Governance and Policy Committee Meeting

AGENDA

Wednesday, May 17, 2023

OPEN SESSION   Hybrid Meeting, 5:30 p.m.

Committee Members:

B. MacDonald (Committee Chair)
L. Alves (Committee Vice-Chair)
K. Bailey
S. Benjamin
J. Clark
K. McDonald

D. Green (Ex-officio)
L. Cole (Ex-officio)

OPEN SESSION

1. **Call to Order**

2. **Acknowledgement of Traditional Lands**

3. **Approval of Agenda**

4. **Declarations of Conflict of Interest**

5. **Approval of Minutes**

   5.1. Governance and Policy Committee Meeting, April 12, 2023

6. **Delegations**

7. **Staff Reports**

   7.1. Identity-Based Data Collection Policy – *presentation by LaShawn Murray*
   7.2. Community Engagement Policy **(To be distributed when available)** – *presented by Lisa Hart*
   7.3. Months of Recognition/Days of Significance (For information) – *presentation by Lisa Hart*
   7.4. Student Trustee Policy Update – *presentation by Kathryn Lockyer*
   7.5. Notice of Referral from March 8, 2023, Curriculum, Equity and Student Well-Being Committee
   7.6. Notice of Referral from March 8, 2023, Curriculum, Equity and Student Well-Being Committee

8. **Communications**

8.1 Memo from LaShawn Murray, Policy Analyst, dated May 8, 2023, Regarding Turnitin and Software that Detects AI-generated Content.

9. **Trustee Motions for Consideration**

10. **Trustee Notices of Motion**

11. **Adjournment**

April 12, 2023
Governance and Policy Committee:nf

PEEL DISTRICT SCHOOL BOARD

Minutes of a meeting of the Governance and Policy Committee of the Peel District School Board, held on Wednesday, April 12, 2023, at 18:31 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: Also present:

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

Administration:

    Kathryn Lockyer, General Counsel and Governance Officer (Executive Member)
    Donna Ford, Superintendent of Education

    Nicole Fernandes, Board Reporter

1.   Call to Order

Chair MacDonald called the meeting to order.

2.   Acknowledgement of Traditional Lands

The Land Acknowledgement was read.

3.   Approval of Agenda

GC-16   Moved by Lucas Alves
               Seconded by Karla Bailey

Resolved, that the agenda be approved.

                                        .... carried

4.   Conflict of Interest

There were no declarations of conflict of interest.

5.   Minutes of the Governance and Policy Committee Meeting, March 7, 2023

It was noted that Trustee Jill Promoli was also present at the March 7, 2023, Committee meeting. The minutes will be amended.

GC-17   Moved by Susan Benjamin
                    Seconded by Karla Bailey

Resolved, that the Minutes of the Governance and Policy Committee Meeting, held March 7, 2023, as amended, be approved.

.... carried

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

GC-18   Moved by Lucas Alves
                    Seconded by Jeffrey Clark

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

> That, Policy 3 – Appointment of Administrative and Supervisory Personnel, attached as Appendix A, be repealed. (APPENDIX I, Item 7.1 of the agenda)
> ……………………….

Providing background information, Kathryn Lockyer, General Counsel and Governance Officer, reported that Policy 87, Board of Trustees' Participation on Hiring, Appointment and Promotion Panels, was approved by the Board at the May 26, 2020 meeting, in response to Directive 2 of the Ministry directives requiring Board members to immediately cease participation on hiring, promotion, and appointment panels for any Peel DSB employee other than the Director of Education, and establish a policy in this regard. Kathryn Lockyer advised that Policy 3, Appointment of Administrative and Supervisory Personnel, is inconsistent with Directive 2 and Policy 87, as it provides for Board members to serve on interview panels for appointment of principals and vice-principals, and supervisory staff. Policy 3 is therefore being recommended for repeal. Additional guidelines specified within Policy 3 will be written into operating procedures.

Kathryn Lockyer responded to questions of clarification, including: Policy 3 was approved in 1969, with the last revision in 2019; hiring of staff is an operational matter undertaken in accordance with the *Education Act;* elements of Policy 3 relating to academic qualifications, professional experience, etc. are based on the *Education Act,* Policy and Program Memoranda, and ministry directives. Following a suggestion about setting metrics, guidelines, or standards for hiring of administrative and supervisory personnel, an amendment was moved:

GC-19   Moved by Lucas Alves
                    Seconded by Jeffrey Clark

Resolved, that Motion GC-18 be amended to add: That, the administration bring back a report on standards for hiring administrative and supervisory staff, as guidelines.
……………………………

6.   Repeal of Policy 3 – Appointment of Administrative and Supervisory Personnel
(Continued)

During the discussion that followed, some trustees stated that by setting standards for hiring, Board members will be involved in the appointment of administrative and supervisory staff, which is contrary to Directive 2 from the Ministry. Other trustees indicated that the administration is being asked for a report only, at this time. It was acknowledged that Peel DSB was one of the very few school boards with trustees on panels for hiring staff other than the Director of Education. Kathryn Lockyer confirmed that the repeal of Policy 3 is consistent with practice at most school boards, and with Directive 2.

………………………….

GC-19   .... carried

GC-18 (as amended)*   .... carried

*Resolution No. GC 18 now reads:

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

(i)   That, Policy 3 – Appointment of Administrative and Supervisory Personnel, attached as Appendix A, be repealed. (APPENDIX I, Item 7.1 of the agenda).
(ii)   That, the administration bring back a report on standards for hiring administrative and supervisory staff, as guidelines.

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

Superintendent of Education, Donna Ford noted that the Naming and Renaming of Schools, Special Function Areas, and Facilities Policy is brought back following consideration of the feedback provided by this Committee. She advised that the Committee expressed a preference that schools are not named after people. Members had also requested specifying the process prior to initiating naming or renaming by the Director of Education, defining a special function area, and indicating the potential composition of the Naming Committee. She confirmed the commitment to engaging with the community, in accordance with the Community Engagement Policy, which is currently being developed.

A lengthy discussion ensued, and the administration responded to questions of clarification and feedback on further changes to the proposed revised Policy. Kathryn Lockyer advised that 'may' is used for possibility, whereas 'shall' is a directive, and she provided the legal definition of 'reasonable'. A trustee noted that a timeline is not provided for assessing the submission by the Associate Director of School Improvement and Equity, Curriculum and Instruction, and Student and Community Engagement or their designate. Suggestions were made to include language referring to a reasonable time or a time not to exceed six months. Trustees also discussed whether there was need to further clarify the prohibition as indicated in sub-sections 5.9(c) and (d), given the broad prohibition on using names of individuals, current Peel DSB employees or Board members in sub-section 5.9(a). Comments were made about streets named after individuals, and that the prohibition should cover cases when the first names or last names can be linked to identifiable individuals. A trustee suggested that, while there may be duplication in language in the sub-sections, it is important to emphasize the rationale for the prohibition.

7. **Naming and Renaming of Schools, Special Function Areas, and Facilities Policy**
(Continued)

Replying to a question of clarification regarding the composition of the Naming Committee which may include a number of stakeholders, Superintendent Ford stated that the intention is to create as much engagement and involvement as possible, and some stakeholders may not be available to attend meetings. Kathryn Lockyer suggested that the language be changed so that stakeholders listed in Section 6.11 must be provided an opportunity to sit on the Naming Committee. She added that a name proposed by the Naming Committee is brought to the Physical Planning, Finance and Building Committee for recommendation to the Board for approval. As such, there are sufficient checks and balances at different stages to ensure that the process is adequately followed.

GC-20   Moved by Karla Bailey
             Seconded by Lucas Alves

Resolved, that Section 5.4 be amended to read:

> The Associate Director of School Improvement and Equity, Curriculum and Instruction, and Student and Community Engagement or their designate alongside the appropriate site lead and Superintendent of Education, where applicable, will assess the submission within a reasonable time, not exceeding six (6) months.

.... carried

GC-21   Moved by Jeffrey Clark
             Seconded by Karla Bailey

Resolved, that Section 5.9 be amended to reflect that Section 5.9(a) refers to names of individuals, with separate categories for current Peel DSB employees, Board members, and Sections 5.9(c) and 5.9(d), to ensure clarity regarding the prohibition on the use of names.

.... carried

GC-22   Moved by Karla Bailey
             Seconded by Jeffrey Clark

Resolved, that Section 6.11 be amended from "Members of the Naming Committee may include", to "The following individuals shall be offered the opportunity to sit on the Naming Committee".

.... carried

(Continued overleaf)

7. **Naming and Renaming of Schools, Special Function Areas, and Facilities Policy**
(Continued)

GC-23   Moved by Lucas Alves
               Seconded by Susan Benjamin

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

(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, Item 7.2 of the agenda)

8. **Student Registration and Admission Policy**

Elizabeth England, Coordinating Principal, Curriculum, Instructional and Community
Supports, noted that the purpose of the proposed Student Registration and Admission Policy
is to facilitate registration and admission placements, and withdrawal of eligible Peel DSB
students in accordance with the requirements of the *Education Act* (*Act*) and associated
Policy and Program Memoranda and guidance documents. The proposed Policy will be
interpreted in a manner consistent with Board policies and procedures, the *Act*, *Ontario
Human Rights Code*, and applicable legislation. It will apply to all students and/or
parents/guardians applying for and/or accepted for enrolment and admission to the Peel
DSB and all staff involved in the processing of applications, registration, and admission of
students. Elizabeth England reviewed the highlights of the proposed Policy and noted that it
will be operationalized through procedures to ensure schools are aware of legal
requirements and parameters for school admission.

Members' questions of clarification were responded to regarding: admission for students
without legal immigration status is covered in the operating procedure; training has been
coordinated for the Welcome Centres to ensure that staff are aware of the procedures and
processes; students must have acceptable identification documents, including proof of date
of birth; administration is working on a procedure for students enrolled in virtual school in
compliance with procedures.

GC-24   Moved by Lucas Alves
               Seconded by Susan Benjamin

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

That, the Student Registration and Admission Policy, attached as Appendix A, be
approved. (APPENDIX III, Item 7.3 of the agenda)

.... carried

9.   Artificial Intelligence and Plagiarism

LaShawn Murray, Policy Analyst, provided an overview of the recognition of Artificial Intelligence (AI) systems in any Peel DSB policy regarding plagiarism. She outlined the definition of AI, and reported that ChatGPT is an example of generative AI, able to produce new content including text, images, music and audio. Stating that the recent launch of ChatGPT has raised concerns about the implications of AI generated content in relation to plagiarism and academic dishonesty, she advised that the Peel DSB does not have a policy that exclusively addresses plagiarism. LaShawn Murray noted that plagiarism is referenced within Policy 14, Student Assessment, Evaluation, and Reporting in Peel Elementary Schools, which outlines the responsibilities of educators and school teams to communicate expectations for original student content and provides guidance when students plagiarize or cheat. Plagiarism is also referenced in the Student Code of Conduct and the Digital Citizenship Policy. Use of AI generated content without attribution or representation of content as original work would constitute plagiarism or academic dishonesty under the Student Assessment, Evaluation and Reporting in Peel Elementary and Secondary Schools Policy, and the Code of Conduct. LaShawn Murray stated that the absence of an explicit reference to AI and plagiarism is a gap within existing policies, and can inform upcoming reviews of policies as well as offer an opportunity to develop a new policy on plagiarism. She confirmed that the administration will continue to monitor the external environment as it relates to AI in education and Peel DSB policies.

A trustee commented on the need to have separate policies for staff and students with regard to AI and plagiarism. He spoke of the potential to use AI chatbots to generate external content, which poses a risk to organizational reputation in the event of dissemination of incorrect or inappropriate publication of information. He expressed the opinion that this issue is different from the matter of plagiarism and AI in classrooms. Further discussion related to whether grade levels will be referenced, and whether software is available to detect AI generated content.

GC-25   Moved by Lucas Alves
               Seconded by Karla Bailey

Resolved, that the report re Artificial Intelligence and Plagiarism, be received.

.... carried

10.   Identity-Based Data Collection Policy

Reviewing the draft Identity-Based Data Collection Policy, LaShawn Murray highlighted the value of collecting identity-based data, including: understanding diversity; identifying gaps and barriers; informing actions to assess and address disproportionalities and inequities. She noted that the Board currently collects identity-based data pertaining to Indigenous identity, ethnicity, race, gender, sexual orientation, religion and disability. To support the ongoing collection and use of identity-based data of students, staff and trustees, the Identity-Based Data Collection Policy has been drafted. LaShawn Murray highlighted the purpose of the draft Policy, and noted that it builds upon the work of past policy consultations. She invited the Committee's feedback on the draft Policy, and indicated that consultations are ongoing with all Peel DSB stakeholders, and through an online survey for the broader Peel community.

10. Identity-Based Data Collection Policy (Continued)

GC-26   Moved by Jeffrey Clark
             Seconded by Karla Bailey

Resolved, that the report re Identity-Based Data Collection Policy, be received.

…………. Carried

11. Policy Management Program Update

LaShawn Murray stated that, as evidence of good governance, the Legal and Governance Services department is currently developing and implementing the new Policy Management Program, which will: provide the framework for a systematic approach to the development, review, approval and repeal of policies; establish naming and numbering conventions; identify and address gaps; ensure all procedures are updated; schedule predetermined review of policies and procedures. LaShawn Murray reported that Director's Council has approved three procedures to operationalize the Program. The Policy Development and Review Framework established the new identification system and formatting requirements for all policies, procedures, and related forms. The Policy Development and Review Procedure outlines the stages of the process from identification of a policy need, to approval, communications, and implementation. The Procedure Development and Review Procedure details the stages of the process from identification of the need for a procedure, to approval, communications, and implementation. LaShawn Murray responded to members' questions of clarification, advising that the Policy Development and Review Framework requires that policies and procedures are to be reviewed every five years, or earlier if there are changes to relevant regulation. A master schedule is being developed that will help to notify responsible departments that their policies and procedures are due for review. She confirmed that an environmental scan was undertaken of several school boards, including the policy development review process of the Toronto DSB.

GC-27   Moved by Karla Bailey
             Seconded by Susan Benjamin

Resolved, that the update report on the Policy Management Program, be received.

…………. carried

12. Records Retention Schedule

Oriana Sharp, Privacy and Information Officer, advised that the Education Act requires school boards to institute a program of records management that will establish schedules for retention, disposition, and eventual destruction of school board records. A records retention schedule will ensure the protection of records vital to the administration and governance of the Board, protection of valuable historical records, and ensure a common expectation of available and accessible information. Oriana Sharp noted that the Peel DSB Records Retention Schedule is based largely on the Generic Records Retention Schedule developed by the Privacy and Information Management Committee of the Ontario Association of School Boards Officials.

12. Records Retention Schedule (Continued)

Oriana Sharp explained that the Records Retention Schedule is categorized by business function, and categories will be added, if needed, in consultation with business sections. She stated that all Board staff shall comply with the retention periods specified in the Schedule, ensuring that official records in their custody or control are protected from inadvertent destruction or damage, and obsolete and transitory records are disposed of in a systematic and controlled manner.

GC-28   Moved by Karla Bailey
                  Seconded by Susan Benjamin

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

> That, the Records Retention Schedule, attached as Appendix A, be approved and adopted as a by-law. (APPENDIX IV, Item 7.7 of the agenda)

.... carried

13. Notices of Motions

Chair MacDonald advised Committee members that notices of motion are to be submitted 48 hours prior to agenda distribution. Therefore, notices of motion are to be submitted to Legal and Governance Services staff seven days prior to the meeting.

Trustee Alves stated that, arising from concerns raised by parents, he will be bringing forward a Notice of Motion at the next Committee meeting requesting the development of a policy that will govern school assemblies, and the provision of notice to parents regarding matters addressed during school assemblies.

14. Adjournment

GC-29   Moved by Lucas Alves
                  Seconded by Karla Bailey

Resolved, that the meeting adjourn (20:29 hours).

…………. carried

....… Chair

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

Prepared by:	LaShawn Murray, Policy Analyst
	Kathryn Lockyer, General Counsel and Governance Officer
Submitted by:	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:
  - o Identify gaps and barriers in programming, differentiated supports, initiatives, interventions and processes that may relate to systemic inequities;
  - o Assess and address ongoing disproportionalities and inequities;
  - o Inform the ongoing monitoring of PDSB's initiatives and system changes; and
  - o 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, Controllers, and

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 – May 17, 2023

Months of Recognition/Days of Significance

Strategic Alignment:
Procedure By-law: Equity and Inclusive Education Policy

Report Type:
For Information

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

Overview

Objective
To provide information regarding observance of months of recognition/days of significance.

Highlights:

- Months of Recognition/Days of Significance celebrate the diversity of the Peel community;
- It is expected that no events or meetings, new learning or assessments are scheduled on Days of Significance which are identified as red dot days;
- In addition, open red dot days indicate that events should not occur in the evening prior to a solid red dot day based on the notation within the calendar;
- The Procedure By-law provides that no Board or Committee meetings be scheduled on Days of Significance, or the evening prior based on the notation within the calendar;
- There is a procedure, administered by staff, for adding, reviewing, and recognizing Months of Recognition/Days of Significance.

Background:

Peel District School Board is Canada's second largest public-school board and the Region of Peel's largest employer with over 16,000 full-time employees. The Board serves over 154,000 students in 259 schools across Brampton, Caledon and Mississauga. The Months of Recognition/Days of Significance aim to celebrate the work of culturally sustaining learning environments that affirm students' and staff's intersectional identities. The Months of Recognition/Days of Significance provide one opportunity to highlight intersectional identities of the Peel community.

Months of Recognition (which are also known as heritage months) are celebrations of Peel's diverse communities. Days of Significance can be secular, creed and/or cultural observances and celebrations. Days of Significance are associated with the acknowledgement of social changes and raising awareness of ethnic diversity, underrepresented and/or historically marginalized groups.

There are some predetermined identified religious and cultural observances and Days of Significance in consultation with Faith Leaders and Community members have been identified as Red Dot days and/or Open Red Dot Days. A solid red dot indicates that we should not schedule events (including but not limited to learning assessments and evaluations) at any time on these days. Open Red Dot Days indicate that no events should be scheduled the evening before the identified red dot day.

At the December 11, 2012, Board of Trustees meeting, it was recognized that Peel schools and worksites are expected to not schedule events on significant holy days that would exclude observing staff and students from participating, particularly in the evening. In recognition of the Board's commitment to equity, anti-oppression and anti-colonialism, and to further demonstrate that commitment, it was determined that Board meeting dates would not be scheduled on

significant holy days. This was consistent with several boards in the Greater Toronto Area who were also trying to balance the needs of faith communities.

At the January 13, 2014, Board of Trustees meeting, the By-law (now known as the Procedure By-law) was amended to align with the then current practice of not scheduling meetings on significant holy days as identified in the Holy Days and Holidays Calendar.

The current Procedure By-law at section 5.1.2 provides that: "The scheduling of all Board, and Committee meetings are subject to the PDSB process for the identification of Days of Significance. Meetings that fall on a Statutory Holiday or Day of Significance will be held at another time."

The Months of Recognition/Days of Significance calendar is developed each year and is used when scheduling events and meetings. It provides rich opportunities to celebrate the work of creating culturally sustaining learning environments that happens *year-round* and affirms students' intersectional identities.

The Months of Recognition/Days of Significance procedure outlines the types of recognition, the criteria and application process and roles and responsibilities of staff and the outcomes of being included as a month of recognition or day of significance.

Evidence

Findings/Key Considerations:

The Months of Recognition/Days of Significance procedure (the "procedure") applies to how Months of Recognition/Days of Significance are acknowledged and communicated within the Peel community.

Community groups, organizations and internal and external stakeholders can submit a request for the addition of a Month of Recognition/Day of Significance to be included in the upcoming year's calendar.

The procedure is administered by the Public Engagement and Communications Support Services department and the Equity, Indigenous, School Engagement and Community Relations department.

Each year, a Months of Recognition/Days of Significance committee is formed to review the existing Months of Recognition/Days of Significance and to review any applications received to add a Month of Recognition or Day of Significance. The committee includes representatives from the Senior administration team, Union representatives, Human Rights Officers, the Communication department, Workplace Equity and students.

The procedure provides for criteria for adding Months of Recognition/Days of Significance and include items such as being guided by the Government of Ontario's list of celebrations and commemorations and the Government of Canada's list of important and commemorative days as well as alignment with PDSB's Multi-Year Strategic Plan.

Impact Analysis

Equity & Human Rights Review:
While the Months of Recognition/Days of Significance are one opportunity to highlight an identity for a month, every opportunity should be taken to integrate them throughout the year and throughout all curricular areas.

Board or Ministry Policy Alignment:
Equity and Inclusive Education policy.
Procedure By-law.

Risk Assessment:
Recognizing Months of Recognition/Days of Significance aligns with recognition of Human Rights and ensures no one is excluded due to observances on days of significance.

Community Impact:
By not scheduling meetings or events on Days of Significance identified by a red dot or red dot open circle, PDSB is a more inclusive and welcoming and acknowledges the diverse community.

The application process ensures an opportunity for all diverse groups to be considered and included for recognition.

Next Steps

Action Required:
Staff will continue to monitor the process and apply the procedure on an ongoing basis.

Communications:
The procedure is to be posted on the PDSB website for community awareness and understanding of the process.

Success Measures:
The community has had an opportunity to be heard and the calendar is maintained so that days of significance and heritage months are recognized.

Appendices

Appendix 1 – Months of Recognition/Days of Significance Procedure

PEEL DISTRICT SCHOOL BOARD PROCEDURE
Months of Recognition/Days of Significance

PROCEDURE ID: Enter Text

PARENT POLICY: Equity and Inclusive Education

RESPONSIBILITY: Superintendent, Equity, Indigenous Education, School Engagement & Community Relations; Executive Lead, Public Engagement and Communications

APPROVAL: Director's Council

APPROVAL DATE: Click for date

EFFECTIVE DATE: Click for date

PROJECTED REVIEW DATE: 3 years

REVIEW SCHEDULE: 2025-2026 school year

1. Purpose

The Peel District School Board (PDSB) is Canada's second largest public school board and the Region of Peel's largest employer with over 16,000 full-time employees. The Board serves over 154,000 students in 259 schools across Brampton, Caledon, and Mississauga. The Months of Recognition/Days of Significance aim to celebrate the work of culturally sustaining learning environments that affirm students' intersectional identities. While the Months of Recognition/Days of Significance provide one opportunity to highlight intersectional identities of the Peel community, it is our collective responsibility to take every opportunity to affirm students' identities throughout all curricular areas and other teaching, learning and workspaces.

The PDSB's Months of Recognition/Days of Significance Procedure outlines the various days of recognition and heritage months. The criteria and application process, the roles and responsibilities of staff, and the outcomes of being included as a month of recognition or day of significance will be outlined in the procedure.

2. Application and Scope:

This procedure applies to how Months of Recognition/Days of Significance are acknowledged and communicated within the Peel community.

Community groups/organizations, Employee Resource Groups, Internal and External stakeholders can submit a request to add a Month of Recognition/Day of Significance for recognition by the board to ensure the Months of Recognition/Days of Significance are honoured, celebrated, and amplified across PDSB schools.

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

3. Definitions

3.1 **Months of Recognition** (which are also known as heritage months) are celebrations of Peel's diverse communities.

3.2 **Days of Significance** can be secular, creed and cultural observances and celebrations. Some Days of Significance are associated with the acknowledgement of social changes and raising awareness of ethnic diversity, underrepresented and/or historically marginalized groups.

4. Procedure

Administration

4.1 PDSB's Months of Recognition/Days of Significance Procedure will be administered by the Public Engagement and Communications department (external) and Equity, Indigenous, School Engagement and Community Relations department (internal).

Months of Recognition/Days of Significance Committee

4.2 On an annual basis, a Months of Recognition/Days of Significance committee is formed to review the application and previous procedures. This committee includes representatives from the Senior administration team, Union representatives, Human Rights Officers, Communication department, Workplace Equity, and student representatives. The Months of Recognition/Days of Significance committee will review the previously recognized Months of Recognition/Days of Significance every two years to ensure that they continue to

align with the PSDB's priorities and the multi-year strategic plan. All Months of Recognition/Days of Significance that exist as of May 2023 will continue to be recognized going forward unless and until there is direction from the Board of Trustees.

Months of Recognition/Days of Significance Guiding Considerations

4.3   The Government of Ontario's list of celebrations and commemorations available on the Government of Ontario's website and the Government of Canada's list of important and commemorative days available on the Government of Canada's website act as a guideline for PDSB Months of Recognition/Days of Significance

   a) The Government of Ontario's list of celebrations and commemorations

   b) The Government of Canada's list of important and commemorative days

4.4   The Months of Recognition/Days of Significance must be aligned with the PDSB's priorities and the multi-year strategic plan.

4.5   The Months of Recognition/Days of Significance must be aligned to the Truth and Reconciliation Commission of Canada Calls to Action and/or anti-oppressive, anti-racist and anti-colonial objectives. This recognition is grounded in anti-racist, anti-oppressive and anti-colonial principles.

4.6   The Months of Recognition/Days of Significance must be student focused and affirm students' social identities and their intersectionality.

4.7   The Months of Recognition/Days of Significance must help foster and promote inclusion, cooperation and understanding.

4.8   The Months of Recognition/Days of Significance work to amplify marginalized voices and disrupt dominant-culture narratives upheld by systems of oppression.

4.9   The Months of Recognition/Days of Significance celebrate / provide narratives and offer counter narratives from ethnically diverse, underrepresented and/or historically and currently marginalized groups.

4.10   The Months of Recognition/Days of Significance raise awareness about the discrimination, injustices or oppression faced by the community and the students we serve.

Types of Recognition: Days of Significance

4.11   The days of significance calendar highlights secular and creed-based days of significance. It helps to identify some of the important days of significance, however it is not designed to be a complete listing of all secular and creed-based days. The calendar is not to be used to determine creed-based accommodations.

🔴 (Red Dot)   = Do not schedule events at any time on these days (including but not limited to learning assessments and evaluations).

⭕ (Open Red Dot)   = Do not schedule events on the evenings prior to these days.

*Dates may vary +/- a day due to lunar calendar

4.12   Some predetermined religious observances and Days of Significance are identified in consultation with Faith Leaders and Community/Staff members with lived experiences. They provide input into the identification of Red Dot days and/or open Red Dot days. A solid Red Dot indicates that we should not schedule events at any time on these days. Assessments and/or the introduction of new learning material should not occur on these identified days. Open Red Dot days indicate that no events should be scheduled in the evening prior to the identified Red Dot day.

For example: Summer Solstice 2023

⭕ June 20, 2023 is indicated as an Open Red Dot day - no evening bookings

🔴 June 21, 2023 is Summer Solstice which is indicated by a Red Dot day - no bookings for the full day

4.13   No Board of Trustee meetings, Standing Committee meetings or Statutory Committee meetings will be scheduled on Red Dot and/or red open dot days. As

much as possible, no staff professional learning or other large-scale significant meetings should be held on Red Dot and/or red open dot days.

4.14   Religious observances and Days of Significance are recognized via the board website and further amplified on social media. We recognize that observances and celebrations vary within different cultural groups. To be culturally sensitive, a standard communication will be shared with the community on the board website and amplified on social media.

4.15   As a commitment to anti-racist, anti-colonial and anti-oppressive practices, memos with curricular connections are produced and shared with the system to disrupt stereotypical or dominant ideas of various cultural and ethnic communities that are historically and currently marginalized and raise awareness for particular Days of Significance (that align with PDSB's priorities and strategic plan). These days are determined by the Days of Recognition Committee on an annual basis.

Types of Recognition: Months of Recognition

4.16   The purpose of the Months of Recognition is to celebrate the work of creating culturally sustaining learning environments and affirming students' intersectional identities. The work of affirmation is the backbone of culturally sustaining teaching and happens all year-round. Curriculum comes to life when it is responsive to the lived experiences of students. While the Months of Recognition provide one opportunity to highlight an identity for a month, every opportunity should be taken to affirm students' identities throughout the year and throughout all curricular areas.

Application Process

4.17   Recognition requests for the period between September 1 – June 30 of each school year will be received for review and evaluation between April 1 – April 30 of the year prior. Community/non-profit groups/organizations are encouraged to submit their applications within the timeframe. Late applications will not be

considered. The applicant will be advised by email that their application has been received.

4.18   Should the applicant not receive confirmation of their application submission in a timely manner, they are welcome to follow-up with the Equity, Indigenous, School Engagement and Community Relations department. Upon review, the applicant will be notified of the status of their application via email (Approved/Not approved) within the first week of June.

4.19   Each application will be reviewed against the established criteria, please see Appendix A. Incomplete applications will not be finalized and will not be approved. The applicant may submit a new complete application for consideration for the following year.

Decision-Making Process

4.20   The Months of Recognition/Days of Significance Committee will maintain complete discretion to approve or not approve any request. If a request is not approved, the applicant may pursue their concerns by contacting the Superintendent of Equity, Indigenous Education, School Engagement & School Relations. In such a circumstance, the Superintendent of Equity, Indigenous Education, School Engagement & School Relations may conduct a review and respond directly to the applicant raising the concern. If the applicant is dissatisfied with the outcome, they may appeal. Please send notice of appeal, along with the rationale, to the attention of the Director of Education.

4.21   *Note* Given that this is a revised Operating Procedure, current Recognition/Days of Significance will be grandfathered. Current and future days should align with Policy 51 Human Rights, Policy 54 Equitable and Inclusive Education, and Anti-Racism Policy.

5. Roles and Responsibilities

Superintendent, Equity, Indigenous Education, School Engagement & Community Relations; Executive Lead, Public Engagement and Communications

5.1   Accountable for the implementation of this Procedure.

5.2 Ensure this Procedure 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.

Months of Recognition/Days of Significance Committee, Community groups/organizations, Employee Resource Groups, Internal and External stakeholders

5.3 Adhere to the expectations set out in this procedure.

6. Appendices

6.1 Appendix A – Heritage Month / Day of Significance Criteria

7. Reference Documents

Anti-Racism Policy

Equity and Inclusive Education

Human Rights Policy

Government of Ontario List of Celebrations and Commemorations - https://www.ontario.ca/page/ontarios-celebrations-and-commemorations

Government of Canada Important Commemorative Days - https://www.canada.ca/en/canadian-heritage/services/important-commemorative-days.html

8. Revision History

Review Date	Approval Date	Description

Appendix A

Heritage Month / Day of Significance Criteria

Criteria / Questions	Met	Not Met	Additional Comments
Does the Heritage Month / Day of Significance reflect the student / staff population / communities of the Peel Board?			
Does the Heritage Month / Day of Significance highlight and/or commemorate the contributions of communities whose identities and lived experiences are (often) underrepresented in the school system?			
Does the Heritage Month / Day of Significance celebrate / provide narratives from ethnically diverse, underrepresented and/or (historically) marginalized groups?			
Does the Heritage Month / Day of Significance contribute to the creation of inclusive learning environments where students/staff feel affirmed and that they belong?			
Is the recognition of Heritage Month / Day of Significance grounded in anti-racist, anti-oppressive and anti-colonial principles?			
Does the recognition of Heritage Month / Day of Significance align Peel's priorities and goals as it pertains to equity, anti-racism and anti-oppression?			
How does the Heritage Month / Day of Significance provide counter narrative to the dominant narrative/culture?			
Is the Heritage Month / Day of Significance formally identified and recognized by the province of Ontario and/or the Government of Canada? If so, what year?			
Where applicable (e.g. International Women's Day), does the Heritage Month / Day of Significance raise awareness about the discrimination, injustices or oppression faced by the community and the students we serve?			

Note All criteria must be met to determine if the request is approved.		
Approved		
Not Approved and Rationale		

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:

peel District School Board

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

<div align="right">**Appendix B**</div>

<div align="center">MINISTRY OF EDUCATION</div>

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.

Ministry of Education
April 13, 2007

PEEL DISTRICT SCHOOL BOARD

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

Notice of Referral

From: Curriculum, Equity and Student Well-Being Committee

Meeting Date: March 8, 2023

Item: Delegations – Item 6.3 Tyron Nimalakumar, City of Brampton, regarding Active and Sustainable School Transportation

Referred to: Governance and Policy Committee

Recommendation: CESWB-12 moved by Kathy McDonald seconded by Lucas Alves

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

Board Approval:

13. **Motions for Consideration: Curriculum, Equity and Student Well-Being Committee, March 8, 2023**

    Resolution No. 23-74   moved by Will Davies
                            seconded by Lucas Alves

    At a meeting of the Curriculum, Equity and Student Well-Being Committee, held March 8, 2023, the following recommendations are brought for Board consideration:

    3. **Delegation by Tyron Nimalakumar re Active and Sustainable School Transportion**

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

                            .... carried

Delegation Request Form

Instructions

Individuals or groups requesting to make a delegation to a Committee of the Peel District School Board ("Peel DSB") are required to:

1. Review Section 6.2 of the By-laws on Delegations, and the Governance Directive on Public Participation and Delegations.
2. Submit a ***Delegation Request Form*** providing the particulars of the delegation. Please complete both pages and provide any additional materials for distribution at the meeting.

Completed Delegation Request Forms must be received in accordance with timelines stated in the By-laws on Delegations, and the Governance Directive on Public Participation and Delegations, no later than 48 hours prior to the commencement of a Standing Committee meeting. Delegation Request Forms may be submitted to legal.governance@peelsb.com, via fax at 905-890-1277 or delivered in person to the Board Chair, and/or the Director's Office, and/or Legal and Governance Services.

When a number of individuals wish to address the Board on the same issue, the group may select a spokesperson.

Delegation presentations will not be received in accordance with Section 6.2.4 of the By-laws.

Delegations and Committee members will ensure that their remarks are respectful and professional, and will take direction from the Committee Chair during the meeting. Offensive language or negative personal references regarding any individual will be ruled out of order by the Committee Chair. All Delegations are advised to review and abide by the provisions in Board Policy 51, Human Rights.

Reasonable accommodation will be provided upon request.

Delegations should be aware that audio-visual recordings of the proceedings at all Board Standing and Committee of the Whole meetings held in Open Session are posted on the Board's website for public access. The name of the Delegation, their presentation, any written submission(s) and related discussion form part of the Board's official public record of the meeting. In accordance with the Municipal Freedom of Information and Protection of Privacy Act, personal contact information provided on the Delegation Request Form will not form part of the public record.

Delegation Request Form

Contact Information

Affiliation (Association/Group): _____
  or
Spokesperson (if designated): _____

Speaker 1*

Name: _____

Preferred Pronouns: _____

Home Address: ██████████████ _____

City & Postal Code: ████████████ _____

Phone: ████████ _____ Email address: _____

Speaker 2*

Name: _____

Preferred Pronouns: _____

Home Address: _____

City & Postal Code: _____

Phone: _____ Email address: _____

Speaker 3*

Name: _____

Preferred Pronouns: _____

Home Address: _____

City & Postal Code: _____

Phone: _____ Email address: _____

**Requested Committee Name and Meeting
Date:**_____

Agenda Item/Topic: _____

Translation services: Yes ☐   No ☐

Technology assistance: Yes ☐   No ☐

Description of the Delegation's general position and associated rationale (provide specific details):

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Attached: 1) Speaking Notes   ☐
          2) Additional materials (presentation, videos) ☐
          3) Petitions ☐

*Staff members of the Peel DSB must disclose their employment status (not position or location) on the Delegation Request Form and, if given delegate status, at the beginning of their presentation to the Committee. Delegation presentations will not be received in accordance with Section 6.2.4 of the By-laws.

Date: _____   Signature: _____

Active and Sustainable School Transportation Charter

Background

Active transportation refers to human-powered forms of transport and includes walking, cycling, skateboarding, scootering, in-line skating and using a wheelchair. Sustainable transportation includes travel by school bus and public transportation.

Every day, students and staff of the Peel District School Board travel to and from schools by all of these modes, as well as by private motor vehicle. However, certain travel modes are more supported by school board funding than others, and hence, are subtly encouraged as the preferred modes. Transportation by school bus is funded for approximately one quarter of PDSB's students. For families not eligible to receive transportation by school bus, travel by private motor vehicle is supported through investments in school kiss and rides and staff time dedicated to managing traffic flow. By contrast, relatively few resources are directed toward all other modes, despite their myriad benefits to students and school communities.

Students using active modes of transportation benefit from opportunities for physical activity, which research has extensively linked to improvements in healthy physical development; improved mental health and reductions in stress levels; and a higher readiness for learning. Active travel to school also builds the foundation for independent mobility, including practicing skills needed to travel safely. At the community level, schools with higher levels of active and sustainable school travel benefit from reduced traffic, increased safety around drop-off and pick-up areas, reduced local levels of air pollution, and stronger connections among community members.

Since the 1980s there has been a shift within the Region of Peel, pushing towards greater numbers of students being transported by private motor vehicle and away from active travel modes. Traffic congestion and its related safety concerns surrounding school drop-off and pick-up times are now well-documented across both school boards. As it is not financially feasible to provide school bus transportation to all students, the focus must shift toward how active and other sustainable modes of transportation can be better supported.

Active and Sustainable School Transportation Charter

In recognizing that:

- Active and sustainable transportation modes provide a myriad of benefits to students, staff and school communities, and

- Traffic congestion related to school drop-off and pick-up is costly in terms of financial and staff resources, and

- Supporting active and sustainable transportation through school policy allows the PDSB to strengthen its work in environmental stewardship, student health and educational equity

The Peel District School Board will:

- Invest resources in a culturally relevant manner to support active, safe and sustainable transportation to and from school, including efforts made within individual schools

- Support the installation and all–season maintenance of walking and cycling facilities at all schools, including the implementation of sidewalks and paved walking/cycling paths to access school property, and the provision of adequate and easily accessible bike parking

- Locate and design schools to meet the demands of future growth that maximizes opportunities for students to walk, cycle, and use public transportation

- Connect students' active transportation to and from school to their learning in health, geography, technology, physical education and other curriculum areas

- Participate in global and regional events that support active transportation, including Walk to School Month, Winter Walk Month and Bike to School Week, and create resources and awareness campaigns that support a culture of active transportation

- Partner with stakeholders such as local municipalities, transportation agencies and not-for-profit organizations to work as a coordinated team to identify and eliminate challenges to using active and sustainable school travel

Active & Sustainable School Travel

The Role of the PDSB in student commuting

Presented by Peel Safe and Active Routes to School Committee

Peel Safe and Active Routes to School (PSARTS) Committee is:

PSARTS Vision

Peel will be a **safe** environment where the **majority** of our children and youth regularly use **active and sustainable school transportation** (ASST) to and from school, including travel by school bus and public transportation

Active School Travel in Peel

Peel Travel Mode Share (Ages 11-17)

Source: Transportation Tomorrow Survey, 1986 - 2016
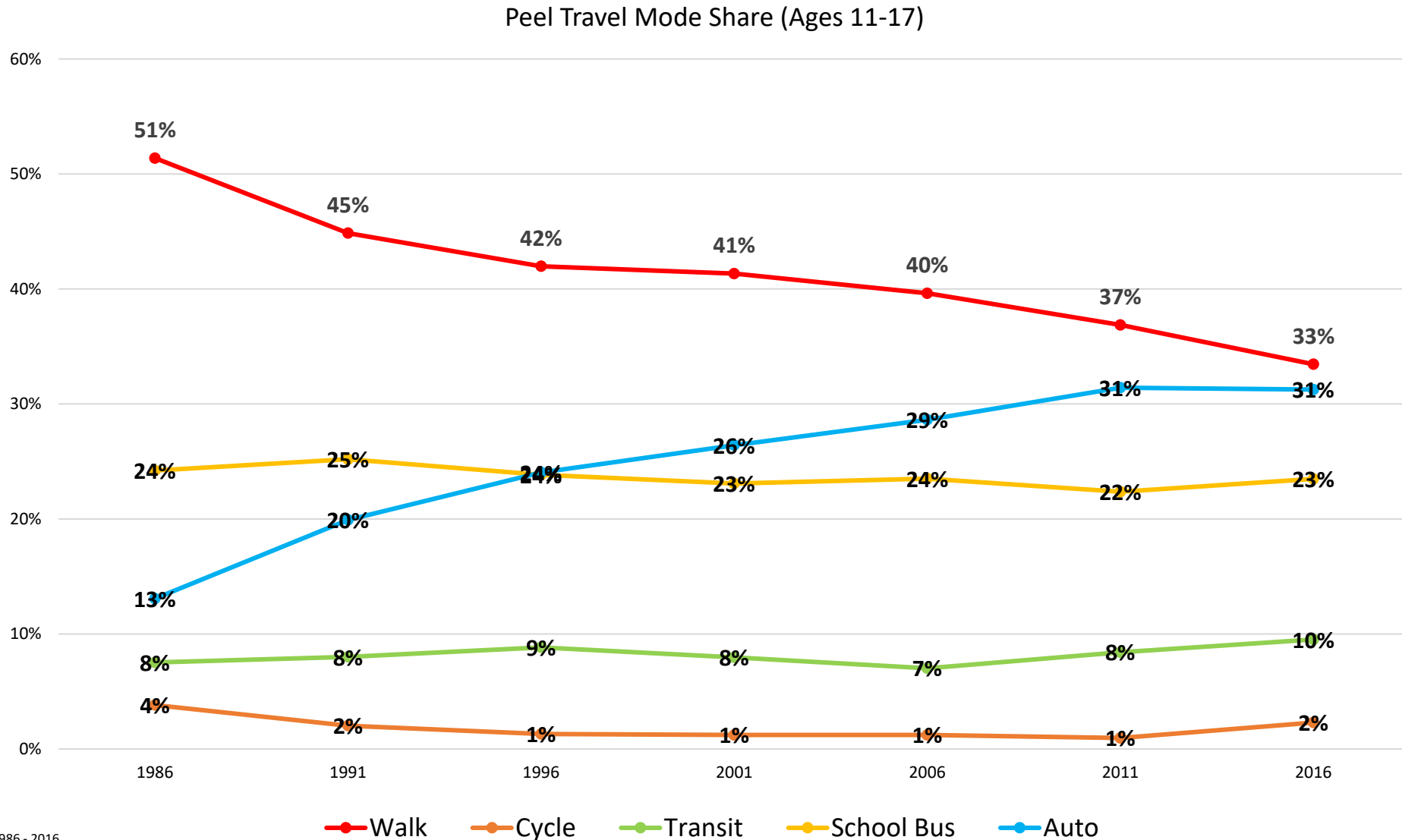
Benefits of Active School Travel
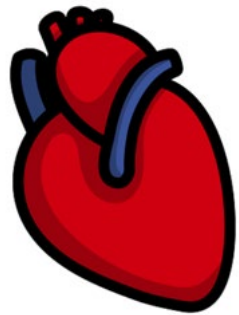
Cardiovascular (heart) Health
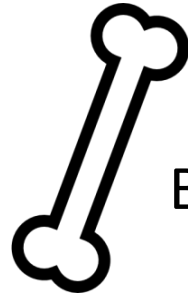
Bone Health

Body Composition

Physical Fitness

Brain Health

Overall Wellness

Academic Achievement

Mental
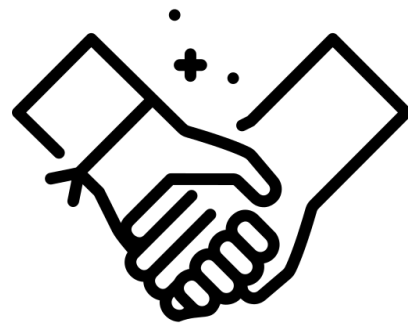
Social

Creativity

Emotional

Benefit 1: Academic Performance

Average composite of 20 student brains taking the same test

Brains after sitting quietly   Brains after 20 minute walk
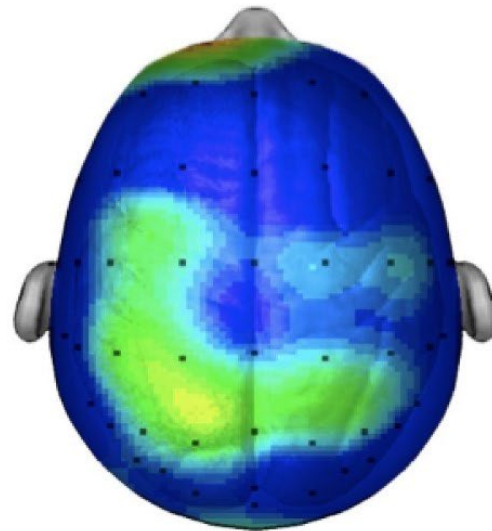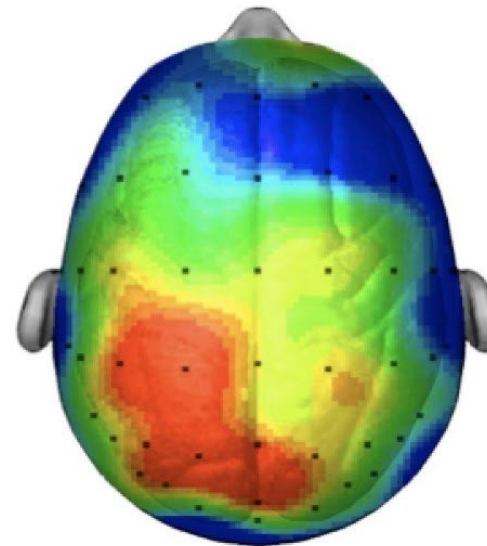
Research/Brain Scan Compliments of Dr. Chuck Hillman University of Illinois

Hillman, C. H., Pontifex, M. B., Raine, L. B., Castelli, D. M., Hall, E. E., & Kramer, A. F. (2009). The effect of acute treadmill walking on cognitive control and academic achievement in preadolescent children. *Neuroscience*, *159*(3), 1044–1054. https://doi.org/10.1016/j.neuroscience.2009.01.057

Benefit 2: Mental Health

Youth mental health in the spotlight again, as pandemic drags on

May 6, 2022, 11:00 a.m. (EDT)

Kelly P, Williamson C, Niven AG, Hunter R, Mutrie N, Richards J. Walking on sunshine: scoping review of the evidence for walking and mental health. Br J Sports Med. 2018

Benefit 3: Safety & Environment

Matthew D. Adams, Weeberb J. Requia, How private vehicle use increases ambient air pollution concentrations at schools during the morning drop-off of children, Atmospheric Environment, Volume 165, 2017, Pages 264-273, ISSN 1352-2310, https://doi.org/10.1016/j.atmosenv.2017.06.046.
Fridman, L., Fraser-Thomas, J.L., Pike, I. *et al.* Childhood road traffic injuries in Canada – a provincial comparison of transport injury rates over time. *BMC Public Health* **18**, 1348 (2018). https://doi.org/10.1186/s12889-018-6269-9

Benefit 4: Equity

Active School Travel Charters

Case Study: Waterloo

Case Study: Ottawa

Case Study: PSARTS

- Updates to STOPR website

- Back to School Webinar

- School Streets Pilot Project

- Winter Walk Month

- Classroom Education seminars

- Bike to School Week / Bike Month
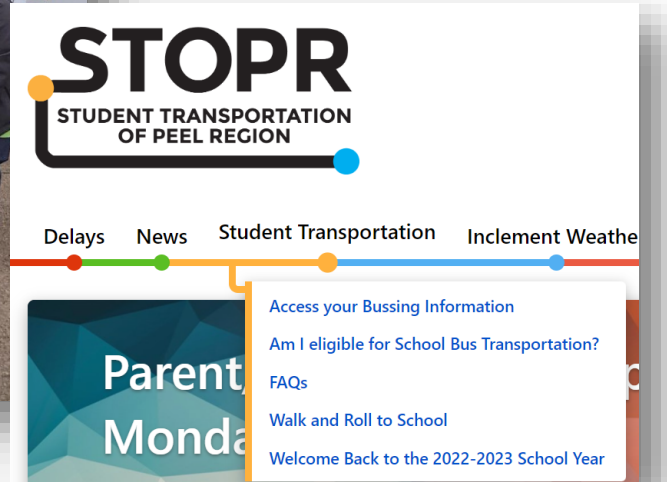
Our ask of you!

DRAFT

Active and Sustainable School Transportation Charter

Background

Active transportation refers to human-powered forms of transport and includes walking, cycling, skateboarding, scootering, in-line skating and using a wheelchair. Sustainable transportation includes travel by school bus and public transportation.

Every day, students and staff of the Peel District School Board travel to and from schools by all of these modes, as well as by private motor vehicle. However, certain travel modes are more supported by school board funding than others, and hence, are subtly encouraged as the preferred modes. Transportation by school bus is funded for approximately one third of PDSB's students. For families not eligible to receive transportation by school bus, travel by private motor vehicle is supported through investments in school kiss and rides and staff time dedicated to managing traffic flow. By contrast, relatively few resources are directed toward all other modes, despite their myriad benefits to students and school communities.

Students using active modes of transportation benefit from opportunities for physical activity, which research has extensively linked to improvements in healthy physical development; improved mental health and reductions in stress levels; and a higher readiness for learning. Active travel to school also builds the foundation for independent mobility, including practicing skills needed to travel safely. At the community level, schools with higher levels of active and sustainable school travel benefit from reduced traffic, increased safety around drop-off and pick-up areas, reduced local levels of air pollution, and stronger connections among community members.

Since the 1980s there has been a shift within the Region of Peel, pushing towards greater numbers of students being transported by private motor vehicle and away from active travel modes. Traffic congestion and its related safety concerns surrounding school drop-off and pick-up times are now well-documented across both school boards. As it is not financially feasible to provide school bus transportation to all students, the focus must shift toward how active and other sustainable modes of transportation can be better supported.

DRAFT

Active and Sustainable School Transportation Charter

In recognizing that:

- Active and sustainable transportation modes provide a myriad of benefits to students, staff and school communities, and
- Traffic congestion related to school drop-off and pick-up is costly in terms of financial and staff resources, and
- Supporting active and sustainable transportation through school policy allows the PDSB to strengthen its work in environmental stewardship, student health and educational equity

The Peel District School Board will:

- Invest resources in a culturally relevant manner to support active, safe and sustainable transportation to and from school, including efforts made within individual schools
- Support the installation and all-season maintenance of walking and cycling facilities at all schools, including the implementation of sidewalks and paved walking/cycling paths to access school property, and the provision of adequate and easily accessible bike parking
- Locate and design schools to meet the demands of future growth that maximizes opportunities for students to walk, cycle, and use public transportation
- Connect students' active transportation to and from school to their learning in health, geography, technology, physical education and other curriculum areas
- Participate in global and regional events that support active transportation, including Walk to School Month, Winter Walk Month and Bike to School Week, and create resources and awareness campaigns that support a culture of active transportation
- Partner with stakeholders such as local municipalities, transportation agencies and not-for-profit organizations to work as a coordinated team to identify and eliminate challenges to using active and sustainable school travel

- Confirm PDSB's commitment to active and sustainable school travel (ASST)

- Adopt an ASST charter which can guide and support future work

Thank You!

PEEL DISTRICT SCHOOL BOARD

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

Notice of Referral

From: Curriculum, Equity and Student Well-Being Committee

Meeting Date: March 8, 2023

Item: Delegations – Item 7.2 Secondary Final Evaluations 2022-2023 (For information) - *presented by Superintendent Rasulan Q Hoppie*

Referred to: Governance and Policy Committee

Recommendation: CESWB-15 moved by Lucas Alves seconded by Jeffrey Clark

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

Board Approval:

13. **Motions for Consideration: Curriculum, Equity and Student Well-Being Committee, March 8, 2023**

     Resolution No. 23-74   moved by Will Davies
                             seconded by Lucas Alves

     At a meeting of the Curriculum, Equity and Student Well-Being Committee, held March 8, 2023, the following recommendations are brought for Board consideration:

     5. **Secondary Final Evaluations 2022-2023**

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

                                                    .... carried

7.2

Curriculum, Equity and Student Well-Being Committee Meeting, March 8, 2023

Secondary Final Evaluations 2022-2023

Strategic Alignment:
Board Improvement and Equity Plan: Achievement

Report Type: For Information

Prepared by:	Rasulan Hoppie, Superintendent, Secondary Curriculum, Instruction & Assessment
Submitted by:	Camille Logan, Associate Director, School Improvement and Equity, Curriculum & Instruction, School & Community Engagement

Overview

Objective:

To provide an overview of secondary assessment and final evaluations for the 2022-2023 school year in the Peel District School Board (PDSB).

Highlights:

- Grade 9 and 10 courses and workplace (E) level courses will not include examinations as part of their final evaluation.
- Grades 11 and 12 courses may include examinations as part of the final evaluations for college (C), mixed (M), or university (U) courses
- Examinations are not worth more than 10% of the final mark

Background:

The education landscape has been irrevocably changed due to the COVID-19 pandemic and it is incumbent upon on us as educators and the stewards of children's education, to apply what we have learned for their betterment, in order to be in line with what we have learned about necessary shifts in teaching and learning.

Furthermore, while under Ministerial Review, PDSB was given 27 Directives with specific mandates to transform the school board which identified expectations that included shifts in program and delivery that were unique to PDSB. Grounded in human rights, equity, and anti-oppressive practices, the PDSB is expected to engage in instructional and assessment practices designed to address historical disproportionate outcomes for Black and Indigenous students. This resulted in for instance, the Board being directed to pursue de-streaming prior to the Ministry's province-wide implementation.

During the pandemic shutdown and transition to remote schooling, secondary teachers have learned additional and effective approaches to assessment in ways that are flexible, differentiated, student-centred, and allow for growth over time by providing multiple entry points for students.

As a result of these efforts, secondary educators have gained greater expertise in using various sources of evidence. Rather than relying solely on a calculated average (i.e. adding up all of the student's marks, then adding up all of the total marks possible, then dividing the sum of the total marks by the total marks possible) and/or weighted average (an average in which more marks are given to some assessments than others depending on their importance as determined by the teacher), to determine a student's most recent, most consistent level of achievement. By assessing learning differently, new and alternative ways of thinking about assessment have been enhanced and teachers have expanded their strategies and repertoire in the best interests of students.

Definitions:

- Assessment
  The process of gathering information that accurately reflects how well a student is achieving the curriculum expectations in a grade or course. The primary purpose of assessment is to improve student learning. (Ontario. Ministry of Education, Assessment and Evaluation, website)

- Final Evaluations
  "Thirty per cent of the grade will be based on a final evaluation administered at or towards the end of the course. This evaluation will be based on evidence from one or a combination of the following: an examination, a performance, an essay, and/or another method of evaluation suitable to the course content…" (Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools, 2010)

- Examinations
  The working definition of an examination, as defined by PDSB, means a form of testing intended to assess the level of students' knowledge, ability, and/or skills, of the subject matter and occurs at the end of the course of study. Although examinations include, but are not limited to in-person, online, take-home, practical, and laboratory examinations, the definition is limited to mean written, in-person or online examinations.

Evidence

Final evaluations provide a rich opportunity for students to demonstrate their learning and celebrate their successes. Teachers, school administration, department heads, and support staff will continue to work collaboratively to develop the fair and equitable assessment practices we have learned so much about through the pandemic shutdown and periods of remote learning. The 2022-2023 school year has seen a return to students being assessed and evaluated on a 70% term work, 30% final evaluation weighting as outlined in the policy document Growing Success.

Final evaluations may include but not limited to rich tasks, project based learning, and final conferences in Grades 9 and 10. These alternative forms of assessment, focus on student learning over time and removing 'one-size fits all' high-stakes evaluation for students in Grade 9 and 10 courses. These approaches support the province of Ontario's de-streaming efforts. Additionally, alternative approaches to assessment also supports trauma-informed practices by removing and/or balancing the pressures associated with final examinations with various other instructional expectations for students in Grade 9 and 10, and senior students taking workplace courses.

Alternative forms of assessment such as performances, portfolios, research papers, essays, final conferences, and other summative tools, are a more fair, holistic, and equitable representation of a student's achievement in the overall expectations than what can be demonstrated in a written examination. Students will have been provided opportunities to develop the skills necessary to demonstrate their learning throughout the term, leading up to the final evaluation, in a manner that may not be best captured in a written examination. The final evaluations therefore reflect assessments consistent with how students have been

demonstrating learning throughout the term. These forms of assessment, along with others, also support the Ministry's de-streaming efforts to ensure equitable outcomes for all students in PDSB and across the province.

With the recent change to de-streamed courses, ALL students need the opportunity to demonstrate their knowledge and understanding regardless of the pathway they choose. In senior courses, where courses are categorized by pathways the final evaluation plan needs to consider the student's pathway and the required pre-requisite skills. Written examinations as part of the overall 30% final evaluation can be an acceptable evaluation tool.

The Ministry of Education's goal of de-streaming reflects its most current thinking on the topic of removing barriers to students' success which formal examinations in grades 9 and 10 may present. De-streaming, when effectively implemented, requires a shift in both instructional and assessment practices. The pandemic has taught us that the traditional assessment practices did not meet the needs of many students, and as educators we are expected to provide a variety of conditions where students can demonstrate their learning while guided by the principles of equity and inclusion.

PDSB is in a unique position to address the structures and practices that have been clearly demonstrated to disadvantage various groups of students. PDSB has a history of leading in many areas and have been leaders that have advocated for and demonstrated change. We have an obligation to the students we serve to apply our current understandings of our best, anti-oppressive practices. And in so doing, we act as leaders in promoting change for the better and as the Ministry Review states, "we may be instructional to other school boards across the province."

In this particular instance of final evaluations, we are not alone. An environmental scan of other boards shows that other districts share our thinking, namely that coming out of the pandemic we cannot and should not proceed as we once did.

Written in 2010, Growing Success states the stance by which the PDSB has determined our course of action regarding Final Evaluations for the 2022-2023 school year. Specifically, as stated on pg. 3,

> "Policies and procedures for assessment, evaluation, and reporting need to develop over time, as we learn more about how students learn. The policies outlined in this document reflect the current state of our evolving knowledge about the learning experience. New approaches to assessment provide both opportunities and challenges to all educators, for the benefit of all students."

The Peel District School Board continues to draw on Growing Success which states that the Ministry of Education recognizes that the needs and circumstances of individual boards vary widely, the policy outlined in Growing Success provides flexibility for boards to develop some locally focused guidelines and implementation strategies within the parameters for consistency set by the ministry.

Additionally, as stated by the Ministry of Education in the front matter of all curriculum documents, Grades 1 to 12, educators must consider student well-being and mental health to guide the implementation of curriculum and in creating the environment in which it is taught. Specifically, "Taking students' well-being, including their mental health, into account when planning instructional approaches helps establish a strong foundation for learning and sets

students up for success." (Considerations for program planning: Student Well-Being and Mental Health)

More recent reports on the impact of the COVID-19 pandemic on student learning have also informed the Board's stance. The Youth Research and Evaluation eXchange (YouthREX) is a province-wide initiative based at the School of Social Work at York University. Key findings related to education in their report, *Hopeful Resilience: The Impacts of COVID-19 on Young Ontarians 2021* stated,

> Transitioning from in-person to online learning during the pandemic resulted in many exceptional challenges for youth. Post-secondary students report having their learning disrupted, and high school students are dealing with unstructured learning environments and excessive workloads. The majority of youth who responded to the province-wide survey felt that their overall quality of education has decreased during COVID-19. Because of the strong impact education has on personal development, it needs to be a primary focus for a post- pandemic recovery. Improvements to curriculum (including its diversification and decolonization), the online experience (including more realistic and manageable workloads) and supports being offered (including better access to the internet, quiet spaces, and mental health counselling appointments) are all needed to improve Ontario's current education system.

As a Board, we have a duty to meet the needs of our students and addressing their well-being through these decisive assessment measures is one way we are doing so. Being responsive to the needs of our students is paramount to their success and successfully transitioning them to high school after such a disruptive period in their learning is not only prudent, but pedagogically sound as we know that there are many more insightful ways to capture students' understanding for the explicit purpose of preparing them for future success. By not including examinations as part of the final evaluation of Grade 9 and 10 courses and workplace (E) level courses, we are not limiting or negatively impacting students' opportunities for future success in university/college level pathways. Students develop the skills necessary to find success in all subject of the curriculum. As per the Ministry of Education, Peel educators, "facilitate students' development of transferable skills explicitly through a variety of teaching and learning methods, models, and approaches, and assessment practices, in a safe, inclusive, and equitable learning environment." (Ontario. Ministry of Education, Assessment and Evaluation: Transferable Skills, website)

We have the obligation to provide guidelines and direction to our staff to ensure a consistent approach to the final evaluation process for all students in all school/learning sites that is in line with our current understanding of the best practices that allow students to succeed.

Impact Analysis

Equity & Human Rights Review:

Secondary school assessment practices must reflect the board's commitment to equity-focused education that is grounded in anti-racism, and anti-oppressive actions, that result in teachers' daily praxis reflecting the Ministry Directives and the four priority areas: Human Rights and Equity, Pathways and Transitions, Mental Health and Wellbeing, and Student Achievement with a specific goal to address disproportionate outcomes.

An anti-oppressive approach to assessment and evaluation is grounded in our collective commitment to dismantle all forms of oppression through the application of culturally responsive and relevant practices to ensure equitable outcomes for students. As a school board we are required to ensure that students are learning in an environment free from discrimination so that students are engaged in optimal conditions for learning.

Next Steps

Action Required:

We will continue on our chosen path related to final evaluations. We will continue to listen to our students and monitor their success as we continue to prepare them for current and future academic success and improved mental health.
We will continue to promote alternative evaluations to formal, final written examinations that allow students to demonstrate what they know and can do, that aligns with their teaching and learning experiences throughout the course. We will continue to provide opportunities for students to practice test taking and exam writing skills, so they are equipped with the skills necessary to successfully complete their current courses of study and allow them to be prepared for all future pathway assessments and evaluations.
We will continue to provide support for teachers around improving their assessment and evaluation practices. The communication of this support will continue to be in the form of ongoing professional learning opportunities and resources.
The Assessment and Evaluation Committee will continue to build on the work of the Secondary Assessment Leadership Team to inform our collective next steps.
We will also reach out to post-secondary institutions to engage in conversations about assessment and determine if our current direction is in alignment with their current and future assessment practices.

Communications:

We have shared our new expectations with teachers at the start of the school year and, through required course outlines, all secondary students, in each course of study, were made aware of these expectations (as per *Ontario Schools Kindergarten to Grade 12 – Policy and Program Requirements 2016*). We will continue to update students, families and the Peel community through our end of semester mark reports and other channels such as committee and Board meetings.

Success Measures:

We will monitor both credit accumulation and qualitative indicators of success to determine the short-term and medium-term impacts of these course of actions. The upcoming Spring 2023 student census will be another key metric that we will use to inform our efforts.

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Grading for Equity: What It is, Why it Matters, and How It Can Transform Schools and Classrooms – J. Feldman

Ministry Review of the Peel District School Board

Appendices

Appendix 1 – Secondary Assessment and Final Evaluation Memo (2022-2023)

Date:	September 6, 2022
To:	Principals, Secondary Schools Vice-Principals, Secondary Schools Secondary Teachers
Copy:	Superintendents of Education Assistants to Superintendents of Education
From:	Rasulan Hoppie, Superintendent of Curriculum, Instruction and Assessment
Subject:	**Secondary Assessment and Final Evaluations**
Contacts:	Gillian Read, Instructional Coordinator of Assessment

CONTEXT

An anti-oppressive approach to assessment and evaluation is grounded in our collective commitment to dismantle all forms of oppression, specifically anti-Black racism and anti-Indigenous racism in the Peel District School Board, through the application of culturally responsive and relevant practices. Secondary school assessment practices must reflect the board's commitment to equity-focused education that is grounded in anti-racism, and anti-oppressive theories that reflect the Ministry Directives and the four priority areas: Human Rights and Equity, Student Achievement, Pathways and Transitions, Mental Health and Wellbeing.

UPDATE

The purpose of this memo is to provide important information to secondary teaching staff, including administrators, to assist in planning assessments and final evaluations for this upcoming school year.

Secondary teachers have worked hard to approach assessment, in ways that are flexible, differentiated, student-centred, and allow for growth over time by providing multiple entry points. These individual and collective efforts have required your time, commitment, and care. Thank you!

As a result of these efforts, we have gained greater expertise in using various sources of evidence, rather than a calculated average and weightings, to determine a student's most recent, most consistent level of achievement. By assessing learning differently, new ways of thinking about assessment have emerged and teachers have expanded their strategies and repertoire in the best interests of students. In response to this learning, outlined below is what this year's assessments and final evaluations will look like.

CHANGES TO FINAL EVALUATIONS

The Peel District School Board will return to students being assessed and evaluated on a 70% term work, 30% final evaluation weighting as outlined in the policy document Growing Success.

Final evaluations provide a rich opportunity for students to demonstrate their learning and celebrate their successes. Teachers, school administration, department heads, and support staff will continue to work collaboratively to develop the fair and equitable assessment practices we have learned so much about through the pandemic.

With the return to final evaluations, it is important to remember that while exams can be part of the final evaluation, there will be some new parameters.

<u>**Exams**</u>

Grade 11 and 12 Courses

The Peel Board will support the use of exams in the final evaluation for college (C), mixed (M), or university (U) courses in grades 11 and 12 courses <u>only.</u>

Exams can provide students enrolled in post-secondary destination courses an opportunity to experience both preparing for and writing final exams, and to develop the study skills and exam-writing skills and strategies they may need in some post-secondary programs. Exams can be an acceptable tool in senior grades in some courses, but only in consideration alongside other evaluation tools. Performances, portfolios, research papers, essays, final conferences, and other summative tools, may be a more fair, holistic and equitable representation of a student's achievement in the overall expectations than what can be demonstrated in an exam. "The primary purpose of assessment and evaluation is to improve student learning." *(Growing Success, p. 6)*.

Expectations for teachers;

- Exams should not be worth more than 10% of the final mark (Teachers can use their professional judgment to adjust weightings for their classes or individual students as well). Note: The Grade 9 EQAO Math Assessment can still account for up to 10% of a student's final mark).

- There is a consistent practice within departments in a school (e.g. all sections of a specific course will either hold an exam or not hold an exam. Consistency must be maintained between semester 1 and 2).

- Exams will be designed to allow students to complete the evaluation within a 75 minute (or shorter) time period. Students should also be provided up to 75 additional minutes if they feel that they need more time to demonstrate their full understanding of the course curriculum.

Grade 9 and 10 Courses

Grade 9 and 10 courses and workplace (E) level courses will not include exams as part of their final evaluation.

Rich tasks, project based learning, and final conferences are examples of alternative forms of assessment that can be used for the final evaluation component of junior grades. Alternative forms of assessment such as these, support de-streaming by focusing on learning over time and removing 'one-size fits all' high-stakes evaluation for students

in Grade 9 and 10 courses. This also supports trauma-informed practices by removing the pressures associated with final exams for students in Grade 9 and 10, and senior students taking Workplace courses.

COMMUNICATION

Decisions on holding exams should happen collaboratively with course teams, department members and school administrators. Once determined, the decision must be clearly articulated to each student in each course, in writing, at the outset of the course so that students know how they will be evaluated, well in advance.

QUESTIONS TO CONSIDER WHEN DETERMINING THE COMPONENTS OF A FINAL EVALUATION (30% OF GRADE)

- To what extent does the final evaluation improve student learning?
- To what extent does the final evaluation triangulate evidence of student learning in determining a final grade?
- To what extent does the final evaluation provide an opportunity to gather evidence of a students' comprehensive achievement of the overall expectations?
- To what extent does the final evaluation balance all four areas of the achievement chart?
- To what extent does the final evaluation offer entry points for students at all levels of achievement?
- To what extent does the final evaluation align with the principles of universal design and differentiation?
- To what extent is the final evaluation culturally responsive and reflective?
- To what extent is the final evaluation equitable for all students?

If you chose to have an exam:
- In collaboration with other educators, carefully consider why you are choosing an exam.
- Think about what skills and competencies you want to assess and how the exam questions can be designed in a way that does not depend on memorization of content or processes.
- Ensure all students will have an opportunity to fully demonstrate their learning.
- Ensure your exam is free of biases that may be obstacles for some students.

If you chose a culminating activity or activities:
- In collaboration with other educators, carefully consider why you are choosing a culminating activity or activities.
- Ensure all students will have an opportunity to fully demonstrate their learning. Consider the role of student choice.
- Ensure the workload and timelines are manageable for all students, bearing in mind students may have multiple culminating assignments in multiple courses.
- Ensure your marking criteria are clear and transparent.
- Ensure your culminating activities are free of biases that may be obstacles for some students.

FINAL EVALUATION DAYS

Final evaluation days will take place at the end of each semester. Day 1 will be for Period 1 courses, Day 2 will be for Period 2 classes, and so on. Final evaluations can be scheduled on these days (including exams for grades 11 and 12 C, M, and U courses). These days can also be used as an opportunity for students to complete tasks, assignments, performances, etc. to demonstrate their achievement of overall expectations and either earn the credit

(credit rescue) or improve their achievement. Depending on students' individual schedule, they may not be present each day during this period however, teachers will be expected to be on-site at school to potentially support all students during this time.

Agenda

- Objective

- Highlights

- Definitions

- Next Steps

Objective

- To provide an overview of secondary assessment and final evaluations for the 2022-2023 school year in the Peel District School Board (PDSB).

Highlights

- Grade 9 and 10 courses and workplace (E) level courses will not include examinations as part of their final evaluation.

- Grades 11 and 12 courses may include examinations as part of the final evaluations for college (C), mixed (M), or university (U) courses

- Examinations are not worth more than 10% of the final mark

Definitions

Assessment

- The process of gathering information that accurately reflects how well a student is achieving the curriculum expectations in a grade or course. The primary purpose of assessment is to improve student learning.
(Ontario. Ministry of Education, Assessment and Evaluati on, website)

Final Evaluations

- "Thirty per cent of the grade will be based on a final evaluation administered at or towards the end of the course. This evaluation will be based on evidence from one or a combination of the following: an examination, a performance, an essay, and/or another method of evaluation suitable to the course content…"
(Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools, 2010)

Examinations

- The working definition of an examination, as defined by PDSB, means a form of testing intended to assess the level of students' knowledge, ability, and/or skills, of the subject matter and occurs at the end of the course of study. Although examinations include, but are not limited to in-person, online, take-home, practical, and laboratory examinations, we limit the definition to mean written, in-person or online examinations.
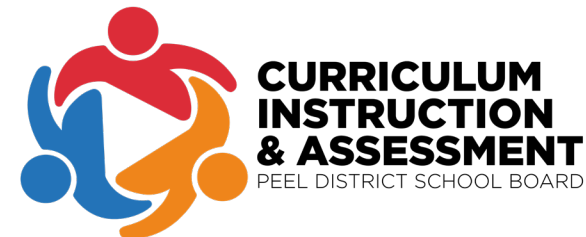
Next Steps

- Continue our chosen path related to final evaluations

- Continue to listen to our students and monitor their success

- Continue to prepare students for current and future academic and mental health success

- Continue to promote alternative evaluations to formal, final written examinations that allow students to demonstrate what they know and can do, that aligns with their teaching and learning experiences throughout the course

- Continue to provide opportunities for students to practice test taking and exam writing skills, so they are equipped to successfully complete their current courses of study and allow them to be prepared for all future pathway assessments and evaluations

Next Steps Cont'd

- Continue to provide support for teachers around improving their assessment and evaluation practices

- Continue providing professional learning opportunities and resources for educators

- We will monitor both credit accumulation and qualitative indicators of success to determine the short-term and medium-term impacts of our actions.

- The Assessment and Evaluation Committee will continue to build on the work of the Secondary Assessment Leadership Team to inform our collective next steps.

- We will also reach out to post-secondary institutions to engage in conversations about assessment and determine if our current direction is in alignment with their current and future assessment practices.

- Use the upcoming Spring 2023 student census as another key metric to inform our efforts.

peel District School Board

MEMO

Date: May 8, 2023

To: Governance and Policy Committee

Copy: Board of Trustees

From: LaShawn Murray, Policy Analyst, Legal and Governance Services
Kathryn Lockyer, General Counsel and Governance Officer, Legal and Governance Services

Re: **Turnitin and software that detects AI-generated Content**

At the April 12, 2023, Governance and Policy Committee Meeting, Trustees inquired about:

- the use of Turnitin within the Peel District School Board (PDSB) and whether the board had upgraded its Turnitin package to include AI detection; and
- the availability of software within the PDSB that can detect AI-generated content.

The Peel District School Board currently has licences for two Turnitin products: *Originality Check Plus*, and *Feedback Studio*. *Originality Check Plus* checks for text similarity and grammar and has been purchased for all PDSB secondary schools. *Feedback Studio* is a Turnitin upgrade that recently added AI writing detection. This upgrade has been independently purchased by PDSB secondary schools offering International Baccalaureate (IB) programs. Currently, Turnitin is promoting the AI writing detection feature through both packages for the first several months of its release. Following this promotional period, AI writing detection will only be offered through *Feedback Studio*. Aside from the use of Turnitin within these contexts, there is no board approved or endorsed software that can detect AI-generated content. Further, decisions on the use of software at the classroom-level are within an educator's professional judgement and are made in accordance with Board policies, procedures, and related legislation.