

**Governance and Policy Committee Meeting**

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**AGENDA**

**Wednesday, June 7, 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)

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**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, May 17, 2023

**6. Delegations**

**7. Staff Reports**

- 7.1. Notice of Referral from March 8, 2023, Curriculum, Equity and Student Well-Being Committee (Secondary Final Evaluations) **(Deferred from the May 17, 2023 Governance and Policy Committee)**
- 7.2. Guidelines on the Hiring of Supervisory Officers and Administrators (For information) – *presentation by Paul da Silva*
- 7.3. Occupational Health and Safety Policy 2023 – *presentation by Kathleen Wilson*
- 7.4. Expungement of Suspension and Expulsion Records for Students Kindergarten to Grade 3 – *presentation by Michelle Stubbings*
- 7.5. Full Implementation Shift to D2L Brightspace as Single Learning Management System (LMS) for PDSB (For information) – *presentation by Antoine Haroun and Bernadette Smith*

- 7.6. Legal Matters Authority – Policy – *presentation by Kathryn Lockyer*
- 7.7. Trustee Staff Relations Policy (For information) – *presentation by Kathryn Lockyer*

## **8. Communications**

- 8.1 Memo regarding Number of Red Dot and Open Red Dot Days of Significance
- 8.2 Memo regarding Administration of the Student Census

## **9. Trustee Motions for Consideration**

## **10. Trustee Notices of Motion**

- 10.1 Notice of Motion from Trustee Karla Bailey regarding Student Transportation

## **11. Adjournment**

## PEEL DISTRICT SCHOOL BOARD

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

Members present:

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

Also present:

Will Davies  
Jill Promoli

Member absent (apologies received):

Jeffrey Clark

Administration:

Kathryn Lockyer, General Counsel and Governance Officer (Executive Member)  
Donna Ford, Superintendent of Education  
Lisa Hart, Superintendent of Equity, Indigenous Education, School Engagement and  
Community Relations  
Camille Logan, Associate Director, School Improvement and Equity, Curriculum and  
Instruction, Student and Community Engagement  
Sabrina Valteau, Governance Coordinator

Lorelei 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-30 Moved by Susan Benjamin  
Seconded by Karla Bailey

Resolved, that the agenda be approved.

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**4. Conflict of Interest**

There were no declarations of conflict of interest.

**5. Minutes of the Governance and Policy Committee Meeting, April 12, 2023**

A trustee commented on the importance of capturing the full discussions at the meeting, especially under Naming and Renaming of Schools, for the public reading the minutes. General Counsel and Governance Officer, Kathryn Lockyer clarified that the minutes are a record of action items but do not capture the dialogue and are not a transcript of the proceedings. The meeting recordings are posted on the Board's website for the public to access.

GC-31            Moved by Kathy McDonald  
                      Seconded by Lucas Alves

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

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**6. Identity-Based Data Collection Policy**

Policy Analyst, LaShawn Murray, recalled that the draft Identity-Based Data Collection Policy was presented to the Governance and Policy Committee in April 2023 and is now being presented for recommendation to the Board for approval. Reviewing the report, she highlighted: the purpose of the policy is to establish guiding principles governing collection, analysis, and use of identity-based data to identify gaps, address disproportionalities, monitor PDSB initiatives and assist with practices, policies, interventions, and programs; internal and community consultations on the draft policy have been completed; the Policy applies to all circumstances of collection and use of identity-based data. Revisions to the draft Identity-Based Policy outlined in the report included expanding the scope of the policy to include collection of data of parents/guardians. The collection of data and analysis framework is grounded in anti-racism, anti-oppression, and human rights. LaShawn Murray thanked Board staff and communities for their contributions.

Responses to questions of clarification from trustees included: retention periods for data collected is outlined in the Records Retention Bylaw; parent consent is obtained to collect data for a specific purpose; information is collected under the Municipal Freedom of Information and Protection of Privacy Act (MFIPPA); parents can opt out of requests for personal information; the school census is a legislative requirement and communication was sent home to parents. A response will be brought back from Research and Accountability department as to why requests for census data collection from younger students is sent home and older students' information is collected in the classroom.

**6. Identity-Based Data Collection Policy (Continued)**

GC-32 Moved by Karla Bailey  
Seconded by Lucas Alves

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

That, the Identity-Based Data Collection Policy, attached as Appendix A, be recommended for approval by the Board of Trustees (APPENDIX I, Item 7.1 of the agenda).

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**7. Community Engagement Policy**

Lisa Hart, Superintendent of Equity, Indigenous Education, School Engagement and Community Relations, stated that the Community Engagement Policy provides the framework, values, and principles for engagement with the community, and it supports the work of advancing equity, human rights, and anti-racism across the board. Referring to the Ministry Directives, Lisa Hart described the work of the Outreach Officer and the purposes of community engagement which includes, increasing confidence in Peel DSB's public education system, providing clarity, and understanding of policies and procedures, building relationships and trust, removal of barriers to improve outcomes for students, and ensuring accountability. Referring to the background information in the report regarding effective communications with local communities, a trustee stated that building of trust with community, as proposed in this policy was not carried out in the recent process of naming of schools and special function areas. Kathryn Lockyer explained that the Community Engagement Policy is an overarching policy, providing guidance to other policies and other purposes of engaging with the community. She added that the Naming of Schools Policy had already been approved and will be guided by this policy in future.

Responding to trustees' questions, the administration clarified that all students and stakeholders are included in community engagement and stated that there was follow up on engagements which were cancelled due to inclement weather. Responding to a trustee's concerns, Kathryn Lockyer clarified that: policies, procedures, and guidelines will be developed to remove ambiguity; opportunities will be provided for consultation depending on time and resources available; consultation and reports to the Board will help monitor biases and disproportionate influence; accountability will be seen through reports brought to the Board. A suggestion was made that staff consider using 'vulnerable' instead of 'marginalized' communities in future. A brief discussion ensued on systemic marginalization.

GC-33 Moved by Lucas Alves  
Seconded by Susan Benjamin

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

That, the Community Engagement Policy, attached as Appendix 1, be recommended for approval by the Board of Trustees (APPENDIX II, Item 7.2 of the agenda).

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**8. Months of Recognition/Days of Significance**

Superintendent Lisa Hart presented the report regarding the Months of Recognition and Days of Significance calendar. She noted that some predetermined religious and cultural observances and days of significance have been identified in consultation with faith leaders and community members, with markings for staff to avoid conflict when scheduling board events. Lisa Hart stated that a request may be submitted to add an event for the upcoming year. The calendar is posted on the board’s public website.

Responses to comments and questions from trustees included: that the large number of red dot days make it difficult for staff to schedule board business; some days and months are cultural celebrations and political views should be avoided; when days of significance are celebrated, information and resources are provided to schools a week in advance; the request to disseminate information on social media will be reviewed over summer; Tamil Genocide Remembrance Day will be added to next year’s calendar.

GC-34            Moved by Karla Bailey  
                          Seconded by Lucas Alves

Resolved,

- (i) That, the report re Months of Recognition/Days of Significance be received.
- (ii) That, staff bring back a report to the next meeting, on the number of red dots and open red dots indicating Months of Recognition/Days of Significance in the calendar.

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Superintendent Hart noted that any revisions to the calendar can only be implemented for the 2024-2025 school year, as the Board and Committee Schedule for 2023-2024 will be confirmed at the June 2023 Board meeting.

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**9. Student Trustees Policy - Update**

General Counsel and Governance Officer, Kathryn Lockyer, reviewed the report, providing background information. She stated that the Policy has been amended to include one self-identified indigenous student trustee, thereby bringing the total number of student trustees to three. Responding to a query, Kathryn Lockyer clarified that the ballot process will be outlined in the Operating Procedure.

**9. Student Trustees Policy – Update (Continued)**

GC-35 Moved by David Green  
Seconded by Karla Bailey

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

That, the amended Student Trustees Policy, attached as Appendix A, be recommended for approval by the Board of Trustees (APPENDIX III, Item 7.4 of the agenda).

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**10. Active and Sustainable School Transportation Charter – Referred Motion from Curriculum, Equity and Student Well-Being Committee**

Kathryn Lockyer, General Counsel and Governance Officer, reviewed the process for delegations. She recalled that at the March 2023 Curriculum Equity and Student Well-Being Committee meeting a delegation proposed that Peel DSB adopt the Active and Sustainable School Transportation Charter and a recommendation was made to refer the matter to the Governance and Policy Committee to bring back a report on the feasibility of adopting the Charter.

GC-36 Moved by Kathy McDonald  
Seconded by Susan Benjamin

Resolved, that staff bring back a report to the Governance and Policy Committee on the feasibility of adopting the Active and Sustainable School Transportation Charter. (APPENDIX IV, Item 7.5 of the agenda).

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Discussion on the motion ensued. In response to a question of clarification, the mover of the motion noted that the delegation has requested the Board to adopt the Charter. Highlighting the benefits of an active lifestyle, she commented that staff will review the Charter, consider the implications to respond to the Charter requirements, and provide information on costing, risks, and feasibility of adoption. In regard to whether adopting the Charter is within the purview of the Board, Chair MacDonald explained that staff feedback will indicate whether or not adopting the Charter is within the Board’s mandate of education, can include financial and staffing considerations, and may provide recommendations for trustees to consider. A trustee spoke of the need to consult with school administrators and the community in this matter. Kathryn Lockyer confirmed that a report will be brought to a future meeting.

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GC-36 ..... carried

**11. Secondary Final Evaluations 2022-2023 - Referral from March 8, 2023, Curriculum, Equity and Student Well-Being Committee**

It was generally agreed that this item be deferred to the Governance and Policy Committee meeting scheduled for June 7, 2023.

GC-37            Moved by Lucas Alves  
                          Seconded by Karla Bailey

Resolved, that the report re Secondary Final Evaluations 2022-2023 - Referral from March 8, 2023, Curriculum, Equity and Student Well-Being Committee, be deferred to the June 7, 2023 Governance and Policy Committee meeting.

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**12. Memo re Turnitin and AI Generated Content**

The memo was reviewed. The administration responded to trustees' questions regarding: Turnitin is one of many tools used to check for plagiarism; Feedback Studio has an additional cost and its use is being reviewed in terms of scope and cost; Peel DSB has not yet considered use of Chat GPT;

A trustee inquired about the status of a previous request regarding use of Artificial Intelligence (AI) policy for staff, to be discussed by the Governance and Policy Committee. He clarified that the policy for students will be discussed by the Curriculum, Equity and Student Well-Being Committee.

GC-38            Moved by Lucas Alves  
                          Seconded by Kathy McDonald

Resolved, that the Memo regarding Turnitin and AI Generated Content, be received.

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GC-39            Moved by Lucas Alves  
                          Seconded by Karla Bailey

Resolved, that staff bring back a report on the status of the Policy for staff use of Artificial Intelligence (AI).

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May 17, 2023  
Governance and Policy Committee:lf

**13. Adjournment**

GC-40            Moved by Kathy McDonald  
                      Seconded by Susan Benjamin

Resolved, that the meeting adjourn (19:15 hours).

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..... Chair

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**PEEL DISTRICT SCHOOL BOARD**
**Governance and Policy Committee Meeting**
**June 7, 2023**


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**Notice of Referral**


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**From:** Curriculum, Equity and Student Well-Being Committee

**Meeting Date:** March 8, 2023

**Item: Reports – 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.

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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

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## **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 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.

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## 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

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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

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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.

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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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## References:

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Ontario. Ministry of Education. *The Ontario Curriculum, Grade 9, MTH1W, Mathematics (2021)*, < <https://www.dcp.edu.gov.on.ca/en/curriculum/secondary-mathematics/courses/mth1w/course-intro>>, accessed 29 August 2022

Ontario. Ministry of Education. *Considerations for program planning – Student Well-Being and Mental Health*, < <https://www.dcp.edu.gov.on.ca/en/program-planning/considerations-for-program-planning/student-well-being-and-mental-health>>, accessed 29 August 2022

Wang, K., D'Souza, T., Sarker, S., Jain, A., Ling, M., Sahota, R., Zhang, A., Sandhu, S., & Dhailwal, K. (2021). Hopeful resilience: The impacts of COVID-19 on young Ontarians. Young Ontarians United.

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)

## ***Curriculum, Instruction and Assessment***

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.**

### Exams

#### 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 only.**

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.



*Secondary Final  
Evaluations  
2022-2023*

Presentation

# *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 Evaluation, website)

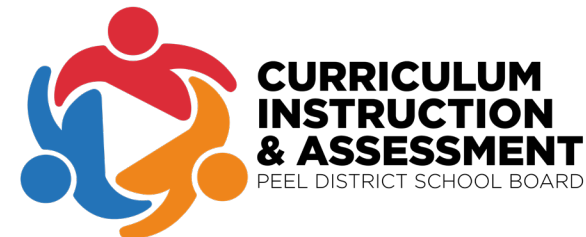
## Final Evaluations

- “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, 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.

thank you!

Governance and Policy Committee Meeting, Wednesday, June 7, 2023

# Guidelines on the Hiring of Supervisory Officers and Administrators

**Strategic Alignment:**

Ministry Review of the Peel District School Board

Ministry Directives and the Four Pillars

Trustee Motion

**Report Type:**

For Information

*Prepared by:* Paul da Silva, Associate Director, School Improvement and Equity

*Submitted by:* Rashmi Swarup, Director of Education

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## **Overview**

### **Objective:**

To provide information on the guidelines for the hiring of administrative and supervisory personnel within the Peel District School Board (PDSB).

### **Highlights:**

- The PDSB currently implements the following processes for the hiring of administrative and supervisory personnel: Permanent Supervisory Officer Selection Process and Principal/Vice Principal Promotion Process
- The selection of Supervisory officers is supported by the Superintendent of Education Equity Leadership Competencies Framework which outlines the leadership actions grounded in principles of equity, anti-racism, anti-oppression, and culturally responsive leadership that are expected of supervisory officers in the PDSB.
- The Equity Leadership Competencies for Principals and Vice Principals is a core component of the administrator promotion process and outlines the school-based leadership competencies that will support in creating and sustaining equitable and inclusive environments for the Peel community.

### **Background:**

The Peel District School Board recognizes that the progress and success of all students within the board is contingent on effective leadership throughout the system to guide and support teaching and learning within PDSB schools. The PDSB aims to cultivate leadership that is equitable and responsive to the diversity of students and families within Peel. For strong equity leadership within the PDSB, “district and school leaders are ethically obliged to promote just standards: to push back against the dominant narrative (Diem & Carpenter, 2013; Singleton, 2012), to uphold the moral tenets of the profession through culturally responsive leadership (Genao, 2016; Khalifa et al., 2016; Rivera-McCutchen & Watson, 2014), and to promote anti-oppressive practices (AOPs; Gooden & Dantley, 2012)” (Ezzani, 2020).

At the April 2023 Board Meeting, the Board of Trustees approved the repeal of Policy 3 – Appointment of Administrative and Supervisory Personnel. It was confirmed that Policy 3 was inconsistent with the expectations and requirements of Policy 87 – Board of Trustees Participation on Hiring, Appointment, and Promotion Panels, and the Ministry Directives, namely Directive 2 which states:

“The members of the Board shall immediately cease to participate on hiring, promotion, and appointment panels, including temporary or acting positions, except for the position of Director of Education. The Board shall establish a policy restricting members of the Board from participating on hiring promotion and appointment panels, for positions, other than the Director of Education.”

Further, the Board of Trustees passed a motion stating that “the administration bring back a report on standards for hiring administrative and supervisory staff, as guidelines.” This report provides information regarding the guidelines for the hiring of administrative and supervisory personnel within the PDSB.

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# Evidence

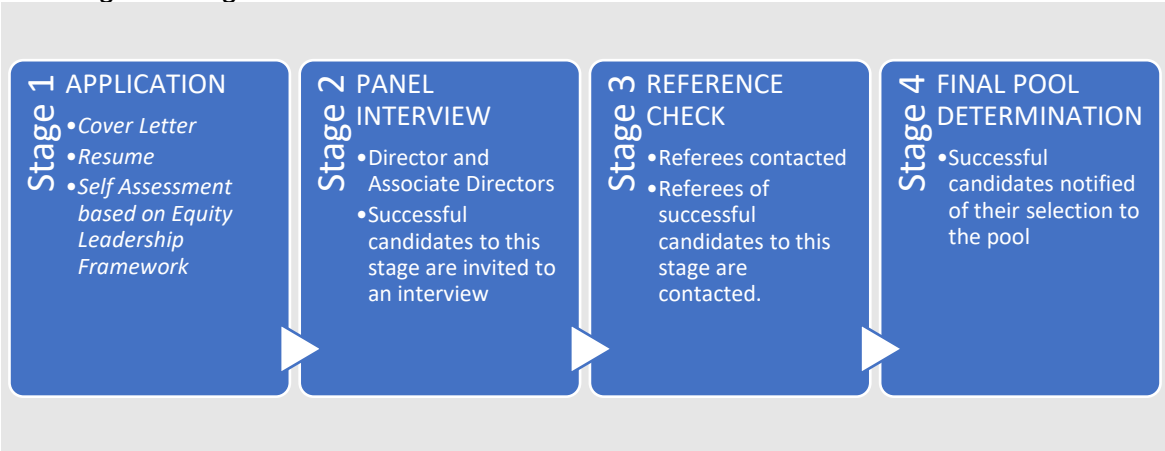
## Findings/Key Considerations:

The hiring processes for administrative and supervisory personnel were redesigned in response to the Ministry Review which called for a new style of leadership within the board. Specifically, “leadership that has, through a rigorous assessment of its own strengths and weaknesses, demonstrated the capacity to face the evidence of systemic inequity and to grasp the complexity of the issues facing those less able to advocate for themselves” (Chadha, Herbert, & Richard, 2020, p. 39). The PDSB currently implements the following processes for the appointment of administrative and supervisory personnel:

1. Permanent Supervisory Officer Selection Process
2. Principal/Vice Principal Promotion Process

### Permanent Supervisory Officer Selection Process

Currently, the Permanent Supervisory Officer Selection Process is administered through the following four stages:



The 2022 Supervisory Officer Position Profile for Internal and External Candidates is attached for information as Appendix A. The selection process is guided by the Superintendent of Education Equity Leadership Competencies Framework (Appendix B). The Framework outlines the leadership commitments and competencies grounded in principles of equity, anti-racism, anti-oppression, and culturally responsive leadership that are expected of supervisory officers in the PDSB. The Framework is organized into the following five leadership domains which are aligned with the Ontario Leadership Framework:

1. **Setting Directions:** PDSB leaders must create conditions for an equitable and inclusive environment for students, staff, families and communities. These conditions are required to establish a vision and clear direction framed in Equity and Anti-oppressive practices.
2. **Securing Accountability:** PDSB leaders use a critical analysis of multiple sources of data to identify disparities in outcomes (e.g. patterns and trends). To support excellence for all, leaders set goals for system/school improvement and professional learning for leaders focused on students who have been traditionally and historically underserved.
3. **Building Relationships and Developing People:** PDSB leaders build capacity through positive relationships with students, staff, families and communities that are responsive and reflect anti-oppressive and anti-racist approaches that results in student improvement, success and well-being.



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4. **Developing the Organization to Support Desired Practice:** PDSB leaders are expected to develop and support practices that will create the conditions for learning required to ensure a fair and equitable school system for all.
  5. **Improving the Instructional Program:** PDSB leaders understand and provide leadership in educational pedagogies that are anti-oppressive, anti-racist, culturally relevant and responsive in the context of teaching and learning serving to decolonize the curriculum. Students must be centred, and see themselves reflected, in the curriculum such that their identities are affirmed within their schooling experience, resulting in improved outcomes.

#### Principal/Vice Principal Promotion Process

The Equity Leadership Competencies for Principals and Vice Principals (Appendix C) is a core component of the Principal/Vice Principal Promotion Process. The Equity Leadership Competencies for Principals and Vice Principals is also based on the Ontario Leadership Framework and is organized into the five domains: *Setting Directions, Securing Accountability, Building Relationships and Developing People, Developing the Organization to Support Desired Practices, and Improving the Instructional Program*. The Competencies identify anti-racist and anti-oppressive actions that reflect the effective transformational leadership expected of Peel administrators to create and sustain equitable learning environments, conditions, and cultures. The Winter 2023 Principal / Vice-Principal Promotion Package for Internal and External Candidates which outlines the promotion process for administrators is attached as Appendix D.

## **Impact Analysis**

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

The PDSB is committed to creating equitable and inclusive learning environments for students that allow them to achieve success, experience a sense of belonging and reach their full potential. It is the expectation of Peel leaders to understand and be responsive to the diversity of the students and communities they serve. Further, Peel leaders are to actively work to disrupt and dismantle all forms of discrimination and oppression that contribute to disproportionate outcomes in achievement, experiences, and belonging. The Equity Leadership Competencies Frameworks for administrators and supervisory officers, outline the school and system level practices respectively, that support in the identification of leaders that can lead this work to ensure equitable and inclusive environments for students, staff, families, and communities, particularly those historically and currently marginalized.

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

Ministry Directives and PDSB Four Pillars Framework  
Board Improvement and Equity Plan (BIEP)  
School Improvement and Equity Plan (SIEP)

### **Legal implications:**

Having clear guidelines and frameworks supports effective selection of supervisory officers and principals/vice-principals and adherence to human rights and employment related legislation

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and professional regulations. Having guidelines and frameworks assists with a considered and equitable selection process.

**Community Impact:**

Peel leaders actively work to disrupt and dismantle all forms of discrimination and oppression including but not limited to anti-Indigenous racism, anti-Black racism, Islamophobia, anti-South Asian racism, anti-Asian racism, antisemitism, ableism and homophobia and transphobia, that contribute to disproportionate outcomes in achievement, experiences, and belonging. Further, it is the expectation of Peel leaders to build and sustain relationships with the Peel community based on mutual respect and trust. The Equity Leadership Competencies ensures that the PDSB has leaders who can act on board commitments to equity, anti-racism, and anti-oppression, uphold human rights, and lead meaningful change for Peel students, staff, parents, and communities.

## **Next Steps**

**Action Required:**

The Permanent Supervisory Officer Selection Process and Principal/Vice Principal Promotion Process will be migrated to operating procedures during the 2023/2024 school year.

**Communications:**

Information on the promotion processes is shared on Peel websites during predetermined application periods and supported by information sessions for interested candidates.

**Success Measures:**

Equitable outcomes in achievement, well-being and belonging for students.

**References:**

Chadha, E., Herbert, S., & Richard, S. (2020). Review of the Peel District School Board. Ontario Ministry of Education. Retrieved from <https://files.ontario.ca/edu-review-peel-dsb-school-board-report-en-2023-01-12.pdf>

Ezzani, M. (2021). A Principal's Approach to Leadership for Social Justice: Advancing Reflective and Anti-Oppressive Practices. *Journal of School Leadership*, 31(3), 227–247. <https://doi.org/10.1177/1052684620908347>

## **Appendices**

Appendix A – 2022 Supervisory Officer Position Profile

Appendix B – Superintendent of Education Equity Leadership Competencies Framework

Appendix C – Peel District School Board Equity Leadership Competencies Fall 2023 Principal and Vice-Principal Promotion Process

Appendix D - Winter 2023 Principal / Vice-Principal Promotion Package for Internal and External Candidates

# Peel District School Board



## 2022 Supervisory Officer Position Profile For Internal and External Candidates

*“Oppressive structures and practices in schools will remain in place unless (a) the status quo is challenged and (b) educators and leaders know how to properly push against oppression.” (p. 7, Khalifa 2018)*

*Muhammad Khalifa, 2018*

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SO Applications for interested candidates will be accepted from September 26 – October 13, 2022.

The deadline for applications is **October 13, 2022 at 6:00 p.m.**

Information Session will be held October 3, 2022 – [Registration Link](#)

## Preface

### **PDSB Permanent Supervisory Officer Selection Process - Director's Letter**

The Peel District School Board (PDSB) has been on a significant journey toward system transformation since March of 2020. Systemic change toward improvement has been the clear focus of school and system leaders during this time specifically designed to ensure that all students, regardless of their social identities and/or circumstances are provided with optimal conditions for learning to reach their full potential.

Guided by the March 2020 [Ministry of Education Review](#) and the corresponding [Directives](#), it is expected that all leaders in the PDSB remain steadfast in their efforts to impart the board's vision towards creating an excellent public education system. The Peel District School Board recognizes that leadership must be responsive to the diversity that exists within our dynamic school communities. As such the PDSB is cultivating leadership that seeks to deeply understand the histories and lived experiences of students and communities, particularly those historically and currently marginalized in education.

As a system we continue to broaden our intersectional focus on our work to disrupt anti-Black and anti-Indigenous racism, including the multiple forms of oppression resulting in disproportionate outcomes. As we enter our third year of work pertaining to the Directives, the PDSB continues to move beyond traditional concepts of leadership to those grounded in the principles of human rights and equity that include anti-racist and anti-oppressive practice with the aim of creating a transformative education system.

With this in mind, we are looking forward to welcoming individuals with the leadership competencies, skills, experience, commitment and dedication to:

- Establish goals for system/school improvement and professional learning for leaders that are focused on students who have been traditionally and historically underserved;
- Provide leadership in educational pedagogies that is anti-oppressive, anti-racist, culturally relevant and responsive in the context of teaching and learning that will serve to decolonize the curriculum.
- Apply a critical analysis of multiple sources of data to identify disparities in student outcomes and to engage authentic school improvement processes.
- Focus on student achievement and well-being by bringing an innovative and growth mindset to prepare all students to be skilled and confident global citizens.
- Build and nurture respectful, collaborative and solutions-focused relationships with students, staff, families and communities that are responsive and reflect anti-racist approaches that result in student improvement, success and well-being.

- Develop practices that will create the conditions for learning required to ensure a fair and equitable school system that welcomes and supports all students and families.

It is a pivotal time for our leaders, as we work with our teams to realize education's promise of success for all. We have a unique opportunity at PDSB to not only imagine more equitable learning environments, but to also build these environments as we shape our school board into a more inclusive place to teach and learn. In order to successfully drive transformation, the Peel board is seeking leaders who will be committed to using their positionality, power and privilege to engage in the active dismantling of all forms of discrimination and oppression including but not limited to anti-Indigenous racism, anti-Black racism, Islamophobia, anti-South Asian racism, anti-Asian racism, anti-Semitism, ableism and homophobia and transphobia, which historically and currently have a detrimental impact on the learning and working environments in education. This is dedicated work that demands leaders who understand that it requires much more than good intentions and hard work to uproot discrimination in classrooms, schools and across the system.

As Director, I look forward to working with leaders at all levels of the organization to foster a public education system where dignity, equity, well-being and success are at the core of one's professional practice. If you are interested, experienced and passionate about working with us on this transformational journey, I invite you to learn more about this opportunity to be a member of senior leadership in the PDSB.

Rashmi Swarup



Director of Education

# Background

## Peel District School Board

Peel District School Board (PDSB) serves 153,000 students and approximately 16,000 employees. It has 259 schools, 217 of which are elementary, 42 are secondary, three are Peel Alternative Schools and another three are Adult Education Centres. PDSB is a very diverse school board with students from 162 ethnic backgrounds. The workforce consists of teachers, office and clerical staff, custodial staff, education assistants and professional staff. The workforce is largely unionized with the majority of employees belonging to numerous bargaining units.

### Mission

We inspire success, confidence and hope in each student.

### Vision

We will help our students reach high levels of achievement. Our vision is to prepare each student for a successful future as a lifelong learner. To do this, we will:

- create places to learn and work where staff and students are happy, recognized and fulfilled;
- engage all students and staff to achieve the high expectations of the Peel District School Board;
- offer all students a range of learning programs to help them reach their potential;
- be a leader in the use of technology to encourage creative and innovative learning;
- provide equity of access and opportunity for students and staff to learn, work and succeed; and
- openly communicate, as we welcome the involvement of all parents, staff and students in the diverse communities we serve.

### Values

Our values, based on our character attributes, are the foundation of our genuine relationships with students, parents and each other. Together, we create safe, positive climates for learning and working, environments that prepare students to be empathetic citizens of the world.

- We **care** by being compassionate and kind towards all members of our community.
- We are **cooperative** - committed to working collaboratively and valuing the contributions of others for a common purpose.
- We value **honesty** by demonstrating integrity in our words and actions. We are truthful and trustworthy.
- We respect differences and treat everyone fairly and equitably - we are **inclusive**.
- We are **respectful** by treating others, ourselves and our environment with high regard and value.
- We are **responsible** by being accountable and reliable in our actions and commitments

## Strategic Plan

The following report was presented to the Peel District School Board on December 8, 2020.

### Background

The Peel District School Board has been under supervision of the Ministry of Education since the March 2020, [Review of the Peel District School Board](#) which highlighted the significance of systemic racism and other forms of oppression negatively impacting particular groups of students. The report demanded actions of the board by way of the [27 Directives](#) designed to ensure that the school and system leaders develop and implement specific plans of action designed to disrupt systemic racism and eliminate disproportionate outcomes for Black, African and Caribbean and Indigenous students.

The report highlighted the need for school boards to take a proactive stance toward the dismantling of systems and structures that perpetuate the endemic nature of racism and the multiple forms of oppression that are deeply embedded within policies, procedures, programs and processes.

The Ministry of Review states that:

*“...we call for a new style of leadership in the Peel board and other boards facing similar circumstances; leadership that has, through a rigorous assessment of its own strengths and weaknesses, demonstrated the capacity to face the evidence of systemic inequity and to grasp the complexity of the issues facing those less able to advocate for themselves. The task for those leaders is to bend the best efforts of our education systems into effective service for all.” (page 39)*

The PDSB invites aspiring Supervisory Officer candidates who have demonstrated anti-racist leadership practices over time, demonstrated the ability to confront and dismantle systemic racism, have high expectations for student learning and a strong commitment to community engagement to apply to this current Supervisory Officer application process. Potential candidates of the PDSB Senior Team must be culturally responsive leaders, with strong instructional leadership grounded in human rights and the principles of anti-racism. They must have an anti-oppressive stance and monitor for impact as aligned with our strategic priorities to eradicate disproportionate outcomes.

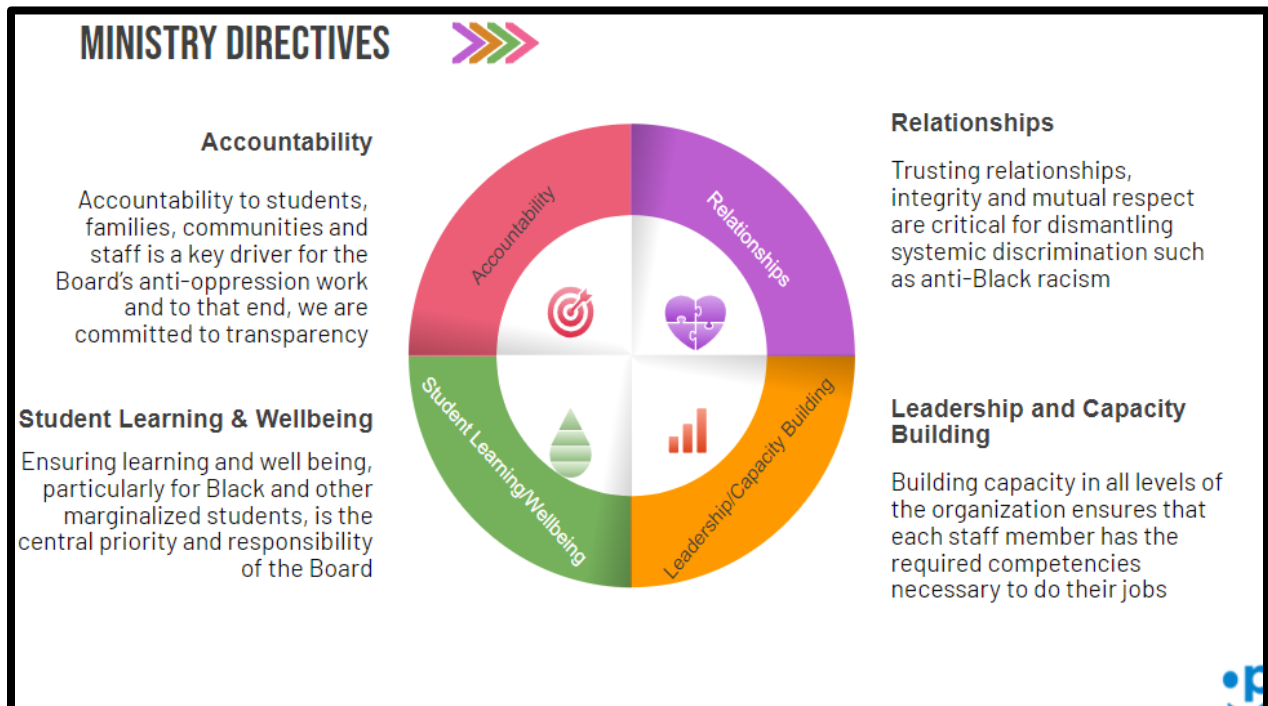
*“To lead in such a way that disrupts structural inequities and changes disparate outcomes and experiences of Black and Indigenous and racialized students does not involve simply adding the lens of anti-racism to an existing framework of mid-level district leadership; it requires centering and fostering different knowledges and capacities.”  
(Shah et. al,2022)*

Applicants to the PDSB Supervisory Officer selection process must proactively lead with integrity, humility and compassion so that students, staff and the communities are engaged and empowered. If you have demonstrated evidence of impact of the Peel [Equity Leadership competencies](#) at a Family of Schools and at the system level and are interested, experienced and passionate about working with us on this transformational journey, candidates are invited to consider this unique opportunity lead systemic change in the Peel District School Board.

## Toward Quality Implementation Creating Alignment and Coherence among the Directives

In December of 2020 the Ministry Directives were strategically reframed so they are embedded throughout the Peel District School Board. The Directives are intended to be implemented as strategies for deep and sustained change that matters to students, staff and families rather than being implemented as a checklist. Over the past two years, the Four Pillars framework has helped to ensure that the expected transformation required of the Peel District School Board is not limited solely to the specific mandates of the directives. The clearly articulated competencies, knowledge, skills and actions for all staff identified in the Directives through the Four Pillars have become integrated into daily practice.

System leaders play a pivotal role in working school leaders to support them with their leadership that cultivates the necessary conditions in schools and classrooms for students to be nurtured, respected, and given what they need in order to be successful. The four pillars situate system leaders in a pivotal position to lead meaningful change for our students and families and to ensure that we follow through on our commitments to eradicate the long-standing disparities for students, particularly those who identify as Black and Indigenous. As such, system leaders are expected to lead the work of dismantling systemic inequities and discrimination, while building trusting relationships based on mutual respect and integrity between and among staff, trustees, students and communities.





## The Four Pillars

### Relationships

- The basis for doing the work of dismantling systemic inequities and discrimination, such as anti-Black racism is to ensure that there are trusting relationships based on mutual respect and integrity between and among staff, trustees, students and communities. Several directives are connected to restoring relationships with staff and community to ensure policies and processes do not further marginalize those already negatively impacted due to their intersectional identities.

### Leadership/Capacity Building

- In the Ministry Review it was highlighted that there was a knowledge gap and a lack of commitment within leadership in the area of anti-oppression and anti-racism, specifically anti-Black racism. In order to examine the achievement and well-being data from an anti-racism and anti-oppression perspective, there needs to be capacity building at both the senior administration and Board of Trustees levels. It was also highlighted that performance evaluations of the Director's Office staff need to be connected to the capacity building that is required, in order to analyze all board policies, practices, processes and interactions through an equity and human rights lens, using frameworks that are anti-oppressive and anti-racist.

### Student Learning/Well-being

- Ensuring that student learning and well-being take into consideration all students is a central focus in the Ministry Directives to PDSB. Specifically, Directives are connected to the importance of including student voice in decision making and providing input to Senior Administration and the Board of Trustees. The student learning and well-being focus is evident through the review of streaming, pathways, review of special education programs, and an examination of the role that guidance plays in the inequities that currently exist. There is also a focus on a review of student discipline practices and reviewing such practices so that the disparities in those being suspended, expelled, and excluded can be minimized.

### Accountability

- One of the key drivers of the Ministry Directives to PDSB is the importance of monitoring, transparency and accountability. There are a number of directives that are geared towards the importance of ensuring that the Board of Trustees and Senior Administration are accountable to the students, communities and staff that they serve. Accountability is critical in public education and in PDSB. Families and students must have confidence that the education they are entitled to is not only setting them up for future success but also does not further marginalize and oppress them based on their identity.

## Vision for Board Improvement and Dedicated Actions for Change

### Four Priority Areas:

In the Fall of 2021, the Ministry of Education launched the [Board Improvement and Equity Plan \(BIEP\)](#). The purpose of the new BIEP is to identify provincial education priorities, goals and performance indicators for all school boards as they work toward continuous improvement. As a

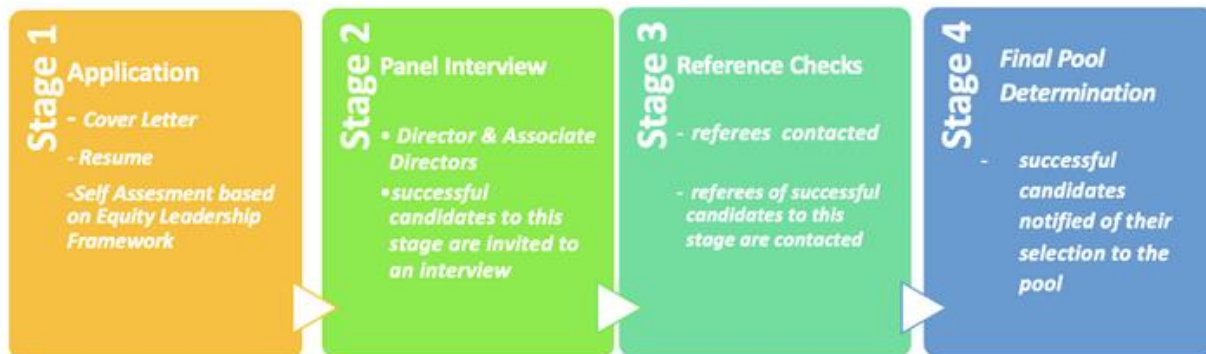
demographic data driven tool, the BIEP creates expectations for school boards to identify action plans that will result in improved outcomes for student well-being, achievement, and equity.

In the PDSB, four categories of the BIEP align with what has been identified as Four Priority areas of the school board. These priorities serve as specific areas of focus and data points for the school and system leaders to monitor and track progress. Based on the PDSB Equity Accountability Report Card and the specific disparities identified, the Four Priority areas below have been established. These priority areas serve as an expectation of focus for goal setting, system monitoring and accountability designed to address disproportionate outcomes for Indigenous students, Black and other racialized groups of students, students with disabilities and/or special education needs (non-gifted), 2SLGBTQ+ students, and students from low-income households who are often less well served.

<p><b>Human Rights and Equity (Exclusions/Suspensions)</b></p> <ul style="list-style-type: none"> <li>• All students have an equitable opportunity to succeed, thrive, and reach their full potential.</li> <li>• Schools address systemic discrimination and eliminate disparities in educational experiences by upholding human rights, and ensuring programming that creates conditions to affirm student identities</li> </ul>	<p><b>Student Achievement (Literacy/Numeracy)</b></p> <ul style="list-style-type: none"> <li>• Focused attention on literacy and numeracy skills and achievement, credit accumulation and graduation rates</li> </ul>
<p><b>Pathways &amp; Transition (Pathways Opportunities)</b></p> <ul style="list-style-type: none"> <li>• Ensure access for students historically marginalized to Pathways and Programs (Academic/University Prep, French Immersion, Gifted Program, Regional Learning Choice Programs)</li> <li>• Address the overrepresentation of racialized students and their intersectionalities in Special Education and in Vocational Programs</li> </ul>	<p><b>Mental Health &amp; Well being (Sense of Belonging)</b></p> <ul style="list-style-type: none"> <li>• The creation of culturally responsive and relevant programs that promote a sense of belonging while centering students in deep critical thought, intellect, and knowledge specifically Black, Indigenous and other historically marginalized students</li> </ul>

As the board moves to transformational change this focused attention toward the Four Priority Areas will guide the board’s efforts in disrupting and dismantling the systemic barriers that are impacting student achievement and well-being for the most marginalized and underserved students within the PDSB. Finally, monitoring and accountability will be critical as the board continues to engage in the work of the Directives and beyond.

## Stages of the Selection Process



## Steps to complete as you prepare your application package

In preparation to submit your application package, you must complete and gather the following components:

- A user portfolio on Apply to Education ([www.applytoeducation.com](http://www.applytoeducation.com))
- Cover letter and resume
- A current copy of your OCT Certificate of Qualification
- A current PPA (please provide your most recent)
- Completion of the **Peel District School Board Supervisory Officer Self-Assessment Document**

Please visit the [Superintendent of Education - Equity Leadership Competencies Framework](#), which outlines the leadership commitments and competencies expected of Supervisory Officers in the PDSB.

Interested Candidates are welcome to attend an information session scheduled for Monday October 3, 2022 at 5:00 p.m. **Please register using the following link - [Supervisory Officer Info Session Registration.](#)**

Submit your complete package to [www.applytoeducation.com](http://www.applytoeducation.com) by October 13, 2022 6:00 p.m.

# Superintendent of Education

## *Equity Leadership Competencies Framework (Working Draft)*

### Setting Directions

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

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

# Superintendent of Education

## *Equity Leadership Competencies Framework*

*(Working Draft)*

### **Securing Accountability**

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

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

# Superintendent of Education

## *Equity Leadership Competencies Framework (Working Draft)*

### **Building Relationships and Developing People**

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

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

# Superintendent of Education

## *Equity Leadership Competencies Framework (Working Draft)*

### Developing the Organization to Support Desired Practice

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

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

# Superintendent of Education

## *Equity Leadership Competencies Framework (Working Draft)*

### Improving the Instructional Program

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

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



# Peel District School Board Equity Leadership Competencies Fall 2023 Principal and Vice-Principal Promotion Process

## Pillars for Student Success



## FIVE LEADERSHIP DOMAINS

1. Setting Directions
2. Securing Accountability
3. Building Relationships and Developing People
4. Developing the Organization to Support Desired Practices
5. Improving the Instructional Program

Developmental Continuum				
<p>This tool has been designed to:</p> <ul style="list-style-type: none"> <li>• Underscore the Peel District School Board's central value for anti-racist (AR) and anti-oppression (AOP) leadership</li> <li>• Link and align AR, AOP with School Equity Improvement Planning and leadership development</li> <li>• Promote reflection of leadership development and identify strengths and areas of growth</li> <li>• Provide a common language for conversation and descriptive feedback</li> </ul>	<p><b>Self Awareness Stage</b></p> <ul style="list-style-type: none"> <li>• Becoming familiar with anti-racist and anti-oppressive philosophy and practice</li> <li>• Limited communication with marginalized parents, families and community members</li> <li>• Emerging competencies</li> <li>• Acquiring knowledge about social location, power and privilege</li> </ul>	<p><b>Application Stage</b></p> <ul style="list-style-type: none"> <li>• Familiar with and beginning to incorporate anti-racist and anti-oppressive philosophy into practice</li> <li>• Some engagement with marginalized parents, families and community members</li> <li>• Beginning to apply knowledge of social location, power and privilege</li> </ul>	<p><b>Integration and Action Stage</b></p> <ul style="list-style-type: none"> <li>• Incorporates anti-racist and anti-oppressive philosophy into practice</li> <li>• Regular engagement with marginalized parents, families and community members</li> <li>• Applies knowledge of social location, power and privilege and takes action to support marginalized students</li> </ul>	<p><b>Transformation &amp; Innovation Stage</b></p> <ul style="list-style-type: none"> <li>• Embeds anti-racist and anti-oppressive philosophy into practice, including in school improvement planning processes</li> <li>• Routine engagement with marginalized parents, families and community members</li> <li>• Sophisticated knowledge of social location, power and privilege and takes action to support marginalized students</li> </ul>

## **FIVE LEADERSHIP DOMAINS**

### **Setting Directions**

Anti-racist leaders collaborate with students, staff, families and communities to build a shared vision, communicate this vision and relevant goals rooted in high expectations for all members of the school community, identify and address systemic barriers to equitable experiences and outcomes and empower staff to better serve the needs of marginalized students, including Black and Indigenous students, as well as students with special needs.

### **Securing Accountability**

Anti-racist and anti-oppressive leaders work to ensure the elimination of disproportionate outcomes. This includes the routine use of disaggregated race-based data to identify patterns of access, opportunity and wellbeing, engage partners and system supports as they align resources with strategic priorities, and ensure that School Improvement Planning and capacity building focus on eliminating barriers and securing equitable outcomes and excellence for all, including students who are historically and currently marginalized.

### **Building Relationships and Developing People**

Equitable leaders build and leverage trusting relationships in order to cultivate the knowledge, skills and attitudes needed to accomplish organizational goals, contribute to the professional and leadership development of staff from Black, Indigenous and other minoritized communities and backgrounds, use multiple strategies to engage parents, families and community members as partners to meet the needs of marginalized students and recognize how their personal social identities and experiences influence their leadership.

### **Developing the Organization to Support Desired Practices**

Anti-oppressive administrators ensure their work is aligned with the strategic priorities of the board and ensure that equity and inclusion are foundational in their professional practice. As such, school leaders use an integrative anti-racist lens to foreground their practice based on applicable policies, standards and legislation that serve to identify and remove systemic barriers to student outcomes and create fair, equitable and inclusive conditions for all students to learn and thrive, including Black and Indigenous and all students currently and historically marginalized.

### **Improving the Instructional Program**

Transformative leaders use anti-racist, anti-oppressive, decolonizing and culturally responsive pedagogies in their practice and monitoring of instruction to guide student learning and school improvement processes, ensure that students' personal, social and learner identities are centred, reflected and affirmed within their classrooms and schools, and use multiple sources of qualitative and quantitative data to guide collaborative decision making to realize the Board's strategic goals and priorities.

## Domain: Setting Directions

Anti-racist leaders collaborate with students, staff, families and communities to build a shared vision, communicate this vision and relevant goals rooted in high expectations for all members of the school community, identify and address systemic barriers to equitable experiences and outcomes and empower staff to better serve the needs of historically and currently marginalized students, including Black and Indigenous students, as well as students with special needs.

Competencies	Possible Reflections/Questions
<b>Equity Leaders:</b>	
Collaborate with students, parents, caregivers, families and community members, including Black, Indigenous and those currently and historically marginalized to build and communicate a shared vision	<ul style="list-style-type: none"> <li>• What evidence-based strategies have you used to set directions (explicitly and implicitly) as it relates to engaging parents, families, caregivers and community members, especially those currently and historically marginalized, on issues like student discipline, curriculum, instruction, assessment and evaluation?</li> <li>• How have you engaged members of the school community - solicited their input, amplified their voice(s) and created opportunities to engage with them in order to build and share a transformative vision for equitable outcomes for all?</li> </ul>
Understand and apply relevant codes, legislation and policies to guide how they identify and address systemic barriers, including racial disparities in student outcomes and wellbeing	<ul style="list-style-type: none"> <li>• How do codes, legislation and policies (i.e., OHRC, The Education Act, OCT Ethical Standards and Code of Professional Practice) inform and guide your practice (e.g., student discipline, student achievement, destreaming)?</li> <li>• How do you apply codes, legislation and policies to identify, acknowledge, address and prevent discrimination, harassment, and unfair treatment of Black, Indigenous and all historically and traditionally marginalized students?</li> <li>• How do you work with sovereignty seeking communities to advance fair treatment, justice, human rights and reconciliation?</li> </ul>
Demonstrate clear understanding of the purpose and impact of leadership and its ability to improve student achievement and well being	<ul style="list-style-type: none"> <li>• How does your leadership reflect an understanding of and commitment to eliminate all forms of intersectional oppressions, including the attitudes, norms, behaviours, and organizational cultures that negatively impact the lives of students, staff and families who are historically and traditionally marginalized?</li> <li>• How have you leveraged your power and privilege to question or challenge racial and other forms of inequities, and to promote justice and fair treatment for all?</li> <li>• What are some examples of how you have created pedagogical communities of practice to improve student achievement by building on students' identities and lived experiences?</li> </ul>

Domain: Setting Direction				
Core Equity Leadership Competencies				
	Self-Awareness Stage	Application Stage	Integration and Action Stage	Transformation & Innovation Stage
Building and communicating a shared vision	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identifying and addressing systemic barriers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understanding the purpose and impact of leadership	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Review the **SETTING DIRECTIONS** domain and the reflective questions above. Please provide **3 examples** that relate to this section.

**Structure your response to include: context/action, evidence of impact and your reflections.**

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## Domain: Securing Accountability

Anti-racist and anti-oppressive leaders routinely use disaggregated race-based data to identify patterns of access, opportunity and wellbeing, engage partners and system supports as they align resources with strategic priorities, and ensure that School Improvement Planning and capacity building focus on eliminating barriers and securing equitable outcomes and excellence for all, including students who are historically and currently marginalized.

Competencies	Possible Reflections/Questions
<b>Equity Leaders:</b>	
Use a variety of data sources to guide School Equity Improvement Planning that addresses the learning needs of students facing disproportionate outcomes and who are not meeting success	<ul style="list-style-type: none"> <li>• How have you engaged with or consulted students, parents, staff and members of the community who are underrepresented or marginalized on system priorities, goals, and school equity improvement processes?</li> <li>• How have you intentionally identified and eliminated systemic barriers for staff, students, and communities to support student and staff well-being and mental health?</li> <li>• What steps have you taken to ensure that staff are not marginalized, particularly those who advocate for equity and whose opinions may challenge white supremacy and other dominant ways of thinking?</li> </ul>
Align resources and system supports with strategic priorities and monitor chosen practices, methodologies being used to ensure that they meet the needs of historically marginalized students and promote excellence for all	<ul style="list-style-type: none"> <li>• How have you used Culturally Relevant and Responsive Pedagogy, Empowering Modern Learners Vision Document and a race conscious implementation of Universal Design for Learning in your practice?</li> <li>• How do you actively create learning conditions to ensure the achievement and success of students with learning exceptionalities while explicitly monitoring for impact?</li> <li>• How do you model, monitor, and ensure the use of a variety of innovative strategies to meet the needs of all learners with a focus on students who have been historically marginalized and who have underperformed as a result?</li> </ul>
Engage with staff in professional learning to identify and eliminate barriers and practises that are racist and oppressive	<ul style="list-style-type: none"> <li>• How do you collect and use input, feedback, and concerns from the community (particularly those most marginalized), to inform your practice?</li> <li>• How do you support staff to engage in professional learning and capacity building to support improvement, that is anti-racist and includes a focus on those who have been historically marginalized and underperformed?</li> <li>• How do you engage in the modeling, monitoring, and reviewing of anti-racist instructional and assessment practices and hold staff accountable for their actions?</li> </ul>

Domain: Securing Accountability				
Core Equity Leadership Competencies				
	Self-Awareness Stage	Application Stage	Integration & Action Stage	Transformation & Innovation Stage
Using data to identify patterns of access, opportunity and well being	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Aligning resources and system supports with strategic practices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ensuring that School Equity Improvement Planning and leadership learning focus on eliminating barriers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Review the **SECURING ACCOUNTABILITY** domain and the reflective questions above. Please provide 3 examples that relate to this section.

Structure your response to include: context/action, evidence of impact and your reflections.

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## Domain: Building Relationships and Developing People

Equitable leaders build and leverage trusting relationships in order to cultivate the knowledge, skills and attitudes needed to accomplish organizational goals, contribute to the professional and leadership development of staff from Black, Indigenous and other racialized communities and backgrounds, use multiple strategies to engage parents, families and community members as partners to meet the needs of marginalized students and recognize how their personal social identities and experiences influence their leadership.

Competencies	Possible Reflections/Questions
<b>Equity Leaders:</b>	
Build and leverage trusting relationships in order to cultivate the knowledge, skills and attitudes staff need to accomplish organizational goals	<ul style="list-style-type: none"> <li>• How do you commit to the ongoing development of racial consciousness and how does this, as well as knowledge of your social identities and experiences, influence your professional relationships and your leadership?</li> <li>• What strategies do you use to build and sustain positive relationships with marginalized students, staff, families, and communities?</li> <li>• What strategies do you use when engaging in challenging conversations and managing difficult situations, including those related to race, racism, power and privilege?</li> </ul>
Contribute to the professional and leadership development of staff from underrepresented communities and backgrounds	<ul style="list-style-type: none"> <li>• How do you engage staff in action-based learning that will build their capacity in areas such as Indigenous knowledge and education, anti-racism, and anti-oppression?</li> <li>• What steps do you take to engage staff in conversations about anti-racist and anti-oppressive leadership and professional growth?</li> <li>• How do you demonstrate respect and value for the diversity of staff, students and parents by listening to their ideas, amplifying their voices, and addressing their concerns?</li> </ul>
Use multiple strategies to engage parents, families and community members as partners to meet the needs of marginalized students	<ul style="list-style-type: none"> <li>• What steps do you take to recognize and respond to the need for staff development in understanding equitable practices to address racial disproportionalities in access and outcomes?</li> <li>• How do you include families and communities in the implementation, review and monitoring of school equity improvement processes and the school environment?</li> <li>• How do you create opportunities for collaboration, cooperation, and connectedness with minoritized students, staff, parents and community members in your learning communities?</li> <li>• How do you create a school environment in which parents, including those who have been historically marginalized, are welcomed, respected, valued and included as partners in their children's learning?</li> </ul>

Domain: Building Relationships and Developing People				
Core Equity Leadership Competencies				
	Developmental Continuum	Self-Awareness Stage	Application Stage	Integration and Action Stage
Building and leveraging trusting relationships to accomplish goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Contributing to staff professional and leadership development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using multiple strategies to engage parents, families and community members	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Review the **BUILDING RELATIONSHIPS** and **DEVELOPING PEOPLE** domain and the reflective questions above. Please provide 3 examples that relate to this section.

Structure your response to include: context/action, evidence of impact and your reflections.

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## Domain: Developing the Organization to Support Desired Practices

Anti-oppressive administrators ensure that human rights, equity and inclusion are foundational to school leadership, foreground their practice based on applicable policies, standards and legislation, use an integrative anti-racist lens to identify and remove systemic barriers to student outcomes and create fair, equitable and inclusive conditions for all students to learn and thrive, including Black, Indigenous and all students currently and historically marginalized.

Competencies	Reflections/Questions
<b>Equity Leaders:</b>	
Ensure that human rights, equity and inclusion are foundational to school leadership	<ul style="list-style-type: none"> <li>● How do you apply the Human Rights Code and acknowledge, address, and prevent discrimination, harassment, and unfair treatment in your role?</li> <li>● How have you intentionally identified and addressed systemic anti-Black and anti-Indigenous racism?</li> <li>● How have you demonstrated an understanding of power, privilege, white supremacy, racism, oppression and how these play out in public education (e.g., in streaming, academic programming, in regional learning choices, student discipline, staffing, etc.)?</li> </ul>
Guide their practice based on the requirements of applicable policies, standards and legislation	<ul style="list-style-type: none"> <li>● How have you demonstrated political acumen in the exercise of your duties, including navigating accountable conversations and advocating for marginalized and oppressed students?</li> <li>● How do you engage self, staff, students, and community in the application of Board policy, procedures, practices in problem solving and decision making?</li> <li>● In upholding the human rights of each student, including those whose identities are protected under the Code, how have you secured necessary resources to carry out the instructional and curriculum needs of the school?</li> </ul>
Use an integrative anti-racist anti-oppressive approach to identify and remove systemic barriers to student outcomes and create fair, equitable and inclusive conditions for all students	<ul style="list-style-type: none"> <li>● How have you co-created goals and developed plans to ensure the success of marginalized students, e.g., Indigenous and Black students, those with learning exceptionalities and students living in a circumstance of poverty?</li> <li>● How do you engage with staff and the community in ongoing dialogue about anti-oppression and social justice within learning and working environments and how these contribute to disparities in outcomes for Black and Indigenous students and students with learning exceptionalities?</li> <li>● How do you foster an environment that allows for opportunities to ask questions, engage in dialogue, and co-construct new learning about ways of improving student experiences, achievement and wellbeing?</li> </ul>

Domain: Developing the Organization to Support Desired Practices				
Core Equity Leadership Competencies				
	Self-Awareness Stage	Application Stage	Integration and Action Stage	Transformation & Innovation Stage
Ensuring that human rights, equity and inclusion are foundational	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Guiding practice based on applicable policies, standards and legislation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using an integrative anti-racist lens to identify and remove systemic barriers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Review the **DEVELOPING THE ORGANIZATION TO SUPPORT DESIRED PRACTICES** domain and the reflective questions above. Please provide 3 examples that relate to this section.

Structure your response to include: context/action, evidence of impact and your reflections.

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## Domain: Improving the Instructional Program

Transformative leaders use anti-racist, anti-oppressive, decolonizing and culturally responsive pedagogies in their practice and monitoring of instruction to guide student learning and school improvement processes, ensure that students’ personal, social and learner identities are centred, reflected and affirmed within their classrooms and schools, and use multiple sources of qualitative and quantitative data to guide collaborative decision making to realize the Board’s strategic goals and priorities.

Competencies	Possible Reflections/Questions
<b>Equity Leaders:</b>	
Demonstrate a sound understanding of equity, current pedagogy and instructional and assessment practices and use a variety of collaborative models to lead learning.	<ul style="list-style-type: none"> <li>● How do you apply anti-racist and anti-oppression learning to lead the instructional program so that all students, including Black, Indigenous and other students historically and currently marginalized are successful?</li> <li>● How do you engage in the modeling and monitoring of culturally responsive and anti-racist instructional and assessment practices, that are, reflective and affirming of minoritized students’ identifies?</li> <li>● How do you support staff to engage in professional learning and capacity building to support improvement with a focus on eliminating barriers for students who have been historically marginalized and have underperformed as a result?</li> </ul>
Demonstrate a sound understanding of Special Education related legislation, Board policies and procedures while ensuring appropriate implementation to foster student success.	<ul style="list-style-type: none"> <li>● How do you foster a culture of high expectations for all students, including students with learning exceptionalities?</li> <li>● How do you use perceptual, achievement, and other forms of data to guide plans for positive student outcomes?</li> <li>● How do you monitor the growth and success of students with individual educational plans, particularly students whose race and other intersecting social identities impact how society views their ability and how their accommodations are applied?</li> </ul>
Foster an environment that allows for the opportunity to ask questions, engage in dialogue and discourse and co-construct shared understandings.	<ul style="list-style-type: none"> <li>● How do you acknowledge the expertise and talent of staff, particularly those from under-represented communities, backgrounds, and identities and those who challenge whiteness, white supremacy and the status quo?</li> <li>● How do you build staff capacity and provide feedback to educators that is centered on students’ profile, assets, abilities, lived experiences, individual learning styles and models of learning in classroom instruction?</li> <li>● How do you create a consistently supportive, corrective, and restorative approach to school-wide discipline policies?</li> </ul>

<b>Domain: Improving the Instructional Program</b>				
<b>Core Equity Leadership Competencies</b>				
<b>Developmental Continuum</b>	<b>Self-Awareness Stage</b>	<b>Application Stage</b>	<b>Integration and Action Stage</b>	<b>Transformation &amp; Innovation Stage</b>
Using anti-racist, anti-oppressive, decolonizing and culturally responsive pedagogies to guide school equity improvement processes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ensuring that students' personal, social and learner identities are centred, reflected and affirmed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using multiple sources of data to guide collaborative decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Review the IMPROVING THE INSTRUCTIONAL PROGRAM domain and the reflective questions above. Please provide 3 examples that relate to this section.**

**Structure your response to include: context/action, evidence of impact and your reflections.**

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We would like to acknowledge the Toronto District School Board for providing permission for the team to utilize their TDSB Equity Leadership Competencies in the development of this document.

We would like to acknowledge the York Region District School Board Leadership Framework for School Administrators which was used as a supportive resource document.

# Peel District School Board



## Winter 2023 Principal / Vice-Principal Promotion Package for Internal and External Candidates

*“The only way to undo racism is to consistently identify it and describe it—and then dismantle it.” – Dr. Ibram X. Kendi, *How to Be an Antiracist* (2019)*

**Date:** December 7, 2022.

**To:** Vice Principal and Principal Promotion Candidates

**From:** Rashmi Swarup, Director of Education

**Re:** **Principal and Vice-Principal Promotion Process**

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***A Message from the Director of Education...***

At Peel District School Board (PDSB), we believe that all students should be given the knowledge, tools, supports and equitable pathways to thrive in all aspects of student life. That is why you will find leaders who are creating more accommodating schools, pursuing industry-changing ideas, partnering with community, and building anti-racist cultures where students, staff and educators are encouraged to identify and challenge oppressive systems and dynamics.

I am delighted that you, too, have chosen to explore the next stage of your leadership journey with PDSB and to *lead for equity*.

The work of equity leadership centers on student learning and well-being, nurturing trusting relationships, building capacity, and being accountable to our students, families, communities, and staff as we help each student grow and succeed. The writer, librarian and civil rights activist Audre Lorde once said, “There is no such a thing as a single-issue struggle because we do not live single-issue lives.” The complexities of a global community that is simultaneously connected and divided requires us, as educational leaders, to collectively reflect on our own positionalities and social identities in order to lead from different perspectives.

As you consider how your own positionality has impacted your leadership style, think of how you have and will continue to inspire, teach, empower, and activate. Imagine the kind of educational climate and culture you want to create. What kind of education do we aim to provide? How do we engage with stakeholders to see public education differently and how can we educate for a more just society?

We have a unique opportunity at PDSB to not only imagine more equitable learning environments, but to also build these environments as we shape our school board into a more inclusive place to teach and learn.

I am grateful that you want to be an integral part of the change in making the education system better for all students, and that you have taken this important step on your leadership journey with PDSB. I wish each of you much success as you prepare to transition into a new leadership role.

Rashmi Swarup  
Director of Education

## BACKGROUND

Peel District School Board (PDSB) serves 163,000 students and approximately 17,000 employees. It has 259 schools, 217 of which are elementary, 36 are secondary, three are Peel Alternative Schools and another three are Adult Education Centres. PDSB is a very diverse school board with students from 162 ethnic backgrounds. The workforce consists of teachers, office and clerical staff, custodial staff, education assistants and professional staff. The workforce is largely unionized with the majority of employees belonging to numerous bargaining units.

### Mission

We inspire success, confidence and hope in each student.

### Vision

We will help our students reach high levels of achievement. Our vision is to prepare each student for a successful future as a lifelong learner. To do this, we will:

- Create places to learn and work where staff and students are happy, recognized and fulfilled;
- Engage all students and staff to achieve the high expectations of the Peel board;
- Offer all students a range of learning programs to help them discover their potential;
- Be a leader in the use of technology to encourage creative and innovative learning;
- Provide equity of access and opportunity for students and staff to learn, work and succeed; and
- Openly communicate as we welcome the involvement of all parents, staff and students in the diverse communities we serve.

### Values

Our values, based on our character attributes, are the foundation of our genuine relationships with students, parents and each other. Together, we create safe, positive climates for learning and working environments that prepare students to be empathetic citizens of the world.

- We **care** by being compassionate and kind towards all members of our community.
- We are **cooperative** - committed to working collaboratively and valuing the contributions of others for a common purpose.



- We value **honesty** by demonstrating integrity in our words and actions. We are truthful and trustworthy.
- We respect differences and treat everyone fairly and equitably - we are **inclusive**.
- By treating others, ourselves and our environment with high regard and value, we are **respectful**.
- Being accountable and reliable in our actions and commitments demonstrates we are **responsible**.

## Elementary or Secondary Vice-Principal & Principal Application Package

In February 2020, the Ministry of Education issued the Review of the [Peel District School Board](#) which outlined several Directives that the Peel board needs to undertake to disrupt systemic racism and eliminate disproportionate outcomes for Black, African and Caribbean and Indigenous students. Within that report, the Ministry underscores the need to foster the type of leadership that is necessary to eliminate the oppressive barriers that marginalize and negatively impact groups of students in the board. The Ministry Report highlights the value of a diverse staff, noting that, *“International research has found that effective school boards treat diversity as a source of potential growth rather than an inherent hindrance to student performance. A district-wide commitment to a culture of equity, student well-being and achievement is essential for realizing success.”* (page 5)

The report also calls for reviews of the current hiring procedures for both business and academic staff. Within the [Ministry report it also stated](#), *“In making recommendations, we call for a new style of leadership in the Peel board and other boards facing similar circumstances; leadership that has, through a rigorous assessment of its own strengths and weaknesses, demonstrated the capacity to face the evidence of systemic inequity and to grasp the complexity of the issues facing those less able to advocate for themselves. The task for those leaders is to bend the best efforts of our education systems into effective service for all.”* (page 39)

With the voices of all stakeholders that informed the *Review of the Peel District School Board* in mind and with input from current parents/caregivers, Vice-Principals, Principals and Supervisory Officers, the Peel board has revised the Principal and Vice-Principal promotion process and is looking for elementary and secondary Principal and Vice-Principal candidates who practice anti-racist, anti-oppressive, innovative and transformative leadership and who are dedicated to working in service to diverse communities.

***We are seeking leaders who use their power, privilege and social identity to challenge and disrupt inequities.***

The candidates must be instructional leaders who support the practice of culturally relevant and responsive pedagogy and differentiated instruction that lead to equitable

outcomes for Black, African and Caribbean and Indigenous, Special Education and racialized students marginalized by systemic barriers. These leaders have the ability to monitor the instructional program and adjust for impact. Candidates must proactively lead with humility and compassion so that students, staff and the communities are engaged and empowered.

We invite candidates who have demonstrated anti-racist leadership practices over time, set high expectations for student learning and possess a strong commitment to community engagement to apply to this current administrator process.

### Toward Quality Implementation Creating Alignment and Coherence among the Directives

It is necessary to have a conceptual framework that grounds the development and implementation approach to the Ministry Directives. Having a framework that is well articulated will help to promote coherence in how the Directives are interpreted, developed, and implemented. If a framework is not utilized to assist with operationalizing the Ministry Directives, it will lead to the Directives being implemented in a disjointed and disconnected way that will ultimately lessen the intended impact and desired outcomes of the Directives.

The framework will also ensure that the actions required to create greater racial equity and interrupt systemic inequities are not managed like a task or "to do" list, but rather that the work being done creates deep structural and cultural change that infuses the core values of equity, inclusion, and human rights into everyday practices, programs and policies. As such, the Directives have been framed into the following categories:



## **Relationships**

The basis for doing the work of dismantling systemic inequities and discrimination such as anti-Black racism is to ensure that there are trusting relationships based on mutual respect and integrity between and among staff, trustees, students and communities. Several directives are connected to restoring relationships with staff and community to ensure policies and processes do not further marginalize those already negatively impacted due to their intersectional identities.

## **Leadership/Capacity Building**

In the Ministry Review it was highlighted that there was a knowledge gap and commitment within leadership in the area of anti-oppression and anti-racism, specifically anti-Black racism. In order to examine the achievement and well-being data from an anti-racism and anti-oppression perspective there needs to be capacity building at both the senior administration and Board of Trustees levels. It was also highlighted that performance evaluations of the Director's Office staff need to be connected to the capacity building that is required in order to analyze all board policies, practices, processes and interactions through an equity and human rights lens using frameworks that are anti-oppressive and anti-racist.

## **Student Learning/Well-being**

Ensuring that student learning and well-being takes into consideration all students is a central focus in the Ministry Directives to PDSB. Specifically, Directives are connected to the importance of including student voice in decision making and providing input to Senior Administration and Board of Trustees. The student learning focus is evident through the review of streaming, pathways, and the role that guidance plays in the inequities that currently exist. There is also a focus on looking at student discipline practices and reviewing such practices so that the disparities in those being suspended, expelled and excluded can be minimized.

Educators know that social emotional learning is critical for student success, however, there needs to be an acknowledgement that there is educator bias in relation to particular groups of students (e.g., Black, Indigenous, racialized students, male students, students with disabilities) and these biases must be mitigated in our approaches to student learning and well-being.

Finally, the focus on student learning and well-being is to ensure that students and families/communities are fully aware of the programs of choice and pathways that students have to make informed decisions for secondary programs and post-secondary opportunities.

## **Accountability**

One of the key drivers in the Ministry Directives to PDSB is the importance of monitoring, transparency and accountability. There are a number of directives that are geared towards the importance of ensuring that Board of Trustees and Senior Administration are accountable to the students, communities and staff that they serve. Accountability is critical in public education and in PDSB. Families and students must

have confidence that the education they are entitled to is not only setting them up for future success but also does not further marginalize and oppress them due to their identity.

## **Focused Recruitment of Black, African and Caribbean, Indigenous and other racialized leaders**

On March 25, 2019, the Board of Trustees passed a motion to embark on a targeted recruitment initiative to hire Black, African and Caribbean and Indigenous educators. Through this current Vice-Principal and Principal process, we are also focusing on recruitment of Black, African and Caribbean, Indigenous and other racialized school leaders. Successful candidates will create inclusive and anti-racist teaching and learning environments that promote the intellectual engagement of Black, African and Caribbean, Indigenous and other racialized students. These leaders will reflect the students' narratives, interests, strengths and cultural perspectives, and will contribute to learning environments that are authentic, culturally responsive and meaningful to all students.

The Ontario Human Rights Code (OHRC) allows for governments and employers to run "Special Programs" designed to help groups of people that have historically experienced disadvantage to achieve equity and equal opportunity. This initiative aligns with the focused recruitment in this Principal and Vice-Principal process.

For more information, visit the [OHRC website](#).

*For questions about the focused recruitment of Black, African or Caribbean and Indigenous and other racialized leaders, please see the [Q and A](#).*

As a result of the focused recruitment for Black, African and Caribbean, Indigenous and other racialized leaders, we are inviting candidates to voluntarily self-identify.

### **Voluntary Self-Identification**

***Please note the voluntary self-identification data will be collected on the Apply to Education form.***

The data/information, as outlined below, will only be used to assist in delivering on the focused recruitment mandate. It will not be shared beyond this promotion process.

*Please note that the categories outlined below come from the Ontario Data Standards for the Identification and Monitoring of Systemic Racism.*

**Do you identify as First Nations, Métis, and/or Inuit? If yes, select all that apply.**

- No
- Yes, First Nations
- Yes, Métis
- Yes, Inuit

- Prefer not to answer

**Do you identify as (select all that apply):**

- Black (e.g., African, Afro-Caribbean, African Canadian Descent)
- East Asian (e.g., Chinese, Korean, Japanese, Taiwanese)
- Southeast Asian (e.g., Filipino, Vietnamese, Cambodian, Thai, Indonesian, other Southeast Asian descent)
- Latino (e.g., Latin American, Hispanic descent)
- Middle Eastern (e.g., Arab, Persian, West Asian descent, e.g., Afghan, Egyptian, Iranian, Lebanese, Turkish, Kurdish, etc.)
- South Asian (e.g., East Indian, Pakistani, Bangladeshi, Sri Lankan, Indo-Caribbean, etc.)
- White (e.g., European Descent)
- Another race category \_\_\_\_\_
- Prefer not to answer

## VICE-PRINCIPAL CANDIDATES

### Application criteria for the position of Vice-Principal

#### Commitment to Equity:

The Peel board is committed to equity in employment. We are committed to equitable hiring practices that allow us to **hire and promote** qualified staff who reflect the full diversity of the Region of Peel. We will make any reasonable accommodation, based on any of the human rights protected grounds, to support candidates to participate in the **hiring and promotion** process.

We will provide employment accommodation (i.e., an accessible location, rescheduling of interviews that fall on creed days/days of significance) if we are advised of an applicant's needs in advance of any part of the selection process.

To apply for the position of Vice-Principal, you must have the following:

1. At least **5 completed years** of successful teaching experience as a full-time permanent teacher within a recognized education institution – please note some Canadian experience is necessary and Ontario experience is an asset
2. Part I and II of the Principal's Qualification (Includes completed Practicum)
3. Completion of Special Education Part I or greater
4. Current performance appraisal (within the last 5 years) (for internal applicants as per Human Resources Support Services 35A)
5. Demonstrated evidence of a clear commitment to Employment Equity, Human Rights and the Peel board priorities of dismantling racism, in particular anti-Black racism, and leading through an anti-oppressive framework

6. Demonstrated evidence of intentional and impactful interruption of acts of oppression and racism against children, youth, families and/or colleagues
7. Demonstrated breadth and depth of leadership ability in a variety of contexts; including strong instructional leadership rooted in modern pedagogies and focused on student-centered learning approaches
8. Demonstration of transformative leadership that positively impacts student achievement and well-being and has been focused on decolonizing the curriculum and learning environment
9. Proven ability to engage communities and lead across intersections in ways that positively impact student success and family engagement
10. Proven ability to co-create a learning environment that positively focuses on the development of the whole child, with a specific focus on students from communities that have been historically and are currently marginalized by systemic barriers
11. Demonstrated effective leadership when advocating for students with special education and other needs; applying a depth of knowledge of related policies and procedures
12. Purposeful and deliberate demonstration of Peel Equity Leadership Competencies in action across all leadership domains

## **Resources available to support your preparation:**

- Your Superintendent of Education
- Principal and Vice-Principal colleagues
- Your mentor(s) / Supportive Conversation Process

## **PRINCIPAL CANDIDATES**

### **Application criteria for the position of Principal**

#### **Commitment to Equity:**

The Peel board is committed to equity in employment. We are committed to equitable hiring practices that allow us to **hire and promote** qualified staff who reflect the full diversity of the Region of Peel. We will make any reasonable accommodation, based on any of the human rights protected grounds, to support candidates to participate in the **hiring and promotion** process.

We will provide employment accommodation (i.e., an accessible location, rescheduling of interviews that fall on creed days/days of significance) if we are advised of an applicant's needs in advance of any part of the selection process.

To apply for the position of Principal, you must have the following:

1. Successful experience in the formal role of Vice-Principal at the time of application (including acting roles where the candidate was already in the VP promotion pool) (please note some Canadian experience is necessary and Ontario experience is an asset)
2. Parts I and II of the Principals' Qualification Program
3. Completion of Special Education Part I or greater
4. Current performance appraisal (within the last 5 years) (for internal applicants as per Human Resources Support Services 34B)
5. Demonstrated evidence of a clear commitment to Employment Equity, Human Rights and our board priorities of dismantling racism, in-particular anti-Black racism, and leading through an anti-oppressive framework
6. Demonstrated evidence of intentional and impactful interruption of acts of oppression and racism against children, youth, families and/or colleagues
7. Demonstrated breadth and depth of leadership ability in a variety of contexts; including strong instructional leadership rooted in modern pedagogies and focused on student-centered learning approaches
8. Demonstration of transformative leadership that positively impacts student achievement and well-being and has been focused on decolonizing the curriculum and learning environment
9. Proven ability to engage communities and lead across intersections in ways that positively impact student success and family engagement
10. Proven ability to co-create a learning environment that positively focuses on the development of the whole child, with a specific focus on students from communities that have been historically and are currently marginalized by systemic barriers
11. Demonstrated effective leadership when advocating for students with special education and other needs; applying a depth of knowledge of related policies and procedures
12. Purposeful and deliberate demonstration of the Peel Equity Leadership Competencies in action across all domains

### **Resources available to support your preparation:**

- Your Superintendent of Education
- Principal and Vice-Principal colleagues
- Your mentor(s) / Supportive Dialogue Process

### **There are important steps to complete before starting your application package**

Before you begin to work on your application package for the position of School Administrator it is suggested that you will:



1. Use a gap analysis to determine which leadership domains are your areas of strength and which require you to gain more experience or where you require additional learning.
2. Complete a self-assessment, using the developmental continuum from the Peel Equity Leadership Competencies Framework (which is included as part of the application package)
3. Compile an *Evidence of Growth* portfolio, showing supporting evidence and experiences to demonstrate your commitment to equity, anti-oppression, anti-racism and development of the leadership domains working within a diverse school community. (This portfolio is used only in the pre-application stage and is not submitted as part of your application package)
4. Engage in a supportive conversation in a risk-free environment to discuss your demonstrated anti-racist leadership and readiness to apply for the position of School Administrators based on the leadership domains.

**In preparation to submit your application package, you must complete and gather the following components:**

- A user portfolio on Apply to Education ([www.applytoeducation.com](http://www.applytoeducation.com))
- Cover letter
- Resume
- [Reference Check Consent Form](#)
- A current copy of your OCT Certificate of Qualification
- A current PPA/ VPPA/ TPA (completed within the last 5 years)
- The finalized Peel Equity Leadership Competencies Submission Document

*\*\*Only those who submit the above fully completed will be considered for this process.*

## Supportive Conversation

This is a non-evaluative process. The intent is to support your leadership journey through rich dialogue and critical feedback.

### Internal Candidates: Teacher to Vice-Principal

- Schedule a meeting with your Principal
- Optional: Invite another Principal or Vice-Principal

### Internal Candidates: Vice-Principal to Principal

- Schedule a meeting with your self-selected Superintendent ([Link to Chart](#))
- Invite your current Principal to join the Supportive Dialogue

### All External Candidates:



- Contact Patricia Algieri: [patricia.algieri@peelsb.com](mailto:patricia.algieri@peelsb.com) to schedule a supportive conversation
- A Superintendent will be assigned to support you
- Please include your current Principal in the supportive conversation

<b>Guiding Themes for Supportive Conversation</b>
Introductions: Identity and social location in relation to each other.
<b>Phase 1: Getting to know the candidate</b> ~ Evidence ~ Impact ~ Reflection
<b>Phase 2: Anti-Racist Leadership Journey</b> ~ Evidence ~ Impact ~ Reflection
<b>Phase 3: Resistance and Advocacy</b> ~ Evidence ~ Impact ~ Reflection
SOE/Principal to articulate Critical Feedback to support your anti-racist leadership:

## Equity Leadership Competencies Framework for Principals and Vice-Principals

Complete the Developmental Continuum for each of the 5 Equity Leadership Domains, candidates will be expected to provide a written account with **3 authentic examples** of the work done to demonstrate breadth and depth of learning, and readiness for the role.

The authentic experiences should demonstrate your strengths in leadership in the following areas:

- Intentional interruption of oppression and racism, including implementing positive structures to support racialized students
- Supporting student achievement and well-being particularly for groups of students who have been historically marginalized and oppressed
- Engagement and advocacy with families and community, particularly those that have been historically marginalized and underserved

Your demonstration of the equity leadership competencies should be evident throughout.

The completed Peel Equity Leadership Competencies Framework\* document will be used as one tool in determining leadership readiness.

Each domain:

- Optional: Visioning statement
- Bulleted or paragraph
- Maximum: 3500 characters – Arial – size 11 font
- Provide 3 authentic examples using the following framework:
  - Evidence
  - Impact/Outcomes
  - Reflection
- Be coherent, demonstrate logical development and contain no errors

Your submission will be critiqued on:

- Your leadership capacity in action as it relates to your evidence of challenging oppression and racism
- Your leadership evidence that demonstrates your positive impact on student achievement and well-being
- Your ability to lead effectively within a diverse school community, including demonstrated evidence of active community engagement
- Your ability to affect change that is sustained beyond your direct leadership influence
- Your written communication skills (must be coherent, demonstrate logical development and contain no errors)

***\*Please refer to and complete the Peel Equity Leadership Competencies for Principals & Vice Principals***

## References

A reference check consent form must be provided by all candidates at the point of application. Click here for the [Reference Check Consent Form](#). On this form, candidates will identify **three** referees who will be able to confirm evidence of their leadership in the following areas:

- Evidence of your action and commitment to the following: Employment Equity, Human Rights and our board priorities of dismantling racism, in-particular anti-Black racism, and leading through an anti-oppressive framework.
- Demonstrated evidence of intentional interruption of acts of oppression and racism against children, youth, families and/or colleagues

- Demonstrated breadth and depth of leadership ability in a variety of contexts; including strong instructional leadership rooted in modern pedagogies and focused on student-centered learning approaches
- Demonstration of transformational leadership that positively impacts student achievement and well-being
- Demonstration of family and community engagement within diverse school communities

For this process, your referees:

- **Must** include your current Principal/Supervisor
- **May** include:
  - A former Principal
  - A Supervisory Officer
  - A professional referee of your choice who can speak to the evidence of your leadership

**Submit your complete package to  
[www.applytoeducation.com](http://www.applytoeducation.com)  
 by the required promotion process dates.**

Your completed application package **must be submitted by the deadline** to be considered for the promotion process.

The process includes creating your profile on *ApplyToEducation*, uploading the required documentation to your profile, selecting and submitting your application to the Peel Principal/Vice-Principal posting. A confirmation email will be sent out by *ApplyToEducation* when you have successfully submitted your application.

The job posting will close at **4:00 pm on Thursday, January 26<sup>th</sup>**. Partially uploaded applications cannot be accepted.

### **The Promotion Process:**

The Promotion Process is designed to help us learn more about your leadership skills and experience and to clearly assess your skills, experience and qualifications for promotion. It is also an opportunity for you to gain valuable feedback about your leadership readiness in order to support your continued growth and future success.

1. All applications will be screened using established criteria and guidelines.
2. Applicants who demonstrate the equity leadership competencies, skills, experience and qualifications will be invited to participate in an interview. A passing score in the screening process will move you forward to the interview process.

3. The interview team will be comprised of Superintendents and Business Managers
  - We will provide employment accommodation (i.e., an accessible location, rescheduling of interviews that fall on creed days/days of significance) if we are advised of an applicant's needs in advance of any part of the selection process.
  - You will be expected to attend an in-person interview at the HJA Brown Education Centre at a designated time
  - You will be given three interview questions prior to the interview beginning to give you time to prepare your thoughts and evidence of impact.
  - There will be two scenario questions provided during the interview.
  - This interview will last about 40 minutes.
4. The interview team will assess each candidate against established criteria and guidelines, as outlined in the Peel Equity Leadership Competencies Framework.

## Candidates will be assessed as follows:

- **Ready for promotion:** If the assessment indicates that the candidate is ready for promotion, the interview team will add your name to a list of qualified applicants for the Principal Pool.
- **Not ready for promotion:** If this is the case, members from the interview team will meet with you and your mentor in a feedback session to give their recommendations for areas that need additional growth.

An email will be sent to notify you to let you know whether you were a successful candidate placed in the applicant pool or not.

## Application checklist

Use this checklist to make sure you have completed all the necessary steps for the promotion process application.



- Have you completed the finalized Peel Equity Leadership Competencies for Principals and Vice-Principals – Please submit as a PDF document only.
- Have you proofread your application package to make sure there are no errors – both in content and writing conventions?
- Have you created your profile on ApplytoEducation?
- Have you successfully uploaded:
  - Peel Equity Leadership Competencies for Principals and Vice-Principals?
  - A copy of your current OCT certificate?

- (If your OCT record is not updated to reflect completion of Special Education Part 1 or PQP2, you must also upload a letter from the course provider, verifying that the recommendation to OCT has been made.
  - A copy of your latest Performance Appraisal? (Within the last 5 years)
  - Your cover letter?
  - Your resume?
  - Your [Reference Check Consent Form](#)?
- Have you gone into the job posting and applied?

## Promotion Process Feedback Survey

- We value your opinion. All candidates will be invited to participate in an exit survey as a way for you to offer your reflections and insights regarding the promotion process.

## Vice-Principal appointments

- Successful leadership candidates will be placed in the promotion pool for a period not to exceed three years.
- Successful leadership candidates will be appointed to Vice-Principal positions as vacancies become available.
- In accordance with Directive 21 of the Ministry Review of PDSB, Vice-Principal candidates must complete mandatory training that focuses on the principles of procedural fairness in education before an appointment is made.

## Principal appointments

- Successful leadership candidates will be placed in the promotion pool for a period not to exceed three years.
- Successful leadership candidates will be appointed to Principal positions as vacancies become available.
- In accordance with Directive 21 of the Ministry Review of PDSB, Principal candidates must satisfy the board that they have completed the training program that focuses on the principles of procedural fairness in education before an appointment is made.

## Still have questions?

This package is designed to give you the information you need to complete the promotion process. If you have any questions not answered in this guide:

- External/Internal Teacher to Vice-Principal candidates: contact [needtoknowVP@peelsb.com](mailto:needtoknowVP@peelsb.com)

- External/Internal Vice-Principal to Principal candidates: contact [needtoknowP@peelsb.com](mailto:needtoknowP@peelsb.com)

Governance and Policy Committee Meeting, Wednesday, June 7, 2023

# Occupational Health and Safety Policy 2023

**Strategic Alignment:**

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

This policy is required as per Section 25(2)(j) of the Ontario *Occupational Health and Safety Act*

**Report Type:**

Recommendation

<i>Prepared by:</i>	Kathleen Wilson, Senior Partner Jaspal Gill, Associate Director, Operations & Equity of Access
<i>Submitted by:</i>	Rashmi Swarup, Director of Education

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## **Overview**

### **Recommendation:**

That the Occupational Health and Safety (OHS) Policy, attached as Appendix 1, be recommended for approval by the Board of Trustees.

### **Highlights:**

- This policy is a requirement for all employers in Ontario. It must be reviewed annually as per the *Occupational Health and Safety Act*.
- This policy expresses the Peel District School Board's (PDSB) commitment to providing and maintaining safe and healthy environments conducive to learning and working for all.
- This policy fulfils the PDSB's legal requirement to have an OHS policy, as well as a workplace violence prevention policy and workplace harassment prevention policy.

### **Background:**

The PDSB is committed to providing and maintaining safe and healthy environments conducive to learning and working for all. Since 1990, the PDSB has annually reviewed and approved its OHS policy made under section 25(2)(j) of the *Occupational Health and Safety Act* (the *Act*).

This policy is a requirement for all employers in Ontario. It must be reviewed annually as per the *Act*. In accordance with the PDSB's Policy Development and Review Framework this policy has been reviewed and revised with a human rights, equity, diversity, inclusion, anti-colonial, anti-racist, and an anti-oppression framework.

## **Evidence**

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

The PDSB is committed to providing and maintaining safe and healthy environments conducive to learning and working for all in accordance with the *Act*. To improve student success and achievement, students and staff must feel safe, nurtured, welcomed, respected, and included.

This procedure applies to all workplaces under the control, occupancy, and administration of the PDSB and is applicable to all PDSB workers. 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 *Act*, 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, Policy 48, Safe and Caring Schools and the Anti-Racism policy.



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This policy expresses the PDSB's commitment to adhering to the legal responsibilities of an employer under the *Act*, as well as stating the legal responsibilities of supervisors and workers. The policy also states the PDSB's commitment to creating and sustaining work environments that are free from workplace violence and harassment in accordance with its legal obligations under the *Act*.

This policy has been written in accordance with industry standards in Ontario and legislative requirements in the *Act*. An environmental scan was performed to ensure the contents of the policy are comparable to neighbouring school boards. The policy was reviewed by the Administration Health and Safety Committee, which is comprised of senior staff representing Corporate Services, Human Resources, Partnerships and Equity, and Safe and Caring Schools.

## **Impact Analysis**

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

The OHS policy is based on the PDSB's commitment to the principles of anti-racism and anti-oppression. In order to support the successful implementation of health and safety programs, processes and training that are fair, transparent and accountable, anti-racist and anti-oppression approaches (i.e., bias awareness, identifying and removing systemic barriers ) will be utilized.

Supervisors investigating workplace incidents and reported incidents of workplace violence, harassment, and discrimination (i.e., manifestations of racism including but not limited to anti-Black racism, anti-Indigenous racism, antisemitism, Islamophobia) will do so from an equity, anti-racism, and anti-oppression lens in alignment with the PDSB's commitment to these principles.

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

This policy is written in accordance with the requirements of the *Act*. Further, the PDSB is committed to the fulfillment of the mandates set out within the Ministry of Education's Review of the Peel District School Board released March 13, 2020 and will take reasonable precautions to prevent workplace violence and harassment of any kind.

Health and safety programs that support legal compliance and the PDSB's commitment to a healthy and safe workplace will be reviewed and updated as required based on legislative changes, recommendations of the Multi-Workplace Joint Health and Safety Committee and the goal of continuous improvement to promote a safe and healthy workplace.

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

An approved OHS policy clearly demonstrates the PDSB's commitment to worker health and safety, which is paramount. To ensure this policy and supporting procedures and guidelines are implemented, monitored, and continuously improved, the PDSB has dedicated a department within Human Resources, Partnerships and Equity to ensure full implementation of the policy and organizational compliance.

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**Legal implications:**

Approval of the Policy will ensure that the Board is in compliance with the *Act*, reducing the likelihood of compliance orders from the Ontario Ministry of Labour, Immigration, Training and Skills Development.

**Risk Assessment:**

Not approving this policy will place the Board in a position of non-compliance with the *Act*.

**Community Impact:**

This policy was reviewed through a human rights, equity, diversity, inclusion, anti-colonial, anti-racist, and an anti-oppression framework. This policy acts on the Board's commitment to create safe and healthy environments that benefit not only staff but students and community members. The Policy increases community and staff trust and confidence in the PDSB through transparency and compliance.

## **Next Steps**

**Action Required:**

- Upon approval, post the policy on both the internal and external Board websites.
- Review all procedures under this policy for alignment with the policy and legislative requirements.
- Continue to develop and administer training materials/programs.

**Communications:**

A copy of this policy must be posted in a conspicuous place in the workplace where it will draw the attention of all workers. At the PDSB schools and worksites, it is posted on the Health and Safety bulletin board, typically located within staff rooms.

The policy is also communicated to workers via various electronic means, such as a "News" posting on the Board's My Site page and by email to location Administrators/Site Managers and Designated and Alternate Workers.

**Success Measures:**

This policy increases staff awareness of their legislated health and safety responsibilities and contributes to the Board's on-going goal of reducing injuries in the workplace. Legislative compliance reduces the risk of the Board receiving orders, fines and/or prosecutions from the Ontario Ministry of Labour, Immigration, Training and Skills Development.

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## **Appendices**

Appendix 1 – Occupational Health and Safety Policy

# PEEL DISTRICT SCHOOL BOARD POLICY

## Occupational Health and Safety

**POLICY ID:**

**FUNCTIONAL CATEGORY:**

**RESPONSIBILITY:** Health and Safety Department, Human Resources, Partnerships and Equity

**APPROVAL:** Board of Trustees

**APPROVAL DATE:** Click for date

**EFFECTIVE DATE:** Click for date

**PROJECTED REVIEW DATE:** 2023-2024 school year

**REVIEW SCHEDULE:** Yearly

### 1. Purpose

The Peel District School Board (PDSB) is committed to providing and maintaining safe and healthy environments conducive to learning and working for all in accordance with the Ontario *Occupational Health and Safety Act*. To improve student success and achievement, students and staff must feel safe, nurtured, welcomed, respected, and included.

### 2. Application and Scope:

This procedure applies to all workplaces under the control, occupancy and administration of the PDSB and is applicable to all PDSB workers. 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 *Occupational Health and Safety Act*, 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, Policy 48, Safe and Caring Schools and the Anti-Racism policy.

### 3. Definitions

3.1 Competent person: a person who:

- a) Is qualified because of knowledge, training and experience to organize the work and its performance,
- b) Is familiar with the *Occupational Health and Safety Act* and the regulations that apply to the work, and

- c) Has knowledge of any potential or actual danger to health or safety in the workplace.
- 3.2 Supervisor: under the *Occupational Health and Safety Act* is a person who has charge of a workplace or authority over an employee. At the Peel District School Board, the following persons are considered to be a supervisor under the *Act*: Director, Associate Director, Corporate Officer, Executive Lead, Controller, General Counsel, Chief Information Officer, Supervisory Officer/Superintendent of Education, Principal, Vice Principal, Manager and Supervisors.
- 3.3 Worker: means any of the following,
- a) A person who performs work or supplies services for monetary compensation;
  - b) A secondary school student who performs work or supplies services for no monetary compensation under a program approved by a college of applied arts and technology, university, or other post-secondary institution;
  - c) Such other persons as may be prescribed who perform work or supply services to the PDSB for no monetary compensation.
- 3.4 Workplace: under the *Occupational Health and Safety Act* is any land, premises, location ,or thing at, upon, in or near which an employee works. For the purpose of this Policy, it also includes any place where employees perform work or work related duties, activities or functions. Schools and school-related activities, such as extracurricular activities and excursions comprise the workplace, as do Board offices and facilities (including eating, lounge/changing areas and vehicles used for work purposes or on work property). Conferences, workshops, training sessions and staff functions (e.g., staff parties, retirement celebrations) also fall within the scope of this Policy.
- 3.5 Workplace harassment: means,
- a) Engaging in a course of vexatious comment or conduct against a worker in a workplace that is known or ought reasonably to be known to be unwelcome,  
or

b) Workplace sexual harassment.

3.6 Workplace sexual harassment means,

a) Engaging in a course of vexatious comment or conduct against a worker in a workplace because of sex, sexual orientation, gender identity or gender expression, where the course of comment or conduct is known or ought reasonably to be known to be unwelcome, or

b) Making a sexual solicitation or advance where the person making the solicitation or advance is in a position to confer, grant or deny a benefit or advancement to the worker and the person knows or ought reasonably to know that the solicitation or advance is unwelcome.

3.7 Workplace violence: means,

a) The exercise of physical force by a person against a worker, in a workplace, that causes or could cause physical injury to the worker,

b) An attempt to exercise physical force against a worker, in a workplace, that could cause physical injury to the worker,

c) A statement or behaviour that it is reasonable for a worker to interpret as a threat to exercise physical force against the worker, in a workplace, that could cause physical injury to the worker.

## **4. Policy**

### Occupational Health and Safety

4.1 The PDSB will take every reasonable precaution to protect the health and safety of workers, students, volunteers, visitors, and those performing contracted work on the PDSB's behalf. This shall be accomplished by ensuring that equipment, materials, and protective equipment are maintained in good condition and by providing information, instruction and supervision to protect health and safety.

4.2 The Occupational Health and Safety Policy and related policies and procedures reflect the PDSB's philosophies and framework, as outlined in the Plan for Student Success.

- 4.3 The PDSB is committed to the maintenance of an Occupational Health and Safety Program that complies with the Ontario *Occupational Health and Safety Act* and applicable regulations.
- 4.4 The PDSB is committed to compliance with all applicable environmental, health and safety legislation that governs the operations of the PDSB and the development and continuous improvement of plans, practices and procedures relating to occupational health and safety.
- 4.5 The PDSB recognizes and endorses the Internal Responsibility System philosophy whereby all workplace parties participate in managing environmental, health and safety issues.
- 4.6 The PDSB will ensure that all supervisors and workers understand their roles, rights, and responsibilities with respect to workplace health and safety.

#### Workplace Violence

- 4.7 The PDSB is committed to providing learning and working environments that are free from workplace violence in which all members of the PDSB community are treated with respect and dignity, and work together to achieve common goals. Workplace violence in any form erodes the mutual trust and confidence that are essential to the well-being of PDSB employees.
- 4.8 Any acts of workplace violence against or by any worker or any other person is considered unacceptable conduct and will not be tolerated.
- 4.9 The PDSB is committed to developing and maintaining a program to implement this Policy with respect to workplace violence that is in accordance with the provisions of the *Occupational Health and Safety Act* and applicable regulations.
- 4.10 In accordance with the *Occupational Health and Safety Act*, the PDSB shall assess the risks of workplace violence that may arise from the nature of the workplace, the type of work or the conditions of work, as often as is necessary to ensure that this Policy and the related program continue to protect workers from workplace violence.

- 4.11 The PDSB is committed to taking every reasonable precaution to protect workers, where it becomes aware, or ought to be aware, that domestic violence that would likely expose a worker to physical injury may occur in the workplace.

#### Workplace Harassment

- 4.12 The PDSB is committed to providing learning and working environments in which no one is subject to workplace harassment or workplace sexual harassment.
- 4.13 The PDSB is committed to developing and maintaining a program to implement this Policy with respect to workplace harassment in accordance with the requirements of the *Occupational Health and Safety Act* and the *Ontario Human Rights Code*. This program will be developed and maintained in consultation with the Multi-Workplace Joint Health and Safety Committee (MJHSC).
- 4.14 Any acts of workplace harassment shall not be tolerated.
- 4.15 A reasonable action taken by the PDSB or a supervisor relating to the management and direction of workers, or the workplace is not considered workplace harassment.
- 4.16 PDSB is committed to the fulfillment of the mandate set out within the Ministry of Education's Review of the Peel District School released March 13, 2020 and will take every reasonable precaution to prevent workplace violence and harassment of any kind. This shall be accomplished both by proactive training including anti-racist and anti-oppression approaches (i.e., bias awareness, identifying and removing systemic barriers) utilized in the workplace and by investigating reported incidents of workplace violence, harassment, and discrimination (i.e., manifestations of racism including but not limited to anti-Black racism, anti-Indigenous racism, Islamophobia), in an objective and timely manner, taking necessary action and providing appropriate support for all affected individuals.

#### Reprisal

- 4.17 This Policy prohibits any form of reprisal. No supervisor shall
- a) dismiss or threaten to dismiss a worker;



- b) discipline or suspend or threaten to discipline or suspend a worker;
- c) impose any penalty upon a worker; or
- d) intimidate or coerce a worker,
- e) because the worker has acted in compliance with this Policy, the *Occupational Health and Safety Act* or related regulations or an order made thereunder, has sought the enforcement of this Policy, the *Occupational Health and Safety Act* or the related regulations or has given evidence in a proceeding in respect of the enforcement of this Policy, the *Occupational Health and Safety Act* or the regulations or in an inquest under the *Coroners Act*. A worker who knowingly makes a false report or otherwise abuses this Policy may be subject to disciplinary action by the PDSB and could result in legal action.

## **5. Roles and Responsibilities**

### **5.1 Board of Trustees**

- a) Approve this Policy.

### **5.2 Director of Education or designate shall**

- a) Assign responsibility for Occupational Health and Safety and will ensure that the PDSB's programs are implemented, maintained, and supported by proactive and ongoing staff training on occupational health and safety, manifestations of systemic racism in the workplace including anti-Black racism, workplace harassment and workplace sexual harassment, and violence.
- b) Allocate staff and resources to support the implementation of the Policy and related procedures.
- c) Ensure the annual review of this Policy to ensure that the occupational health and safety program is maintained and implemented.

- d) Ensure the workplace harassment program is reviewed as often as necessary, but at least annually, to ensure that it adequately implements this Policy with respect to workplace harassment.
- e) Ensure that a copy of this Policy, is posted in a conspicuous place in all workplaces, including all schools, sites, and administrative buildings.
- f) Ensure that a copy of the *Occupational Health and Safety Act* and explanatory materials, are posted within the workplace, outlining the rights, responsibilities, and duties of workers.
- g) Ensure all employees are made aware of this Policy and supporting procedures.

### 5.3 Director's Council

- a) Approve procedures related to this Policy.

### 5.4 General Counsel and Governance Officer

- a) Provide interpretation of this Policy and related procedures.
- b) Review this Policy for compliance with legislative requirements.

### 5.5 Human Resources, Partnerships and Equity

- a) Responsible for the inclusion of occupational health and safety in the performance evaluation at all levels of supervision.
- b) Response for the inclusion of health and safety in staff professional development programs and staff orientation, including the completion of occupational health and safety awareness training that meets the requirements as set out in Ontario Regulation 297/13.

### 5.6 Manager of Health and Safety

- a) Develop criteria and procedures for occupational health and safety matters as well as the administration of the procedures in consultation with the Administration Health and Safety Committee (AHSC). Procedures and criteria will be guided by the requirements of all relevant Federal, Provincial

and Municipal Statutes governing Occupational Health and Safety and will include anti-racist and anti-oppressive approaches (i.e., bias awareness, identifying and removing systemic barriers) utilized in the workplace.

b) Assist the MJHSC in carrying out their function.

#### 5.7 Administration Health and Safety Committee

a) The purpose of the Administration Health and Safety Committee is to provide input into the development of criteria and procedures for occupational health and safety matters, as well as to act on behalf of the Employer (the PDSB) in fulfilling Section 9(20)(21) of the Ontario *Occupational Health and Safety Act*, R.R.O. 1990. The AHSC shall be chaired by the Executive Officer, Human Resources, Partnerships and Equity, and be comprised of senior staff representing various departments. Representatives from the Health and Safety Department will be a resource to the AHSC. Recommendations made by the MJHSC to address health and safety concerns will be forwarded to the AHSC. The AHSC considers the recommendations and responds in writing within the prescribed timeline.

#### 5.8 Supervisory Officers, Corporate Officers, Executive Leads, Controllers, General Counsel, Chief Information Officer

a) Ensure workplaces comply with applicable regulations and code.

b) Ensure compliance with *Occupational Health and Safety Act* and related regulations.

c) Take every precaution reasonable in the circumstances for the protection of employees.

d) Ensure PDSB supervisors are competent persons as defined under the *Occupational Health and Safety Act*

#### 5.9 Supervisor

a) Ensure compliance with health and safety policies and procedures at the site level.

- b) Advise workers, students, visitors, and those performing contracted work on PDSB's behalf of any potential or actual dangers to health and safety of which the supervisor is aware.
- c) Where so prescribed, provide a worker with written instructions as to the measures and procedures to be taken for protection of the worker.
- d) Take every precaution reasonable in the circumstances for the protection of a worker.
- e) Provide and maintain appropriate protective equipment, materials, and devices to reduce occupational illness and injury.
- f) Responsible for receiving health and safety concerns, investigating the concerns, responding to findings and implementing appropriate corrective actions in ways that uphold our commitment to anti-racism and anti-oppression.
- g) Ensure that the names and locations of MJHSC members are posted in the workplace.
- h) Ensure that the names and locations of qualified first aid persons are posted at the first aid stations.
- i) Ensure copies of the Ministry of Labour, Immigration, Training and Skills Development inspection reports and/or hygiene reports are posted in the workplace.

#### 5.10 Workers

- a) Every worker has the responsibility for protecting their personal health and safety in the workplace and to contribute to the health and safety of their fellow employees. This shall be accomplished by each person approaching their work in accordance with the legislation and in keeping with the safe work practices, which have been established by the PDSB.

- b) Every worker shall be responsible to bring to the attention of the PDSB, through their Supervisor, the existence of any unsafe work practices and conditions.
- c) Every worker shall report to their supervisor the absence of or defect in any equipment or protective device of which the worker is aware and which may endanger themselves or another worker.
- d) Every worker shall report to their supervisor any contravention of this Policy, the *Occupational Health and Safety Act* or related regulations or the existence of any hazard of which they are aware.
- e) Every worker shall use or wear the equipment, protective devices or clothing that the PDSB requires to be used or worn
- f) All workers are required to complete mandatory training required by Ontario Regulation 297/13 under the *Occupational Health and Safety Act* and its regulations; and PDSB training that addresses the Board's commitments to ensuring anti-racist and anti-oppressive workplace environments.
- g) No worker shall:
  - (i) remove or make ineffective any protective device required by the regulations or by the PDSB, without providing an adequate temporary protective device and when the need for removing or making ineffective the protective device has ceased, the protective device shall be replaced immediately;
  - (ii) use or operate any equipment, machine, device or thing or work in a manner that may endanger themselves or any other worker; or
  - (iii) engage in any prank, contest, feat of strength, unnecessary running or rough and boisterous conduct.

#### 5.11 Multi-Workplace Joint Health and Safety Committee

- a) The PDSB recognizes that the establishment and maintenance of a Joint Health and Safety Committee plays an integral role in the realization of the

goal of eliminating occupational illness and injuries. The PDSB maintains a Multi-Workplace Joint Health and Safety Committee (MJHSC) under a multi-site agreement with the Ontario Ministry of Labour, Immigration, Training and Skills Development. The MJHSC has responsibilities under the *Occupational Health and Safety Act* which are detailed in its Terms of Reference.

## 6. Appendices

Not applicable

## 7. Reference Documents

Ontario Human Rights Code

Ontario Occupational Health and Safety Act, R.S.O. 1990

Ontario Regulation 297/13

Anti-Racism Policy

Human Rights Policy

Safe and Caring Schools Policy

Equity and Inclusive Education Policy

Information, Access, and Privacy Policy

Multi-Workplace Joint Health and Safety Committee Terms of Reference

## 8. Revision History

Review Date	Approval Date	Description
	April 27, 1993	
	July 25, 1995	
	January 1, 1998	To reflect change in Board name
	April 11, 2000	
	February 25, 2003	
	December, 2005	
	June 8, 2010	Replaces former Policy 56 – Environmental Health and Safety
	August 31, 2016	

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	June 19, 2017	
	September 24, 2018	
	August 27, 2019	
	December 8, 2020	
	September 30, 2021	Review and update policy as per Ministry Directives
	September 28, 2022	
April 21, 2023		Merge relevant information from EHS 1.2.2 Migrate policy to new policy template

Governance and Policy Committee Meeting, Wednesday, June 7, 2023

# Expungement of Suspension and Expulsion Records for Students Kindergarten to Grade 3

**Strategic Alignment:**  
Directive 21

**Report Type:**  
Recommendation

*Prepared by:* Harjit Aujla, Associate Director School Improvement and Equity

*Submitted by:* Rashmi Swarup, Director of Education



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## **Overview**

### **Recommendation:**

That the Board approve the Expungement of Suspension and Expulsion Records for Students Kindergarten to Grade 3 Policy, attached as Appendix 1;

And further, that the Board repeal the interim Policy 89: Expungement of Suspension and Expulsion Records for Students Kindergarten to Grade 3 Policy.

### **Highlights:**

- Policy 48: Safe and Caring Schools recognizes that the practice of suspending students has been shown to disproportionately impact Black, Indigenous and 2SLGBTQIA+ students;
- Policy 48: Safe and Caring Schools articulates the retention schedule of student discipline records;
- The Expungement of Suspension and Expulsion Records for Students in Kindergarten to Grade 3 Policy has been reviewed and directs superintendents and administrators to expunge all suspension and expulsion records, paper and electronic, issued to students of the Peel District School Board (PDSB) in Kindergarten to Grade 3, where legally permissible;
- Principals have received training and information on how to ensure suspensions and expulsions for students Kindergarten to Grade 3 are expunged;
- There have been zero suspensions and expulsions for students K-3 in the current school year.

### **Background:**

Before the Ministry of Education adopted Regulation 440/20, in May 2020, the PDSB took the step of discontinuing suspensions of K-3 students. The PDSB also took the extra step, under the Interim Policy: Expungement of Suspension and Expulsion Records for Students in Kindergarten to Grade 3, of expunging all suspension and expulsion records, both paper and electronic, issued to current PDSB students in K-3. This required the PDSB to write an electronic program to enable this process and build administrators' capacity on the expectations and requirements for expunging the records. This requirement to expunge suspension and expulsion records for students in Kindergarten to Grade 3 will continue on an annual basis.

## **Evidence**

### **Findings**

The 2020 Ministry Review of the PDSB highlighted the overrepresentation of Black students in suspensions and expulsions. The PDSB's Equity Accountability Report Card reports on the disproportionalities in suspensions for Black students, Indigenous students, and students with special education needs. Research has documented the long-term implications of early

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suspensions and expulsions on student success and achievement including increasing the likelihood of future suspensions and school dropout (Yang, Harmeyer, Chen & Lofaso, 2018; Meek & Gilliam, 2016).

The Board's December 8, 2020, decision to expunge the suspension records of all students in K-3 where legally permissible builds on the acknowledgement of the unfair and inequitable applicable of disciplinary practices, including suspensions, that have contributed to disproportionate outcomes for Peel students. Directive 21 requires that PDSB develop a policy geared to eliminate suspension-expulsion of students k-grade 3.

The purpose of this policy is to:

- Direct Superintendents of Education, Principals and Vice-Principals to expunge all suspension and expulsion records, paper and electronic, issued to students of the PDSB in Kindergarten to Grade 3;
- Expunge these records to which this Policy applies annually on a go forward basis in accordance with the Procedure and the relevant law; and
- Ensure that these records are not unfairly used in progressive discipline processes as the practice of suspending students in Kindergarten to Grade 3 has been shown to disproportionately impact Black students.

This Policy has been reviewed in consultation with system administrators, Safe and Caring Schools, and Legal and Governance Services.

During the 2022-2023 school year, there have been zero suspensions or expulsions for students Kindergarten to Grade 3.

## **Impact Analysis**

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

The PDSB remains committed to eliminating racial disparities in suspensions and expulsions, promoting and supporting alternatives to suspension, progressive discipline and creating a culture of success for all students, with a focus on eliminating anti-Black racism.

Through the development, implementation, and training for all school administrators on Policy 48: Safe and Caring Schools, schools remain committed to fostering school learning environments that are caring, safe, equitable, and rooted in the respect and inherent dignity of all students, so that all students can reach their full potential. This policy augments the spirit and the letter of Directive 21 by taking a human rights and restorative justice approach and permanently expunging the suspension and expulsion records of all PDSB students who received a suspension(s) in grades Kindergarten to Grade 3.

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

The purpose and principles of the Policy align with Directive 21, and Policy 48: Safe and Caring Schools.

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**Resources:**

PDSB recognizes the harm that suspensions and expulsions have on young children, particularly for those that identify as Black. The Safe and Caring Schools department will continue to provide professional learning on Directive 21, and Policy 48, focusing on progressive discipline, restorative justice, and alternatives to suspension.

**Legal implications:**

The PDSB has a duty to uphold each student's human rights and create an education system free from discrimination and racism.

**Risk Assessment:**

The failure to ensure the ongoing elimination of suspensions and expulsions of students K-3 will result in the failure to create and uphold safe and caring learning environments for young students. The impacts of exclusionary discipline are significant to the well-being and success of our students. Impacts may include missed academic content, lowered achievement, stigmatization of students, Black and Indigenous students feel a greater sense of not belonging, and the school-to-prison nexus is strengthened.

**Community Impact:**

Eliminating suspensions and expulsions for students in Kindergarten to Grade 3 demonstrates the Board's commitment to Human Rights as they apply to young children and the Board's equity and anti-racism and anti-oppression priorities. The expungement of these records, where permissible,

## **Next Steps**

**Action Required:**

- Continued training on Policy 48 and its subsequent Operating Procedures, including Restorative Justice
- Ongoing monitoring of suspension and expulsion data for students in Kindergarten to Grade 3

**Success Measures:**

- Ongoing elimination of suspensions and expulsions for students K-3.

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## References:

Meek, S. E., and W. S. Gilliam. 2016. *Expulsion and Suspension in Early Education as Matters of Social Justice and Health Equity*. NAM Perspectives. Discussion Paper, National Academy of Medicine, Washington, DC. <https://doi.org/10.31478/201610e>

Yang, M. Y., Harmeyer, E., Chen, Z., & Lofaso, B. M. (2018). Predictors of early elementary school suspension by gender: A longitudinal multilevel analysis. *Children and Youth Services Review, 93*, 331-338.

## Appendices

Appendix 1 - Expungement of Suspension and Expulsion Records for Students Kindergarten to Grade 3 Policy

## PEEL DISTRICT SCHOOL BOARD POLICY

### Expungement of Suspension and Expulsion Records for Students in Kindergarten to Grade 3

**POLICY ID:**

**FUNCTIONAL CATEGORY:** Enter Text

**RESPONSIBILITY:** Superintendent, Safe and Caring Schools

**APPROVAL:** Board of Trustees

**APPROVAL DATE:** Click for date

**EFFECTIVE DATE:** Click for date

**PROJECTED REVIEW DATE:** 2025-2026 school year

**REVIEW SCHEDULE:** 3 years

#### 1. Preamble

The Peel District School Board (PDSB) is committed to disrupting and dismantling systemic racism including anti-Black racism, fostering equity in student outcomes and experiences, and upholding human rights.

Following the review of the Peel District School Board, the Minister of Education issued 27 binding directives to the PDSB in 2020. Directive 21 provides, in part, that subject to the provisions in section 310(1) of the *Education Act* and where otherwise provided for by law for reasons unrelated to student discipline (such as non-immunization), the PDSB cease all suspensions and expulsions of students in Junior Kindergarten and Senior Kindergarten as of September 2021, and of students in Grades 1 to 3 as of September 2022. On May 4, 2020, the Director of Education proactively ordered the cessation of all informal/in school suspensions and all suspensions of students in Kindergarten to Grade 3.

Following the July 2020 announcement of Ontario's *Action Plan to Address Systemic Racism in Schools*, the Ministry has created new regulations that change how student behaviour is addressed in junior kindergarten to Grade 3. The new regulations remove the discretion of the principal to suspend students in junior kindergarten to Grade 3 for activities listed in subsection 306(1) of the *Education Act*, beginning in the 2020-2021

school year directing that these behaviours should be addressed with the appropriate positive behaviour support in the school setting. Activities listed in subsection 310(1) will still be subject to mandatory suspensions, pending the results of an investigation.

The Expungement of Suspension and Expulsion Records for Students in Kindergarten to Grade 3 Policy (the “Policy”) will:

- Augment the spirit and the letter of Directive 21 by taking a human rights and restorative justice approach and permanently expunging the suspension and expulsion records of all PDSB students who received a suspension(s) in grades Kindergarten to Grade 3; and
- Acknowledge that the denial of access to learning with the exception of student conduct that presents a risk to the health and safety of others is detrimental to the success of students and to encourage a restorative approach to student discipline where reasonable and appropriate; and
- Respond to the Board’s December 8, 2020 decision that the suspension records of all students in Kindergarten to Grade 3 be expunged where legally permissible.

## **2. Purpose**

The Purpose of this Policy is to:

- 2.1 Direct Superintendents of Education, Principals and Vice-Principals to expunge all suspension and expulsion records, paper and electronic, issued to students of the PDSB in Kindergarten to Grade 3;
- 2.2 Expunge these records to which this Policy applies annually on a go forward basis in accordance with the Procedure and the relevant law; and
- 2.3 Ensure that these records are not unfairly used in progressive discipline processes as the practice of suspending students in Kindergarten to Grade 3 has been shown to disproportionately impact Black students.

## **3. Application and Scope:**

This Policy applies to all students of the PDSB who received a suspension and/or expulsion while in Kindergarten to Grade 3 at the PDSB.

This Policy supports the implementation of the Board's obligations under *the Education Act* and its regulations relating to school and student safety and progressive discipline, the Ontario *Human Rights Code*, the *Charter of Rights and Freedoms*, the Provincial Code of Conduct, the directions of the Ministry of Education under applicable Policy/Program Memoranda, and the review and direction of the Ministry of Education further to the 2020 Ministry Review of the Peel District School Board. This Policy is aligned with and supports the principles and expectations of PDSB Policy 51, Human Rights, Policy 54, Equity and Inclusive Education, Policy 48, Safe and Caring Schools, and the Anti-Racism Policy.

This Policy must be implemented in accordance with the procedures made under this Policy and should be read in concert with Policy 48: Safe and Caring Schools.

#### **4. Definitions**

- 4.1 **Electronic record:** suspension or expulsion letter issued to the student and retained in the Student Information System (the "SIS").
- 4.2 **Student of the PDSB:** A student currently enrolled in a PDSB school.
- 4.3 **Violent Incident:** For the purpose of this Policy and as defined in PPM 120, a violent incident is defined as the occurrence of any one of the following or the occurrence of a combination of any of the following: possessing a weapon, including possessing a firearm; physical assault causing bodily harm requiring medical attention; sexual assault; robbery; using a weapon to cause or to threaten bodily harm to another person; extortion; hate and/or bias-motivated activity.

#### **5. Policy**

- 5.1 All records of suspensions and expulsions issued to students of the PDSB in Kindergarten to Grade 3 in the Ontario Student Record (the "OSR") and the corresponding electronic record shall be permanently expunged with specific

exceptions as set out by this Policy for compliance, the OSR Guideline, 2000 (Revised 2020), Policy/Program Memorandum (“PPM”) 145, and the law.

- 5.2 For non-violent incidents, if the record has been in existence for less than one year, it can only be removed with the consent of the parent, guardian, or adult student in accordance with section 9 of the OSR Guideline, 2000 (Revised 2020).
- 5.3 If the suspension or expulsion was for a violent incident the record of discipline must be retained in the student’s OSR in accordance with PPM 145.
- 5.4 Parents/guardians or the adult student will be notified in June of the current school year.
- 5.5 Administrators will be notified annually of their obligations regarding the removal of suspension records in accordance with the requirements of this Policy.

#### Compliance

- 5.6 The Superintendent of Education will ensure that the Principal/Vice-Principal will expunge all letters of suspension and expulsion issued to a student of the Board while they were in Kindergarten to Grade 3 at the PDSB, electronic and hard copy, permanently and securely from the OSR in accordance with the OSOSR Guideline, 2000 (Revised 2020), the PPM 145, and the law, by August 31 of each year. Despite this section, expulsion for violent incidents must remain in OSR for 5 years. Suspension for violent incidents must remain in OSR for 3 years.

## 6. Roles and Responsibilities

- 6.1 Board of Trustees
  - a) Approve this Policy.
- 6.2 Director of Education
  - a) Accountable for the implementation of this Policy in accordance with the requirements of the *Education Act* and all applicable Ministry policy and program memoranda, requirements and guidance documents.
  - b) Authorize procedures under this Policy.



### 6.3 Superintendent of Safe and Caring Schools

- a) Ensure related Operating Procedure is developed.
- b) Provide interpretation of this Policy and related Procedures.
- c) Support understanding, alignment and interpretation of this Policy and related procedures across the Board and PDSB schools.
- d) Propose housekeeping amendments to the Policy to the Governance Officer.

### 6.4 Superintendents of Education

- a) Adhere to this Policy.
- b) Provide consultation and leadership to school administrators on adherence to this Policy, including which suspensions and expulsions that need to be expunged.

### 6.5 Principals/Vice Principals

- a) Adhere to this Policy.

## **7. Appendices**

## **8. Reference Documents**

*Education Act*

PPM 120 – Reporting violent incidents to the Ministry of Education

PPM 145 – Progressive discipline and promoting positive student behaviour

Anti-Racism Policy

Equity and Inclusive Education Policy

Human Rights Policy

Safe and Caring Schools Policy

PDSB OSR Guidelines

PDSB Retention ByLaw

## 9. Revision History

Review Date	Approval Date	Description

Governance and Policy Committee Meeting, Wednesday, June 7, 2023

# Full Implementation Shift to D2L Brightspace as Single Learning Management System (LMS) for PDSB

**Strategic Alignment:**

Policy 14: Student Assessment, Evaluation, and Reporting – Elementary & Secondary

Policy 78: Digital Citizenship

Policy 48: Safe & Caring Schools

Policy 54: Equity and Inclusive Education

Policy 51: Human Rights

Information, Access, and Privacy Policy

**Report Type:**

Information

*Prepared by:* Antoine Haroun – Chief Information Officer – Learning Technology  
Jaspal Gill – Associate Director – Operations & Equity of Access  
Bernadette Smith, Superintendent – Innovation & Research  
Paul da Silva – Associate Director

*Submitted to:* Rashmi Swarup, Director of Education

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## **Overview**

### **Objective:**

To provide information regarding the Peel District School Board's full transition to the D2L Brightspace Learning Management System.

### **Highlights**

- Commencing in September 2024, Peel District School Board (PDSB) will be providing a single, unified Virtual Learning Environment through D2L Brightspace ("D2L" or "Brightspace"). As a result, Google Classroom will no longer be available in the PDSB and users will transition to D2L Brightspace.
- D2L Brightspace offers an end-to-end Learning Management System (LMS) that fosters greater collaboration, streamlines instruction, grading and assessment, enhances innovation, while upholding the board's commitment to equity, inclusion and safeguarding privacy and security.
- Over the course of the 2023-2024 school year, the board will provide a layered approach to ensure a successful implementation of D2L Brightspace.

### **Background:**

Since 2016, Peel District School Board has been working diligently to streamline our IT systems in order to make it easier for educators, staff and students to collaborate online, capture up-to-date information and to streamline instruction, grading and assessment processes. This work includes eliminating disconnected systems to ensure the highest level of protection against cyberattacks and to provide a single, unified Virtual Learning Environment (VLE) from K-12.

By transitioning to a single VLE, educators, staff and students will:

- experience greater collaboration;
- have access to all the information they need in one, consistent platform, including grading/assessments; and
- help discover new, innovative ways of learning, coaching and connecting.

The purpose of the Peel District School Board's full transition to the D2L Brightspace Learning Management System is to foster equitable, accessible, and effective learning environments across all our schools. This strategic shift, rooted in our commitment to redefine and embody our equity mission, will enhance communication, streamline educational delivery, and ensure the privacy and security of our digital learning spaces. By uniformly adopting D2L Brightspace, we aim to establish clear organizational responsibilities and promote meaningful, system-wide change, thereby empowering every student with equal opportunities for success in our increasingly digital world.

## **Evidence**

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

PDSB has been working with Ontario-based D2L Brightspace since 2018, fine-tuning the platform offerings to meet the needs of PDSB educators, staff and students and developing

effective training modules. Brightspace is currently the Learning Management System for PDSB eLearning courses (Grades 9-12) and is employed by all 55 Ontario districts who are members of the OeLC (Ontario eLearning Consortium). This universal, robust application ensures uniformity in delivering eLearning courses. Every online course across the OeLC network has been using D2L Brightspace as its central LMS since 2005.

Input into the use of D2L Brightspace has been provided by educators, staff, students, and parents/guardians through:

- Thought Exchange;
- Small groups of staff, students, parents;
- Field meetings;
- Brightspace advisory committee meetings;
- PPM 161 required surveys; &
- Ongoing Peel Elementary Virtual School and Peel Virtual Secondary School council meetings.

<b>Brief Timeline Overview Transition to D2L Brightspace Learning Management System</b>	
<b>2016</b>	<ul style="list-style-type: none"> <li>• Ministry of Education announces partnership with D2L Brightspace;</li> <li>• Agreement made to extend to 2028 offering all K-12 educators access at no expense to their school district;</li> </ul>
<b>2018</b>	<ul style="list-style-type: none"> <li>• RFP issued for a Digital Assessment Platform (DAP) as there were concerns that the current DAP, MarkBook, was not aligned with PDSB's policy 14 (Student Assessment, Evaluation and Reporting in Peel Elementary and Secondary Schools);</li> <li>• PDSB met with vendors, Seesaw and Sesame;</li> <li>• PDSB was made aware that the Ontario government had a contract with D2L Brightspace and the contract included client services and opportunities for input on upgrades. As a result, the RFP was abandoned and D2L Brightspace was adopted;</li> </ul>
<b>2019</b>	<ul style="list-style-type: none"> <li>• D2L Brightspace is announced in a board-wide memo as the only digital assessment tool supported centrally. Other digital assessment tools that aligned with policy and data security expectations were permitted to continue being used by Peel educators;</li> <li>• Training and D2L Brightspace learning opportunities were provided to staff at schools (learning modules, webinars and traditional professional development);</li> </ul>
<b>2020</b>	<ul style="list-style-type: none"> <li>• Memo issued stating D2L Brightspace and Google Classroom are approved to be used as VLEs for the 2020-21 school year. The use of other VLEs or grading tools were no longer allowed to contain any information referencing PDSB students;</li> <li>• The same Memo continues to explain that for the 2021-22 school year, PDSB will only support D2L Brightspace as a VLE. Google Classroom will no longer be available within the Peel environment. All other Google tools will be available and integrated within the Brightspace environment, such as Google Docs, Slides, Sheets, and more;</li> </ul>

	<ul style="list-style-type: none"> <li>Staff feedback was that due to all pandemic-related changes, it was not the right time to adopt a new platform and fully transition to D2L Brightspace;</li> </ul>
<b>2021</b>	<ul style="list-style-type: none"> <li>Memo issued, delaying the shift to Brightspace: "In light of strains the COVID-19 pandemic has placed on the system and in consultation with educators, the PDSB, will continue to support both Google Classroom and D2L Brightspace for the 2021-22 school year.";</li> <li>PDSB worked with D2L Brightspace throughout the 2021-22 year on refining the VLE environment for their staff and student needs;</li> <li>PDSB piloted full implementation of use of D2L Brightspace with all staff and students in the Elementary and Secondary Virtual Schools;</li> <li>Additional tools, resources, and professional learning were offered to the system including the creation of a D2L Brightspace PDSB website;</li> </ul>
<b>2022</b>	<ul style="list-style-type: none"> <li>PDSB issued a memo in November re: preparing VLEs for synchronous learning. The memo indicated the shift to D2L would be coming September 2023. Staff expressed concern with transition timelines and the shift was delayed to September 2024 to allow for sufficient training;</li> </ul>
<b>2023</b>	<ul style="list-style-type: none"> <li>PDSB issued a memo stating the shift to D2L would be in effect for the start of the 2024-25 school year.</li> </ul>

Some of the improvements that have been made to the platform as a result of the feedback that has been gathered up to this point include:

- User Interface (UI) improvements: Streamlining the UI based on user feedback for better navigation and ease of use, including simplifying access to key features and functions;
- Enhanced communication tools: Improving communication tools such as discussion boards, email systems, and chat functionalities to facilitate better interaction between students and teachers;
- Improved accessibility: Enhancing accessibility features to cater to students with special education needs, following the principles of Universal Design for Learning (UDL). Refinement of course shells to cater to different academic levels of students. Through the custom login available on the PDSB homepage, we have been able to authenticate the end user for all the applications they have been given rights to and eliminate further prompts when they switch applications during a particular session;
- Mobile accessibility: improving their mobile app's functionality to allow students and teachers to access materials and communicate effectively using their mobile devices;
- Launch of a parent mobile application to keep parents informed and updated;
- Integration with SIS and automation of the course shell creation in Brightspace based on SIS enrollment;
- Integrations & API (Application Program Interface) access: Improving integration with other educational software (including SIS, Google and Microsoft) and tools that schools commonly use and providing better API access; &
- Analytics and Reporting: Improving data tracking, analytics, assessment tools, and reporting to help teachers track student progress and identify areas where students may be struggling.

## Impact Analysis

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Board or Ministry Policy Alignment:

**Information, Access, and Privacy Policy**

D2L Brightspace provides strong security protocols and privacy policies that directly address and meet the requirements of MFIPPA (Municipal Freedom of Information and Protection of Privacy Act). Further, D2L Brightspace is a full-featured LMS that offers an end-to-end user experience. Google Classroom does not offer key functions and instead relies on the essential inclusion of 3<sup>rd</sup> party add-ons for fundamental features. These 3<sup>rd</sup> party tools do not meet the requirements of board policy or MFIPPA. In addition, the lack of a vetting process for Google Classroom's 3<sup>rd</sup> party add-ons creates recurring risks, while integrations within D2L Brightspace are thoroughly vetted and reviewed to ensure compliance with relevant legislation. Finally, Google Classroom's 3<sup>rd</sup> party add-ons do not meet policy standards for the disclosure of personal information with the knowledge and consent of involved individuals.

**Policy 14: Student Assessment, Evaluation, and Reporting in Peel Elementary & Secondary Schools**

The full shift to D2L Brightspace aligns with PDSB's Policy 14, addressing the requirements outlined in our initial RFP for a comprehensive Digital Assessment Platform. This platform surpasses the capabilities of other vendors, including Seesaw and Sesame, by offering an integrated approach to digital learning management. Moreover, the existing contract between D2L Brightspace and the Ontario government provides assurance and a pathway for client services and upgrades. Consequently, the move to D2L Brightspace eliminates the need for a system like MarkBook, which was not fully aligned with our policy. Therefore, this transition not only addresses our digital assessment needs but also paves the way for a secure, efficient, and fully compliant learning environment.

**Policy 78: Digital Citizenship**

Transitioning fully to D2L Brightspace supports the implementation of Board Policy 78, which emphasizes digital citizenship. D2L Brightspace provides an environment where students can learn how to navigate digital platforms responsibly and ethically, given its wide range of tools for communication, collaboration, and content creation. The platform's robust security features and privacy controls reinforce safe online behaviour and data protection, core tenets of digital citizenship. Furthermore, teachers can utilize D2L Brightspace to teach and reinforce digital citizenship concepts, facilitating student understanding of appropriate online behaviour and digital literacy skills. Thus, through the full implementation of D2L Brightspace, we are enhancing our commitment to fostering responsible digital citizens within our school communities.

**Policy 48: Safe & Caring Schools**

D2L Brightspace's integrated system ensures a secure online learning environment, protecting students' data and information, thereby creating a safer virtual space for our learners. The platform's tools for teacher-student and parent-teacher communication further enhance the nurturing of our school communities, fostering stronger relationships and support networks. Additionally, D2L Brightspace's accessibility and user-friendly design contribute to an inclusive and welcoming learning environment, ensuring that all students, including those with Special Education and ESL needs, can fully engage in their education. The transition to D2L

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Brightspace is a concrete step towards ensuring safe, caring, and inclusive learning spaces in our school district.

**Policy 54: Equity and Inclusive Education**

The full transition to D2L Brightspace upholds the principles of Board Policy 54, Equity and Inclusive Education, by providing a uniform, accessible, and inclusive digital learning platform. D2L Brightspace’s robust features and intuitive design ensure that all students, regardless of their backgrounds or abilities, have equal access to educational resources, thereby fostering an equitable and inclusive learning environment across the entire school district.

**Policy 51: Human Rights**

The PDSB’s Policy 51 on Human Rights states that the Board is “committed to ensuring that it creates and maintains a learning and working environment that is safe, caring, inclusive, free of discrimination and harassment and in which everyone is treated with respect”. Full implementation of the consistent Learning Management System - D2L Brightspace fully aligns with Board Policy 51 on Human Rights, as it creates a safe, caring, and inclusive online learning environment free from discrimination and harassment. Its comprehensive communication and collaboration tools promote respectful interactions and ensure that every student and staff member can engage in the educational process securely and inclusively, embodying the Board’s commitment to uphold human rights in our learning and working environment.

**Resource/Financial Implications:**

As the provincial government has a 10-year contract with D2L Brightspace that began in 2016, the government has offered the use of the platform to all public education boards at no additional cost.

In comparison, Google has begun charging for its various services related to Google Classroom that were previously free; services that are used by PDSB teachers, staff and students.

We estimate that PDSB cost avoidance through this transition to a single Virtual Learning Environment is \$1.5M - \$2M annually.

Note that this transition is specific to Google Classroom, PDSB staff will continue to have access to use Google Workspace in a safe, secure manner that allows educators and staff to store and collaborate on documents.

**Legal implications and Risk Assessment:**

Implementing a district-wide use of the D2L Brightspace Learning Management System entails several considerations, including requirements, potential risks, liabilities, and legal responsibilities.

**Requirements**

The implementation process requires adequate training for staff, students, and potentially parents to ensure everyone can navigate and use the platform efficiently. The technical infrastructure of the district is prepared to support the deployment and operation of the system, including necessary hardware and internet access for all users.

**Risks**



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Transitioning to a single virtual learning environment D2L Brightspace can have potential risks, such as resistance to change from staff and students. LTSS is developing a system for migration of resources by staff from previous LMS to support this transition.

### ***Liabilities***

PDSB must ensure compliance with data protection and privacy laws when using D2L Brightspace, even though D2L Brightspace has stringent security and privacy protocols. It's also essential to ensure that the platform is accessible to all users, adhering to guidelines and laws related to accessibility and equal opportunity in education.

### ***Alignment with legal responsibilities***

The decision to implement D2L Brightspace is aligned with the legal responsibilities of staff and the board to provide an equal, accessible, and inclusive learning environment. It supports adherence to privacy laws and regulations, as D2L Brightspace is designed with a strong focus on user privacy and data security. The platform also facilitates compliance with educational standards and requirements for digital literacy, assessment, and reporting.

## **Next Steps**

Over the 2023-2024 school year, the board will provide a layered approach to ensure a successful implementation of D2L Brightspace. This will include strategic supports in the following areas:

1. Consultation on implementation and training with Stakeholder Groups
2. Development of Resources for Families and Students
3. System-wide Professional Learning Plan
4. Implementation of Innovative Practices and Enhancements in D2L Brightspace

Through this multi-faceted approach, the PDSB will meet our responsibilities to safely, and effectively, prepare students to become engaged learners.

### **1. Implementation Consultation with Stakeholder Groups**

Since making the necessary decision to proceed with the full adoption of D2L Brightspace, The Empowering Modern Learning (EML) team, Technology Enabled Learning Teacher (TELT) and eLearning Consultant, who is responsible for eLearning in PDSB, and the virtual schools administrators have been consulting with various stakeholder groups to amplify voices from across the system in the determination of the methods for the full implementation. Through these consultations, the EML team is gathering student suggestions and concerns, and are using this input to inform the other areas of this implementation plan. Similarly, the EML team has listened to the feedback of staff and community through social media to plan to ameliorate the course templates for learners. Moving forward, the EML team will continue to work with students and staff (see *Professional Learning Plan*) as well as union partners.

During the 2022-23 school year, PDSB has been piloting the full implementation of D2L Brightspace with the Elementary Virtual School (EVS) with approximately 123 staff serving 1837 students and Secondary Virtual School (PVSS) with approximately 47 staff serving 650 students. Note that currently we have a total of 1113 PDSB students enrolled in eLearning courses using D2L Brightspace. The Ontario eLearning Consortium (OeLC) has been recommending the use of the provincial VLE since it was adopted by the Ministry of Education

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(around 2006/2007). For the 2023-2024 year it will be required of all boards to use D2L Brightspace for eLearning courses as per the OeLC agreement.

See Appendix 1: Consultation Process – EVS & PVSS 2022/2023 Pilot of full implementation of D2L Brightspace

### **Communications**

Communication involves a multifaceted approach to ensure that all stakeholders - students, staff, parents, and the broader community - are informed and understand the implications. Here are some strategies that are being used:

- Board Reports
- System Memos
- FAQs for Administrators and Staff regarding the shift to D2L Brightspace
- Empowering Modern Learners (EML) Newsletters
- Internal and external website of resources
- Staff, students, and parent training sessions

Communication efforts are listed in the:

- Brief Overview of the Timeline for D2L Brightspace Learning Management System (LMS) for PDSB transition (above)
- Learning Experiences Section (below)

## **2. Development of Resources for Students and Families**

The EML team has published several video tutorials that address the learning needs of students, staff, and families. In addition, the team has created numerous, user-friendly guides that highlight best practices, advanced tools, and introductory approaches for students and staff. Moving forward, the team will continue to identify new features and functions that require both documented guides and tutorials while also focusing on translating various resources for students and families into a wide-range of languages representative of the diversity in the PDSB.

## **3. System-wide Professional Learning Plan – Critical Path**

In order to support the system-wide transition to Brightspace for the 2024-2025 school year, a variety of learning opportunities will be available throughout the year for K-12 educators, administrators, and superintendents of education that address the overarching learning goal.

### **Overarching Learning Goal**

*By the end of the 2023-2024 school year, we will...*

**Know** that D2L Brightspace offers a safe and secure virtual learning environment and is an all-encompassing learning management system.

**Be able to** make use of tools and features in D2L Brightspace to provide learners access to learning experiences that meet their learning variability and honors their lived experiences to:

- foster a sense of belonging by providing a blended learning opportunity to support the improvement of student well-being and engagement.
- provide all students with an equitable opportunity to succeed, thrive, and reach their full potential as it provides access to learning outside colonial (traditional) learning structures, eliminating disparities in educational experiences.

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## **Learning Experiences:**

### **D2L Tool Kit**

The D2L Brightspace Tool Kit provides a series of one pagers and micro pages created by the Empowering Modern Learners team which provides support in setting up a course shell, making effective use of tools and functions, and in providing blended learning experiences.

<b>Timeline</b>	<b>Location</b>
First week of September, 2023	SharePoint- Peel News, EML SharePoint page

### **D2L Brightspace Student Leader Program, grades 7-12**

The D2L Brightspace Student Leader Program (D2L SLP) is a collaboration with D2L Brightspace and serves as a bridge between Peel students and D2L. The program offers an opportunity for 3 students in each secondary, middle or K-8 school with an opportunity to engage in ongoing learning on learning in the digital world. Students will develop digital literacy skills and critical consciousness to support them in navigating online platforms through the program. The Student Leaders at each site will work collaboratively with the D2L Brightspace Teacher Leader Team at their site in sharing their learning back at their schools with both staff and students. D2L Brightspace Student Leaders will provide ongoing feedback from students in the building to further develop the platform to meet the needs of learners.

*\*Note - these sessions will be offered twice, for schools in the north and schools in the south.*

<b>Session*</b>	<b>Brief Outline of Learning Experience</b>	<b>Timeline</b>
1 D2L Brightspace Student Leader Conference	<ul style="list-style-type: none"><li>• Cybersecurity in online spaces</li><li>• Why D2L Brightspace?</li><li>• Learning about D2L Brightspace</li><li>• Planning to share learning on D2L Brightspace back at school to build capacity with students</li></ul>	Late October 2023 <i>Full Day</i>
2 D2L Brightspace Student Leader and Teacher Leader Follow Up Meeting and Student Feedback	<ul style="list-style-type: none"><li>• Sharing how capacity was built at schools and impact.</li><li>• Feedback from students and staff.</li><li>• Identify needs based on feedback and brainstorm solutions.</li></ul>	Mid February 2024 <i>Full Day</i>
3 Debrief and Next Steps	<ul style="list-style-type: none"><li>• Updates from D2L Brightspace.</li><li>• Planning for next year.</li></ul>	Late April 2024 <i>Full Day</i>

### **D2L Teacher Leader Team**

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The D2L Brightspace Teacher Leader Team consists of 2 Teachers from each school, 1 of which must be the EML Lead Teacher in the building. The D2L Brightspace Teacher Leader Team will have an opportunity to engage in ongoing learning on the platform through a collaborative inquiry focused on cultivating the learning culture at their site through blended learning.

Session		Brief Outline of Learning Experience	Timeline
1	Exploring D2L Brightspace	<ul style="list-style-type: none"> <li>• Cybersecurity in online spaces</li> <li>• Why D2L Brightspace?</li> <li>• Learning about D2L Brightspace</li> <li>• Sample shells from EVS, PVSS, ATRTs Sandbox- play with the platform</li> <li>• Planning to share learning on D2L Brightspace back at school to build capacity with staff</li> </ul>	Early October 2023 <i>Full Day Release</i>
2	Empowering Modern Learners Through D2L Brightspace: Disrupting Colonial Practices by Designing with UDL and CRRP for Blended Learning	<ul style="list-style-type: none"> <li>• Disrupting colonial practices through blended learning.</li> <li>• Learning Pathways: Application of models of learning, equitable assessment, learning environment, and learning culture in D2L Brightspace.</li> <li>• <i>Developing a learning culture through D2L Brightspace: Collaborative Inquiry on D2L Brightspace as a Professional Learning space.</i></li> </ul>	Late November 2023 <i>Full Day Release</i>
3	Follow Up Meeting and Staff Feedback	<ul style="list-style-type: none"> <li>• Sharing how capacity was built at schools and impact.</li> <li>• Feedback from staff and admin.</li> <li>• Identify needs based on feedback and brainstorm solutions.</li> </ul>	Early February 2024 <i>Half Day Release</i>
4	D2L Brightspace Collaborative Inquiry Debrief and next steps	<ul style="list-style-type: none"> <li>• Sharing impact of inquiry</li> <li>• Sharing how capacity was built at schools.</li> <li>• Identify needs based on impact to determine next steps for staff learning.</li> </ul>	Early May 2024 <i>Full Day</i>

**D2L Brightspace Admin PL**

Administrators will be provided with two learning opportunities which will provide an introduction to D2L Brightspace and how admin can make use of data provided in D2L.

Session*	Brief Outline of Learning Experience	Timeline
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1	Exploring D2L Brightspace	<ul style="list-style-type: none"> <li>• Cybersecurity in online spaces</li> <li>• Why D2L Brightspace?</li> <li>• Learning about D2L Brightspace</li> <li>• Hearing from online administrators as to how they use D2L Educator tools admin need to know</li> <li>• D2L Brightspace Sandbox- play with the platform</li> </ul>	Early December 2023 <i>2 hours</i>
2	Admin Tools - Insights Portal	<ul style="list-style-type: none"> <li>• Gathering Data through D2L Brightspace</li> </ul>	Late February 2024 <i>2 hours</i>

**D2L Brightspace Superintendent of Education Training**

Superintendents of Education will be provided with D2L Brightspace training through which they learn about the safety and security behind D2L Brightspace. They will also be provided with an opportunity to engage in a pilot project designed on the project-based learning framework in which they model the use of D2L Brightspace as a professional learning space to cultivate the learning culture within their unit through blended learning.

Session		Brief Outline of Learning Experience	Timeline
1	Exploring D2L Brightspace	<ul style="list-style-type: none"> <li>• Cybersecurity in online spaces</li> <li>• Why D2L Brightspace?</li> <li>• Basics of D2L Brightspace</li> <li>• Explore sample shells to determine how inclusive and culturally responsive and relevant VLEs can be designed.</li> </ul>	Mid October 2023 <i>1 hour session</i>
2	Cultivating a Culture of Learning with a Family of Schools through D2L Brightspace: Collaborative Inquiry, D2L Brightspace as a PL Space	<ul style="list-style-type: none"> <li>• Learning Culture</li> <li>• <i>Developing a learning culture through D2L Brightspace: Collaborative Inquiry on D2L Brightspace as a PL Space.</i></li> <li>• Setting up the guided inquiry</li> </ul>	Late November 2023 <i>2 hour session</i>
3	Pilot Check-in	<ul style="list-style-type: none"> <li>• Participants provide updates on the pilot.</li> </ul>	March 2024 <i>1 hour session</i>

4	Pilot Debrief	<ul style="list-style-type: none"> <li>Participants share their experience of using D2L Brightspace as a VLE for their units.</li> </ul>	Late May 2024 <i>1 hour session</i>
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**D2L Brightspace Office Hours**

Virtual D2L Brightspace office hours will be provided from March - June 2024 once a week by the Technology Enabled Learning and Teaching contact and Modern Learning Resource Teachers.

**School Requested Lunch and Learns, Staff Meetings, and Professional Learning Sessions**

Modern Learning Resource Teachers attached to a family of schools are available to provide ongoing professional learning outside of the opportunities provided centrally upon the schools' request.

**4. Implementation of Innovative Practices and Enhancements in D2L Brightspace**

The critical path for this implementation, as described above for various stakeholders, has been informed by multiple years of remote learning and, more importantly, the experiences and innovations of students, educators and administrators at both Peel Elementary Virtual School and Peel Virtual Secondary School. These innovations will include:

- Introduction of custom school home pages to promote community, school engagement, and communication;
- Implementation of developmentally and age-appropriate course templates for new educators to use without any requirement for complex customization;
- Implementation of best practices in course design to empower staff to begin their learning with robust, yet easy-to-use tools;
- Implementation of appropriate defaults for assessments and gradebook to maintain system alignment and promote student-centered approaches to academic success;
- Implementation of model courses to demonstrate effective best practices for integrating Universal Design for Learning (UDL) framework to promote student achievement by addressing learner variability;

This transformational shift requires a deliberate and considered plan to ensure we are meeting our articulated goals. To that end, measures for accountability will be introduced throughout the process over the next two years. These measures will be foundational to the full critical path that will guide this work across the system.

**Success Measures**

As we fully transition to D2L Brightspace across the district, success will be evaluated using several Key Performance Indicators and measures, which will be regularly tracked and assessed.

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## **User Engagement**

We'll measure the number of active users (students, teachers, parents) on the platform regularly and over time to gauge overall adoption and engagement.

## **Training Completion**

Tracking the percentage of staff who complete D2L Brightspace training will ensure readiness to use the platform effectively.

## **Platform Performance**

System uptime, speed, and responsiveness will be monitored to ensure a smooth and efficient user experience.

## **Feedback and Satisfaction Surveys**

Regular surveys for staff, students, and parents will measure satisfaction with the platform and the quality of communication and support throughout the transition.

## **Data Privacy Compliance**

Regular audits will ensure that the use of D2L Brightspace adheres to data protection policies and regulations.

## **Accessibility Metrics**

Monitoring the usage rates of accessibility features within D2L Brightspace can help us ensure that all students are able to engage effectively with the platform.

By tracking these measures over time, we'll gain a clear understanding of how well the D2L Brightspace implementation is meeting our goals for equitable, accessible, and effective digital learning.

# **Appendices**

Appendix 1 – Consultation Process – EVS & PVSS 2022/2023 Pilot of full implementation of D2L Brightspace

## Appendix 1

### Consultation Process – EVS & PVSS 2022/2023 Pilot of full implementation of D2L Brightspace

<p>The implementation of a custom logic login (CLL) through our student portal and D2L Brightspace landing pages unique to EVS and PVSS, has provided learners and staff a sense of a cyberschool community that is welcoming and inclusive and which sets them apart in a special way from other Brightspace users from PDSB. The uniqueness of the EVS and PVSS virtual spaces in Brightspace as well as their accessibility and ease of navigation have also benefited the integration of community partnerships, as an example, the Black Student Alliance (BSA) and Black Parent Association (BPA) of Peel.</p>	
<p><b>Elementary Virtual School</b></p> <p>By piloting a platform like D2L Brightspace in a pandemic response elementary virtual school, it served as a consultation tool for the community of parents, staff, and students in Peel. This pilot program allowed stakeholders to experience and evaluate the platform's effectiveness as a digital learning space. Through their participation and feedback, the community had the opportunity to understand how D2L Brightspace could best meet their needs and provide a robust virtual learning environment. This process helped in making an informed decision about adopting D2L Brightspace as the preferred platform for the virtual school in Peel, ensuring that it aligned with the community's requirements and provided a suitable digital space for learning.</p>	<p><b>Peel Virtual Secondary School</b></p> <p>As the first ever non-pandemic response virtual secondary school in the PDSB, Peel Virtual Secondary School (PVSS), has provided staff and students opportunities to participate in D2L Brightspace as a safe, effective and powerful virtual learning experience. The digital tools and accessibility features available through D2L Brightspace have been paramount to enhancing a deep sense of belonging and community, supporting diverse learning interests and needs, and dismantling barriers that have perpetuated micro-aggressions and oppressions in pedagogical approaches traditionally associated with virtual learning.</p>
<p><b>Staff</b></p> <p>August 2022 - Present</p> <p>To gain a diagnostic assessment of staff knowledge on D2L Brightspace and identify the need for professional development, a systematic process was used for implementation of D2L Brightspace for the Elementary Virtual School. The process involved the following steps:</p> <ul style="list-style-type: none"> <li>• Pre-assessment: Administered survey or quiz to gauge staff familiarity with D2L Brightspace.</li> </ul>	<p><b>January 2022 - June 2022</b></p> <p>Serving 650 PVSS students and 1113 students across the PDSB and Ontario eLearning Consortium (OeLC) and their respective families/caregivers, PVSS's decision to use D2L Brightspace as the learning management system was made in consultation with the following stakeholders:</p> <ul style="list-style-type: none"> <li>• Senior Leadership Team</li> <li>• Trustees</li> <li>• Superintendents of Education</li> </ul>



- Data Analysis: Carefully analyzed pre-assessment results to identify knowledge gaps and needs.
- Feedback and Consultation: Conducted individual/group meetings for performance feedback, addressing concerns, and gathering insights.

The professional development plan was executed through a series of training sessions and workshops. The staff had opportunities to learn about D2L Brightspace's advanced features, explore best practices for online teaching and learning, and engage in hands-on activities to strengthen their skills. Ongoing evaluation and feedback mechanisms were implemented to monitor progress and assess the impact of the professional development initiatives.

**Students**

October 2022 - Present

The following consultative approaches continue to be used at EVS so educators can gain valuable insights from **all K-8 students**, understand their needs and preferences, and collaboratively develop a more robust and student-centered learning environment in the virtual school.

- Focus groups or student councils
- One-on-one interviews & informal conversations
- Interactive feedback platforms
- Classroom discussions
- Student reflections and journals

**Parents/guardians**

October 2022 - Parent Council

November 2022 - Black Parent Council

In the consult process of using D2L Brightspace as a learning platform, the

- Principal and Vice Principal Associations
- OSSTF
- Student Equity Team Members
- Secondary and Elementary Guidance Counselors
- Members of the Black Parent Alliance Group

**September 2022 - Current**

Ongoing communication, consultation, and collaboration with the Learning Technology Support System (LTSS) and D2L Brightspace teams through biweekly meetings have resulted in continued enhancements to the learning platform in order to meet the needs of students and staff to align with PVSS's Improvement and Equity Plan goals (SIEP).

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following elements were found crucial to ensure a culturally responsive learning environment.

- Feedback from Black Parent Parent Council: Seek input from the council to ensure inclusivity and cultural responsiveness in the platform, leading to a tailored and effective virtual learning experience. **(average 11 parents)**
- Parent Involvement: Engage parents in supporting their K-8 students' virtual learning by fostering communication and sharing resources. **(all parents invited to share)**
- During student Special Education Annual reviews and Transition Meetings, to specifically ask parents how we can make the learning experience more effective and smooth. **(81 students and families)**
- SRM - Student review meetings - to Gain deep understanding of student needs **(25 students average a month)**
- Supportive Community: Create an online community within Brightspace for K-8 students to interact, collaborate, and develop a sense of belonging. **(95% of parent community receive our Weekly Memo)**

### **ELL learners**

PVSS and EVS (600 open profiles) host ELL learners. Some ELL learners also have further Special Education needs. The suitability of a learning platform for ELLs depends on various factors, including the specific needs of the learners, the instructional practices of teachers, and the resources available

There are tools in D2L Brightspace that support students with special education needs and English Language Learners:

- Caption tool for video notes

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- Orbit Note integrations - reader
  - Special Access tool for assignments (provides time extensions and multiple submissions)
  - Release conditions
  - Creator+ practice and elements tools (for visuals, formative assessment, etc)
  - And Hotspot (which will be launched in June - visual tool)

### **Ongoing Consults**

By incorporating regular check-ins and administrative meetings, D2L Brightspace ensures that feedback from staff, students, and families is actively sought and considered. This promotes a collaborative and inclusive approach to the development and refinement of the learning platform, resulting in a more responsive and innovative digital learning environment.

### **Success and Next Steps**

The success of using D2L Brightspace as a learning platform can be attributed to its ability to create a sense of community, meet students' needs, and foster ongoing partnerships with D2L Brightspace, parents, staff, and students. Through the collaborative efforts of all stakeholders, a strong and supportive virtual learning community has been established. D2L Brightspace has provided a centralized hub for communication, collaboration, and content delivery, allowing for seamless interaction between students, teachers, and parents. The platform's features and tools have been tailored to meet the diverse learning needs of students, accommodating different learning styles and abilities. The continuous partnerships with D2L Brightspace, parents, staff, and students have played a vital role in assessing the effectiveness of the platform and gathering valuable feedback. Based on the positive outcomes and feedback received, the decision to continue using D2L Brightspace for the 2023-2024 school year was made. This decision reflects the platform's ability to create a supportive learning environment, meet the evolving needs of students, and foster ongoing collaboration and innovation.



# **D2L Brightspace** ***Implementation***



# Modern Learning and Learning Management Systems

## September 2024

The PDSB will shift to fully adopt D2L Brightspace as the sole learning management system.

As outlined in the EML Vision document, it is imperative that students are provided with models of learning, as per the Universal Design for Learning (UDL) framework, which provides multiple means of representation and engagement.

This enables student agency and ownership over their learning process as they are encouraged to become agents of change to dismantle inequities and oppression.



**EMPOWERING  
MODERN  
LEARNERS**

INSPIRE · INNOVATE · DISRUPT  
September 2021 Update



# Benefits

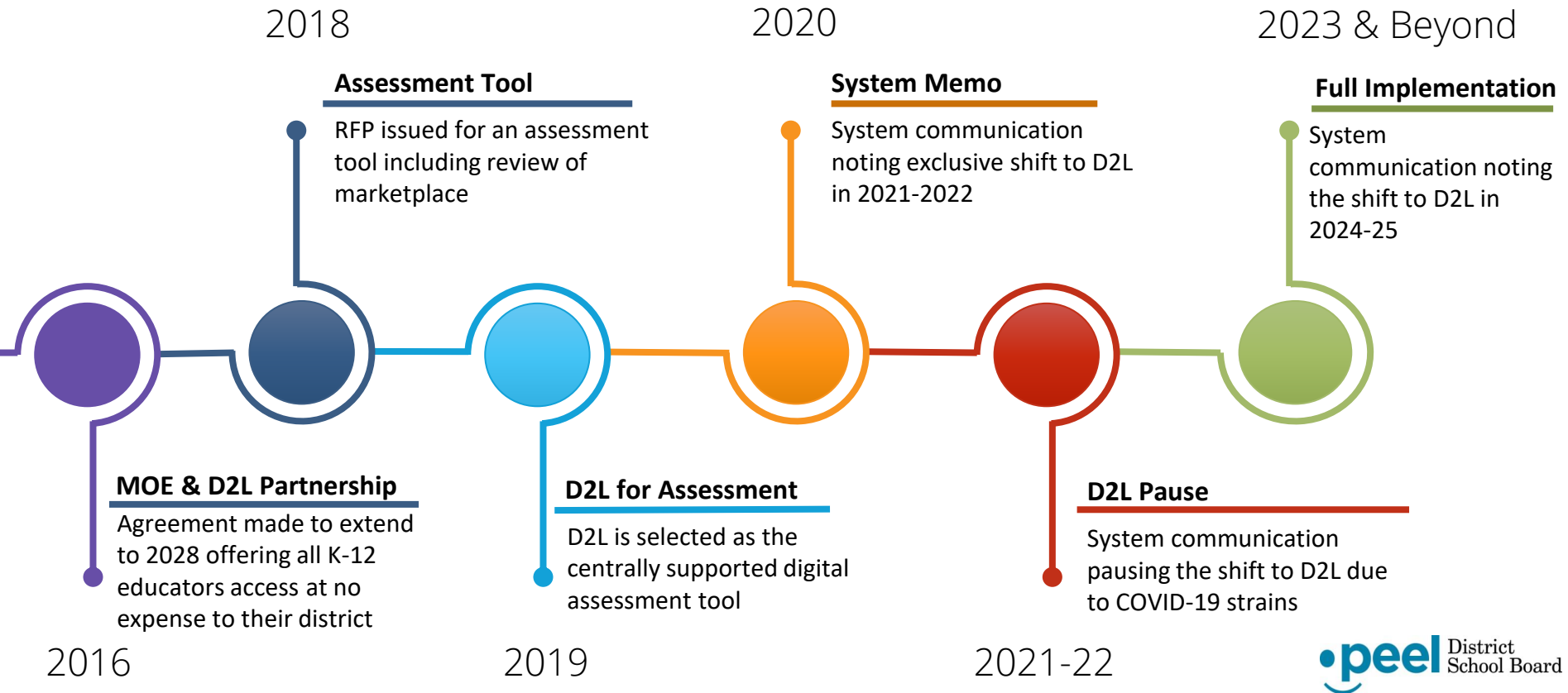
By transitioning to a single VLE, educators, staff & students will have:

- More robust platform for teaching and learning
- Access to information in one, consistent platform, incl. grading/assessments and portfolio
- Developmentally appropriate templates
- Interactive content

# Benefits

- Policy Alignment
  - Policy 78, 54, 51, 48, 14
  - Information, Access and Privacy Policy
- Financial Cost Avoidance
  - \$1.5M - \$2M annually
- Legal Implications and Risk Assessment

# Timeline



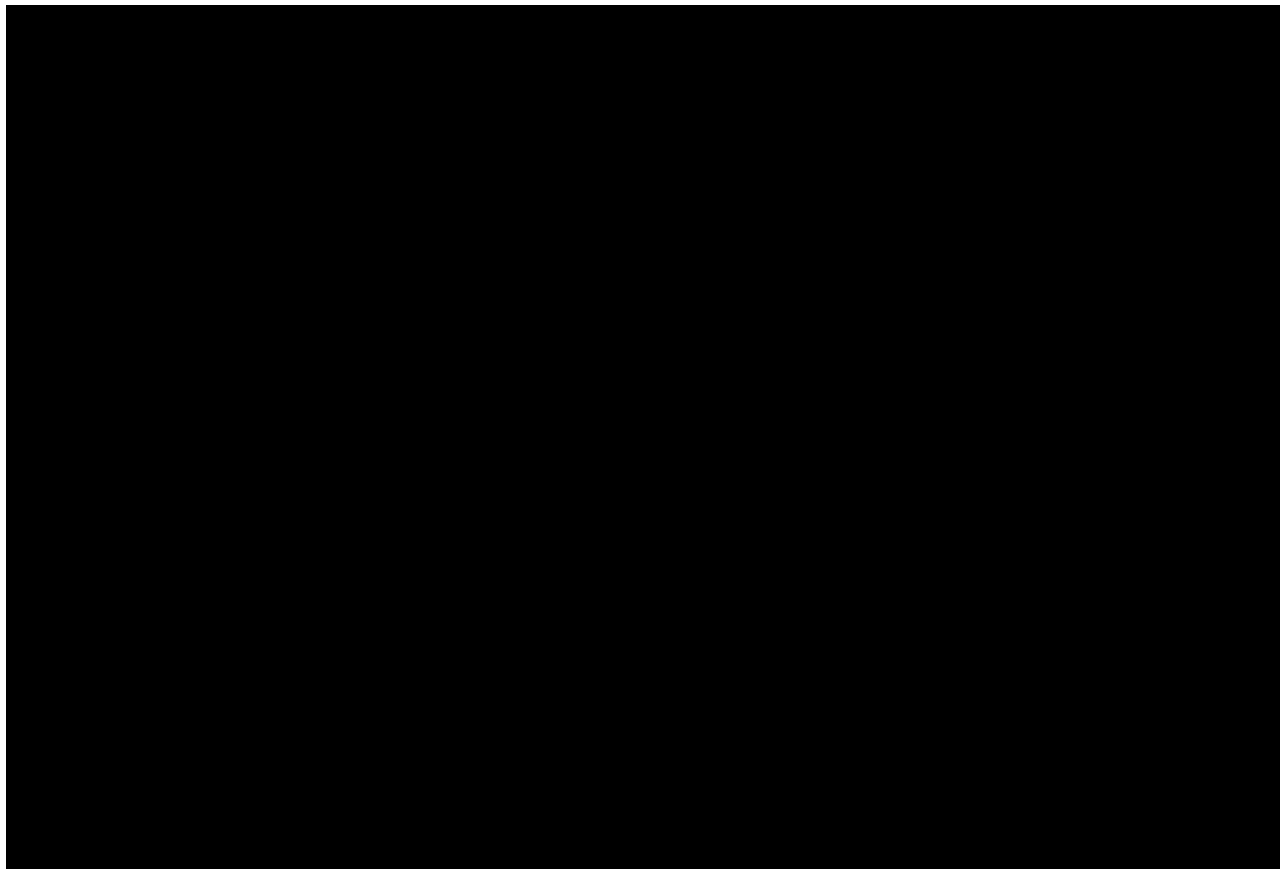


# PDSB Elementary & Secondary Virtual Schools

◦ *Pilot of Full Implementation of D2L Brightspace - 2022, 2023*

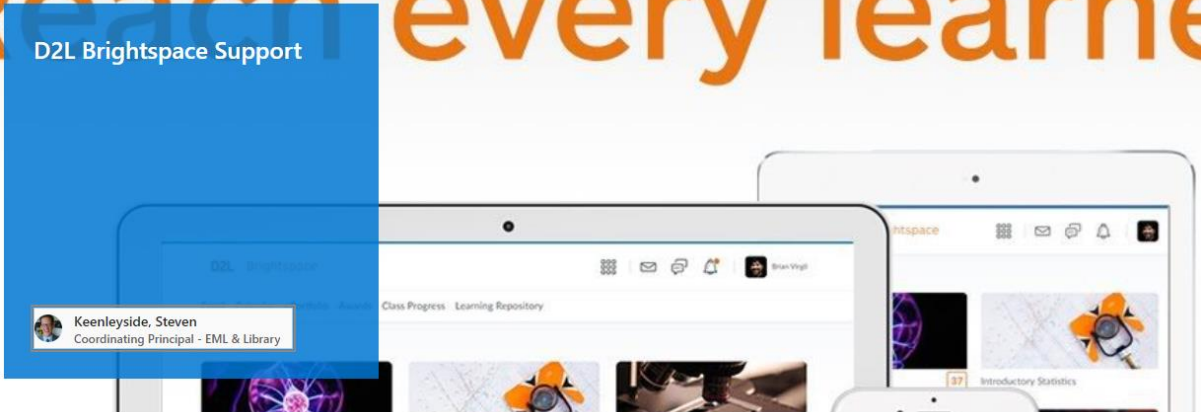


# Example and Student Testimonials



## Reach every learner

D2L Brightspace Support



Keenleyside, Steven  
Coordinating Principal - EML & Library

As the preferred virtual learning environment in PDSB, staff are encouraged to consult the resources provided below in the creation of their online and blended learning classes.

<p><b>All Educators</b></p> <ul style="list-style-type: none"><li>• <a href="#">Establishing a Course in Brightspace</a> - Slide deck</li></ul>	<p><b>Elementary Educators</b></p> <ul style="list-style-type: none"><li>• <a href="#">Using Brightspace in Early Years</a> - Webinar</li></ul>	<p><b>Administrator Support</b></p> <ul style="list-style-type: none"><li>• <a href="#">Brightspace Administration</a> - Webinar</li></ul>
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[www.peelschools.org](http://www.peelschools.org)

Brightspace overview	<a href="#">Infographic</a>
Navigating Brightspace	<a href="#">Video</a>
Accessing a class in Brightspace	<a href="#">Video</a> <a href="#">Infographic</a>
Introduction to Navigating Brightspace for Families	<a href="#">Booklet</a>
Parent Connect	<a href="#">Video</a> <a href="#">Infographic</a>
Brightspace for Parents	<a href="#">Video</a> <a href="#">Infographic</a>



## Next Steps

1. Ongoing consultations
2. Development of More Resources for students and parents
3. System-wide Professional Learning Plan
4. Implementation of Innovative Practices and Enhancements in D2L Brightspace



# Robust D2L Brightspace LMS Features

<b>Customize home pages with branding</b>	<b>Mobile-friendly content using HTML templates</b>	<b>Dedicated student portfolio</b>	<b>Integrates with PDSB systems incl. MS Teams, Student Information System</b>
<b>Dedicated Parent/Guardian App and tools for engagement</b>	<b>Rich multimodal feedback options, including video</b>	<b>Equitable Assessment: Assignments, file uploads etc.</b>	<b>Granular roles and permissions</b>
<b>Global Announcements</b>	<b>Adaptive Release of Course Content</b>	<b>Automated Teacher Outreach &amp;. Intervention</b>	<b>Plagiarism Detection</b>
<b>Discussion Tool</b>	<b>Analytics &amp; Accessibility Checker</b>	<b>Class Progress Dashboard for Educators</b>	<b>User Data Collection and Privacy</b>

7.6

Governance and Policy Committee Meeting, Wednesday, June 7, 2023

# Legal Matters Authority - Policy

**Strategic Alignment:**  
*Education Act*

**Report Type:**  
Recommendation

*Prepared by:* Kathryn Lockyer, General Counsel & Governance Officer

*Submitted by:* Rashmi Swarup, Director of Education



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## **Overview**

### **Recommendation:**

That the Legal Matters Authority Policy be approved;  
And further that the Judicial Matters Policy be repealed.

### **Highlights:**

- The *Education Act* provides authority to delegate powers and duties to a person or body;
- The Board of Trustees may adopt and maintain a policy with respect to the delegation of its powers and duties and the powers and duties of the Director of Education;
- The purpose of the policy is for the delegating of certain powers and duties as permitted by legislation and directed herein;
- The delegation of powers and duties promotes efficient decision making and management of operations;
- The policy provides delegations of authority to the General Counsel & Governance Officer.

### **Background:**

As per the *Education Act*, the Director of Education is responsible for exercising general control and management of a school board for the purpose of ensuring the efficient and effective operation of and for implementing the policies of the Board. The Director of Education is accordingly delegated all of those powers and duties necessary to enable them to effectively discharge such responsibilities and duties in accordance with legislation, policies and procedures, multi-year plans, strategic plans and such decision and directions of the Board of Trustees as may be made and given from time to time.

The policy provides certain delegated authority to the General Counsel & Governance Officer specific for matters related to the protection of the legal rights and interests of the Board and Peel District School Board (PDSB) subject to certain limits and requirements as provided for in the policy.

## **Evidence**

The first General Counsel for PDSB was hired in January 2021. The first General Counsel left PDSB in March 2022 and the position was combined with the existing first Governance Officer to create the position of General Counsel & Governance Officer.

The existing policy, Judicial Matters, provided for a relatively small subset of legal matters such as construction liens. The proposed policy provides in more detail the delegated authority to the General Counsel & Governance Officer and more accurately reflects the legal issues that PDSB incurs and requires legal services to manage.

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The policy provides for parameters of the exercise of the delegated authority to provide a framework of accountability to the Board of Trustees and the Director of Education. The policy provides the delegation necessary to manage the legal services and risk management of the organization including retaining external legal counsel as required.

## **Impact Analysis**

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

The policy is aligned with the *Education Act's* provisions relating to delegated authority.

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

There are no additional resources or financial implications for the delegation of the authority provided for in the policy.

### **Legal implications:**

The policy complies with the delegated authority provisions of the *Education Act*. The policy provides the framework for effective and efficient delivery of legal services to protect the rights and interests of the Board and PDSB.

### **Risk Assessment:**

Without a delegation of authority policy, there is a risk that there would be missed opportunities and increased risk of liability by not being nimble and able to react appropriately and timely to legal risks.

## **Next Steps**

### **Action Required:**

Implement the policy including the accountability framework.  
Posting the policy on the internal and external Peel websites.

### **Success Measures:**

Effective delivery of legal services and management of legal risks for the protection of the interests and rights of the Board and PDSB.

### **References:**

*Education Act*

## **Appendices**

Appendix 1 – Legal Matters Authority Policy

Appendix 2 – Matters Judicial Policy

# PEEL DISTRICT SCHOOL BOARD POLICY

## Legal Matters Authority

**POLICY ID:** Enter Text

**FUNCTIONAL CATEGORY:** Enter Text

**RESPONSIBILITY:** Director of Education

**APPROVAL:** Board of Trustees

**APPROVAL DATE:** Click for date

**EFFECTIVE DATE:** Click for date

**PROJECTED REVIEW DATE:** 2026-2027 school year

**REVIEW SCHEDULE:** Minimum of every four (4) years

### 1. Preamble

The powers and duties of the Peel District School Board (PDSB) are to be exercised by the Board of Trustees except where it is specifically legally authorized to do otherwise. The *Education Act* provides authority to delegate powers and duties to a person or body. The *Education Act* also specifies certain powers and duties to the Director of Education. The Board of Trustees may adopt and maintain a policy with respect to the delegation of its powers and duties and the powers and duties of the Director of Education.

### 2. Purpose

This policy is adopted for the purpose of delegating certain powers and duties as permitted by legislation and directed herein.

### 3. Application and Scope:

This policy applies to the Board of Trustees, the Director of Education, General Counsel & Governance Officer, and the employees of the Peel District School Board.

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.

#### **4. Definitions**

- 4.1 **Approval Authority** means power conferred on an employee, individual or group to commit the Board to a contract, liability, or obligation, or to take on a financial risk.
- 4.2 **Board** means the Board of Trustees of the Peel District School Board.
- 4.3 **Designate** refers to an individual who has been officially selected to act in the stead of a nominated or appointed person and who is temporarily entitled to perform the duties assigned to the permanent position.
- 4.4 **PDSB** refers to the organization known as The Peel District School Board.
- 4.5 **Signing Authority** means power conferred on an employee, individual or group to execute formal documents that commit the Board to a contract, liability, or obligation, or to take on financial risk.

#### **5. Policy**

- 5.1 The Director of Education is responsible for exercising general control and management of PDSB for the purpose of ensuring the efficient and effective operation of PDSB and for implementing the policies of the Board. The Director of Education is accordingly delegated all of those powers and duties necessary to enable them to effectively discharge such responsibilities and duties in accordance with legislation, policies and procedures, multi-year plans, strategic plans and such decision and directions of the Board as may be made and given from time to time.
- 5.2 The delegation of powers and duties promotes efficient decision making and management of operations.
  - a) All delegations of powers and duties shall be based in law, by-law or resolution of the Board;

- b) Delegations of powers and duties shall be non-exclusive and may be revoked by the Board;
- c) An exercise of the power and duty of the Board of Trustees shall take precedence over and supersede the exercise of such power and duty by a delegate;
- d) A delegation of a power or duty constitutes a delegation to any person acting in the capacity of the person to who the power or duty is delegated, during that person's absence;
- e) A delegation of a power or duty may sub-delegate the exercise of the power or the discharge of the duty provided that the initial delegate shall remain responsible to the Board regarding the exercise of the power or discharge of the duty, despite the sub-delegation;
- f) A delegation under this policy shall operate as a delegation to the person acting in the capacity of the delegate from time to time;
- g) Expenditures made under a delegate power shall be made in conformity with the budget process;
- h) Procurement processes as per policy and procedure must be complied with;
- i) Reports on the exercise of a delegated authority or the discharge of a delegated duty may be made to the Board when so directed;
- j) No delegation or exercise of a power or duty shall be made or shall be effective where such delegation or exercise is prohibited or is not authorized.

5.3 The General Counsel and Governance Officer is authorized to:

- a) Commence, defend, and conduct any proceedings before any court, administrative tribunal or other decision-making or advisory body in accordance with instructions received from the Board or from the Director of Education, or on their own initiative where necessary to protect, preserve or assert the best legal interests of PDSB or the Board. Take all steps they may consider necessary to represent the Board in all matters judicial or quasi-

judicial in nature. Powers of expropriation and procedures under the *Statutory Powers and Procedures Act* may only be commenced by resolution of the Board.

- b) Represent the Board and PDSB from a legal perspective in all legal matters affecting the Board and PDSB and make decisions in the determination of the said legal matters.
- c) In matters where the Board and/or PDSB is covered by insurance, the General Counsel & Governance Officer will notify the insurer and/or the insurer's lawyer to take steps to immediately protect the Board and/or PDSB's interest. The General Counsel & Governance Officer will maintain and establish a connection with the insurers.
- d) In matters where there are allegations of negligence and there is no insurance coverage, the General Counsel & Governance Officer shall advise the Board through reports about the claim and keep the Board periodically apprised throughout the course of events.
- e) Take instructions from the Director of Education or from an Associate Director having operational responsibility for the subject matter of a proceeding as deemed appropriate by the Director of Education in the particular circumstances. For example, if the matter is a Construction Lien, instructions could be provided by the Associate Director of Operations, Equity of Access & Support Services.
- f) If a change in Board policy is required as to take steps considered necessary to represent the Board, the policy will be referred to the Board through established processes, for specific direction and policy development, approval, amendment, or update.
- g) Provide advice and representation in relation to collective agreements. It is a decision of the Board to ratify any collection agreement.
- h) Settle any procedural or interlocutory matter (matter not determinative of the rights and obligations of the parties concerning the substantive issues in the

proceedings) and to settle the terms of any contract authorized for execution by or under the authority of the Board or by policy.

- i) Authorize the payment of any expenses, disbursements or costs reasonably incurred by or awarded against PDSB in the course of proceedings.
- j) Authorize, in consultation with the Director of Education and the Chair of the Board, the settlement of claims, whether or not asserted in litigation and to authorize payment in settlement of such claims in an amount not exceeding \$500,000.
- k) Take all steps they may consider necessary or desirable to enforce orders, decisions, awards and judgments made in favour of the organization. Where the General Counsel & Governance Officer, in consultation with the Director of Education and the Chair of the Board deems an amount of a claim maintained by PDSB not exceeding \$500,000 exclusive of interest to be uncollectable in whole or in part, they may authorize any or all of the abandonment, settlement or writing off of the claim.
- l) Appeal and conduct appeals of decisions of courts, administrative tribunals or other decision making or advisory bodies, apply for standing and make applications for judicial review of decisions, provided that any such measures undertaken shall be reported to the Board as soon as is reasonably practicable.
- m) Review and provide advice regarding contracts/agreements/memorandums of understanding prior to execution/signing of the contract/agreements/memorandums of understanding.
- n) Take all steps they may consider necessary to retain the services of external legal counsel as required to protect the legal rights and interests of the Board and PDSB. External legal counsel will take their instruction from the General Counsel or their delegate.
- o) Manage the relationship with external legal counsel.

- p) Take measures to protect the legal rights and interests of the Board and PDSB.

## **6. Roles and Responsibilities**

### 6.1 Board of Trustees

- a) Conduct a cyclic review of this Policy and related policies.

### 6.2 Director of Education

- a) Accountable for the implementation, maintenance and compliance of the Policy.
- b) Develop, implement, and maintain procedures to implement this Policy.
- c) Develop tracking, monitoring, and reporting procedures around the use of this Policy.
- d) Propose housekeeping amendments to this Policy to the Governance Officer.

### 6.3 General Counsel & Governance Officer

- a) Fulfil the obligations and responsibilities as set out in this Policy.

### 6.4 PDSB Employees

- a) Adhere to this Policy.

### 6.5 Governance Officer

- a) Ensure the most recent version of this Policy and related Procedures are found on the PDSB's website.

## **7. Appendices**

None.

## **8. Reference Documents**

*Education Act*

*Statutory Powers and Procedures Act*

Procurement Policy



Signing Authorities Policy

**9. Revision History**

<b>Review Date</b>	<b>Approval Date</b>	<b>Description</b>
	May 25, 1976	
February 26, 1985		Revised.
October 8, 1996		Revised.
January 1, 1998		Revised to reflect change in Board name.
January, 2000		Reviewed.
February 25, 2003		Revised.
December, 2005		Reviewed.
February 25, 2014		Revised.
November 13, 2018		Reviewed.

## **MATTERS JUDICIAL**

### Statement of Policy

That the Peel District School Board delegate to the Director of Education, or designate, or the Chair of the Board, the authority to make decisions in those matters in which discretion can be applied and reserve Board authority on all matters requiring full Board resolution, in keeping with the administrative regulations.

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*.

### Administrative Regulations

1. Matters of a legal nature affecting the Board as a result of its being a public body.
  - (a) Actions of mandamus or prohibition that require the Board to do something by Resolution or to refrain from doing something.

If matters of this nature arise between board meetings, authorization should be given to the Chair to provide preliminary instructions, such instructions to be considered by the Board at the first ensuing Board meeting.
  - (b) Powers of expropriation and procedures under the Statutory Powers and Procedures Act.

These legal powers are to be commenced only by resolution of the Board.
  - (c) Matters of a judicial or quasi-judicial nature.

Such matters as charges being laid against employees where representation is necessary on behalf of the Board, or inquests, or other legal inquiries that do not call for a change in Board policy, will be handled by the Director of Education or designate. Any matter that affects Board policy will be referred to the Board for specific direction.
  
2. Matters affecting the Board related to school construction.

These matters normally involve defending actions for Construction Liens. Authorization is given to the Associate Director – Operational Support Services or designate to give instructions related to these matters.

3. Matters involving allegations of negligence.
  - (a) Matters where the Board is covered by insurance: the Director of Education or designate will notify the Board's solicitor to take steps to immediately protect the Board's interest. The Board's solicitor has the responsibility of establishing connections with the insurers.
  - (b) Matters where the action will or is likely to exceed the Board's liability insurance: the procedure will be the same as in (a) with the exception that the Board as a whole will be advised through reports in the normal course of events.
  
4. Matters involving contracts
  - (a) Collective Agreements:
    - (i) Generally, decisions and interpretations will be made by the Administration.
    - (ii) Failing the ability of the Director of Education or designate to make a settlement, unusual procedures such as hearings will be brought to the attention of the Board by the Director of Education or designate; any decisions to be made by resolution of the Board.
  - (b) Contracts related to purchases of equipment, supplies, or services will be dealt with by the Associate Director - Operational Support Services or designate.
  - (c) Contracts with other government bodies such as municipalities, regions, other school boards and post-secondary institutions, or any resulting litigation will be decided by the resolution of the Board.

Approved May 25, 1976  
Revised February 26, 1985  
Revised October 8, 1996  
Revised January 1, 1998 (*to reflect change in Board name*)  
Reviewed January 2000  
Revised February 25, 2003  
Reviewed December 2005  
Revised February 25, 2014  
Reviewed November 13, 2018

Governance and Policy Committee Meeting, Wednesday, June 7, 2023

# Trustee Staff Relations Policy

**Strategic Alignment:**

Ministry Directive 5  
Good Governance and Best Practices  
Employee Code of Conduct  
Trustee Code of Conduct

**Report Type:**

For information

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

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## **Overview**

### **Objective:**

That the Trustee Staff Relations Policy, attached as Appendix 1, be reviewed by the Committee for discussion and comment.

### **Highlights:**

- In response to feedback raised by Trustees, the draft Trustee Staff Relations Policy is brought back to the Governance and Policy Committee for consideration;
- Amendments have been made to clarify requests of staff, appropriate communication channels, raising questions regarding performance, and to include language regarding the complaints process;
- An Operating Procedure for a complaints process for Members and Staff will be prepared.

### **Background:**

The Trustee Staff Relations Policy was brought forward at the January and March 2023 Governance and Policy Committee Meetings. At the March 7, 2023, Governance and Policy Committee Meeting the Committee recommendation was not approved.

The intention of the Trustee Staff Relations Policy is to improve and set expectations for trustee-staff relationships by promoting an environment of mutual respect, transparency and accountability to each other including promoting an understanding of each other's roles and responsibilities.

Communications have been received by the Legal and Governance Services department from Trustees providing feedback and raising concerns regarding the policy. By way of this report, an updated version of the Trustee Staff Relations Policy addressing these concerns is brought back to the Governance and Policy Committee for consideration. An Operating Procedure for a complaints process for Members and Staff will be prepared.

## **Next Steps**

### **Action Required:**

The Trustee Staff Relations Policy, once approved, will be posted on the Peel District School Board's internal and external websites.

## **Appendices**

Appendix 1 – Trustee Staff Relations Policy

## PEEL DISTRICT SCHOOL BOARD POLICY TRUSTEE STAFF RELATIONS

**POLICY ID:** Enter Text

**FUNCTIONAL CATEGORY:** Enter Text

**RESPONSIBILITY:** Legal and Governance Services

**APPROVAL:** Board of Trustees

**APPROVAL DATE:** 2/22/2023

**EFFECTIVE DATE:** 2/22/2023

**PROJECTED REVIEW DATE:** 2/1/2027

**REVIEW SCHEDULE:** [Click or tap here to enter text.](#)

### 1. Purpose

To guide the nature of the working relationship between Members of the Peel District School Board (PDSB) Board of Trustees and Peel District School Board Staff to promote productive and respectful interactions and communications in a consistent, fair and reasonable manner.

### 2. Application and Scope:

This policy applies to all Members of the Board of Trustees and all Staff of the Peel District School Board.

This policy is to be applied wherever and whenever interactions occur – onsite at Peel District School Board facilities, schools, offices or off-site at any location both during and after regular hours of work.

This policy is not intended to inhibit a Member of the Board of Trustees from carrying out their duties.

This policy is aligned with and supports the principles and expectations of PDSB's Human Rights Policy (Policy 51), the Equity and Inclusive Education Policy (Policy 54) and the Anti-Racism Policy. At all times, this policy is to be interpreted to be consistent

with the Ontario Human Rights Code, the Accessibilities for Ontarians with Disabilities Act (AODA) and relevant Board policies and procedures.

### 3. Definitions

**Leadership** means the Director of Education, Associate Directors of Education, Superintendents, Controllers, Executive Leads, Chief Information Officer and General Counsel & Governance Officer.

**Members** means all Trustees of the Board of Trustees of the Peel District School Board and all Members of statutory and standing committees of the Peel District School Board including Parent Involvement Committee, Audit Committee, Supervised Alternative Learning Committee and Special Education Advisory Committee.

**PDSB** means the Peel District School Board.

**PDSB Community** may include students, school councils, parents/guardians, Trustees, employees (full-time, part-time, temporary, probationary, casual and contract), volunteers, community agencies, bargaining agents, federations, unions and associations, and all other persons, groups or organizations invited to work with the board or on board property.

**School Administration/Administrator** means principals and vice-principals.

**Staff** means leadership, the officers, employees (full-time, part-time, temporary, probationary, casual and contract), and volunteers of the Peel District School Board.

### 4. Policy

4.1 PDSB is committed to respectful and productive relationships between and amongst Members and Staff in their respective roles established by statute, by-laws, policies, procedures, and operating conventions. This policy is based on principles to guide those relationships:

- a) All Members are Equal – The Board of Trustees is the collective governing body of the PDSB. The Board of Trustees are the policy and strategic decision-making authority for PDSB. Its decision-making authority rests with the entire Board of Trustees and not with individual Trustees. Only the Board of Trustees as a whole has the authority to direct Staff to carry out specific tasks or functions. The Staff, under the direction of the Director of Education, serves the Board of Trustees as a whole and the combined interests of all Members of the Board of Trustees as expressed through the resolutions of the Board of Trustees. An individual Member, and factions of the Board of Trustees, should refrain from requesting staff to undertake work assignments, to prepare reports, or seek preferred outcomes other than pursuant to a Board of Trustees approved direction. An individual Member will respect the principle that strategic decision-making, policy making, directing staff and the commitment of PDSB resources is only to be exercised by Members acting collectively through the Board of Trustees as a whole.
- b) Mutual Respect – Members of the Board, as a whole, exercise fiduciary, strategic, policy, and representative responsibilities concerning the operations of the PDSB in partnership with an administration that is neutral, objective, and professional. Individual Members have a responsibility to support the Board of Trustees' role to represent the PDSB Community and to consider the well-being and interests of the PDSB Community and in that regard, have a representative relationship with the PDSB Community. Staff acknowledges and respects the representative, strategic direction-setting and policy-making role of the Board of Trustees while maintaining responsibility for management of daily operations. In accordance with the Employee and Trustee Codes of Conduct, No Member or Staff shall make comments that disparage or harm the reputation of the PDSB, Members or Staff either verbally, in writing or on social media. No Member or Staff shall maliciously or falsely



impugn or injure the professional or ethical reputation, or the prospects or practice of Staff or Members. Staff and Members shall ensure that their comments are issue-based and not personal. All Members shall show respect for the professional capacities of the Staff. Members will not publicly express individual judgments of performance of any Staff. Legitimately held criticisms or concerns shall be stated directly and professionally to the Board Chair or Director of Education, and clearly identified as the author's own opinion without making defamatory statements or statements based on conjecture. Members shall not permit Staff to be subjected to derogatory comments and/or behaviour or conduct on the part of members of the PDSB Community.

- c) Open and Clear Communication – Open lines of communication are essential. While Members and Staff should feel comfortable speaking to one another about their work both formally and informally, formal communication channels exist to raise and manage operational and administrative issues and should be respected. Ongoing, respectful communication establishes and maintains positive relationships enabling Staff and Members to be proactive when promoting programs, services, activities, and initiatives or when addressing issues, concerns and/or matters that may impact PDSB. Staff and Members shall exercise commitment to ongoing and effective communication to avoid confusion and lack of awareness. A 'Chains of Communication Chart' is attached as Schedule A.
- d) Respectful Workplace – PDSB is committed to a positive, healthy, and safe workplace in which every person is treated with respect and dignity. Incivility, harassment, and discrimination is not tolerated, condoned, or ignored. In accordance with the Trustee Code of Conduct, Members shall avoid behaviour that could be interpreted as bullying or harassing.

- 4.2 Members have the same right of access to information as members of the public. If a Member requests information that is available to the public, the information shall be provided in the same manner as it would be to the public.
- 4.3 When a Member wishes to bring a matter to the attention of Staff on behalf of a member of the PDSB Community, such as to ask a question or to act in a representative capacity for a constituent, the Member shall obtain consent from the constituent to ask the question or raise the issue with Staff. A Member shall only communicate regarding such matters with a member of Leadership. Leadership may delegate or refer the question or matter to other members of Staff, including School Administration. If a Member determines that the matter has not been attended to or resolved, the Member may bring the matter to the appropriate member of Leadership or the Director of Education who will then oversee the matter and advise the Member appropriately.
- 4.4 Members shall respect the role of Staff and shall refrain from engaging in administrative and operational matters. When a Member forwards a matter to Leadership, the Member shall refrain from interfering with Staff's carriage of the matter. Members will not obstruct Staff in the performance of their duties. Leadership may provide status updates to the Member for tracking purposes and for communicating with members of the PDSB Community only if the Member has obtained prior consent from the constituent or member of PDSB Community to do so and that consent has been provided to Leadership. This policy does not override confidentiality or privacy requirements that may otherwise apply.
- 4.5 If Staff receives a referral or communication from a Member, it shall be referred to the appropriate member of Leadership, with the Member being so advised.
- 4.6 It is reasonable for a Member to request and it is reasonable for Staff to provide an approximate time frame for addressing the matter. The approximate time may be based on the type of response required and other operational priorities.
- 4.7 Requests for Staff attendance at meetings organized by a Member shall be made to the appropriate member of Leadership. These requests should be made with

sufficient and reasonable notice not to be less than four business days.

Members shall not attend Staff meetings or a meeting involving Staff and members of the PDSB Community without first discussing it with the appropriate member of Leadership.

- 4.8 Members shall refrain from requesting or expecting a waiver of standard processes or procedures in their dealings with Staff. Matters received from Members will receive the same priority as those received from the PDSB Community and will be responded to in accordance with standard operating procedures and conventions. Members shall not compel Staff to engage in partisan political activities or be subject to threats or discrimination for refusing to engage in such activities. No Member shall use, or attempt to use, their authority for the purpose of intimidating, threatening, coercing, commanding or influencing any Staff with the intent of interfering in Staff's duties.
- 4.9 Staff shall report to Members to ensure that all Members are apprised of known issues that may impact upon Member decision-making in a timely manner. Staff shall notify all Members in a timely fashion of changes to legislation and any unintended or unexpected impacts of policy decisions. Staff shall provide briefing materials, reports and information requested by individual Members to all Members.
- 4.10 Staff shall give effect to decisions and policies of the Board of Trustees whether or not the Staff member agrees with or approves of them.
- 4.11 Communications between Members and Staff shall contain accurate and up-to-date information that is accessible, timely, clear and transparent. When appropriate and possible, the appropriate Leadership member shall notify appropriate or all Members of potential for media and/or public inquiries, of receipt of media inquiries and prior to media releases. Appropriate or all Members are to be informed of significant events, unusual situations, significant incidents, activities and/or issues as necessary.

- 4.12 School Administrators will communicate with appropriate Leadership regarding any matter having an impact on the school or PDSB community and the appropriate Leadership will disseminate the information to the appropriate Member or all Members depending on the matter. Leadership and School Administrators may determine that the School Administrator may communicate directly with the Member on a particular matter. The School Administrator shall keep the appropriate Leadership apprised of the matter and the interactions with the Member.
- 4.13 Members may request advice from the General Counsel & Governance Officer about the appropriate wording of motions, amendments, formal directions to staff and procedural matters. Members may consult with the appropriate member of Leadership prior to responding to constituents' concerns or requests to ensure accurate information regarding legislative requirements, policies, procedures, service levels, budget, work plans and any previous communication.
- 4.14 Staff are not expected to respond to a Member communication or request outside of normal working hours except in the case of emergencies.
- 4.15 Members are prohibited from soliciting donations for any cause from Staff. Staff are prohibited from soliciting donations for any cause from Members.

## **5. Roles and Responsibilities**

- 5.1 All Members and Staff are required to adhere to this policy and its governing provisions.
- 5.2 The General Counsel & Governance Officer shall monitor the adherence to this policy and is responsible to receive any complaints and/or concerns related to this policy. Complaints and/or concerns are to be remedied by following the respective policies, processes and procedures related to the complaint and/or concern. The General Counsel & Governance Officer shall track complaints

and/or concerns and report annually, in aggregate ~~terms~~numbers with no identifiable information, on compliance with this policy.

## 6. Reference Documents

Anti-Racism Policy

Disconnecting from Work Procedure

Elections Policy - Employees

Employee Code of Conduct

Equity and Inclusive Education Policy

Human Rights Policy

Freedom of Information and Privacy Policy

OPSBA's Good Governance Guide

Operating Procedure – Complaints Protocols

Procedure By-law

Social Media Policy

Trustee Code of Conduct

Workplace Violence Procedure

Workplace Harassment Procedure

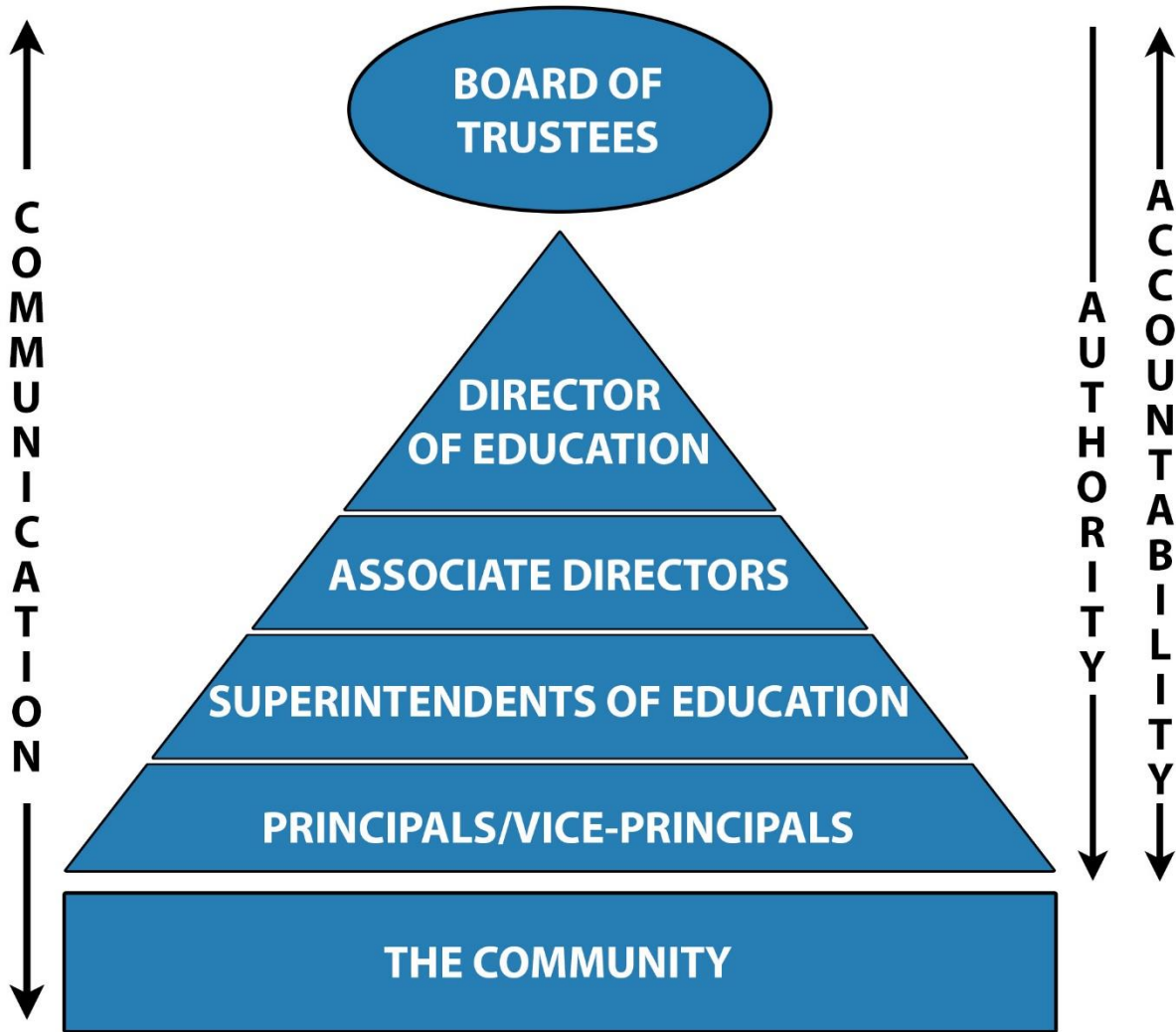
## 7. Appendices

Schedule A – Chains of Communication Chart

### 7.8. Revision History

Review Date	Approval Date	Description

Schedule A:  
Chains of Communication Chart



# MEMO

**Date:** May 31, 2023

**To:** Governance and Policy Committee

**Copy:** Board of Trustees

**From:** Lisa Hart, Superintendent of Equity, Indigenous Education, School Engagement, Community Relations

**Re:** **Red Dot and Red Circle Days of Significance**

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The formal count of Red Dot days of Significance is 65 and Open Red Dot Days of Significance is 22, for a total of 87 Red indicated Days of Significance on the 2023-2024 Board and Committee Meetings Schedule.

- (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

# MEMO

**Date:** May 30, 2023

**To:** Governance and Policy Committee

**Copy:** Board of Trustees

**From:** Lynne Hollingshead, Research Manager, Innovation & Research  
LaShawn Murray, Policy Analyst, Legal and Governance Services  
Kathryn Lockyer, General Counsel and Governance Officer, Legal and Governance Services

**Re:** **Administration of the Student Census**

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At the May 17, 2023, Governance and Policy Committee Meeting, Trustees inquired about the rationale for the administration of the student census at home for students in K-3 vs. at school for students in grades 4-12.

The response, provided by Research and Accountability, and available within the Frequently Asked Questions of the PDSB Student Census Webpage (<https://www.peelschools.org/2023-pdsb-student-census>) is as follows:

## **Why are grade 4-12 students completing the survey at school?**

Inviting students to complete the survey at school aligns with past practices. From a research perspective, having a consistent environment where students are responding to the questions with resources and support available from staff, ensures higher completion rates along with more accurate interpretations of the questions. Staff will be available in the classroom to provide clarifications and support when needed by the student. Completing surveys in the classroom also provides us with more reliable information representing the students' unique perspectives of their schooling experiences.

The census questionnaires will be available for all families to review, discuss with their child and determine participation. As per the Ministry's requirements, school boards across Ontario are required to conduct a census survey of all Kindergarten to Grade 12 students. Most of the questions on the census ask students about their schooling experiences and their well-being. The information collected from the census is reviewed only at the group level, in order to protect the privacy of individual students.



## **Notice of Motion**

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**Submitted by: Karla Bailey**

**Moved by: Karla Bailey**

**Seconded by: Jill Promoli**

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Whereas the Peel District School Board has a policy regarding transportation (Policy 39);

And whereas, Transportation Policy 39 specifically provides that transportation shall not be provided to Regional Learning Choices.

And whereas, Peel families have made requests to the Peel District School Board to provide student transportation to Regional Learning Choices programs;

Therefor be it resolved, that staff report with a review of Transportation Policy 39 and the Regional Learning Choices Program Policy 64 in relation to student transportation and possible solutions starting in the 2024-2025 school year;

And further, that the Peel District School Board work with STOPR to propose updates to the eligibility requirements for student transportation to be included in the report;

And further, that the report include estimated budget impacts of the inclusion of student transportation options for Regional Learning Choices programs;

And further, that the report come back to a future meeting of the Governance and Policy Committee.

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