



AGENDA

Board Meeting

Wednesday, March 29, 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.

AGENDA

Open Session

Wednesday, March 29, 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. National Indigenous Languages Day – March 31
 - 6.2. International Transgender Day of Visibility – March 31
 - 6.3. International Day of Pink – April 12
 - 6.4. Administrative Professionals' Day – April 26, 2023
 - 6.5. Sikh Heritage Month – April
 - 6.6. Autism Awareness Month – April
 - 6.7. Genocide Awareness, Education, Condemnation and Prevention Month - April
 - 6.8. Earth Month – April
 - 6.9. School/Student/Staff Successes
7. Staff Recognition
 - 7.1. Retirements
8. Board Chair's Announcements
9. Director's Report
10. Report from Student Trustees
11. Reports from Trustees Appointed to External Organizations
12. Consent Agenda
 - 12.1. Second Quarter Financial Reports as at February 28, 2023 (For information)

AGENDA

13. Approval of Minutes from Previous Board and Special Board Meetings

- 13.1. Board Meeting - February 22, 2023

14. Committee Minutes for Receipt and Motions for Consideration

- 14.1. (a) Minutes - Governance and Policy Committee - March 7, 2023
(b) Motions for Consideration - Governance and Policy Committee - March 7, 2023
- 14.2 Curriculum, Equity and Student Well-Being Committee – March 8, 2023

15. Staff Reports/Reports

- 15.1. Ministry Directives
 - a) Directive 17 – Reform of the Guidance Program/System – Update #4 (For information) – *presentation by Paul da Silva*
- 15.2. Overview of the PDSB Mental Health and Well-being Strategy: Phase 3 Planning (For information) - *presentation by Paul da Silva*
- 15.3. Peel Learning Foundation 2022 Impact Report (For information) – *presentation by Brian Hobbs*

16. Communications

17. Trustee Motions for Consideration

18. Trustee Notices of Motion

19. Adoption of the Closed Session Report

20. Adjournment

7.1

Board Meeting, March 29, 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

Overview

Objective:

To recognize retiring Peel District School Board staff.

Context:

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

Appendices

Appendix 1 – Retirements List

RETIREMENTS

AMBURY, Daniel
Classroom Teacher
Effective: July 01, 2023

BEAUDRY, Janet
Classroom Teacher
Effective: April 01, 2023

BELLANA, Anura
Classroom Teacher
Effective: June 30, 2023

BOYD, Kim
Office Manager
Effective: May 01, 2023

BROWNING, Fiona
Library and Information Technician
Effective: May 22, 2023

BURSEY, Peter
Classroom Teacher
Effective: March 31, 2023

CAMERON, A
Classroom Teacher
Effective: June 30, 2023

CHRISTIE, Marcia
Classroom Teacher
Effective: June 30, 2023

CLICHE, Brenda
Classroom Teacher
Effective: March 31, 2023

RETIREMENTS

COLLACUTT, Dean
Classroom Teacher
Effective: July 01, 2023

COUCH, Pat
Classroom Teacher
Effective: June 30, 2023

CROCE, Carmine
Classroom Teacher
Effective: March 31, 2023

DREPAUL, Astte
Custodian
Effective: April 01, 2023

FABRO, Natalie
Classroom Teacher
Effective: June 30, 2023

FAVARO, Julia
Classroom Teacher
Effective: April 25, 2023

FIRGAU, Claire
Principal
Effective: April 01, 2023

GREENWOOD, Richard
Classroom Teacher
Effective: May 31, 2023

GRENIER, Annie
Classroom Teacher
Effective: June 29, 2023

RETIREMENTS

HAIGHT, Karen
Speech & Language Pathologist
Effective: March 31, 2023

HENRY, Harris
Classroom Teacher
Effective: June 30, 2023

ILNICKI, Jan
Electrician
Effective: July 01, 2023

JAGDEO, Pam
Office Assistant
Effective: March 10, 2023

JAMES, Manju
Classroom Teacher
Effective: May 31, 2023

JOHNSON, Monica
Classroom Teacher
Effective: June 30, 2023

JOSHI, Sunita
Principal
Effective: June 30, 2023

KELMAN, Chris
Vice Principal
Effective: April 01, 2023

KORZINSKI, Eugene
Classroom Teacher
Effective: June 30, 2023

RETIREMENTS

LATIGO ODIDA, Irene
Classroom Teacher
Effective: June 30, 2023

LONGLADE, Theresa
Principal
Effective: July 01, 2023

MCDONALD, Marie
Classroom Teacher
Effective: June 30, 2023

MELANSON, Monique
Classroom Teacher
Effective: June 30, 2023

METHOT, Michael
Classroom Teacher
Effective: June 30, 2023

MITCHELL, Ingrid
Classroom Teacher
Effective: June 30, 2023

MORRISON, Kathy
Classroom Teacher
Effective: March 29, 2023

NOLFI, Nick
Classroom Teacher
Effective: March 31, 2023

POOLE, Gregor
Classroom Teacher
Effective: June 30, 2023

RETIREMENTS

POULOS NAGY, Andrea
Classroom Teacher
Effective: June 30, 2023

PRICE, Darren
Classroom Teacher
Effective: June 30, 2023

PROELLER, Corina
Classroom Teacher
Effective: June 30, 2023

ROMANIUK, Lynn
Principal
Effective: March 31, 2023

SINGH, Kamaljeet
Classroom Teacher
Effective: June 30, 2023

SPENCER, Peter
Classroom Teacher
Effective: June 30, 2023

STREETE, Cheryl
Principal
Effective: June 30, 2023

SWEETING, David
Technical Support Specialist
Effective: May 31, 2023

TORRESAN, Jackie
Classroom Teacher
Effective: June 30, 2023

RETIREMENTS

VANDERDOELEN, Marie
Classroom Teacher
Effective: June 01, 2023

VINCENT, Wayne
Classroom Teacher
Effective: June 30, 2023

WAINMAN, Brenda
Social Worker
Effective: April 23, 2023

ZOLIS, Monika
Classroom Teacher
Effective: June 30, 2023

Board Meeting – March 29, 2023

Second Quarter Financial Reports as at February 28, 2023

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>

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 February 28, 2023 versus the 2022-23 revised budget submission to the Ministry of Education.

The Other School Board Grants and Expenses report as at February 28, 2023, attached as Appendix 2, 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 second quarter, the Board is showing overall expenditures rates slightly above those of previous years, at just under 48%. This is slightly below the benchmark of 50%. It should be noted that prior years' spending patterns were impacted by COVID. 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. Increased supply teacher costs due to absenteeism have put pressure on the system, however savings in other areas may result in overall operating expenditures being within budget at the end of the year.

Appendices

Appendix 1 – Q1 Operating Expenditure Statements

Appendix 2 – Q1 Other School Board Grants and Expenses



**MONTHLY
OPERATING EXPENDITURE STATEMENTS**

February 28, 2023



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PEEL DISTRICT SCHOOL BOARD
SUMMARY OF OPERATING EXPENSE STATEMENT
 As at Feb 28, 2023 (\$000's)

DESCRIPTION	2022-2023 REV BUDGET	YEAR TO DATE ACTUALS	AVAILABLE FUNDS	% BUDGET INCURRED		
				22-23	21-22	20-21
REGIONAL & SCHOOL BUDGETS	1,437,261.2	738,529.0	698,732.2	51.4%	50.9%	50.3%
DIRECTOR OF EDUCATION	2,615.0	1,443.3	1,171.8	55.2%	50.2%	59.8%
LEGAL AND GOVERNANCE SUPPORT SERVICES	3,420.9	1,396.9	2,024.0	40.8%	46.9%	0.0%
CENTRAL ORGANIZATIONAL EXPENSES	26,760.2	5,183.8	21,576.4	19.4%	38.6%	54.2%
FINANCE SUPPORT SERVICES	6,317.3	3,012.1	3,305.2	47.7%	45.8%	48.1%
INNOVATION AND RESEARCH	6,014.5	3,068.1	2,946.5	51.0%	0.0%	0.0%
PLANNING & ACCOMMODATION SUPPORT SERVICES	1,483.4	589.5	893.9	39.7%	38.7%	37.3%
EQUITY, INDIGENOUS EDUCATION AND SCHOOL ENGAGEMENT	5,643.7	1,888.5	3,755.2	33.5%	34.7%	34.1%
SECONDARY - CURRICULUM, INSTRUCTION & ASSESSMENT	13,571.4	5,536.6	8,034.8	40.8%	32.6%	123.9%
CONTINUING & ADULT EDUCATION	7,659.3	1,360.0	6,299.3	17.8%	30.3%	22.2%
HUMAN RESOURCES, PARTNERSHIPS & EQUITY	13,571.8	6,654.6	6,917.2	49.0%	45.2%	43.5%
ELEMENTARY - CURRICULUM, INSTRUCTION & ASSESSMENT	6,690.5	2,026.5	4,664.0	30.3%	0.0%	0.0%
LEADERSHIP, CAP BUILDING, SCH	1,594.4	817.4	777.0	51.3%	29.6%	0.0%
SAFE AND CARING SCHOOLS	4,200.4	2,133.9	2,066.5	50.8%	0.0%	0.0%
SPECIAL EDUCATION, SOCIAL EMOTIONAL LEARNING & WELL BEING	31,258.9	13,728.5	17,530.4	43.9%	52.0%	0.0%
FIELD OFFICE SUPPORT SERVICES	6,821.6	3,542.1	3,279.5	51.9%	52.5%	48.3%
FACILITIES & ENVIRONMENTAL SUPPORT SERVICES	148,219.8	73,833.5	74,386.3	49.8%	47.9%	43.7%
CORPORATE SUPPORT SERVICES	4,980.1	2,298.2	2,681.9	46.1%	50.0%	47.5%
LEARNING TECHNOLOGY SUPPORT SERVICES	26,737.7	12,585.4	14,152.3	47.1%	49.6%	67.8%
TRANSPORTATION SUPPORT SERVICES	59,709.1	34,798.9	24,910.2	58.3%	57.3%	52.1%
COMMUNICATIONS & COMM. RELATIONS	2,984.1	1,408.9	1,575.2	47.2%	44.6%	42.5%
TOTAL OPERATING COSTS	1,817,515.3	915,835.6	901,679.6	50.4%	50.1%	49.4%
SCHOOL RENEWAL	65,138.3	32,097.9	33,040.5	49.3%	13.3%	14.5%
OPERATIONAL EXPENSES RELATED TO CAPITAL	127,452.7	14,923.6	112,529.1	11.7%	11.9%	13.2%
SUB TOTAL	192,591.0	47,021.5	145,569.6	24.4%	12.7%	13.9%
TOTAL COST	2,010,106.3	962,857.1	1,047,249.2	47.9%	44.9%	44.8%



PEEL DISTRICT SCHOOL BOARD
SUMMARY OF OPERATING EXPENSE STATEMENT
As at Feb 28, 2023 (\$000's)

	# to Period end	Total in year		Benchmark %
Overall Expenditure Benchmark	6	12	months	50.00%



PEEL DISTRICT SCHOOL BOARD
SUMMARY OF OPERATING EXPENSE STATEMENT
 As at Feb 28, 2023 (\$000's)
REGIONAL & SCHOOL BUDGETS - 200 - 1000

DESCRIPTION	2022-2023 REV BUDGET	YEAR TO DATE ACTUALS	AVAILABLE FUNDS	% OF BUDGET INCURRED			COMMENTS
				22-23	21-22	20-21	
SALARIES & WAGES	1,218,928.7	635,698.4	583,230.3	52.2%	51.9%	51.3%	
EMPLOYEE BENEFITS	185,745.6	85,992.1	99,753.5	46.3%	46.0%	45.8%	
STAFF DEVELOPMENT	2,078.7	1,975.9	102.8	95.1%	98.6%	100.5%	Some staff development allocated to union groups at the beginning of the year, remaining to be delivered later
SUPPLIES & SERVICES	26,294.5	13,248.2	13,046.3	50.4%	39.2%	33.1%	
CAPITAL EXPENDITURES (TCA)	3,492.3	1,593.1	1,899.2	45.6%	49.2%	31.1%	
FEES & CONTRACTUAL SERVICES	1,102.2	844.7	257.6	76.6%	132.7%	80.2%	Classroom software licence fees paid at the beginning of the year
ASSOCIATION MEMBERSHIPS & OTHER COSTS	3,775.7	990.2	2,785.5	26.2%	17.1%	16.8%	
SUB TOTAL	1,441,417.7	740,342.6	701,075.2	51.4%	50.9%	50.3%	
FEES & REV FROM OTHER SOURCES	(4,156.5)	(1,813.6)	(2,343.0)	43.6%	47.4%	46.7%	Timing variance as staff on loan are billed twice a year
TOTAL COST	1,437,261.2	738,529.0	698,732.2	51.4%	50.9%	50.3%	



PEEL DISTRICT SCHOOL BOARD
SUMMARY OF OPERATING EXPENSE STATEMENT
 As at Feb 28, 2023 (\$000's)
 DIRECTOR'S OFFICE - 1100

DESCRIPTION	2022-2023 REV BUDGET	YEAR TO DATE ACTUALS	AVAILABLE FUNDS	% OF BUDGET INCURRED			COMMENTS
				22-23	21-22	20-21	
SALARIES & WAGES	2,274.5	1,125.6	1,148.9	49.5%	50.8%	68.5%	
EMPLOYEE BENEFITS	412.4	181.0	231.4	43.9%	45.3%	64.3%	
STAFF DEVELOPMENT	129.4	59.4	70.1	45.9%	20.8%	47.1%	
SUPPLIES & SERVICES	65.7	43.8	22.0	66.6%	42.9%	11.5%	
RENTALS	42.0	22.7	19.3	54.1%	66.6%	0.0%	Lease payments for Human Rights Office premises
FEES & CONTRACTUAL SERVICES	19.8	4.4	15.4	22.4%	54.3%	3.1%	
ASSOCIATION MEMBERSHIPS & OTHER COSTS	12.0	6.4	5.6	53.3%	347.3%	4.3%	Annual membership fees paid at the beginning of the year, last year included additional COVID-related costs
SUB TOTAL	2,955.9	1,443.3	1,512.7	48.8%	49.7%	58.5%	
PROVINCIAL GRANTS OTHER	(340.9)	0.0	(340.9)	0.0%	40.0%	58.5%	Human Rights and Equity Advisors grant, funding flowed based on agreement schedule
TOTAL COST	2,615.0	1,443.3	1,171.8	55.2%	50.2%	59.8%	



PEEL DISTRICT SCHOOL BOARD
SUMMARY OF OPERATING EXPENSE STATEMENT
 As at Feb 28, 2023 (\$000's)
LEGAL AND GOVERNANCE SUPPORT SERVICES - 1125

DESCRIPTION	2022-2023 REV BUDGET	YEAR TO DATE ACTUALS	AVAILABLE FUNDS	% OF BUDGET INCURRED			COMMENTS
				22-23	21-22	20-21	
SALARIES & WAGES	1,297.0	661.3	635.6	51.0%	42.3%	0.0%	
EMPLOYEE BENEFITS	226.9	114.7	112.3	50.5%	47.2%	0.0%	
STAFF DEVELOPMENT	68.6	18.2	50.4	26.5%	19.9%	0.0%	
SUPPLIES & SERVICES	157.8	34.3	123.5	21.7%	9.6%	0.0%	
FEES & CONTRACTUAL SERVICES	1,326.5	499.2	827.4	37.6%	46.2%	0.0%	
ASSOCIATION MEMBERSHIPS & OTHER COSTS	344.1	69.3	274.8	20.1%	98.2%	0.0%	
TOTAL COST	3,420.9	1,396.9	2,024.0	40.8%	46.9%	0.0%	



PEEL DISTRICT SCHOOL BOARD
SUMMARY OF OPERATING EXPENSE STATEMENT
 As at Feb 28, 2023 (\$000's)
CENTRAL ORGANIZATIONAL EXPENSES - 1175

DESCRIPTION	2022-2023 REV BUDGET	YEAR TO DATE ACTUALS	AVAILABLE FUNDS	% OF BUDGET INCURRED			COMMENTS
				22-23	21-22	20-21	
SALARIES & WAGES	0.0	2.8	(2.8)	0.0%	0.0%	0.0%	
EMPLOYEE BENEFITS	8,876.8	3,114.3	5,762.6	35.1%	46.7%	47.3%	
STAFF DEVELOPMENT	0.0	0.0	0.0	0.0%	0.0%	0.0%	
SUPPLIES & SERVICES	78.5	353.7	(275.2)	450.5%	1.6%	32.4%	Repairs and equipment costs, to be offset with P-card rebates still outstanding
FEES & CONTRACTS	4,307.5	1,809.3	2,498.2	42.0%	43.2%	64.8%	
ASSOCIATION MEMBERSHIPS & OTHER COSTS	13,704.4	36.2	13,668.1	0.3%	28.0%	430.7%	Funding for contract settlements, directed to record separately by the Ministry
FEES & REV FROM OTHER SOURCES	(207.0)	(132.5)	(74.5)	64.0%	116.2%	267.4%	
TOTAL COST	26,760.2	5,183.8	21,576.4	19.4%	38.6%	54.2%	



PEEL DISTRICT SCHOOL BOARD
SUMMARY OF OPERATING EXPENSE STATEMENT
 As at Feb 28, 2023 (\$000's)
FINANCE SUPPORT SERVICES - 1200

DESCRIPTION	2022-2023 REV BUDGET	YEAR TO DATE ACTUALS	AVAILABLE FUNDS	% OF BUDGET INCURRED			COMMENTS
				22-23	21-22	20-21	
SALARIES & WAGES	4,979.5	2,435.9	2,543.6	48.9%	46.9%	49.7%	
EMPLOYEE BENEFITS	1,220.7	554.4	666.4	45.4%	44.8%	47.1%	
STAFF DEVELOPMENT	43.4	3.9	39.6	8.9%	23.7%	-4.7%	
SUPPLIES & SERVICES	42.4	15.8	26.5	37.4%	16.6%	22.6%	
FEES & CONTRACTUAL SERVICES	28.1	0.0	28.1	0.0%	10.2%	14.2%	
ASSOCIATION MEMBERSHIPS & OTHER COSTS	3.2	2.2	1.0	68.1%	83.7%	120.6%	Membership fees paid at the beginning of the year
TOTAL COST	6,317.3	3,012.1	3,305.2	47.7%	45.8%	48.1%	



PEEL DISTRICT SCHOOL BOARD
SUMMARY OF OPERATING EXPENSE STATEMENT
 As at Feb 28, 2023 (\$000's)
INNOVATION & RESEARCH - 1225

DESCRIPTION	2022-2023 REV BUDGET	YEAR TO DATE ACTUALS	AVAILABLE FUNDS	% OF BUDGET INCURRED			COMMENTS
				22-23	21-22	20-21	
SALARIES & WAGES	3,627.6	1,408.6	2,219.0	38.8%	0.0%	0.0%	
EMPLOYEE BENEFITS	601.9	248.8	353.2	41.3%	0.0%	0.0%	
STAFF DEVELOPMENT	21.0	2.7	18.3	12.8%	0.0%	0.0%	
SUPPLIES & SERVICES	417.9	234.7	183.2	56.2%	0.0%	0.0%	
FEES & CONTRACTUAL SERVICES	1,686.6	1,325.6	361.0	78.6%	0.0%	0.0%	Technology licence renewals and International Student Commission and Admin fees
ASSOCIATION MEMBERSHIPS & OTHER COSTS	17.7	10.0	7.7	56.6%	0.0%	0.0%	Includes school library equipment costs
SUB TOTAL	6,372.7	3,230.3	3,142.4	50.7%	0.0%	0.0%	
FEES & REV FROM OTHER SOURCES	(358.2)	(162.3)	(195.9)	45.3%	0.0%	0.0%	International student enrollment below budget
TOTAL COST	6,014.5	3,068.1	2,946.5	51.0%	0.0%	0.0%	



PEEL DISTRICT SCHOOL BOARD
SUMMARY OF OPERATING EXPENSE STATEMENT
 As at Feb 28, 2023 (\$000's)
PLANNING & ACCOMMODATION SUPPORT SERVICES - 1250

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	456.2	602.7	43.1%	43.7%	40.6%	
EMPLOYEE BENEFITS	229.4	92.9	136.5	40.5%	42.2%	38.8%	
STAFF DEVELOPMENT	5.5	0.0	5.5	0.0%	18.1%	47.9%	
SUPPLIES & SERVICES	95.1	34.0	61.1	35.7%	4.8%	15.9%	
FEES & CONTRACTUAL SERVICES	91.6	4.7	86.9	5.2%	0.0%	0.0%	
ASSOCIATION MEMBERSHIPS & OTHER COSTS	2.9	1.7	1.2	59.0%	26.0%	44.0%	
TOTAL COST	1,483.4	589.5	893.9	39.7%	38.7%	37.3%	



PEEL DISTRICT SCHOOL BOARD
SUMMARY OF OPERATING EXPENSE STATEMENT
 As at Feb 28, 2023 (\$000's)

INDIGENOUS EDUCATION, ANTI-RACISM, ANTI-OPRESSION AND COMMUNITY PARTNERSHIP SUPPORT SERVICES - 1275

DESCRIPTION	2022-2023 REV BUDGET	YEAR TO DATE ACTUALS	AVAILABLE FUNDS	% OF BUDGET INCURRED			COMMENTS
				22-23	21-22	20-21	
SALARIES & WAGES	4,040.5	1,421.8	2,618.7	35.2%	35.4%	32.9%	
EMPLOYEE BENEFITS	547.3	216.3	331.0	39.5%	37.2%	34.6%	
STAFF DEVELOPMENT	628.6	121.1	507.5	19.3%	57.7%	50.0%	
SUPPLIES & SERVICES	75.3	58.0	17.3	77.1%	33.1%	33.7%	
FEEES & CONTRACTUAL SERVICES	350.0	74.9	275.1	21.4%	14.6%	77.5%	
ASSOCIATION MEMBERSHIPS & OTHER COSTS	2.0	0.0	2.0	0.0%	0.0%	0.0%	
FEEES & REV FROM OTHER SOURCES	0.0	(3.6)	3.6	0.0%	0.0%	0.0%	
TOTAL COST	5,643.7	1,888.5	3,755.2	33.5%	34.7%	34.1%	



PEEL DISTRICT SCHOOL BOARD
SUMMARY OF OPERATING EXPENSE STATEMENT
As at Feb 28, 2023 (\$000's)

SECONDARY - CURRICULUM, INSTRUCTION & ASSESSMENT - 1300

DESCRIPTION	2022-2023 REV BUDGET	YEAR TO DATE ACTUALS	AVAILABLE FUNDS	% OF BUDGET INCURRED			COMMENTS
				22-23	21-22	20-21	
SALARIES & WAGES	10,103.8	4,223.1	5,880.7	41.8%	42.4%	106.3%	Underspent due to lower use of release time for staff professional development, usually occurs later in the year
EMPLOYEE BENEFITS	1,291.9	494.6	797.3	38.3%	37.1%	100.4%	
STAFF DEVELOPMENT	488.0	268.6	219.3	55.1%	16.9%	35.4%	
SUPPLIES & SERVICES	1,606.0	429.7	1,176.3	26.8%	30.9%	191.7%	
CAPITAL EXPENDITURES (TCA)	0.0	0.0	0.0	0.0%	460.5%	0.0%	
RENTALS	0.00	0.0	0.0	0.0%	0.0%	0.0%	
FEES & CONTRACTUAL SERVICES	424.6	493.0	(68.4)	116.1%	46.6%	157.6%	
ASSOCIATION MEMBERSHIPS & OTHER COSTS	1,309.4	678.2	631.1	51.8%	35.7%	2353.5%	
SUB TOTAL	15,223.6	6,587.3	8,636.2	43.3%	39.2%	116.8%	
PROVINCIAL GRANTS OTHER	(1,523.5)	(914.1)	(609.4)	60.0%	70.0%	50.0%	Engaged Math Strategy grant, funding flowed based on agreement schedules
REVENUE FROM OTHER SCHOOL BOARDS	(122.7)	(51.1)	(71.6)	41.7%	41.6%	41.8%	Recoverable salary of convenors billed twice a year
FEES & REVENUE FROM OTHER SOURCES	(6.0)	(85.5)	79.5	1425.1%	637.4%	520.2%	Revenue from Play in Peel
TOTAL REVENUE & RECOVERIES	(1,652.2)	(1,050.7)	(601.5)	63.6%	170.8%	74.5%	
TOTAL COST	13,571.4	5,536.6	8,034.8	40.8%	32.6%	123.9%	



PEEL DISTRICT SCHOOL BOARD
SUMMARY OF OPERATING EXPENSE STATEMENT
 As at Feb 28, 2023 (\$000's)
 CONTINUING & ADULT EDUCATION - 1325

DESCRIPTION	2022-2023 REV BUDGET	YEAR TO DATE ACTUALS	AVAILABLE FUNDS	% OF BUDGET INCURRED			COMMENTS
				22-23	21-22	20-21	
SALARIES & WAGES	9,595.4	3,219.3	6,376.1	33.6%	34.0%	35.4%	Salary and benefits for summer school staff occur later in the year
EMPLOYEE BENEFITS	1,168.4	417.5	750.9	35.7%	34.6%	34.5%	
STAFF DEVELOPMENT	22.8	4.7	18.1	20.8%	3.3%	9.7%	
SUPPLIES & SERVICES	413.6	82.8	330.8	20.0%	11.6%	12.0%	
RENTALS	298.0	159.3	138.7	53.5%	49.1%	42.8%	
FEES & CONTRACTUAL SERVICES	145.4	4.1	141.3	2.8%	9.2%	24.7%	
ASSOCIATION MEMBERSHIPS & OTHER COSTS	0.0	0.6	(0.6)	0.0%	0.0%	100.0%	
SUB TOTAL	11,643.7	3,888.4	7,755.3	33.4%	33.5%	34.2%	
PROVINCIAL GRANTS OTHER	(3,740.0)	(2,298.7)	(1,441.3)	61.5%	38.3%	59.1%	Adult Non-Credit Language Program & Literacy & Basic Skills grants, funding flowed based on agreement schedule
FEES & REVENUE FROM OTHER SOURCES	(244.4)	(229.7)	(14.7)	94.0%	62.3%	49.4%	
TOTAL REVENUE & RECOVERIES	(3,984.4)	(2,528.4)	(1,456.0)	63.5%	40.3%	57.8%	
TOTAL COST	7,659.3	1,360.0	6,299.3	17.8%	30.3%	22.2%	



PEEL DISTRICT SCHOOL BOARD
SUMMARY OF OPERATING EXPENSE STATEMENT
 As at Feb 28, 2023 (\$000's)
HUMAN RESOURCES, PARTNERSHIPS & EQUITY - 1400

DESCRIPTION	2022-2023 REV BUDGET	YEAR TO DATE ACTUALS	AVAILABLE FUNDS	% OF BUDGET INCURRED			COMMENTS
				22-23	21-22	20-21	
SALARIES & WAGES	9,424.1	4,179.9	5,244.2	44.4%	46.0%	46.1%	
EMPLOYEE BENEFITS	2,161.5	938.8	1,222.7	43.4%	41.7%	42.6%	
STAFF DEVELOPMENT	308.7	47.3	261.5	15.3%	6.3%	9.4%	
SUPPLIES & SERVICES	394.3	175.3	219.0	44.5%	45.1%	35.1%	
RENTALS	3.6	0.0	3.6	0.0%	0.0%	0.0%	
FEES & CONTRACTUAL SERVICES	1,270.3	1,313.3	(43.0)	103.4%	54.6%	39.0%	Additional costs due to Talent Link implementation
ASSOCIATION MEMBERSHIPS & OTHER COSTS	9.3	0.2	9.0	2.6%	31.6%	60.3%	
TOTAL COST	13,571.8	6,654.6	6,917.2	49.0%	45.2%	43.5%	



PEEL DISTRICT SCHOOL BOARD
SUMMARY OF OPERATING EXPENSE STATEMENT
 As at Feb 28, 2023 (\$'000's)
ELEMENTARY - CURRICULUM, INSTRUCTION & ASSESSMENT 1425

DESCRIPTION	2022-2023 REV BUDGET	YEAR TO DATE ACTUALS	AVAILABLE FUNDS	% OF BUDGET INCURRED			COMMENTS
				22-23	21-22	20-21	
SALARIES & WAGES	4,467.1	1,569.6	2,897.5	35.1%	0.0%	0.0%	
EMPLOYEE BENEFITS	740.4	254.5	485.9	34.4%	0.0%	0.0%	
STAFF DEVELOPMENT	576.9	44.8	532.0	7.8%	0.0%	0.0%	
SUPPLIES & SERVICES	552.0	43.9	508.1	8.0%	0.0%	0.0%	
CAPITAL EXPENDITURES (TCA)	19.0	0.0	19.0	0.0%	30.9%	191.7%	
RENTALS	5.00	0.0	5.0	0.0%	460.5%	0.0%	
FEES & CONTRACTUAL SERVICES	307.6	111.9	195.8	36.4%	0.0%	0.0%	
ASSOCIATION MEMBERSHIPS & OTHER COSTS	103.7	23.8	79.9	22.9%	0.0%	0.0%	
SUB TOTAL	6,771.7	2,048.4	4,699.3	30.2%	0.0%	0.0%	
FEES & REVENUE FROM OTHER SOURCES	(81.2)	(21.9)	(59.3)	27.0%	0.0%	0.0%	
TOTAL COST	6,690.5	2,026.5	4,664.0	30.3%	0.0%	0.0%	



PEEL DISTRICT SCHOOL BOARD
SUMMARY OF OPERATING EXPENSE STATEMENT
 As at Feb 28, 2023 (\$000's)
LEADERSHIP, CAPACITY BUILDING, SCHOOL PARTNERSHIPS - 1450

DESCRIPTION	2022-2023 REV BUDGET	YEAR TO DATE ACTUALS	AVAILABLE FUNDS	% OF BUDGET INCURRED			COMMENTS
				22-23	21-22	20-21	
SALARIES & WAGES	1,124.3	589.2	535.1	52.4%	34.0%	0.0%	
EMPLOYEE BENEFITS	176.3	88.2	88.1	50.0%	40.0%	0.0%	
STAFF DEVELOPMENT	205.5	39.3	166.2	19.1%	0.1%	0.0%	
SUPPLIES & SERVICES	58.4	83.4	(25.0)	142.9%	38.6%	0.0%	Includes transportation expense for UTM program
FEES & CONTRACTUAL SERVICES	31.0	17.3	13.7	56%	13.5%	0.0%	
ASSOCIATION MEMBERSHIPS & OTHER COSTS	1.0	0.0	1.0	0.0%	0.0%	0.0%	
SUB TOTAL	1,596.4	817.4	779.0	51.2%	29.6%	0.0%	
FEES & REVENUE FROM OTHER SOURCES	(2.0)	0.0	(2.0)	0.0%	0.0%	0.0%	
TOTAL COST	1,594.4	817.4	777.0	51.3%	29.6%	0.0%	



PEEL DISTRICT SCHOOL BOARD
SUMMARY OF OPERATING EXPENSE STATEMENT
 As at Feb 28, 2023 (\$000's)
SAFE & CARING SCHOOLS - 1475

DESCRIPTION	2022-2023 REV BUDGET	YEAR TO DATE ACTUALS	AVAILABLE FUNDS	% OF BUDGET INCURRED			COMMENTS
				22-23	21-22	20-21	
SALARIES & WAGES	3,410.5	1,718.3	1,692.2	50.4%	0.0%	0.0%	
EMPLOYEE BENEFITS	606.3	286.8	319.5	47.3%	0.0%	0.0%	
STAFF DEVELOPMENT	14.9	11.4	3.5	76.5%	0.0%	0.0%	
SUPPLIES & SERVICES	147.5	95.1	52.4	64.5%	0.0%	0.0%	
FEES & CONTRACTUAL SERVICES	21.1	22.3	(1.2)	105.6%	0.0%	0.0%	Includes writing team costs
TOTAL COST	4,200.4	2,133.9	2,066.5	50.8%	0.0%	0.0%	



PEEL DISTRICT SCHOOL BOARD
SUMMARY OF OPERATING EXPENSE STATEMENT
 As at Feb 28, 2023 (\$000's)
SPECIAL EDUCATION, SOCIAL EMOTIONAL LEARNING & WELL BEING - 1525

DESCRIPTION	2022-2023 REV BUDGET	YEAR TO DATE ACTUALS	AVAILABLE FUNDS	% OF BUDGET INCURRED			COMMENTS
				22-23	21-22	20-21	
SALARIES & WAGES	17,986.8	8,737.8	9,249.0	48.6%	50.1%	0.0%	
EMPLOYEE BENEFITS	3,029.7	1,353.5	1,676.3	44.7%	47.6%	0.0%	
STAFF DEVELOPMENT	883.7	168.9	714.9	19.1%	178.8%	0.0%	
SUPPLIES & SERVICES	7,548.2	2,799.6	4,748.6	37.1%	17.1%	0.0%	
FEES & CONTRACTUAL SERVICES	1,810.1	668.8	1,141.3	36.9%	21.3%	0.0%	
ASSOCIATION MEMBERSHIPS & OTHER COSTS	0.3	0.0	0.3	0.0%	39.1%	0.0%	
TOTAL COST	31,258.9	13,728.5	17,530.4	43.9%	52.0%	0.0%	



PEEL DISTRICT SCHOOL BOARD
SUMMARY OF OPERATING EXPENSE STATEMENT
 As at Feb 28, 2023 (\$000's)
FIELD OFFICE SUPPORT SERVICES - 1550

DESCRIPTION	2022-2023 REV BUDGET	YEAR TO DATE ACTUALS	AVAILABLE FUNDS	% OF BUDGET INCURRED			COMMENTS
				22-23	21-22	20-21	
SALARIES & WAGES	5,395.2	2,837.2	2,558.0	52.6%	54.7%	50.3%	Includes staff that are paid over 10 months
EMPLOYEE BENEFITS	1,074.6	541.7	532.8	50.4%	50.3%	47.6%	
STAFF DEVELOPMENT	163.6	77.8	85.8	47.6%	31.3%	16.4%	
SUPPLIES & SERVICES	188.2	85.3	102.9	45.3%	27.7%	27.4%	
TOTAL COST	6,821.6	3,542.1	3,279.5	51.9%	52.5%	48.3%	



PEEL DISTRICT SCHOOL BOARD
SUMMARY OF OPERATING EXPENSE STATEMENT
 As at Feb 28, 2023 (\$000's)
FACILITIES & ENVIRONMENTAL SUPPORT SERVICES - 1600

DESCRIPTION	2022-2023 REV BUDGET	YEAR TO DATE ACTUALS	AVAILABLE FUNDS	% OF BUDGET INCURRED			COMMENTS
				22-23	21-22	20-21	
SALARIES & WAGES	76,303.2	40,743.1	35,560.1	53.4%	53.0%	47.1%	Trending over budget due to additional cleaning for COVID during the first half of the year
EMPLOYEE BENEFITS	21,157.2	10,042.7	11,114.4	47.5%	47.2%	44.5%	
STAFF DEVELOPMENT	31.6	6.7	24.9	21.1%	1.9%	32.8%	
SUPPLIES & SERVICES	35,313.7	14,959.0	20,354.7	42.4%	39.7%	35.7%	
CAPITAL EXPENDITURES (TCA)	762.5	154.7	607.8	20.3%	8.8%	1.4%	
RENTALS	8.3	0.7	7.6	7.9%	7.7%	7.7%	
FEES & CONTRACTUAL SERVICES	14,828.9	7,982.6	6,846.3	53.8%	44.3%	44.4%	
ASSOCIATION MEMBERSHIPS & OTHER COSTS	24.5	1.4	23.1	5.9%	6.7%	1851.2%	
SUB TOTAL	148,429.8	73,890.8	74,539.0	49.8%	47.9%	43.6%	
FEES & REVENUE FORM OTHER SOURCES	(210.0)	(57.3)	(152.7)	27.3%	27.9%	24.6%	Solar energy revenue
TOTAL COST	148,219.8	73,833.5	74,386.3	49.8%	47.9%	43.7%	



PEEL DISTRICT SCHOOL BOARD
SUMMARY OF OPERATING EXPENSE STATEMENT
 As at Feb 28, 2023 (\$'000's)
CORPORATE SUPPORT SERVICES - 1625

DESCRIPTION	2022-2023 REV BUDGET	YEAR TO DATE ACTUALS	AVAILABLE FUNDS	% OF BUDGET INCURRED			COMMENTS
				22-23	21-22	20-21	
SALARIES & WAGES	2,653.5	1,304.2	1,349.3	49.1%	47.9%	49.1%	
EMPLOYEE BENEFITS	685.3	304.6	380.7	44.4%	44.1%	43.7%	
STAFF DEVELOPMENT	9.5	0.8	8.7	7.9%	1.8%	2.8%	
SUPPLIES & SERVICES	313.2	72.2	241.0	23.1%	8.6%	3.6%	
RENTALS	246.0	101.9	144.1	41.4%	38.0%	27.4%	
FEEES & CONTRACTUAL SERVICES	1,240.0	582.5	657.5	47.0%	55.1%	43.0%	
ASSOCIATION MEMBERSHIPS & OTHER COSTS	4.9	20.3	(15.4)	413.5%	4059.8%	3077.4%	Includes COVID-related costs
SUB TOTAL	5,152.5	2,386.4	2,766.0	46.3%	48.8%	46.3%	
FEEES & REVENUE FROM OTHER SOURCES	(172.4)	(88.3)	(84.1)	51.2%	17.6%	10.8%	Permit Administration Fee
TOTAL REVENUE & RECOVERIES	(172.4)	(88.3)	(84.1)	51.2%	17.6%	10.8%	
TOTAL COST	4,980.1	2,298.2	2,681.9	46.1%	50.0%	47.5%	



PEEL DISTRICT SCHOOL BOARD
SUMMARY OF OPERATING EXPENSE STATEMENT
 As at Feb 28, 2023 (\$000's)
LEARNING TECHNOLOGY SUPPORT SERVICES - 1650

DESCRIPTION	2022-2023 REV BUDGET	YEAR TO DATE ACTUALS	AVAILABLE FUNDS	% OF BUDGET INCURRED			COMMENTS
				22-23	21-22	20-21	
SALARIES & WAGES	14,028.4	6,619.1	7,409.3	47.2%	46.2%	47.2%	
EMPLOYEE BENEFITS	3,473.4	1,555.7	1,917.7	44.8%	43.4%	43.5%	
STAFF DEVELOPMENT	61.0	11.5	49.5	18.8%	21.8%	0.0%	
SUPPLIES & SERVICES	4,445.3	1,142.6	3,302.7	25.7%	45.6%	56.8%	Additional budget for Broadband
CAPITAL EXPENDITURES (TCA)	125.0	77.1	47.9	61.7%	-0.9%	41.2%	
RENTALS	1,449.7	779.8	669.9	53.8%	49.1%	49.0%	Broadband network infrastructure
FEES & CONTRACTUAL SERVICES	3,136.2	2,240.8	895.3	71.5%	83.6%	87.6%	Software maintenance fees
ASSOCIATION MEMBERSHIPS & OTHER COSTS	33.8	158.9	(125.1)	470.0%	40.7%	353.6%	Covid-related expenses to maintain additional technology in case of deployment, electronic report card software costs.
SUB TOTAL	26,752.7	12,585.4	14,167.3	47.0%	49.6%	67.7%	
FEES & REVENUE FROM OTHER SOURCES	(15.0)	0.0	(15.0)	0.0%	0.0%	0.0%	
TOTAL COST	26,737.7	12,585.4	14,152.3	47.1%	49.6%	67.8%	



PEEL DISTRICT SCHOOL BOARD
SUMMARY OF OPERATING EXPENSE STATEMENT
 As at Feb 28, 2023 (\$000's)
TRANSPORTATION SUPPORT SERVICES - 1675

DESCRIPTION	2022-2023 REV BUDGET	YEAR TO DATE ACTUALS	AVAILABLE FUNDS	% OF BUDGET INCURRED			COMMENTS
				22-23	21-22	20-21	
SALARIES & WAGES	2,208.3	918.4	1,289.9	41.6%	42.4%	37.4%	
EMPLOYEE BENEFITS	489.1	205.7	283.4	42.1%	44.1%	41.9%	
STAFF DEVELOPMENT	28.0	2.7	25.3	9.7%	1.0%	3.1%	
SUPPLIES & SERVICES	122.5	40.4	82.1	33.0%	56.0%	43.4%	
RENTALS	28.7	14.2	14.5	49.5%	49.5%	48.3%	
FEEES & CONTRACTUAL SERVICES	56,832.5	33,617.4	23,215.1	59.2%	58.1%	56.2%	Transportation contracts over 10 months
TOTAL COSTS	59,709.1	34,798.9	24,910.2	58.3%	57.3%	52.1%	



PEEL DISTRICT SCHOOL BOARD
SUMMARY OF OPERATING EXPENSE STATEMENT
 As at Feb 28, 2023 (\$000's)
PUBLIC ENGAGEMENT & COMMUNICATIONS - 1700

DESCRIPTION	2022-2023 REV BUDGET	YEAR TO DATE ACTUALS	AVAILABLE FUNDS	% OF BUDGET INCURRED			COMMENTS
				22-23	21-22	20-21	
SALARIES & WAGES	1,942.6	979.5	963.1	50.4%	48.1%	50.7%	
EMPLOYEE BENEFITS	494.6	231.3	263.3	46.8%	43.4%	39.6%	
STAFF DEVELOPMENT	68.1	18.2	49.9	26.7%	1.0%	0.1%	
SUPPLIES & SERVICES	331.4	101.6	229.8	30.7%	25.9%	17.3%	
FEES & CONTRACTUAL SERVICES	177.1	78.5	98.6	44.3%	51.2%	15.9%	
ASSOCIATION MEMBERSHIPS & OTHER COSTS	3.3	0.0	3.3	0.0%	0.0%	30.2%	
SUB TOTAL	3,017.1	1,409.0	1,608.1	46.7%	43.8%	41.6%	
FEES & REVENUE FROM OTHER SOURCES	(33.0)	(0.1)	(32.9)	0.4%	8.7%	0.1%	
TOTAL COST	2,984.1	1,408.9	1,575.2	47.2%	44.6%	42.5%	



PEEL DISTRICT SCHOOL BOARD
SUMMARY OF OPERATING EXPENSE STATEMENT
 As at Feb 28, 2023 (\$000's)
SCHOOL RENEWAL - 1800

DESCRIPTION	2022-2023 REV BUDGET	YEAR TO DATE ACTUALS	AVAILABLE FUNDS	% OF BUDGET INCURRED			COMMENTS
				22-23	21-22	20-21	
SALARIES & WAGES	1,220.4	535.6	684.8	43.9%	40.4%	40.3%	Mainly includes School Condition, Renewal and Facility Improvements
EMPLOYEE BENEFITS	258.0	113.4	144.6	44.0%	36.4%	42.7%	
SUPPLIES & SERVICES	115.0	72.1	42.9	62.7%	45.8%	8.8%	
CAPITAL EXPENDITURES (TCA)	59,232.6	29,766.7	29,466.0	50.3%	12.5%	13.8%	
FEES & CONTRACTS	4,312.3	1,610.0	2,702.3	37.3%	31.5%	26.4%	
TOTAL COST	65,138.3	32,097.9	33,040.5	49.3%	13.3%	14.5%	



PEEL DISTRICT SCHOOL BOARD
SUMMARY OF OPERATING EXPENSE STATEMENT
 As at Feb 28, 2023 (\$'000's)
OPERATIONAL EXP. RELATED TO CAPITAL - 4000

DESCRIPTION	2022-2023 REV BUDGET	YEAR TO DATE ACTUALS	AVAILABLE FUNDS	% OF BUDGET INCURRED			COMMENTS
				22-23	21-22	20-21	
SUPPLIES & SERVICES	25.0	-	25.00	0.0%	0.0%	0.0%	
INTEREST CHARGES ON LONG-TERM DEBT	26,732.5	13,526.2	13,206.3	50.6%	51.5%	0.0%	Includes interest cost on OSBFC Debenture and EDC Loan
RENTALS FACILITY LEASES-INSTRUCTIONAL SPACE	84.3	47.0	37.3	55.7%	55.8%	0.0%	Facility lease - 7700 Hurontario
FEES & CONTRACTUAL SERVICES	726.7	623.4	103.3	85.8%	68.2%	0.0%	Portable moves trending over budget
ASSOC. MEMBERSHIPS & OTHER COSTS	1,685.3	727.1	958.2	43.1%	65.9%	49.6%	
AMORTIZATION EXPENSE ON TCA	98,198.9	0.0	98,198.9	0.0%	0.0%	47.8%	Calculated at year-end
TOTAL COST	127,452.7	14,923.6	112,529.1	11.7%	11.9%	13.2%	

Appendix 2 – Q1 Other School Board Grants and Expenses

**PEEL DISTRICT SCHOOL BOARD
OTHER SCHOOL BOARD GRANTS
For the Six Months Ending February 2023**

Project Description	Total Funds Available	Total Expenses	Net Funds Available	Percentage (%) Spent
Priorities and Partnership Funding (PPF) - Ministry of Education				
Anti-Sex Trafficking Protocol Development and Implementation	75,372	40,871	34,501	54%
Canada Infrastructure Program-Ventilation	1,359,560	-	1,359,560	0%
Connectivity at Schools Program	1,078,884	1,078,884	(0)	100%
COVID-19 Resilience Infrastructure -Education Related (CVRIS-EDU) Projects	8,139,217	1,500,950	6,638,268	18%
Demographic Data Gathering	49,852	-	49,852	0%
De-Streaming Implementation Supports	134,024	10,202	123,823	8%
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	542,698	980,802	36%
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	86,465	142,049	38%
Human Rights and Equity Advisors	340,860	218,126	122,734	64%
K-12 Cyber Protection Strategy(CPS) Pilot Project - 21-22	256,769	256,769	-	100%
K-12 Cyber Protection Strategy(CPS) Pilot Project - 22-23	510,500	25,695	484,805	5%
Learning Recovery Tutoring Support Program 21 -22	2,594,656	2,594,656	-	100%
Learning Recovery Tutoring Support Program 22-23	6,693,580	2,972,298	3,721,282	44%
Professional Assessments and Systematic Evidence -Based Reading Programs	548,267	548,267	-	100%
Professional Assessments and Systematic Evidence -Based Reading Programs 22-23	218,850	1,227	217,623	1%
School College Work Initiative (SCWI) - Dual Credit	270,000	127,051	142,949	47%
Skilled Trades Bursary Program	29,000	-	29,000	0%
Specialist High Skills Major Expansion (SHSM)	210,000	40,402	169,598	19%
Staff Well- Being	45,461	45,461	(0)	100%
Subsidies for AQ in Math	149,500	9,045	140,455	6%
Summer learning for Students with Special Education Needs 21-22	206,093	34,110	171,982	17%
Transportation Supports for Children and Youth in Care (CYIC)	173,000	4,098	168,903	2%
Ukrainian Student Supports	134,771	-	134,771	0%
Total Ministry of Education	25,441,597	10,137,274	15,304,323	40%
Other Ministries and Government Reporting Entities				
Adult Non-Credit (ANC) Language Training Program	2,669,991	1,038,369	1,631,622	39%
Ontario Youth Apprenticeship Program (OYAP)	425,250	91,923	333,327	22%
Total Other Ministries and Government Reporting Entities	3,095,241	1,130,292	1,964,949	37%
Federal Programs				
Language Instructions for Newcomers to Canada (LINC) Program 22-23	532,261	304,632	227,629	57%
We Welcome The World Centres 22-23	1,252,000	1,080,670	171,330	86%
Total Federal Programs	1,784,261	1,385,302	398,959	78%
Third Party Grants				
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	35,009	24,009	59%
Commemorating the History and Legacy of Residential Schools project	7,747	272	7,475	4%
Capacity building to support FSL teachers	7,500	3,391	4,109	45%
CTMA- Canadian Tooling & Machining Association -Capital project	114,729	-	114,729	0%
Eco Schools	17,863	22,863	(5,000)	128%
FSL Assessment toolkit project	10,000	3,087	6,913	31%
High Risk Youth Program/Shania Kids Can	40,099	3,279	36,820	8%
School Green	7,357	679	6,677	9%
Total Third Party Grants	307,220	74,523	232,697	24%
Fund 1 - Special Grants				
Literacy & Basic Skills (LBS) 22-23	504,632	419,818	84,813	83%
Roy McMurtry Youth Centre	133,700	114,600	19,100	86%
Total Board Administered Funds	638,332	534,418	103,913	84%
Grand Total	31,266,650	13,261,810	18,004,841	42%

PEEL DISTRICT SCHOOL BOARD

Minutes of a Board Meeting of the Peel District School Board, held on Wednesday, February 22, 2023 at 19:57 hours. The Hybrid meeting was held in the Board Room, the H. J. A. Brown Education Centre, 5650 Hurontario Street, Mississauga, Ontario, and by electronic means, under Ontario Regulation 463/97.

Members present:

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

Member absent: (apologies received)

Susan Benjamin

Student Trustees:

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

Administration:

Rashmi Swarup, Director of Education
Paul da Silva, Associate Director, School Improvement and Equity, Special Education, Social Emotional Learning and Well Being
Camille Logan, Associate Director, School Improvement and Equity, Curriculum and Instruction, Student and Community Engagement
Tania Alatishe-Charles, Controller, Finance Support Services
Alvin Au, Acting Superintendent of Education
Dahlia Battick, Acting Superintendent of Education
Craig Caslick, Superintendent of Education
Lara Chebaro, Superintendent of Education
Yonnette Dey, Superintendent of Equity, Community Leadership, Partnership and Engagement
Wendy Dobson, Acting Controller, Corporate Support Services
Donna Ford, Superintendent of Education
Soni Gill, Superintendent of Education
Tiffany Gooch, Executive Lead, Public Engagement and Communications
Leslie Grant, Superintendent of Education
Antoine Haroun, Chief Information Officer, Learning Technology Support Services
Lisa Hart, Superintendent of Equity, Indigenous Education, Anti-Racism, Anti-Oppression and School Engagement
Rasulan Hoppie, Superintendent, Curriculum, Instruction and Assessment

Administration: (Continued)

Lisa Leoni, Superintendent, Leadership, Capacity Building and School Partnerships
Kathryn Lockyer, General Counsel and Governance Officer
Michael Logue, Superintendent of Education
Luke Mahoney, Superintendent of Education
Ozma Masood, Superintendent of Education
Neerja Punjabi, Superintendent of Education
Claudine Scuccato, Superintendent of Education
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

Chair David Green called the meeting to order at 19:57 hours.

2. National Anthem and Acknowledgement of Traditional Lands

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

3. Approval of Agenda

Resolution No. 23-48 moved by Jill Promoli
seconded by Will Davies

Resolved, that the agenda be approved.

..... carried

4. Conflict of Interest

There were no declarations of conflict of interest.

5. Celebrating Board Activities

1. Peel Lunchroom Supervisor Appreciation Day

Chair Green reported that March 3, 2023 is Peel Lunchroom Supervisor Appreciation Day, and he thanked the lunchroom supervisors for their support of students.

Resolution No. 23-49 moved by Stan Cameron
seconded by Jeffrey Clark

Resolved, that the oral report re Peel Lunchroom Supervisor Appreciation Day, be received.

..... carried

2. Crossing Guard Appreciation Day

Noting that Crossing Guard Appreciation Day is on March 20, 2023, Chair Green thanked crossing guards across Peel District School Board for their work in ensuring student safety to and from school.

Resolution No. 23-50 moved by Satpaul Singh Johal
seconded by Karla Bailey

Resolved, that the oral report re Crossing Guard Appreciation Day, be received.

..... carried

3. School/Student/Staff Successes

Trustees viewed videos highlighting momentous celebrations in schools during the month of January, and student achievements from across the Board. Chair Green highlighted the launch of the Black Student Success Strategy, We Rise Together 2.0, a five-year plan created in partnership with the community, which will provide a clear roadmap for the Board to ensure African, Black and Afro-Caribbean students achieve and succeed.

Resolution No. 23-51 moved by Brad MacDonald
seconded by Lucas Alves

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

..... carried

6. Staff Recognition: Retirements

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

Resolution No. 23-52

moved by LeeAnn Cole
seconded by Will Davies

Resolved, that the following retirements be received:

Karen Allin	Joe Grdisa	Sonja Oakes
Pam Barwell	Robert Hutchinson	Daniele Roch
Suzanne Bernstein	Eve Lake	John Silva
Rita Betro	Vijaya Lavu	Jean Stordy
Liz Cook	Pierina Lecce	Mariamamma Thomas
Catherine Corrigan	Jennifer McGraw	Marzenna Tomasinska
Jose Costa	Dejene Mogess	Paul Turner
Sarah Frost-Hunter	Jane Miles	Ruth Wedderburn-Shelton

..... carried

7. Board Chair's Announcements

1. Update on Safe and Caring Schools Environments

Director Swarup shared information on the strategies and actions being taken in PDSB schools in the light of media attention on negative student behaviour. She reported that staff continue to receive training to understand the impact of trauma and the pandemic on student achievement, and academic and social-emotional growth. Training continues on Board policies and procedures to respond to and mitigate incidents, and progressive discipline. Director Swarup advised that all Peel DSB schools are required to operationalize a comprehensive Bullying Prevention and Intervention Plan, and will establish a diverse, Safe and Accepting School Team as part of the School Improvement Equity Plan. She reported that consent education will be embedded into Kindergarten to Grade 12 instruction, and teachers will deliver instruction in secondary school on safe online and offline behavior, digital citizenship, and the need to report unsafe behaviour. She spoke about the creation of a Restorative Justice Team, and highlighted the launch of a Safe Schools Reporting Tool on March 1, 2023, which will allow students, families, and community members to anonymously report unsafe behaviour.

Replying to trustees' questions, Michelle Stubbings, Superintendent, Safe and Caring Schools, reported that the Safe Schools Reporting Tool will be available on the Board's website. Confirming that the tool will help to track incidents and identify trends and patterns, she clarified that there is no historical data or research on trauma on students as a result of the pandemic. With regard to the unsupervised use of social media by students at home, Superintendent Stubbings provided information on in-class and online lesson plans for online behaviour and digital citizenship, as part of a multi-pronged strategy. In response to a request for a report on the data gathered by the tool, it was noted that this can be revisited after the tool has been implemented, and the Research department has had an opportunity to review the data.

7. Board Chair's Announcements (Continued)

1. Update on Safe and Caring Schools Environments (Cont'd)

Resolution No. 23-53 moved by Satpaul Singh Johal
seconded by Brad MacDonald

Resolved, that the update report on Safe and Caring School Environments, be received.

..... carried

8. Designation of Signing Officers

Resolution No. 23-54 moved by Lucas Alves
seconded by Jeffrey Clark

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

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

..... carried

9. Minutes of Board Meetings

Resolution No. 23-55 moved by Will Davies
seconded by Karla Bailey

Resolved, that the Minutes of the Board Meeting, held January 25, 2023, be approved.

..... carried

A trustee referred to Item 8 of the Minutes, and asked for a timeline for trustees to receive a report regarding the process and procedure of weeding books from school libraries. Director Swarup confirmed that the report will be brought to the spring meeting of the Curriculum, Equity and Student Well-being Committee.

10. Committee Minutes

Resolution No. 23-56 moved by Karla Bailey
seconded by Lucas Alves

Resolved:

1. That, the Minutes of the Special Education Advisory Committee, held January 17, 2023, be received;
2. That, the Minutes of the Governance and Policy Committee, held January 18, 2023, be received;
3. That, the Minutes of the Physical Planning, Finance and Building Committee, held February 1, 2023, be received.

..... carried

11. Motions for Consideration: Governance and Policy Committee, January 18, 2023

1. Disconnecting from Work Policy

Resolution No. 23-57 moved by Brad MacDonald
seconded by Jeffrey Clark

Resolved, that the Disconnecting from Work Policy, be approved. (APPENDIX I, Item 12.2(b) of the Agenda)

..... carried

2. Trustee Staff Relations Policy

Chair Green referred to the Governance and Policy Committee motion that the Board approve sending the draft Trustee Staff Relations Policy to the Ontario Public School Boards' Association (OPSBA) for review and response. He explained that OPSBA does not direct individual school boards on specific policies, and it is the role of trustees to work with staff to implement Board policies. The motion was moved but, in the absence of a seconder, the motion failed. Chair Green stated that the information will be taken back to the Governance and Policy Committee.

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

Superintendent Stubbings reviewed the Final Report on Directive 22 relating to eliminating racial disparities and suspensions, expulsions and exclusions. She highlighted the series of initiatives, which included implementing a bullying prevention and intervention plan in accordance with the Safe and Caring Schools Policy 48, ongoing systemwide training in restorative justice as an alternative to suspension, and the development and implementation of operating procedures to ensure procedural fairness at all steps throughout the student disciplinary process.

14. School Year Calendars 2023-2024

Paul da Silva, Associate Director, School Improvement and Equity, Special Education, Social Emotional Learning and Well Being, reviewed the proposed calendars for all elementary, secondary, and balanced calendar schools, as well as for Roy McMurtry School, for the academic year 2023-2024. He explained that the calendars have been developed in consultation with neighbouring school boards, employee groups, associations, union groups and department leads who represent a variety of stakeholders. He advised that every effort was made to ensure alignment with the coterminous board in order to realize transportation cost savings. Associate Director da Silva advised that the approved calendars are required to be submitted to the Ministry by March 1st. In response to a trustee's question about expanding the balanced calendar school model, Chair Green outlined the process to reorganize a school to this model, which includes consultation and acceptance by the community. A trustee shared information regarding the balanced calendar school model, and suggested that the Planning department can help provide clarity on the process to change the school model.

Resolution No. 23-60

moved by Jeffrey Clark

seconded by Stan Cameron

Resolved, that the school year calendars for all elementary, secondary, balanced calendar schools (Roberta Bondar Public School, Ray Lawson Public School, Tony Pontes Public School) and PAS Central (Roy McMurtry School) for 2023-2024 academic year, be approved. (APPENDIX IV, Item 13.2 of the Agenda).

..... carried

15. Discipline Committee Vacancy and Membership

General Counsel and Governance Officer, Kathryn Lockyer, reviewed the legislative requirements regarding the appointment of a committee to exercise and perform legislative powers and duties related to suspensions and expulsions, and the timelines within which student discipline hearings must be held. She indicated that the Peel DSB Governance Directives set out the composition of the Board's Discipline Committee. Kathryn Lockyer advised that Discipline Committee meetings are scheduled every Monday throughout the school year due to the number of hearings and the requirement for such hearings to be held within legislated timelines. She stated that there has been difficulty in achieving and maintaining quorum for Discipline Committee meetings and that, due to the resignation of Trustee Jeffrey Clark, there is a current vacancy on the committee. She explained that, given this background, the administration is recommending that the composition of the committee be updated such that there are three members appointed to the Discipline Committee as well as two alternates. If a member or alternate is unable to attend a committee meeting, the member may designate any other Board member to attend the committee meeting. Kathryn Lockyer reported that if approved, the Governance Directive will be amended accordingly. Advising that the frequency and timings of meetings require a greater onus and commitment on members of the committee, she indicated that the administration is also recommending that members who attend a Discipline Committee meeting be eligible to receive a per meeting attendance allowance. She noted that the Trustee Expense Policy will be updated, if the recommendation is approved.

15. Discipline Committee Vacancy and Membership (Continued)

Resolution No. 23-61 moved by Jeffrey Clark
seconded by Susan Benjamin

Resolved:

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

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

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

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

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

And further that the Trustee Expense Policy be updated to reflect the meeting attendance allowance eligibility for attendance at Discipline Committee meetings.
(APPENDIX V, Item 13.3 of the Agenda)

..... carried

Trustee Will Davies nominated himself to the vacancy on the Discipline Committee, and Board Members approved the appointment.

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

Chair Green stated that Section 169-1 of the Education Act requires every board to develop a Multi-Year Strategic Plan. The previous Multi-Year Strategic Plan of the Peel DSB expired in 2021 while the Board has been under supervision, and the ministry directives have guided the work of the Board. Chair Green advised that, at this time, a process is required to develop the Multi-Year Strategic Plan, and explained the rationale for recommending that the Multi-Year Strategic Plan be developed having a 10 year horizon. Term of office priorities will be determined for each 4-year term of office, and will set goals and expected outcomes to advance the 10 year plan. He remarked that the proposed process will provide continuity in progressing on fundamental strategic goals. Chair Green indicated that there will be regular review of the Plan, which will not be static documents but will change to adapt to new circumstances. He noted that the development of the Plan will include meetings with trustees for their input, and broad consultations within the system and community groups. A facilitator/consultant is proposed to work with trustees to facilitate sharing of input and ideas, and the Plan, when finalized, will be presented to the Board for approval.

**16. Multi-Year Strategic Plan of Peel District School Board Trustees – Initial Report
(Continued)**

Resolution No. 23-62 moved by Jill Promoli
seconded by Brad MacDonald

Resolved:

- (i) That, the process for the development of the Multi-Year Strategic Plan of Peel District School Board of Trustees as outlined in the Report, be approved, and
- (ii) That, the Chair of the Board, in consultation with the Director of Education, is authorized to retain consultants necessary to facilitate the process outlined in the Report.
(APPENDIX VI, Item 13.4 of the Agenda)

..... carried

17. Adjournment

Resolution No. 23-63 moved by Stan Cameron
seconded by Brad MacDonald

Resolved, that the meeting adjourn (21:45 hours).

..... carried

..... Chair Secretary

PEEL DISTRICT SCHOOL BOARD

Minutes of a meeting of the Governance and Policy Committee of the Peel District School Board, held on Tuesday, March 7, 2023, at 17:30 hours. The Hybrid meeting was held in the Brampton Room, the H. J. A. Brown Education Centre, 5650 Hurontario Street, Mississauga, Ontario, and by electronic means, under Ontario Regulation 463/97.

Members present:

Brad MacDonald, Chair
Lucas Alves, Vice-Chair
Karla Bailey
Susan Benjamin
David Green, Board Chair (electronic)
Kathy McDonald (electronic)

Also present:

Stan Cameron
Will Davies

Member absent:

Jeffrey Clark

Administration:

Kathryn Lockyer, General Counsel and Governance Officer (Executive Member)
Donna Ford, Superintendent of Education
Rasulan Hoppie, Superintendent, Curriculum, Instruction and Assessment

Nicole Fernandes, Board Reporter

1. Call to Order

Chair MacDonald called the meeting to order.

2. Acknowledgement of Traditional Lands

The Land Acknowledgement was read.

3. Approval of Agenda

Item 5.1, Minutes of the Governance and Policy Committee Meeting, held January 18, 2023, was reordered to facilitate a member's presence.

GC-10 Moved by Susan Benjamin
 Seconded by Karla Bailey

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

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

4. Conflict of Interest

There were no declarations of conflict of interest.

5. Supporting Students with Prevalent Medical Conditions Policy

Reviewing the report, Senior Manager (Acting), Social Emotional Learning, Janet Jackowski, noted that the Ministry of Education expects all school boards to develop and maintain a policy to support students with prevalent medical conditions. Providing examples of prevalent medical conditions, she indicated that these conditions have the potential to result in a medical incident or a life-threatening medical emergency. Janet Jackowski stated that the Policy was drafted through internal consultation and in accordance with the Education Act, PPM 161, Ryan’s Law, Sabrina’s Law, related legislation, and Board policies and procedures. She highlighted the purpose of the draft Policy, and noted that it sets the requirements for collection of personal information, plans of care, supporting daily or routine management, independent management, emergency response, partnership with stakeholders, therapy considerations, and liability protection. She explained that, following Board approval of the Policy, existing relevant guidelines for special education and social-emotional learning will be migrated to an operating procedure.

Janet Jackowski responded to questions of clarification including: registration form captures prevalent medical conditions from which plans of care are developed in consultation with the family and physician; existing plans of care will be followed until they are reviewed or updated; schools have generic plans of care and emergency plans; medical transportation requests are dealt with on a case by case basis; bus drivers are provided with a list of students and their prevalent medical conditions; bus operators provide training to their drivers on laws relevant to emergency medical conditions; staff members working with children are required to undertake mandatory training on Ryan’s Law, Sabrina’s Law, etc., and compliance is tracked; every school is required to have two staff qualified on first-aid; air quality standards are required to be met and medical conditions of students in classrooms do not infer a responsibility to provide above-standard air quality levels.

GC-11 Moved by Lucas Alves
 Seconded by Susan Benjamin

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

That, the Supporting Students with Prevalent Medical Conditions Policy be approved.
(APPENDIX I, Item 7.1 of the agenda)

..... carried

6. Minutes of the Governance and Policy Committee Meeting, January 18, 2023

A member referred to Item 10.1, Artificial Intelligence (AI) and Plagiarism Policy, and noted the request for staff to bring a report on the status of such a policy in relation to artificially generated content via software. General Counsel and Governance Officer, Kathryn Lockyer, advised that this meeting was added to the regular schedule of Governance and Policy Committee meetings because of the requirement to bring forward a Concussion Prevention and Intervention Policy within legislated timelines. The staff report in response to a policy on AI and plagiarism will be brought to the next regularly scheduled Committee meeting in April 2023.

GC-12 Moved by Lucas Alves
 Seconded by Susan Benjamin

Resolved, that the Minutes of the Governance and Policy Committee Meeting, held January 18, 2023, be approved.

..... carried

7. Concussion Prevention and Intervention Policy

Superintendent, Curriculum, Instruction and Assessment, Rasulan Hoppie, reviewed the highlights of the proposed policy, noting that the Board is committed to reducing the risk of injury and raising awareness of the signs, symptoms and management of concussions. The policy will apply to all employees, students, parents/guardians, coaches, team trainers, officials and volunteers, and all interschool activities whether on school site or off school site, intramural activities, self-injurious behaviours, as well as any activities where collisions can occur. Referring to relevant legislation and Ministry PPM158, Superintendent Hoppie stated that the Policy complies with legislation and best practices for concussion management, and reinforces the Board's obligation to the health, safety and well-being of students and staff.

In response to trustees' questions of clarification, Superintendent Hoppie stated that asphalt surfaces are safe for students to engage in various activities, and collisions and concussions can occur on any surface and in many situations. He spoke about training on prevention and safety measures, and conflict resolution strategies. Training on concussion prevention and intervention is provided through a series of mandatory online training modules to ensure staff are aware of instances of suspected concussion. The modules are updated on an as-needed basis, and comply with the minimum standards set by the Ministry and the Ontario Physical and Health Education Association. Superintendent Hoppie provided clarification regarding: all staff, including lunchroom supervisors, are required to be knowledgeable about this Policy; schools maintain information related to overall safety and well-being of students, and to ensure effective administration of the Policy and necessary steps taken for a student to resume regular activities after a concussion; no requirement to collate and report data on concussions. Superintendent Hoppie confirmed that he will discuss with administration the requests to share training modules with trustees, and for schools to track non-identifiable data on concussion incidents.

7. Concussion Prevention and Intervention Policy (Continued)

GC-13 Moved by Kathy McDonald
 Seconded by Susan Benjamin

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

That, the Concussion Prevention and Intervention Policy be approved, and replace existing Policy 84 – Concussion Prevention and Intervention. (APPENDIX II, Item 7.2 of the agenda)

..... carried

8. Information, Access and Privacy Policy

Privacy and Information Officer, Oriana Sharp, reported that the proposed Information, Access and Privacy Policy will replace Policy #88, Freedom of Information and Privacy. She noted the legislative obligations for school boards to provide access to records and protect the privacy of personal information, personal health information and confidential information. Referring to the Records Management and the Privacy Risk Audits undertaken by KPMG, she stated that the audits revealed gaps in training, communication and consistent practices in records management and privacy. Oriana Sharp advised that the proposed Information, Access and Privacy Policy will provide a more detailed framework for all levels of staff to handle requests for information and to protect the privacy and confidentiality of individuals.

Oriana Sharp and Kathryn Lockyer responded to members' questions of clarification, including: the proposed Policy adds details regarding privacy impact assessments, privacy breaches, and associated procedures; the new student information system will have an improved audit trail capability; the OSR Procedure, Retention Schedule and Handbook for superintendents, principals and office administration staff are being rolled out; schools will be encouraged to store paper records offsite with the Board-approved contractor; under the *Municipal Freedom of Information and Protection of Privacy Act*, PDSB's General Counsel is delegated Head to make access decisions and oversee administration of the legislation; personal information of trustees is in the custody or control of the Board is protected.

GC-14 Moved by Lucas Alves
 Seconded by Karla Bailey

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

That, the Information, Access and Privacy Policy be approved and replace Policy 88 – Freedom of Information and Privacy. (APPENDIX III, Item 7.3 of the agenda)

..... carried

9. Trustee Staff Relations Policy

General Counsel and Governance Officer, Kathryn Lockyer, stated that the above-noted draft Policy was discussed at the previous Committee meeting, and a recommendation was made that the Board approve the draft Policy being sent for review by the Ontario Public School Boards' Association. The recommendation was not approved by the Board.

Kathryn Lockyer stated that the draft Policy is brought back to the Committee for further consideration. The Committee did not support the administrative recommendation.

10. Adjournment

GC-15 Moved by Karla Bailey
 Seconded by Lucas Alves

Resolved, that the meeting adjourn (18:42 hours).

..... carried

..... Chair

MOTIONS FOR CONSIDERATION: GOVERNANCE AND POLICY COMMITTEE

At a meeting of the Governance and Policy Committee, held March 7, 2023, the following recommendations are brought for Board consideration:

1. Supporting Students with Prevalent Medical Conditions Policy

That, the Supporting Students with Prevalent Medical Conditions Policy be approved. (APPENDIX I)

2. Concussion Prevention and Intervention Policy

That, the Concussion Prevention and Intervention Policy be approved, and replace existing Policy 84 – Concussion Prevention and Intervention. (APPENDIX II)

3. Information Access and Privacy Policy

That, the Information Access and Privacy Policy be approved, and replace Policy 88 – Freedom of Information and Privacy. (APPENDIX III)

Submitted by:

Kathryn Lockyer
General Counsel and Governance Officer

Governance and Policy Committee, March 7, 2023

Supporting Students with Prevalent Medical Conditions

Strategic Alignment:

Policy/Program Memorandum (PPM) 161, Supporting Students with Prevalent Medical Conditions in Schools

Report Type:

Recommendation

<i>Prepared by:</i>	Janet Jackowski, Senior Manager (Acting) – Social Emotional Learning Paul da Silva, Associate Director, SIESESEL
<i>Submitted by:</i>	Rashmi Swarup, Director of Education

Overview

Recommendation:

That the policy on Supporting Students with Prevalent Medical Conditions Policy, as attached as Appendix 1, be approved by the Board of Trustees.

Highlights:

- This Policy is developed in accordance with PPM 161, Supporting Students with Prevalent Medical Conditions in Schools
- Prevalent Medical Conditions, as set out in PPM 161, are defined as asthma, diabetes, epilepsy and/or those at risk for anaphylaxis
- This policy outlines supports to promote student health, safety and well-being

Background:

Through PPM 161, the Ministry of Education expects all school boards to develop and maintain a policy to support students in schools who have prevalent medical conditions. As defined, prevalent medical conditions refer to asthma, diabetes, epilepsy, and/or at risk for anaphylaxis, which have the potential to result in a medical incident or a life-threatening medical emergency.

The Supporting Students with Prevalent Medical Conditions Policy was drafted in accordance with the *Education Act*, PPM 161, *Ryan's Law*, *Sabrina's Law*, related legislation, and board policies and procedures. This policy will be the overarching policy that supports the existing Peel District School Board (PDSB) guidelines that address anaphylactic allergies, asthma and diabetes management.

In accordance with PPM 161, the purpose of this Policy is to:

- a) support Peel District School Board students with prevalent medical conditions to fully access school in a safe, accepting, and healthy learning environment that supports well-being.
- b) empower students with prevalent medical conditions, as confident and capable learners, to reach their full potential for self-management of their medical condition(s), according to their Plan of Care.

Evidence

Findings/Key Considerations:

An environmental scan of related school board policies was conducted, along with internal consultation and consultation with SEAC. This policy sets out requirements for collection of personal information, plans of care, supporting daily or routine independent management, emergency response, partnership with stakeholders, safety considerations, and liability protection. This policy also outlines the roles and responsibilities of parents, students, school staff, principals, relevant ministries and external partners, and the board itself.

Impact Analysis

Equity & Human Rights Review:

This policy supports the rights of students with prevalent medical conditions to fully access school in a safe, accepting, and healthy learning environment that supports their wellbeing.

Board or Ministry Policy Alignment:

This policy intersects with:

- PPM 81, Provision of health support services in school settings
- PPM 149, Protocol for partnerships with external agencies for provision of services by regulated health professionals, regulated social service professionals, and paraprofessionals
- PDSB Policy 86, Emergency Preparedness
- PDSB Policy 88, Freedom of Information and Privacy
- PDSB Policy 51, Human Rights
- PDSB Policy 56, Occupational Health and Safety

This policy also complements the following board procedures:

- SESS 5, Reporting a Child in Need of Protection
- SESS 8, Procedures for Administration of Prescribed Medication to Pupils in School
- SESS 9, Provision of School Health Support Services
- SESS 16, In-School and In-Classroom Student Assistance Provided by Third Party
- SESS 18, Protocol for Externally Regulated Professionals and Paraprofessionals
- EHS 1.3.2, Environmental Health and Safety Training and Education Requirements
- EHS 2.8.4, Health and Safety – First Aid Requirements
- Emergency Evacuation Procedures

Resource/Financial Implications:

Staff are responsible for implementing the policy and related procedures to support students to be able to fully access a safe and healthy school learning environment.

Legal implications:

This policy allows the Board to be compliant with the guidelines outlined in the Ministry PPM 161.

Risk Assessment:

There are no direct financial implications to implementing this policy. This policy will assist in reducing the liability of the board.

Community Impact:

There is an impact to student safety and wellbeing if this policy and related procedures are not implemented.

Next Steps

Action Required:

Existing procedures and guidelines will be migrated to operating procedures in compliance with this policy and PPM 161.

Communications:

Once approved, communication to system leadership, central staff, and school staff will be initiated. This policy will be available on the PDSB internal and external websites.

Success Measures:

Plans of care will be completed, reviewed, and updated each school year. Supports will be in place for students at their school allowing students to attend in a safe and healthy learning environment.

Appendices

Appendix 1 – Supporting Students with Prevalent Medical Conditions Policy

PEEL DISTRICT SCHOOL BOARD POLICY

Supporting Students with Prevalent Medical Conditions

POLICY ID: Enter Text

FUNCTIONAL CATEGORY: Enter Text

RESPONSIBILITY: Superintendent of Education, Special Education, Social-Emotional Learning and Well Being

APPROVAL: Board of Trustees

APPROVAL DATE: Click for date

EFFECTIVE DATE: Click for date

PROJECTED REVIEW DATE: Click or tap here to enter text.

REVIEW SCHEDULE: Five (5) years

1. Purpose

The Supporting Students with Prevalent Medical Conditions Policy (this “Policy”) has been developed in accordance with Policy/Program Memorandum (PPM) 161, Supporting Students with Prevalent Medical Conditions in Schools to promote the safety and well-being of students in schools who have prevalent medical conditions as defined in PPM 161, specifically asthma, diabetes, epilepsy, and/or those at risk for anaphylaxis.

The purpose of this Policy is to:

- a) support Peel District School Board (“PDSB”) students with prevalent medical conditions to fully access school in a safe, accepting, and healthy learning environment that supports well-being;
- b) empower students with prevalent medical conditions, as confident and capable learners, to reach their full potential for self-management of their medical condition(s), according to their Plan of Care.

2. Application and Scope

This Policy applies to all students with prevalent medical conditions, their parents/guardians and school staff, including occasional staff, who support students

with prevalent medical conditions. This Policy will be implemented in a manner consistent with existing provisions of collective agreements and related memoranda of understanding with unions/associations. This Policy will, at all times, be interpreted in a manner consistent with PDSB policies, relevant Ministry PPMs and guidance documents including PPM 161, 81, and 149, and other applicable legislation including but not limited to the *Education Act*, *Immunization of School Pupils Act*, the *Regulated Health Professions Act*, the *Good Samaritan Act*, *Municipal Freedom of Information and Protection of Privacy Act* (MFIPPA), *Personal Health Information Protection Act* (PHIPA), *Ryan's Law*, *Sabrina's Law*, and the *Ontario Human Rights Code*. Students with prevalent medical conditions will be accommodated in accordance with the above up to the point of undue hardship, which considers health and safety requirements.

This Policy is aligned with and supports the principles and expectations of PDSB Policy 51, Human Rights, Policy 54, Equity and Inclusive Education and the Anti-Racism Policy.

3. Definitions

- 3.1 **Education Act:** Reference to the Ontario *Education Act* incorporates its regulations and all applicable Ministry of Education policy and program memoranda and guidance documents.
- 3.2 **Parent/Guardian:** Refers to the person having lawful custody of a student, which can include a Parent(s) or guardian(s). Reference to parent(s)/guardian(s) does not apply to students who are 18 years or older, or where a student is 16 or 17 years old and has withdrawn from parental control.
- 3.3 **Plan of Care:** A form that contains individualized information on a student with a prevalent medical condition (PPM 161).
- 3.4 **Prevalent medical condition:** refers specifically to asthma, diabetes, epilepsy and/or are at risk of anaphylaxis which have the potential to result in a medical incident or a life-threatening medical emergency.
- 3.5 **Principal:** refers to the principal or a delegated vice-principal.
- 3.6 **Student or Pupil:** Pupil under the *Education Act*.

4. Policy

4.1 Collection of Personal Information

- a) PDSB will support staff in collaborating with students, parents/guardians, and appropriate medical/health professionals and paraprofessionals to collect information related to students' medical conditions, consistent with the existing provisions of collective agreements and related memoranda of understanding among parties to such agreements.
- b) Parents and guardians of children with prevalent medical conditions are requested to inform PDSB of their child's medical condition(s) and to communicate any other changes related to their child's health information on an annual basis or whenever there are changes in the child's medical condition / treatment or whenever the child has been diagnosed with a new condition. PDSB will request new and current students and/or their parents/guardians to provide information on the students' prevalent medical condition(s) on an annual basis or once the student has been diagnosed with a new condition.
- c) The collection, use and disclosure of personal health information of students with prevalent medical conditions will occur in accordance with the Privacy and Confidentiality provisions of this Policy and applicable PDSB policy or procedure relating to privacy and access to information.

4.2 Plan of Care

- a) A Plan of Care will be developed for every student with a prevalent medical condition. The Plan of Care will be co-created, reviewed and/or updated by the parent(s)/guardian(s) in consultation with the Principal or their designate, designated staff as appropriate, and the student as appropriate.
- b) The Plan of Care, including the emergency response to medical incidents and medical emergencies and supporting student's daily or routine independent management, must be consistent with the responsibilities of the parties involved as set out in this Policy and associated procedures, and all

other applicable PDSB policy and procedure, legislation and PPMs. The Plan of Care must consider the obligations set out in applicable legislation, policies, and collective agreements and must take into account the local needs and circumstances of the school, such as geographical considerations, demographics, and cultural considerations, as well as the availability of supports and resources, including school staff within the school board and the community.

- c) PDSB will ensure appropriate staff intervention within the scope of their training, knowledge and role as non-medically trained professionals is provided when a student with a prevalent medical condition is not able to self-manage their Plan of Care (e.g., due to language barriers, cognitive and/or physical ability, maturity, behavioural issues). Such staff intervention will require the active cooperation and involvement of parents/guardians in supporting the management of the student's care.
- d) The Plan of Care will be co-created, reviewed and/or updated during the first thirty school days of every school year and during the school year, as applicable (e.g., when a student has been diagnosed with a prevalent medical condition, or where a consensus is not reached on the Plan of Care within the first thirty school days of the school year).
- e) The Plan of Care will contain specific information on the student with a prevalent medical condition and will include at minimum:
 - (i) preventative strategies to be undertaken by the school to reduce the risk of medical incidents and exposure to triggers or causative agents in classrooms and common school areas;
 - (ii) identification of school staff who will have access to the Plan of Care;
 - (iii) identification of routine or daily management activities that will be performed by the student, parent(s), or staff volunteer(s), as outlined in school board policy, or by an individual authorized by the parent(s);

- (iv) a copy of notes and instructions from the student's health care professional, where applicable;
- (v) information on daily or routine management accommodation needs of the student (e.g., space, access to food) (where possible, a student should not be excluded from the classroom during daily or routine management activities, unless the student or the parent(s) indicate they prefer exclusion);
- (vi) information on how to support or accommodate the student to enable participation to their full potential in all school and school board activities (e.g., field trips, overnight excursions, board-sponsored sporting events);
- (vii) identification of symptoms (emergency and other) and response, should a medical incident occur;
- (viii) emergency contact information for the student;
- (ix) clear information on the school board's emergency policy and procedures;
- (x) details related to storage and disposal of the student's prescribed medication(s) and medical supplies, such as:
 - parental permission for the student to carry medication and/or medical supplies;
 - location of spare medication and supplies stored in the school, where applicable;
 - information on the safe disposal of medication and medical supplies;
- (xi) requirements for communication between the parent(s) and the principal (or the principal's designate) and/or school staff, as appropriate, including format and frequency;
- (xii) parental consent (at the discretion of the parents) to share information on signs and symptoms with other students.

- f) Parents can designate who is provided access to the agreed upon Plan of Care. With authorization from the parents, the Principal or the Principal's designate will share the Plan of Care with school staff who are in direct contact with students with prevalent medical conditions and others as appropriate who are in direct contact with students with prevalent medical conditions (e.g., food service providers, transportation providers, volunteers).
- g) PDSB will create and make a Plan of Care template available on their public website in the language of instruction.

4.3 Supporting Daily or Routine Independent Management

- a) PDSB will provide supports to students with prevalent medical conditions to facilitate their daily or routine independent management activities in school.
- b) Facilitating and supporting daily or routine management involves, but is not limited to, supporting inclusion by allowing students with prevalent medical conditions to independently perform daily or routine management activities in a school location (e.g., within a classroom, gymnasium, library, schoolyard; on a school bus; at a field trip location), as outlined in their Plan of Care.

4.4 Emergency Response

- a) PDSB will collaborate with relevant stakeholders to establish expectations regarding emergency response to medical incidents and/or medical emergencies that are aligned with existing board policies and procedures and the student's Plan of Care.

4.5 Partnership with Stakeholders

- a) The health, safety and well-being of students with prevalent medical conditions is a responsibility shared by PDSB, parents/guardians, students, the provincial government, municipal health agencies, health care providers and community partners.
- b) PDSB will provide health support services in accordance with Ministry PPM 81, Provision of Health Support Services in School Settings, and with PDSB policy and operating procedures relating, but not limited to, the provision of

health support services in school settings and administration of prescribed medications to students in schools.

4.6 Safety Considerations

- a) Students are permitted to carry their medication(s) (including prescribed controlled substances) and supplies, as outlined in the Plan of Care.
- b) PDSB will support training to local schools and relevant school staff in the storage (according to the item's recommended storage conditions) and safe disposal of medication and medical supplies. PDSB will provide schools with appropriate supplies to support safe disposal of medication and medical supplies.
- c) PDSB and local schools will establish a process and appropriate resources to support students with prevalent medical conditions in the event of a school emergency (e.g., bomb threats, evacuation, fire, “hold and secure”, lockdown) or for activities off school property (e.g., field trip, sporting event).
- d) In accordance with the requirement of the *Child and Family Services Act*, 1990, where PDSB employees have reason to believe that a child may be in need of protection, they are required to report to the Children's Aid Society.

4.7 Training

- a) Relevant school staff (including occasional staff) with direct contact with a student with a prevalent medical condition will be provided with school-based training at a minimum, annually. Training should take place within the student's first thirty days of school, where possible, to ensure the safety and well-being of the student, and should be reviewed as appropriate.
- b) The training will consider the obligations set out in applicable legislation, policies, and collective agreements and must take into account the local needs and circumstances of the school, such as geographical considerations, demographics, and cultural considerations, as well as the availability of supports and resources, including school staff within the school board and the community.

- c) The scope of training will be consistent with expected duties of school board staff, as outlined in PDSB policy and procedure and applicable collective agreements, legislation and/or Ministry policy/program memoranda or guidance. The scope of the training will include:
 - (i) strategies for preventing risk of student exposure to triggers and causative agents;
 - (ii) strategies for supporting inclusion and participation in school;
 - (iii) recognition of symptoms of a medical incident and a medical emergency;
 - (iv) information on school staff supports, in accordance with board policy;
 - (v) medical incident response and medical emergency response;
 - (vi) the roles and responsibilities of students, parents/guardians, school staff and the Principal;
 - (vii) documentation procedures.
- d) Training will be based on evidence-based materials that have been developed by health and education partners, including resources provided by the Ministry of Education. PDSB, in consultation with appropriate stakeholders will determine the scope of training required to support the implementation of prevalent medical condition procedures and the mode of delivery of the training, including the appropriate agency or organization to deliver such training. Training will be provided by an appropriate person with requisite professional knowledge in the particular prevalent medical condition.
- e) Staff will receive general awareness training and relevant resources to prevent and respond to medical conditions and health emergencies. Relevant staff will be provided with training on life-threatening medical situations, prevalent medical conditions and first aid/CPR training. Each site will be equipped with required first aid materials as required by applicable health and safety law.

4.8 Procedures and Guidelines

- a) Procedures and guidelines may be issued under this Policy further setting out strategies and the responsibilities of all parties, including students, parents/guardians, school staff and principals with respect to specific prevalent medical conditions. Such procedures and guidelines will incorporate and be subject to this Policy.

4.9 Liability

- a) In accordance with the *Good Samaritan Act*, 2001, S.O. 2001, c. 2, despite the rules of common law, PDSB will protect employees from liability for damages who voluntarily and without reasonable expectation of compensation or reward provide emergency health care services or first aid assistance as set out in that Act that result from the employee's negligence in acting or failing to act while providing the services, unless it is established that the damages were caused by the gross negligence of the employee.
- b) In accordance with *Sabrina's Law*, 2005, S.O. 2005, PDSB will protect employees from liability for damages respecting any act done in good faith or for any neglect or default in good faith in response to an anaphylactic reaction in accordance with that Act, unless the damages are the result of an employee's gross negligence.
- c) In accordance with *Ryan's Law*, 2015, S.O. 2015, c. 3, PDSB will protect employees from liability for damages for an act or omission done or omitted by the employee in good faith in the execution or intended execution of any duty or power under that Act.

4.10 Privacy and Confidentiality

- a) PDSB will ensure all staff are trained to recognize and respect the importance of a student's privacy, dignity, religious belief, and cultural sensitivity when collecting, accessing and sharing medical information and administering or supporting with the administration of medication in accordance with applicable PDSB policy and procedure and law including the

Ontario Municipal Freedom of Information and Protection of Privacy Act and the *Personal Health Information Protection Act*.

- b) To ensure effective policy review, PDSB will develop processes to collect data on the number of students with prevalent medical conditions, using a critical equity lens, ensuring full accessibility, respect of individual privacy rights, inclusive demographic representation and the complexity of all identities (including intersectionality of multiple social identities) and collect and monitor the number of medical incidents/emergencies that have occurred on annual basis.

5. Roles and Responsibilities

5.1 Parents of children with prevalent medical conditions

As primary caregivers of their child, parents are expected to be active participants in supporting the monitoring and management of their child's medical condition(s) while the child is in school. At a minimum, parents will:

- a) educate their child about their medical condition(s) with support from their child's health care professional, as needed
- b) guide and encourage their child to reach their full potential for self-management and self-advocacy and supporting their child's self-management including through administration of medication, technological monitoring, and nutritional requirements
- c) inform the school of their child's medical condition(s) and co-create the Plan of Care for their child with the principal or the principal's designate
- d) communicate changes to the Plan of Care, such as changes to the status of their child's medical condition(s) or changes to their child's ability to manage the medical condition(s), to the principal or the principal's designate
- e) co-develop of a Plan of Care based on operational feasibility and requirements set out in legislation, PDSB policy and procedures, and relevant guidance

- f) support with their child's monitoring and self-management, depending on the student's cognitive, emotional, social, and physical stage of development, and their capacity for self-management
- g) in addition to the child's medical practitioner, administer or support their child with the administration of medications and treatment of the student's medical condition
- h) facilitate the provision of in-school third-party support through authorized community agencies required to support the student's prevalent medical condition
- i) confirm annually to the principal or the principal's designate that their child's medical status is unchanged
- j) initiate and participate in annual meetings to review their child's Plan of Care
- k) supply their child and/or the school with sufficient quantities of medication and supplies in their original, clearly labelled containers, as directed by a health care professional and as outlined in the Plan of Care, and track the expiration dates if they are supplied
- l) seek medical advice from a medical doctor, nurse practitioner, or pharmacist, where appropriate

5.2 Students with prevalent medical conditions

Depending on their cognitive, emotional, social, and physical stage of development, and their capacity for self-management, students are expected to actively support the development and implementation of their Plan of Care. Students will:

- a) take responsibility for advocating for their personal safety and well-being that is consistent with their cognitive, emotional, social, and physical stage of development and their capacity for self-management
- b) participate in the development of their Plan of Care
- c) participate in meetings to review their Plan of Care

- d) carry out daily or routine self-management of their medical condition to their full potential, as described in their Plan of Care (e.g., carry their medication and medical supplies; administration of medication; technological monitoring; nutritional requirements; following school board policies on disposal of medication and medical supplies) in conjunction with, parent(s), health care professional(s) and school staff (where appropriate)
- e) communicate with their parent(s) and school staff if they are facing challenges related to their medical condition(s) at school and in their self-management of their medical condition
- f) wear medical alert identification that they and/or their parent(s) deem appropriate
- g) if possible, inform school staff and/or their peers if a medical incident or a medical emergency occurs

5.3 School staff

School staff will follow PDSB's policies and the provisions in their collective agreements related to supporting students with prevalent medical conditions in schools. School staff will:

- a) review the contents of the Plan of Care for any student with whom they have direct contact
- b) participate in training, during the instructional day, on prevalent medical conditions, at a minimum annually, as required by the school board
- c) share information on a student's signs and symptoms with other students, if the parents give consent to do so and as outlined in the Plan of Care and authorized by the principal in writing
- d) follow school board strategies that reduce the risk of student exposure to triggers or causative agents in classrooms, common school areas, and extracurricular activities, in accordance with the student's Plan of Care

- e) support a student's daily or routine management, and respond to medical incidents and medical emergencies that occur during school, as outlined in board policies and procedures
- f) support inclusion by allowing students with prevalent medical conditions to perform daily or routine management activities in a school location (e.g., classroom), as outlined in their Plan of Care, while being aware of confidentiality and the dignity of the student
- g) enable students with prevalent medical conditions to participate in school to their full potential, as outlined in their Plan of Care
- h) not undertake responsibilities that exceed their role, professional knowledge and/or training provided on the prevalent medical condition as non-medically trained individuals.

The designation of roles and responsibilities for health support services in school settings does not preclude, in emergency situations, the provision of a health service by designated school board staff, administered in accordance with section 29(1)(a) of *the Regulated Health Professions Act* and under PDSB policies and procedures.

5.4 Principal

In addition to the responsibilities outlined above under “School Staff”, the principal and/or their designate will:

- a) clearly communicate to parents and appropriate staff the process for parents to notify the school of their child's medical condition(s), as well as the expectation for parents to co-create, review, and update a Plan of Care with the principal or the principal's designate. This process should be communicated to parents, at a minimum:
 - (i) during the time of registration
 - (ii) each year during the first week of school
 - (iii) when a child is diagnosed and/or returns to school following a diagnosis

- b) co-create, review, or update the Plan of Care for a student with a prevalent medical condition with the parent(s), in consultation with school staff (as appropriate) and with the student (as appropriate)
- c) maintain a file with the Plan of Care and supporting documentation for each student with a prevalent medical condition
- d) with parental consent, provide relevant information from the student's Plan of Care to school staff and others who are identified in the Plan of Care (e.g., food service providers, transportation providers, volunteers, occasional staff who will be in direct contact with the student), including any revisions that are made to the plan
- e) communicate with parent(s)/guardian(s) in medical emergencies, as outlined in the Plan of Care
- f) encourage the identification of staff who can support the daily or routine management needs of students in the school with prevalent medical conditions, while honouring the provisions within their collective agreements

5.5 School Board

PDSB will:

- a) on an annual basis, communicate this Policy to parents, school board staff, and others in the school community who are in direct contact with students
- b) make this Policy and their Plan of Care template available on the public website in the language of instruction
- c) provide training and resources on prevalent medical conditions on an annual basis
- d) develop strategies that reduce the risk of student exposure to triggers or causative agents in classrooms and common school areas
- e) develop expectations for schools to support the safe storage and disposal of medication and medical supplies, and communicate these expectations to schools and support schools in the implementation of the expectations

- f) communicate expectations that students are allowed to carry their medication and supplies to support the management of their medical condition, as outlined in their Plan of Care
- g) consider its obligations under relevant PPMs and this Policy when entering into contracts with transportation, food service, and other providers

Notwithstanding anything in this Policy, PDSB may determine, in its discretion on a case-by-case basis considering the circumstances and severity of a student's prevalent medical condition, the types of responsibilities PDSB staff can take on in addition to any set out in relevant PPMs and PDSB policy and procedure. PDSB may accommodate up to the point of undue hardship, as determined in the discretion of PDSB.

5.6 Relevant Ministries and External Partners

Relevant provincial ministries, including the Home Care Program of the Ministry of Health and the Ministry of Community and Social Services, and external agencies with whom PDSB has an agreement for the provision of services by regulated health professionals, regulated social service professions and paraprofessionals, will carry responsibility for roles and responsibilities as set out in relevant PPMs including PPM 161, Supporting children and students with prevalent medical conditions, PPM 81, Provision of health support services in school settings and PPM 149, Protocol for partnerships with external agencies for provision of services by regulated health professionals, regulated social service professionals, and paraprofessionals.

6. Reference Documents

Legislation

Education Act, R.S.O 1990, c. E.2

Regulated Health Professions Act, 1991, S.O. 1991, c. 18

Good Samaritan Act, 2001, S.O., 2001, c. 2

Sabrina's Law, 2005, S.O. 2005

Ryan's Law, 2015, S.O. 2015, c. 3

Municipal Freedom of Information and Protection of Privacy Act, R.S.O. 1990, c. M.56

Personal Health Information Protection Act, 2004, S.O. 2004, c. 3, Sched. A

Ministry Policy/Program Memoranda

PPM 161, Supporting children and students with prevalent medical conditions in schools

PPM 81, Provision of health support services in school settings

PPM 149, Protocol for partnerships with external agencies for provision of services by regulated health professionals, regulated social service professionals, and paraprofessionals

PDSB Policy

- Policy 88, Freedom of Information and Privacy
- Policy 86, Emergency Preparedness
- Policy 51, Human Rights
- Policy 56, Occupational Health and Safety

PDSB Procedure

- SESS 5, Reporting a Child in Need of Protection
- SESS 8, Procedures for Administration of Prescribed Medication to Pupils in School
- SESS 9, Provision of School Health Support Services
- SESS 16, In-School and In-Classroom Student Assistance Provided by Third Party
- SESS 18, Protocol for Externally Regulated Professionals and Paraprofessionals
- EHS 1.3.2, Environmental Health and Safety Training and Education Requirements
- EHS 2.8.4, Health and Safety – First Aid Requirements
- Emergency Evacuation Procedures

Guidelines

- Creating Safe and Health Schools for Students with Anaphylactic Allergies Guidelines
- Creating Safe and Health Schools for Students with Asthma Guidelines
- Creating Safe and Health Schools for Students with Diabetes Guidelines

7. Revision History

Review Date	Approval Date	Description

Governance & Policy Committee: March 7, 2023

Concussion Prevention and Intervention Policy

Strategic Alignment:

Legislative Requirement – Education Act, Rowan’s Law, and Ministry Policy/Program Memorandum

Report Type:

Recommendation

<i>Prepared by:</i>	Kathryn Lockyer, General Counsel & Governance Officer Rasulan Hoppie, Superintendent
<i>Submitted by:</i>	Rashmi Swarup, Director of Education

Overview

Recommendation:

That the Concussion Prevention and Intervention Policy, attached as Appendix 1, be recommended for approval by the Board of Trustees and replace the existing Policy 84 – Concussion Prevention and Intervention.

Highlights:

- Peel District School Board (PDSB) is committed to reducing the risk of injury and raising awareness of the signs and symptoms of concussions and knowledge of how to properly manage a diagnosed concussion.
- The policy applies to all employees, student, parents/guardians, coaches, team trainers, officials and volunteers and applies to all interschool activities whether on school site or off school site, intramural activities, self-injurious behaviours, as well as any activities where collisions can occur such as during physical education classes, playground time or school-based sports activities.
- The policy outlines the requirements for procedures, actions, training, and resources necessary to comply with legislation as well as best practices for concussion management.

Background:

The Ontario government enacted Rowan's Law (Concussion Safety), 2018 on March 7, 2018. The Education Act was also amended to provide the Minister of Education with the authority to require school boards to comply with policy and guidelines on concussions. Policy/Program Memorandum No 158 (PPM 158), which came into effect on January 31, 2020, was issued by the Minister of Education requiring all school boards in Ontario to have a policy on concussion safety for students that meets certain minimum requirements. The Minister of Education has further provided that the Ontario Physical and Health Education Association (Ophea) concussion protocol outlined in the Ontario Physical Activity Safety Standards in Education is the minimum standard for risk management practices related to concussions.

Evidence

Findings/Key Considerations:

PPM 158 sets out the requirements for the policy. The draft policy includes all the requirements as provided for in PPM 158. The implementation of the policy requirements will be set out in procedures. These procedures are currently being drafted and will be submitted for approval and implementation through Director's Council.

Staff completed an environmental scan of similar policies across other school boards. Additionally, there were consultations held with several groups, including unions, Health and

Safety, and the Region of Peel Secondary School Athletics Association (ROPSSAA) on the draft policy. The feedback received has been incorporated into the draft attached.

The Ophea standards are met and exceeded by the policy. The standards refer to concussions incurred by students, but the policy has been expanded to include staff as well. This inclusion is based upon the feedback obtained through consultation on the draft policy.

The policy is also applicable to both interschool as well as intramural and playground activities which exceeds the minimum standards. The standards include interschool sports but not intramural sports. This inclusion is based upon the feedback obtained through consultation on the draft policy.

The policy requirements include:

- a confirmation of an annual review of approved concussion awareness resources by individuals participating in interschool and intramural sports
- the establishment of concussion codes of conducts and an annual receipt of confirmation of review of the concussion codes of conducts by individuals participating in interschool and intramural sports
- annual concussion training for relevant school staff (relevant staff are determined by the procedures and may include teachers, coaches, team trainers, officials, and volunteers)
- the establishment of a process for the removal of students with a suspected concussion from physical activity and, for those diagnosed with a concussion, a return to school plan, which includes their return to learning and to physical activity
- the establishment of a process to document and track a student's progress, from removal from an activity due to a suspected concussion, to the return, through graduated steps, to learning and to physical activity.

Impact Analysis

Board or Ministry Policy Alignment:

This policy aligns and meets the requirements of Rowan's Law (Concussion Safety), the Education Act and PPM 158.

Resource/Financial Implications:

Resource dedication will be required to implement the policy and procedures on an ongoing basis.

Legal implications:

There is a significant risk, reputationally, liability-wise, and financial to the organization to not have the legislative and regulatory requirements in place.

Community Impact:

This policy reinforces the Peel District School Board's dedication to the health, safety and overall well-being of its students and staff. This reinforcement builds trust and confidence in PDSB.

Next Steps

Action Required:

Implementation of the policy through procedures. The procedures will be in place by the end of March, 2023.

Communications:

A communication plan will be developed to raise awareness of the policy and procedures and promote the requirements and expectations of staff, students, parents, volunteers, officials, team trainers, coaches and the community.

References:

Education Act
Rowan's Law (Concussion Safety)
Ministry Policy/Program Memorandum No 158
Ontario Physical Activity Safety Standards in Education Concussion Protocol

Appendices

Appendix 1 – Draft Concussion Prevention and Intervention Policy

PEEL DISTRICT SCHOOL BOARD POLICY CONCUSSION PREVENTION and INTERVENTION

POLICY ID: Enter Text

FUNCTIONAL CATEGORY: Enter Text

RESPONSIBILITY: Associate Director of School Improvement & Equity, Curriculum & Instruction, Student & Community Engagement

APPROVAL: Board of Trustees

APPROVAL DATE: 3/29/2023

EFFECTIVE DATE: 3/29/2023

PROJECTED REVIEW DATE: September 30, 2023

REVIEW SCHEDULE: Annual review

1. Purpose

The Peel District School Board (PDSB) recognizes the importance of the health, safety, and overall well-being of its students and staff and that these are essential preconditions for effective learning. PDSB is committed to promoting awareness of safety in schools and reducing the risk of injury and specifically awareness of the signs and symptoms of concussions and knowledge of how to properly manage a diagnosed concussion.

This policy complies with and is in accordance with the Education Act, Rowan's Law (Concussion Safety) and the Ministry Policy/Program Memorandum No 158. This policy is aligned with and supports the principles and expectations of PDSB's Human Rights Policy (Policy 51), the Equity and Inclusive Education Policy (Policy 54) and the Anti-Racism Policy. At all times, this policy is to be interpreted to be consistent with the Ontario Human Rights Code, the Accessibilities for Ontarians with Disabilities Act (AODA) and relevant Board policies and procedures.

2. Application and Scope:

This policy applies to all employees, students, parents/guardians, coaches, team trainers, officials, volunteers. This policy applies to all interschool activities, intramural

activities whether on school site or off school site, self-injurious behaviours, as well as any activities where collisions can occur such as during physical education classes, playground time or school-based sports activities.

3. Definitions

3.1 A concussion:

- Is a brain injury that causes changes in the way in which the brain functions and that can lead to symptoms that can be physical (e.g. headache, dizziness), cognitive (e.g. difficulty in concentrating or remembering), emotional/behavioural (e.g. depression, irritability) and/or related to sleep (e.g. drowsiness, difficulty in falling asleep)
- May be caused either by a direct blow to the head, face, or neck or by a blow to the body that transmits a force to the head that causes the brain to move rapidly within the skull
- Can occur even if there has been no loss of consciousness (most concussions occur without a loss of consciousness)
- Cannot normally be seen by means of medical imaging tests, such as x-rays, standard computed tomography (CT) scans, or magnetic resonance imaging (MRI) scans.

3.2 PDSB is the Peel District School Board.

4. Policy

4.1 Guiding Principles:

- Research demonstrates that a concussion can have a significant impact on an individual; cognitively, physically, emotionally and/or socially.
- Children and adolescents are among those at greatest risk for concussions. While there is potential for a concussion any time there is body trauma, the risk is greatest during activities where collisions can occur, such as during

- physical education classes, playground time, or school-based sports activities.
- Educators and school staff (employees) play a crucial role in the identification of a suspected concussion as well as the ongoing monitoring and management of a student with a concussion. Awareness of the signs and symptoms of concussion and knowledge of how to properly manage a diagnosed concussion is critical in a student's recovery and is essential in helping to prevent the student from returning to learning or physical activities too soon and risking further complications.
 - It is a joint responsibility of parents, students, employees, and the community to promote student health and safety and to foster healthy and safe environments in which students can learn.
 - A concussion can only be diagnosed by a medical professional.

4.2 It is expected that the concussion awareness resources developed for the government of Ontario by leading experts in injury prevention and available on the government's concussion website shall be used to ensure consistency in information. The concussion awareness resources shall be made available to students, parents, staff, volunteers, organizations that use PDSB school facilities, licensed childcare providers operating in the PDSB's schools and partners as deemed relevant by the Director of Education or their designate. Confirmation must be received from the below list of individuals that they have reviewed the concussion awareness resources every school year prior to participation in board sponsored interschool sports:

- Students participating in board sponsored interschool sports or intramural sports
- Parents of students under 18 years of age who are participating in board sponsored interschool sports or intramural sports
- Coaches participating in board sponsored interschool sports or intramural sports

- Team trainers or other staff participating in board interschool sports or intramural sports
 - Officials participating in board sponsored interschool sports or intramural sports
- 4.3 Concussion awareness should be included in the curriculum and annual staff training as relevant. This could include annual concussion awareness events, such as Rowan's Law Day, for students and staff. Concussion awareness should be ongoing throughout the school year.
- 4.4 There shall be annual concussion training for relevant staff around this policy and procedures arising from this policy as well as the concussion awareness resources. There shall be mechanisms for the new staff to obtain the training, where relevant, if they commence their employment after the annual training has taken place.
- 4.5 PDSB shall develop and implement strategies for preventing and minimizing the risk of students sustaining concussions at school as well as staff sustaining concussions while carrying out their duties.
- 4.6 For board sponsored interschool sports or intramural sports, there shall be a Concussion Code of Conduct applicable to students, parents, coaches, and team trainers. The Concussion Code of Conduct shall be made available to students, parents, staff, volunteers, organizations that use PDSB school facilities, licensed child care providers operating in the PDSB's schools and partners as deemed relevant by the Director of Education or their designate. There shall be confirmation every school year from the below individuals that the Concussion Code of Conduct was reviewed prior to participation in board sponsored interschool sports or intramural sports:
- Students participating in board sponsored interschool sports or intramural sports
 - Parents of students under 18 years of age who are participating in board sponsored interschool sports or intramural sports

- Coaches participating in board sponsored interschool sports or intramural sports
 - Team trainers or other staff participating in board sponsored interschool sports or intramural sports.
- 4.7 There shall be developed and implemented a procedure to establish processes for the identification of suspected concussions.
- 4.8 There shall be developed and implemented a procedure outlining a Return to School Plan for students who have been diagnosed with a concussion, regardless of whether the concussion was sustained at school or elsewhere. The Return to School Plan supports both the student's return to learning and their return to physical activity. PDSB is entitled to rely on the information provided by students and parents in carrying out the PDSB's responsibilities as part of the Return to School Plan. Ophea (Ontario Physical and Health Education Association) maintains a concussion protocol as part of the Ontario Physical Activity Safety Standards in Education. It was developed in partnership with the Ministry of Education, the Ministry of Health, the Ministry of Tourism, Culture and Sport, medical professionals, sport and recreation organizations, health organizations and educational organizations. The Return to School Plan shall refer to the Ophea concussion protocol.
- 4.9 A tracking system shall be developed and implemented to track a student's progress from removal from an activity due to a suspected concussion, to the return, through graduated steps, to learning and to physical activity. The collection, use, access, and disclosure of personal and health information to which is reasonably necessary to carry out this policy and any resulting procedures shall be collected, used, accessed, retained and disclosed in accordance with legislation and PDSB policies and procedures.
- 4.10 Report annually to the Board of Trustees on the activities to implement this policy and report to the Minister of Education upon request on the activities to achieve the requirements outlined in this policy and related procedures.

5. Roles and Responsibilities

5.1 The Director of Education holds primary responsibility, through their designate(s) for implementation of this Policy. Responsibility for the coordination and day to day management of this Policy and related procedures is assigned to the Associate Director of School Improvement & Equity, Curriculum & Instruction, Student & Community Engagement.

5.2 Further roles and responsibilities will be outlined in related procedures.

6. Reference Documents

Education Act

Policy/Program Memorandum 158

Rowan's Law (Concussion Safety) 2018

Concussion Awareness Resources

Municipal Freedom of Information and Protection of Privacy Act

Ontario Physical Activity Safety Standards in Education

Ophea (Ontario Physical and Health Education Association)

Ontario Public Health Standards: Requirements for Programs, Services and Accountability

Personal Health Information and Protection of Privacy Act

7. Revision History

Review Date	Approval Date	Description

Governance and Policy Committee, March 7, 2023

Information Access and Privacy Policy – Policy #88

Strategic Alignment:

Education Act

Municipal Freedom of Information and Protection of Privacy Act

Personal Health Information Protection Act

Report Type:

Recommendation

Prepared by: Oriana Sharp, Privacy and Information Officer

Submitted by: Kathryn Lockyer, Governance Officer

Overview

Recommendation:

That the Information Access and Privacy Policy, attached - as Appendix 1, be recommended for approval by the Board of Trustees and replace Policy 88 – Freedom of Information and Privacy

Highlights:

- The Information Access and Privacy Policy provides a framework for all levels of Peel District School Board (PDSB) staff to handle requests for information and respect the privacy and confidentiality of individuals.
- The Policy outlines areas such as providing a Notice of Collection, how to address Privacy Complaints and when a Privacy Impact Assessment is necessary.
- Responsibility is assigned to all levels of staff.
- The Policy lays the framework to handle privacy breaches.

Background:

In 2019, the PDSB engaged KPMG to conduct an audit of its records management practices. While the focus was on records management (RM) lifecycle controls, KPMG also identified associated privacy observations and risks as the collection and use of personal information impacts specific RM activities. The audit report provided observations, gaps against leading practices and organizational obligations, and recommendations to support risk remediation.

The audit revealed that there was a gap in training, communication and consistent practices in the records management space but more significantly surrounding privacy. In September 2022, the board hired a Privacy and Information Officer to develop and lead in the creation of a comprehensive privacy program. The Freedom of Information and Privacy Policy provided the initial basic requirements, and the Information Access and Privacy Policy not only provides for the basic requirements but is also more fulsome in its content and direction.

Evidence

Findings/Key Considerations:

The purpose of this policy is to ensure compliance with the requirements of the *Municipal Freedom of Information and Protection of Privacy Act* (MFIPPA) and the *Personal Health Information Protection Act* (PHIPA) by establishing policies and procedures that facilitate access to records while protecting the privacy of personal information, personal health information and confidential information.

The policy is designed to ensure fair and impartial access to PDSB records and information in the custody and control of the PDSB. It also sets out the roles, responsibilities, and operational requirements around how personal information and personal health information are collected, used, disclosed, and disposed of by the PDSB.

The policy applies to all PDSB employees, volunteers, Trustees, service providers and PDSB records, including records and information of Trustees that are created and used for the purpose of carrying out PDSB business.

The policy was developed through conducting an environmental scan of school boards and municipalities of a similar size and structure. This brings the Board in line with Ministry requirements, MFIPPA, PHIPA and the expectations of the Office of the Information and Privacy Commissioner of Ontario.

Impact Analysis

Board or Ministry Policy Alignment:

This Policy is the first step in building a comprehensive privacy program and helps set standards for exercising the roles and responsibilities for staff.

Resource/Financial Implications:

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

Legal implications:

Setting out clear responsibilities and standards reduces the risk of potential liabilities in the event of a privacy breach.

Risk Assessment:

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

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

Community Impact:

An Information Access and Privacy Policy increases public trust and confidence in the Peel District School Board.

Next Steps

The Information Access and Privacy policy, once approved by resolution, will be posted on the internal and external PDSB website.

Action Required:

- An Ontario Student Record (OSR) Procedure, handbook and associated retention schedule is being presented to Director's Council
- A Privacy Breach Protocol has been developed and will be rolled out to the Board

-
- A Privacy Impact Assessment (PIA) framework has been developed and the Legal and Governance Services department will be strengthening in-house resources to conduct PIA's for all software acquisitions that collect personal information and personal health information

Communications:

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

Legal and Governance Services staff will provide outreach and advisory services on an ongoing basis.

An online training program will be developed with the intention that staff complete on an annual basis.

Appendices

Appendix 1 – Information Access and Privacy Policy

PEEL DISTRICT SCHOOL BOARD POLICY

Information, Access and Privacy

POLICY ID:

FUNCTIONAL CATEGORY:

RESPONSIBILITY: General Counsel and Governance Officer, Legal and Governance Services

APPROVAL: Board of Trustees

APPROVAL DATE:

EFFECTIVE DATE:

PROJECTED REVIEW DATE: March 2025 or with significant changes in legislation

REVIEW SCHEDULE: Three (3) years

1. Purpose

The Peel District School Board (PDSB) is committed to being open, accessible and transparent while maintaining the privacy of personal information, personal health information, and confidential information in its custody and control.

Providing access to records and protecting privacy are legislated obligations under the Municipal Freedom of Information and Protection of Privacy Act (MFIPPA), Personal Health Information Protection Act (PHIPA), Education Act, Child Youth and Family Services Act and the Occupational Health and Safety Act.

PDSB records are public documents, subject to limited legislative exemptions, and are available for review and release in accordance with established procedures.

The purpose of this policy is to ensure compliance with the requirements of MFIPPA and PHIPA by establishing policies and procedures that facilitate access to records while protecting the privacy of personal information, personal health information and confidential information.

This policy is designed to ensure fair and impartial access to PDSB records and information in the custody and control of the PDSB. It also sets out the roles, responsibilities, and operational requirements around how personal information and

personal health information are collected, used, disclosed, and disposed of by the PDSB.

2. Application and Scope:

The purpose of this policy is to ensure compliance with the requirements of MFIPPA and PHIPA by establishing policies and procedures that facilitate access to records while protecting the privacy of personal information, personal health information and confidential information.

This policy is designed to ensure fair and impartial access to PDSB records and information in the custody and control of the PDSB. It also sets out the roles, responsibilities, and operational requirements around how personal information and personal health information are collected, used, disclosed, and disposed of by the PDSB.

This policy is aligned with and supports the principles and expectations of PDSB's Human Rights Policy (Policy 51), the Equity and Inclusive Education Policy (Policy 54) and the Anti-Racism Policy. At all times, this policy is to be interpreted to be consistent Page 2 of 8 Appendix 1 with the Ontario Human Rights Code, the Accessibilities for Ontarians with Disabilities Act (AODA) and relevant Board policies and procedures.

3. Definitions

- 3.1 **Consistent purpose** means that an individual has a reasonable expectation that the personal or personal health information collected by the PDSB will be used or disclosed for the purpose for which it was collected or similar consistent purposes when carrying out PDSB business. The individual to whom the information relates might reasonably expect the use or disclosure of their information for the Consistent Purpose.
- 3.2 **Control of a record** means the power or authority to make a decision about the creation, use or disclosure of a record.

- 3.3 **Custody of a record** means the keeping, care, watch, preservation or security of a record for a legitimate business purpose. While physical possession of a record may not always be necessary to establish custody, physical possession may be an element of the evidence of custody.
- 3.4 **Head** means the individual selected by resolution of the Board of Trustees to make access decisions on behalf of the Board and oversees the administration of the legislation.
- 3.5 **Identifying information** means information that directly identifies an individual or for which it is reasonably foreseeable in the circumstances, that the information could be utilized, either alone or with other information, to indirectly identify an individual.
- 3.6 **Information & Privacy Commissioner of Ontario:** The Office of the Information and Privacy Commissioner of Ontario (IPC) provides oversight of Ontario's access and privacy laws. The IPC is an independent and impartial officer of the Ontario Legislature who, among other roles, makes decisions as a tribunal or regulator. The IPC resolves appeals of decisions made by institutions under access and privacy laws. The IPC also investigates complaints and privacy breaches involving institutions, health information custodians and service providers.
- 3.7 **Notice of Collection** Under the *Municipal Freedom of Information and Protection of Privacy Act* (MFIPPA), government institutions must give notice to people when personal information is collected. The notice should state:
- a) the legal authority for the collection
 - b) the reason for the collection
 - c) how they plan to use the information
 - d) who to contact for more information
- 3.8 **Personal information** means recorded information about an identifiable individual including, information relating to the race, colour, religion, age, sex, sexual orientation or marital status of the individual; information relating to

education, medical, financial or employment history of the individual; any identifying number or symbol assigned to the individual; address, telephone number, fingerprints or blood type of the individual; personal opinions or views of the individual except if they relate to another individual; correspondence sent to an institution by the individual that is implicitly or explicitly of a private nature; views or opinions of another individual about the individual; and individual's name if it appears with other personal information relating to the individual.

3.9 **Personal health information** includes identifying information about an individual in oral or recorded form, if the information:

- a) relates to the physical or mental health of the individual, including information that consists of the health history of the individual's family;
- b) relates to the providing of health care to the individual, including the identification of a person as a provider of health care to the individual;
- c) relates to payments or eligibility for health care, or eligibility for coverage for health care, in respect of the individual;
- d) is the individual's health card number; or
- e) identifies an individual's substitute decision-maker.

3.10 **Privacy impact assessment** is the process for identifying, assessing and mitigating privacy risks. The PDSB develops and maintains privacy impact assessments for all new or modified programs that involve the collection, use, or disclosure of personal information or personal health information.

3.11 **Public record** is a record that is created in an open public process, thereby making it a public record that can be provided to a requester without going through a routine disclosure or freedom of information request process.

3.12 **Record** means any information however recorded, whether in printed form, on film, by electronic means or otherwise, and includes the following: correspondence, memorandum, book, plan, map, drawing, diagram, pictorial or graphic work, photograph, film, microfilm, sound recordings, videotape, handwritten notes, calendar notations, machine readable record, any other

documentary material, regardless of physical form or characteristics, and any copy thereof.

3.13 **Substitute decision-maker** means a person who is authorized under MFIPPA or PHIPA to consent on behalf of the individual to the collection, use or disclosure of personal information or personal health information about the individual or exercise the right to request access to or correction of personal information or personal health information. A substitute decision-maker may include:

- a) a person legally authorized to make a decision about treatment on behalf of an individual who is not capable;
- b) a person acting with the written authorization of the affected individual in relation to the individual's personal information or personal health information;
- c) a guardian or parent with lawful custody of a child less than 16 years of age;
- d) the estate trustee or other responsible person in relation to the personal information or personal health information of a deceased individual; or
- e) other persons authorized under the law of Ontario or Canada to act on behalf of the individual (e.g., the public guardian and trustee or the Office of the Children's Lawyer).

4. Policy

4.1 Access to Information

- a) The Peel District School PDSB recognizes the right of individuals and groups to access information in its custody and control as an essential function of an open, accountable and transparent government, accountability and transparency.
- b) The PDSB will ensure that personal information and personal health information is as accurate, complete and up-to-date as is necessary for the

purpose for which it is to be used. Individuals have a right to challenge the accuracy and completeness of their personal information or personal health information held by the PDSB and have it corrected as appropriate.

- c) The PDSB will implement processes and procedures to facilitate access to information and will ensure these processes are available and accessible.
- d) In order to facilitate access to records, the PDSB acknowledges the role that strong information management practices play in preventing records from being lost or inappropriately deleted, reducing search times and fees associated with mishandled information, and reducing the risk of privacy breaches.
- e) The identity of a requester is their personal information and will only be disclosed when there is a clear need in order to facilitate a request or as required by legislation. Access decisions in response to requesters exercising their right to access PDSB information will be made in a consistent manner regardless of the requesters' identity.
- f) Staff have a duty to ensure every reasonable effort is made to assist requestors, by providing complete, accurate and timely responses to their request using the appropriate access to information process in accordance with legislated timelines. This includes working with the MFIPPA or PHIPA delegated staff and responding to requests for records as part of the freedom of information process in a timely manner.
- g) In accordance with MFIPPA and PHIPA, it is an offence to willfully alter, conceal, destroy/delete, or cause any person to do so, with the intention of denying access to a record or information contained in a record.

4.2 Protection of Privacy

Maintaining the privacy of personal information, personal health information, and confidential information is an important ethical, professional and legal requirement in the relationship between the PDSB and individuals/third parties whose information is

handled in the course of providing services. The following privacy protection standards are in effect constantly:

- a) Notice of Collection and Consent Requirements
 - (i) Staff may only collect personal information and personal health information with legal authority.
 - (ii) The purpose for which personal information and personal health information is collected is identified to the individual at or before the time it is collected by way of a Notice of Collection.
 - (iii) Staff to ensure the collection, use and disclosure of personal information and personal health information is done with the knowledge and consent of the individual.
 - (iv) Staff limit the collection of personal information and personal health information to only that which is necessary for the purposes identified and ensure information is collected by fair and lawful means.
- b) Use of Information Limitations
 - (i) Personal information and personal health information collected by the PDSB will only be used for the purpose for which it was obtained or for a Consistent Purpose.
 - (ii) The use of personal information or personal health information for any other purpose must have the consent of the individual to whom the information relates or be required by law or for the purposes of law enforcement.
- c) Protection of Information
 - (i) All staff share responsibility for the protection and privacy of personal information, personal health information, and confidential information against theft or loss and unauthorized access, collection, use, disclosure, copying, modification, retention and disposal.

- (ii) All staff will ensure that the technical, administrative and physical safeguards in place will be appropriate to the information's sensitivity, format in which it is held, and the related privacy risks.
 - (iii) Physical security measures will be put in place to prevent unauthorized access to personal information, personal health information, and confidential information by staff and external parties.
 - (iv) Personal information, personal health information, and confidential information will not be left exposed or visible when unattended. Staff will lock computer and mobile device screens with passwords and put physical records in locked locations when not in use.
 - (v) System, software and email passwords allowing access to personal information, personal health information, or confidential information are not shared or disclosed to others.
 - (vi) Security and privacy provisions are included in contracts with outside providers of records and information storage or disposal services.
- d) Retention of Information
- (i) Personal information and personal health information will be retained only as long as is necessary according to the PDSB's retention schedule.
 - (ii) If not covered by the schedule, personal information and personal health information will be kept for a minimum of one year as prescribed by MFIPPA and PHIPA.
- e) Privacy Complaints
- (i) The PDSB will readily make available specific information about its policies and practices related to the management of personal information and personal health information.
 - (ii) The PDSB will address complaints concerning its access and privacy practices.

f) Privacy Breach

- (i) When discovered, staff will contain the effects of a breach of personal information or personal health information by determining the nature and scope of the incident and issuing all required notifications through a clear communications and escalation plan according to the Privacy Breach Protocol.
- (ii) Where required by MFIPPA or PHIPA, privacy breaches will be reported to the Information & Privacy Commissioner of Ontario (IPC) or otherwise as determined by the Head.
- (iii) The PDSB will ensure recommendations of the IPC related to a privacy breach are considered and implemented.

g) Privacy Impact Assessments

- (i) Staff shall work with the Privacy Office to conduct a privacy impact assessment on every new or changed service, technology or initiative that involves the collection, use or disclosure of personal information or personal health information in accordance with the Privacy Impact Assessment procedure.

5. Roles and Responsibilities

5.1 *PDSB Trustees* approve this policy.

5.2 *Director of Education* provides oversight and compliance with this policy by all PDSB employees.

5.3 *General Counsel* is accountable to the Director of Education and PDSB Trustees for compliance with MFIPPA and will take reasonable steps to ensure that all staff handles personal information in compliance with MFIPPA.

5.4 *Privacy and Information Officer* develops, implements and oversees the PDSB's privacy and records management program.

- 5.5 *Senior Board Reporter* acts as the Freedom of Information Coordinator and is accountable for responding to formal FOI requests and access and privacy related issues, including privacy complaints.
- 5.6 *Chief Information Officer* ensures that the appropriate technological safeguards are implemented in accordance with MFIPPA and PHIPA.
- 5.7 *Senior Leadership* takes reasonable steps to ensure that processes and practices for the handling of personal information or personal health information by their staff comply with MFIPPA or PHIPA. Supports routine disclosure practices to provide ease of access for clients.
- 5.8 *Employees, Consultants and Volunteers* familiarize themselves with and follow any PDSB or program-specific procedures which direct or affect the handling of personal information or personal health information, as well as adhere to the PDSB's Retention Schedule. Implements routine disclosure practices to provide ease of access for the ease of the public.

6. Appendices

7. References Documents

Legislation

Child Youth and Family Services Act

Education Act

Municipal Freedom of Information and Protection of Privacy Act

Occupational Health and Safety Act

Personal Health Information Protection Act

PDSB Policies

Records and Information Governance Policy

PDSB Procedures

Ontario Student Record Procedure

8. Revision History

Review Date	Approval Date	Description

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 Wednesday, March 8, 2023, at 17:30 hours. The hybrid meeting was held in the Brampton Room, the H. J. A. Brown Education Centre, 5650 Hurontario Street, Mississauga, Ontario, and by electronic means, under Ontario Regulation 463/97.

Members present:

Susan Benjamin, Chair
Jill Promoli, Vice-Chair
Lucas Alves
LeeAnn Cole (Ex-officio) (electronic)
Jeffrey Clark
David Green (Ex-officio) (electronic)
Kathy McDonald (electronic)

Also present:

Karla Bailey
Will Davies
Brad MacDonald (electronic)

Members absent: (apologies received)

Stan Cameron

Administration:

Camille Logan, Associate Director, School Improvement and Equity, Curriculum and Instruction, Student and Community Engagement (Executive member)
Lisa Hart, Superintendent, Equity, Indigenous Education, School Engagement & Community Relations (Back-Up Executive Member)
Yonnette Dey, Superintendent of Equity, Community Leadership, Partnership and Engagement
Rasulan Hoppie, Superintendent, Curriculum, Instruction and Assessment
Kathryn Lockyer, General Counsel and Governance Officer

Lorelei Fernandes, Board Reporter

1. Call to Order

Chair, Susan Benjamin, called the meeting to order at 17:30 hours. She recognized International Women's Day.

2. Land Acknowledgement

The Acknowledgement of Traditional Lands was recited.

3. Approval of Agenda

Item 6.4, Delegation by R. Viveiros and D. Melville of City of Brampton, regarding Mental Health in Schools, was withdrawn from the agenda.

3. Approval of Agenda (Continued)

Delegation by Idris Orughu regarding the Board’s Multi-Year Strategic Plan, was added to the agenda as Item 6.4.

CESWB-08 moved by Jill Promoli
seconded by Lucas Alves

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

..... carried
2/3rds’ majority

4. Conflict of Interest

There were no declarations of conflict of interest.

5. Minutes of the Curriculum, Equity, Student Well-Being Committee, December 8, 2022

CESWB-09 moved by Lucas Alves
seconded by Jill Promoli

That, the Minutes of the Curriculum, Equity, Student Well-Being Committee, held December 8, 2022, be approved.

..... carried

6. Delegation by Rowena Santos, Regional Councillor, City of Brampton, regarding Mental Health in Schools

Rowena Santos delegated the Committee regarding a motion to support youth mental health that was passed by Brampton City Council. A video of a Brampton City Council meeting describing challenges in accessing mental health and well-being supports for children was played. Rowena Santos indicated that addressing student mental health issues was raised pre-pandemic and has been delayed due to the onset of Covid causing the situation to worsen. She commented on the lack of collaboration between various levels of government to deal with the issues. Rowena Santos read out the motion adopted by Brampton City Council which outlined actions to support student mental health. She asked for collaboration with the Peel District School Board to immediately address youth mental health issues in schools, especially for students in crises. A trustee inquired about budget and whether there is any financial support for the school board to address the request. The question will be forwarded to the delegation to obtain a response at a future date.

6. Delegation by Rowena Santos, Regional Councillor, City of Brampton, regarding Mental Health in Schools (Continued)

CESWB-10

moved by Kathy McDonald
seconded by Lucas Alves

Resolved, that the Delegation by Rowena Santos re youth mental health issues in schools, be received and referred to the Director of Education for a report to be brought back to the Committee addressing the concerns raised by the delegation.

..... carried

7. Delegation by Laura Zeglen, City of Mississauga, regarding Partnering for Safe School Travel: The Mississauga School Streets Pilot Project

Laura Zeglen, Vision Zero Program Lead at City of Mississauga, presented information on the School Streets pilot project undertaken by the City last year with support from Peel DSB to create a temporary car free environment in front of schools during peak hours to promote safety. Sharing data collected from Student Transportation of Peel Region (STOPR) and a 2016 survey, Laura Zeglen indicated that 68% of students live within walking distance from school but car travel is the most common transport used due to convenience and safety. She provided an overview of the pilot project and shared information on the local project planning, implementation, role of Peel DSB staff and students, and post-project survey results. Laura Zeglen asked Peel DSB to consider how it can support active school travel. Responses to trustees' questions of clarification included: that walking distance indicated in the presentation is as per STOPR's calculation; summary data will be presented to the City of Mississauga General Council and can be shared with Peel DSB; City staff are reviewing whether it will be feasible to continue the program. A trustee asked the delegation to provide a cost-impact analysis to be shared with the Board.

CESWB-11

moved by Lucas Alves
seconded by Jeffrey Clark

Resolved, that the Delegation by Laura Zeglen re Partnering for Safe School Travel: The Mississauga School Streets Pilot Project, be received and referred to the Director of Education.

..... carried

8. Delegation by Tyron Nimalakumar, City of Brampton, regarding Active and Sustainable School Transportation

Tyron Nimalakumar, Transportation Planner at City of Brampton, delegated on behalf of Peel Safe and Active Routes to School (PSARTS), requesting Peel DSB to adopt an Active and Sustainable School Transportation Charter. Presenting data obtained from a transportation survey, he indicated that the number of children walking to school is declining and spoke of safety as well as the physical and mental health benefits of children walking to school.

8. Delegation by Tyron Nimalakumar, City of Brampton, regarding Active and Sustainable School Transportation (Continued)

Tyron Nimalakumar reported on the negative impacts of traffic congestion and emissions created by cars in Kiss and Ride areas of schools. He encouraged Peel DSB to adopt the charter to support PSARTS's initiatives. Trustees speaking commented on traffic congestion due to Kiss and Ride, support for low-income families, and resources to support the program. The delegation advised on resources provided by Ontario Active School Travel group, creating programs for pedestrians, working with signal timings, etc. The delegation will provide an information package to the Committee.

CESWB-12 moved by Kathy McDonald
seconded by Lucas Alves

Resolved, that the Delegation re Active and Sustainable School Transportation be received and referred to the Governance and Policy Committee to bring back a report to the Committee on the feasibility of adopting the Active and Sustainable School Transportation Charter.

..... carried

9. Delegation by Idris Orughu regarding the Board's Multi-Year Strategic Plan

Idris Orughu delegated the Board regarding Peel DSB's Multi-year Strategic Plan. He recalled events leading to the Ministry Supervision and Directives. He expressed his opinion that comments made by the Chair of the Board at a meeting on February 27, 2023 are not aligned with the current Multi-Year Strategic Plan. Idris Orughu asked the Board to recognize that Islamophobia exists in Peel DSB and that anti-racism strategy is part of the strategic plan. He requested that the Board confirm its commitment to the current strategic plan.

CESWB-13 moved by Kathy McDonald
seconded by Jill Promoli

Resolved, that the Delegation re the Board's Multi-Year Strategic Plan be received and referred to the Director of Education for a response as to whether the Board is committed to its current strategic plan.

..... carried

(Trustee McDonald left the meeting 18:43 hours)

10. Initiatives to Support Education for Reconciliation

Lisa Hart, Superintendent, Equity, Indigenous Education, School Engagement & Community Relations, advised that since November 2022, the Indigenous Education team has been working out of Maawnjiding Wingushkeng Centre for Indigenous Excellence to increase awareness and build capacity amongst Indigenous and non-Indigenous people through innovative and traditional programs.

10. Initiatives to Support Education for Reconciliation (Continued)

Referring to the report, Lisa Hart described the programs which included: gatherings for Indigenous students; Indigenous knowledge in math initiative; classroom opportunities with the Indigenous network; experiential learning for students; Aquaculture Co-op Placement; Learning Recovery and Credit Recovery. She noted that the programs support students and staff, and work will continue. Trustees speaking expressed appreciation for the work being done. Chair Benjamin recalled resources that were shared by Indigenous leaders at a recent Ontario Public School Boards Association (OPSBA) conference, which may be valuable to this work.

CESWB-14 moved by Jill Promoli
seconded by Jeff Clark

Resolved, that the report re Initiatives to Support Education for Reconciliation, be received.

..... carried

11. Secondary Final Evaluations 2022-2023

Rasulan Hoppie, Superintendent of Curriculum, Instruction and Assessment, presented an overview of secondary assessment and final evaluations in Peel DSB for the 2022-2023 school year. He highlighted that Grades 9 and 10 courses and workplace courses will not include examinations as part of final evaluations, Grades 11 and 12 courses may include examinations as part of the final evaluations for college, mixed or university courses, and examinations will be worth no more than 10% of the final mark. He explained the definitions of assessment, final evaluations, and examinations. Reviewing the next steps outlined in the report, Superintendent Hoppie indicated continued support for: listening to students and monitoring success to prepare them for academic success and mental health; promoting alternative evaluations to formal final written examinations; providing opportunities for students to practice test taking and exam writing skills to prepare for future pathways; offering support for teachers to improve assessment and evaluation practices; ongoing professional learning opportunities; establishing an Assessment Leadership Team to inform collective next steps; engaging with post-secondary institutions regarding assessment to determine if the current direction is in alignment with current and future assessment practices. Rasulan Hoppie noted that success indicators will be monitored, and the upcoming Spring 2023 student census will be another key metric.

The administration responded to questions of clarification regarding: whether the community has been consulted about the shift in examination practice and future effects on students; concerns about Grade 10 and 11 students preparation for post-secondary education and plans for students to develop examination skills; very few Ontario school boards are adopting changes to current examination practices; follow up on concern that students have no work during exam weeks; students find it challenging to cope with the number of assignments; some educators feel limited by the proposed changes to examination practice and expect to have professional discretion as to which courses get preference for exams.

11. Secondary Final Evaluations 2022-2023 (Continued)

A trustee reported that many of his constituents have expressed concern on the proposed changes to current examination practices at Peel DSB and noted that it may prompt parents to move their children to the coterminous board. Further comments, concerns, and questions of clarification included: alternate forms of assessment which may include take home projects, cumulative assignments, in class projects; whether Peel DSB currently has a policy regulating the use of Artificial Intelligence (AI) to produce organic content and how would cumulative assignments be regulated to ensure that student performance will not be artificially inflated; possible inequities as all students may not have access to all AI software; parents' concerns about the new assessment model; standards for alternate assessment methods; build confidence for students proceeding with post-secondary education where examinations are required; lack of data leading to the decision of reducing exam assessment to approximately 10%; assistance from parents for take home projects prevents a true evaluation of the student's capabilities. Responding to a trustee's query, Superintendent Hoppie stated that following discussions with all stakeholders, communication will be shared regarding Final Evaluations for the upcoming school year before the end of June 2023. Associate Director, School Improvement and Equity, Curriculum and Instruction, Student and Community Engagement, Camille Logan, stated that the proposal is a result of feedback received from stakeholders and out of care and concern for students. Input from stakeholders will be considered and further information will be used to inform decision making on final evaluations for 2023-2024.

CESWB-15 moved by Lucas Alves
seconded by Jeffrey Clark

Resolved, that the report re Secondary Final Evaluations 2022-2023, be received, and referred to the Governance and Policy Committee for review.

..... carried

12. Adjournment

CESWB-16 moved by Jill Promoli
seconded Jeffrey Clark

Resolved, that the meeting adjourn (20:05 hours).

..... carried

..... Chair

15.1 (a)

Board Meeting, March 29, 2023

Directive 17 – Reform of the Guidance Program/System – Update #4

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

Overview

Update:

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

Highlights:

- Continued development of the Black Excellence, Guidance Resource Teacher position.
- 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.

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 Black Excellence, Guidance Resource Teacher position has continued sharing resources and supports to existing school guidance counsellors to develop understanding and build capacity to better service Black students and families. They continue 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 continue to work collaboratively to ensure that their work is in direct alignment with the Black Student Success Strategy.

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. Families have also been made aware of these scholarship and bursary opportunities through the myBlueprint course selection and planning tool and Board sponsored BSA presentations. This ongoing work was also communicated through Graduation Coaches at various schools.

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 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 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:

- Continue 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.
- Continue to adhere 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.

Board Meeting, March 29, 2023

Overview of the PDSB Mental Health and Well-being Strategy: Phase 3 Planning

Strategic Alignment:

Peel District School Board Mental Health Strategy

Report Type:

Information

Prepared by: Janet Jackowski, Acting Senior Manager Social Emotional Learning
Valerie Anderson, Coordinator Student Wellbeing
Paul Da Silva, Associate Director School Improvement and Equity

Submitted by: Rashmi Swarup, Director of Education

Overview

Objective:

To provide an overview of the Mental Health and Wellbeing Strategy: planning for Phase 3

Highlights:

- Review of Previous Priorities
- Leadership Conditions and Engagement
- Provincial Strategy Priorities
- Plan in Progress

Background:

The Peel District School Board launched the first 3-year phase of their Mental Health Strategy in 2013 (2013-2016). The vision was to provide a comprehensive mental health strategy for all students that promotes positive mental health, creates a culture of caring and empathy regarding mental health, and enables all stakeholders to collaborate with community partners in a coordinated, responsive and effective manner. Five goals were identified for the first three years of the strategy. *(See Appendix 1: Previous Mental Health Strategies)*

The second phase of the strategy was in 2017-2020. Five working groups of internal board employees came together with parents and students to create tools to promote mental health awareness, collaboration, responsiveness, and a deeper understanding of student wellbeing. This phase also saw the development of an implementation team comprised of mental health lead principals and vice principals who met quarterly with PSSP to support further development in the area of mental health literacy via Superintendent Field Office Meetings. The second phase of the strategy focused on going deeper and three goals were identified. *(See Appendix 1: Previous Mental Health Strategies)*

During 2020-2022, several factors influenced the development of a third phase of the PDSB Mental Health Strategy and Action Plan. Long lasting job action by several employee groups, the COVID-19 pandemic, and the supervision of the board after the Ministry Review, which included rapid changes in leadership and reorganization of several internal departments and reporting lines were some key environmental factors that delayed planning for PDSB's third Mental Health Strategy.

However, during the same period of time, the Ministry of Education moved funding from precarious sources (i.e., yearly transfer payment agreements- TPA) to more permanent sources (i.e., grants for student needs - GSN), allowing for the hiring of a more diverse and robust Mental Health Resource Team, the availability of summer continuity of mental health services and supports for students, and available funding for deep and fulsome mental health training and capacity building for registered mental health professionals and educators.

In fall 2022, the Core Mental Health Leadership Team was re-established and planning for the 2023-2026 Mental Health Strategy began. Four Mental Health Strategy Advisory groups were

established in early 2023, and the Mental Health Strategy Steering Committee shortly after that. (See Appendix 2: Mental Health Strategy and Action Plan Committee Structure)

Evidence

Findings/Key Considerations:

In examining several data sources within the board, the need for increased access to mental health supports for students became evident. Data sources included the quarterly data collection for School Mental Health Ontario, the Board Mental Health Scan, the PSSP monthly data trackers, record of reasons for calls to the Be Well Support Line, anecdotal data from school staff, parents/caregivers, and students, and feedback from students and staff on board committees such as Consent Culture and the Family of Schools/Social Emotional Learning collaborative committee.

Needs identified included barrier-free access to culturally relevant, responsive, and trauma-informed mental health supports without significant wait lists, assisting families and students to connect with and navigate appropriate mental health supports in the community, and direct counselling to address students who have mental health distress (including anxiety and depression, identity exploration, familial conflict, and school/exam related stress).

The consultations with the Mental Health Strategy Advisory groups reflected similar themes as above and included an urgent call for additional supports.

Impact Analysis

Equity & Human Rights Review:

The Mental Health Strategy 2023-2026 will, for the first time explicitly address the need for culturally relevant and responsive mental health support. In partnership with School Mental Health Ontario (SMHO), there are now far more resources and guidelines at all levels to acknowledge and reflect the compounding factors inherent in systemic oppression, including racism, ableism, homo/transphobia, classism, and other forms of discrimination. Through monthly meetings with SMHO the PDSB has been able to surface our significant needs for resources that represent the diverse and intersectional needs of students. The PDSB's Suicide Intervention, Prevention, and Postvention (SIPP) Guidelines are in the process of being updated to reflect additional and specific needs of PDSB students.

Between 2020 and 2023 there has been a deliberate and ongoing drive toward hiring mental health professionals who represent the diversity of race, culture, religion, sexuality, language, and other aspects of lived experience of the students and families of Peel Region. Students and families are able to request service from mental health professionals through their school based PSSP or through the central Mental Health Resource Team/Be Well Support Line. At the same time, central board staff has provided identity-specific supports for tier 2 counselling groups, school-based affinity and alliance groups (i.e., Black Students Associations, Muslim Student Associations, Gender and Sexuality Alliance groups, Yes for Mental Health Groups, etc.), and

has published consistently updated contact lists of identity-specific community connections to support students and families.

The 2023-2026 Mental Health Strategy and related action plans will continue to move this agenda forward in a planful and fulsome way. This should support the critical goals of stigma-reduction and mental health promotion in diverse and intersectional communities. However, although the PDSB strategy can set goals specifically related to equity and anti-oppression, there are ongoing challenges that continue to delay progress toward meeting our goals.

Ongoing challenges include:

- hiring of psychologists and social workers with specific identities (i.e., Indigenous, disabled, Sikh) due to a reduced applicant pool and lack of permanent employment opportunities.
- increased societal struggles with open racism and discrimination (e.g., on social media and in person).
- increased needs resulting in longer wait times for children and youth accessing community mental health services, especially related medical supports (i.e., psychiatrists, developmental pediatricians).

Board or Ministry Policy Alignment:

Strategic Alignment:

This process of developing the third phase of the Mental Health Strategy aligns with our Board Improvement and Equity Plan (BIEP): specifically, the Mental Health, Wellbeing and Engagement Pillar; The Provincial Mental Health and Addictions Strategy (School Mental Health Ontario); and the Ministry Directives (ie. building relationships, leadership and capacity building, student learning and wellbeing and accountability). With an emphasis on serving students who have been disproportionately impacted by the social determinants of health, the Mental Health Strategy also aligns with the anti-Racism policy and the Black Student Success Strategy. It also intersects with various other PDSB policies such as policy 51 (Human Rights); and Policy 48 (Safe and Accepting Schools).

Resource/Financial Implications:

Mental Health literacy resources are readily available through SMHO at no cost to educators, including a 6-hour Mental Health Literacy course for educators and one for administrators. These resources include K-12 and identity-specific materials. Partnerships with other organizations such as Peel Public Health have yielded no-cost training for student groups such as PALS and Yes4MH, which are present in over 130 elementary schools and 15 secondary schools. This training is available to any school at any time at no cost by contacting Peel Public Health's nurse educators.

SIPP training is provided to all school-based staff through locally produced resources each fall and facilitated by school administrators and PSSP staff. This training is facilitated at no cost to schools or the board.

The Ministry of Education has included funding in the GSN to support some staffing and training needs. Current plans for training to support the Mental Health Strategy and Action Plan include

complex assessment and case-management certification and strategies for PSSP, multidisciplinary approaches to complex case management for Student Review Committee members and Central support staff, and trauma-informed and trauma-responsive educational practices. This trauma-informed and trauma-responsive educational practices training would ideally be provided for all student-facing employee groups, but the financial cost of this exceeds the existing funding. At this time, the training will take approximately 1 year and will target senior leaders, administrators, and school-based support staff such as Guidance, Contact, and Special Education staff.

Legal implications:

The PDSB has a responsibility to students/families and duty of care under the Education Act.

Risk Assessment:

Having a comprehensive and anti-oppressive mental health strategy and action plan is essential for the PDSB to respond to current realities in schools and society. These include increased incidence of trauma (including that induced by the COVID-19 pandemic, increased violence, and increased prevalence of public and online discriminatory harassment) and mental health distress and diagnosed disorder.

The focus of a school mental health strategy is on prevention and early intervention. With an effective anti-oppressive mental health strategy that engages its stakeholders and involves them in its action planning there will be increased support for the strategy and a greater investment in its success. Students and families will benefit from increased wellbeing supports as all stakeholders move together toward a common goal.

If the PDSB does not have an effective mental health strategy and action plan, there may be increased risk for gaps in understanding of mental wellbeing, lack of capacity in responsiveness and early intervention when there is support needed, and increased risk of impact to student academic achievement.

Community Impact:

By having four advisory groups with unlimited membership and a steering committee made up of both community groups and board personnel, there will be diverse input and reciprocity in the creation and implementation of a fulsome mental health strategy and action plan. Stakeholders will understand the actions and direction of the PDSB in addressing mental health distress and building capacity of educators and students in the area of mental health literacy because they have had significant input into the plan.

Next Steps

Action Required:

The Core Mental Health Leadership Team will meet with the Mental Health Strategy and Action Plan steering committee to review the data collected from the four advisory groups and create a

draft strategy with 3-5 priorities listed. The draft strategy will then be reviewed and possibly narrowed down to 3 priorities. Once the strategy is completed and published, the core leadership team will begin work on the year 1 action plan. A draft strategy and year 1 action plan will be completed by the end of the 2022-2023 school year.

Communications:

The 2023-2026 Mental Health Strategy and Year 1 Action Plan will be launched in time for the start of the 2023-2024 school year. The Mental Health Lead will liaison with the Communications department to ensure the strategy is communicated widely. A communication plan will be developed following the completion of the strategy in June.

Success Measures:

Accountability measures will be determined as a part of the process of writing the Mental Health Strategy and Action Plan.

Appendices

Appendix 1 – Previous Mental Health Strategies

Appendix 2 – Mental Health Strategy and Action Plan Committee Structure

Appendix 1: Previous Mental Health Strategies

2013-2017 Goals:

1. Increase Mental health awareness and decrease stigma
2. Broaden understanding of suicide prevention, intervention and postvention
3. Develop a deeper understanding of MH in the diverse groups in our community
4. Promote/deepen our collaborative working relationships
5. Increase our system's responsiveness to mental health needs

2018-2020 Goals:

To develop:

1. Resilience: Mental Health and Wellbeing
2. Mentally Healthy Classrooms
3. Collaborative Partnerships to Increase Wellbeing

Interim Goals:

To develop:

1. Mental Health Literacy for Staff and Students and Parents
2. Culturally Responsive, Identity Affirming Mental Health Supports and Partnerships
3. Barrier-Free Access to Mental Health Supports
4. Third Strategy Vision for 2023-2026

Appendix 2: Mental Health Strategy and Action Plan Committee Structure

Core Mental Health Leadership Team:

- Superintendent of Special Education and Social Emotional Learning
- Acting Senior Manager of Social Emotional Learning
- Coordinating Principal of PSSP
- Manager of Community Partnerships and Equity
- PSSP Managers
- Indigenous PSSP member

Mental Health Strategy Steering Committee:

- Core Mental Health Leadership Team
- 2 members of each advisory group (randomly selected from volunteers)
- 1 trustee member
- 1 elementary, 1 secondary administrator
- 2 Parent Involvement Committee Members
- 2 Special Education Advisory Committee members
- 2 additional students
- 2 representatives from Black parents' community advocacy groups

Mental Health Strategy Advisory Groups (unlimited members):

- PDSB Students
- Parents/Caregivers
- Community and Faith Groups
- PDSB Staff



Peel Learning
Foundation

IMPACT REPORT
2022



TOGETHER, WE CAN CREATE



HOPEFUL TOMORROWS



HELPING STUDENTS IN NEED OVERCOME BARRIERS

Groceries or rent? Winter boots or healthy lunches? Buy a bed or pay overdue household bills? If you could only afford one, which would it be? Without enough money for both, these are the hard choices that many families face.

In Peel Region, one in five students face barriers related to poverty that prevent them from fully participating in school. These are students in schools near you and throughout our community in Brampton, Caledon and Mississauga.

Each year, the Peel Learning Foundation offers them much-needed funds for food, clothing, transportation, other emergencies and essential school supplies. We're a registered charitable organization (#7587 82882 RR0001) that raises money for students in need within the Peel District School Board.

THESE WERE AMONG THE 1,761 STUDENTS OF ALL AGES THAT THE PEEL LEARNING FOUNDATION HELPED IN 2022



They're students like C, whose family was facing eviction.

Once the rent money was gone, there was nothing left for the month.

J.'s home is now a Peel shelter.

Recently, J.'s mother removed herself and her five children, ranging in age from 2 months to 12 years, from a situation of domestic violence. She left in a hurry, without taking any clothing, toiletries, hygiene items or food.

L. had to flee home for another reason: the war in Ukraine.

L.'s mother doesn't have a job yet, and the father is still in Ukraine. They know no one in Canada and finances are tight.

It's hard to learn when life's circumstances are weighing on you. Or when you're hungry.

In R.'s family, there was no supper last night and no breakfast this morning. Another student, A., often comes to school with just a small snack instead of lunch, which doesn't provide the energy needed to focus in class.

For other students, like B. and T., the cold weather months are a challenge.

Although their single parent works two jobs and gets disability assistance, that barely covers basic expenses. Student Services already supports the family with groceries, but there's no money left to buy B. and T. winter coats and boots.

P. would just like to get to school on time, if only there was transportation.

Usually, their mother would walk P. to and from school every day. But the family is now in turmoil. P.'s father was diagnosed with stage 4 cancer and is in hospital receiving treatment. P.'s mother is trying to keep everything together while expecting another child.

As a newcomer to Peel, D. is trying to balance school with huge responsibilities at home.

D.'s father is unable to work due to a physical disability, and it lands on D. to support the dad's physical needs. The family was connected to social services through a settlement worker, but in the meantime they need short-term support with essentials. When the day is done, D. doesn't even have a bed to sleep on.



A COMPASSIONATE RESPONSE



Across Peel Region, thousands upon thousands of families of students struggle. Low and unstable income, job losses, injuries, illnesses, deaths, house fires, emergency relocations and other crises can leave families living on the edge.

The lingering effects of the COVID-19 pandemic, the downturn in the economy, and higher prices for groceries and other essentials have only compounded the challenges that already existed.

When families lack necessities, children can be hard hit twice. First, it makes daily life that much tougher, and second, families also often keep their

child home from school, meaning they can fall behind in their education.

With the generous help of our donors, the Peel Learning Foundation is able to provide a compassionate response in times of need. That helps students to overcome at least some of the obstacles that get in their way of learning and succeeding.

THE DIFFERENCE WE MAKE



In 2022, the Peel Learning Foundation assisted:

1,761

students with grants through the Student Emergency Needs Program, which provided them with funding for food, clothing, hygiene items, medical supplies, eyeglasses, transportation and more.

In light of rising costs, the Peel Learning Foundation raised the maximum amount per student from \$150 to \$200 for the 2022-2023 school year.



408

students through the Student Backpack Program, with backpacks and other supplies ranging from pens and paper, to calculators, to binders – everything they need for the school year. These are tailored for students in kindergarten to grade 3, grades 4-8, and grades 9-12.



122

students with refurbished Chromebooks.



Demand is increasing, and the Peel Learning Foundation strives to keep up. Since we've been in operation, the number of students supported with emergency grants and the value of approved grants have climbed steadily.

	2019	2020	2021	2022
Students supported with emergency grants	333	1,121	1,363	1,761
Value of emergency grants	\$ 45,009	\$ 155,400	\$ 207,091	Over \$ 300,000



To apply for support from the Peel Learning Foundation, people can contact any staff at their local PDSB school. All requests are submitted confidentially through the school's principal or vice-principal.

WHAT YOUR SUPPORT HAS MEANT TO RECIPIENTS



The words of those we've touched help to tell the story of what the Peel Learning Foundation and your support has meant.

“ Times have been very tough and it feels like we won the lottery.
From a mom who was living with her four children in a shelter, after receiving help to buy food.

I wanted to say a great big huge thank you. I got teared up when I opened the envelope. You have no idea how much I truly appreciate what you have done for our family. Thank you again for being such a bright and kind heart in the Peel District School Board.

From a parent who received funding to buy warm clothing and food for the children.

No way! Thank you so much. I really didn't know I could be helped like this.

From a student who received a gift card to help his mother cover grocery bills and necessary school supplies.

Thank you so very much. We have had such a hard time and this has taken off some of my stress for the time being.

From a single parent who has been struggling financially since a spouse died.

My dad was in an accident and can't work much, so now I have to work full time and go to school full time. This money helps a lot.

From a student on behalf of his brothers, sisters and father.



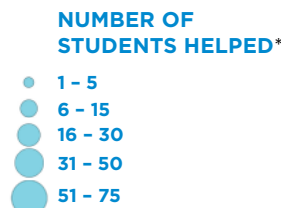
“ The Peel Learning Foundation is a very special organization, and it is heartbreaking to know how much need exists within our community. I know all too well the hardships that parents and families face on a daily basis. While I wish that the Peel Learning Foundation did not have to exist, I am so grateful for all the support the organization is able to offer these struggling families and individuals. ”

From a former Peel District School Board principal.

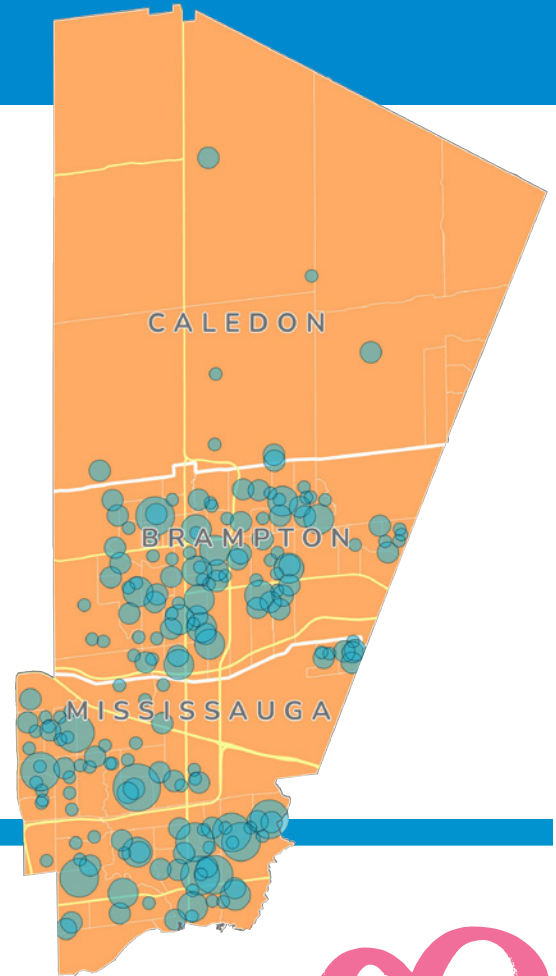
IN 2022, WE SUPPORTED STUDENTS AT 196 SCHOOLS THROUGHOUT PEEL REGION

Here is where your gift helped create hope in Brampton, Caledon, and Mississauga.

This was made possible by generous donors to the Peel Learning Foundation.



*Your gift also supported 10 students who attended Peel virtual schools and are not assigned a physical location on this map.



MAKE YOUR GIFT TODAY

The money we raise may go towards items like groceries, coats, bus fare and school supplies. Your donations also help to bring something just as essential: hope for students, that they can have what they need to take part in school and achieve their best.

To make a gift or learn more visit peelllearningfoundation.org or email executive officer Brian Hobbs at brian.hobbs@peelsb.com



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