform our communities of the need, and moral obligation to support the Indigenous people of this land.

# Gratitude

We would like to begin by expressing our deepest appreciation to the **We Rise Together 2.0, Black Student Success Strategy** team for laying out the foundations upon which this document is modeled. The mirroring of the two strategies acknowledges that although each group has unique historical experiences and faces oppression in different ways, both oppressions are connected and the path to disrupting and dismantling oppression requires solidarity and ongoing action. It is important to note the intersectionality of those who identify as both Black and Muslim. The earliest Muslims in Canada were likely of West African descent, forcibly brought to British North America through the transatlantic slave trade. They were prohibited from identifying as Muslim or practicing Islam. Historians suggest up to 30% of enslaved peoples would have identified as Muslim. As Peel Region continues to receive an influx of Black African Muslim families (Somalian, Nigerian and others), the need to support Black Muslim identities is paramount to the implementation of both strategies.<sup>4</sup> The principles of anti-racism and anti-oppression apply to all groups that experience oppression. By improving outcomes for one, we all truly rise together.

It is of utmost importance to note that this strategy would not and could not exist except through the efforts of the Black community and the PDSB in supporting strategies to disrupt and dismantle anti-Black racism. The resources, commitment and emotional labour of the Black community must be recognized as the foundation for all anti-racism work in our schools and society. It is this struggle for equality and unity that has opened up the doors for dialogue and action to disrupt and dismantle all forms of oppression.

We would like to extend our deepest gratitude and appreciation to the many people who contributed to and supported the development of this strategy. This strategy would not be possible without the organizing of Council of Agencies Serving South Asians (CASSA), the Urban Alliance on Race Relations (UARR), and Peel students and families in advocating for the motion to be introduced. We are grateful to former Trustee Nokha Dakroub, who worked alongside the community to put forth the motion for a strategy to address Islamophobia. We are also grateful for the contributions of the National Council of Canadian Muslims (NCCM), as well as the parents and staff members who were part of the development of this strategy.

The work of creating a safe and nurturing space for Muslim students and staff has been ongoing for decades. We give thanks to the many past and present Peel District School Board staff, senior administrators, principals, teachers, students, and families who have tirelessly worked to create inclusive spaces for students and staff. It is upon your shoulders that we stand and write this strategy today.

## **Consultants**

The National Council of Canadian Muslims

### **Affirming Muslim Student Identities and Dismantling Islamophobia Community Working Group**

Muslim Employees Association of Peel (MEAP)

National Council of Canadian Muslims (NCCM)

Council of Agencies Serving South Asians (CASSA)

Urban Alliance on Race Relations (UARR)

Parent Involvement Committee (PIC)

### **Affirming Muslim Student Identities and Dismantling Islamophobia Strategy Writing Team**

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# Introduction

The Peel District School Board is the first school board in Canada to embark on creating a strategy to affirm Muslim identities and dismantle Islamophobia. It is in direct response to the Review of the Peel District School Board (2020) which recognized that Islamophobia is an area of concern in the Peel District School Board.<sup>5</sup>

The process began with the passing of a motion for the Board to commit to the development of a strategy to affirm Muslim identities and dismantle Islamophobia in September 2021.<sup>6</sup> The strategy was eventually developed through consultation with Muslim community organizations and the formation of a writing team.

The 2018 PDSB student census indicated that Islam is the largest reported faith-based identity within the Board, with Muslims making up approximately 25% of the Peel District School Board's student population.<sup>7</sup> Experiences of Islamophobia impact Muslim students', their families', and staff's sense of safety as well as their mental health and well-being.

This strategy outlines the Guiding Principles, Pillars, Priorities, and Reporting Measures that the PDSB is committing to take as it continues its journey to dismantle systems of oppression and to decolonize practices that will deepen current anti-racist, anti-oppressive efforts. This strategy names and identifies specific actions that Peel educators, staff, students and community members are required to take to affirm student identities while dismantling Islamophobia, anti-Muslim bias, prejudice and hate throughout the Board. The enactment and enforcement of this strategy demonstrates the commitment of the PDSB to anti-racist, anti-oppressive principles which are foundational to creating positive, welcoming, identity-affirming learning and working environments.<sup>8</sup> This strategy aligns with the PDSB Anti-Racism Policy.

The development of a strategy to affirm Muslim identities and dismantle Islamophobia is only the first step in an ongoing journey. The strategy must be continuously referred to, reflected on, revisited, and improved upon to be responsive to issues as they arise. Ongoing monitoring of system, school, and classroom level actions to determine measures of success ensures accountability for the implementation of the strategy. Fostering an environment that is free from Islamophobia will require the efforts of all members of the PDSB community to meaningfully engage in this important work.<sup>9</sup>



# Guiding Principles

The following principles are foundational to understanding how Islamophobia impacts students, staff and families. It is our collective responsibility to uproot Islamophobia within PDSB.

- 1. Experiences and Occurrences of Islamophobia are Systemic and Common**
- 2. Public Education is Not Neutral**
- 3. Understanding Social Location and the Development of Meaningful Allyship is Necessary**
- 4. Action to Dismantle Islamophobia Must be Prioritized and be Ongoing**
- 5. Accountability Measures Must be Enacted at all Levels**



# Guiding Principles

## **1. Experiences and Occurrences of Islamophobia are Systemic and Common**

The PDSB acknowledges that Islamophobia is embedded in society on both an individual and systemic level and thus permeates our education system. Islamophobia has a negative impact on the identity, well-being, and outcomes of Muslim-identifying students, families, staff, and community. This impact is compounded for Muslims with intersecting marginalized identities. It is also important to note that Islamophobia has a negative effect on all communities, regardless of creed.

## **2. Public Education is Not Neutral**

The public education system is assumed to be secular. However, the reality is that the education system historically and currently frames Christianity as the norm. As noted in the **Education Act**, teachers are required to uphold the principles of “Judeo-Christian morality”.<sup>10</sup> The influence of Christianity is also evident in the organization of the school calendar and the historical recognition and centering of Christian holidays. This results in the erasure of different creeds and ways of knowing and being.<sup>11</sup>

## **3. Understanding Social Location and the Development of Meaningful Allyship is Necessary**

It is the responsibility of all members of the PDSB community to acknowledge and reflect on their social location and use their relationship with power and privilege to engage in meaningful allyship with Muslim-identifying students, staff and families.

## **4. Action to Dismantle Islamophobia Must be Prioritized and Ongoing**

Islamophobia has caused harm and continues to harm students, staff, families and community members. Understanding, disrupting and dismantling Islamophobia is a priority that requires ongoing commitment of all members of the PDSB community.

## **5. Accountability Measures Must be Enacted at all Levels**

PDSB stakeholders will be held accountable to create safe, inclusive, and identity-affirming environments. This includes recognizing creed as a protected ground under the Ontario Human Rights Code and PDSB Human Rights Policy 51. Supporting and affirming Muslim identities will be included in School and Board Improvement and Equity Plans.

# Historical Roots of Islamophobia

It is assumed that Islamophobia is a relatively new phenomenon that began on September 11, 2001. While there is no doubt that the events of 9/11 and the subsequent “war on terror” represented a significant turning point in shaping Islamophobia,<sup>12</sup> it is important to note that, “Islamophobia has been present in Western discourse since the Middle Ages... descriptions of Muslims as uncivilized and violent also helped rationalize European colonial domination of most of the Muslim majority world.”<sup>13</sup>

The term **Islamophobia** came into common usage with the publication of the *Runnymede Trust Report* in 1997 by the Commission on British Muslims and Islamophobia. While the term was popularized through the Runnymede Trust Report, and made its way into United Nations discussions over the 2000s, the concept of Islamophobia considerably predates the current usage of the term. Notably, many scholars and activists previously relied on Edward Said’s 1978 conceptualization of “Orientalism” to name and analyze anti-Muslim policies, sentiments, and behaviours.<sup>14</sup> Orientalism remains foundational in theorizations of Islamophobia to this day.

Islamophobia may impact different members of the Muslim community differently, as is noted in intersectional research studies which have led to the formulation of terms such as **gendered Islamophobia**<sup>15</sup> and **anti-Black Islamophobia**.<sup>16</sup> For example, some Muslims may experience both anti-Black Racism and Islamophobia simultaneously; likewise Muslim women may experience misogyny and Islamophobia simultaneously. These terms are analytical contributions that enrich and nuance our understanding of experiences of Islamophobia and, in turn, signal the need for a nuanced approach to tackling Islamophobia.

# Defining Islamophobia

Islamophobia is a dynamic phenomenon that makes it difficult to define. Moreover, the use of a variety of terms such as anti-Muslim racism and anti-Muslim hate adds to the complexity. Jasmine Zine (2022) notes that, “anti-Muslim racism is a manifestation of Islamophobia that is evident through the violence, hatred, and discrimination enacted against Muslim bodies, but since these acts rely upon the demonization of Islam to sustain and reproduce their racial logic, one does not exist without the other.”

**For the purposes of this strategy, Islamophobia is used as an umbrella term that encompasses both anti-Muslim racism and anti-Muslim hatred.**

In the Canadian context, a frequently cited definition is the one proposed by the Ontario Human Rights Commission (OHRC) in their 2015 report, “Policy on Preventing Discrimination Based on Creed.” The OHRC definition is as follows:

**Islamophobia includes racism, stereotypes, prejudice, fear or acts of hostility directed towards individual Muslims or followers of Islam in general. In addition to individual acts of intolerance and racial profiling, Islamophobia can lead to viewing and treating Muslims as a greater security threat on an institutional, systemic, and societal level. One-sided, sweeping, negative portrayals of Muslim people or Islam in general play a key role in normalizing and reproducing contemporary forms of Islamophobia. These may result in Muslims being treated unequally, evaluated negatively, and being excluded from positions, rights and opportunities in society and its institutions.<sup>17</sup>**

# Defining Islamophobia

The OHRC definition is currently the working definition employed in the Government of Canada's Anti-Racism Strategy,<sup>18</sup> Ontario's Anti-Racism Directorate, and by the National Council of Canadian Muslims.

It is important to note that Islamophobia is a form of oppression based on faith that often intersects with racism and other forms of oppression such as xenophobia, sexism, homophobia, and anti-Palestinian racism.

The most visible and easily identifiable manifestations of Islamophobia in the educational setting are the individual actions referenced in the definition. These include acts like vandalism, name-calling, exclusion, harassment, microaggressions, violence and hate crimes.<sup>19</sup> Muslims are also impacted by systemic practices such as racial and religious profiling and surveillance, laws governing religious attire, and discrimination in education, social services, healthcare, and law enforcement.<sup>20</sup>

# Anti-Black Islamophobia

Anti-Black Islamophobia is a specific kind of racism and discrimination experienced by Black Muslims and individuals who are perceived to be Black and Muslim. Black Muslims are situated at an intersection where both being Black and being Muslim results in experiences of oppression<sup>21</sup> and so Black Muslim communities come to be doubly marginalized resulting in compounded barriers to access and inclusion.<sup>22</sup>

## Gendered Islamophobia

Gendered Islamophobia is a form of anti-Muslim racism that is rooted in gender stereotypes and particularly harms Muslim women.<sup>23</sup> A 2015 Statistics Canada report on hate crimes identified that Muslim populations had the greatest percentage of hate crimes whose victims were female in the 224 police-reported crimes targeting Muslims.<sup>24</sup>

### Gendered Islamophobia:<sup>25</sup>

- Constructs Muslim women as inherently oppressed and in need of saving.
- Constructs Muslim women as security and cultural threats who need to be monitored, controlled and surveilled.
- Accepts Islamophobic speech and dehumanizing narratives against Muslim women and girls.



# Systemic Islamophobia

**A system of Islamophobia created through the existence of laws, policies, practices and actions that may appear neutral but actually have an adverse effect on Muslims or those who are perceived to be Muslim.**

This can allow for Islamophobia to be prevalent in both private and public spaces in the form of laws, federal and provincial policies, government-sanctioned surveillance, and an implicit hierarchy of citizenry. An example of this in the Canadian context is Bill 21 in Quebec, a law that prohibits the wearing of religious symbols such as the hijab in public sector jobs, including teaching. In the education system, this can exist through policies prohibiting headwear, limited options of athletic uniforms, and the absence of halal food options.

These systemic attitudes foster an unwarranted culture of suspicion and surveillance of Muslims and the Muslim community. An example of this is the surveillance of Muslim leaders and Muslim Student Associations (MSAs - student affinity groups or identity-affirming opportunities for sharing experiences, contributing to student life) by the Canadian Security Intelligence Service (CSIS) and other policing bodies.<sup>26</sup> A PDSB specific example was illustrated when a Peel community member offered a monetary reward for surveilling of Muslim students at Friday prayers in schools.<sup>27</sup>

Outside of governmental policies, Muslims are often the victims of intimidation, harassment, and acts of violence – particularly against Muslim women and specifically toward Black Muslim women.<sup>28</sup> Muslims also face discrimination around issues of employment, travel, law enforcement, and schooling to name a few.<sup>29</sup> There is strong evidence of Islamophobic content being developed and delivered, through active agents, with the intent of spreading hate.<sup>30</sup> In a recent report, *The Canadian Islamophobia Industry: Mapping Islamophobia's Ecosystem in the Great White North (2022)*, Jasmine Zine, professor at Wilfrid Laurier University, notes:

*“The Islamophobia industry perpetuates fear and negative stereotypes about Islam and Muslims, leading to hate, violence and discrimination. It is comprised of media outlets, political figures, academics, think tanks, far right groups and ideologues, and the donors who fund their campaigns. These individuals, groups, and institutions comprise a network that supports and engages in activities that demonize and marginalize Islam and Muslims in Canada.”<sup>31</sup>*

Actively identifying and dismantling systemic Islamophobia is a necessary step in creating safe and inclusive spaces within the PDSB community.

# Islamophobia in Canada

Islamophobia has been at the root of increased targeted hate attacks killing more Muslims in Canada compared to any other G-7 country. Statistics Canada's most recent report on hate crimes notes that in 2021, there was a 71 percent increase in police-related hate crimes being perpetrated against Muslims in Canada.<sup>32</sup>

The immediate background leading up to the passing of this motion included a brazen act of Islamophobic violence against a Muslim family in London, Ontario, on June 6, 2021 that took the lives of four members of the Canadian Muslim community and left one little boy seriously injured. For the first time, the perpetrator of this Islamophobic hate crime was charged with terror-related offences. This marked a change from how previous hate crimes perpetrated against Muslims have been historically characterized. For example, the gunman who killed six people at a Quebec City Mosque in January 2017 was charged with murder and not for any hate-motivated or terror-related offences.<sup>33</sup> These examples illustrate the pervasiveness of Islamophobia across communities nation-wide.

As a result of the overt display of Islamophobic violence and anti-Muslim hate demonstrated in the London attack, the Ontario Human Rights Commission's Chief Commissioner, Ena Chadha issued a statement reaffirming the right of every Ontarian to walk down a street, shop, work and worship without concern for their personal safety because of their religion, ethnicity and/or race.<sup>34</sup> The Ontario Human Rights Commission decried the ever-increasing hate endured by faith-based and racialized communities underscoring that actions are needed to be taken at individual and institutional levels to eliminate Islamophobia which exists in all educational, social and political spheres.



# Islamophobia in Education

The recent documentation of Islamophobia in the 2020 Ministry Review of the Peel District School Board has shed light on an issue that has always existed in the education system. As long as there have been Muslims in the education system, there has been direct experience of Islamophobia.<sup>35</sup>

The review found anti-Black racism to be a significant challenge in PDSB, and it also noted that Muslim students (comprising 23.5% of the student population according to the 2018 PDSB Student Census)<sup>36</sup> were the targets of Islamophobia within the PDSB. In addition, the review noted that blatantly Islamophobic resources and teaching materials have been used in classrooms that significantly impact the well-being of the Muslim staff and students.

The issue of religious accommodations for Friday prayers brought to the surface underlying Islamophobia, anti-Muslim bias and prejudice within Peel. In 2016, the PDSB introduced a policy that required Muslim students to use Board-approved sermons for Friday prayers. The Muslim community recognized this as a violation of their human rights and advocated for a return to the previous accommodation that had been in place for decades without issue, which allows students to create their own sermons. Although the policy was eventually overturned, this event spurred the creation of a petition by anti-Muslim hate groups calling for the end of religious accommodations in Peel, a clear violation of the Ontario *Human Rights Code* and the Board's Human Rights Policy. At the March 2017 Board meeting, protesters disrupted the meeting by ripping out the pages of a Quran and shouting Islamophobic rhetoric.<sup>37</sup> These incidents have had long lasting negative impacts on PDSB staff, students and community.

Other research conducted in Ontario has demonstrated that Muslim students and staff experience Islamophobia at both the individual and systemic levels.<sup>38</sup> Students have shared their stories of experiencing racist, Islamophobic, and xenophobic comments throughout the school system including classrooms, hallways, online chat groups.<sup>39</sup> Many students reported that they bear the burden of answering questions about, and at times, defending their faith to teachers and peers. Students also reported feelings of isolation and erasure from the curriculum, which excludes any mention of Muslim contributions, past or present, to Science, Math, Literature, or the Arts. Finally, a lack of understanding about Islam and Muslims within the PDSB community has perpetuated myths and misconceptions about Muslim identities.

# Islamophobia in Education

Studies and reports of the lived experiences of Muslim children in Canadian school systems tell us that Islamophobia takes many forms in educational contexts. This includes:

- 1) experiences of bullying and alienation by peers, including targeting, and/or excluding Muslim students or those who are perceived to be Muslim.<sup>40</sup>
- 2) lack of culturally responsive and relevant mental health supports for Muslim students, including those who have been through an Islamophobic experience.<sup>41</sup>
- 3) biased, prejudiced or Islamophobic content in curriculum.
- 4) absence of nuanced and affirming representations of Islam and Muslims.
- 5) resistance to or lack of religious accommodations for Muslim students.<sup>42</sup>
- 6) normalization of Islamophobic comments.<sup>43</sup>
- 7) absence of an intersectional understanding of Islamophobia and its impact on Muslim students, staff and families (i.e. gendered Islamophobia, anti-Black Islamophobia).

While the Muslim community is a highly educated community within Canada, it is still overrepresented in unemployment and under employment rates.<sup>44</sup> With this context in mind, Muslim student success and Muslim excellence are key areas that need to be prioritized in anti-Islamophobia work in education.<sup>45</sup>

Beyond the student experience, Muslim parents, educators, and administrators often face Islamophobia. This can include parents being unreasonably dismissed for their concerns, discrimination in employment and promotions for teachers and administrators, harassment, and toxic spaces. In our consultations, educating to build awareness of Islamophobia and identify sentiments that provoke anti-Muslim hate was consistently identified as a long-term solution towards eradicating all forms of xenophobia, and towards ending the violence faced by Canadian Muslims today.

# Documented Evidence: The Urgency to Dismantle Occurrences of Islamophobia in the Educational System

## **2013 The Journey Ahead**

An action plan for equitable hiring and promotion in PDSB was created in 2013 in response to the biased hiring processes that created barriers for applicants from diverse and racialized backgrounds.

## **2014 Ministry's Achieving Excellence: A Renewed Vision for Education in Ontario**

This document created by the Ministry of Education is premised on the belief that every student has the opportunity to succeed, regardless of ancestry, culture, ethnicity, gender, gender identity and expression, language, physical and intellectual ability, race, religion, sex, sexual orientation, socio-economic status, or other factors. The importance of this document is that it sets forth the imperative in all spheres of education to expand access to and dismantle barriers to educational success for all students' identities.

## **2015 Policy on Preventing Discrimination Based on Creed**

The protections under the Ontario *Human Rights Code* include creed as a prohibited ground of discrimination. As such, "the right to be free from discrimination based on creed reflects core Canadian constitutional values and commitments to a secular, multicultural, and democratic society. People who follow a creed, and people who do not, have the right to live in a society that respects pluralism and human rights and the right to follow different creeds."<sup>46</sup> The Ontario Human Rights Commission's *Policy on Preventing Discrimination Based on Creed* names Islamophobia and recognizes that the "interconnection between religion, race, and ethnicity for many creed communities has exposed many religious minorities in Ontario to intersecting forms of prejudice, racism, xenophobia, and discrimination and harassment based on race, creed, ethnic origin, place of origin, and ancestry."<sup>47</sup>

## **2016 The Tessellate Institute: Examining Islamophobia in Ontario Public Schools<sup>48</sup>**

Three themes emerged from the accounts of Muslim students in Ontario public schools:

- Students expressed feelings of isolation and alienation.
- Lack of awareness about Islam and Muslims among peers and teachers.
- Lack of representation of Muslims in teaching and curriculum.

### **2017 National Council of Canadian Muslims (NCCM) Town Hall Report<sup>49</sup>**

The report captures the experiences of Muslim students across Ontario.

Students expressed the need for:

- Providing teachers with training about Islam and Islamophobia.
- School-wide strategies to deal with Islamophobic rhetoric and actions (i.e. microaggressions and other offences).
- Muslim counselors to address mental health and well-being needs.
- More opportunities for Muslim students to build their identity in affirming environments/school programs.

### **2017 A Better Way Forward: Ontario's 3-Year Anti-Racism Strategic Plan<sup>50</sup>**

The strategic plan represents the province's commitment to make change and break down barriers in order to advance racial equity. The urgent need to address Islamophobia was noted and a commitment was made to develop public education and awareness initiatives that aim to mitigate and prevent Islamophobia.

### **2018 Student Census: Overall Board Report (Kindergarten to Grade 12)<sup>51</sup>**

- Islam was the largest reported faith group in PDSB.
- Approximately 25% of students identify as Muslim.

### **2020 Ministry Review of the Peel District School Board<sup>52</sup>**

- The review of the PDSB found that Muslim-identifying students have been targets of Islamophobia both in the school and in the community.
- Directive 8 further to the 2020 Ministry Review requires the Board to retain an expert to conduct an appraisal of the Director's performance, specifically including their performance in relation to addressing anti-Black racism, Islamophobia, and other equity issues.
- Directive 14 to address the disproportionate experiences Muslim-identifying students face as a result of the paucity of curriculum representation and barriers to creed practice.

### **2021 National Council of Canadian Muslims (NCCM) Recommendations for the National Action Summit on Islamophobia<sup>53</sup>**

- The federal government subsequently announced the National Summit on Islamophobia to take place on July 22, 2021 to identify ways to combat Islamophobia across the country.
- NCCM engaged in a process of developing recommendations after hosting consultation sessions with mosques, community organizations and collectives from British Columbia to the Atlantic provinces, representing a diverse intersection of Muslims in Canada.
- Through community consultations, education was consistently identified as a long-term solution towards eradicating all forms of xenophobia, and towards ending the violence faced by Canadian Muslims today.
- Recommendation #53 to the National Action Summit on Islamophobia noted having school boards adopt an Anti-Islamophobia Strategy.

### **2021 Focus Groups: Understanding the Experiences of Muslim-Identifying Students. PDSB Equity Accountability Report Card: Exploring the Equity Gap by Faith/Spirituality<sup>54</sup>**

This report presents the narratives of Muslim-identifying students gathered through student focus groups. Muslim students noted:

- Common experiences of being labeled a terrorist or other dehumanizing words.
- Feeling a lack of acceptance, safety, and belonging in relation to their identities and cultures.
- Absence of positive representation in curriculum and materials.
- Students and teachers need to build their awareness of Islamophobia and its impact on students.
- The need for a safe space to discuss experiences.
- The need to see themselves represented in teaching staff and guidance counselors.
- The need to address incidents of Islamophobia and anti-Muslim hatred.

### **2021 The Peel District School Board Passes a Motion to Create a Strategy to Dismantle Islamophobia**

- Community organizations worked with PDSB Trustees to support the creation of a Dismantling Islamophobia Strategy.<sup>55</sup>
- The plan includes mandatory anti-Islamophobia training for all board staff members.
- The plan aims to eradicate misunderstanding around Islam, to bring in “diverse narratives” about Muslim communities, and to make sure educators have the tools they need to ensure that classrooms are inclusive.

### **2022 Ontario Announces Funding to Develop Resources to Combat Islamophobia<sup>56</sup>**

- Funding announced to create guides, resources, and materials to counter Islamophobic narratives in culture, online and in the classroom.
- Resources designed for school staff and students, and to support Muslim families, students and educators.

### **2022 Standing Senate Committee on Human Rights – Islamophobia**

The committee engaged in a study on how Islamophobia promotes hate and violence against Muslims. The study also examined the forces of Islamophobia and its impact on individuals including mental health and physical safety. They consulted with students, teachers, community, and faith leaders from Peel on their experiences with Islamophobia.

### **2022 The Canadian Islamophobia Industry: Mapping Islamophobia’s Ecosystem in the Great White North<sup>57</sup>**

A 240 page report that maps out the political, ideological, institutional, and economic networks that instigates Islamophobia fear and moral panic in Canada. The four-year study unveils a well funded and orchestrated ecosystem that comprises media outlets and Islamophobia influencers, white nationalist groups, far right groups, self-professed “Muslim dissidents,” think-tanks and their designated security experts, and the donors who fund their campaign.<sup>58</sup>

# Pillars of Implementation



# Pillar 1: Build Capacity to Lead Implementation of the Strategy

Trustees, senior leaders, and administrators develop the knowledge and skills to lead the implementation of this strategy. All members of the PDSB community will develop an understanding of Islamophobia and its impact on Muslim students, families, and communities.

## **PDSB COMMITS TO THE FOLLOWING ACTIONS:**

- 1.1** Providing professional learning for trustees on equity, human rights, anti-racism, anti-oppression, intersectionality and Islamophobia at the beginning of and throughout their term.
- 1.2** Ensuring that ongoing professional learning is provided for senior staff, administrators, and all school staff about Islamophobia and its impact on Muslim students, staff and families.
- 1.3** Ensuring that superintendents and administrators include performance goals that support the implementation of this strategy through the School and Board Improvement and Equity Plan (SIEP and BIEP). This will include using the School Equity Audit Tool (SEAT).
- 1.4** Ensuring that superintendents routinely consult with their respective school administrators to assess the implementation of this strategy through the SIEP framework.
- 1.5** Establishing a Strategy Implementation Team (coordinating principal, coordinator, resource teachers) as well as an advisory group that includes staff from a wide variety of roles in the board that represent diverse identities of Muslims and staffing groups.

## Pillar 2: Affirm and Celebrate Muslim Identities

Muslim students will see themselves reflected within the curriculum through positive, identity-affirming representations to help foster feelings of acceptance, belonging, and well-being. As stated in the PDSB Anti-Racism Policy and the PDSB Human Rights Policy 51, curriculum and pedagogy should reflect students' identities and experiences.<sup>59</sup>

### **PDSB COMMITS TO THE FOLLOWING ACTIONS:**

- 2.1** Critically reflecting on their own social location, staff will identify and confront Islamophobic biases, prejudice and hate.
- 2.2** Using anti-racist, anti-oppressive, culturally relevant and responsive frameworks to inform pedagogy and practice. This includes interrogating how resources are chosen and used, and understanding their impact on Muslim identities.
- 2.3** Including resources and learning that affirm Muslim identities and contributions across curricula (e.g. Math, Science, History, Arts, etc.) as a means to counter the erasure of the Muslim identity in the historically Eurocentric curriculum.
- 2.4** Developing students' understanding of Islamophobia and its connections to other forms of oppression (such as anti-Black racism, anti-Indigenous racism and anti-Palestinian racism) in an age-appropriate manner.
- 2.5** Developing and supporting schools with board-created anti-racist resources to celebrate Islamic Heritage Month and affirm Muslim student identities throughout the year. These resources will include but are not limited to lesson plans, guest speaker lists, Muslim affirming resources for school libraries.
- 2.6** Requiring all schools to provide meaningful learning opportunities for staff, students and families that affirm and celebrate Muslim identities during Islamic Heritage Month and beyond.
- 2.7** Offering counternarratives, contemporary and historical, to actively combat Islamophobic narratives in society that are highlighted in the media and in daily practices within Peel communities.
- 2.8** Creating intentional learning opportunities where students can critically examine, interrogate and interrupt Islamophobia found in literature, media, daily contexts, etc.



## Pillar 3: Create Learning and Working Environments That Intentionally Disrupt Islamophobia

In accordance with the PDSB Anti-Racism Policy, all PDSB community members have an ethical responsibility to prevent incidents from happening through education and creating spaces that are safe and inclusive.<sup>60</sup> Board and school leadership will ensure an environment that is welcoming, inclusive, and meets the needs of all learners. This will be accomplished by proactively identifying and dismantling barriers that are known to be obstacles to students or staff who identify as Muslim.

Teachers will use principles of Universal Design for Learning to design inclusive programs which ensure that Muslim identifying students can maximize their participation in classroom and school activities while maintaining their faith practice. Although there is currently a religious accommodation policy in place, it is important that the system works proactively to meet the needs of learners who identify as Muslims.

### PDSB COMMITS TO THE FOLLOWING ACTIONS:

- 3.1** Developing and implementing annual mandatory anti-Islamophobia training for staff.
- 3.2** School leadership committees will include a focus on identifying and dismantling different systemic barriers that Muslim students and staff may face (board-wide and site-specific).
- 3.3** Establishing spaces for prayer or contemplation for staff and student use.
- 3.4** Muslim students will be made aware of and offered faith-based accommodations, as per their needs. This may include a space for prayer or accommodations for fasting students during Ramadan.
- 3.5** Ensuring the completion of the School Equity Audit Tool (Ministry Directive 18)<sup>61</sup> as per completion timelines.
- 3.6** Informing all students, families, and staff about their right to safe and respectful learning and working environments and the process for making a complaint when an issue does occur. All members of the school community should also understand their right to be protected against reprisal for coming forward with a complaint.<sup>62</sup>

- 3.7** Communicating the Board's response and procedure regarding discrimination and the use of discriminatory statements to address the use of Islamophobic and anti-Muslim comments, statements or slurs by any member of the PDSB community.<sup>63</sup>
- 3.8** Developing a guide for staff that communicates board policies, procedures and expectations on how to consistently and immediately interrupt and address acts of discrimination, including those stemming from Islamophobia, that they witness or have been made aware of.
- 3.9** Liaising with Employee Resource Groups, specifically the Muslim Employees Association of Peel (MEAP) annually to better understand and dismantle the challenges and barriers that staff and students may be facing at the PDSB in relation to their Muslim identities.



## Pillar 4: Foster Meaningful Engagement with Muslim Communities

In order to support the well-being and success of Muslim students, the PDSB will effectively engage with Muslim families and communities. Meaningful engagement will recognize the intersectional and multiple realities of Muslim families at the PDSB which includes racial, ethnic, linguistic, sectarian, and different practices of faith and spirituality.

Meaningful engagement will also center accessibility such as access to information and resources, creating affinity spaces for Muslim families in schools, and meeting parents where they gather. This will include better and more transparent communication, making welcoming spaces for Muslim families at school and community events.

### **PDSB COMMITS TO THE FOLLOWING ACTIONS:**

- 4.1** Developing partnerships with community agencies to identify, understand, and address issues that concern Muslim families, and to ensure culturally appropriate referrals to services and resources.
- 4.2** Developing resources for Muslim families about the education system and supporting them to engage as partners in their child's education. These resources should inform Muslim families about who to contact when issues arise, especially incidents of Islamophobia; the process for addressing issues; and how families will be informed of the outcome.
- 4.3** Partnering with the MEAP, advisory committees and community organizations (e.g., NCCM) to host parent engagement events for Muslim families.
- 4.4** Seeking the input of Muslim students, staff, and community on issues that concern them, including the implementation of this strategy.

## Pillar 5: Support the Mental Health and Well-Being of Muslim Students and Staff

The PDSB recognizes that Muslim students are subject to different forms of Islamophobia both implicit and explicit that continue to “other” and limit the development of Muslim identities. Students with multiple intersecting and marginal identities, including students from the Black, Indigenous, Palestinian,<sup>64</sup> 2SLGBTQIA+ communities, as well as students with special learning needs, English language learners, and newcomers, have faced compounding oppression and barriers to forming a positive identity, community, and faith practice.

The NCCM Student Town Hall report spoke to the positive impact on students when an effort is made to know and understand students’ ways of knowing and being.

### **PDSB COMMITS TO THE FOLLOWING ACTIONS:**

- 5.1** Supporting and affirming Muslim identities will be included as part of the PDSB BIEP and each school’s SIEP goals, which includes student and staff voice. This will be included in the Mental Health, Well-Being & Engagement section of the BIEP and SEIP goals.
- 5.2** Ensuring that Muslim identities are affirmed through anti-racist, anti-oppressive, culturally relevant, and responsive pedagogies. This will be evident through the inclusion of Muslim contributions in the curriculum and the selection of culturally relevant and response texts and resources.
- 5.3** Ensuring diverse and intersectional Muslim identities are represented and recognizing that Muslims come from all areas of the world, representing all racial groups.
- 5.4** Recognizing that Muslim beliefs and practices may differ between individuals and different Muslim identifying groups.
- 5.5** Providing opportunities for the creation of Muslim safe spaces, such as Muslim Student Associations (MSA), where students can discuss issues related to the specific needs of Muslim students.
- 5.6** Hosting opportunities for Muslim Student Associations to convene throughout the school year.
- 5.7** Supporting programs that affirm Muslim student identities and allow Muslim students to maintain a strong and positive sense of self. These programs and spaces may include mentorship programs, summer camps, as well as leadership opportunities.

## Pillar 6: Implement Responsive Hiring and Supportive Practices

The PDSB recognizes that all students and community members benefit from seeing educators from diverse communities and identities in a variety of roles in their schools and throughout the Board. Having Muslim-identifying teachers, administrators, and staff in positions of authority or responsibility creates conditions to challenge and disrupt systemic barriers and stereotyping. As such, it is imperative that more Muslim-identifying staff are hired, promoted, and supported in positions of responsibility throughout the Board.

### **PDSB COMMITS TO THE FOLLOWING ACTIONS:**

- 6.1** Supporting racialized employees' advancement into leadership roles, that are responsive to school demographics, such as department heads, resource teachers, coordinators, school-based administrators, managers, controllers, executive leads and superintendents to reflect the diversity of the PDSB community.
- 6.2** Recruiting regulated health professionals (e.g., psychologists, social workers, speech pathologists) to reflect the diversity of the PDSB community and provide culturally reflective, responsive and faith focused services through an anti-racist and anti-oppressive lens.
- 6.3** Advocating with the third-party provider of the Board's Employee and Family Assistance Program to ensure that Muslim-identifying staff have access to Muslim therapists and resources to ensure they receive culturally responsive support.
- 6.4** Providing prayer accommodations for Muslim employees for those that request it.
- 6.5** Supporting MEAP to ensure that Muslim-identifying staff have safe spaces in which to gather and share experiences (e.g., hold meetings, network, organize affinity-focused engagements).

# Reporting Measures

The criteria listed below is intended to support the collection of baseline data which will guide the formulation of the accountability framework including goal setting and the implementation of the strategy. The data collection will be centrally coordinated in a manner that can be communicated to the system via the work of the Strategy Implementation Team.

## Mental Health, Well Being & Engagement

### Improved Student Mental Health and Well-Being

- % of Muslim students in Grades 4-12 who feel their school is a safe and inclusive environment.
- % of Muslim students in Grades 4-12 who report feeling comfortable seeking supports for their mental health.
- % of schools that have implemented activities that promote school connections for Muslim students, including extracurricular activities (such as MSA, Muslim Student mentorship programs and learning opportunities).
- % of schools who engage with community organizations who deliver culturally relevant, healing centered mental health programming for students (e.g. Naseeha).

### Improved Student, Parent, And Community Engagement

- % of Muslim parents who feel they have opportunities to be involved in their school community (e.g. School council).
- % of Muslim parents who feel they belong in the school community.
- % of schools engaging with community organizations who offer culturally responsive and relevant learning programs for students, staff, and community.

## Human Rights and Equity

### Build Anti-Racist Capacity

- % of superintendents of education (SOEs), principals and vice-principals whose annual growth plan includes goals to address inequities/response to disproportionate outcomes.
- % of Family of Schools (FOS) and individual schools that have included dismantling systemic racism, including dismantling Islamophobia, as part of their SIEP goals.

- % of superintendents, principals/vice-principals, managers, controllers, executive leads that have provided professional learning (e.g., presenter, delivery of content, access to module) on dismantling Islamophobia for all their staff on an annual basis.

### **Faith-based Accommodations**

- % of students and staff who feel their faith-based practices and identity is respected and understood.
- % of human rights complaints made with Human Rights Office that involve the denial of and/or barriers to faith-based accommodations.
- % of staff trained on human rights policy and practices that includes faith-based accommodations (e.g. Jumma prayers, Ramadan accommodations, daily prayers etc.).
- % of schools who have explicitly shared with parents and students how to make a human rights complaint and have included the link to the human rights complaint form on their website and in the Fall newsletter to their parent/caregiver community.

### **Address Human Rights Complaints and Hate-Based Incidents**

- # of human rights complaints made with the Human Rights Office related to Islamophobia raised and % resolved (informally and formally).
- # of reported hate-based incidents related to Islamophobia and other intersecting oppressions (e.g. Anti-Black Islamophobia, Gendered Islamophobia, etc.) that are reported using the DSS.
- # of complaints about Islamophobia that are reported using the DSS.
- # of schools who, when reporting an Islamophobic incident, results in incident-specific support to repair the hurt and harm caused by the incident, as reported on the DSS .

## **Reimagining Learning Environments**

### **Improved conditions for learning and belonging**

- Ongoing assessment of classroom learning environment and culture, including the purchase and use of identity-affirming learning resources (via the School Equity Audit Tool - SEAT) to ensure inclusion and engagement of Muslim students.
- % of Muslim students in Grades 4-12 who report they see themselves reflected and affirmed in their learning.
- Supporting development of programs that affirm and celebrate intersectional Muslim student identities (e.g. Muslim student conference, MSA, mentorship/leadership opportunities, Islamic Heritage Month activities, etc.).

## Hiring and Supporting Muslim Staff

### Representation

- % of teachers who identify as Muslim compared with the % of students who identify as Muslim.
- % of school administrators who identify as Muslim compared with the % of teachers that identify as Muslim.
- % of non-instructional staff who identify as Muslim needs to reflect % of Muslims in the community.
- % of support staff (e.g., mental health clinicians, resource teachers, Professional Student Services Personnel (PSSP) who identify as Muslim compared with the % of students who identify as Muslim.

### Well-Being/Work Climate

- % Muslim employees' reporting a sense of belonging and well-being in the workplace indicated via the Staff Climate Survey conducted every five years.
- Conduct workforce census to ensure diversity of the workforce better represents the Muslim communities and student populations it serves.
- Increase in the programs and resources to help foster inclusion and engagement by Muslim employees (captured through the workforce census data).



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14.1 (e)

Board Meeting, January 25, 2023

# Directive 17 – Reform of the Guidance Program/System – Update #3

**Strategic Alignment:**

Directive 19: De-Streaming Pilot

Directive 20: Communications Plan for Secondary Schools Pathways

**Report Type:**

Update

*Prepared by:* Paul Da Silva, Associate Director, School Improvement and Equity  
Rasulan Hoppie, Superintendent, Secondary Curriculum, Instruction & Assessment

*Submitted by:* Rashmi Swarup, Director of Education

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## **Overview**

### **Update:**

To provide an update on the progress of the reformation of the guidance program/system

### **Highlights:**

- Completed the hiring of the Black Excellence, Guidance Resource Teacher position
- Completed the course selections workshops for guidance counsellors
- Completed board wide presentation on the Regional Learning Choice Programs (RLCPs) offered at the board, including specific presentation to Black families
- Continued monitoring of Black counsellors assigned to the Guidance role at both secondary and elementary panels.
- Continued development of the communication to families informing them of scholarship and bursary opportunities that are posted on the public facing portion of the board site.
- Continued establishment of school-based Black Student Associations (BSA) and Black Parent Associations (BPA) that will become part of future BSA and BPA networks.

### **Background:**

#### ***Directive 17***

*The Board shall develop and implement a plan, with reasonable goals and timelines, to reform its guidance system to address the needs and expectations of all students and their families, and to remedy the inadequacies and gaps in supports and guidance for historically and currently underserved demographic groups, with particular focus on Black students.*

The Directive 17 Report, presented at the October 19, 2022 Board Meeting, provided a timeline of events in relation to the reform of the guidance program within Peel District School Board. This update provides the details associated with the progress that has been made to date in relation to those events.

## **Evidence**

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

The hiring of the Black Excellence, Guidance Resource Teacher position was completed in the Fall 2022. The individual hired to this position has begun sharing resources & supports to existing school guidance counsellors to develop understanding and build capacity to better service Black students and families. They have begun to work with the Instructional Coordinator of Guidance, the Transitions Resource Teacher, and community stakeholders to plan, support, and implement guidance services, programs, and opportunities for Black students and families across the system. They are working collaboratively to ensure that their work is in direct alignment with the Black Student Success Strategy.

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Course selections workshops have been completed for guidance counsellors. These workshops provided counsellors with the key and necessary information to be shared with students and families about the course selection process. It also ensured that there was consistent messaging around the opportunities available to all students through various pathway programs, including specialized programs such as Regional Learning Choice Programs.

A board wide presentation on the Regional Learning Choice Programs (RLCPs) offered at the board was completed. Separate presentations to Black families in Peel were also offered. A secondary RLCP presentation was held in November 2022 and two elementary presentations (January and February 2023) were provided to ensure that information about RLCPs and the process to access them was clearly communicated and opportunities to field questions were provided.

The continued monitoring of Black counsellors assigned to the Guidance role at both secondary and elementary panels continued. Principals were once again made aware of the need for intentional staffing to meet the needs of the students in their schools, Black, African and/or Afro-Caribbean students in particular. Specifically, principals provided all staff with an opportunity to indicate their staffing allocation preferences before beginning the staffing allocation process. Staff were able to choose to share if they self-identify as Black, African and/or Afro-Caribbean, Indigenous, racialized or from another underserved group as part of their teaching-assignment preference form. In doing this, principals were able to give specific consideration to staff who identify as Black, African and/or Afro-Caribbean and in particular Black, African and/or Caribbean males, when making decisions about staffing guidance roles. As well, principals considered the demographic composition of their schools and how improved staff representation can be achieved in particular areas such as guidance.

The central Guidance team has continued their work with the Communications team to develop and communicate scholarship and bursary opportunities that are posted on the public facing portion of the board site. This ongoing work will also be communicated to school-based guidance counsellors to ensure all students and families are aware of opportunities as they are received.

Superintendents of Education continue to work with their principals to establish school-based Black Student Associations (BSA) and Black Parent Associations (BPA) that will become part of future BSA and BPA networks. By the end of the 2022-2023 school year, a complete listing of the BSA and BPA networks will be made available. The development of this network will be led by the Equity, Indigenous Education, School Engagement & Community Relations department.

## **Impact Analysis**

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

As has been previously reported, the plan to reform the Guidance program looks to mitigate the disproportionate degrees to which students from historically and currently underserved demographic and identity groups are counselled into various pathway programs. The reform of the Guidance system provides equity of opportunity and adequate Guidance support to all students, with a particular focus on Black, African, and Afro-Caribbean students, and an

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opportunity to gather feedback from families to review and revise the Guidance program reformation.

**Board or Ministry Policy Alignment:**

Directive 17 specifically addresses the need for Guidance Reform and intersects with other directives that are responsible for changes that are part of the overall systemic transformation:

*Directive 14 (Addressing Disproportionalities)*

A third-party review of the Regional Learning Choice Programs has been completed and its recommendations are being reviewed, with the specific aim of addressing and eliminating statistically significant disproportionalities in enrolment, achievement, and outcomes of Black, African, Afro-Caribbean, Indigenous and other racialized students. Additionally, changes to locally developed and, Special Education programs have also been initiated to begin to address and eliminate statistically significant disproportionalities in enrolment and achievement of the same aforementioned student populations. Guidance counsellors have been informed of the changes and as part of their professional learning have been given direction and are therefore responsible to and accountable for informing families and providing these specific student populations of these opportunities accordingly.

*Directive 19 (De-streaming Pilot Project):*

The Board has designed and implemented a secondary school destreaming pilot project for Grades 9 and 10. The Ministerial directive precedes and exceeds the Ministry's direction on destreaming to all provincial jurisdictions and, as can be seen from the Directive 19 report submitted in June 2022, PDSB's efforts to address and eliminate statistically significant disproportionalities in enrolment, achievement and outcomes of Black, African, Afro-Caribbean, Indigenous and other racialized students, is well on its way to achieving its goal.

*Directive 20 (Communication):*

As part of the communications plan to better inform the diverse PDSB community, including all parents and students, that secondary school program placement

and course selection decisions are ultimately to be made by students and parents, steps were taken to establish new avenues of communication directly with students/families and guidance counsellors.

**Resource/Financial Implications:**

The additional cost to the board for the Guidance Reform has been in the form of adding the Black Excellence, Guidance Resource Teacher position.

**Risk Assessment:**

Failure to successfully implement the strategies outlined in this update and previous reports will result in our failure to comply with ministry direction and, more importantly, will fail to remedy the

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inadequacies and gaps in supports and guidance for historically and currently underserved demographic groups, particularly Black students.

**Community Impact:**

There is direct impact on Black students, their families and the community as a whole through the Guidance Reform process. Ongoing communication to the Peel community has taken place through Board meetings and the submission of Directive 17 reports. Specific sections of these reports have also been brought forward to the Black community in Peel through The Alliance. Through Trustee and community questions and feedback, the board has been held accountable and continues to remain accountable to the students and families they serve.

## **Next Steps**

**Action Required:**

- The continued development of the role and responsibilities of the Black Excellence, Guidance Resource Teacher position
- Continue to enhance and refine communication to families informing them of scholarship and bursary opportunities that are posted on the public facing portion of the board site.
- Continue to establish and monitor the development of school-based Black Student Associations (BSA) and Black Parent Associations (BPA) across the system.
- Continued adherence to the timeline and associated actions as outlined in the October 19, 2022 Directive 17 Board report.

**Communications:**

A subsequent Directive 17 update will be provided towards the end of the academic school year to capture the progress that has been made up to that point.

**Success Measures:**

Some key performance indicators for the Guidance Reform will include an increased number of Black Guidance counsellors in school-based positions. This will be captured through the Superintendents of Education survey. Another key performance indicator will be the number of Black Student Associations and Black Parent Associations throughout the board.



14.1 (f)

Board Meeting, January 2) , 2023

# Directive 25- Establishment of a Centralized Applicant Tracking and File Management System – Final Report

**Strategic Alignment:**

Accountability  
Service Delivery and Enhancement  
Leadership and Capacity Building

**Report Type:**

For Information

Prepared by: *Jaspal Gill, Associate Director, Operations and Equity of Access*  
*Masuma Khangura, Executive Officer, Human Resources Partnerships*  
*and Equity*

Submitted by: *Rashmi Swarup, Director of Education*

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## **Overview**

### **Objective:**

To submit a project update report on the progress of the implementation of a tracking and file management system in accordance with Directive 25.

### **Context:**

The intent behind this initiative is to create a system that will allow for the preservation of all documents related to hiring, promotions and temporary appointments. This will allow for a defined and clear audit trail that demonstrates a transparent, fair and objective process. In March 2020, the Ministry of Education issued a Report on the Peel District School Board (PDSB) outlining observations and recommendations with respect to systemic discrimination, specifically anti-Black racism, human resources practices, board leadership and issues of governance. Contained in this report were a series of Ministerial Directions with over 54 actions intended to establish strong accountability measures and responsibilities, restore good governance and model equity-focused leadership at all levels of the organization with specific focus on eradicating anti-Black racism and systemic inequities through the PDSB. Contained within the review were references to inconsistencies in the application, filing and applicant tracking systems across the PDSB.

### **With a focus on accountability Directive # 25 stated:**

The Board shall establish a centralized applicant tracking and file management system as part of the development of the Employment Systems Review (ESR) which includes hiring, promotions and acting appointments. The Board shall immediately preserve all documentation related to hiring, promotions and temporary appointments.

### **Project Update – Implementation of a Centralized Applicant Tracking and File Management System**

The Steering Committee finalized its decision and selected Saba Talentlink (<https://www.cornerstoneondemand.com/>) as the Centralized Applicant Tracking and File Management System for the Board. This solution meets the Board's requirements as it relates to MD #25 by serving as a central platform for job posting, applicant tracking and storage of job competition files.

At the June 22<sup>nd</sup> Board Meeting, the decision to proceed with Saba Talentlink as the Centralized Applicant Tracking and File Management solution was confirmed. Following that, the project was scoped out and a Statement of Work (SOW) was developed with Tier 1, the defined partner that manages Talentlink implementations. The SOW was signed off in early August, and the project to implement the solution officially kicked off.

The project team has been working on defining various processes to align with industry best practices while the vendor supports the project with configuration with Talentlink. As shared previously, this solution provides the ability to track candidates through the recruitment cycle and serve as a central repository for all job competition files, generating a clear audit trail to demonstrate fair and equitable hiring practices at the Board.

A phased approach to transition various employee groups has been defined in the project implementation plan, commencing with the Executive and Management groups. These groups are scheduled to transition by the end of February 2023. The team is currently in the process of testing the processes configured for these groups and planning for release. The plan is to complete the transition of all pending groups off Apply to Education (ATE) to Saba Talentlink before the end of May 2023.

For further clarity, outlined below is the project timeline to complete the transition off ATE for job postings.

	Jan'22				Feb'23				Mar'23				Apr'23			
Milestone	9-Jan	16-Jan	23-Jan	30-Jan	6-Feb	13-Feb	20-Feb	27-Feb	6-Mar	13-Mar	20-Mar	27-Mar	3-Apr	10-Apr	17-Apr	24-Apr
<b>Phase 1 - ASG, MSG, RSG, Exec, P/VP</b>																
Configuration incl. building of templates																
Job Board Integration																
Careers Pages Finalized																
LTSS - User Access, Candidate Info, Authentication, Extracts																
Testing																
Fixes																
Go/No Go			◆ 20-Jan-22													
Communication																
Training and End User Support																
Release																
Post-Go Live Support																
<b>Phase 2 - All Other Groups on ATE</b>																
Configuration (Inform Union of Process Changes-)																
Skill Assessment Solution Integration																
OCT Integration																
Testing & Fixes																
Go/No Go																
Communication																
Training																
Release																
Post-Go Live Support																

A significant accomplishment by the project implementation team is to directly establish a partnership with the Ontario College of Teachers (OCT). The Peel District School Board led this initiative and will be the first School Board in the Province to directly integrate with OCT. The accomplishment will successfully deliver results to provide quick access to teacher candidate qualifications thus further streamlining our hiring processes and contribute to modernizing HR practices.

As part of this process, the Learning Technology Support Services team has played an integral part of the project supporting with the integration of Talentlink and the Human Resources Management System (HRMS). This integration will allow for automated user access management, setting up authentication of the internal users, integrating with MS Outlook and MS Teams for ease of scheduling interviews, thereby reducing the reliance on manual processes.

Furthermore, the Board continues to collect on a voluntary basis identity specific candidate data, particularly for the teaching groups, in order to focus on hiring and creating opportunity of access for Black and Indigenous identifying candidates. The Board has seen initial success in increasing staff diversity in relation to Black and Indigenous identifying employees through the significant shift in hiring practice for both permanent and non-permanent educator positions. As a department we are endeavoring to focus on priority hiring for historically excluded groups and consistently continuing to improve the processes for more just outcomes. With the implementation of the

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applicant tracking system, and with its enhanced capacity to produce reports on several data points, will help inform the Board's hiring strategy.

As part of the scope of this project, the team is currently engaged in establishing integration with a Skill Assessment solution as well as external job Boards such as LinkedIn and Indeed for greater recruitment outreach and branding of PDSB.

Board Meeting, January 25, 2023

# Graduation Rates and Non-Graduates 2023

**Strategic Alignment:**

Board Improvement and Equity Plan (BIEP)

**Report Type:**

For Information

<i>Prepared by:</i>	Dr. Lynne Hollingshead, Research Manager Paul da Silva, Associate Director, SIESESELWB
<i>Submitted by:</i>	Rashmi Swarup, Director of Education

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## Overview

### Objective:

This report presents graduation data for the 2016-17 and 2017-18 Peel District School Board (PDSB) grade 9 cohorts pursuing an Ontario Secondary School Diploma (OSSD).

### Context:

Graduation rates are primarily produced using the PDSB calculation method, implemented since the 2003-04 academic school year. In contrast, the Ministry of Education has been releasing provincial and school board graduation rates since 2014-15 (Memorandum to Directors of Education, May 16, 2013). This report presents both the Ministry of Education and the PDSB graduation rate calculations.

Within the analyses, data are disaggregated by the following factors: *racial background, gender identity, sexual orientation, English Language Learners, Students with Special Education Needs (SWSEN), and Socioeconomic Vulnerability Index (SVI)*. Unless otherwise specified, graduation rates are calculated using the PDSB calculation method. The report is organized as follows:

- Part I: Overall Cohort Graduation Rates (PDSB and Provincial Cohort Graduation Rates)
- Part II: Graduation Rates Disaggregated by Social Identities
- Part III: Trends over Time
- Part IV: Non-Graduate Analysis

### Defining the Cohort: Common Considerations for the PDSB and the Ministry of Education

- The cohorts are comprised of students who entered grade 9 in the Peel District School Board within the 2016-17 and 2017-18 school years.
- Certificate students (i.e., Ontario Secondary School Certificate (OSSC), Certificate of Accomplishment) are removed from the grade 9 cohort.
- Students taking longer than five years to earn an Ontario Secondary School Diploma (OSSD) are not included as graduates in the graduation rate.
- Students newly enrolled in a PDSB secondary school after the initial grade 9 cohort year (i.e., enroll in grades 10, 11, or 12) are not represented in the graduation rate.
- Deceased students are removed from the grade 9 cohort.
- The graduation status of the students in the grade 9 cohort who leave and move to other educational institutions both within Ontario and outside of the province or country cannot be tracked and these students are not represented in the graduation rate.

### Understanding Schooling During the Pandemic

In May 2020, the Ministry of Education memorandum titled *Assessment, Evaluation and Reporting: Clarification During the School Closure Period, 2019-20 School Year* removed the

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requirement of Community Involvement Hours and the Ontario Literacy Requirement for students graduating in the 2019-20 school year. Students in the 2016-17 Cohort who graduated in their fourth year of secondary school in the 2019-20 school year were not required to complete Community Involvement Hours and the Ontario Literacy Requirement to earn their Ontario Secondary School Diploma.

Additionally, students who entered secondary school as part of the 2017-18 Cohort and graduated in the 2020-21 school year along with those from the 2016-17 Cohort that may have returned for their fifth year of secondary school were also impacted. The Ontario Literacy Requirement was also removed for students graduating in the 2020-21 school year. However, the community hours were reinstated for the 2020-21 school year but was reduced to a minimum of 20 hours instead of the regular 40 hours of community involvement. Students that also returned for their fifth year of secondary school from the 2017-18 Cohort were also impacted by the memorandum titled *Planning for the 2021-22 School Year*; the same requirements from the 2020-21 school year were in place for students graduating in the 2021-22 school year.

## **Impact Analysis**

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

This report on graduation rates provides important data for measuring Board initiatives that respond to the 2020 Ministry Directives and Review. Overall, graduation rates at the PDSB continue to be high with 91% of students graduating in four years for both cohorts and the 2017-18 Cohort rising to 95% in five years compared to 94% for the previous five cohorts (2012-13 to 2016-17). Of concern is a reduced rate of graduation for English Language Learners: down to 76% from 84% prior to the pandemic for the 4-year rate.

This report provides disaggregated outcomes by racial background using the categories mandated by the [Ontario Anti-Racism Data Standards](#). It also provides outcomes by diverse gender identities, sexual orientation, English Language Learner status, Special Education status, and the Social Vulnerability Index. For the first time, this report includes disaggregated outcomes for the *Non-Graduates – Leavers*. The outcomes for English Language Learners and particularly for students supported in the English Literacy Development program are disproportionately high indicating they are far more likely to leave (pushed or pulled out) school prior to graduation.

One highlight in this report is that the disproportionate outcomes as “leavers” for African, Black and Afro-Caribbean students has notably decreased for the 2017-18 Cohort (from 1.83 for 2016-17 to 1.43 for 2017-18). Future reports will help determine if this is a function of system change or a result of the individuals in 2017-18 Cohort.

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## Board or Ministry Policy Alignment

*Graduation Rates and Non-Graduates* supports the Ministry of Education province-wide goal of **Pathways and Transitions**. Graduation Rates is a key success indicator for *Pathways and Transitions*. Secondary school graduation is a strong indicator of future employment opportunities and a strong provincial economy.

## Community Impact

*Graduation Rates and Non-Graduates* provides transparency to the community. The report demonstrates the commitment of the Peel District School Board to public accountability through the publication of both aggregate and disaggregate indicators of student success.

## Next Steps

### Action Required:

- Allocate Student Success resources for secondary schools to engage in re-engagement initiatives to discover additional information about school leavers, particularly those with an unknown destination, in order to develop strategies to reduce this cohort group. PDSB secondary students who left school before achieving an Ontario Secondary School Diploma account for 3 to 4% of each Grade 9 cohort.
- Conduct the Count Me In Peel Student Census survey in Spring 2023 to collect Identity data for future reporting and to further understand school climate and its impact on student engagement.
- Continue to explore the current allocation of ELL and ELD supports and determine where additional resources can be allocated.
- Expand the ELL supports in Alternative programs.
- Continue with supports such as graduation coaches to support African, Black, and Afro-Caribbean students to further reduce the disproportionate outcomes.

### Communications:

This information will be shared with board staff through training connected to the Board Improvement and Equity Plan.

### Success Measures:

The data in this report will continue to be produced annually to identify trends over time.

## Appendices

Appendix 1 Graduation Rates and Non-Graduates, Research and Accountability





**Research & Accountability  
Director's Office**



putting research  
into practice

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## **Graduation Rates and Non-Graduates**

*2016-17 and 2017-18 Grade 9 Cohorts*

*Overall Cohort Graduation Rates*

*Graduation Rates Disaggregation by Identity Factors*

*Trends Over Time*

*Non-Graduate Analyses*

### **BOARD REPORT**

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January 2023

## Introduction

This report presents graduation data on the 2016-17 and 2017-18 Peel District School Board (PDSB) grade 9 cohorts pursuing an Ontario Secondary School Diploma (OSSD). Within the analyses, data are disaggregated by the following factors: *racial background, gender identity, sexual orientation, English Language Learners, Students with Special Education Needs (SWSEN), and Socioeconomic Vulnerability Index (SVI)*. Unless otherwise specified, graduate rates are calculated using the PDSB calculation method. The report is organized as follows:

- Part I: Overall Cohort Graduation Rates (PDSB and Provincial Cohort Graduation Rates)
- Part II: Graduation Rates Disaggregated by Social Identities
- Part III: Trends over Time
- Part IV: Non-Graduate Analysis

## Understanding Schooling during the Pandemic

In May 2020, the Ministry of Education memorandum titled *Assessment, Evaluation and Reporting: Clarification During the School Closure Period, 2019-2020 School Year* removed the requirement of Community Involvement Hours and the Ontario Literacy Requirement for students graduating in the 2019-20 school year. Students in the 2016-17 grade 9 cohort (2016-17 Cohort) who graduated in their fourth year of secondary school in the 2019-20 school year were not required to complete Community Involvement Hours and the Ontario Literacy Requirement to earn their Ontario Secondary School Diploma.

Additionally, students who entered secondary school as part of the 2017-18 grade 9 cohort (2017-18 Cohort) and graduated in the 2020-21 school year along with those from the 2016-17 Cohort that may have returned for their fifth year of secondary school were also impacted. The Ontario Literacy Requirement was also removed for students graduating in the 2020-21 school year. However, the community hours were reinstated for the 2020-21 school year but was reduced to a minimum of 20 hours instead of the regular 40 hours of community involvement. Students that also returned for their fifth year of secondary school from the 2017-18 Cohort were also impacted by the memorandum titled *Planning for the 2021-22 School Year*; the same requirements from the 2020-21 school year were in place for students graduating in the 2021-22 school year.

## Part I: Overall Cohort Graduation Rates

Graduation rates are produced primarily using the PDSB calculation method, implemented since the 2003-04 academic school year. In contrast, the Ministry of Education has been releasing provincial and school board graduation rates since 2014-15 (Memorandum to Directors of Education, May 16, 2013). This report presents both the Ministry of Education and the PDSB graduation rate calculations.

### Defining the Cohort: Common Considerations for the PDSB and the Ministry of Education

- Certificate students (i.e., Ontario Secondary School Certificate (OSSC), Certificate of Accomplishment) are removed from the grade 9 cohort.
- Students taking longer than five years to earn an Ontario Secondary School Diploma (OSSD) are not included as graduates in the graduation rate.
- Students newly enrolled in a PDSB secondary school after the initial grade 9 cohort year (i.e., enroll in grades 10, 11, or 12) are not represented in the graduation rate.
- Deceased students are removed from the grade 9 cohort.
- The graduation status of the students in the grade 9 cohort who leave and move to other educational institutions outside of the province or country cannot be tracked and these students are not represented in the graduation rate.

### Different Considerations between the PDSB Calculation Method and the Ministry of Education Calculation Method

<b>Peel District School Board Method</b>	<b>Ministry of Education Method</b>
PDSB student age is not considered in the grade 9 Peel cohort and students of any age are included in the grade 9 cohort.	The Ministry uses age in establishing the grade 9 cohort (between 13 and 15 years old as of December 31).
Students who: a) register during the grade 9 year in a PDSB school, or b) transfer into another PDSB school during the grade 9 year are considered part of the cohort.	The Ministry* counts students in a board based on the main school of their earliest enrolment count date in OnSIS during the grade 9 cohort year.
PDSB students are removed from the cohort if they leave the Board to attend other educational institutions, in or out of the province.	The Ministry includes students in the cohort if they move to other educational institutions (e.g., another board in the province), but excludes students who moved out of the province.

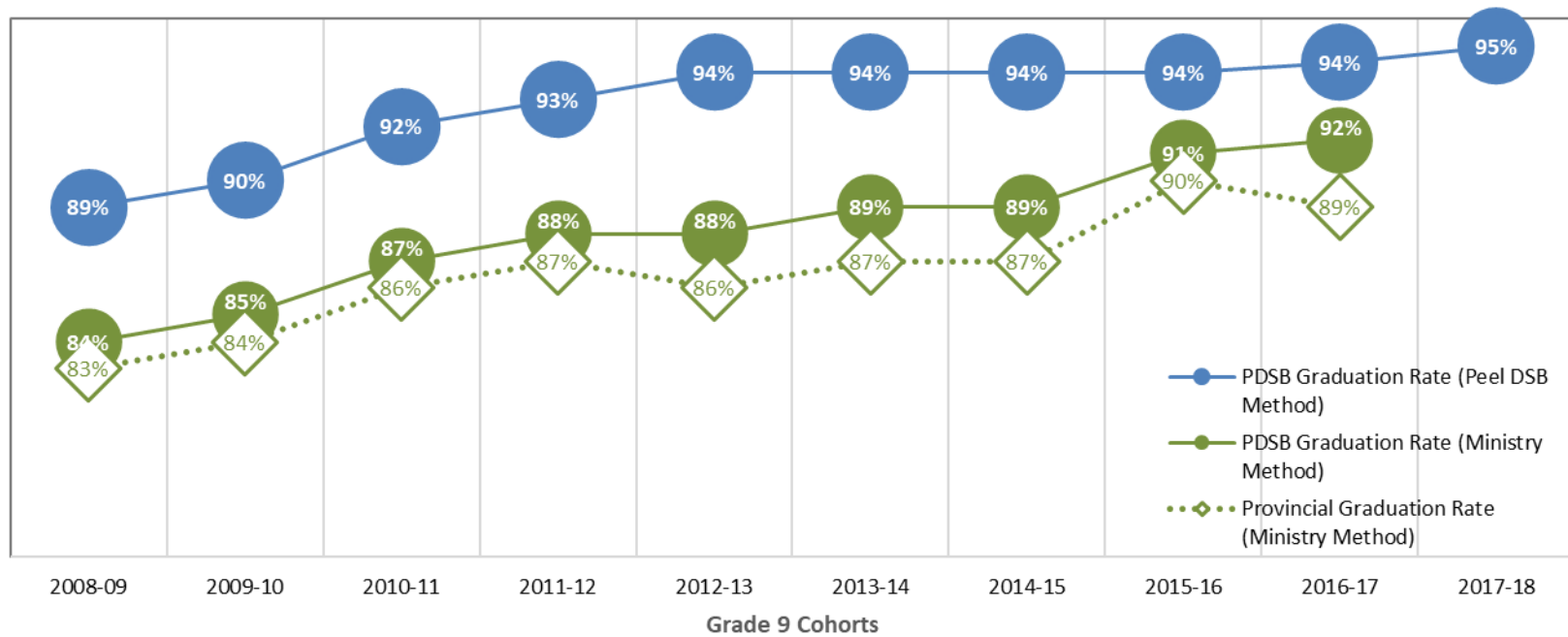
*\* The graduation rate for students in the PDSB's grade 9 cohort who transfer to another secondary school in Ontario is reported by the Ministry of Education (Cohort Moved to Another Board). Currently, the PDSB does not have the individual student data for these students, and they are not included in the PDSB's Graduation Rate method calculations.*

Overall Cohort Graduation Rates

*5-Year Graduation Rates*

The Peel District School Board’s 5 Year Cohort graduation rates (PDSB Method and Ministry Method) and the Provincial 5-Year Cohort graduation rates (Ministry Method) are presented in the following graph. Ten-year trends are shown for the PDSB (PDSB Method) and \*nine-year trends for the Province (Ministry Method) and the PDSB (Ministry Method).

**Peel District School Board and Provincial Cohort Graduation Rates**



\*The Ministry has not yet released data for the 2017-18 Grade 9 Cohort.

## Part II: Graduation Rates Disaggregated by Social Identities

2016-2017 and 2017-2018 Grade 9 Cohorts

### Introduction

Graduation Rate is one indicator of the successes of secondary students and schools. It is defined as the number of students who earned an Ontario Secondary School Diploma (OSSD) divided by the number of students in the initial grade 9 cohort. In this section of the report, the 4-year and 5-year graduation rates (PDSB Method) are presented.

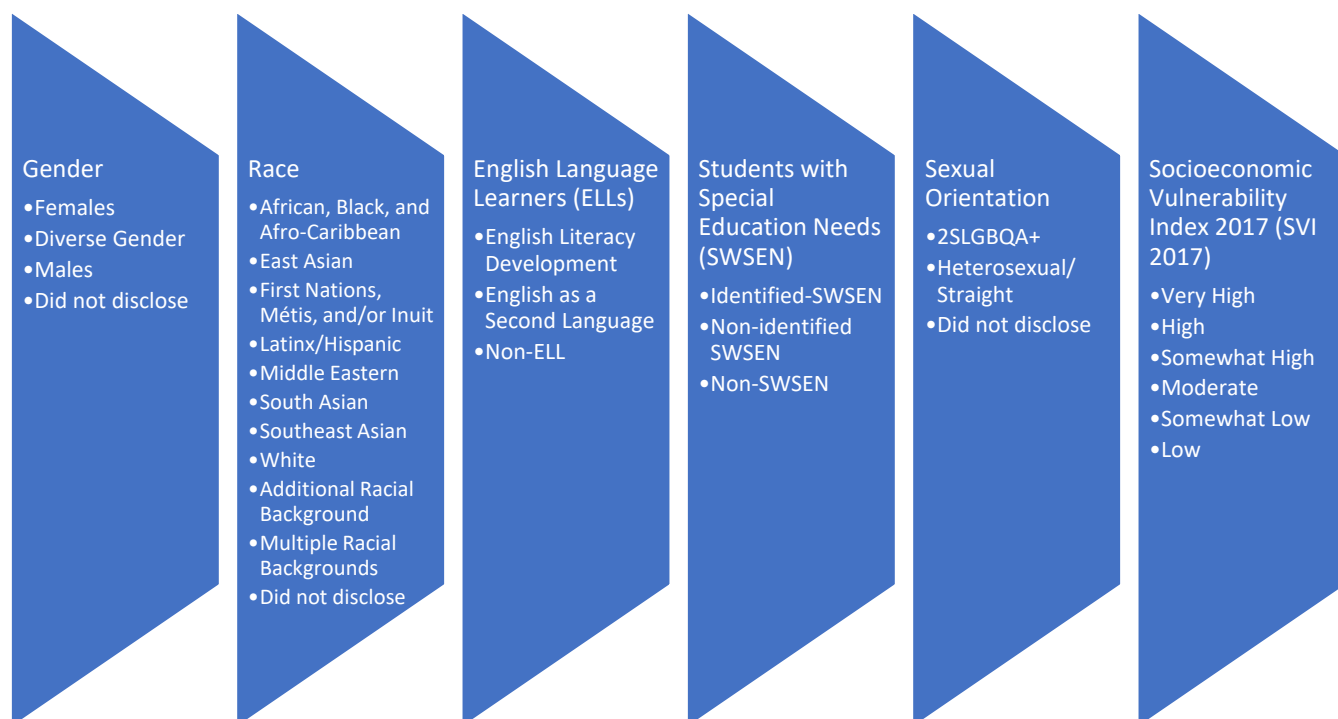
### Defining the Grade 9 Cohort of Graduates

The 2016-17 Cohort of graduates includes students who registered in grade 9 during the 2016-17 school year and are working towards an OSSD. The 2017-18 Cohort of graduates includes students who registered in grade 9 during the 2017-18 school year and are working towards an OSSD. Both cohorts include students who graduated from any PDSB secondary school within four or five years.

The cohorts do not include students who transferred for education/training to another board, private school, another jurisdiction outside of Ontario, or deceased students. *For example: If a student withdraws from the PDSB and transfers to another school district, then they are removed from the cohort and are not included in the graduation rate calculations; however, if a student withdraws from the PDSB and the reason for leaving (withdrawal code) is “unknown”, then they remain in the cohort and are included in the graduation rate calculations.*

### Data Disaggregation

The Data Disaggregation outlined below delineates the sub-groups of disaggregation for the students who were in the initial grade 9 cohort.



### Why Disaggregate Data?

Disaggregating data involves delving more deeply into a set of results to highlight issues that pertain to subsets of results or outcomes within aggregated data. Aggregate data can be broken down into sub-groups and disaggregated by *racial background, gender identity, English Language Learners, students with special education needs, sexual orientation, and Socioeconomic Vulnerability Index 2017 (SVI 2017)*. The power of disaggregated data is that it exposes patterns that are not apparent in the aggregated data.

### Definitions

#### *Indigenous and Racial Identity*

Indigenous and Racial Identity responses were coded into the following categories: African, Black, and Afro-Caribbean; East Asian; First Nations, Métis, and Inuit; Latinx/Hispanic; Middle Eastern; South Asian; Southeast Asian; White; Additional Racial Background (single responses only) and Did not Disclose (includes those that left the question blank, and those that selected “prefer not to answer” and “do not know”). Multiple responses to this question were coded as Multiple Racial Backgrounds. Note that the use of these specific categories is mandated by the [Ontario Anti-Racism Data Standards](#) (Government of Ontario, 2019).

#### *Gender Identity*

Gender Identity responses were coded into the following categories: Female, Male, Diverse Gender Identities (includes Intersex, Questioning, Transgender, Multiple Gender Identities, Nonbinary, Gender fluid, Gender Nonconforming and Additional Identities that were missed in the student census and Did Not Disclose (includes those who left the question blank and those who selected “Prefer not to Answer” and “I am not sure what this question is asking”).

#### *Sexual Orientation*

The responses were coded into the following categories: Heterosexual/straight, 2SLGBQA+ (includes Asexual, Bisexual, Gay, Lesbian, Pansexual, Queer, Questioning, Two spirit, multiple sexual orientations and other sexual orientation) and Did not Disclose (includes those who left the question blank and those who selected “prefer not to answer,” “do not know” and “I am not sure what this question is asking”). The acronym 2SLGBQA+ does not include T for Transgender nor I for Intersex as these identities are included in Gender Identity.

#### *English Language Learners (ELLs)*

(ELLs) are categorized as students “whose first language is a language other than English or is a variety of English that is significantly different from the variety used for instruction in Ontario’s schools” (Ontario Ministry of Education, 2007, p. 8). They may be enrolled in English Second Language (ESL) or English Literacy Development (ELD) programs to help them attain the level of proficiency needed for completing schools in Ontario. The data is disaggregated into three groups: ELD, ESL and non-ELL.

### *Students with Special Education Needs (SWSEN)*

Students were counted if at any time during their secondary school career they were “Students with Special Education Needs.” All other students were categorised as non-SWSEN (Identified Gifted students were included in this group.) The data were disaggregated into the following three groups:

1. Identified – SWSEN: students who had an IEP and had been to an IPRC (Identification, Placement and Review Committee). They were identified, placed in a Special Education Placement, and were receiving support.
2. Non-Identified – SWSEN: included students who had an IEP but had not been to an IPRC yet, however they were receiving Special Education Support Services.
3. Non- SWSEN.

### *Socioeconomic Vulnerability Index 2017 (SVI 2017)*

The Socioeconomic Vulnerability Index (SVI 2017) was used to group students into the following clusters:

- a) Very High SVI
- b) High SVI
- c) Somewhat High SVI
- d) Moderate SVI
- e) Somewhat Low SVI
- f) Low SVI

*Note: Clusters were determined at the student-level, whereas, in previous reports school-level data were used.*

The SVI is composed of five variables that profile the socioeconomic context of postal code areas where students live. The variables used to calculate the index include median household income, percent living in poverty (below \$40,000), percent homeowners, percent without a high school diploma and percent with a university degree within the households of a postal code. Very High SVI represents high vulnerability and correlates with a lower socioeconomic status while Low SVI represents lower vulnerability and correlates with a higher socioeconomic status. The primary sources of data for the 2017 SVI analyses were the Environics Analytics Demostats databases for 2016 and 2017.

### Methodology

#### *2016-17 Cohort*

**4-year Graduation Rate:** The 4-year graduation rate is based on the students in the 2016-17 grade 9 cohort who graduated in the 2019-20 school year.

$$\frac{\# \text{ of students graduating in 2019-20}}{\text{Total \# of students in the 2016-17 grade 9 cohort}}$$

**5-year Graduation Rate:** The 5-year graduation rate is based on the students in the 2016-2017 grade 9 cohort who graduated in the 2019-20 school year plus the 2020-21 school year.

$$\frac{\# \text{ of students graduating in 2020-21}}{\text{Total \# of students in the 2016-17 grade 9 cohort}}$$

**2017-18 Cohort**

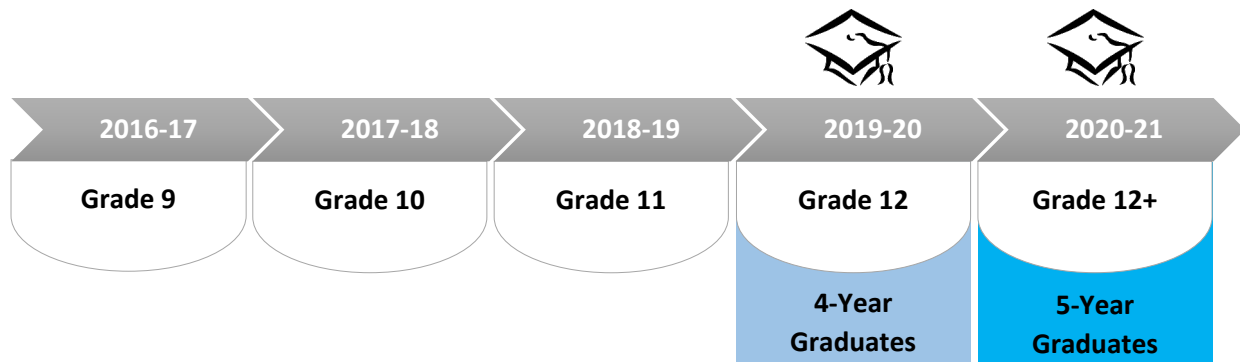
**4-year Graduation Rate:** The 4-year graduation rate is based on the students in the 2017-18 grade 9 cohort who graduated in the 2020-21 school year.

$$\frac{\text{\# of students graduating in 2020-21}}{\text{Total \# of students in the 2017-18 grade 9 cohort}}$$

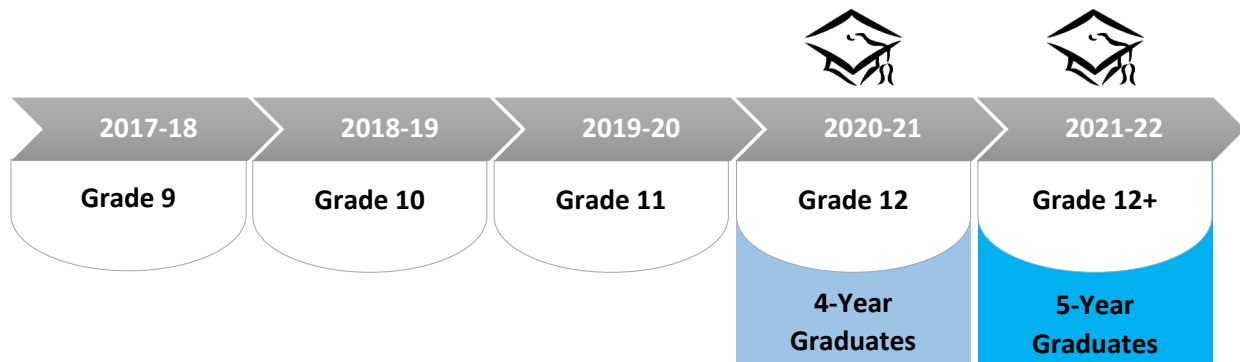
**5-year Graduation Rate:** The 5-year graduation rate is based on the students in the 2017-18 grade 9 cohort who graduated in the 2020-21 school year plus the 2021-22 school year.

$$\frac{\text{\# of students graduating in 2021-22}}{\text{Total \# of students in the 2017-18 grade 9 cohort}}$$

Timeline: 2016-17 Grade 9 Cohorts – Graduates



Timeline: 2017-2018 Grade 9 Cohorts – Graduates





**GRADUATION RATES 2020-21**  
**(2016-17 Grade 9 Cohort)**

Sub-Groups	Categories	Cohort Count	4-YEAR Number of Graduates	4-YEAR % Graduating	5-YEAR Number of Graduates	5-YEAR % Graduating
<b>All students in cohort</b>	-	8,591	7,795	91%	8,109	94%
<b>*Racial Background</b>	African, Black, and Afro-Caribbean	725	650	90%	681	94%
	East Asian	418	409	98%	416	99.5%
	First Nations, Métis, and/or Inuit	9	7	78%	8	89%
	Latinx/Hispanic	78	73	94%	77	99%
	Middle Eastern	357	312	87%	339	95%
	South Asian	3649	3498	96%	3581	98%
	Southeast Asian	230	223	97%	225	98%
	White	1402	1300	93%	1353	97%
	Additional Racial Backgrounds	202	189	94%	195	97%
	Multiple Racial Backgrounds	529	482	91%	507	96%
	Did not disclose	294	256	87%	269	91%
<b>*Gender Identity</b>	Females	3724	3575	96%	3652	98%
	Diverse Gender Identity	86	75	87%	79	92%
	Males	3968	3647	92%	3810	96%
	Did not disclose	115	102	89%	110	96%
<b>*Sexual Orientation</b>	2SLGBQA+	797	719	90%	757	95%
	Heterosexual/Straight	6516	6147	94%	6334	97%
	Did not disclose	580	533	92%	560	97%
<b>ELLs</b>	ELD	30	4	13%	17	57%
	ESL	375	313	83%	342	91%
	Non-ELL	8186	7478	91%	7750	95%
<b>SWSEN</b>	Identified-SWSEN	884	697	79%	775	88%
	Non-Identified-SWSEN	221	160	72%	181	82%
	Non-SWSEN	7486	6,938	93%	7,153	96%
<b>SVI</b>	Very High	808	673	83%	720	89%
	High	798	695	87%	734	92%
	Somewhat High	1,209	1,100	91%	1,133	94%
	Moderate	1,918	1,772	92%	1,825	95%
	Somewhat Low	2,344	2,168	92%	2,246	96%
	Low	1,399	1,291	92%	1,345	96%

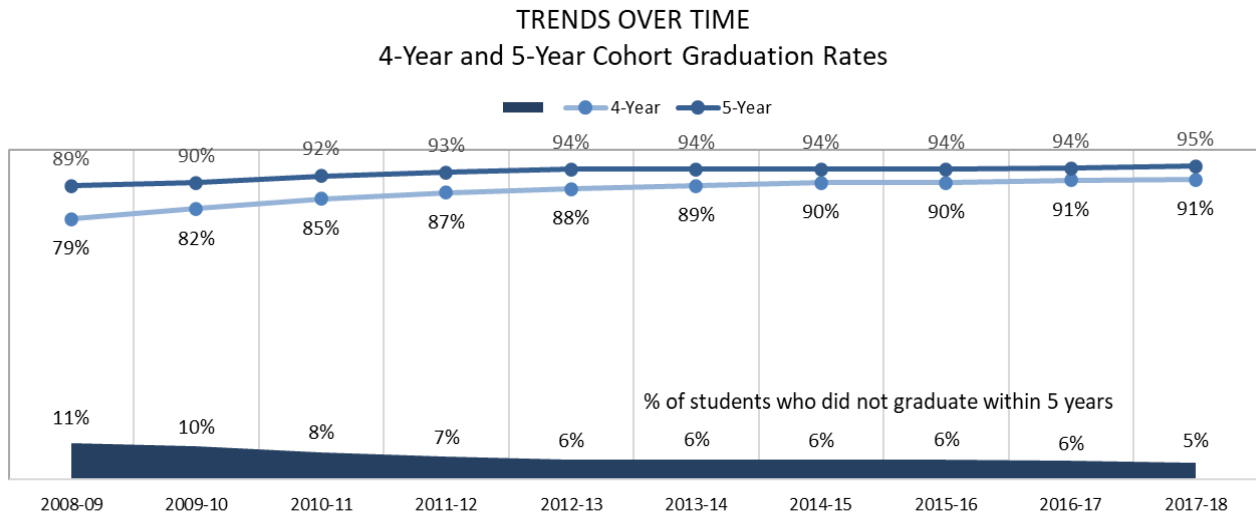
\*The results of the disaggregated variables (racial background, gender identity and sexual orientation) are based on information available for 92% of students from the 2016-17 cohort.

**GRADUATION RATES 2021-22**  
**(2017-18 Grade 9 Cohort)**

Sub-Groups	Categories	Cohort Count	4-YEAR Number of Graduates	4-YEAR % Graduating	5-YEAR Number of Graduates	5-YEAR % Graduating
<b>All students in cohort</b>	-	8,908	8,097	91%	8,460	95%
<b>Racial Background</b>	African, Black, and Afro-Caribbean	793	684	86%	744	94%
	East Asian	425	407	96%	420	99%
	First Nations, Métis, and/or Inuit	9	8	89%	8	89%
	Latinx/Hispanic	97	81	84%	86	89%
	Middle Eastern	399	341	85%	368	92%
	South Asian	3861	3712	96%	3784	98%
	Southeast Asian	251	236	94%	243	97%
	White	1471	1319	90%	1396	95%
	Additional Racial Backgrounds	196	186	95%	191	97%
	Multiple Racial Backgrounds	564	519	92%	533	95%
Did not disclose	361	316	88%	343	95%	
<b>Gender Identity</b>	Females	3918	3731	95%	3821	98%
	Diverse Gender Identity	92	68	74%	76	83%
	Males	4289	3896	91%	4100	96%
	Did not disclose	128	114	89%	119	93%
<b>Sexual Orientation</b>	2SLGBQA+	689	602	87%	644	93%
	Heterosexual/Straight	7057	6595	93%	6822	97%
	Did not disclose	681	612	90%	650	95%
<b>ELLs</b>	ELD	29	5	17%	14	48%
	ESL	402	324	81%	364	91%
	Non-ELL	8477	7768	92%	8082	95%
<b>SWSEN</b>	Identified-SWSEN	874	659	75%	772	88%
	Non-Identified-SWSEN	229	169	74%	193	84%
	Non-SWSEN	7805	7,269	93%	7,495	96%
<b>SVI</b>	Very High	876	713	81%	783	89%
	High	825	732	89%	772	94%
	Somewhat High	1,300	1,171	90%	1,220	94%
	Moderate	1,971	1,824	93%	1,896	96%
	Somewhat Low	2,361	2,184	93%	2,269	96%
	Low	1,379	1,293	94%	1,336	97%

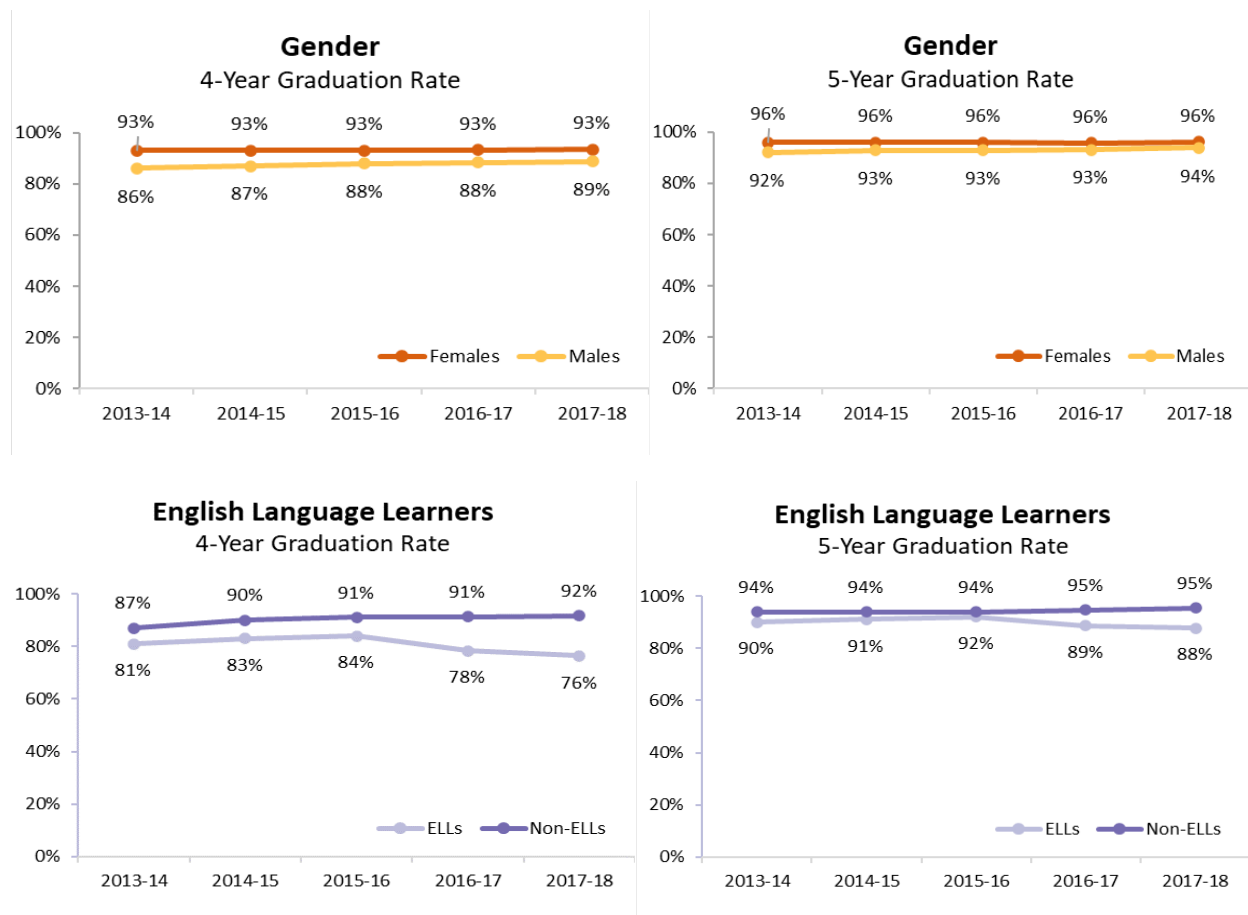
\*The results of the disaggregated variables (racial background, gender identity and sexual orientation) are based on information available for 95% of students from the 2017-18 cohort.

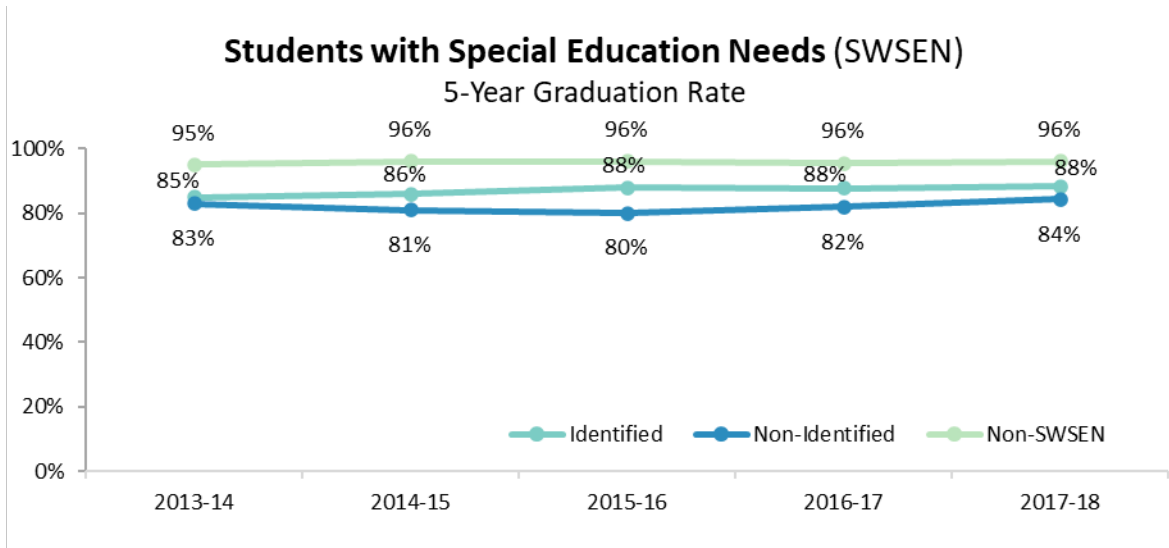
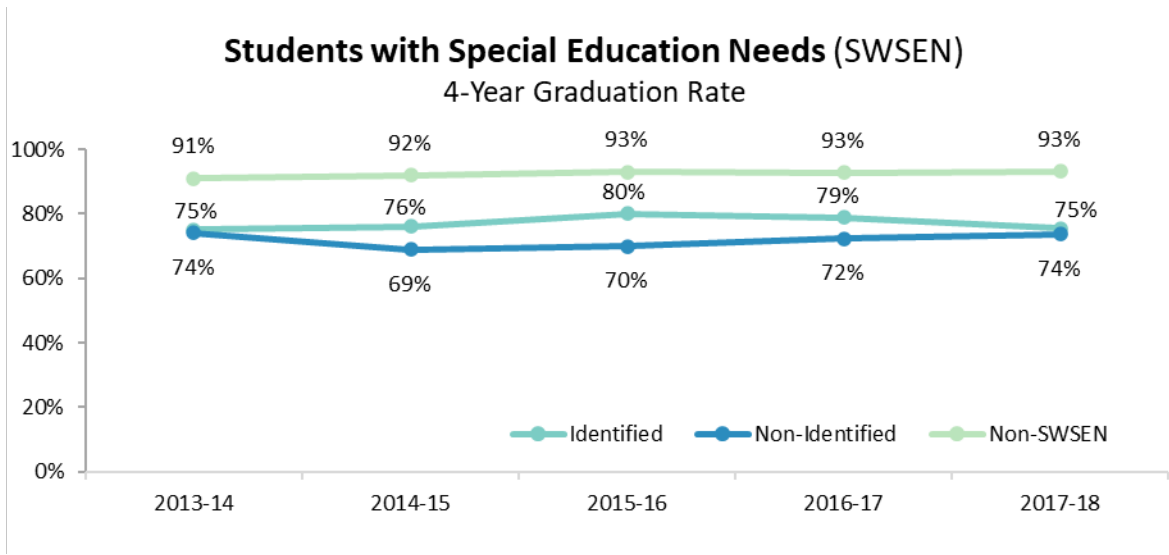
### Part III: Trends Over Time



Over the past ten years, there has been an increasing trend for students who graduate within four years. The graduation rate within 5 years has remained consistent at 94% with an increase of 1% to 95% for the 2017-18 cohort.

Below are trends over time based on data collected through the Student Information System (SIS):





## Part IV: Non-Graduate Analysis

### Defining the Cohort: Non-Graduates – Leavers

Non-graduates refer to students who did not graduate within the 5-year time period. Amongst non-graduates there are two groups: those that return to school for a 6<sup>th</sup> year and those who withdraw from school and leave the system. This section of the report will focus on the students who leave or rather are “pushed out” of the system.

The term “dropout” has been used to refer to students who leave school before earning their diploma. According to, Johnston-Goodstar and VeLure Roholt (2017), “rather than the term dropout, which implies deficit thinking and places the blame for dropping out, on students and their families, Reyner (1991) proposed that studies consider the role of schools and teachers in working to push students out of school.”

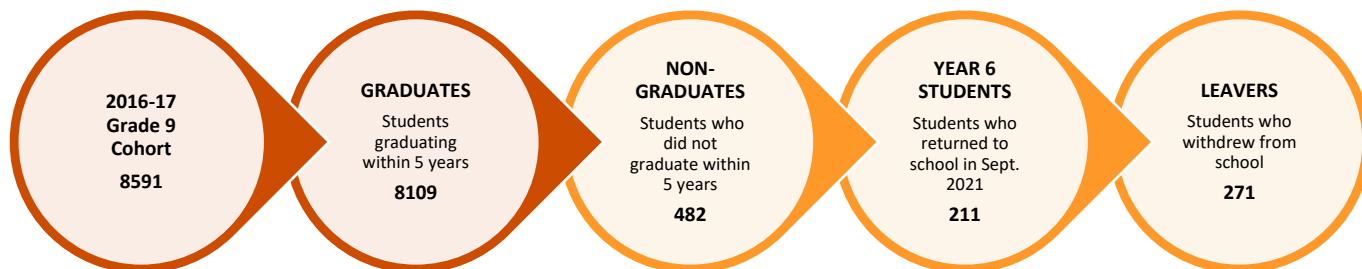
Doll, Eslami, and Walters (2013) also corroborated this and explained the pressures on students in terms of push and pull dropout factors that plays a large role in forcing students out of the system. Push factors may include tests, irrelevant curriculum, a culture of low expectations, and disciplinary actions. Students can also be pulled out when factors outside of school impact the student and prevents them from completing school. Pull factors may include financial worries, out-of-school employment, family needs, or even family changes, such as marriage or childbirth (Doll, Eslami, and Walters, 2013).

*“Some teachers do not understand or choose to ignore the various challenges students face personally and at home. These challenges may impact punctuality, attendance, and/or achievement at school, but teachers continue to reprimand students without considering the reasons for their behavior.”*

*– PDSB Student (Gray et al., 2016)*

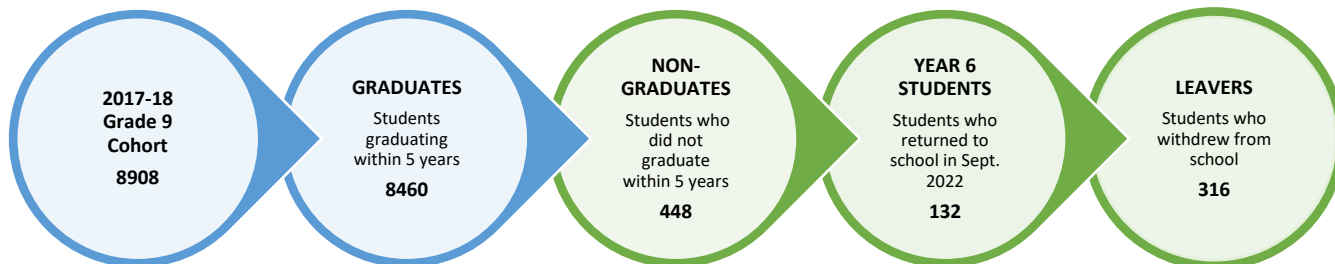
#### 2016-17 Cohort

From the 2016-17 grade 9 cohort (n = 8,591), 482 students did not graduate within 5 years. Of the total non-graduates, 211 students returned to school in September 2021, whereas 271 students withdrew from school within the 5-year period.



**2017-18 Cohort**

From the 2017-18 grade 9 cohort (n = 8,908), 448 students did not graduate within 5 years. Of the total non-graduates, 132 students returned to school in September 2022, whereas 316 students withdrew from school within the 5-year period.



The Non-Graduates – Leavers in both the 2016-17 and 2017-18 cohorts were analyzed to gain insights about why these students did not graduate in the five-year timeframe. These students withdrew from any PDSB secondary school since their entry in grade 9 and did not transfer to another secondary school within or outside the province. The following data were analyzed:

- 1) Withdrawal Reasons
- 2) Time of Withdrawal
- 3) Demographic & Program Characteristics

**Withdrawal Reasons**

Reasons for Leaving Secondary School	% Non-Graduates – Leavers (2016-17 Cohort)	% Non-Graduates – Leavers (2017-18 Cohort)
Unknown Destination	72%	72%
Alternative Program (including “other education/training”)	15%	16%
Employment	6%	7%
Attend University or College, Graduated with Diploma*	7%	3%
Other (CTCF, retired with certificate, expelled)	N/A	1%

\* No record of OSSD in the PDSB records

**Year of Withdrawal**

Year	% Non-Graduates – Leavers (2016-17 Cohort)	% Non-Graduates – Leavers (2017-18 Cohort)
Year One	6%	2%
Year Two	3%	7%
Year Three	6%	7%
Year Four	31%	24%
Year Five	55%	60%

## Demographic Characteristics

Category	2016-17 Cohort			2017-18 Cohort		
	% Non-Graduates – Leavers (A)	% Students in the cohort (B)	DI Index = (A/B)	% Non-Graduates – Leavers (C)	% Students in the cohort (D)	DI Index = (C/D)
<b>*Racial Background</b>						
Black	16.8%	9.2%	<b>1.83</b>	13.5%	9.4%	<b>1.43</b>
East Asian	0.8%	5.3%	<b>0.15</b>	1.9%	5.0%	<b>0.37</b>
First Nations, Métis, and/or Inuit	-	0.1%	-	0.5%	0.1%	<b>4.36</b>
Latin American	0.8%	1.0%	<b>0.81</b>	4.7%	1.2%	<b>4.04</b>
Middle Eastern	9.6%	4.5%	<b>2.12</b>	11.2%	4.7%	<b>2.36</b>
South Asian	32.0%	46.2%	<b>0.69</b>	24.7%	45.8%	<b>0.54</b>
Southeast Asian	2.4%	2.9%	<b>0.82</b>	1.9%	3.0%	<b>0.62</b>
White	20.0%	17.8%	<b>1.13</b>	26.5%	17.5%	<b>1.52</b>
Additional Racial Backgrounds	0.8%	2.6%	<b>0.31</b>	1.4%	2.3%	<b>0.60</b>
Multiple Racial Backgrounds	7.2%	6.7%	<b>1.07</b>	9.3%	6.7%	<b>1.39</b>
Did not disclose	9.6%	3.7%	<b>2.58</b>	4.7%	4.3%	<b>1.09</b>
<b>*Gender Identity</b>						
Females	24.8%	47.2%	<b>0.53</b>	31.2%	46.5%	<b>0.67</b>
Diverse Gender Identity	3.2%	1.1%	<b>2.94</b>	5.1%	1.1%	<b>4.69</b>
Males	70.4%	50.3%	<b>1.40</b>	61.4%	50.9%	<b>1.21</b>
Did not disclose	1.6%	1.5%	<b>1.10</b>	2.3%	1.5%	<b>1.53</b>
<b>*Sexual Orientation</b>						
2SLGBQA+	14.4%	10.1%	<b>1.43</b>	14.4%	8.2%	<b>1.76</b>
Heterosexual/Straight	79.2%	82.6%	<b>0.96</b>	77.2%	83.7%	<b>0.92</b>
Did not disclose	6.4%	7.3%	<b>0.87</b>	8.4%	8.1%	<b>1.04</b>
<b>ELL</b>						
ELD	2.6%	0.3%	<b>7.40</b>	2.8%	0.3%	<b>8.75</b>
ESL	8.5%	4.4%	<b>1.94</b>	9.5%	4.5%	<b>2.10</b>
Non-ELL	88.9%	95.3%	<b>0.93</b>	87.7%	95.2%	<b>0.92</b>
<b>SWSEN</b>						
Identified-SWSEN	16.6%	10.3%	<b>1.61</b>	19.3%	9.8%	<b>1.97</b>
Non-Identified-SWSEN	8.5%	2.6%	<b>3.30</b>	7.6%	2.6%	<b>2.95</b>
Non-SWSEN	74.9%	87.1%	<b>0.86</b>	73.1%	87.6%	<b>0.83</b>

\* These results are based on information available for only 46% of the 2016 -17 Non-Graduates – Leaver group and 68% for the 2017-18 Non-Graduates – Leaver group from the 2018 Student Census.

Category	2016-17 Cohort			2017-18 Cohort		
	% Non-Graduates – Leavers <b>(A)</b>	% Students in the cohort <b>(B)</b>	DI Index = <b>(A/B)</b>	% Non-Graduates – Leavers <b>(C)</b>	% Students in the cohort <b>(D)</b>	DI Index = <b>(C/D)</b>
<b>SVI</b>						
<b>Very High</b>	17.7%	9.4%	<b>1.88</b>	20.9%	9.8%	<b>2.12</b>
<b>High</b>	11.1%	9.3%	<b>1.19</b>	12.3%	9.3%	<b>1.33</b>
<b>Somewhat High</b>	12.2%	14.1%	<b>0.87</b>	15.5%	14.6%	<b>1.06</b>
<b>Moderate</b>	20.7%	22.3%	<b>0.93</b>	17.4%	22.1%	<b>0.79</b>
<b>Somewhat Low</b>	23.6%	27.3%	<b>0.87</b>	20.6%	26.5%	<b>0.78</b>
<b>Low</b>	12.2%	16.3%	<b>0.75</b>	10.4%	15.5%	<b>0.67</b>

## References

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- Gray, E., Bailey, R., Brady, J., Teclé, S. (2016). Perspectives of Black Male Students in Secondary School: Understanding the Successes and Challenges – Student Focus Group Results. Mississauga, ON: Peel District School Board.
- Johnston-Goodstar, K., & VeLure Roholt, R. (2017). “Our kids aren’t dropping out; they’re being pushed out”: Native American students and racial microaggressions in schools. *Journal of Ethnic & Cultural Diversity in Social Work*, 26(1-2), 30-47.
- Reyhner, J. (1991). Plans for dropout prevention and special school support services for American Indian and Alaska Native students. Washington, DC: U.S. Department of Education.



Board Meeting – January 25, 2023

# First Quarter Financial Reports as at November 30, 2022

**Strategic Alignment:**

Fiscal Responsibility and Reporting

**Report Type:**

For Information

<p><i>Prepared by:</i> Tania Alatishe-Charles, Controller Finance Support Services Jaspal Gill, Associate Director Operations and Equity of Access</p> <p><i>Submitted by:</i> Rashmi Swarup, Director of Education</p>
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## **Overview**

### **Objective:**

To provide an update on the Board's first quarter financial position.

### **Context:**

The Operating Expenditure Statements, attached as Appendix 1, report Peel District School Board's actual expenditures to November 30, 2022 versus the 2022-23 budget submission to the Ministry of Education.

The Other School Board Grants and Expenses document, attached as Appendix 2, report as at November 30, 2022 which details the Ministry Grant allocations outside of the GSNs (Grants for Student Needs), as well as funding for federal and other third party programs.

At the end of the first quarter, the Board is showing overall expenditures rates in line with those of previous years, at just under 23%. This is slightly below the benchmark of 25%. Although overall expenditures are trending below budget, variability in spending can be seen in various areas due to slow starts in certain programs and timing of expenditures. There are currently no concerns with normal operating expenditures being within budget for the remainder of the year.

## **Appendices**

Appendix 1 – Q1 Operating Expenditure Statements

Appendix 2 – Q1 Other School Board Grants and Expenses



**QUARTERLY  
OPERATING EXPENDITURE STATEMENTS**

**November 30, 2022**




PEEL DISTRICT SCHOOL BOARD  
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As at Nov 30, 2022 (\$000's)

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**PEEL DISTRICT SCHOOL BOARD**  
**SUMMARY OF OPERATING EXPENSE STATEMENT**  
 As at Nov 30, 2022 (\$000's)

DESCRIPTION	2022-2023	YEAR TO DATE ACTUALS	AVAILABLE FUNDS	% BUDGET INCURRED		
	BUDGET			22-23	21-22	20-21
REGIONAL & SCHOOL BUDGETS	1,448,699.7	338,618.1	1,110,081.6	23.4%	23.7%	15.4%
DIRECTOR OF EDUCATION	2,964.7	709.6	2,255.1	23.9%	23.3%	22.9%
LEGAL AND GOVERNANCE SUPPORT SERVICES	3,351.1	640.8	2,710.3	19.1%	25.9%	22.9%
CENTRAL ORGANIZATIONAL EXPENSES	29,870.3	1,913.0	27,957.3	6.4%	19.1%	17.3%
FINANCE SUPPORT SERVICES	5,967.5	1,220.4	4,747.1	20.5%	21.5%	21.7%
INNOVATION AND RESEARCH	5,290.4	1,397.5	3,892.9	26.4%	0.0%	0.0%
PLANNING & ACCOMMODATION SUPPORT SERVICES	1,483.4	259.0	1,224.4	17.5%	16.5%	17.1%
EQUITY, INDIGENOUS EDUCATION AND SCHOOL ENGAGEMENT	5,511.2	761.7	4,749.5	13.8%	16.4%	42.1%
SECONDARY - CURRICULUM, INSTRUCTION & ASSESSMENT	17,807.2	3,307.7	14,499.5	18.6%	16.1%	14.0%
CONTINUING & ADULT EDUCATION	8,277.6	913.3	7,364.3	11.0%	15.1%	16.9%
HUMAN RESOURCES, PARTNERSHIPS & EQUITY	13,571.9	3,215.3	10,356.6	23.7%	23.1%	20.7%
ELEMENTARY - CURRICULUM, INSTRUCTION & ASSESSMENT	2,140.6	388.4	1,752.2	18.1%	0.0%	0.0%
LEADERSHIP, CAP BUILDING, SCH	1,597.4	319.5	1,277.9	20.0%	17.4%	0.0%
SAFE AND CARING SCHOOLS	3,929.3	1,079.1	2,850.2	27.5%	0.0%	0.0%
SPECIAL EDUCATION, SOCIAL EMOTIONAL LEARNING & WELL BEING	31,230.1	6,485.2	24,744.9	20.8%	28.2%	0.0%
FIELD OFFICE SUPPORT SERVICES	6,821.5	1,588.4	5,233.1	23.3%	24.5%	22.0%
FACILITIES & ENVIRONMENTAL SUPPORT SERVICES	151,996.1	30,012.4	121,983.7	19.7%	20.6%	19.3%
CORPORATE SUPPORT SERVICES	4,694.3	1,005.4	3,688.9	21.4%	25.6%	25.5%
LEARNING TECHNOLOGY SUPPORT SERVICES	22,980.2	6,613.4	16,366.8	28.8%	24.0%	23.7%
TRANSPORTATION SUPPORT SERVICES	59,709.1	17,949.6	41,759.5	30.1%	28.8%	28.4%
COMMUNICATIONS & COMM. RELATIONS	3,138.2	592.2	2,546.0	18.9%	19.9%	19.3%
<b>TOTAL OPERATING COSTS</b>	<b>1,831,031.8</b>	<b>418,990.0</b>	<b>1,412,041.8</b>	<b>22.9%</b>	<b>23.6%</b>	<b>22.9%</b>
SCHOOL RENEWAL	21,224.8	18,192.8	3,032.0	85.7%	51.6%	60.1%
OPERATIONAL EXPENSES RELATED TO CAPITAL	128,707.7	13,198.1	115,509.6	10.3%	11.9%	11.4%
<b>SUB TOTAL</b>	<b>149,932.5</b>	<b>31,390.9</b>	<b>118,541.6</b>	<b>20.9%</b>	<b>18.2%</b>	<b>19.2%</b>
<b>TOTAL COST</b>	<b>1,980,964.3</b>	<b>450,380.9</b>	<b>1,530,583.4</b>	<b>22.7%</b>	<b>23.3%</b>	<b>22.7%</b>

 <b>PEEL DISTRICT SCHOOL BOARD</b> <b>SUMMARY OF OPERATING EXPENSE STATEMENT</b> As at Nov 30, 2022 (\$000's)				
	# to Period end	Total in year		Benchmark %
<b>Overall Expenditure Benchmark</b>	<b>3</b>	<b>12</b>	<b>months</b>	<b>25.00%</b>



**PEEL DISTRICT SCHOOL BOARD**  
**SUMMARY OF OPERATING EXPENSE STATEMENT**  
 As at Nov 30, 2022 (\$000's)  
 REGIONAL & SCHOOL BUDGETS - 200 - 1000


DESCRIPTION	2022-2023	YEAR TO DATE ACTUALS	AVAILABLE FUNDS	% OF BUDGET INCURRED			COMMENTS
	BUDGET			22-23	21-22	20-21	
SALARIES & WAGES	1,233,494.5	291,432.3	942,062.2	23.6%	24.0%	23.6%	
EMPLOYEE BENEFITS	185,893.6	36,665.8	149,227.8	19.7%	20.0%	19.4%	
STAFF DEVELOPMENT	2,069.7	1,934.3	135.4	93.5%	89.7%	99.0%	Staff development allocated to union groups at the beginning of the year.
SUPPLIES & SERVICES	24,827.1	6,829.5	17,997.6	27.5%	26.1%	22.7%	
CAPITAL EXPENDITURES (TCA)	3,341.6	721.8	2,619.8	21.6%	15.2%	6.6%	
FEES & CONTRACTUAL SERVICES	750.0	844.7	(94.7)	112.6%	38.7%	9.0%	Classroom software licence fees paid at the beginning of the year, cost increased.
ASSOCIATION MEMBERSHIPS & OTHER COSTS	2,633.4	415.5	2,217.9	15.8%	7.9%	9.0%	
<b>SUB TOTAL</b>	<b>1,453,009.9</b>	<b>338,843.8</b>	<b>1,114,166.1</b>	<b>23.3%</b>	<b>23.6%</b>	<b>15.4%</b>	
FEES & REV FROM OTHER SOURCES	(4,310.2)	(225.7)	(4,084.5)	5.2%	7.2%	5.2%	Timing variance as staff on loan are billed twice a year.
<b>TOTAL COST</b>	<b>1,448,699.7</b>	<b>338,618.1</b>	<b>1,110,081.6</b>	<b>23.4%</b>	<b>23.7%</b>	<b>15.4%</b>	




**PEEL DISTRICT SCHOOL BOARD**  
**SUMMARY OF OPERATING EXPENSE STATEMENT**  
 As at Nov 30, 2022 (\$000's)  
 DIRECTOR'S OFFICE - 1100

DESCRIPTION	2022-2023	YEAR TO DATE ACTUALS	AVAILABLE FUNDS	% OF BUDGET INCURRED			COMMENTS
	BUDGET			22-23	21-22	20-21	
SALARIES & WAGES	2,578.3	567.2	2,011.1	22.0%	23.2%	20.6%	
EMPLOYEE BENEFITS	453.2	78.5	374.7	17.3%	19.5%	17.1%	
STAFF DEVELOPMENT	131.0	23.2	107.8	17.7%	12.6%	1.8%	
SUPPLIES & SERVICES	68.7	17.5	51.2	25.5%	12.4%	14.0%	
RENTALS	42.0	13.0	29.0	30.9%	0.0%	0.0%	Lease payments for Human Rights Office premises
FEES & CONTRACTUAL SERVICES	19.8	4.4	15.4	22.5%	0.5%	4.2%	
ASSOCIATION MEMBERSHIPS & OTHER COSTS	12.6	5.7	6.9	45.0%	130.5%	98.8%	Annual membership fees paid at the beginning of the year, last year included additional COVID-related costs
<b>SUB TOTAL</b>	<b>3,305.6</b>	<b>709.6</b>	<b>2,596.0</b>	<b>21.5%</b>	<b>22.1%</b>	<b>24.1%</b>	
PROVINCIAL GRANTS OTHER	(340.9)	0.0	(340.9)	0.0%	0.0%	24.1%	Human Rights and Equity Advisors grant, funding flowed based on agreement schedule.
<b>TOTAL COST</b>	<b>2,964.7</b>	<b>709.6</b>	<b>2,255.1</b>	<b>23.9%</b>	<b>23.3%</b>	<b>22.9%</b>	




 <b>PEEL DISTRICT SCHOOL BOARD</b> <b>SUMMARY OF OPERATING EXPENSE STATEMENT</b> As at Nov 30, 2022 (\$000's) <b>LEGAL AND GOVERNANCE SUPPORT SERVICES - 1125</b>							
DESCRIPTION	2022-2023	YEAR TO DATE ACTUALS	AVAILABLE FUNDS	% OF BUDGET INCURRED			COMMENTS
	BUDGET			22-23	21-22	20-21	
SALARIES & WAGES	1,297.0	298.0	999.0	23.0%	22.1%	0.0%	
EMPLOYEE BENEFITS	226.9	49.8	177.1	22.0%	20.9%	0.0%	
STAFF DEVELOPMENT	68.6	6.2	62.4	9.1%	6.4%	0.0%	
SUPPLIES & SERVICES	90.6	23.2	67.4	25.7%	11.2%	0.0%	
FEES & CONTRACTUAL SERVICES	1,323.9	194.2	1,129.7	14.7%	12.9%	0.0%	
ASSOCIATION MEMBERSHIPS & OTHER COSTS	344.1	69.3	274.8	20.1%	102.5%	0.0%	
<b>TOTAL COST</b>	<b>3,351.1</b>	<b>640.8</b>	<b>2,710.3</b>	<b>19.1%</b>	<b>25.9%</b>	<b>22.9%</b>	


DESCRIPTION	PEEL DISTRICT SCHOOL BOARD SUMMARY OF OPERATING EXPENSE STATEMENT As at Nov 30, 2022 (\$000's) CENTRAL ORGANIZATIONAL EXPENSES - 1175						COMMENTS
	2022-2023	YEAR TO DATE ACTUALS	AVAILABLE FUNDS	% OF BUDGET INCURRED			
	BUDGET			22-23	21-22	20-21	
SALARIES & WAGES	0.0	(394.8)	394.8	0.0%	0.0%	0.0%	Strike days held back from CUPE to be repaid on ratification of agreement
EMPLOYEE BENEFITS	8,395.8	1,596.0	6,799.8	19.0%	25.0%	25.4%	
STAFF DEVELOPMENT	679.8	0.0	679.8	0.0%	0.0%	0.0%	Specific Ministry funding to be allocated when plans are finalized.
SUPPLIES & SERVICES	2,989.8	154.4	2,835.4	5.2%	0.2%	19.8%	Broadband funding to be allocated when plans are finalized.
FEES & CONTRACTS	4,307.5	605.2	3,702.3	14.1%	15.9%	23.4%	2021-22 accrual, invoice not received yet. 2022-23 expenses are 26% incurred.
ASSOCIATION MEMBERSHIPS & OTHER COSTS	13,704.4	(15.5)	13,719.9	-0.1%	14.3%	3.5%	Funding for contract settlements, directed to record separately by the Ministry.
FEES & REV FROM OTHER SOURCES	(207.0)	(32.4)	(174.6)	15.7%	11.7%	5.7%	
<b>TOTAL COST</b>	<b>29,870.3</b>	<b>1,913.0</b>	<b>27,957.3</b>	<b>6.4%</b>	<b>19.1%</b>	<b>17.3%</b>	




**PEEL DISTRICT SCHOOL BOARD**  
**SUMMARY OF OPERATING EXPENSE STATEMENT**  
 As at Nov 30, 2022 (\$000's)  
**FINANCE SUPPORT SERVICES - 1200**

DESCRIPTION	2022-2023	YEAR TO DATE ACTUALS	AVAILABLE FUNDS	% OF BUDGET INCURRED			COMMENTS
	BUDGET			22-23	21-22	20-21	
SALARIES & WAGES	4,675.7	1,009.0	3,666.7	21.6%	21.9%	22.3%	
EMPLOYEE BENEFITS	1,179.9	234.4	945.5	19.9%	20.3%	20.6%	
STAFF DEVELOPMENT	41.8	0.0	41.8	0.0%	2.4%	-5.6%	
SUPPLIES & SERVICES	39.4	6.0	33.4	15.2%	8.5%	9.2%	
FEES & CONTRACTUAL SERVICES	28.1	(30.6)	58.7	-109.1%	32.0%	25.4%	2021-22 accrual, invoice not received yet
ASSOCIATION MEMBERSHIPS & OTHER	2.6	1.7	0.9	64.6%	65.3%	74.6%	Membership fees paid at the beginning of the year
<b>TOTAL COST</b>	<b>5,967.5</b>	<b>1,220.4</b>	<b>4,747.1</b>	<b>20.5%</b>	<b>21.5%</b>	<b>21.7%</b>	

 <b>PEEL DISTRICT SCHOOL BOARD</b> <b>SUMMARY OF OPERATING EXPENSE STATEMENT</b> As at Nov 30, 2022 (\$000's) <b>INNOVATION &amp; RESEARCH - 1225</b>							
DESCRIPTION	2022-2023	YEAR TO DATE ACTUALS	AVAILABLE FUNDS	% OF BUDGET INCURRED			COMMENTS
	BUDGET			22-23	21-22	20-21	
SALARIES & WAGES	3,247.6	575.5	2,672.1	17.7%	0.0%	0.0%	
EMPLOYEE BENEFITS	527.1	98.7	428.4	18.7%	0.0%	0.0%	
STAFF DEVELOPMENT	52.0	2.2	49.8	4.3%	0.0%	0.0%	
SUPPLIES & SERVICES	147.9	106.3	41.6	71.9%	0.0%	0.0%	
FEES & CONTRACTUAL SERVICES	1,316.2	592.7	723.5	45.0%	0.0%	0.0%	
ASSOCIATION MEMBERSHIPS & OTHER COSTS	2.1	8.5	(6.4)	402.4%	0.0%	0.0%	Includes school library equipment costs
<b>SUB TOTAL</b>	<b>5,292.9</b>	<b>1,383.8</b>	<b>3,909.1</b>	<b>26.1%</b>	<b>0.0%</b>	<b>0.0%</b>	
FEES & REV FROM OTHER SOURCES	(2.5)	13.7	(16.2)	-547.6%	0.0%	0.0%	Refund for international student fees
<b>TOTAL COST</b>	<b>5,290.4</b>	<b>1,397.5</b>	<b>3,892.9</b>	<b>26.4%</b>	<b>0.0%</b>	<b>0.0%</b>	

 <b>PEEL DISTRICT SCHOOL BOARD</b> <b>SUMMARY OF OPERATING EXPENSE STATEMENT</b> As at Nov 30, 2022 (\$000's) <b>PLANNING &amp; ACCOMMODATION SUPPORT SERVICES - 1250</b>							
DESCRIPTION	2022-2023 REV BUDGET	YEAR TO DATE ACTUALS	AVAILABLE FUNDS	% OF BUDGET INCURRED			COMMENTS
				22-23	21-22	20-21	
SALARIES & WAGES	1,058.9	204.7	854.2	19.3%	19.4%	18.8%	
EMPLOYEE BENEFITS	229.4	40.8	188.6	17.8%	18.7%	16.1%	
STAFF DEVELOPMENT	5.5	0.0	5.5	0.0%	18.1%	17.5%	
SUPPLIES & SERVICES	96.3	7.1	89.2	7.4%	-13.2%	13.9%	
FEES & CONTRACTUAL SERVICES	91.6	4.7	86.9	5.2%	0.0%	0.0%	
ASSOCIATION MEMBERSHIPS & OTHER COSTS	1.7	1.7	0.0	98.9%	9.1%	18.0%	Memberships paid at the beginning of the year
<b>TOTAL COST</b>	<b>1,483.4</b>	<b>259.0</b>	<b>1,224.4</b>	<b>17.5%</b>	<b>16.5%</b>	<b>17.1%</b>	

 <b>PEEL DISTRICT SCHOOL BOARD</b> <b>SUMMARY OF OPERATING EXPENSE STATEMENT</b> As at Nov 30, 2022 (\$000's) <b>INDIGENOUS EDUCATION, ANTI-RACISM, ANTI-OPRESSION AND COMMUNITY PARTNERSHIP SUPPORT SERVICES - 1275</b>							
DESCRIPTION	2022-2023	YEAR TO DATE ACTUALS	AVAILABLE FUNDS	% OF BUDGET INCURRED			COMMENTS
	BUDGET			22-23	21-22	20-21	
SALARIES & WAGES	4,138.5	558.4	3,580.1	13.5%	16.2%	51.0%	
EMPLOYEE BENEFITS	549.3	85.5	463.8	15.6%	16.2%	37.0%	
STAFF DEVELOPMENT	475.9	70.3	405.6	14.8%	66.8%	15.0%	
SUPPLIES & SERVICES	45.5	34.3	11.2	75.4%	22.7%	14.3%	
FEES & CONTRACTUAL SERVICES	300.0	16.9	283.1	5.6%	2.7%	0.0%	
ASSOCIATION MEMBERSHIPS & OTHER COSTS	2.0	0.0	2.0	0.0%	0.0%	0.0%	
FEES & REV FROM OTHER SOURCES	0.0	(3.6)	3.6	0.0%	0.0%	0.0%	
<b>TOTAL COST</b>	<b>5,511.2</b>	<b>761.7</b>	<b>4,749.5</b>	<b>13.8%</b>	<b>16.4%</b>	<b>42.1%</b>	

DESCRIPTION	PEEL DISTRICT SCHOOL BOARD SUMMARY OF OPERATING EXPENSE STATEMENT As at Nov 30, 2022 (\$000's)						COMMENTS
	SECONDARY - CURRICULUM, INSTRUCTION & ASSESSMENT - 1300						
	2022-2023 BUDGET	YEAR TO DATE ACTUALS	AVAILABLE FUNDS	% OF BUDGET INCURRED			
			22-23	21-22	20-21		
SALARIES & WAGES	12,366.5	1,979.4	10,387.1	16.0%	17.9%	13.8%	Underspent due to lower use of release time for staff professional development resulting in lower PD supply.
EMPLOYEE BENEFITS	1,703.5	245.1	1,458.4	14.4%	15.3%	13.7%	
STAFF DEVELOPMENT	946.1	171.4	774.7	18.1%	-0.3%	36.1%	
SUPPLIES & SERVICES	2,370.0	322.7	2,047.3	13.6%	10.1%	11.1%	
CAPITAL EXPENDITURES (TCA)	19.0	0.0	19.0	0.0%	460.5%	0.0%	
RENTALS	5.0	0.0	5.0	0.0%	0.0%	0.0%	
FEES & CONTRACTUAL SERVICES	1,131.8	329.6	802.2	29.1%	31.1%	51.5%	
ASSOCIATION MEMBERSHIPS & OTHER COSTS	1,353.6	274.8	1,078.8	20.3%	12.4%	11.9%	
<b>SUB TOTAL</b>	<b>19,895.5</b>	<b>3,322.9</b>	<b>16,572.6</b>	<b>16.7%</b>	<b>17.1%</b>	<b>18.5%</b>	
PROVINCIAL GRANTS OTHER	(1,523.5)	0.0	(1,523.5)	0.0%	50.0%	50.0%	Engaged Math Strategy grant, funding flowed based on agreement schedules.
REVENUE FROM OTHER SCHOOL BOARDS	(124.0)	0.0	(124.0)	0.0%	0.0%	0.0%	Recoverable salary of convenors billed twice a year.
FEES & REVENUE FROM OTHER SOURCES	(440.8)	(15.2)	(425.6)	3.5%	0.1%	0.0%	International student administration fee revenue.
<b>TOTAL REVENUE &amp; RECOVERIES</b>	<b>(2,088.3)</b>	<b>(15.2)</b>	<b>(2,073.1)</b>	<b>0.7%</b>	<b>34.1%</b>	<b>0.0%</b>	
<b>TOTAL COST</b>	<b>17,807.2</b>	<b>3,307.7</b>	<b>14,499.5</b>	<b>18.6%</b>	<b>16.1%</b>	<b>14.0%</b>	



**PEEL DISTRICT SCHOOL BOARD**  
**SUMMARY OF OPERATING EXPENSE STATEMENT**  
 As at Nov 30, 2022 (\$000's)  
**CONTINUING & ADULT EDUCATION - 1325**

DESCRIPTION	2022-2023	YEAR TO DATE ACTUALS	AVAILABLE FUNDS	% OF BUDGET INCURRED			COMMENTS
	BUDGET			22-23	21-22	20-21	
SALARIES & WAGES	10,189.2	1,369.5	8,819.7	13.4%	14.0%	15.6%	Salary and benefits for summer school staff occur later in the year
EMPLOYEE BENEFITS	1,211.6	175.3	1,036.3	14.5%	14.6%	15.1%	
STAFF DEVELOPMENT	22.8	2.0	20.8	8.6%	4.5%	9.3%	
SUPPLIES & SERVICES	413.6	48.3	365.3	11.7%	3.6%	6.0%	
RENTALS	298.0	88.3	209.7	29.6%	27.6%	21.3%	
FEES & CONTRACTUAL SERVICES	144.9	0.9	144.0	0.6%	-8.1%	10.9%	
ASSOCIATION MEMBERSHIPS & OTHER COSTS	0.0	0.6	(0.6)	0.0%	0.0%	0.0%	
<b>SUB TOTAL</b>	<b>12,280.1</b>	<b>1,684.8</b>	<b>10,595.3</b>	<b>13.7%</b>	<b>14.0%</b>	<b>15.1%</b>	
PROVINCIAL GRANTS OTHER	(3,740.0)	(591.2)	(3,148.8)	15.8%	7.7%	7.8%	Adult Non-Credit Language Program & Literacy & Basic Skills grants, funding flowed based on agreement schedule
FEES & REVENUE FROM OTHER SOURCES	(262.5)	(180.3)	(82.2)	68.7%	32.4%	29.5%	
TOTAL REVENUE & RECOVERIES	<b>(4,002.5)</b>	<b>(771.5)</b>	<b>(3,231.0)</b>	<b>19.3%</b>	<b>11.2%</b>	<b>11.6%</b>	
<b>TOTAL COST</b>	<b>8,277.6</b>	<b>913.3</b>	<b>7,364.3</b>	<b>11.0%</b>	<b>15.1%</b>	<b>16.9%</b>	





**PEEL DISTRICT SCHOOL BOARD**  
**SUMMARY OF OPERATING EXPENSE STATEMENT**  
 As at Nov 30, 2022 (\$000's)  
**HUMAN RESOURCES, PARTNERSHIPS & EQUITY - 1400**

DESCRIPTION	2022-2023	YEAR TO DATE ACTUALS	AVAILABLE FUNDS	% OF BUDGET INCURRED			COMMENTS
	BUDGET			22-23	21-22	20-21	
SALARIES & WAGES	9,424.1	1,833.0	7,591.1	19.5%	21.9%	21.8%	
EMPLOYEE BENEFITS	2,161.5	405.7	1,755.8	18.8%	19.2%	18.5%	
STAFF DEVELOPMENT	308.8	28.9	279.9	9.4%	2.7%	7.9%	
SUPPLIES & SERVICES	394.3	62.5	331.8	15.9%	26.9%	19.9%	
RENTALS	3.6	0.0	3.6	0.0%	0.0%	0.0%	
FEES & CONTRACTUAL SERVICES	1,270.3	884.8	385.5	69.7%	40.4%	19.5%	Employee assistance service cost and software fees paid at the beginning of the year
ASSOCIATION MEMBERSHIPS & OTHER COSTS	9.3	0.2	9.1	2.6%	15.7%	37.2%	
<b>TOTAL COST</b>	<b>13,571.9</b>	<b>3,215.3</b>	<b>10,356.6</b>	<b>23.7%</b>	<b>23.1%</b>	<b>20.7%</b>	




**PEEL DISTRICT SCHOOL BOARD**  
**SUMMARY OF OPERATING EXPENSE STATEMENT**  
 As at Nov 30, 2022 (\$000's)  
**ELEMENTARY - CURRICULUM, INSTRUCTION & ASSESSMENT 1425**

DESCRIPTION	2022-2023	YEAR TO DATE ACTUALS	AVAILABLE FUNDS	% OF BUDGET INCURRED			COMMENTS
	BUDGET			22-23	21-22	20-21	
SALARIES & WAGES	1,650.1	327.4	1322.7	19.8%	0.0%	0.0%	
EMPLOYEE BENEFITS	302.3	53.3	249.0	17.6%	0.0%	0.0%	
STAFF DEVELOPMENT	100.8	4.9	95.9	4.9%	0.0%	0.0%	
SUPPLIES & SERVICES	29.2	1.8	27.4	6.1%	0.0%	0.0%	
FEES & CONTRACTUAL SERVICES	58.2	1.0	57.2	1.7%	0.0%	0.0%	
<b>TOTAL COST</b>	<b>2,140.6</b>	<b>388.4</b>	<b>1752.2</b>	<b>18.1%</b>	<b>0.0%</b>	<b>0.0%</b>	



**PEEL DISTRICT SCHOOL BOARD**  
**SUMMARY OF OPERATING EXPENSE STATEMENT**  
 As at Nov 30, 2022 (\$000's)  
 LEADERSHIP, CAPACITY BUILDING, SCHOOL PARTNERSHIPS - 1450

DESCRIPTION	2022-2023	YEAR TO DATE ACTUALS	AVAILABLE FUNDS	% OF BUDGET INCURRED			COMMENTS
	BUDGET			22-23	21-22	20-21	
SALARIES & WAGES	1,100.7	235.3	865.4	21.4%	22.1%	0.0%	Budget to be adjusted at revised estimates
EMPLOYEE BENEFITS	176.3	34.8	141.5	19.8%	19.4%	0.0%	
STAFF DEVELOPMENT	269.2	5.9	263.3	2.2%	0.0%	0.0%	
SUPPLIES & SERVICES	31.2	33.1	(1.9)	106.0%	12.6%	0.0%	
FEES & CONTRACTUAL SERVICES	21.0	10.4	10.6	50%	11.4%	0.0%	
ASSOCIATION MEMBERSHIPS & OTHER COSTS	1.0	0.0	1.0	0.0%	0.0%	0.0%	
<b>SUB TOTAL</b>	<b>1,599.4</b>	<b>319.5</b>	<b>1,279.9</b>	<b>20.0%</b>	<b>17.4%</b>	<b>0.0%</b>	
FEES & REVENUE FROM OTHER SOURCES	(2.0)	0.0	(2.0)	0.0%	0.0%	0.0%	
<b>TOTAL COST</b>	<b>1,597.4</b>	<b>319.5</b>	<b>1,277.9</b>	<b>20.0%</b>	<b>17.4%</b>	<b>0.0%</b>	

 <b>PEEL DISTRICT SCHOOL BOARD</b> <b>SUMMARY OF OPERATING EXPENSE STATEMENT</b> As at Nov 30, 2022 (\$000's) SAFE & CARING SCHOOLS - 1475							
DESCRIPTION	2022-2023	YEAR TO DATE ACTUALS	AVAILABLE FUNDS	% OF BUDGET INCURRED			COMMENTS
	BUDGET			22-23	21-22	20-21	
SALARIES & WAGES	3,240.1	827.4	2,412.7	25.5%	0.0%	0.0%	
EMPLOYEE BENEFITS	592.5	124.2	468.3	21.0%	0.0%	0.0%	
STAFF DEVELOPMENT	20.4	0.8	19.6	3.9%	0.0%	0.0%	
SUPPLIES & SERVICES	72.3	112.8	(40.5)	156.0%	0.0%	0.0%	Budget to be adjusted at revised estimates
FEES & CONTRACTUAL SERVICES	4.0	14.0	(10.0)	349.4%	0.0%	0.0%	Includes writing team costs
<b>TOTAL COST</b>	<b>3,929.3</b>	<b>1,079.1</b>	<b>2,850.2</b>	<b>27.5%</b>	<b>0.0%</b>	<b>0.0%</b>	



**PEEL DISTRICT SCHOOL BOARD**  
**SUMMARY OF OPERATING EXPENSE STATEMENT**  
 As at Nov 30, 2022 (\$000's)  
**SPECIAL EDUCATION, SOCIAL EMOTIONAL LEARNING & WELL BEING - 1525**

DESCRIPTION	2022-2023	YEAR TO DATE ACTUALS	AVAILABLE FUNDS	% OF BUDGET INCURRED			COMMENTS
	BUDGET			22-23	21-22	20-21	
SALARIES & WAGES	17,914.5	3,800.8	14,113.7	21.2%	23.9%	0.0%	
EMPLOYEE BENEFITS	3,011.1	563.4	2,447.7	18.7%	21.3%	0.0%	
STAFF DEVELOPMENT	985.3	119.9	865.4	12.2%	163.6%	0.0%	
SUPPLIES & SERVICES	7,544.1	1,613.7	5,930.4	21.4%	9.7%	0.0%	
FEES & CONTRACTUAL SERVICES	1,774.8	387.4	1,387.4	21.8%	5.6%	0.0%	
ASSOCIATION MEMBERSHIPS & OTHER COSTS	0.3	0.0	0.3	0.0%	10.6%	0.0%	
<b>TOTAL COST</b>	<b>31,230.1</b>	<b>6,485.2</b>	<b>24,744.9</b>	<b>20.8%</b>	<b>28.2%</b>	<b>0.0%</b>	



**PEEL DISTRICT SCHOOL BOARD**  
**SUMMARY OF OPERATING EXPENSE STATEMENT**  
 As at Nov 30, 2022 (\$000's)  
 FIELD OFFICE SUPPORT SERVICES - 1550

DESCRIPTION	2022-2023	YEAR TO DATE ACTUALS	AVAILABLE FUNDS	% OF BUDGET INCURRED			COMMENTS
	BUDGET			22-23	21-22	20-21	
SALARIES & WAGES	5,395.2	1,282.0	4,113.2	23.8%	24.9%	22.3%	
EMPLOYEE BENEFITS	1,074.6	238.1	836.5	22.2%	22.5%	20.1%	
STAFF DEVELOPMENT	163.5	26.4	137.1	16.1%	20.8%	7.6%	
SUPPLIES & SERVICES	188.2	41.9	146.3	22.3%	29.2%	30.1%	
<b>TOTAL COST</b>	<b>6,821.5</b>	<b>1,588.4</b>	<b>5,233.1</b>	<b>23.3%</b>	<b>24.5%</b>	<b>22.0%</b>	



**PEEL DISTRICT SCHOOL BOARD**  
**SUMMARY OF OPERATING EXPENSE STATEMENT**  
 As at Nov 30, 2022 (\$000's)  
**FACILITIES & ENVIRONMENTAL SUPPORT SERVICES - 1600**


DESCRIPTION	2022-2023	YEAR TO DATE ACTUALS	AVAILABLE FUNDS	% OF BUDGET INCURRED			COMMENTS
	BUDGET			22-23	21-22	20-21	
SALARIES & WAGES	76,164.3	17,182.4	58,981.9	22.6%	23.6%	22.0%	
EMPLOYEE BENEFITS	21,119.7	4,514.3	16,605.4	21.4%	22.2%	21.3%	
STAFF DEVELOPMENT	31.6	5.1	26.5	16.1%	0.5%	28.0%	
SUPPLIES & SERVICES	37,412.2	5,405.0	32,007.2	14.4%	16.2%	12.4%	
CAPITAL EXPENDITURES (TCA)	665.0	49.8	615.2	7.5%	1.4%	16.3%	
RENTALS	8.3	0.1	8.2	1.5%	3.1%	3.1%	
FEES & CONTRACTUAL SERVICES	16,782.5	2,895.0	13,887.5	17.3%	14.2%	18.0%	
ASSOCIATION MEMBERSHIPS & OTHER COSTS	22.5	0.8	21.7	3.6%	3.6%	1356.9%	
<b>SUB TOTAL</b>	<b>152,206.1</b>	<b>30,052.6</b>	<b>122,153.5</b>	<b>19.7%</b>	<b>20.6%</b>	<b>19.3%</b>	
FEES & REVENUE FORM OTHER SOURCES	(210.0)	(40.2)	(169.8)	19.1%	21.6%	19.3%	Solar energy revenue
<b>TOTAL COST</b>	<b>151,996.1</b>	<b>30,012.4</b>	<b>121,983.7</b>	<b>19.7%</b>	<b>20.6%</b>	<b>19.3%</b>	




**PEEL DISTRICT SCHOOL BOARD**  
**SUMMARY OF OPERATING EXPENSE STATEMENT**  
 As at Nov 30, 2022 (\$000's)  
**CORPORATE SUPPORT SERVICES - 1625**

DESCRIPTION	2022-2023	YEAR TO DATE ACTUALS	AVAILABLE FUNDS	% OF BUDGET INCURRED			COMMENTS
	BUDGET			22-23	21-22	20-21	
SALARIES & WAGES	2,586.4	587.6	1,998.8	22.7%	21.9%	23.0%	
EMPLOYEE BENEFITS	667.1	133.3	533.8	20.0%	20.2%	19.9%	
STAFF DEVELOPMENT	9.5	0.8	8.7	7.9%	4.9%	4.9%	
SUPPLIES & SERVICES	122.0	20.6	101.4	16.9%	28.4%	-11.8%	
RENTALS	246.0	44.1	201.9	17.9%	17.0%	15.9%	
FEES & CONTRACTUAL SERVICES	1,230.8	291.2	939.6	23.7%	31.1%	24.4%	
ASSOCIATION MEMBERSHIPS & OTHER COSTS	4.9	7.9	(3.0)	160.5%	1537.0%	3557.2%	Includes COVID-related costs
<b>SUB TOTAL</b>	<b>4,866.7</b>	<b>1,085.5</b>	<b>3,781.2</b>	<b>22.3%</b>	<b>25.0%</b>	<b>25.0%</b>	
FEES & REVENUE FROM OTHER SOURCES	(172.4)	(80.1)	(92.4)	46.4%	10.0%	10.8%	Permit Administration Fee
<b>TOTAL COST</b>	<b>4,694.3</b>	<b>1,005.4</b>	<b>3,688.9</b>	<b>21.4%</b>	<b>25.6%</b>	<b>25.5%</b>	




 <b>PEEL DISTRICT SCHOOL BOARD</b> <b>SUMMARY OF OPERATING EXPENSE STATEMENT</b> As at Nov 30, 2022 (\$000's) <b>LEARNING TECHNOLOGY SUPPORT SERVICES - 1650</b>							
DESCRIPTION	2022-2023	YEAR TO DATE ACTUALS	AVAILABLE FUNDS	% OF BUDGET INCURRED			COMMENTS
	BUDGET			22-23	21-22	20-21	
SALARIES & WAGES	13,396.0	2,888.8	10,507.2	21.6%	22.8%	21.5%	
EMPLOYEE BENEFITS	3,311.9	693.4	2,618.5	20.9%	20.8%	19.6%	
STAFF DEVELOPMENT	61.0	11.5	49.5	18.8%	21.8%	0.0%	
SUPPLIES & SERVICES	1,984.4	524.8	1,459.6	26.4%	14.9%	21.2%	
CAPITAL EXPENDITURES (TCA)	125.0	74.6	50.4	59.7%	8.9%	-12.1%	
RENTALS	1,449.7	416.3	1,033.4	28.7%	23.5%	22.4%	Broadband network infrastructure
FEES & CONTRACTUAL SERVICES	2,633.4	1,845.2	788.2	70.1%	46.6%	33.9%	Software maintenance fees
ASSOCIATION MEMBERSHIPS & OTHER COSTS	33.8	158.9	(125.1)	470.0%	-238.0%	832.3%	Covid-related expenses to maintain additional technology in case of deployment, electronic report card software costs.
<b>SUB TOTAL</b>	<b>22,995.2</b>	<b>6,613.4</b>	<b>16,381.8</b>	<b>28.8%</b>	<b>24.0%</b>	<b>23.7%</b>	
FEES & REVENUE FROM OTHER SOURCES	(15.0)	0.0	(15.0)	0.0%	0.0%	0.0%	
<b>TOTAL COST</b>	<b>22,980.2</b>	<b>6,613.4</b>	<b>16,366.8</b>	<b>28.8%</b>	<b>24.0%</b>	<b>23.7%</b>	


 <b>PEEL DISTRICT SCHOOL BOARD</b> <b>SUMMARY OF OPERATING EXPENSE STATEMENT</b> As at Nov 30, 2022 (\$000's) <b>TRANSPORTATION SUPPORT SERVICES - 1675</b>							
DESCRIPTION	2022-2023	YEAR TO DATE ACTUALS	AVAILABLE FUNDS	% OF BUDGET INCURRED			COMMENTS
	BUDGET			22-23	21-22	20-21	
SALARIES & WAGES	2,208.3	405.5	1,802.8	18.4%	18.3%	17.1%	
EMPLOYEE BENEFITS	489.1	91.9	397.2	18.8%	19.9%	16.7%	
STAFF DEVELOPMENT	28.0	2.7	25.3	9.7%	0.6%	0.2%	
SUPPLIES & SERVICES	122.5	8.1	114.4	6.6%	35.5%	39.7%	
RENTALS	28.7	7.1	21.6	24.7%	24.8%	40.7%	
FEES & CONTRACTUAL SERVICES	56,832.5	17,434.2	39,398.3	30.7%	29.3%	28.9%	
<b>TOTAL COSTS</b>	<b>59,709.1</b>	<b>17,949.6</b>	<b>41,759.5</b>	<b>30.1%</b>	<b>28.8%</b>	<b>28.4%</b>	



**PEEL DISTRICT SCHOOL BOARD**  
**SUMMARY OF OPERATING EXPENSE STATEMENT**  
 As at Nov 30, 2022 (\$000's)  
**PUBLIC ENGAGEMENT & COMMUNICATIONS - 1700**

DESCRIPTION	2022-2023	YEAR TO DATE ACTUALS	AVAILABLE FUNDS	% OF BUDGET INCURRED			COMMENTS
	BUDGET			22-23	21-22	20-21	
SALARIES & WAGES	1,942.6	431.9	1,510.7	22.2%	22.5%	22.1%	
EMPLOYEE BENEFITS	494.6	104.9	389.7	21.2%	18.1%	18.7%	
STAFF DEVELOPMENT	68.1	8.6	59.5	12.6%	1.0%	0.1%	
SUPPLIES & SERVICES	565.5	42.2	523.3	7.5%	6.2%	8.2%	
FEES & CONTRACTUAL SERVICES	97.1	4.8	92.3	4.9%	33.8%	9.6%	
ASSOCIATION MEMBERSHIPS & OTHER COSTS	3.3	0.0	3.3	0.0%	0.0%	30.2%	
<b>SUB TOTAL</b>	<b>3,171.2</b>	<b>592.2</b>	<b>2,579.0</b>	<b>18.7%</b>	<b>19.4%</b>	<b>18.9%</b>	
FEES & REVENUE FROM OTHER SOURCES	(33.0)	(0.0)	(33.0)	0.1%	0.3%	0.0%	
<b>TOTAL COST</b>	<b>3,138.2</b>	<b>592.2</b>	<b>2,546.0</b>	<b>18.9%</b>	<b>19.9%</b>	<b>19.3%</b>	

 <b>PEEL DISTRICT SCHOOL BOARD</b> <b>SUMMARY OF OPERATING EXPENSE STATEMENT</b> As at Nov 30, 2022 (\$000's) <b>SCHOOL RENEWAL - 1800</b>							
DESCRIPTION	2022-2023	YEAR TO DATE ACTUALS	AVAILABLE FUNDS	% OF BUDGET INCURRED			COMMENTS
	BUDGET			22-23	21-22	20-21	
SALARIES & WAGES	1,220.4	241.8	978.6	19.8%	20.7%	19.5%	Mainly includes School Condition, Renewal and Facility Improvements
EMPLOYEE BENEFITS	258.0	47.8	210.2	18.5%	17.3%	16.6%	
SUPPLIES & SERVICES	115.0	34.9	80.1	30.3%	22.5%	7.7%	
CAPITAL EXPENDITURES (TCA)	15,319.1	17,255.3	(1,936.2)	112.6%	66.2%	77.2%	
FEES & CONTRACTS	4,312.3	613.0	3,699.3	14.2%	10.3%	12.3%	
<b>TOTAL COST</b>	<b>21,224.8</b>	<b>18,192.8</b>	<b>3,032.0</b>	<b>85.7%</b>	<b>51.6%</b>	<b>60.1%</b>	

 <b>PEEL DISTRICT SCHOOL BOARD</b> <b>SUMMARY OF OPERATING EXPENSE STATEMENT</b> As at Nov 30, 2022 (\$000's) <b>OPERATIONAL EXP. RELATED TO CAPITAL - 4000</b>							
DESCRIPTION	2022-2023	YEAR TO DATE ACTUALS	AVAILABLE FUNDS	% OF BUDGET INCURRED			COMMENTS
	BUDGET			22-23	21-22	20-21	
INTEREST CHARGES ON LONG-TERM DEBT	23,829.8	12,660.3	11,169.5	53.1%	50.1%	43.8%	Includes interest cost on OSBFC Debenture and EDC Loan
RENTALS FACILITY LEASES-INSTRUCTIONAL SPACE	84.3	26.8	57.5	31.8%	31.7%	26.5%	Facility lease - 7700 Hurontario
FEEES & CONTRACTUAL SERVICES	726.7	145.7	581.0	20.0%	31.5%	5.9%	
ASSOC. MEMBERSHIPS & OTHER COSTS	1,685.3	365.3	1,320.0	21.7%	37.0%	13.7%	
AMORTIZATION EXPENSE ON TCA	102,381.6	0.0	102,381.6	0.0%	0.0%	0.0%	Calculated at year-end
<b>TOTAL COST</b>	<b>128,707.7</b>	<b>13,198.1</b>	<b>115,509.6</b>	<b>10.3%</b>	<b>11.9%</b>	<b>11.4%</b>	

## Appendix 2 – Q1 Other School Board Grants and Expenses

**PEEL DISTRICT SCHOOL BOARD  
OTHER SCHOOL BOARD GRANTS  
For the Three Months Ending November 2022**

Project Description	Total Funds Available	Total Expenses	Net Funds Available	Percentage (%) Spent
<b>Priorities and Partnership Funding (PPF) - Ministry of Education</b>				
Anti-Sex Trafficking Protocol Development and Implementation	75,372	-	75,372	0%
Canada Infrastructure Program-Ventilation	1,359,560	-	1,359,560	0%
Connectivity at Schools Program	1,078,884	235,209	843,674	22%
COVID-19 Resilience Infrastructure -Education Related (CVRIS-EDU) Projects	8,139,217	425,718	7,713,500	5%
Demographic Data Gathering	49,852	-	49,852	0%
De-Streaming Implementation Supports	134,024	-	134,024	0%
Early Intervention Math Supports for Students with Special Education Needs( Grades K-8)	119,399	-	119,399	0%
Educators AQ	138,045	-	138,045	0%
Engaged Math Strategy	1,523,500	182,398	1,341,102	12%
Entrepreneurship Education Pilot Projects	60,000	-	60,000	0%
Experiential Learning for Guidance -Teacher Counsellors	153,925	-	153,925	0%
Graduation Coach Program: Pilot for Black Students 2022-23	228,514	40,128	188,386	18%
Human Rights and Equity Advisors	340,860	71,516	269,344	21%
K-12 Cyber Protection Strategy( CPS) Pilot Project	256,769	46,055	210,714	18%
Learning Recovery Tutoring Support Program 21 -22	2,594,656	1,888,831	705,825	73%
Learning Recovery Tutoring Support Program 22-23	6,693,580	-	6,693,580	0%
Professional Assessments and Systematic Evidence -Based Reading Programs	548,267	17,687	530,580	3%
Professional Assessments and Systematic Evidence -Based Reading Programs 22-23	218,850	-	218,850	0%
School College Work Initiative (SCWI) - Dual Credit	270,000	55,123	214,877	20%
Skilled Trades Bursary Program	29,000	-	29,000	0%
Specialist High Skills Major Expansion (SHSM)	210,000	-	210,000	0%
Staff Well- Being	45,461	45,461	(0)	100%
Subsidies for AQ in Math	149,500	645	148,855	0%
Summer learning for Students with Special Education Needs 21-22	206,093	31,213	174,880	15%
Transportation Supports for Children and Youth in Care (CYIC)	173,000	-	173,000	0%
Ukrainian Student Supports	134,771	-	134,771	0%
<b>Total Ministry of Education</b>	<b>24,931,097</b>	<b>3,039,983</b>	<b>21,891,114</b>	<b>12%</b>
<b>Other Ministries and Government Reporting Entities</b>				
Adult Non-Credit (ANC) Language Training Program	1,794,491	456,304	1,338,186	25%
Ontario Youth Apprenticeship Program (OYAP)	425,250	16,989	408,261	4%
<b>Total Other Ministries and Government Reporting Entities</b>	<b>2,219,741</b>	<b>473,294</b>	<b>1,746,447</b>	<b>21%</b>
<b>Federal Programs</b>				
Language Instructions for Newcomers to Canada (LINC) Program 22-23	532,261	127,841	404,420	24%
We Welcome The World Centres 22-23	1,252,000	473,402	778,598	38%
<b>Total Federal Programs</b>	<b>1,784,261</b>	<b>601,243</b>	<b>1,183,018</b>	<b>34%</b>
<b>Third Party Grants</b>				
Bramalea Truck & Coach	21,598	-	21,598	0%
Brian Fleming Playground project donation	21,310	5,942	15,367	28%
Building Equitable Economies for Immigrants and Refugees in Peel	59,018	14,609	44,409	25%
Commemorating the History and Legacy of Residential Schools project	7,747	272	7,475	4%
CTMA- Canadian Tooling & Machining Association -Capital project	114,729	29,289	85,440	26%
Eco Schools	17,863	2,500	15,363	14%
FSL Assessment toolkit project	10,000	-	10,000	0%
High Risk Youth Program/Shania Kids Can	40,099	989	39,110	2%
School Green	7,357	-	7,357	0%
<b>Total Third Party Grants</b>	<b>299,720</b>	<b>53,601</b>	<b>246,119</b>	<b>18%</b>
<b>Fund 1 - Special Grants</b>				
Literacy & Basic Skills (LBS) 22-23	504,632	176,789	327,843	35%
Roy McMurtry Youth Centre	133,700	57,300	76,400	43%
<b>Total Board Administered Funds</b>	<b>638,332</b>	<b>234,089</b>	<b>404,243</b>	<b>37%</b>
<b>Grand Total</b>	<b>29,873,150</b>	<b>4,402,210</b>	<b>25,470,940</b>	<b>15%</b>



Inspiring  
success,  
confidence  
and hope



2021-22 DIRECTOR'S  
ANNUAL REPORT

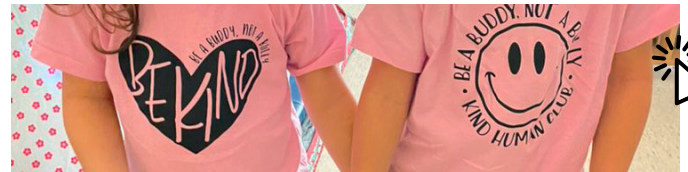
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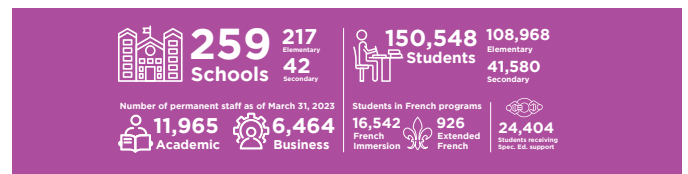
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**We acknowledge that Peel District School Board is situated on the territory of the Mississaugas of the Credit First Nation, home to the diverse First Nations, Inuit and Métis peoples.**

The land upon which we work, live and sustain ourselves is the ancestral and treaty lands of the Miichizaagiig Annishinaabek, also known today as the Mississaugas of the Credit, the rightful caretakers and title holders of this land.

We also recognize the rich pre-contact history and relationships which include the Anishinaabek and the Onkwehonwe. Since European Contact, this land continues to be home to Indigenous and non-Indigenous peoples. As responsible community members, we value the diversity, dignity and worth of all people.

Colonialism displaced and dispossessed Indigenous peoples of their ancestral lands and continues to deny their basic human rights, dignities and freedoms. We are committed to learning true history to reconcile, make reparations and fulfill our treaty obligations to the Original Peoples and our collective responsibilities to the land, water, animals, and each other for future generations.

# Message from the Director



**“We are committed to leading an excellent school board, recognized for innovation in teaching and learning, not only for the benefit of our students, but also for the next generation of education staff and leaders.”**

I am pleased to present our annual report for the 2021-2022 school year in which we share our vision for the future of our board and highlight student and staff achievements. This report also includes the progress made in the areas of human rights and equity, mental health, well-being and engagement, and learning pathways and transitions.

Over the past year, significant progress has been made in our efforts to address systemic racism and inequities in education. We are committed to leading an excellent school board, recognized for innovation in teaching and learning, not only for the benefit of our students, but also for the next generation of education staff and leaders. We believe that by fostering an environment of inclusion, continuous learning and innovation, we can improve the quality of learning we provide and inspire new ways of thinking, as we collectively push the boundaries of what is possible in public education. As a board, our work on the Ministry Directives continues to be foundational to ensuring equitable outcomes for all Peel students, with a focus on Black and Indigenous communities.

As the future of the workforce continues to change, the way students learn and prepare for it must too. In this year’s annual report, you will read about the steps we have taken to empower modern learners and eliminate barriers to educational opportunities for Black and Indigenous learners.

You will also learn about the many ways we have engaged with Peel families and the community to ensure ties are stronger than ever and that our board evolves positively, building and growing together.

Additionally, we continue our work on the Ministry Directives and beyond to address the disproportionalities and disparities faced by Black and Indigenous students. Through collective action and collaboration, we are ensuring all students and staff are treated with respect and dignity, and that as we build, we create an environment of learning that emphasizes diversity and is culturally responsive to our learners.

I am excited about the potential that lies ahead for Peel District School Board (PDSB) and look forward to continued progress in these important areas in the coming year.

A handwritten signature in black ink, appearing to read 'Rashmi Swarup'.

**Rashmi Swarup**  
Director of Education



# Safe and Caring Schools

At the heart of all PDSB's work remains a commitment to providing supportive and safe environments that meet the needs of students, respect differences, prioritize student well-being, and provide opportunities for all students to succeed.

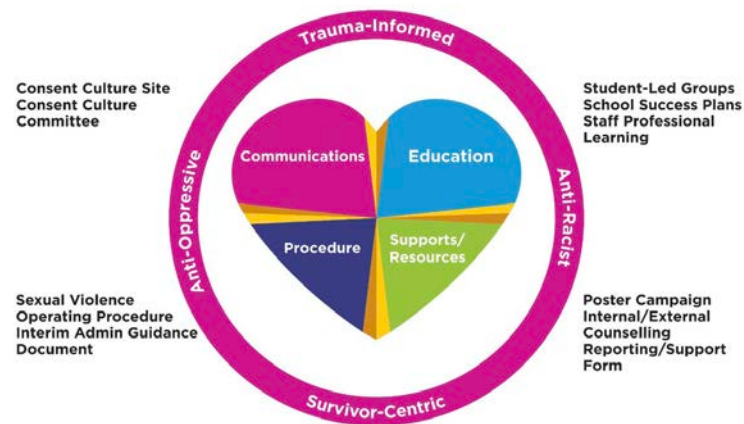


# Creating Safer Spaces for Students

## CONSENT CULTURE

Peel District School Board's Consent Culture initiative is a student-led movement that brings awareness, learning/unlearning, and action in an effort to eliminate sexual violence in schools and communities. On November 10, 2021, students from many PDSB secondary schools walked out and held a peaceful, organized, and safe protest.

Students voiced that they didn't feel heard or validated by school staff when they disclosed their experiences with sexual violence. Students demanded action and refused to settle for the perpetuation of patriarchy, misogyny, sexism, homophobia, transphobia, racism, and other forms of oppression in their schools. This was a turning point for our board. We heard their voices and we have been active in our pursuit for change.



As a school board, we're approaching incidents of sexual violence within PDSB schools using four pillars: **Communications, Education, Procedure and Support/Resources**

### SEX TRAFFICKING - STUDENTS AT RISK

#### Reporting Policies and Procedures

*When you receive a disclosure, it is essential that there is ongoing collaboration and communication with the student and family\* throughout the reporting and decision-making process. They must be aware of their rights and nothing should be a surprise to them. They should also be informed of, and have access to identity-specific supports.*

**If Social Work and/or Psychology staff gets disclosure**

1. Connect with their discipline specific manager.
2. Social Work and/or Psychology staff, in consultation with the manager, will determine appropriate reporting obligation steps based on health legislation (i.e., PHIPA) and clinical judgment bearing in mind the impact on the student.
3. Connect with Principal of Caring & Safe Schools and/or School Administrator if appropriate based on decision making from # 2.

**If Principal gets disclosure**

1. Connect with Caring & Safe Schools.
2. Connect with Social Work and/or Psychology staff.

**When meeting with student(s) and families**

Maintain a trauma informed lens which recognizes that certain marginalized students may be more hesitant to contact police than others due to a history of systemic oppression and intergenerational trauma.

**Notifying Parents/Guardians**

Prior to notifying parents/guardians, determine whether doing so would put the student at risk or harm and/or not be in their best interest. Ensure these decisions are reached with diligence and through an anti-oppressive, anti-racist exercise of discretion. See notice to Parents/Guardians in the Education Act.

After the above considerations and consultation, report to Police (16 and over) and report to CAS (under 16); consider reporting to CAS (16 and 17).

**Resources LINKS**

nCourage - Our Region of Peel Integrated Service Hub for Human Trafficking 905-866-2831  
 Education Act Part VIII 300.3  
 Police School Board Protocol  
 Peel Children's Aid Society 905-363-6131  
 Ely Society Dispatch 416-312-6938  
 Constable Joy Brown, Peel Regional Police 905-453-2121 ext 4745, joy.brown@peelpolice.ca  
 National Human Trafficking Hotline 1-833-900-1010

**peel** District School Board - Response Protocol Poster B - for PSP and Admin, April/22

## PDSB DEVELOPED A COMPREHENSIVE PLAN TO ADDRESS SEXUAL VIOLENCE THROUGH AN ANTI-HUMAN SEX TRAFFICKING PLAN

### PPM 166 Keeping Students Safe: Policy Framework for School Board Anti-Sex Trafficking Protocols

includes training for all employees to raise awareness, to recognize the signs of human sex trafficking and to safely intervene by providing identity specific supports to victims, survivors and their families. We are pleased to share that we are actively engaged in this training throughout PDSB.

In collaboration with those who support the Peel Region Human Trafficking HUB, PDSB began offering family awareness events in spring of 2022. These events are based on feedback and input from our Anti-Human Sex Trafficking committee members, community partners and other school boards throughout the province.

# COVID-19 Pandemic

## STANDARDIZED VENTILATION MEASURES REPORT

Working closely with the Ministry, and utilizing all available provincial and federal funding provided, PDSB Facilities and Maintenance department implemented several effective strategies for ventilation, filtration and air quality improvement measures to reduce the spread of COVID-19 in schools.



### Did you know?

Each school has an individual ventilation measures report available on their school website.

## COVID-19 VACCINATION CLINICS AND SUPPORT

In collaboration with Peel Public Health, PDSB hosted multiple COVID-19 vaccination clinics for students, families, staff and local communities. In addition to vaccination clinics, webinars were conducted on vaccine safety, consent and more.

### PDSB launched its **COVID-19 Safety Measures webpage**

to keep students, staff, and families informed on the latest health and safety measures, mental health supports and Peel Public Health programs, updates, and information.



# Mental Health and Wellness

Positive mental health and well-being are some of the most important predictors of student success, and they've become central in our strategy to building an inclusive learning environment and helping students succeed across the board.



## ACCESS TO STUDENT MENTAL HEALTH AND WELL-BEING RESOURCES: BE WELL NEWS

The Mental Health Resource Team launched *Be Well News*, a publication to support students and families in taking care of their mental health and well-being.



[Read the Winter 2022, Be Well News: Supporting Student Mental Health and Well-Being: Parent Edition](#)

## BLACK HEALING INFORMATION SESSION

A virtual family information session held on January 11, 2022, welcomed all families who identify as African, Black or Afro-Caribbean to participate in an evening of healing that focused on Black students' mental health and well-being as well as sharing of community resources. The information session was panelled by several PDSB Student Mental Health Clinicians.



## MENTAL HEALTH AND WELLNESS SUPPORTS AND RESOURCES

Revisited and expanded mental health supports were provided, recognizing that the pandemic presented unique mental health challenges for both students and staff.

Resources that address racism and mental health were created for all students and staff, including those that identify as African, Black, Afro-Caribbean and Indigenous. Internal and external communication channels were actively used to bring awareness to staff and students about the resources available to them.

Staff mental health and well-being was led by the Wellness Steering Committee, Employee Resource groups and the Black Mental Health Day Committee who focused on incorporating wellness and healthy workplace strategies for all PDSB employees.

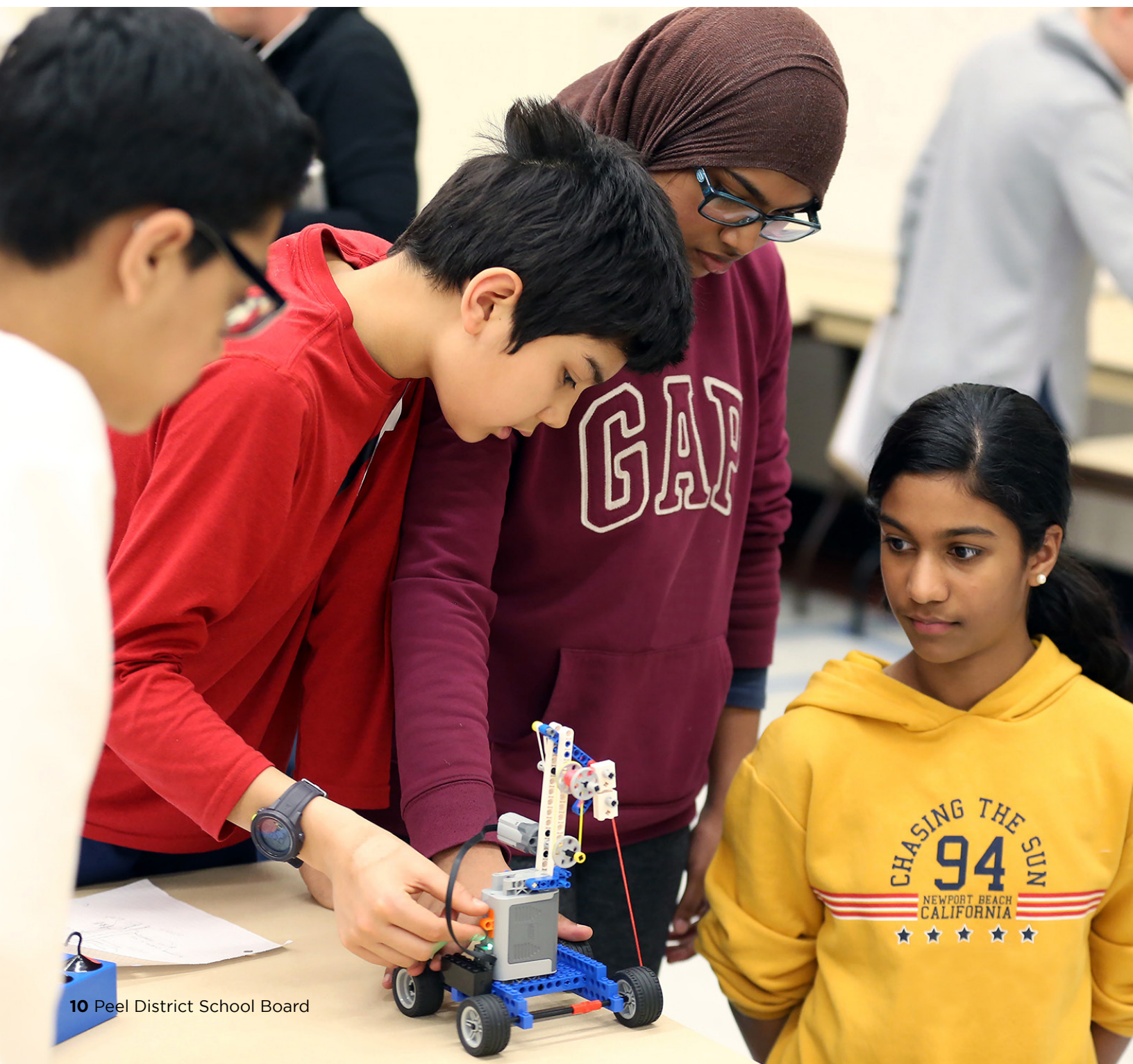
## HOMEWOOD LAUNCHED PATHFINDER: A NEW EMPLOYEE AND FAMILY ASSISTANCE PROGRAM

The Homewood Pathfinder program is a new platform that has improved the way employees connect with the Board's Employee and Family Assistance Program (EFAP) services.

**Pathfinder** is a free, confidential and intuitive digital platform that offers employees a choice of a fully digital experience or the current EFAP experience.

# Learning and Innovation

As we prepare students for the future, innovation will play a pivotal role in creating more sustainable practices and new learning models. This means ensuring all students are given the tools to succeed academically and in life.







PDSB joined other school boards and communities across the world in celebrating [Global Accessibility Awareness Day on May 19](#), under the theme: Keeping technology accessible for everyone.

### MINECRAFT 'BUILDABILITY' WORLD PROJECT

PDSB launched BuildAbility in collaboration with Microsoft Canada in a world-first initiative. Central to PDSB's innovation strategy developing modern approaches to teaching and learning, PDSB collaborated with Microsoft to create BuildAbility—Minecraft: Education Edition's first ever world focused on accessibility. The new world helps students understand, identify, and eliminate accessibility barriers in their schools and communities. PDSB students and educators received BuildAbility training on Global Accessibility Awareness Day.



## EMPOWERING MODERN LEARNERS

### Robotic Innovators 2022 In collaboration with First Lego League

As part of our commitment to create inclusive spaces that engage and empower students, modern learners in grades 2-8 from over **40 Peel District School Board locations** were inspired to explore how LEGO robotics systems, computer science skills, and First Lego League resources could be used to create innovative solutions and disrupt traditional practices. They engaged in class discussions and design challenges and collaborated in maker education extra-curricular groups to solve unique problems. In groups, they collaborated, researched, shared ideas, planned out solutions then developed their final solutions, testing and correcting coding as part of their development process before finalizing their creations.



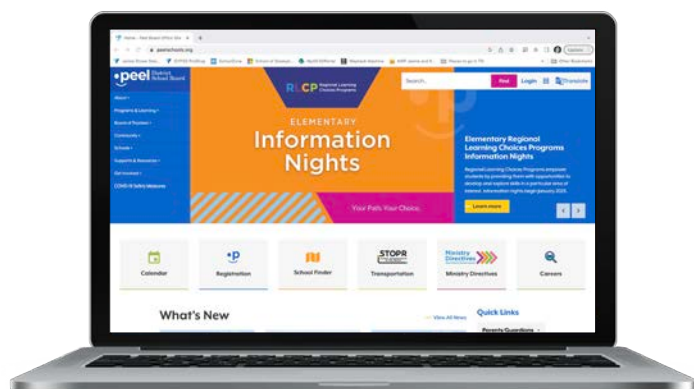
## GENDER EQUITY THROUGH CODING WEEK In collaboration with Hackergal, Let's Get Together and Humber College

As part of “[Gender Equity Through Coding Week](#)”, community partners engaged in critical conversations with modern learners about breaking gender barriers in the Computer Science, Engineering, and Technology fields.



## NEW LOOK FOR THE PEEL DISTRICT SCHOOL BOARD WEBSITE

Over the summer, we launched a redesigned Peel District School Board website. The PDSB website has been migrated to a new and more secure platform and, at the same time, has been redesigned to be fully compliant with the Accessibility for Ontarians with Disabilities Act (AODA) and easier to navigate across all types of devices. Visit [peelschools.org](https://peelschools.org)



## COMMUNITY-BASED TUTORING

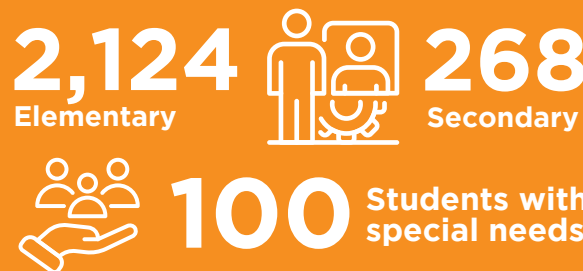
In June 2022, virtual and in-person community-based tutoring programs were made available at 15 locations across Peel Region.

Through this initiative, students accessed a list of board approved, community service providers that offered tutoring services to students in grades 3-12 at no cost. Students chose to receive virtual or in-person tutoring at 15 locations across Peel Region.

The Community-based Tutoring Program is part of PDSB’s Learning Recovery Tutoring Program, which has been designed to support students whose learning development may have been negatively impacted by the pandemic.

The tutoring programs are made possible by Ministry of Education funding.

### Third-party tutoring services



Launched the virtual tutoring call centre on June 1, 2022. Students in grades 3-12 accessed homework help from a tutor through the virtual call centre.



Numbers are from June 1, 2022 to August 31, 2022

# Ministry Directives



# Ministry Directives

Peel District School Board



The board continues to listen, re-evaluate and align our collective efforts to execute the road map that was established in the Ministry Directives through four pillars:



**Relationships**



**Student Learning and Well-being**



**Leadership and Capacity Building**



**Accountability**

The work of the **directives** has never been seen as a checklist, rather they are our baseline actions towards sustainable and transformative change. There has been progress on various directives and the board continues to ensure a clear alignment with school and board equity improvement planning.



## DIRECTIVE 6

### Trustee Annual Learning Plan

In May 2022, the implementation of the first Trustee Annual Learning Plan was completed. This Directive instructed the board to establish and implement a mandatory learning plan for all board members' responsibilities, including the training on statutory duties and responsibilities of Trustees, conducting suspension and expulsion hearings, developing and planning budgets and understanding the Trustee Code of Conduct.

Trustees also attended sessions on the Anti-Racism Policy review, Safe and Caring Schools Policy review, and the Human Rights Policy review.



## DIRECTIVE 12

### Review and Revision of Human Rights Policy 51 and Operating Procedure

The Human Rights Office finalized and released a revised Human Rights Policy 51 and Operating Procedure (OP) to address concerns of discrimination at PDSB. The policy and OP are available to the public on [PDSB's Human Rights public webpage](#).

The Human Rights Office also launched the Human Rights Policy and OP feedback form, seeking the voices and viewpoints of PDSB students and parents/guardians in navigating human rights issues at PDSB. All feedback can be provided anonymously using the [Human Rights Policy and OP feedback form](#).

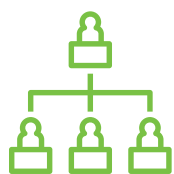
In addition to the feedback form, the [Peel District School Board Human Rights Office Complaint and Support Form](#) has been made available on the PDSB website.



## DIRECTIVE 15

### Senior Team Professional Learning

The application of the Senior Team Professional Learning Plan throughout the 2021-22 school year included a revision of key policies and procedures to ensure structures are in place for senior team members to apply their learning and address disproportionate and disparate outcomes among students. The Senior Team Professional Learning Plan will continue to be responsive to the diverse needs of PDSB students and community feedback and will identify needs and/or gaps raised by community stakeholders, specifically those who are currently and historically underserved as identified by the Ministry Review and PDSB data.



## DIRECTIVE 11 Student Equity Advisory Committee

In May 2022, the Student Equity Advisory Committee initiated and launched a student survey to gather input from their peers on the reform of the PDSB guidance system, Directive 17.

The Student Equity Advisory Committee was formed and approved by the Ministry of Education following the submission of the Terms of Reference:

- 21 students were selected to be part of the Student Equity Advisory Committee.
- These students worked with three administrators, the Director of Education, Student Trustees and two members of the Research Department to co-create the Terms of Reference.
- The Research Department used Thought Exchange, an online tool, to gather feedback about the purpose, goals and functionality of the Student Equity Committee.

The committee launched a promotional campaign that included social media and direct communications to students and parents to bring awareness of the Student Equity Committee and their initiatives.



## DIRECTIVE 21 Student Discipline

The Safe and Caring Schools Department has been established with a superintendent and four coordinating principals, providing the necessary infrastructure to support students, families, staff and the community.

In December 2021, an [update on actions](#) was provided to the board. Suspensions and expulsions for students in Kindergarten to Grade 3 have ceased. In addition, the board also developed Interim [Policy #89: Expungement of Suspension and Expulsion Records for Students in Kindergarten to Grade 3](#) and has expunged records related to suspensions and expulsions for all students who received a suspension in those grades while in PDSB schools.

During the 2021-2022 school year, with the input of the Directive #21 Steering Committee, students and staff, the initial revision of [Policy #48: Safe and Caring Schools](#) was completed. The next consultation phase commenced, with internal and external stakeholders receiving the draft version of the policy for revision.



More information about our progress on the Ministry Directives can be found on the [PDSB website](#).



## DIRECTIVE 16 Anti-Racism Policy

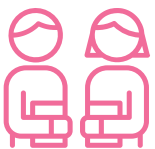
On June 22, 2022, Peel District School Board approved the most comprehensive **Anti-Racism Policy** ever announced by a school board in Ontario. The policy will guide PDSB policies, procedures, practices and initiatives to eradicate all forms of systemic discrimination, and address racial disparities in student outcomes, school experiences and employment practices. The policy includes accountability measures that foster inclusive and safe learning and working environments across PDSB.

This policy will lead to better results, mitigate racialized outcomes and address systemic inequities by:

- Collecting data to inform issues at PDSB, including well-being, school environments, bullying, and suspensions;
- Advancing the promotion of cultural safety and inclusive learning for all students with a culturally responsive curriculum;
- Providing intensive training to all those with teaching responsibilities and promoting racially responsive leadership;
- Actively striving toward diversity and inclusion in hiring, teacher training, promotion and leadership practices;
- Having learning materials that reflect diverse student experiences and are racially sensitive; and
- Establishing a transparent complaint resolution process.







**DIRECTIVE 18**  
**Comprehensive Diversity Equity Audit of Schools**

The **three equity audit tools** will ensure that the appropriate criteria and procedures are provided to support schools with their requirement to:

- 1. Audit school learning environments**
- 2. Audit school naming and mascots**
- 3. Audit school libraries**

The tools in the three key areas will ensure that we can assess the names, mascots and logos in PDSB schools along with the learning environment, materials and resources. Engaging in the audit process will ensure that PDSB schools and learning environments reflect the student and families they serve.

Given the extensive nature of the three equity audit tools, they will be launched separately and in various phases to support successful implementation in schools.

On April 14, 2022, families, students, staff and Indigenous community members witnessed the official renaming of Sir John A. MacDonald Senior Public School to Nibi Emosaawdang Public School.



# Beyond the Directives

As we work to dismantle systemic inequities and discrimination, it is essential that we do more than take a checklist approach to the Ministry Directives to achieve true transformation within Peel District School Board. Establishing trusting relationships based on mutual respect and integrity between students, staff, trustees, and Peel communities is vital to sustain our transformation beyond the Ministry Directives.



## BLACK STUDENT SUCCESS STRATEGY

In June 2022, the [Black Student Success Strategy](#) was launched to provide guidelines and actions to eliminate anti-Black racism practices from operations, resources, staffing and leadership. The strategy builds on the work begun with the We Rise Together Action Plan and includes greater implementation and accountability structures to create an anti-racist learning and working environment. It is strategically aligned to Directives 9 and 14.

## NETWORK OF BLACK STUDIES EDUCATORS

The Network of Black Studies Educators is a group of staff from across PDSB intent on addressing the disparities and disproportionalities facing Black and Indigenous students. This collective co-develops and co-constructs culturally relevant and responsive resources, transforms curriculum, shares knowledge, and provides students with meaningful and authentic learning that is rooted in their diverse cultural identities. The network launched the Contemporary Black Studies Course, which is currently taught in 12 secondary schools.



## NIBI EMOSAAWDANG P.S. NAMING

In April 2022, PDSB honoured the official naming of Nibi Emosaawdang Public School, reaffirming PDSB's commitment to healing and reconciliation. We are taking steps towards fulfilling the Calls to Action from the [Truth and Reconciliation Commission of Canada](#). From the Ojibwe nation meaning 'The Water Walker,' the name recognizes the work of water rights advocate Josephine Mandamin, an Anishinaabe grandmother, elder and founding member of the Water Protectors, She walked around the Great Lakes to raise awareness of the need to protect Nibi, which means water,

for future generations, and for all life on the planet. To develop a fair and inclusive naming process rooted in an understanding of settler colonization and its impact on First Nations, Métis and Inuit Peoples, PDSB's Indigenous Education team worked with the Mississaugas of the Credit, the Credit River Métis, the Indigenous Network and the Credit River Métis Council. They also engaged students, staff, and both current and former families of the school in consultations throughout the naming process.

## SENIOR TEAM LEARNING AT MISSISSAUGAS OF THE CREDIT FIRST NATION RESERVE

In May 2022, 20 senior leaders joined the Indigenous Education Department in a day of learning on the Mississaugas of the Credit First Nation reserve facilitated by Mississauga Objibwe Anishinaabe educator, Nancy Rowe. The group learned about original Anishinaabek perspectives of life, health, education, history and the environment, all delivered in the oral and customary traditions passed along by Elders and Knowledge Holders.



## PDSB DISCRIMINATORY STATEMENTS RESPONSE PORTAL

The online staff Discriminatory Statements reporting tool and portal were made available to staff in March 2022 to support them in their duty to report discriminatory statements negatively impacting school climates and/or working environments. The tool supports managers/supervisors in taking prompt, appropriate action to reported incidents, with support and consultation from the Human Rights Office.

In preparation for the launch of the student Discriminatory Statements reporting tool, the Human Rights Office, with the support and facilitation of school administrators and staff, initiated a discriminatory language student survey to honour student voice and better understand the experience of students regarding discriminatory statements and how they would like for discriminatory incidents to be addressed. The survey will be conducted on a biennial basis while we continue to work through refinement of the reporting tool in a manner that will best support our students.



## Study Buddy tutoring program receives tremendously positive feedback from parents and students

PDSB partnered with Toronto Metropolitan University to pilot an innovative online tutoring program in select PDSB elementary schools, serving 80+ families and resulting in more than 3,800 hours of free tutoring. Study Buddy pairs Ontario teacher candidates from six Ontario universities with families to support K-8 students with one-on-one, free tutoring sessions.



**3,800** hrs  
free tutoring



**80+**  
families



**K-8**  
students

## MODERNIZING PDSB

Significant changes were made to the board's framework to improve support for students and staff and build equitable learning environments focused on driving student achievement. These include the creation of new central departments such as:

- Safe and Caring Schools
- Research and Innovation
- Community Leadership, Partnerships and Engagement, (which falls under the oversight of the Equity department)

There were also changes in Legal and Governance Services, the Human Rights Office, Leadership, Capacity Building and School Partnerships, and Communications and Public Engagement.

To ensure the next generation of PDSB leaders have the tools to develop the next phase of their careers, PDSB introduced a new superintendent internship program for experienced principals.



## COUNT ME IN 2021-22 PDSB WORKFORCE CENSUS



## 'COUNT ME IN' WORKFORCE CENSUS

Peel District School Board's 'Count Me In' Workforce Census was administered between January 26 and February 18, 2022. The information collected through the Workforce Census is critical to addressing barriers to employment and advancements within PDSB and will help to inform a targeted recruitment and promotion strategy that ensures our workforce is representative of the students and families we serve. It will also help to inform programs and policies, set priorities, and develop resources to continue building an even more inclusive, welcoming, and supportive environment for everyone at Peel District School Board.

## INDIGENOUS CULTURE CAMP

Peel District School Board hosted a free culture camp for students in grades 6 to 12 with First Nation, Inuit and Métis ancestry this past summer. The camp was facilitated by community members and PDSB Indigenous educators, centring land-based learning through Indigenous ways of knowing, doing and being. Students, working with community members from various nations, participated in cultural teachings such as rattle making, beading and medicine walks.

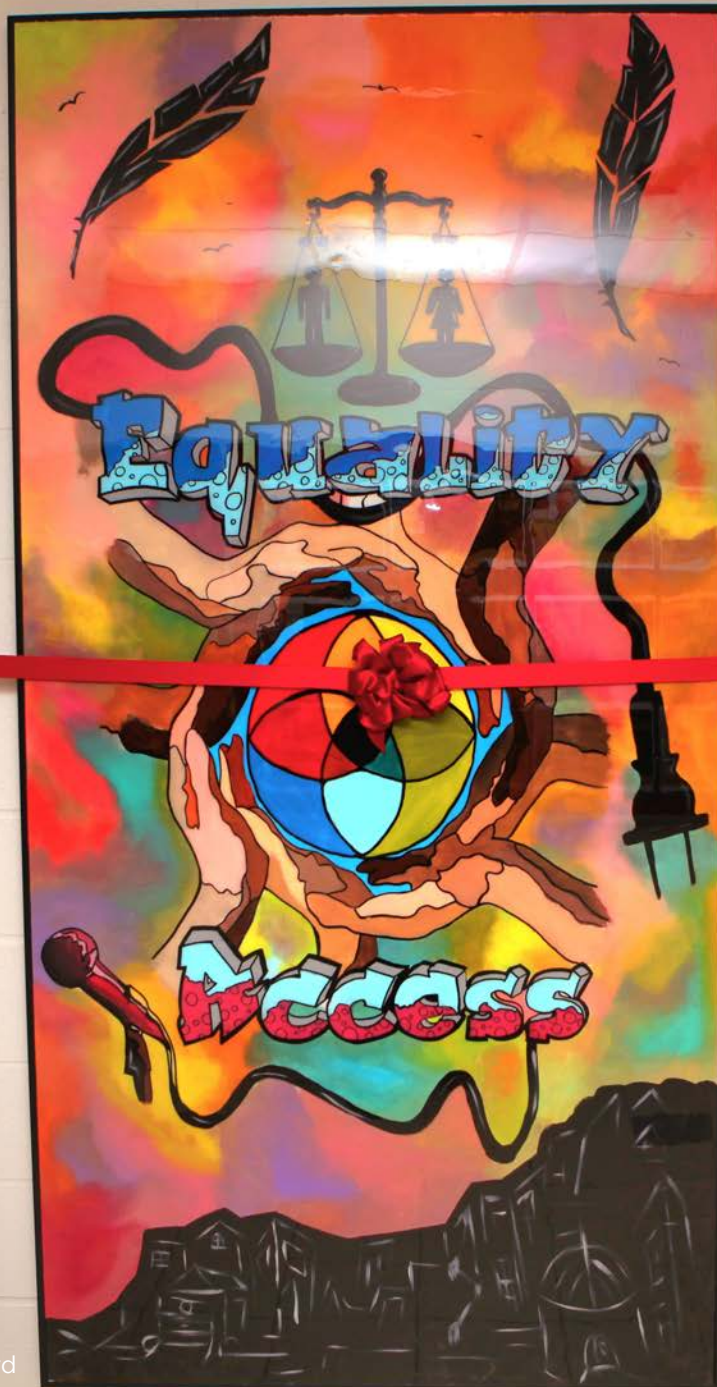


## Launch of our first in-person learning opportunity for the Agents 4 Social Change

Students in grades 3-10 learned about the history and present-day cultures across Africa and the African diaspora to become Agents 4 Social Change. While the program was open to all PDSB students, preferential registration was given to students who self-identify as Black, African or Afro-Caribbean.

# Commitment to Community

Committed to providing safe, healthy and inclusive spaces to learn, work and grow. The importance of centring community voice in our work required proactively reaching out to communities, including agencies and partners.





# Empowering Community Voices



## ANTI-ISLAMOPHOBIA UPDATE

Peel's Muslim communities led the announcement of the development of an Anti-Islamophobia Strategy. The steering committee, whose role is to guide the development of the Anti-Islamophobia Strategy, has been established and is made up of the following members: community organizations, PDSB staff (educators, school administrators and Equity Department members), PDSB trustees, and representatives from the PDSB Parent Involvement Committee (PIC). The co-development of the Anti-Islamophobia Strategy is aligned with Directive 14 and goes beyond the work of the Ministry Directives.



## SIKH/PUNJABI COMMUNITY SUCCESS AND WELL-BEING REPORT

In March 2022, a comprehensive plan was actioned to co-construct resources to support Punjabi and Sikh students within PDSB's larger work around the disruption and dismantling of anti-Black racism, anti-Indigenous racism, and other forms of oppression. The co-construction of this intersectional plan is being built through ongoing partnerships with many community partners. A writing group has started creating anti-racist and anti-oppressive resources that affirm Sikh identities based on community consultation.

## PROGRESS PRIDE FLAG RAISING

June 2022, all Peel schools received a Progress Pride Flag which was flown on school sites for the month of June. The Progress Pride Flag included black and brown stripes as well as white, pink and blue stripes to centre racialized and transgender members of the community who face intersectional forms of oppression. The addition of a yellow field with a purple circle includes those who are Intersex.



**Watch the video** showcasing the Progress Pride Flag throughout PDSB.

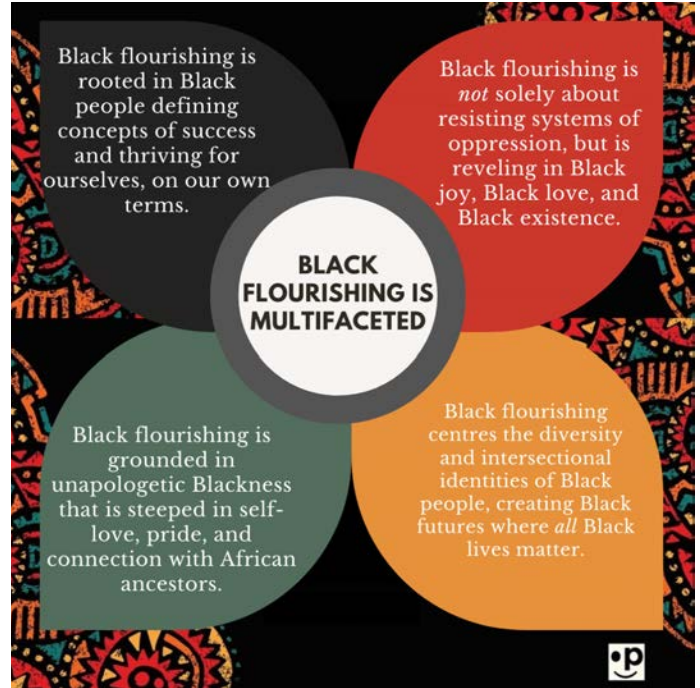
# Empowering Black Community Voices

## BLACK HISTORY MONTH AND BEYOND

“Black History Month and Beyond” focused on the theme “Black Flourishing”. “Black Flourishing” is a multifaceted concept that refers to a state of well-being where Black students and staff with all their intersecting identities can thrive, grow and prosper unencumbered. A number of events took place throughout the month, including a speakers’ series and family workshops spotlighting community resources for students, staff and families.

## BLACK YOUTH FLOURISHING CONFERENCE

The conversations at the heart of the Black Youth Flourishing Conference in May 2022, a one-day virtual event led by PDSB’s Black Student Alliance Advisory Council, centred around student success and beyond. Discussions were used to determine further support that can be provided to students and their families.



## CENTRE FOR BLACK EXCELLENCE

The Alliance (Advocacy Peel + We Rise Together) led the creation of the Centre for Black Excellence. The announcement was made at a community gathering on June 17, 2022, commemorating the second anniversary of The Rally for Education.



# Empowering Indigenous Communities



**Article 14**  
PDSB Indigenous Education

EDUCATION · UPDATED WEEKLY

Welcome to Article 14. The podcast that looks at education through an Indigenous lens and tries to answer some of the nagging questions that both Indigenous and Non-Indigenous MORE

▶ Latest Episode

+ Follow

## LAUNCH OF ARTICLE 14 PODCAST

PDSB's Indigenous Department launched the new book inquiry podcast, [Article 14](#), a professional learning podcast for educators focused on insights from the national bestseller, *Unreconciled* by Jesse Wentz, an Anishinaabe author, broadcaster, and arts leader. Each episode featured special guests who discussed topics like tokenism and upholding Indigenous rights in education, all through an Indigenous lens. Be sure to check out all seven episodes.

## YOUTH AFFINITY CIRCLE

Indigenous peoples have rich, diverse cultures and heritage. Through the newly formed Youth Affinity Circle, PDSB's Indigenous department is now sharing these traditions with the next generation. Guest speakers take students on immersive journeys giving youth opportunities to learn from community, such as beading with First Nations artist Naomi Smith and Clan teachings with Northern Woodland Anishinaabe artist and cultural educator, Ej Kwandibens.



# Collaborating with our Community

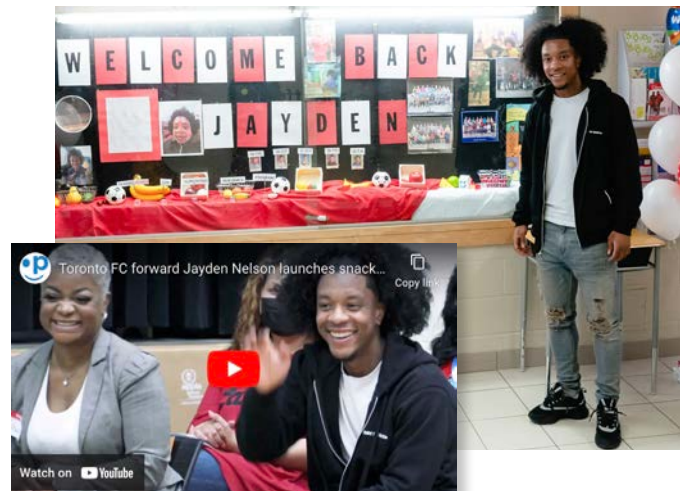
## FIELD OF DREAMS ACCESSIBLE BASEBALL DIAMOND

In April 2022, community partners banded together to mark the official opening of the Peel District School Board and City of Brampton Field Of Dreams. A collaborative investment in the community undertaken with the City of Brampton and Jays Care Foundation, this new, accessible field is a welcome addition to the staff and students at Judith Nyman Secondary School and Williams Parkway Senior Public School, with both schools sharing direct access to the field, as well as the broader community of Brampton. [Learn more](#)



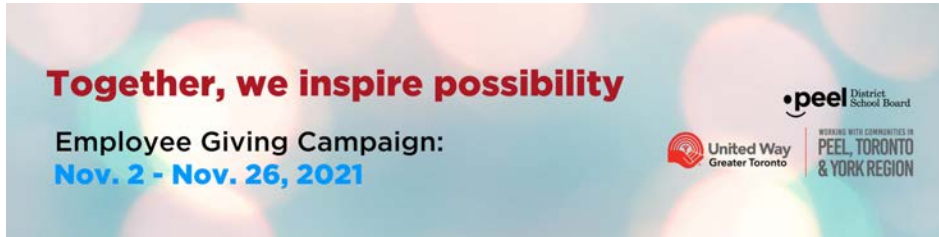
## TORONTO FC FORWARD JAYDEN NELSON'S SNACK PROGRAM AT COPELAND P.S.

In April 2022, Toronto FC forward and rising star Jayden Nelson made a special appearance at Copeland Public School and brought a cheque for \$1,500 to relaunch the Snack Attack program that provides nutritional snacks to students twice a day. Having been enrolled in the Copeland P.S. Peel Lunch and After School Program during his elementary school days, he looked to give back to a school that gave him many great memories and friends. [Learn more](#)




## United Way Employee Giving Campaign


Through the generous contributions of PDSB employees, over \$55,000 was raised in support of children, youth, families, and communities throughout the Region of Peel.



**\$55,000**  
Raised by PDSB

**600+**  
backpacks  
were distributed  
through the Student  
Backpack Program



**260**  
refurbished  
Chromebooks  
were issued

### PEEL LEARNING FOUNDATION



In 2021, the Foundation raised over  
**\$400,000**  
to continue supporting students in need



Through the Student Emergency Needs Program,  
**1,364** students received  
financial support

# School Events and Activities

Throughout the 2021-22 school year, students and staff across Peel District School Board participated in a number of activities to stay engaged and connected.



## DIRECTOR OF EDUCATION'S SNAPSHOT OF SCHOOL VISITS

Director of Education, Rashmi Swarup sought interactive conversations with students and staff in formal and informal settings, listening to them and taking their input and feedback to inform system decisions.

# Over 50%

**schools visited since August 2021**



**visited in Mississauga, Brampton and Caledon by June 2022**

# Met

**with students, teachers, managers, department staff, EAs, office staff, custodians, and lunchroom supervisors**

# Consulted

**with the Student Equity Advisory Committee on a wide range of initiatives**



# Special Education

## WOODLANDS STUDENTS TAKE CHARGE OF THEIR FUTURES WITH UNIQUE CREATIONS

As part of the Design Abilities program, 15 students from The Woodlands Secondary School assembled Thanksgiving centrepieces. With guidance from their teachers, they spent weeks planning their creations — each of them unique, made with real pumpkins, moss, succulents and a variety of artificial flowers. Design Abilities was created to provide employment opportunities for creative

and competent individuals. Graduates of this program have turned into successful entrepreneurs, creating and taking charge of their futures. Many of these graduating artists are independently building their businesses or have moved on to community-based self-employment programs such as [Creative Aspirations](#), which supports numerous artists and entrepreneurs. [Learn more](#)



### AIDEN LEE ART COLLABORATION EXHIBIT

To celebrate World Autism Month, PDSB commissioned the unveiling of a permanent art instalment at Central Board Office by 18-year-old artist Aiden Lee, an abstract painter with multiple diagnoses: autism, ADHD and anxiety, which he refers to as the 3As. Aiden worked with five autistic PDSB students in grades 7, 9 and 11 on the exhibit called 'Conversation Cloud', which includes artwork the five students designed in collaboration with Aiden.

#### Shining bright through the Conversation Cloud





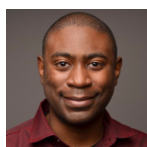
# Awards and Achievements



## PRIME MINISTER AWARDS

Congratulations to the PDSB educators who received national recognition for their exceptional work.

### Recipients of the Prime Minister's Certificate of Excellence in Teaching Excellence



**Jason Bradshaw**  
Castlebrooke Secondary School  
*Leadership through STEM*



**Rachel Luke**  
Glenforest Secondary School  
*A Global View of Education*

### Recipients of the Prime Minister's Certificates of Achievement in Teaching Excellence in Science, Technology, Engineering and Mathematics (STEM)



**Clayton Ellis**  
David Suzuki Secondary School  
*Science Happens in the Real World*



**Bluky Ng**  
Harold M. Brathwaite Secondary School  
*Science is for Everyone*

## DARREN HAMILTON 2022 MUSICOUNTS TEACHER OF THE YEAR

Darren Hamilton from David Suzuki Secondary School was the winner of the **2022 MusiCounts Teacher of the Year Award** at the **Juno Awards**. This award recognizes an inspirational Canadian music educator's impact on students and music education. Darren believes that music education should be diverse and inclusive and should reflect the student populations that schools serve. The award was presented at the 2022 JUNO award ceremony in Toronto. Darren was also the recipient of a \$10,000 cash prize, a significant contribution towards the music program of David Suzuki Secondary School. [Learn more](#)



## Alumni



### KENISHA ARORA SPEAKS AT UNITED NATIONS SUMMIT

Glenforest Secondary School graduate and former Student Trustee, Kenisha Arora is a UNESCO Youth Representative who delivered the opening remarks at the United Nation's - Transforming Education Pre-Summit in July 2022.

### FORMER PDSB GRADUATE IAN WILLIAMS INDUCTED INTO BRAMPTON ARTS WALK OF FAME

Canadian poet, author and PDSB graduate Ian Williams was the 2021 inductee into the Brampton Arts Walk of Fame. Ian attended Nibi Emosaawdang Public School, formerly Sir John A. Macdonald Senior Public School, as well as Mayfield Secondary School. He is the author of six books of poetry, fiction, and nonfiction. His debut novel *Reproduction* won the Scotiabank Giller Prize in 2019.



# Student Achievements

## Hannah Prins

Hannah Prins from Cawthra Park Secondary School in Mississauga is the 2022 Loran Award Recipient. The award handed out by the Loran Scholars Foundation is valued at \$100,000 over four years of undergraduate study.



## Harsahej Dhami

A student in Harold M. Brathwaite's International Baccalaureate program, Harsehaj Dhami presented at the annual Aging Research and Drug Discovery (ARDD) Meeting in Copenhagen that was attended by hundreds of industry experts. She spoke about the value add of the next generation of longevity. Much of the industry is currently filled with an older generation so she stressed the importance of having the younger generation involved in the conversation since it isn't something they learn in school. [Learn more](#)

## Madison (Maddie) Fearon

Madison Fearon from Bramalea Secondary School is attending Concordia University Irvine with an academic and athletic scholarship. She is recognized as one of the top female track athletes since the school was opened in 1963. She looks forward to excelling for Concordia at the National Collegiate Athletic Association (NCAA) Division Two finals and hopes to earn a spot on Canada's World Junior team.

[Learn more](#)



**Adam demonstrated exceptional bravery and courage to risk his safety for the well-being of others.**

## Adam Atalla

On Saturday, January 15, 2022, Adam Attalla helped three children in his neighbourhood escape a two-alarm fire. After spotting a seven-year-old girl trapped in a second-floor bedroom and two others stuck on the roof, Adam went to a neighbour's house, got access to their roof and jumped onto the roof of the burning home to open the window and help the seven-year-old out of the house. Adam and the three children then walked across the roof to the neighbouring home to safety.

# Celebrating Our Staff and Students

## RECOGNITION OF HERITAGE MONTHS



## EDUCATION WEEK

Education Week was celebrated in May across the province, giving students, staff, families and community the opportunity to celebrate teaching excellence and student achievement. PDSB celebrations took place during the week of May 9 to 13, 2022 and focused on the theme 'Ignite. Empower. Transform.'

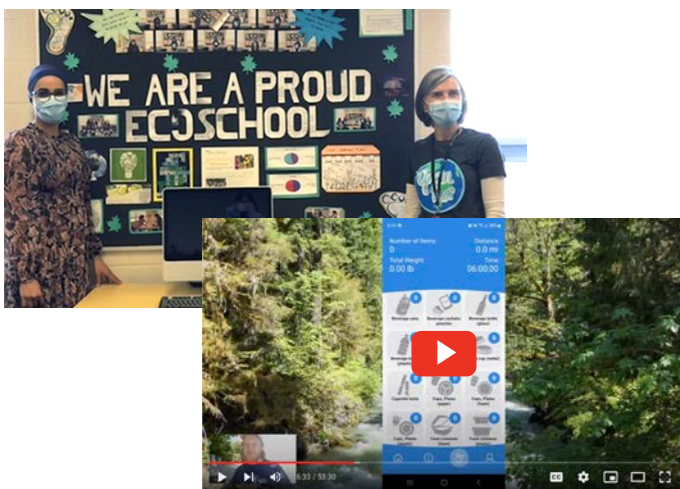


PDSB proudly highlighted this theme through daily videos and stories that reinforced the importance of schools, PDSB staff, families and the community working together to support the well-being and success of students. The [videos and stories](#) highlight the ways in which PDSB is igniting change, empowering students and staff and transforming lives.

# The Next Generation of Eco-leaders

## SUSTAINABILITY PROGRAM

With the common goal of tackling climate change, students and staff are finding creative ways to reduce the environmental footprint of school buildings. A number of PDSB schools have been recognized as EcoSchool leaders, as highlighted in this [Brampton Guardian](#) article.



[Peel EcoSchools Celebration LiveStream Event](#)  
Learn more at [EcoSchools.ca](#)

## SCHOOL STREETS PILOT PROGRAM

In partnership with the City of Mississauga, PDSB launched its [School Streets Pilot Program](#) with Hillside Public School and Brian W. Fleming Public School. A School Street is a temporary, car-free environment in front of a school that is set up Monday to Friday during morning drop-off and/or afternoon pick-up time. The goal of the pilot is to encourage students and families to walk, bike or use green transport options.

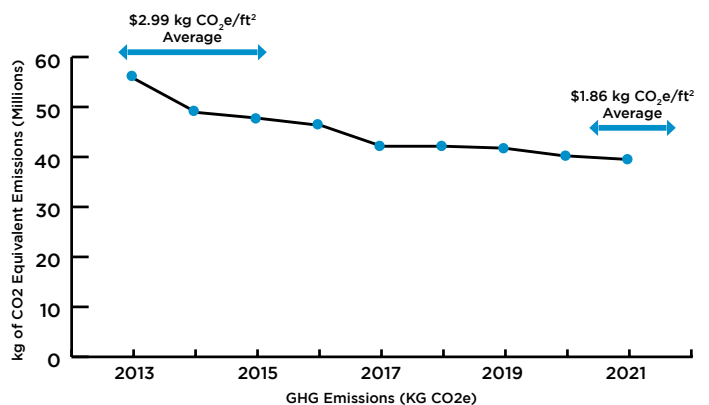
## WASTE MANAGEMENT

The board prepared *Waste Generation Trends and Management Practices Across Canada's K-12 Public Sector Education Facilities* report for Environment and Climate Change Canada (ECCC), which will help to inform federal actions to support waste diversion efforts across Canada.

The report was also summarized into an accompanying guide, *Best Practices for Waste Management: A guide for school communities in Canada*.

- [Waste Generation Trends and Management Practices Across Canada's K-12 Public Sector Education Facilities](#)
- *Best Practices for Waste Management: A guide for school communities in Canada* ([EN](#) / [FR](#))
- Both the report and guide are available on our website: [Research and Publications](#)

## PDSB GREENHOUSE GAS EMISSIONS (SCOPE 1 AND 2)



Emissions decreased by more than **38%**  Weather area normalized

# Leadership in Our Schools

## PSPC ODYSSEY CONFERENCE

The Peel Student Presidents' Council (PSPC) is a group of eight elected student executive members who act as representatives of Peel students. On May 26, 2022, Peel Student Presidents' Council hosted its [#PSPCOdyssey](#) conference, which welcomed 150 students to the Central Board Office. Students developed their leadership skills and brought perspective to student issues and decisions affecting them.



## THE GRADE 9 STEAM PROGRAM AT BRAMPTON CENTENNIAL SECONDARY SCHOOL

Introduced in the 2021-22 school year, STEAM is a new, engaging, multidisciplinary Grade 9 program integrating Science, Technology, English, Visual Arts and Math along with the study of Civics and Careers. Students have the unique opportunity to earn up to six credits through this single semester program during their Grade 9 year.

Through STEAM, students explore various issues that include social justice, equity, and climate change, with an eye to the future of humanity.



## STUDENTS HELPING STUDENTS

At **Camilla Rd. Senior Public School**, students Sarveshwar, Darsh, and Liam were inspired and encouraged by their Grade 8 online teacher to develop the website ReSourced, which helps their peers better understand their course curriculum. The students were also featured on the [local news](#)!



**Macville Public School's Macville Innovative Podcast team** brought student voice front and centre at the school, as Grade 8 students taught junior grade students, how to create a podcast during lunch breaks.

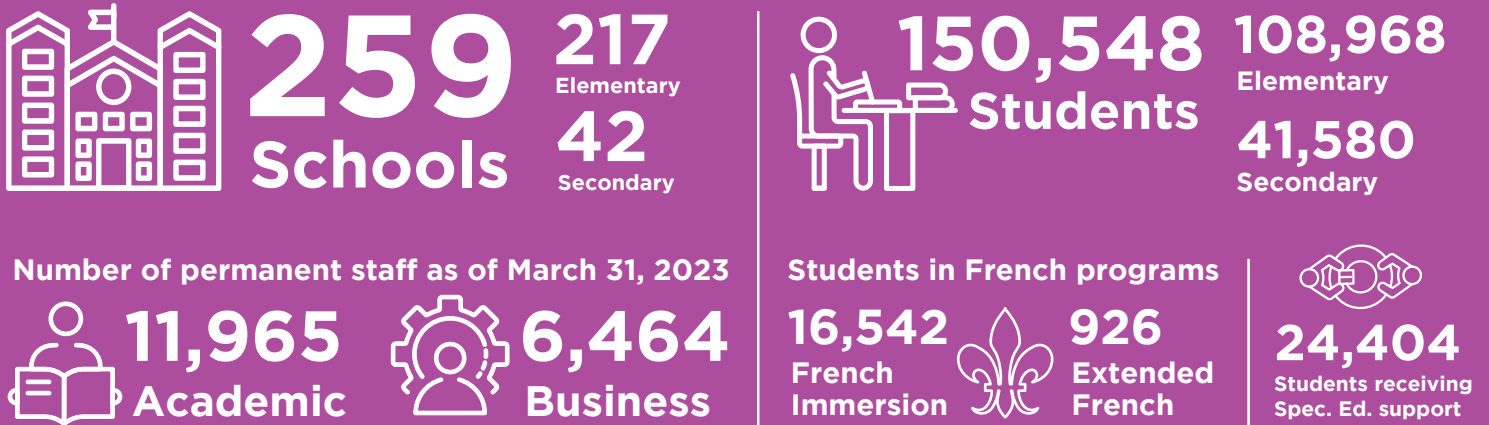
## 2021-22 SCHOOL OPENINGS

Pte. Buckam Singh Public School celebrated their official school opening with a community event on May 26, 2022



# Peel by the Numbers

## PROGRAM NUMBERS



### A STUDENT AND EQUITY-FOCUSED BUDGET (COMPLETE)

The 2022-23 budget was developed through a consultation process that included employee group leaders, the senior leadership team and trustees. The board also sought inputs from parents/guardians, school council members, students, community members and staff through an online survey, while the opportunity to delegate was provided through the Physical Planning, Finance and Building Committee.

The board’s student-focused budget for 2022-23 demonstrates fiscal responsibility and is geared towards supporting student excellence and achievement in the classroom

[Read the Director’s Letter](#)

**\$2,015,601,198**

**Total 2022-23 balanced operating budget**

**\$115,798,113**

**Total capital budget**

**\$2,224,465**

**from board approved appropriated reserves to balance the 2022-23 operating budget**

**\$15,859,412**

**from the uncommitted working fund reserve to support long-term occasional teaching assistants, one-time Ministry Directive expenditures, student transportation and other board priorities that are one-time in nature**



# Trustees

## STUDENT TRUSTEES

At the Regular Meeting of the Board on April 26, 2021, PDSB Supervisor Bruce Rodrigues approved the appointments of Deepanwita Sen and Selena Zhou as PDSB student trustees for the 2021-22 school year. In accordance with Peel District School [Board Policy #66](#), these two students were elected by their peers to sit on the board as student trustees for the current school year.

### Selena Zhou

#### Glenforest Secondary School

Peel schools south of Highway 401

### Deepanwita Sen

#### Turner Fenton Secondary School

Peel schools north of Highway 401

## TRUSTEES OF THE BOARD

In the 2021-22 school year, Peel District School Board was under supervision by the Ontario Ministry of Education. As such, the Board of Trustees did not have formal governing powers, including putting motions forward, voting on any board actions, making any financial decisions, or changing or approving policies. However, they still participated in meetings, training, and received and forwarded their constituents' concerns to PDSB staff for a response or resolution.

### Brampton

#### **Carrie Andrews**

WARDS 7 AND 8

#### **Will Davies**

WARDS 2 AND 6

#### **David Green**

WARDS 1 AND 5

#### **Kathy McDonald**

WARDS 3 AND 4

#### **Balbir Sohi**

WARDS 9 AND 10

### Caledon

#### **Stan Cameron**

### Mississauga

#### **Susan Benjamin**

WARD 5

#### **Robert Crocker**

WARDS 6 AND 11

#### **Nokha Dakroub**

WARDS 9 AND 10

#### **Sue Lawton**

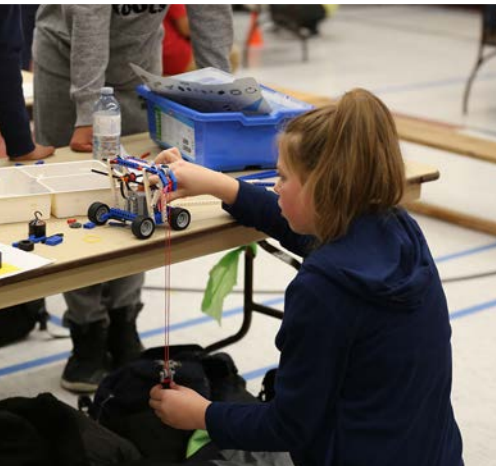
WARDS 3 AND 4

#### **Brad MacDonald**

WARDS 2 AND 8

#### **John Marchant**

WARDS 1 AND 7



**peel** District  
School Board

[peelschools.org](https://peelschools.org)

   @PEELSCHOOLS

 /PEELSCHOOLS

 /COMPANY/PEEL-DISTRICT-SCHOOL-BOARD

## **Motion regarding Indigenous Student Trustee**

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**Submitted by: Stan Cameron**

**Moved by: Stan Cameron**

**Seconded by: Jeffrey Clark**

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**Motion:**

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

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

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

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

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

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

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

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