



AGENDA

Board Meeting

Wednesday, May 24, 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, May 24, 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. Board Activities
 - (a) Crossing Guard Appreciation Day – June 8
 - (b) National Indigenous Peoples Day – June 21
 - (c) Pride Month – June
 - 6.2. 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
13. Approval of Minutes from Previous Board and Special Board Meetings
 - 13.1. Board Meeting – April 26, 2023

AGENDA

14. Committee Minutes for Receipt and Motions for Consideration

- 14.1 Minutes – Special Education Advisory Committee – March 28, 2023
- 14.2 Minutes – Special Education Advisory Committee – April 25, 2023
- 14.3 (a) Minutes – Physical Planning, Finance and Building Committee – May 3, 2023
(b) Motions – Physical Planning, Finance and Building Committee – May 3, 2023
- 14.4 (a) Minutes – Curriculum, Equity and Student Well-Being Committee – May 8, 2023
(b) Motions – Curriculum, Equity and Student Well-Being Committee – May 8, 2023
- 14.5 Motions – Governance and Policy Committee – May 17, 2023

15. Staff Reports/Reports

- 15.1. Ministry Directives
 - a) Directive 10: Equity Office Performance Indicators – *presented by Camille Logan*
 - b) Directive 18: Comprehensive Diversity Equity Audit Tools Report – *presented by Camille Logan*
 - c) Directive 20: Communication Plan – *presented by Tiffany Gooch*

16. Communications

- 16.1 Ministry Approval Letter regarding 2023-2024 Regular School Calendar Submissions, provided by Paul da Silva
- 16.2 Ministry Approval Letter regarding 2023-2024 Modified School Calendar Submissions, provided by Paul da Silva

17. Trustee Motions/Motions for Consideration

- 17.1. Appointment of Trustees to the OPSBA Board of Directors: June 2023 – June 2024 – *presented by Kathryn Lockyer*

18. Trustee Notices of Motion

19. Adoption of the Closed Session Report

20. Adjournment

Celebrating Board Activities



6.1 Board Activities

- (a) Crossing Guard Appreciation Day – June 8
- (b) National Indigenous Peoples Day – June 21
- (c) Pride Month - June

7.1

Board Meeting, May 24, 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

Jaspal Gill, Associate Director, Operations and Equity of Access

Submitted by: Rashmi Swarup, Director of Education

Overview

Objective:

To recognize retiring Peel District School Board staff.

Background:

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

Appendices

Appendix 1 – Retirements List

Appendix 1 – Addendum

RETIREMENTS

ACTON, Margaret
Educational Assistant
Effective: June 16, 2023

APATA, Nick
Classroom Teacher
Effective: June 30, 2023

ARTHURS, Chris
Classroom Teacher
Effective: June 30, 2023

BARAN, Maryann
Educational Assistant
Effective: June 30, 2023

BASCOMBE, Daniel
Head Custodian
Effective: August 31, 2023

BOWEN-COLE, Sian
Classroom Teacher
Effective: June 30, 2023

BRUNET, Martha
Social Worker
Effective: July 31, 2023

CARTER, Douglas
Classroom Teacher
Effective: June 30, 2023

CHADDER, Heidi
Office Manager
Effective: June 30, 2023

RETIREMENTS

COLQUHOUN, Donna
Classroom Teacher
Effective: June 30, 2023

COUCH, Wayne
Classroom Teacher
Effective: June 30, 2023

CRAWFORD, Sandra
Classroom Teacher
Effective: June 30, 2023

DAVIDSON, Leanne
Classroom Teacher
Effective: June 29, 2023

DAVIS, Sheri
Classroom Teacher
Effective: June 29, 2023

DE GASPERIS, Anna
Educational Assistant
Effective: August 31, 2023

DE LUCA, Joanna
Classroom Teacher
Effective: June 29, 2023

DEAR, Cherie
Classroom Teacher
Effective: June 30, 2023

DELL, Novelette
Classroom Teacher
Effective: June 29, 2023

RETIREMENTS

DEVEREUX, Shane
Classroom Teacher
Effective: June 30, 2023

DI PAOLO, Mary
Classroom Teacher
Effective: June 30, 2023

DUZZIE-BROWNE, Lisa
Classroom Teacher
Effective: June 30, 2023

ECKEL, Kim
Classroom Teacher
Effective: June 30, 2023

ELSTON, Gregory
Classroom Teacher
Effective: June 30, 2023

FALCAO-LINTON, Deborah
Principal
Effective: June 30, 2023

GANONG, Elizabeth
Classroom Teacher
Effective: June 29, 2023

GIBB, Chris
Classroom Teacher
Effective: June 30, 2023

GOMEZ VARGAS, Claudia
Head Custodian
Effective: June 30, 2023

RETIREMENTS

GRAHAM FLYNN, Melanie
Classroom Teacher
Effective: June 30, 2023

GREWAL, Jess
Principal
Effective: June 30, 2023

HUGHES, Maralee
Classroom Teacher
Effective: June 30, 2023

JOHNSTON, Karen
Office Assistant
Effective: August 01, 2023

JULIEN, Marc
Classroom Teacher
Effective: June 30, 2023

KASPRZYSZAK, Bozena
School Attendant
Effective: April 28, 2023

KEMERER, Paul
Classroom Teacher
Effective: June 30, 2023

KHALID, Shehla
Educational Assistant
Effective: May 31, 2023

LAMBE, Giuliana
Educational Assistant
Effective: August 31, 2023

RETIREMENTS

LUMIA, Ngaire
Classroom Teacher
Effective: June 30, 2023

MACCARONE, Irene
Classroom Teacher
Effective: June 30, 2023

MACKENZIE, Karen
Classroom Teacher
Effective: June 30, 2023

MACMILLAN, Brad
Classroom Teacher
Effective: June 30, 2023

MAJEAU, Christine
Principal
Effective: June 29, 2023

MCCLEARY, Debbie
Classroom Teacher
Effective: June 30, 2023

MCKEE, Heather
Classroom Teacher
Effective: June 30, 2023

MOIR, Leslie
Classroom Teacher
Effective: June 30, 2023

MOLL, Sylvia
Coordinator – FSL & International Languages
Effective: August 31, 2023

RETIREMENTS

MYRIE-NURSE, Andrea
Manager, Psychology
Effective: July 28, 2023

OZZORLUOGLU, Elena
Human Resources Specialist (Acting)
Effective: May 31, 2023

PANG, Nancy
Classroom Teacher
Effective: June 30, 2023

PANJETA, Elza
Custodian
Effective: May 31, 2023

RICHARDS, Scott
Vice-Principal
Effective: June 30, 2023

ROBEV, Albena
Classroom Teacher
Effective: June 30, 2023

SAWICKI, Lisa
Classroom Teacher
Effective: June 30, 2023

SMITH, Michele
Classroom Teacher
Effective: June 30, 2023

SPENCER, Lori
Classroom Teacher
Effective: April 18, 2023

RETIREMENTS

SRNIC, Blanka
Psychoeducational Consultant
Effective: August 30, 2023

THODEN, Kirby
Classroom Teacher
Effective: June 30, 2023

TORIS, Lisa
Classroom Teacher
Effective: June 30, 2023

WALKER, Ian
Classroom Teacher
Effective: June 30, 2023

WALKER, Tracy
Classroom Teacher
Effective: June 30, 2023

WHYTE, Michael
Classroom Teacher
Effective: June 30, 2023

YOUNAN, Daniel
Classroom Teacher
Effective: June 30, 2023

ZANNELLA, Silvia
Principal
Effective: June 30, 2023

ZHUKOV, Irina
Classroom Teacher
Effective: June 29, 2023

RETIREMENTS - Addendum

BROWN, Robert
Classroom Teacher
Effective: June 30, 2023

CALABRIA, Thomas
Classroom Teacher
Effective: June 30, 2023

ISHERWOOD, Lori
Classroom Teacher
Effective: June 30, 2023

JOHNSTON, Christopher
Classroom Teacher
Effective: June 30, 2023

LAWLEY, Connie
Principal
Effective: June 30, 2023

MASON, Marilyn
Classroom Teacher
Effective: June 30, 2023

MCLAREN, Kate
Classroom Teacher
Effective: June 30, 2023

RYAN, Cindy
Manager - Non-Credit Language and Strategy Development
Effective: August 31, 2023

SCHUST, Jeff
Principal
Effective: June 30, 2023

RETIREMENTS - Addendum

VASSEL, Paris
Secondary Vice Principal
Effective: May 31, 2023

WATTS, Karen
Classroom Teacher
Effective: June 30, 2023

WHITE, Sonia
Classroom Teacher
Effective: June 29, 2023

PEEL DISTRICT SCHOOL BOARD

Minutes of a Board Meeting of the Peel District School Board, held on Wednesday, April 26, 2023 at 19:00 hours. The hybrid meeting was held in the Board Room, the H. J. A. Brown Education Centre, 5650 Hurontario Street, Mississauga, Ontario, and by electronic means, under Ontario Regulation 463/97.

Members present:

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

Student Trustees:

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

Administration:

Rashmi Swarup, Director of Education
Harjit Aujla, Acting Associate Director, School Improvement and Equity, Leadership, Innovation and Safe Schools
Paul da Silva, Associate Director, School Improvement and Equity, Special Education, Social Emotional Learning and Well Being
Jaspal Gill, Associate Director, Operations and Equity of Access
Camille Logan, Associate Director, School Improvement and Equity, Curriculum and Instruction, Student and Community Engagement
Tania Alatishe-Charles, Controller, Finance Support Services
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 Elementary Curriculum, Instruction and Assessment and Community Engagement
Wendy Dobson, Acting Controller, Corporate Support Services
Soni Gill, Superintendent of Education
Leslie Grant, Superintendent of Education
Antoine Haroun, Chief Information Officer, Learning Technology Support Services
Lisa Hart, Superintendent of Equity, Indigenous Education, School Engagement and Community Relations
Rasulan Hoppie, Superintendent of Secondary Curriculum, Instruction and Assessment
Masuma Khangura, Executive Officer, Human Resources, Partnerships and Equity
Kathryn Lockyer, General Counsel and Governance Officer
Michael Logue, Superintendent of Education

Administration: (Continued)

Luke Mahoney, Superintendent of Education
Ozma Masood, Superintendent of Education
Jennifer Newby, Superintendent, Special Education and Social Emotional Learning and Well-Being
Neerja Punjabi, Superintendent of Education
Claudine Scuccato, Superintendent of Education
Bernadette Smith, Superintendent, Innovation and Research
Michelle Stubbings, Superintendent, Safe and Caring Schools
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 19:00 hours.

2. National Anthem and Acknowledgement of Traditional Lands

A video of the singing of the National Anthem and reciting of the Acknowledgement of Traditional Lands was shown.

3. Approval of Agenda

Resolution No. 23-82 moved by Lucas Alves
seconded by Kathy McDonald

Resolved, that the agenda be approved.

..... carried

4. Conflict of Interest

There were no declarations of conflict of interest.

5. Celebrating Board Activities

Chair Green noted that the Board will recognize and celebrate Peel IT Support Staff and Media Support Services Appreciation Day on May 12, 2023, and Asian Heritage Month and Jewish Heritage Month in May.

5. Celebrating Board Activities (Continued)

Later in the meeting, videos were shown highlighting school, staff and student successes. These included: Peel Skills Challenge held at Judith Nyman Secondary School; accomplishment of Aditya from Woodlands Secondary School, one of eight students in Canada selected to participate in a STEM project around the use of Artificial Intelligence in everyday life; fundraising by Esker Lake Public School students for Water First, an organization training and employing First Nations people; Grade 9 and Grade 11 student teams from Central Peel Secondary School who placed first in their categories in the Gerard K. O'Neill Space Settlement contest, from among 26,000 participants from 19 countries with 4,000 submissions.

6. Staff Recognition: Retirements

Trustee LeeAnn Cole expressed appreciation to retiring staff for their years of service and commitment to the Peel DSB and thanked them for their work.

Resolution No. 23-83 moved by LeeAnn Cole
seconded by Brad MacDonald

Resolved, that the following retirements be received:

Antonia Albarran	Danielle Ineson	Belinda Nicholls
Dave Allan	Cherie Johnson	Joseph Nizio
Lisa Anderson-Reeves	Mark Jones	Kim Philip
Nicole Baron	David Kong	Joan Redhead
Paul Blaney	Dorethy Lamme	David Rintoul
Hannah Blankson-Baffoe	Jane Latham	Nancy Rohde
Brett Boivin	Gillian Leavitt	Dennis Romanet
Helen Brown	Melvin Legree	Rosario Sbrizzi
Lisa Browne	Michael Logue	Fozia Singh
Michael Callan	Lee MacGregor	Heather Situm
Celestino Cardarelli	Inder Mander	Lee Ann Smith
Giovannina Cifa	Karen Marshall	Scott Smith
Virginia De Gasperis	Doug Maskell	Faye Taylor
Hermindar Dhillon	Pamela Mauti	Bernice Templar
Gail Fletcher	Debbie McCleary	Deborah Tolan
Diane Gabriele	Heather McDonald	Edwin Valladares
Yolanda Gidzinski	Alan McGregor	Petra Van Rooy
Kelly Gouveia	Lisa McLeod	Ty Watson
Pauline Holman	Aaloka Mehndiratta	Kristi Wright
Danuta Hrynkiw	Ada Motino	Daniel Yuasa
Jacqueline Hurley		

..... carried

10. Minutes of Special Education Advisory Committee, February 21, 2023

Resolution No. 23-86 moved by Jeffrey Clark
seconded by Susan Benjamin

Resolved, that the Minutes of the Special Education Advisory Committee meeting, held February 21, 2023, be received.

..... carried

11. Minutes of the Audit Committee, March 9, 2023

Resolution No. 23-87 moved by Jill Promoli
seconded by Karla Bailey

Resolved, that the Minutes of the Audit Committee meeting, held March 9, 2023, be received.

..... carried

12. Minutes of the Physical Planning, Finance and Building Committee, April 4, 2023

Resolution No. 23-88 moved by Stan Cameron
seconded by LeeAnn Cole

Resolved, that the Minutes of the Physical Planning, Finance and Building Committee meeting, held April 4, 2023, be received.

..... carried

13. Minutes of the Governance and Policy Committee, April 12, 2023

Resolution No. 23-89 moved by Brad MacDonald
seconded by Lucas Alves

Resolved, that the Minutes of the Governance and Policy Committee meeting, held April 12, 2023, be received.

..... carried

14. Motions for Consideration: Governance and Policy Committee, April 12, 2023

Chair Green advised that each of the recommendations arising from the meeting of the Governance and Policy Committee meeting, held April 12, 2023, will be considered separately.

1. Repeal of Policy 3 – Appointment of Administrative and Supervisory Personnel

Resolution No. 23-90 moved by Brad MacDonald
seconded by Will Davies

Resolved:

- (i) That, Policy 3 – Appointment of Administrative and Supervisory Personnel, attached as Appendix A, be repealed. (Appendix I, attached to the Minutes of the Governance and Policy Committee meeting).
- (ii) That, the administration bring back a report on standards for hiring administrative and supervisory staff, as guidelines.

..... carried

2. Naming and Renaming of Schools, Special Function Areas, and Facilities Policy

Resolution No. 23-91 moved by Brad MacDonald
seconded by Lucas Alves

Resolved:

- (i) That, the Naming and Renaming of Schools, Special Function Areas, and Facilities Policy, as amended, be approved, and replace existing Policy 27 – Naming of Schools.
- (ii) That, the Naming and Renaming of Schools, Special Function Areas, and Facilities Procedure, be received for information.
(Appendix II, attached to the Minutes of the Governance and Policy Committee meeting)

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Noting that proposed names under the policy will not include names of identifiable individuals, a trustee commented about many things named after people and the potential for controversy attached to identifiable individuals. Another trustee inquired as to whether approval of the Policy will affect the naming of a school, special function area, or facility, if a family has already been contacted. Chair Green stated that naming will follow the conventions set out in the Policy, if approved, and that the Board has final approval over a proposed name.

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Resolution No. 23-91 carried

14. Motions for Consideration: Governance and Policy Committee, April 12, 2023
(Continued)

3. Student Registration and Admission Policy

Resolution No. 23-92 moved by Brad MacDonald
seconded by Lucas Alves

Resolved:

That, the Student Registration and Admission Policy, attached as Appendix A, be approved.
(Appendix III, attached to the Minutes of the Governance and Policy Committee meeting)

..... carried

4. Records Retention Schedule

Resolution No. 23-93 moved by Brad MacDonald
seconded by Karla Bailey

That, the Records Retention Schedule, attached as Appendix A, be approved and adopted as
a by-law. (Appendix IV, attached to the Minutes of the Governance and Policy Committee
meeting)

..... carried

15. Directive 24 – Employment Systems Review – Final Report

Providing background information, Masuma Khangura, Executive Officer, Human Resources, Partnerships and Equity reported that Turner Consulting was retained as the independent expert to conduct a comprehensive Employment Systems Review (ESR), including a review of the implementation of the recommendations of the 2013 Turner Consulting Group Research Report on “Hiring and Promotion at the Peel District School Board”. Masuma Khangura explained that Turner Consulting shared the methodology, project work plan, project scope, and committee structure, and engaged in a comprehensive process to collect data. Noting that the analysis is now complete and a summary report has been finalized, Masuma Khangura stated that administration will review the report and develop a project plan to implement the recommendations, which will assist with framing the Board’s Equity and Fairness in Employment Strategy. Tana Turner of Turner Consulting advised that the ESR covered the Board’s employment policies, procedures and related documents, 28 files for competitions completed between 2020 and 2021, and extensive consultations. Resulting from the analysis, 108 recommendations were made, split into four priority areas: strengthening the employment equity infrastructure; diversifying the workforce at all levels; creating a more inclusive and welcoming work environment; creating more equitable policies and practices. Tana Turner spoke about the impact of COVID on educators and the need to create psychologically safe and inclusive workplaces to ensure sufficient and capable staff are available to support the learning and well-being of students.

15. Directive 24 – Employment Systems Review – Final Report (Continued)

Masuma Khangura and Tana Turner responded to trustees' questions of clarification, including: relationship-based hiring was a perception expressed by staff in the focus groups and the report does not include data to support the perception; the ESR was conducted after Ministry supervision and contains statistics for the 2020-2021 school year; release of the full report may affect the integrity of assurances provided around confidentiality. A trustee noted that Board members received the full report on The Journey Ahead, and a review of the implementation of The Journey Ahead was part of the ESR. She stated that trustees should be able to view the full report of the ESR and the results of the workplace census.

Resolution No. 23-94 moved by Kathy MacDonald
seconded by Jill Promoli

Resolved, that the administration bring to the Board of Trustees the full report of the review of the implementation of The Journey Ahead, results of the workplace census, and the complete Employment Services Review report. And further resolved, that all identifiable information be redacted from the reports, but that no redaction be made to any results in the reports, whether they are positive or negative.

..... carried

Responding to further questions of clarification, Tana Turner noted that: the Board needs to do more work to embed EDI in its hiring practices; some targeted hiring was undertaken through outreach recruitment; substantial efforts have been made to remove barriers to hiring Black and Indigenous teachers; more work is to be done to address staff accommodation concerns.

Resolution No. 23-95 moved by Susan Benjamin
seconded by Karla Bailey

Resolved, that the Final Report on Directive 24 – Employment System Review, be received.

..... carried

16. Suspensions, Expulsion, Safe Schools Incident Reports, and Employee Workplace Incident Violence Reports Data

Michelle Stubbings, Superintendent, Safe and Caring Schools, reviewed the above-noted report, explaining that the suspension and expulsion data for September 2022 to March 10, 2023 is compared to the 2018-2019 school year, as data for 2019-2020, 2020-2021 and 2021-2022 school years was impacted by the Covid-19 pandemic. She advised that the number of suspensions has decreased, and the number of expulsions have increased. Outlining the process for submitting a Safe Schools Incident Report, she noted that they are to be completed fairly and without bias. The Employee Workplace Violence Report is a requirement under the *Occupational Health And Safety Act* and includes three types of reporting criteria: exercise of physical force, attempt to exercise physical force, and threat to exercise physical force. One incident could generate multiple reports. Michelle Stubbings stated that the report contains aggregate information for the system and is not disseminated by student or by school.

16. Suspensions, Expulsion, Safe Schools Incident Reports, and Employee Workplace Incident Violence Reports Data (Continued)

During the lengthy discussion that followed, Superintendent Stubbings clarified that the Ministry review, and a review of the Board’s policies, procedures and practices have contributed to the decrease in suspensions. Students in Kindergarten to Grade 3 can no longer be suspended, and principals are required to use the framework for suspension which ensures procedural fairness and adherence to the *Education Act*. Superintendent Stubbings and Atheia Grant, Coordinating Principal, School Support, responded to further questions including: disaggregation by race of students suspended or expelled will be available after student census data is collected; several employees observing a particular behaviour will result in more than one report; not all incidents of physical violence lead to suspensions and principals are required to consider mitigating factors; infractions under Section 310 are considered more serious and an incident is reported to the police when the victim of physical violence requires medical attention; incidents of violence by parents against staff are reported through the Employee Workplace Violence Report; incidents occurring off school property that have a negative impact on the school climate are also considered for discipline; violent incidents against students or staff will result in similar discipline outcomes; schools are provided with progressive discipline support and training, and a number of actions are taken to change the learning environment before suspending a student; staff are trained on using the Safe Schools Incident Report at the start of the school year and through e-modules. It was confirmed that data on suspensions under Section 310, when there is mandatory notification to police, can be provided, and a jurisdictional scan can be undertaken to compare the data with other school boards.

Resolution No. 23-96 moved by Satpaul Singh Johal
seconded by Will Davies

Resolved, that the report re Suspensions, Expulsion, Safe Schools Incident Reports, and Employee Workplace Incident Violence Reports Data, be received.

..... carried

17. Appointment of Peel DSB Student Trustees for 2023-2024

Chair Green congratulated Srishti Sekri and Ammar Alian on their appointment as Peel DSB Student Trustees for the term 2023-2024, and stated that the Board looks forward to working with them. Srishti Sekri, from Lincoln M. Alexander Secondary School, will represent schools north of the 401. Ammar Alian, from Erindale Secondary School, will represent schools south of the 401.

Resolution No. 23-97 moved by Lucas Alves
seconded by LeeAnn Cole

Resolved, that the oral report re Appointment of Srishti Sekri and Ammar Alian as Peel DSB Student Trustees for 2023-2024, be received.

..... carried

18. Recommended Candidate for the Special Education Advisory Committee Vacant Member Seat

Paul da Silva, Associate Director, School Improvement and Equity, Special Education, Social Emotional Learning and Well-Being, stated that the Special Education Advisory Committee advises the Board on special education programs and services, and allows community organizations to offer essential perspectives on the delivery of special education. Superintendent of Special Education and Social Emotional Learning and Well-Being, Jennifer Newby, reviewed the administrative recommendation that Sawubona Africentric Circle of Support be appointed to fill the member vacancy on SEAC. She described the evaluation of submissions against legislation, strategic priorities of the Board, and Ministry directives. She reported that the mandate of the Sawubona Africentric Circle of Support includes educating families on their rights and responsibilities, and services available to them, as well as empowering them to advocate for the well-being of Black students, particularly those with disabilities. Highlighting the intersectionality of race and disability and its impact on students, Jennifer Newby advised that the inclusion of this organization is a proactive step towards fostering a culture of respect and dignity for Black students.

Resolution No. 23-98 moved by Stan Cameron
seconded by LeeAnn Cole

Resolved, that the Sawubona Africentric Circle of Support be appointed to fill the member organization vacancy on the Special Education Advisory Committee. (APPENDIX I)

..... carried

19. Annual United Way Campaign – Board Report

Superintendent of Education, Leslie Grant, thanked Peel DSB staff for their generosity in participating in the Annual United Way Campaign, and she introduced Michael Miller, Acting Principal, Britannia Public School, and Chair of the Peel DSB United Way Campaign Committee. Principal Miller stated that the theme of the 2022-2023 Campaign was Better Together, and relied on the generosity of staff who participated in the employee giving campaign during November 30-December 16, 2022. He reported that \$39,883 was raised, which will go a long way in helping the United Way reach and support families. He spoke of the strong partnership between United Way and the Peel DSB, and he expressed appreciation to members of the Committee, Superintendent Grant, Director of Education, Rashmi Swarup, and United Way Liaison, Raj Chandegra, for their support of the Campaign. He thanked Peel DSB staff for their contributions which will positively impact Peel communities.

Resolution No. 23-99 moved by Kathy McDonald
seconded by Jill Promoli

Resolved, that the oral Board Report re Annual United Way Campaign, be received.

..... carried

20. Notices of Motion

The following Notice of Motion was submitted, for consideration at the May 24, 2023 Board Meeting:

Moved by: Karla Bailey
Seconded by: LeeAnn Cole

That two Trustees be appointed to serve on the Ontario Public School Boards' Association (OPSBA) Board of Directors for a term beginning in June 2023 until June 2024, or until a successor is appointed;

And further, that two Trustees be appointed to serve as Alternates on the OPSBA Board of Directors for a term beginning in June 2023 until June 2024, or until a successor is appointed.

21. Closed Session Report

There was no Closed Session.

22. Adjournment

Resolution No. 23-100 moved by Satpaul Singh Johal
seconded by Will Davies

Resolved, that the meeting adjourn (20:51 hours).

..... Chair Secretary

PEEL DISTRICT SCHOOL BOARD

Minutes of a meeting of the Special Education Advisory Committee of the Peel District School Board, held in the Brampton Room, the H. J. A. Brown Education Centre, 5650 Hurontario Street, Mississauga, Ontario on Tuesday, March 28, 2023, at 19:10 hours.

Members present:

Fauzia Reza, Autism Ontario, Peel Chapter, Vice-Chair
Susan Benjamin, Trustee
Nicole Buckett, Fragile X Research Foundation of Canada
Jeffrey Clark, Trustee
Barbara Cyr, Association for Bright Children, Peel Chapter
Jassie Gill, Ontario Parents of Visually Impaired Children
Anju Mistry, Down Syndrome Association of Peel
Carol Ogilvie, Learning Disabilities Association of Peel Region
Satpaul Singh Johal, Trustee
Ann Smith, Brampton-Caledon Community Living

Members absent: (apologies received marked *)

Shelley Foster, VOICE for Deaf and Hard of Hearing Children, Chair*
Jennifer Knight, Easter Seals Ontario
Sinthusha Panchalingam, Canadian Mental Health Association, Peel*
Dorothy Peddie, FASworld Canada, Peel Chapter

Administration:

Jennifer Newby, Superintendent, Special Education, Social Emotional Learning and Well-Being (Executive Member)
Paul da Silva, Associate Director, School Improvement and Equity, Special Education, Social Emotional Learning and Well-Being
Kathryn Lockyer, General Counsel and Governance Officer

Nicole Fernandes, Board Reporter

1. **Approval of Agenda**

In the absence of Chair Shelley Foster, Vice-Chair Fauzia Reza chaired the meeting.

SE-26 moved by Jeffrey Clark
seconded by Susan Benjamin

Resolved, that the agenda be approved.

..... carried

2. Land Acknowledgement

The Land Acknowledgement video was played.

3. Conflict of Interest

There were no declarations of conflict of interest.

4. Minutes of the Special Education Advisory Committee Meeting, February 21, 2023

SE-27 moved by Barbara Cyr
seconded by Anju Mistry

Resolved, that the Minutes of the Special Education Advisory Committee Meeting, held February 21, 2023, be approved.

..... carried

5. Written Questions, Notices of Motion, and Petitions

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

6. Naglieri General Abilities Test (NGAT) Pilot - Update

Jennifer Newby, Superintendent, Special Education, Social Emotional Learning and Well-Being, reported that the NGAT pilot initiative was administered earlier in this school year, and data is being collected. She explained that NGAT was undertaken following ministry directives related to disproportionalities in special education, in particular for Black and Indigenous students, English Language Learners, and girls in the gifted program. Jennifer Newby indicated that data from the study is preliminary, and a full report will be brought to this Committee at the end of the school year. George Soultanidis, Coordinating Principal, and Richard Lyle, Special Education Resource Teacher, provided background information on NGAT, which has three tests, verbal, non-verbal, and quantitative, and students are tested on what they think rather than what they know. Consultations were held, parents/guardians were surveyed, and tests were offered to all Grade 4 students at 21 schools. The presenters shared information regarding professional learning and the post-administration staff survey on NGAT administration and process. Reviewing preliminary data, they noted that, with NGAT, 5% of students scored in the 96th percentile** in verbal testing, compared to 2% with the CCAT (Canadian Cognitive Abilities Test). In addition, Black students and those with a higher social risk scored better on NGAT, and most staff surveyed stated their preference for NGAT. The next steps were highlighted and included consultations with school psychologists and appropriate stakeholders, as well as considering the expansion of NGAT.

**Note: At the April 25, 2023 Special Education Advisory Committee meeting, this sentence was amended to: 5% of the students scored at or above the 96th percentile

6. Naglieri General Abilities Test (NGAT) Pilot – Update (Continued)

Responses to questions of clarification included that most students in the pilot project participated in the NGAT, and that the testing is language-independent and can therefore be used with non-English speaking students. Information as to whether the students took NGAT as well as CCAT will be brought back.

SE-27 moved by Barbara Cyr
seconded by Jassie Gill

Resolved, that the oral update report re Naglieri General Abilities Test (NGAT) Pilot, be received.

..... carried

7. Superintendent’s Report

Superintendent Newby announced that April is Autism Awareness and Acceptance Month, and April 2nd is World Autism Day. Providing the rationale for the change in the name, she stated that students with an Autism diagnosis need to feel included and accepted. She highlighted the supports, pathways, and resources at the Peel DSB for these students, and reported that they will have the opportunity to showcase their talent and interest in the display of their artwork at the Central Board Office Atrium in April. Jennifer Newby reported that, in support of student voice and choice in pathways, the Special Education department has done extensive work in messaging and professional learning on modifications for students in secondary school. Noting that this is based on the duty to accommodate, she indicated that modifications may cover instruction, environment, and assessment practices. Parent voice is essential, and students and parents are invited to share their goals and desired outcomes. Further information on secondary modifications will be provided next month. Stating that the first full week of May is Mental Health Week, Superintendent Newby confirmed that Special Education department will provide resources and supports to increase awareness of mental health and decrease stigma. She invited SEAC members to connect with Barbara Cyr and Fauzia Reza, who sit on the Mental Health Advisory Committee, and provide them with input and suggestions.

Responding to questions of clarification, Jennifer Newby noted that the student profile will help determine the areas of need and focus, which may shift in later years from an initial primary diagnosis of Autism. She described the Peel DSB supports to respond to mental health needs of students, including mental health clinicians, psychologists, social workers, Child and Youth Workers, and the Be Well Support Line. Details will be brought back to SEAC through the Mental Health Advisory Committee and the Social Emotional department.

SE-28 moved by Jassie Gill
seconded by Jeffrey Clark

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

..... carried

8. Communications for Receipt

SE-29 moved by Carol Ogilvie
seconded by Susan Benjamin

Resolved, that the following Communication items, be received.

1. Free ADHD Resource Now Available
2. Ministry Funded Projects to Prevent and Remove Barriers 2022-2023
3. PAAC on SEAC Calendar 2022-2023 – Revised
4. Partnering with Schools for Students Success Announcements – February 2023

..... carried

9. Tutoring Program Status

The item was deferred to the next meeting when a written report will be included in the agenda.

10. Reports from Representatives on Councils/Associations

1. **OPVIC Association Report – AERO-October 2022 / OPVIC Association Report – December 2022**

Jassie Gill noted that the reports provide information on resources and supports for students with visual impairment. The reports may be shared, and she can be contacted if any assistance is required in this regard.

11. Questions Asked of and by Committee Members

Carol Ogilvie asked as to why the Peel DSB did not apply to the provincial initiative to fund projects aimed at removing accessibility barriers. Superintendent Newby indicated that applications for such projects are usually done by the Board’s Accessibility Committee which, during the past year, had not yet been formalized. However, the working group has now been established and will address accessibility issues.

Carol Ogilvie requested an update on the supports that will be provided for special education students due to de-streaming. Jennifer Newby advised that the Special Education and Curriculum and Instruction departments continue to work through the process, and staff are receiving training on secondary modifications. Regular updates, as data becomes available, will be brought to SEAC. Paul da Silva, Associate Director, School Improvement and Equity, Special Education, Social Emotional Learning and Well-Being, indicated that the Equity and Accountability Report Card that was brought to the Board contains much of the information in this regard.

11. Questions Asked of and by Committee Members (Continued)

Carol Ogilvie referred to new applications in Artificial Intelligence (AI), such as Chat GPT, and asked about plans and the impact on students with special education needs. General Counsel and Governance Officer, Kathryn Lockyer, reported that a question about AI and Chat GPT was asked at a Governance and Policy Committee meeting, and information will be brought back to that Committee. She advised that, if there is a need for policies and procedures, Superintendent Newby will be included in the process so that the needs of special education students are considered.

Carol Ogilvie asked about the SEAC brochure. Superintendent Newby reported that she has been in discussion with SEAC Chair, Shelley Foster, and most of the information has been included in the brochure. The brochure will be finalized when the vacant seat on SEAC is filled, and depending on consultation with the Committee on the inclusion of Members-At-Large.

12. Staff Led Consultation: Parent of Concern Protocol

Saira Salman, Coordinating Principal, noted that the Parent of Concern guiding document is based on the principles of: creating transformative systems that promote individual and collective success; affirming the value and inherent dignity of all communities especially those that have been historically oppressed; recognizing racism and all forms of oppression; educating everyone about historical truths and contemporary realities; secure accountability by developing critical consciousness and taking action. She reviewed the Parent of Concern information on the Peel DSB website and referred to the Shared Solutions guide by the Ministry of Education. Saira Salman outlined the Student Review Process, and highlighted that the first step is to request a meeting with the teacher. She provided details on possible responses with regard to the meeting with the teacher, the next step of contacting the Principal, and the third step of consulting with the Superintendent of Education. A copy of the presentation will be shared with members.

During the discussion that followed, several suggestions and comments were put forward by Committee members. These included: essential for parents to know timelines for administration's response; timelines should be fair and reasonable; include contacting trustees and SEAC members after contact with the Superintendent; provide the guidance document at the entry point with the registration package; share information at family of schools meetings with parents; creating a flyer for schools to post and distribute; loss of continuity when new principals or teachers are appointed. Superintendent Newby indicated that the Parent of Concern guideline can also be included in the SEAC brochure. She thanked members for their feedback and stated that an update on the actions taken will be brought back to SEAC.

SE-30 moved by Jassie Gill
seconded by Jeffrey Clark

Resolved, that information re Parent of Concern Protocol, be received.

..... carried

13. Staff Led Consultation: Members-At-Large for SEAC

Superintendent Newby noted that SEAC is permitted to add Member-At-Large positions, if they determine that there is a need for additional members on the Committee. She advised that, if there is interest, a separate callout for Members-At-Large will be required, and will be either for organizations or individuals. She indicated that Members-At-Large will have specific roles and responsibilities and she invited input from the Committee. In response to a question as to practice at other school boards, Jennifer Newby confirmed that, at the Toronto DSB, SEAC Members-At-Large have specific roles and responsibilities, and the positions would be unique to each school board. Another member stated that there is no need for additional members, as there are currently 15 members on SEAC. She commented that a member-at-large may be helpful for boards that have difficulty in filling seats. Asked as to whether a specific need has been identified, Superintendent Newby stated that determining representation is a function of the Committee, and today's consultation is held to establish if there is interest.

14. Staff Led Consultation: Exclusion Policy

The item was deferred to the next meeting to facilitate an in-depth consultation.

15. Motion / Action Log

Superintendent Newby explained that items are added to the Log following consultations with Chair Foster. Reviewing the format, she stated that items actioned or completed will be removed from the Log, and those for which action cannot be taken will appear in the Log for one meeting and then removed. A member indicated that SEAC would like to see answers to questions, and Superintendent Newby confirmed that staff endeavour to capture the questions in some manner, and members can also refer to the minutes. Links to reports will be indicated in response to relevant questions. The member commented that the minutes do not contain all questions asked and responses provided at a meeting.

SE-31 moved by Carol Ogilvie
seconded by Jeffrey Clark

Resolved, that the report re Motion/Action log, be received.

..... carried

16. Adjournment

SE-32 moved by Satpaul Singh Johal
seconded by Susan Benjamin

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

..... carried

..... Chair

PEEL DISTRICT SCHOOL BOARD

Minutes of a meeting of the Special Education Advisory Committee of the Peel District School Board, held in the Brampton Room, the H. J. A. Brown Education Centre, 5650 Hurontario Street, Mississauga, Ontario on Tuesday, April 25, 2023, at 19:00 hours.

Members present:

Shelley Foster, VOICE for Deaf and Hard of Hearing Children, Chair
Fauzia Reza, Autism Ontario, Peel Chapter, Vice-Chair
Nicole Buckett, Fragile X Research Foundation of Canada
Jeffrey Clark, Trustee
Barbara Cyr, Association for Bright Children, Peel Chapter
Jassie Gill, Ontario Parents of Visually Impaired Children (19:05)
Jennifer Knight, Easter Seals Ontario
Carol Ogilvie, Learning Disabilities Association of Peel Region
Dorothy Peddie, FASworld Canada, Peel Chapter
Satpaul Singh Johal, Trustee
Ann Smith, Brampton-Caledon Community Living

Members absent: (apologies received)

Susan Benjamin, Trustee
Anju Mistry, Down Syndrome Association of Peel
Sinthussha Panchalingam, Canadian Mental Health Association, Peel

Also Present:

Will Davies, Trustee
Lee Ann Mallett, Learning Disabilities Association of Peel Region
Wes McDonald, Ontario Parents of Visually Impaired Children (Alternate)

Administration:

Jennifer Newby, Superintendent, Special Education, Social Emotional Learning and Well-Being (Executive Member)

Lorelei Fernandes, Board Reporter

1. **Approval of Agenda**

Chair, Shelley Foster, announced the resignation of Sinthussha Panchalingam, representative of Canadian Mental Health Association, Peel. The association will be contacted for a replacement.

1. Approval of Agenda (Continued)

The following changes were made to the agenda:

Item 8.1, Superintendent’s Oral Report, was deferred.
Item 8.4, Corrective Reading Tutoring Program, was moved to Item 8.1.

SE-33 moved by Barbara Cyr
seconded by Jeffrey Clark

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

..... carried
(2/3rds’ majority)

2. Land Acknowledgement

The Land Acknowledgement video was played.

3. Conflict of Interest

There were no declarations of conflict of interest.

4. Minutes of the Special Education Advisory Committee Meeting, March 28, 2023

Barbara Cyr referred to Item 6 of the Minutes, Naglieri General Abilities Test (NGAT) Pilot. She stated that the sentence ‘5% of students scored in the 96th percentile in verbal testing’ should read as ‘5% of the students scored at or above the 96th percentile in verbal testing’. The Minutes will be amended accordingly.

Regarding Item 12 of the Minutes, Staff Led Consultation: Parent of Concern Protocol, Ann Smith advised that a copy of the presentation was to be shared with members but has not yet been received. She requested that a copy be made available.

SE-34 moved by Barbara Cyr
seconded by Ann Smith

Resolved, that the Minutes of the Special Education Advisory Committee Meeting, held March 28, 2023, as amended, be approved.

..... carried

5. Written Questions, Notices of Motion, and Petitions

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

6. Corrective Reading Tutoring Program

Saira Salman, Coordinating Principal, Special Equipment Amount - Per Pupil Amount (SEA PPA), reviewed the report. She provided contextual information on the Ministry of Education’s Learning Recovery Action Plan, which includes funding to support special education students who would benefit from tutoring. LearnStyle was selected as the vendor to support and implement a Corrective Reading tutoring initiative in Peel. Saira Salman provided information on LearnStyle’s Reading Intervention Team, described how the program works, and indicated that there are approximately 57 tutors supporting 220 students across the board. She stated that the Corrective Reading Tutoring Program addresses the literacy achievement gaps of students, revealed in the Right to Read report. She added that the program costs \$1.3 million and noted that as per the Transfer Payment Agreement the funding for this program terminates at the end of this academic school year.

Responses to questions of clarification from members included: Transfer Payment Agreement funds are to be utilized during the current school year; transition plan for students once tutoring classes are completed will require each school to review the progress on corrective reading and implement next steps for the academic school year; LearnStyle uses the SRA Corrective Reading Program; parents were made aware that this one-time tutoring opportunity may not continue; only preliminary data is currently available.

SE-35 moved by Jeffrey Clark
seconded by Satpaul Singh Johal

Resolved, that the report re Corrective Reading Tutoring Program, be received.

..... carried

7. Identification, Placement and Review Committee (IPRC) Overview

Jennifer Newby, Superintendent, Special Education, Social Emotional Learning and Well-Being, stated that this report is brought in response to requests made at previous SEAC meetings and questions received by email. George Soultanidis, Coordinating Principal, stated that the IPRC Committee is mandated by the Ministry of Education to decide on exceptionalities and student placements. He shared information on the Committee membership, guiding principles for providing programs and supports to students with special education needs, process for review and discussion on identification and placement decisions, and In-School and Regional IPRCs. George Soultanidis provided a list of dates scheduled for Regional IPRCs in the current school year. Further information was shared on application and selection process for IPRC Chairs and IPRC supports for members. Next steps will include, updating training to Gifted IPRC Committees, continuing to review and provide updated resources and in-person virtual sessions annually for members, and updating the SESS 3 IPRC Operating Procedure.

Comments and questions of clarification from members responded to included: IPRCs are provided through the home school based on student profile; incentives for a school principal to apply for IPRC chair position; part of the chair’s responsibility is to engage in the training provided once the application is approved; key information on training and updates can be shared with SEAC members; IPRC scheduled dates are subject to change.

7. Identification, Placement and Review Committee (IPRC) Overview (Continued)

SE-36 moved by Barbara Cyr
seconded by Jeffrey Clark

Resolved, that the oral report re Identification, Placement and Review Committee (IPRC) Overview, be received.

..... carried

8. Modifications in Secondary

Coordinating Principal, George Soultanidis, provided background information on the de-streaming process in Ontario which began in September 2021 and continued in 2022. He stated that in September 2023 all Grades 9 and 10 core subjects will be de-streamed in Peel DSB secondary schools. Citing the Ontario Human Rights Code, he spoke about the duty to accommodate reflected in the Individual Education Plan (IEP), to eliminate barriers and provide equal opportunity to students with disabilities. Liza Brasil, Special Education Coordinator, provided information on: types of accommodations such as, instructional, environmental, and assessment; modifications as duty to accommodate; the Student Review Process to recommend modifications to curriculum expectations. Coordinating Principal, Sumble Kaukab, shared information on communication and actions on de-streaming as well as professional learning over the period August 2022 to May 2023. Next steps include resources and professional learning for classroom teachers, increasing teacher understanding of modification and accommodation based on student profile, and data collection on modified programs and credit accumulation.

Questions of clarification from members were responded to regarding: regular staff training and professional learning on procedures for the Student Review Process; better communication to parents on Pathways and open opportunities available to the student; students who are identified are required to have an IEP. In response to a question on meeting the needs of all students due to de-streaming, it was explained that the focus is on using Universal Design (UD) for learning, Differentiated Instruction (DI) practices, and culturally responsive and relevant pedagogy with modifications to achieve student success. Regarding measuring the success of UD and DI, Sumble Kaukab advised that every school is required to have a School Improvement Equity Plan, the Principal monitors implementation of the school success plan at the school level through student achievement data, observations, and conversations, etc. Superintendent Newby noted that it is also the responsibility of central board staff to support schools and build staff capacity on an ongoing basis. Discussion ensued and members commented on providing students with the right tools in school to assist them after post-secondary education, lack of funding and resources, accountability, proper communication between staff and families, and possibility of a supervisory team to monitor progress.

SE-37 moved by Dorothy Peddie
seconded by Jassie Gill

Resolved, that the oral report re Modifications in Secondary, be received.

..... carried

9. Mental Health and Well-Being

Reviewing the report, Janet Jakowski, Senior Manager, Social and Emotional Learning, described the current mental health and well-being supports for Peel DSB students, which includes Professional Student Services Personnel (PSSP), resources to support wellness, access to the Be Well website, training, and individual and group counselling. PDSB recognizes the month of May as Children’s Mental Health Month, when schools engage in board-wide events, awareness, and outreach activities. Other engagements include grant applications for schools, positive partnerships with community mental health organizations to assist with building coping skills and resilience in students, the Collaborative Agreement Review Committee (CARC) process, partnership with Peel Public Health, and Peel DSB membership on several community committees. Janet Jackowski provided information on the Suicide Intervention Prevention and Postvention (SIPP) guidelines and provided an update report on the PDSB Mental Health Strategy and Action Plan.

Questions of clarification from members were responded to regarding: mental health resources are posted on PDSB’s website; grant applications process for schools; tracking of schools accessing the grants; translations for SIPP guidelines will be posted on the board’s mental health web page.

SE-38 moved by Jassie Gill
seconded by Jennifer Knight

Resolved, that the report re Mental Health and Well-Being, be received.

..... carried

10. Communications for Receipt

SE-39 moved by Barbara Cyr
seconded by Ann Smith

Resolved, that the Communication item re PAAC on SEAC Resource Guide on Special Education funding 2023, be received.

..... carried

11. Questions Asked of and by Committee Members

Jennifer Knight inquired about a letter that was sent by Easter Seals to the Board in early 2023 regarding National AccessAbility Week and Red Shirt Day. She asked whether Peel DSB is interested in participating in the initiative. Jennifer Knight will resend the letter to Superintendent Newby.

12. Questions Asked of and by Committee Members (Continued)

Jennifer Knight asked about parents being called, encouraging them to keep their children at home when there are not enough staffing resources at the school. She inquired about tracking these situations as all students are entitled to attend school. Jennifer Newby provided an explanation for such situations and requested that these instances be reported to her, Coordinating Principals, or Superintendents of Education.

Wes McDonald inquired whether PLASP has an obligation to accept students regardless of exceptionality or disability, or do they have the option of not accepting a child if it requires higher resourcing. A response will be provided at a future meeting.

13. Staff Led Consultation: Psychoeducational Assessment (Spring 2023 Process)

Rummy Gill, Psychology Manager - South, Andrea Myrie-Nurse, Psychology Manager - North, and George Soultanidis, Coordinating Principal, presented information on considerations around the assessment process. The presenters provided background information on the Assessment Consultation Committee (ACC) which reviews all psychology assessments in the Peel system for high needs/high risk students. It was noted that a lack of psychology resources resulted in long wait lists and posed a concern for addressing the high demand for psychology assessments. Recommendations for having a transparent process, a centralized assessment system, and explanation on how assessments are made, have been included in the ACC process. The process for assessment, the composition, and the mandate were outlined. Information was shared on criteria for Gifted identification and placement through the IPRC process.

Responses to questions of clarification from members included: that the 2022-2023 waitlist is expected to be cleared by Fall 2023; the most complex cases are addressed first; students currently on the ACC referral list will have the opportunity to go to IPRC without a psycho-educational assessment; new referral for assessment will include timing for testing, student development, psychological factors, academic and social performance in schools, etc.; staff resource for non-verbal assessments. A member inquired about the possibility of providing data on students assessed, and the status of the waitlist in future. A suggestion was made to create documentation for parents to appeal in case of delays.

Superintendent Newby commented that this topic will be placed on the annual SEAC schedule and brought back for further discussion.

SE-40 moved by Dorothy Peddie
seconded by Barbara Cyr

Resolved, that oral report re Staff Led Consultation: Psychoeducational Assessment (Spring 2023 Process), be received.

..... carried

14. Motion / Action Log

On a question by a member, Superintendent Newby noted that more details have been added to the Motion/Action log. It was generally agreed that the information in the log is sufficient.

SE-41 moved by Jeffrey Clark
seconded by Satpaul Singh Johal

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

..... carried

15. Adjournment

SE-42 moved by Jeffrey Clark
seconded by Dorothy Peddie

Resolved, that the meeting adjourn. (22:10 hours)

..... carried

..... Chair

PEEL DISTRICT SCHOOL BOARD

Minutes of a meeting of the Physical Planning, Finance and Building Committee of the Peel District School Board. The hybrid meeting was held in the Brampton Room, the H. J. A. Brown Education Centre, 5650 Hurontario Street, Mississauga, Ontario on Wednesday, May 3, 2023, at 17:00 hours.

Members present:

Stan Cameron, Chair
Satpaul Singh Johal, Vice-Chair
Karla Bailey
David Green, Board Chair (electronic)
Brad MacDonald
Jill Promoli

Also present:

Lucas Alves (electronic)
Jeffrey Clark (electronic)
Susan Benjamin

Member absent: (apologies received)

Will Davies

Administration:

Jaspal Gill, Associate Director, Operations and Equity of Access (Executive Member)
Tania Alatishe-Charles, Controller, Finance Support Services
Yonnette Dey, Superintendent – Elementary, Curriculum, Instruction and Assessment and Community Engagement
Wendy Dobson, Acting Controller, Corporate Support Services
Kathryn Lockyer, General Counsel and Governance Officer
Camille Logan, Associate Director, School Improvement and Equity, Curriculum and Instruction, Student and Community Engagement
Thomas Tsung, Controller, Facilities and Environmental Support Services
Randy Wright, Controller, Planning and Accommodation Support Services

Nicole Fernandes, Board Reporter

1. Call to Order

Chair Stan Cameron called the meeting to order at 17:00 hours.

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

PB-26 moved by Karla Bailey
seconded by Brad MacDonald

Resolved, that the Committee move into the Closed Session (17:00 hours).

The meeting recessed at 17:10 hours and reconvened into Open Session at 17:30 hours.

3. Rise and Report from Closed Session

PB-27 moved by Satpaul Singh Johal
seconded by Karla Bailey

Resolved, that the report of the Closed Session re Surplus Properties: Status Update, and Procurement Activity Report for the period March 1-31, 2023, be received.

..... carried

4. Acknowledgement of Traditional Lands

The video on the Acknowledgement of Traditional Lands was viewed.

5. Approval of Agenda

PB-28 moved by Jill Promoli
seconded by Brad MacDonald

Resolved, that the agenda be approved.

..... carried

6. Conflict of Interest

There were no declarations of conflict of interest.

7. Minutes of Student Transportation of Peel Region – Governance Committee Meeting, January 27, 2023

PB-29 moved by Jill Promoli
seconded by Karla Bailey

Resolved, that the Minutes of the Student Transportation of Peel Region – Governance Committee Meeting, held January 27, 2023, be received.

..... carried

8. Minutes of the Physical Planning, Finance and Building Committee Meeting, April 4, 2023

PB-30 moved by Brad MacDonald
seconded by Jill Promoli

Resolved, that the Minutes of the Physical Planning, Finance and Building Committee Meeting, held April 4, 2023, be approved.

..... carried

9. Vision Cooksville – Status Update

Reviewing the report, Manager of Planning and Enrolment, Suzanne Blakeman, noted that the Board and City of Mississauga commissioned a study by CS&P Architects to determine the feasibility of a fully integrated community Hub, which will include a new secondary school for approximately 1,500 students, community centre, public library, and park on the joint site. The property is just over 20 acres, comprising Sgt. David Yakichuk Park and T.L. Kennedy Secondary School. Suzanne Blakeman explained that the shared-use centre will require approximately 11% gross floor area less, translating to potential capital cost savings for the Board and City. Construction of the new secondary school would be funded from proceeds of the sale of a development parcel of land along Hurontario Street, following a reassessment to confirm that this is still a viable business case. The plan will need Board, Ministry and City approval. Suzanne Blakeman advised that the existing school will continue to operate during construction and would be demolished once the new school is completed. In response to trustees' questions, Maureen O'Shaunessy from CS&P Architects clarified that the proposed building will have four storeys, with a basement, lower level, and underground parking. She confirmed that a traffic impact assessment was undertaken and was one of the main considerations for the project.

PB-31 moved by Jill Promoli
seconded by Brad MacDonald

Resolved, that the status update report re Vision Cooksville, be received.

..... carried

10. Naming of the Centre for African, Afro-Caribbean, and Black Student Success

Yonnette Dey, Superintendent of Elementary Curriculum, Instruction and Assessment and Community Engagement, provided background information on the report, noting that in 2021, the Board committed to the creation of a Center for African, Afro-Caribbean, and Black student success to disrupt and dismantle anti-black racism within the Board. She stated that the center will affirm the histories, identities and experiences of students, staff, and families who identify as African, Afro-Caribbean, and Black.

10. Naming of the Centre for African, Afro-Caribbean, and Black Student Success
(Continued)

Superintendent Dey explained that the report documents the consultation process, including feedback from the community, that has led to the name, mission, and vision for the centre. She advised that the process for the development of the name and subsequent community consultations was consistent with Policy 27, Naming of Schools, prior to its amendment as Policy 27, Naming and Renaming of Schools, Special Function Areas, and Facilities, approved at the April 26, 2023 Board Meeting. A steering committee comprising of Peel staff and members of the Black community engaged in the naming process during June 2022 and April 2023, inviting feedback from students, staff, families and community members. Yonnette Dey reported that the steering committee recommended that the preferred name is Kola Ilyomade Centre of Black Excellence, and highlighted the rationale for the preferred name. She noted the requirement for meaningful engagement with students and the local school community, which must actively strive to include and engage the voices and perspectives of current and historically disadvantaged persons. In addition, one of the provisions of the amended Policy is that no school, special function area or facility is to be named after an individual. Superintendent Dey advised that, given these parameters and respecting the steering committee's recommendation, the administration is recommending The Center of Black Excellence as the name of the centre. This will reflect the first choice of the steering committee in alignment with the amended Policy.

Trustees speaking expressed appreciation for the recommended name, noting that it will resonate with families, and inspire students. Superintendent Dey confirmed that staff are working on determining the location of the centre.

PB-32 moved by Karla Bailey
seconded by Satpaul Singh Johal

Resolved, that the Physical Planning, Finance and Building Committee recommends to the Board:

That the Centre for African, Afro-Caribbean, and Black Student Success be named as The Centre of Black Excellence.

..... carried

11. Procurement Activity Report

PB-33 moved by Brad MacDonald
seconded by Satpaul Singh Johal

Resolved, that the Procurement Activity Report for the period March 1-31, 2023, be received.

..... carried

12. Vandalism Activity Report

PB-34 moved by Jill Promoli
seconded by Brad MacDonald

Resolved that, the Vandalism Activity Report for January and February 2023, be received.

..... carried

13. Adjournment

PB-35 moved by Jill Promoli
seconded by Karla Bailey

Resolved, that the meeting adjourn (17:55 hours).

..... carried

..... Chair

MOTION FOR CONSIDERATION: PHYSICAL PLANNING, FINANCE AND BUILDING COMMITTEE

At a meeting of the Physical Planning, Finance and Building Committee, held May 3, 2023, the following recommendation is brought for Board approval:

1. Naming of the Centre for African, Afro-Caribbean, and Black Student Success

That, the Centre for African, Afro-Caribbean, and Black Student Success be named as The Centre of Black Excellence. (APPENDIX 1)

Submitted by:

Jaspal Gill
Associate Director, Operations and Equity of Access

Physical Planning, Finance, and Building Committee Meeting, Wednesday, May 3, 2023

Naming of the Centre for African, Afro-Caribbean and Black Student Success

Strategic Alignment:
Ministry Directive 14

Naming and Renaming of Schools, Special Function Areas, and Facilities Policy

Report Type:
Recommendation

<i>Prepared by:</i>	Yonnette Dey, Superintendent, Elementary, Curriculum, Instruction & Assessment Dr. Camille Logan, Associate Director of School Improvement and Equity, Curriculum and Instruction, and Student and Community Engagement
<i>Submitted by:</i>	Rashmi Swarup, Director of Education

Overview

Recommendation:

That one of the proposed names for the Centre for African, Afro-Caribbean and Black Student Success be recommended for approval by the Board of Trustees.

Highlights:

- In 2021, the Peel District School Board (PDSB) committed to the creation of a Centre for African, Afro-Caribbean and Black Student Success to disrupt and dismantle anti-Black racism within the board.
- The establishment of this Centre is led by a Steering Committee comprised of Peel staff and members of the Black community.
- Between June 2022 and April 2023, the Steering Committee engaged in the naming of a special function area process, inviting feedback from Black students, staff, families, and community members.
- The Steering Committee is recommending for approval the proposed name for the Centre: Kola Iluyomade Centre of Black Excellence.
- Through this proposed name, the Centre embodies and honors the legacy of late activist and community leader, Kola Iluyomade, an instrumental figure in the PDSB's ongoing work to dismantle anti-Black racism.
- As an update, the Steering Committee has also developed the mission, vision, and mandates for the Centre in collaboration with the Peel Community.

Background:

In June 2021, the Peel District School Board announced the approval for the creation of a Centre for African, Afro-Caribbean and Black Student Success focused on disrupting and dismantling anti-Black racism. This recommendation was one of several brought forward by representative members of the We Rise Together Community Advisory Committee and Advocacy Peel. The other recommendations included:

- The creation of an advisory committee (now called "The Alliance");
- The development of a strategy for African, Black, and Afro-Caribbean Student Success (current We Rise Together 2.0: Black Student Success Strategy)
- The Commemoration of the advocacy African, Black and Afro-Caribbean communities engaged in during the 2019/2020 school year (June 17th, 2022, Commemorative Event).

The establishment of this Centre is guided by a steering committee composed of Black senior leadership, central staff, administrators, educators, parents, community members and a Trustee. This committee meets regularly and is tasked with the following objectives:

- In collaboration with Design and Construction, determining a physical location for the Centre with attention to design, capacity, physical accessibility, and proximity to transit
- Developing the mission, vision, and mandates of the Centre
- Finalizing a name for the Centre
- Establishing programming for students, staff, families and community members to operationalize these mandates.

Through this report, the Steering Committee is seeking approval for the name of the Centre. Further, this report provides an update on the mission, vision, and mandates of the Centre that were developed in consultation in Black students, staff, families, and community members.

For the purpose of this work, the use of the term Black refers to individuals of African heritage who may also self-identify as Black demographically. These individuals may include, but are not limited to those of African Caribbean, African, African Indigenous, or Caribbean descent.

Evidence

Findings/Key Considerations:

Naming of a Special Function Area Process

Initial conceptualizations of the name

Starting in June 2022, the Steering Committee began discussions on the potential name for the Centre. Herein, members discussed, defined, and interrogated conceptualizations of excellence, Black excellence and Black Student Success. In other words, *what does excellence mean? What is the meaning of Black excellence? What does excellence look like, and sound like in the context of Black joy? What would a Centre of Black Student Success mean for Black students and staff?*

The Committee also identified ways in which the name of the Centre would intersect with current initiatives and structures within the PDSB such as the Black Student Success Strategy and the African, Black, Afro-Caribbean Student Success team within the Equity, Indigenous Education, School Engagement & Community Relations Department. As a result of these ongoing discussions, the Steering Committee identified the following shortlist of possible names for community consultations:

1. Centre of Black Excellence
2. Centre of Excellence
3. Centre for African, Black, and Afro-Caribbean Student Success
4. Centre for Black Student Success

Honouring the legacy of Kola Iluyomade

In June 2022, the PDSB announced a commitment to honour community activist Kola Iluyomade in the naming of the Centre.

Kola Iluyomade was a passionate activist and community leader, who lobbied relentlessly for the disruption and dismantling of anti-Black racism within the Peel District School Board. Known as the “modern-day Superman,” Kola Iluyomade was a symbol of hope for others, and specifically, for Black, African and Afro-Caribbean students within the Peel community. Kola always strived for equality in the PDSB. Despite the resistance he faced, the only true thing he wanted from his work as an advocate and leader, was for Black, African and Afro-Caribbean students to be treated as equals – to experience equal outcomes and to not be seen as a burden when they asked teachers, staff and volunteers for help. Kola was a leading voice in the PDSB community, as a parent representative on the We Rise Together Community Advisory Committee and the founder of Advocacy Peel. He worked with community members to dismantle anti-Black racism, to drive the Ministry Review of the Peel District School Board and

ultimately, transform the PDSB towards justice. Without his advocacy and knowledge, there would no Black Student Success Strategy, no Equity Department, and no Ministry directives. Kola Iluyomade gave his life, dreams and hopes for his work. Kola Iluyomade was, and will always be, unapologetically Black. In all his works, he stood tall, bold and proud. A father, founder, friend and mentor to many, Kola Iluyomade will forever live on.

Naming the Centre after Kola Iluyomade would ensure his work and legacy to disrupt and dismantle anti-Black racism within the Peel District School Board would continue. Further, it is a symbol of acknowledgement by the Peel District School Board of Kola's transformative leadership that guides the PDSB's actions, initiatives, policies to create safe learning and working environments for Black students and staff to date. Building on this commitment, the Steering Committee further revised the shortlist of possible names for the consultation as follows:

1. Kola Iluyomade Centre of Black Excellence
2. Kola Iluyomade Centre of Excellence
3. Kola Iluyomade Centre for African, Black, and Afro-Caribbean Student Success
4. Kola Iluyomade Centre for Black Student Success

Community consultations

In collaboration with the Alliance, it was requested that the Centre of Excellence be dedicated to Kola Iluyomade for his advocacy and leadership to address anti-Black racism within the Peel District School.

From November 2022 – April 2023, the Steering Committee engaged in a series of consultations with Black students, staff, parents, families, and community members to invite feedback on the potential name of the Centre, and develop the mission, vision, and mandates of the Centre. There was also an opportunity for participants to suggest an alternative name for consideration.

Preferred name

Based on the feedback, the preferred name for the Centre, is the Kola Iluyomade Centre of Black Excellence (alternatively styled as the Centre of Black Excellence, dedicated to the legacy of Kola Iluyomade). For many participants, the use of the term *Black Excellence* resonated as:

- It is inclusive of the diverse identities and intersectional identities across the Black community and projects the creation of a safe space,
- It is inclusive of all stakeholders the Centre will serve. While centering Black students, the Centre also exists in support of Black staff, parents, families, and communities.
- It is empowering and a source of pride and inspiration within the Black community.
- The definition of Black excellence is fluid, and multidimensional across different ways of knowing and being within the Black community.

Shortlisted names for consideration

The Steering Committee also proposes the following names for consideration:

- Centre of Black Excellence
- Centre for Black Student Success

-
- Centre for African, Black, and Afro-Caribbean Student Success

Update on the Mission, Vision, and Mandates

The vision statement reflects the difference or ideal future the PDSB community wants to see in the experiences of Black students, staff, parents, families, and community in the Peel District School Board. The mission statement explains the activities of the Centre, the stakeholders in which it serves and its purpose. As stated, the community consultations supported the development of the mission, vision, and mandates of the Centre. These consultations were rolled out in to two phases:

- **Phase 1:** Initial development of the mission, vision & mandates in consultation with Black Students and the Steering Committee
- **Phase 2:** Consultation on the draft mission, vision & mandates in consultation with Black staff, Black parents, families, and community members.

The consultation report is attached as **Appendix A**. **Appendix B** provides an update on the mission, vision, and mandates of the Centre.

Impact Analysis

Equity & Human Rights Review:

The Ministry Review of 2020, highlighted evidence of anti-Black racism throughout the Peel District School board. The Centre is one of the board's commitments to address systemic anti-Black racism and redress the hurt and harm experienced by the Black community.

As stated within the mission statement, the Centre exists as “an identity-affirming space for Black students, Black staff, Black families, and Black communities. Their lived experiences inform, and guide programs, resources and opportunities dedicated to uplifting the African diasporic Indigeneity both historic and contemporary. For Black students, it is a place to feel welcomed and to come as they are in the fullest expression of their diverse identities”.

The impact of the Centre on the Peel District School Board community will be a demonstration of the Peel District School Board's commitment to addressing anti-Black racism and anti-oppression work in all learning and working environments. This commitment to engage in practices to redress historical and contemporary acts of systemic anti-Black racism

The proposed mandates of the Centre help to operationalize the Black Student Success Strategy which will improve the learning and working conditions of Black staff and students and families.

The naming of the Centre should reflect this commitment.

Board or Ministry Policy Alignment:

Ministry Directive 14 – Equity Action Plan

Naming and Renaming of Schools, Special Function Areas, and Facilities Policy

Resource/Financial Implications:

Upon approval of a name and selection of a location there will be associated financial costs with signage and branding.

Community Impact:

From the naming process through to implementation, the center is an initiative co-constructed with those most impacted, particularly Black staff and students.

References:

Bio for Kola Iluyomade:

(Advocacy Peel, Bio of Kola Iluyomade, personal communication, March 6, 2023).

Peel District School Board. (2021, June 26). Remembering Kola Iluyomade. Retrieved from <https://www.peelschools.org/news/Remembering-Kola-Iluyomade2022-06-29-19:10:49.091418+00>

Next Steps

Action Required:

- Collaborate with the Public Engagement and Communications department, on communicating the new name, alongside the mission, vision, and mandates to the internal and external PDSB Community
- Upon confirmation of a location, work with Facilities on necessary signage.
- Through the Virtual Platform Subcommittee for the Centre:
 - establish branding for the Centre.
 - create a webpage on the internal and external PDSB websites; and
 - establish social media accounts to remain connected with the PDSB community.
- Fulfill the remaining objectives of the Steering Committee including establishing programming for students, staff, families, and community members to operationalize the mandates.

Appendices

Appendix A – Development of a PDSB Centre for African, Black, and Afro-Caribbean Student Success: Consultation Report

Appendix B – Kola Iluyomade Centre of Black Excellence: Mission, Vision, and Mandates

Appendix A – Development of a PDSB Centre for African, Black, and Afro-Caribbean Student Success: Consultation Report

In June 2021, the Peel District School Board approved the creation of a Centre for African, Afro-Caribbean and Black Student Success to address anti-Black racism. To inform the establishment of this Centre, the Steering Committee engaged in a series of consultations with Black students, staff, families, and community members. These consultations were rolled out in two phases:

- Phase 1: Initial development of the mission, vision & mandates in consultation with Black Students and the Steering Committee
- Phase 2: Consultation on the draft mission, vision & mandates in consultation with Black staff, Black parents, families, and community members.

Throughout both phases, participants were invited to share their preferences on the preferred name for the Centre. This report documents the findings from phase one of the consultation process.

OVERVIEW OF THE PHASE ONE CONSULTATION PROCESS

Starting in November 2022, Black students and Black Student Associations were invited to share their perspectives on the design of the Centre through a survey and facilitated discussion. To illustrate, Black Student Associations were asked:

1. What would you like to see in a Centre dedicated to African, Afro-Caribbean, and Black students?
2. In what ways can a Centre dedicated to African, Afro-Caribbean, and Black students support and enhance your: a) academic success, b) well-being, and c) sense of belonging in the PDSB?

In January 2023, the Steering Committee was invited to provide feedback on the design of the Centre through a survey. This survey aimed to achieve the following objectives:

1. Understanding the aspirations of the Committee for the Centre which will support the creation of the Centre's mission and vision statements
2. Identifying key priority areas for the Centre to support the development of the Centre's mandates [Three pillars: Students, Parents & Families, Community]
3. Inviting feedback on the potential name for the Centre

FINDINGS FROM ALL CONSULTATIONS

The Centre as a safe space and a site of belonging

Respondents envisioned the Centre as a safe place where students can come together and express their diverse identities and intersectional identities. The Centre could be a site of belonging, where students feel comfortable in discussing their lived experiences and issues that impact their lives including racism. The Centre could also facilitate discussions on student advocacy and collaborations across the PDSB's Black Student Associations.

“I think it would create a space that black students feel comfortable going to; to voice their opinions and experiences without feelings unrepresented or intimidated when speaking on racial issues.”

“It would support and enhance my sense in belonging in the PDSB by having it be a safe place for me to share my identity, use my voice, collaborate and bond with other black students who attend other schools in the PDSB etc.”

“Where we can discuss the problems in the Black community and how to fix them and move forward.”

The Centre as a space to cultivate relationships and a sense of community

The Centre could support student well-being and belonging by cultivating a space where students can be in community with each other, cultivating social relationships and being a mutual source of motivation and encouragement. A Centre would provide the opportunity for new friends outside of their school contexts and especially amongst those who share their identities and with whom they can relate.

“A center dedicated to black students helps enhance and support my well-being in the PDSB by being able to communicate ,have relationships with other black students in PDSB who don't attend my school, help, support, comfort within PDSB, give me confidence and make me feel proud to be a black student in the PDSB, knowing I have my own people to turn to etc.”

The importance of representation within the Centre and throughout the Peel District School Board

Respondents stressed the importance of representation within the Centre and throughout the Peel District School Board. The Centre should ensure that Black students, across their diverse identities and intersectional identities including race, ethnicity, gender, sexual orientation and ability, see themselves reflected and affirmed within the space, learning materials throughout the board and across the PDSB workforce. The Centre could provide the opportunity for students to work alongside people who share their identities and understand their lived experiences.

“I would like to see representation for all types of Black people. People from different countries, people who are interracial, people of all genders and sexuality, people of all ages. It would be nice to hear and/or see a vast representation so that nobody feels left out. I especially would like to see queer Black representation.”

“I think that it would make me feel less isolated and less like there is something wrong with me or the way I look. Most of the students at my school do not identify as black and look nothing like me so at times it can be difficult to feel like i belong at my school or in the PDSB at all. A centre dedicated to the success of black students would be beneficial to my well-being in PDSB because I would know that there is a place dedicated to the incredible things that people who look like me and sound like me have done.”

Envisioning the Centre as a physical space

Students advocated for the Centre to feature the arts, including student work, that represents the diversity across the African diaspora. The Centre could potentially have a mural featuring notable Black people. Additionally, the Centre should be functional with areas that reflect student interests and identities. The Centre should be accessible to students with disabilities, and it should cultivate both physical and virtual spaces that showcase Black excellence.

“Different rooms that represent different Black cultures... Like Afro Latina room, African room, Caribbean room, American, Canadian. Etc.... A room dedicated for self reflection and

meditation where there are writing prompts to help with thoughts. A room for cooking. Every day you can cook a different Black dish from different Black cultures. A gamers room where there are different Black games from around the world. I want this centre to be functional where people are drawn to go there every single day if they are allowed. I don't want it to be like a museum. Let it be functional."

"Black excellence is displayed through art, music, and achievements."

"I'd like to see an art section where we as black students can share our creations whether it be music, drawings, and or paintings."

IMPLICATIONS FOR CURRICULUM AND PROGRAMMING

Resources to support students in schools and entry into post-secondary opportunities

The Centre should create resources that support students in schools and promote their success in post-secondary opportunities. This could include programs such as tutoring, homework support and mentoring as well as access to opportunities tied to student leadership, volunteering, employment, scholarships, and competitions. This also could include human resources support including graduation coaches, mental health professionals, guidance counselors, social workers as well as access to motivational speakers.

"I would also love to see opportunities showcased for students to optimize success, whether it be in the classroom or post-secondary (scholarships, competitions, job/internship opportunities)."

"By providing access to human, physical and electronic resources that are either not readily accessible or, accessible at all within the regular school environment. This can be in the form of counsellors, social workers, and educators."

"I think that we could provide academic guidance services (guidance counsellors, Graduation coaches, mentors, community advisors etc.) to both students and parents to help them navigate the education system (IEPs, ELL, French, course selection, scholarships, SHISMs. etc.)

I also think that we could provide unique opportunities for students to help them gain experiences and skills (Ask a Career Expert from the community chats, STEM learning opportunities, access to tech at the centre, access to different micro-learning environments at the centre etc.) "

Curriculum

Students advocated for the opportunity to learn and celebrate Black cultures, histories and contributions (both historic and contemporary). The Centre could provide access to books and libraries that feature Black history, the contributions of people from across the African diaspora and Black authorship. The programs within the Centre should reflect student interests including sports, arts, technology, and skill development.

"Recognition that different / culturally-relevant perspectives in classes such as philosophy, psychology and language are equally as valid as 'traditional' Western views."

A place where "Black, Afro-Caribbean and African students can be in awe of all the historic wonders and experiences/events that inspired creative minds like Viola Desmond and Martin Luther King Jr."

"...Having the space and learning about our history, background and identities which were taken from us can not only help us academically, but also educate us for our general knowledge."

“The Centre can ensure a deep sense of belonging by creating physical and virtual spaces that show Black excellence from all groups of the African diaspora. The center can host events (e.g., an awards ceremony, book launches for local Black authors) and great content that focuses on our excellence (e.g., newsletter, blog).”

Mental Health and Wellness

Mental Health and Wellness is a desired component of the future Centre. The Centre could provide access to culturally-sensitive mental health professionals, as well as resources, workshops, speakers and therapies that foster healing.

“Ways the centre could help student well being is by creating more wellness or mental health that focus on black people. Having this would help people feel more open to talking to someone who look like you and could possibly be going through something you might be going through.”

“Being supported as a Black person and shown that we matter, and that we're as capable as everyone else, could improve my well being. It would help me to realize my self worth to be surrounded by other amazing Black people.”

Parent and Family Engagement

The Centre is envisioned as a hub or site of information gathering for families that could provide timely access to resources, support with navigating the education system within Peel and parent-specific programming. Further, the Centre could support the relationship between teachers and parents at the school level.

“As a hub for resources, workshops, liaison with the board, access to community agency/services (mental health, academic supports, employment, etc.).”

“Student-Family Advocates. Empower families to know their rights and how to access information. How to hold the board accountable.”

Community Partnerships

Community partnerships intersect with all desired requirements of the Centre presented thus far. The Centre could partner with community agencies that serve Black communities, as well as leverage these agencies for access to opportunities such as mentorship, student leadership, volunteering and employment. Community organizations can support in addressing the gap in services at the school level. Lastly, partnerships with the community should include an intentional focus on the inclusion of community leaders and elders.

“To support and enhance my academic success in the PDSB as a Black student would be to have meetings with people offering programs for those interested in a certain topic. For example, if a student is interested in science, there could be a program offering lessons based on this topic for the student to enhance their academic success in the PDSB for them to be able to learn in a better, smarter environment.”

“By creating space for the partners to come in and engage. By advertising and sharing the opportunities that are brought forward by other partners so everyone has an awareness of what is being offered.”

Appendix B – Kola Iluyomade Centre of Black Excellence: Mission, Vision, and Mandates

In consultation with Black students, staff, parents, families, and community members, the Peel District School Board has established the following mission, vision, and mandates for the Kola Iluyomade Centre of Black Excellence*.

Mission

The Centre of Black Excellence is an identity-affirming space for Black students, Black staff, Black families and Black communities. Their lived experiences inform, and guide programs, resources and opportunities dedicated to uplifting the African diasporic Indigeneity both historic and contemporary.

For Black students, it is a place to feel welcomed and to come as they are in the fullest expression of their diverse identities.

Vision

To inspire expressions of Black joy and Black excellence throughout the PDSB community.

Mandates

The Mandates of the Centre will build on the work of Black Student Success Strategy and center the voices of Black students, families, communities, and staff. Phase One of the consultation process with Black Students and the Steering Committee brought forward the following mandates:

Alignment with the Black Student Success Strategy

Focus Area 2: Integrate the experiences of Black Canadians into the curriculum

2.1	Making explicit curriculum connections with Black historical and contemporary contributions and identities, ensuring that blackness is ingrained within all curriculum areas. (WRT)
2.4	Developing students' understanding of and leadership on addressing anti-Black racism and all forms of oppression by encouraging critical dialogue through an explicit focus on the dynamics of race, racialization, and anti-racism in an age-appropriate curriculum. (WRT)
2.5	Developing new resources, through an African diasporic Black Canadian and anti-racist lens, that consider culturally relevant and responsive pedagogy, student voice, critical literacy, and social justice. (WRT)

Focus Area 3: Foster anti-racist learning and working environments

3.8	Working with student groups and other partners to create school-based anti-racism education campaigns
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**Name pending Board of Trustees approval.*

Focus Area 4: Continue engagement with the Black Community

4.3	Partnering with community agencies to identify, understand, and address issues that concern Black families, and to ensure appropriate referrals to services and resources.
4.4	Developing mechanisms to communicate directly with Black parents/caregivers and communities on a range of issues, including this strategy, as well as to educate them about the education system, including IEPs, specialized programs, secondary school program placement, and course selection. This also includes ensuring that the information shared is accessible to newcomer parents. (Ministry Direction 21).
4.5	Developing resources for Black parents and caregivers about the education system and supporting them to engage as partners in their child’s education. These resources should inform Black parents about who to contact when issues arise, the process for addressing issues, and how they will be informed of the outcome.
4.6	Partnering with PAACE (Peel Association of African Canadian Educators) and WRT Community Advisory Council and other organizations within Peel Region to hold regular parent engagement events for Black families to provide information to families so they can better understand and navigate the school system.
4.7	Seeking the input of Black students, including Black Student Associations, on issues that concern them, including the implementation of this strategy.

Focus Area 5: Inspire and support Black Student Success

5.2	Annually convening a Black student leadership conference to enhance their social capital, increase their motivation, and fully maximize their schooling experience. (WRT)
5.5	Providing Black students with culturally appropriate supports and ongoing opportunities to gather, support one another, and heal.
5.6	Developing programs that encourage and empower Black students to fully maximize their schooling experience, aim for high academic achievement, and optimize their well-being. These programs should be identity-affirming and allow Black students to maintain a strong and positive sense of self rooted in their racial identity. These programs and spaces may include mentorship programs, Black Student Associations, summer camps for underserved and underperforming students, reading interventions for Grade 3 students, and so on. These programs should be conducted in collaboration with post-secondary institutions, community agencies, and faith-based organizations. (WRT)
5.8	Developing and offering additional supports for Black elementary students who may be underperforming in math and literacy to ensure that they do not fall behind.

Focus Area 6: Hire and support more Black staff

6.1	Prioritizing the hiring of Black teachers and other staff and supporting their advancement into leadership roles.
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Additional mandates brought forward by Black staff, parents, families and community members

1. Black parents as knowledge holders and keepers - foster educators' understanding of the diversity of Black parenting styles, cultures, and family structures.
2. Promote offerings of courses, curricula, and opportunities that celebrate Black and African cultures, histories, and contributions.
3. Support the development of programs and resources that focus on Black students' development in the early years.
4. Support the development of programs and resources that affirm the intersectionalities of Black identities.
5. In partnership with the Innovation and Research Department, evaluate programs, initiatives, and practices so that their design and implementation are informed by evidence.
6. In collaboration with Leadership, Capacity Building & School Partnerships, establish partnerships with post-secondary institutions.

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 Monday, May 8, 2023, at 18:00 hours. The hybrid meeting was held in the Brampton Room, the H. J. A. Brown Education Centre, 5650 Hurontario Street, Mississauga, Ontario, and by electronic means, under Ontario Regulation 463/97.

Members present:

Susan Benjamin, Chair (20:15)
Jill Promoli, Vice-Chair
Lucas Alves
Stan Cameron
LeeAnn Cole (Ex-officio) (electronic) (19:07)
David Green (Ex-officio) (electronic)
Kathy McDonald (electronic)

Also present:

Karla Bailey (18:10)
Will Davies
Brad MacDonald

Member absent: (apologies received)

Jeffrey Clark

Administration:

Camille Logan, Associate Director, School Improvement and Equity, Curriculum and Instruction, Student and Community Engagement (Executive member)
Rasulan Hoppie, Superintendent of Secondary Curriculum, Instruction and Assessment (Back-Up Executive Member)
Lara Chebaro, Superintendent of Education
Paul da Silva, Associate Director, School Improvement and Equity, Special Education, Social Emotional Learning and Well Being
Yonnette Dey, Superintendent of Elementary Curriculum, Instruction and Assessment, and Community Engagement
Tiffany Gooch, Executive Lead, Public Engagement and Communications
Lisa Hart, Superintendent, Equity, Indigenous Education, School Engagement & Community Relations
Kathryn Lockyer, General Counsel and Governance Officer
Bernadette Smith, Superintendent, Innovation and Research
Rashmi Swarup, Director of Education

Nicole Fernandes, Board Reporter

1. Call to Order

Chair Susan Benjamin was not present at the start of the meeting. Vice-Chair Jill Promoli chaired the meeting, and called the meeting to order at 17:00 hours.

2. Land Acknowledgement

The Acknowledgement of Traditional Lands was recited.

3. Approval of Agenda

Paul da Silva, Associate Director, School Improvement and Equity, Special Education, Social Emotional Learning and Well Being, spoke of the importance of maintaining a respectful and professional environment during the meeting. He noted there have been some concerning social media posts regarding the Board's work on school library learning commons collections. He stated that discussions should be in accordance with the Board's Social Media Policy, school Codes of Conduct, Trustee Code of Conduct, Procedure Bylaw, and policies and operating procedures.

Item 6.1, Delegation by Betty de Groot and John MacRae, on behalf of ecoCaledon, re Weeding of Books from School Libraries, was added to the agenda.

CESWB-17 moved by Lucas Alves
seconded by Kathy McDonald

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, March 8, 2023

CESWB-18 moved by Kathy McDonald
seconded by Lucas Alves

That, the Minutes of the Curriculum, Equity, Student Well-Being Committee, held March 8, 2023, be approved.

..... carried

6. Delegation by Betty de Groot and John McRae, on behalf of ecoCaledon, re Weeding of Books from School Libraries

Betty de Groot, Co-Secretary, and John McRae, Co-Chair, ecoCaledon, delegated the Committee, reporting that ecoCaledon is a volunteer organization that promotes environmentally sustainable actions. Referring to ministry Directive 18 that required the Board to conduct a comprehensive diversity audit of schools, including libraries, they spoke about the criteria for weeding books from school libraries, and reports that schools were instructed to place weeded books in the garbage. They commented on the high number of library books being culled, short timelines for weeding library books, and potential for shredding and recycling books. They requested the Board to take the time to evaluate creative solutions rather than dispose books into landfills. In response to a question of clarification, Betty de Groot indicated that the delegation is not suggesting a numerical quota for culling books, but are noting that, because of the criteria, a significant number of books in schools are being weeded.

CESWB-19

moved by Lucas Alves
seconded by Stan Cameron

Resolved:

- (i) That, the Delegation by Betty de Groot and John McRae, on behalf of ecoCaledon, re Weeding of Books from School Libraries, be received; and
- (ii) That, the Curriculum, Equity and Student Well-Being Committee recommends to the Board that the delegation be referred to the Director of Education for a response.

..... carried

7. The Curation Cycle for School Library Learning Commons Collection

Bernadette Smith, Superintendent of Innovation and Research, and Steven Keenleyside, Coordinating Principal, reviewed information contained in the presentation, and provided an overview of the curation cycle for school library learning commons. It was noted that school library collections aim to support the curriculum and academic goals of the school, and provide students with access to high-quality, relevant and inclusive resources that are responsive to the age and development of the student. This work is required to meet ministry Directive 18, Peel DSB Policy 48, Safe and Caring Schools, and Policy 51, Human Rights. Details were provided on: 2008 publication date is not definitive; schools are required to follow Peel Region’s recycling guidelines when disposing books; three-step curation cycle will ensure collections align with Board priorities and are inclusive, anti-racist, and identity-affirming. MUSTIE is the acronym for the criteria for weeding, and covers books that contain misleading information, are in unpleasant condition, include superseded, trivial, or irrelevant information, or are available elsewhere. The condition, age, accuracy, and relevance of facts are considered for non-fiction books, and circulation data is also considered for fiction books. The presenters noted that library learning commons collections require ongoing curation, critical evaluation, and a willingness to continually learn and adapt to ensure resources reflect and affirm students’ identities and communities, which is sparsely represented in current collections.

7. The Curation Cycle for School Library Learning Commons Collection (Continued)

Superintendent Smith advised that the new curation cycle will establish accountability measures for ongoing weeding to prioritize this responsibility of the Teacher Librarian's role, along with ongoing audits of texts for anti-racist and inclusive content. She stated that this year was unusual as the large number of books that required weeding out was not anticipated. Measures have been taken to prevent future recurrence, and replenishing texts will provide an opportunity to renew and refresh collections. Bernadette Smith explained that the administration is working to ensure that responsible recycling practices are consistently followed, and teacher librarians continue to receive guidance. Information on training the teacher librarians was highlighted, and Steven Keenleyside outlined timelines: step 1, weeding process completed by June 30, 2023; step 2, equity audit of non-fiction resources completed by December 2023; step 3, equity audit and representation audit of fiction resources completed by June 2024. To support replenishment of library collections, allocations will be sent to schools at the beginning of the 2023-2024 school year, totaling approximately \$2.4 million, funded from the ministry's Student Support Funding. For the next five years, it is recommended that schools allocate \$12 per student to augment these funds.

A lengthy discussion ensued following the presentation. Trustees' comments and questions of clarification included: misunderstandings in schools about the manner of disposing books need to be addressed, and information about following Region of Peel recycling guidelines does not appear in writing; the concern raised at the December 2022 Board Meeting was not addressed and the project went from pilot to process without an opportunity for trustees to provide input; communities are concerned about the significant number of books being removed and it may be preferable to weed in phases; maintaining a centralized list of books culled, or of problematic books, will ensure that these books are not available at another school; judgment on the relevance of a book is likely to be subjective, based on interpretation, feelings and personal experiences; student voice needs to be included in the weeding process to ensure that they feel safe in the space; trustees are responsible for stewardship of the board's resources, and transparency and accountability are required to ensure trust and confidence in the system.

Responses provided by the administration included: books disposed of will not be redirected to another school or donated elsewhere; each library curates books in different ways; student voice is included in the replenishment of books; there is no checklist of weeded books and there has been no collection of data on weeded books; an accountability framework has been created to track schools' progress. It was noted that applying a uniform criteria matrix will ensure a uniform output, and training and support will help to build capacity and criticality. Training has been consistent, with same script, slide deck and resources provided to all teacher librarians, and includes reference to follow Peel Region's recycling guidelines. Staff can access a network of support to ensure books meet ministry curriculum expectations, Board priorities, and students' interests and needs, and transition planning will ensure that new staff are aware of the process and progress. Professional judgment is used when weeding and selecting books, and staff can rely on support from the advisory committee. The administration confirmed that instructions for schools to follow Region of Peel guidelines will be posted on the Library Services website and communicated to schools. Acknowledging that there have been some inconsistencies, Associate Director Paul da Silva noted the benefits of weeding, including an uptick of students using the library in one pilot school. He advised that there has been inconsistency in the past among schools depending on the focus of the principal, and that there will be an emphasis on the principal's obligation and superintendent of education's follow-up to ensure that libraries are updated.

7. The Curation Cycle for School Library Learning Commons Collection (Continued)

CESWB-20 moved by Lucas Alves
seconded by Stan Cameron

Resolved, that the Curriculum, Equity and Student Well-Being Committee recommends to the Board:

That, staff bring a report with a proposal containing the metric and the matrix for defining the rationale for removing a book, and books identified for removal, including under the MUSTIE criteria, are catalogued for record keeping and fiduciary responsibility purposes. And further, that the weeding of books is temporarily halted with immediate effect until the report with the proposal is brought forward.

.....

Debate on the motion followed, with trustees speaking in favour and against the motion. The mover of motion clarified that the intention is not to close library learning commons during the pause, but to separate the books temporarily. He added that his motion does not include books that are moldy, which can be disposed of immediately, and confirmed that any catalogue created would be accessible to the public. Trustees in support of the motion spoke of the need for further clarity and understanding of the process, the importance of cataloguing the books removed from a fiduciary duty perspective, and providing a process that is transparent and consistent across schools. Trustees opposed to the motion queried the rationale for halting the process when books are moldy or damaged, and that removal of racist and oppressive books is a ministry directive requirement. Referring to Operating Procedure (OP) CISS5, Procedure for Considering Objections to School Learning Resources Superintendent Rasulan Hoppie explained that the OP allows for reviewing of books, and the process for engaging and decision-making under this OP does not require Board approval.

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Trustee Cole retired from the meeting (20:58 hours).

CESWB-20 withdrawn

CESWB-21 moved by Lucas Alves
seconded by Stan Cameron

Resolved, that the Curriculum, Equity and Student Well-Being Committee recommends to the Board:

That, the Board pause the disposal of books from school library learning commons until guidelines are provided to schools for transparent documentation of the reasons for removal, and until more sustainable paths for disposal of books are explored.

.....

7. The Curation Cycle for School Library Learning Commons Collection (Continued)

Ketly Romulus-Appleton, Instructional Coordinator, described the electronic process of removing books from library catalogues and stated that the process of cataloguing books disposed of from the library will take months. Trustees spoke about the need to trust the professional judgment of the teacher librarians, following timelines provided under ministry directives, and the time required to document the removal of books. A trustee indicated his opposition to the motion, noting that the time and money invested in cataloguing the culled books can be better spent on student issues, such as mental health. He added that the motion speaks to operational issues, and trustees have a fiduciary role for governance matters and to ensure that staff carry out their duties and responsibilities. The mover of the motion responded that the work of equity is paramount, and the motion will not delay implementation of the directives; rather, the motion will provide consistency, ensuring that books culled in one school are not available in another school library. He referred to information that staff will review books for content before they are disposed of, and he noted that his motion aligns with calls for accountability and transparency in the ministry directives. The trustee requested a recorded vote on his motion.

CESWB-21

Yeas	Nays	Abstentions
Trustees Alves, Cameron, Promoli	Trustees Benjamin, Green, McDonald defeated (3-3-0)

8. Implementation of Learning Recovery Tutoring Programs in Peel DSB

Rasulan Hoppie, Superintendent of Curriculum, Instruction and Assessment, reported that in spring 2022, the Ministry of Education allocated approximately \$13 million to school boards to provide tutoring to students to support learning recovery following the COVID-19 pandemic. The Peel DSB Learning Recovery Tutoring program included hiring or assigning staff to work with students in small groups, and partnering with third party providers or community organizations who can provide tutoring supports to identified students. Funding was provided in two main phases and two extensions. Elizabeth England, Co-ordinating Principal, explained that in Phase 1, funding was allocated to support Peel DSB programs already in place, community partnerships were developed with Toronto Metropolitan University, and third-party vendors were established through the Board's procurement process. The Peel Virtual Tutoring Centre was established to support all subject areas in Grades 3-12. The focus of Phase 2 was to offer opportunities to run school-based tutoring programs, and funding was provided to Maawnjiding Wiingushkeng Indigenous Education Centre Tutoring Programs, Agents 4 Social Change, and the partnership with LearnStyle Corrective Reading programs for students with special education needs.

MOTION FOR CONSIDERATION: CURRICULUM, EQUITY AND STUDENT WELL-BEING COMMITTEE

At a meeting of the Curriculum, Equity and Student Well-Being Committee, held May 8, 2023, the following recommendation is brought for Board approval:

1. Delegation by Betty de Groot and John MacRae, on behalf of ecoCaledon, re Weeding of Books from School Libraries

That, the delegation by Betty de Groot and John MacRae, on behalf of ecoCaledon, re Weeding of Books from School Libraries, be referred to the Director of Education for a response.

Submitted by:

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

MOTIONS FOR CONSIDERATION: GOVERNANCE AND POLICY COMMITTEE

At a meeting of the Governance and Policy Committee, held May 17, 2023, the following recommendations resulted and are brought for Board consideration:

1. Identity-Based Data Collection Policy

That, the Identity-Based Data Collection Policy, be approved. (APPENDIX I)

2. Community Engagement Policy

That, the Community Engagement Policy, be approved. (APPENDIX II)

3. Student Trustees Policy - Update

That, the amended Student Trustees Policy, be approved. (APPENDIX III)

Submitted by:

Kathryn Lockyer
General Counsel and Governance Officer

Governance and Policy Committee Meeting, Wednesday, May 17, 2023

Identity-Based Data Collection Policy

Strategic Alignment:

Anti-Racism Act, 2017

Municipal Freedom of Information and Protection of Privacy Act (MFIPPA)

Ministry Directives 9, 14, 22, 26

Report Type:

Recommendation

<i>Prepared by:</i>	LaShawn Murray, Policy Analyst Kathryn Lockyer, General Counsel and Governance Officer
<i>Submitted by:</i>	Rashmi Swarup, Director of Education

Overview

Recommendation:

That the Identity-Based Data Collection Policy, attached as Appendix A, be recommended for approval by the Board of Trustees.

Highlights:

- The Identity-Based Data Collection Policy establishes guiding principles governing the collection of identity-based data.
- This Policy will inform the PDSB's work to advance equity, human rights and anti-racism across all learning and working environments.
- Since the April 2023, Governance and Policy Committee Meeting, the PDSB has completed internal and community consultations on the draft Identity-Based Data Collection Policy. The attached draft incorporates feedback from these consultations.

Background:

The Peel District School Board (PDSB) is committed to creating learning and working environments that are grounded in the principles of equity, human rights, inclusion, anti-racism, and anti-oppression. The collection of identity-based data will support the PDSB in upholding these commitments.

The PDSB collects identity-based data pertaining to Indigenous identity, ethnicity, racial identity, gender identity, sexual orientation, religion, and disability. The collection of identity-based data is a valuable tool to:

- understand the communities being served by the PDSB;
- identify gaps and barriers, including systemic racism and discrimination;
- implement action plans to address these barriers and gaps;
- assess programming, differentiated supports, initiatives, interventions, and processes;
- address ongoing disproportionalities and inequities experienced by PDSB students, staff, and trustees; and
- provide accountability.

The purpose of the draft Identity-Based Data Collection policy is to:

- Permit the collection of PDSB student, parent/guardian, staff (current and prospective), and trustee identity-based data through various intentional methods that are guided by the *Anti-Racism Act* and related legislation.
- Establish the guiding principles governing the collection, analysis, and use of identity-based data to:
 - Identify gaps and barriers in programming, differentiated supports, initiatives, interventions and processes that may relate to systemic inequities;
 - Assess and address ongoing disproportionalities and inequities;
 - Inform the ongoing monitoring of PDSB's initiatives and system changes; and
 - Help inform practices, policies, interventions, and programs to advance equity and accountability at the PDSB.

This Policy applies to all circumstances when the PDSB collects and uses the identity-based data of students, parents/guardians, staff (current and prospective), and trustees of the PDSB.

Evidence

Findings/Key Considerations:

The draft Identity-Based Data Collection Policy was informed by an environmental scan of related policies across the public sector and builds upon the work conducted in support of the Anti-Racism Policy, the 2023 Student Census, and the 2022 Workforce Census. The draft Policy was also informed by consultations held with the Peel community including the central superintendencies and departments, families, staff, the Indigenous Education Circle, the Governance and Policy Committee, and the Special Education Advisory Committee.

Revisions to the draft Identity-Based Consultations.

In April 2023, the PDSB invited feedback from internal departments, the central superintendencies, the advisory committees and the PDSB community on the draft Identity-Based Data Collection Policy. Based on this feedback, the revisions made to the draft policy include:

- Expanding the scope of the policy to include the collection of identity-based data of parents/guardians. This would support the ongoing work on parent climate surveys, and identity-specific parent advisories.
- Ensuring the creation of an Identity-Based Data Collection and Analysis Framework that is grounded in anti-racism, anti-oppression, and human rights and will inform the collection, use, and analysis of identity-based data in ways that are trauma informed, culturally appropriate, anti-oppressive and uphold an individual's human rights.
- Specifying responsibilities for the central superintendencies and senior leadership team.

Impact Analysis

Equity & Human Rights Review:

Identity-based data will help the board:

- better understand the diversity of students, staff, and trustees
- identify barriers to their success, inclusion and well-being
- establish effective programs and initiatives
- eliminate systemic barriers such as racism and discrimination

Board or Ministry Policy Alignment:

The collection of identity-based data will support the ongoing implementation of the Ministry Directives including:

- Directive 9
- Directive 14
- Directive 22
- Directive 26

It also supports the analysis and reporting of performance indicators tied to the Board Improvement and Equity Plan (BIEP) and corresponding School Improvement and Equity Plans (SIEP). Further, the collection of identity-based data will support the monitoring of PDSB programs, initiatives and practices tied to equity, inclusion, human rights, anti-racism and anti-oppression. It will facilitate disaggregated identity-based analyses to identify and address inequities in achievement, well-being and experiences for students and staff within PDSB.

Resource/Financial Implications:

The adoption of the Identity-Based Data Collection Policy does not directly incur any financial implications. The ongoing collection of identity-based data aligns with the current work of PDSB departments including but not limited to Legal and Governance Services, Workplace Equity, and Innovation and Research.

Legal implications:

The Policy reinforces the board's commitment, in alignment with the *Anti-Racism Act*, to identify and address systemic racism through all practices, policies, programs and initiatives. The Identity-Based Data Collection Policy will ensure that the PDSB remains compliant with the Ministry of Education expectation for all school boards to collect and report on identity-based data. The Policy also ensures that the collection, use, retention, disclosure and disposal of identity-based data throughout the board is in accordance with the PDSB's Information Access and Privacy Policy, the *Municipal Freedom of Information and Protection of Privacy Act* and the *Personal Health Information Protection Act*.

Risk Assessment:

The PDSB is committed to advancing equity and reducing disproportionalities in outcomes and experiences for students, parents/guardians, staff (current and prospective) and trustees. Failure to collect and analyze identity-based data affects our ability to create learning and working environments that uphold our commitment to equity and human rights.

Community Impact:

The development of an Identity-Based Data Collection Policy will help the PDSB understand the diversity within the PDSB community and design practices, policies, programs, differentiated supports and initiatives that advance equity for PDSB stakeholders.

Next Steps

Action Required:

- Upon approval, upload the Identity-Based Data Collection Policy to the PDSB internal and external websites.
- Develop procedures and the Identity-Based Data Collection and Analysis Framework
- Develop a communication plan for the Policy and associated procedures

-
- Develop and implement training for staff who collect and/or use identity-based data

Appendices

Appendix 1 – Identity-Based Data Collection Policy

PEEL DISTRICT SCHOOL BOARD POLICY

Identity-Based Data Collection Policy

POLICY ID: TBD

FUNCTIONAL CATEGORY: TBD

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

APPROVAL: Board of Trustees

APPROVAL DATE: TBD

EFFECTIVE DATE: TBD

PROJECTED REVIEW DATE: 2026 – 2027 school year

REVIEW SCHEDULE: 3 years

1. Preamble

The Peel District School Board (PDSB) is committed to creating learning and working environments that are grounded in the principles of equity, human rights, inclusion, anti-racism, and anti-oppression. The collection of identity-based data is a valuable tool to:

- understand the communities being served by the PDSB;
- identify gaps and barriers, including systemic racism and discrimination;
- implement action plans to address these barriers and gaps;
- assess programming, differentiated supports, initiatives, interventions, and processes;
- address ongoing disproportionalities and inequities experienced by PDSB students, staff, and trustees; and
- provide accountability.

Identity-based data will support the Peel District School Board (the “PDSB”) to create inclusive and safe learning and working environments.

In March 2020, the Ministry of Education issued 27 Directives to the Board. The Directives followed a Review of the PDSB, which raised concerns of systemic discrimination, specifically anti-Black racism; human rights practices; and governance issues. Several of the Directives spoke directly to the need to collect and analyse

identity-based data to track progress on eliminating disparities in student and staff outcomes. Additionally, the *Anti-Racism Act, 2017* requires all school boards in Ontario to collect identity-based data by January 2023.

2. Purpose

The purpose of this policy is to:

- Permit the collection of PDSB student, parent/guardian, staff (current and prospective), and trustee identity-based data through various intentional methods that are guided by the *Anti-Racism Act* and related legislation.
- Establish the guiding principles governing the collection, analysis, and use of identity-based data to:
 - Identify gaps and barriers in programming, differentiated supports, initiatives, interventions and processes that may relate to systemic inequities;
 - Assess and address ongoing disproportionalities and inequities;
 - Inform the ongoing monitoring of PDSB's initiatives and system changes; and
 - Help inform practices, policies, interventions, and programs to advance equity and accountability at the PDSB.

3. Application and Scope:

This Policy applies to all circumstances when the PDSB collects and uses the identity-based data of students, parents/guardians, staff, and trustees of the PDSB as well as applicants to positions within the PDSB.

This Policy will, at all times, be interpreted in a manner consistent with Board policies, the *Education Act* and its regulations, relevant Ministry PPMs, the *Ontario Human Rights Code*, the *Municipal Freedom of Information and Protection of Privacy Act (MFIPPA)*, the *Anti-Racism Act*, the *Accessibility for Ontarians with Disabilities Act (AODA)*, and other applicable legislation. 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.

This Policy will be operationalized through Procedures.

4. Definitions

- 4.1 **De-identify:** In relation to the information of an individual, means to remove any information that identifies the individual or for which it is reasonably foreseeable in the circumstances that it could be utilized, either alone or with other information, to identify the individual.
- 4.2 **Equity:** A condition or state of fair, inclusive, and respectful treatment of all people. Equity does not mean treating people the same without regard for individual differences.
- 4.3 **Equity gap:** Refers to the disparities in outcomes and opportunities across race, ethnicity, socioeconomic status, gender, physical or mental abilities, and other socio-demographic identities and intersectionalities. These gaps may signal that current practices and procedures are not effectively supporting all individuals.
- 4.4 **Express consent:** Express consent is permission or agreement for the collection, use and disclosure of personal information that is given specifically by the individual to whom the information relates, either orally, in writing, or by some other positive action.
- 4.5 **Identity-Based Data:** Socio-demographic information about a person including, but not limited to, their race, Indigenous identity, ethnicity, religion, sex, sexual orientation, abilities status and gender expression and gender identity.
- 4.6 **Intersectionality:** Intersectionality is the way in which people's lives are shaped by their multiple and overlapping identities and social locations, which, together, can produce a unique and distinct experience for that individual or group, for example, creating additional barriers, opportunities, and/or power imbalances. In the context of race and Indigenous identity, this means recognizing the ways in which people's experiences of racism or privilege, including within any one group, may vary depending on the individual's or group's relationship to

additional overlapping or intersecting social identities, like religion, ethnic origin, gender, age, disabilities or citizenship and immigration status. An intersectional analysis enables better understanding of the impacts of any one particular systemic barrier by considering how that barrier may be interacting with other related factors.

4.7 **MFIPPA:** *Municipal Freedom of Information and Protection of Privacy Act*

4.8 **PDSB:** The Peel District School Board, or the “PDSB”.

5. Policy

Guiding Principles

- 5.1 The PDSB believes that collecting, analysing, and using identity-based data are critical to understanding the diversity of Peel’s students, parents/guardians, staff, and trustees, to identify the barriers and equity gaps experienced by students, staff, parents/guardians and trustees particularly those who identify as Indigenous, Black, racialized, gender diverse, transgender, disabled, 2SLGBTQIA+, and/or individuals from equity-deserving groups.
- 5.2 The PDSB is committed to using student, parent/guardian, staff (current and prospective), and trustee identity-based data to eliminate systemic racism and discrimination, and to inform practices, policies, and programs to advance equity and accountability at the PDSB.
- 5.3 The PDSB recognizes that identity-based data collection is complex and personal. The PDSB recognizes that a person may self-identify in multiple, intersecting ways that may evolve over time and are all relevant to one’s complete identity.
- 5.4 Further, the PDSB recognizes that in collecting, analysing, reporting, and making decisions based on identity-based data, communities are not monolithic and that there is diversity of needs, identities, and experiences of individuals within a community group.

- 5.5 The Anti-Racism Data Standards (Standards) guide the PDSB in the identification and monitoring of systemic racism. The Standards set out the requirements for the collection, use, disclosure, de-identification, management, publication, and reporting of race-based data. The PDSB will create an Identity-Based Data Collection and Analysis Framework (“the Framework”) that is informed by the Standards. The collection, use, disclosure, and analysis of identity-based data will be in compliance with the Framework.
- 5.6 The PDSB recognizes that the historical collection and use of identity-based data has been harmful to diverse communities. The PDSB commits to the implementation of appropriate measures and safeguards so that decision-making tied to the collection and use of identity-based data does not exacerbate inequities, systemic racism, and discrimination within the PDSB nor result in the stigmatization or stereotyping of any communities.

Community Engagement

- 5.7 The PDSB acknowledges that it must build and maintain trust with various communities. The PDSB is committed to meaningful engagement with the PDSB Community, particularly with individuals who identify as Indigenous, Black, racialized, gender diverse, transgender, disabled, 2SLGBTQIA+, and/or individuals from equity-deserving groups. This engagement should seek to understand and balance their priorities, concerns, needs, experiences, and interests in the collection, management, use and analysis of identity-based data. Meaningful engagement with the PDSB community can inform the interpretation of results that reflect their lived experiences.

Collection Methods

- 5.8 The PDSB will engage in various intentional methods of identity-based data collection. This includes but is not limited to the student census, school registration, climate surveys, job applications, and the staff census.
- 5.9 Procedures will outline how to collect the data in ways that are trauma informed, culturally appropriate, anti-oppressive and uphold an individual’s human rights.

5.10 The PDSB directs that methods and processes for collecting identity-based data be accessible in accordance with the *Accessibility for Ontarians with Disabilities Act, 2005 (AODA)* and its regulations.

5.11 The PDSB directs that methods and processes for collecting identity-based data be in compliance with *MFIPPA*, the *Anti-Racism Act*, and related board policies and procedures.

Voluntary

5.12 The disclosure of identity-based data is voluntary.

5.13 Voluntary express consent must be sought and obtained whenever collecting identity-based data, unless the data is collected pursuant to a legislative requirement. Voluntary express consent may be withdrawn at any time. Express consent must be knowledgeable and obtained after the individual has been directly provided with the Notice of Collection.

5.14 A procedure will be in place to correct or update identity-based data collected upon request of the individual.

Notice

5.15 The PDSB directs that when identity-based data is collected:

- a) The individual will be told the purpose of which the data is being collected, including whether it will be combined with other information, including personal information.
- b) The PDSB shall only use the data for its identified purpose.
- c) The PDSB will tell the individual that no program, service, or benefit will be withheld from a student, parent, staff (current and prospective), or trustee who chooses not to provide the requested identity-based data.
- d) The PDSB will provide the contact information of an employee who can answer the individual's questions about the collection.

Privacy and Confidentiality

- 5.16 The PDSB directs that when identity-based data is being collected, the individual will be told if the identity-based data collected will remain anonymous or confidential and how it may be disclosed.
- 5.17 The Framework will provide the PDSB with clear accountability mechanisms and rules, with organizational roles and responsibilities, for all aspects of collection, management, use, disclosure, and de-identification of identity-based data (where applicable), and the public release and reporting of information.
- 5.18 The PDSB directs that only those individuals who need to access the identity-based data in their work-related duties shall access the data, and only as reasonably necessary to fulfil their work-related duties. The PDSB prohibits using or accessing the data for any other purpose.

Training and Support

- 5.19 The PDSB is committed to providing relevant and effective training and supporting resources to designated staff that collect, use, or have any access to identity-based data so that they clearly understand how to comply with this Policy and related legislation.
- 5.20 The Framework will guide the use of data in ways that are trauma informed, culturally appropriate and anti-oppressive and uphold an individual's human rights.

Retention

- 5.21 Identity-based data will be kept for only as long as reasonable and necessary for its intended purpose.

MFIPPA

- 5.22 The *Municipal Freedom of Information and Protection of Privacy Act (MFIPPA)* governs the disclosure, use, and retention of identity-based data.

5.23 Personal information is collected under the legal authority of the *Education Act*, RSO 1990, c. E-2, as amended, Bill 114, *Anti-Racism Act, 2017*, and in compliance with the *Municipal Freedom of Information and Protection of Privacy Act*, RSO 1990, c. M-56. Questions regarding this collection should be directed to the program head for which the identity-based information is being collected.

Analysis and Reporting

5.24 The Framework will be grounded in anti-racism, anti-oppression, and human rights and provide guidance on the analysis of identity-based data that is collected.

5.25 The PDSB will develop mechanisms for reporting on analyses using identity-based data. This includes, but is not limited to, the production of the Annual Equity Accountability Report Card which reports on disproportionalities in student outcomes and experiences using identity-based data.

5.26 The PDSB directs that when reporting to the Board of Trustees or to the public, the PDSB will de-identify personal information and identity-based data will be analysed and reported at the group level.

6. Roles and Responsibilities

Director of Education

6.1 Allocate staff and resources to support the implementation of this Policy and related Procedures.

6.2 Provide system leadership to ensure the implementation of this Policy and related Procedures.

Director's Council

6.3 Approve Procedures related to this Policy.

General Counsel and Governance Officer

6.4 Responsible for the collection of identity-based data for Trustees.

- 6.5 Accountable for the implementation of this Policy.
- 6.6 Responsible for approving housekeeping amendments to this Policy.
- 6.7 Responsible for the post-implementation review of this Policy.
- 6.8 Provide interpretation of this Policy and related Procedures.
- 6.9 Support understanding and implementation of this Policy and related Procedures.
- 6.10 Create the implementation strategy for this Policy.
- 6.11 Review this Policy for compliance with legislative requirements.

Policy Development and Review Committee

- 6.12 Ensure this Policy is reviewed and revised with a human rights, equity, diversity, identity-affirming, inclusive, accepting, anti-racist, anti-colonial and anti-oppression stance aligned with the PDSB's vision, strategic goals, and priorities.
- 6.13 Provide feedback, advice and recommendations in the Policy development, the communication plan, and the community engagement plan.

Innovation and Research

- 6.14 Responsible for the system collection of census data which includes identity-based data on a regular basis.
- 6.15 Responsible for protecting the identity-based data collected as per *MFIPPA* guidelines.
- 6.16 Responsible for producing the annual Equity Accountability Report Card utilizing the identity-based data collected with an anti-racist and anti-oppression framework.

Human Resources, Partnerships and Equity

- 6.17 Responsible for the system collection of identity-based data for staff and prospective staff on a regular basis.
- 6.18 Responsible for protecting the identity-based data collected as per *MFIPPA* guidelines.

6.19 Responsible for ensuring staff identity-based data is used to inform practices, policies, and programs to advance equity and accountability within Human Resources.

Central Superintendencies, Executive Leads, and Controllers

6.20 Responsible for the system collection and use of identity-based data in accordance with this Policy and related procedures.

6.21 Responsible for protecting the identity-based data collected as per *MFIPPA* guidelines.

6.22 Responsible for guiding the adoption of practices, including instructional practices, that apply the principles of equity, human rights, and inclusion recognizing the intersectional identities of the PDSB community.

Parents, Students, Staff, Trustees

6.23 Adhere to this Policy.

6.24 Communicate Policy concerns with the General Counsel and Governance Officer.

7. Appendices

8. Reference Documents

Policy 81: Voluntary, Confidential Self-Identification Policy for Indigenous Students

Information, Access and Privacy Policy

Anti-Racism Policy

Safe and Caring Schools Policy

Legislation

Anti-Racism Act, 2017, 2017, S.O. 2017, c. 15 and the Data Standards for the Identification and Monitoring of Systemic Racism made under s. 6(1) of this Act

O. Reg 267/18

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

Accessibility for Ontarians with Disabilities Act, 2005, S.O. 2005, CHAPTER 11

9. Revision History

Review Date	Approval Date	Description

Governance and Policy Committee, Wednesday, May 17, 2023

Community Engagement Policy

Strategic Alignment:
Ministry Directive 10

Report Type:
Recommendation

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

Overview

Recommendation:

That the Community Engagement Policy, attached as Appendix A be recommended for approval by the Board of Trustees

Highlights:

- The Community Engagement Policy provides a framework, values and principles for accessible, inclusive, equitable and meaningful engagement with the community served.
- This policy will support the work of the PDSB to advance equity human rights and anti-racism across all learning and working environments.

Background:

In February 2020, the Review of the Peel District School Board (“PDSB”) was issued. In that Review, it was reported that the PDSB had problems effectively communicating with its local communities. The review reflected the concerns of parents and community members, in particular Black parents and communities, who felt frustrated with the lack of communication and generally felt disrespected by senior administration and the Board of Trustees.

Directive 10 states:

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

In order to guide the development of the outreach plan, as well as subsequent plans, the PDSB must first have a policy and procedures that provide guidance and expectations with respect to how the board engages with the community.

This Community Engagement Policy will serve as an intentional tool to enable the board to build and maintain the relationship between PDSB and its communities, in particular communities who have been underserved and marginalized.

The purpose of community engagement is to work in partnership with community members to share information, experiences, and perspectives in order to inform decision making.

Community engagement is necessary and critical to:

- Increase confidence in PDSB and the public education system.
- Provide clarity and build a shared understanding among those in the PDSB community of Board and school policies and procedures.
- Build and strengthen relationships, trust and a shared investment in the school system and bettering outcomes for all students.

-
- Identify how policies, procedures and programs are working and where systemic barriers or biases exist, how these barriers can be removed, and how outcomes for students and staff can be improved.
 - Identify policy alternatives.
 - Amplify the voices of those who have been historically and traditionally silenced and underserved and marginalized.
 - Ensure equity of opportunity to contribute to and influence decision-making processes.
 - Improve transparency between PDSB and the community served.
 - Commit to inclusive policy decision-making.
 - Improve the decision-making process.
 - Ensure accountability.

Evidence

Findings/Key Considerations:

The Community Engagement Policy serves to provide a framework, values and principles for accessible, inclusive, equitable and meaningful community engagement. The Community Engagement Policy seeks to support the board to amplify all affected voices in the community in a space of mutual collaboration and decision-making.

This policy will also support the work of Directive 10 and inform the community engagement processes across all PDSB policies, initiatives and ongoing work.

The Policy was informed by consultations held with the Peel community including families, staff, the Indigenous Education Circle and the unions/associations.

Virtual consultations in support of the Community Engagement Policy

Virtual consultations were held with the Peel community to inform the initial drafting of the policy. During the consultation on March 9, 2023, five questions were asked of community members in attendance. Across all five questions there were several themes that arose at several different points and across most groups. These themes were as follows:

- The board must engage with communities in a way that is authentic and meaningful;
- The board must remove barriers to engagement and ensure they are accessible to all members of the PDSB community;
- The board will need to ensure that safe spaces are created so that all members of the PDSB's diverse communities can engage with the board, including opportunities to share input anonymously;
- The community should understand how the information they provide will be used and the board should be accountable for ensuring that the information they provide is used to inform program development and policy change;

-
- The board will need to ensure it is carefully considering the input it receives from the community and ensure that it is upholding human rights and championing equity. It needs to listen to all the voices, not just the loudest, or the ones staff most agree with. Having listened, the board then has the responsibility to make decisions that will be in the best interests of the entire school board community, and which align with the board's legal obligation to comply with the *Education Act*, *Ontario Human Rights Code*, and the *Accessibility for Ontarians with Disabilities Act*; and
 - Community engagement should not just be about gathering information but also about building relationships and trust.

Impact Analysis

Equity & Human Rights Review:

Community Engagement Policy will help the Board:

- Improve relationships with the community, particularly those who have been underserved, marginalized and silenced because of systemic discrimination and racism
- Better understand the perspectives and experiences of the community in order to establish effective programs and initiatives that meet the diverse needs of students, thereby supporting their success and wellbeing.
- Demonstrate its responsiveness and accountability to the community.

Board or Ministry Policy Alignment:

The implementation of the Community Engagement Policy will support the ongoing implementation of the Ministry Directives including Directives 10, 14, 17, 18 and 19.

Resource/Financial Implications:

The adoption of the Community Engagement Policy does not directly incur any financial implications. The ongoing invitation to build meaningful and authentic relationships will support the work of all PDSB departments.

Legal implications:

The Policy will ensure that the PDSB remains compliant with the Ministry Directions and the expectations in the *Education Act* that the community have input into the decisions that affect the lives and education of the community's children.

Risk Assessment:

The PDSB is committed to engaging with the diverse communities it serves in support of better outcomes and experiences of all students. Failure to understand the experiences and perspectives of the community affects our ability to establish effective programs and initiatives that meet the diverse needs of students, thereby supporting their success and wellbeing.

Community Impact:

The Community Engagement Policy will help the board leverage the narratives, voices, and experiences of those in Peel's diverse communities as capital when establishing programs and initiatives. It will help amplify the voices of the most marginalized and underserved as a necessary component of system transformation.

Next Steps

Action Required:

- Develop procedures and a Community Engagement Framework to support the implementation of the policy. The procedures and framework will be developed in consultation and collaboration with community groups.
- A communication plan will be developed to raise awareness of the policy, procedures, and framework.
- Include key performance indicators and other measures of success. Include how success will be tracked and measured.

Appendix

Appendix 1 – Community Engagement Policy

Peel District School Board

Community Engagement Policy

POLICY TITLE: Community Engagement Policy

POLICY NUMBER:

APPROVAL DATE:

EFFECTIVE DATE:

RESPONSIBLE OFFICE: Superintendent of Equity, Indigenous Education, School Engagement & Community Relations

APPROVAL: Peel District School Board of Trustees

REVIEW SCHEDULE: 5 years

1. PREAMBLE

Community engagement is the process where all community members, including students, parents, and staff, are invited to share information, experiences, and perspectives to inform PDSB's decision-making, programs, initiatives, ongoing work and policy development as well as evaluation, accountability, transparency and planning.

Community engagement is valuable, necessary, and critical to:

- Increase confidence in PDSB and the public education system.
- Provide clarity and build a shared understanding among those in the PDSB community of Board and school policies and procedures.
- Build and strengthen relationships, trust and a shared investment in the school system and bettering outcomes for all students.
- Identify how policies, procedures and programs are working, where systemic barriers or biases exist, how these barriers can be removed, and how outcomes for students and staff can be improved.
- Identify policy alternatives.
- Provide input on initiatives and ongoing work.
- Amplify the voices of people historically and traditionally silenced, underserved, and marginalized.
- Ensure equity of opportunity to contribute to and influence decision-making processes.
- Improve transparency between PDSB and the community served.
- Commit to inclusive policy decision-making.
- Improve the decision-making process.
- Ensure accountability.

This Community Engagement Policy is an intentional tool to seek input and build and maintain the relationship between PDSB and its communities, particularly those underserved and marginalized.

Procedures supported by a Community Engagement Framework will also be developed to provide transparency on the community engagement process.

Ontario's *Education Act* acknowledges that education is critical in preparing students to become "productive, contributing and constructive citizens in the diverse society of Ontario" and that "a healthy, safe and inclusive learning environment where all students feel accepted is necessary for student success".

Student well-being is predicated on the creation of a healthy, safe, and inclusive learning environment, regardless of any aspect of one's identity, regardless of one's race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status or disability. This principle is protected by federal and provincial legislation, including the *Ontario Human Rights Code*, the *Education Act* and the *Canadian Charter of Rights and Freedoms*.

Creating a safe and inclusive environment requires an approach that acknowledges individual behaviours, patterns of behaviour, policies and practices perpetuating systemic disparities. Moreover, it involves identifying and addressing systemic discrimination and racism, ablism, misogyny, and hetero normalities.

This Policy is aligned with and supports the principles and expectations of PDSB's [Human Rights Policy \(Policy 51\)](#), Equity and Inclusive Education (Policy 54) and the Anti-Racism Policy. As stated in [Equity and Inclusive Education](#) :

The Board commits that all Board structures, policies, procedures, programs, guidelines, and practices will inclusively support students, staff members, trustees and families in all communities. The Board aims to do so by incorporating the principles of anti-oppression, equity and inclusion into the development and regular review of structures, policies, procedures, programs, guidelines, and practices (consistent with the principles of the Ontario Human Rights Code).

... Regular consultation with members of diverse school communities helps to identify challenges and barriers experienced by students in schools.

2. PURPOSE

2.1 The purpose of this Community Engagement Policy is to:

- 2.1.a** Provide the framework for accessible, inclusive and meaningful community engagement to amplify the voices of the affected communities, particularly communities that have been underserved and marginalized because of systemic discrimination and racism.
- 2.1.b.** Provide the values and principles to guide how PDSB and local schools will engage with the PDSB community.

3. APPLICATION AND SCOPE

- 3.1** This Policy applies to all community engagement activities where the PDSB Trustees, a PDSB department or a local school engages with the PDSB community.
- 3.2** This Policy does not apply to how teachers engage with the parents or caregivers of their students, which is expected to be an ongoing routine part of their job.

4. DEFINITIONS

- 4.1 **PDSB Board or Board:** The Peel District School Board, or the "PDSB".
- 4.2 **Community Engagement:** The process whereby community members or stakeholders are invited to share information, experiences, and perspectives to inform decision-making. There is a spectrum of levels of community engagement, including, but not limited to, sharing information, consultation, collaboration or co-construction.
- 4.3 **Sharing Information:** To provide balanced, objective and factual information to community members or stakeholders to create awareness, educate and to assist them in understanding the issues, alternatives, opportunities or solutions.
- 4.4 **Consultation:** To obtain feedback, input, advice, alternatives or direction from the community and stakeholders to inform decision-making.
- 4.5 **Collaboration or co-construction:** To partner with community members in an interactive decision-making process throughout. There is an expectation to incorporate advice and recommendations of the community to the maximum extent possible.
- 4.6 **PDSB Community:** May include students, school councils, parents/guardians, trustees, employees (full-time, part-time, temporary, probationary, casual and contract), volunteers, unions, federations, and associations, and all other persons, groups or organizations invited to work with the Board
- 4.7 **PDSB Stakeholders:** These may include local businesses, community organizations, all orders of government, other public sector organizations and neighbourhood associations.

5. POLICY: PRINCIPLES AND VALUES

- 5.1 Community engagement activities include a spectrum of levels, including but not limited to sharing information, consultation, collaboration or co-construction with the PDSB Community.
- 5.2 The Board values community engagement, particularly from historically marginalized and underserved people and is committed to ensuring accessible, inclusive, timely, trauma-informed, and meaningful community engagement.
- 5.3 The Board values community engagement, particularly from historically marginalized and underserved groups and is committed to ensuring accessible, inclusive, timely, trauma-informed, and meaningful community engagement.
- 5.4 The Board acknowledges that in the past, some communities have been excluded from community engagement because of systemic discrimination and racism, including anti-Indigenous racism and anti-Black racism. When engaging

with the community staff shall deliberately, intentionally, and thoughtfully consider these communities and those historically marginalized along with all communities.

- 5.5** When engaging with the community, the Board or local school will allot sufficient time to allow for meaningful engagement with the community.
- 5.6** Community engagement activities shall be carried out to ensure that PDSB or local school hears a diversity of perspectives, which may include students, parents/guardians, school administrators, teachers, board staff, school councils, advisory committees, community members, community agencies, unions, federations, associations, various orders of government and other public sector organizations. Most importantly, engagement should involve those that administer the Policy or program and those who are most affected or impacted by the application of the policy or issue being addressed.
- 5.7** Community engagement shall occur in the research, decision-making, planning, developing, implementation, and evaluation of all PDSB and local school policies, programs, projects, initiatives and ongoing work or efforts to understand issues that impact staff and students' achievement and well-being, for example, the development of a Code of Conduct, the naming or renaming of a school, or employment policies.
- 5.8** Community engagement may take various forms, depending on the specific complexity and significance of the matter for which the Board or local school is seeking input. For example, the community may be asked to participate through online surveys, in-person and virtual consultations, or written submissions. Opportunities to provide input anonymously should also be provided.

POLICY: ENHANCING PARTICIPATION

- 5.9** The Board or local school will provide clear communications, with advance notice and broad communication methods to improve community awareness of community engagement. Communications will include sufficient information to support the community engagement, including why it is seeking community voice and/or input, the development process and timelines, how their input will be used to inform decision-making, the community engagement process, and consultation questions.
- 5.10** When engaging with the community, the Board or local school will create safe and inclusive spaces to help ensure that students, staff, parents/guardians, and

others in the PDSB community feel safe to share their perspectives and experiences.

- 5.11** When engaging with the community, support and accommodations will be provided to remove barriers and support the full participation of all members of the PDSB community, including marginalized and underserved communities. This may include interpretation, child minding, awareness of not scheduling consultations on days of significance, and scheduling virtual or in-person consultations at different times during the day and evening etc. Community engagement sessions will be held in AODA-compliant locations and a non-bureaucratic manner.

POLICY: ACCOUNTABILITY

- 5.12** The Board will ensure that community engagement is respectful, transparent, and accountable to the PDSB community.
- 5.13** The Board or local school is to report back to the community on the information gathered through the development of the policy, program, project, or understanding of issues where community engagement served as a process to provide information and/or inform the outcome/product
- 5.14** community engagement process and how that information informed them When conducting community engagement activities, the Board or local school is to share the policies, programs, reports and other relevant documentation in draft and final form.
- 5.15** The Board and local school may celebrate and will communicate the successes so that community members can have confidence in the implementation of the matter that had engaged the community.
- 5.16** The Board and local schools will conduct ongoing evaluations of community engagement activities and outcomes.

POLICY: LIMITATIONS

- 5.17** Community engagement may not be possible or appropriate in all cases. For example, where there are time constraints, personnel issues, privacy considerations, where the Board or local school is not the lead on the project, and when other legal considerations restrict engaging in consultations.

6. ROLES AND RESPONSIBILITIES

6.1 PDSB Trustees:

6.1.a Entrust the implementation of this Policy to the Director of Education.

6.2 Director of Education

6.2.a Provide system leadership to ensure implementation of this Policy and related Procedures.

6.2.b Allocate staff and resources to support the development and implementation of Procedures within the Community Engagement Policy.

6.3 Director's Council

6.3.a Approve Procedures related to this Policy.

6.4 Equity, Indigenous Education, School Engagement & Community Relations

6.4.a Implement this Policy across the Board and PDSB schools.

6.4.b Propose housekeeping amendments to this Policy to the Governance Officer.

6.4.c Periodic post-implementation review of this Policy.

6.4.d Provide resources and staff to support community engagement, including a Manager of Community Relations and Community Engagement Specialists.

6.4.e Provide interpretation of this Policy and related Procedures.

6.4.f Support understanding and implementation of this Policy and related procedures across the Board and PDSB schools.

6.4.g Create Procedures supported by a Community Engagement Framework to support the implementation of this Policy.

6.4.h Support other departments and local schools to determine the appropriate form of community engagement.

6.5 Innovation and Research and Leadership, Capacity Building & School Partnerships

6.5.a Provide guidance and/or support in the planning, collecting and analysis of community engagement data to support the PDSB, in particular with respect to policy development and review.

6.5.b Provide a range of support, where possible, to local schools, including building capacity for community centered partnerships

6.6 Community Engagement Policy Development and Review Committee

6.6.a Ensure this Policy is drafted and reviewed with a human rights, equity, diversity, identity-affirming, inclusive, accepting, anti-racist, anti-colonial and anti-oppression stance and aligns with the PDSB's vision, strategic goals and priorities.

-
- 6.6. b Provide feedback, advice and recommendations in developing and reviewing this policy, the Community Engagement Framework, the communication plan and the community outreach plan.

6.7 General Counsel & Governance Officer

- 6.7. a Review of this Policy for compliance with legislative requirements.
- 6.7. b Resources to the School Improvement & Equity, Community Leadership, Partnerships & Engagement on all governance issues related to this Policy.
- 6.7. c Ensure the most up-to-date Policy is posted on the Board website.

6.8 PDSB Trustees, Board Departments and PDSB Schools, PDSB staff

- 6.8. a Comply with this Policy and related procedures when conducting research, decision-making, planning, implementation and evaluation of Policies and any other circumstances where the Board or school has decided to engage the community.

6.9 PDSB Community and Stakeholders

- 6.9. a Participate in Community Engagement.

CROSS-REFERENCE:

[Education Act, R.S.O. 1990, c. E2](#)

[O. Reg. 330/10, School Councils and Parent Involvement Committees](#)

[O. Reg. 464/97: Special Education Advisory Committees](#)

[Anti-Racism Act, 2017, S.O. 2017, c.15](#)

Policy 27, Naming and Renaming of Schools Policy

Anti-Racism Strategy

Anti Racism Policy

Policy 51

ASSOCIATED PROCEDURES:

Community Engagement Framework Policy Procedures

FORMS AND TEMPLATES:

Community Engagement Report Template

REVISIONS

Governance and Policy Committee, Wednesday, May 17, 2023

Student Trustees Policy Update

Strategic Alignment:

Ontario Regulation 7/07

Ontario Regulation 462/97

United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP)

Report Type:

Recommendation

Prepared by: LaShawn Murray, Policy Analyst

Kathryn Lockyer, General Counsel and Governance Officer

Submitted by: Rashmi Swarup, Director of Education

Overview

Recommendation:

That the amended Student Trustee Policy, attached as Appendix A, be recommended for approval by the Board of Trustees.

Highlights:

- The *Education Act* through Ontario Regulation 7/07 'Student Trustees' specifies that a board shall have two but not more than three student trustees;
- Ontario Regulation 462/97 'First Nations Representation on Boards' supports and provides for the appointment of Indigenous representation in its Board membership;
- In January 2023, the Board of Trustees unanimously passed a motion to update the number of student trustees from two to three to include one self-identifying Indigenous student trustee to be elected by students who voluntarily self-identify as First Nations, Métis, or Inuit;
- The Student Trustee Policy has been updated to reflect the inclusion of an Indigenous Student Trustee.

Background:

The *Education Act*, section 55, recognizes the role of student trustees in publicly funded school boards. Under *Ontario Regulation 7/07*, school boards are mandated to develop and implement a policy for matters pertaining to student trustees and the associated payment of honoraria. Student trustees represent the voices and interests of students in decisions about their education within the Peel District School Board. They also help keep students informed about important decisions that affect their schooling experiences.

The Peel District School Board is dedicated to Indigenous educational sovereignty and reconciliation. In January 2023, the Board of Trustees unanimously passed a motion to update the number of student trustees from two to three to include one self-identifying Indigenous student trustee to be elected by students who voluntarily self-identify as First Nations, Métis, or Inuit.

Evidence

Findings/Key Considerations:

An environmental scan of related school board policies was conducted. This policy provides direction on student trustee representation within the Board in accordance with the provisions of the *Education Act*, *Ontario Regulation 7/07*, *Ontario Regulation 462/97*, and related regulations.

This policy applies to student trustees, and provides guidance on student trustee matters including eligibility, qualifications, selection, and role expectations.

The updated Student Trustees Policy, includes the following amendments:

-
- Three student trustees will be elected to represent the interests of the student population. One of which trustees will be a self-identifying Indigenous student to be elected by students who voluntarily self-identify as First Nations, Métis, or Inuit.
 - The Policy directs that procedures be developed and implemented that outline the selection process for student trustees, including the Indigenous student trustee.
 - The Policy directs that the selection process for an Indigenous student trustee be developed in consultation with the Indigenous Education team and the Indigenous Education Council.

Impact Analysis

Equity & Human Rights Review:

Student voice plays a key role in decision-making with implications on student achievement, experiences, and wellbeing. The United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP) specifies that education systems “must reflect and endorse education that includes languages, the history, and the cultures of Indigenous peoples” (OPSBA, 2022, p.16). The appointment of an Indigenous student trustee supports the PDSB’s commitment to ensure that Indigenous cultures, realities, interests and lived experiences are reflected in the strategic vision and decision-making of the Board. The inclusion of Indigenous student voices will support the PDSB in creating learning environments that are safe, inclusive, and affirm the identities and intersectional identities of Indigenous students.

Board or Ministry Policy Alignment:

This Policy complies with the *Education Act*, *Ontario Regulation 7/07*, *Ontario Regulation 462/97*, the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP), Digital Citizenship Policy and Trustee Expenses Policy.

Resource/Financial Implications:

Student Trustees are supported by School Support Services and Legal and Governance Services. *Ontario Regulation 7/07* outlines the \$2500 honorarium for student trustees during their term of office. This amount is prorated if the student trustee does not complete their full term. Legislation also mandates that student trustees be reimbursed for any receipted expenses that are incurred as a result of their role. This aligns with the Trustee Expenses Policy.

Legal implications:

This policy ensures compliance with the *Education Act*, *Ontario Regulation 7/07*, and *Ontario Regulation 462/97*.

Risk Assessment:

Failure to review and update the Student Trustees Policy may result in noncompliance with related legislation.

Community Impact:

This policy clearly outlines the qualification criteria, election processes and responsibilities for Student Trustees to ensure student voice is represented.

Next Steps

Action Required:

- PDSB staff will develop and implement procedures that outline the selection process for student trustees that includes:
 - The application process and components of the nomination package
 - Expectations of campaigning during the election period
 - The voting process and determination of results.
- In collaboration with the Indigenous Education Team and the Indigenous Education Council, PDSB will develop and implement procedures that outline the selection process for an Indigenous student trustee including:
 - Determination of eligibility for nominees;
 - Determination of student population eligible to vote; and
 - The voting process and determination of results.

Communications:

The approved policy will be posted on the PDSB internal and external websites.

References:

Ontario Public School Boards' Association [OPSBA]. (2022). Student Trustee Handbook 2022. OPSBA. Retrieved from <https://www.opsba.org/wp-content/uploads/2022/01/Student-Trustee-Handbook-pages.pdf>

Appendices

Appendix A – Student Trustees Policy

POLICY MANAGEMENT

POLICY TITLE: Student Trustees Policy

POLICY NUMBER: 66

RESPONSIBILITY: Legal and Governance Services

APPROVAL DATE:

EFFECTIVE DATE:

APPROVAL: Board of Trustees

REVIEW SCHEDULE: 5 years

Statement of Policy

The Peel District School Board supports the appointment of student trustees, as directed in Section 55 of the Education Act. Student trustees represent the voice of students in decisions about education in Peel and help keep students informed about important decisions that affect them.

This policy is aligned with and supports the principles and expectations of the Board's Human Rights policy ([Policy 51](#)) and the Equity and Inclusive Education policy ([Policy 54](#)). At all times, this policy should be interpreted to be consistent with the Board's policies and the *Human Rights Code*.

Purpose

This policy provides direction on student trustee representation within the Board in accordance with the provisions of the *Education Act*, *Ontario Regulation 7/07*, *Ontario Regulation 462/97*, and related regulations.

Application and Scope

This policy applies to student trustees, and provides guidance on student trustee matters including eligibility, qualifications, selection, and role expectations.

1. Number of Student Trustees

Three student trustees will be elected to represent the interests of all students. One student trustee will be elected to represent the schools north of Highway 401. Another student trustee will be elected to represent the schools south of Highway 401. The third student trustee will be a self-identifying Indigenous student to be elected by students who voluntarily self-identify as First Nations, Métis, or Inuit.

2. Eligibility and Qualifications

The student must:

- a) be a full time student in regular attendance at a Peel secondary school or be an exceptional pupil in a special education program for whom the board has reduced the length of the instructional program;
- b) on the first day of school after the term of office begins, be in the senior division (grade 11 or 12); and
- c) have written consent from a parent/guardian (if under 18 years of age) unless the student is 16 or 17 years of age and has withdrawn from parental control.

3. Mentors

Three Peel District School Board trustees will be appointed by the Board to act as mentors for the student trustees.

4. Role Description and Expectations

Student trustees must:

- a) sign a Declaration agreeing to maintain confidentiality with respect to board business dealt with in closed sessions of board and/or committee meetings (Appendix A);
- b) comply with the Ministry of Education Attendance and Conflict of Interest Guidelines for Student Trustees (Appendix B);
- c) arrange their own transportation to the Board Meetings and other meetings they would need to attend;
- d) sign a media consent form prior to starting term;
- e) notify the Board at the start of the term of any reasonable accommodations that the student trustee may require.

As part of the duties of office, student trustees:

- f) are required to attend all regular meetings of the board. In the event that a student trustee is unable to attend, they must notify the chair in advance of the meeting;
- g) may attend all meetings of the board, including standing committee meetings, supplementary meetings, and In Committee meetings except those that are closed to the public under Clause 207(2)(b). 2006, c. 10.s. 6;
- h) will participate with other trustees in discussion, and represent students' positions during such discussions at the Board table;
- i) are entitled to request that a matter before the board or one of its committees be put to a recorded vote. Student trustees' votes are non-binding;
- j) are not entitled to move a motion but are entitled to suggest a motion on any matter at a meeting of the board or one of its committees on which the student trustee sits. If no member of the board or committee moves the suggested motion, the record shall show the suggested motion.
- k) will report regularly to the students of Peel, through student governments, on the activities of the Board pertaining to any public meetings of the Board and its committees;
- l) will report their work biannually to the board and students through oral and written board reports at a board meeting mid-year and at the end of each school year;
- m) will use the student trustee Twitter account, in compliance with Policy 78 - Digital Citizenship and Peel District School Board's social media disclaimer, to promote initiatives and communicate with students, parents and the community;
- n) will use the student trustee email account as the primary source of communication and respond to all requests in a timely manner; and
- o) will perform other duties, as assigned.

5. Term of Office

The term of office will be one school year from August 1 of the year in which the student trustee is elected to July 31 of the following year (inclusive). A student trustee may be re-elected and can serve a maximum of two years. Student trustees will be expected to serve during the school year only.

6. Disqualification of student trustees

A student trustee will be disqualified from service when they:

- a) cease to be a student in Peel District School Board;
- b) are absent from three consecutive regular meetings of the Board without permission of the Board; or
- c) resign from the position of student trustee.

A student trustee may be disqualified from service when they:

- a) breach the confidentiality of the Board;
- b) are suspended from school for a serious violation of the Code of Conduct;
- c) fail to fulfill their contractual promise and duties as a student trustee;
- d) cease to meet the qualifications of a student trustee. In this instance, the student trustee must resign.

7. Vacancies

In the event that a student trustee leaves office before the completion of their term, the Board will determine if the vacancy will be filled. If the vacancy is to be filled, it shall be filled by a by-election.

8. Co-op Credits

Service as a student trustee may be acknowledged by the granting of co-operative education credits, in recognition of the experience gained and the commitment demonstrated. Such credits will be granted by the Principal of the student's home school. A student trustee would be required to speak with their principal prior to the start of their one-year term if they wish to pursue a co-op credit.

9. Selection of student trustees

Student trustees will be selected in February for the following school year. Peel Board students will be provided with the opportunity to select student trustees. See section 10 for information about campaigning during election period. Election dates are to be determined by the Director's Office to coincide with the Ministry of Education's expectations.

The Director of Education will ensure that procedures are in place that outline the selection process for student trustees that includes:

- a) The application process and components of the nomination package
- b) Expectations of campaigning during the election period
- c) The voting process and determination of results.

In addition to the above, the Director of Education will ensure that procedures and a process are in place in collaboration with the Indigenous Education team and the Indigenous Education Council that outline the selection process for an Indigenous student trustee including:

- Determination of eligibility for nominees;
- Determination of student population eligible to vote; and
- The voting process and determination of results

10. Campaigning during election period

Students cannot begin their campaign until their nomination packages are reviewed and approval is provided by School Support Services. Guidelines and rules for campaigning must be followed. Non-compliance with campaign rules and guidelines will result in elimination.

11. Honoraria and Student Trustee Support

- a) Student trustees will receive an honorarium of \$2,500 per annum. If a student trustee holds office for a portion of a year, the \$2,500 honorarium will be prorated according to the portion of the year the student trustee holds office.
- b) Student trustees will be reimbursed for any receipted expenses incurred as a function of the role including transportation costs to meetings with receipts and/or electronic mileage claims.
- c) Student trustees will be allocated up to \$2,500 per year of office to attend conferences and/or training sessions. Prior to attending, the professional development event(s) must be approved by the Director and all receipts must be submitted.

Cross-Reference

Education Act

Ontario Regulation 7/07 Student Trustees

Ontario Regulation 462/97 First Nations Representation on Boards

Trustee Expenses Policy 75

Digital Citizenship Policy 78

Approved: April 28, 1998
Reviewed: January 2000
Reviewed: February 25, 2003
Reviewed: December 2005

Approved: September 11, 2007 (*replaces former Policy #66.*)
Revised: April 26, 2011
Revised: June 11, 2013
Revised: April 25, 2017
Reviewed: November 13, 2018
Reviewed: June 8, 2022
Reviewed:



Oath of Office for Student Trustees

Declaration

I, _____, do solemnly declare that:

1. I will truly, faithfully, impartially and to the best of my ability execute the Office of Student Trustee.
2. I recognize the importance of maintaining the confidentiality of the Board and I commit not to divulge, in any form, information or the contents of material shared with trustees in closed (private) session.

Signature of Student Trustee

Declared before me at Mississauga in the Province of Ontario
this ____ day of _____, 20XX.

Signature of the Secretary of the Board

Appendix B

MINISTRY OF EDUCATION

STUDENT TRUSTEES: ATTENDANCE AND CONFLICT OF INTEREST GUIDELINES

PURPOSE

The purpose of this guideline is to address the issues of attendance and conflicts of interest in relation to student trustees. This guideline was created with the intention of having the same principles that apply to board members under the *Municipal Conflict of Interest Act* and the *Education Act* apply to student trustees.

Under the *Education Act* student trustees are not considered members of the board. As a result, they are not covered by the *Municipal Conflict of Interest Act* and are not subject to the same conflict of interest and attendance criteria that apply to board members.

These guidelines are established by the Minister of Education under the authority of paragraph 8(1) 3.5 of the *Education Act* and are effective upon release.

ATTENDANCE

A student trustee must resign from their position if they are absent from three consecutive regular meetings of the board without being authorized by a resolution of the board. Authorizations by resolution must be provided to student trustees in the same manner as they are to board members and must be recorded in the meeting minutes.

Student trustees are considered present at a meeting in which they participate through teleconferencing, videoconferencing or other electronic means.

CONFLICTS OF INTEREST

A conflict of interest arises when a student trustee (or a student trustee's parent, spouse or child) has a direct or indirect financial interest in a matter being discussed at a board or committee meeting.

An indirect financial interest arises when a student trustee (or a student trustee's parent, spouse or child): 1) owns shares or is a senior officer in a privately-held company, 2) has a controlling interest or is a senior officer of a publicly-held corporation, or 3) is the member of a body that has a financial interest in the matter being discussed at a board or committee meeting.

For there to be a conflict, the financial interest must be of such a nature that it could reasonably be regarded as likely to exert influence over the student trustee.

When a student trustee realizes he or she is in a conflict of interest, the student trustee must declare this conflict to the board or to the committee. The declaration must be recorded in the minutes of the meeting. During discussion of the matter that gives rise to a conflict, the student trustee cannot participate in the discussion, cannot attempt to influence the vote of board members, is not entitled to a recorded vote and cannot suggest a motion.

In the event that there is a conflict of interest at a closed meeting, the student trustee must leave the meeting during the time that the matter giving rise to the conflict is being discussed. When a student trustee leaves for this reason, this must be recorded in the minutes of the meeting.

15.1a

Board Meeting, May 24, 2023

Directive 10 - Equity Office Performance Indicators

Strategic Alignment:

Ministry Directives - Directive 10

Report Type:

For Information

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

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

Submitted by: Rashmi Swarup, Director of Education

Overview

Objective:

That the subject report be submitted to the Ministry of Education in satisfaction of a specific deliverable within the expected outcomes of Directive 10.

Highlights:

The report identifies the competencies and skills that are expected for superintendents of education and the set of indicators that are specific to the role of Superintendent of Equity, Indigenous Education, School Engagement and Community Relations.

Background:

An excerpt of the Ministry Report on the Peel District School Board (PDSB), Directive 10 as it pertains to the objective of the board report states:

“ The Board shall establish a new, robust Equity Office managed by a superintendent of Equity, which amalgamates the existing Equity and Climate portfolios. The Equity Office shall be responsible for developing and implementing a comprehensive, strategic, annual Equity Action Plan to address systemic inequities experienced by both students and staff.

....The Board shall ensure that a Superintendent of Equity is hired through an internally and externally posted position, who is accountable for the Equity Office and the implementation of the annual Equity Action Plan, and who shall report to the Associate Director responsible for equity...Confirm performance goals, measure and indicators have been established for the position and signed off by the appraiser/appraisee.”

Superintendents of education play a key role in improving student achievement and wellbeing. A significant element of the progress and success of all students in the Peel District School Board is contingent upon effective leadership that is designed to guide and support teaching and learning across the system. Given the critical role of Superintendents of Education as integral to the work of system transformation, an Equity Leadership Framework was developed. The framework was specifically designed for Superintendents of Education to identify and reflect upon a series of skills and competencies as aligned with the Five Domains of the Ontario Leadership Framework (OLF). The PDSB Superintendent of Education Equity Leadership Framework Competencies are grounded in the theories of anti-racism, anti-oppressive and culturally responsive leadership practices designed to ensure equitable and inclusive learning and working environments.

The Superintendent of Education Leadership Framework 5 Domains are as follows:

- **Setting Directions**
 - PDSB leaders must create conditions for an equitable and inclusive environment for students, staff, families and communities. These conditions are required to establish a vision and clear direction framed in Equity and Anti-oppressive practices
- **Securing Accountability**
 - PDSB leaders use a critical analysis of multiple sources of data to identify disparities and outcomes (e.g. pattern and trends). To support excellence for all,

leaders set goals for system/school improvement and professional learning for leaders focused students who have been traditionally and historically underserved

- **Building Relationships and Developing People**
 - PDSB leaders build capacity through positive relationships with students, staff, families and communities that are responsive and reflect anti-oppressive and anti-racist approaches that result in student improvement, success and well-being.
- **Developing the Organization to Support Desired Practice**
 - PDSB leaders are expected to develop and support practices that will create the conditions for learning required to ensure a fair and equitable school system for all.
- **Improving the Instructional Program**
 - PDSB leaders understand and provide leadership in educational pedagogies that are anti-oppressive, anti-racist, culturally relevant and responsive in the context of teaching and learning serving to decolonize the curriculum such that their identities are affirmed within their schooling experience, resulting in improved outcomes.

Please see Appendix B for the full Superintendent of Education Equity Leadership Competencies Framework.

The PDSB Superintendent of Education Equity Leadership Competencies Framework serve as the foundation for the performance indicators for the Superintendent of Equity, Indigenous Education, School Engagement & Community Relations. The Equity Leadership competencies and skills as outlined in the chart below outline the indicators of success for the Superintendent of Equity, Indigenous Education, School Engagement & Community Relations which provides significant leadership to the system as it pertains to implementation of equitable, inclusive, culturally responsive and relevant practices designed to create the conditions in our schools and classrooms that are free from discrimination and learning environments where all children, regardless of their social identities can thrive.

The Associate Director, School Improvement and Equity, Curriculum Instruction, School and Community Engagement will conduct the appraisal as per the reporting structure and the appraisal timelines in accordance with the Ministry of Education expectations for the Supervisory Officer appraisal process which is once every two years.

Evidence

Professional Learning Goals

Professional Learning Goals for the Senior Team are aligned with the Director of Education's vision to reimagine and transform educational programming, opportunities, and experiences for PDSB and create an equitable and innovative education system that is anti-oppressive and anti-racist in its commitment to serve each student to reach their full potential.

The Superintendent of Equity, Indigenous Education, School Engagement and Community Relations is a member of the Senior Team who participates in all Senior Team professional learning. Details of these training requirements, and the timelines associated, are outlined in the Directive 15 update which was presented at the April 27, 2022 meeting of the Board.

This monthly training includes but is not limited to:

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

Please see Appendix A for the Superintendent of Equity, Indigenous Education, School Engagement & Community Relations professional learning goals, performance goals, and performance measures, that demonstrate alignment with the Superintendent of Education Equity Leadership Framework Competencies.

Impact Analysis

Equity & Human Rights Review:

The performance indicators will provide a framework with associated key actions to ensure that the Superintendent of Equity, Indigenous Education, School Engagement and Community Relations is supporting the PDSB in deepening their skills, knowledge and comprehension of equity, human rights, anti-bias, anti-Black racism, white privilege, and white supremacy. This broadened knowledge and understanding of human rights will help all staff make informed decisions and take action to dismantle inequities and address human rights infractions through anti-oppressive, anti-racist and anti-colonial principles.

Board or Ministry Policy Alignment:

All learning for the Superintendent of Equity, Indigenous Education, School Engagement and Community Relations will continue to be centered on, and responsive to, the needs identified in the Ministry Review and Directives.

Legal implications:

The Peel District School Board has a duty to uphold each student's human rights and create an education system free from discrimination. This work ensures ongoing compliance with the Ministry Directives. The Equity Department led by the Superintendent of Education, Indigenous Education, School Engagement and Community Relations is one of the many roles and responsibilities designed to champion this endeavour.

Community Impact:

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

Next Steps

Action Required:

- Continue to support the Superintendent of Equity, Indigenous Education, School Engagement and Community Relations in the implementation of the work
- Continue to provide ongoing professional learning and mentorship to support the leadership of the Superintendent of Equity, Indigenous Education, School Engagement and Community Relations
- Begin the SOPA process in the Fall of 2023

Success Measures:

The Superintendent of Equity, Indigenous Education, School Engagement and Community Relation reports to the Associate Director, School Improvement and Equity, Curriculum, Instruction, Student and Community Engagement and therefore will be responsible for conducting the appraisal of the superintendent.

The Superintendent of Equity, Indigenous Education, School Engagement and Community Relation will be evaluated based on the Ontario Leadership Framework, alignment with the work of the Ministry of Education and the work of the school board. This will be measured using the key leadership practices and how the work of the Superintendent of Equity, Indigenous Education, School Engagement and Community Relation is demonstrated through the achievement and outcomes of the system priorities.

The following Strategic Priorities of the Peel District School Board were launched by the Ministry of Education (Fall 2021). The four priority areas serve as data points for boards to track progress in relation to specific outcomes for students. The four priority areas should be reflected in the co-construct goals of the superintendent of Equity, Indigenous Education, School Engagement and Community relations. Success measures will be in relation to the stated performance goals derived by the superintendent as part of the Supervisory Officer performance appraisal process.

Student Achievement (Literacy/Numeracy)

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

Human Rights and Equity (Exclusions/ Suspensions)

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

Mental Health & Wellbeing (Sense of Belonging)

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

Pathways & Transition (Pathways Opportunities)

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

References:

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

Appendix

Appendix A - Superintendent of Equity, Indigenous Education, School Engagement & Community Relations professional learning goals, performance goals, and performance measures, categorized by Equity Leadership Framework Competencies.

Professional Learning Category	Performance Goal	Performance Measure	Equity Leadership Framework Alignment
Strategic Planning	<p>Improve development and system implementation of PDSB strategic planning documents as aligned with the principles of anti-racism, anti-oppression and human rights.</p> <p>Develop 4-Year Equity Strategy and Equity Action Plan to align with the MYSP</p>	<p>System-wide understanding of strategic planning documents and timely execution of implementation plans.</p>	<p>Setting Directions</p>
Decolonize Policies and Procedures	<p>Ensure that the human rights and dignities of Indigenous Nations, Black, African, Caribbean communities as well as other diverse students, staff, families, and communities are met by embedding the principles of anti-colonial, anti-racism and anti-oppression into all Board policies, programs, guidelines, and practices</p> <p>Policy/procedure development and review, ensuring clarity and evidence of an anti-oppressive lens with each policy/procedure.</p>	<p>Facilitate professional learning grounded in equity, anti-racist and anti-colonial knowledge and understanding for system and schools by co-constructing responsive and relevant training and supportive resources</p> <p>Reduction of disproportionate outcomes for Peel students through ongoing monitoring of the Equity Accountability Report Card.</p>	<p>Setting Directions</p> <p>Improving the Instructional Program</p> <p>Securing Accountability</p>

<p>Equity Student Success</p>	<p>Build an understanding of anti-oppression and Culturally Responsive and Relevant Pedagogy (CRRP) through professional conversations and the development of professional learning opportunities and resources</p>	<p>Tools and resources for schools designed to ensure learning environments are culturally responsive and affirming of student identities are developed and accessible across the system</p> <p>Identifies structures for student leadership are evident in schools across the system designed to amplify student voice and agency (e.g. affinity spaces)</p> <p>Application of professional learning supports school leaders to build the capacity of staff to interrogate curriculum, create culturally responsive and identity affirming learning environments resulting in improved achievement, engagement and opportunities for students most marginalized</p> <p>Administrators hold staff accountable for application of learning into the classroom and for challenging racism and other forms of oppression.</p> <p>Application of critical frameworks in all schools designed to support the noticing, naming and disrupting practices that perpetuate harm.</p> <p>Schools and Departments</p>	<p>Achievement, Pathways, Mental Health and Well-Being, Human Rights and Equity</p>
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		<p>implement the 6 focus areas of the Black Student Success Strategy</p> <p>Schools intentionally focus on sense of belonging as it pertains to identity affirming spaces</p>	
<p>African, Black & Afro-Caribbean Student Success</p>	<p>Monitor and support the implementation of the Black Student Success Strategy</p>	<p>Improved graduation rates for Black Students</p> <p>Improved sense of belonging for African, Black, and Afro-Caribbean students and family,</p> <p>Improved relationships with Black community organizations and partners</p> <p>Increase staff capacity to address/dismantle systemic structures that uphold anti-Black racism</p> <p>Support schools with developing SIEP goals aligned with the Black Student Success Strategy</p>	<p>Achievement, Pathways, Mental Health and Well-Being, Human Rights and Equity</p>
<p>Indigenous Education Student Success</p>	<p>Building capacity among staff and school board for understanding Educational Sovereignty among staff and school board</p> <p>Building an understanding of Indigenous Ways of Knowing, Doing and Being and the pillars of resiliency, reclamation, resistance and resurgence</p>	<p>Increased Self-Identification Data results</p> <p>Improved graduation rates</p> <p>Sense of belonging for First Nation, Metis and Inuit students</p> <p>Family, community and student engagement</p>	<p>Achievement, Pathways, Mental Health and Well-Being, Human Rights and Equity</p>

Community Engagement and Partnerships	Establish and maintain collaborative community partnerships with and among diverse communities so that all perspectives and concerns are addressed	Rebuild trust and a sense of confidence with racialized communities. Create opportunities for community agencies to work in partnership with PDSB to foster meaningful connections and support families with navigating the school system	Building Relationships and Developing People
Professional Learning and Training	Develop and design anti-racist, anti-oppressive and anti-colonial learning		Improving the Instructional Program

Amplifying Counter-narratives	Facilitate relationships, and the sharing of promising practices, among leadership counterparts provincially and nationally.	Attend, and where appropriate, present, at Canadian educational leadership conferences and symposiums.	Improving the Instructional Program
Facilitation Conflict Resolution	Improve facilitation skills and conflict resolution practices and build collective understanding in the implementation of various policies, such as Discriminatory Slurs and Statements.	Culture of ongoing facilitation and conflict resolution training among administrators	Building Relationships and Developing People
Coaching	Mentorship and capacity building aimed to bring out the best in team members.	Empowered and effective leadership team members.	Building Relationships and Developing People

	Supervise and support the Equity Team, Indigenous Team, African Black and Afro-Caribbean Student Success Teams and Community Relations personnel;		
Team Building	Build cohesion among PDSB leaders and staff.	Strengthened sense of community among Peel leaders and staff.	Building Relationships and Developing People
Change Management	Effectively support PDSB senior team and leaders in making and sustaining organizational change. This includes structural system changes (policies and processes).	A greater sense of collectivism and a shared investment communication collaboration consistent	Developing the Organization to Support Desired Practices
Facilitate Safe and Caring Schools	Facilitate a sense of belonging by fostering identity affirming spaces among PDSB students and staff in learning and working environments.	A greater sense of engagement and belonging (measured through reporting system tracking data) with Safe and Caring Schools, the Human Rights Office.	Developing the Organization to Support Desired Practices

<p>Communications</p>	<p>Continuously improve accessibility of timely, accurate, and trusted information for internal and external audiences.</p>	<p>Broad awareness of PDSB strategic direction and initiatives.</p> <p>Student, guardian, and staff understanding about students and families being the ultimate decision-makers in their educational pathways.</p>	<p>Developing the Organization to Support Desired Practices</p> <p>Securing Accountability</p>
<p>Prioritize Student Voices and Agency</p>	<p>Facilitate opportunities to hear directly from students as they lead and apply learnings.</p>	<p>Increased Participation in student leadership opportunities as students feel heard.</p>	<p>Securing Accountability</p>

Appendix B – Superintendent of Education Equity Leadership Competencies Framework

Superintendent of Education

Equity Leadership Competencies Framework (Working Draft)

Setting Directions

PDSB leaders must create conditions for an equitable and inclusive environment for students, staff, families and communities. These conditions are required to establish a vision and clear direction framed in Equity and Anti-oppressive practices.

- Communicates the PDSB vision and priorities to all stakeholders to impact school improvement that is meaningful to students and staff resulting in improved outcomes
- Applies knowledge and understanding of the purpose and impact of anti-oppressive, anti-racism and anti-colonial approaches to leadership in order to engage and be responsive to communities in their leadership with families of schools
- Interrogates systems and structures to identify and remove barriers that result in disparities in achievement, opportunity and wellbeing outcomes for students who are historically and traditionally marginalized (with a particular focus on Black and Indigenous students)
- Intentionally challenges power and privilege, racism and oppression and other systemic barriers through their leadership practice in service to students and families as it relates to improved outcomes

Superintendent of Education

Equity Leadership Competencies Framework (Working Draft)

Securing Accountability

PDSB leaders use a critical analysis of multiple sources of data to identify disparities in outcomes (e.g. patterns and trends). To support excellence for all, leaders set goals for system/school improvement and professional learning for leaders focused on students who have been traditionally and historically underserved.

- Establishes and strengthens innovative partnerships to engage families, community groups/organizations to empower voices and obtain feedback to address inequities in practices to meet the needs of students who have been historically and traditionally marginalized.
- Through the critical analysis of data, measures and monitors action plans in relation to impact on improved outcomes for students, that promotes excellence for all, with a particular focus on Black and Indigenous students.
- Engages self and others in critical self-reflection to understand how oppression operates in the context of school policies, programs and processes resulting in barriers and inequitable outcomes in order to disrupt and dismantle oppressive and racist practices.

Superintendent of Education

Equity Leadership Competencies Framework (Working Draft)

Building Relationships and Developing People

PDSB leaders build capacity through positive relationships with students, staff, families and communities that are responsive and reflect anti-oppressive and anti-racist approaches that results in student improvement, success and well-being.

- Actively engages and leverages the strengths and assets in families and communities as partners and utilizes multiple strategies to meet the needs of students who are marginalized by structural and systemic barriers.
- Interrogates, disrupts and dismantles policies, programs, processes and other structural barriers that may be connected to the various manifestations of oppression (e.g. racism, classism, ableism, transphobia, homophobia, antisemitism, Islamophobia, etc.) that may exclude or marginalize students, staff, families and community members.
- Builds capacity of staff and develops specific measures of accountability amongst leaders to strengthen working relationships with various communities who have been marginalized.

Superintendent of Education

Equity Leadership Competencies Framework (Working Draft)

Developing the Organization to Support Desired Practice

PDSB leaders are expected to develop and support practices that will create the conditions for learning required to ensure a fair and equitable school system for all.

- Intentionally and explicitly disrupts power, privilege, issues of racism, anti-Indigenous and anti-Black racism, including all forms of oppression and its impact on educational outcomes through leading and facilitating professional learning and dialogue.
- Intentionally considers social identities and the multiple demonstrations of leadership as an asset when building leadership capacity of staff and supporting aspiring leaders.
- Develops the capacity of school leaders to implement inclusive approaches and pathways to support improved experiences, opportunities, achievement and well-being of students who have been marginalized (e.g., Indigenous, Black, racialized, 2SLGBTQ+ , students with identified learning needs and those impacted by high social vulnerability index).
- Leads, engages in and mobilizes school operations and use of resources through anti-oppressive and anti-racist approaches to support all students and reflect the commitments outlined in the Board's strategic plan and the Ministry Directives.

Superintendent of Education

Equity Leadership Competencies Framework (Working Draft)

Improving the Instructional Program

PDSB leaders understand and provide leadership in educational pedagogies that are anti-oppressive, anti-racist, culturally relevant and responsive in the context of teaching and learning serving to decolonize the curriculum. Students must be centred, and see themselves reflected, in the curriculum such that their identities are affirmed within their schooling experience, resulting in improved outcomes.

- Demonstrates knowledge of critical educational pedagogies (e.g. Decolonizing, Anti-Oppression, Anti-Racism, Culturally Relevant and Responsive Pedagogy) and supports professional learning for staff and the implementation of these approaches to support instruction in classrooms in order to impact student learning.
- Leads, facilitates, engages, and mobilizes professional learning to build the capacity of leaders through a focus on Empowering Modern Learners to promote the development of global competencies and transferable skills for students
- Designs processes to monitor the instructional program for the use of critical pedagogies and the focus on the development of student leadership in schools that reflects anti-oppressive, anti-racist and decolonizing perspectives and action for change in schools and communities
- Ensures stewardship of board resources (e.g. instructional resources/materials) are aligned and support the priorities of the PDSB which align with the Ministry Directives to address content, opportunity, achievement and well-being gaps and disparities.

15.1 (b)

Board Meeting, May 24, 2023

Directive 18 - Comprehensive Diversity Equity Audit Tools Report

Strategic Alignment:

Directive 18: Comprehensive Equity Audit

Policy 54: Equity and Inclusive Education

Policy 27: School Naming

Report Type:

Information

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

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

Bernadette Smith, Superintendent of Innovation & Research

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

Submitted By: Rashmi Swarup, Director of Education

Overview

Objective:

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

Background:

The Comprehensive Equity Audit Tools for Directive 18 were developed in response to the Ministry Review of the Peel District School Board (Chadha, Herbert, & Richard, 2020) report findings that reflect concerns from students, staff and families about the learning environment, curriculum resources and school names. For instance, students stated that, “*the curriculum does not reflect the diversity of the PDSB,*” and educators stated that “*a global understanding of the world requires a broader curriculum*”. In response to these findings, the reviewers recommended that schools engage in a comprehensive diversity audit of schools.

In response to the recommendation, Directive 18 states;

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

The Equity Audit Tools that are outlined in this report reflect the board’s commitment to uprooting systemic discrimination that results in disproportionate outcomes, predominantly for Black and Indigenous students. Systemic discrimination can be manifested in multiple ways in schools that is evident in the various aspects of the learning environment that includes school names, mascots, images on the walls, learning resources, and materials.

The Equity Audit tools are designed to assist staff to carefully and intentionally interrogate the various aspects of the school environment to support the dismantling of systemic discrimination. The design of the tools coupled with professional learning will assist staff to ensure that they have the knowledge and skill to implement the tools to identify resources, materials, and other elements in need of careful review as per the expectations of the D18 deliverables.

Equity Audit Structure:

Given the complexities of the Directive and the scope of the mandate, the diversity audit was organized into three areas of focus:

1. Auditing of School Learning Environments (School Equity Audit Tool)
2. Auditing of School Naming and Mascots
3. Auditing of School Libraries (The Library Learning Commons Audit)

The division of the directive into three areas allows schools to carefully audit their schools to ensure that elements of discrimination in resources, the learning environment or school names,

mascots and logos are identified to ensure corrective action. The scope of the audits and the reporting cycle will ensure that there is periodic auditing of schools to ensure that PDSB schools reflect the goal of learning environments free from discrimination.

Previous Board Reports (October 27, 2021 Directive 18 – Comprehensive Diversity Audit of Schools, April 2, 2022 Directive 18 – Comprehensive Diversity Equity Audit of Schools Update Report, and December 14, 2022 Directive 18 – Comprehensive Diversity Equity Audit Tools Report) provided the background, timelines included in the critical path along with the frequency and accountability as it pertains to each audit tool. Updates regarding these specific elements of the three audit tools is located in the appendices.

The following section of the report outlines the Preliminary Results, Impact and Next steps for each of the three audit tools developed for each area as identified in the Equity Audit Structure:

1.School Equity Audit Tool: Auditing of School Learning Environments:

Preliminary Results:

Over the course of the 2022/2023 school year, School Teams have been engaged in completing the School Equity Audit, to assess the learning environment of schools and classrooms. It is expected that by the end of June 2024, all schools will have a fulsome understanding of areas of opportunity for growth at their school sites. Preliminary results indicate that most schools have adopted a critical framework which supports with the process of challenging racism, oppression and settler colonialism. Infusing Black excellence, joy and success into lesson and unit plans has been a priority. Many Administrators have engaged staff in Book Talks and other professional learning opportunities that have led to real change. There is evidence of movement towards equitable, safe learning environments for all students.

Impact:

The work of auditing the school environment is incredibly meaningful and far reaching. The process has had a very real and powerful impact on both staff and students.

Impact on Administrator & Educators:

- staff are examining their own biases and are cognizant of how their social location impacts how students interact with them
- staff are noticing and naming how oppression operates at their school sites and are implementing strategies to disrupt and dismantle it
- staff are working towards dismantling some of the traps and tropes to equity work
- staff are intentional about how they engage with curriculum
- educators are continuing to develop a culture of high expectations in their schools

Impact on Students:

- increased sense of belonging as students see themselves represented in the learning environment and as their voice is being honoured
- students are developing a critical social consciousness
- students are engaging with each other in affinity spaces
- student identities are being affirmed
- cognitive, emotional and social needs of students are being met

Next Steps:

In response to system needs, the Equity Department will be offering School Teams professional learning opportunities related to interpreting the data. Staff will be guided through a process of how to translate the data into meaningful SIEP goals. They will be provided with practical strategies on how to action the SIEP goals.

2.School Naming Mascots and Logos**Preliminary Results:**

To date, results of this audit tool to review school name, mascot and logo are still preliminary. The feedback from various school administrators and professional associations have provided feedback to ensure the tool is coherent, however, the process for all schools to use the tool in its full form will be conducted in the 2023-24 school year.

Several schools were selected to review the process and Audit Tool with a team. Their feedback helped refine the statement of commitment and ensure questions asked provoked critical thinking.

Two schools, shared the following:

- *The team met and went through the tool to analyze our school song, logo, and name. As a result, we have decided to work with students and families to change our school song to reflect our school community. We are also looking into changing the school's name. The details are within the audit tool.*
- *As a team we interrogated our logo and the message written below. The 'B' did not represent a spirit of inclusion and Sense of Belonging. It did not inspire students, staff, and parents to aspire towards creating a school climate that supports holding high expectations, develop cultural competencies and develop critical consciousness.*

Impact:

The Ministry Review 2020 and its 27 Ministerial Directives have guided the work of our school system. The review, the voice of staff and community and their experiences of racism and oppression has mobilized the board to respond with new policies and practices. These policies hold the system accountable for meeting the directives. The audit tool to review school names, mascots and logos is undergirded by our commitment to anti-racism, Anti-Racism Policy directive 16, Human Rights Policy 51 and Safe and Caring Schools, Policy 48. As such, as we build capacity of school leaders and educators using the tool assures all aspects of a school's identity can be examined from an anti-oppressive lens.

Next Steps:

All PDSB schools have yet to work through the process of auditing their school's name, logo, and mascot. However, without the revised School Naming, Renaming, Special Functions Area and Facilities Policy 27, schools could not satisfactorily complete the process should it be determined that the name must change. With the recent approval of the policy, all schools can move through the process and use the Naming Policy 27 as a vehicle to act.

The audit process and the audit tool will be ready for schools to begin using in the Fall of 2023. The tool will accompany the School Equity Audit Tool and their pairing will ensure system coherence that recognizes that school branding and learning environments must be examined from an anti-oppressive lens.

The revised School Naming, Renaming, Special Functions and Facilities Policy 27 and its accompanying operating procedure provide the guidance necessary to affect change. Without this revised policy, a re-naming audit would be incomplete.

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

Preliminary Results:

The LLC Audit in schools is currently underway, with many schools already initiating Step 1 of the 3-Step Curation Cycle. This first step focuses on the weeding of both fiction and non-fiction resources. The criteria used for weeding will vary depending on the section. For non-fiction, the condition, age, accuracy, and relevance of the facts in the resource are considered. For fiction, circulation data is also taken into account. The progress so far demonstrates a strong commitment to the process of curating a collection that is responsive to the curriculum, aligns with board priorities, and is responsive and reflective of our students and broader communities.

Impact:

The LLC Audit has already made a considerable impact on schools and their library resources. Over 90% of teacher-librarians have been trained on the 3-Step Curation Cycle, which has led to significant progress in the implementation of Step 1. For schools that have completed this phase, the benefits are evident: circulation has surged two to three times to that of previous year's circulation data, as students can now more easily find books that are relevant, engaging, and supportive of their learning objectives.

Next Steps:

As the 2022-23 school year comes to a close, schools are expected to wrap up Step 1 of the 3-Step Curation Cycle. In September 2023, schools will begin training for Steps 2 and 3, which will be carried out throughout the 2023-24 academic year. Step 2 focuses on the acquisition of diverse, inclusive, anti-racist, and culturally relevant materials. Step 3 involves reviewing the collection to identify voices, identities, and perspectives that are overrepresented, underrepresented, and missing. This ensures that resources not only reflect the diverse students and communities served by PDSB, but also actively affirms the diverse identities of historically marginalized groups. Step 2 and 3 of non-fiction resources is due by December 2023. Step 2 and 3 of fiction resources is due by June 2024.

By following this timeline, schools will be well on their way to achieving equitable and inclusive library collections that cater to the diverse needs of their students and embody the principles of cultural responsiveness.

Impact Analysis

Equity & Human Rights Review:

According to the Ontario Education Equity Action Plan:

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

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

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

Board or Ministry Policy Alignment:

Directive 18: Comprehensive Equity Audit

Policy 51: Human Rights

Policy 54: Equity and Inclusive Education

Policy 27: School Naming, Re-naming, Special Function Areas and Facilities

Anti-Racism Policy

Black Student Success Strategy: We Rise Together 2.0

Resource/Financial Implications:

Classroom learning environments:

The auditing process will require schools to make informed budgetary decisions to ensure learning environments are identity affirming and reflect the intersectional identities of students that we serve in the PDSB. Through a collaborative process, school teams will identify culturally relevant and responsive resources and establish a plan to address the areas requiring further development to ensure learning environments are inclusive and equitable. This is an ongoing and iterative process which may occur at different points throughout the school year and once

completed, it will serve as a baseline to identify next steps and areas to continue to build upon best practices.

Library Learning Commons (LLC)

Teacher librarians are now engaged in an ongoing 3-Step Curation Cycle of resources in the LLC. This weeding and audit process introduces new accountability measures, connected to each school improvement for equity planning (SIEP).

Built upon established practices from the Canadian School Libraries Association, the Truth and Reconciliation Calls to Action 62 and 63, and aligned to relevant board policies, such as Policy 48 - Safe Schools, Policy 51 - Human Rights, and Policy 54 - Equity and Inclusive Education. These guidelines will ensure that the ongoing curation of collections results in resources that are anti-racist, anti-oppressive and anti-colonial, while supporting the current curriculum from the Ministry of Education. Further, this process will ensure that collections are reflective of their school communities, avoid perpetuating stereotypes and systemic biases, and provide resources that represent diverse perspectives and experiences.

The 3-Step Curation Cycle's weed and audit process will ensure that all collections are, and continue to be, inclusive, representative, and reflective of the students and communities served by the Peel District School Board.

School Names, Logos and Mascots

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

The audit ensures an anti-oppressive approach to how each school in the Peel District School Board defines who they are and who they serve. By adopting a community-centric approach, stakeholder groups will participate as committee members to review the school's name, logo and mascot. These voices and perspectives will be leveraged to co-create a new school identity and address historical harms should the process deem it necessary. Each school will have an opportunity to review the meaning of its name and the images that tell its story. By engaging in this process, PDSB schools can affirm that its identity is based on anti-oppressive and anti-colonial principles.

Community Impact:

The Board remains committed to ensuring safe, inclusive and equitable learning environments for all students. When students feel valued and affirmed and are in learning spaces that are engaging and allow them to access learning, they are able to reach their fullest potential.

The various processes that comprise the specific auditing steps of each audit tool identified in the report requires schools to engage in critical conversations regarding equity as it pertains to the learning environment, school identity and school library and learning commons. These processes help to ensure that PDSB schools and classrooms are engaged in intentional actions

to achieve the goal of culturally responsive, identity affirming and discriminatory free learning and working environments.

Equitable and inclusive schools are a key aspect of rebuilding trust and restoring public confidence in our schools as they create a sense of belonging for students and staff.

Communications:

At the conclusion of the school year, communication will be provided to schools outlining the expected timelines for completion and/review for each aspect of the audit tools.

In September 2023, system memoranda outlining expectations and next steps for the completion/implementation of the 1) School Equity Audit Tool, 2) School Naming and Mascots and Logos Tool and 3) Library and Learning Commons Audit Tool will be shared with all staff. The memo will provide timelines and reporting structures to schools for each of the audit tools.

By the end of June 2024, all schools will be expected to engage with the auditing tools as per their specific school's timelines. Superintendents of Education will be able to follow-up on the various schools and the subsequent auditing timelines as part of their School Improvement and Equity planning visits and internal reporting structures.

Success Measures:

1. All schools will be actively engaged in the auditing process and reviewing and interpreting their data to inform the development of meaningful and authentic School Improvement and Equity goals
2. Schools will continue to foster the development of identity-affirming learning environments that are anti-racist, anti-oppressive and anti-colonial to improve outcomes and experiences for students and staff marginalized by systems of oppression.
3. Schools requiring a necessary change to the name, logo and or mascot will engage in the process as a result of the audit findings and in collaboration with students, staff and communities.
4. All schools will ensure that the books, resources and materials within the Library Learning commons are reviewed as per the 5-year cycle. As a result, these actions school spaces should be free from racist content, stereotypes and the promotion deficit thinking

References:

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

Appendix

Appendix A

The following provides an update on the background, previous timelines/critical path along with the frequency and accountability as per the previous reports for each audit tool.

1. School Equity Audit Tool: Auditing of School Learning Environments

Background:

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

The School Equity Audit Tool is grounded in the board's Pillars: Relationships, Leadership & Capacity Building, Student Learning & Well-Being, and Accountability along with the four strategic priorities; Achievement, Pathways and Transitions, Mental Health and Wellbeing, Human Rights and Equity. As schools move forward in the implementation of the School Equity Audit Tool, they are reminded to focus on a critical examination of educator practice, policies, and structures that must be identified, dismantled and replaced to create identity affirming, teaching and learning environments. The School Equity Audit Tool is an iterative cycle and allows for ongoing work and critical dialogue as the board works towards deep and sustainable system transformation.

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

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

Critical Path:

The initiation and completion of the first three sections (Critical Frameworks, Student Well Being & Design of Learning Environments) of the School Equity Audit Tool were to be completed by the end of April 2023. It is recommended that school teams explore the entire School Equity Audit Tool and complete the *School Portrait* and *School Reflection* forms to collect critical data about their school community before initiating the audit.

Schools have built robust teams to reflect the diversity of thought, experiences and criticality of the students that we serve. Administrators have been strategic and intentional when building

their teams to ensure diverse voices are centered and amplified. The school leads at each school site are responsible for building the capacity of staff using this tool to audit the learning environment.

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

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

Frequency and Accountability:

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

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

Auditing of School Learning Environment School Equity Audit Tool			
Item	Activity	Time frame	Complete

Auditing of School Learning Environment <ul style="list-style-type: none"> Subcommittee 	Subcommittee completes the development of Audit tool and supporting materials for system implementation	April 2022	Complete
Auditing of School Learning Environment Pilot School Identification	Subcommittee engages in call out for Pilot schools to trial the Equity Audit tool for School Learning Environments 40 + schools will be selected from across the board as Pilot schools will trial the audit tool Pilot Schools Professional Learning Session (Elementary and Secondary Schools) Pilot School Evaluation and Feedback	May - June 2022	Complete
Auditing of School Learning Environment Pilot School Feedback	Pilot School Evaluation and Feedback Review	July 2022	Complete
Auditing of School Learning Environment Professional Learning Development	Writing team to develop professional learning for Learning Environment Auditing Tool Launch	July 2022	Complete
Auditing of School Learning Environment Tool Revisions	Auditing Tool revisions based on Pilot School Evaluation and Feedback	August 2022	Complete
Auditing of School Learning Environment Launch	Auditing Tool Learning Environment Tool	October-November 2022	Complete
Auditing of School Learning Environment	School Equity Audit Tool Professional Learning Sections 2 and 3 of Audit Tool	January/February 2023	Complete
Auditing of School Learning Environment	School Equity Audit Tool (Critical Frameworks, Student Well-Being, Learning Environments)	April 2023	Complete
Auditing of School Learning Environment	School Equity Audit Tool Professional Learning:	May 9 th and May 11 th	In Progress

	Unpacking the Data		
Auditing of School Learning Environment School Reports	Auditing Tool Learning Environment School Reports to be completed <ul style="list-style-type: none">All schools are required to complete the full audit	May/June 2023	In Progress

Appendix B

2. School Naming mascots and logos

Background:

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

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

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

Upon completion of the audit process and tool, should the committee find it necessary to re-name a school, the revised Policy 27 – School Naming, Re-naming, Special Function Areas and Facilities will be used to determine the process to enact the change.

Frequency and Accountability:

The frequency of engaging in the audit of school names, logos and mascots will be conducted every five years. Schools are encouraged to compose an auditing of school naming, mascots and logos committee comprised of various members of the school community (e.g. staff, families) to engage in the auditing process.

Auditing of School Naming, Mascot and Logos Critical Path:

Auditing of School Naming, Mascots and Logos			
Item	Activity	Time frame	Completed
Auditing of School Naming, Mascots and Logos <ul style="list-style-type: none">Subcommittee formation	Sub-committee determination <ul style="list-style-type: none">CompositionOutcomes/GoalsProcess review	April 2022	Completed

	<ul style="list-style-type: none"> reflect on existing processes (e.g. Nibi Emosawadagg) 		
<p>Auditing of School Naming, Mascots and Logos</p> <ul style="list-style-type: none"> Tool Development 	Sub-Committee designs the Audit Tool and supporting materials for implementation	May - June 2022	Completed
<p>Auditing of School Naming, Mascots and Logos</p> <ul style="list-style-type: none"> Tool review and procedure development 	<p>Audit Tool is reviewed</p> <ul style="list-style-type: none"> Supporting materials for implementation developed Components and responsibilities to be reviewed (e.g. engage Facilities Services) 	January-February 2023	To be Completed
<p>Auditing of School Naming, Mascots and Logos</p> <ul style="list-style-type: none"> Consultation Strategy 	<p>Prepare a Consultation Strategy</p> <ul style="list-style-type: none"> Principal Associations Trustees Board Advisory Committees Unions/Federations Alliance Indigenous Education Advisory Committee 	August 2022 - February 2023	In progress
<p>Auditing of School Naming, Mascots and Logos</p>	<p>Draft Audit Tool Consultation</p> <ul style="list-style-type: none"> Identification of Pilot Schools 	October-December 2022	In progress
<p>Auditing of School Naming, Mascots and Logos</p> <ul style="list-style-type: none"> Audit tool review 	<ul style="list-style-type: none"> Draft Audit Tool to be reviewed based on Pilot school feedback Finalized tool to be developed for full system implementation 	November - December 2022	In progress
<p>Auditing of School Naming, Mascots and Logos</p> <ul style="list-style-type: none"> Implementation 	<ul style="list-style-type: none"> All Schools engage in the School Naming, Mascots Logos audit to review these items in all schools consistent with goals of equity audit tool All schools will complete the reporting mechanism that will be imbedded into the audit tool process School Reports to be submitted 	January - June 2023	

Appendix C

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

Background:

All schools with a Library Learning Commons have a space where students have the right to find resources that mirror their lived experiences and cultural norms. It is a space that challenges and pushes all learners out of their comfort zone in ways that promotes growth and connections to the broader diverse global communities. It's a place where students can feel joy, find and request truthful and updated resources on key historical events and that inspire students to explore a variety of literacy modes that build their textual lineage.

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

Frequency and Accountability:

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

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

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

There are 3 steps involved in the LLC Audit:

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

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

Step 3: Representation Audit of the collection to identify voices, identities and perspectives that are over-represented, and those who are missing. Resources must intentionally affirm students' identities that continue to be sparsely represented in PDSB's current collections and

classrooms. Particular focus should be on amplifying Black, Indigenous, 2SLGBTQ+, Muslim and other marginalized identities.

(See Appendix B for Details of the Timeline on Progress)

Auditing of School Library Learning Commons			
Item	Activity	Time frame	Complete
Auditing School Libraries <ul style="list-style-type: none"> ● Consultation ● Focus Groups ● Alignment of Tool with Board policies 	Formalize the Auditing of School Libraries Subcommittee Finalize 3-step Equitable De-Selection of Library Learning Commons Resources Tool and process Determine Pilot schools to trial the Auditing of School Libraries tool and process Engage in Consultation with system stakeholders (e.g. unions, administrator associations) Determine alignment of tool with existing board policies (CISS-OP4, CISS-OP5, and Policy 54)	April 2022	Complete
Auditing of School Libraries <ul style="list-style-type: none"> ● Consultation/Piloting ● Building Capacity ● Sustainability Plan 	Pilot school Teacher/Librarian training Pilot schools engage in evaluation and feedback process Develop sustainability plan for replenishment of resources	May - June 2022	Complete
Auditing of School Libraries <ul style="list-style-type: none"> ● Data Analysis ● Revisions to Tool 	Pilot schools evaluation and feedback review Identify vendors and resources for replenishment of libraries Develop training on purchasing/budgeting using new CISS-OP4	July - August 2022	Complete Need CISS-OP4
Auditing of School Libraries <ul style="list-style-type: none"> ● Building Capacity 	Create capacity training sessions for Teacher Librarians and Library Technicians	November-December 2022	Complete
Auditing of School Libraries <ul style="list-style-type: none"> ● Budgeting ● Purchasing ● Fall Vendor Display 	Budget for Purchasing resources for the Library Learning Commons - Workshops	November-December 2022	Complete

	Fall Vendor Display - External location Creation of book review committees to help with the replenishment of resources in LLC post-audit		
Auditing of School Libraries <ul style="list-style-type: none"> • Audit Implementation 	Superintendent information session Administration Training Teacher Librarian Training Board-wide Implementation of Library Learning Commons Equity-Informed Weeding ~Step #1 Fiction and Non-Fiction resources:	January - May 2023	In Progress
Auditing of School Libraries <ul style="list-style-type: none"> • Evaluation/Review 	Debriefing and data analysis of Library Learning Commons Equity-Informed Weeding (Step #1 on Fiction and Non-Fiction resources) Evaluation and Review of Equity-Informed Weeding	May-June 2023	In Progress
Auditing of School Libraries <ul style="list-style-type: none"> • Complete step 1 of Audit 	Step #1 on all Fiction and Non-Fiction Resources School Library Learning Commons Audits to be completed Training for Equity Audits - Step #2 on Fiction and Non-Fiction resources, including SIEP goals for audit. School completion reports to be submitted	May - June 2023	In Progress
Auditing of School Libraries <ul style="list-style-type: none"> • Audit Implementations Steps 2 and 3 	Board-wide Implementation of Library Learning Commons Equity-Informed Weeding ~Steps #2 and #3 on fiction and non-fiction resources	September 2023	

15.1c

Board Meeting, Wednesday May 24, 2023

Directive 20: Communications Plan: Your Path. Your Choice. Final Report

Strategic Alignment:
Directive 20

Report Type:
For information

Prepared by: Tiffany Gooch, Executive Lead, Public Engagement and Communications
Submitted by: Rashmi Swarup, Director of Education

Overview

Objective: To provide the Board of Trustees a final update on Directive 20 regarding a communications plan for the Peel District School Board.

Highlights:

- Since May 2022, there were 204,024 unique website visits that resulted from the tactics and tools implemented in the *Your Path, Your Choice* communications plan out of 12,030,771 unique pageviews to the main Peel District School Board website.
- There were 1,777,219 social media impressions that resulted from the tactics and tools implemented in the *Your Path, Your Choice* communications plan.
- There were 402, 817 media impressions that resulted from the tactics and tools implemented in the *Your Path, Your Choice* communications plan.
- There were 85 community engagement events supported through the tactics and tools supported through the *Your Path, Your Choice* communications plan.

Background:

In May 2022, the Public Engagement and Communications department provided an update on Directive 20 of the Ministry Review of the Peel District School Board, which directs the board to develop and implement a communications plan to better inform the diverse board community on pathway ownership. This update will provide data and metrics that resulted from the Public Engagement and Communications team efforts around the Directive 20 *Your Path, Your Choice* Communications Plan.

The communications audiences for Directive 20 targeted parents and students. The goal was to provide information so that secondary school program placement and course selection decisions are ultimately to be made by students and parents/guardians.

While this is the final report back for Directive 20, the tactics of the communications plan will continue to be implemented each school year to ensure students, families and staff, particularly those who are making program placement and course selection decisions, are empowered with the information they need to make informed decisions about their future.

One of the key findings through this process was that Directive 20, *Your Path, Your Choice*, led to the creation of many promising practices for the Public Engagement and Communications team. The practices and processes created have been used for communications plans beyond Directive 20.

There were four key objectives outlined in the communications plan for *Your Path, Your Choice*:

- 1) To increase the number of students in grades 5 to 12 who are informed and empowered to make personal decisions related to program placement and course selection.
- 2) To increase the number of families of students in grades 5 to 12 who are informed and empowered to make personal decisions related to program placement and course selection.

-
- 3) To ensure all students and families are aware that they are the final decision-makers on course and program selection in secondary schools.
 - 4) To ensure all educators, including guidance counsellors, Special Education team members, settlement workers and school administrators understand that students and families are the final decision-makers when it comes to secondary school program placement and course selection.

Given the findings of data that outlines the impacts of outcomes amongst PDSB students, parent/guardians were provided more information via the board website, social media, media, and attendance at events about school program placement and course selection decision process. Related communications plans utilized data and feedback from the research team and across the system.

Evidence

Raise **parent/guardian and student** awareness and understanding of secondary school program placement and the course selection decision process using the website, media, social media impressions and community engagement. Below is a summary of results from tactics/tools that were deployed from May 2022-2023. The tactics/tools that were used during this process were distributed in collaboration with the board’s Equity and Curriculum & Instruction departments, including the Equity Superintendent and Community Outreach Worker, as well as students, employee associations, the board’s advisory committees, community partners, and senior administration. Internal and external communications channels were used to distribute the materials.

1. Website Impressions

Tactic/tool
Dedicated webpage on peelschools.org, which includes: <ul style="list-style-type: none"> • FAQs • Messages for students • Messages for families • links to this website from all school sites and Regional Learning Choice Program subpage
Post on school websites and sent to all website subscribers a one-page flyer, mandatory to be included in all progress reports of grade 5 to 12 students, including tools and resources to help make informed decisions about course and program selection.
Communication to community partners to request that information be promoted through their networks, including Q&As and website links.

Unique page visits since May 2022:	
Elementary Regional Learning Choice Programs	69,867
Secondary Regional Learning Choice Programs	65,241
Explore High Skills	22,389
Peel Region High Performers Program	13,709
Secondary Programs	11,931
Specialist High Skills Major	6,031
Co-operative Education	5,773
Dual Credit	4,819
Ontario Youth Apprenticeship Program (OYAP)	2,926
Extended French and French Immersion	1,338

2) Social Media Impressions

Tactic/tool
Targeted social media advertising campaign for parents/guardian and students.
Social media campaign, #YourPathYourChoice <ul style="list-style-type: none"> Driving parents to information sessions providing overview of course selection process

Social media impressions since May 2022 (Facebook, Twitter and/or Instagram):	
Elementary Regional Learning Choice Programs	729, 653
Secondary Regional Learning Choice Programs	727,078
Skilled Trades	179, 338
Peel Region High Performers Program	93,477
Extended French and French Immersion	47, 673

3) Media Impressions

Utilize **media** coverage and **advertising** to increase awareness and participation.

Tactic/tool
Targeted social media advertising campaign for parents/guardian and students
Pitch local media stories - print, broadcast, online - multicultural and local media
News release <ul style="list-style-type: none">sent to education reporters, local media, and multicultural media outlets serving the PDSB community
Advertising on multicultural and local media outlets - combination of print and web

Media engagement impressions (for web) since May 2022:	
Extended French and French Immersion	289,000
Secondary Regional Learning Choice Programs	104,851
Elementary Regional Learning Choice Programs	7142
Peel Region High Performers Program	1824

4) Community Engagement

Tactic/tool
Information sessions with parent advisory groups and local community partners to help generate awareness. Board Advisory Groups: <ul style="list-style-type: none">We Rise Together Community Advisory CouncilIndigenous Education Advisory CircleThe Indigenous NetworkFaith leaders' advisory groupParent Involvement CommitteeSpecial Education Advisory Committee

Community engagement events since May 2022:

Extended French and French Immersion	52
Secondary Regional Learning Choice Programs	15
Ontario Youth Apprenticeship Program	14
Elementary Regional Learning Choice Programs	13
Specialist High Skills Major/Explore High Skills	5
Co-op	5
Peel Region High Performers Program	3
Skilled Trades	2

Elementary RLCP			
School	Program	Format	Attendance
Royal Orchard Middle School	AIM	In Person	150
Morning Star Middle School	Arts & Tech	In Person	250
Bristol Road Middle School	IB	Hybrid	500
W. G. Davis Sr. Public School	IB	Virtual	200+
Allan A. Martin Public School	IBT	In Person	300
Lisgar Middle School	IBT	In Person	400
Williams Parkway Public School	IBT	Virtual	1580
Centennial Sr. Public School	SciTech	In Person	450
Macville Public School	SciTech	In Person	400
Tomken Road Middle School	SciTech	Virtual	400
Earnscliffe Sr. Public School	Arts	Hybrid	125
Queen Elizabeth Sr. P.S.	Arts	In Person	60

Secondary RLCP			
School	Program	Format	Attendance
Central Peel Secondary School	AP	In Person	1100
John Fraser Secondary School	AP	In Person	1100
Erindale Secondary School	IB	In Person	800
Glenforest Secondary School	IB	N/A	450
Harold M. Brathwaite S.S.	IB	N/A	800
Turner Fenton Secondary School	IB	N/A	700
Meadowvale Secondary School	IBT	Hybrid	450
North Park Secondary School	IBT	Hybrid	1000
Applewood Heights Secondary	Sports and Leadership	In Person	400
Chinguacousy Secondary School	SciTech	Hybrid	800
Port Credit Secondary School	SciTech	In Person	825
Cawthra Park Secondary School	Arts	In Person	1000
Mayfield Secondary School	Arts		300
Bramalea Secondary School	Transportation Engineering & Technology	In Person	120

5. Surveys and Feedback

The Board’s Annual Equity Report Card, provides critical data to the Public Engagement and Communications team to continue its efforts to inform parents/guardians of the choices that are available to all students. Some of the information that has guided the work includes:

- Despite, the boards’ self-identification process for regional learning choice programs that began in the 2020-2021 school year to address disproportionalities, there continues to be disproportionate involvement for African, Black, and Afro-Caribbean and Indigenous students;
- The change in admissions process will likely take several years to be reflected in the data as the nature of RLCPs having one-time entry will mean that past inequities in admissions will persist in enrolment numbers;
- There is a slight increase in African, Black, and Afro-Caribbean students participating in the Arts programs;
- African, Black, and Afro-Caribbean, Indigenous, Latinx/Hispanic, Middle Eastern, and Southeast Asian students continue to be underrepresented in Regional Learning Choice Programs (RLCP). African, Black, and Afro-Caribbean students continue to be underrepresented in AP, IB, Business, Science and Technology programs.

Impact Analysis

Equity & Human Rights Review:

This evaluation affirms the need for proactively communicating information with parent/guardians and students to ensure that African, Black, and Afro-Caribbean, Indigenous, and other students who have been underserved because of systemic inequities have access to programming and enrolment to all PDSB programs.

Board or Ministry Policy Alignment:

This report complies with Directive 20 of the Ministry Review in providing an evaluation of the *Your Path, Your Choice* Communications Plan.

Resource/Financial Implications:

There will continue to be allocation for advertising and media for future communications rollouts for *Your Path, Your Choice*. The Public Engagement and Communications Team will continue to budget for this work and collaborate with the appropriate departments at PDSB to ensure that students and families continue to receive focused information to ensure there is awareness on all available choices.

Legal implications:

Peel District School Board has a duty to uphold each student's human rights and create an education system free from discrimination. *The Your Path, Your Choice* Communications Plan is in line with the Board's Human Rights Policy.

Risk Assessment:

The Ministry Review directed the Board to address disproportionate outcomes for African, Black, and Afro-Caribbean, Indigenous and other students who have been historically marginalized. In coming years, the Board must continue to proactively communicate the choices available in course selection through various tactics to ensure all communities within the board have access. It is recognized that it will take a period of years for changes to be reflected in enrollment data. The Public Engagement and Communications team will continue to work with the Research department and the departments that lead the various courses and programming.

Community Impact:

The Public Engagement and Communications team will continue to work with community groups internally and externally to continue to build trust and shared involvement in this outreach. We are taking a close to data approach to course correct as required.

Next Steps

Action Required:

The Public Engagement and Communications team will continue to revise and implement the communications plan for upcoming years utilizing a close to data approach.

Communications:

The Public Engagement and Communications team will continue to implement the *Your Path, Your Choice* Communications Plan through the Success Measures outlined in this report.

Success Measures:

The Public Engagement and Communications department will continue to improve on this plan using the following criteria to measure success:

- comparison surveys and post-communication surveys to measure:
 - student, parent/guardian and staff understanding about students and families being the ultimate decision-makers in choosing program/courses
 - student and parent/guardian understanding of secondary school program placement and course selection decision process
 - students and parents/guardians feeling comfortable/empowered to make personal decisions on secondary school program placement and course selection
- the number of unique web visits to the *Your Path. Your Choice.* webpage on board and school websites increasing year over year;
- feedback acquired from surveys, research and community engagement sessions of parents, students, Trustees, School Councils and Student Councils to inform future communications plans;
- Increase in social media engagement on board channels
- Increase in media impressions - tone of articles/stories, key messages used in articles
- Increase in attendance at events/information sessions

References:

[Directive 9 – Annual Equity Accountability Report Card](#)

[Directive 20 – Your Path Your Choice – May 2022](#)

Appendices

Appendix 1 – Media List

Appendix 2 – Sample Secondary RLCP Facebook post

Appendix 3 – Sample Secondary RLCP Instagram Post

Appendix 4 – Sample Paid Facebook Posts

Appendix 5 – Sample signage in community


Appendix 6 – Sample advertisements in media

Appendix 1 – Media List

Media List
Regional and Local Media (Earned Media)
Toronto Star
Mississauga News
Brampton Guardian
Caledon Enterprise
InSauga
The Pointer
Multicultural Media List (Paid and Earned Media)
OMNI TV
Punjabi Post
Parvasi Newspaper
PTC Network
Hamdard Weekly
South Asian Voice
South Asian Observer
South Asian Focus
South Asian Daily
Khabarnama
Ajit Weekly
Ghanaian News
Toronto Caribbean Newspaper
Caribbean Vibrations
Share News
Pride News
The Nigerian Canadian Newspaper
All Black TO
ByBlacks
The Caribbean Camera
Afro Toronto

Appendix 2 – Sample Secondary RLCP Facebook post

Boost post



Secondary RLCP Regional Learning
District Programs

**Grade 9 Applications
Now Open**

APPLY TODAY

Nov. 14 – Nov. 30

Programs

- Advanced Placement (AP)
- International Baccalaureate (IB)
- International Business & Technology (IBT)
- Regional Arts
- Regional Sports & Leadership
- IBTech
- IBWeg
- Transportation, Engineering & Technology

Hey grade 8 students! 📢 Applications for the Secondary Regio...

November 14, 2022 at 8:30 AM
ID: 17987640668583042

Interactions

1,074 likes 6 comments

Overview Performance Feed preview

Performance

Reach	Engagements	Negative interactions
Total 38,213	Likes 1,074	Unique --
	Comments 6	

Appendix 3 – Sample Secondary RLCP Instagram Post

RLCP Regional Learning Choices Programs
ELEMENTARY Information Nights
we RISE together
 January 10 at 7:00 p.m.
 Join online: www.qdsb.me/WRIERLCP
 perischools.org/elementary
 www.wriemr.ca

Boost post

Families of African, Black, and Afro-Caribbean students are inv...
 December 23, 2022 at 2:14 PM
 ID: 17859754490827453

Interactions


409 likes 3 comments

Overview Performance Feed preview

Performance

Reach	Engagements	Negative interactions
Total 17,533	Likes 409	
	Comments 3	Unique --

Appendix 4 – Sample Paid Facebook Posts



Boost again
⋮ ×

Families of African, Black, and Afro-Caribbean students are inv...
 January 24, 2023 at 12:08 PM
 ID: 5949680301737019


Interactions

👍 21 reactions
💬 1 comment
🔗 3 shares

Overview
Performance
Paid results
Feed preview

Performance

<p>Reach ⓘ</p> <p>Total 20,173</p> <hr/> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">Organic</td> <td style="text-align: right;">7,742 (38%)</td> </tr> <tr> <td>Paid</td> <td style="text-align: right;">14,065 (62%)</td> </tr> </table>	Organic	7,742 (38%)	Paid	14,065 (62%)	<p>Engagements ⓘ</p> <p>Reactions 21</p> <hr/> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">Comments</td> <td style="text-align: right;">1</td> </tr> <tr> <td>Shares</td> <td style="text-align: right;">3</td> </tr> </table> <p style="text-align: center; margin-top: 5px;">View details</p>	Comments	1	Shares	3	<p>Negative interactions ⓘ</p> <p>Total 1</p> <hr/> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">Unique</td> <td style="text-align: right;">1</td> </tr> </table>	Unique	1
Organic	7,742 (38%)											
Paid	14,065 (62%)											
Comments	1											
Shares	3											
Unique	1											



Boost post
⋮ ×

Applications are now open until February 7 at 3 p.m. for the Ele...
 January 23, 2023 at 8:30 AM
 ID: 18030837391448079

Interactions

❤️ 642 likes
💬 6 comments

Overview
Performance
Feed preview

Performance

<p>Reach ⓘ</p> <p>Total 35,368</p>	<p>Engagements ⓘ</p> <p>Likes 642</p> <hr/> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">Comments</td> <td style="text-align: right;">6</td> </tr> </table>	Comments	6	<p>Negative interactions ⓘ</p> <p>Unique --</p>
Comments	6			

Appendix 5 – Sample signage in community

Curbex

Mini B[®]
PROOF



Mini B[®] Proof
(Ad Panel - 58" h x 96" w)
(Topper - 12" h x 58" w)

2 LOCATIONS

PLEASE CHECK THIS PROOF CAREFULLY FOR ERRORS AND OMISSIONS. YOUR APPROVAL CONSTITUTES ACCEPTANCE OF FULL RESPONSIBILITY FOR ALL ERRORS, OMISSIONS AND LEGAL AND ETHICAL COMPLIANCE IN THIS DOCUMENT. DESIGNER WILL NOT ACCEPT LIABILITY TO CLIENTS OVERLOOKED AT THIS STAGE OF PROOFING. ANY CHANGES FROM YOUR PREVIOUSLY APPROVED COPY WILL BE CHARGED EXTRA ACCORDING TO ECTIP, TIME AND MATERIALS.

ALWAYS OUT FRONT[®]

Check out our Advertising Solutions at
www.curbex.com

Appendix 6 – Sample advertisements in media



The advertisement features a photograph of two young girls smiling at a table. To the right of the photo is a green box with the text 'APPLY NOW' and 'Grade 1 French Immersion' and 'Grade 7 Extended French'. Further right is a purple box with the text 'Learn more about the French Immersion and Extended French programs by visiting www.peelschools.org/French.' and 'Applications are open until Jan. 27, 2023'. The Peel District School Board logo is in the bottom right corner.

APPLY NOW
Grade 1 French Immersion
Grade 7 Extended French

Learn more about the French Immersion and Extended French programs by visiting www.peelschools.org/French.

Applications are open until Jan. 27, 2023

peel District School Board

Ministry of Education

Central Region,
Field Services Branch

20 Bell Farm Road, Unit #9
Barrie, ON L4M 6E4
Tel.: 705 725-7627
Toll Free: 1-800-471-0713
Fax: 705 705-7635

Ministère de l'Éducation

Région centrale,
Direction des services régionaux

20, rue Bell Farm, n° 9
Barrie, ON L4M 6E4
Tél. : 705 725-7627
SANS FRAIS : 1-800-471-0713
Télééc. : 705 725-7635

April 28, 2023

Rashmi Swarup
Director of Education
Peel District School Board
5650 Hurontario Street,
Mississauga, ON L5R 1C6

Dear Director Swarup,

Thank you for your 2023-2024 regular school year calendar submissions and supporting documentation.

I am pleased to inform you that your electronic school year calendar submissions meet the requirements of Sections 2, 3, and 4 of *Regulation 304 – School Year Calendar, Professional Activity Days* and are deemed compliant for posting. Please note that the board will also receive an automated notice through the School Year Calendar Application.

In addition to your calendar submissions, the board must submit its Professional Activity (PA) day descriptions no later than **August 15, 2023**. After August 15, a representative from the regional office may contact the board to discuss Ministry requirements for PA days where necessary. Following this, you will receive a separate written confirmation from the Regional Office which will confirm completion of the 2023-2024 school year calendar process.

Sincerely,



Maureen Shave
Regional Manager (A)
Field Services Branch – Central Region
Ministry of Education

Ministry of Education

Central Region,
Field Services Branch

20 Bell Farm Road, Unit #9
Barrie, ON L4M 6E4
Tel.: 705 725-7627
Toll Free: 1-800-471-0713

Ministère de l'Éducation

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SANS FRAIS : 1-800-471-0713

April 28, 2023

Rashmi Swarup
Director of Education
Peel District School Board
5650 Hurontario Street,
Mississauga, ON L5R 1C6

Dear Director Swarup,

On behalf of the Minister of Education, I am pleased to inform you that your 2023-2024 modified school year calendars are approved, in accordance with subsection 5(1) of Regulation 304 – School Year Calendar, Professional Activity Days, and are deemed compliant for posting. Please note that the board will also receive an automated notice through the School Year Calendar Application.

As per the supporting documentation provided by the board, it is understood that consultation with stakeholder groups has taken place and that support for the modification has been obtained.

In addition to your calendar submission, the board must submit its Professional Activity (PA) day descriptions no later than August 15, 2023. After August 15, a representative from the regional office may contact the board to discuss Ministry requirements for PA days where necessary. Following this, you will receive a separate written confirmation from the Regional Office which will confirm completion of the 2023-2024 school year calendar process.

Sincerely,



Maureen Shave
Regional Manager (A)
Field Services Branch – Central Region
Ministry of Education

Board Meeting, May 24, 2023

Appointment of Trustees to the OPSBA Board of Directors: June 2023 – June 2024

Strategic Alignment:

PDSB Procedure By-law (4.4.5)

OPSBA Constitution (By-law 5)

Report Type:

Recommendation

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

Overview

Recommendation:

That Trustees (_____) and (_____) be appointed to serve on the Ontario Public School Board Association (OPSBA) Board of Directors for a term beginning in June 2023 until June 2024, or until a successor is appointed;

And further, that Trustees (_____) and (_____) be appointed to serve as Alternates on the OPSBA Board of Directors for a term beginning in June 2023 until June 2024, or until a successor is appointed.

Highlights:

- In accordance with the Peel District School Board (PDSB) Procedure By-law Section 4.4.5, the Board may appoint Trustees to serve on other agencies, boards and commissions external to the PDSB as it deems necessary or as requested, if supported by the Board.
- The Constitution of the Ontario Public School Board Association (OPSBA) states that each Member Board shall appoint Trustees to act as delegate members of the Board of Directors, as well as appoint Trustee Alternates to the Board of Directors.

Background:

In accordance with the PDSB Procedure By-law and OPSBA Constitution, the Board of Trustees has historically appointed two Trustee members to serve as Delegates on the OPSBA Board of Directors as well as two Trustees to serve as Alternates.

Trustees David Green and Kathy McDonald were appointed to the OPSBA Board of Directors for the term beginning June 2022 to June 2023. Trustee Susan Benjamin was appointed as the Alternate. No second Alternate was confirmed for this term.

In addition to the above appointments, the Board of Directors, at its Annual General Meeting will select from amongst the Member appointments one delegate and one alternate to serve on the OPSBA Regional Council.

Evidence

Findings/Key Considerations:

The OPSBA Board of Director appointments maintain the Peel District School Board's membership with OPSBA, as well as present opportunities for advocacy, collaboration, networking and professional development for Trustees.

Next Steps

Action Required:

The Peel District School Board will send a copy of the final Resolution outlining appointments to the Ontario School Board Association.