

Physical Planning, Finance and Building Committee Meeting

AGENDA

Wednesday, May 3, 2023

OPEN SESSION

Hybrid Meeting, 5:30 p.m.

Committee Members:

Stan Cameron (Chair)
Satpaul Singh Johal (Vice-Chair)
Karla Bailey
Will Davies
Brad MacDonald
Jill Promoli

David Green, Ex-officio
LeeAnn Cole, Ex-officio

OPEN SESSION

- 1. Call to Order – 5:00 p.m.**
- 2. Motion to Convene into Closed Session**
- 3. Rise and Report from Closed Session**
- 4. Acknowledgement of Traditional Lands – 5:30 p.m.**
- 5. Approval of Agenda**
- 6. Declarations of Conflict of Interest**
- 7. Approval of Minutes**
 - 7.1. STOPR – Student Transportation of Peel Region Minutes – January 27, 2023
 - 7.2. Physical Planning, Finance and Building Committee Meeting – April 4, 2023
- 8. Delegations**
- 9. Staff Reports**
 - 9.1. Status Update: Vision Cooksville (For information) – *presentation by Suzanne Blakeman*
 - 9.2. Naming of the Centre for African, Afro-Caribbean and Black Student Success (For information) – *presentation by Camille Logan and Yonnette Dey*
 - 9.3. Procurement Activity Report (For information) – *presentation by Wendy Dobson*

9.4. Vandalism Activity Report (For information) – *presentation by Wendy Dobson*

10. Communications

Trustee Motions for Consideration

11. Trustee Notices of Motion

12. Adjournment

MINUTES

GOVERNANCE COMMITTEE MEETING

Friday, January 27th, 2023 - 10:00 a.m.

via TEAMS

Attendees: Thomas Thomas, Trustee (Chair) – DPCDSB
Daniel Del Bianco, Associate Director, Corporate Services – DPCDSB
Jaspal Gill, Associate Director, Operations & Equity of Access Support Services – PDSB
Wendy Dobson, Controller of Corporate Support Services (Acting)
Mathew Thomas, Superintendent of Planning & Operations - DPCDSB
Roy Wierenga, Manager – Student Transportation of Peel Region
Anna Gentile, Manager – Student Transportation of Peel Region
Rekha Yogathasan – Student Transportation of Peel Region

Regrets: Marianne Mazzorato, Director of Education – DPCDSB
Rashmi Swarup, Director of Education – PDSB
David Green, Trustee – PDSB
Darryl D’Souza, Trustee– DPCDSB

Recorder: Mathilda Mascarenhas - PDSB

1 Call to Order

The meeting of the Governance Committee of the Student Transportation of Peel Region (STOPR) was called to order at 10:01 a.m.

Approval of Agenda

Moved by Daniel Del Bianco
Seconded by Wendy Dobson

THAT THE AGENDA BE APPROVED.

..... carried

2 Approval of Minutes

Moved by Mathew Thomas
Seconded by Wendy Dobson

THAT THE MINUTES OF THE STOPR GOVERNANCE COMMITTEE – November 28, 2022, BE APPROVED.

..... carried

3 Business Arising from the Minutes

Nil

4 New Business

4a STOPR Operational Update – Report *presented by Roy Wierenga*

The purpose of this report is to provide an operational update related to service delivery by STOPR consortium.

Driver Status Update:

- STOPR, (through Anna Gentile and her staff) continues to monitor bus operators through monthly reporting to ensure there is an adequate number of drivers and spare drivers to operate our routes.
- Driver retention is still a concern. STOPR is ensuring bus operators continue to recruit, train, and hire new drivers.
- STOPR is in a much better position than many other Consortia across the Province that continue to have driver shortages and are forced to cancel routes due to driver shortages. The good news is, so far, STOPR has not had to cancel any routes due to driver shortages.

Safety/First Time Rider Program:

- STOPR has recently updated the First Time Rider Safety Parent Booklet. This booklet is especially designed for parents and students who are new to school busing (especially children in kindergarten who will be riding a school bus for the first-time in September) and is available on the website.
- STOPR has also confirmed the date for next year's in-person First Time Rider Safety Program – Saturday, August 26, 2023. A 'Save the Date' announcement is being sent out to all elementary schools so that they are aware of this program for their new kindergarten students.
- Refer to Appendix A – 'Save the Date' and 'First Time Rider Safety Booklet'. The Safety Booklet has primary protocol tips on waiting at the bus stop, riding the bus, riding on the school bus - bus route numbers, and our key message 'Stay on the Bus, Kids are Safe on the Bus'. It is important for the parents to understand that their children are safe on the bus.
- STOPR will be working with both Boards communications department to promote this important safety program this spring and summer. We saw a successful in-person training turn-out last year. We are hoping, once again, to get the news out through press releases and build momentum on this positive program.

Safety/Online Safety Training:

- STOPR is pleased to advise that as of January our new online safety sessions, funded by the Ministry of Education and specially designed for primary aged students (JK – Grade 3) and Junior/Intermediate students (Grades 4 – 8), have been delivered to over 230 elementary schools. These online sessions will continue to be scheduled until the end of school year to cover all elementary schools and their students.
- If we go back to in-person training the next school year, the lovable Buster the Bus will go out and train at schools.
- Refer to Appendix B – 'Safety Brochure' sent out to all schools.

Safety/Inclement Weather:

- When transportation is cancelled due to inclement weather, STOPR will cancel by 'weather zone' (Zone #1, Zone #2, Zone #3). This is our second year with the new weather zones and a much more timely, clear, and concise way to cancel busing. Previously buses were cancelled by municipality with a list of exceptions.
- It is important that all families understand what weather zone their school is located within and what weather zone their home address is located within. STOPR continues to remind parents during the winter months to check the website and review the winter newsletter which provide detailed weather zone descriptions, a weather zone map and a list of schools and assigned weather zones.
- Refer to Appendix C – sample of STOPR's winter newsletter.

Comments from Committee members and STOPR staff (Roy Wierenga)

- What is the communication strategy with both Boards for the First-Time Rider program to be pushed out on a regular basis so it is front and center on parents minds.
 - The first step is to get the 'First-Time Rider 'Save the Date' & Safety booklet in the hands of all our schools so they can inform parents as they come in.
 - Working with the communications department at both Boards, press releases will be scheduled for the spring and summer. STOPR will tweet messages out on a monthly basis and encourage parents to check our website and follow us on twitter for more information on this important student safety program.
- We assume riders are first time riders, have we also considered students who ride the bus on field trips. The promotional material needs to encompass students starting JK as well as students riding the bus for the first time.
 - It is important that every child gets the online training and it is for this reason that the training, designed for primary aged students (JK – Grade 3) and Junior/Intermediate students (Grades 4 – 8), will be given to all students in the school. We will also be getting regular reports on the # of students who received this training.
- When training does occur for first time riders, could we take the opportunity do a little extra promotion to encourage parents to subscribe / follow STOPR on Twitter and educate them to follow us for inclement weather and sign up for delays and cancellations.
 - Good point. This message is included in our First Time Rider Safety Booklet that we hand out to all new parents and we will ask the trainers to announce this on the day of the First Time Rider safety training to remind parents/guardians to follow us on our website and Twitter.

Moved by Daniel del Bianco

Seconded by Jaspal Gill

THAT THE REPORT, *STOPR OPERATIONAL UPDATE*, BE RECEIVED.

..... carried

4b YTD Budget vs Actual Report – Appendix A

STOPR provides home to school transportation for the PDSB and the DPCDSB. The transportation costs are shared between both boards, with the largest expense being the Bus Contract expenses paid to Bus Operators for home to school transportation.

Notes:

- The YTD Budget to Actual report (Appendix A) is prepared and maintained by STOPR's Financial Officer (Rekha Yogathasan) and track's STOPR's total expenditure by budget line monthly.
- This report allows STOPR staff to monitor actual monthly expenditures and analyze any favorable or unfavorable variances to budget.
- The report also provides the ability to forecast future expenditures and anticipate STOPR's financial position at year end.
- This report is being brought forward to Governance Committee as a standing item for informational purposes only so you can see where STOPR stands financially.
- The overall budget report in Appendix A is done up to the end of December, showing the percentage spent by month. The majority of STOPR's expenses come in over a 10 month period, Sept to June so when we are looking at expenses up to December, we should watch out for any line that is over 40% spent. For example, overtime/temp staff is currently at 53% however this is a onetime expense associated with September startup, so we are ok.

The YTD Budget to Actual Report will be updated and brought forward to the Governance Committee as a standing item for informational purposes and shows STOPR's financial stability at any point in the year.

Moved by Mathew Thomas
Seconded by Wendy Dobson

THAT THE REPORT, *YTD BUDGET VS ACTUAL*, BE RECEIVED.

..... carried

5 Additional Business

Nil

6 Adjournment

A motion to adjourn the meeting was made by Wendy Dobson at 10:19 a.m.

..... carried

The next STOPR Governance Committee Meeting is scheduled for Friday, February ---- 2023, at 10:00 a.m. – *location TBD.*

Thomas Thomas
Chair, Governance Committee
Student Transportation of Peel Region, STOPR

Mathilda Mascarenhas
Recorder

APPROVED

PEEL DISTRICT SCHOOL BOARD

Minutes of a meeting of the Physical Planning, Finance and Building Committee of the Peel District School Board. The hybrid meeting was held in the Brampton Room, the H. J. A. Brown Education Centre, 5650 Hurontario Street, Mississauga, Ontario on Tuesday, April 4, 2023, at 17:00 hours.

Members present:

Stan Cameron, Chair
Satpaul Singh Johal, Vice-Chair
Karla Bailey
Will Davies
Brad MacDonald (electronic)
Jill Promoli

Also present:

Susan Benjamin

Administration:

Jaspal Gill, Associate Director, Operations and Equity of Access (Executive Member)
Tania Alatishe-Charles, Controller, Finance Support Services
Wendy Dobson, Acting Controller, Corporate Support Services
Kathryn Lockyer, General Counsel and Governance Officer
Thomas Tsung, Controller, Facilities and Environmental Support Services
Sabrina Valteau, Governance Coordinator

Lorelei Fernandes, Board Reporter

1. Call to Order

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

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

PB-14 moved by Will Davies
seconded by Brad MacDonald

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

The meeting recessed at 17:15 hours and reconvened into Open Session at 17:30 hours.

3. Rise and Report from Closed Session

PB-15 moved by Karla Bailey
seconded by Jill Promoli

Resolved, that the report of the Closed Session re Tender Activity Report for the period January 1, 2023, to February 1, 2023, be received.

..... carried

4. Acknowledgement of Traditional Lands

The video on the Acknowledgement of Traditional Lands was viewed.

5. Approval of Agenda

Item 9.5, School Bus Tracking App, was added to the agenda.

PB-16 moved by Satpaul Singh Johal
seconded by Will Davies

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

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

6. Conflict of Interest

There were no declarations of conflict of interest.

7. Minutes of Student Transportation of Peel Region – Governance Committee Meeting, November 28, 2022

PB-17 moved by Brad MacDonald
seconded by Karla Bailey

Resolved, that the Minutes of the Student Transportation of Peel Region – Governance Committee Meeting, held November 28, 2022, be received.

..... carried

8. Minutes of the Physical Planning, Finance and Building Committee Meeting, February 1, 2023

PB-18 moved by Will Davies
seconded by Jill Promoli

Resolved, that the Minutes of the Physical Planning, Finance and Building Committee Meeting, held February 1, 2023, be approved.

..... carried

9. Permit Fees - Update

Wendy Dobson, Acting Controller, Corporate Support Services, advised that schools offer communities the use of space outside regular school hours to conduct programs, community events and activities. She referred to Policy 42, Community Use of Facilities, which requires that rental rates and permit fees be reviewed and amended to reflect school operational costs for community use. The last analysis and adjustment of permit fees was completed in 2012 and since then operating costs have increased significantly. Wendy Dobson stated that starting September 2023 Peel DSB will amend the rates to align with the coterminous board as a necessary adjustment given the current fiscal realities. This information will be communicated to all community users at the end of April 2023. Wendy Dobson added that permit fees continue to be structured to encourage community-based activities in schools to support non-profit groups.

Questions of clarification from trustees were responded to regarding consideration for non-profit organizations and seniors' groups. It was explained that the rates are being amended to recover rental costs as board funds have reduced due to enrolment decline since Covid began, and that if the Board continues to subsidize community programs, available funds for classroom resources will be affected. Furthermore, it was noted that there has been no increase in fees for the past 11 years. Responses to further questions included: that based on the Board's current permit fees, costs for community use are being subsidized; there has been no increase in Ministry funding to support rising costs; even with the proposed new rates the school board's permit fees will be significantly lower than those charged by Peel municipalities; communication on resumption of facilities' use will be sent to community users; enrolment projections and reasons for loss of pupils in Peel; decline in enrolment is being experienced by all school boards in Greater Toronto Area.

PB-19 moved by Jill Promoli
seconded by Satpaul Singh Johal

Resolved, that the update report re Permit Fees, be received.

..... carried

10. Application Status Update

Zack Tessaro, Planner, Development, stated that the information report includes a list of development applications for January-February 2023 with location map and letters to the respective municipalities. He advised that the anticipated number of students that will be generated was either included in the previous projections and sufficient school accommodation is in place or will be provided by new schools approved in the Board's Annual Planning Document. Responding to a trustee's question about how a school's capacity is calculated, Associate Director Gill advised that classroom capacity is based on Ministry Rated Capacity (MRC) set by Ministry guidelines. Chair Cameron commented that portables are added where the number of students exceeds the classroom capacity, and the number of portables is determined by the municipality. On a question by a trustee, Zack Tessaro clarified that the letters to the municipalities are first submissions and can be updated later. A suggestion was made to consider families living in basements to ensure sufficient accommodation and increase safety of students at bus stops.

10. Application Status Update (Continued)

A member commented that as a practice, trustees do not attend public meetings regarding re-zoning, and the re-zoning process includes receipt of information from the City followed by an Accommodation Review by Planning staff.

PB-20 moved by Karla Bailey
seconded by Jill Promoli

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

..... carried

11. Tender Activity Report

PB-21 moved by Satpaul Singh Johal
seconded by Jill Promoli

Resolved, that the Tender Activity Report for the period January 1, 2023 to February 28, 2023, be received.

..... carried

12. Vandalism Activity Report

Controller Wendy Dobson presented the reports for November and December 2022 and highlighted the differences showing significant reduction in costs in December due to closure of schools in the winter break. Wendy Dobson responded to questions of clarification on thefts, illegal dumping, miscellaneous damage and third-party damage.

PB-22 moved by Karla Bailey
seconded by Jill Promoli

Resolved that, the Vandalism Activity Report for April 2022, be received.

..... carried

13. School Bus Tracking App

Roy Wierenga, General Manager of Student Transportation of Peel Region (STOPR) presented information on Chipmunk, a bus tracking app which allows tracking of a school bus location using GPS technology in real time and is available on all Apple and Android platforms. Navigating the screens, he demonstrated how the app works and how the technology provides information to the public, including Estimated time of Arrival (ETA). The app will be released for use in the week of April 17, 2023 and will be tested over May and June by Peel DSB and Dufferin-Peel DSB. Wendy Dobson stated that information on the first Peel schools that will test implementation of the app will be communicated to school administration, senior administration, and trustees.

13. School Bus Tracking App (Continued)

Questions of clarification responded to included that, security of students from non-custodial parents will be safeguarded by limited access to the app and the STOPR bus planner database.

PB-23 moved by Will Davies
seconded by Satpaul Singh Johal

Resolved that, the oral report re School Bus Tracking App, be received.

..... carried

14. Response to Delegation by Laura Bowman regarding Air Quality in Schools

PB-24 moved by Jill Promoli
seconded by Karla Bailey

Resolved that, the Response to Delegation by Laura Bowman regarding Air Quality in Schools, be received.

..... carried

15. Adjournment

PB-25 moved by Satpaul Singh Johal
seconded by Karla Bailey

Resolved, that the meeting adjourn (18:45 hours).

..... carried

..... Chair

9.1

Physical Planning, Finance & Building Committee Meeting – May 3, 2023

Status Update: Vision Cooksville

Strategic Alignment:

Fiscal Responsibility and Reporting

Report Type:

For Information

Prepared by: Suzanne Blakeman, Manager – Planning & Enrolment

Submitted by: Jaspal Gill, Associate Director – Operations & Equity of Access

Overview

Recommendation:

It is recommended that this report be received.

Highlights:

A study commissioned by the Peel District School Board (PDSB) and the City of Mississauga (the City) determined that a proposed joint-use community hub including a new secondary school and recreation facility would be feasible.

Background:

On May 7, 2018, the Physical Planning & Building Committee received a report about a Joint Study between the PDSB and the City to determine recreation, park, library, and educational space needs for the Cooksville community and to develop options including a funding strategy and partnership model that responds to community needs.

CS&P Architects was selected by the Board and the City to complete the study.

Evidence

Findings/Key Considerations:

The study determined that a joint site comprised of T.L. Kennedy S.S. (16.6 acres) and Sgt. David Yakichuk Park (3.86 acres) was appropriate in size (20.46 acres total) and characteristics to accommodate a community hub including a new 1,500 (approx.) pupil place secondary school and recreation facility.

The location is well-located for access by current and future students and residents.

It is expected that the co-location and shared-use of the community centre, parkland, library and secondary school on a single site will be more efficient, cost-effective and beneficial to all parties. The amenities identified for shared-use are the library, one double gym, track and field, and grade-level parking structure (located under the raised track and field). These proposed shared spaces result in a reduction of gross floor area of approximately 11% compared to two separate buildings, translating into potential capital cost savings. This compact building footprint will also result in maximizing the parkland and open space on the site, and in lowering long-term operating costs.

The existing school would remain operational during construction of the community hub.

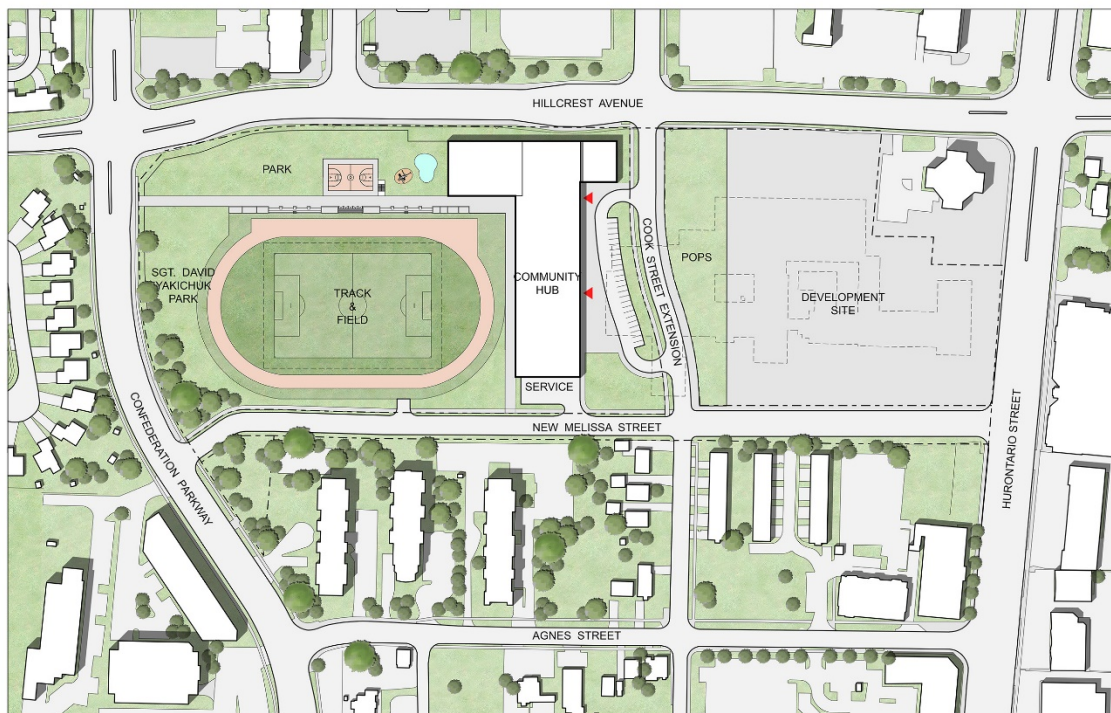
PDSB would fund the construction of a new secondary school with the proceeds of disposition resulting from the sale of a 5.8-acre development parcel, yet to be severed, fronting along Hurontario Street. PDSB would continue to own the land for the joint-use building. The City would continue to own the land designated as parkland.

Board and Ministry approval would be required.

The following image shows the T.L. Kennedy S.S. and Sgt. Dave Yakichuk Park sites as they are presently.



The following image shows the proposed concept plan for the joint-use site.



Next Steps

Action Required:

- Confirmation required that the business plan is still viable. Although land values in Mississauga have stabilized somewhat, the cost of construction has increased significantly.
- Approval from the Board and the Ministry of Education to fund this project through the proceeds of disposition from the sale of the proposed development parcel will need to be sought and received.

Communications:

No further communication is required at this time.

9.2

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

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

Strategic Alignment:

Ministry Directive 14

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

Report Type:

Recommendation

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

Overview

Recommendation:

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

Highlights:

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

Background:

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

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

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

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

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

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

Evidence

Findings/Key Considerations:

Naming of a Special Function Area Process

Initial conceptualizations of the name

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

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

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

Honouring the legacy of Kola Iluyomade

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

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

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

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

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

Community consultations

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

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

Preferred name

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

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

Shortlisted names for consideration

The Steering Committee also proposes the following names for consideration:

- Centre of Black Excellence
- Centre for Black Student Success

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

Update on the Mission, Vision, and Mandates

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

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

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

Impact Analysis

Equity & Human Rights Review:

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

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

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

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

The naming of the Centre should reflect this commitment.

Board or Ministry Policy Alignment:

Ministry Directive 14 – Equity Action Plan

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

Resource/Financial Implications:

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

Community Impact:

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

References:

Bio for Kola Iluyomade:

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

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

Next Steps

Action Required:

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

Appendices

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

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

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

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

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

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

OVERVIEW OF THE PHASE ONE CONSULTATION PROCESS

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

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

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

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

FINDINGS FROM ALL CONSULTATIONS

The Centre as a safe space and a site of belonging

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

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

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

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

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

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

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

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

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

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

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

Envisioning the Centre as a physical space

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

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

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

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

IMPLICATIONS FOR CURRICULUM AND PROGRAMMING

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

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

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

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

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

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

Curriculum

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

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

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

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

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

Mental Health and Wellness

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

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

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

Parent and Family Engagement

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

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

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

Community Partnerships

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

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

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

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

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

Mission

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

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

Vision

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

Mandates

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

Alignment with the Black Student Success Strategy

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

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

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

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

Focus Area 4: Continue engagement with the Black Community

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

Focus Area 5: Inspire and support Black Student Success

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

Focus Area 6: Hire and support more Black staff

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

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

Physical Planning, Finance and Building Committee – May 3, 2023

Procurement Activity Report

Strategic Alignment:

This report is aligned with the Board's strategic plan goal of building safe, positive, and healthy climates for learning and working to nurture student and staff well-being.

Report Type:

For Information

Prepared by: Lisa Li-Shack, Manager, Purchasing
Wendy Dobson, Controller (Acting), Corporate Support Services

Submitted by: Jaspal Gill, Associate Director, Operations and Equity of Access

Overview

Recommendation:

It is recommended that this report be received.

Highlights:

- Awarded contracts for roofing services as required.
- Awarded contracts for irrigation installation and repairs as required.
- Awarded contracts for boiler replacement at Forest Glen PS, Harold M Brathwaite SS, Roberta Bondar, Stanley Mills and Whitehorn PS.
- Awarded contract for supply and installation of color high speed digital printing equipment for central printing department.

Background:

The purpose of this report is to provide an update on tender activity for goods and services at the Board.

Evidence

Findings/Key Considerations:

All contracts are awarded in accordance with the Board Purchasing Policy (Policy #80) and the Board Procurement Regulations (CSS 5).

Next Steps

Action Required:

No action is required.

Communications:

All reported tender results have been posted on the Board public procurement portal. This report is for Board information.

Appendices

Appendix 1 – Procurement Activity Report March 1 – March 31, 2023

PURCHASING DEPARTMENT - PROCUREMENT ACTIVITY REPORT FOR THE PERIOD: March 1 - March 31, 2023

Bid Number	Goods or Service	# of Document Takers	Bidders	Successful Bidder(s)	Contract Award Date	Contract Term End Date (# of optional extensions)
RFQMA22-4806	CAD Drafting Services as required	8	2299301 ONTARIO CORP.	2299301 ONTARIO CORP.	31-Mar-2023	15-Nov-2023
			Automation Project Solutions			4 one-year extensions
MA22-4833	Roofing Services as required	34	Triumph Roofing & Sheet Metal Inc.	Triumph Roofing & Sheet Metal Inc.	17-Mar-2023	31-Dec-2023
			Top-Line Roofing & Sheet Metal Inc.	Top-Line Roofing & Sheet Metal Inc.	17-Mar-2023	2 two-year extensions
			Sproule Speciality Roofing	Sproule Speciality Roofing	17-Mar-2023	
			Trio Roofing System Inc.	Trio Roofing System Inc.	17-Mar-2023	
			Atlas-Apex Roofing Inc.			
			Provincial Roofing			
			Eileen Roofing Inc			
			Nortex Roofing Ltd.			
			Cordeiro Roofing Ltd.			
			E-D Roofing Limited			
			Dufferin Roofing Ltd.			
			Flynn Canada Ltd.			
			GRRC Roofing			
			Proteck Roofing and Sheet Metal Inc.			
Z22-4856	Irrigation Installation and Repairs As Required	11	Angus Inground Sprinkler Company Inc	Angus Inground Sprinkler Company Inc	17-Mar-2023	31-Dec-2023
			D J Rain	D J Rain	17-Mar-2023	2 two-year extensions
			Raintree Irrigation and Outdoor Systemss			
			EnviroTurf Landscape Irrigation Inc.			
N23-4863	Installation of LCD Projectors on an as required basis for PDSB locations	10	Ramcom Communications Inc.	Ramcom Communications Inc.	8-Mar-2023	14-Feb-2024
						3 one-year extension
Z23-4864	Boiler Replacement at Forest Glen PS, Harold M Brathwaite SS, Roberta Bondar, Stanley Mills and Whitehorn PS	42	Firenza Plumbing & Heating Ltd.	Firenza Plumbing & Heating Ltd.	29-Mar-2023	31-Aug-2023
			Mechlines Contractors Ltd.	Mechlines Contractors Ltd.	29-Mar-2023	31-Aug-2023
			CANADIAN TECH AIR SYSTEMS INC.			
			JTS Mechanical Systems Inc/			
			Vics Group Inc.			
			LCD Mechanical			
			Vanguard Mechanical Inc.			
			Superior Boiler Works and Welding Limited			
			Rainbow Mechanical Services Ltd			
			MEKCON LTD			
			Active Mechanical Services			
			Chamberlain			
N22-4853	Communication Cabling - Day to Day Cabling Work MAC's (Moves, Adds and Changes)	18	TBD Telecom By Design Inc.	TBD Telecom By Design Inc.	30-Mar-2023	22-Mar-2025
			CONNEX Telecommunications Inc			1 one-year extension
			VDSec communications Inc			
			Ramcom Communications Inc.			
			Network Telecom			
MA23-4877	Physical Education Equipment Inspection as required	9	W.G. Osborne Inc.	W.G. Osborne Inc.	21-Mar-2023	31-Dec-2023
			Stay Safe Contracting Ltd			2 two-year extensions
			PARCS Ltd.			
			Paris Crane Inspection			
NCPR23-2235	Community Partnership with Peel schools to support Learning Recovery Tutoring Program	n/a	n/a	One Voice One Team	21-Mar-2023	31-Mar-2023
NCPD23-2244	3-year Maintenance Renewal for Vista HRMS Software	n/a	n/a	PDS Canada	27-Mar-2023	31-May-2026
COOPN23-4875	Supply and Installation of Colour High Speed Digital Printing Equipment Central Duplicating (OECM-2019-289-02)	6	Ricoh Canada Inc.	Ricoh Canada Inc.	3-Mar-2023	30-Apr-2026
			Canon Canada Inc.			2 one-year extensions
			Xerox Canada Ltd.			

Physical Planning, Finance and Building Committee – May 3, 2023

Vandalism Activity Report

Strategic Alignment:

This report is aligned with the board's strategic plan goal of building safe, positive, and healthy climates for learning and working to nurture student and staff well-being.

Report Type:

For Information

Prepared by: Enzo Addesa, Manager, Security and Risk Management
Wendy Dobson, Controller (Acting), Corporate Support Services

Submitted by: Jaspal Gill, Associate Director, Operations and Equity of Access

Overview

Recommendation:

The purpose of this report is to provide an update on vandalism activity at school and non-school sites.

Highlights:

N/A

Background:

This after-hours vandalism related information has been provided to us by PDSB custodial staff, Facilities Managers, and Gemstar Security while responding to after-hours alarms and patrols.

Evidence

Findings/Key Considerations:

N/A

Next Steps

Action Required:

Proactive patrols will continue at these locations where vandalism and damage to Board property have been identified to deter further after-hours activity.

Communications:

On-going communication to Facilities Managers and Head Custodians/Building Lead Hands to report and follow up on incidents of vandalism so that Security & Risk Management can continue to manage vandalism incidents at the 274 Board sites.

Appendices

Appendix 1: Monthly report of vandalism activity for January and February, 2023

	Building Name	Occurred	Category	Type	Cost
1	Brian W. Fleming PS	01 January 2023	Vandalism	Miscellaneous Board Property Damage	\$1,627.75
2	Camilla Road Sr. PS	02 January 2023	Vandalism	Broken Windows	N/A
3	Glendale PS 529 (8)	04 January 2023	Theft	Property	N/A
4	Sir Winston Churchill PS	06 January 2023	Vandalism	Broken Windows	\$1,692.51
5	Allan A. Martin Sr. PS	09 January 2023	Vandalism	Graffiti	\$223.00
6	Shelter Bay PS	09 January 2023	Suspicious Activity	Drug\Alcohol Activity	N/A
7	Aloma Crescent PS	09 January 2023	Theft	Property	\$3,510.00
8	Chinguacousy SS	10 January 2023	Vandalism	Miscellaneous Board Property Damage	\$771.28
9	Allan A. Martin Sr. PS	14 January 2023	Vandalism	Graffiti	\$223.00
10	Allan A. Martin Sr. PS	25 January 2023	Vandalism	Graffiti	\$223.00
					TOTAL \$8,270.54
<p>All costs are estimated unless otherwise stated, invoices not received.</p> <p>Any graffiti under \$100 not reported. Any broken windows under \$200 not reported.</p>					

Break & Enter/Vandalism Report - February 2023 (Reported to Security/Risk Management Dept. by Facilities Manager or Custodian)

	Building Name	Occurred	Category	Type	Cost
1	Clarkson SS	07 February 2023	Theft	Property	N/A
2	Allan A. Martin Sr. PS	14 February 2023	Vandalism	Graffiti	\$223.00
3	Hilldale PS	19 February 2023	Break & Enter	School	\$1,164.75
4	Kingswood Drive PS	22 February 2023	Theft	Property	N/A
5	Chinguacousy SS	26 February 2023	Vandalism	Graffiti	\$223.00
6	Dolphin Sr. PS	27 February 2023	Vandalism	Miscellaneous 3rd Party Property Damage	N/A
TOTAL					\$1,610.75
All costs are estimated unless otherwise stated, invoices not received.					
Any graffiti under \$100 not reported. Any broken windows under \$200 not reported.					