



AGENDA

Board Meeting

Wednesday, November 29, 2023

7 p.m. – Open Session

Please note that all public sessions of Board Meetings are live-streamed and recordings are posted on the Peel District School Board website.

Members of the public can attend the public session of Board Meetings by watching the live-stream.

For additional details, including the live-stream link, visit www.peelschools.org/trustees.

AGENDA

Open Session

Wednesday, November 29, 2023

1. Call to Order
2. Motion to Convene in Closed Session – 6:30 p.m.
3. National Anthem and Acknowledgement of Traditional Lands – 7 p.m.
4. Approval of Agenda
5. Declaration of Conflict of Interest
6. Celebrating Board Activities
 - 6.1. Board Activities
 - (a) Christian Heritage Month - December
 - (b) International Volunteer Day – December 5
 - (c) National Day of Remembrance & Action on Violence against Women – December 6
 - (d) International Human Rights Day – December 10
7. Staff Recognition
 - 7.1. Retirements
8. Board Chair’s Announcements
9. Director’s Report
10. Report from Student Trustees
11. Reports from Trustees Appointed to External Organizations
12. Consent Agenda
13. Approval of Minutes from Previous Board and Special Board Meetings
 - 13.1. Minutes – Board Meeting, October 25, 2023
14. Committee Minutes for Receipt and Motions for Consideration
 - 14.1. Minutes – Special Education Advisory Committee, September 26, 2023

AGENDA

- 14.2. (a) Minutes – Governance and Policy Committee, November 8, 2023
(b) Motions – Governance and Policy Committee, November 8, 2023
- 14.3. (a) Minutes – Audit Committee, November 15, 2023
(b) Motions – Audit Committee, November 15, 2023
- 14.4. (a) Minutes – Physical Planning, Finance and Building Committee, November 16, 2023
(b) Motions – Physical Planning, Finance and Building Committee, November 16, 2023

15. Staff Reports/Reports

- 15.1. Ministry Directives
 - (a) Directive 9 – Annual Equity Accountability Report Card: Year 2. Looking at trends over time from 2018-19 to 2021-22 of Equity Gaps in Student Outcomes (For information) – *presented by Paul Da Silva*
 - (b) Directive 22 – Progress Report - *presented by Harjit Aujla*
- 15.2. Working Fund Reserve Transfers – *presented by Jaspal Gill*
- 15.3. Schedule of Financial Reporting – *presented by Jaspal Gill*
- 15.4. 2024 Borrowing Resolution for School Board Expenditures – *presented by Jaspal Gill*

16. Communications

17. Trustee Motions/Motions for Consideration

18. Trustee Notices/Notices of Motions

- 18.1. Notice of Proposed Amendments to the Peel District School Board Procedure By-law

19. Adoption of the Closed Session Report

20. School/Student/Staff Successes

21. Adjournment

Celebrating Board Activities



6.1 Board Activities

- (a) Christian Heritage Month - December
- (b) International Volunteer Day – December 5
- (c) National Day of Remembrance & Action on Violence against Women – December 6
- (d) International Human Rights Day – December 10

7.1

Board Meeting, November 29, 2023

Retirements

Strategic Alignment:

Plan for Student Success – Safe, positive, healthy climate/well-being

Report Type:

For Information

Prepared by: Masuma Khangura, Executive Officer, Human Resources, Partnerships and Equity

Jaspal Gill, Associate Director, Operations and Equity of Access

Submitted by: Rashmi Swarup, Director of Education

RETIREMENTS

ACHEAMPONG, Debra
Educational Assistant
Effective: December 31, 2023

ALEXANDRIS, Eva
Classroom Teacher
Effective: December 01, 2023

BHIM, Leelawatie
Custodian
Effective: November 24, 2023

BROOKER, Dana
Classroom Teacher
Effective: December 31, 2023

BROWN, Geneva
Classroom Teacher
Effective: November 30, 2023

BURTON-REIMER, Kimberly
Educational Assistant
Effective: November 30, 2023

CHAUDHRY, Nasir
Classroom Teacher
Effective: December 31, 2023

CHAUHAN, Portia
Classroom Teacher
Effective: December 31, 2023

CHIOVITTI, Caterina
Office Assistant
Effective: January 31, 2024

RETIREMENTS

CHLON, Linda
HR Office Assistant
Effective: October 31, 2023

DAHNER, Carolyn
Classroom Teacher
Effective: January 31, 2024

DAMERY, Marilyn
Co-operative Education Teacher
Effective: December 31, 2023

DE BLESER, Marielle
Customer Services Support Specialist
Effective: December 31, 2023

DENOMMEE, Steve
Classroom Teacher
Effective: December 31, 2023

DIVERTY, Jennifer
Classroom Teacher
Effective: February 29, 2024

FARELL, Julia
Classroom Teacher
Effective: October 31, 2023

GARRICK, Cynthia
Office Assistant
Effective: December 31, 2023

GILLESPIE, Mike
Classroom Teacher
Effective: January 31, 2024

RETIREMENTS

GRANT, Charlene
Classroom Teacher
Effective: January 31, 2024

JAMES, Sarah
Classroom Teacher
Effective: October 31, 2023

JIANG, Su
Custodian
Effective: November 30, 2023

KEOUGH, Brenda
Office Assistant
Effective: December 22, 2023

LOPEZ, Connie
Educational Assistant
Effective: November 30, 2023

MILUTINOVICH, Christina
Classroom Teacher
Effective: January 31, 2024

PAGE, Brenda
Custodian
Effective: January 31, 2024

PELACCIA, Sergio
Head Custodian
Effective: November 20, 2023

PHILLIPS, Cynthia
Classroom Teacher
Effective: December 31, 2023

RETIREMENTS

RINALDI, Jacqueline
Office Assistant
Effective: December 31, 2023

RUFFLE-MCDONALD, Wendy
Classroom Teacher
Effective: December 31, 2023

SABOURIN, Shawn
Principal
Effective: January 31, 2024

SANDALL, Sandra
Classroom Teacher
Effective: December 31, 2023

SIDIAL, Daryl
Vice-Principal
Effective: November 30, 2023

SOHAL, Nauneet
Classroom Teacher
Effective: December 31, 2023

TEDESCO, Edina
Office Assistant
Effective: November 30, 2023

TIERNEY, Diane
HR Office Assistant
Effective: November 30, 2023

VERNUCCI, Filomena
Custodian
Effective: October 31, 2023

RETIREMENTS

VINCZE, Sue-Anne
Classroom Teacher
Effective: November 30, 2023

ZAFFINO, Angie
Office Manager
Effective: January 31, 2024

PEEL DISTRICT SCHOOL BOARD

Minutes of a Board Meeting of the Peel District School Board, held on Wednesday, October 25, 2023 at 18:30 hours. The hybrid meeting was held in the Board Room, the H. J. A. Brown Education Centre, 5650 Hurontario Street, Mississauga, Ontario, and by electronic means, under Ontario Regulation 463/97.

Members present:

David Green, Board Chair	Jeffrey Clark (electronic)
LeeAnn Cole, Board Vice-Chair (electronic)	Will Davies
Lucas Alves (electronic)	Satpaul Singh Johal (electronic)
Karla Bailey	Brad MacDonald (electronic)
Susan Benjamin (electronic)	Kathy McDonald (electronic) (19:13)
Stan Cameron	Jill Promoli

Student Trustees:

Srishti Sekhri, Student Trustee North
Ammar Alian, Student Trustee South (electronic)

Administration:

Rashmi Swarup, Director of Education
Jaspal Gill, Associate Director, Operations and Equity of Access
Camille Logan, Associate Director, School Improvement and Equity
Tania Alatishe-Charles, Controller, Finance Support Services
Alvin Au, Acting Superintendent of Education
Craig Caslick, Superintendent of Education
Lara Chebaro, Superintendent of Education, Mississauga Field Office - Superintendent - Math Lead
Yonnette Dey, Superintendent of Education
Soni Gill, Superintendent of Education
Tiffany Gooch, Executive Lead, Public Engagement and Communications
Antoine Haroun, Chief Information Officer, Learning Technology Support Services
Lisa Hart, Superintendent of Equity, Indigenous Education, School Engagement and Community Relations
Rasulan Hoppie, Superintendent of Secondary Curriculum, Instruction and Assessment
Masuma Khangura, Executive Officer, Human Resources, Partnerships and Equity
Lisa Leoni, Superintendent, Leadership, Capacity Building and School Partnerships
Kathryn Lockyer, General Counsel and Governance Officer
Luke Mahoney, Superintendent of Education
Ozma Masood, Superintendent of Education
Neerja Punjabi, Superintendent of Education
Claudine Scuccato, Superintendent Special Education, Social Emotional Learning and Well-Being
Pradeep Shethur-Rajah, Acting Superintendent - Math Lead
Bernadette Smith, Superintendent, Innovation and Research

Administration:

Michelle Stubbings, Superintendent, Safe and Caring Schools
Thomas Tsung, Controller, Facilities and Environmental Support Services
Kervin White, Superintendent of Education
Randy Wright, Controller, Planning and Accommodation Support Services
Mary Zammit, Superintendent of Education

Lorelei Fernandes, Board Reporter

1. Call to Order

Chair David Green called the meeting to order at 18:30 hours.

2. Closed Session

Resolution No. 23-183 moved by Jill Promoli
seconded by LeeAnn Cole

Resolved, that the Board move into Closed Session (18:30 hours).

..... carried

The meeting recessed at 18:41 hours and recovered at 19:00 hours.

3. National Anthem and Acknowledgement of Traditional Lands

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

4. Approval of Agenda

Resolution No. 23-184 moved by Karla Bailey
seconded by Jill Promoli

Resolved, that the agenda be approved.

..... carried

5. Declaration of Conflict of Interest

There were no declarations of conflict of interest.

6. Celebrating Board Activities

The following events will be recognized or celebrated by the Board in November 2023:

- (a) Hindu Heritage Month
- (b) Indigenous Heritage Month
- (c) Indigenous Veterans Day – November 8
- (d) Remembrance Day – November 11
- (e) Workplace Bullying Awareness Week November 13-17
- (f) World Children’s Day – November 20

A trustee provided information on the annual National Youth Remembrance Contests. She stated that the Legion National Foundation, with the assistance of The Royal Canadian Legion and schools across the country, invite Canadian youth and children to honour Canada’s Veterans and foster the tradition of Remembrance through visual art, writing, and video. The Legion has been partnering with school communities to encourage students to participate. More information is available on the Legion’s website.

7. Staff Recognition: Retirements

Vice-Chair Cole expressed appreciation to retiring staff for their years of service, dedication, and commitment to Peel DSB, and wished them well in their retirement.

Resolution No. 23-185 moved by LeeAnn Cole
seconded by Lucas Alves

Resolved, that the following retirements be received:

Beth Campbell	Janet Duffenais	Guida Moreira
Linda Chlon	Daniel Hayward	Rina Whitenect
Jinsook Chung	Raymond Lui	Shirley Young
Linda Cox		

..... carried

8. Minutes of Board Meetings

Resolution No. 23-186 moved by Karla Bailey
seconded by Jill Promoli

Resolved, that the Minutes of the Board Meeting, held September 27, 2023, be approved.

..... carried

9. Minutes of the Special Education Advisory Committee Meeting, June 13, 2023

Resolution No. 23-187 moved by Brad MacDonald
seconded by Satpaul Singh Johal

Resolved, that the Minutes of the Special Education Advisory Committee Meeting, held June 13, 2023, be received.

..... carried

10. Minutes of the Audit Committee Meeting, September 21, 2023

Resolution No. 23-188 moved by Will Davies
seconded by Lucas Alves

Resolved, that the Minutes of the Audit Committee Meeting, held September 21, 2023, be received.

..... carried

11. Minutes of the Curriculum, Equity and Student Well-Being Committee Meeting, October 3, 2023

Resolution No. 23-189 moved by Susan Benjamin
seconded by Jill Promoli

Resolved, that the Minutes of the Curriculum, Equity and Student Well-Being Committee Meeting, held October 3, 2023, be received.

..... carried

12. Motions for Consideration: Curriculum, Equity and Student Well-Being Committee Meeting, October 3, 2023

Resolved, that the following recommendations arising from the Curriculum, Equity and Student Well-Being Committee, held October 3, 2023, be approved:

1. Delegation by Thomas Ellard re Peel DSB's Library Audit

Resolution No. 23-190 moved by Stan Cameron
seconded by Will Davies

Resolved, that staff bring a status report to the next Committee meeting on the library weeding and seeding process, and progress on Resolution No. 23-114 approved by the Board on May 24, 2023, regarding Delegation by Betty de Groot and John MacRae, on behalf of EcoCaledon, re Weeding of Books from School Libraries.

..... carried

12. Motions for Consideration: Curriculum, Equity and Student Well-Being Committee Meeting, October 3, 2023 (Continued)

2. Delegation by Natasha Lakhani, re the Peel DSB's French Immersion Selection Process

Resolution No. 23-191 moved by Lucas Alves
seconded by Brad MacDonald

Resolved that, administration bring back a report re the Peel District School Board's French Immersion Selection Process, responding to the concerns raised by the delegation.

..... carried

3. Delegation by Pam Schwartzberg and Jenn Stevens, re Learning for a Sustainable Future

Resolution No. 23-192 moved by Jeffrey Clark
seconded by Will Davies

Resolved that, the Delegation by Pam Schwartzberg and Jenn Stevens, re Learning for a Sustainable Future be referred to the Director of Education for a report to be brought back to the Committee.

..... carried

13. Minutes of the Physical Planning, Finance and Building Committee Meeting, October 4, 2023

Resolution No. 23-193 moved by Stan Cameron
seconded by Jill Promoli

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

..... carried

14. Motions for Consideration: Physical Planning, Finance and Building Committee Meeting, October 4, 2023

Resolution No. 23-194 moved by Stan Cameron
seconded by Karla Bailey

Resolved, that the following recommendation arising from the Physical Planning, Finance and Building Committee, held October 4, 2023, be approved:

14. Motions for Consideration: Physical Planning, Finance and Building Committee Meeting, October 4, 2023 (Continued)

1. Report on Tenders: Mount Pleasant #9 Public School, Brampton

That, the contract for the construction of Mount Pleasant #9 Public School be awarded to Quad Pro Construction Inc., in the amount of \$ 32,970,010 (including HST). (APPENDIX I)

..... carried

15. Minutes of the Board and Committee Agenda Review Committee Meeting, October 5, 2023

Resolution No. 23-195 moved by Brad MacDonald
seconded by Lucas Alves

Resolved, that the Minutes of the Board and Committee Agenda Review Committee Meeting, held October 5, 2023, be received.

..... carried

16. Adoption of the Closed Session Report

Resolution No. 23-196 moved by Karla Bailey
seconded by Jill Promoli

Resolved, that the report of the Closed Session re: Minutes of the Board Meeting (Closed), held September 27, 2023; Minutes of the Audit Committee Meeting (Closed), held September 21, 2023, Minutes of the Physical Planning, Finance and Building Committee (Closed) Meeting, held October 4, 2023, and OPSEU Local 292 (LTSS and Media Support Services Staff) Tentative Local Agreement, be received, and the recommendations contained therein be approved.

..... carried

17. Adjournment

Resolution No. 23-197 moved by Susan Benjamin
seconded by LeeAnn Cole

Resolved, that the meeting adjourn (19:16 hours).

..... Chair Secretary

RESOLUTIONS APPROVED IN CLOSED SESSION, OCTOBER 25, 2023

Members present:

David Green, Board Chair	Jeffrey Clark (electronic)
LeeAnn Cole, Board Vice-Chair (electronic)	Will Davies
Lucas Alves (electronic)	Satpaul Singh Johal (electronic)
Karla Bailey	Brad MacDonald (electronic)
Susan Benjamin (electronic) (18:36)	Jill Promoli
Stan Cameron	

Member absent:

Kathy McDonald

1. Approval of Agenda

That, the agenda be approved.

2. Minutes of the Board Meeting (Closed), September 27, 2023

That, the Minutes of the Board Meeting (Closed), held September 27, 2023, be approved.

3. Minutes of the Audit Committee Meeting (Closed), September 21, 2023

That, the Minutes of the Board Meeting (Closed), held September 21, 2023, be received.

4. Minutes of the Physical Planning, Finance and Building Committee (Closed) Meeting, October 4, 2023

That, the Minutes of the Physical Planning, Finance and Building Committee (Closed) meeting, held October 4, 2023, be received.

5. OPSEU Local 292 (LTSS and Media Support Services Staff) Tentative Local Agreement

That, the Tentative Local Agreement with OPSEU Local 292, be ratified upon ratification by the OPSEU Local 292. (Appendix I)

PEEL DISTRICT SCHOOL BOARD

Minutes of a meeting of the Special Education Advisory Committee of the Peel District School Board, held in the Brampton Room, the H. J. A. Brown Education Centre, 5650 Hurontario Street, Mississauga, Ontario on Tuesday, September 26, 2023, at 19:07 hours.

Members present:

Shelley Foster, VOICE for Deaf and Hard of Hearing Children, Chair
Nicole Buckett, Fragile X Research Foundation of Canada
Susan Benjamin, Trustee
Barbara Cyr, Association for Bright Children, Peel Chapter
Jassie Gill, Ontario Parents of Visually Impaired Children
Satpaul Singh Johal, Trustee
Jennifer Knight, Easter Seals Ontario
Ann Smith, Brampton-Caledon Community Living
Kevin Wilson, Abilities to Work
Mary Wright, Down Syndrome Association of Peel, Vice-Chair

Members absent:

Jeffrey Clark, Trustee
Paula Hall, Sawubona Africentric Circle of Support
Carol Ogilvie, Learning Disabilities Association of Peel Region
Dorothy Peddie, FASworld Canada, Peel Chapter
Nilanjan Ray, Autism Ontario, Peel Chapter

Administration:

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

Lorelei Fernandes, Board Reporter

1. Opening Remarks

Shelley Foster, Chair, welcomed everyone. She introduced Claudine Scuccato, Superintendent of Special Education and Social Emotional Learning, who has taken over from Jennifer Newby, who is on secondment to the Ministry.

Later in the meeting, members and staff introduced themselves.

2. Land Acknowledgement

A recording of the Land Acknowledgement was played.

3. Approval of Agenda

Referring to Item 3, Election of Chair and Vice-Chair, Shelley Foster advised that Election of Vice-Chair will take place today as Fauzia Reza has resigned and the Vice-Chair position needs to be filled. She noted that the Chair's appointment runs for one year.

SE-63, moved by Susan Benjamin
seconded by Barbara Cyr

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

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

4. Election of Vice-Chair

Chair Foster called for nominations for the position of Vice-Chair of the Special Education Advisory Committee.

Barbara Cyr nominated Mary Wright.

The nomination of Mary Wright for the position of Vice-Chair of the Special Education Advisory Committee was moved by Barbara Cyr, and seconded by Jennifer Knight.

There were no further nominations.

SE-64, moved by Barbara Cyr
seconded by Susan Benjamin

Resolved, that the nomination for the position of Vice-Chair of the Special Education Advisory Committee be closed.

..... carried

Mary Wright was acclaimed as Vice-Chair of the Special Education Advisory Committee.

5. Conflict of Interest

There were no declarations of conflict of interest.

6. Minutes of the Special Education Advisory Committee Meeting, June 13, 2023

SE-65, moved by Mary Wright
seconded by Jassie Gill

Resolved, that the Minutes of the Special Education Advisory Committee Meeting, held June 13, 2023, be approved.

..... carried

7. Written Questions, Notices of Motion, and Petitions

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

8. Superintendent's Report

Superintendent, Special Education and Social Emotional Learning and Well-Being, Claudine Scuccato, welcomed everyone. She spoke of working together to challenge ableism and existing practices, and to foster learning in authentic collaboration to impact Peel DSB students positively through community voices and expertise.

Superintendent Scuccato stated that today was the first of three special education institutes, hosting principals and special education teachers from all Peel schools, and the focus of the learning is to understand special education rooted in equity and justice for people with disabilities. Claudine Scuccato provided information on: sharing a structured literacy program with Curriculum and Assessment; discussions on a tiered literacy approach; reviewing the Ministry's Right to Read report; program planning resources; evidence-based learning. She highlighted partnership with LearnStyle and Camp Possible which offer various summer camps on skills development, involving a wide range of activities designed for special needs students. Copies of the Special Education department organizational chart were circulated to members.

Responses to questions of clarification from members included: IEPs are tools for students to access learning within the classroom and are individualized to the student profile to meet their needs; there will be more information shared on how to develop and implement IEPs using the D2L platform; IEP training is catered towards administrators as a target audience and principals will share resources and links in staff meetings. Staff will bring back a response regarding the CELA acronym relating to assistive technology.

SE-67, moved by Kevin Wilson
seconded by Nicole Buckett

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

..... carried

9. Peel DSB Mental Health Strategy 2023-2026

Janet Jackowski, Acting Senior Manager of Social-Emotional Learning, stated that a new Mental Health Strategy and Action Plan has been developed and launched this fall with the guidance of School Mental Health Ontario and Peel DSB’s Core Mental Health Leadership Team. Input from the 2022-23 steering committee, advisory groups, students, and community stakeholders was considered. Describing the process, Janet Jackowski outlined the priorities as: creating a sense of belonging in each classroom and school environment; addressing mental health literacy and promotion, supported by PPM 169 Student Mental Health, and the Ministry’s mandate to include mental health literacy in everyday school experiences; raising the impact of systems of oppression on mental health and well-being. Janet Jackowski advised that the Year 1 Action Plan includes the integration of priorities into the school improvement and equity planning process. She highlighted that the action plan will re-examine existing policies, procedures, and guidelines to integrate anti-oppressive practices, as well as continue to foster community partnerships and remove barriers to care. A copy of the PowerPoint presentation will be made available to SEAC members.

On a query about mental health advisory committee meetings being cancelled, Janet Jackowski advised that there were scheduling conflicts, but the meetings will continue in the 2023-2024 school year. It was clarified that feedback from schools and stakeholders is collected through the School Improvement and Equity Planning and Equity Audit Tool, data from the Climate Census and Survey, Advisory Groups and Steering Committee. Accountability is tracked by schools reporting through the School Improvement and Equity Plan, the Equity Audit Tool, and an annual report to the Ministry on PPM 169. Data will be shared through the Steering Committee to the advisory groups.

SE-68, moved by Barbara Cyr
seconded by Susan Benjamin

Resolved, that the report re Peel DSB Mental Health Strategy 2023-2026, be received.

..... carried

10. Multi-disciplinary Support Model

Superintendent Claudine Scuccato stated that the Board is committed to interrupting and dismantling practices which limit and/or prevent equitable access to education. The purpose of the Multi-disciplinary Support Model is to create systematic and planned support for schools, administrators, and superintendents, and to understand the direct impact of school-initiated requests for supports, tools, and resources. Reviewing the report, Superintendent Scuccato described the three levels multi-disciplinary support as, student review, superintendent of education review, and central team review. Through a video describing the support model, it was explained that the new model responds to supporting increasingly complex student profiles, and provides a structured, collaborative process, resources, and tools, to assist school teams to navigate situations. The core of the process is critical consciousness, and respectful discourse with all stakeholders. Outlining the process to support more complex cases or high-risk behaviour, Claudine Scuccato reiterated that community and family voice is integral to every stage of the process.

10. Multi-disciplinary Support Model (Continued)

Responses to questions of clarification from members included: if the Professional Student Services Personnel (PSSP) staff are unable to meet the needs of students, field superintendents will have a responsibility to involve the central team which is multi-disciplinary; trained special education resource teachers are part of student review meetings and can indicate the need for support of classroom and ISSP teachers as well as the principal; SEAC will be co-planning and guiding information posted on the website; Peel DSB tracks graduation rates which are brought to Board Meetings annually and may be brought to SEAC upon request; a number of students do not graduate due to a lack of community hours; some graduation data may not be shared due to low cell count; parents are involved in all aspects of the student review process. The query and request for data of students who graduated from the VOC 1 program was taken under advisement.

SE-69, moved by Mary Wright
seconded by Barbara Cyr

Resolved, that the report re Multi-disciplinary Support Model, be received.

..... carried

11. Reports from Representatives on Councils/Associations

Chair Foster advised that Voice for Deaf and Hard of Hearing Children is having a conference on October 13-14, 2023. Details will be shared with SEAC members and is available on the association's website.

Later in the meeting, Mary Wright shared information on an upcoming conference organized by Down syndrome Association of Ontario, scheduled for October 13-14, 2023.

12. Questions Asked by Committee Members

Jassie Gill inquired about dissemination of SEAC associations' information to parents through Peel DSB's social media. Superintendent Scuccato will bring back a response from Peel DSB's Communications department. It was noted that there is a School Councils Facebook page.

Ann Smith commented that at the beginning of this school year, a number of students could not get to school because of a lack of travel assistants. She asked for an update on the status of travel assistants. Superintendent Scuccato and Associate Da Silva responded.

Jennifer Knight inquired about the use of the Kindergarten – Grade 12 Education Standards Development Committee report released earlier this year by the Ministry, regarding recommendations for proposed accessibility standards. Claudine Scuccato will bring back a response.

13. Motion / Action Log

Superintendent Scuccato stated that there is some follow up work to be done and the log will be updated.

14. Adjournment

SE-71, moved by Jennifer Knight
seconded by Ann Smith

Resolved, that the meeting adjourn. (20:10 hours)

..... carried

..... Chair

PEEL DISTRICT SCHOOL BOARD

Minutes of a meeting of the Governance and Policy Committee of the Peel District School Board, held on Wednesday, November 8, 2023, at 17:30 hours. The hybrid meeting was held in the Brampton Room, the H. J. A. Brown Education Centre, 5650 Hurontario Street, Mississauga, Ontario, and by electronic means, under Ontario Regulation 463/97.

Members present:

Brad MacDonald, Chair
Lucas Alves, Vice-Chair
Karla Bailey
Susan Benjamin
Jeffrey Clark
LeeAnn Cole, (ex-officio) (electronic)
David Green, (ex-officio) (electronic)
Kathy McDonald (electronic)

Trustees also present:

Stan Cameron
Will Davies
Jill Promoli

Administration:

Kathryn Lockyer, General Counsel and Governance Officer (Executive Member)
Rasulan Hoppie, Superintendent of Curriculum, Instruction and Assessment and Continuing and Adult Education
Bernadette Smith, Superintendent, Innovation and Research

Nicole Fernandes, Board Reporter

1. Call to Order

Chair MacDonald called the meeting to order.

2. Acknowledgement of Traditional Lands

The Land Acknowledgement was read.

3. Approval of Agenda

GC-62 moved by Jeffrey Clark
seconded by Susan Benjamin

Resolved, that the agenda be approved.

..... carried

4. Conflict of Interest

There were no declarations of conflict of interest.

5. Minutes of the Governance and Policy Committee Meeting, September 13, 2023

GC-63 moved by Karla Bailey
seconded by Lucas Alves

Resolved, that the Minutes of the Governance and Policy Committee Meeting, held September 13, 2023, be approved.

..... carried

6. Delegation by Jamie Peddle re Creation of a Peel DSB Policy for Trustee Debates

Jamie Peddle delegated the Committee, speaking about significant changes in school systems and population growth in the Region of Peel. He commented on the importance of providing an opportunity for parents to hear from potential trustees about their stand on education. Stating that Canadians take pride in their democratic institutions, he suggested removing the status quo where debates are not held before elections for potential trustees, while debates are held for mayors and municipal councillors. As such, he requested the Board to consider creating a policy for debates before trustee elections. A trustee noted that debates for mayors and municipal councillors are not hosted by the municipalities, and asked as to whether the delegate is suggesting that the Board host debates for potential trustees. Confirming that he is offering this suggestion, Jamie Peddle added that trustees should advocate for such debates.

GC-64 moved by Susan Benjamin
seconded by Jeffrey Clark

Resolved, that the Delegation by Jamie Peddle re Creation of a Peel DSB Policy for Trustee Debates, be received.

..... carried

7. Trustee Expense Policy

GC-65 moved by Kathy MacDonald
seconded by Lucas Alves

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

That, the Trustee Expense Policy be approved, and replace the existing Trustee Expense Policy #75. (APPENDIX I)

.....

7. Trustee Expense Policy (Continued)

General Counsel and Governance Officer, Kathryn Lockyer, noted that the *Education Act* provides for honoraria for trustees, and reimbursement of trustee expenses necessary to fulfil their duties and obligations as trustees. She noted that the Trustee Honoraria Policy was approved by the Board on September 27, 2023. Referring to the revised Trustee Expense Policy attached to the report, she stated that members can review the proposed changes highlighted in the Policy.

Kathryn Lockyer responded to questions of clarification. Regarding Section 6.6, she stated that a task force is usually established for a single purpose and dissolved when the task is completed. Regarding Section 6.10 of the Policy, she confirmed that trustees determine the list of meetings for which they will receive allowances. Fiscal implications of the number of per diems need to be considered, and trustees can propose amendments as required. She advised that trustees are required to apply for meeting attendance allowances as these are not automatically paid to trustees.

Kathryn Lockyer clarified regarding: Section 6.23 expenses will be reimbursed only for meetings that trustees are required to attend, and for which they receive a per diem amount; pre-approval of hospitality event expenses, as outlined in Section 6.35, is not a requirement of the Education Act but is the Board of Trustees' decision; hospitality event expenses are from the overall Board budget and not individual trustee budgets, and trustees at hospitality events will be speaking on behalf of the Board and furthering the business of the whole Board. Responding to a member's question, Chair MacDonald stated that during an election year, a six-month embargo on trustee newsletters will avoid providing sitting trustees with an undue advantage. Confirming that this is common practice at school boards and municipalities, Kathryn Lockyer stated that this practice is consistent with the Board's Use of Corporate Resources Policy. Another member recalled discussions during an earlier election that, if a trustee regularly sends newsletters to parents, the practice will continue to the end of the trustee's term of office. The matter will be discussed at a future meeting. Referring to Section 6.48, costs to attend or contribution to a retirement event, a trustee stated that the language is exclusionary. He noted that this discretionary allowance should be extended to all staff, rather than only for retirements of principals, superintendents, associate directors, director, or executive officers.

GC-66 moved by Jeffrey Clark
seconded by Karla Bailey

Resolved, that Section 6.48 of the Trustee Expense Policy as proposed in Governance and Policy Committee motion GC-65, be amended to remove any restriction regarding the position of Peel DSB staff.

.....

Advising that he has reviewed other boards' terms, and checked with the Ontario Public School Boards' Association, Board Chair Green confirmed that this discretionary allowance should not be limited as written in the Policy. Another trustee concurred that the language is elitist and exclusionary.

.....

7. Trustee Expense Policy (Continued)

GC-66 carried
.....

Regarding Section 6.47, a question was asked whether small tokens of appreciation will include volunteers. Following a brief discussion, it was agreed that the definition of employees can include volunteers.

GC-67 moved by Karla Bailey
seconded by Susan Benjamin

Resolved, that definition of PDSB Employees, as contained in Section 5.5 of the Trustee Expense Policy as proposed in Governance and Policy Committee motion GC-65, be amended to include volunteers.

..... carried

GC-65 (as amended by GC-66 and GC-67) carried*

*Note: GC-65 now reads:

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

That, the Trustee Expense Policy, as amended, be approved, and replace the existing Trustee Expense Policy #75. (APPENDIX I)

8. Flexible School Boundaries

Rasulan Hoppie, Superintendent of Curriculum, Instruction and Assessment and Continuing and Adult Education, provided an update on a new Flexible School Boundaries Policy, which establishes direction regarding access to a school outside a student's designated home school. The Policy will describe the specific instances of non-eligibility, and provides greater clarity on the roles and responsibilities of staff and stakeholders. Superintendent Hoppie stated that the draft Policy is ready for consultations with school administrators and the community, and will be brought to a future Governance and Policy Committee meeting for Board approval. He explained next steps, including development of operating procedures to set criteria for determining schools available for applications, admission priorities, appeals process, and timelines for flexible school boundary requests. Elizabeth England, Coordinating Principal, reviewed the proposed Policy in detail. The administration responded to trustee's questions of clarification regarding: flexible boundary is an application process that occurs at the beginning of each school year; flexible boundary application records are maintained at the school level; administrators review enrolment each year, and determine accommodation of flexible boundary requests annually; general expectation that a student will not need to apply each year to continue with their flexible boundary accommodation; transportation is not a criteria for flexible boundaries; expectation that school administrators will emphasize the equality of outcomes from all programs. Superintendent Hoppie will bring back information as to whether a student accepted at a school under the Flexible Boundary Policy can apply for courtesy busing.

9. School Councils Policy

GC-68 moved by Lucas Alves
seconded by Kathy MacDonald

Resolved, that the report re Flexible School Boundaries, be received.

..... carried

9. School Councils Policy

Superintendent Hoppie reported that the School Councils Policy is being revised in accordance with Ontario Regulation 612/00, which highlights that each school shall establish and maintain a school council, which will through the active participation of parents, work to improve student achievement, well-being and belonging. The Policy directs school councils to uphold Peel DSB values of equity, inclusion, and anti-oppression, and to support student learning, achievement and well-being. Superintendent Hoppie stated that the draft revised Policy is ready for consultations with school administrators, school council chairs, and the Peel community, and will be recommended for approval at a future Governance and Policy Committee meeting. He reported that staff are currently revising the School Councils Operating Procedure, for approval of the Director's Council. Coordinating Principal Elizabeth England, reviewed the proposed revisions to the School Councils Policy. A trustee noted that there are many schools without school councils, and she encouraged trustees to advocate with parents to join school councils.

GC-69 moved by Lucas Alves
seconded by Kathy MacDonald

Resolved, that the report re School Councils Policy, be received.

..... carried

10. Artificial Intelligence (AI) and Plagiarism: Employee Implications

LaShawn Murray, Policy Analyst, provided an update in response to the trustee motion on May 17, 2023, requesting a report on the status of an AI Policy for staff. Noting that there is no policy exclusively addressing staff use of AI or implications on plagiarism, she explained the expectations arising from existing Board policies, including the Staff Code of Conduct, the Digital Citizenship Policy, and the Use of IT Resources Policy. These policies are under revision and the impact of AI will be explored. LaShawn Murray spoke of the commitment to monitor external environments as they relate to the regulatory and technical implications of AI and reported that an AI Steering Committee has been established, with representatives from Legal and Governance Services, Innovation and Research, Learning Technology Support Services, Virtual Schools, and Curriculum, Instruction, and Assessment. The Committee is currently drafting the Interim Guidance on Artificial Intelligence in Education within the Peel DSB and a companion document for students, that will align with the expectations of the revised Digital Citizenship Policy and Use of IT Resources policy.

10. Artificial Intelligence (AI) and Plagiarism: Employee Implications (Continued)

Referring to the draft Interim Guidance document, attached to the report, LaShawn Murray stated that the document sets out guidelines for staff on use of AI in a manner that is ethical and transparent, fosters innovation in learning and service delivery, and upholds the values of the Board. She highlighted next steps, including the development of the companion document for students, and revisions to pertinent Board policies.

GC-70 moved by Lucas Alves
seconded by Jeffrey Clark

Resolved, that the report re Artificial Intelligence (AI) and Plagiarism: Employee Implications, be received.

..... carried

11. Student Records

Oriana Sharp, Privacy and Information Officer, noted that the report responds to the motion passed by the Board on May 25, 2022, and outlines the efforts over the past year to build a records management and access and privacy program, and more specifically, a framework to effectively handle the Ontario Student Record (OSR). The OSR Procedure, associated Retention Schedule, and a Handbook were completed in Fall 2022, and approved by Director's Council. Training on handling of OSRs has been delivered to various groups across the Board, and a training presentation has been created and is available to all staff. The Information, Access and Privacy Policy was approved by the Board on March 29, 2023. The Policy outlines staff responsibilities to secure and protect information that is of a personal, personal health, or confidential nature, and to report suspected or actual privacy breaches to the Privacy Officer. An online training module is being developed, and the objective is for every employee to take the training on an annual basis.

GC-71 moved by Kathy McDonald
seconded by Susan Benjamin

Resolved, that the report re Student Records, be received.

..... carried

12. Proposed Amendments to the Peel District School Board Procedure By-law and Committee Terms of Reference

Kathryn Lockyer stated that the Peel DSB Procedure By-law governs proceedings of board and committee meetings. The By-law is administered by the Board of Trustees and presiding officers of meetings, with assistance from the Governance Officer, who is the Director of Education designate in this matter. As best practice, the Procedure By-law is reviewed at least in every term. Staff have reviewed the By-law, and changes proposed are highlighted in the document. Advising that notice of changes to the By-law is required, Kathryn Lockyer indicated that notice will be provided at the November 2023 Board Meeting, and the proposed changes will be brought for Board approval to the January 2024 Board Meeting. She reported that a training session is scheduled in January 2024, and invited trustees' feedback on the proposed amendments.

12. Proposed Amendments to the Peel District School Board Procedure By-law and Committee Terms of Reference

GC-72 moved by Lucas Alves
seconded by Jeffrey Clark

Resolved, that the report re Proposed Amendments to the Peel District School Board Procedure By-law and Committee Terms of Reference, be received.

..... carried

13. Notice of Motion by Trustee Green re Trustees Listed on School Websites

The following notice of motion was submitted by Trustee Green:

“Whereas, the Peel DSB lists Trustees’ contact information on PDSB school websites;

And whereas, Trustees can be listed on school websites by municipal boundary or by school enrolment catchment area;

And whereas, this may result in multiple Trustees being listed for a school;

And whereas, this may result in a Trustee having a ward constituent’s student attend a school not in the Trustee’s municipal boundary where they were elected;

And whereas, Board Trustees are not consistently listed on school websites as either municipal boundary or catchment area;

And whereas, the principle of listing Trustees on school websites is to ensure that the school is represented by the Trustee whose municipal ward the school is located but also provide Trustees the opportunity to represent their constituents regarding particular issues arising at schools that the constituent student attends;

Therefore be it resolved, that the individual Peel schools’ websites list the appropriate Trustee for the Municipal Ward boundary as the primary contact for the school;

And further, that the individual Peel DSB school website lists the appropriate Trustee for the school enrolment catchment area as the secondary contact for the school to address constituent issues;

And further, that staff create a procedure outlining the listing of Trustees on school websites;

And further, that the procedure includes the roles and responsibilities of primary and secondary Trustees including that, if a parent or member of the public is dissatisfied with the services of the primary Trustee, they may reach out to the secondary Trustee for further assistance, which may include the involvement of the Board Chair and the Director of Education;

13. Notice of Motion by Trustee Green re Trustees Listed on School Websites (Continued)

And further, that the procedure includes that, should the primary Trustee receive a call from a parent in the secondary Trustee’s ward, the primary Trustee shall advise the secondary Trustee of the call and copy the secondary Trustee on any correspondence and/or emails.”

14. Adjournment

GC-73 Moved by Lucas Alves
 Seconded by Karla Bailey

Resolved, that the meeting adjourn (19:16 hours).

..... carried

..... Chair

MOTIONS FOR CONSIDERATION: GOVERNANCE AND POLICY COMMITTEE

Arising from a meeting of the Governance and Policy Committee, held November 8, 2023, the following recommendation is brought for Board approval:

1. Trustee Expense Policy

That, the Trustee Expense Policy, as amended, be approved, and replace the existing Trustee Expense Policy #75. (APPENDIX I)

Submitted by:

Kathryn Lockyer
General Counsel and Governance Officer

Governance and Policy Committee, November 8, 2023

Trustee Expense Policy 75

Strategic Alignment:

Alignment with the *Education Act* regarding Honorarium and reimbursement of expenses to school board Trustees.

Report Type:

Recommendation

Prepared by: Kathryn Lockyer, General Counsel & Governance Officer

Submitted by: Rashmi Swarup, Director of Education

Overview

Recommendation:

That the Trustee Expense Policy as attached as Appendix 1, be approved, and replace the existing Trustee Expense Policy #75.

Highlights:

The *Education Act* provides for honoraria to be provided to trustees and for reimbursement of trustee expenses necessary to fulfil the obligations and duties of a trustee.

It is best practice to review the Trustee Expense Policy regularly to ensure compliance and that it meets the needs of the Trustees.

The draft Trustee Expense Policy appended to this report is based on an environmental scan, regulations and guidelines as well as consultations.

Updated and new procedures and forms will be completed following approval of the draft policy.

Other related policies will be reviewed and brought forward for consideration by this Committee at a future meeting.

Background:

Under the *Education Act*, school boards may provide honoraria to trustees for their services. Further, the *Education Act* deems one-third of the annual honorarium be for expenses incidental to the discharge of their duties as members of the Board. The reimbursement of trustee expenses is guided by legislation, regulation, Ministry of Education Guidelines, and guiding principles.

The purpose of this Policy is to ensure that each trustee has access to the necessary resources to carry out their duties and responsibilities as publicly elected officials of the Board. The Policy provides rules for reimbursement of expenses incurred by the trustees to carry out their duties and responsibilities as members of the Board.

The policy will apply to all Peel District School Board Trustees and Student Trustees.

Evidence

A representative sample of other school boards' trustee expenses policies were reviewed. The draft policy was reviewed for comment by Finance, Trustee Services, and the Director's Office. The comments gathered were incorporated into the draft appended to this report.

Operating procedures and forms will be reviewed and refreshed to align with the policy once approved. These operating procedures and forms will be shared with Trustees.

Impact Analysis

Legal implications:

The policy complies with the Education Act and best practices for reimbursement of expenses of public officials. The policy promotes financial integrity, accountability and transparency.

Risk Assessment:

The policy provides rules and guidance for reimbursement of expenses incurred by Trustees as publicly elected officials.

Community Impact:

The policy provides transparency on the use of public funds to carry out their duties as members of the Board. The transparency will help to build public trust and confidence in the PDSB.

Next Steps

Action Required:

- Upon approval, update Peel District School Board website with the updated Trustee Expense Policy.
- Review and refresh procedures and forms for implementation and administration of the policy.
- Review and refresh related policies and procedures for consistency with the approved policy.

Appendices

Appendix 1 – Trustee Expense Policy

PEEL DISTRICT SCHOOL BOARD POLICY

Trustee Expense

POLICY ID: GOV104

FUNCTIONAL CATEGORY: Governance

RESPONSIBILITY: Legal and Governance Services

APPROVAL: Board of Trustees

APPROVAL DATE: Click for date

EFFECTIVE DATE: Click for date

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

REVIEW SCHEDULE: Minimum of every Trustee Term of Office

1. Purpose

The *Education Act* (the EA) provides that boards are permitted to provide honoraria to Trustees for their services. The EA further deems one-third of the annual honorarium to cover a Trustee's out-of-pocket expenses. In addition to the honorarium, the EA also provides that Boards may establish a policy to reimburse Trustees for all or part of their out-of-pocket expenses reasonably incurred in connection with carrying out the responsibilities of a board member.

It is recognized that Trustees require resources to fulfill their responsibilities of being a Trustee. These include resources for professional development, communicating with the constituency, office supplies and services, hospitality, and business travel.

The reimbursement of Trustee expenses will be guided by legislation, regulation, Ministry of Education Guidelines, and guiding principles.

2. Preamble

This Policy will ensure that each Trustee has access to necessary resources with which to address their ability to carry out the responsibilities of being a Trustee. Further, this Policy provides rules for reimbursement of expenses incurred by Trustees in connection with carrying out such responsibilities. As elected officials, Trustees are guardians of the public trust. The establishment of a distinct trustee expense policy promotes financial integrity, accountability, and transparency.

3. Application and Scope

This policy applies to all Peel District School Board (PDSB) Trustees and Student Trustees.

4. Guiding Principles

All expenses should be considered in the context of these guiding principles before they are incurred or reimbursed. The guiding principles are as follows:

- a) Appropriateness – all expenditures must be directly related to the role of the Trustee.
- b) Reasonableness - expenditures must follow accepted use of public funds. Expenses are consistent with common values and accepted practices and are not perceived as excessive.
- c) Integrity – the interests of PDSB takes precedence over personal interests. All purchases must follow the Conflict of Interest Policy of the PDSB.
- d) Accountability – expenditures must be reasonable and represent value for money. Personal expenses are not acceptable for reimbursement.
- e) Transparency – Trustee expenses are open to public knowledge and scrutiny. Trustee expenses are posted on PDSB's website.

5. Definitions

- 5.1 **Communication Expenses** – The cost of cell phone services, personalized letterhead, envelopes, business cards, advertising in media local to the constituency, newsletters, and other written materials for distribution through various methods, mass mailings within the constituency, organizing meetings for dialogue with constituents and other similar activities.
- 5.2 **Election Period** – In the year in which a municipal election occurs, the date upon which a candidate may first file their nomination until the date of the election.
- 5.3 **Fiscal Year** – September 1 to August 31.
- 5.4 **Hospitality** – The provision of food, beverage, accommodation, transportation, and other amenities at PDSB expense.

- 5.5 **PDSB employees** means all full-time, part-time and contract employees of PDSB. For the purpose of this policy, PDSB employees also include volunteers.
- 5.6 **Professional Learning** – Activities or resources that engage Trustees in continuing professional development to: be informed of current developments and issues in public education; be knowledgeable about the rapidly changing needs of students and the challenges they face in achieving personal and societal goals; integrate and embed anti-oppression practices and obtain equity and inclusion in education; and to develop and maintain essential skills to participate as effective members of a major educational governing body.
- 5.7 **Reward Program** – Any loyalty, points, or discounts from any program that offset the cost of any item or service such as Air Miles, Aeroplan, Tim Horton's rewards, etc.

6. Policy

Honorarium

- 6.1 The Peel District School Board (PDSB) shall issue each Trustee an annual honorarium determined in accordance with *Ontario Regulation 357/06* and any other associated regulation.
- 6.2 In recognition of the additional duties of the Chair and Vice Chair, an additional annual honorarium will be paid to each of them in an amount determined in accordance with *Ontario Regulation 357/06*.
- 6.3 The honorarium for student trustees shall be determined in accordance with *Ontario Regulation 7/07 – Student Trustees* and any other associated regulation.
- 6.4 The honorarium amounts may be modified subject to changes in legislation or regulations.

Meeting Attendance

- 6.5 In addition to the honorarium, Trustees are entitled to a meeting attendance amount of \$50 per meeting for attending any meeting of the following committees of the Board: Budget Development Committee; Discipline Committee;

Negotiations Advisory Committee; and Student Transportation of Peel Region Committee, so long as the Trustee is a member of said committee.

- 6.6 Trustees are entitled to a meeting attendance amount of \$50 per meeting for attending any task force formed by the Board by resolution.
- 6.7 Further, Trustees are entitled to a meeting attendance amount of \$50 per meeting for attending any committee/task force of a third party that requires a representative from the school board by legislation or regulation or which has been authorized by Board resolution.
- 6.8 If any meeting noted above exceeds four hours in length (excluding any time taken for a meal) the amount is increased to \$100 for that particular meeting.
- 6.9 Each year the Board may review all committees and task forces that have Trustee membership and determine if the meeting attendance amount is sufficient and if any other committee or task force attendance should become eligible for a per meeting amount or if any committee or task force should become ineligible for the per meeting amount.
- 6.10 Trustees shall not be eligible for a meeting attendance amount for PDSB trustee training sessions or consultations.
- 6.11 To be eligible for the meeting attendance amount, the Trustee must submit confirmation of attendance at the meeting and include the committee/task force name, date of the meeting and duration of the meeting to Legal and Governance Services within 30 days following the date of the meeting.

Accommodation Requirements

- 6.12 Recognizing the valuable contribution that Trustees of differing abilities can make to education and in keeping with the Ontario Human Rights Code, reasonable expenses related to specific and appropriate accommodations needed to carry out their duties as a member of the Board may be reimbursed for any Trustee with disabilities.

Staff Support

- 6.13 Trustees shall be provided with reasonable levels of staff support through the Legal and Governance Services department. The support shall include handling correspondence, assisting with preparation of notices of motions to Committees or the Board, research into materials on file of previous Board discussions, positions or resolutions, and arrangements for attendance at Professional Learning such as registration. Support does not include surveys or communications to be distributed via students or staff or mass mailings or postal services or photocopying.
- 6.14 Trustees shall be provided shared workspace at PDSB's Central Board Office.

Office Equipment/Technology

- 6.15 In addition to the honorarium, at the beginning of each term, each Trustee will be provided with technology equipment from an approved list, including: a cell phone and a computer (one of desktop, laptop, or tablet) and a printer/scanner/copier (the "equipment"). Any equipment or technology provided remains the property of the PDSB.
- 6.16 In the event that a Trustee prefers to use their personal cell phone, they will not be eligible for reimbursement for the cost of the cell phone, but the monthly cost of the cell phone usage for the Trustee to carry out their responsibilities as a Board member is eligible for reimbursement.
- 6.17 Repairs to personal cell phones will not be eligible for reimbursement. The Trustee's personal cell phone will not be supported by the PDSB information technology team.
- 6.18 The equipment will be purchased through the PDSB tendered suppliers using the PDSB purchasing procedures.
- 6.19 The equipment will be supported by the PDSB information technology team.
- 6.20 The equipment is to be returned to the PDSB at the end of the trustee term or bought out by the Trustee at the equipment's depreciated value established by the PDSB finance team.

- 6.21 The loss or theft of any equipment supplied must be reported to the Risk Management office as soon as practicable following the incident.

Travel Expenses

Automobile Expenses

- 6.22 Travel costs incurred by a Trustee in the completion of duties as required shall be reimbursed based upon a per kilometer rate.
- 6.23 Without limiting the above, Trustees may be reimbursed for use of their personal vehicle to travel to and from a Trustee's residence to a meeting of the Board, or a committee or taskforce meeting for which the Trustee would be eligible to receive an attendance amount.
- 6.24 Distances within the PDSB's automated mileage reimbursement system area are based on Google Maps and are measured using the most direct route between locations.
- 6.25 The per kilometer rates, amended and published from time to time, will be based on the Canada Revenue Agency's (CRA) automobile allowance rates as described in Regulation 7306 of the *Income Tax Act*. CRA reviews automobile allowance rates on a yearly basis. A memo will be issued to all Trustees whenever there is a change in rate.
- 6.26 Costs for the use of 407ETR are not eligible expenses and will not be reimbursed.
- 6.27 The vehicle used by the Trustee must be insured at the vehicle owner's own expense for personal motor vehicle liability. It is the vehicle owner's responsibility to ensure that the motor vehicle insurance includes coverage for business use of the vehicle. PDSB will not reimburse any costs of insurance coverage for business use of a vehicle, physical damage, or liability. PDSB will not reimburse any deductible amount related to insurance coverage. In the event of an accident, Trustees will not be permitted to make a claim to PDSB for any resulting damage.

Expenses for Other Forms of Transportation

- 6.28 Trustees may be reimbursed for all or part of their out-of-pocket expenses, incurred for travelling on specific business of the Board that requires alternate forms of transportation and/or overnight accommodation. These expenses could include mileage to and from a terminal, air travel costs (economy/coach class), train travel costs (economy/coach class), rental vehicle costs, public transportation, taxis, and accommodations. When incurring eligible costs, Trustees are to be guided by the principle that cost should be the most economical and practical options and no upgrades will be reimbursed.
- 6.29 To be eligible for reimbursement, travel cost claims must be submitted at least semi-annually and within the Fiscal Year that the cost is incurred. Itemized receipts must be included with the claim for any expenses incurred.

Meals

- 6.30 Meal expenses may be reimbursed to Trustees if they conduct a meeting over a meal hour with persons other than PDSB employees or Trustees and the third-party meeting attendee has no other available time to meet. An itemized receipt together with the names of attendees must be submitted for the expense to be eligible for reimbursement.
- 6.31 For meetings with PDSB employees or Trustees that last more than four hours in length and extend over a normal meal, the cost of a meal may be reimbursed.
- 6.32 When incurring meal costs, Trustees are to be guided by the Ontario Public Service Travel, Meal and Hospitality Expenses Directive when determining a reasonable expense for a meal. In no event shall there be reimbursement for a meal expense, inclusive of taxes and gratuities, exceeding: breakfast \$20.00, lunch \$30.00 and dinner \$45.00. For meal expenses claimed for events outside Canada, the meal allowance amounts are converted to the Canadian dollar equivalent.
- 6.33 Alcohol costs will not be reimbursed as part of a meal expense.
- 6.34 Meal costs are not reimbursable if meals are provided as part of the registration fee for a conference, workshop, meeting or seminar.

Hospitality

- 6.35 All hospitality events require pre-approval by the Chair of the Board of Trustees in consultation with the Director of Education. When considering a request for pre-approval of a hospitality cost, the Chair of the Board of Trustees and the Director of Education shall apply the Trustee Code of Conduct, any Conflict of Interest policy, any other relevant policy, the budget impact, the purpose of the hospitality and the reputation of PDSB. Only pre-approved Hospitality costs will be reimbursed.
- 6.36 Hospitality that may be approved include a function required as a matter of official protocol while engaging in discussion with national or international officials to advance the business and obligations of the PDSB. Costs that will not be reimbursed include office social events, retirement parties, holiday lunches, celebrations, and year-end functions.
- 6.37 Events involving only Trustees and/or PDSB employees are not considered Hospitality and any costs of such an event will not be reimbursed.
- 6.38 Hospitality costs for a spouse/partner of a Trustee will not be reimbursed.
- 6.39 Costs for alcohol or drugs will not be reimbursed.
- 6.40 When incurring eligible hospitality costs, Trustees are to be guided by the guiding principles, including those costs be reasonable, in that they should be the most economical and practical options.

Professional Learning Allowance

- 6.41 Each Trustee will be reimbursed for expenses up to \$2,500 per Fiscal Year for Professional Learning. The Professional Learning Allowance is provided as encouragement for Trustees to participate in conferences, workshops, seminars, and courses and obtain resources to further their professional development and fulfil their responsibilities and obligations as a Trustee.
- 6.42 The decision to undertake specific Professional Learning shall rest with individual Trustees based on their analysis of their own needs, however, any Professional Learning undertaken shall be directly relevant to the role of school board trustees and/or the delivery of effective programs and services to students.

- 6.43 Trustees are expected to share the results of their Professional Learning with other Trustees by reporting to the Board, by circulating a written synopsis or by making materials acquired through the Professional Learning available to other Trustees.

Communication Allowance

- 6.44 Each Trustee will be reimbursed up to \$1,800 per Fiscal Year for Communication Expenses. The Communication Allowance is provided as a recognition that Trustees need to communicate periodically with their constituencies. The decision to undertake specific constituency communications shall rest with individual Trustees based on their analysis of their constituencies' needs and of communication avenues normally available within their constituencies.
- 6.45 To be eligible for reimbursement, all advertising in media local to the constituency, newsletters, and other written materials for distribution through various methods and mass mailings within the constituency must be pre-approved by the Chair of the Board of Trustees in consultation with the Executive Lead, Public Engagement and Communications.

Discretionary Expense Allowance

- 6.46 Each Trustee will be reimbursed up to \$3,000 per Fiscal Year for expenses related to carrying out the responsibilities of being a Trustee and are not already reimbursed by any other category in this Policy. In recognition of the extra duties of the Chair and Vice Chair of the Board, each will be reimbursed for discretionary expenses up to an additional \$1,125 and \$375 respectively.
- 6.47 Eligible expenses include office supplies, internet connectivity charges, school support or PDSB recognition events or programs, events promoting PDSB Board approved advocacy, small tokens of appreciation that are reasonable and of a nominal value for PDSB employees or school council members in recognition of special efforts (for services rendered beyond the expectations of PDSB employees' normal duties) and bereavement recognition for students or PDSB employees.

- 6.48 Costs of attendance at a retirement event or a contribution to a retirement event is eligible for reimbursement.
- 6.49 Trustees may contribute to support a school in relation to a program or project, particularly when there is a shortage of Provincial funds available for the program or project. Documentation must be provided to establish the need, details of the use for the funds and the amounts to be contributed. Contributions of this nature require preapproval from the Chair of the Board of Trustees and the Director of Education.
- 6.50 Trustees may allocate up to a maximum of \$200 per scholarship or graduation award per school for graduating secondary school students within their ward. These awards should be entitled “Trustee Award – Brampton/Caledon/Mississauga” depending on their area of responsibility.

Ineligible Expenses

Without limiting expenses that may be eligible for reimbursement, the following expenses are ineligible for reimbursement:

- Alcohol
- Books, magazines, periodicals, subscriptions that have no demonstrated relation to the duties of a trustee
- Installation and/or monthly fees for TV/cable/streaming services
- Community fundraising galas or charity functions that do not directly support students in Peel
- Computer or technology equipment which does not conform with the PDSB’s standards
- Entertainment events such as theatre productions, musical performances, or other concerts except for PDSB productions
- Fees related to the development and maintenance of a personal website or social media platform

- Social events and life events such as birthdays, births, weddings, anniversaries, holiday gifts or end of year gifts
- Gifts or payments to PDSB employees or school council members excluding tokens of appreciation and bereavement recognition
- Donations to community groups
- Donations to fundraisers or other events organized through a school that are outside of work or operations funded by the Province such that teachers, parents and students are contributing from personal funds and not from Provincial funding. For example, fundraisers for families in need or gifts for families during faith celebrations.
- Donations to charitable organizations
- Donations to the Peel Learning Foundation
- Legal fees
- Personal long distance call costs
- Political activities, political membership, donations to political parties, campaigns or events
- Raffle tickets, silent auction, table prize tickets
- Retail memberships
- Accounting fees
- Insurance premiums
- Professional fees

If there is a dispute about the eligibility of an expense for reimbursement, a Trustee may appeal the decision through a request to the Audit Committee. The request shall outline the issue, reasons for the expense and the basis for the appeal. The determination by the Audit Committee of the eligibility of the expense is final.

Purchasing Services

6.51 When possible, the PDSB's procurement processes are to be used to purchase all supplies, office furniture and equipment, advertising services and promotional items that are necessary to perform the duties of a trustee.

Reporting of Trustee Expenditures

6.52 All expenses claimed by a Trustee will be posted on the PDSB website. The expenses may be grouped into categories and reported in aggregate amounts such as meals, mileage, Professional Learning. The expenses shall be posted within 90 days of the Fiscal Year end.

Budget

6.53 Budgets for trustee services will be set each Fiscal Year. Unspent balances in trustee allowance accounts will be carried forward to the next Fiscal Year, save that, in the year in which a municipal election occurs, any unspent balances shall be treated like any other cost savings in the PDSB's overall budget.

Election

6.54 The use of PDSB funds for election purposes is prohibited and not acceptable. No expenses related to a municipal election campaign, or any electoral costs shall be reimbursed.

6.55 The Use of Corporate Resources Policy should be referenced in relation to allowable or ineligible expenses and activities during an Election Period. During the Election Period a Trustee may not advertise in media local to the constituency, distribute newsletters, and/or other written materials for distribution through various methods including mass mailings within the constituency or organize public meetings for dialogue with constituents and other similar activities. Any expenses related to any of these activities are ineligible for reimbursement.

7. Roles and Responsibilities

Trustees

- 7.1 Trustees shall provide any claim for reimbursement together with itemized receipts, as soon as practicable after incurring the expense. All claims shall be submitted within the Fiscal Year that the expense was incurred to be eligible for reimbursement. All claims shall indicate the reason for the expenditure.
- 7.2 Trustees shall only claim expenses that were paid. If a Reward Program was used, only the actual paid amount shall be reimbursed and not the full value of the item or service.
- 7.3 Trustees shall review their own expenditure reports regularly to ensure that there are no discrepancies or errors. The Director of Education shall, upon request of a Trustee, produce the Trustee's own expenditure reports.
- 7.4 Where Trustees are unsure of whether an expense or event is related to their duties as a trustee prior approval before claiming reimbursement of costs should be obtained from the Chair of the Board in consultation with the Director of Education.

Director of Education

- 7.5 The Director of Education is authorized to and shall issue such procedures as may be necessary to implement this policy.
- 7.6 The Director of Education shall certify that the Trustee expense claims meet the requirements of Board policy and authorize the payment of the claim, except for the Chair of the Board. The Treasurer of the Board shall certify that the Chair of the Board's expense claims meet the requirement of Board policy and authorize the payment of the claim.
- 7.7 The Director of Education shall ensure that claims are processed in a timely manner and that reimbursement funds are deposited to the Trustee's bank account.
- 7.8 The Director of Education will post the Trustee expenses on the PDSB's website.
- 7.9 The Director of Education may appoint one or more designates to fulfil the Director of Education roles and responsibilities as outlined herein.

Audit Committee

7.10 Audit Committee shall hear and determine any dispute about the eligibility of an expense.

Financial Support Services

7.11 Financial Support Services will provide a memo to Trustees advising of any change in the Canada Revenue Agency mileage rate.

8. Appendices

9. Reference Documents

Trustee Honoraria Policy

Use of Corporate Resources Policy

Ontario Public Sector – Travel, Meal and Hospitality Expenses Directive

Ontario Human Rights Code

10. Revision History

Review Date	Approval Date	Description
	January 26, 2010	
April 26, 2011		Revised.
June 14, 2011		Revised.
February 25, 2014		Revised.
May 26, 2015		Revised.
June 19, 2017		Replaces former Policy 9 – Convention Policy for Trustees.
November 13, 2018		Revised.
July 25, 2019		Housekeeping Amendment.
June 22, 2022		Revised.
February 22, 2023		Revised.

PEEL DISTRICT SCHOOL BOARD

Minutes of a meeting of the Audit Committee of the Peel District School Board. The hybrid meeting was held in the Brampton Room, the H. J. A. Brown Education Centre, 5650 Hurontario Street, Mississauga, Ontario on Wednesday, November 15, 2023, at 14:30 hours.

Members present:

Will Davies, Chair
Lucas Alves (electronic)
Stan Cameron
Pradeep Sinha, Vice Chair (electronic)

Member absent:

Aine Sachdev

Also present:

Paula Hatt, Senior Manager, Regional Internal Audit Team (electronic)
Marcus Sconci, Partner, BDO Canada LLP
Josh Trigiani, Senior Manager, BDO Canada LLP

Administration:

Jaspal Gill, Associate Director, Operations and Equity of Access (Executive Member)
Tania Alatishe-Charles, Controller, Finance Support Services (Executive Back-up Member)
Kathryn Lockyer, General Counsel and Governance Officer
Renée Lucas, Senior Internal Auditor

Temí Adeniyi, Board Reporter

1. **Call to Order**

Chair Davies called the meeting to order.

2. **Audit Committee (Closed Session)**

AC-27 moved by Stan Cameron
seconded by Lucas Alves

Resolved, that the Committee move into the Closed Session (14:30 hours).

The meeting recessed at 15:00 hours and reconvened into Open Session at 15:03 hours.

3. Rise and Report from Closed Session

AC-28 moved by Stan Cameron
seconded by Lucas Alves

Resolved, that the report of the Closed Session re Audit Final Report (BDO), School Audits: Summary of Frequency of Audit Findings for Reporting Period September 2022 – August 2023, Internal Audit Services Summary, Internal Audit Log, Annual Report to the Board of Trustees for 2022-2023, and External Auditor Re-Appointment, be received and that the recommendations contained therein, be approved.

..... carried

4. Acknowledgement of Traditional Lands

The video on the Acknowledgement of Traditional Lands was viewed.

5. Approval of Agenda

AC-29 moved by Pradeep Sinha
seconded by Lucas Alves

Resolved, that the agenda be approved.

..... carried

6. Declaration of Conflict of Interest

There were no declarations of conflict of interest.

7. Minutes of the Audit Committee Meeting, September 21, 2023

AC-30 moved by Stan Cameron
seconded by Lucas Alves

Resolved, that the Minutes of the Audit Committee meeting, held September 21, 2023, be approved.

..... carried

8. Consolidated Financial Statements

Tania Alatishe-Charles, Controller, Finance Support Services expressed gratitude to Peel DSB staff and BDO for their efficient handling of the 2022-2023 audit, acknowledging its timely completion. Highlighting the difference between the 2021-2022 and 2022-2023 financial statements, Controller Alatishe-Charles provided information on the cash and cash equivalents stating that there was a significant increase of approximately \$51 million, primarily due to four property sales, offset by adjustments of ministry grants, and one land purchase. She discussed the increase in accounts receivable being mainly due to municipal taxes, while the reduction in accounts receivable from the Government of Ontario was as a result funds received for the settlement of outstanding debentures. Regarding liabilities, there was a substantial decrease in debentures due to \$35.5 million in payments made during the year, while temporary borrowing declined by \$16 million. Conversely, accounts payable saw a \$27 million increase, largely attributed to the Ministry's request for a provision for retro salary liabilities. Additionally, she commented on an increase in deferred revenue from property sales, allowing for revenue deferral for future use. Capital spending exceeded amortization by approximately \$22 million, with tangible capital assets experiencing a \$25 million increase over the year. Controller Alatishe-Charles provided a comprehensive breakdown of operations and accumulated surplus, encompassing details on revenue and expenses. She indicated that the board ended the year with a \$13 million deficit from a financial statement perspective but that from a Ministry compliance perspective, the board had an approximately \$31 million compliance deficit.

Responding to members questions, Controller Alatishe-Charles clarified that school generated funds stem from school and school council activities, with the funds largely covering field trips, school-related activities and fundraising. The intent of school generated funds is for specific school-related purposes and are not for profit. She advised that: rentals income is a small percentage of fees and revenues from other sources and that Education Development Charges (EDC) was the largest component within that revenue area; Ontario School Board Insurance Exchange (OSBIE) provides diverse insurance products some of which the Board utilizes, however, the Board explores alternative options if they offer lower premiums compared to OSBIE. The financial statements are presented to the Board for approval, following which they will be submitted to the Ministry. Members proposed that the Budget Development Committee should have access to the 2023 Consolidated Financials for consideration in the upcoming budget.

AC-31 moved by Stan Cameron
seconded by Lucas Alves

Resolved, that the Audit Committee recommends to the Board:

That, the Consolidated Financial Statements for the Peel District School Board for the year ended August 31, 2023, be approved. (APPENDIX I refers to Item 9.1 of the Agenda)

..... carried

9. Audit Committee Work Plan

Controller of Finance Support Services, Tania Alatishe-Charles, stated that the Work Plan covers requirements under Ontario Regulation 361/10 for Audit Committees. She reviewed the report and provided updates on the main areas, including internal controls, reports from the Regional Internal Audit Team (RIAT), external auditor independence and report of financial statements, Director's compliance letter, minimum number of meetings annually, and update reports for 2023.

AC-32 moved by Pradeep Sinha
seconded by Stan Cameron

Resolved, that the report re Audit Committee Work Plan, be received.

..... carried

10. Compliance Report for Fiscal Year 2022-2023

Associate Director of Operations and Equity of Access, Jaspal Gill, referred to the letter signed by the Director of Education, Rashmi Swarup, which confirms that nothing has been brought to the Board's attention during 2022-2023 to indicate non-compliance with current federal and provincial acts, regulations, and statutes.

AC-33 moved by Lucas Alves
seconded by Stan Cameron

Resolved, that the Compliance Report for Fiscal Year 2022-2023, be received.

..... carried

11. Audit Committee Report for 2022-2023 to the Ministry of Education

Tania Alatishe-Charles stated that Ontario Regulation 361/10 requires school boards to report to the Ministry of Education on all Regional Internal Audit Team engagements.

AC-34 moved by Stan Cameron
seconded by Lucas Alves

Resolved, that the Audit Committee Report for 2022-2023, be received, and be submitted by the Board to the Ministry of Education. (APPENDIX II refers to Item 7.4 of the Agenda)

..... carried

12. PDSB Regional Internal Audit Team (RIAT) Update

Paula Hatt, Senior Manager, Regional Internal Audit Team, stated that the previous year outstanding audit on Guidance Counsellors is about to commence, while the current year audits will start later in the year which include Cyber Security, and Recruiting, Hiring and Retention. She stated that follow-up on the Transportation audit engagement is in process and other follow-up audits will continue as planned throughout the year. Paula Hatt provided insights into RIAT's capacity and audit selection process, noting that RIAT is mandated to conduct two board audits yearly. Their approach involves a biennial risk assessment, considering sector knowledge and senior leadership input. RIAT seeks to add value through assurance audits ensuring controls adequacy and advisory engagements focused on process enhancements, exemplified by previous audits like Device Distribution and Legislative Compliance. She explained that additional funds are available for audits engagements if the committee identifies a need beyond the mandated audits. These funds stem from a surplus during RIAT's early years and can be utilized based on the discretion of the audit committees or management. Paula Hatt advised the committee to communicate any such needs for additional engagements, present or future, for consideration and action.

AC-35 moved by Pradeep Sinha
seconded by Stan Cameron

Resolved, that the update report re Regional Internal Audit Team (RIAT), be received.

..... carried

13. Adjournment

Chair Will Davies thanked the Committee members and administration for their work and support during his term as Chair of the Audit Committee.

AC-36 moved by Stan Cameron
seconded by Pradeep Sinha

Resolved, that the meeting adjourn (15:45 hours).

..... carried

..... Chair

MOTIONS FOR CONSIDERATION: AUDIT COMMITTEE

At a meeting of the Audit Committee, held November 15, 2023, the following recommendations are brought for Board approval:

1. Consolidated Financial Statements

That, the Consolidated Financial Statements for the Peel District School Board for the year ended August 31, 2023, be approved. (APPENDIX I)

2. Audit Committee Report for 2022-2023 to the Ministry of Education

That, the Audit Committee Report for 2022-2023, be received, and be submitted by the Board to the Ministry of Education. (APPENDIX II)

Submitted by:

Jaspal Gill
Associate Director, Operations and Equity of Access

Audit Committee Meeting, November 15, 2023

Draft Consolidated Financial Statements

Report Type:
Information

Decision(s) Required:
It is recommended that the attached Draft Consolidated Financial Statements be approved.

<i>Prepared by:</i>	Tania Alatishe-Charles, Controller, Finance Support Services
<i>Submitted by:</i>	Jaspal Gill, Chief Operating Officer and Associate Director, Operations and Equity of Access

Consolidated financial statements of Peel District School Board

August 31, 2023

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Management Report

August 31, 2023

Management's Responsibility for the Consolidated Financial Statements

The accompanying consolidated financial statements of the Peel District School Board are the responsibility of the Board management and have been prepared in accordance with the Financial Administration Act, supplemented by Ontario Ministry of Education memorandum 2004:B2 and Ontario Regulation 395/11 of the Financial Administration Act, as described in Note 1 to the consolidated financial statements.

The preparation of consolidated financial statements necessarily involves the use of estimates based on management's judgement, particularly when transactions affecting the current accounting period cannot be finalized with certainty until future periods.

Board management maintains a system of internal controls designed to provide reasonable assurance that assets are safeguarded, transactions are properly authorized and recorded in compliance with legislative and regulatory requirements, and reliable financial information is available on a timely basis for preparation of the consolidated financial statements. These systems are monitored and evaluated by management.

The Audit Committee of the Board meets with management and the external auditors to review the consolidated financial statements and discuss any significant financial reporting or internal control matters. The Board approves the consolidated financial statements based on the recommendation of the Audit Committee.

The consolidated financial statements have been audited by BDO Canada LLP, independent external auditors appointed by the Board. The accompanying Independent Auditor's Report outlines their responsibilities, the scope of their examination and their opinion on the Board's consolidated financial statements.

Director of Education

Chief Financial Officer

November XX, 2023

Independent Auditor's Report

To the Board of Trustees of the Peel District School Board

Opinion

We have audited the consolidated financial statements of Peel District School Board ("the Board"), which comprise the consolidated statement of financial position as at August 31, 2023, and the consolidated statements of operations and accumulated surplus, change in net debt and cash flows for the year then ended, and notes to the consolidated financial statements, including a summary of significant accounting policies.

In our opinion, the accompanying consolidated financial statements of the Board as at and for the year ended August 31, 2023 are prepared, in all material respects, in accordance with the basis of accounting described in Note 1(a) to the financial statements.

Basis for Opinion

We conducted our audit in accordance with Canadian generally accepted auditing standards. Our responsibilities under those standards are further described in the *Auditor's Responsibilities for the Audit of the Consolidated Financial Statements* section of our report. We are independent of the Board in accordance with the ethical requirements that are relevant to our audit of the consolidated financial statements in Canada, and we have fulfilled our other ethical responsibilities in accordance with these requirements. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

Emphasis of Matter - Basis of Accounting

Without modifying our opinion, we draw attention to Note 1(a) to the consolidated financial statements, which describes the basis of accounting used in the preparation of these consolidated financial statements and the significant differences between such basis of accounting and Canadian public sector accounting standards.

Responsibilities of Management and Those Charged with Governance for the Consolidated Financial Statements

Management is responsible for the preparation of these consolidated financial statements in accordance with the basis of accounting described in Note 1(a) to the consolidated financial statements, and for such internal control as management determines is necessary to enable the preparation of consolidated financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the consolidated financial statements, management is responsible for assessing the Board's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless management either intends to liquidate the Board or to cease operations, or has no realistic alternative but to do so.

Those charged with governance are responsible for overseeing the Board's financial reporting process.

Independent Auditor's Report (continued)

Auditor's Responsibilities for the Audit of the Consolidated Financial Statements

Our objectives are to obtain reasonable assurance about whether the consolidated financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance but is not a guarantee that an audit conducted in accordance with Canadian generally accepted auditing standards will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of these consolidated financial statements.

As part of an audit in accordance with Canadian generally accepted auditing standards, we exercise professional judgment and maintain professional skepticism throughout the audit. We also:

- Identify and assess the risks of material misstatement of the consolidated financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Board's internal control.
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by management.
- Conclude on the appropriateness of management's use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the Board's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the consolidated financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the Board to cease to continue as a going concern.
- Obtain sufficient appropriate audit evidence regarding the financial information of the entities or business activities within the Board to express an audit opinion on the consolidated financial statements. We are responsible for the direction, supervision, and performance of the group audit. We remain solely responsible for our audit opinion.

We communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

Chartered Professional Accountants, Licensed Public Accountants
Oakville, Ontario
REPORT DATE

Peel District School Board
 Consolidated statement of financial position
 As at August 31, 2023
 (In thousands of dollars)

DRAFT

	Notes	2023	2022 (Restated) (Note 2)
		\$	\$
Financial assets			
Cash and cash equivalents		117,562	66,633
Accounts receivable		101,573	95,885
Account receivable – Government of Ontario	3	708,791	736,785
		<u>927,926</u>	<u>899,303</u>
Liabilities			
Temporary borrowing	10	58,625	74,242
Accounts payable and accrued liabilities		128,177	101,243
Deferred revenue	4	165,195	100,888
Retirement and other employee future benefits liability	8	50,000	50,113
Net debenture debt	9	460,911	496,461
Deferred capital contributions	5	1,681,979	1,660,218
Asset retirement obligation	6	26,433	23,849
		<u>2,571,320</u>	<u>2,507,014</u>
Net debt		<u>(1,643,394)</u>	<u>(1,607,711)</u>
Contractual obligations and contingent liabilities	19		
Prepaid expenses		13,922	12,931
Inventories of supplies	24	5,250	9,633
Tangible capital assets	15	2,233,481	2,208,084
		<u>2,252,653</u>	<u>2,230,648</u>
Accumulated surplus		<u>609,259</u>	<u>622,937</u>

The accompanying notes are an integral part of the consolidated financial statements.

Approved by the Board

 Chief Financial Officer

 Chair of the Board

Peel District School Board
 Consolidated statement of operations and accumulated surplus
 Year ended August 31, 2023
 (In thousands of dollars)

DRAFT

		2023	2023	2022
	Notes	Budget	Actual	Actual (Restated) (Note 2)
		\$	\$	\$
Revenue				
Grants for Student Needs				
<i>Provincial Legislative Grants</i>	12	1,309,933	1,303,009	1,271,114
<i>Education Property Tax</i>	12	622,598	624,354	609,028
Provincial grants - Other		13,835	39,007	66,271
School generated funds		28,731	24,838	10,977
Federal grants and fees		2,807	4,146	4,878
Investment income		3,014	6,434	1,853
Fees and revenues from School Boards		124	123	122
Fees and revenues from other sources	13	43,867	36,969	49,071
		2,024,909	2,038,880	2,013,314
Expenses				
Instruction	14	1,563,811	1,574,106	1,570,000
Administration		53,165	56,385	52,836
Transportation		59,910	60,261	59,447
Pupil accommodation		290,573	295,394	294,154
School generated funds		28,731	25,124	12,319
Other		20,050	41,288	28,357
		2,016,240	2,052,558	2,017,113
Annual surplus (deficit)		8,669	(13,678)	(3,799)
Accumulated surplus, beginning of year		633,109	638,973	642,133
Accumulated Surplus (Deficit) PSAS Adjustments	2	(16,036)	(16,036)	(15,397)
Adjusted Accumulated Surplus (Deficit) at Beginning of Year		617,073	622,937	626,736
Accumulated surplus, end of year		625,742	609,259	622,937

The accompanying notes are an integral part of the consolidated financial statements.

		2023	2023	2022
	Notes	Budget	Actual	Actual (Restated) (Note 2)
		\$	\$	\$
Annual surplus (deficit)		8,669	(13,678)	(3,799)
Tangible capital asset activity				
Acquisition of tangible capital assets and addition of TCA-ARO	15	(115,798)	(144,923)	(113,221)
Amortization of tangible capital assets	15	102,382	99,166	97,563
Loss (gain) on sale of tangible capital assets		—	—	—
Proceeds on sale of tangible capital assets	15(d)	—	96,461	7,841
Less: gains on sale allocated to deferred revenue	15(d)	—	(72,802)	(7,323)
Transfer to assets held for sale		—	—	—
Write down of tangible capital assets	15(b)	—	—	2,046
Changes in Estimate of TCA-ARO		—	(3,257)	—
Disposals of TCA-ARO		—	(42)	—
		(13,416)	(25,397)	(13,094)
Other non-financial asset activity				
Acquisition of supplies inventories	24	—	4,383	(3,787)
Acquisition of prepaid expenses		—	(991)	(17)
		—	3,392	(3,804)
Change in net debt		(4,747)	(35,683)	(20,697)
Net debt at beginning of year		(1,607,711)	(1,607,711)	(1,563,165)
PSAS Adjustment to net financial assets (net debt)		—	—	(23,849)
Restated financial assets (net debt) at beginning of year		(1,607,711)	(1,607,711)	(1,587,014)
Net debt at end of year		(1,612,458)	(1,643,394)	(1,607,711)
The accompanying notes are an integral part of the consolidated financial statements.				
Net Debt, per BS			(1,643,394)	(1,607,711)
Variance			0	(0)

Draft - Subject to change

Consolidated statement of cash flows
Year ended August 31, 2023
(In thousands of dollars)

DRAFT

	Notes	2023	2022 Actual (Restated) (Note 2)
		\$	\$
Operating activities			
Annual surplus (deficit)		(13,678)	(3,799)
Items not involving cash			
Amortization of tangible capital assets	15	98,527	96,924
Amortization of tangible capital assets - ARO	15	639	639
Increase (Decrease) of ARO liabilities excluding settlements		3,681	—
Opening PSAS Adjustments		—	—
Decrease (Increase) of TCA-ARO asset excluding amortization on TCA-ARO		(3,358)	—
Amortization of deferred capital contributions	5	(97,054)	(95,355)
Write down of tangible capital assets	15(b)	-	2,046
Transfer from deferred capital contributions	5	-	(2,564)
Gains on sale of tangible capital assets allocated to deferred revenue	15(d)	(72,802)	(7,323)
		(84,046)	(9,432)
Changes in non-cash assets and liabilities			
Accounts receivable		(5,688)	(11,550)
Accounts receivable - Government of Ontario	3	1,759	(35,735)
Accounts payable and accrued liabilities		26,934	(13,645)
Deferred revenue - operating	4	(2,160)	6,814
Retirement and other employee future benefits payable		(113)	(2,471)
Prepaid expenses		(991)	(17)
Inventories of supplies		4,383	(3,787)
Settlement of asset retirement liability through abatement	6	(1,097)	—
		(61,018)	(69,823)
Capital activities			
Proceeds on sale of tangible capital assets	15(d)	96,461	7,841
Purchase of tangible capital assets	15	(144,863)	(113,222)
		(48,402)	(105,381)
Financing activities			
Debenture debt repaid and sinking fund contributions	9	(35,550)	(33,872)
Decrease in accounts receivable – Government of Ontario – approved capital	3	26,235	28,858
Temporary borrowing	10	(15,617)	(25,984)
Increase in deferred revenue - capital	4	66,467	662
Deferred capital contributions received	5	118,815	100,645
		160,350	70,309
Increase (decrease) in cash and cash equivalents during the year		50,930	(104,895)
Cash and cash equivalents, beginning of year		66,633	171,528
Cash and cash equivalents, end of year		117,562	66,633

1. Significant accounting policies

The consolidated financial statements are prepared by management in accordance with the basis of accounting described below:

a) *Basis of accounting*

The consolidated financial statements have been prepared in accordance with the Financial Administration Act supplemented by Ontario Ministry of Education memorandum 2004:B2 and Ontario Regulation 395/11 of the Financial Administration Act.

The Financial Administration Act requires that the consolidated financial statements be prepared in accordance with the accounting principles determined by the relevant Ministry of the Province of Ontario ("Province"). A directive was provided by the Ontario Ministry of Education within memorandum 2004:B2 requiring school boards to adopt Canadian Public Sector Accounting Standards commencing with their year ended August 31, 2004 and that changes may be required to the application of these standards as a result of regulation.

In 2011, the government passed Regulation 395/11 of the Financial Administration Act. The Regulation requires that contributions received or receivable for the acquisition or development of depreciable tangible capital assets and contributions of depreciable tangible capital assets for use in providing services be recorded as deferred capital contributions and be recognized as revenue in the consolidated statement of operations and accumulated surplus over the periods during which the tangible capital asset is used to provide service at the same rate that amortization is recognized in respect of the related asset. Regulation 395/11 further requires that if the net book value of the depreciable tangible capital asset is reduced for any reason other than depreciation, a proportionate reduction of the deferred capital contribution along with a proportionate increase in the revenue be recognized. For Ontario school boards, these contributions include government transfers, externally restricted contributions and, historically, property tax revenue.

The accounting policy requirements under Regulation 395/11 are significantly different from the requirements of Canadian Public Sector Accounting Standards, which requires that:

- (i) Government transfers, including amounts previously recognized as tax revenue which do not contain a stipulation that creates a liability, be recognized as revenue by the recipient when approved by the transferor and the eligibility criteria have been met in accordance with Public Sector Accounting Standard PS3410; and
- (ii) Externally restricted contributions be recognized as revenue in the period in which the resources are used for the purpose or purposes specified in accordance with Public Sector Accounting Standard PS3100; and
- (iii) Property taxation revenue be reported as revenue when received or receivable in accordance with public sector accounting standard PS3510.

As a result, revenue recognized in the consolidated statement of operations and accumulated surplus and certain related deferred revenues and deferred capital contributions would be recorded differently under Canadian Public Sector Accounting Standards.

b) *Reporting entity*

These consolidated financial statements reflect the assets, liabilities, revenues and expenses of the reporting entity. The reporting entity comprises all organizations accountable for the administration of their financial affairs and resources to the Peel District School Board ("the Board") and which are controlled by the Board.

1. Significant accounting policies (continued)

b) Reporting entity (continued)

School generated funds, which include the assets, liabilities, revenues and expenses of various organizations that exist at the school level and which are controlled by the Board are reflected in the consolidated financial statements.

Consolidated entities:

- STOPR Transportation Consortium
- School Generated Funds

Interdepartmental and inter-organizational transactions and balances between these organizations are eliminated.

c) Trust funds

Trust funds and their related operations administered by the Board are not included in the consolidated financial statements, as they are not controlled by the Board.

d) Cash and cash equivalents

Cash and cash equivalents comprise cash on hand, demand deposits and short-term investments. Short-term investments are highly liquid, subject to insignificant risk of changes in value and have a short maturity term of less than 90 days.

e) Deferred revenue

Certain amounts are received pursuant to legislation, regulation or agreement and may only be used in the conduct of certain programs or in the delivery of specific services and transactions. These amounts are recognized as revenue in the fiscal year the related expenses are incurred or services are performed.

f) Deferred capital contributions

Contributions received or receivable for the purpose of acquiring or developing a depreciable tangible capital asset for use in providing services, or any contributions in the form of depreciable tangible assets received or receivable for use in providing services, shall be recorded as deferred capital contributions, as defined in Ontario Regulation 395/11 of the Financial Administration Act. These amounts are recognized as revenue in the consolidated statement of operations and accumulated surplus at the same rate as the related tangible capital asset is amortized. The following items fall under this category:

- Government transfers received or receivable for capital purpose
- Other restricted contributions received or receivable for capital purpose
- Property taxation revenues which were historically used to fund capital assets.

g) Retirement and other employee future benefit

The Board provides defined retirement and other future benefits to specified employee groups. These benefits include pension, life insurance, health care benefits, dental benefits, retirement gratuity and worker's compensation.

As part of ratified labour collective agreements for unionized employees that bargain centrally and ratified central discussions with the Principals and Vice-Principals Associations, the following Employee Life and Health Trusts (ELHT) were established in 2016-17: Elementary Teachers' Federation of Ontario (ETFO), Ontario Secondary School

1. Significant accounting policies (continued)

g) Retirement and other employee future benefit (continued)

Teachers' Federation (OSSTF), and Ontario Secondary Teacher's Federation – Education Workers (OSSTF-EW).

The following ELHT's were established in 2017-18: Canadian Union of Public Employees (CUPE), Ontario Council of Educational Workers (OCEW) and Ontario Non-Union Education Trust (ONE-T) for non-unionized employees including principals and vice-principals. The ELHTs provide health, dental and life insurance benefits to teachers (excluding daily occasional teachers), and education workers (excluding casual and temporary staff), and other school board staff. These benefits are provided through a joint governance structure between the bargaining/employee groups, school board trustees associations and the Government of Ontario. Boards no longer administer health, dental and life insurance plans for employees and instead are required to fund the ELHT's on a monthly basis based on a negotiated amount per full-time equivalency (FTE). Funding for the ELHTs is based on the existing benefits funding embedded within the Grants for Student Needs (GSN), including additional Ministry funding in the form of a Crown contribution and a Stabilization Adjustment.

Depending on the prior arrangements and employee groups, the Board continues to provide health, dental and life insurance benefits for retired individuals either directly or through ELHTs for all groups except for OSSTF and ETFO.

The Board has adopted the following policies with respect to accounting for these employee benefits:

- (i) The costs of self-insured retirement and other employee future benefit plans are actuarially determined using management's best estimate of salary escalation, accumulated sick days at retirement, insurance and health care costs trends, disability recovery rates, long-term inflation rates and discount rates. The cost of retirement gratuities is actuarially determined using the employee's salary, banked sick days (if applicable) and years of service as at August 31, 2012 and management's best estimate of discount rates. Any actuarial gains and losses arising from changes to the discount rate are amortized over the expected average remaining service life of the employee group.

For self-insured retirement and other employee future benefits that vest or accumulated over the periods of service provided by employees, such as life insurance and health care benefits for retirees, the cost is actuarially determined using the projected benefits method prorated on service. Under this method, the benefit costs are recognized over the expected average service life of the employee group.

For those self-insured benefit obligations that arise from specific events that occur from time to time, such as obligations for worker's compensation, the cost is recognized immediately in the period the events occur. Any actuarial gains and losses that are related to these benefits are recognized immediately in the period they arise.

- (ii) The costs of multi-employer defined pension plan benefits, such as the Ontario Municipal Employees Retirement System ("OMERS") pensions, are the employer's contributions due to the plan in the period.
- (iii) The costs of insured benefits are the employer's portion of insurance premiums owed for coverage of employees during the period.

1. Significant accounting policies (continued)

h) Tangible capital assets

Tangible capital assets are recorded at historical cost less accumulated amortization. Historical cost includes amounts that are directly attributable to acquisition, construction, development or betterment of the asset, as well as interest related to financing during construction and legally or contractually required retirement activities. When historical cost records were not available, other methods were used to estimate the costs and accumulated amortization.

Leases, which transfer substantially all the benefits and risks incidental to ownership of property, are accounted for as leased tangible capital assets. All other leases are accounted for as operating leases and the related payments are charged to expenses as incurred.

Tangible capital assets, except land, are amortized on a straight-line basis over their estimated useful lives as follows:

Asset	Estimated Useful Life
Land improvements with finite lives	15 years
Buildings and building improvements	40 years
Portable structures	20 years
Other Buildings	20 years
First-time equipping of schools	10 years
Furniture	10 years
Equipment	5-15 years
Computer hardware	3 years
Computer software	5 years
Vehicles	5-10 years
Leasehold improvements	Over the lease term

Assets under construction and assets that relate to pre-acquisition and pre-construction costs are not amortized until the asset is available for productive use.

Land permanently removed from service and held for resale is recorded at the lower of cost and estimated net realizable value. Cost includes amounts for improvements to prepare the land for sale or servicing. Buildings permanently removed from service and held for resale cease to be amortized and are recorded at the lower of carrying value and estimated net realizable value. Tangible capital assets which meet the criteria for financial assets are reclassified as "assets held for sale" on the Consolidated Statement of Financial Position.

Works of art and cultural and historic assets are not recorded as assets in these consolidated financial statements.

Interest is capitalized whenever external debt is issued to finance the construction of tangible capital assets.

Tangible capital assets removed from service and/or held for resale are not amortized. They are recorded at lower of carrying value and estimated net realizable value.

i) Government transfers

Government transfers, which include legislative grants, are recognized in the consolidated financial statements in the period in which events giving rise to the transfer occur, providing the transfers are authorized, any eligibility criteria have been met and reasonable estimates

1. Significant accounting policies (continued)

i) *Government transfers (continued)*

of the amount can be made. If government transfers contain stipulations which give rise to a liability, they are deferred and recognized in revenue when the stipulations are met.

Government transfers for capital are deferred as required by Regulation 395/11, recorded as deferred capital contributions (DCC) and recognized as revenue in the consolidated statement of operations at the same rate and over the same periods as the asset is amortized.

j) *Investment income*

Investment income is reported as revenue in the period earned.

When required by the funding government or related Act, investment income earned on externally restricted funds such as pupil accommodation, education development charges and special education forms part of the respective deferred revenue balances.

k) *Long-term Debt*

Long-term debt is recorded net of related sinking fund asset balances.

l) *Budget figures*

Budget figures have been provided for comparison purposes and have been derived from the budget approved by the Board of Trustees ("Trustees"). The budget approved by the Trustees is developed in accordance with the provincially mandated funding model for school boards and is used to manage program spending within the guidelines of the funding model. The budget figures presented have been adjusted to reflect the same accounting policies that were used to prepare the consolidated financial statements.

m) *Use of Estimates*

The preparation of consolidated financial statements in conformity with the basis of accounting described in Note 1 a) requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the consolidated financial statements, and the reported amounts of revenues and expenses during the year. Accounts subject to significant estimates include assumptions in estimating historical cost and useful lives of tangible capital assets and revenue recognition of related deferred capital contributions, in estimating provisions for accrued liabilities, and in performing actuarial valuations of employee future benefits liabilities. Actual results could differ from these estimates.

There is measurement uncertainty surrounding the estimation of liabilities for asset retirement obligations of \$26 million. These estimates are subject to uncertainty because of several factors including but not limited to incomplete information on the extent of controlled materials used (e.g. asbestos included in inaccessible construction material), indeterminate settlement dates, and the allocation of costs between required and discretionary activities.

1. Significant accounting policies (continued)

n) *Education Property Tax Revenue*

Under Canadian Public Sector Accounting Standards, the entity that determines and sets the tax levy records the revenue in the financial statements, which in the case of the Board, is the Province of Ontario. As a result, education property tax revenue received from the municipalities is recorded as part of Grants for Student Needs, under Education Property Tax.

o) *Contaminated sites*

The Board reviews its sites, which are no longer in productive use, annually to assess whether contamination has occurred that would require the recording of a liability in the consolidated financial statements.

p) *Financial Instruments*

Financial instruments are classified into three categories: fair value, amortized cost or cost. The following chart shows the measurement method for each type of financial instrument.

Financial Instrument	Measurement Method
Cash	Amortized Cost*
Accounts Receivable	Amortized Cost*
Accounts Payable	Amortized Cost*
Term Deposits	Cost

*Upon standard implementation, amortized cost will be measured using the effective interest rate method, as opposed to the straight-line method.

Fair value category: The board manages and reports performance for groups of financial assets on a fair-value basis. Investments traded in an active market are reflected at fair value as at the reporting date. Sales and purchases of investments are recorded on the trade date. Transaction costs related to the acquisition of investments are recorded as an expense. Unrealized gains and losses on financial assets are recognized in the Statement of Remeasurement Gains and Losses until such time that the financial asset is derecognized due to disposal or impairment. At the time of derecognition, the related realized gains and losses are recognized in the Statement of Operations and Accumulated Surplus and related balances reversed from the Statement of Remeasurement Gains and Losses.

Amortized cost: Amounts are measured using the effective interest rate method. The effective interest method is a method of calculating the amortized cost of a financial asset or financial liability (or a group of financial assets or financial liabilities) and of allocating the interest income or interest expense over the relevant period, based on the effective interest rate. It is applied to financial assets or financial liabilities that are not in the fair value category and is now the method that must be used to calculate amortized cost.

Cost category: Amounts are measured at cost less any amount for valuation allowance. Valuation allowances are made when collection is in doubt.

2. Change in Accounting Policy-Adoption of New Accounting Standards

The board adopted the following standards concurrently beginning September 1, 2022 prospectively: PS 1201 Financial Statement Presentation, PS 2601 Foreign Currency Translation, PS 3041 Portfolio Investments and PS 3450 Financial Instruments.

PS1201 Financial Statement Presentation replaces PS 1200 Financial Statement Presentation. This standard establishes general reporting principles and standards for the disclosure of information in government financial statements. The standard introduces the Statement of Remeasurement Gains and Losses separate from the Statement of Operations. Requirements in PS 2601 Foreign Currency Translation, PS 3450 Financial Instruments, and PS 3041 Portfolio Investments, which are required to be adopted at the same time, can give rise to the presentation of gains and losses as remeasurement gains and losses.

PS 2601 Foreign Currency Translation replaces PS 2600 Foreign Currency Translation. The standard requires monetary assets and liabilities denominated in a foreign currency and non-monetary items denominated in a foreign currency that are reported as fair value, to be adjusted to reflect the exchange rates in effect at the financial statement date. Unrealized gains and losses arising from foreign currency changes are presented in the new Statement of Remeasurement Gains and Losses.

PS 3041 Portfolio Investments replaces PS 3040 Portfolio Investments. The standard provides revised guidance on accounting for, and presentation and disclosure of, portfolio investments to conform to PS 3450 Financial Instruments. The distinction between temporary and portfolio investments has been removed in the new standard, and upon adoption, PS 3030 Temporary Investments no longer applies.

PS 3450 Financial Instruments establishes accounting and reporting requirements for all types of financial instruments including derivatives. The standard requires fair value measurement of derivatives and portfolio investments in equity instruments that are quoted in an active market. All other financial instruments will generally be measured at cost or amortized cost. Unrealized gains and losses arising from changes in fair value are presented in the Statement of Remeasurement Gains and Losses.

Fair value hierarchy

The following provides an analysis of financial instruments that are measured subsequent to initial recognition at fair value, grouped into Levels 1 to 3 based on the degree to which fair value is observable:

Level 1 – fair value measurements are those derived from quoted prices (unadjusted) in active markets for identical assets or liabilities.

Level 2 – fair value measurements are those derived from inputs other than quoted prices included within Level 1 that are observable for the asset or liability, either directly (i.e., as prices) or indirectly (i.e., derived from prices); and

Level 3 – fair value measurements are those derived from valuation techniques that include inputs for the asset or liability that are not based on observable market data (unobservable inputs).

The fair value hierarchy requires the use of observable market inputs whenever such inputs exist. A financial instrument is classified to the lowest level of the hierarchy for which a significant input has been considered in measuring fair value.

2. Change in Accounting Policy-Adoption of New Accounting Standards (continued)

PS 3280 Asset Retirement Obligations (ARO) establishes the accounting and reporting requirements for legal obligations associated with the retirement of tangible capital assets controlled by a government or government organization. A liability for a retirement obligation can apply to tangible capital assets either in productive use or no longer in productive use. This standard was adopted on September 1, 2022 on a modified retroactive basis with prior period restatement.

In the past, the board has reported its obligations related to the retirement of tangible capital assets in the period when the asset was retired directly as an expense. The new standard requires the recognition of a liability for legal obligations that exist as a result of the acquisition, construction or development of a tangible capital asset, or that result from the normal use of the asset when the asset is recorded, and replaces Section PS 3270, Solid Waste Landfill Closure and Post-Closure Liability (PS 3270). Such obligation justifies recognition of a liability and can result from existing legislation, regulation, agreement, contract, or that is based on a promise and an expectation of performance. The estimate of the liability includes costs directly attributable to asset retirement activities. Costs include post-retirement operation, maintenance, and monitoring that are an integral part of the retirement of the tangible capital asset. When recording an asset retirement obligation, the estimated retirement costs are capitalized to the carrying value of the associated assets and amortized over the asset's estimated useful life. The amortization of the asset retirement costs follows the same method of amortization as the associated tangible capital asset.

A significant part of asset retirement obligations results from the removal and disposal of designated substances such as asbestos from board buildings. The board reports liabilities related to the legal obligations where the board is obligated to incur costs to retire a tangible capital asset.

The board's ongoing efforts to assess the extent to which designated substances exist in board assets, and new information obtained through regular maintenance and renewal of board assets may result in additional asset retirement obligations from better information on the nature and extent the substance exists or from changes to in the estimated cost to fulfil the obligation. The measurement of asset retirement obligations is also impacted by activities that occurred to settle all or part of the obligation, or any changes in the legal obligation. Revisions to the estimated cost of the obligation will result in to the carrying amount of the associated assets that are in productive use and amortized as part of the asset on an ongoing basis. When obligations have reliable cash flow projections, the liability may be estimated using the present value of future cash flows.

To estimate the liability for similar buildings that do not have information on asbestos and other designated substances, the board uses buildings with assessments on the extent and nature of the designated substances in the building to measure the liability and those buildings and this information is extrapolated to a group of similar assets that do not have designated substances reports. As more information becomes available on specific assets, the liability is revised to be asset specific. In other situations, where the building might not be part of a large portfolio, other techniques are used such as using industry data, experts or basing the estimate on a specific asset that is similar.

As a result of applying this accounting standard, an asset retirement obligation of \$26,433 (2022 – \$23,849) was recognized as a liability in the Statement of Financial Position. These obligations represent estimated retirement costs for the board owned buildings and equipment, including tanks, and restoration costs related to leasehold improvements. The board has restated the prior period based on a simplified approach, using the ARO liabilities, ARO assets and the associated ARO accumulated amortization, and amortization expense for the period September 1, 2022 to August 31, 2023 as a proxy for September 1, 2021 to August 31, 2022 information. The adoption of PS 3280 ARO was applied to the comparative period as follows:

2. Change in Accounting Policy-Adoption of New Accounting Standards (continued)

	\$	\$	\$
Statement of Financial Position			
Tangible Capital Assets including ARO	2,200,271	7,813	2,208,084
Asset retirement obligation liability	-	23,849	23,849
Accumulated Surplus (deficit)	638,973	(16,036)	622,937
Statement of Change in Net Debt			
Net debt at beginning of year	(1,563,165)	(23,849)	(1,587,014)
Annual Surplus (deficit)	(3,160)	639	(3,799)
Amortization of TCA (incl TCA-ARO)	(96,924)	(639)	(97,563)
Change in Net Debt	(20,697)	-	(20,697)
Statement of Operations			
Amortization of TCA-ARO	-	(639)	(639)
Surplus/(deficit) for the year	(3,160)	(639)	(3,799)
Accumulated Surplus, beginning of year	642,133	(15,397)	626,736

3. Account receivable – Government of Ontario

The Province replaced variable capital funding with a one-time debt support grant in 2009-2010. The Board received a one-time grant that recognizes capital debt as of August 31, 2010 that is supported by the existing capital programs. The Board receives this grant in cash over the remaining term of the existing capital debt instruments. The Board may also receive yearly capital grants to support capital programs which would be reflected in this account receivable.

The Board has an account receivable from the Province of \$520,312 (\$546,547 in 2022) as at August 31, 2023 with respect to capital grants.

The Ministry of Education introduced a cash management strategy effective September 1, 2018. As part of the strategy, the ministry delays part of the grant payment to school boards where the adjusted accumulated surplus and deferred revenue balances are in excess of certain criteria set out by the Ministry. The delayed grant payments for the Government of Ontario at August 31, 2023 is \$135,983 (\$171,003 in 2022). As of August 31, 2023 \$179,363 (\$189,252 in 2022) has been withheld, the difference will be received in future grant payments.

The Accounts receivable from the Government of Ontario also includes operating grant receivable from the Ministry of \$9,116 (\$986 in 2022).

4. Deferred revenue

Revenues received and that have been set aside for specific purposes by legislation, regulation or agreement are included in deferred revenue and reported on the Consolidated Statement of Financial Position.

Deferred revenue set aside for specific purposes by legislation, regulation or agreement, as at August 31, 2023, comprises the following:

	Balance August 31, 2022	Externally restricted revenue net of adjustments	Revenue recognized in the year	Transfer to deferred capital contributions	Balance August 31, 2023
	\$	\$	\$	\$	\$
Legislative grants	53,890	335,169	(315,935)	(23,119)	50,005
Other Ministry of Education	7,210	23,678	(30,685)	-	203
Other provincial grants	4,186	6,311	(5,062)	-	5,435
Proceeds of disposition	27,971	72,822	(90)	(770)	99,933
Other	7,631	57,469	(50,708)	(4,773)	9,619
Total deferred revenue	100,888	495,449	(402,480)	(28,662)	165,195

5. Deferred capital contributions

Deferred capital contributions include grants and contributions received that are used for the acquisition of tangible capital assets in accordance with Regulation 395/11 that have been expended by year end. The deferred capital contributions are amortized into revenue over the same period as the life of the asset acquired.

	2023	2022
	\$	\$
Deferred capital contributions, beginning of year	1,660,218	1,657,492
Additions to deferred capital contributions	118,815	100,645
Amortization recognized in the year	(97,054)	(95,355)
Disposal / Transfer to deferred revenue		(2,564)
Deferred capital contributions, end of year	1,681,979	1,660,218

6. Asset retirement obligation

The board has recorded ARO as of the September 1, 2022 implementation date on a modified retroactive basis, with a simplified restatement of prior year amounts.

The board discounts significant obligations where there is a high degree of confidence on the amount and timing of cash flows and the obligation will not be settled for at least five years from the reporting date.

As at August 31, 2023, all liabilities for asset retirement obligations are reported at current costs in nominal dollars without discounting.

A reconciliation of the beginning and ending aggregate carrying amount of the ARO liability is below:

	2023 \$	2022 \$
Liabilities for Asset Retirement Obligations at Beginning of Year	23,849	-
Opening Adjustments for PSAB Adjustment	-	23,849
Liabilities Incurred During the Year	59	-
Increase in Liabilities Reflecting Changes in the Estimate of Liabilities ¹	3,622	-
Increase in Liabilities due to Accretions ²	-	-
Liabilities Settled During the Year	(1,097)	-
Liabilities for Asset Retirement Obligations at End of Year	<u>26,433</u>	<u>23,849</u>

¹ Reflecting changes in the estimated cash flows and the discount rate

² Increase in the carrying amount of a liability due to the passage of time

7. Revaluation of asset retirement obligations liability

As a result of recent high levels of inflation, liability balances based on previous cost estimates, the board has made an inflation adjustment increase in estimates of 14.05% as at March 31, 2023, in line with the Provincial government fiscal year end, to reflect costs as at that date. This rate represents the percentage increase in the Canada Building Construction Price Index (BCPI) survey from October 1, 2021 to September 30, 2022 and is the rate being used to update costs assumptions in the costing models in order to be reflective of March 31, 2023 costs.

8. Retirement and other employee future benefits liability

The retirement and other employee future benefits liability is summarized as follows:

	2023		2022	
	Retirement benefits	Other employee future benefits	Total employee future benefits	Total employee future benefits
	\$	\$	\$	\$
Accrued employee future benefits obligations	25,068	24,580	49,648	50,745
Unamortized actuarial losses at August 31	352	—	352	(632)
Employee future benefits liability, end of year	<u>25,420</u>	<u>24,580</u>	<u>50,000</u>	<u>50,113</u>

8. Retirement and other employee future benefits liability (continued)

Retirement and other employee future benefits expense is summarized as follows:

	2023		2022
	Retirement benefits	Other employee future benefits	Total employee future benefits
	\$	\$	\$
Current year benefit expense including amortization of actuarial losses	720	5,260	5,980
Interest on accrued benefit obligations	1,028	746	1,774
Recognition of unamortized actuarial gains on plan	—	—	—
Employee future benefit expense ⁽¹⁾	1,748	6,006	7,754
Actual payments for the year	3,779	4,088	7,867

⁽¹⁾ Excluding pension contributions to OMERS, a multi-employer pension plan described in 5 (d).

Actuarial assumptions

The accrued benefit obligations for all employee future benefit plans as at August 31, 2023 are based on actuarial valuations completed for accounting purposes as at August 31, 2023.

These actuarial valuations and extrapolations are based on assumptions about future events. The economic assumptions used in these valuations are management's best estimate assumptions.

	2023	2022
	%	%
General inflation rate	2.00	2.00
Health care escalation	5.00	5.00
Dental care escalation	5.00	5.00
Discount rate on accrued benefit obligations	4.40	3.90

Sick leave utilization is based on experience and probability tables.

Retirement benefits

a) *Retirement gratuities and early retirement incentive plan*

The Board provides retirement gratuities to certain groups of employees hired prior to specified dates. The Board provides these benefits through an unfunded defined benefit plan. The benefit costs and liabilities related to this plan are included in the Board's consolidated financial statements.

The amount of the gratuities payable to eligible employees at retirement is based on their salary, accumulated sick days, and years of service at August 31, 2012.

8. Retirement and other employee future benefits liability (continued)

Retirement gratuities and early retirement incentives paid were as follows:

	2023	2022
	\$	\$
Elementary staff	2,369	2,624
Secondary staff	1,034	1,587
Other staff	376	252
	<u>3,779</u>	<u>4,463</u>

The payment formula allowed for \$0.25 per dollar of an employee's salary as of August 31, 2012, prorated with accumulated sick days and years of service at August 31, 2012.

a) *Retirement gratuities and early retirement incentive plan*

Some employees of the Board, upon application, are eligible for the early retirement incentive plan. This option may be granted when approved by the Board and consists of a one-time payment based on the plan design for the employee group. The plan design includes payments based upon the year of eligibility for an unreduced pension and age of the employee. Payments range from \$2 to \$10 or are based on a percentage of salary from 5% to 25%. Payments are typically paid on January 1 of the year following retirement. Included in the \$3,779 (\$4,463 in 2022) amounts listed above is an amount of \$417 (\$293 in 2022) pertaining to the early retirement incentive plan.

b) *Retirement life insurance and health care benefits*

The Board provides life insurance, dental and health care benefits to certain employee groups after retirement until the members reach 65 years of age. The premiums are based on the Board experience and retirees' premiums are subsidized by the Board. The benefit costs and liabilities related to the plan are provided through an unfunded defined benefit plan and are included in the Board's consolidated financial statements. Effective September 1, 2013, employees retiring on or after this date, do not qualify for board subsidized premiums or contributions.

c) *Ontario Teachers' Pension Plan*

Teachers and related employee groups are eligible to be members of the Ontario Teachers' Pension Plan. Employer contributions for these employees are provided directly by the Province of Ontario. The pension costs and obligations related to this plan are a direct responsibility of the Province. Accordingly, no costs or liabilities related to this plan are included in the Board's consolidated financial statements.

d) *Ontario Municipal Employees Retirement System*

All non-teaching employees of the Board are eligible to be members of OMERS, which is a multi-employer defined benefit contribution plan.

The plan provides defined benefit pension benefits to employees based on their length of service and rates of pay. The Board contributions equal the employee contributions to the plan. The Board contributions for the year amounted to \$26,684 (\$25,228 in 2022). As this is a multi-employer pension plan, these contributions are the Board's pension benefit

8. Retirement and other employee future benefits liability (continued)

expenses. No pension liability for this type of plan is included in the Board's consolidated financial statements.

Each year, an independent actuary determines the funding status of OMERS Primary Pension by comparing the actuarial value of the invested assets to the estimated present value of all pension benefits that members have earned to date. The most recent actuarial valuation of the Plan was conducted as at December 31, 2022. The results of this valuation disclosed total actuarial liabilities as at that date of \$130.31 billion in respect of benefits accrued for service with actuarial assets as at that date of \$123.63 billion indicating an actuarial deficit of \$6.68 billion. Because OMERS is a multi-employer plan, any pension plan surpluses or deficits are a joint responsibility of Ontario municipal organizations and their employers. As a result, the Board does not recognize any share of the OMERS pension deficit.

Other employee future benefits

a) Workplace Safety and Insurance Board obligations

The Board is a Schedule 2 employer under the Workplace Safety and Insurance Board Act ("Act") and, as such, assumes responsibility for the payment of all claims to its injured workers under the Act. The Board does not fund these obligations in advance of payments made under the Act. The benefit costs and liabilities related to this plan are included in the Board's consolidated financial statements.

b) Sick leave top-up benefits

A maximum of eleven unused sick leave days from the current year may be carried forward into the following year only, to be used to top-up salary for illnesses paid through the short-term leave and disability plan in that year. The benefit costs expensed in the consolidated financial statements are \$1,038 (\$2,937 in 2022).

For accounting purposes, the valuation of the accrued benefit obligation for the sick leave top-up is based on actuarial assumptions about future events determined as at August 31, 2023 and is based on the average daily salary and banked sick days of employees as at August 31, 2023.

c) Life insurance benefits

The Board provides a separate life insurance benefits plan for certain retirees. The premiums are based on the Board experience or the rate for active employees. Depending on the year in which a retiree has retired and the board's prior arrangements, retirees' premiums could be subsidized by the Board. The benefit costs and liabilities related to the subsidization of these retirees under this group plan are included in the Board's consolidated financial statements.

d) Health care and dental benefits

The Board sponsors a separate plan for certain retirees to provide group health care and dental benefits. The premiums are based on the Board experience or the rate for active employees. Depending on the year in which a retiree has retired and the board's prior arrangements, retirees' premiums could be subsidized by the Board. The benefit costs and liabilities related to the plan are included in the Board's consolidated financial statements.

Peel District School Board
Notes to the consolidated financial statements
August 31, 2023
(In thousands of dollars)

9. Net debenture debt

Net debenture debt reported on the consolidated statement of financial position comprises the following:

	2023 \$	2022 \$
OFA 2008 Debenture, New Pupil Places Stage 1 4.86 %, 25-year debenture, maturing June 27, 2033	114,174	122,732
OFA 2010 Debenture, New Pupil Places 4.947%, 25-year debenture, maturing May 15, 2035	56,793	60,189
OFA 2016 Debenture, New Pupil Places 3.242%, 25-year debenture, maturing March 15, 2041	33,730	35,109
OFA 2010 Debenture, Good Places to Learn/Primary Class Size/ Prohibitive to Repair 5.232%, 25-year debenture, maturing April 13, 2035	25,518	27,029
OFA 2006 Debenture, Good Place to Learn 4.56%, 25-year debenture, maturing November 17, 2031	22,396	24,510
OFA 2008 Debenture, Good Places to Learn/Primary Class Size 4.90%, 25-year debenture, maturing March 3, 2033	21,205	22,856
OFA 2009 Debenture, Good Places to learn/Primary Class Size 5.062%, 25-year debenture, maturing March 13, 2034	19,130	20,429
OFA 2017 Debenture, New Pupil Places 3.594%, 25-year debenture, maturing March 14, 2042	17,676	18,324
OFA 2015 Debenture, New Pupil Places 2.993%, 25-year debenture, maturing March 9, 2040	10,888	11,380
OFA 2013 Debenture, Good Places to learn Stages 1, 2 and 3 3.663%, 25-year debenture, maturing June 25, 2038	6,963	7,303
Net debenture debt (OFA)	328,473	349,861
OSBFC 2006 A1 Debenture 5.070%, 25-year debenture, maturing April 18, 2031	92,452	101,617
OSBFC 2004 A1 Debenture 5.483%, 25-year debenture, maturing November 26, 2029	39,986	44,983
Net debenture debt (OSBFC)	132,438	146,600
Net debenture debt	460,911	496,461

9. Net debenture debt (continued)

Principal and interest payments relating to net debenture debt of \$460,911 outstanding as at August 31, 2023 are due as follows:

	Principal payments	Interest payments	Total
	\$	\$	\$
2023 - 2024	37,311	21,460	58,771
2024 - 2025	39,161	19,611	58,772
2025 - 2026	41,104	17,668	58,772
2026 - 2027	43,143	15,629	58,772
2027 - 2028	45,285	13,486	58,771
Thereafter	254,907	40,906	295,813
Net debenture debt	<u>460,911</u>	<u>128,760</u>	<u>589,671</u>

Interest on net debenture debt amounted to \$22,702 (\$24,408 in 2022).

10. Temporary borrowing

In accordance with Section 243(1) of the Education Act, the Board has a resolution to authorize the borrowing, by way of promissory note, bankers' acceptance or operating overdraft, up to a maximum of \$250,000. The outstanding amount at any given time would substantially represent the unreceived or uncollected balance of estimated revenues.

The Board has available credit facilities of \$250,000 and as of year-end had borrowings against these facilities of \$58,625 (\$74,242 in 2022). The interest on temporary borrowings, when drawn, would range from the bank's prime lending rate minus 0.75% to 1.0%. Any temporary borrowings would be unsecured and due on demand.

The Board also has \$3,407 (\$3,247 in 2022) in renewable, irrevocable standby letters of credit with a Canadian chartered bank. The letters of credit provide security for capital construction being done on behalf of the Board. There is an annual service fee of 1.0% until they are either utilized or cancelled upon completion of the project.

11. Debt charges and interest

	2023	2022
	\$	\$
Principal payments on net debenture debt	35,550	33,872
Interest payments on net debenture debt	22,702	24,408
Interest payments on temporary financing of capital projects	3,182	1,612
	<u>61,434</u>	<u>59,892</u>

12. Grants for student needs

School boards in Ontario receive the majority of their funding from the provincial government. This funding comes in two forms: provincial legislative grants and local taxation in the form of education property tax. The provincial government sets the education property tax rate. Municipalities in which the board operates collect and remit education property taxes on behalf of the Province of Ontario. The Province of Ontario provides additional funding up to the level set by the education funding formulas. 95 percent of the consolidated revenues of the board are directly controlled by the provincial government through the grants for student needs. The funding is as follows:

	2023	2022
Provincial Legislative Grants	1,303,009	1,271,114
Education Property Tax	624,354	609,028
Grants for Student Needs	<u>1,927,363</u>	<u>1,880,142</u>

13. Education development charges

Effective June 2014, the Board and the Dufferin-Peel Catholic District School Board passed by-laws to collect development charges for the purchase of new sites within the Region of Peel. The levies collected by the municipalities are forwarded to the school boards monthly. During the year, \$21,230 (\$34,456 in 2022) was received for the educational development charges ("EDC") and used for the purchase of sites and reducing the temporary borrowing for EDC. The entire amount is included in Fees and revenues from other sources on the consolidated statement of operations and accumulated surplus.

14. Expenses by object

The following is a summary of the expenses reported on the consolidated statement of operations by object:

	2023	2023	2022
	Budget	Actual	Actual
	\$	\$	\$
Salary and wages	1,417,874	1,426,056	1,437,220
Employee benefits	235,199	234,628	228,285
Staff development	8,091	6,405	5,383
Supplies and services	83,136	82,720	77,294
Interest charges on capital debt	23,830	25,884	26,020
Rental expenditures	2,165	2,248	2,175
Fees and contract services	97,642	111,297	102,856
School-generated funds	28,731	25,124	12,319
Other	16,551	38,666	25,952
Amortization and Write Downs and Net Loss on Disposal- TCA and TCA-ARO	103,021	99,166	97,563
Accretion and other expenses on ARO	—	364	—
Loss on disposal	—	—	2,046
	<u>2,016,240</u>	<u>2,052,558</u>	<u>2,017,113</u>

DRAFT

Peel District School Board
Notes to the consolidated financial statements
August 31, 2023
(In thousands of dollars)

15. Tangible capital assets

	Cost							Closing August 31, 2023
	Opening September 1, 2022	Adjustment for PS32801	Opening Balance Adjusted1	Additions	Disposals/ deemed disposals	Transfer to (from) CIP	Assets removed from service	
	\$		\$	\$	\$	\$	\$	\$
Land	523,968		523,968	25,846	(23,659)	428		526,583
Land improvements	70,194		70,194	15,839	-	-		86,033
Buildings and building improvements	2,701,227	21,228	2,722,455	78,721	-	-	3,257	2,804,433
Portable structures	16,196		16,196	-	(2,563)	-		13,633
First-time equipping	34,741		34,741	337	(7,336)	-		27,742
Furniture	1,176		1,176	132	-	-		1,308
Equipment	8,746		8,746	766	(501)	-		9,011
Computer hardware	22,495		22,495	2,753	(7,061)	-		18,187
Computer software	413		413	-	-	-		413
Vehicles	2,974		2,974	84	(462)	-		2,596
Asset permanently removed from service	1,297		1,297	-	-	-		1,297
Leasehold improvements	1,799		1,799	-	-	-		1,799
Construction-in-progress (CIP)	4,070		4,070	20,445	-	(428)		24,087
Total	3,389,296		3,410,524	144,923	(41,582)	—	—	3,517,122
	Accumulated Amortization							
	Opening September 1, 2022	Adjustment for PS32801	Opening Balance Adjusted1	Amortization	Disposals, Write-offs Revaluation of TCA-ARO Additions/Transfers	Assets removed from service		Closing August 31, 2023
	\$		\$	\$	\$	\$	\$	\$
Land	-	-	-	-	-	-	-	—
Land improvements	31,008	-	31,008	6,576	-	-	-	37,584
Buildings and building improvements	1,099,225	13,415	1,112,640	80,502	(42)			1,193,100
Portable structures	13,609	-	13,609	769	(2,563)			11,815
First-time equipping	24,113	-	24,113	3,124	(7,336)			19,901
Furniture	623	-	623	124	-			747
Equipment	3,411	-	3,411	1,049	(501)			3,959
Computer hardware	11,757	-	11,757	6,869	(7,061)			11,565
Computer software	95	-	95	64	-			159
Vehicles	2,768	-	2,768	89	(462)			2,395
Asset permanently removed from service	617	-	617	-	-			617
Leasehold improvements	1,799	-	1,799	-	-			1,799
Construction-in-progress (CIP)	-	-	-	-	-			—
Total	1,189,025		1,202,440	99,166	(17,965)	—	—	1,283,641

15. Tangible capital assets (continued)

	Net Book Value	
	Closing August 31, 2023	Closing August 31, 2022
	\$	\$
Land	526,583	523,968
Land improvements	48,449	39,186
Buildings and building improvements	1,611,333	1,609,815
Portable structures	1,818	2,587
First-time equipping	7,841	10,628
Furniture	561	553
Equipment	5,052	5,335
Computer hardware	6,622	10,738
Computer software	254	318
Vehicles	201	206
Asset permanently removed from service	680	680
Leasehold improvements	—	-
Construction-in-progress (CIP)	24,087	4,070
Total	2,233,481	2,208,084

a) *Construction-in-progress (CIP)*

Assets under construction having a value of \$24,087 (\$4,070 in 2022) have not been amortized. Amortization of these assets will commence when the asset is put into service.

b) *Write-down of tangible capital assets*

There was no write-down of tangible capital assets during the year (\$2,046 in 2022).

c) *Assets permanently removed from service*

The Board has identified one (one in 2022) building property that qualifies as "assets permanently removed from service". The net book value ending balance as of August 31, 2023 includes \$680 (\$680 in 2022) of assets permanently removed from service.

d) *Sale of assets*

Net proceeds of \$96,461 (\$7,841 in 2022) was received on the sale of land and building, which had a carrying value of \$23,659 (\$518 in 2022), resulting in a gain of \$72,802 (\$7,323 in 2022). \$72,822 (\$7,841 in 2022) was deferred for future capital asset purchases according to Ontario Regulation 193/10.

16. Trust funds

Trust funds administered by the Board amounting to \$1 (\$1 in 2022) have not been included in the consolidated statement of financial position nor have their operations been included in the consolidated statement of operations and accumulated surplus.

17. Insurance coverage

a) *Ontario School Board Insurance Exchange ("OSBIE")*

The Board is a member of OSBIE, a reciprocal insurance company licensed under the Insurance Act. OSBIE insures property damage and certain other risks with an unlimited coverage per occurrence.

The ultimate premiums over a five-year period are based on the reciprocals and the Board's actual claims experience. Periodically, the Board may receive a refund or be asked to pay an additional premium based on its pro rata share of claims experience. The current one-year term expires January 1, 2024.

b) *Other*

The general public liability coverage for the Board is held by a public insurance company with a limit of \$5,000 per occurrence with a General Annual Aggregate of \$25,000. This policy is a one-year term expires on April 1, 2024.

The cyber security liability coverage for the Board is held by a public insurance company with a limit of \$3,000. This policy is a one-year term and expires on July 8, 2024.

18. Ontario School Board Insurance Exchange (OSBIE)

The school board is a member of the Ontario School Board Insurance Exchange (OSBIE), a reciprocal insurance company licensed under the Insurance Act of Ontario. OSBIE insures general liability, property damage and certain other risks. Liability insurance is available to a maximum of unlimited per occurrence. Premiums paid to OSBIE for the policy year ending December 31, 2022 were \$584 (2021 - \$632). There are ongoing legal cases with uncertain outcomes that could affect future premiums paid by the school board.

Any school board wishing to join OSBIE must execute a reciprocal insurance exchange agreement whereby every member commits to a five-year subscription period, the current one of which will end on December 31, 2026.

OSBIE exercises stewardship over the assets of the reciprocal, including the guarantee fund. While no individual school board enjoys any entitlement to access the assets of the reciprocal, the agreement provides for two circumstances when a school board, that is a member of a particular underwriting group, may receive a portion of the accumulated funds of the reciprocal.

- 1) In the event that the board of directors determines, in its absolute discretion, that the exchange has accumulated funds in excess of those required to meet the obligations of the Exchange, in respect of claims arising in prior years in respect of the underwriting group, the Board of Directors may reduce the actuarially determined rate for policies of insurance or may grant premium credits or policyholder dividends for that underwriting group in any subsequent underwriting year.
- 2) Upon termination of the exchange of reciprocal contracts of insurance within an Underwriting Group, the assets related to the Underwriting Group, after payment of all obligations, and after setting aside an adequate reserve for further liabilities, shall be

18. Ontario School Board Insurance Exchange (OSBIE) (continued)

returned to each Subscriber in the Underwriting Group according to its subscriber participation ratio and after termination the reserve for future liabilities will be reassessed from time to time and when all liabilities have been discharged, any remaining assets returned as the same basis upon termination.

In the event that a Board or other Board organization ceases to participate in the exchange of contracts of insurance within an Underwriting Group or within the Exchange, it shall continue to be liable for any Assessment(s) arising during or after such ceased participation in respect of claims arising prior to the effective date of its termination of membership in the Underwriting Group or in the exchange, unless satisfactory arrangements are made with in the board of directors to buy out such liability.

19. Contractual obligations and contingent liabilities

Contractual obligations for the construction of buildings, which are not reflected on the consolidated statement of financial position as at August 31, 2023, amounted to approximately \$19,977 (\$33,274 in 2022). Substantially all these obligations will be financed by cash grants from the Province, and reserve funds.

The Board has commenced various capital projects for which the Region of Peel and local municipalities require security letters of credit, as indicated in Note 10.

The Board is negotiating settlements of disputes arising from purchases of properties used for school sites. Adjustments, if any, arising from the outcome of these settlements, will be recorded in the year in which a liability is likely, and an amount can be reasonably estimated.

In the normal course of business, various claims and litigious matters are pending by and against the Board. In the opinion of the Board's management, these claims will not materially affect the Board's financial position, although no assurances can be given with respect to the ultimate outcome of any such claims. Any potential settlements will be recorded when a liability is likely and an amount can be reasonably estimated.

The minimum rentals payable under long-term leases in effect at August 31, 2023 for premises and equipment leases are as follows:

	\$
2023-2024	166
2024-2025	45
2025-2026	-
Thereafter	-
	<u>211</u>

20. 2022-23 Budget reconciliation

The audited budget data presented in these consolidated financial statements is based upon the 2023 budgets approved by the board. The budget was prepared prior to the implementation of the PS 3280-Assets Retirement Obligations (ARO) standard.

The chart below reconciles the approved budget to the budget figures reported in the Consolidated Statement of Operations.

Where amounts were not budgeted for (ARO amortization and accretion expenses), the actual amounts for 2023 were used to adjust the budget numbers to reflect the same accounting policies that were used to report the actual results.

The adjustments do not represent a formal amended budget as approved by the board. This is an amendment to make the 2023 budget information more comparable.

Consolidated Statement of Operations (Simplified) For the year ended August 31			
	2022-23 Budget	Change	2022-23 Budget (Restated)
Revenues	2,024,909		2,024,909
Expenses	2,015,601		2,016,240
Amortization of TCA-ARO		639	-
ARO accretion expenses		-	-
Annual Surplus (Deficit)	9,308	639	8,669
Accumulated Surplus (Deficit) at beginning of year	633,109		633,109
Accumulated Surplus (deficit) PSAS Adjustments			(16,036)
Adjusted Accumulated Surplus (Deficit) at beginning of year	633,109		617,073
Accumulated Surplus / (Deficit) at end of year	642,417	639	625,742

21. Partnership in STOPR Transportation Consortium

On December 14, 2007, the Board entered into an agreement with the Dufferin-Peel Catholic District School Board to provide common administration of student transportation in the region. This agreement was executed in an effort to increase delivery efficiency and cost effectiveness of student transportation for each of the school boards. Under the agreement, decisions related to the financial and operating activities of the STOPR Transportation Consortium are shared. No party is in a position to exercise unilateral control.

Each board participates in the shared costs associated with this service for the transportation of their respective students through STOPR. The board's consolidated financial statements reflect proportionate consolidation, whereby they include the assets that it controls, the liabilities that it has incurred, and its pro-rata share of revenues and expenses. The board's pro-rata share for 2023 is 73% (2022 – 72%).

21. Partnership in STOPR Transportation Consortium (continued)

The following provides condensed financial information including non-consortium transportation costs of \$616 (\$95 in 2022):

	2023		2022	
	Total	Board's portion	Total	Board's portion
	\$	\$	\$	\$
Operations				
Revenue	77,398	53,787	77,962	55,222
Expenses	84,788	60,259	83,927	59,447
Annual deficit	(7,390)	(6,472)	(5,965)	(4,225)

22. Repayment of "55 School Board Trust" funding

On June 1, 2003, the Board received \$13,896 from the "55 School Board Trust" for its capital-related debt eligible for provincial funding support pursuant to a 30-year agreement it entered with the trust. The "55 School Board Trust" was created to refinance the outstanding not permanently financed ("NPF") debt of participating boards who are beneficiaries of the trust. Under the terms of the agreement, the "55 School Board Trust" repaid the Board's debt in consideration for the assignment by the Board to the trust of future provincial grants payable to the Board in respect of the NPF debt.

The flow-through of \$1,035 (2022 \$1,035) in grants in respect of the above agreement for the year ended August 31, 2023, is recorded in these consolidated financial statements.

23. Related Party Disclosures

The Ontario Financing Authority (OFA) is a related party as both organizations are subject to control by the Province of Ontario. Net debenture debt of \$328,473 (\$349,861 in 2022) is outstanding with OFA as shown in Note 9. Related party transactions include principal debt repayments of \$21,388 (\$20,421 in 2022). Related party transactions have been recorded at the exchange amount.

24. In-Kind Transfers from the Ministry of Public and Business Service Delivery

The Board has recorded entries, both revenues and expenses, associated with centrally procured in-kind transfers of personal protective equipment (PPE) and critical supplies and equipment (CSE) received from the Ministry of Public and Business Service Delivery (MPBSD). The amounts recorded were calculated based on the weighted average cost of the supplies as determined by MPBSD and quantity information based on the board's records. The in-kind revenue recorded in Provincial grants – other for these transfers is \$4,570 (\$22,390 in 2022) with expenses based on use of \$4,570 (\$22,390 in 2022) included in Other expenses, and in-kind deferred revenue of \$5,250 (\$9,633 in 2022) included in Other Provincial Grants, and inventory of \$5,250 (\$9,633 in 2022).

25. Financial Instrument Risks

Risks arising from financial instruments and risk management

The Board is exposed to a variety of financial risks including credit risk, liquidity risk and market risk. The Board's overall risk management program focuses on the unpredictability of financial markets and seeks to minimize potential adverse effects on the Board's financial performance.

Credit risk

The Board's principal financial assets are cash and accounts receivable, which are subject to credit risk. The carrying amounts of financial assets on the Statement of Financial Position represent the Board's maximum credit exposure as at the Statement of Financial Position date.

Liquidity risk

Liquidity risk is the risk that the school Board will encounter difficulty in meeting obligations associated with financial liabilities. The Board is exposed to liquidity risk through its accounts payable and accrued liabilities and long-term debt. The Board manages its liquidity risk by monitoring expected outflows through budgeting.

Market risk

The Board is exposed to interest rate risk with regard to its interest rate risk on its long-term debt, all of which are regularly monitored.

The Board's financial instruments consist of cash, guaranteed investment certificates, accounts receivable, accounts payable and accrued liabilities, and long-term debt. It is the Board's opinion that the Board is not exposed to significant interest rate or currency risks arising from these financial instruments except as otherwise disclosed.

26. Future accounting standard adoption

The board is in the process of assessing the impact of the upcoming new standards and the extent of the impact of their adoption on its financial statements.

Standards applicable for fiscal years beginning on or after April 1, 2023 (in effect for the board for as of September 1, 2023 for the year ending August 1, 2024):

PS 3400 *Revenue* establishes standards on how to account for and report on revenue, specifically differentiating between transactions that include performance obligations (i.e. the payor expects a good or service from the public sector entity), referred to as exchange transactions, and transactions that do not have performance obligations, referred to as non-exchange transactions.

PSG-8 *Purchased Intangibles* provides guidance on the accounting and reporting for purchased intangible assets that are acquired through arm's length exchange transactions between knowledgeable, willing parties that are under no compulsion to act.

PS 3160 *Public Private Partnerships (P3s)* provides specific guidance on the accounting and reporting for public private partnerships between public and private sector entities where the public sector entity procures infrastructure using a private sector partner

Audit Committee Meeting, November 15, 2023

Audit Committee Report for 2022-2023 to the Ministry of Education

Strategic Alignment: Legislative Requirement

Report Type:
For Information

Decision(s) Required:
Receipt

Prepared by: Tania Alatishe-Charles, Controller, Finance Support Services

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

Overview

Recommendation:

It is recommended that the 2022-23 Audit Committee Report for the Ministry of Education be approved for submission.

Background:

In accordance with Ontario Regulation # 361/10, audit committees must report annually to the Ministry of Education. The report must include a summary of the work performed by the regional internal auditors since the last annual report of the committee, together with a summary of any enrolment audits planned.



**Annual Report to the Board of Trustees and Forwarded
To the Ministry of Education
For the year ended August 31, 2023**

Peel District School Board

Fiscal Year: 2022-2023

**Re: Annual Audit Committee report to the Ministry of Education as per
Ontario Regulation 361/10**

During the 2022/23 fiscal year, the following internal audit engagements were presented:

- Purchasing Controls Review & Data Analysis Engagement

Based on the multi-year internal audit plan for 2022-2023 to 2023-2024, we are not expecting any enrolment audits to be performed

Date

Will Davies
Audit Committee Chair

PEEL DISTRICT SCHOOL BOARD

Minutes of a meeting of the Physical Planning, Finance and Building Committee of the Peel District School Board. The hybrid meeting was held in the Brampton Room, the H. J. A. Brown Education Centre, 5650 Hurontario Street, Mississauga, Ontario on Thursday, November 16, 2023, at 17:31 hours.

Members present:

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

Administration:

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

Nicole Fernandes, Board Reporter

1. Call to Order

Chair Stan Cameron called the meeting to order at 17:31 hours.

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

PB-73 moved by Will Davies
seconded by Jill Promoli

Resolved, that the Committee move into the Closed Session (17:31 hours).

The meeting recessed at 17:47 hours and reconvened into Open Session at 18:00 hours.

3. Rise and Report from Closed Session

PB-74 moved by Brad MacDonald
seconded by Satpaul Singh Johal

Resolved, that the report of the Closed Session re: Combined Capital Project Status Report, and Procurement Activity Report for September 2023, be received, and that the recommendation contained therein be approved.

..... carried

4. Acknowledgement of Traditional Lands

The video on the Acknowledgement of Traditional Lands was viewed.

5. Approval of Agenda

PB-75 moved by Satpaul Singh Johal
seconded by Karla Bailey

Resolved, that the agenda be approved.

..... carried

6. Conflict of Interest

There were no declarations of conflict of interest.

7. Minutes of the Student Transportation of Peel Region, March 31, 2023

PB-76 moved by Jill Promoli
seconded by Karla Bailey

Resolved, that the Minutes of the Governance Committee of the Student Transportation of Peel Region meeting, held March 31, 2023, be received.

..... carried

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

PB-77 moved by Satpaul Singh Johal
seconded by Karla Bailey

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

..... carried

9. Annual Planning Document (APD) - 2023-2024

Suzanne Blakeman, Manager of Planning and Enrolment, Alex Bleicher, Intermediate Planning Officer, Dana Guterres, Senior Planner, Enrolment, and Julian Wigle, Intermediate Planning Officer, reviewed the APD for 2023-2024. They described the timeline for the development and implementation of an APD, beginning with enrolment projections in February and ending with information sessions to the public in December and January. There is significant consultation with principals, superintendents of education, trustees, and the Director’s Office. The presenters explained in detail the recommendations relating to two new schools, grade reorganizations for three schools, a new school holding boundary and resulting boundary change, eight boundary changes for the regular program, and three French Immersion boundary changes.

Trustees speaking expressed appreciation for the work on the APD. In response to a trustee’s comment, Suzanne Blakeman explained that community consultation involves hosting information sessions at schools, when Planning staff are present to respond to parents’ queries. Trustees are also present, and significant information gathered during the consultation may result in recommendations being brought forward. Chair Cameron thanked Planning staff for their efforts in balancing school accommodation and helping families.

PB-78 moved by Jill Promoli
 seconded by Will Davies

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

That, the following recommendations of the Annual Planning Document – 2023-2024, be approved:

1) New Schools

That, the new Mount Pleasant #12 Public School, scheduled for student occupancy 2030-2033, and Brightwater Public School, scheduled for student occupancy 2030-2033, be approved.

School	Mun.	Ministry Funding	Org.	Capacity (Est.)	Estimated Student Occupancy	Site Status	SOE	Trustee
Brightwater P.S.	M	No	K-8	450	2030-2033	Option Agreement	CC	LC
Mount Pleasant #12 P.S.	B	No	K-8	850	2030-2033	Negotiating	KW	WD

2) Grade Re-organizations

That, effective September 2024, grade re-organizations for the following schools, be approved:

- a) McKinnon Public School from Kindergarten-Grade 4 to Kindergarten-Grade 5

9. Annual Planning Document (APD) - 2023-2024 (Continued)

2) Grade Re-organization (Cont'd)

- b) Churchill Meadows Public School from Kindergarten-Grade 4 to Kindergarten-Grade 5
- c) Ruth Thompson Middle School from Grades 5-8 to Grades 6-8

3) New School Holding Boundary/Boundary Changes

a) Mount Pleasant #9 Public School (Kindergarten-Grade 8) Holding Boundary

That, effective September 2024, the Kindergarten-Grade 8 holding boundary for Mount Pleasant #9 Public School be as follows:

Commencing at the intersection of Thornbush Boulevard and Mayfield Road
then east along Mayfield Road to Chinguacousy Road
then south along Chinguacousy Road to the north property line of 11494 Chinguacousy Road
then west along the north property line of 11494 Chinguacousy Road to the watercourse
then north along the watercourse to Clockwork Drive
then west along Clockwork Drive to Thornbush Boulevard
then north along Thornbush Boulevard to the south property line of 251 Thornbush Boulevard
then east along the south property line of 251 Thornbush Boulevard to the east property line of 251 Thornbush Boulevard
then north along the east property line of 251 Thornbush Boulevard, continuing along the east property lines of Thornbush Boulevard to the north property line of 275 Thornbush Boulevard
then west along the north property line of 275 Thornbush Boulevard to Thornbush Boulevard
then north along Thornbush Boulevard to the point of commencement.

b) Aylesbury Public School (Kindergarten-Grade 8) Boundary Change

That, effective September 2024, the Kindergarten-Grade 8 boundary for Aylesbury Public School be as follows:

Part A

Commencing at the intersection of Mississauga Road and Sandalwood Parkway West
then east along Sandalwood Parkway West to Creditview Road
then south along Creditview Road to Bovaird Drive West
then west along Bovaird Drive West to Mississauga Road
then north along Mississauga Road to the point of commencement.

Part B

Commencing at the intersection of Mississauga Road and Mayfield Road
then east along Mayfield Road to the watercourse west of 1209 Mayfield Road
then south along the watercourse to Wanless Drive

9. Annual Planning Document (APD) - 2023-2024 (Continued)

b) Aylesbury Public School (Kindergarten-Grade 8) Boundary Change (Cont'd)

then west along Wanless Drive to Mississauga Road
then north along Mississauga Road to the point of commencement.

Part C

Commencing at the east rear property line of 207 Thornbush Boulevard and Clockwork Drive
then east along Clockwork Drive to the watercourse located east of 263 Clockwork Drive
then south along the watercourse to Chinguacousy Road
then south along Chinguacousy Drive to Wanless Road
then west along Wanless Drive to the watercourse located at the northwest corner of the intersection of Wanless Drive and Chinguacousy Drive
then north and west along the watercourse to the eastern rear property line of 177 Thornbush Boulevard
then north along the eastern rear property line of Thornbush Boulevard to the point of commencement.

4) Regular Program Boundary Changes (effective September 2024)

a) Countryside Village Public School (Kindergarten-Grade 8) Boundary Change

That, effective September 2024, the Kindergarten-Grade 8 boundary for Countryside Village Public School be as follows:

Commencing at the intersection of Highway 410 and Mayfield Road
then east along Mayfield Road to the watercourse east of 175 Russell Creek Drive
then south along the watercourse to Countryside Drive
then west along Countryside Drive to Highway 410
then north along Highway 410 to the point of commencement.

b) Eagle Plains Public School (Kindergarten-Grade 8) Boundary Change

That, effective September 2024, the Kindergarten-Grade 8 boundary for Eagle Plains Public School be as follows:

Part A

Commencing at the intersection of Countryside Drive and the stream between Rainbrook Close and Hibiscus Court
then east along Countryside Drive to Airport Road
then south along Airport Road to Sandalwood Parkway East
then west along Sandalwood Parkway East to Mountainash Road
then north along Mountainash Road to Klondike Trail
then east along Klondike Trail, continuing in a straight line to the west back lots of the properties on the west side of Deckham Street

9. Annual Planning Document (APD) - 2023-2024 (Continued)

b) Eagle Plains Public School (Kindergarten-Grade 8) Boundary Change (Cont'd)

then north along the west back lots of the properties on the west side of Deckman Street,
and along the north back lots of the properties on the north side of September Place to the
stream west of Yellow Avens Boulevard
then northwest along the stream to the point of commencement.

Part B

Commencing at the intersection of the west property line of 5107 Mayfield Road and
Mayfield Road
then east along Mayfield Road to Torbram Road
then south along Torbram Road to Countryside Drive
then west along Countryside Drive to the east property line of 11367 Bramalea Road
then north along the east property line of 11367 Bramalea Road to the north property line of
11367 Bramalea Road
then west along the north property line of 11367 Bramalea Road to the point parallel to the
west property line of 5107 Mayfield Road
then north from the point parallel to the west property line of 5107 Mayfield Road to the west
property line of 5107 Mayfield Road
then north along the west property line of 5107 Mayfield Road to the point of
commencement.

c) Shaw Public School (Kindergarten-Grade 8) Boundary Change

That, effective September 2024, the Kindergarten-Grade 8 boundary for Shaw Public School
be as follows:

Part A

Commencing at the intersection of Torbram Road and Mayfield Road
then east along Mayfield Road to Airport Road
then south along Airport Road to Countryside Drive
then west along Countryside Drive to the stream between Rainbrook Close and Hibiscus
Court
then south along the stream to the north property line of September Place
then west along the north property line of September Place to the west property line of
Deckman Street
then south along the west property line of Deckman Street to Klondike Trail
then west along Klondike Trail to the east property line of 8 Klondike Trail
then north along the east property line of 8 Klondike Trail to the north property line of 8
Klondike Trail
then west along the north property line of 8 Klondike Trail, continuing west along the rear
property lines of 283 & 285 Mountainash Road to Mountainash Road
then north along Mountainash Road to Good Hope Road
then west along Good Hope Road to Ocean Ridge Drive, continuing in a straight line to the
West Humber River
then west along the West Humber River to Torbram Road
then north along Torbram Road to the point of commencement.

9. Annual Planning Document (APD) - 2023-2024 (Continued)

c) Shaw Public School (Kindergarten-Grade 8) Boundary Change (Cont'd)

Part B

Commencing at the intersection of Bramalea Road and Mayfield Road
then east along Mayfield Road to the west property line of 5107 Mayfield Road
then south along the west property line of 5107 Mayfield Road, continuing in a straight line to
the north property line of 11367 Bramalea Road
then east along the north property line of 11367 Bramalea Road to the east property line of
11367 Bramalea Road
then south along the east property line of 11367 Bramalea Road to Countryside Drive
then west along Countryside Drive to Bramalea Road
then north along Bramalea Road to the point of commencement.

5) Regular Program Boundary Changes (effective September 2024)

a) Alloa Public School (Kindergarten-Grade 8) Boundary Change

That, effective September 2024, the Kindergarten-Grade 8 boundary for Alloa Public School
be as follows:

Part A

Commencing at the Region of Peel boundary and Old School Road
then east along Old School Road to the east property line of 1740 Old School Road
then north along the east property line of 1740 Old School Road to the east back property
line of Creditview Road
then north along the east back property line of Creditview Road to the south property line of
1761 King Street
then east along the south property line of 1761 King Street, continuing along the south
property line of 1767 King Street to the east property line of 1767 King Street
then north along the east property line of 1767 King Street to King Street
then east along King Street to Hurontario Street
then south along Hurontario Street to the Etobicoke Creek
then west along the Etobicoke Creek to the north property line of 12609 Chinguacousy Road
then west long the north property line of 12609 Chinguacousy Road to Chinguacousy Road
then south along Chinguacousy Road to Mayfield Road
then west along Mayfield Road to Mississauga Road
then south along Mississauga Road to the Canadian National Railway
then west along the Canadian National Railway to the north property line of 10244
Mississauga Road
then west along the north property line of 10244 Mississauga Road to the west property line
of 10244 Mississauga Road
then south along the west property line of 10244 Mississauga Road, continuing in a straight
line to Bovaird Drive West
then west along Bovaird Drive West to the Region of Peel boundary
then north along the Region of Peel boundary to the point of commencement

9. Annual Planning Document (APD) - 2023-2024 (Continued)

a) Alloa Public School (Kindergarten-Grade 8) Boundary Change (Cont'd)

Part B

Commencing at the intersection of the west property line of 35 Virginia Drive and the north property line of 35 Virginia Drive
then east along the north property line of 35 Virginia Drive, continuing in a straight line to Hurontario Street
then south along Hurontario Street to the south back property line of Cresthaven Road
then west along the south back property line of Cresthaven Road, continuing along the south back property line of Torada Court to the former Orangeville Brampton Railway
then north along the former Orangeville Brampton Railway to the north property line of 31 Virginia Drive
then east along the north property line of 31 Virginia Drive to the west property line of 33 Virginia Drive
then north along the west property line of 33 Virginia Drive, continuing in a straight line to the point of commencement.

Part C

Commencing at the intersection of Neil Promenade and Tim Manley Avenue
then east along Tim Manley Avenue to the west boundary of development application SPA-2022-0051
then south along the west boundary of development application SPA-2022-0051, continuing along the south boundary to Pattulo Drive
then east along Pattulo Drive to McLaughlin Road
then south along McLaughlin Road to Mayfield Road
then west along Mayfield Road to Petch Avenue
then north along Petch Avenue to Tweedhill Avenue
then west along Tweedhill Avenue to the east property line of 54 Dundee Street
then north along the east property line of 54 Dundee Street, continuing along the east and north property line of Dundee Street to the south property line of 63 Eberly Woods Drive
then west along the south property line of 63 Eberly Woods Drive, continuing in a straight line to Neil Promenade
then north along Neil Promenade to the point of commencement.

b) James Grieve Public School (Kindergarten-Grade 8) Boundary Change

That, effective September 2024, the Kindergarten-Grade 8 boundary for James Grieve Public School be as follows:

Part A

Commencing at the intersection of the eastern property line of 7771 Mayfield Road and Mayfield Road
then east along Mayfield Road to Highway 50
then south along Highway 50 to Old Castlemore Road
then west along Old Castlemore Road to Castlemore Road
then west along Castlemore Road to The Gore Road
then north along The Gore Road to Countryside Drive
then east along Countryside Drive to the western property line of 4772 Countryside Drive

9. Annual Planning Document (APD) - 2023-2024 (Continued)

b) James Grieve Public School (Kindergarten-Grade 8) Boundary Change (Cont'd)

then north along the western property line of 4772 Countryside Drive, continuing in a straight line to the south property line of 7755 Mayfield Road
then east along the south property line of 7755 Mayfield Road to the east property line of 7771 Mayfield Road
then north along the east property line of 7771 Mayfield Road to the point of commencement.

Part B

Commencing at the intersection of Chinguacousy Road and the Etobicoke Creek (directly north of 12609 Chinguacousy Road)
then east along the Etobicoke Creek to Hurontario Street
then south along Hurontario Street to the north property line of 90 Collingwood Drive
then west along the north property line of 90 Collingwood Drive, continuing in a straight line to the former Orangeville Brampton Railway
then south along the former Orangeville Brampton Railway to Mayfield Road
then west along Mayfield Road to McLaughlin Road
then north along McLaughlin Road to Pattulo Drive
then west along Pattulo Drive to the south boundary of development application SPA-2022-0051
then west along the south boundary of development application SPA-2022-0051, continuing along the west boundary to Tim Manley Avenue
then west along Tim Manley Avenue to Neil Promenade
then south along Neil Promenade to the south property line of 1 Eberly Woods Drive
then east along the south property line of 1 Eberly Woods Drive, continuing in a straight line to the north property line of 16 Dundee Street
then east along the north property line of 16 Dundee Street, continuing along the north and east property line of Dundee Street to Tweedhill Avenue
then east along Tweedhill Avenue to Petch Avenue
then south along Petch Avenue to Mayfield Road
then west along Mayfield Road to Chinguacousy Road
then north along Chinguacousy Road to the point of commencement.

6) Regular Program Boundary Changes (effective November 30, 2023)

a) Alloa Public School (Kindergarten-Grade 8) Boundary Change

That, effective November 30, 2023, the Kindergarten-Grade 8 boundary for Alloa Public School be as follows:

Part A

Commencing at the Region of Peel boundary and Old School Road
then east along Old School Road to the east property line of 1740 Old School Road
then north along the east property line of 1740 Old School Road to the east back property line of Creditview Road

9. Annual Planning Document (APD) - 2023-2024 (Continued)

a) Altoa Public School (Kindergarten-Grade 8) Boundary Change (Cont'd)

then north along the east back property line of Creditview Road to the south property line of 1761 King Street
then east along the south property line of 1761 King Street, continuing along the south property line of 1767 King Street to the east property line of 1767 King Street
then north along the east property line of 1767 King Street to King Street
then east along King Street to Hurontario Street
then south along Hurontario Street to the Etobicoke Creek
then west along the Etobicoke Creek to the north property line of 12609 Chinguacousy Road
then west long the north property line of 12609 Chinguacousy Road to Chinguacousy Road
then south along Chinguacousy Road to Mayfield Road
then west along Mayfield Road to Mississauga Road
then south along Mississauga Road to the Canadian National Railway
then west along the Canadian National Railway to the north property line of 10244 Mississauga Road
then west along the north property line of 10244 Mississauga Road to the west property line of 10244 Mississauga Road
then south along the west property line of 10244 Mississauga Road, continuing in a straight line to Bovaird Drive West
then west along Bovaird Drive West to the Region of Peel boundary
then north along the Region of Peel boundary to the point of commencement.

Part B

Commencing at the intersection of the west property line of 35 Virginia Drive and the north property line of 35 Virginia Drive
then east along the north property line of 35 Virginia Drive, continuing in a straight line to Hurontario Street
then south along Hurontario Street to the south back property line of Cresthaven Road
then west along the south back property line of Cresthaven Road, continuing along the south back property line of Torada Court to the former Orangeville Brampton Railway
then north along the former Orangeville Brampton Railway to the north property line of 31 Virginia Drive
then east along the north property line of 31 Virginia Drive to the west property line of 33 Virginia Drive
then north along the west property line of 33 Virginia Drive, continuing in a straight line to the point of commencement.

Part C

Commencing at the intersection of Neil Promenade and Tim Manley Avenue
then east along Tim Manley Avenue to the west boundary of development application SPA-2022-0051
then south along the west boundary of development application SPA-2022-0051, continuing along the south boundary to Pattulo Drive
then east along Pattulo Drive to McLaughlin Road
then south along McLaughlin Road to Mayfield Road
then west along Mayfield Road to Petch Avenue
then north along Petch Avenue to Tweedhill Avenue

9. Annual Planning Document (APD) - 2023-2024 (Continued)

a) Alloa Public School (Kindergarten-Grade 8) Boundary Change (Cont'd)

then west along Tweedhill Avenue to the east property line of 54 Dundee Street
then north along the east property line of 54 Dundee Street, continuing along the east and
north property line of Dundee Street to the south property line of 63 Eberly Woods Drive
then west along the south property line of 63 Eberly Woods Drive, continuing in a straight
line to Neil Promenade
then north along Neil Promenade to the point of commencement.

b) Homestead Public School (Kindergarten-Grade 5) Boundary Change

That, effective November 30, 2023, the Kindergarten-Grade 5 boundary for Homestead
Public School be as follows:

Part A

Commencing at the intersection of Chinguacousy Road and Bovaird Drive West
then east along Bovaird Drive West to the former Orangeville Brampton Railway
then south along the former Orangeville Brampton Railway to Williams Parkway
then west along Williams Parkway to McLaughlin Road North
then south along McLaughlin Road North to the Canadian National Railway
then west along the Canadian National Railway to Chinguacousy Road
then north along Chinguacousy Road to the point of commencement.

Part B

Commencing at the west property line of 10244 Mississauga Road and the north property
line of 10244 Mississauga Road
then east along the north property line of 10244 Mississauga Road to the Canadian National
Railway
then east along the Canadian National Railway to Mississauga Road
then south along Mississauga Road to Bovaird Drive West
then west along Bovaird Drive West to the west property line of 10124 Mississauga Road
then north along the west property line of 10124 Mississauga Road, continuing in a straight
line to the point of commencement.

c) Royal Orchard Middle School (Grades 6-8) Boundary Change

That, effective November 30, 2023, the Grades 6-8 boundary for Royal Orchard Middle
School be as follows:

Part A

Commencing at the intersection Chinguacousy Road and Bovaird Drive West
then east along Bovaird Drive West to the Etobicoke Creek
then south along the Etobicoke Creek to Williams Parkway
then west along Williams Parkway to McLaughlin Road North
then south along McLaughlin Road North to the Canadian National Railway
then west along the Canadian National Railway to Chinguacousy Road
then north along Chinguacousy Road to the point of commencement.

9. Annual Planning Document (APD) - 2023-2024 (Continued)

c) Royal Orchard Middle School (Grades 6-8) Boundary Change (Cont'd)

Part B

Commencing at the west property line of 10244 Mississauga Road and the north property line of 10244 Mississauga Road
then east along the north property line of 10244 Mississauga Road to the Canadian National Railway
then east along the Canadian National Railway to Mississauga Road
then south along Mississauga Road to Bovaird Drive West
then west along Bovaird Drive West to the west property line of 10124 Mississauga Road
then north along the west property line of 10124 Mississauga Road, continuing in a straight line to the point of commencement.

7) Regular Program Boundary Changes (effective November 30, 2023)

a) Ellengale Public School (Kindergarten-Grade 8) Boundary Change

That effective November 30, 2023, the Kindergarten-Grade 8 boundary for Ellengale Public School be as follows:

Part A

Commencing at east rear property line of 1423 Freeport Drive and the Canadian Pacific Railway
then east along the Canadian Pacific Railway to Erindale Station Road
then south along Erindale Station Road to McBride Avenue
then west along McBride Avenue to east rear property line of 3343 Fellmore Drive
then north along the rear property line of 3343 Fellmore Drive, continuing in a straight line to the point of commencement.

Part B

Commencing at the intersection of Mavis Road and Highway 403
then east along Highway 403 to Confederation Parkway
then south along Confederation Parkway to Rathburn Road West
then east along Rathburn Road East to Living Arts Drive
then south along Living Arts Drive to Square One Drive
then west along Square One Drive to Confederation Parkway
then south along Confederation Parkway to Parkside Village Drive
then south along Parkside Village Drive to the north property line of 4080 Parkside Village Drive
then west along the north property line of 4080 Parkside Village Drive to the west property line of 4080 Parkside Village Drive
then south along the south property line of 4080 Parkside Village Drive, continuing in a straight line to
Burnhamthorpe Road West
then west along Burnhamthorpe Road West to Mavis Road
then north along Mavis Road to the point of commencement.

9. Annual Planning Document (APD) - 2023-2024 (Continued)

b) Elm Drive Public School (Kindergarten-Grade 8) Boundary Change

That, effective November 30, 2023, the Kindergarten-Grade 8 boundary for Elm Drive Public School be as follows:

Part A

Commencing at the intersection of Burnhamthorpe Road West and Mavis Road
then east along Burnhamthorpe Road West to the western property line of 4010 Parkside Village Drive
then north along the western property line of 4010 Parkside Village Drive, continuing in a straight line to the north property line of 4080 Parkside Village Drive
then east along the north property line of 4080 Parkside Village Drive to Parkside Village Drive
then north along Parkside Village Drive to Confederation Parkway
then south along Confederation Parkway to the south property line of 380 Princess Royal Drive
then east along the south property line of 380 Princess Royal Drive, continuing in a straight line to the west property line of 320 City Centre Drive
then south along the west property line of 320 City Centre Drive to City Centre Drive
then west along City Centre Drive to Confederation Parkway
then south along Confederation Parkway to Webb Drive
then west along Webb Drive to Grand Park Drive
then south along Grand Park Drive to Central Parkway West
then west along Central Parkway West to Mavis Road
then north along Mavis Road to the point of commencement.

Part B

Commencing at the intersection of the west property line of 368 & 378 Prince of Wales Drive and Prince of Wales Drive
then east along Prince of Wales Drive to Living Arts Drive
then south along Living Arts Drive to the south property line of 368 & 378 Prince of Wales Drive
then west along the south property line of 368 & 378 Prince of Wales Drive to the west property line of 368 & 378 Prince of Wales Drive
then north along the west property line of 368 & 378 Prince of Wales Drive to the point of commencement.

Part C

Commencing at the intersection of Burnhamthorpe Road West and the east property line of 220 Burnhamthorpe Road West
then east along Burnhamthorpe Road West to Kariya Drive
then south along Kariya Drive to the future Webb Drive extension
then west along the future Webb Drive extension, continuing along Webb Drive to the east property line of 223 Webb Drive
then north along the east property line of 223 and 220 Burnhamthorpe Road West to the point of commencement.

9. Annual Planning Document (APD) - 2023-2024 (Continued)

b) Elm Drive Public School (Kindergarten-Grade 8) Boundary Change (Cont'd)

Part D

Commencing at the intersection of Enfield Place and Matthews Gate
then east along Matthews Gate to Hurontario Street
then south along Hurontario Street to the north property line of 3576 Hurontario Street
then west along the north property line of 3576 Hurontario Street continuing in a straight line
to the east property line of 156 Enfield Place
then north along the east property line of 156 Enfield Place to the point of commencement.

Part E

Commencing at the intersection of Joan Drive and Elm Drive West
then east along Elm Drive West to Hurontario Street
then south along Hurontario Street to Fairview Road West
then west along Fairview Road West to Joan Drive
then north along Joan Drive to the point of commencement.

8) Regular Program Boundary Changes (effective September 2024)

a) Silver Creek Public School (Kindergarten-Grade 5)

That, effective September 2024, the Kindergarten-Grade 5 boundary for Silver Creek Public School be as follows:

Part A

Commencing at the intersection of Cliff Road North and Central Parkway East
then northeast along Central Parkway East to Bloor Street
then east along Bloor Street to Cawthra Road
then south along Cawthra Road to Dundas Street East
then west along Dundas Street East to the Canadian Pacific Railway
then west along the Canadian Pacific Railway to the west property line of 350 Lara Woods
then north along the west property line of 350 Lara Woods, continuing in a straight line to
Cliff Road North
then north along Cliff Road North to the point of commencement.

Part B

Commencing at the intersection of Hurontario Street and Burnhamthorpe Road East
then east along Burnhamthorpe Road East to Cooksville Creek
then south along Cooksville Creek to Mississauga Valley Boulevard
then west along Mississauga Valley Boulevard to the south property line of 3695 Kaneff
Crescent
then west along the south property line of 3695 Kaneff Crescent, continuing in a straight line
to Kaneff Crescent
then south along Kaneff Crescent to the south property line of 3620 Kaneff Crescent
then west along the south property line of 3620 Kaneff Crescent to Hurontario Street
then north along Hurontario Street to the point of commencement.

9. Annual Planning Document (APD) - 2023-2024 (Continued)

b) Thornwood Public School (Kindergarten-Grade 5) Boundary Change

That, effective September 2024, the Kindergarten-Grade 5 boundary for Thornwood Public School be as follows:

Commencing at the intersection of Hurontario Street and the south property line of 3620 Kaneff Crescent
then east along the south property line of 3620 Kaneff Crescent to Kaneff Crescent
then north along Kaneff Crescent to the south property line of 3695 Kaneff Crescent
then east along the south property line of 3695 Kaneff Crescent to Mississauga Valley Boulevard
then east along Mississauga Valley Boulevard to Cooksville Creek
then south along Cooksville Creek to Central Parkway East
then east along Central Parkway East to Cliff Road North
then south along Cliff Road North, continuing in a straight line to the Canadian Pacific Railway
then west along the Canadian Pacific Railway to Hurontario Street
then north along the Hurontario Street to the point of commencement.

9) Regular Program Boundary Changes (effective September 2024)

a) Credit Valley Public School (Kindergarten-Grade 5) Boundary Change

That, effective September 2024, the Kindergarten-Grade 5 boundary for Credit Valley Public School be as follows:

Commencing at the intersection of Winston Churchill Boulevard and Eglinton Avenue West
then east along Eglinton Avenue West to Metcalfe Avenue
then south along Metcalfe Avenue to Bay Villa Avenue
then east along Bay Villa Avenue to the north property line of 4597 Bay Villa Avenue.
then east along the north property line of 4597 Bay Villa Avenue to the north property line of 2275 Credit Valley Road
then east along the north property line of 2275 Credit Valley Road to Erin Mills Parkway
then north along Erin Mills Parkway to Eglinton Avenue West
then east along Eglinton Avenue West to the Credit River
then south along the Credit River to Highway 403
then west along Highway 403 to Winston Churchill Boulevard
then north along Winston Churchill Boulevard to the point of commencement.

b) Middlebury Public School (Kindergarten-Grade 5) Boundary Change

That, effective September 2024, the Kindergarten-Grade 5 boundary for Middlebury Public School be as follows:

Commencing at the intersection of Winston Churchill Boulevard and Thomas Street
then east along Thomas Street to Erin Mills Parkway

9. Annual Planning Document (APD) - 2023-2024 (Continued)

b) Middlebury Public School (Kindergarten-Grade 5) Boundary Change (Cont'd)

then south along Erin Mills Parkway to the south property line of 5255 McFarren Boulevard
then east along the south property line of 5255 McFarren Boulevard, continuing in a straight line to the Canadian Pacific Railway
then southeast along the Canadian Pacific Railway to Mississauga Road
then south along Mississauga Road to Eglinton Avenue West
then west along Eglinton Avenue West to Erin Mills Parkway
then south along Erin Mills Parkway to the north property line of 2275 Credit Valley Road
then west along the north property line of 2275 Credit Valley Road to the north property line of 4597 Bay Villa Avenue
then west along the north property line of 4597 Bay Villa Avenue to Bay Villa Avenue
then west along Bay Villa Avenue to Metcalfe Avenue
then north along Metcalfe Avenue to Eglinton Avenue West
then west along Eglinton Avenue West to Winston Churchill Boulevard
then north along Winston Churchill Boulevard to the point of commencement.

10) Regular Program Boundary Changes (effective September 2025)

a) Harold Brathwaite Secondary School (Grades 9-12) Boundary Change

That, effective September 2025, the Grades 9-12 boundary for Harold Brathwaite Secondary School be as follows:

Commencing at the intersection of Highway 410 and Countryside Drive
then east along Countryside Drive to Dixie Road
then south along Dixie Road to Octillo Boulevard
then east along Octillo Boulevard, continuing along Dewside Drive to Bramalea Road
then south along Bramalea Road to Bovaird Drive East
then west along Bovaird Drive East to Highway 410
then north along Highway 410 to the point of commencement.

b) Louise Arbour Secondary School (Grades 9-12) Boundary Change

That, effective September 2025, the Grades 9-12 boundary for Louise Arbour Secondary School be as follows:

Commencing at the intersection of Highway 410 and Mayfield Road
then east along Mayfield Road to Torbram Road
then south along Torbram Road to Bovaird Drive East
then west along Bovaird Drive East to Bramalea Road
then north along Bramalea Road to Dewside Drive
then west along Dewside Drive, continuing along Octillo Boulevard to Dixie Road
then north along Dixie Road to Countryside Drive
then west along Countryside Drive to Highway 410
then north along Highway 410 to the point of commencement.

9. Annual Planning Document (APD) - 2023-2024 (Continued)

c) Sandalwood Heights Secondary School (Grades 9-12) Boundary Change

That, effective September 2025, the Grades 9-12 boundary for Sandalwood Heights Secondary School be as follows:

Commencing at the intersection of Torbram Road and Mayfield Road
then east along Mayfield Road to the east property line of 7771 Mayfield Road
then south along the east property line of 7771 Mayfield Road to the south property line of 7771 Mayfield Road
then west along the south property line of 7771 Mayfield Road, continuing in a straight line to the east property line of 7743 Mayfield Road
then south along the east property line of 7743 Mayfield Road, continuing in a straight line to Countryside Drive
then west along Countryside Drive to The Gore Road
then south along The Gore Road to Castlemore Road
then west along Castlemore Road, continuing along Bovaird Drive East to Torbram Road
then north along Torbram Road to the point of commencement.

11) Regular Program Boundary Changes (effective September 2025)

a) Meadowvale Secondary School (Grades 9-12) Boundary Change

That, effective September 2025, the Grades 9-12 boundary for Meadowvale Secondary School be as follows:

Commencing at the intersection of Highway 407 and the Canadian Pacific Railway
then east along the Canadian Pacific Railway to the south property line of 6685 Millcreek Drive
then west along the south property line of 6685 Millcreek Drive, continuing in a straight line to the east property line of 6675 Montevideo Road
then south along the east property line of 6675 Montevideo Road, continuing in a straight line to the west property line of 6400 Erin Mills Parkway
then south along the west property line of 6400 Erin Mills Parkway to Battleford Road
then east along Battleford Road to Erin Mills Parkway
then south along Erin Mills Parkway to Britannia Road West
then west along Britannia Road West to Highway 407
then north along Highway 407 to the point of commencement.

b) Streetsville Secondary School (Grades 9-12) Boundary Change

That, effective September 2025, the Grades 9-12 boundary for Streetsville Secondary School be as follows:

Commencing at the intersection of the Canadian Pacific Railway and Derry Road West
then east along Derry Road West to Highway 401
then west along Highway 401 to the Credit River

9. Annual Planning Document (APD) - 2023-2024 (Continued)

b) Streetsville Secondary School (Grades 9-12) Boundary Change (Cont'd)

then south along the Credit River to Creditview Road
then south along Creditview Road to Eglinton Avenue West
then west along Eglinton Avenue West to the Canadian Pacific Railway
then south along the Canadian Pacific Railway to Highway 403
then west along Highway 403 to the Credit River
then north along the Credit River to Eglinton Avenue West
then west along Eglinton Avenue West to Mississauga Road
then north along Mississauga Road to the Canadian Pacific Railway
then north along the Canadian Pacific Railway to a point parallel with the north property line of 5403 Roanoke Court
then west along the north property line of 5403 Roanoke Court, continuing in a straight line to Erin Mills Parkway
then north along Erin Mills Parkway to Battleford Road
then west along Battleford Road to the west property line of 6400 Erin Mills Parkway
then north along the west property line of 6400 Erin Mills Parkway to the east property line of 6325 Montevideo Road
then north along the east property line of 6325 Montevideo Road, continuing in a straight line to the south property line of 6660 Millcreek Drive
then east along the south property line of 6660 Millcreek Drive, continuing in a straight line to the Canadian Pacific Railway
then north along the Canadian Pacific Railway to the point of commencement.

12) French Immersion Boundary Changes

a) Credit Valley Public School (French Immersion Grades 1-5) Boundary Change

That, effective September 2024, the Grades 1-5 French Immersion boundary for Credit Valley Public School be as follows:

Commencing at the intersection of Winston Churchill Boulevard and Eglinton Avenue West
then east along Eglinton Avenue West to Metcalfe Avenue
then south along Metcalfe Avenue to Bay Villa Avenue
then east along Bay Villa Avenue to the north property line of 4597 Bay Villa Avenue.
then east along the north property line of 4597 Bay Villa Avenue to the north property line of 2275 Credit Valley Road
then east along the north property line of 2275 Credit Valley Road to Erin Mills Parkway
then north along Erin Mills Parkway to Eglinton Avenue West
then east along Eglinton Avenue West to the Credit River
then south along the Credit River to Burnhamthorpe Road West
then west along Burnhamthorpe Road West to Glen Erin Drive
then south along Glen Erin Drive to the south property line of 3339 Council Ring Road
then west along the south property line of 3339 Council Ring Road to the west property line of 3339 Council Ring Road
then north along the west property line of 3339 Council Ring Road to the west property line of Shadbrush Court

9. Annual Planning Document (APD) - 2023-2024 (Continued)

a) Credit Valley Public School (French Immersion Grades 1-5) Boundary Change (Cont'd)

then north along the west property line of Shadbush Court to Burnhamthorpe Road West
then west along Burnhamthorpe Road West to Winston Churchill Boulevard
then north along Winston Churchill Boulevard to the point of commencement.

b) Castlebridge Public School (French Immersion Grades 1-5) Boundary Change

That, effective September 2024, the Grades 1-5 French Immersion boundary for Castlebridge Public School be as follows:

Commencing at the intersection of Winston Churchill Boulevard and Britannia Road West
then east along Britannia Road West to Erin Mills Parkway
then south along Erin Mills Parkway to the south property line of 5255 McFarren Boulevard
then east along the south property line of 5255 McFarren Boulevard, continuing in a straight line to the Canadian Pacific Railway
then southeast along the Canadian Pacific Railway to Mississauga Road
then south along Mississauga Road to Eglinton Avenue West
then west along Eglinton Avenue West to Erin Mills Parkway
then south along Erin Mills Parkway to the north property line of 2275 Credit Valley Road
then west along the north property line of 2275 Credit Valley Road to the north property line of 4597 Bay Villa Avenue
then west along the north property line of 4597 Bay Villa Avenue to Bay Villa Avenue
then west along Bay Villa Avenue to Metcalfe Avenue
then north along Metcalfe Avenue to Eglinton Avenue West
then west along Eglinton Avenue West to Winston Churchill Boulevard
then north along Winston Churchill Boulevard to the point of commencement.

13) French Immersion Boundary Change

a) Erin Centre Middle School (French Immersion Grades 6-8) Boundary Change

That, effective September 2024, the Grades 6-8 French Immersion boundary for Erin Centre Middle School be as follows:

Commencing at the intersection of Highway 407 and a point parallel to Doug Leavens Boulevard.
then east in a straight line to Doug Leavens Boulevard
then east along Doug Leavens Boulevard to the watercourse east of 6607 Alderwood Trail
then south along the watercourse to the south property line of 3403 Nighthawk Trail
then east along the south property line of 3403 Nighthawk Trail, continuing along the south property line of Nighthawk Trail to Osprey Boulevard
then north along Osprey Boulevard to the south property line of 6227 Snowflake Lane

9. Annual Planning Document (APD) - 2023-2024 (Continued)

a) Erin Centre Middle School (French Immersion Grades 6-8) Boundary Change (Cont'd)

then east along the south property line of 6227 Snowflake Lane, continuing along the south property line of Snowflake Lane to the west property line of 6325 Tenth Line West
then north along the west property line of 6325 Tenth Line West, continuing along the west property line of tenth Line West to the north property line of 6437 Tenth Line West
then east along the north property line of 6437 Tenth Line West, continuing in a straight line to Tenth Line West
then south along Tenth Line West to Britannia Road West
then east along Britannia Road West to Erin Mills Parkway
then south along Erin Mills Parkway to the south property line of 5255 McFarren Boulevard
then east along the south property line of 5255 McFarren Boulevard, continuing in a straight line to the Canadian Pacific Railway
then southeast along the Canadian Pacific Railway to Mississauga Road
then south along Mississauga Road to Eglinton Avenue West
then east along Eglinton Avenue West to the Credit River
then south along the Credit River to Burnhamthorpe Road West
then west along Burnhamthorpe Road West to Glen Erin Drive
then south along Glen Erin Drive to the south property line of 3339 Council Ring Road
then west along the south property line of 3339 Council Ring Road to the west property line of 3339 Council Ring Road
then north along the west property line of 3339 Council Ring Road to the west property line of Shadbush Court
then north along the west property line of Shadbush Court to Burnhamthorpe Road West
then west along Burnhamthorpe Road West to Winston Churchill Boulevard
then north along Winston Churchill Boulevard to Highway 403
then west along Highway 403 to Highway 407
then north along Highway 407 to the point of commencement.

14) French Immersion Boundary Changes

a) Herb Campbell Public School (French Immersion Grades 1-5) Boundary Change

That, effective September 2024, the Grades 1-5 French Immersion boundary for Herb Campbell Public School be as follows:

Commencing at the intersection of the northwest corner of the Region of Peel boundary (intersection of Winston Churchill Boulevard and the Caledon East Garafraxa Town Line)
then east along the Region of Peel boundary, continuing southeast along the Region of Peel Boundary to the east lot line of 7233 Highway 9
then south along the east lot line of 7233 Highway 9, continuing in a straight line to the north lot line of 7062 Finnerty Side Road
then west along the north lot line of 7062 Finnerty Side Road, continuing in a straight line to the west property line of 18120 Innis Lake Road

9. Annual Planning Document (APD) - 2023-2024 (Continued)

a) Herb Campbell Public School (French Immersion Grades 1-5) Boundary Change (Cont'd)

then south along the west property line of 18120 Innis Lake Road continuing in a straight line to the north property line of 16730 Innis Lake Road
then east along the north property line of 16730 Innis Lake Road, continuing in a straight line to the east property line of 16649 Innis Lake Road
then south along the east property line of 16649 Innis Lake Road, continuing in a straight line the south property line of 16336 Centreville Creek Road
then west along a line parallel to the south property line of 16336 Centreville Creek Road to Innis Lake Road
then south along Innis Lake Road to the south property line of 15956 Innis Lake Road
then west along the south property line of 15956 Innis Lake Road, continuing in a straight line to the west property line of 5 Antrim Court
then north along the west property line of 5 Antrim Court, continuing in a straight line to Old Church Road
then west along Old Church Road to the west property line of 6311 Old Church Road
then south along the west property line of 6311 Old Church Road, continuing in a straight line to Castlederg Sideroad
then west along Castlederg Sideroad to Airport Road
then south along Airport Road to Mayfield Road
then west along Mayfield Road to Highway 410
then west along Highway 410 to Heart Lake Road
then north along Heart Lake Road to Old School Road
then west along Old School Road to Hurontario Street
then south along Hurontario Street to the Etobicoke Creek
then east and south along the Etobicoke Creek to Mayfield Road
then west along Mayfield Road to the west property line of 56 Donlamont Circle
then south along the west property line of 56 Donlamont Circle, continuing in a straight line to the north property line of 58 Circus Crescent
then west along the north property line of 58 Circus Crescent, continuing in a straight line to Chinguacousy Road
then south along Chinguacousy Road to Wanless Road
then west along Wanless Road to the Region of Peel boundary (Winston Churchill Boulevard)
then north along the Region of Peel boundary (Winston Churchill Boulevard) to the point of commencement.

b) Rowntree Public School (French Immersion Grades 1-5) Boundary Change

That, effective September 2024, the Grades 1-5 French Immersion boundary for Rowntree Public School, be as follows:

Commencing at the intersection of the west property line of 56 Donlamont Circle and Mayfield Road

then east along Mayfield Road to McLaughlin Road

then south along McLaughlin Road to Sandalwood Parkway West

9. Annual Planning Document (APD) - 2023-2024 (Continued)

b) Rowntree Public School (French Immersion Grades 1-5) Boundary Change (Cont'd)

then west along Sandalwood Parkway West to Chinguacousy Road
then north along Chinguacousy Road to Earlsbridge Boulevard
then east along Earlsbridge Boulevard to Edenbrook Hill Drive
then north along Edenbrook Hill Drive to Wanless Drive
then west along Wanless Drive to Chinguacousy Road
then north along Chinguacousy Road to the north property line of 11494 Chinguacousy Road
then east along a straight line parallel to the north property line of 11494 Chinguacousy Road to the west property line of 62 Callandar Road
then north along the west property line of 62 Callandar Road, continuing in a straight line to the point of commencement.

15) Information Items

That, the following information items in the APD 2023-2024, be received:

- **Enrolment Information**
 1. 10-Year Enrolment Projections
 2. Enrolment Trends
 3. Growth Areas
 4. Status of Schools with Enrolment Caps
 5. Elementary French Immersion Programs
 6. Schools Operating Under 60% Capacity
 7. Capital Priorities
- **Development Information**
 8. Ministerial Zoning Orders (MZOs)
 9. Proposed Joint-Use Projects
 10. Planning Approval Cycle
- **Program Information**
 11. Regional Learning Choices Programs
- **Procedural Information**
 12. How to Administer an Enrolment Cap
 13. Boundary Change Communication Protocol
 14. Criteria for Recommending Balanced Calendar Schools
 15. Criteria for Recommending Grade Re-organizations from Junior/Middle to K-8
- **Superintendents and Trustees**
 16. List of SOE and Trustee Names Abbreviations

..... carried

10. Application Status Update

Zach Tessaro, Planning Officer, noted that the update report lists the development applications reviewed by Planning and Accommodation staff during the months of September and October 2023, and includes the letters sent to municipalities.

PB-79 moved by Brad MacDonald
seconded by Jill Promoli

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

..... carried

11. Procurement Activity Report – September 2023

PB-80 moved by Satpaul Singh Johal
seconded by Will Davies

Resolved, that the Procurement Activity Report for September 2023, be received.

..... carried

12. Vandalism Activity Report – August 2023

Acting Controller of Corporate Support Services, Wendy Dobson, noted that the report provides an update on after-hours vandalism activity at school and non-school sites in August 2023. She indicated that the Break and Enter/Vandalism Year End Summary Report for September 2022-August 2023, and the 7-Year Comparison reports are also included. With regard to break and enter, she reported that there has been a 47% increase in the number of incidents and 48% increase in costs from 2020-2021 to 2022-2023. For the same period, there was a 34% decrease in vandalism activity. Responding to trustees' questions, Wendy Dobson confirmed that insurance covers the costs related to vandalism, and coverage depends on the type of incident and costs. In cases of repeated vandalism at specific sites, additional measures are implemented to mitigate such activity. She stated that insurance premiums have not risen because the increase in break and enter incidents have been offset by the decrease in vandalism activity.

PB-81 moved by Karla Bailey
seconded by Will Davies

Resolved, that the Vandalism Activity Report for August 2023, be received.

..... carried

13. Adjournment

PB-82 moved by Brad MacDonald
seconded by Jill Promoli

Resolved, that the meeting adjourn (18:35 hours).

..... carried

..... Chair

**MOTIONS FOR CONSIDERATION: PHYSICAL PLANNING,
FINANCE AND BUILDING COMMITTEE**

Arising from a meeting of the Physical Planning, Finance and Building Committee - Annual Planning Document, held November 16, 2023, the following recommendations are brought for Board approval:

1. Annual Planning Document 2023 – 2024

1) New Schools

That, the new Mount Pleasant #12 Public School, scheduled for student occupancy 2030-2033, and Brightwater Public School, scheduled for student occupancy 2030-2033, be approved.

School	Mun.	Ministry Funding	Org.	Capacity (Est.)	Estimated Student Occupancy	Site Status	SOE	Trustee
Brightwater P.S.	M	No	K-8	450	2030-2033	Option Agreement	CC	LC
Mount Pleasant #12 P.S.	B	No	K-8	850	2030-2033	Negotiating	KW	WD

2) Grade Re-organizations

That, effective September 2024, grade re-organizations for the following schools, be approved:

- a) McKinnon Public School from Kindergarten-Grade 4 to Kindergarten-Grade 5
- b) Churchill Meadows Public School from Kindergarten-Grade 4 to Kindergarten-Grade 5
- c) Ruth Thompson Middle School from Grades 5-8 to Grades 6-8

3) New School Holding Boundary/Boundary Changes

a) Mount Pleasant #9 Public School (Kindergarten-Grade 8) Holding Boundary

That, effective September 2024, the Kindergarten-Grade 8 holding boundary for Mount Pleasant #9 Public School be as follows:

Commencing at the intersection of Thornbush Boulevard and Mayfield Road
then east along Mayfield Road to Chinguacousy Road
then south along Chinguacousy Road to the north property line of 11494 Chinguacousy Road

MOTIONS FOR CONSIDERATION: PHYSICAL PLANNING, FINANCE AND BUILDING COMMITTEE

a) Mount Pleasant #9 Public School (Kindergarten-Grade 8) Holding Boundary (Continued)

then west along the north property line of 11494 Chinguacousy Road to the watercourse
then north along the watercourse to Clockwork Drive
then west along Clockwork Drive to Thornbush Boulevard
then north along Thornbush Boulevard to the south property line of 251 Thornbush Boulevard
then east along the south property line of 251 Thornbush Boulevard to the east property line of 251 Thornbush Boulevard
then north along the east property line of 251 Thornbush Boulevard, continuing along the east property lines of Thornbush Boulevard to the north property line of 275 Thornbush Boulevard
then west along the north property line of 275 Thornbush Boulevard to Thornbush Boulevard
then north along Thornbush Boulevard to the point of commencement.

b) Aylesbury Public School (Kindergarten-Grade 8) Boundary Change

That, effective September 2024, the Kindergarten-Grade 8 boundary for Aylesbury Public School be as follows:

Part A

Commencing at the intersection of Mississauga Road and Sandalwood Parkway West
then east along Sandalwood Parkway West to Creditview Road
then south along Creditview Road to Bovaird Drive West
then west along Bovaird Drive West to Mississauga Road
then north along Mississauga Road to the point of commencement.

Part B

Commencing at the intersection of Mississauga Road and Mayfield Road
then east along Mayfield Road to the watercourse west of 1209 Mayfield Road
then south along the watercourse to Wanless Drive
then west along Wanless Drive to Mississauga Road
then north along Mississauga Road to the point of commencement.

Part C

Commencing at the east rear property line of 207 Thornbush Boulevard and Clockwork Drive
then east along Clockwork Drive to the watercourse located east of 263 Clockwork Drive
then south along the watercourse to Chinguacousy Road
then south along Chinguacousy Drive to Wanless Road
then west along Wanless Drive to the watercourse located at the northwest corner of the intersection of Wanless Drive and Chinguacousy Drive
then north and west along the watercourse to the eastern rear property line of 177 Thornbush Boulevard
then north along the eastern rear property line of Thornbush Boulevard to the point of commencement.

MOTIONS FOR CONSIDERATION: PHYSICAL PLANNING, FINANCE AND BUILDING COMMITTEE

4) Regular Program Boundary Changes (effective September 2024)

a) Countryside Village Public School (Kindergarten-Grade 8) Boundary Change

That, effective September 2024, the Kindergarten-Grade 8 boundary for Countryside Village Public School be as follows:

Commencing at the intersection of Highway 410 and Mayfield Road
then east along Mayfield Road to the watercourse east of 175 Russell Creek Drive
then south along the watercourse to Countryside Drive
then west along Countryside Drive to Highway 410
then north along Highway 410 to the point of commencement.

b) Eagle Plains Public School (Kindergarten-Grade 8) Boundary Change

That, effective September 2024, the Kindergarten-Grade 8 boundary for Eagle Plains Public School be as follows:

Part A

Commencing at the intersection of Countryside Drive and the stream between Rainbrook Close and Hibiscus Court
then east along Countryside Drive to Airport Road
then south along Airport Road to Sandalwood Parkway East
then west along Sandalwood Parkway East to Mountainash Road
then north along Mountainash Road to Klondike Trail
then east along Klondike Trail, continuing in a straight line to the west back lots of the properties on the west side of Deckham Street
then north along the west back lots of the properties on the west side of Deckman Street, and along the north back lots of the properties on the north side of September Place to the stream west of Yellow Avens Boulevard
then northwest along the stream to the point of commencement.

Part B

Commencing at the intersection of the west property line of 5107 Mayfield Road and Mayfield Road
then east along Mayfield Road to Torbram Road
then south along Torbram Road to Countryside Drive
then west along Countryside Drive to the east property line of 11367 Bramalea Road
then north along the east property line of 11367 Bramalea Road to the north property line of 11367 Bramalea Road
then west along the north property line of 11367 Bramalea Road to the point parallel to the west property line of 5107 Mayfield Road
then north from the point parallel to the west property line of 5107 Mayfield Road to the west property line of 5107 Mayfield Road
then north along the west property line of 5107 Mayfield Road to the point of commencement.

MOTIONS FOR CONSIDERATION: PHYSICAL PLANNING, FINANCE AND BUILDING COMMITTEE

c) Shaw Public School (Kindergarten-Grade 8) Boundary Change

That, effective September 2024, the Kindergarten-Grade 8 boundary for Shaw Public School be as follows:

Part A

Commencing at the intersection of Torbram Road and Mayfield Road
then east along Mayfield Road to Airport Road
then south along Airport Road to Countryside Drive
then west along Countryside Drive to the stream between Rainbrook Close and Hibiscus Court
then south along the stream to the north property line of September Place
then west along the north property line of September Place to the west property line of Deckman Street
then south along the west property line of Deckman Street to Klondike Trail
then west along Klondike Trail to the east property line of 8 Klondike Trail
then north along the east property line of 8 Klondike Trail to the north property line of 8 Klondike Trail
then west along the north property line of 8 Klondike Trail, continuing west along the rear property lines of 283 & 285 Mountainash Road to Mountainash Road
then north along Mountainash Road to Good Hope Road
then west along Good Hope Road to Ocean Ridge Drive, continuing in a straight line to the West Humber River
then west along the West Humber River to Torbram Road
then north along Torbram Road to the point of commencement.

Part B

Commencing at the intersection of Bramalea Road and Mayfield Road
then east along Mayfield Road to the west property line of 5107 Mayfield Road
then south along the west property line of 5107 Mayfield Road, continuing in a straight line to the north property line of 11367 Bramalea Road
then east along the north property line of 11367 Bramalea Road to the east property line of 11367 Bramalea Road
then south along the east property line of 11367 Bramalea Road to Countryside Drive
then west along Countryside Drive to Bramalea Road
then north along Bramalea Road to the point of commencement.

5) Regular Program Boundary Changes (effective September 2024)

a) Alloa Public School (Kindergarten-Grade 8) Boundary Change

That, effective September 2024, the Kindergarten-Grade 8 boundary for Alloa Public School be as follows:

Part A

Commencing at the Region of Peel boundary and Old School Road
then east along Old School Road to the east property line of 1740 Old School Road
then north along the east property line of 1740 Old School Road to the east back property line of Creditview Road

MOTIONS FOR CONSIDERATION: PHYSICAL PLANNING, FINANCE AND BUILDING COMMITTEE

a) Alloa Public School (Kindergarten-Grade 8) Boundary Change (Continued)

then north along the east back property line of Creditview Road to the south property line of 1761 King Street

then east along the south property line of 1761 King Street, continuing along the south property line of 1767 King Street to the east property line of 1767 King Street

then north along the east property line of 1767 King Street to King Street

then east along King Street to Hurontario Street

then south along Hurontario Street to the Etobicoke Creek

then west along the Etobicoke Creek to the north property line of 12609 Chinguacousy Road

then west along the north property line of 12609 Chinguacousy Road to Chinguacousy Road

then south along Chinguacousy Road to Mayfield Road

then west along Mayfield Road to Mississauga Road

then south along Mississauga Road to the Canadian National Railway

then west along the Canadian National Railway to the north property line of 10244 Mississauga Road

then west along the north property line of 10244 Mississauga Road to the west property line of 10244 Mississauga Road

then south along the west property line of 10244 Mississauga Road, continuing in a straight line to Bovaird Drive West

then west along Bovaird Drive West to the Region of Peel boundary

then north along the Region of Peel boundary to the point of commencement.

Part B

Commencing at the intersection of the west property line of 35 Virginia Drive and the north property line of 35 Virginia Drive

then east along the north property line of 35 Virginia Drive, continuing in a straight line to Hurontario Street

then south along Hurontario Street to the south back property line of Cresthaven Road

then west along the south back property line of Cresthaven Road, continuing along the south back property line of Torada Court to the former Orangeville Brampton Railway

then north along the former Orangeville Brampton Railway to the north property line of 31 Virginia Drive

then east along the north property line of 31 Virginia Drive to the west property line of 33 Virginia Drive

then north along the west property line of 33 Virginia Drive, continuing in a straight line to the point of commencement.

Part C

Commencing at the intersection of Neil Promenade and Tim Manley Avenue

then east along Tim Manley Avenue to the west boundary of development application SPA-2022-0051

then south along the west boundary of development application SPA-2022-0051, continuing along the south boundary to Pattulo Drive

then east along Pattulo Drive to McLaughlin Road

then south along McLaughlin Road to Mayfield Road

MOTIONS FOR CONSIDERATION: PHYSICAL PLANNING, FINANCE AND BUILDING COMMITTEE

a) Alloa Public School (Kindergarten-Grade 8) Boundary Change (Continued)

then west along Mayfield Road to Petch Avenue
then north along Petch Avenue to Tweedhill Avenue
then west along Tweedhill Avenue to the east property line of 54 Dundee Street
then north along the east property line of 54 Dundee Street, continuing along the east and north property line of Dundee Street to the south property line of 63 Eberly Woods Drive
then west along the south property line of 63 Eberly Woods Drive, continuing in a straight line to Neil Promenade
then north along Neil Promenade to the point of commencement.

b) James Grieve Public School (Kindergarten-Grade 8) Boundary Change

That, effective September 2024, the Kindergarten-Grade 8 boundary for James Grieve Public School be as follows:

Part A

Commencing at the intersection of the eastern property line of 7771 Mayfield Road and Mayfield Road
then east along Mayfield Road to Highway 50
then south along Highway 50 to Old Castlemore Road
then west along Old Castlemore Road to Castlemore Road
then west along Castlemore Road to The Gore Road
then north along The Gore Road to Countryside Drive
then east along Countryside Drive to the western property line of 4772 Countryside Drive
then north along the western property line of 4772 Countryside Drive, continuing in a straight line to the south property line of 7755 Mayfield Road
then east along the south property line of 7755 Mayfield Road to the east property line of 7771 Mayfield Road
then north along the east property line of 7771 Mayfield Road to the point of commencement.

Part B

Commencing at the intersection of Chinguacousy Road and the Etobicoke Creek (directly north of 12609 Chinguacousy Road)
then east along the Etobicoke Creek to Hurontario Street
then south along Hurontario Street to the north property line of 90 Collingwood Drive
then west along the north property line of 90 Collingwood Drive, continuing in a straight line to the former Orangeville Brampton Railway
then south along the former Orangeville Brampton Railway to Mayfield Road
then west along Mayfield Road to McLaughlin Road
then north along McLaughlin Road to Pattulo Drive
then west along Pattulo Drive to the south boundary of development application SPA-2022-0051
then west along the south boundary of development application SPA-2022-0051, continuing along the west boundary to Tim Manley Avenue

MOTIONS FOR CONSIDERATION: PHYSICAL PLANNING, FINANCE AND BUILDING COMMITTEE

b) James Grieve Public School (Kindergarten-Grade 8) Boundary Change
(Continued)

then west along Tim Manley Avenue to Neil Promenade
then south along Neil Promenade to the south property line of 1 Eberly Woods Drive
then east along the south property line of 1 Eberly Woods Drive, continuing in a straight line to the north property line of 16 Dundee Street
then east along the north property line of 16 Dundee Street, continuing along the north and east property line of Dundee Street to Tweedhill Avenue
then east along Tweedhill Avenue to Petch Avenue
then south along Petch Avenue to Mayfield Road
then west along Mayfield Road to Chinguacousy Road
then north along Chinguacousy Road to the point of commencement.

6) Regular Program Boundary Changes (effective November 30, 2023)

a) Alloo Public School (Kindergarten-Grade 8) Boundary Change

That, effective November 30, 2023, the Kindergarten-Grade 8 boundary for Alloo Public School be as follows:

Part A

Commencing at the Region of Peel boundary and Old School Road
then east along Old School Road to the east property line of 1740 Old School Road
then north along the east property line of 1740 Old School Road to the east back property line of Creditview Road
then north along the east back property line of Creditview Road to the south property line of 1761 King Street
then east along the south property line of 1761 King Street, continuing along the south property line of 1767 King Street to the east property line of 1767 King Street
then north along the east property line of 1767 King Street to King Street
then east along King Street to Hurontario Street
then south along Hurontario Street to the Etobicoke Creek
then west along the Etobicoke Creek to the north property line of 12609 Chinguacousy Road
then west long the north property line of 12609 Chinguacousy Road to Chinguacousy Road
then south along Chinguacousy Road to Mayfield Road
then west along Mayfield Road to Mississauga Road
then south along Mississauga Road to the Canadian National Railway
then west along the Canadian National Railway to the north property line of 10244 Mississauga Road
then west along the north property line of 10244 Mississauga Road to the west property line of 10244 Mississauga Road
then south along the west property line of 10244 Mississauga Road, continuing in a straight line to Bovaird Drive West
then west along Bovaird Drive West to the Region of Peel boundary
then north along the Region of Peel boundary to the point of commencement.

MOTIONS FOR CONSIDERATION: PHYSICAL PLANNING, FINANCE AND BUILDING COMMITTEE

a) Alloa Public School (Kindergarten-Grade 8) Boundary Change (Continued)

Part B

Commencing at the intersection of the west property line of 35 Virginia Drive and the north property line of 35 Virginia Drive
then east along the north property line of 35 Virginia Drive, continuing in a straight line to Hurontario Street
then south along Hurontario Street to the south back property line of Cresthaven Road
then west along the south back property line of Cresthaven Road, continuing along the south back property line of Torada Court to the former Orangeville Brampton Railway
then north along the former Orangeville Brampton Railway to the north property line of 31 Virginia Drive
then east along the north property line of 31 Virginia Drive to the west property line of 33 Virginia Drive
then north along the west property line of 33 Virginia Drive, continuing in a straight line to the point of commencement.

Part C

Commencing at the intersection of Neil Promenade and Tim Manley Avenue
then east along Tim Manley Avenue to the west boundary of development application SPA-2022-0051
then south along the west boundary of development application SPA-2022-0051, continuing along the south boundary to Pattulo Drive
then east along Pattulo Drive to McLaughlin Road
then south along McLaughlin Road to Mayfield Road
then west along Mayfield Road to Petch Avenue
then north along Petch Avenue to Tweedhill Avenue
then west along Tweedhill Avenue to the east property line of 54 Dundee Street
then north along the east property line of 54 Dundee Street, continuing along the east and north property line of Dundee Street to the south property line of 63 Eberly Woods Drive
then west along the south property line of 63 Eberly Woods Drive, continuing in a straight line to Neil Promenade
then north along Neil Promenade to the point of commencement.

b) Homestead Public School (Kindergarten-Grade 5) Boundary Change

That, effective November 30, 2023, the Kindergarten-Grade 5 boundary for Homestead Public School be as follows:

Part A

Commencing at the intersection of Chinguacousy Road and Bovaird Drive West
then east along Bovaird Drive West to the former Orangeville Brampton Railway
then south along the former Orangeville Brampton Railway to Williams Parkway
then west along Williams Parkway to McLaughlin Road North
then south along McLaughlin Road North to the Canadian National Railway
then west along the Canadian National Railway to Chinguacousy Road
then north along Chinguacousy Road to the point of commencement.

MOTIONS FOR CONSIDERATION: PHYSICAL PLANNING, FINANCE AND BUILDING COMMITTEE

b) Homestead Public School (Kindergarten-Grade 5) Boundary Change (Continued)

Part B

Commencing at the west property line of 10244 Mississauga Road and the north property line of 10244 Mississauga Road
then east along the north property line of 10244 Mississauga Road to the Canadian National Railway
then east along the Canadian National Railway to Mississauga Road
then south along Mississauga Road to Bovaird Drive West
then west along Bovaird Drive West to the west property line of 10124 Mississauga Road
then north along the west property line of 10124 Mississauga Road, continuing in a straight line to the point of commencement.

c) Royal Orchard Middle School (Grades 6-8) Boundary Change

That, effective November 30, 2023, the Grades 6-8 boundary for Royal Orchard Middle School be as follows:

Part A

Commencing at the intersection Chinguacousy Road and Bovaird Drive West
then east along Bovaird Drive West to the Etobicoke Creek
then south along the Etobicoke Creek to Williams Parkway
then west along Williams Parkway to McLaughlin Road North
then south along McLaughlin Road North to the Canadian National Railway
then west along the Canadian National Railway to Chinguacousy Road
then north along Chinguacousy Road to the point of commencement.

Part B

Commencing at the west property line of 10244 Mississauga Road and the north property line of 10244 Mississauga Road
then east along the north property line of 10244 Mississauga Road to the Canadian National Railway
then east along the Canadian National Railway to Mississauga Road
then south along Mississauga Road to Bovaird Drive West
then west along Bovaird Drive West to the west property line of 10124 Mississauga Road
then north along the west property line of 10124 Mississauga Road, continuing in a straight line to the point of commencement.

MOTIONS FOR CONSIDERATION: PHYSICAL PLANNING, FINANCE AND BUILDING COMMITTEE

7) **Regular Program Boundary Changes** (effective November 30, 2023)

a) Ellengale Public School (Kindergarten-Grade 8) Boundary Change

That effective November 30, 2023, the Kindergarten-Grade 8 boundary for Ellengale Public School be as follows:

Part A

Commencing at east rear property line of 1423 Freeport Drive and the Canadian Pacific Railway
then east along the Canadian Pacific Railway to Erindale Station Road
then south along Erindale Station Road to McBride Avenue
then west along McBride Avenue to east rear property line of 3343 Fellmore Drive
then north along the rear property line of 3343 Fellmore Drive, continuing in a straight line to the point of commencement.

Part B

Commencing at the intersection of Mavis Road and Highway 403
then east along Highway 403 to Confederation Parkway
then south along Confederation Parkway to Rathburn Road West
then east along Rathburn Road East to Living Arts Drive
then south along Living Arts Drive to Square One Drive
then west along Square One Drive to Confederation Parkway
then south along Confederation Parkway to Parkside Village Drive
then south along Parkside Village Drive to the north property line of 4080 Parkside Village Drive
then west along the north property line of 4080 Parkside Village Drive to the west property line of 4080 Parkside Village Drive
then south along the south property line of 4080 Parkside Village Drive, continuing in a straight line to
Burnhamthorpe Road West
then west along Burnhamthorpe Road West to Mavis Road
then north along Mavis Road to the point of commencement.

b) Elm Drive Public School (Kindergarten-Grade 8) Boundary Change

That, effective November 30, 2023, the Kindergarten-Grade 8 boundary for Elm Drive Public School be as follows:

Part A

Commencing at the intersection of Burnhamthorpe Road West and Mavis Road
then east along Burnhamthorpe Road West to the western property line of 4010 Parkside Village Drive
then north along the western property line of 4010 Parkside Village Drive, continuing in a straight line to the north property line of 4080 Parkside Village Drive
then east along the north property line of 4080 Parkside Village Drive to Parkside Village Drive
Drive

MOTIONS FOR CONSIDERATION: PHYSICAL PLANNING, FINANCE AND BUILDING COMMITTEE

b) Elm Drive Public School (Kindergarten-Grade 8) Boundary Change (Continued)

then north along Parkside Village Drive to Confederation Parkway
then south along Confederation Parkway to the south property line of 380 Princess Royal Drive
then east along the south property line of 380 Princess Royal Drive, continuing in a straight line to the west property line of 320 City Centre Drive
then south along the west property line of 320 City Centre Drive to City Centre Drive
then west along City Centre Drive to Confederation Parkway
then south along Confederation Parkway to Webb Drive
then west along Webb Drive to Grand Park Drive
then south along Grand Park Drive to Central Parkway West
then west along Central Parkway West to Mavis Road
then north along Mavis Road to the point of commencement.

Part B

Commencing at the intersection of the west property line of 368 & 378 Prince of Wales Drive and Prince of Wales Drive
then east along Prince of Wales Drive to Living Arts Drive
then south along Living Arts Drive to the south property line of 368 & 378 Prince of Wales Drive
then west along the south property line of 368 & 378 Prince of Wales Drive to the west property line of 368 & 378 Prince of Wales Drive
then north along the west property line of 368 & 378 Prince of Wales Drive to the point of commencement.

Part C

Commencing at the intersection of Burnhamthorpe Road West and the east property line of 220 Burnhamthorpe Road West
then east along Burnhamthorpe Road West to Kariya Drive
then south along Kariya Drive to the future Webb Drive extension
then west along the future Webb Drive extension, continuing along Webb Drive to the east property line of 223 Webb Drive
then north along the east property line of 223 and 220 Burnhamthorpe Road West to the point of commencement.

Part D

Commencing at the intersection of Enfield Place and Matthews Gate
then east along Matthews Gate to Hurontario Street
then south along Hurontario Street to the north property line of 3576 Hurontario Street
then west along the north property line of 3576 Hurontario Street continuing in a straight line to the east property line of 156 Enfield Place
then north along the east property line of 156 Enfield Place to the point of commencement.

Part E

Commencing at the intersection of Joan Drive and Elm Drive West

MOTIONS FOR CONSIDERATION: PHYSICAL PLANNING, FINANCE AND BUILDING COMMITTEE

b) Elm Drive Public School (Kindergarten-Grade 8) Boundary Change
(Continued)

then east along Elm Drive West to Hurontario Street
then south along Hurontario Street to Fairview Road West
then west along Fairview Road West to Joan Drive
then north along Joan Drive to the point of commencement.

8) Regular Program Boundary Changes (effective September 2024)

a) Silver Creek Public School (Kindergarten-Grade 5)

That, effective September 2024, the Kindergarten-Grade 5 boundary for Silver Creek Public School be as follows:

Part A

Commencing at the intersection of Cliff Road North and Central Parkway East
then northeast along Central Parkway East to Bloor Street
then east along Bloor Street to Cawthra Road
then south along Cawthra Road to Dundas Street East
then west along Dundas Street East to the Canadian Pacific Railway
then west along the Canadian Pacific Railway to the west property line of 350 Lara Woods
then north along the west property line of 350 Lara Woods, continuing in a straight line to Cliff Road North
then north along Cliff Road North to the point of commencement.

Part B

Commencing at the intersection of Hurontario Street and Burnhamthorpe Road East
then east along Burnhamthorpe Road East to Cooksville Creek
then south along Cooksville Creek to Mississauga Valley Boulevard
then west along Mississauga Valley Boulevard to the south property line of 3695 Kaneff Crescent
then west along the south property line of 3695 Kaneff Crescent, continuing in a straight line to Kaneff Crescent
then south along Kaneff Crescent to the south property line of 3620 Kaneff Crescent
then west along the south property line of 3620 Kaneff Crescent to Hurontario Street
then north along Hurontario Street to the point of commencement

b) Thornwood Public School (Kindergarten-Grade 5) Boundary Change

That, effective September 2024, the Kindergarten-Grade 5 boundary for Thornwood Public School be as follows:

Commencing at the intersection of Hurontario Street and the south property line of 3620 Kaneff Crescent
then east along the south property line of 3620 Kaneff Crescent to Kaneff Crescent

MOTIONS FOR CONSIDERATION: PHYSICAL PLANNING, FINANCE AND BUILDING COMMITTEE

b) Thornwood Public School (Kindergarten-Grade 5) Boundary Change
(Continued)

then north along Kaneff Crescent to the south property line of 3695 Kaneff Crescent
then east along the south property line of 3695 Kaneff Crescent to Mississauga Valley Boulevard
then east along Mississauga Valley Boulevard to Cooksville Creek
then south along Cooksville Creek to Central Parkway East
then east along Central Parkway East to Cliff Road North
then south along Cliff Road North, continuing in a straight line to the Canadian Pacific Railway
then west along the Canadian Pacific Railway to Hurontario Street
then north along the Hurontario Street to the point of commencement.

9) Regular Program Boundary Changes (effective September 2024)

a) Credit Valley Public School (Kindergarten-Grade 5) Boundary Change

That, effective September 2024, the Kindergarten-Grade 5 boundary for Credit Valley Public School be as follows:

Commencing at the intersection of Winston Churchill Boulevard and Eglinton Avenue West
then east along Eglinton Avenue West to Metcalfe Avenue
then south along Metcalfe Avenue to Bay Villa Avenue
then east along Bay Villa Avenue to the north property line of 4597 Bay Villa Avenue.
then east along the north property line of 4597 Bay Villa Avenue to the north property line of 2275 Credit Valley Road
then east along the north property line of 2275 Credit Valley Road to Erin Mills Parkway
then north along Erin Mills Parkway to Eglinton Avenue West
then east along Eglinton Avenue West to the Credit River
then south along the Credit River to Highway 403
then west along Highway 403 to Winston Churchill Boulevard
then north along Winston Churchill Boulevard to the point of commencement.

b) Middlebury Public School (Kindergarten-Grade 5) Boundary Change

That, effective September 2024, the Kindergarten-Grade 5 boundary for Middlebury Public School be as follows:

Commencing at the intersection of Winston Churchill Boulevard and Thomas Street
then east along Thomas Street to Erin Mills Parkway
then south along Erin Mills Parkway to the south property line of 5255 McFarren Boulevard
then east along the south property line of 5255 McFarren Boulevard, continuing in a straight line to the Canadian Pacific Railway
then southeast along the Canadian Pacific Railway to Mississauga Road

MOTIONS FOR CONSIDERATION: PHYSICAL PLANNING, FINANCE AND BUILDING COMMITTEE

b) Middlebury Public School (Kindergarten-Grade 5) Boundary Change

then south along Mississauga Road to Eglinton Avenue West
then west along Eglinton Avenue West to Erin Mills Parkway
then south along Erin Mills Parkway to the north property line of 2275 Credit Valley Road
then west along the north property line of 2275 Credit Valley Road to the north property line of 4597 Bay Villa Avenue
then west along the north property line of 4597 Bay Villa Avenue to Bay Villa Avenue
then west along Bay Villa Avenue to Metcalfe Avenue
then north along Metcalfe Avenue to Eglinton Avenue West
then west along Eglinton Avenue West to Winston Churchill Boulevard
then north along Winston Churchill Boulevard to the point of commencement.

10) Regular Program Boundary Changes (effective September 2025)

a) Harold Brathwaite Secondary School (Grades 9-12) Boundary Change

That, effective September 2025, the Grades 9-12 boundary for Harold Brathwaite Secondary School be as follows:

Commencing at the intersection of Highway 410 and Countryside Drive
then east along Countryside Drive to Dixie Road
then south along Dixie Road to Octillo Boulevard
then east along Octillo Boulevard, continuing along Dewside Drive to Bramalea Road
then south along Bramalea Road to Bovaird Drive East
then west along Bovaird Drive East to Highway 410
then north along Highway 410 to the point of commencement.

b) Louise Arbour Secondary School (Grades 9-12) Boundary Change

That, effective September 2025, the Grades 9-12 boundary for Louise Arbour Secondary School be as follows:

Commencing at the intersection of Highway 410 and Mayfield Road
then east along Mayfield Road to Torbram Road
then south along Torbram Road to Bovaird Drive East
then west along Bovaird Drive East to Bramalea Road
then north along Bramalea Road to Dewside Drive
then west along Dewside Drive, continuing along Octillo Boulevard to Dixie Road
then north along Dixie Road to Countryside Drive
then west along Countryside Drive to Highway 410
then north along Highway 410 to the point of commencement.

MOTIONS FOR CONSIDERATION: PHYSICAL PLANNING, FINANCE AND BUILDING COMMITTEE

c) Sandalwood Heights Secondary School (Grades 9-12) Boundary Change

That, effective September 2025, the Grades 9-12 boundary for Sandalwood Heights Secondary School be as follows:

Commencing at the intersection of Torbram Road and Mayfield Road
then east along Mayfield Road to the east property line of 7771 Mayfield Road
then south along the east property line of 7771 Mayfield Road to the south property line of 7771 Mayfield Road
then west along the south property line of 7771 Mayfield Road, continuing in a straight line to the east property line of 7743 Mayfield Road
then south along the east property line of 7743 Mayfield Road, continuing in a straight line to Countryside Drive
then west along Countryside Drive to The Gore Road
then south along The Gore Road to Castlemore Road
then west along Castlemore Road, continuing along Bovaird Drive East to Torbram Road
then north along Torbram Road to the point of commencement.

11) Regular Program Boundary Changes (effective September 2025)

a) Meadowvale Secondary School (Grades 9-12) Boundary Change

That, effective September 2025, the Grades 9-12 boundary for Meadowvale Secondary School be as follows:

Commencing at the intersection of Highway 407 and the Canadian Pacific Railway
then east along the Canadian Pacific Railway to the south property line of 6685 Millcreek Drive
then west along the south property line of 6685 Millcreek Drive, continuing in a straight line to the east property line of 6675 Montevideo Road
then south along the east property line of 6675 Montevideo Road, continuing in a straight line to the west property line of 6400 Erin Mills Parkway
then south along the west property line of 6400 Erin Mills Parkway to Battleford Road
then east along Battleford Road to Erin Mills Parkway
then south along Erin Mills Parkway to Britannia Road West
then west along Britannia Road West to Highway 407
then north along Highway 407 to the point of commencement.

b) Streetsville Secondary School (Grades 9-12) Boundary Change

That, effective September 2025, the Grades 9-12 boundary for Streetsville Secondary School be as follows:

Commencing at the intersection of the Canadian Pacific Railway and Derry Road West
then east along Derry Road West to Highway 401
then west along Highway 401 to the Credit River
then south along the Credit River to Creditview Road

MOTIONS FOR CONSIDERATION: PHYSICAL PLANNING, FINANCE AND BUILDING COMMITTEE

b) Streetsville Secondary School (Grades 9-12) Boundary Change (Continued)

then south along Creditview Road to Eglinton Avenue West
then west along Eglinton Avenue West to the Canadian Pacific Railway
then south along the Canadian Pacific Railway to Highway 403
then west along Highway 403 to the Credit River
then north along the Credit River to Eglinton Avenue West
then west along Eglinton Avenue West to Mississauga Road
then north along Mississauga Road to the Canadian Pacific Railway
then north along the Canadian Pacific Railway to a point parallel with the north property line of 5403 Roanoke Court
then west along the north property line of 5403 Roanoke Court, continuing in a straight line to Erin Mills Parkway
then north along Erin Mills Parkway to Battleford Road
then west along Battleford Road to the west property line of 6400 Erin Mills Parkway
then north along the west property line of 6400 Erin Mills Parkway to the east property line of 6325 Montevideo Road
then north along the east property line of 6325 Montevideo Road, continuing in a straight line to the south property line of 6660 Millcreek Drive
then east along the south property line of 6660 Millcreek Drive, continuing in a straight line to the Canadian Pacific Railway
then north along the Canadian Pacific Railway to the point of commencement.

12) French Immersion Boundary Changes

a) Credit Valley Public School (French Immersion Grades 1-5) Boundary Change

That, effective September 2024, the Grades 1-5 French Immersion boundary for Credit Valley Public School be as follows:

Commencing at the intersection of Winston Churchill Boulevard and Eglinton Avenue West
then east along Eglinton Avenue West to Metcalfe Avenue
then south along Metcalfe Avenue to Bay Villa Avenue
then east along Bay Villa Avenue to the north property line of 4597 Bay Villa Avenue.
then east along the north property line of 4597 Bay Villa Avenue to the north property line of 2275 Credit Valley Road
then east along the north property line of 2275 Credit Valley Road to Erin Mills Parkway
then north along Erin Mills Parkway to Eglinton Avenue West
then east along Eglinton Avenue West to the Credit River
then south along the Credit River to Burnhamthorpe Road West
then west along Burnhamthorpe Road West to Glen Erin Drive
then south along Glen Erin Drive to the south property line of 3339 Council Ring Road
then west along the south property line of 3339 Council Ring Road to the west property line of 3339 Council Ring Road
then north along the west property line of 3339 Council Ring Road to the west property line of Shadbush Court

MOTIONS FOR CONSIDERATION: PHYSICAL PLANNING, FINANCE AND BUILDING COMMITTEE

a) Credit Valley Public School (French Immersion Grades 1-5) Boundary Change (Continued)

then north along the west property line of Shadbush Court to Burnhamthorpe Road West
then west along Burnhamthorpe Road West to Winston Churchill Boulevard
then north along Winston Churchill Boulevard to the point of commencement.

b) Castlebridge Public School (French Immersion Grades 1-5) Boundary Change

That, effective September 2024, the Grades 1-5 French Immersion boundary for Castlebridge Public School be as follows:

Commencing at the intersection of Winston Churchill Boulevard and Britannia Road West
then east along Britannia Road West to Erin Mills Parkway
then south along Erin Mills Parkway to the south property line of 5255 McFarren Boulevard
then east along the south property line of 5255 McFarren Boulevard, continuing in a straight line to the Canadian Pacific Railway
then southeast along the Canadian Pacific Railway to Mississauga Road
then south along Mississauga Road to Eglinton Avenue West
then west along Eglinton Avenue West to Erin Mills Parkway
then south along Erin Mills Parkway to the north property line of 2275 Credit Valley Road
then west along the north property line of 2275 Credit Valley Road to the north property line of 4597 Bay Villa Avenue
then west along the north property line of 4597 Bay Villa Avenue to Bay Villa Avenue
then west along Bay Villa Avenue to Metcalfe Avenue
then north along Metcalfe Avenue to Eglinton Avenue West
then west along Eglinton Avenue West to Winston Churchill Boulevard
then north along Winston Churchill Boulevard to the point of commencement.

13) French Immersion Boundary Change

a) Erin Centre Middle School (French Immersion Grades 6-8) Boundary Change

That, effective September 2024, the Grades 6-8 French Immersion boundary for Erin Centre Middle School be as follows:

Commencing at the intersection of Highway 407 and a point parallel to Doug Leavens Boulevard.
then east in a straight line to Doug Leavens Boulevard
then east along Doug Leavens Boulevard to the watercourse east of 6607 Alderwood Trail
then south along the watercourse to the south property line of 3403 Nighthawk Trail
then east along the south property line of 3403 Nighthawk Trail, continuing along the south property line of Nighthawk Trail to Osprey Boulevard
then north along Osprey Boulevard to the south property line of 6227 Snowflake Lane

MOTIONS FOR CONSIDERATION: PHYSICAL PLANNING, FINANCE AND BUILDING COMMITTEE

a) **Erin Centre Middle School (French Immersion Grades 6-8) Boundary Change** (Continued)

then east along the south property line of 6227 Snowflake Lane, continuing along the south property line of Snowflake Lane to the west property line of 6325 Tenth Line West then north along the west property line of 6325 Tenth Line West, continuing along the west property line of tenth Line West to the north property line of 6437 Tenth Line West then east along the north property line of 6437 Tenth Line West, continuing in a straight line to Tenth Line West
then south along Tenth Line West to Britannia Road West
then east along Britannia Road West to Erin Mills Parkway
then south along Erin Mills Parkway to the south property line of 5255 McFarren Boulevard
then east along the south property line of 5255 McFarren Boulevard, continuing in a straight line to the Canadian Pacific Railway
then southeast along the Canadian Pacific Railway to Mississauga Road
then south along Mississauga Road to Eglinton Avenue West
then east along Eglinton Avenue West to the Credit River
then south along the Credit River to Burnhamthorpe Road West
then west along Burnhamthorpe Road West to Glen Erin Drive
then south along Glen Erin Drive to the south property line of 3339 Council Ring Road
then west along the south property line of 3339 Council Ring Road to the west property line of 3339 Council Ring Road
then north along the west property line of 3339 Council Ring Road to the west property line of Shadbush Court
then north along the west property line of Shadbush Court to Burnhamthorpe Road West
then west along Burnhamthorpe Road West to Winston Churchill Boulevard
then north along Winston Churchill Boulevard to Highway 403
then west along Highway 403 to Highway 407
then north along Highway 407 to the point of commencement.

14) **French Immersion Boundary Changes**

a) **Herb Campbell Public School (French Immersion Grades 1-5) Boundary Change**

That, effective September 2024, the Grades 1-5 French Immersion boundary for Herb Campbell Public School be as follows:

Commencing at the intersection of the northwest corner of the Region of Peel boundary (intersection of Winston Churchill Boulevard and the Caledon East Garafraxa Town Line) then east along the Region of Peel boundary, continuing southeast along the Region of Peel Boundary to the east lot line of 7233 Highway 9
then south along the east lot line of 7233 Highway 9, continuing in a straight line to the north lot line of 7062 Finnerty Side Road
then west along the north lot line of 7062 Finnerty Side Road, continuing in a straight line to the west property line of 18120 Innis Lake Road

MOTIONS FOR CONSIDERATION: PHYSICAL PLANNING, FINANCE AND BUILDING COMMITTEE

a) Herb Campbell Public School (French Immersion Grades 1-5) Boundary Change (Continued)

then south along the west property line of 18120 Innis Lake Road continuing in a straight line to the north property line of 16730 Innis Lake Road
then east along the north property line of 16730 Innis Lake Road, continuing in a straight line to the east property line of 16649 Innis Lake Road
then south along the east property line of 16649 Innis Lake Road, continuing in a straight line the south property line of 16336 Centreville Creek Road
then west along a line parallel to the south property line of 16336 Centreville Creek Road to Innis Lake Road
then south along Innis Lake Road to the south property line of 15956 Innis Lake Road
then west along the south property line of 15956 Innis Lake Road, continuing in a straight line to the west property line of 5 Antrim Court
then north along the west property line of 5 Antrim Court, continuing in a straight line to Old Church Road
then west along Old Church Road to the west property line of 6311 Old Church Road
then south along the west property line of 6311 Old Church Road, continuing in a straight line to Castlederg Sideroad
then west along Castlederg Sideroad to Airport Road
then south along Airport Road to Mayfield Road
then west along Mayfield Road to Highway 410
then west along Highway 410 to Heart Lake Road
then north along Heart Lake Road to Old School Road
then west along Old School Road to Hurontario Street
then south along Hurontario Street to the Etobicoke Creek
then east and south along the Etobicoke Creek to Mayfield Road
then west along Mayfield Road to the west property line of 56 Donlamont Circle
then south along the west property line of 56 Donlamont Circle, continuing in a straight line to the north property line of 58 Circus Crescent
then west along the north property line of 58 Circus Crescent, continuing in a straight line to Chinguacousy Road
then south along Chinguacousy Road to Wanless Road
then west along Wanless Road to the Region of Peel boundary (Winston Churchill Boulevard)
then north along the Region of Peel boundary (Winston Churchill Boulevard) to the point of commencement.

b) Rowntree Public School (French Immersion Grades 1-5) Boundary Change

That, effective September 2024, the Grades 1-5 French Immersion boundary for Rowntree Public School, be as follows:

Commencing at the intersection of the west property line of 56 Donlamont Circle and Mayfield Road
then east along Mayfield Road to McLaughlin Road
then south along McLaughlin Road to Sandalwood Parkway West
then west along Sandalwood Parkway West to Chinguacousy Road

MOTIONS FOR CONSIDERATION: PHYSICAL PLANNING, FINANCE AND BUILDING COMMITTEE

b) Rowntree Public School (French Immersion Grades 1-5) Boundary Change
(Continued)

then north along Chinguacousy Road to Earlsbridge Boulevard
then east along Earlsbridge Boulevard to Edenbrook Hill Drive
then north along Edenbrook Hill Drive to Wanless Drive
then west along Wanless Drive to Chinguacousy Road
then north along Chinguacousy Road to the north property line of 11494 Chinguacousy Road
then east along a straight line parallel to the north property line of 11494 Chinguacousy Road to the west property line of 62 Callandar Road
then north along the west property line of 62 Callandar Road, continuing in a straight line to the point of commencement.

Submitted by:

Jaspal Gill
Associate Director, Operations and Equity of Access

[15.1a]

Board Meeting, November 29, 2023

Annual Equity Accountability Report Card, Fall 2023

Strategic Alignment:

Identity-Based Data Collection Policy, Section 5.25
Directive 9: Annual Equity Accountability Report Card

Report Type:

For Information

<i>Prepared by:</i>	Lynne Hollingshead, Research Manager Bernadette Smith, Superintendent, Innovation and Research Paul da Silva, Associate Director: School Improvement and Equity
<i>Submitted by:</i>	Rashmi Swarup, Director of Education

Overview

Objective:

In accordance with the Identity-Based Data Collection Policy, this report includes the third Annual Equity Accountability Report Card. The report card provides trend data from the 2018-19 school year to the 2022-23 school year for a number of outcome indicators. Its purpose is to provide insights into the disproportionate experiences of Peel District School Board (PDSB) students over the last five school years.

Highlights:

This report is a fulsome accounting of how PDSB is meeting the needs of its diverse community. Three overarching themes observed in the report are:

- Consistent and persistent disproportionate outcomes which validate the continued need to focus on identifying and dismantling systemic structures and programs that prevent Indigenous and African, Black and Afro-Caribbean students from meeting their full potential.
- Students with special education needs and students who experience higher socioeconomic vulnerabilities need more resources and support to meet their full potential.
- The need to continue to affirm and create positive learning environments for Two Spirit LGBTQIA+ students who continue to face ongoing systemic barriers in their education.

Background:

Following the release of the Ministry of Education Review of the PDSB in March 2020 (Chadha et al., 2020), the PDSB has been undertaking system transformation to ensure that the well documented and historical inequities in student achievement and experiences are eliminated. Racism can be defined as “a series of persistent practices that systematically and unjustly allocate advantages to certain groups and individuals” (Ryan, 1998, p. 2). In Ontario, our education system is a colonial structure that was constructed to favour whiteness and white Eurocentric norms. As a result, systemic discrimination creates unequal and disparate learning outcomes for students based on their identities.

The PDSB’s mission statement asserts, “*We inspire success, confidence and hope in each student.*” In order to do this, we must identify, confront and disrupt the systemic inequities that persist today for students with particular identities and intersectional identities, most notably those who identify as Indigenous, and African, Black and Afro-Caribbean, as identified in the Ministry Review.

Evidence

Outline of the Report Card

The Student Achievement Plan, determined by the Ministry of Education, consists of three priority areas. Based on outcomes identified in the first Annual Equity Accountability Report Card (PDSB, 2021), these priority areas have been further refined as areas of work for the PDSB, particularly for students who identify as African, Black, and Afro-Caribbean, Indigenous, racialized, Two Spirit LGBTQIA+, students with Special Education Needs and English Language Learners.

1. Achievement of Learning Outcomes in Core Academic Skills
 - Education Quality and Accountability Office (EQAO) and Ontario Secondary School Literacy Test (OSSLT) Outcomes
 - Grades 9 and 10 Literacy and Numeracy
2. Preparation of Students for Future Success
 - Special Education Designations
 - Credit Accumulation
 - Access to Senior Mathematics and Science Courses
 - Job Skills
 - Regional Learning Choice Programs
 - French Instruction
3. Student Engagement and Well-being
 - Persistent Absenteeism
 - Student Discipline

Where applicable, each of these outcome indicators are disaggregated by Indigenous and Racial Identities, Gender Identities, Sexual Orientation (2SLGBQA+), Socioeconomic Vulnerability Index (SVI), Individual Education Plan (IEP) Status, and English Language Learner (ELL) Status.

LGBTQIA+ in *Two Spirit and LGBTQIA+* is an incomplete initialism (representing Lesbian, Gay, Bisexual, Trans, Queer, Intersex, Asexual, and more) that is used to broadly refer to those who are gender diverse, have sexual orientations that are not heterosexual, or both. As noted above, when this report uses the acronym without the T and I, it is because that census question, statement, or reported interpretation of the data only considers sexual orientation. The term gender diverse is used for questions, statements, and interpretations that only consider gender. The *Two Spirit and LGBTQIA+* is used when the statement or reported interpretation applies to both gender and sexual orientation.

Examining the outcomes in this report disaggregated by religion demonstrated consistent disproportionate outcomes. With further investigation it became apparent that there were intersecting identities that better explained these outcomes. As a result, disaggregated outcomes by religion are not included in this report.

Findings:

Our efforts as a system must be focused on interrupting the root causes of the gaps we identify: the racism, ableism, heterosexism, cisgenderism, classism, and other forms of oppression. As Gorski and Swalwell remind us in *Fix Injustice not Kids* (2023), “equity initiatives should *never* focus on adjusting anything about people who are marginalized: changing their cultures, modifying their mindsets, strengthening their grit, or moderating their emotions.”

As such, it is important to review findings in this report with the understanding that:

- biases must be examined to ensure that students, families, and communities are not further marginalized or stigmatized in reviewing and interpreting data;
- disparities in student experiences and outcomes reflect systemic inequities **not** student capabilities or deficits; and,
- responses to disparities in student outcomes must focus on strategies and initiatives to promote equitable institutional structures and practices.

Below are some of the key finds for each focus area. Please review the entire report for a more detailed account.

Achievement of Learning Outcomes in Core Academic Skills:

- EQAO Grade 3 reading - Students who identify as Indigenous, African, Black, and Afro-Caribbean, Latinx/Hispanic, Middle Eastern, gender diverse and students facing more economic vulnerabilities are much more likely to be assessed below the Provincial Standard (Levels 3 or 4) in Grade 3 EQAO Reading.
- EQAO Grade 6 mathematics - Students who identify as Indigenous, African, Black, and Afro-Caribbean, Latinx/Hispanic, and students facing more economic vulnerabilities (very high SVI) are much more likely to be assessed below the Provincial Standard (Levels 3 or 4) in Grade 6 EQAO Math.
- EQAO Grade 9 mathematics - African, Black, and Afro-Caribbean, Indigenous and Latinx/Hispanic students are about 1.5 times more likely to be assessed below Levels 3 and 4 in Grade 9 EQAO Math.
- OSSLT - Indigenous and African, Black, and Afro-Caribbean students are twice as likely to not be assessed as “successful” on the OSSLT. Latinx/Hispanic and Middle Eastern students are about one and a half times as likely to not be assessed as “successful” on the OSSLT. Students who identify with an additional racial background in the 2022-23 school year and students who did not disclose their racial identity are also twice as likely to not be assessed as successful on the OSSLT.
- African, Black, and Afro-Caribbean, Indigenous and Latinx/Hispanic students are most likely to be assessed below Levels 3 or 4 in Grade 9 and 10 Academic English and Math. These findings indicate that while de-streaming Grade 9 and 10 Mathematics and English courses may remove some barriers, likely there are prior gaps in access to learning that continue to disadvantage some students.

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- Students who experience very high socioeconomic vulnerabilities are more likely to be assessed below the Provincial Standard of Level 3 or 4 in Academic English. This disproportionate outcome has increased during the last three years.

Preparation of Students for Future Success:

- African, Black, and Afro-Caribbean students are more than two times more likely to be identified with a behavioural exceptionalities, language impairment or mild intellectual disability and almost two times more likely to be identified with a learning disability. Indigenous students are three or more times more likely to be identified with the following exceptionalities – autism, language impairment, learning disability, and mild intellectual disability exceptionalities. White students are overrepresented in students identified with autism, behavioral and learning disabilities.
- Students who experience high socioeconomic vulnerabilities are more likely to be identified with behavioural, language impairments and mild intellectual disabilities compared to students experiencing less socioeconomic vulnerabilities.
- Indigenous, African, Black, and Afro-Caribbean, Latinx/Hispanic, white, gender diverse, 2SLGBQA+ and students experiencing very high socioeconomic vulnerabilities are overrepresented for students who have an IEP without formal identification or receive special education services without an IEP.
- Consistent over-representation of identities that have been traditionally marginalized: African, Black, and Afro-Caribbean, Indigenous, Latinx/Hispanic, Mixed Race and Middle Eastern students have not been granted credits at the expected pace to graduate within four years. This trend is consistent across grade levels and remains the same or increasing across years of study, suggesting that the barriers are still pervasive, and that racism is an active factor.
- Students who identified themselves with a gender diverse identity and those who did not specify a gender continue to accumulate fewer credits across all grades and years unlike to those who only selected Boy or Girl suggesting that there are ongoing systemic barriers towards their inclusion. This is not surprising as students who identify as a gender other than boy or girl often face discrimination in larger society as well as within the education system (Glavinic, 2010; Poteat et al., 2014).
- Across almost all grades and school years, students who experience very high socioeconomic vulnerabilities accumulate fewer credits.
- Indigenous, African, Black, and Afro-Caribbean, Latinx/Hispanic, gender diverse, 2SLGBQA+ students, students experiencing high or very high socioeconomic vulnerabilities, students with special education needs and students receiving English Literacy Development experience barriers to accessing senior math and science courses.
- African, Black, and Afro-Caribbean and Indigenous students benefit from all or most of the Job Skills programs offered by PDSB. African, Black, and Afro-Caribbean are one and half times more likely to participate in cooperative education, dual credits and the Ontario Youth Apprenticeship Programs while Indigenous students are two to three times more likely to participate in cooperative education, dual credits, Ontario Youth Apprenticeship and Specialist High Skills Major programs. Additionally, students experiencing higher socioeconomic vulnerabilities are more likely to participate in the dual credit program compared to peers who experience less socioeconomic vulnerabilities.

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- Cooperative Education, Dual Credit, and the Ontario Youth Apprenticeship Program reach students with special education needs. Students who receive special education services are about 1.5-2 times more likely to access these programs.
 - African, Black, and Afro-Caribbean, Indigenous, Latinx/Hispanic, Middle Eastern, and Southeast Asian students are underrepresented in Regional Learning Choice Programs (RLCP). African, Black, and Afro-Caribbean students are severely underrepresented in AP, IB, Business, Science and Technology programs. However, African, Black, and Afro-Caribbean students are overrepresented in sports programs which may stem from the harmful stereotype that associate Black children and youth with physical prowess and superior athletic abilities further eroding their access to academic success (James & Turner, 2017). Indigenous students are also severely underrepresented in all programs with the exception of Arts, Sports and Technology programs.

Student Engagement and Well-being

- Suspensions are disproportionate for African, Black, and Afro-Caribbean and Indigenous students despite decrease in overall suspensions. While there is a reduction in the number of suspensions in 2022-23 compared to 2018-19, African, Black, and Afro-Caribbean and Indigenous students continue to be more than two-times more likely to be suspended.
- Students who have an IEP are more than two times more likely to be suspended. Students identified with an exceptionality that does not require a medical doctor diagnosis (Behavioural, Language Impairment, Learning Disability, Mild Intellectual Disability), and therefore is more subjective, are even more likely to receive a suspension.
- Students receiving English Literacy Development continue to experience a variety of vulnerabilities and are more than four times more likely to receive a suspension.
- Absenteeism is almost twice as high among some marginalized groups. African, Black, and Afro-Caribbean, Indigenous, Latinx/Hispanic and Middle Eastern students experience higher instances of absenteeism compared to other students, suggesting that schools may not be places where they feel safe and/or offer a sense of belonging. (Curry-Stevens & Kim-Gervey, 2016).
- Gender diverse students are consistently more likely to be absent compared to those who identify as only boy or girl. While there has been parity for boys and girls over the last 5 school years, students who identify with a diverse gender experienced higher instances of absenteeism, with an important decline in the 2020-21 when schools were primarily online, suggesting that in-person school environments may not be places where they feel safe and/or a sense of belonging (Pampati et al., 2020).
- Socioeconomic Vulnerabilities are a significant factor in students' attendance outcomes. Students experiencing high socioeconomic vulnerabilities have been absent at a much higher rate consistently over the years indicating that students who experience these vulnerabilities may not find learning environments accessible, safe or conducive to their learning (Van Eck et al., 2017).
- Students with an IEP are more likely to be persistently absent, unlike students without an IEP.

Impact Analysis

Equity & Human Rights Review:

This report affirms the need for continued system change and transformation to ensure that African, Black, and Afro-Caribbean, Indigenous, and other students who have been marginalized and underserved because of systemic inequities have access to high-quality education and experiences they are entitled to under Human Rights and the Education Act (e.g., Culturally Responsive and Relevant pedagogy and resources; Universal Design for Learning that for instance promotes student voice, agency, ownership and equitable assessment).

Board or Ministry Policy Alignment:

This report identifies that African, Black, and Afro-Caribbean, Indigenous and other racialized students, students who identify with a diverse gender, Two Spirit and LGBQA+ students, students who receive special education or additional English language supports continue to face systemic inequities in achievement as summarized in the Ministry Review of the Peel District School Board. The data presented is aligned with

- the requirements of Ministry Directive 9 to report on clearly defined student-centered outcomes including eliminating disparities in achievement of students from the Board's various communities (Chadha et al., 2020); and
- PDSB's Identity-Based Data Collection Policy (2023) which states, "The PDSB will develop mechanisms for reporting on analyses using identity-based data. This includes [...] the production of the Annual Equity Accountability Report Card which reports on disproportionalities in student outcomes and experiences using identity-based data."

Resource Implications:

The trends presented of African, Black, and Afro-Caribbean, Indigenous and other racialized students, students who identify with a diverse gender, 2SLGBQA+ students, students who receive special education or additional English language supports require continued attention. Continued inquiry into the intersecting relationships between achievement and schooling experiences, race, and gender is necessary to inform future efforts towards system transformation and sustainability of the necessary changes.

Legal implications:

The PDSB has a duty to uphold each student's human rights and create an education system free from discrimination. The legal framework for the report card is in accordance with the Ontario Education Act and the Ontario Human Rights Code.

Risk Assessment:

The PDSB has been provided a strong mandate through the Ministry Review to address disproportionate outcomes for African, Black, and Afro-Caribbean, Indigenous and other students who have been historically marginalized. As stated in the Ministry Review, "The task

for those leaders is to bend best efforts of our education systems into effective service for all” (p.36). As an organization, we must remain steadfastly focused on ensuring that all PDSB students can realize their full potential in classrooms and schools where they are supported, respected, valued, and welcomed (Chadha et al., 2020, p. 2). The students and families in Peel have a right to a high-quality education. As a Board we have a moral and ethical obligation to address and eliminate disproportionate outcomes for African, Black and Afro-Caribbean, Indigenous and other students who have been historically marginalized.

It is important to remember that it takes time to change the system, time for that change to be reflected in the values and actions of staff, and still more time for that change to be felt by and make a significant difference to the ongoing experiences of students and families.

In program evaluation theory, the path to systemic or cultural change as a result of interventions or the introduction of targeted programs is often described in short-, mid- and long-term outcomes. Short-term outcomes are reflected in changes in participants’ knowledge, beliefs, and emerging skills due to their involvement in a program or intervention. Short-term outcomes can be observable almost immediately whereas mid-term outcomes of skills and behaviours can take months or years to emerge systemically. Long-term outcomes, sometimes called impacts, are the lasting influences of the programs or intervention. Examples of these types of changes are higher achievement scores and increased graduation rates. The logical progression from short- to long-term outcomes should be reflected in impact occurring in about 7 to 10 years of sustained implementation of the intervention or program (ACL, 2020; Kekahio et. al, 2014; WK Kellogg Foundation, 2004).

Significant efforts have been made to enact change in this area (e.g., new and updated policies and procedures, new programs, revisioning of existing programs, system-wide professional learning). This report focuses on the long-term outcomes or impact of change. There is some evidence of improved outcomes demonstrated in the trends presented in this report, but for the change that is desired we must commit to sustained focus on this work.

The systemic nature of racism and oppression includes a societal component, the problems exist within and outside of PDSB; however, change starts with education. PDSB is demonstrating leadership in this area and must continue to focus on and center this work in order to see the desired positive impact for all students and families.

Next Steps

Action Required:

- The content of this annual Equity Accountability Report Card (EARC) will be used to monitor change over time as well as identify areas for improvement. The Research and Accountability team will work directly with each department and steering committee to support the interpretation and use of this report. Specifically, it will be used to inform:
 - the monitoring of the Student Achievement Plan
 - goal setting and action planning for individual School Improvement and Equity Plans,

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- the development of department goals and strategic actions,
 - the development of professional learning based on areas requiring additional supports, and
 - the monitoring of the various strategies and action plans.
 - Additionally, this report will be used to support ongoing work throughout the 2023-24 school year. For example, it will be used to:
 - promote a culture of transparency and accountability for actions taken at system, school, and classroom levels,
 - inform policy review and development, and
 - guide educators and leaders to interrogate biases and structures rooted in white supremacy and promote action for anti-oppressive practices including strategies to work with community.
 - The next annual *Equity Accountability Report Card* will be produced in the Fall of 2024.

Communications:

This report will be:

- ❖ made publicly available on PDSB's website: www.peelschools.org.
- ❖ shared directly with schools to help inform their School Improvement and Equity Planning work.
- ❖ shared directly with central departments to support their improvement planning work. and
- ❖ shared with Indigenous Education Council, Special Education Advisory Committee, Parent Involvement Committee, We Rise Together Parent Community, and members of the Alliance and the Central Black Family Network Committee.

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Appendices

Appendix 1 – Annual Equity Accountability Report Card: Looking at trends over time from 2018-19 to 2022-23 of Equity Gaps in Student Outcomes



Annual Equity Accountability Report Card:

Looking at trends over time from 2018-19 to 2022-23 of Equity Gaps in Student Outcomes



November 2023

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1.0 Introduction

Following the release of the Ministry of Education Review of Peel District School Board (PDSB) (Chadha et al., 2020) in March 2020, PDSB has been undertaking system transformation to ensure that the well documented and historical inequities in student achievement and experiences are interrupted and eliminated. PDSB recognizes that in order to achieve our stated mission, which is to inspire success, confidence, and hope in every student, we must identify and address the systemic inequities that persist today for students with particular identities and intersectional identities, most notably students who identify as Indigenous and/or African, Black, and Afro-Caribbean. This report demonstrates that disproportionate barriers continue to exist for these students, indicating the need for continued concerted effort on this system transformation.

1.1 Background

The Ministry Review of the PDSB was announced on November 27, 2019 (Ontario, 2019), by Ontario Minister of Education Stephen Lecce and conducted by three independent reviewers. The mandate of the reviewers, under the authority of the Education Act, was to provide observations and recommendations to the Minister of Education and the Peel District School Board related to the performance of the Board, including, but not limited to issues of systemic discrimination, specifically anti-Black racism, human resources practices, leadership, and board governance. These specific issues were investigated as a result of serious concerns that had been raised repeatedly by parents and members of the community, including parents and members of African, Black, and Afro-Caribbean students. After consultations with students, staff, families, trustees, and community members, the Ministry of Education released its final review report in March 2020 (Chadha et al., 2020).

The Review also highlighted significant disparities in the inclusion and well-being of additional marginalized groups, noting concerns related to, higher suicide rates among Two Spirit and LGBTQIA+ students, negative stigmatization against Indigenous students, concerns about antisemitic language and displays in the PDSB, and Islamophobia. There were also concerns about the underrepresentation of Latinx/Hispanic groups in regional choice learning programs.

The directives (Ontario, 2020) outlined in the Ministry Review built on the longstanding work of African, Black, and Afro-Caribbean parents, families, and communities in creating a truly excellent and equitable public education system. Disproportionalities in student engagement, experiences, and outcomes are recognized to be a result of system policies, programs, and practices that stem from the “historic and systemic nature of anti-Black racism embedded in Canadian society and institutions – including Ontario’s education system” (James and Turner, 2017, p. 39).

Some of the key themes evident in the directives are the importance of monitoring, transparency, and accountability. n specifically instructs the Board to develop and implement a comprehensive Annual Equity Accountability Report Card. The Annual Equity Accountability Report Card is intended to inform the Board’s efforts to create deep structural and

cultural changes that infuse the core values of equity, inclusion, and human rights into everyday practices, programs, and policies. The report card is intended to assess and measure the implementation of the directives that specifically address student outcomes. PDSB's *Achievement. Progress. Next Steps*. (PDSB, 2021) provides further information on the full set of directives.

In June 2023, the Board of Trustees approved the Identity-Based Data Collection Policy. The purpose of the policy is to permit the collection of PDSB student, parent/guardian, staff (current and prospective), and trustee identity-based data through various intentional methods that are guided by the Anti-Racism Act and related legislation and policies, and establish the guiding principles governing the collection, analysis, and use of identity-based data. One of the key components of the policy is analysis and reporting that includes the production of this report, "the *Annual Equity Accountability Report Card* which reports on disproportionalities in student outcomes and experiences using identity-based data" (PDSB, 2023, p. 8).

1.2 Conceptual Framework

Throughout this report, data are disaggregated by identity factors like racial background, gender identity, socioeconomic vulnerabilities, and sexual orientation. The purpose of disaggregating data in this manner is to help identify systemic barriers that may be affecting students' learning outcomes or potential and ensure that learning opportunities are equitable for all learners. It allows systems to better understand the disparities that may be experienced among different groups of people within the education system (People for Education, 2023).

Indigenous, African, Black, and Afro-Caribbean, and other minoritized groups have and continue to be presented in monolithic ways that (re)produce stereotypical ideals which help maintain systems of oppression rather than removing them (James, 2012). Data has also contributed towards maintaining colonialism and white supremacy and thus enabled the marginalization and exclusion of the marginalized (Smith, 1999). There is a need, therefore, to develop data literacy among those who read and interpret this information so that their understanding helps them challenge these systems of oppression and inequality rather than maintain or reproduce them. Though data can provide important information needed to identify and respond to inequities, especially in the educational system, it is important to recognize that they are neither 'neutral' nor 'objective' (Dodman et al., 2023). Understanding data from an anti-racist and anti-oppressive approach that centers the role of intersectionality in individual and group experiences, helps provide a more equitable approach to disseminating and interpreting data.

These approaches guide us to view gaps in achievement and other school outcomes as the direct results of inequities in school systems and society at large. Thus, our efforts to eliminate these gaps shouldn't be focused on fixing a perceived deficit in the students or on ways to affect the specific measure that provided evidence of inequity. Our efforts as a system must be focused on interrupting the root causes of the gaps we identify: the racism, ableism, heterosexism, cisgenderism, classism, and other forms of oppression. As Gorski and Swalwell remind us in *Fix Injustice not Kids* (2023), "equity initiatives should *never* focus on adjusting anything about people who are marginalized: changing their cultures, modifying their mindsets, strengthening their grit, or moderating their emotions. Equity efforts focus instead on eliminating the conditions that marginalize people." Likewise, theoretical approaches like Critical Race Theory (CRT) help challenge dominant narratives about race and bring attention to the pervasiveness of white supremacy in how race, racism, and the experiences of racialized groups are articulated in these domains (Solórzano and Yosso, 2002). CRT centers the agency of marginalized groups (James, 2012) and helps generate narratives that counter hegemonic, problematic, racist ideologies (James, 2009).

While CRT centers the role of race in understanding and redressing systems of inequality, it is important to note that social, political, and economic forces, including gender and sexual oppressions also play a pivotal role in sustaining inequity and inequality in education (Dei, 1995). To fully understand how a person experiences discrimination, an intersectional approach must be considered to help capture the complex ways in which race intersects with other identity markers, creating differential experiences for different individuals. As a board committed to creating an

equitable environment for all, it is important to reveal these “patterns of inequality” and ensure that addressing them “do not shift the onus to students and their families” but rather are addressed system-wide (Parekh and Gaztambide-Fernández, 2017). To this end, while the data in this report presents a single factor, it is important to consider intersectionality particularly in local contexts when drawing meaning from this data.

Finally, principles of QuantCrit (Castillo and Gillborn, 2022), which aims to challenge and improve the use of statistical data in social research through an application of CRT, guide the approach taken in this report. These principles recognize that:

1. racism plays a central role in both overt and subtle forms of everyday social relations,
2. quantitative research is neither objective, neutral nor free from bias,
3. categories designated as ‘races’ are not biological or ‘natural’,
4. all data is socially constructed and thus data does not ‘speak for itself’, and
5. although historically numbers have been used “as weapons of the powerful”, they can also be used to work towards a more just and equitable society.

1.3 Meaningful Change Takes Time

It takes time to change the system, time for that change to be reflected in the values and actions of staff, and still more time for that change to be felt by and make a significant difference to the ongoing experiences of students and families.

In program evaluation theory, the path to systemic or cultural change as a result of interventions or the introduction of targeted programs is often described in short-, mid- and long-term outcomes. Short-term outcomes are reflected in changes in participants’ knowledge, beliefs, and emerging skills due to their involvement in a program or intervention. Short-term outcomes can be observable almost immediately whereas mid-term outcomes of skills and behaviours can take months or years to emerge systemically. Long-term outcomes, sometimes called impacts, are the lasting influences of the program or intervention. Some examples of these types of changes are higher achievement scores and increased graduation rates. The logical progression from short- to long-term outcomes should be reflected in impact occurring in about 7 to 10 years of sustained implementation of the intervention or program (ACL, 2020; Kekahio et. al, 2014; WK Kellogg Foundation, 2004).

Fullan (2007) describes educational change in three dimensions. The first is when new or revised materials, such as curriculum materials or technologies are introduced. The second dimension, which is more difficult to implement, is about new teaching approaches or strategies. The third is changing people’s beliefs, which is the most difficult one to employ. All three dimensions are necessary to support real change. He describes this change as institutionalization which means that the new practices are routine for everyone responsible for implementing them and that the practices lead to the intended results (Fullan, 2007).

Systems of oppression, such as that experienced by Indigenous and African, Black and Afro-Caribbean students, are difficult to address because they operate on individual, institutional, and societal levels (National Equity Project, accessed 11/2023). A focus on measures of inequity such as suspension rates and EQAO assessment scores can give the impression that changes should have a direct and immediate impact that is visible in subsequent years. This expectation does not consider the pervasive and complex nature of systemic and structural oppressions.

Significant efforts have been made to enact change in this area (e.g., new and updated policies and procedures, new programs, revisioning of existing programs, system-wide professional learning). This report focuses on the long-term outcomes or impact of the “institutionalization” of change. There is some evidence of improved outcomes demonstrated in the trends presented in this report, but for the change that is desired we must commit to sustained focus on this work over a long period of time (i.e., 7 to 10 years).

Consider for example, the effort to address one identified facet of an oppressive system, such as an adjustment to an institutional policy, is not guaranteed to result in a significant change to one of these measures. This is because the policy is not alone responsible for the observed inequity -- these systems of oppression are deeply rooted in society and other policies and procedures, or cultural norms within the society, may also contribute. Additionally, while some interventions may be 'fast', such as changing a policy or procedure, others can take time to implement and for their effects to be felt - such as programming aimed at reducing implicit bias, or other interventions on instructional culture.

The systemic nature of racism and oppression includes a societal component. The problems exist within and outside of PDSB; however, change starts with education. PDSB is demonstrating leadership in this area and must continue to focus on and center this work in order to see the desired positive impact for all students and families.

1.4 Anti-Black Racism and Education

According to the Ministry Review, “anti-Black racism [in Canada] must be placed in its historical context of slavery and discrimination, including segregation, against Canada’s Black communities” (Chadha et al., 2020, p. 7). The experiences of African, Black, and Afro-Caribbean students in Peel are known to be heavily influenced by factors such as racial separation, low academic expectations, stereotyping and stigma, and racial profiling (Gray et al., 2016). African, Black, and Afro-Caribbean youth in Peel schools have repeatedly reported dealing with low expectations of teachers and administrators, assumptions based on racist stereotypes around their intellectual abilities and commitments to their education, feelings of exclusion and marginalization from schools, and harsher discipline when compared to white students (James, 2019a; James and Turner, 2015).

African, Black, and Afro-Caribbean students who attain high grades despite many difficulties are often met with surprise and disbelief from non-Black students and teachers about their academic achievement. It is through the support of family members, friends, some teachers, and extracurricular activities that these students are able to emotionally navigate school (Gray et al., 2016). Dealing with racism can lead African, Black, and Afro-Caribbean youth to suffer through depression and issues related to low-self-esteem (James and Turner, 2015). As it stands, the students entering our classrooms are consistently navigating and making sense of racism, leading some students to become numb due to the lack of support, or teachers not believing them when they report racist incidents (James, 2019b).

1.5 Anti-Indigenous Racism and Educational Outcomes

In September 2007 the United Nations accepted the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP) (United Nations (General Assembly), 2007). In June 2021, the federal Government of Canada passed the United Nations Declaration on the Rights of Indigenous Peoples Act, which, amongst other requirements, calls for the federal government to take steps to ensure that the Declaration’s objectives are pursued. The UNDRIP lays out 46 Articles outlining human rights that Indigenous people should have. Three articles are relevant to the PDSB:

Article 14.2: Indigenous individuals, particularly children, have the right to all levels and forms of education of the State without discrimination.

Article 15.1: Indigenous peoples have the right to the dignity and diversity of their cultures, traditions, histories and aspirations which shall be appropriately reflected in education and public information.

Article 21.1: Indigenous peoples have the right, without discrimination, to the improvement of their economic and social conditions, including, inter alia, in the areas of education, employment, vocational training and retraining, housing, sanitation, health and social security.

Since the early 1600s, the education system has been one that actively enables and engages in systemic discrimination against Indigenous Peoples of Canada. Beginning with the establishment of the first school for Indigenous youth in 1620, until the 1900s, the school system “tethered to the erasure of Indigenous culture, language and genocide of

communities” by forcing religious conversions and standardizing the removal of children from their families (Sekaly and Bazzi, 2021, p. 4).

Between mid-1800s to 1990s, over 150,000 Indigenous children were forcibly separated from their families as part of Canada’s assimilation policy. This deprived Indigenous children of not only their language and identity, but also subjected them to poor living conditions and systemic abuse that continue to have negative effects on their mental, physical, and social well-being (Han, 2021). Even today, Indigenous children are overrepresented in child welfare systems, with child welfare policies enforcing ideals rooted in historical racism and colonial practices that dismiss the rights of Indigenous parents, culture and language (Truth and Reconciliation Commission of Canada, 2015).

In Ontario, it has been noted that despite the government’s efforts to recognize past wrongs and to support Indigenous learners, policies continue to promote a hidden curriculum that is rooted in colonialism, racism, and cultural/linguistic imperialism (Currie-Patterson and Watson, 2017). This approach enables the ongoing exclusion of Indigenous knowledges from mainstream education, and thus deprives both students and teachers of opportunities to address the ways in which education continues to colonize and hurt them. Moreover, the negative effects of past experiences are evident in the ongoing disparities in achievement for Indigenous students. Some of the academic barriers Indigenous communities experience include lack of educational funding that is in line with Indigenous communities’ needs and identities (Sekaly and Bazzi, 2021), a curriculum which remains outdated and biased (Han, 2021), and contrary efforts in government-led initiatives. This includes the *Ontario First Nation, Métis and Inuit Education Policy Framework* (Ontario, 2007a), which advocates for the inclusion of Indigenous culture in the curriculum but makes it difficult to do so due to the focus on large scale provincial testing, a measurement tool that reflects Eurocentric values, and thus further marginalizes Indigenous students (Currie-Patterson and Watson, 2017).

1.6 Intersections of Race, Education, and COVID-19

The COVID-19 pandemic has had a disproportionate health impact on marginalized communities, including Indigenous, African, Black, and Afro-Caribbean, and other racialized families across North America. Large concentrated urban areas, particularly neighbourhoods that report having the most ethno-culturally diverse individuals and families in Ontario, have experienced rates of COVID-19 that are disproportionately higher than neighborhoods that are less diverse (Ontario Agency for Health Protection and Promotion, 2020). Racial categories that are overrepresented in COVID-19 cases within the Peel population include South Asian, African, Black, and Afro-Caribbean, along with Latinx/Hispanic (Region of Peel, 2020). In addition to its health impacts, COVID-19 has exacerbated pre-existing educational inequities of African, Black, and Afro-Caribbean, as well as other marginalized students, particularly in terms of nutrition, academic supports, mental health, and online learning (James, 2020).

2.0 How to Use this Report

Peel District School Board is committed to improving student achievement and well-being by working to ensure equitable, accessible, and inclusive learning environments. The Board recognizes that some students face systemic barriers through policies, programs, and practices that create or maintain disadvantages for these students. Ensuring equitable, accessible, and inclusive learning environments, therefore, requires the intentional identification and removal of systemic barriers to student success and well-being.

2.1 Engaging with these Data

This report outlines findings that point to disproportionalities in student experiences and outcomes based on socio-demographic characteristics such as race, gender identity, sexual orientation, socioeconomic vulnerabilities, English language learner (ELL) status, and special education needs.

PDSB recognizes that the disproportionalities across demographics are the result of inequities within and beyond schools and school boards and are not a reflection of deficits within students and families

As such, it is important to review findings in this report with the understanding that:

- biases must be examined to ensure that students, families, and communities are not further marginalized or stigmatized in reviewing and interpreting data;
- disparities in student experiences and outcomes reflect systemic inequities **not** student capabilities or deficits; and,
- responses to disparities in student outcomes must focus on strategies and initiatives to promote equitable institutional structures and practices.

The following questions are intended to support readers in using an anti-oppression framework to review the findings in this report:

- What do you notice about the data?
- What stands out for you?
- How does your social location influence how you interpret the data?
- How will you shift or maintain your focus on looking at systems and structures (e.g., school practices, school environment, Board practices) rather than attributing students' experiences and outcomes to deficits within students and families?
- What does the data suggest about the experiences of students and their families?
- What assumptions or inferences might you be making about students and their families based on the data?
- Whose voices may not be represented in the data?
- In what ways are the data similar to, or different from, other data sources (e.g., municipal, community agencies, other school boards)?
- What additional data sources are needed to understand both complementary and divergent perspectives regarding educational experiences?

2.2 Outcome Indicators

Education Quality Accountability Office (EQAO) and Ontario Secondary School Literacy Test (OSSLT) Results – EQAO results are presented as students who **did not achieve the Provincial Standard of Level 3 or Level 4** for Primary and Junior Division Reading, Writing and Mathematics and Grade 9 EQAO Mathematics; and OSSLT is represented by First Time Eligible students who were **not successful**.

Credit Accumulation – Not on Track is represented by students who did not successfully complete 8 credits by the end of Grade 9, 16 credits by end of Grade 10, 23 credits by end of Grade 11 and 30 credits by end of Grade 12.

English and Mathematics Academic/De-Streamed Report Card Outcomes is represented by students who **did not achieve Level 3 or 4** (provincial standard) in Grade 9 and 10 Academic English and Mathematics.

Senior Level Science and Math is represented by Grade 12 students **not previously enrolled or enrolled** in at least one Grade 12 math or Grade 11 or 12 science course.

Job Skills includes secondary students who were enrolled in Cooperative Education, Dual Credit, Exploring High Skills (EHS), Ontario Youth Apprenticeship Program (OYAP) and Specialized High Skills Major (SHSM). For more information about these programs, please see the corresponding pages found on our website, www.peelschools.org.

Regional Learning Choices Programs (RLCP) includes elementary and secondary students who were enrolled in a Regional Learning Choices Programs. For information about which programs are included, please see the corresponding elementary and secondary RLCP home pages found on our website, www.peelschools.org.

French Immersion/Extended French includes students enrolled in French Immersion and Extended French for elementary and secondary students.

Students with Special Education Needs as an outcome indicator is reported on by Ministry categories (autism, behavioural, gifted, language impairment, learning disabilities, mild intellectual disability). A student may have one or multiple exceptionalities. According to the Ministry of Education, these categories of exceptionalities “are designed to address the wide range of conditions that may affect a student’s ability to learn and are meant to be inclusive of all medical conditions, whether diagnosed or not that can lead to particular types of learning difficulties” (2017, p. 14). Blind and Low Vision, Deaf and Hard of Hearing, Developmental Disability, Physical, and Speech Impairment are not reported on individually due to small numbers. Additionally, students who have an IEP without an Identification, Placement and Review Committee (IPRC), and Students receiving Placement Services without an IEP or an IPRC are included as categories in this indicator.

Suspensions represent elementary and secondary students who received at least one suspension.

Attendance – Persistent Absenteeism represents students who were absent for 15 or more instructional days in the given school year.

2.3 Identity Factors

Data were coded by the following identity factors: racial background, gender identity, Socioeconomic Vulnerability Index (SVI), Students with Special Education Needs, sexual orientation (grades 7-12), and English language learner (ELL) status.

Indigenous Identity – In previous reports, Indigenous identity responses were based on the racial background question on the 2018 Census. In this year’s report, Indigenous identity responses are derived from the Indigenous identity question, the ethnicity question, and the racial background question on the 2023 Census; and also includes students who have participated in the voluntary self-identification process with PDSB as First Nations, Métis and/or Inuit.

Racial Identity responses were coded into the following categories: African, Black, and Afro-Caribbean; East Asian; Latinx/Hispanic; Middle Eastern; South Asian; Southeast Asian; White; Additional Racial Background (single responses only) and “Did not disclose” (includes those that left the question blank, and those that selected “prefer not to answer” and “do not know”). Multiple responses to this question were coded as Multiple Racial Backgrounds. The use of these specific categories is mandated by the Ontario Anti-Racism Data Standards (Government of Ontario, 2019).

Gender Identity responses were coded into the following categories: Girl, Boy, gender diverse (includes Intersex, Questioning, Transgender, Multiple Gender Identities, Nonbinary, Gender Fluid, Gender Nonconforming, and any other gender identities not included in the student census options), and Did Not Disclose (which includes those who left the question blank, those who selected “prefer not to answer”, or selected “I am not sure what this question is asking”). Gender has historically been a variable of considerable interest in educational research, and its relationship to academic achievement, especially Math and Science, has been studied for decades (Meinck and Brese, 2019; Voyer and Voyer, 2014). However, only relatively recently have scholars stopped treating gender identity as a dichotomous variable and started to include gender diverse and gender nonconforming categories into the studies of academic achievement and student well-being (Glavinic, 2010; Klemmer et al., 2019; Poteat et al., 2014; Selkie, 2018).

Sexual Orientation (Grades 7-12) responses were coded into the following categories: Heterosexual, 2SLGBQA+ (includes Two Spirit, Lesbian, Gay, Bisexual, Pansexual, Questioning, Asexual, Multiple Sexual Orientations, and any other sexual orientation missed in the student census options) and “Did not disclose” (includes those who left the question blank and those who selected “prefer not to answer,” “do not know” and “I am not sure what this question is asking”). The initialism 2SLGBQA+ does not include T for Transgender nor I for Intersex as these identities are included

in Gender Identity and are not sexual orientations. This variable is included in the report given well documented research indicating that 2SLGBTQA+ students are more likely to face inequalities, experience discrimination, victimization, and bullying, report a lower sense of well-being and experience a higher prevalence of mental health issues when compared to their heterosexual peers (Poteat et al., 2014; Friedman and Leaper, 2010; Williams, 2017; Woodford and Kulick, 2014). This may in turn impact their overall well-being and academic achievement (Kosciw et al., 2013).

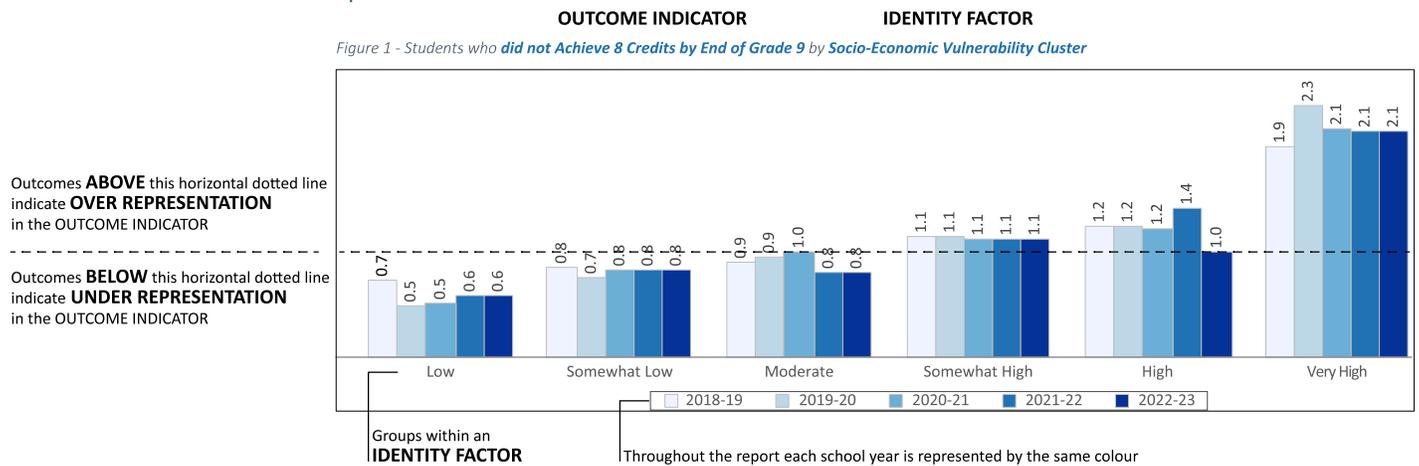
Two Spirit and LGBTQIA+ - LGBTQIA+ in *Two Spirit and LGBTQIA+* is an incomplete initialism (Lesbian, Gay, Bisexual, Trans, Queer, Intersex, Asexual, and more) that is used to broadly refer to those who are gender diverse, have sexual orientations that are not heterosexual, or both. As noted above, when this report uses the acronym without the T and I, it is because that census question, statement, or reported interpretation of the data only considers sexual orientation. The term gender diverse is used for questions, statements, and interpretations that only consider gender. The *Two Spirit and LGBTQIA+* is used when the statement or reported interpretation applies to both gender and sexual orientation.

Socioeconomic Vulnerability Index (SVI) is a measure that estimates the socioeconomic context of PDSB students (Napierala et al. 2019). The variables used to calculate the index include median household annual income, percent living in poverty (below \$40,000), percent homeowners, percent without a high school diploma and percent with a university degree within the households of a postal code. SVI scores are grouped into 6 clusters: Very High SVI, High SVI, Somewhat High SVI, Moderate SVI, Somewhat Low SVI and Low SVI. Very High SVI represents high vulnerability and correlates with a lower socioeconomic status while Low SVI represents lower vulnerability and correlates with a higher socioeconomic status. Research points out that socioeconomic status is a strong predictor of academic achievement as it contributes to students' economic, cultural and social capital (Broer et al. 2019; Buchmann, 2002; Lee et al. 2019; Perry and McConney, 2013). Both family and school socioeconomic status have been associated with students' long-term academic outcomes because children begin school on unequal terms and differences accumulate as they get older (Broer et al, 2019; Lareau, 2011; Lee and Burkam, 2002).

Student with Special Education Needs - When reporting Outcome Indicators by Students with Special Education Needs, students with an Individual Education Plan (IEP) include both students with a formal identification through an Identification, Placement and Review Committee (IPRC) and students without. Students with one identification of Gifted are excluded from this group.

English Language Learners (ELLs) are categorized as students "whose first language is a language other than English or is a variety of English that is significantly different from the variety used for instruction in Ontario's schools" (Ontario, 2007b, p. 8). They may be enrolled in English Second Language (ESL) or English Literacy Development (ELD) programs to help them attain the level of proficiency needed for completing schools in Ontario. ELL students have a wide variety of backgrounds: some have recently arrived from other countries while many were born in Canada. They may also have arrived from countries experiencing instability and crises and/or may be experiencing high socioeconomic vulnerabilities.

2.4 How to Read the Graphs



This graph shows that students with a **very high** SVI in 2022-23 are more than two times more likely than their representation in the population to not accumulate 8 credits by the end of Grade 9.

2.5 Disproportionality Index

The Ontario Anti-Racism Data Standards defines a racial Disproportionality Index as “a measure of a racial group’s overrepresentation or underrepresentation in a program, service, or function relative to the group’s representation in the reference population” (Government of Ontario, 2019).

This report uses the Disproportionality Index to identify groups that experience disproportionate outcomes. These indicators are calculated as follows:

$$\text{Disproportionality Index} = \frac{\% \text{ of Students in an Outcome Indicator group who have a specific Identity Factor}}{\% \text{ of Students in the Identity Factor group within the PDSB}}$$

2.6 Data Considerations

- ❖ **Trends over Time.** Five years of outcomes are reported throughout this report: 2018-19, 2019-20, 2020-21, 2021-22 and 2022-23. In the spring of 2020, schools began to experience closures due to the COVID-19 pandemic. For the 2020-21 school year, much of the learning was conducted online, significantly impacting tracked data including attendance measures and reducing in-person disciplinary events.
- ❖ **Access to Identity Data.** The 2018 and 2023 Student Census Data are used in this report to calculate the disproportionality of experiences by social identity (Indigenous identity, race and gender identity and sexual orientation). Only students who participated in the 2018 and/or the 2023 survey are included in the analyses disaggregated by these identities. For racial identity, 2023 Census data was prioritized to calculate disproportionalities and when 2023 data was not available, 2018 Census Data was used. For gender identity and sexual orientation (Grade 7-12), 2023 Census data was prioritized to calculate disproportionalities for the 2020-21, 2021-22 and 2022-23 school years whereas 2018 Census data was prioritized to calculate disproportionalities for the 2018-19 and 2019-20 school years. The following table displays the percentage of identity data for each school year cohort with identity data available.

School Year	Elementary	Secondary	PDSB Total
2018	89%	89%	89%
2019	83%	86%	84%
2020	81%	86%	82%
2021	80%	86%	82%
2022	83%	88%	85%

- ❖ **Students working towards an Ontario Secondary School Diploma (OSSD).** Outcomes related to student achievement and pathways (e.g., credit accumulation, achievement in English and Mathematics) only include students who are working towards an OSSD.
- ❖ **Limitation of Disproportionality Index.** When the category group size (e.g., students with a behavioural identification) is small in comparison with the PDSB population, the Disproportionality Index size may become unexpectedly large. To support interpretation in these cases, the y-axis has been limited to 6.0. The value calculated is still represented in the graph but, visually, the bar has been limited to indicate disproportionate experiences without limiting the interpretation of outcomes for other groups represented in the same graph.
- ❖ **Did not Disclose.** Students who did not disclose their identity on the 2018 and 2023 Censuses by leaving the question blank or selecting responses of “I prefer not to answer”, “I don’t know” or “I am not sure what this question is asking” were recoded into the variable “Did not disclose.” Outcomes across all measures for this group indicate disproportionate school experiences which may suggest that they identify with groups that are consistently underserved.
- ❖ **Reporting Outcomes by Religion.** Examining the outcomes in this report disaggregated by religion demonstrated two consistent groups that experience disproportionate outcomes: students who indicated they were Christian and those that did not affiliate with a religion. With further investigation it became apparent that there were intersecting identities that better explained these outcomes. As a result, disaggregated outcomes by religion are not included in this report. Further investigations will be done to examine the school experiences of religious and ethnoreligious groups who may be experiencing discrimination including Hindu, Jewish, Muslim, and Sikh students.

2.7 Organization of Findings

The Student Achievement Plan, defined by the Ministry of Education, consists of three priority areas. Based on outcomes identified in the first Annual Equity Accountability Report Card (PDSB, 2021d), these priority areas have been further refined as areas of work for the PDSB, particularly for students who identify as African, Black, and Afro-Caribbean, Indigenous, racialized, Two Spirit and LGBTQIA+, students with Special Education Needs and English Language Learners.

- ❖ Achievement of Learning Outcomes in Core Academic Skills: Improved Literacy and Numeracy
- ❖ Preparation of Students for Future Success: Increased access to pathway opportunities
- ❖ Student Engagement and Well-being: Fair and just application of Exclusions, Suspensions and Expulsions and Student Attendance

3.0 Achievement of Learning Outcomes in Core Academic Skills

3.1 EQAO and OSSLT Outcomes

3.1.1 Summary of Outcomes

Needs:

- ❖ **Grade 3 Indigenous, African, Black, and Afro-Caribbean, Latinx/Hispanic, Middle Eastern, those with an additional racial background and students who did not disclose their racial identity are much more likely to not be assessed at Provincial Standard (Levels 3 or 4) in Grade 3 EQAO reading and writing.** The data indicates there are systemic barriers that are preventing Indigenous students from being assessed at Level 3 or 4 in EQAO Grade 3 Reading. These systemic barriers are also affecting African, Black, and Afro-Caribbean, Middle Eastern and Latinx/Hispanic students who are one to one and a half times more likely to not be assessed at the Provincial Standard in grade 3 reading (Figure 1) than other students. In EQAO Grade 3 Writing, Indigenous, African, Black, and Afro-Caribbean as well as Latinx/Hispanic and Middle Eastern students are one to one and a half times more likely to not be assessed at or above Provincial Standard (Levels 3 or 4) (Figure 4).

- ❖ **African, Black, and Afro-Caribbean, Indigenous, Latinx/Hispanic and students that identify with an additional racial background are about 1.5 times more likely to not be assessed at or above Levels 3 and 4 for Grade 3 EQAO Math.**
- ❖ **Students who were identified as gender diverse are less likely to be assessed at Provincial Standard (Levels 3 and 4) in Grade 3 EQAO reading.** Additionally, students whose gender identities were not disclosed were more likely to not be assessed at or above the Provincial Standard for Reading, Writing, and Math.
- ❖ **Students experiencing high socioeconomic vulnerabilities are much more likely to not be assessed at or above the Provincial Standard (Levels 3 and 4) in Grade 3 Reading, Writing and Math.** Students with a very high SVI are about one and a half times more likely to not be assessed at or above Levels 3 and 4 in Grade 3 EQAO Reading, Writing and Math.
- ❖ **Students who identify as Indigenous, African, Black, and Afro-Caribbean, Middle Eastern and Latinx/Hispanic are most likely to not be assessed at or above the Provincial Standard (Levels 3 and 4) in Grade 6 Reading and Writing.** In EQAO grade 6 reading, Indigenous students were two to three times more likely to not be assessed at level 3 or 4 in reading and writing. This disproportionate outcome increased in the 2022-23 school year. (Figure 7). African, Black, and Afro-Caribbean students were almost twice as likely to not be assessed at level 3 or 4 in reading and writing, this stayed consistent between the 2021-22 and 2022-23 school year. Middle Eastern students were about one and a half times less likely to be assessed at the provincial standard for reading and writing (Figure 7), although there was a slight improvement from last year. The results for Latinx/Hispanic students indicate an improvement in literacy achievement from the 2021-2022 school year (Figure 7).
- ❖ **African, Black, and Afro-Caribbean, Indigenous, Latinx/Hispanic and students that identify with an additional racial background are about 1.5 times more likely to not be assessed at or above Levels 3 and 4 for Grade 6 EQAO Math.**
- ❖ **Students who did not disclose their gender identity were most likely to be assessed below the Provincial Standard in Grade 6 Reading and Writing.** They were almost two times more likely to not be assessed at the Provincial Standard (see Figure 8, 11).
- ❖ **Socioeconomic vulnerabilities are a barrier to being assessed at the Provincial Standard for Grade 6 Reading Writing and Math.** Students who have a very high SVI are almost two times more likely to not be assessed at or above Levels 3 and 4 in Grade 6 EQAO Reading and Writing. Students with a very high SVI were slightly more likely to not be assessed at or above Levels 3 and 4 on the Grade 6 EQAO Math unlike their peers with a lower SVI (see for example, Figure 9).
- ❖ **Traditionally marginalized groups are less likely to be assessed at Provincial Standard for EQAO Grade 9 Mathematics.** African, Black, and Afro-Caribbean, Indigenous and Latinx/Hispanic students are about 1.5 times more likely to not be assessed at or above Levels 3 and 4 for EQAO Grade 9 Math (Figure 23).
- ❖ **Students with a very high SVI were slightly more likely to be assessed below the Provincial Standard on the Grade 9 EQAO Math assessment** (Figure 26).
- ❖ **Disproportionate outcomes by Racial Background.** Indigenous and African, Black, and Afro-Caribbean students are twice as likely to not be assessed as “successful” on the OSSLT. Latinx/Hispanic and Middle Eastern Students are about one and a half times as likely to not be assessed as “successful” on the OSSLT. Students who identify with an additional racial background in the 2022-23 school year and students who did not disclose their racial identity were also twice as likely to not be assessed as successful on the OSSLT (Figure 13).
- ❖ **Students who did not disclose their gender identity were 1.5 times less likely to be assessed as “successful” on the OSSLT** (Figure 14).
- ❖ **Students with more economic vulnerabilities were also less likely to not be assessed as “successful” on the OSSLT.** Students with a very high SVI were about 1.5 times less likely to be assessed as “successful” on the OSSLT (Figure 16).

3.2.2 Literacy Outcomes

Grade 3 Reading

Figure 1 – Students Not Achieving Level 3 or 4 in EQAO Grade 3 Reading by Indigenous and Racial Identities

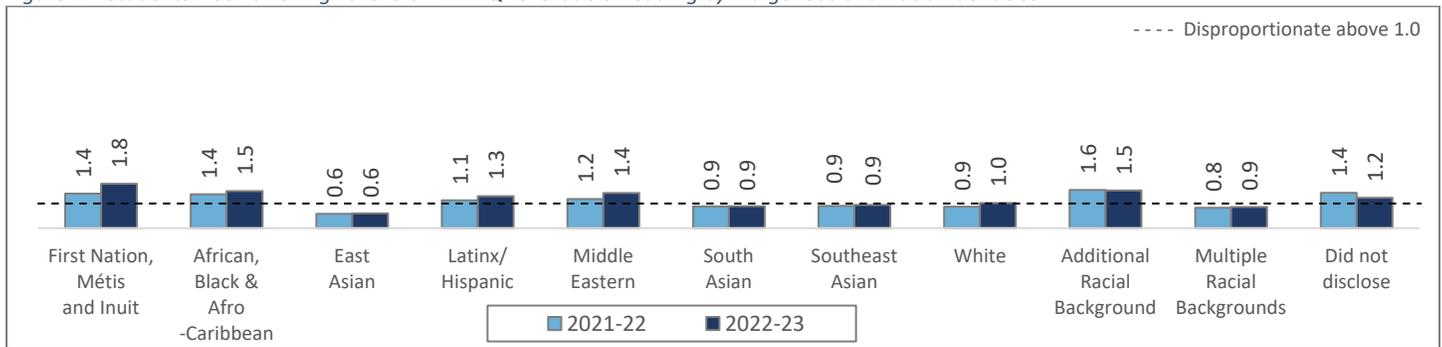


Figure 2 – Students Not Achieving Level 3 or 4 in EQAO Grade 3 Reading by Gender Identity

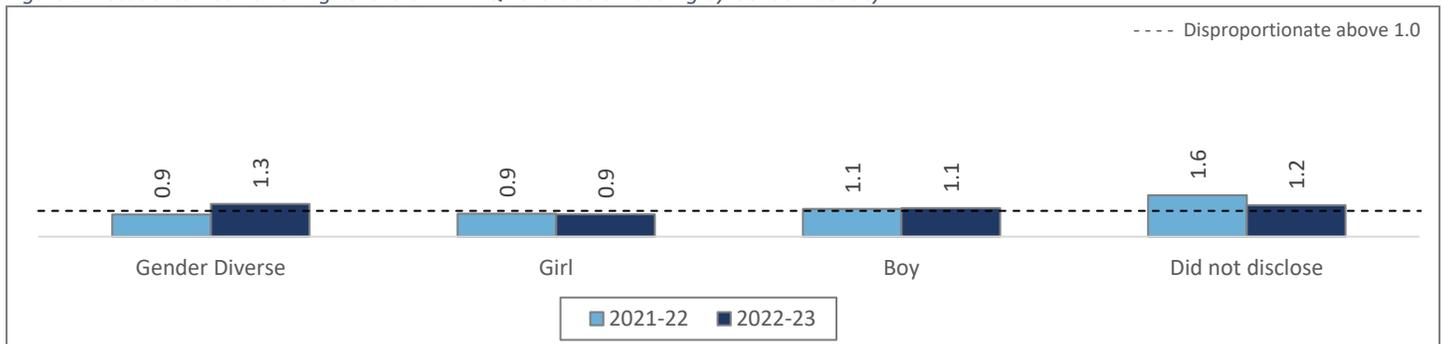
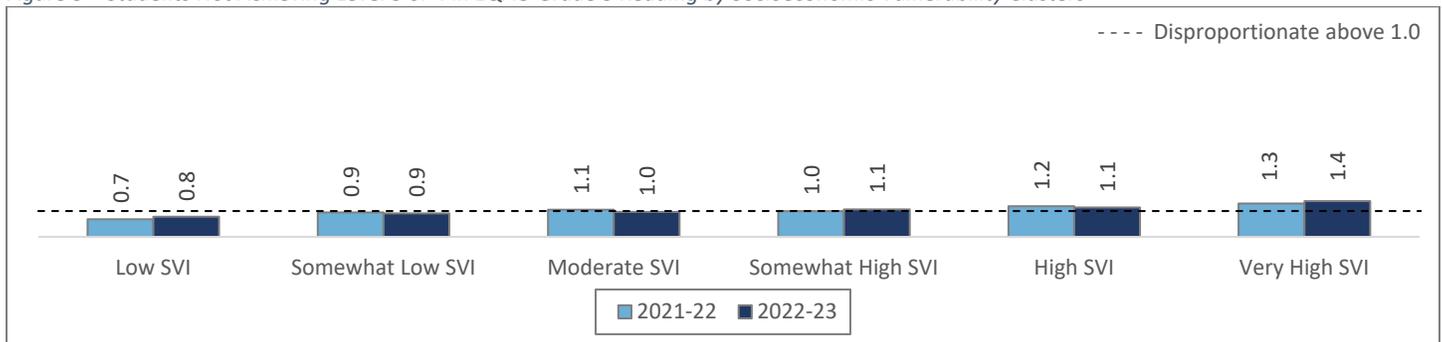


Figure 3 – Students Not Achieving Level 3 or 4 in EQAO Grade 3 Reading by Socioeconomic Vulnerability Clusters



Grade 3 Writing

Figure 4 – Students Not Achieving Level 3 or 4 in EQAO Grade 3 Writing by Indigenous and Racial Identities

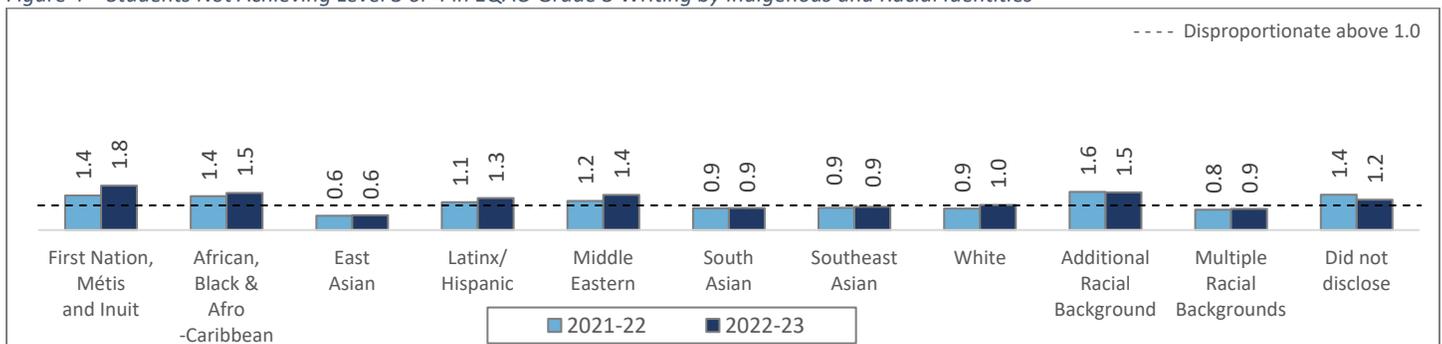


Figure 5 – Students Not Achieving Level 3 or 4 in EQAO Grade 3 Writing by Gender Identity

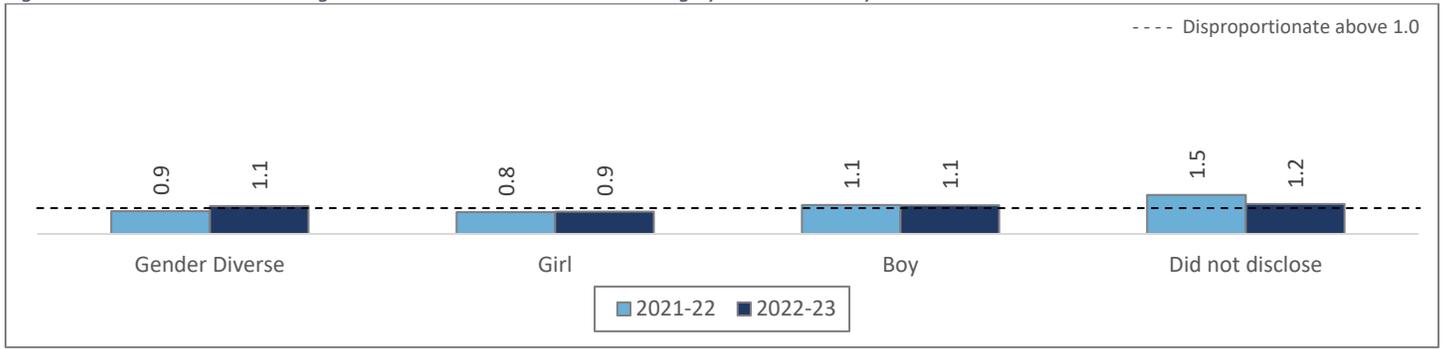
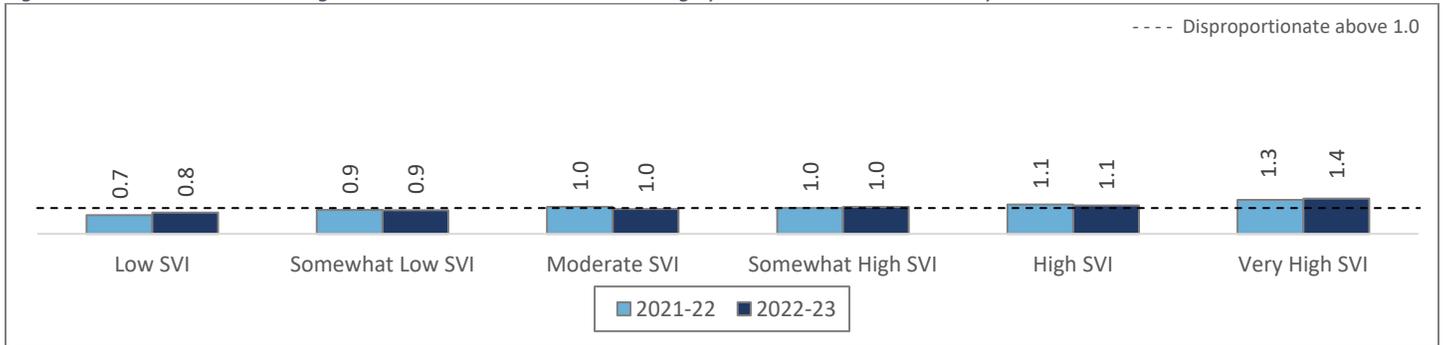


Figure 6 – Students Not Achieving Level 3 or 4 in EQAO Grade 3 Writing by Socioeconomic Vulnerability Clusters



Grade 6 Reading

Figure 7 – Students Not Achieving Level 3 or 4 in EQAO Grade 6 Reading by Indigenous and Racial Identities

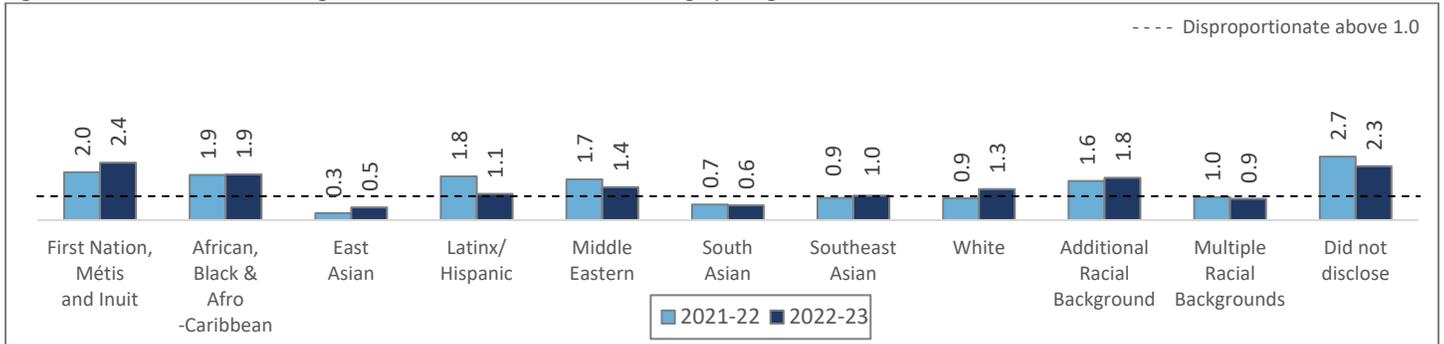


Figure 8 – Students Not Achieving Level 3 or 4 in EQAO Grade 6 Reading by Gender Identity

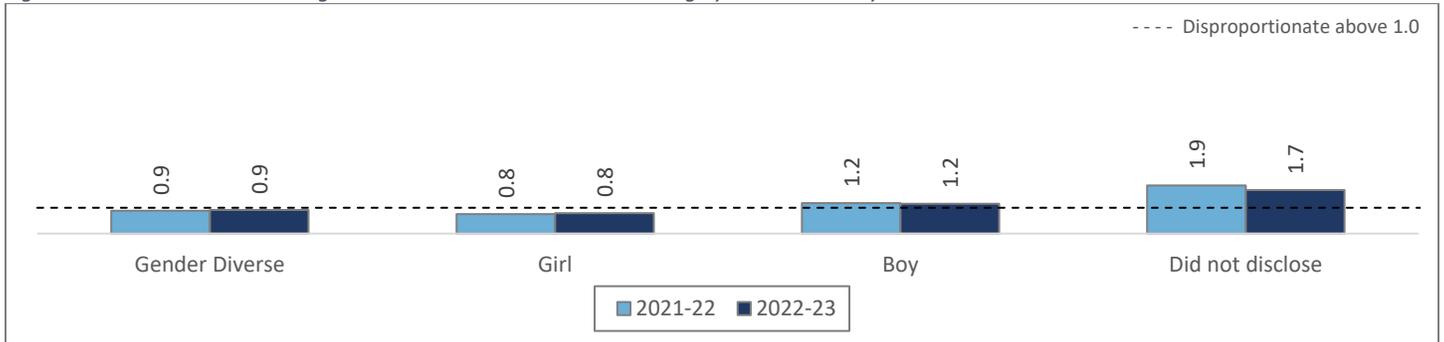
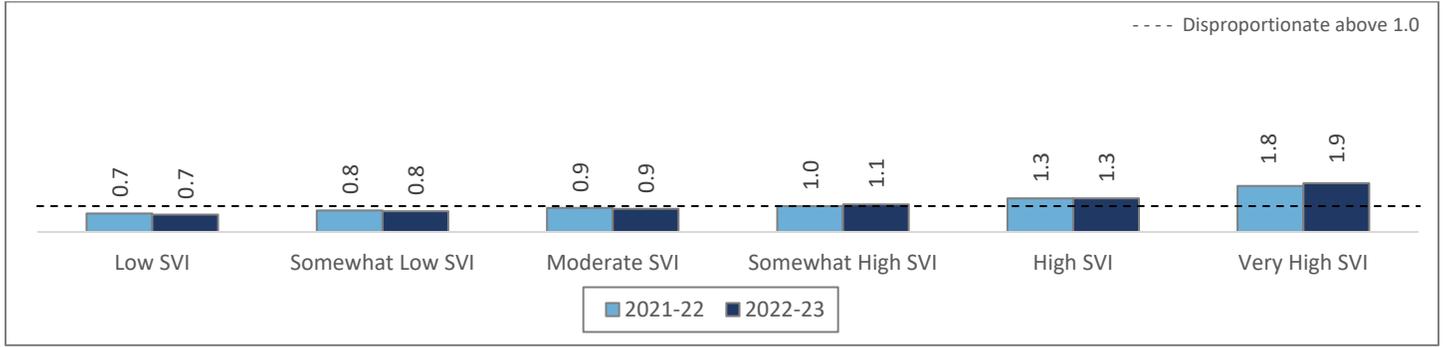


Figure 9 – Students Not Achieving Level 3 or 4 in EQAO Grade 6 Reading by Socioeconomic Vulnerability Clusters



Grade 6 Writing

Figure 10 – Students Not Achieving Level 3 or 4 in EQAO Grade 6 Writing by Indigenous and Racial Identities

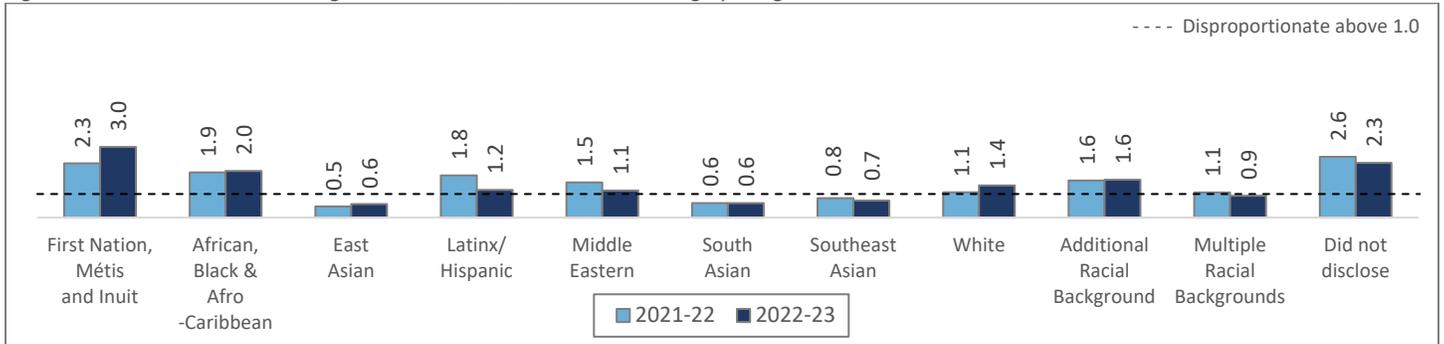


Figure 11 – Students Not Achieving Level 3 or 4 in EQAO Grade 6 Writing by Gender Identity

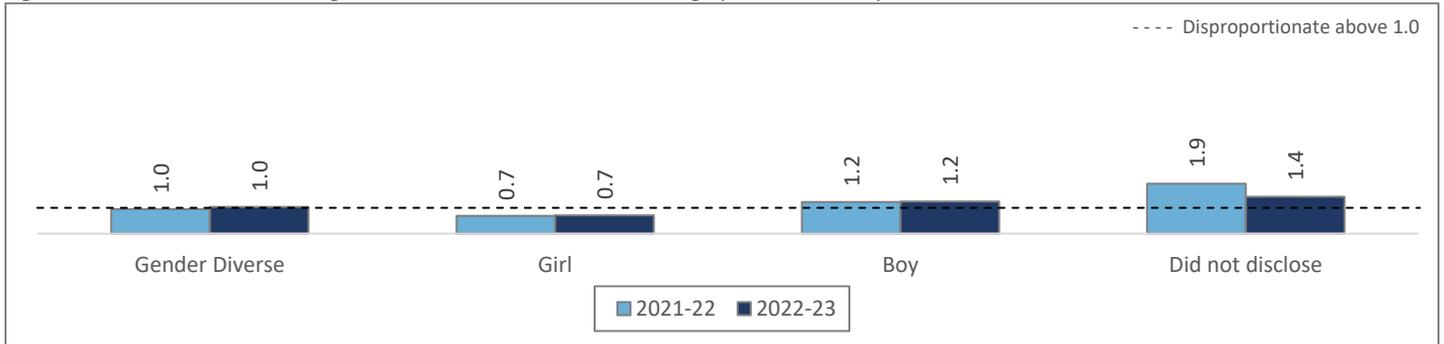
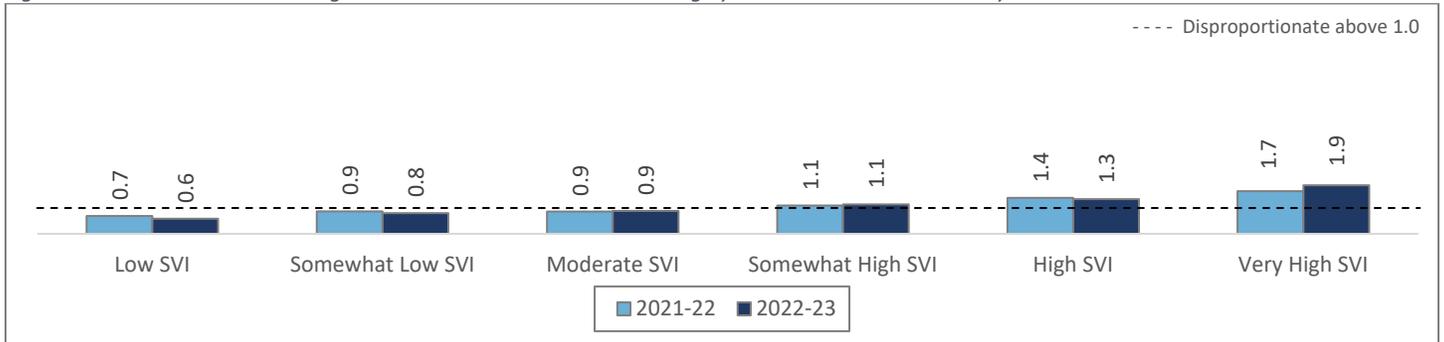


Figure 12 – Students Not Achieving Level 3 or 4 in EQAO Grade 6 Writing by Socioeconomic Vulnerability Clusters



Ontario Secondary School Literacy Test (OSSLT)

Figure 13 – First Time Eligible Students not Successful on the OSSLT by Indigenous and Racial Identities

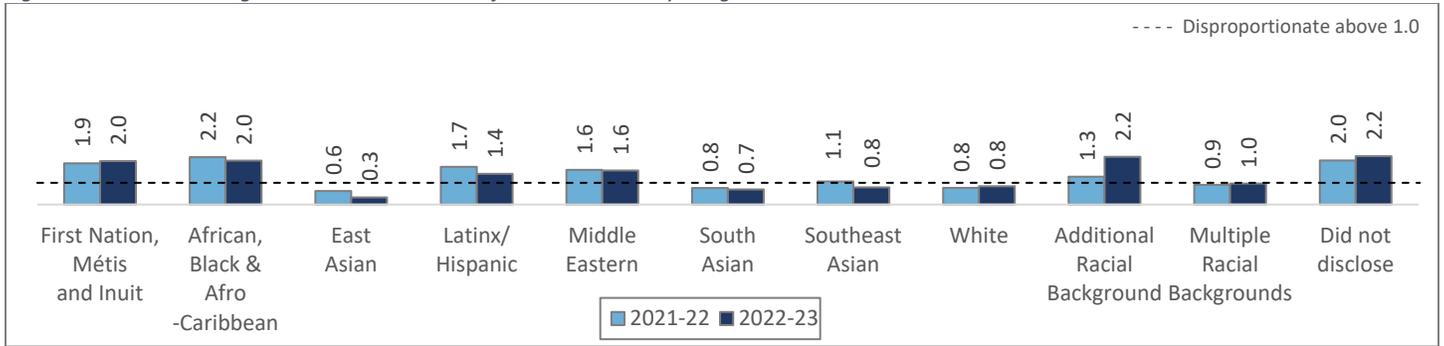


Figure 14 – First Time Eligible Students not Successful on the OSSLT by Gender Identity

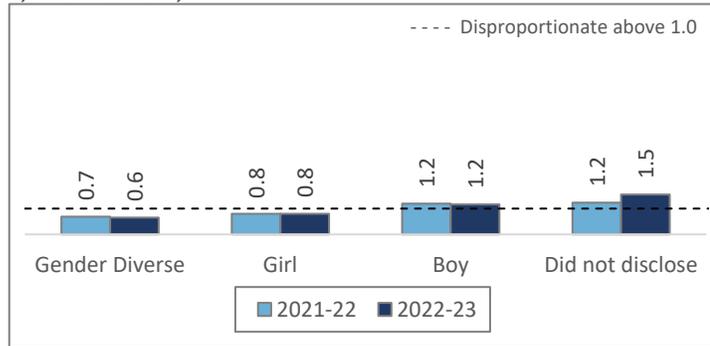


Figure 15 – First Time Eligible Students not Successful on the OSSLT by Sexual Orientation

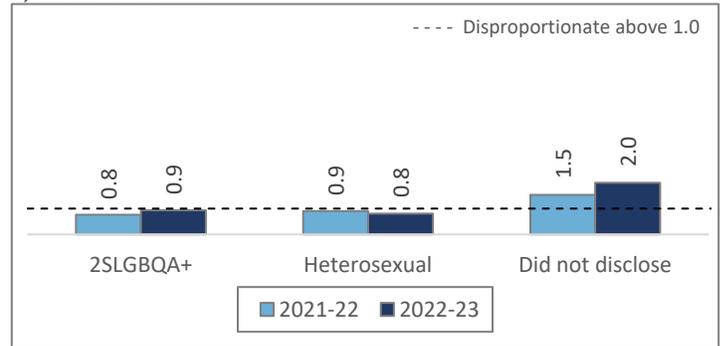
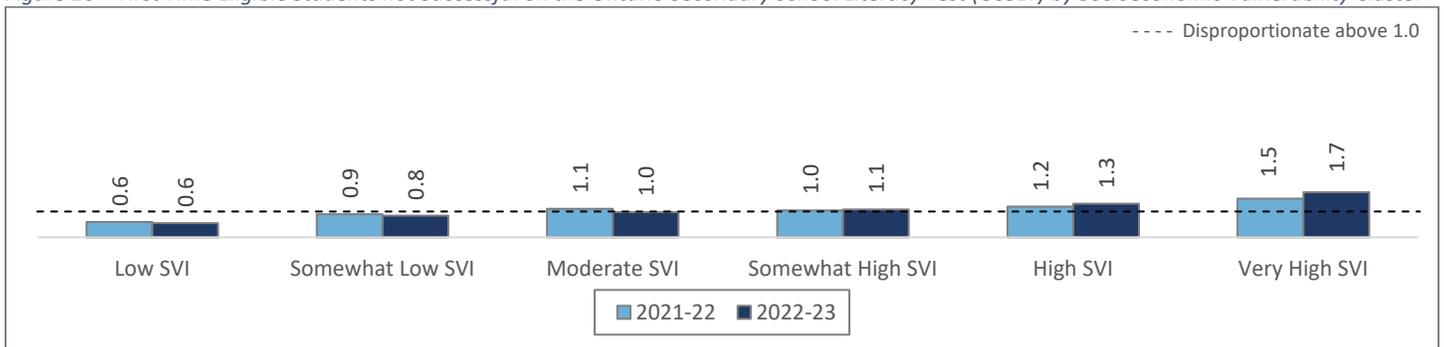


Figure 16 – First Time Eligible Students not Successful on the Ontario Secondary School Literacy Test (OSSLT) by Socioeconomic Vulnerability Cluster



3.2.3 Mathematics Outcomes

Grade 3 Mathematics

Figure 17 – Students Not Achieving Level 3 or 4 in EQAO Grade 3 Mathematics by Indigenous and Racial Identities

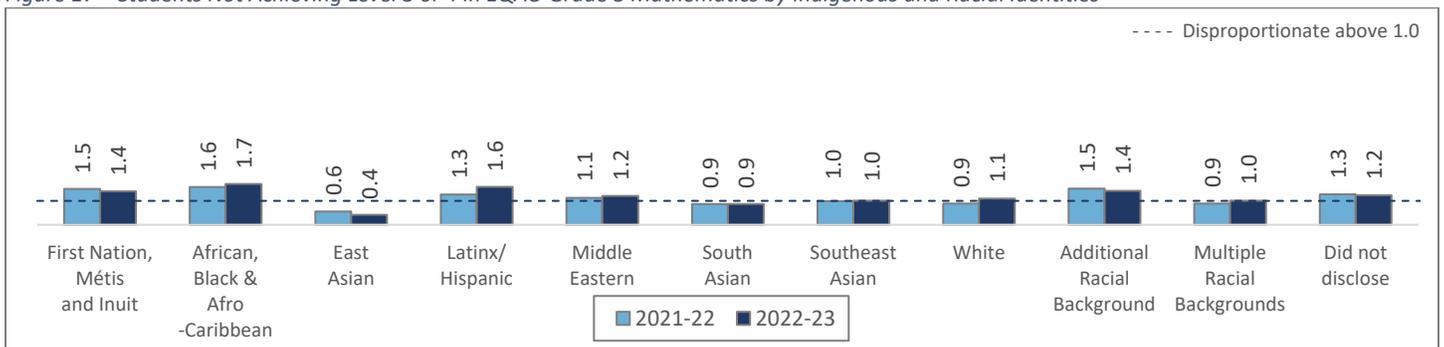


Figure 18 – Students Not Achieving Level 3 or 4 in EQAO Grade 3 Mathematics by Gender Identity

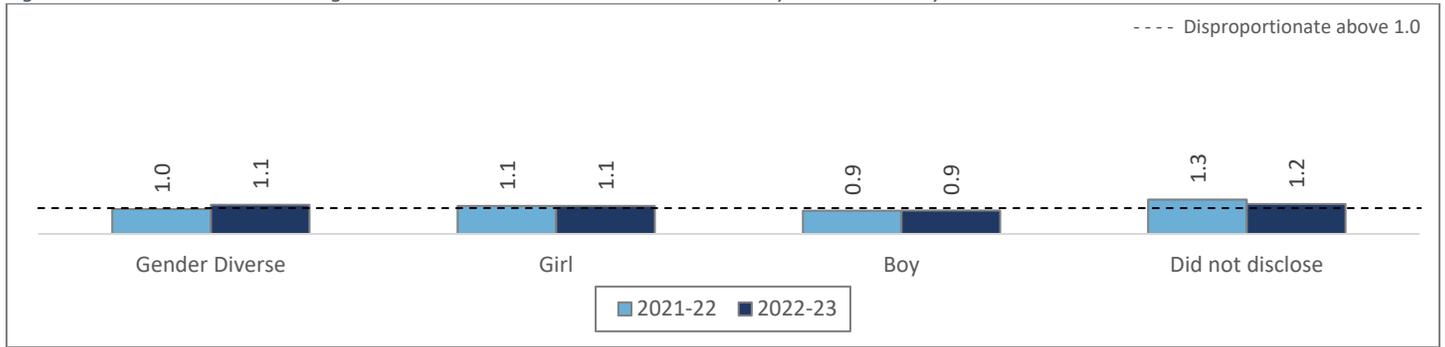
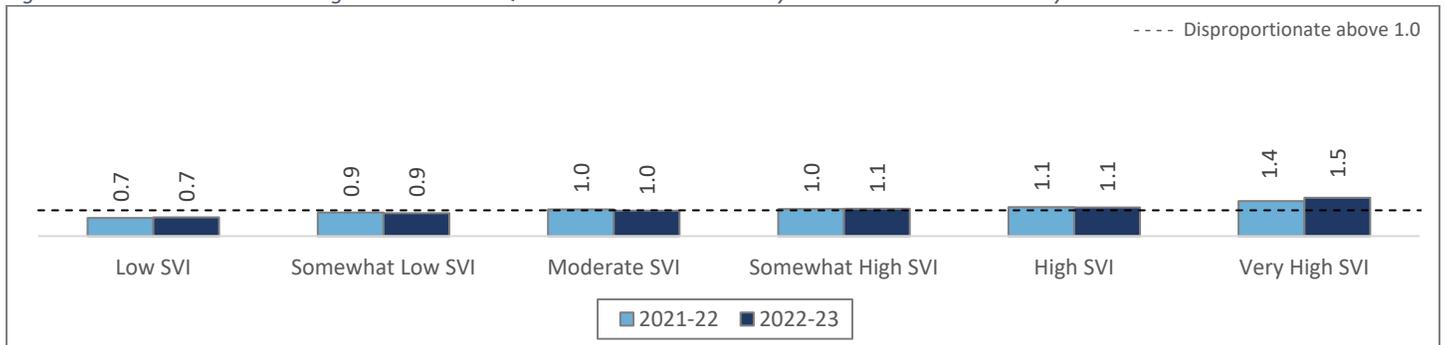


Figure 19 – Students Not Achieving Level 3 or 4 in EQAO Grade 3 Mathematics by Socioeconomic Vulnerability Cluster



Grade 6 Mathematics

Figure 20 – Students Not Achieving Level 3 or 4 in EQAO Grade 6 Mathematics by Indigenous and Racial Identities

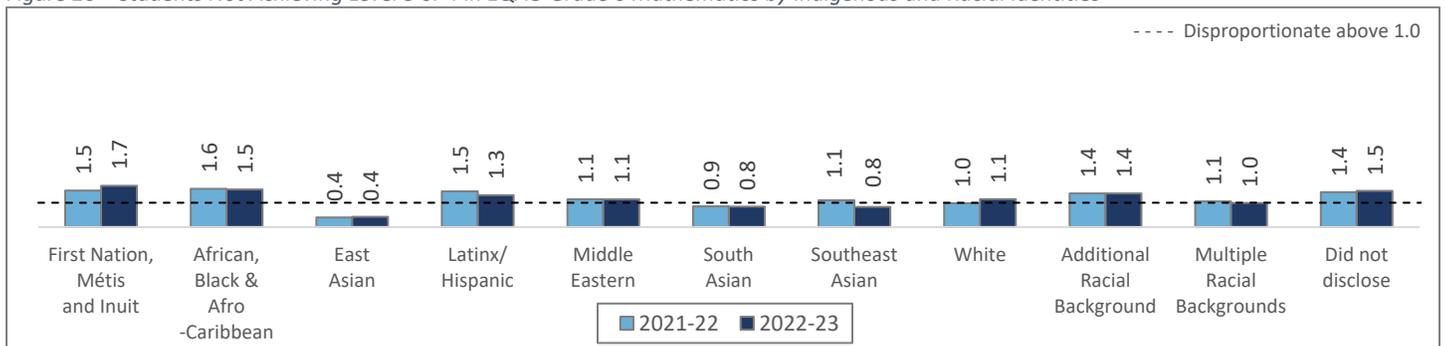


Figure 21 – Students Not Achieving Level 3 or 4 in EQAO Grade 6 Mathematics by Gender Identity

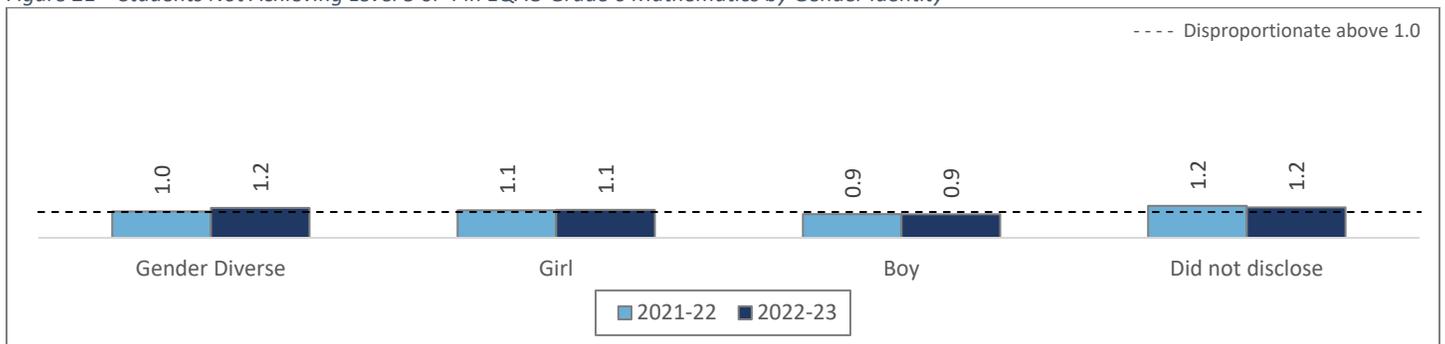
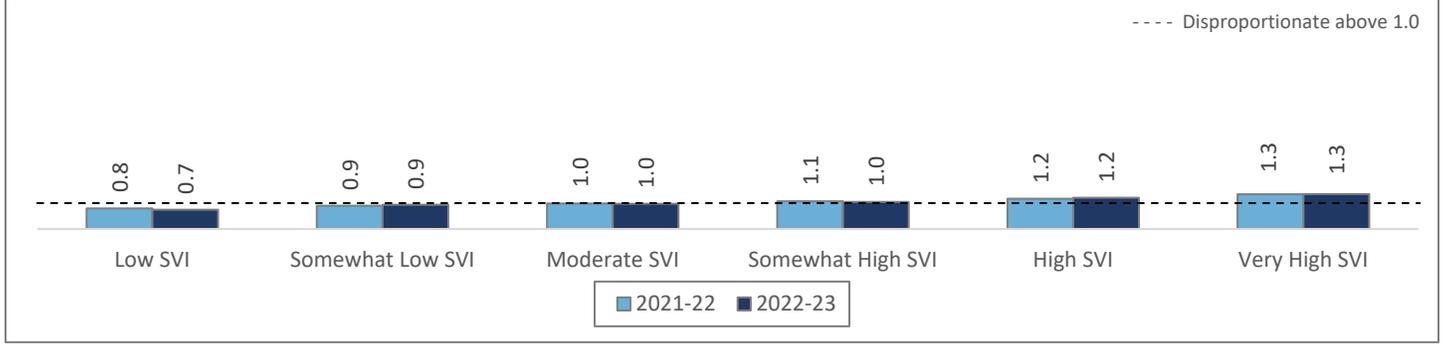


Figure 22 – Students Not Achieving Level 3 or 4 in EQAO Grade 6 Mathematics by Socioeconomic Vulnerability Cluster



Grade 9 Mathematics¹

Figure 23 – Students Not Achieving Level 3 or 4 in EQAO Grade 9 Mathematics by Indigenous and Racial Identities

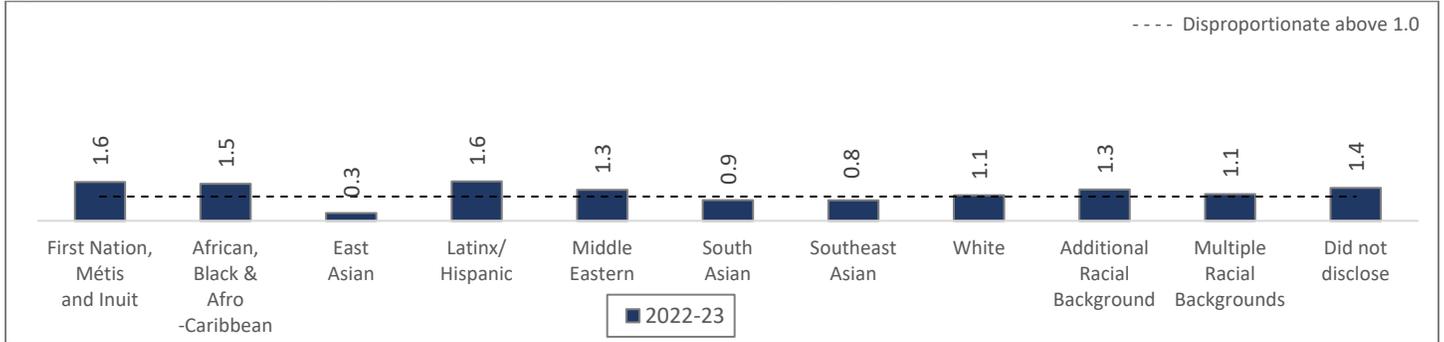


Figure 24 – Students Not Achieving Level 3 or 4 in EQAO Grade 9 Mathematics by Gender Identity

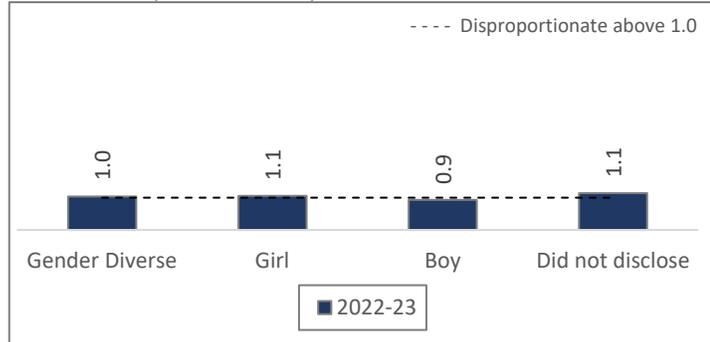


Figure 25 – Students Not Achieving Level 3 or 4 in EQAO Grade 9 Mathematics by Sexual Orientation

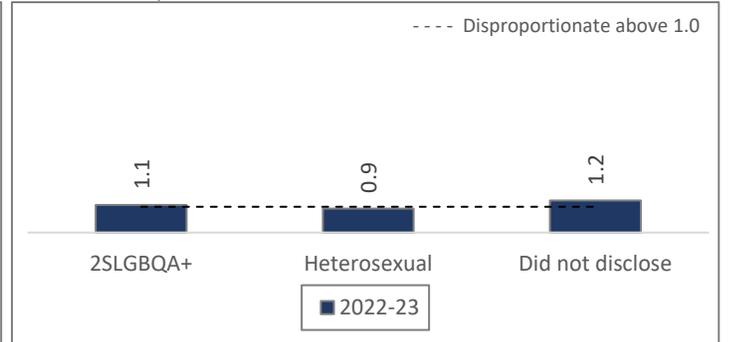
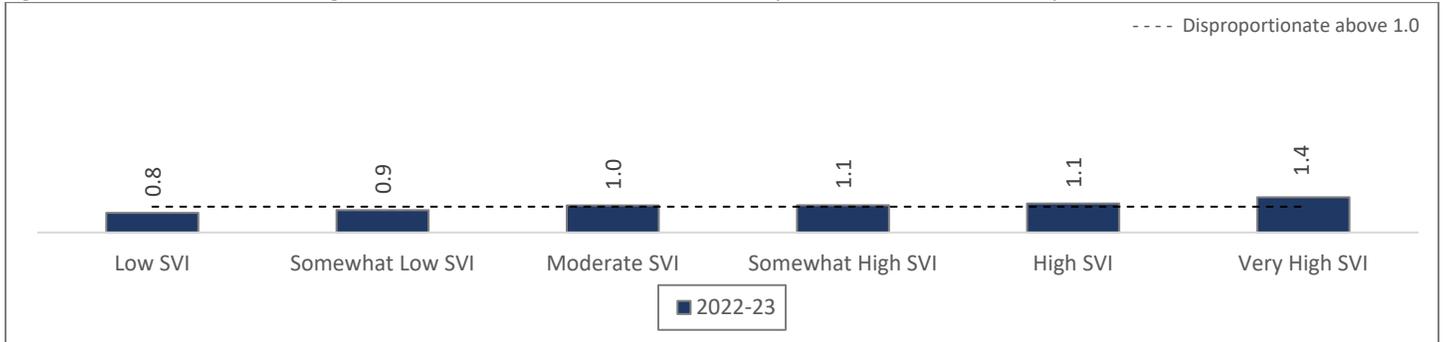


Figure 26 – Students Not Achieving Level 3 or 4 in EQAO Grade 9 Mathematics by Socioeconomic Vulnerability Cluster



¹ PDSB students did not participate in the 2021-22 Grade 9 EQAO Assessment of Mathematics

3.2 Grades 9 and 10 Literacy and Numeracy

3.2.1 Summary of Outcomes

Needs:

- ❖ **Disproportionate Outcomes by Racial Background.** African, Black, and Afro-Caribbean, Indigenous, Latinx/Hispanic, students with multiple racial backgrounds and students that did not disclose their racial identity are the most likely to be assessed below Levels 3 or 4 in Grade 9 and 10 Academic English and Math. For students that identify as Indigenous, students assessed below Level 3 and 4 has increased for Grade 9 and 10 Academic English for the 2022-23 school year. These findings indicate that while de-streaming Grade 9 Mathematics and English courses may remove some barriers, likely there are prior gaps in access to learning that continue to disadvantage some students (see Figure 27-28 and Figure 39-40).
- ❖ **Students who identify with a gender diverse identity may be struggling in Mathematics.** The population sizes of these groups are relatively small when looking at grade-level outcomes so individual positive or negative outcomes may have impacted the trends displayed in these graphs. The over-representation in not being successful is persistent across time (see Figure 41-42).
- ❖ **Students who identify only as boys may be struggling in English.** Boys in Grade 9 and 10 Academic English are less likely to be assessed at Levels 3 and 4 unlike students who identify as gender diverse and only as girls.
- ❖ **Girls improve in literacy, boys hold steady, and gender diverse students experience barriers.** From Grade 9 (Figure 29) to Grade 10 (Figure 30), girls are more frequently assessed at or above the Provincial Standard. The disproportionality index for boys, on the other hand, remains steady between Grade 9 and 10. Gender diverse students experience barriers that affect their performance in literacy between Grade 9 and 10, as the DI for this group increases in the move from one grade to the next.
- ❖ **2SLGBQA+ students.** Students who identify as 2SLGBQA+ were more likely to be assessed at the Provincial Standard in both Grade 9 Academic English and Math in the 2018 school year compared to the 2023 school year.
- ❖ **English learning needs are not met for students who experience socioeconomic vulnerabilities.** Students who experience very high socioeconomic vulnerabilities are less likely to be assessed at the Provincial Standard of Level 3 or 4 in Academic English. This disproportionate outcome has increased during the last three years (see Figure 33-34).
- ❖ **Students receiving Special Education Supports.** Students who have an IEP and may or may not have a formal identification are almost two times less likely to be assessed at or above the Provincial Standard. This gap is more notable for Academic English outcomes (see Figure 35-36, and Figure 47-48).
- ❖ **English Language Learners.** ELLs are one and half to two times more likely to not be assessed at or above Provincial Standard (Levels 3 or 4) in Academic English or Academic/De-streamed Mathematics (see Figure 37-38 and Figure 49-50).

Emerging Trends:

- ❖ **COVID-19 may have affected some students' academic achievements more than others:** Students who identify as Indigenous and African, Black, and Afro-Caribbean and Latinx/Hispanic are less likely to be assessed at Level 3 and 4 in grade 9 and 10 Academic English and Math especially Indigenous students in Grade 9 Academic English and Math in comparison to their pre-COVID-19 learning (2018-19), suggesting that the barriers they are experiencing have remained and worsened (see Figure 27-28).
- ❖ **2SLGBQA+ Students doing well in literacy and numeracy.** Trends suggest that students who identify as 2SLGBQA+ do as well as their heterosexual classmates (see Figure 31-32, and Figure 43-44).
- ❖ **Students with an IEP need support to be successful in de-streamed classes.** Trends suggest that students who have an IEP may need more support to achieve the Provincial Standard (Levels 3 or 4) in both grades 9 and 10 Academic/De-streamed English and Mathematics (see Figure 35-36 and Figure 47-48).

3.2.2 Literacy Outcomes

Figure 27 – Students Not Achieving Level 3 or 4 in Grade 9 Academic English by Indigenous and Racial Identities

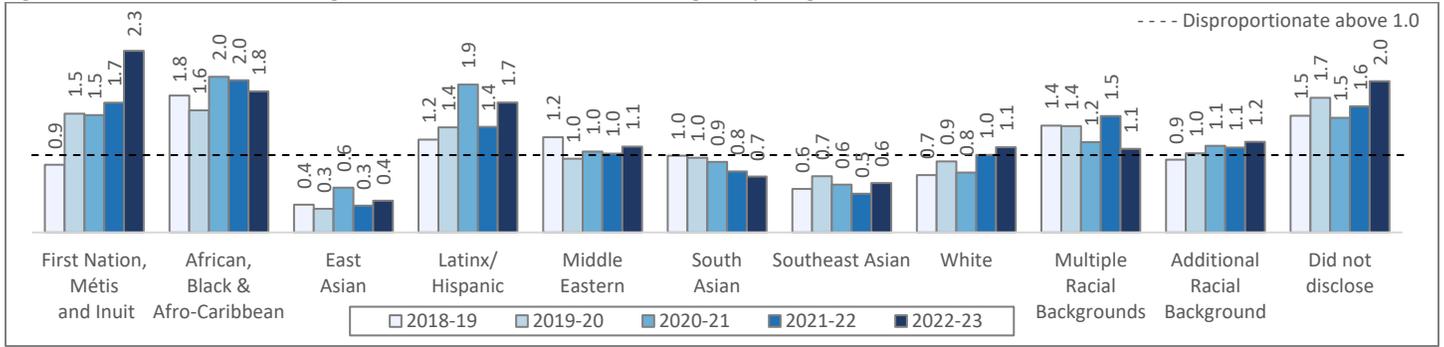


Figure 28 – Students Not Achieving Level 3 or 4 in Grade 10 Academic English by Indigenous and Racial Identities

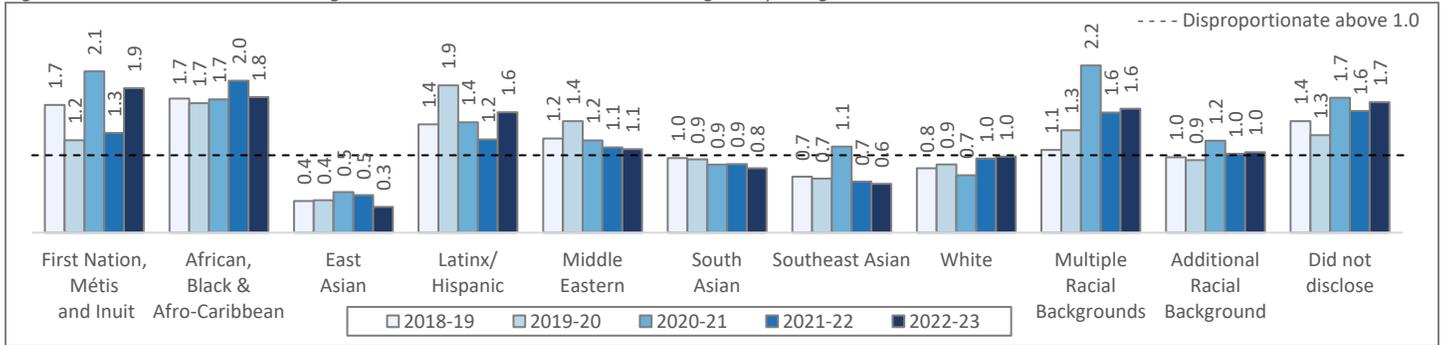


Figure 29 – Students Not Achieving Level 3 or 4 in Grade 9 Academic English by Gender Identity

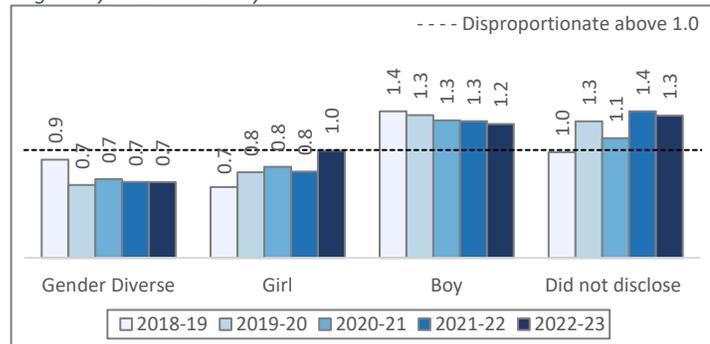


Figure 30 – Students Not Achieving Level 3 or 4 in Grade 10 Academic English by Gender Identity

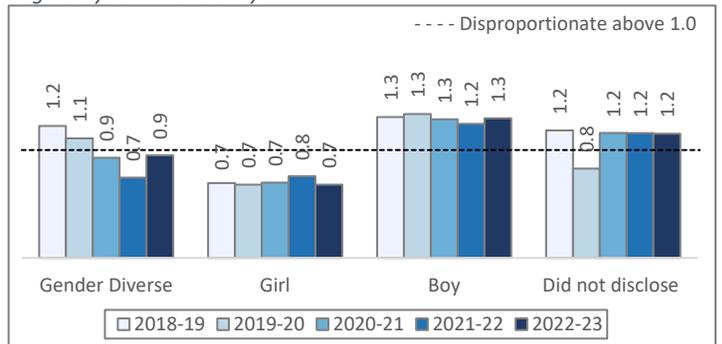


Figure 31 – Students Not Achieving Level 3 or 4 in Grade 9 Academic English by Sexual Orientation

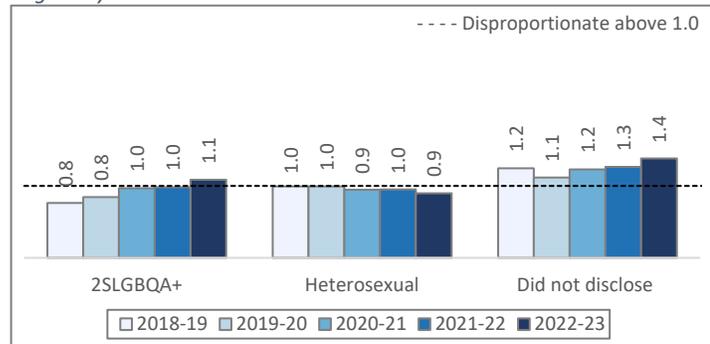


Figure 32 – Students Not Achieving Level 3 or 4 in Grade 10 Academic English by Sexual Orientation

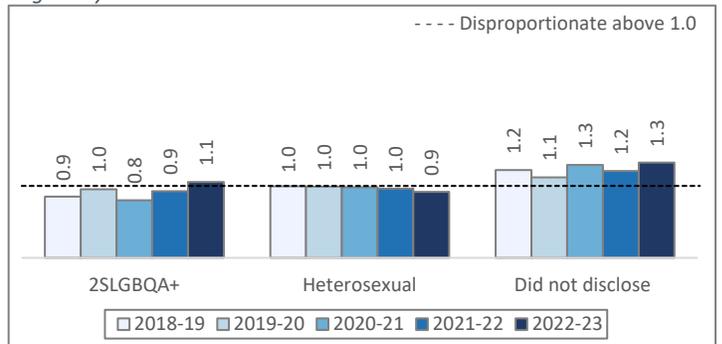


Figure 33 – Students Not Achieving Level 3 or 4 in Grade 9 Academic English by Socioeconomic Vulnerability Cluster

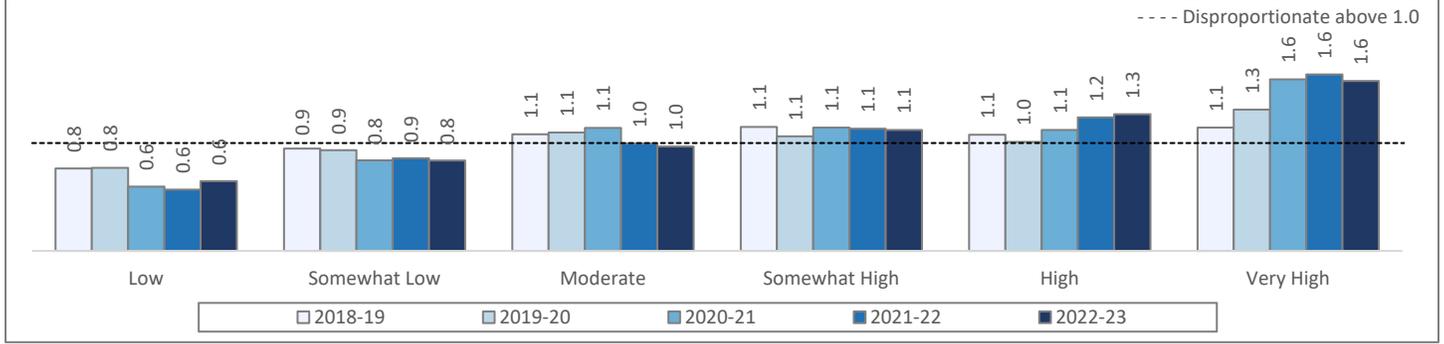


Figure 34 – Students Not Achieving Level 3 or 4 in Grade 10 Academic English by Socioeconomic Vulnerability Cluster

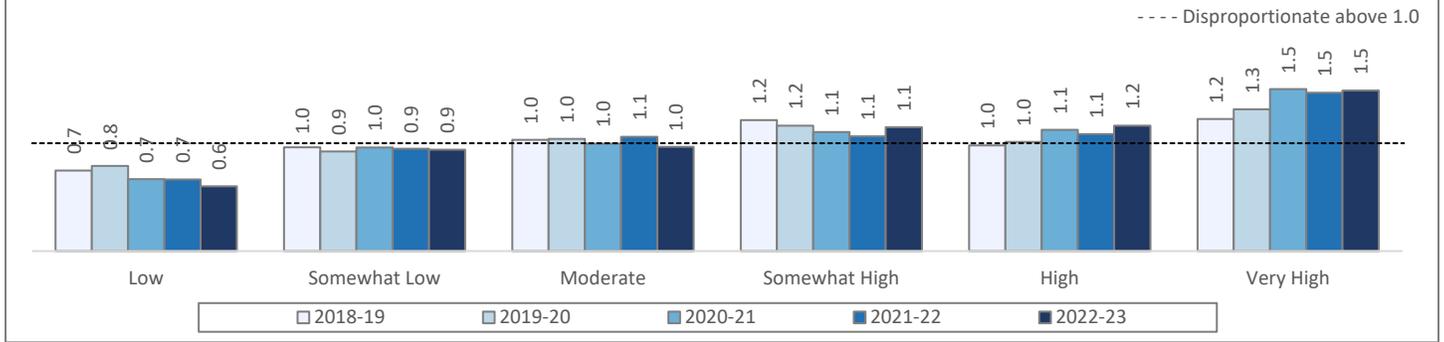


Figure 35 – Students Not Achieving Level 3 or 4 in Grade 9 Academic English by IEP Status

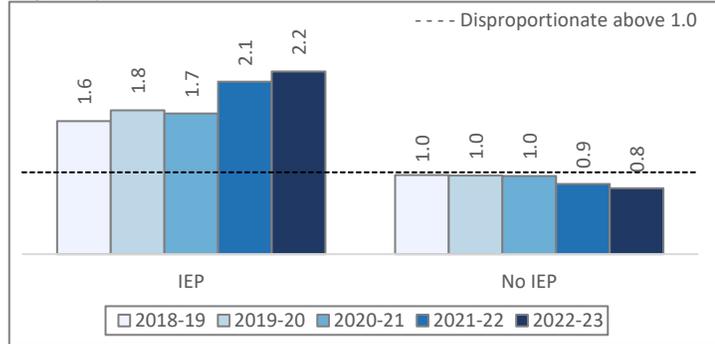


Figure 36 – Students Not Achieving Level 3 or 4 in Grade 10 Academic English by IEP Status

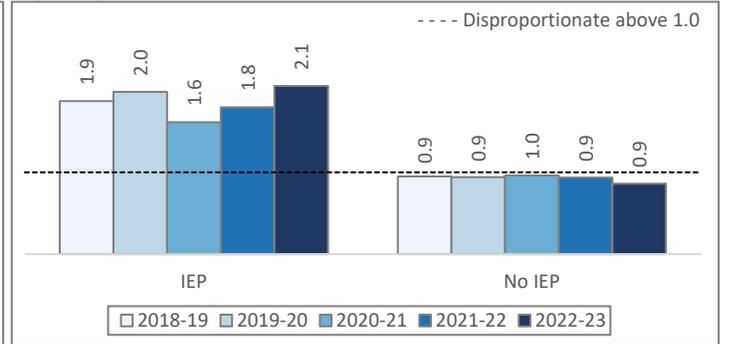


Figure 37 – Students Not Achieving Level 3 or 4 in Grade 9 Academic English by ELL Status

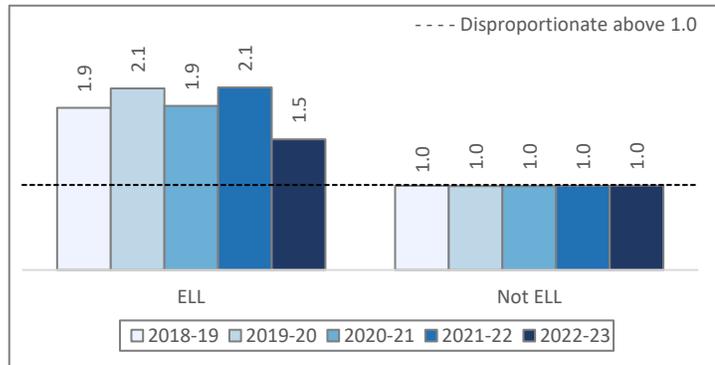
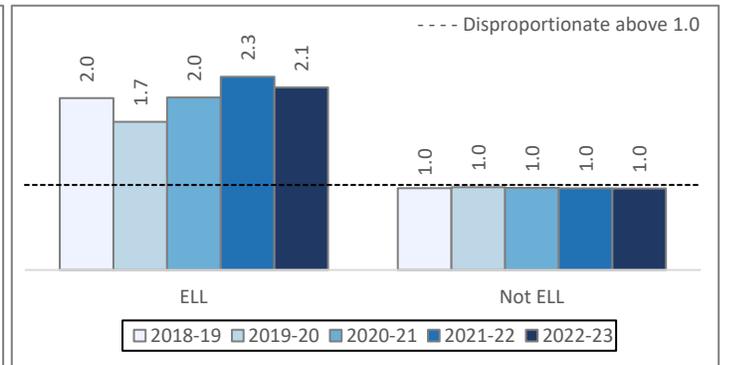


Figure 38 – Students Not Achieving Level 3 or 4 in Grade 10 Academic English by ELL Status



3.2.3 Numeracy Outcomes

Figure 39 – Students Not Achieving Level 3 or 4 in Grade 9 Academic Mathematics by Indigenous and Racial Identities

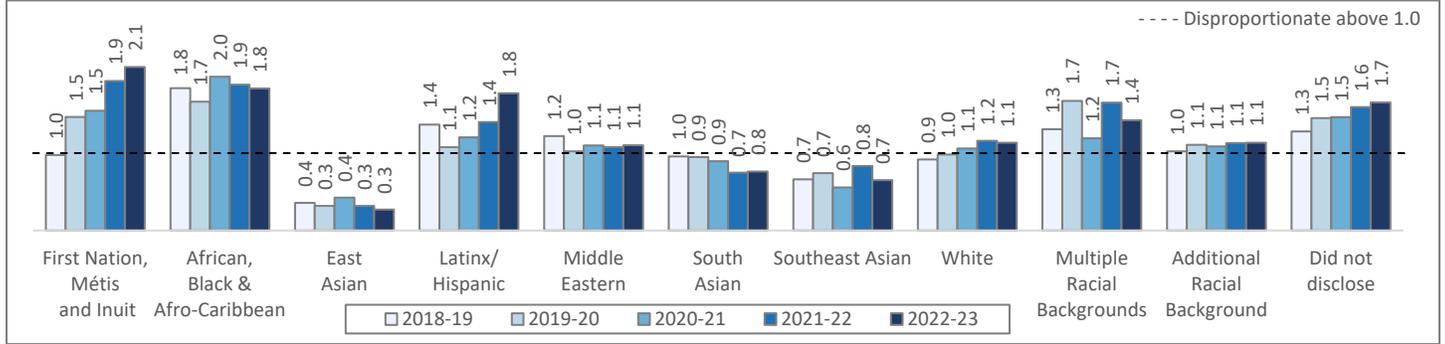


Figure 40 – Students Not Achieving Level 3 or 4 in Grade 10 Academic Mathematics by Indigenous and Racial Identities

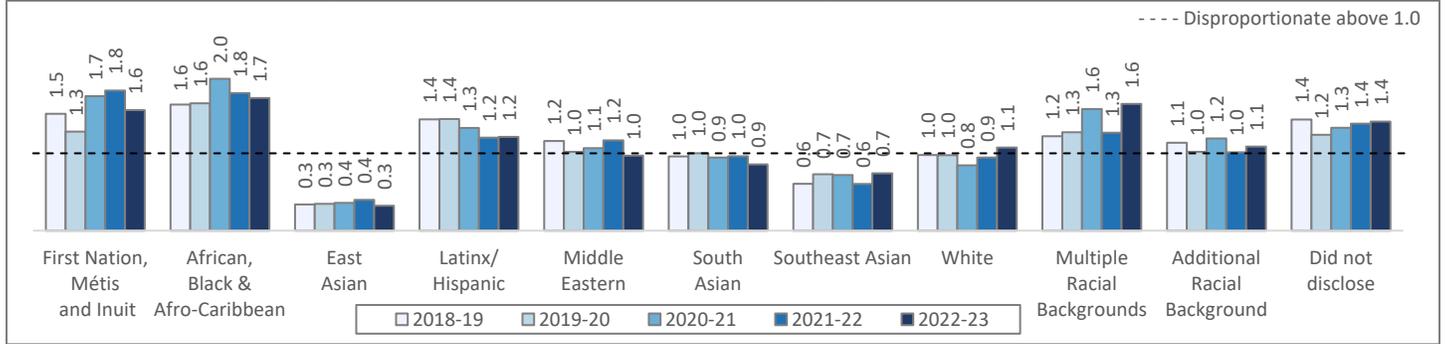


Figure 41 – Students Not Achieving Level 3 or 4 in Grade 9 Academic Mathematics by Gender Identity

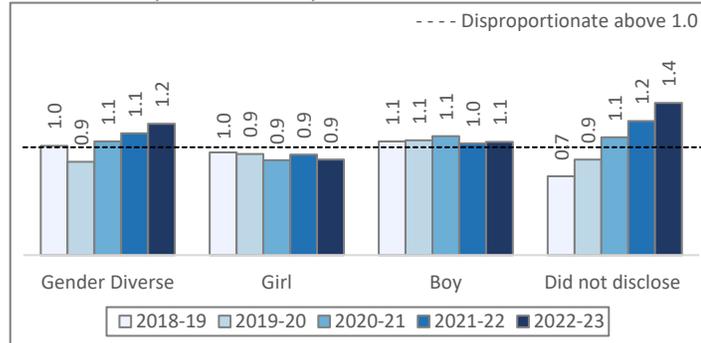


Figure 42 – Students Not Achieving Level 3 or 4 in Grade 10 Academic Mathematics by Gender Identity

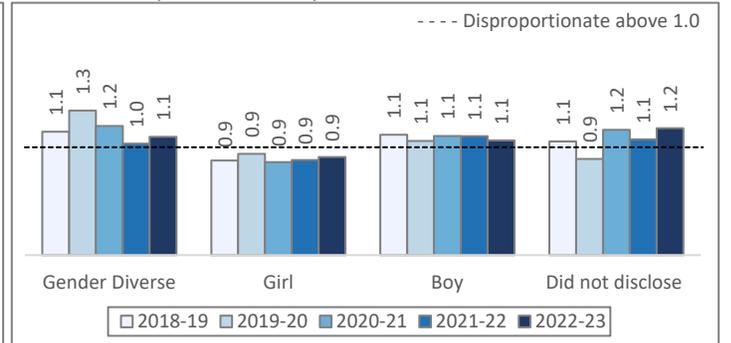


Figure 43 – Students Not Achieving Level 3 or 4 in Grade 9 Academic Mathematics by Sexual Orientation

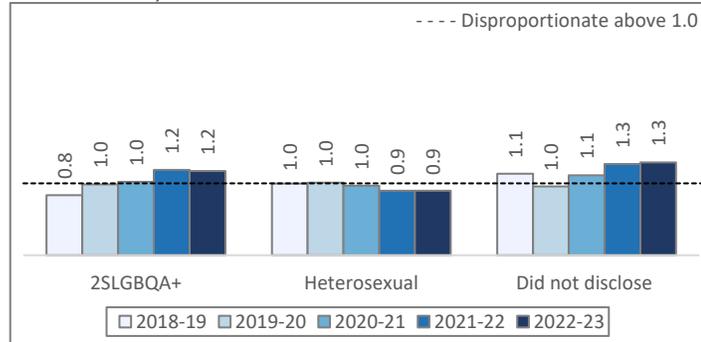


Figure 44 – Students Not Achieving Level 3 or 4 in Grade 10 Academic Mathematics by Sexual Orientation

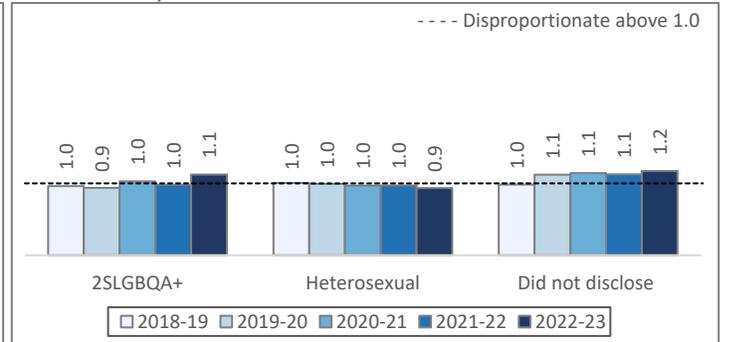


Figure 45 – Students Not Achieving Level 3 or 4 in Grade 9 Academic Mathematics by Socioeconomic Vulnerability Cluster

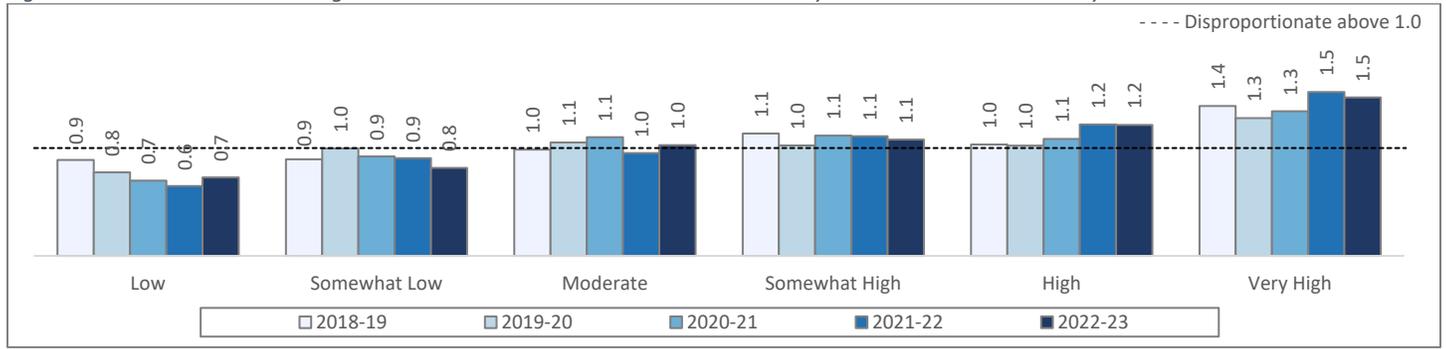


Figure 46 – Students Not Achieving Level 3 or 4 in Grade 10 Academic Mathematics by Socioeconomic Vulnerability Cluster

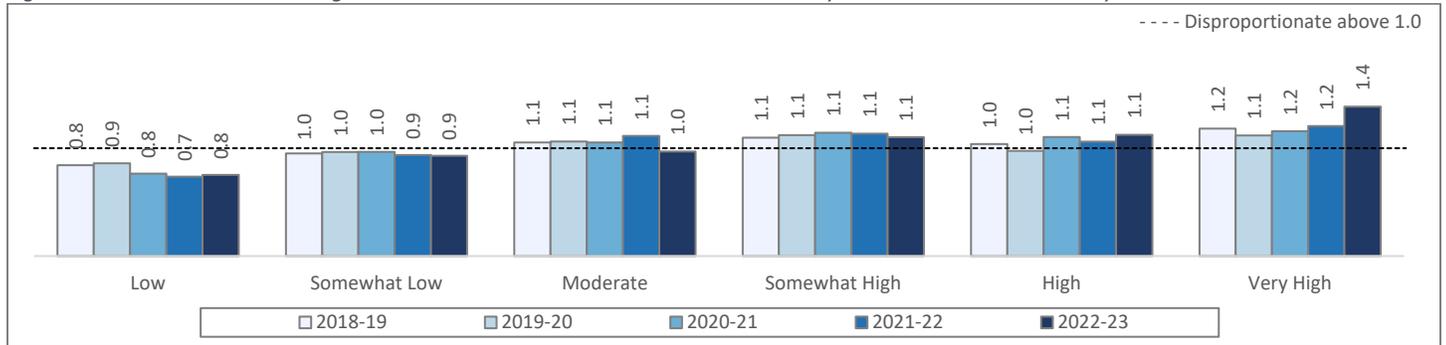


Figure 47 – Students Not Achieving Level 3 or 4 in Grade 9 Academic Mathematics by IEP Status

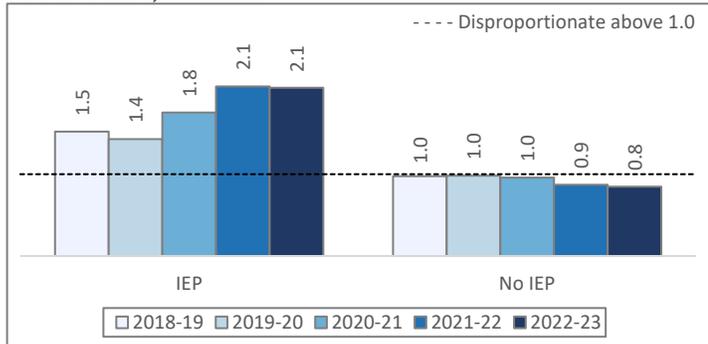


Figure 48 – Students Not Achieving Level 3 or 4 in Grade 10 Academic Mathematics by IEP Status

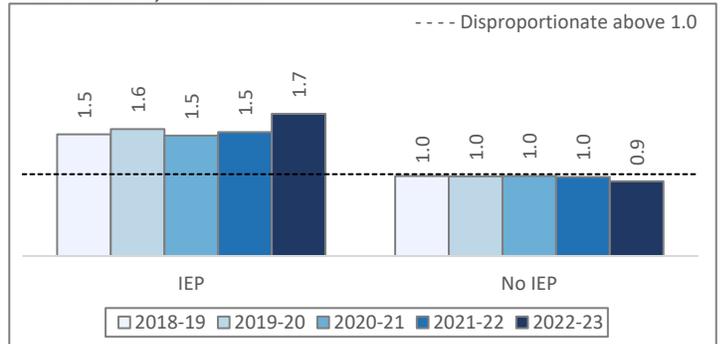


Figure 49 – Students Not Achieving Level 3 or 4 in Grade 9 Academic Mathematics by ELL Status

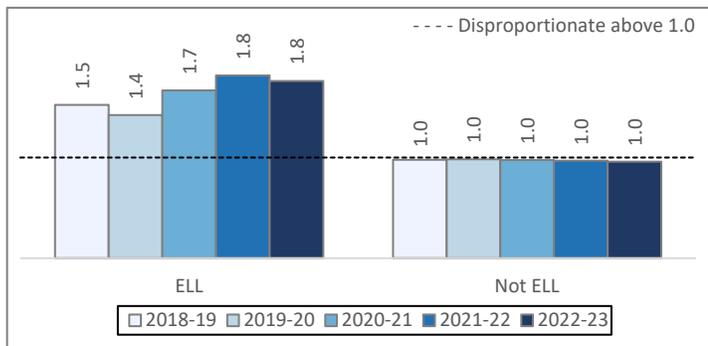
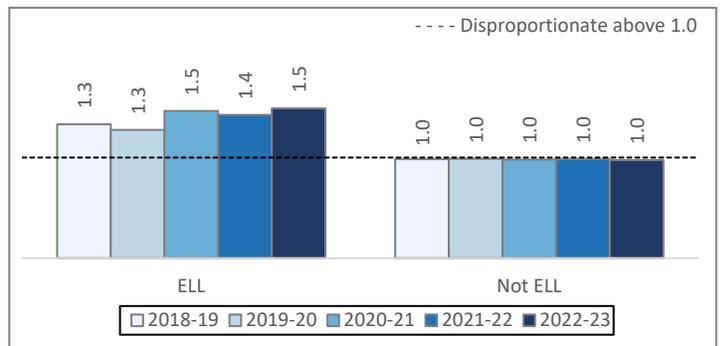


Figure 50 – Students Not Achieving Level 3 or 4 in Grade 10 Academic Mathematics by ELL Status



4.0 Preparation of Students for Future Success

4.1 Special Education Designations

Special education has drawn critique as being complicit in segregation across racial, class, and disability status (Parekh and Brown, 2019). Research indicates clear evidence of over representation of Indigenous, African, Black, and Afro-Caribbean and racialized students within special education classes, pointing to a stronger focus on individual characteristics than on educational potential and attainment (Artiles et al., 2002; De Valenzuela et al., 2006; James and Turner, 2017; Kramarczuk Voulgarides et al., 2017; Losen et al., 2014; Parekh et al., 2018; Parekh et al., 2021). Racialized students are overrepresented in every special education category including emotional/behavioural disorders, learning disabilities, intellectual disabilities, and speech and language disorders (Kramarczuk Voulgarides et al., 2017).

Additionally, students identified with an exceptionality that does not require a medical doctor diagnosis (behavioural, Language Impairment, Learning Disability, Mild Intellectual Disability) are more likely to be disciplined compared to other students (see Section 5.2.1). There is also worry that teachers' low expectations and stereotypes about certain racialized students, particularly African, Black, and Afro-Caribbean, results in the use of subjective methods to determine these students learning disabilities "without the use of formal processes or parental input" (James, 2017, p.45).

Black students are more likely to be referred for special education placement based on perceived "behavioural issues" which leads to a form of streaming. "The labelling of Black students' behaviours" and removal from regular classrooms begins as early as kindergarten (James and Turner, 2017). In consultations with Black students and communities, James and Turner (2017) identified the significant impact that low expectations and stereotypes towards Black students have on academic recommendations and support toward educational pursuits. Black students are positioned as not capable of academic excellence, with one participant in James and Turner's (2017) consultation noting that "racism is a barrier that blocks the ability of Black students to focus on academics" (p. 47). The intersection between Race, Special Education Placement, and Student Discipline Research also highlights the intersection between race, special education placement, and student discipline. Black students have been found to be overrepresented in special education categories that predict increased suspensions while underrepresented in those that predict lower suspension rates (i.e., autism) (Losen et al., 2014).

The legacy of colonialism shapes representation and experiences of Indigenous students within special education programming. In many countries, including Canada, New Zealand, and the U.S., Indigenous students have the highest probability of being placed in a special education setting and are overrepresented in these placements (Cooc and Kiru, 2018; Indigenous Bilingual Education, 2012; Gabel et al., 2009).

The work of Yee and Butler (2020) identifies colonial impacts within special education that drive the overrepresentation of Indigenous students. One of these impacts is the "assessment and identification of students with special education needs" (p.1079). Indigenous students are "over-diagnosed in various areas due to a mismatch between diagnostic tools and Indigenous experiences and understandings of the world" (p. 1080). Cree researcher Curtis Mallett (2008) argues that Indigenous "students receiving special education programming are among the most vulnerable learners, but that special education programs are less likely to involve culturally sensitive pedagogy, being more heavily influenced by practices in Western psychology and colonial conventions" (p. 1076).

Research also indicates higher rates of victimization and a negative school environment for Two Spirit and LGBTQIA+ students, and these experiences lead to lower academic outcomes, decreased post-secondary pursuits, increased rates of verbal and physical harassment, and feelings of isolation (Anderman, 2002; Kosciw et al., 2015; Pohl et al., 2017; Roeser et al., 1996). For students identifying as Two Spirit and LGBTQIA+ with special education needs, they must navigate challenges arising from holding intersectional identities of sexual orientation and having a special education need. Despite these challenges, special education teachers report little professional experience in supporting these students and delivering needed supports (Arrieta and Palladino, 2014; Gothberg et al., 2019). Gothberg et al. (2019) report that teacher and principal training should bring focus on educators' "(a)knowledge of self, beliefs, and bias, with

an awareness of how they shape their students' experiences and (b) knowledge about the 2SLGBTQIA+ [youth with disabilities]" (p. 17).

In PDSB's report (2021), male and gender diverse students were also found to be overrepresented among students with special education needs who have an IEP but have not been identified as exceptional by an IPRC. This data mirrors trends found in research focused on gender disproportionalities in special education (Severance and Howell, 2017). Gender bias held by teachers leads to differential expectations for students based on gender (Rousso and Whmeyer, 2001). For instance, Coomer and Stinson (2021) note that "The prevailing construction of autism as a white, male condition circulates in diagnostic processes and service provision for autistic individuals who do not fit into the normalized white, male brain profile". Also, Severance and Howell (2017) note that a focus on behavioural over academic concerns leads to disproportionate referrals of males to special education services.

4.1.1 Summary of Outcomes

Needs:

- ❖ **Students who identify as Indigenous, African, Black, and Afro-Caribbean and white are the most likely to be identified with an exceptionality.** African, Black, and Afro-Caribbean students are more than two times more likely to be identified with a behavioural exceptionality, language impairment or mild intellectual disability and almost two times more likely to be identified with a learning disability. Indigenous students are three or more times more likely to be identified with the following exceptionalities – autism, language impairment, learning disability, and mild intellectual disability exceptionality. White students are overrepresented in students identified with autism, behavioral and learning disabilities (see Figure 51-56).
- ❖ **Overrepresentation of 2SLGBQA+ and gender diverse students.** Students who identify as Two Spirit and LGBTQIA+ are overrepresented in students identified with – autism (See Figure 59 and 67), a finding that is not surprising given that empirical research has consistently demonstrated that autistic individuals are "...more likely to identify as Lesbian, Gay, Bisexual, Trans, Queer, Asexual, and other identities" (Weir, Allison, Baron-Cohen 2021; also see George and Stokes 2018, Pecora et al 20).
- ❖ **Students identifying as gender diverse are overrepresented in almost all exceptionalities, but overrepresentation in behavioural exceptionality has especially increased in recent years.** Students who identify as a diverse gender are approximately two and a half times more likely to be identified with learning disability exceptionalities (Figure 63). In the 2018-20 school years, these students were approximately 3.5 times more likely to be identified with a behavioural exceptionality, this decreased in subsequent years but in the 2022-23 school year, the likelihood of being identified with a behavioural exceptionality tripled (Figure 60). This increase may be a result of the relatively smaller group sizes for both diverse gender identities and those with a behavioural exceptionality which would inflate the data.
- ❖ **Students identifying as 2SLGBQA+ overrepresented.** Students who identify as 2SLGBQA+ are overrepresented with behavioural (Figure 68), and mild intellectual disability (Figure 72).
- ❖ **Students experiencing higher socioeconomic vulnerabilities are more likely to be identified with an exceptionality.** Students who experience high socioeconomic vulnerabilities are more likely to be identified with behavioural, language impairments and mild intellectual disabilities unlike students experiencing less socioeconomic vulnerabilities (see Figure 76, 78, 80).
- ❖ **Students who identified as white are more likely to be identified as gifted,** suggesting that there may be assumptions about students' race which influence how school staff perceive their learning. This trend supports broader ones that show that teachers tend to favour white students over racialized students in academic progression and hold stereotypes about racialized groups that limit their academic progress (James & Turner, 2015) (see Figure 53).
- ❖ **East Asian students and students who experience lower socioeconomic vulnerabilities are overrepresented in students identified with a gifted exceptionality.** East Asian students are approximately six times more likely to be identified as gifted (Figure 53). This suggests there may be assumptions about students' race which influence

how school staff perceive their learning (Conchas and Perez, 2003, James, 2004; Walton and Truong, 2021) and teachers may be holding stereotypes about racialized groups that may benefit some and limit others' academic progress. Students who experience very low socioeconomic vulnerabilities are also almost two and a half times more likely to be identified as gifted suggesting that gifted assessments privilege those with access to more resources (Figure 77) (Parekh, et al., 2018).

- ❖ **Gender diverse and 2SLGBQA+ students are also overrepresented in students identified with a gifted exceptionality; they are almost one and a half to three and a half times more likely to be identified as gifted** (see Figure 61 and Figure 69).
- ❖ **Overrepresentation for students who have an IEP without formal identification or receive services without an IEP.** Indigenous, African, Black, and Afro-Caribbean, Latinx/Hispanic, white, gender diverse, 2SLGBQA+ and students experiencing very high socioeconomic vulnerabilities are overrepresented in these services.

Emerging Trends:

- ❖ **Potential increase in identifications for Indigenous Students.** Identification in autism, behavioural, language impairment, learning disability and mild intellection disability are all on the rise perhaps affirming Yee and Butler's (2020) findings of overdiagnosis (See Figure 51-56).
- ❖ **Potential decrease in African, Black, and Afro-Caribbean students identified with behavioural exceptionality** (see Figure 52) and those **who have an IEP with no formal identification (Figure 57).**

4.1.1 Indigenous and Racial Identities

Figure 51 – Students Identified with the Exceptionality Autism by Indigenous and Racial Background

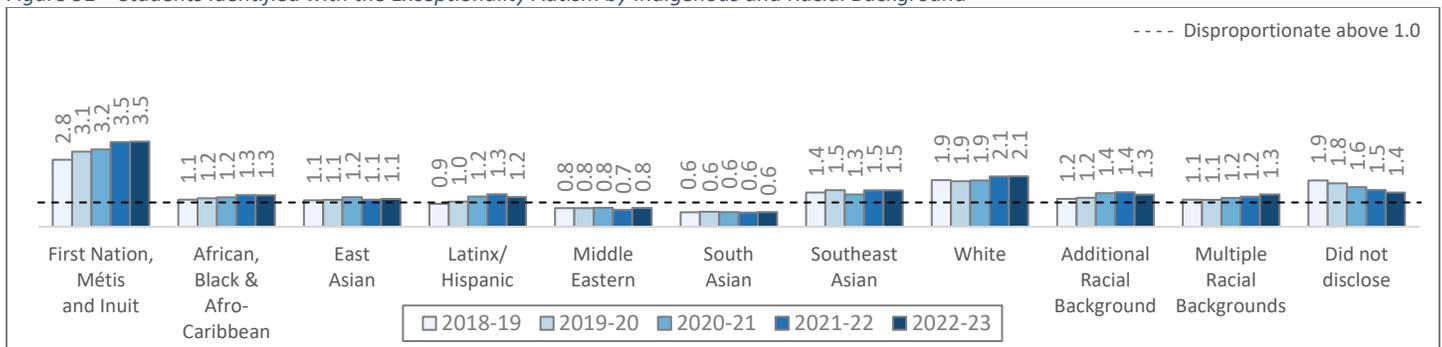


Figure 52 – Students Identified with the Exceptionality Behavioural by Indigenous and Racial Background

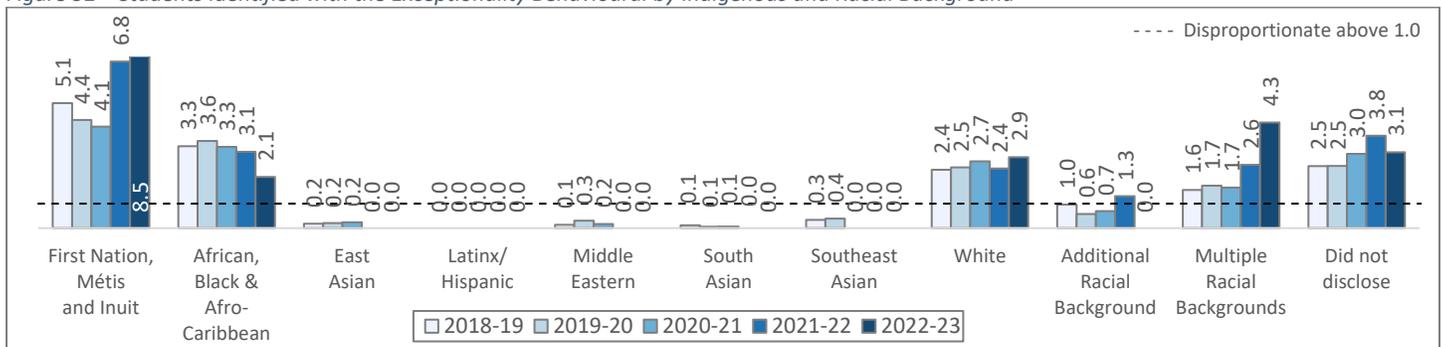


Figure 53 – Students Identified with the Exceptionality Gifted by Indigenous and Racial Background

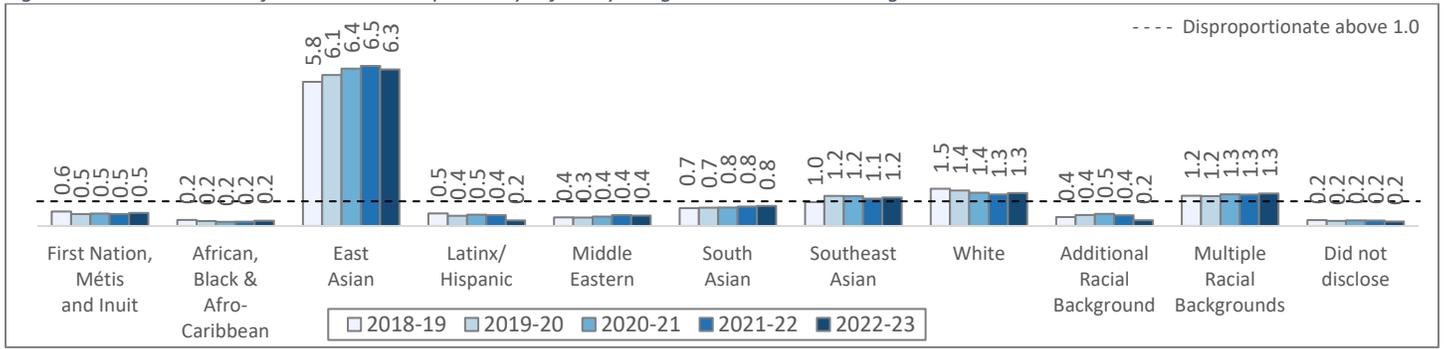


Figure 54 – Students Identified with the Exceptionality Language Impairment by Indigenous and Racial Background

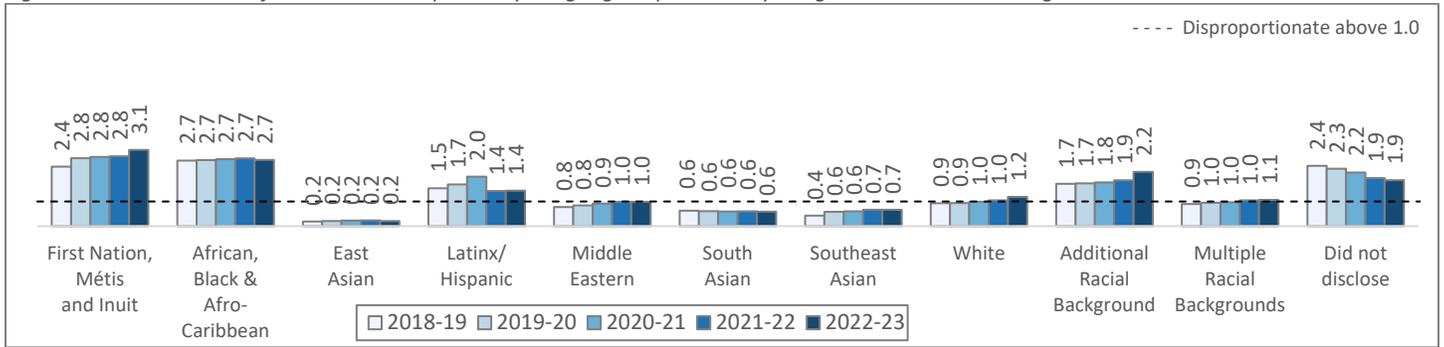


Figure 55 – Students Identified with the Exceptionality Learning Disability by Indigenous and Racial Background

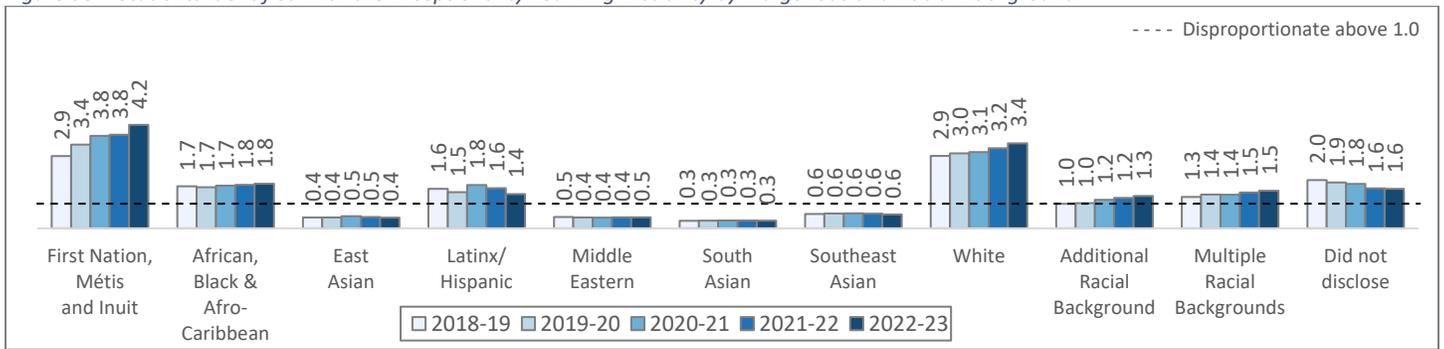


Figure 56 – Students Identified with the Exceptionality Mild Intellectual Disability by Indigenous and Racial Background

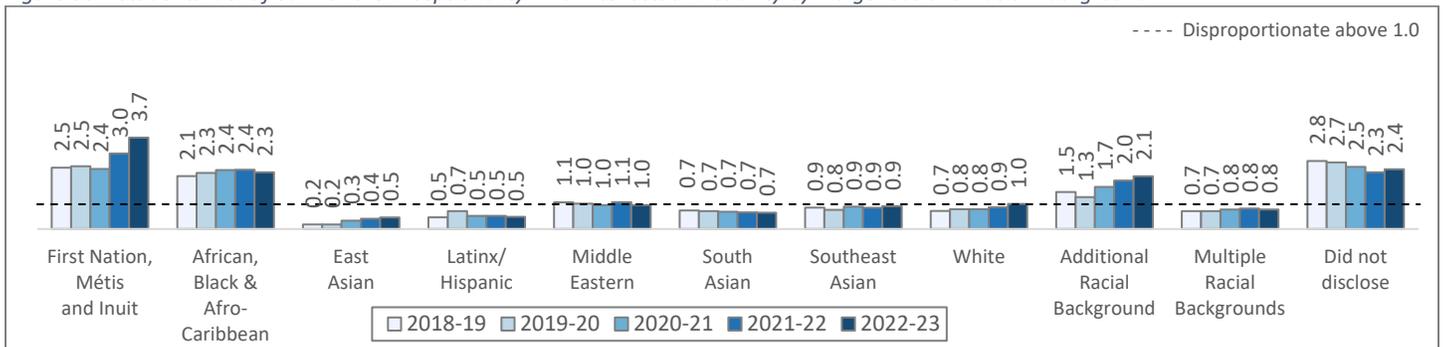


Figure 57 – Students with an IEP but not a formal Identification by Indigenous and Racial Background

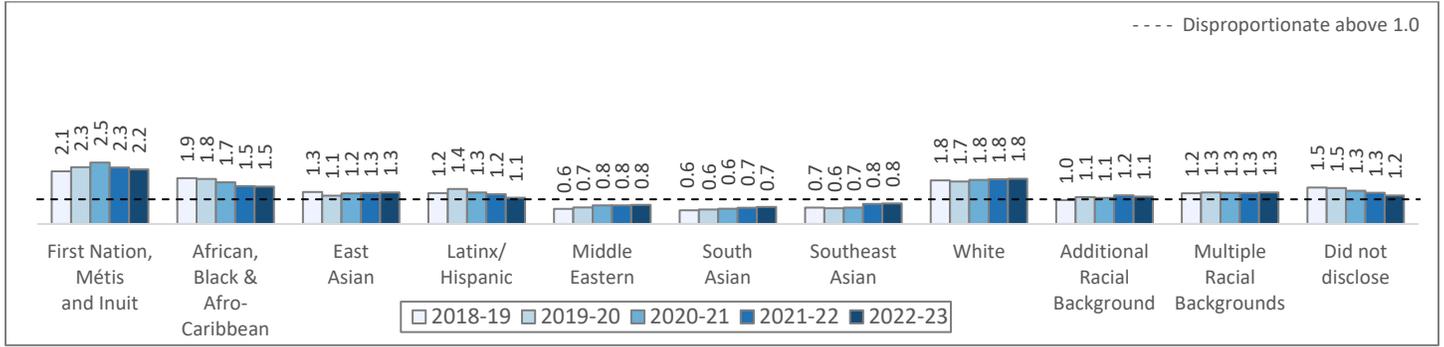
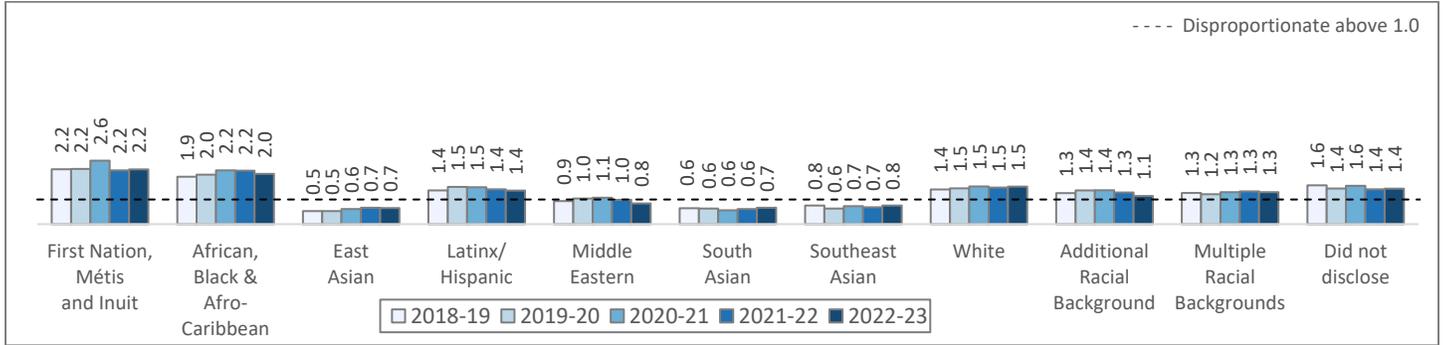


Figure 58 – Students Receiving Special Education Services without an IEP by Indigenous and Racial Background



4.1.2 Gender Identity

Figure 59 – Students Identified with the Exceptionality Autism by Gender Identity

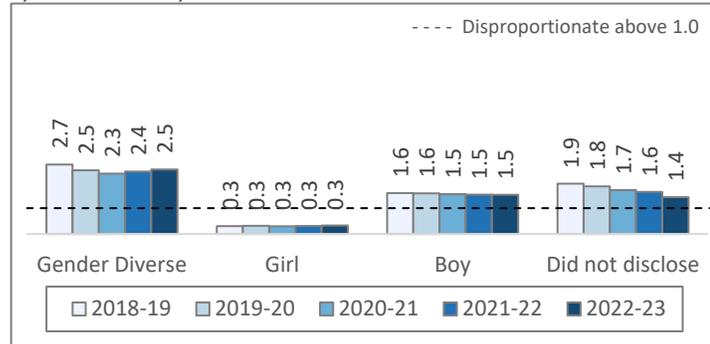


Figure 60 – Students Identified with the Exceptionality Behavioural by Gender Identity

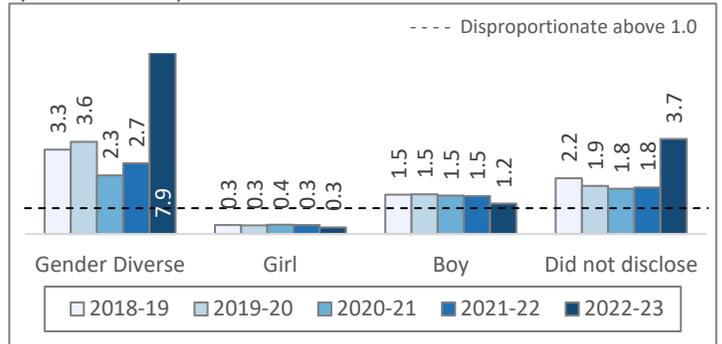


Figure 61 – Students Identified with the Exceptionality Gifted by Gender Identity

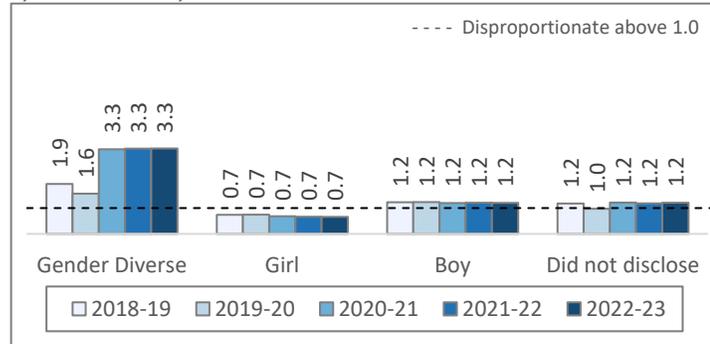


Figure 62 – Students Identified with the Exceptionality Language Impairment by Gender Identity

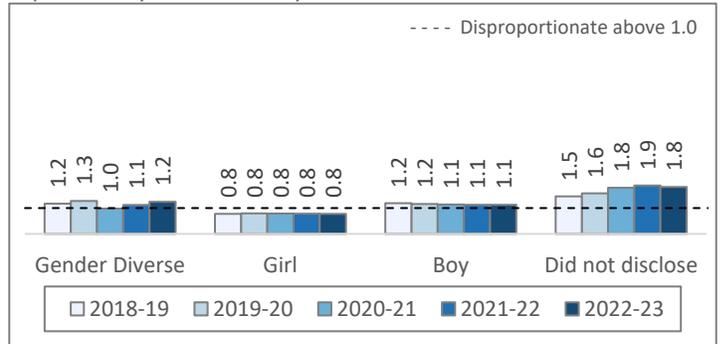


Figure 63 – Students Identified with the Exceptionality Learning Disability by Gender Identity

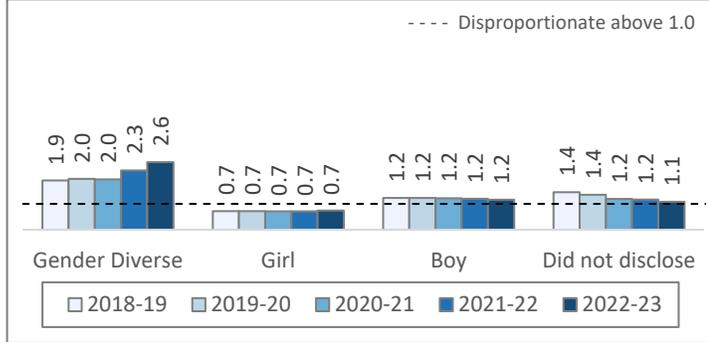


Figure 64 – Students Identified with the Exceptionality Mild Intellectual Disability by Gender Identity

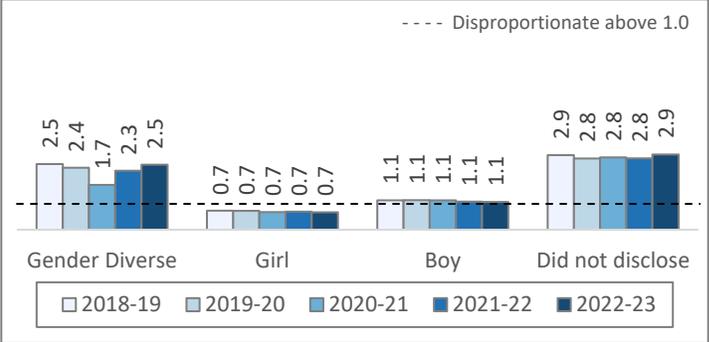


Figure 65 – Students with an IEP but not a formal Identification by Gender Identity

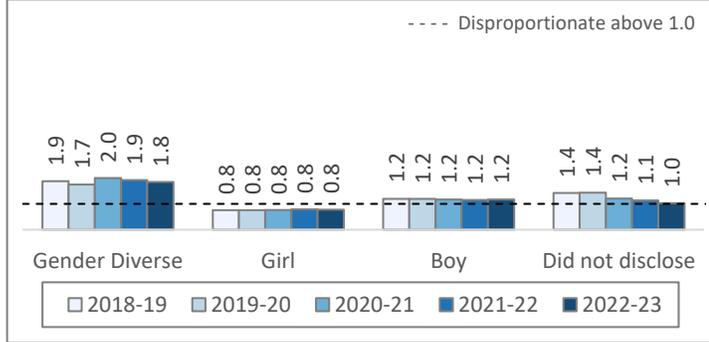
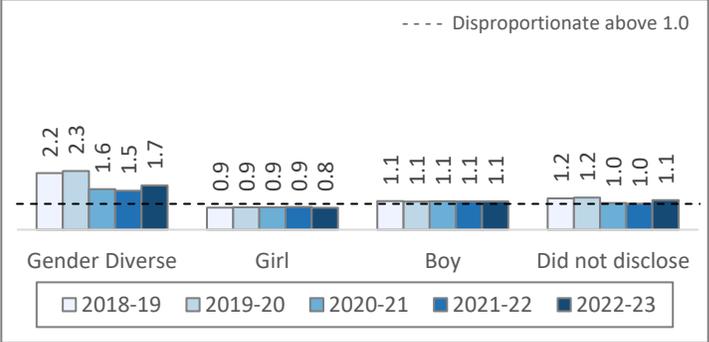


Figure 66 – Students Receiving Special Education Services without an IEP by Gender Identity



4.1.3 Sexual Orientation

Figure 67 – Students Identified with the Exceptionality Autism by Sexual Orientation

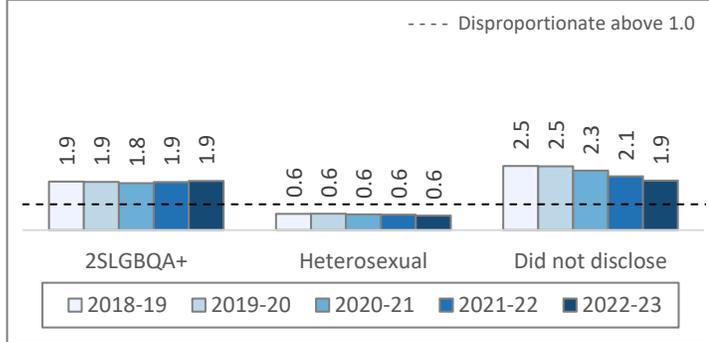


Figure 68 – Students Identified with the Exceptionality Behavioural by Sexual Orientation

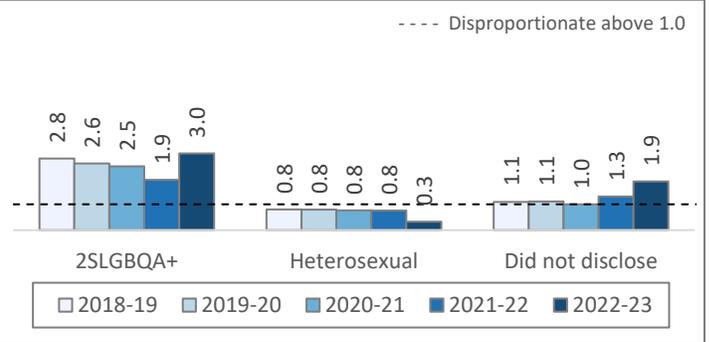


Figure 69 – Students Identified with the Exceptionality Gifted by Sexual Orientation

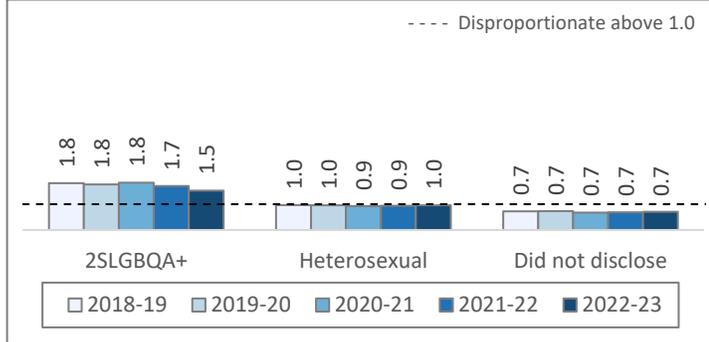


Figure 70 – Students Identified with the Exceptionality Language Impairment by Sexual Orientation

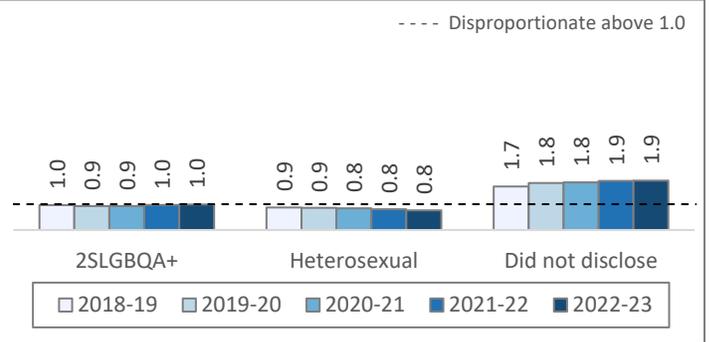


Figure 71 – Students Identified with the Exceptionality Learning Disability by Sexual Orientation

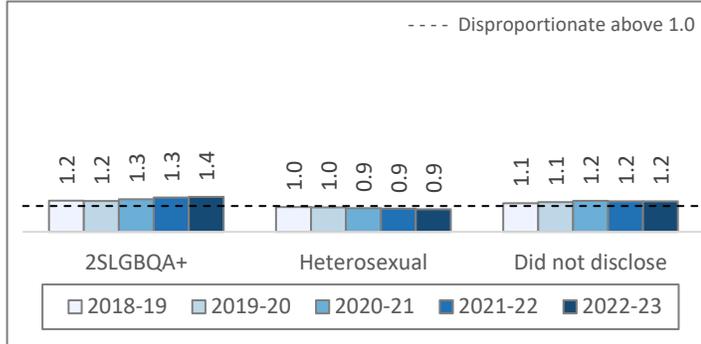


Figure 72 – Students Identified with the Exceptionality Mild Intellectual Disability by Sexual Orientation

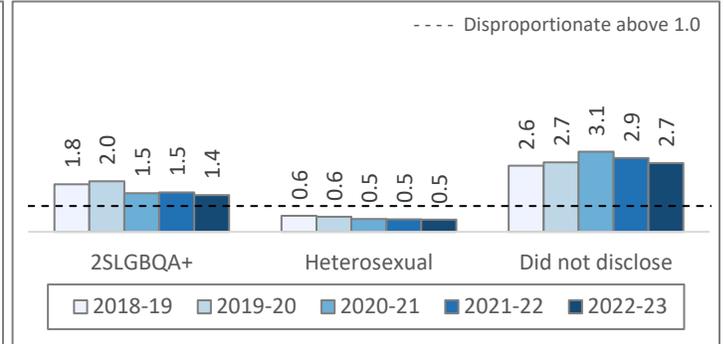


Figure 73 – Students with an IEP but not a formal Identification by Sexual Orientation

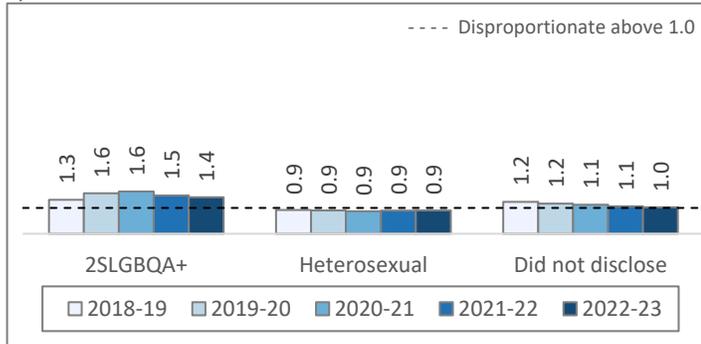
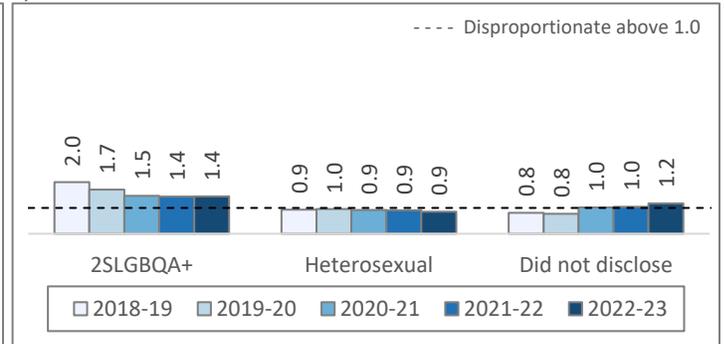


Figure 74 – Students Receiving Special Education Services without an IEP by Sexual Orientation



4.1.4 Socioeconomic Vulnerability Clusters

Figure 75 – Students Identified with the Exceptionality Autism by Socioeconomic Vulnerability Cluster

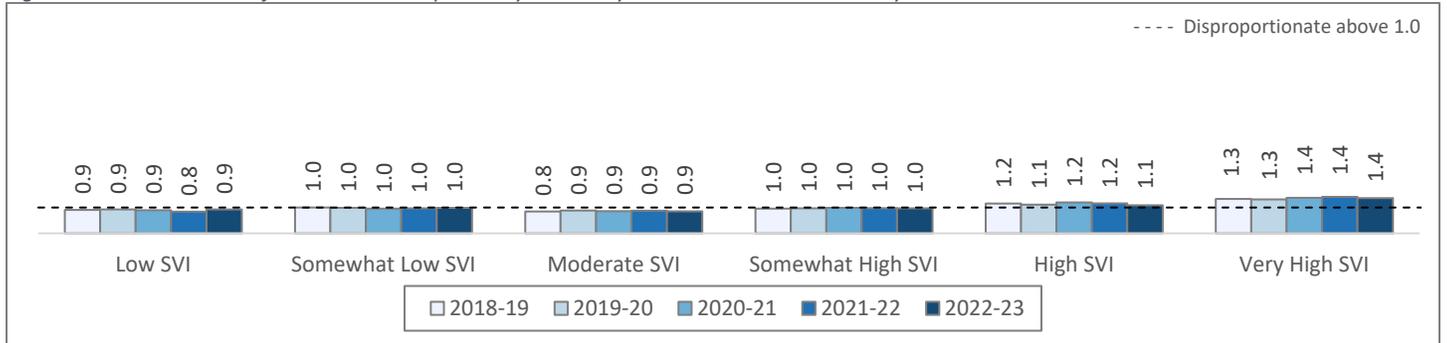


Figure 76 – Students Identified with the Exceptionality Behavioural by Socioeconomic Vulnerability Cluster

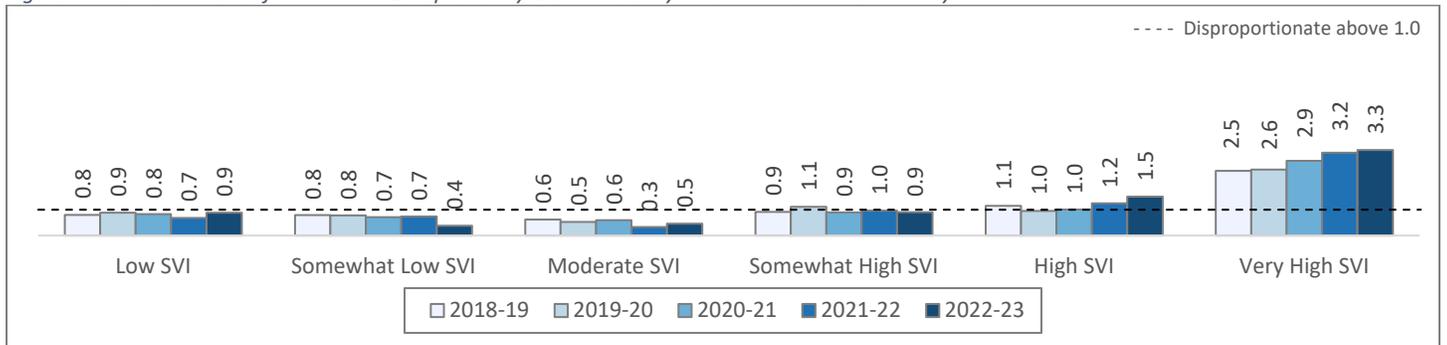


Figure 77 – Students Identified with the Exceptionality Gifted by Socioeconomic Vulnerability Cluster

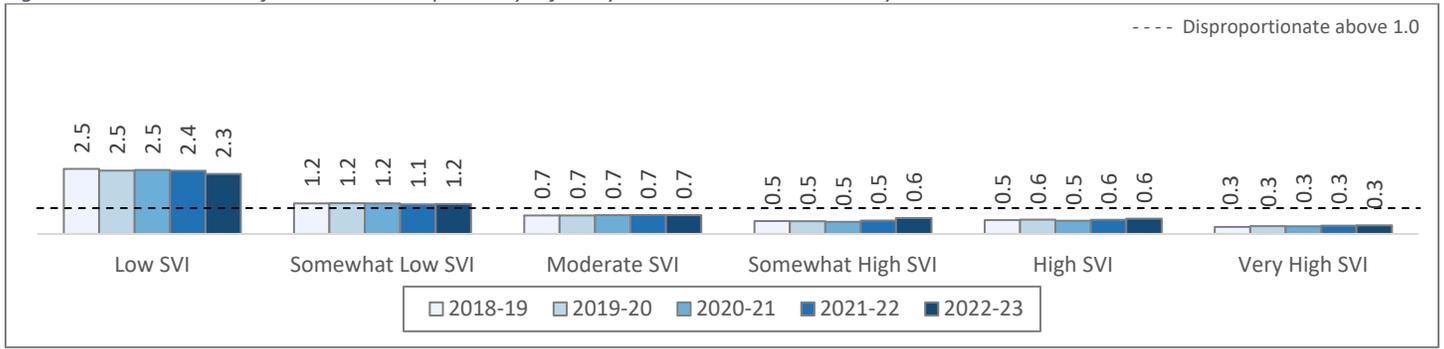


Figure 78 – Students Identified with the Exceptionality Language Impairment by Socioeconomic Vulnerability Cluster

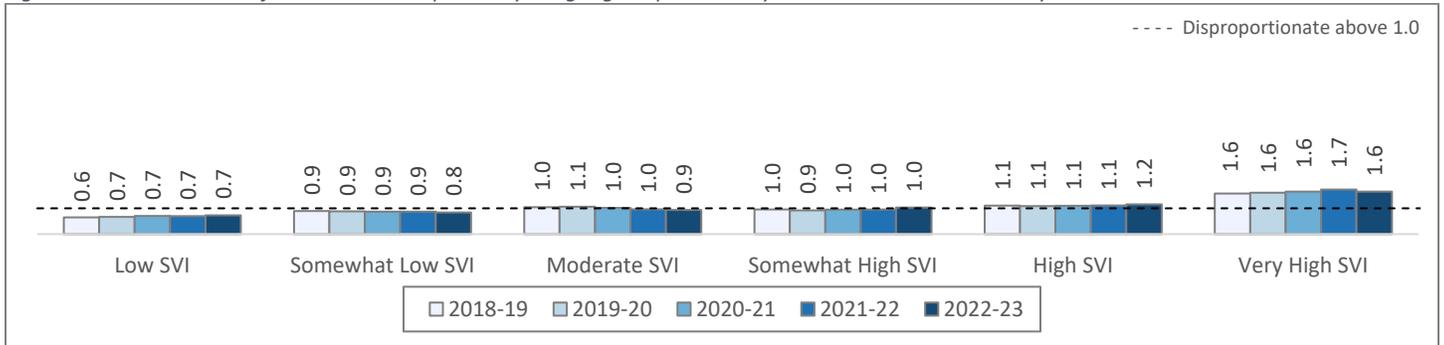


Figure 79 – Students Identified with the Exceptionality Learning Disability by Socioeconomic Vulnerability Cluster

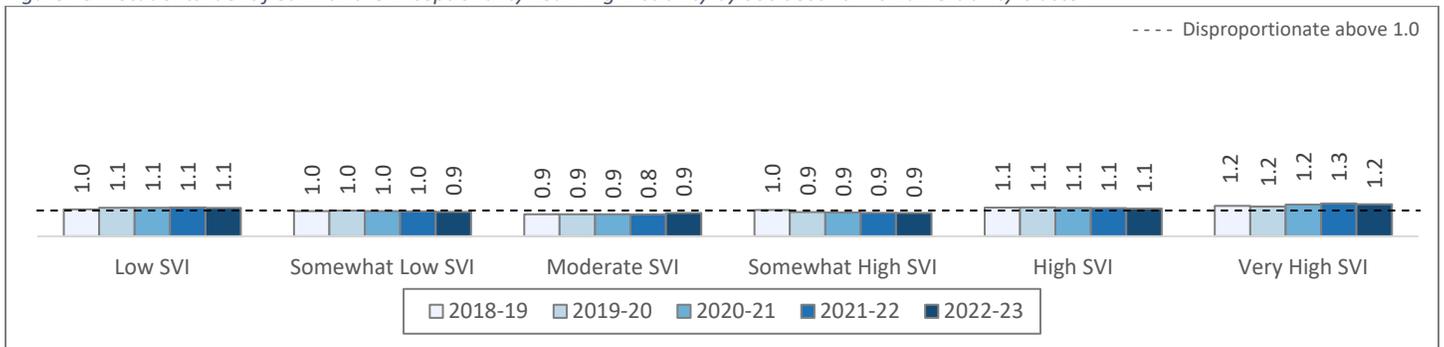


Figure 80 – Students Identified with the Exceptionality Mild Intellectual Disability by Socioeconomic Vulnerability Cluster

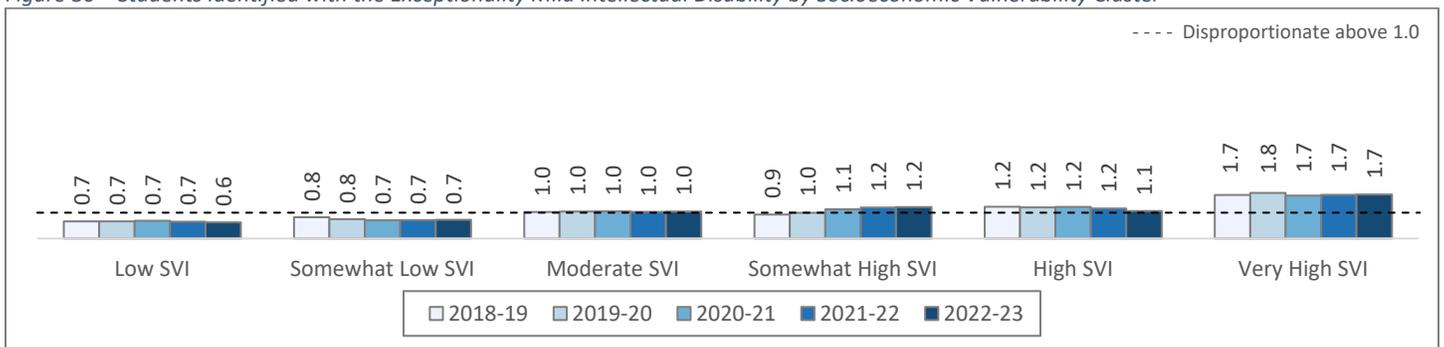


Figure 81 – Students with an IEP but not a formal Identification by Socioeconomic Vulnerability Cluster

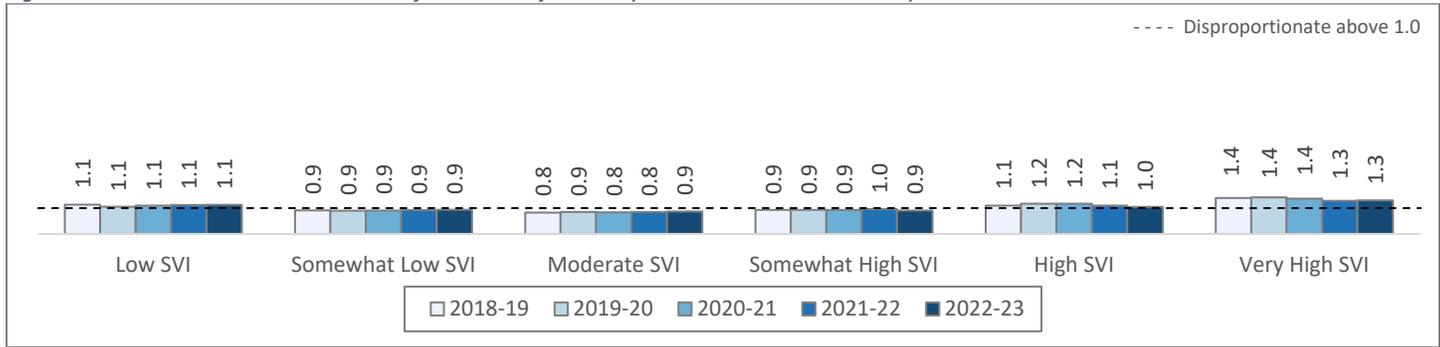
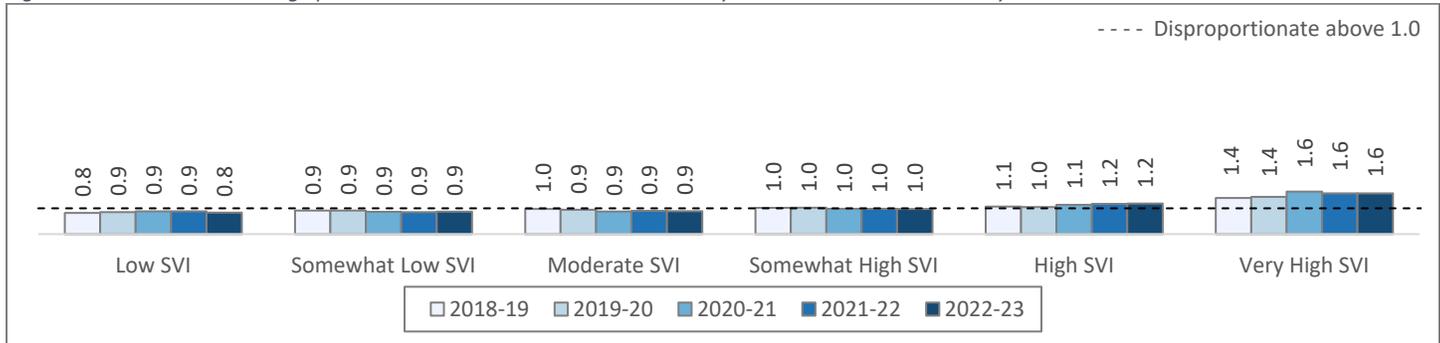


Figure 82 – Students Receiving Special Education Services without an IEP by Socioeconomic Vulnerability Cluster



4.2 Credit Accumulation

4.2.1 Summary of Outcomes

Needs:

- ❖ **Consistent over-representation of identities that have been traditionally marginalized.** African, Black, and Afro-Caribbean, Indigenous, Latinx/Hispanic, Mixed Race and Middle Eastern students have not been granted credits at the expected pace to graduate within four years. This trend is consistent across grade levels and remains the same or increasing across years of study, suggesting that the barriers are still pervasive, and that racism is an active factor (see Figure 85-88).
- ❖ **Gender diverse identities continue to face greater barriers than girls or boys.** Students who identified themselves with a gender diverse identity and those who did not specify a gender continue to accumulate fewer credits across all grades and years unlike those who only selected Boy or Girl suggesting that there are ongoing systemic barriers towards their inclusion. This is not surprising as students who identify as a gender other than boy or girl often face discrimination in larger society as well as within the education system (Glavinic, 2010; Poteat et al., 2014) (see Figure 89-92).
- ❖ **Gender Differences.** There are significant gender differences as girls consistently outperform boys and those with diverse gender identities when it comes to credit accumulation, affirming larger social trends; while boys tend to accumulate less credits than girls, there are nonetheless potential signs that boys' credit accumulation may be improving over the school years (see Figure 89-92).
- ❖ **Low Credit Accumulation for 2SLGBQA+ students.** Students who identify as 2SLGBQA+ face more barriers than students identifying as heterosexual in accumulating credits. This aligns with larger societal trends that suggest schools reflect the experiences of non-marginalized groups (Currie et al., 2021), and heterosexism (Statistics Canada, 2019) is an ongoing barrier hindering educational progress. These affects are compounded over time as the students get older (see Figure 93-96).
- ❖ **Socioeconomic vulnerabilities are a significant barrier to credit accumulation.** Across almost all grades and school years, students who experience very high economic vulnerabilities accumulate fewer credits. This trend also reinforces the idea that classism is a barrier to student success (Robson et al., 2016) (see Figure 97-100).

- ❖ **Students receiving Special Education Supports.** Students with an IEP (identified and non-identified) are less likely to accumulate credits at pace across all grades; however, this trend improves as students move up in grade level. Additionally, Grade 9 students accumulated fewer credits in the last three years than the previous school years suggesting that COVID-19 may have had an impact on students with Special Education Needs facing more barriers to their learning during this time (Gallagher-Mackay et al., 2021) (see Figure 101-104).
- ❖ **Low credit accumulation for English Language Learners (ELL).** English Language Learners, particularly those receiving ELD support, accumulated fewer credits than their non-ELL counterparts in Grades 9-12 (see Figure 105-108).

Emerging trends:

- ❖ **Improvement in credit accumulation is evident for some racially marginalized groups.** For instance, some reduction in over-representation over the years are evident in the data, including for African, Black, and Afro-Caribbean students (more have reached the credit accumulation target in later grades compared to grades 9 or 10). This is the same for Grade 10-12 Middle Eastern students over the years, though not across grades (see Figure 83-6).
- ❖ **Online learning may have had varying impact on learners of different racial backgrounds.** African, Black, and Afro-Caribbean students across most grade levels consistently show less credit accumulation in more recent years, suggesting they may have experienced more impact by the disrupted schooling during COVID-19 school closures. Similar patterns are observed for students who identified with an additional racial background or as having multiple racial backgrounds (see Figure 83-6).
- ❖ **Improvement in credit accumulation is evident for some 2SLGBQA+ students.** These outcomes might be explained by alternate learning environments due to COVID-19. Compared to pre-school closures, it appears that their credit accumulation may have improved across the years, with students accruing fewer credits prior to the beginning of school closures than later when there was a hybrid learning model in place. This trend may align with prior findings suggesting students who normally experience marginalization or bullying prefer online learning over in-person environments (PDSB, 2021b) (see Figure 91-94).

4.2.2 Indigenous and Racial Identities

Figure 83 – Students who did not Achieve 8 Credits by the End of Grade 9 by Indigenous and Racial Identity

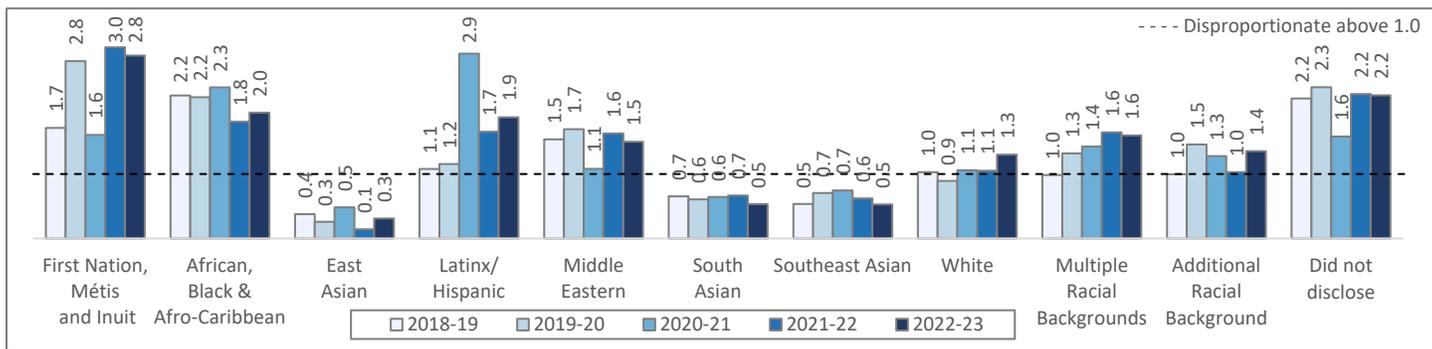


Figure 84 – Students who did not Achieve 16 Credits by End of Grade 10 by Indigenous and Racial Identity

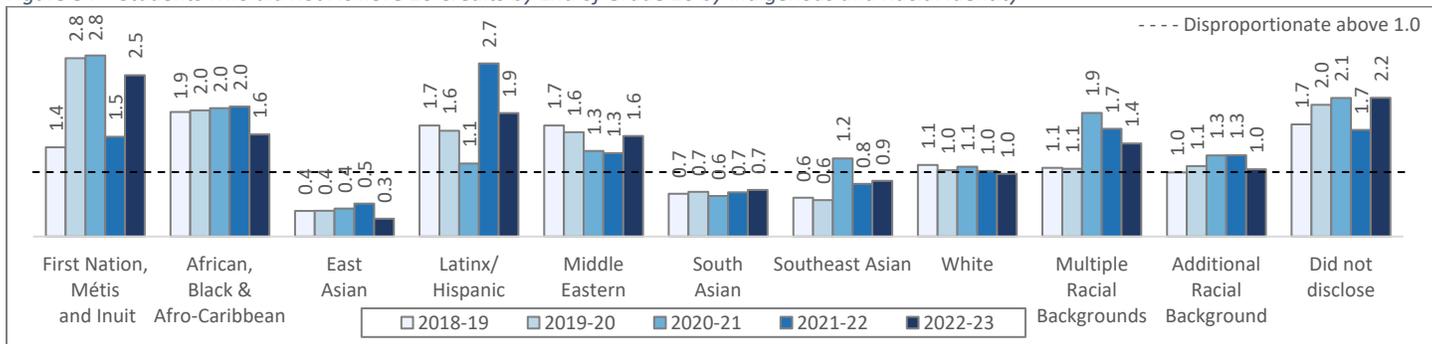


Figure 85 – Students who did not Achieve 23 Credits by End of Grade 11 by Indigenous and Racial Identity

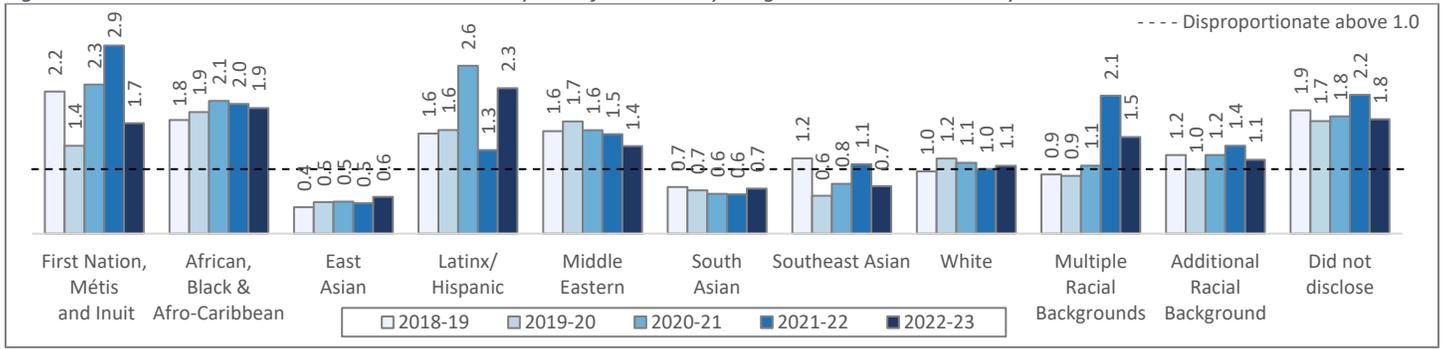
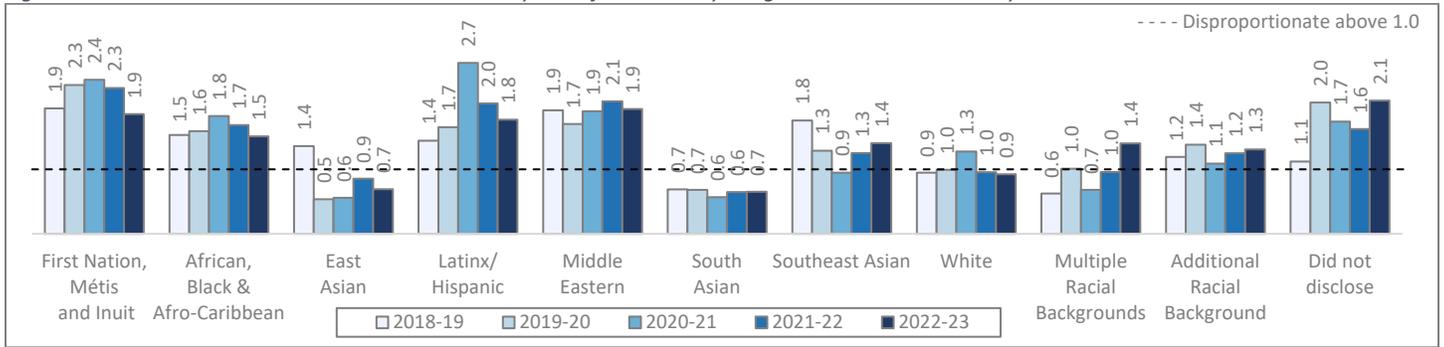


Figure 86 – Students who did not Achieve 30 Credits by End of Grade 12 by Indigenous and Racial Identity



4.2.3 Gender Identity

Figure 87 – Students who did not Achieve 8 Credits by End of Grade 9 by Gender Identity

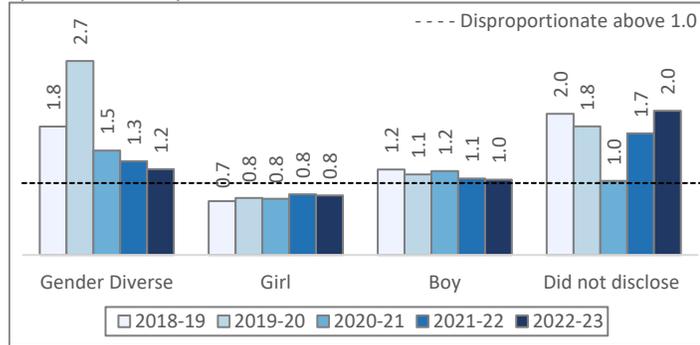


Figure 88 – Students who did not Achieve 16 Credits by End of Grade 10 by Gender Identity

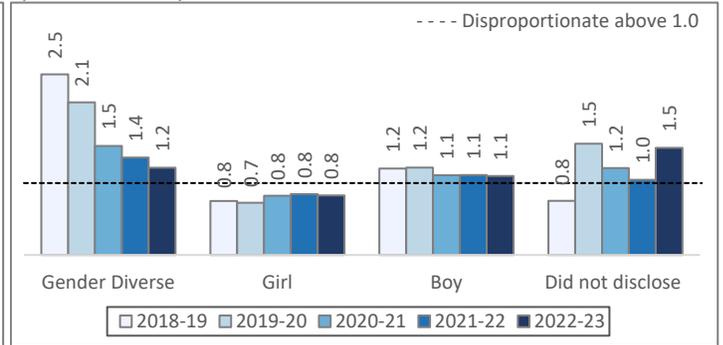


Figure 89 – Students who did not Achieve 23 Credits by End of Grade 11 by Gender Identity

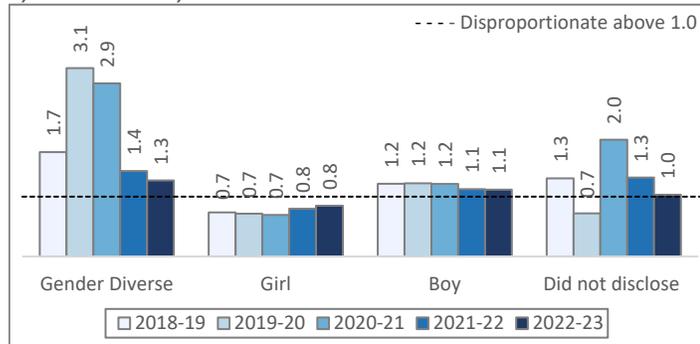
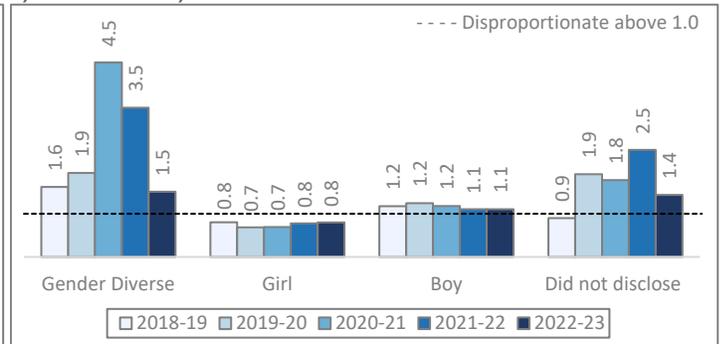


Figure 90 – Students who did not Achieve 30 Credits by End of Grade 12 by Gender Identity



4.2.4 Sexual Orientation (Grades 7-12)

Figure 91 – Students who did not Achieve 8 Credits by End of Grade 9 by Sexual Orientation

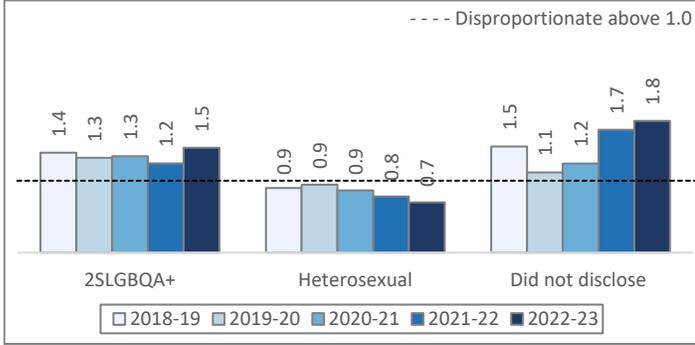


Figure 92 – Students who did not Achieve 16 Credits by End of Grade 10 by Sexual Orientation

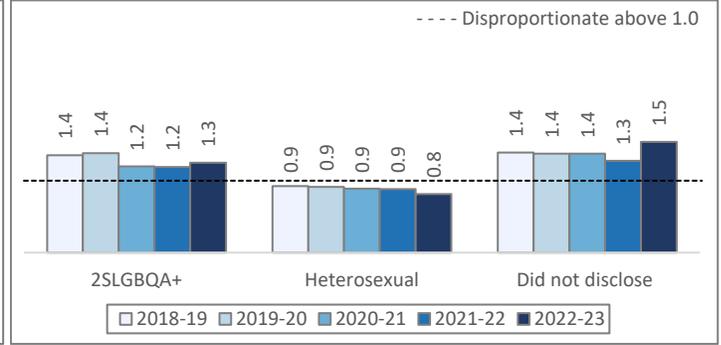


Figure 93 – Students who did not Achieve 23 Credits by End of Grade 11 by Sexual Orientation

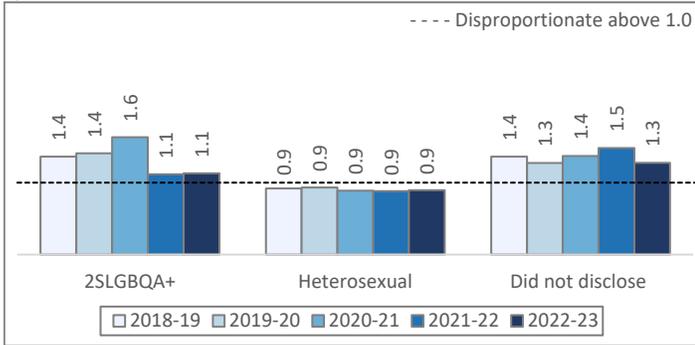
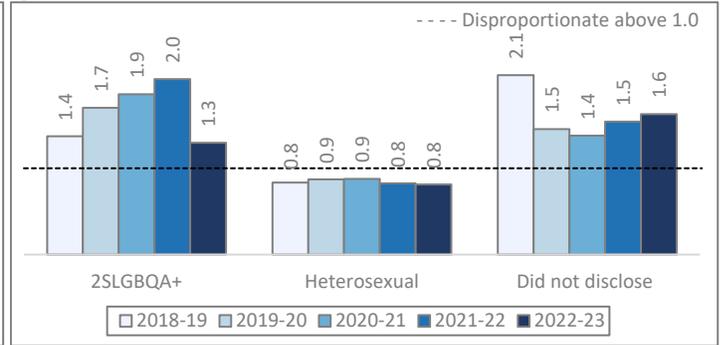


Figure 94 – Students who did not Achieve 30 Credits by End of Grade 12 by Sexual Orientation



4.2.5 Socioeconomic Vulnerability Clusters

Figure 95 – Students who did not Achieve 8 Credits by End of Grade 9 by Socioeconomic Vulnerability Cluster

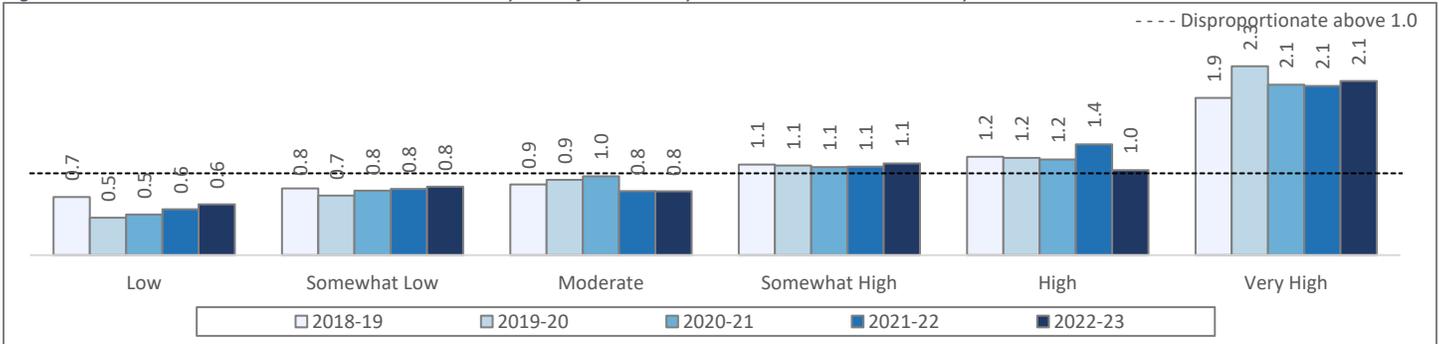


Figure 96 – Students who did not Achieve 16 Credits by End of Grade 10 by Socioeconomic Vulnerability Cluster

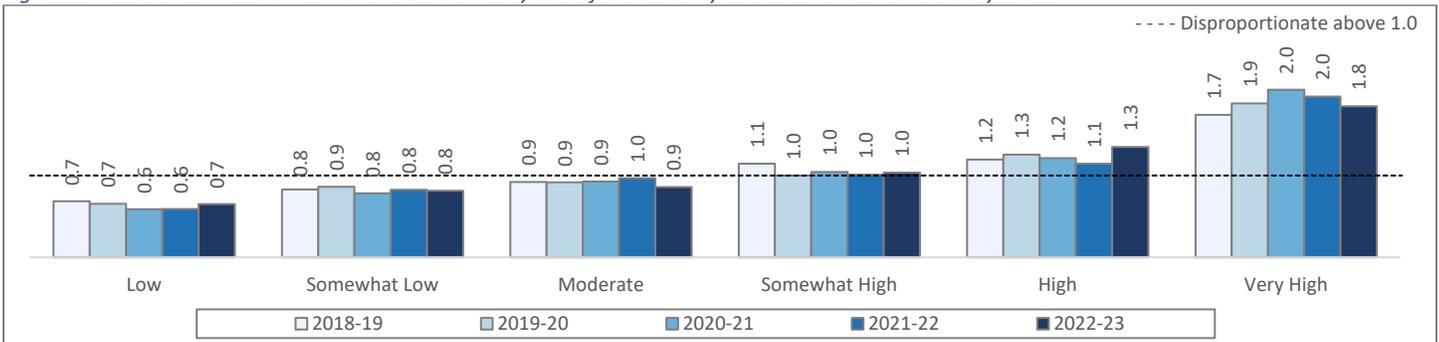


Figure 97 – Students who did not Achieve 23 Credits by End of Grade 11 by Socioeconomic Vulnerability Cluster

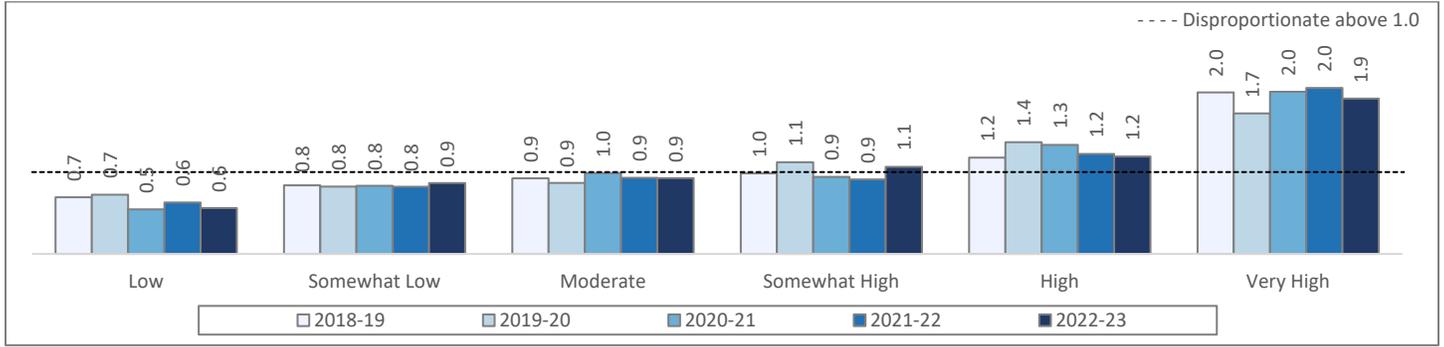
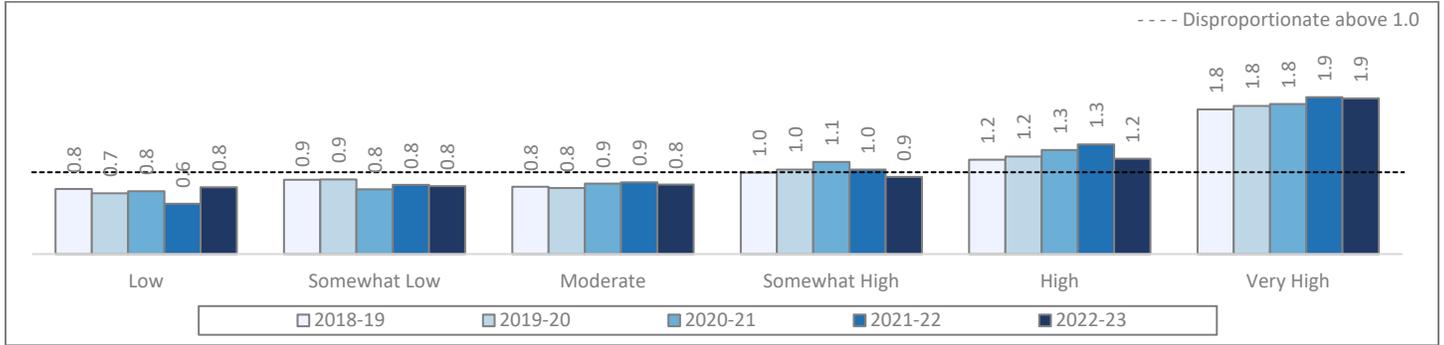


Figure 98 – Students who did not Achieve 30 Credits by End of Grade 12 by Socioeconomic Vulnerability Cluster



4.2.6 Students with Special Education Needs

Figure 99 – Students who did not Achieve 8 Credits by End of Grade 9 by Individual Education Plan (IEP) Status

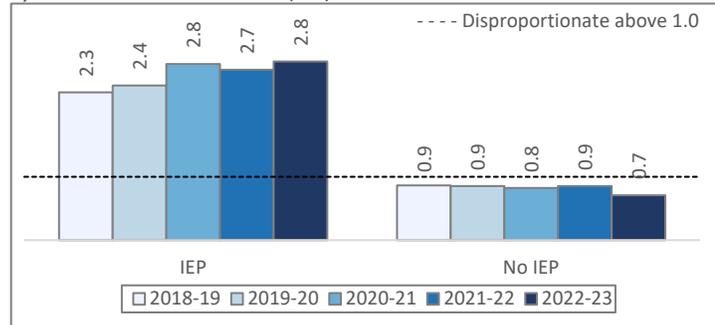


Figure 100 – Students who did not Achieve 16 Credits by End of Grade 10 by Individual Education Plan (IEP) Status

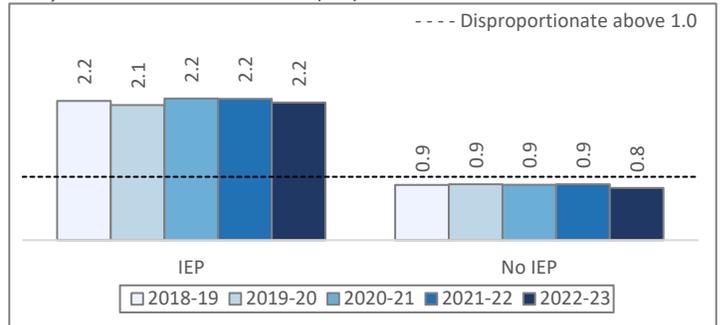


Figure 101 – Students who did not Achieve 23 Credits by End of Grade 11 by Individual Education Plan (IEP) Status

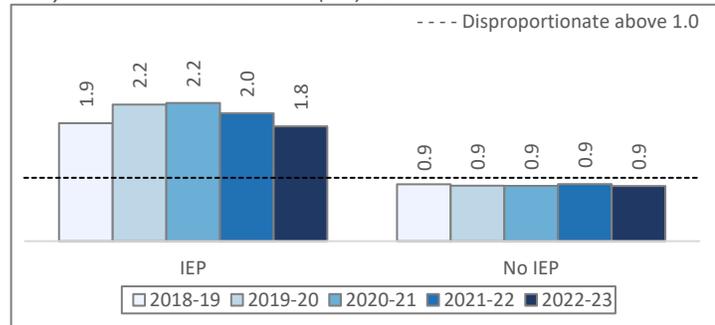
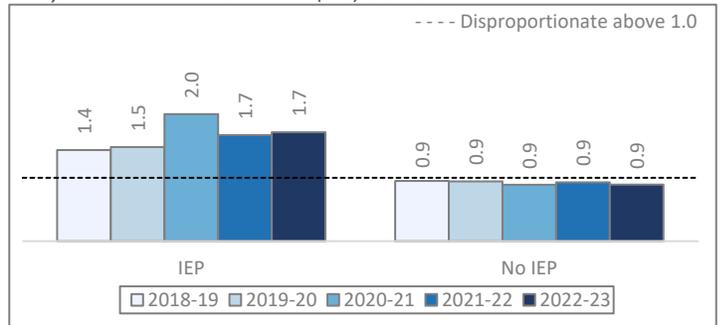


Figure 102 – Students who did not Achieve 30 Credits by End of Grade 12 by Individual Education Plan (IEP) Status



4.2.7 English Language Learners

Figure 103 – Students who did not Achieve 8 Credits by End of Grade 9 by English Language Learner Status

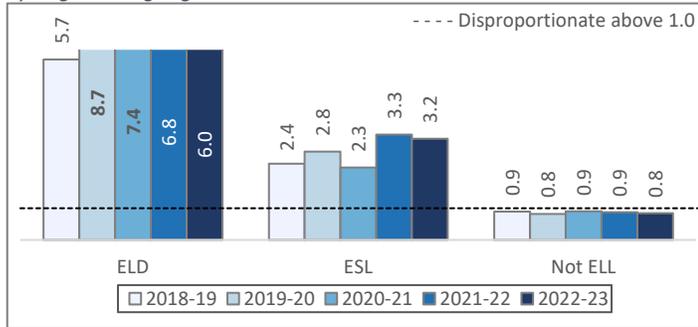


Figure 104 – Students who did not Achieve 16 Credits by End of Grade 10 by English Language Learner Status

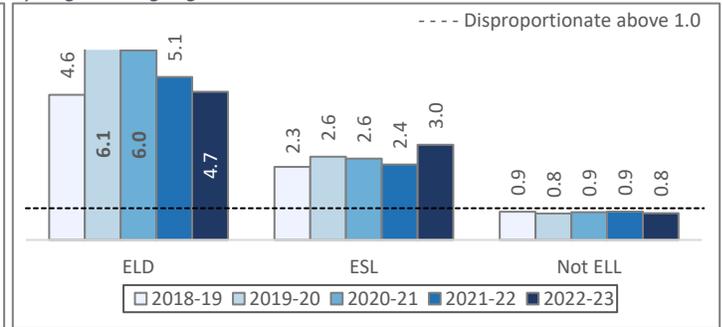


Figure 105 – Students who did not Achieve 23 Credits by End of Grade 11 by English Language Learner Status

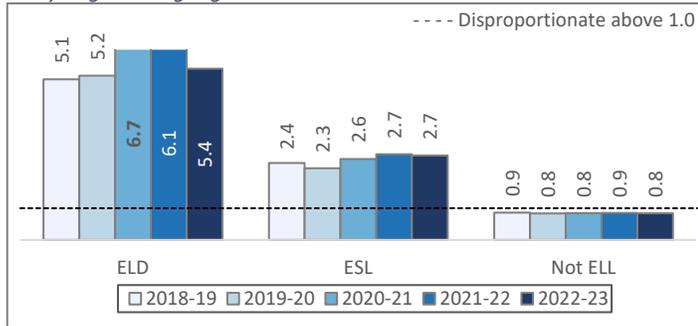
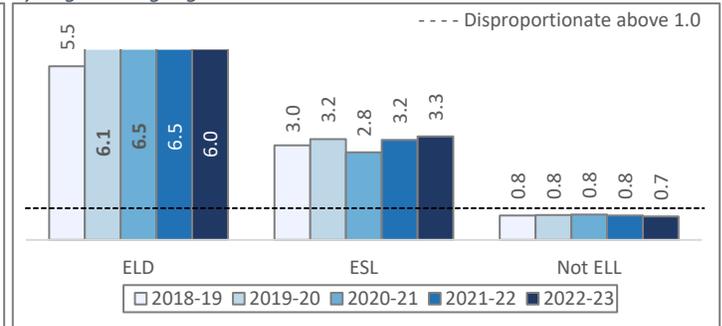


Figure 106 – Students who did not Achieve 30 Credits by End of Grade 12 by English Language Learner Status



4.3 Access to Senior Math and Science Courses

4.3.1 Summary of Outcomes

Needs:

- ❖ **Indigenous, African, Black, and Afro-Caribbean and Latinx/Hispanic students are underrepresented in senior math and science courses.** These students are more than 1.5 times less likely to access senior math and science courses (see Figure 107).
- ❖ **Gender diverse and 2SLGBQA+ students are underrepresented in senior math and science courses.** They are about 1.5 times less likely to access senior math and science courses (see Figure 108-109).
- ❖ **Students experiencing high or very high socioeconomic vulnerabilities encounter barriers to accessing senior math and science courses.** These students are 1.5 times less likely to be enrolled in a senior math or science course (Figure 110).
- ❖ **Students with Special Education Needs experience barriers to accessing senior math and science courses.** These students are two times less likely to be enrolled in a senior math or science course (Figure 111).
- ❖ **Students receiving English Literacy Development need additional supports to access senior math and science courses.** These students are more than 3.5 times less likely to enroll in a senior math or science course (Figure 112).

Emerging Trends:

- ❖ **Potential decrease in enrollments in Senior Level Science and Math courses.** Over the past few years, Indigenous and Latinx/Hispanic students are less likely to not be enrolled in Senior Level Math and Science courses.

4.3.2 Grade 12 Not Enrolled in at Least one Grade 12 math or Grade 11 or 12 Science Course

Figure 107 – Grade 12 Students Not Enrolled in at Least one Grade 12 Math or Grade 11 or 12 Science Course by Indigenous and Racial Identities

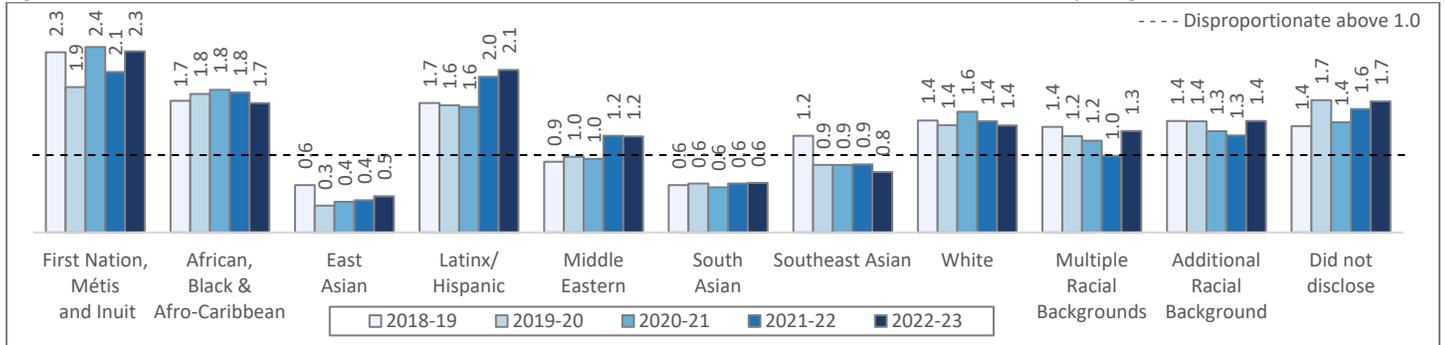


Figure 108 – Grade 12 Students Not Enrolled in at Least one Grade 12 Math or Grade 11 or 12 Science Course by Gender Identity

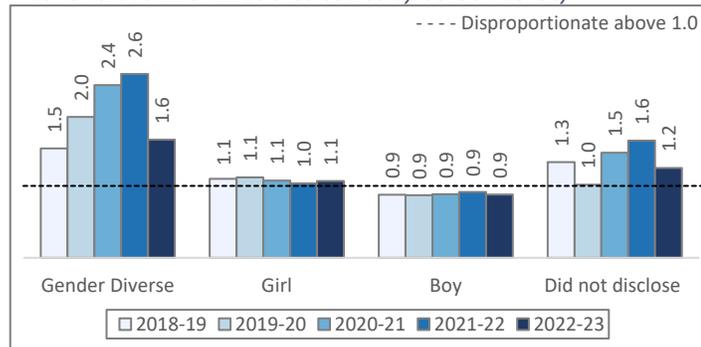


Figure 109 – Grade 12 Students Not Enrolled in at Least one Grade 12 Math or Grade 11 or 12 Science Course by Sexual Orientation

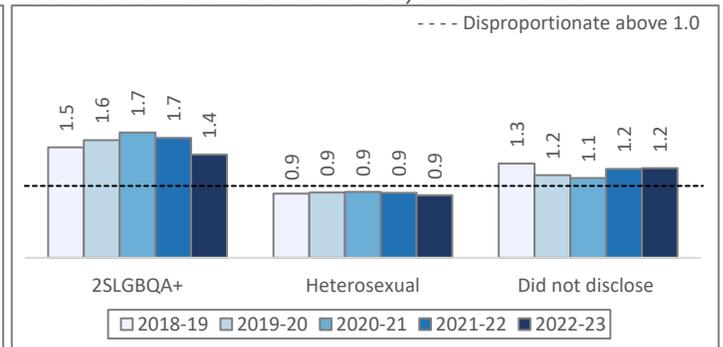


Figure 110 – Grade 12 Students Not Enrolled in at Least one Grade 12 Math or Grade 11 or 12 Science Course by Socioeconomic Vulnerability Cluster

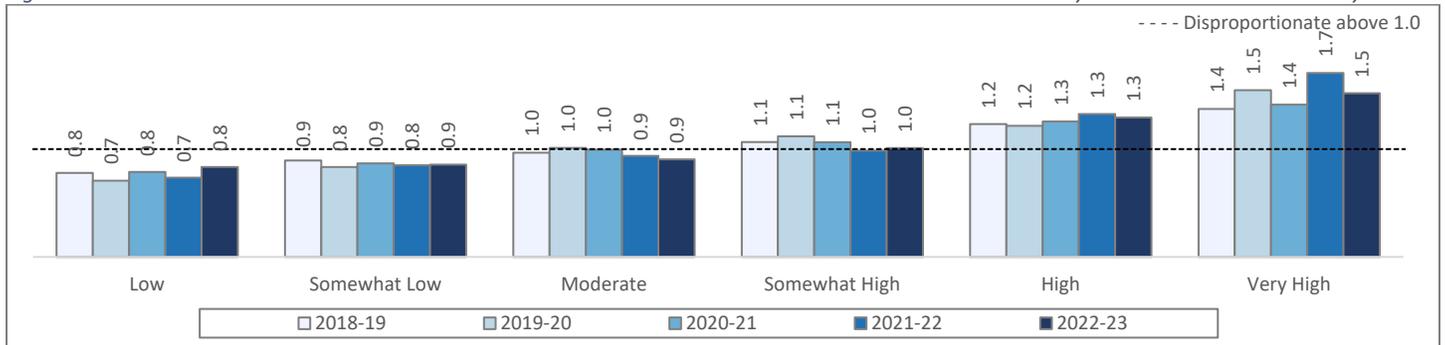


Figure 111 – Grade 12 Students Not Enrolled in at Least one Grade 12 Math or Grade 11 or 12 Science Course by IEP Status

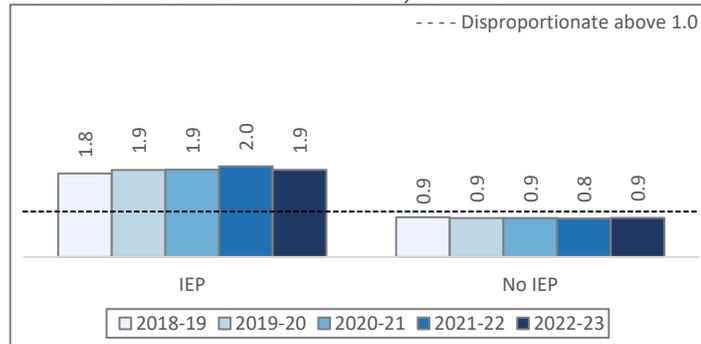
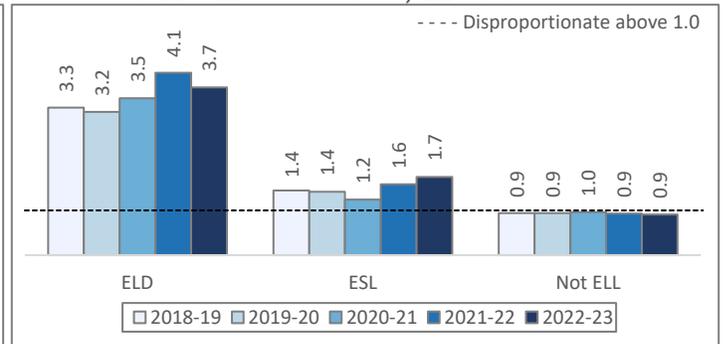


Figure 112 – Grade 12 Students Not Enrolled in at Least one Grade 12 Math or Grade 11 or 12 Science Course by ELL Status



4.4 Job Skills

4.4.1 Summary of Outcomes

Needs:

- ❖ **African, Black, and Afro-Caribbean students benefit from all Job Skills programs.** African, Black, and Afro-Caribbean rate of participation in Exploring High Skills, and Specialist High Skills Major programs reflect their population in PDSB. They are one and half times more likely to participate in cooperative education, dual credits and Ontario Youth Apprenticeship Programs (Figure 113-117).
- ❖ **Indigenous students benefit from most Job Skills programs.** Indigenous students are two to three times more likely to participate in cooperative education, dual credits, Ontario Youth Apprenticeship and Specialist High Skills Major programs. They are less likely to participate in Exploring High Skills programs (Figure 113-117).
- ❖ **Some racialized students are less likely to participate in Job Skills Programs.** For example, East Asian, Latinx/Hispanic, and Middle Eastern are less likely to access Exploring High Skills or Ontario Youth Apprenticeship programs than their peers (Figure 113-117).
- ❖ **Students who identify as gender diverse and 2SLGBQA+ have varying experiences.** Gender diverse and 2SLGBQA+ students are less likely to participate in Exploring High Skills, and Ontario Youth Apprenticeship programs whereas they are about 1.5 times more likely to participate in a dual credit program (see Figure 119-120, Figure 124-125).
- ❖ **Boys are most likely to participate in the Ontario Youth Apprenticeship Program.** Boys are more than 1.5 times more likely to participate in OYAP and girls are very unlikely to participate (Figure 121).
- ❖ **Students with higher socioeconomic vulnerabilities are more likely to participate in the dual credit program unlike peers who experience less socioeconomic vulnerabilities** (Figure 129).
- ❖ **Exploring High Skills program is accessed by students with moderate socioeconomic vulnerabilities.** Students who experience moderate socioeconomic vulnerabilities are more than 1.5 times more likely to access the Exploring High Skills program (Figure 130).
- ❖ **Cooperative Education, Dual Credit, and the Ontario Youth Apprenticeship Program reach students with special education needs.** Students who receive special education services are about 1.5-2 times more likely to access these programs (Figure 133-134, 137).
- ❖ **Students with special education needs are very unlikely to participate in the Exploring High Skills program** (Figure 135).
- ❖ **English Language Learners are unlikely to participate in any of the Job Skills programs** (Figure 138-144).

4.4.2 Indigenous and Racial Identities

Figure 113 – Students Disproportionate Representation in Cooperative Education Programs by Indigenous and Racial Identities

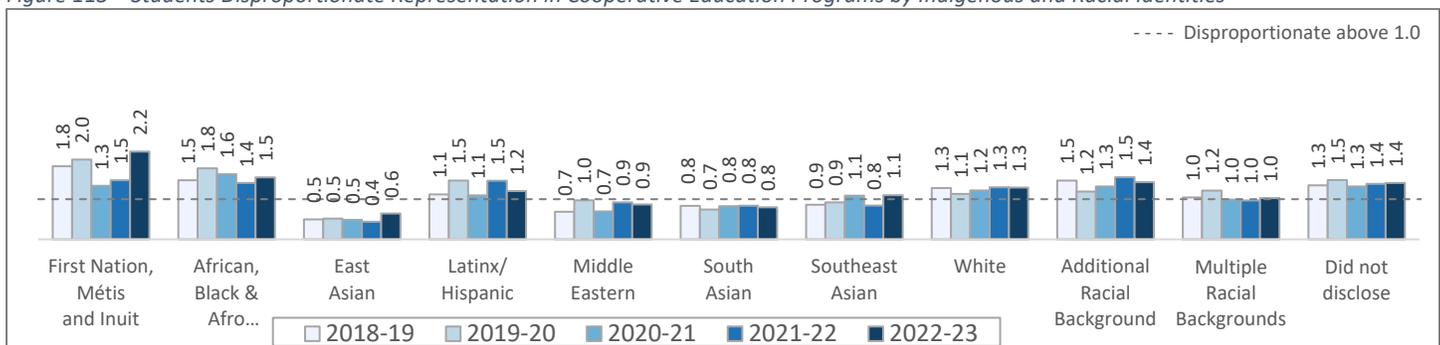


Figure 114 – Students Disproportionate Representation in Dual Credit Programs by Indigenous and Racial Identities

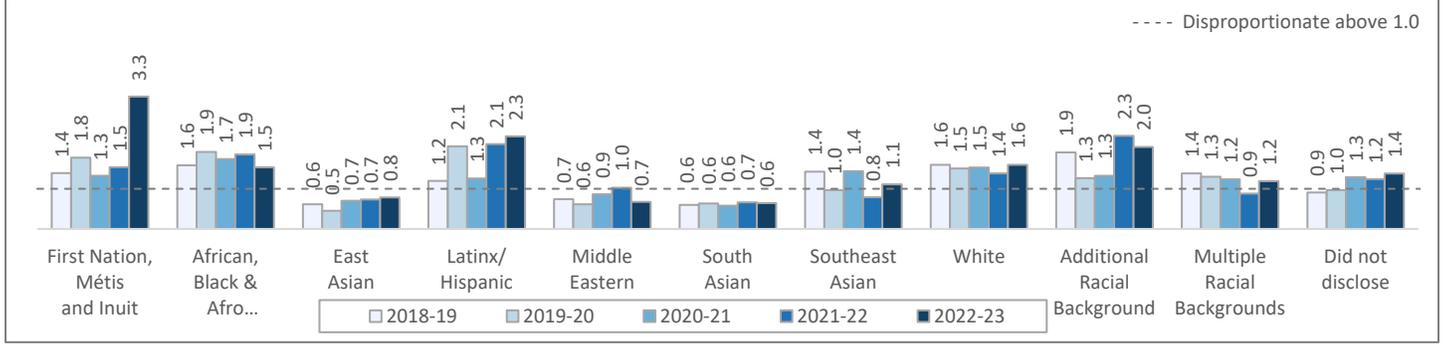


Figure 115 – Students Disproportionate Representation in Exploring High Skills Programs by Indigenous and Racial Identities

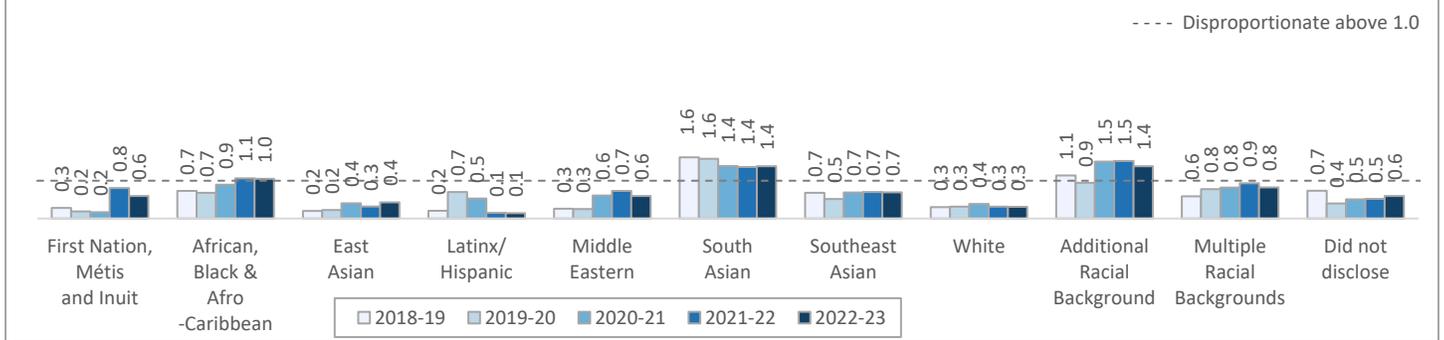


Figure 116 – Students Disproportionate Representation in Ontario Youth Apprenticeship Program by Indigenous and Racial Identities

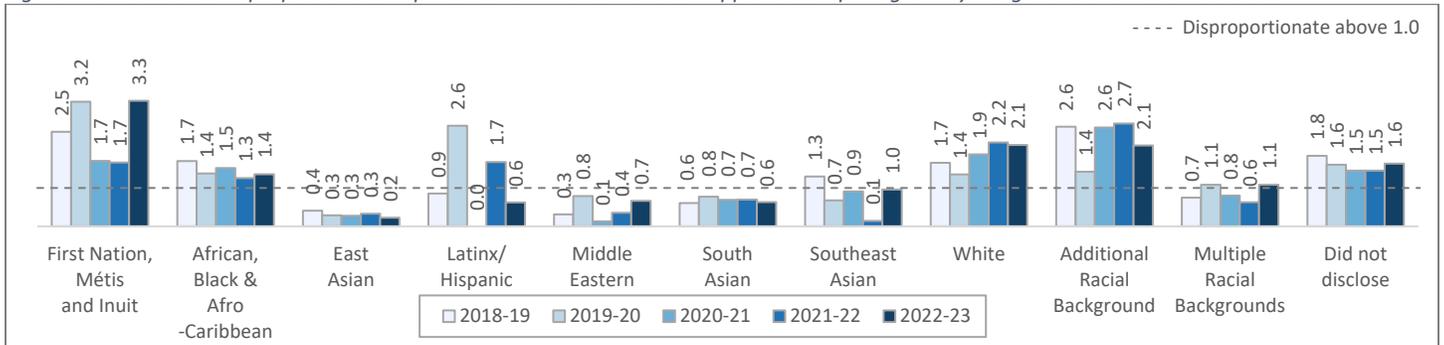
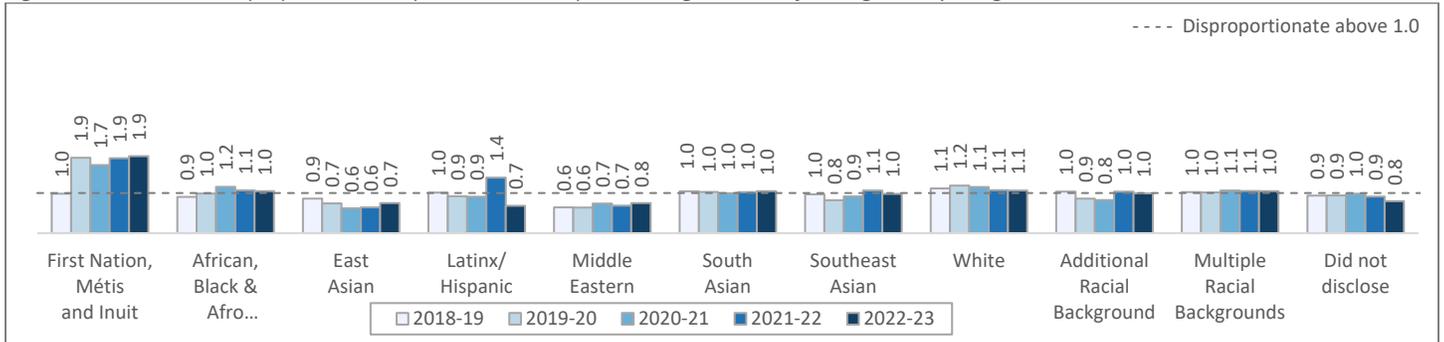


Figure 117 – Students Disproportionate Representation in Specialist High Skills Major Programs by Indigenous and Racial Identities



4.4.3 Gender Identity

Figure 118 – Students Disproportionate Representation in Cooperative Education Programs by Gender Identity

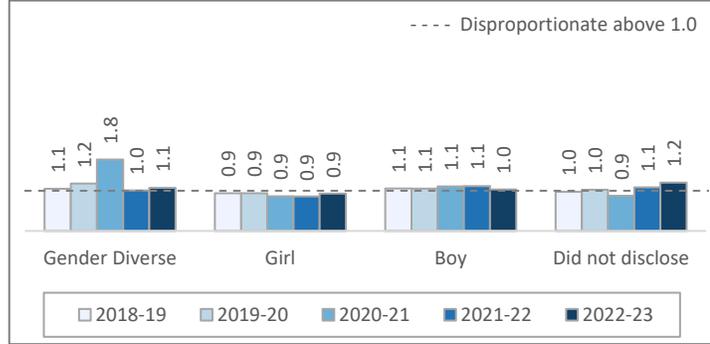


Figure 120 – Students Disproportionate Representation in Exploring High Skills Programs by Gender Identity

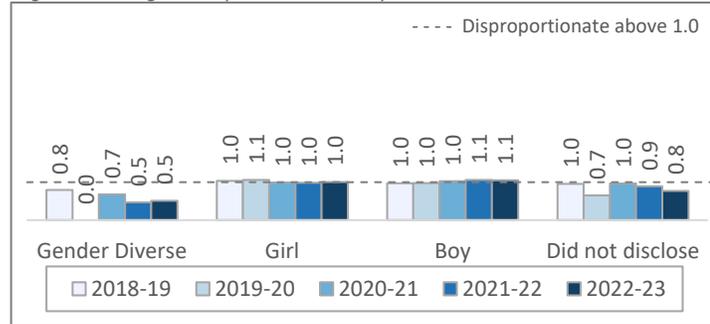
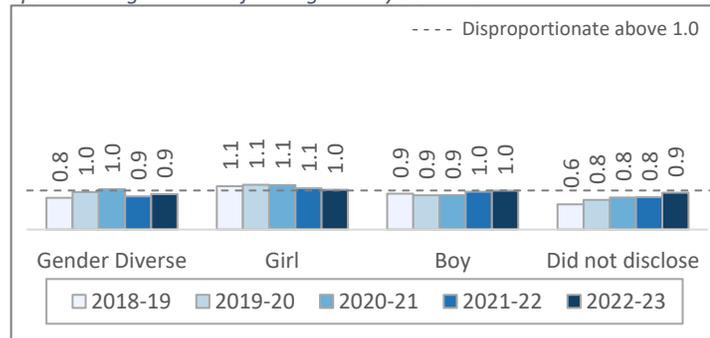


Figure 122 - Students in Grades 7-12 Disproportionate Representation in Specialist High Skills Major Programs by Sexual Orientation



4.4.4 Sexual Orientation

Figure 123 - Students in Grades 7-12 Disproportionate Representation in Cooperative Education Programs by Sexual Orientation

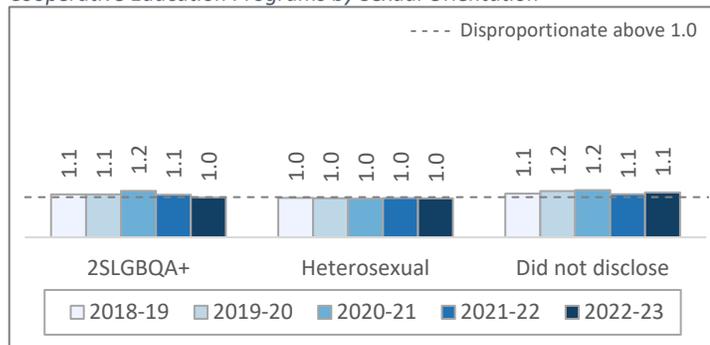


Figure 119 – Students Disproportionate Representation in Dual Credit Programs by Gender Identity

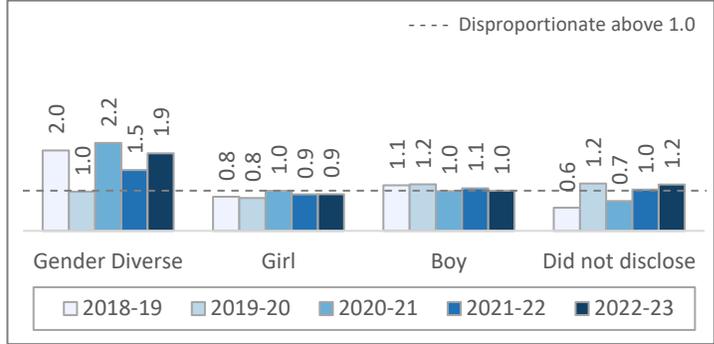


Figure 121 – Students Disproportionate Representation in Ontario Youth Apprenticeship Programs by Gender Identity

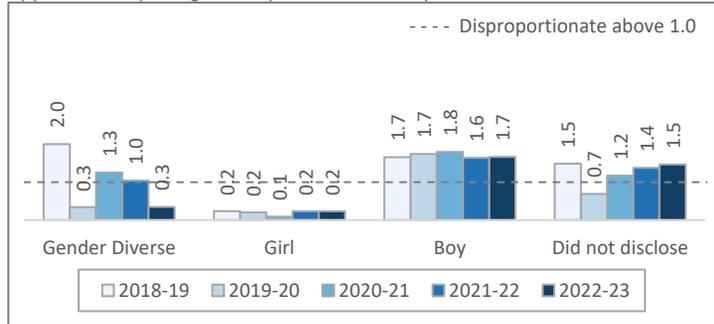


Figure 124 - Students in Grades 7-12 Disproportionate Representation in Dual Credit Programs by Sexual Orientation

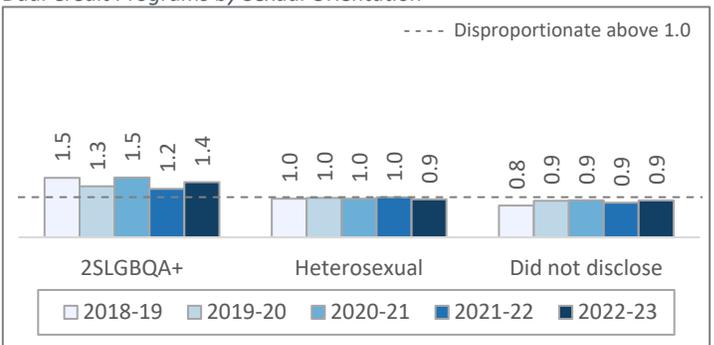


Figure 125 - Students in Grades 7-12 Disproportionate Representation in Exploring High Skills Programs by Sexual Orientation

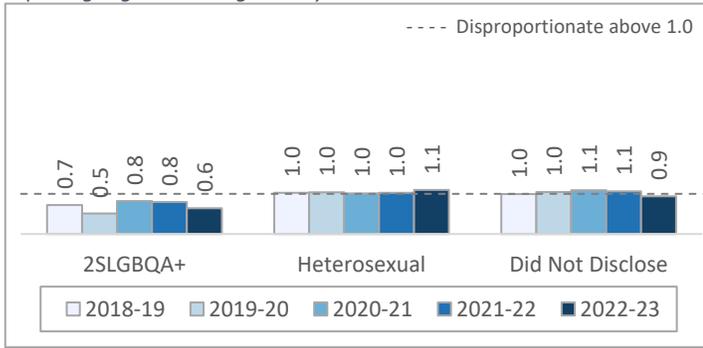


Figure 126 - Students in Grades 7-12 Disproportionate Representation in Ontario Youth Apprenticeship Program by Sexual Orientation

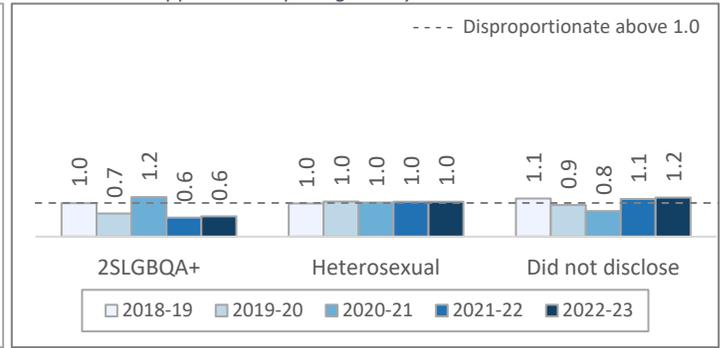
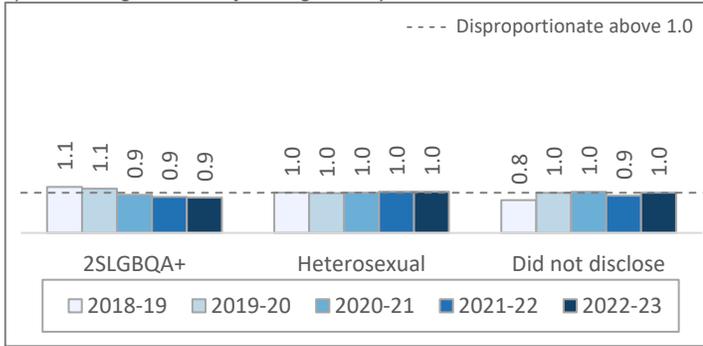


Figure 127 - Students in Grades 7-12 Disproportionate Representation in Specialist High Skills Major Programs by Sexual Orientation



4.4.5 Socioeconomic Vulnerability Clusters

Figure 128 – Students Disproportionate Representation in Cooperative Education Programs by Socioeconomic Vulnerability Clusters

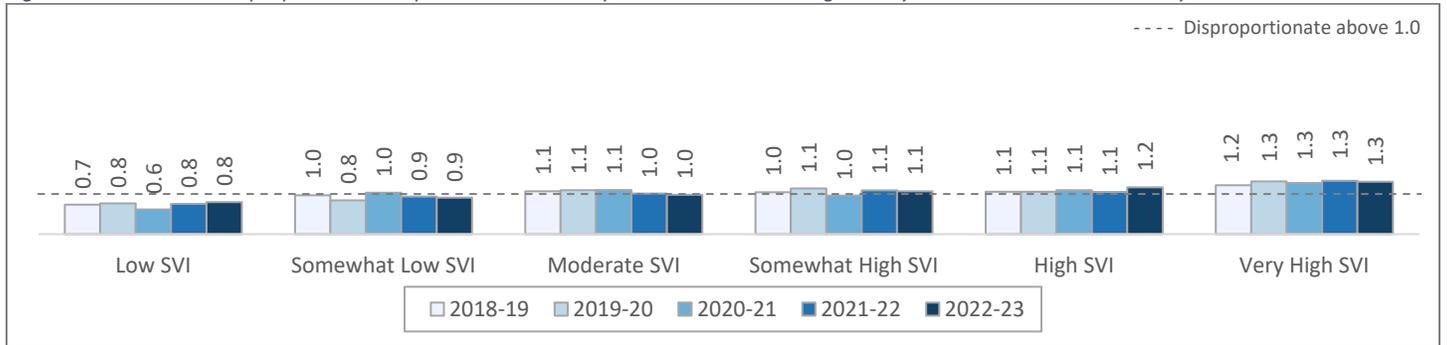


Figure 129 – Students Disproportionate Representation in Dual Credit Programs by Socioeconomic Vulnerability Clusters

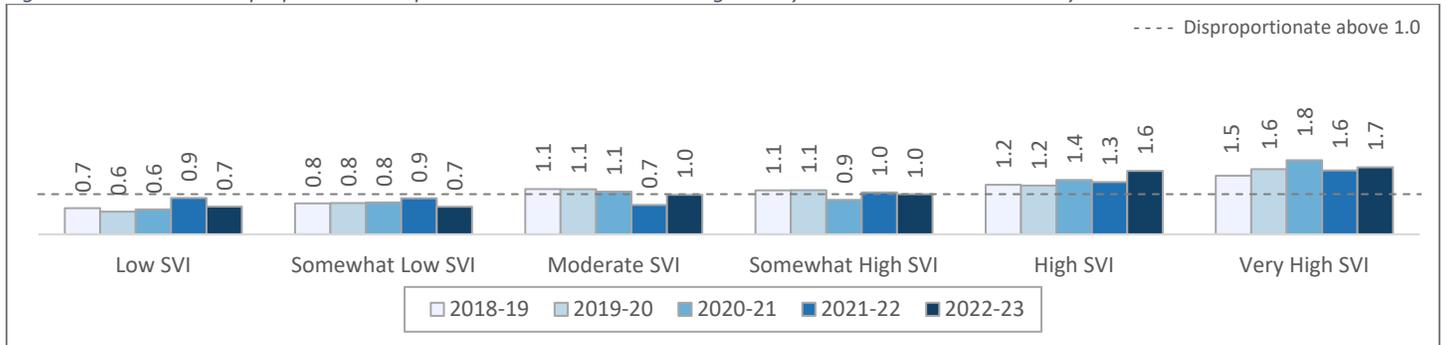


Figure 130 – Students Disproportionate Representation in Exploring High Skills Programs by Socioeconomic Vulnerability Clusters

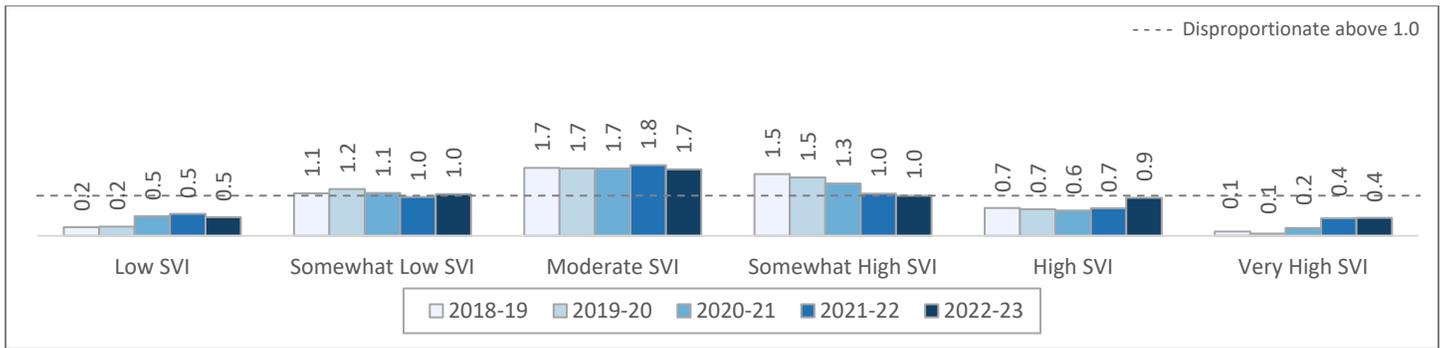


Figure 131 – Students Disproportionate Representation in Ontario Youth Apprenticeship Programs by Socioeconomic Vulnerability Clusters

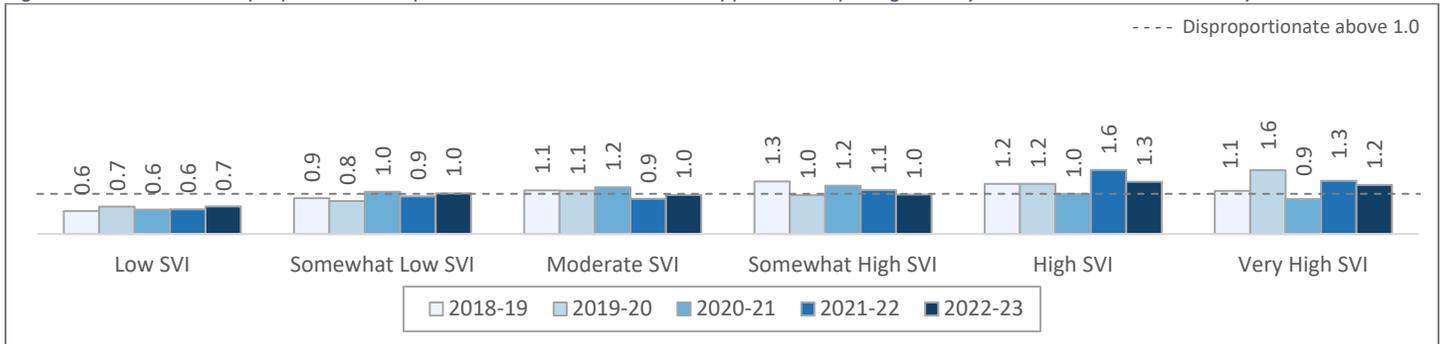
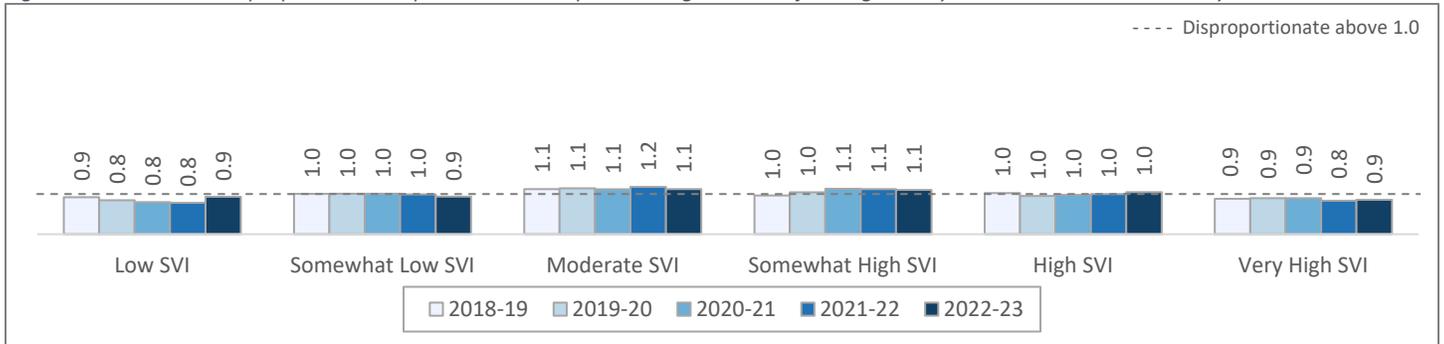


Figure 132 – Students Disproportionate Representation in Specialist High Skills Major Programs by Socioeconomic Vulnerability Clusters



4.4.6 Students with Special Education Needs

Figure 133 – Students Disproportionate Representation in Cooperative Education Programs by IEP Status

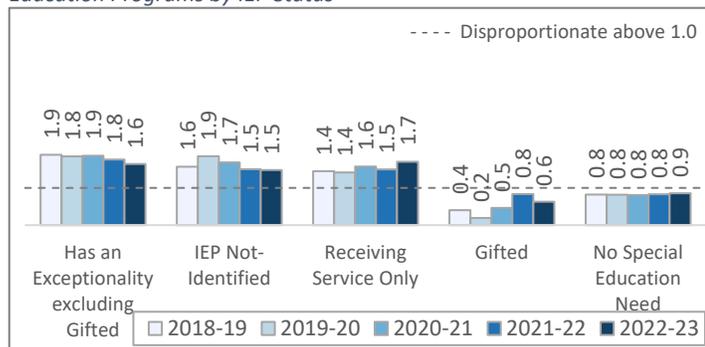


Figure 134 – Students Disproportionate Representation in Dual Credit Programs by IEP Status

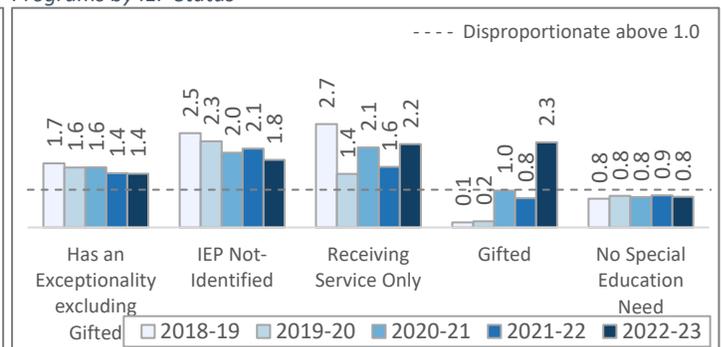


Figure 135 – Students Disproportionate Representation in Exploring High Skills Programs by IEP Status

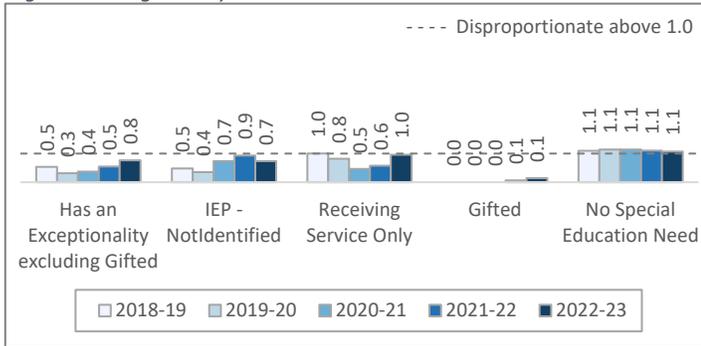


Figure 136 – Students Disproportionate Representation in Ontario Youth Apprenticeship Programs by IEP Status

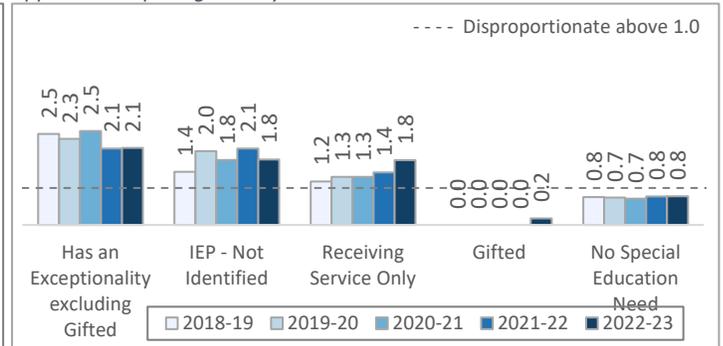
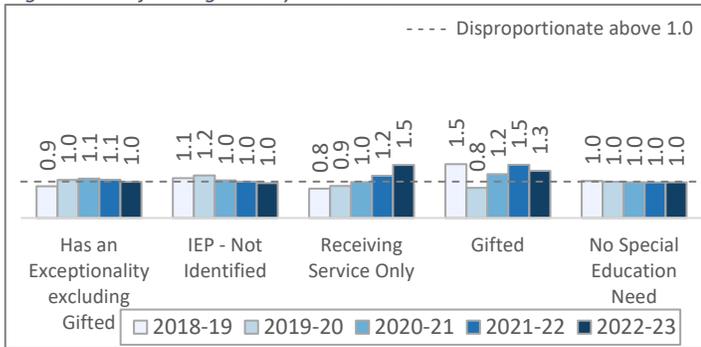


Figure 137 – Students Disproportionate Representation in Specialist High Skills Major Programs by IEP Status



4.4.7 English Language Learners

Figure 138 – Students Disproportionate Representation in Cooperative Education Programs by ELL Status

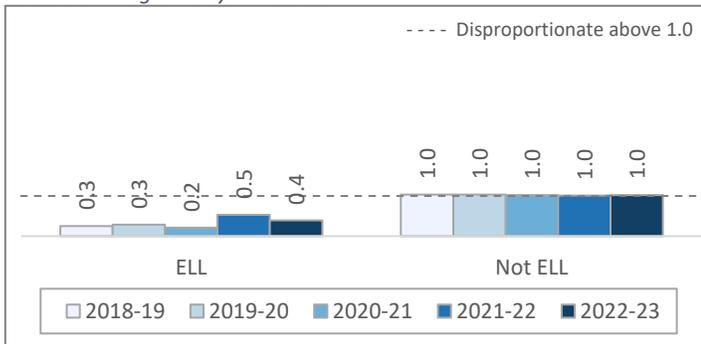


Figure 139 – Students Disproportionate Representation in Dual Credit Programs by ELL Status

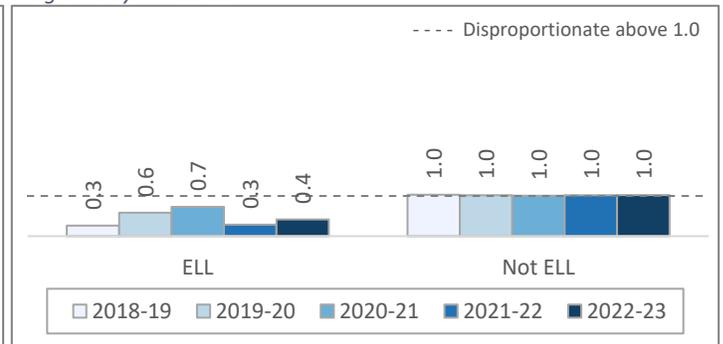


Figure 140 – Students Disproportionate Representation in Exploring High Skills Programs by ELL Status

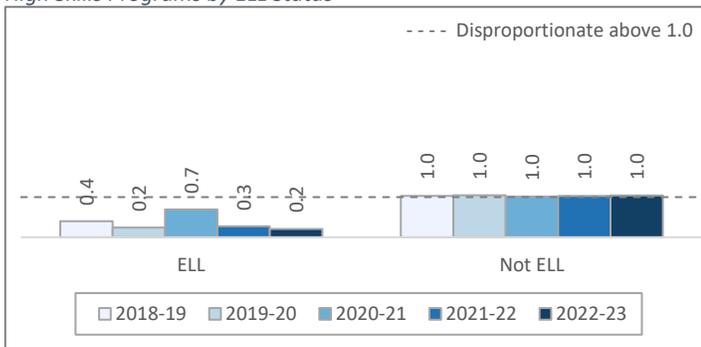


Figure 141 – Students Disproportionate Representation in Ontario Youth Apprenticeship Programs by ELL Status

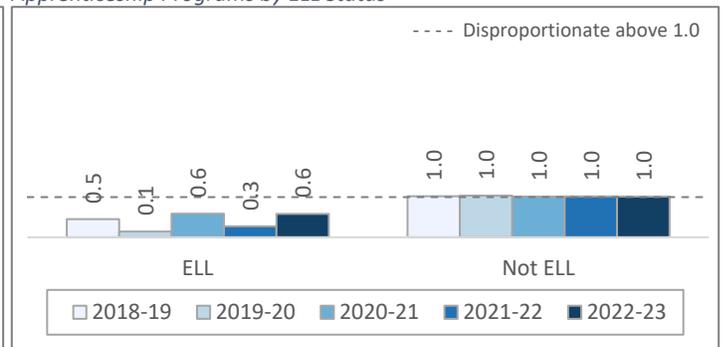
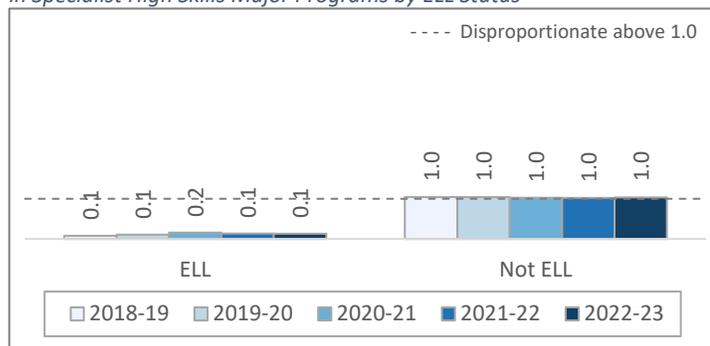


Figure 142 – Students in Grades 7-12 Disproportionate Representation in Specialist High Skills Major Programs by ELL Status



4.5 Regional Learning Choice Programs (RLCP)

RLCPs are specialty education programs offered at many locations across PDSB that empower students by providing an opportunity to develop and explore skills in a particular area of interest. While educational programs that focus on the students’ strengths and interests are invaluable to supporting their growth and development, disproportional representation in these programs suggests disparity in access to them (PDSB, 2021). Analyses of similar programs in the neighbouring Toronto District School Board have shown that students in specialized programs were less likely to represent minoritized identities including African, Black, and Afro-Caribbean, and Indigenous populations and more likely to include students from families with a higher socioeconomic vulnerability status (Gaztambide-Fernández and Parekh, 2017).

4.5.1 Summary of Outcomes

Needs:

- ❖ **African, Black, and Afro-Caribbean, Indigenous, Latinx/Hispanic, Middle Eastern, and Southeast Asian students are underrepresented in RLCP.** African, Black, and Afro-Caribbean students are notably underrepresented in AP, IB, Business, Science and Technology programs. However, African, Black, and Afro-Caribbean students are overrepresented in sports programs which may stem from the harmful stereotype that associate African, Black, and Afro-Caribbean children and youth with physical prowess and superior athletic abilities further eroding their access to academic success (James and Turner, 2017). Indigenous students are also underrepresented in most programs with the exception of the Arts, Sports and Technology programs. (See Figure 143-150)
- ❖ **Persistent disproportionate gender representation in RLCPs.** Girls are overrepresented in AP, IB and the Arts compared to boys who are overrepresented in technology programs. Students who identify with a diverse gender identity are underrepresented in Science, and even more so in Technology and sports programs (See Figure 152-159).
- ❖ **Students who identify as 2SLGBQA+ are more likely to be in RLCPs.** 2SLGBQA+ students are well represented in RLCPs and are particularly overrepresented in Arts programs (Figure 162). They are, however, underrepresented in Sports programs likely related to the well documented exclusion of Two Spirit and LGBTQIA+ students and adults from organized sports (Egale Canada 2020, for example).
- ❖ **Students who experience high to very high socioeconomic vulnerabilities are far less likely to access Regional Learning Choice Programs unlike students who experience moderate to low socioeconomic vulnerabilities.** This is especially evident in the AP program where students who experience very high socioeconomic vulnerabilities are three times less likely to be in the AP program (Figure 169). The correlation between this measure of socioeconomic status and participation in RLCPs cannot be further examined with available data, however, it is potentially due to the financial investment needed to apply for these programs as well as required annual enrolment fees (though financial support is available for students who require it). Transportation is also

likely a barrier to accessing these programs as bussing is not available for students outside of the area normally serviced by a program’s hosting school (see Figure 168-175).

- ❖ **Representation of students with Special Education Needs and English Language Learners.** Students with Special Education Needs (excluding giftedness) and ELLs are underrepresented in all programs likely related to the restricted timelines to enter an RLCP, the enhanced nature of the programs, and/or a gap in knowledge about the existence of these programs (Figure 176-191).

Emerging Trends:

- ❖ Despite, the Board’s self-identification process for regional learning choice programs that began in the 2020-2021 school year to address disproportionalities, there continues to be disproportionate involvement for African, Black, and Afro-Caribbean and Indigenous students (Figure 143-150). Unfortunately, the change in admissions process will likely take several years to be fully visible in these charts as the nature of RLCPs having one-time entry will mean that past inequities in admissions will persist in enrolment numbers.

4.5.2 Indigenous and Racial Identities

Figure 143 – Students Disproportionate Representation in Any Regional Learning Choice Program by Indigenous and Racial Identities

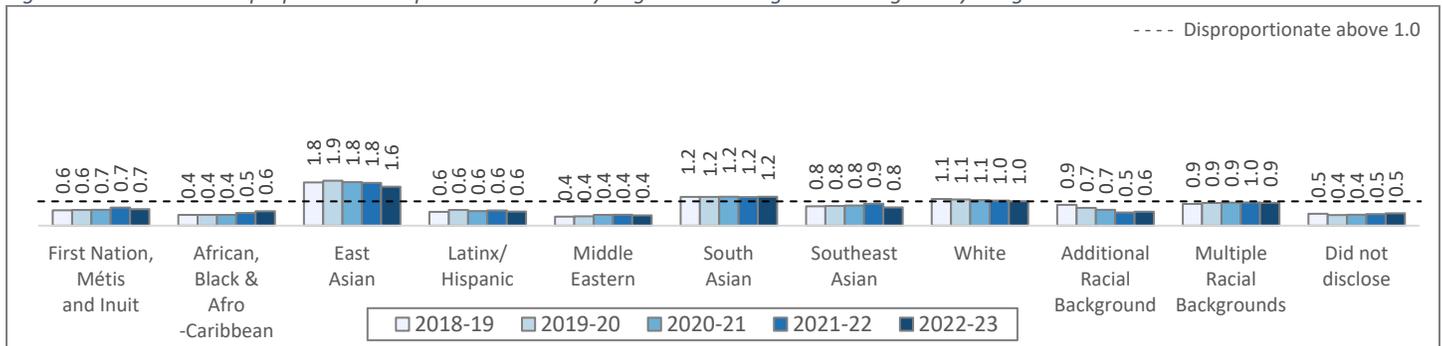


Figure 144 – Students Disproportionate Representation in the Advanced Placement Program by Indigenous and Racial Identities

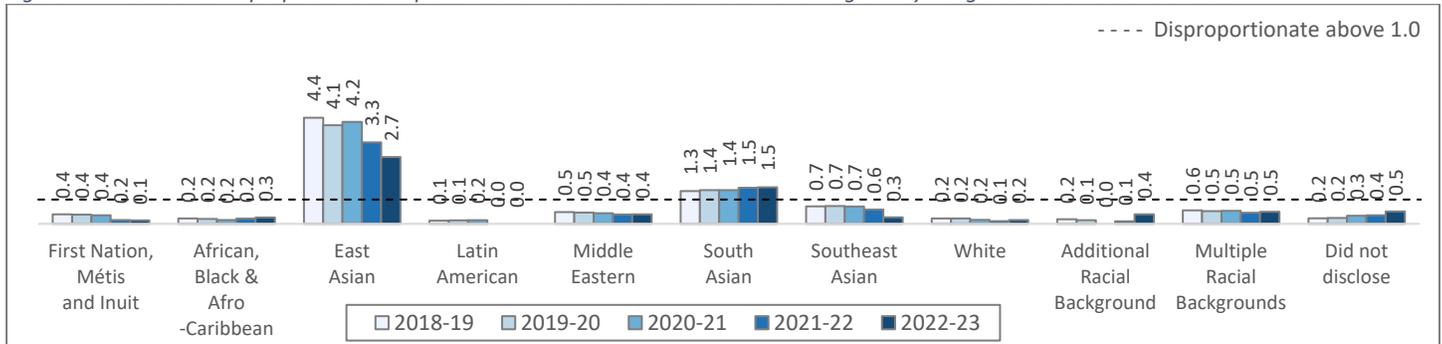


Figure 145 – Students Disproportionate Representation in the Arts Program by Indigenous and Racial Identities

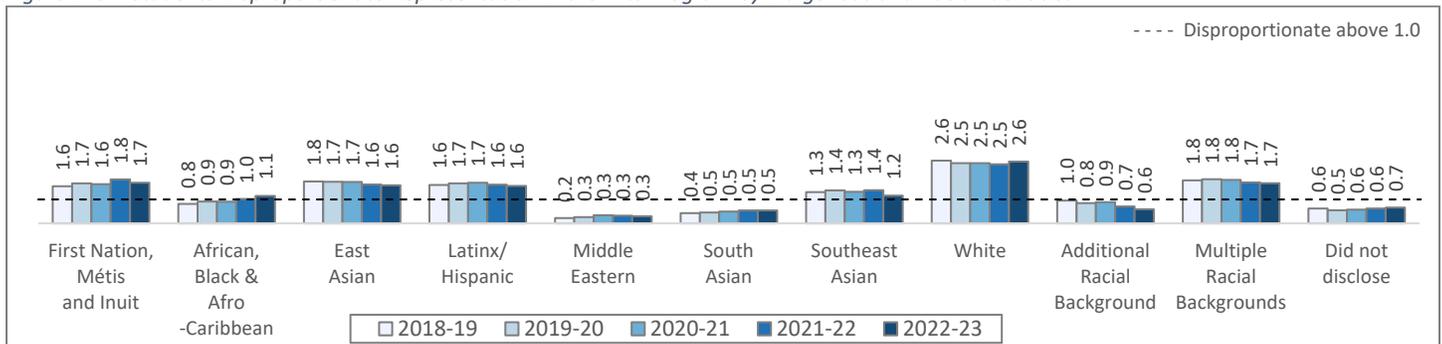


Figure 146 – Students Disproportionate Representation in the Business Program by Indigenous and Racial Identities

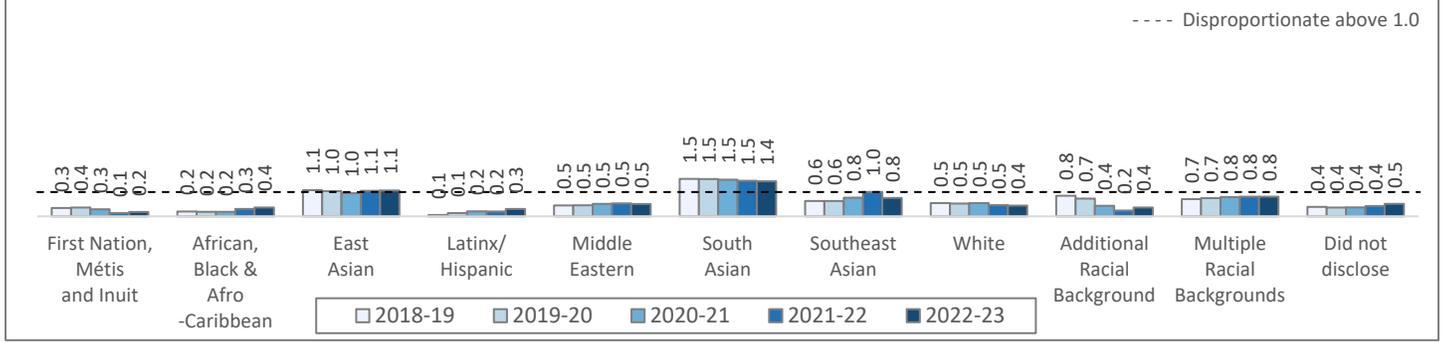


Figure 147 – Students Disproportionate Representation in the International Baccalaureate® Program by Indigenous and Racial Identities

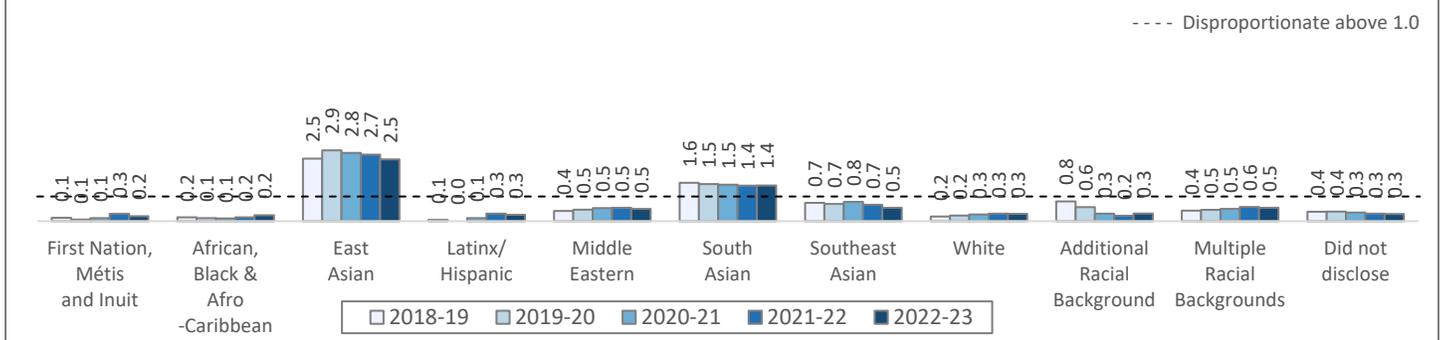


Figure 148 – Students Disproportionate Representation in the Science / Technology Program by Indigenous and Racial Identities

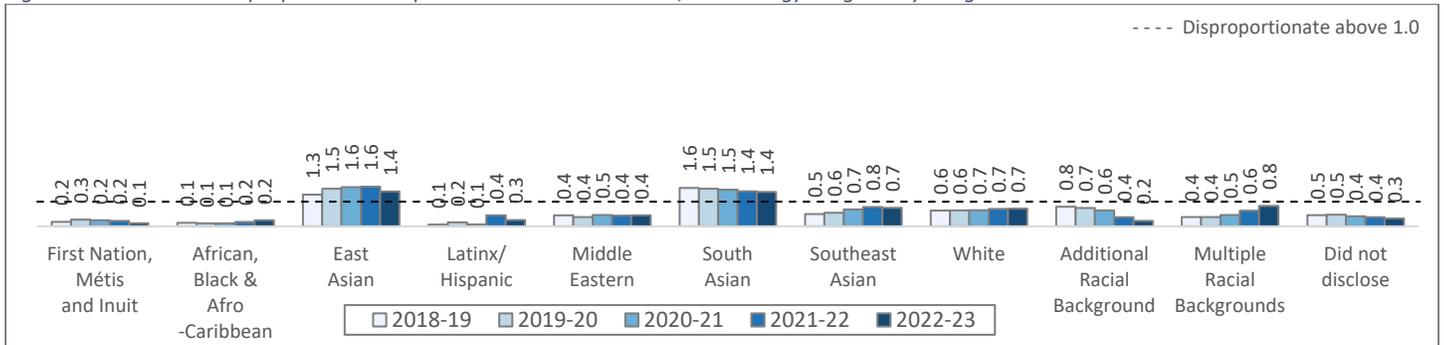


Figure 149 – Students Disproportionate Representation in the Sports Program by Indigenous and Racial Identities

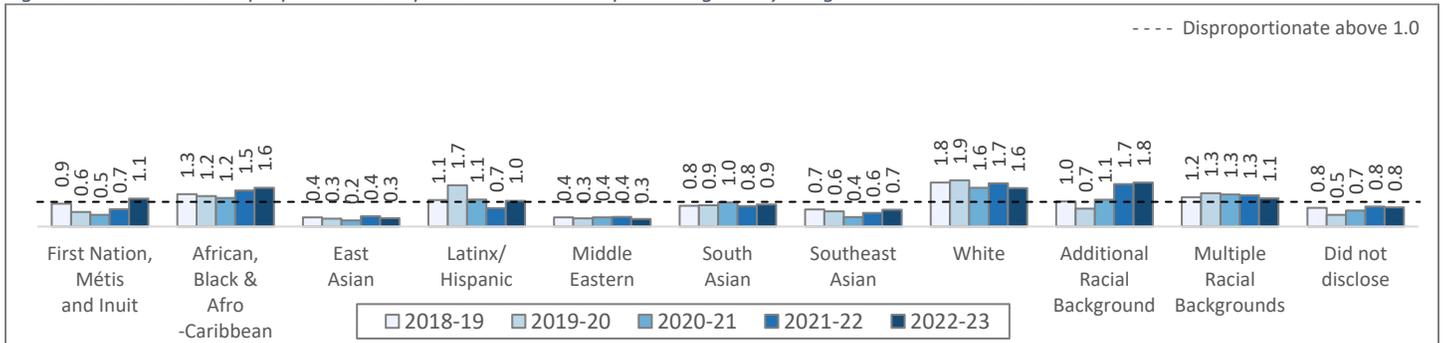
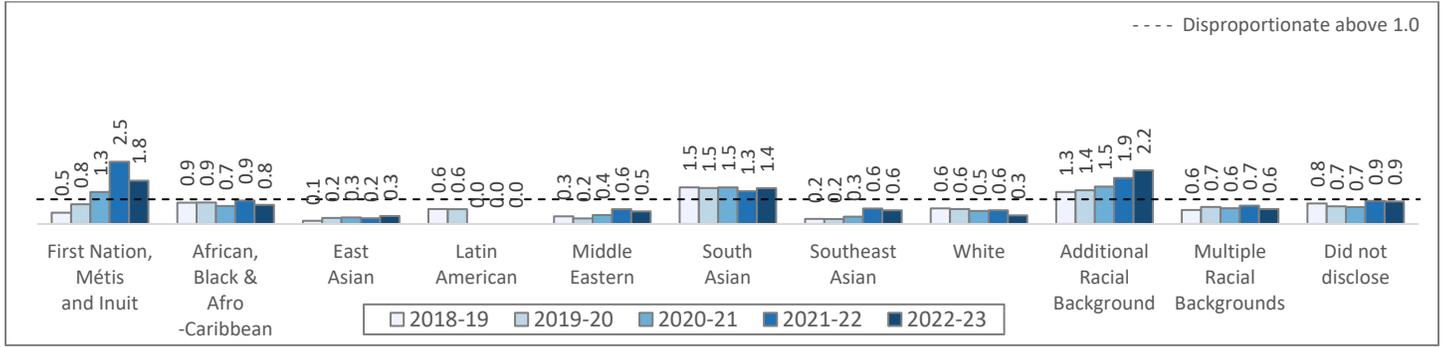


Figure 150 – Students Disproportionate Representation in the Technology Program by Indigenous and Racial Identities



4.5.3 Gender Identity

Figure 151 – Students’ Disproportionate Representation in Any Regional Learning Choice Program by Gender Identity

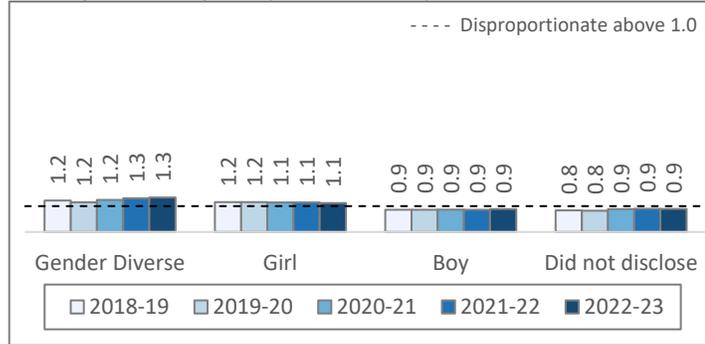


Figure 152 – Students’ Disproportionate Representation in the Advanced Placement Program by Gender Identity

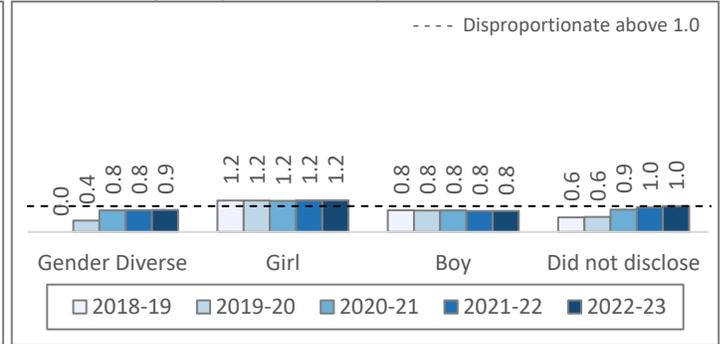


Figure 153 – Students’ Disproportionate Representation in the Arts Program by Gender Identity

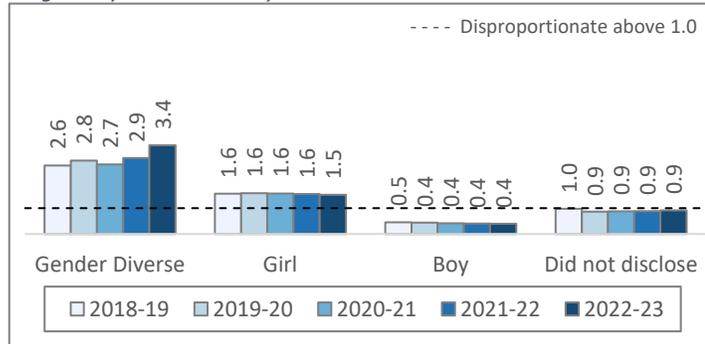


Figure 154 – Students’ Disproportionate Representation in the Business Program by Gender Identity

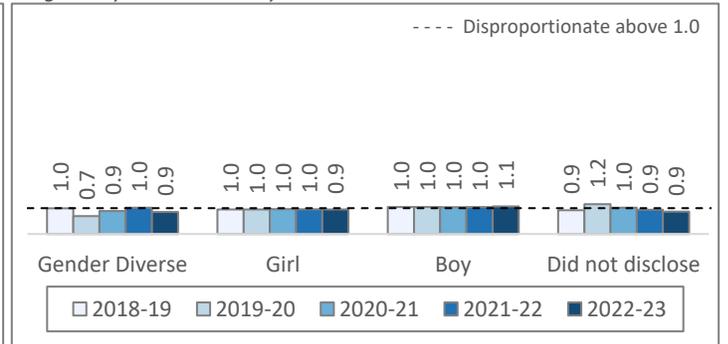


Figure 155 – Students’ Disproportionate Representation in the International Baccalaureate® Program by Gender Identity

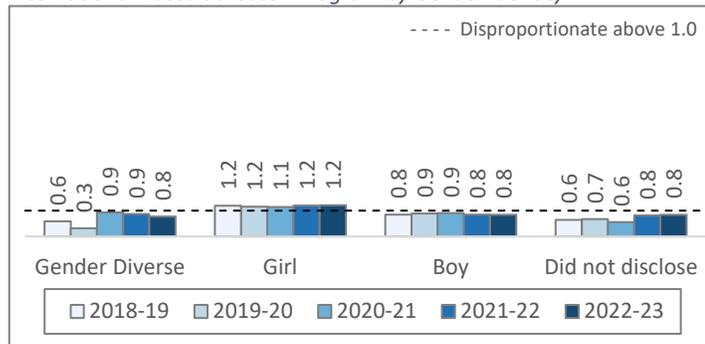


Figure 156 – Students’ Disproportionate Representation in the Science / Technology Program by Gender Identity

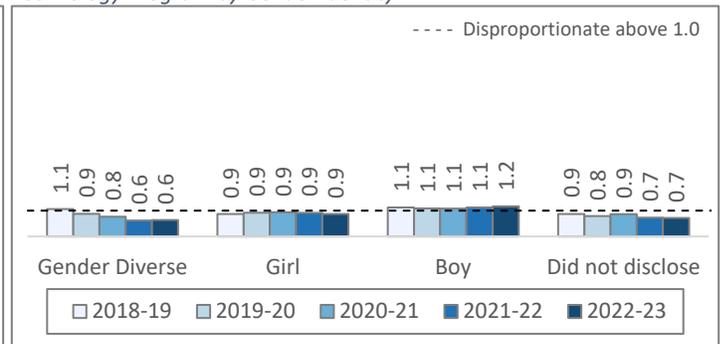


Figure 157 – Students’ Disproportionate Representation in the Sports Program by Gender Identity

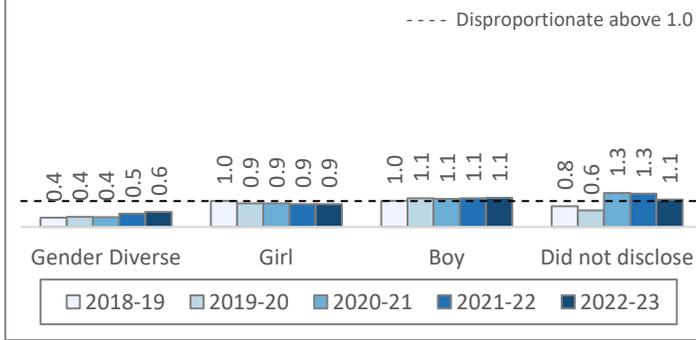
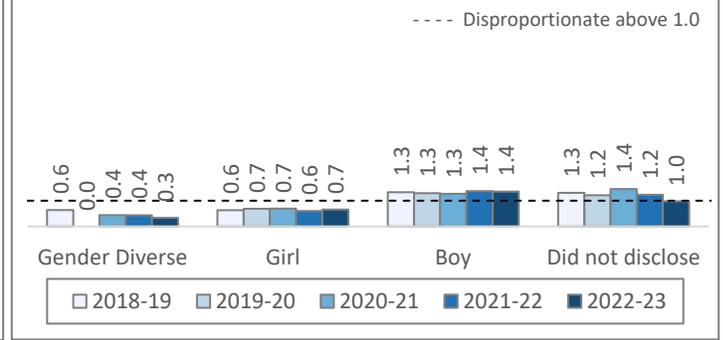


Figure 158 – Students’ Disproportionate Representation in the Technology Program by Gender Identity



4.5.4 Sexual Orientation

Figure 159 – Students’ Disproportionate Representation in Any Regional Learning Choice Program by Sexual Orientation

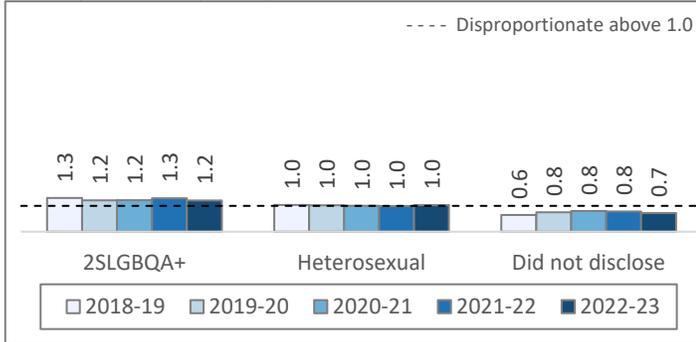


Figure 160 – Students’ Disproportionate Representation in the Advanced Placement Program by Sexual Orientation

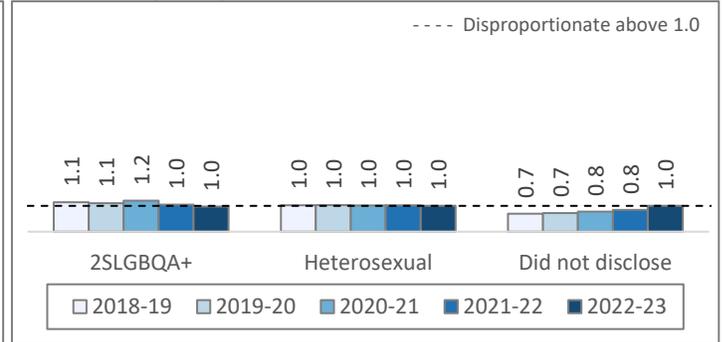


Figure 161 – Students’ Disproportionate Representation in the Arts Program by Sexual Orientation

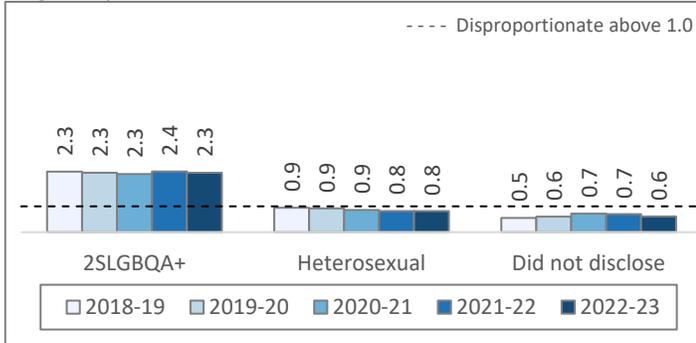


Figure 162 – Students’ Disproportionate Representation in the Business Program by Sexual Orientation

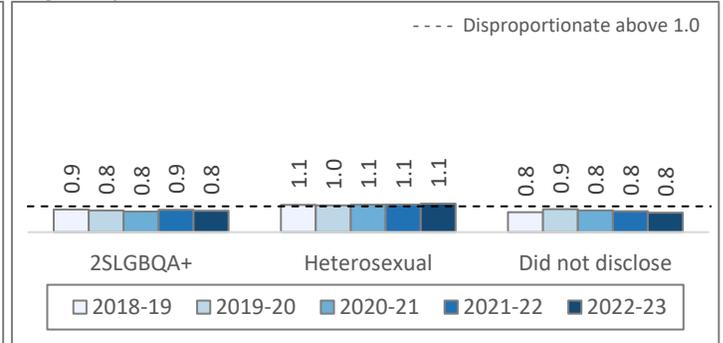


Figure 163 – Students’ Disproportionate Representation in the International Baccalaureate® Program by Sexual Orientation

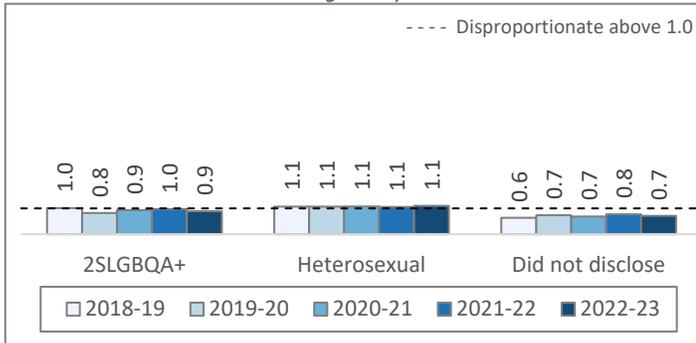


Figure 164 – Students’ Disproportionate Representation in the Science / Technology Program by Sexual Orientation

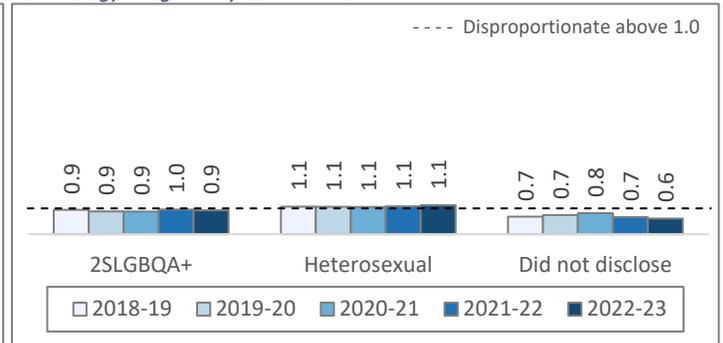


Figure 165 – Students’ Disproportionate Representation in the Sports Program by Sexual Orientation

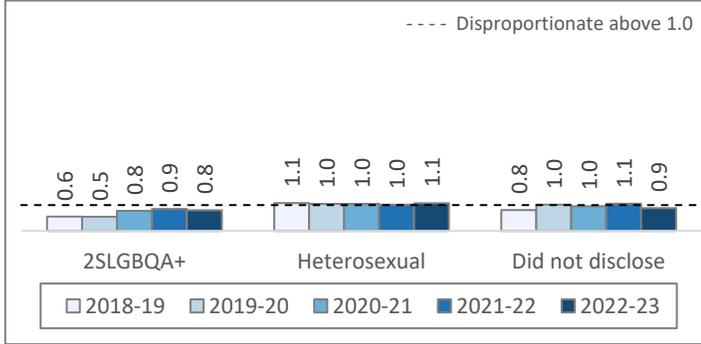
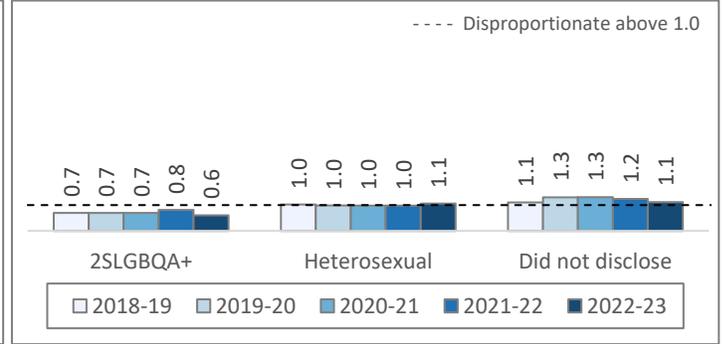


Figure 166 – Students’ Disproportionate Representation in the Technology Program by Sexual Orientation



4.5.5 by Socioeconomic Vulnerability Clusters

Figure 167 – Students’ Disproportionate Representation in Any Regional Learning Choice Program by Socioeconomic Vulnerability Cluster

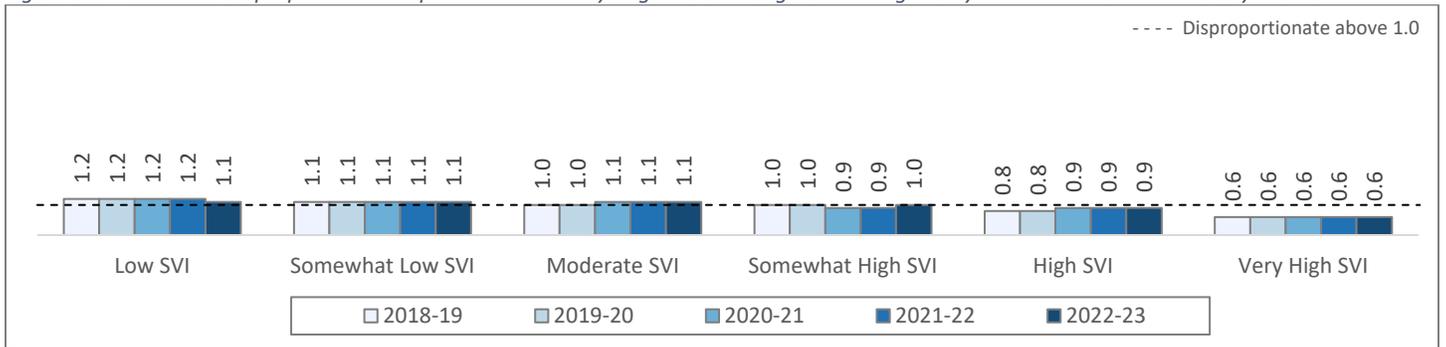


Figure 168 – Students’ Disproportionate Representation in the Advanced Placement Program by Socioeconomic Vulnerability Cluster

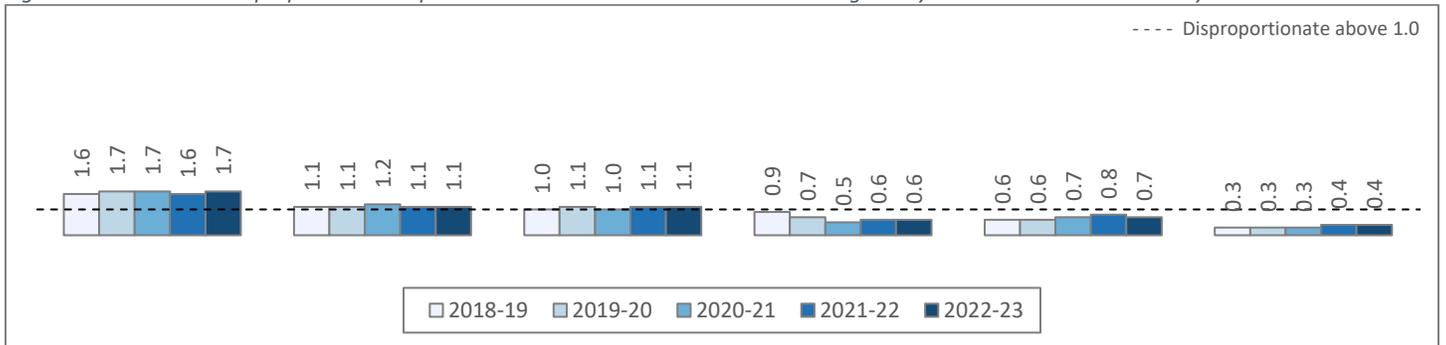


Figure 169 – Students’ Disproportionate Representation in the Arts Program by Socioeconomic Vulnerability Cluster

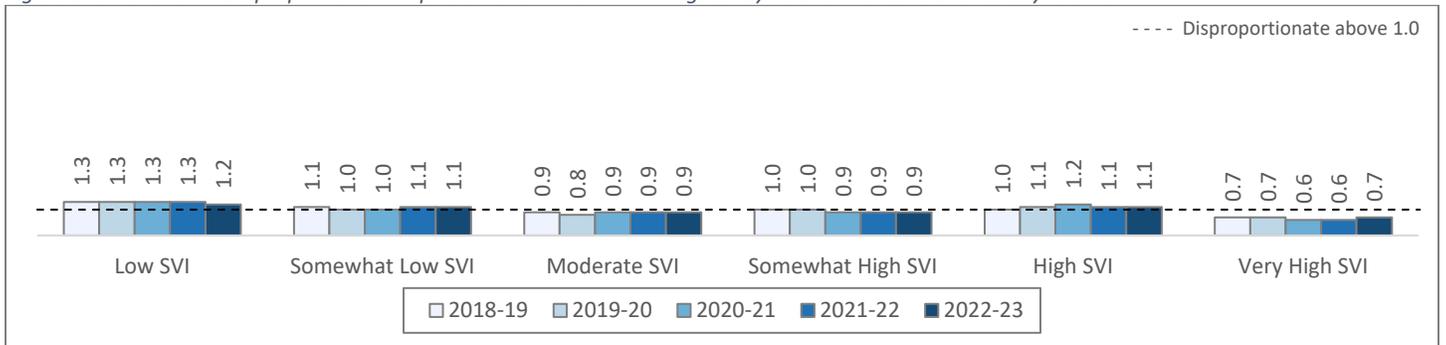


Figure 170 – Students’ Disproportionate Representation in the Business Program by Socioeconomic Vulnerability Cluster

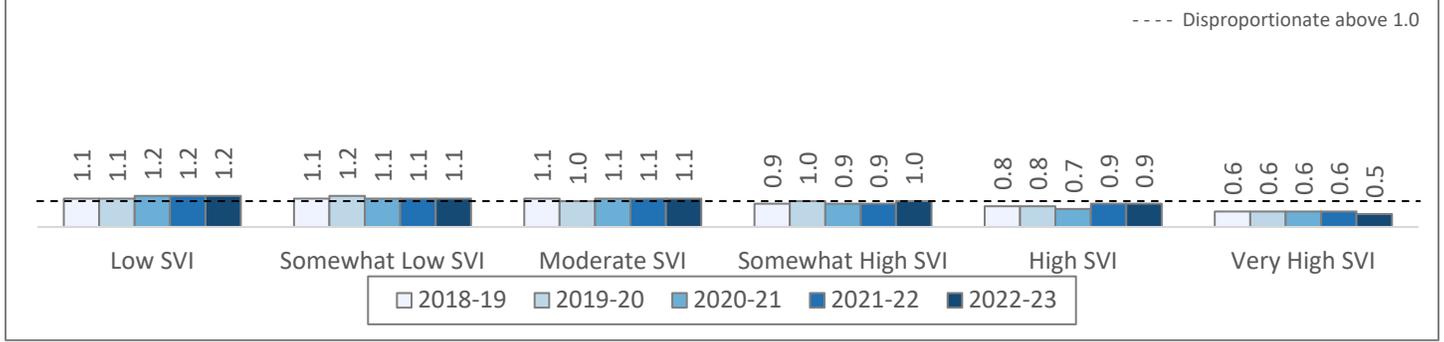


Figure 171 – Students’ Disproportionate Representation in the International Baccalaureate® Program by Socioeconomic Vulnerability Cluster

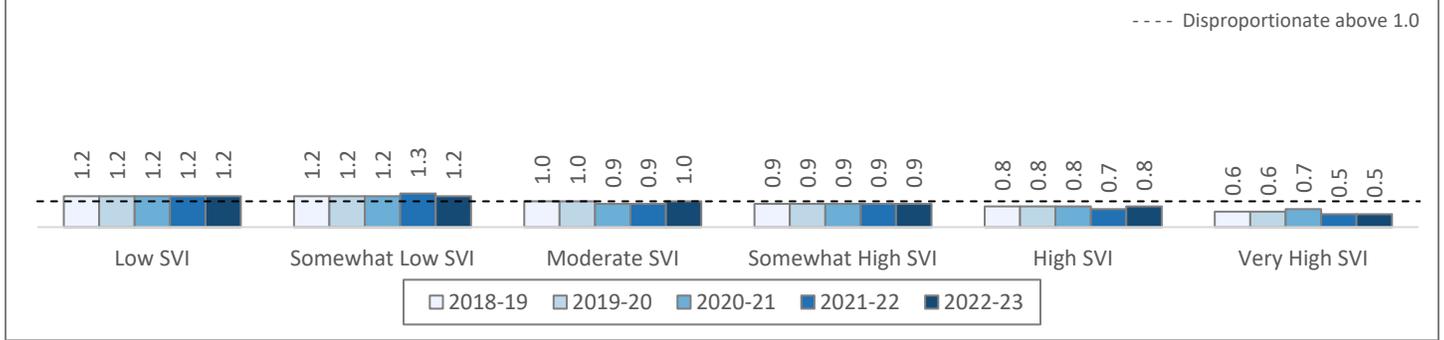


Figure 172 – Students’ Disproportionate Representation in the Science / Technology Program by Socioeconomic Vulnerability Cluster

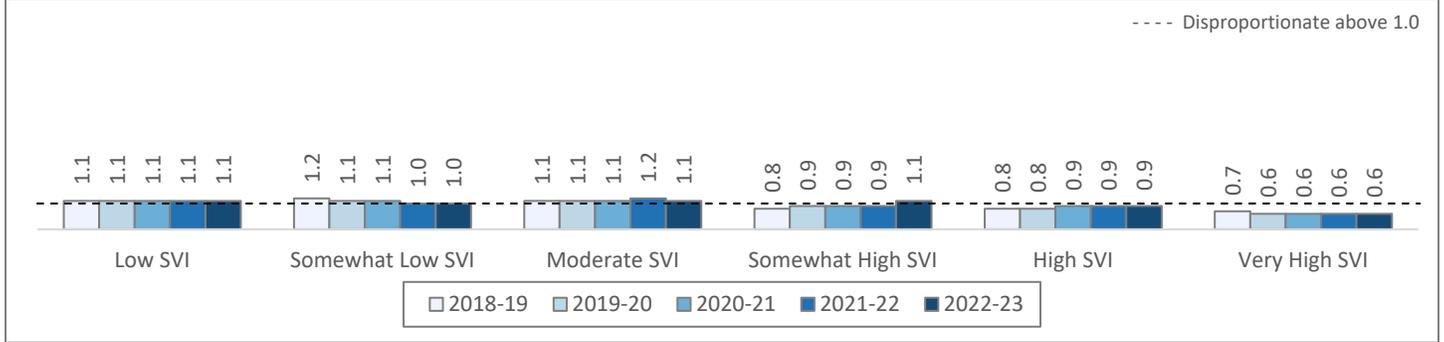


Figure 173 – Students’ Disproportionate Representation in the Sports Program by Socioeconomic Vulnerability Cluster

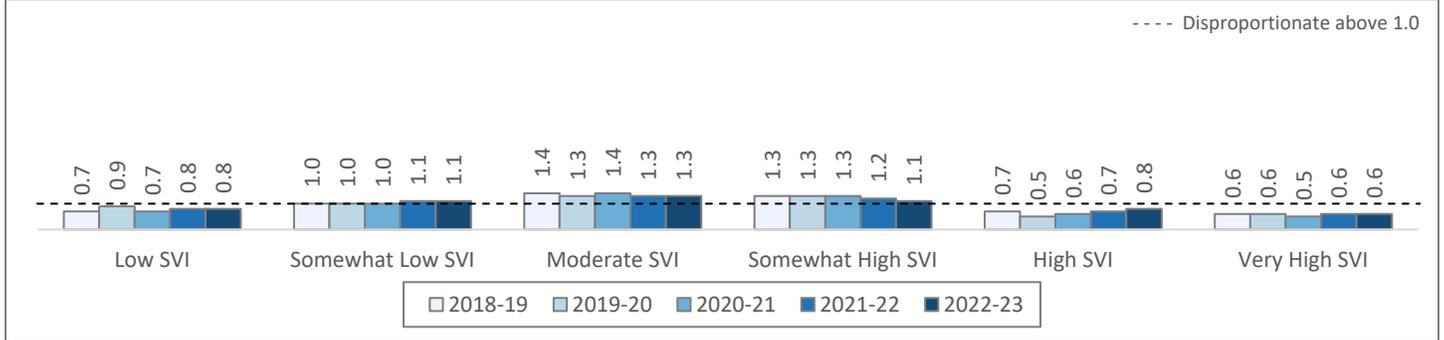
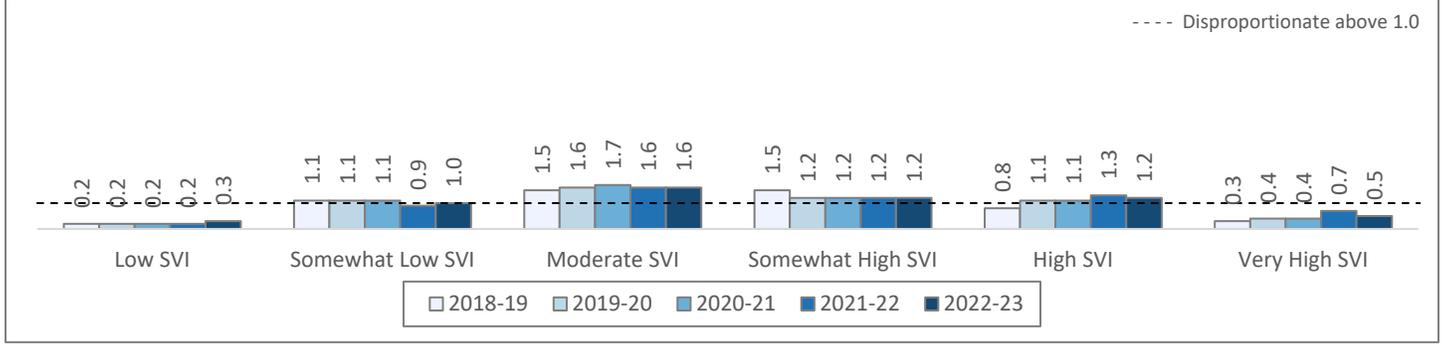


Figure 174 – Students’ Disproportionate Representation in the Technology Program by Socioeconomic Vulnerability Cluster



4.5.6 Students with Special Education Needs

Figure 175 – Students’ Disproportionate Representation in Any Regional Learning Choice Program by IEP Status

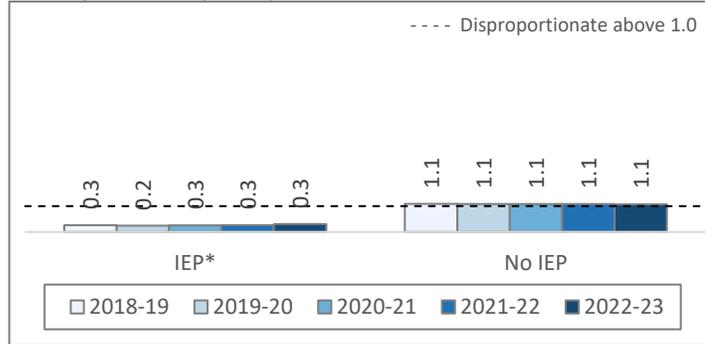


Figure 176 – Students’ Disproportionate Representation in the Advanced Placement Program by IEP Status

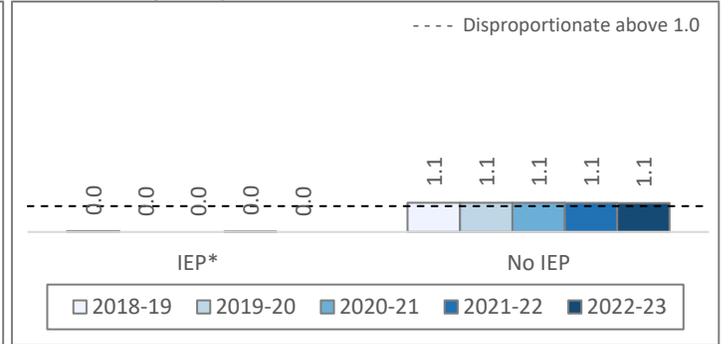


Figure 177 – Students’ Disproportionate Representation in the Arts Program by IEP Status

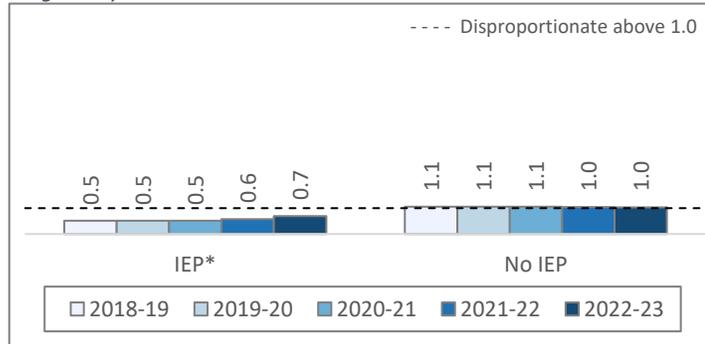


Figure 178 – Students’ Disproportionate Representation in the Business Program by IEP Status

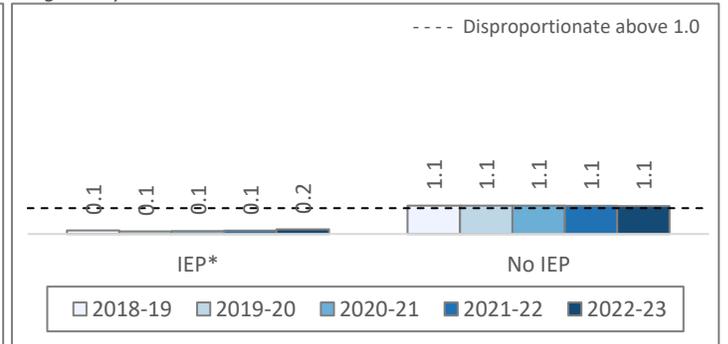


Figure 179 – Students’ Disproportionate Representation in the International Baccalaureate® Program by IEP Status

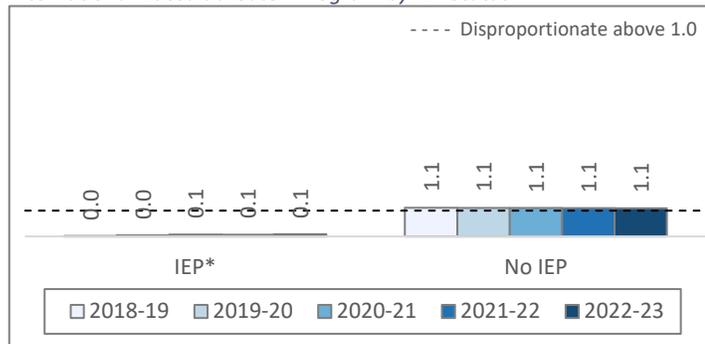


Figure 180 – Students’ Disproportionate Representation in the Science / Technology Program by IEP Status

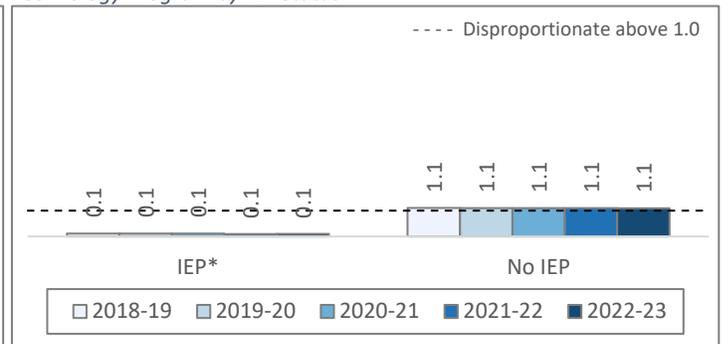


Figure 181 – Students’ Disproportionate Representation in the Sports Program by IEP Status

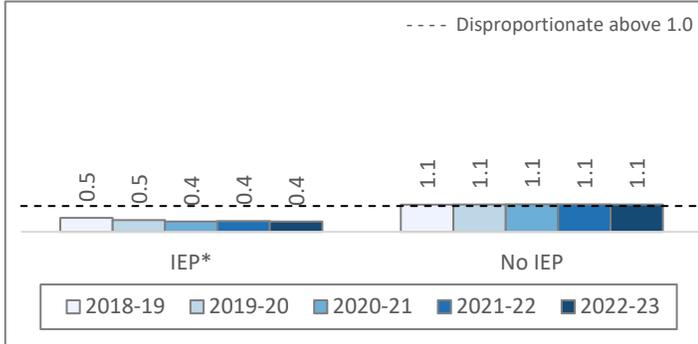
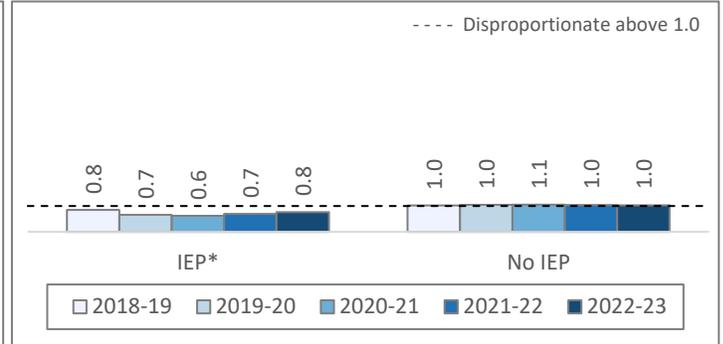


Figure 182 – Students’ Disproportionate Representation in the Technology Program by IEP Status



4.5.7 English Language Learners

Figure 183 – Students’ Disproportionate Representation in Any Regional Learning Choice Program by ELL Status

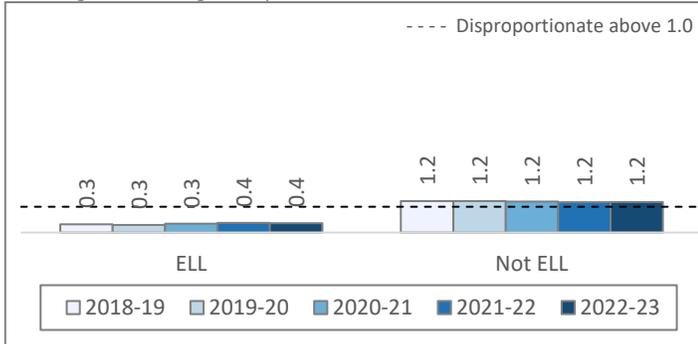


Figure 184 – Students’ Disproportionate Representation in the Advanced Placement Program by ELL Status

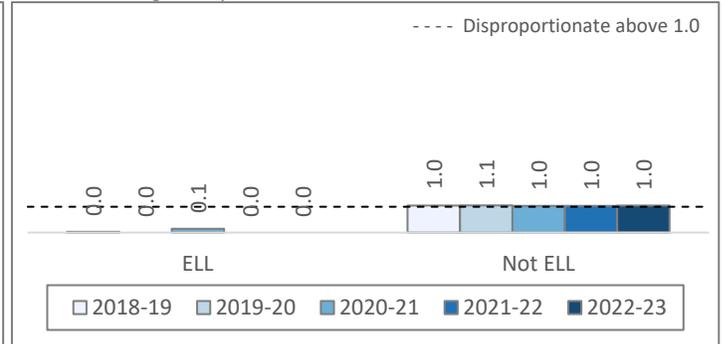


Figure 185 – Students’ Disproportionate Representation in the Arts Program by ELL Status

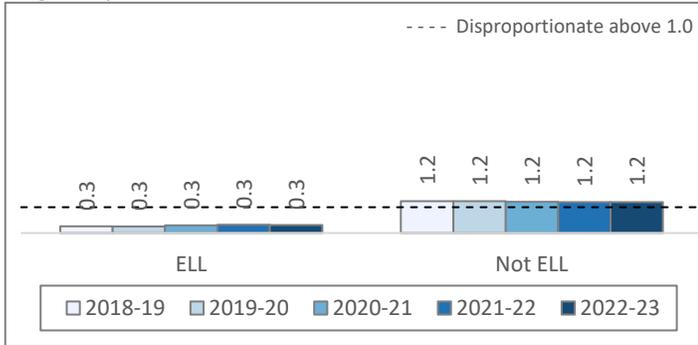


Figure 186 – Students’ Disproportionate Representation in the Business Program by ELL Status

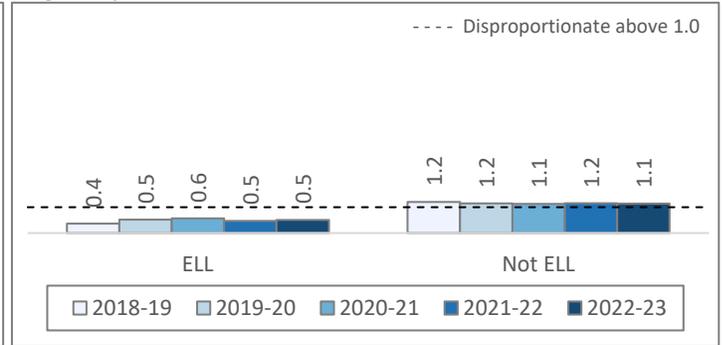


Figure 187 – Students’ Disproportionate Representation in the International Baccalaureate® Program by ELL Status

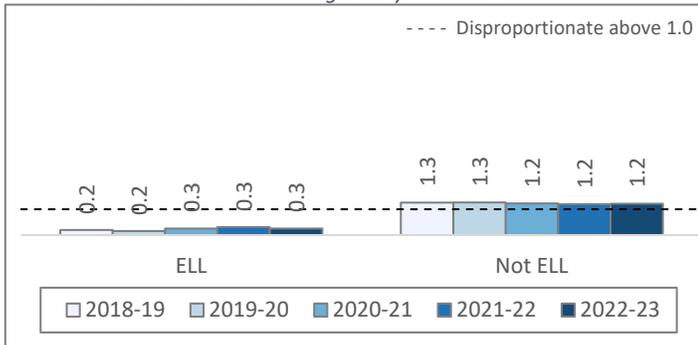


Figure 188 – Students’ Disproportionate Representation in the Science / Technology Program by ELL Status

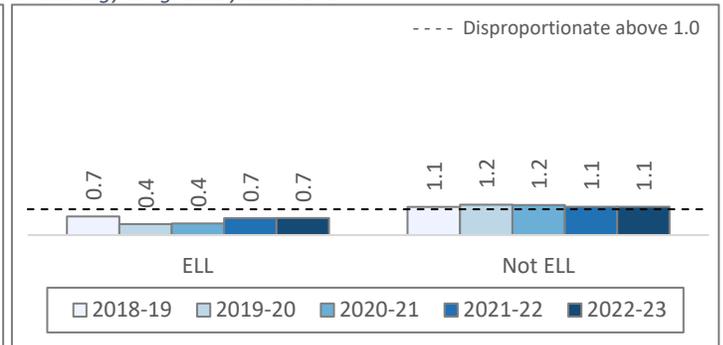


Figure 189 – Students’ Disproportionate Representation in the Sports Program by ELL Status

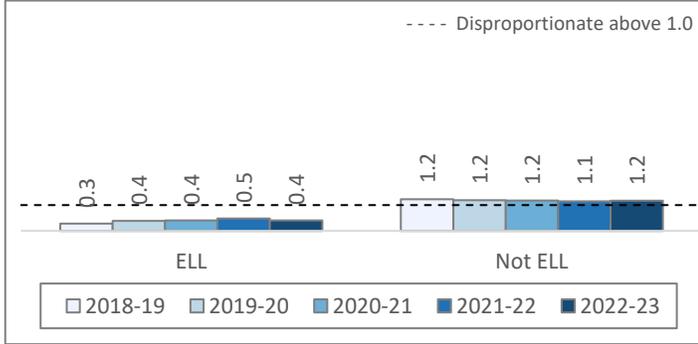
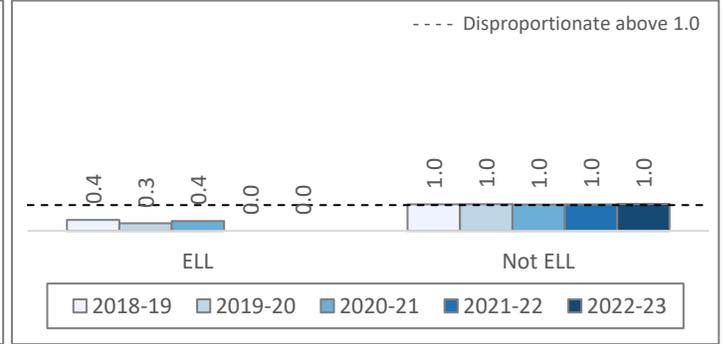


Figure 190 – Students’ Disproportionate Representation in the Technology Program by ELL Status



4.6 French Instruction

4.6.1 Summary of Outcomes

Needs:

- ❖ **Representation in French Immersion by social identity has been stable** over the last four years with Indigenous and South Asian students being consistently under-represented (Figure 192).
- ❖ **Representation in Extended French has shown more variation** due to the smaller total number of students. Indigenous students, African, Black, and Afro-Caribbean, East Asian, South Asian and Southeast Asian students are underrepresented (Figure 193).
- ❖ **Students who experience very high socioeconomic vulnerabilities are more likely to be excluded from the French Immersion program** unlike students who experience low socioeconomic vulnerabilities (Figure 198).

4.6.2 French Outcomes

Figure 191 – Students’ Disproportionate Representation in French Immersion by Indigenous and Racial Background

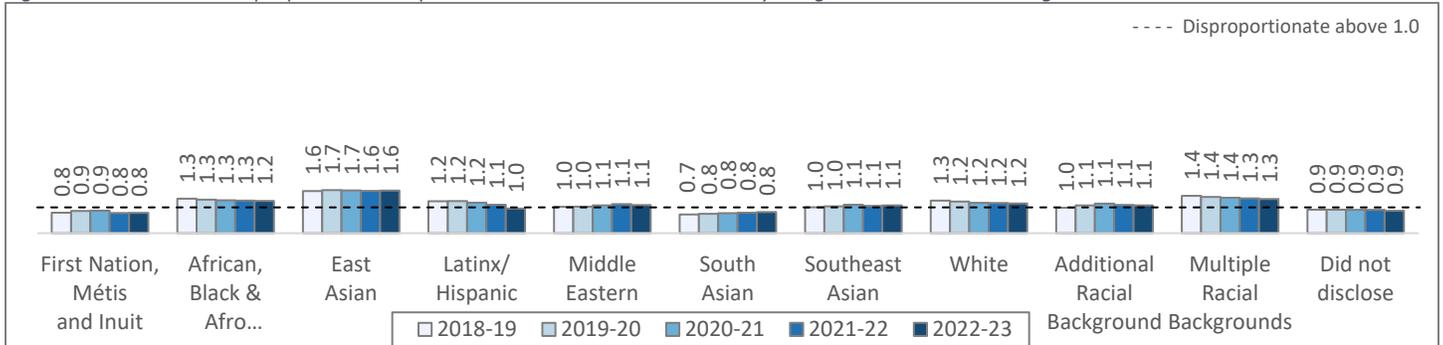


Figure 192 – Students’ Disproportionate Representation in Extended French by Indigenous and Racial Background

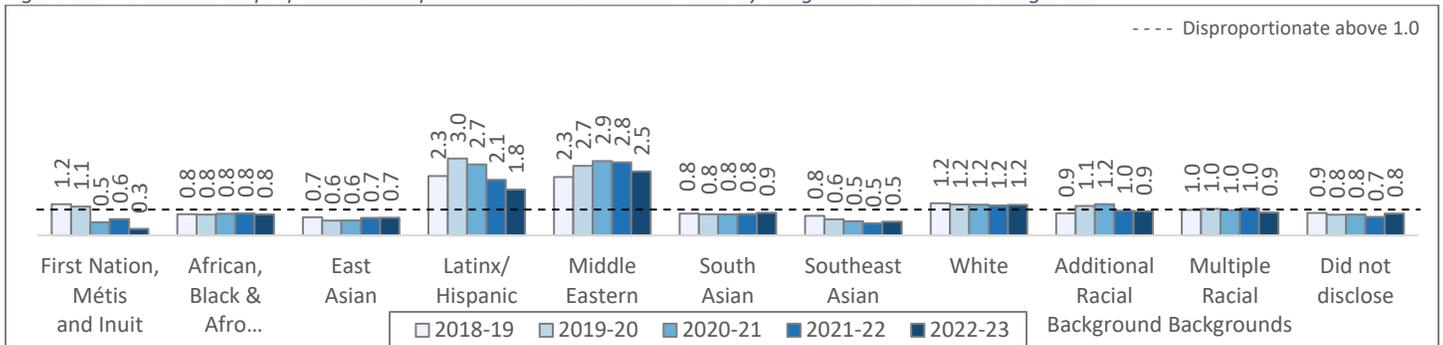


Figure 193 – Students’ Disproportionate Representation in French Immersion by Gender Identity

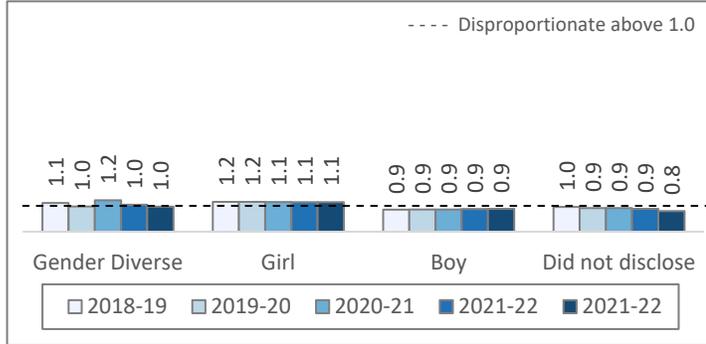


Figure 194 – Students’ Disproportionate Representation in Extended French by Gender Identity

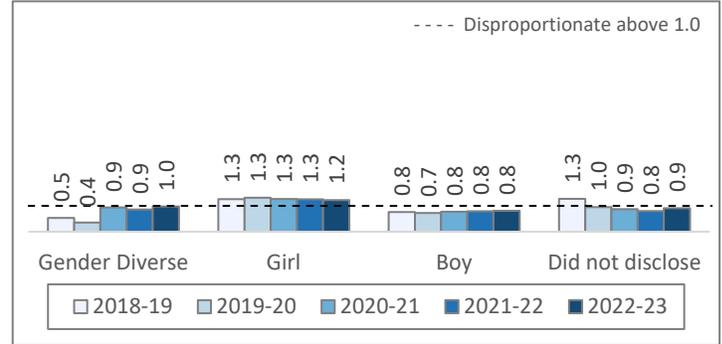


Figure 195 – Students’ Disproportionate Representation in French Immersion by Sexual Orientation

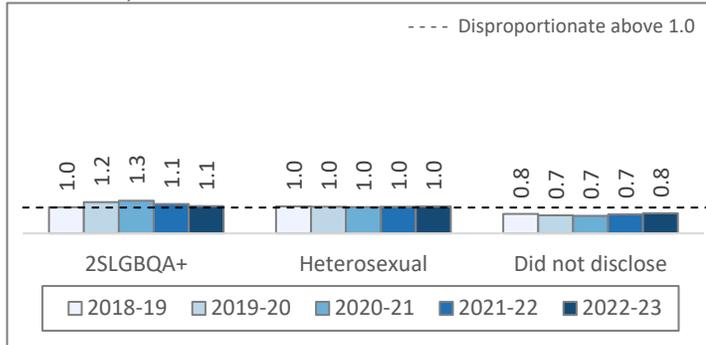


Figure 196 – Students’ Disproportionate Representation in Extended French by Sexual Orientation

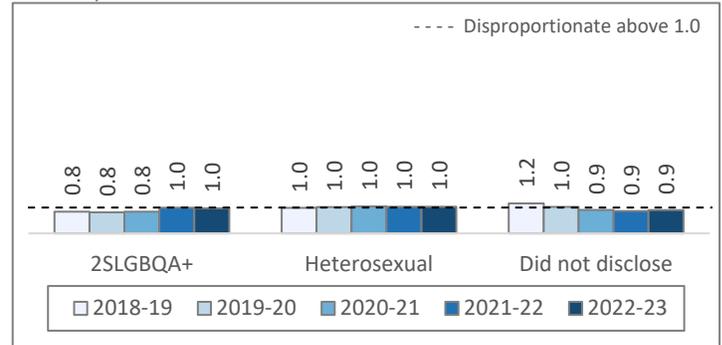


Figure 197 – Students’ Disproportionate Representation in French Immersion by Socioeconomic Vulnerability Cluster

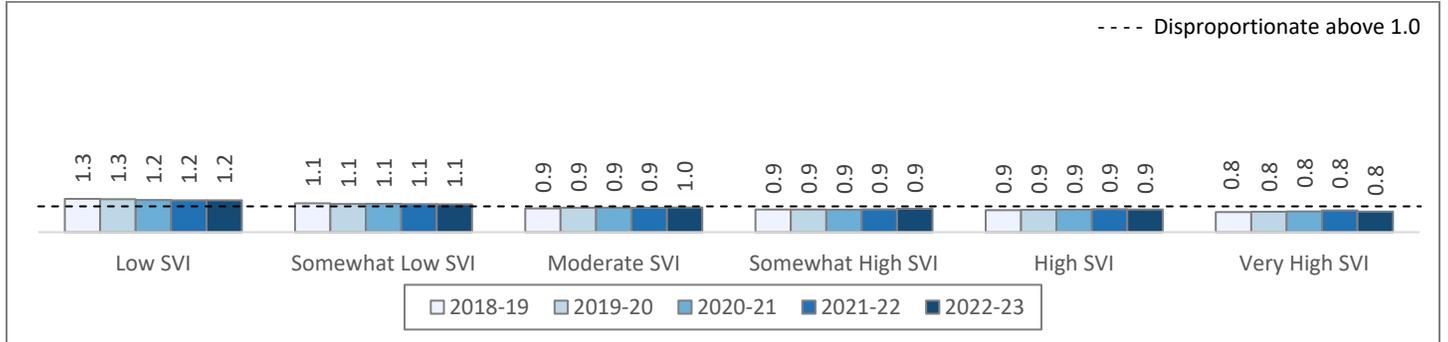
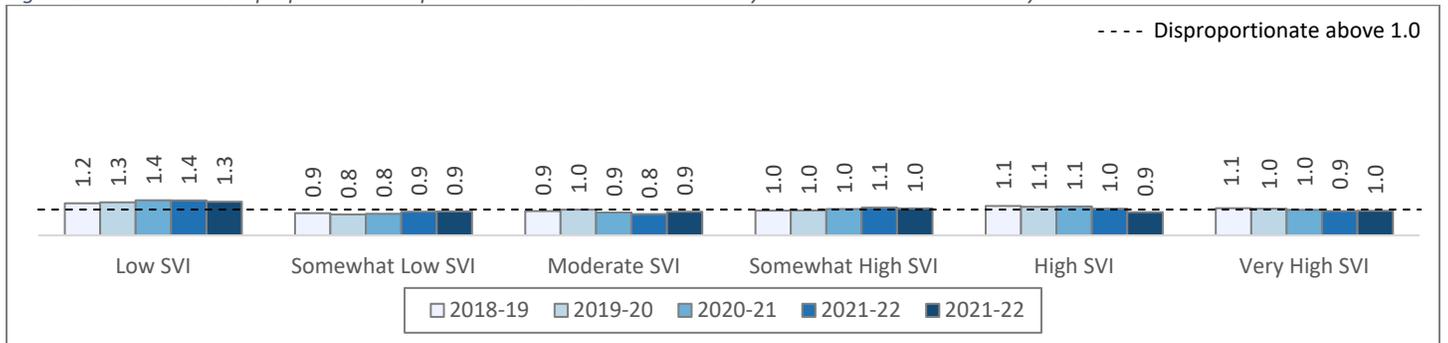


Figure 198 – Students’ Disproportionate Representation in Extended French by Socioeconomic Vulnerability Cluster



5.0 Student Engagement & Well-being

5.1 Persistent Absenteeism

5.1.1 Summary of Outcomes

Needs:

- ❖ **Absenteeism is almost twice as high among some marginalized groups.** African, Black, and Afro-Caribbean, Indigenous, Latinx/Hispanic and Middle Eastern students experience higher instances of absenteeism compared to other students, suggesting that schools may not be places where they feel safe and/or offer a sense of belonging due to emotional withdrawal or academic alienation (Hascher and Hagenauer, 2010 and Curry-Stevens and Kim-Gervey, 2016) especially for marginalized students (see Figure 200).
- ❖ **Gender diverse students are consistently more likely to be absent unlike those who identify as only boy or girl.** While there has been parity for boys and girls over the last 5 school years, students who identify as gender diverse experience much higher instances of absenteeism, with a notable decline in the 2020-21 when schools were primarily online, suggesting that in-person school environments may not be places where they feel safe and/or a sense of belonging (Pampati et al., 2020) (see Figure 201).
- ❖ **Students who experience high socioeconomic vulnerabilities may be pushed out of school.** Students experiencing high socioeconomic vulnerabilities have been absent at a much higher rate consistently over the years indicating that students who experience these vulnerabilities may not find learning environments accessible, safe, or conducive to their learning (Van Eck et al., 2017) (see Figure 203).
- ❖ **Students receiving ESL supports are less likely to be absent from school during regular in-person learning.** For students receiving ESL supports, absenteeism appears much lower, though there is a sudden increase during the 2020-21 in-person school closures and shift to online learning, suggesting that they may not have received the support they needed during this time including lack of digital skills needed for learning from home, and maintaining adequate home-school communication with learners whose home language is different from the language of instruction (Gallagher-Mackay, 2021) (see Figure 205).

Emerging Trends:

- ❖ **Decreases in the disproportionate rates of persistent absenteeism** for Indigenous, African, Black, and Afro-Caribbean, Latinx/Hispanic and 2SLGBQA+ students. This may reflect PDSBs work to create safe and welcoming spaces in schools (see Figure 200, 202).
- ❖ **ELD students may be pushed or pulled out of school.** Students receiving ELD programming are much more likely to be persistently absent from school (see Figure 205).
- ❖ **Educational needs of Students with an IEP are not being met.** Students with an IEP are more than two times likely to be persistently absent. This suggests that these students' needs are not being met whether it be access to necessary staff, relevance of learning or a sense of safety and belonging. (see Figure 204).

5.1.2 Absenteeism Outcomes

Figure 199 – Students who were Persistently Absent by Indigenous and Racial Background

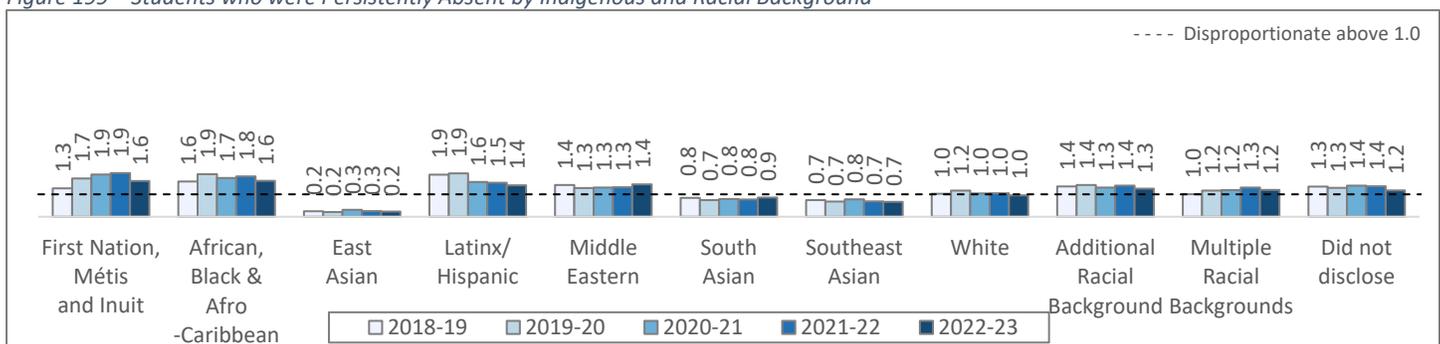


Figure 200 – Students who were Persistently Absent by Gender Identity

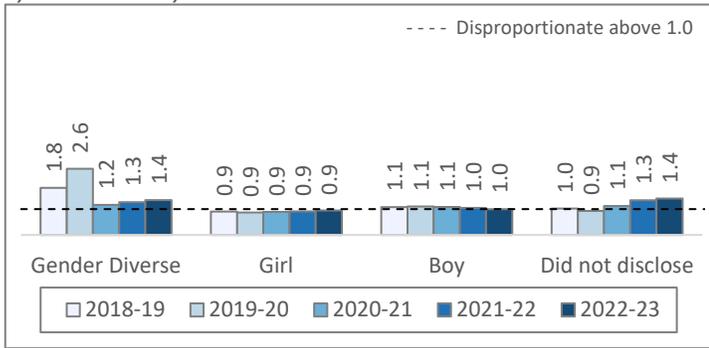


Figure 201 – Students who were Persistently Absent by Sexual Orientation

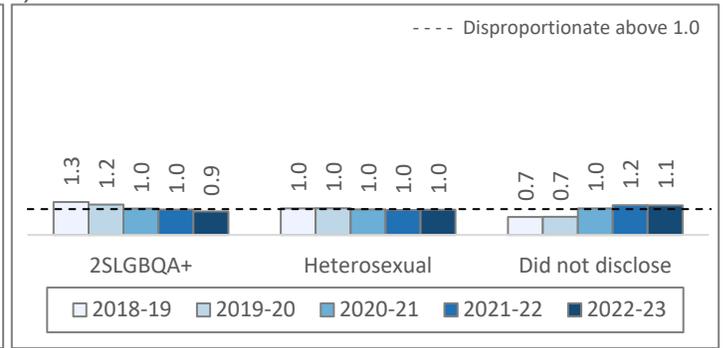


Figure 202 – Students who were Persistently Absent by Socioeconomic Vulnerability Clusters

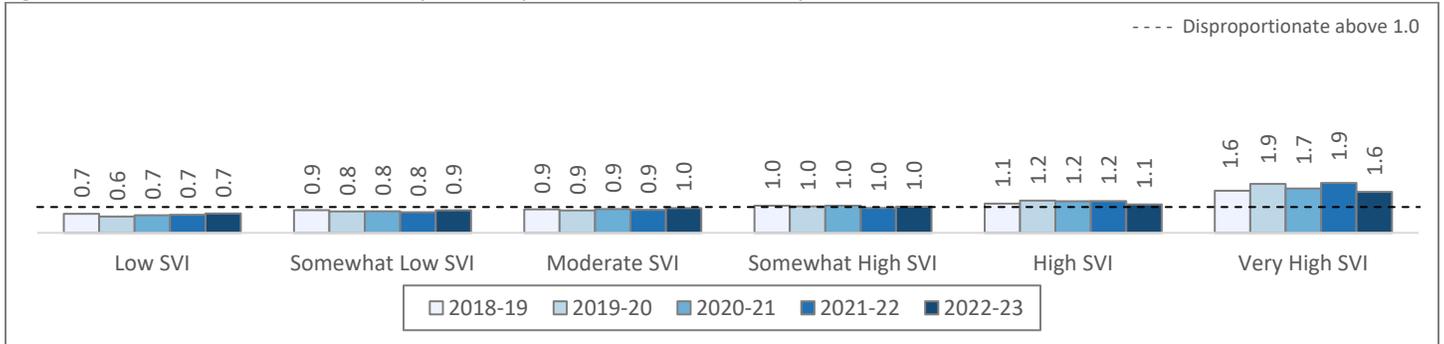


Figure 203 – Students who were Persistently Absent by IEP Status

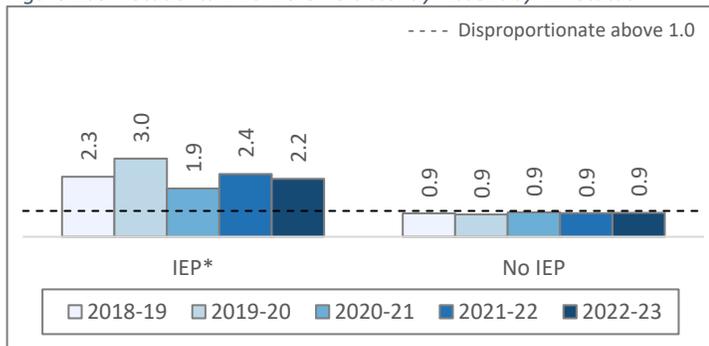
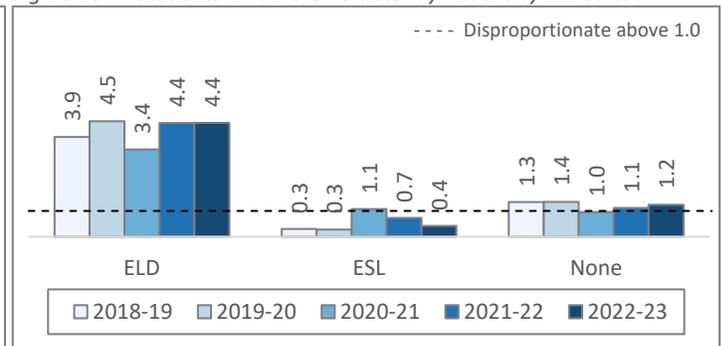


Figure 204 – Students who were Persistently Absent by ELL Status



5.2 Student Discipline

Suspensions, expulsions and exclusions are disciplinary practices that require students to be removed from the classroom or school environment for a specified amount of time (Coles and Powell, 2020; Finigan-Carr, 2017; Lindsay and Hart, 2017). Though the Ministry of Education Ontario (2018) supports progressive disciplinary measures that promote a preventative “whole-school approach” where the focus on disciplining shifts from “solely punitive to one that is both corrective and supportive”, it nonetheless recognizes suspensions and expulsions as necessary disciplinary measures. All Peel staff, administrators and educators are required to respond to student behavior that is deemed to have negative effects on school climate, including harassment or discrimination based on race, gender identity and gender expression, disability, sexual orientation, and religion (PDSB, 2022b).

A suspension can range from one to 20 school days, with more than 5 days representing a long-term suspension (Glisic and Favaro, 2017). Expelled students, on the other hand, are removed from school for an indefinite time. They can be expelled from their own school or from all schools in their school board (Ontario Education and Training, 2022). A school principal may exclude a student if, in their judgement, they determine the student’s presence is “detrimental” to the “physical or mental wellbeing” of students in the school (Government of Ontario, 1990).

Suspensions are often used as a form of punishment to deter students from future engagement in discriminatory or violent behaviour and to “discourage [their] peers from engaging in similar conduct” (Costenbader and Markson, 1998, cited in Chu and Ready, 2018, p. 479). Likewise, they are used to support sustaining positive and safe classroom and school climates. However, research reveals that suspensions do not lead to improvement in student behaviour (Petras et al., 2011; Paul and Araneo, 2019) and often serve as an entry point to the school-to-prison pipeline, whereby students, primarily African, Black, and Afro-Caribbean, Indigenous and racialized, are pushed out of school and into the criminal justice system (Adamu and Hogan, 2015; Wun, 2016).

Moreover, exclusionary discipline has long-term impacts on student learning outcomes as those suspended in earlier years are more likely to face future disciplining as well as school dropouts (Meek and Gilliam, 2016; Yang et al, 2018). Research suggests that students who are suspended between grades 7-12 are more likely to experience victimization, engage in criminal activity, and be incarcerated, especially African, Black, and Afro-Caribbean students who are disproportionately vulnerable to these adverse outcomes. (Wolf and Kupchik, 2017). Likewise, students with Special Education Needs, those experiencing lower socioeconomic status, as well as boys, face greater implications of suspensions than others (Cholewa et al., 2018; Greflund, et al., 2014; Skiba et al., 2011; Sullivan et al., 2014). Overrepresentation of African, Black, and Afro-Caribbean students in suspension data has raised concerns that suspension policies are “inherently anti-Black” (Coles and Powell, 2020, p. 114), and consequently operate to remove or exclude African, Black, and Afro-Caribbean children and youth from schools. Indigenous students also experience disproportionate discipline, with research suggesting cultural bias as a key factor (Greflund et al., 2014).

Research also highlights the intersection between race, special education placement, and student discipline. African, Black, and Afro-Caribbean students have been found to be overrepresented in special education categories that predict increased suspensions while underrepresented in those that predict lower suspension rates (Losen et al., 2014). To illustrate, Krezmien et al. (2006) found that African, Black, and Afro-Caribbean students with emotional and behavioural Special Education Needs disproportionately experience suspensions (as cited in Haight et al., 2016). African, Black, and Afro-Caribbean students have also been overrepresented in instances of suspension when compared to expulsions (Kramarczuk Vougarides et al., 2017; Noltemeyer and Mcloughlin, 2010). Expulsions typically require less subjective judgement, indicating African, Black, and Afro-Caribbean students may be targeted for minor behavioural incidents resulting in higher suspension rates (Kramarczuk Vougarides et al., 2017; Noltemeyer and Mcloughlin, 2010). Findings from the Ministry’s Review also found that African, Black, and Afro-Caribbean students were often suspended for minor offenses like wearing hoodies or hoop earrings (PDSB, 2021c).

African, Black, and Afro-Caribbean students have echoed these concerns, noting a “double standard” in how they are treated compared to white students. More generally, students report that differential discipline processes are used for African, Black, and Afro-Caribbean students with some noting that white students were often not disciplined for disruptive behaviours in class whereas Black students were. Moreover, African, Black, and Afro-Caribbean students reported receiving more severe consequences for the same behaviours (James, 2019a). It is important to note that the overrepresentation of African, Black, and Afro-Caribbean students in suspension data has not been found to be a result of more misbehaviour on their part than other racial groups (Gregory et al., 2010).

Research also makes it clear that suspensions have negative effects on learning outcomes as students who are suspended miss academic content, become disengaged from school, stigmatized, and feel a lower sense of belonging (PDSB, 2021c).

As part of its effort to dismantle systemic discrimination, particularly anti-Black racism, the 2020 Ministry Review required deep transformative changes in Student Discipline, especially in addressing racial disparities in suspension and expulsion trends which were found to be evident across Peel schools. Directive 22 for instance, mandated the Board “set thresholds to identify notable racial disparities in all in-school and out-of-school suspensions, exclusions and expulsions” and to “set targets with the aim to reduce the identified disparities by 50% by September 2021, and completely by September 2022” (PDSB, 2023 p.3). While the Board has maintained its commitment to eliminating racial disparities in

suspensions especially for Indigenous, African, Black, and Afro-Caribbean students, findings revealed that disproportionalities in suspensions continued to exist in Peel schools (p. 4).

5.2.1 Summary of Outcomes

In May 2020, the Peel board proactively ordered the cessation of all informal/in school suspensions and all suspensions of students in kindergarten to grade 3. In December 2020, the Board further directed that suspension records of all students in kindergarten to grade 3 be expunged where legally permissible. In March 2021 an interim policy was presented, and in May 2021, the expungement process was initiated. This report does not include these expunged records.

While there were a low number of suspensions in 2020-21 (124), there were significant increases in 2021-22 (1027), with this number doubling in 2022-23 at 2044 suspensions overall. The disaggregated outcomes have not been suppressed; however, caution should be taken when interpreting the results. The unexpected outcomes may be explained by randomness rather than systemic patterns.

Needs:

- ❖ **Older students are suspended more than others.** Students in Grades 7-12 are more likely to be suspended (see Figure 197).
- ❖ **Disproportionate suspensions for African, Black, and Afro-Caribbean and Indigenous students despite decrease in overall suspensions.** While there is a reduction in the number of suspensions in 2021-22 and 2022-23 compared to 2018-19, African, Black, and Afro-Caribbean and Indigenous students continue to be more than two-times more likely to be suspended (see Figure 207).
- ❖ **Consistent over-representation of marginalized students among those suspended.** Students who identify as Middle Eastern are consistently about one and a half times more likely to receive a suspension (see Figure 207).
- ❖ **Gender.** Boys are about one and a half times more likely to be suspended (see Figure 208).
- ❖ **High socioeconomic vulnerabilities cause barriers to accessing learning.** Students who experience very high socioeconomic vulnerabilities are about one and half times more likely to receive a suspension (see Figure 210).
- ❖ **Students receiving English Literacy Development need more supports.** Students who are new to Canada and have and continue to experience a variety of vulnerabilities are more than four times more likely to receive a suspension (see Figure 203).
- ❖ **Students with Special Education needs experience barriers to learning.** Students who have an IEP are more than two times more likely to be suspended (see Figure 211). Students identified with an exceptionality that does not require a medical doctor diagnosis (behavioural, Language Impairment, Learning Disability, Mild Intellectual Disability) and therefore is more subjective are even more likely to receive a suspension (see Figure 213).

Emerging Trends:

- ❖ **The number of suspensions is decreasing.** From 2018-19 to 2019-20 the number of suspensions was almost cut in half. In 2020-21 there was a marked reduction in the number of suspensions due to school closures during the pandemic. However, as schools re-opened in 2021-22, the number of suspensions was one quarter of what it was in 2018-19 prior to closures. In 2022-23 the number of suspensions doubled from the previous year but still remains half of the number in 2018-19.
- ❖ **The number of suspensions for students with an IEP is decreasing.** Suspensions for students with an IEP in the 2022-23 school year appear to be decreasing compared to previous years. Specifically, suspensions appear to be decreasing for students who have been identified with the following exceptionalities: language impairment, learning disability and mild intellectual disability.
- ❖ **The number of expulsions increased.** In 2021-22 and 2022-23 there were substantially more expulsions than in prior years. The number of expulsions is very small and therefore trends should be considered with caution.

5.2.2 Discipline Outcomes

Table 1. Suspensions, Expulsions and Exclusions

School Year	Number of Suspensions	Number of Students Suspended	Number of Expulsions	Number of Students Excluded
2018-19	4094	2875	2	34
2019-20	2654	2063	3	19
2020-21	124	114	1	11
2021-22	1027	862	14	11
2022-23	2044	1636	31	50

Figure 205 – Students who Received One or More Suspensions by Grade

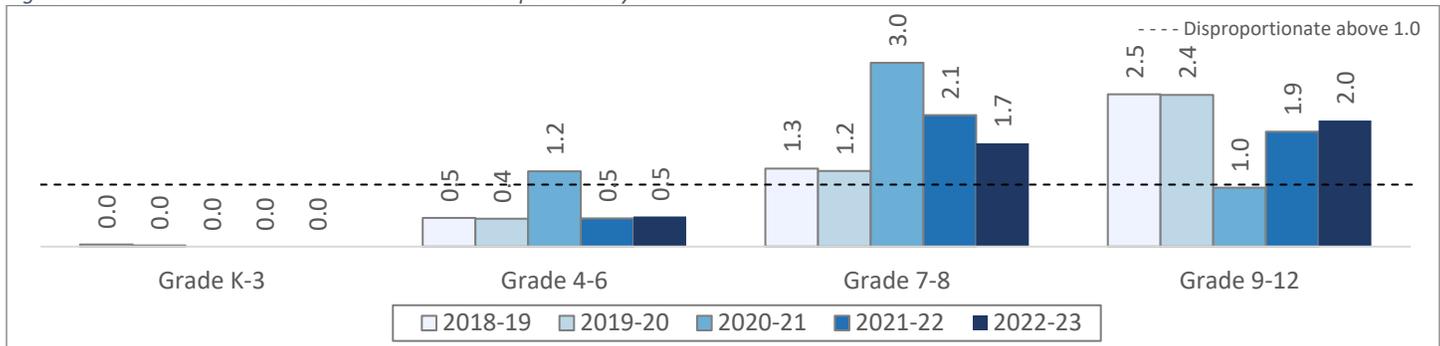


Figure 206 – Students who Received One or More Suspensions by Indigenous and Racial Identities

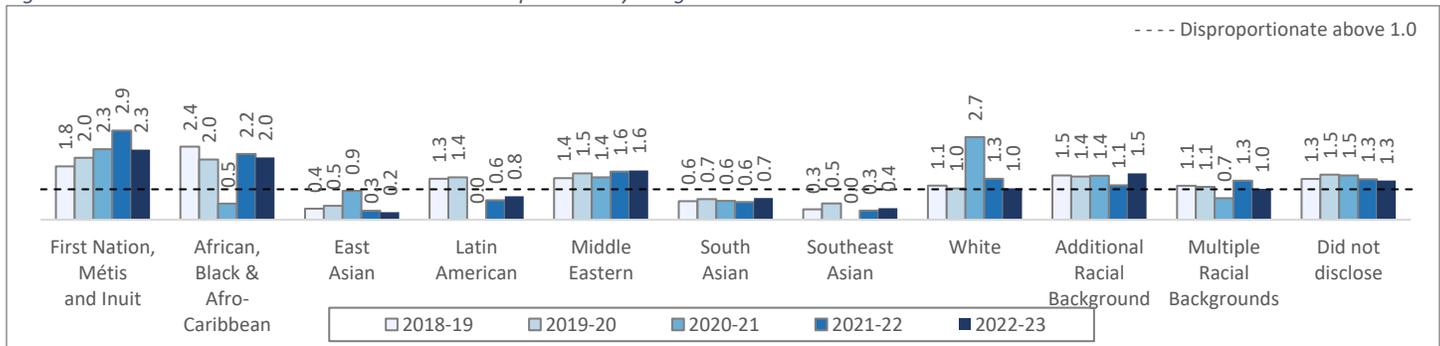


Figure 207 – Students who Received One or More Suspensions by Gender Identity

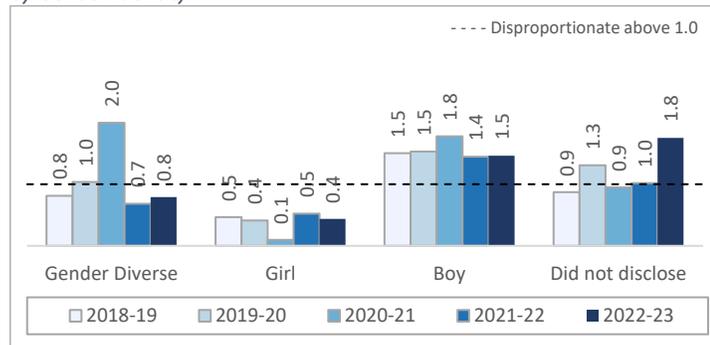


Figure 208 – Students in Grades 7-12 who Received One or More Suspensions by Sexual Orientation

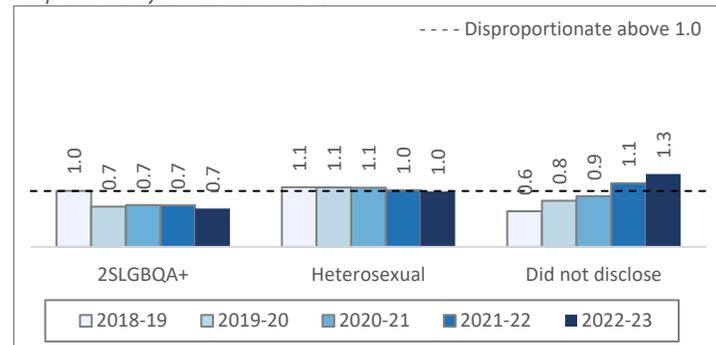


Figure 209 – Students who Received One or More Suspensions by Socioeconomic Vulnerability Clusters

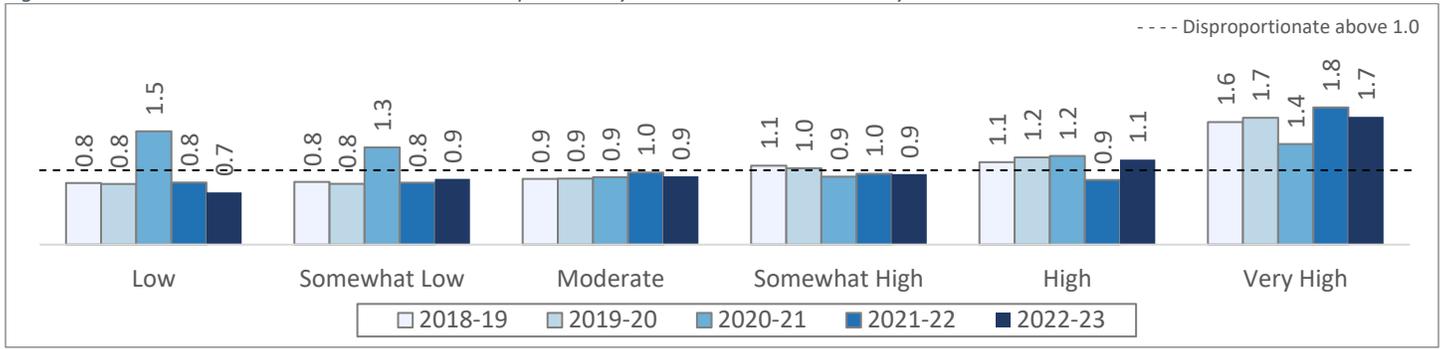


Figure 210 – Students who Received One or More Suspensions by IEP Status

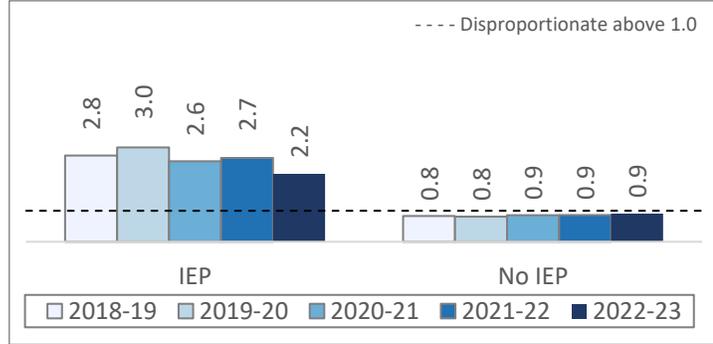


Figure 211 – Students who Received One or More Suspensions by ELL Status

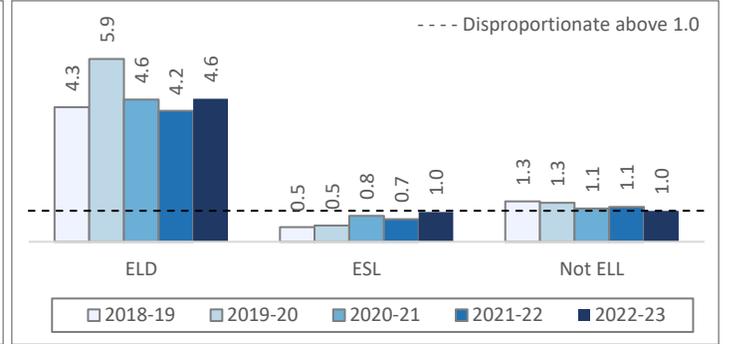
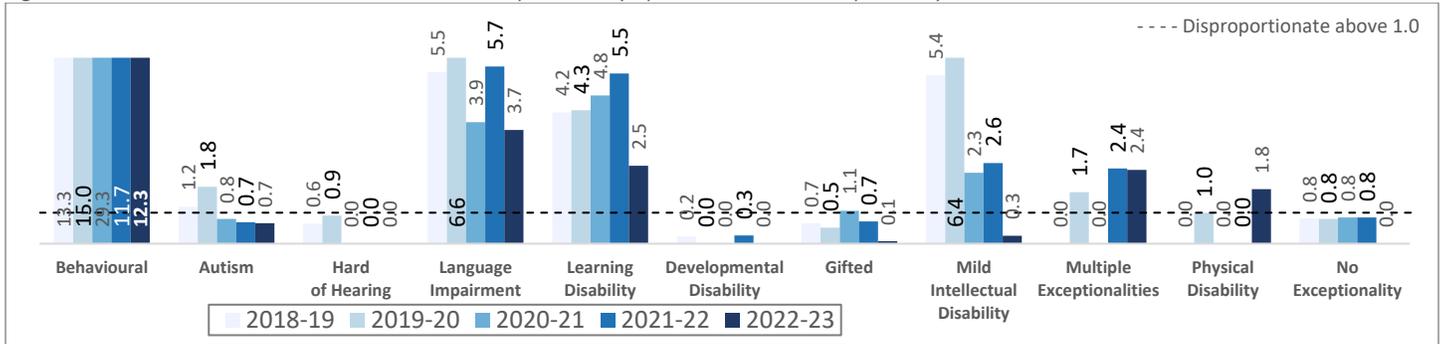


Figure 212 – Students who Received One or More Suspensions by Special Education Exceptionality



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[15.1(b)]

Board Meeting, November 22, 2023

Directive 22 – Eliminating Racial Disparities in Suspensions and Expulsions

Strategic Alignment: Directive 22
Report Type: Update

<i>Prepared by:</i>	Harjit Aujla, Associate Director, School Improvement and Equity Michelle Stubbings, Superintendent of Education – Safe and Caring Schools
<i>Submitted by:</i>	Rashmi Swarup, Director of Education

Overview

Update: This report provides an update to the February 22, 2023 report on the Peel District School Board's progress towards eliminating racial disparities in suspensions, expulsions and exclusions.

Highlights:

- Previous analyses on the extent of racial disparities in suspensions, expulsions and exclusions were based on the 2018 Student Census Survey results.
- The most recent Student Census Survey was conducted in April 2023. The infusion of additional identity data will help improve the validity of previous reports.
- Racial disproportionalities in suspensions and expulsions for the 2022-2023 school year for Black students is 2.0 and 2.3 for Indigenous students.
- The Safe and Caring Schools department continues to provide systemwide training and support for a series of initiatives stemming from Directive 21, including Policy 48 implementation and monitoring, Bullying Prevention and Intervention Plans, and Safe and Accepting School teams. Learning and training around Restorative Justice in Peel schools as an alternative to suspension is ongoing.
- The creation and implementation of the system wide School Improvement and Equity Plan (SIEP) site is to accurately monitor school progress towards academic and Sense of Belonging goals.
- The creation and use of a variety of learning activities geared to establishing, maintaining and improving caring and safe learning environments will contribute to a reduction in incidents for which suspension may/shall be considered.

Background:

Following the release of the Ministry of Education Review of the Peel District School Board (PDSB) in March 2020 (Chadha et al., 2020), the PDSB has taken significant steps to ensure that the well documented and historical inequities in student achievement and experiences are eliminated. The PDSB has interrogated its systems and structures to dismantle systemic discrimination and in particular manifestations of anti-Black racism.

The 2020 Ministry Review required deep transformative change to occur in relation to Student Discipline which is outlined in both Directive 21 and Directive 22. The goals accomplished in Directive 21 will allow PDSB to measure the impacts on racial disparities in suspension and expulsion data and monitor progress toward the elimination of all racial disparities.

Directive 22 states:

The Board shall, in accordance with the requirements of Ontario's Data Standards for the Identification and Monitoring of Systemic Racism, also known as Ontario's Anti-Racism Data Standards (ARDS), shall set thresholds to identify notable racial disparities in all in- school and out-of-school suspensions, exclusions, and expulsions, and shall set targets with the aim to reduce the identified disparities by 50% by September 2021, and completely by September 2022.

Evidence

Findings

Data regarding student discipline is reported using the racial disproportionality index. The Ontario Anti-Racism Data Standards defines a racial Disproportionality Index as “a measure of a racial group’s overrepresentation or underrepresentation in a program, service, or function relative to the group’s representation in the reference population” (Government of Ontario, 2019). In the February 2023 report, a proposed threshold to identify racial disproportionalities in suspensions and expulsions of 1.5 was established.

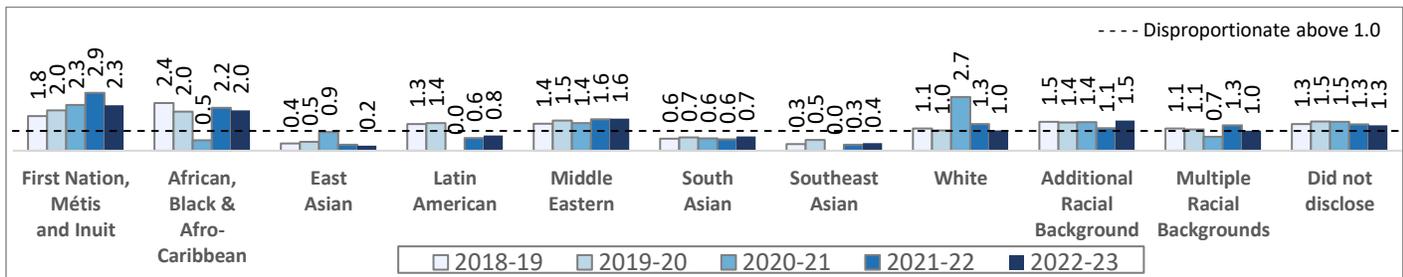
Suspension data for the past school year is included in the chart below. Overall, the number of suspensions has decreased, and the number of expulsions has increased.

Disproportionalities continue to exist in PDSB. Disproportionalities for Indigenous students has decreased from 2.9 to 2.3 since the last school year. This outcome can be interpreted as a decrease from 2.9 times likely to be suspended to 2.3 times likely to be suspended. Disproportionalities for Black students has decreased from 2.2 to 2.0 since last school year.

The Board is committed to ensuring its work to eliminate racial disproportionalities in suspensions and expulsions. The Safe and Caring Schools department will continue to provide professional learning around all aspects of Policy 48, which included student disciplinary processes, including procedural fairness, interrogating bias using the Principal’s Analysis of Incident Report (PAIR) and Mitigating and Other Factors. Learning around Restorative Justice is ongoing this year to build capacity among staff to engage in restorative conversations, peer mediation and building community in our schools.

The Safe Schools Opening toolkit provided in September 2023 and the additional resources provided in November 2023 reinforce expectations for student behaviour and help to maintain caring and safe learning spaces.

School Year	Number of Suspensions	Number of Students Suspended	Number of Expulsions	Number of Students Excluded
2018-19	4094	2875	2	34
2019-20	2654	2063	3	19
Covid - 2020-21	124	114	1	11
Covid - 2021-22	1027	862	14	11
2022-23	2044	1636	31	50



Impact Analysis

Equity & Human Rights Review:

The recent collection of identity-based data will allow the Board to monitor disproportionality in suspensions and expulsions. The data reaffirms the need to prioritize the work under the Safe and Caring Schools Policy 48 to ensure system transformation so that African, Black and Afro-Caribbean, Indigenous and other students who have been marginalized and underserved due to systemic inequalities, can access learning and enjoy experiences that they are entitled to under the Ontario Human Rights Code and the Education Act.

Board or Ministry Policy Alignment:

The purpose, principles in this report are in alignment with Directive 22, and Directives 9, 12, 21, and Policy 48 and the Anti-Racism Directorate Data Standards.

Resources:

The trends in this report for African, Black and Afro Caribbean students require ongoing attention and monitoring. The Safe and Caring Schools department will continue to offer professional learning around Progressive Discipline and Restorative Justice to ensure compliance with Policy 48. Schools are encouraged to develop and deliver site specific learning opportunities for students to maintain and deepen positive learning environments and spaces.

Legal implications:

The PDSB has a duty to uphold the human rights of every student to ensure an education system that is free of discrimination. Ongoing work and monitoring of racial disproportionalities ensures compliance with the Ministry Directives and Policy 48.

Risk Assessment:

The Ministry Review has given the PDSB a strong and clear mandate to reduce and eliminate racial disparities in suspensions and expulsions for African, Black and Afro Caribbean, Indigenous and other marginalized students. The PDSB remains committed to reducing and eliminating all racial disparities for African, Black and Afro Caribbean students.

Community Impact:

The need to reduce and eliminate racial disproportionalities is pressing. Ongoing disparities negatively impact academic achievements and outcomes for African, Black, Afro Caribbean and Indigenous students. The elimination of racial disproportionalities will result in an increased sense of belonging, more positive experiences in school, allow each student to reach their academic potential, resulting in positive and inclusive learning spaces.

Next Steps

Annamma, Subini, et al. “Disproportionality Fills in the Gaps: Connections Between Achievement, Discipline, and Special Education in the School-to-Prison Pipeline.” *Berkeley Review of Education*, vol 5, no. 1, 2014, pp. 53-87.

Annamma et al.'s article connects the "achievement gap" with racial disproportionality in school disciplinary policies. They use Critical Race Theory and DisCrit to analyze data, demonstrating disparities in disciplinary actions and disability labels, particularly impacting Black, Indigenous, and racialized students.

To that end, we will **continue to conduct comprehensive data analysis** to reduce and eliminate disparities in student disciplinary processes:

- Gather existing and/or ongoing data related to disciplinary actions in the PDSB. This data should include information on the types of disciplinary actions taken, demographics of students involved, and the reasons for disciplinary actions.
- Compare/contrast this data with racial demographics to identify any racial disparities in disciplinary actions.

Davis, Fania. *The Little Book of Race and Restorative Justice: Black Lives, Healing, and US Social Transformation*. Good Books, 2019.

In the *The Little Book of Race and Restorative Justice*, Fania Davis, highlights the role of bias in discipline and the importance of building relationships in the restorative justice process. To that end, we will continue to

- **Develop and implement restorative justice programs** in our schools to create environments that promote dialogue, accountability, and understanding between students and teachers.
- Monitor the impact of restorative practices on disciplinary actions and student outcomes.

Chin, Jenna K., et al. “[Alternatives to Suspensions: Rationale and Recommendations](#).” *Journal of School Violence*, vol. 11, no. 2, 2012, pp. 156–173., doi:10.1080/15388220.2012.652912.

Schneider, Lauren. “Re-Imagining School Discipline: A Plea To Education Leaders.” *Shanker Institute*, 28 Jan. 2021, www.shankerinstitute.org/blog/re-imagining-school-discipline-plea-education-leaders.

Re-Imagining School Discipline: A Plea To Education Leaders - Lauren Schneider -

January 28, 2021

The articles "Alternatives to Suspensions" by Chin et al. and "Re-Imagining School Discipline" by Lauren Schneider speak to the need to **implement alternative disciplinary models**, such as skill development, counseling, and restorative approaches to reduce racial disproportionalities in student disciplinary process. To this end, we will continue to:

- Monitor the effectiveness of these alternatives in reducing disciplinary incidents and ensuring fairness.

Carter, Prudence L., et al. "You Can't Fix What You Don't Look At." *Urban Education*, vol. 52, no. 2, 2016, pp. 207–235., doi:10.1177/0042085916660350.

In "You Can't Fix What You Don't Look At", Prudence L. Carter et al. highlight the negative impacts of disciplinary practices on students and their families. To that end, we will continue to:

- Engage with students, parents, teachers, and community members in establishing/reviewing school discipline processes.
- Raise awareness about the racial disparities in school discipline and collaborate with the community to create more equitable and inclusive school environments.

These steps will help us to collect data and take action to address racial disparities in school disciplinary actions, while promoting a more inclusive and equitable learning environment for all students.

Action Required:

- Continued professional learning on Progressive Discipline and Restorative Justice for administrators
- Training for all newly appointed administrators on Directive 21 and Policy 48
- Ongoing monitoring of racial disproportionalities in suspension and expulsion data

Success Measures:

- Reduction in racial disproportionalities in suspensions and expulsions
- Increase the ability for administrators to address student behaviour through a progressive discipline approach, ensuring procedural fairness and the use of the PAIR to characterize behaviour in an anti-racist and anti-oppressive manner
- School use of the Bullying Prevention and Intervention Plan to address areas of identified focus re Sense of Belonging
- Measure the impact of Restorative Justice in schools
- Deepen Restorative Justice work in all schools including Peer Mediation.

References:

- Ministry Review – Reviewer's Report and Recommendations, March 13, 2020;
- PDSB Directive 22 Report, February 2023;
- PDSB Ministerial Directives: Summary Report June 2021;
- Policy 48- Safe and Caring Schools Policy;
- Anti-racism Policy;
- Government of Ontario. (2019). Data standards for the identification and monitoring of systemic racism. Retrieved from <https://www.ontario.ca/document/data-standardsidentification-and-monitoring-systemic-racism>.

Board Meeting, November 29, 2023

Working Fund Reserve Transfers for 2022-23 Year End

Strategic Alignment:

Fiscal Responsibility and Reporting

Report Type:

Recommendation

Prepared by: Tania Alatishe-Charles, Controller Finance Support Services
Jaspal Gill, Chief Operating Officer and Associate Director, Operations and Equity of Access

Submitted by: Rashmi Swarup, Director of Education

Overview

Recommendation: The following recommendations related to the Working Fund Reserve for fiscal year ended 2022-23 be approved:

1. It is recommended that a transfer to a Dedicated Working Fund Reserve (Appropriated Accumulated Surplus) at August 31, 2023 be approved as follows:
 - Miscellaneous operational funds in the amount of \$153,168
2. It is further recommended that the Dedicated Working Fund Reserves (Appropriated Accumulated Surplus) identified in recommendation 1, be transferred and used to offset the applicable operational costs in 2023-24 or future years.

Background

The consolidated financial statements were recommended by the Audit Committee for approval on November 15, 2023. These statements will be publicly available on the Board's website after Board approval.

The Board ended the 2022-23 fiscal year with an operating deficit. To support carry over activities from 2022-23, appropriation of prior year working fund reserves is recommended as follows:

Operational Funds

There is a total operational fund rollover in the amount of \$153,168 for August 31, 2023 (2022 - \$1,272,486) which presents specific central department projects and programs that were budgeted but not completed during 2022-23.

Board Meeting, November 29, 2023

Schedule of Finance Reports to Board

Strategic Alignment:

Fiscal Responsibility and Reporting

Report Type:

For information

Prepared by: Tania Alatishe-Charles, Controller Finance Support Services
Jaspal Gill, Chief Operating Officer and Associate Director, Operations and Equity of Access

Submitted by: Rashmi Swarup, Director of Education

Overview:

Objective: To update Trustees regarding the schedule of Financial Reports for the 2023-2024 term.

Background:

Consistent with prior years, the following schedule is recommended for the 2023-2024 Financial Reports to the Board as at:

November 30, 2023

February 29, 2024

May 31, 2024

August 31, 2024

15.4

Board Meeting, November 29, 2023

2024 Borrowing Resolution for School Board Current Expenditures

Strategic Alignment:

Fiscal Responsibility and Reporting

Report Type:

Recommendation

<i>Prepared by:</i>	Tania Alatishe-Charles, Controller Finance Support Services Jaspal Gill, Chief Operating Officer and Associate Director, Operations and Equity of Access
<i>Submitted by:</i>	Rashmi Swarup, Director of Education

Overview

Recommendation:

WHEREAS THE PEEL DISTRICT SCHOOL BOARD (hereinafter called the "Board") finds it necessary to borrow to meet the ongoing expenditures from January 1, 2024 to December 31, 2024 until the current revenue has been received:

THEREFORE BE IT RESOLVED as follows:

1. Any two of the Chair, Vice-Chair, the Director, the Chief Operating Officer and Associate Director, Operations and Equity of Access/Treasurer of the Board, and Associate Director of School Improvement and Equity are hereby authorized on behalf of the Board to borrow from time to time by way of promissory note, banker's acceptance, or operating overdraft facility in accordance with Section 243(1) of the Education Act, up to the maximum sum of \$250,000,000, and the outstanding amount in any given time will substantially represent the unreceived or uncollected balance of the estimated revenues of the Board to meet the current expenditures of the Board until the current revenue has been received, provided that the interest and any other charges connected therewith do not exceed the interest that would be payable at the prime lending rate of the majority of chartered banks on the date of borrowing.
2. The Chief Operating Officer and Associate Director, Operations and Equity of Access/Treasurer of the Board is hereby authorized and directed to apply in payment of all sums borrowed as aforesaid, together with interest thereon, all the moneys comprising the current revenue of the Board hereafter received.

Notice of Proposed Amendments to the Peel District School Board (PDSB) Procedure By-law

Submitted by: Kathryn Lockyer

In accordance with the Peel District School Board (PDSB) Procedure By-law Section 1.5.2, regarding amendments to the By-law:

1.5.2 Advance Notice:

Advance notice must be given at the previous Board Meeting for consideration to amend, repeal or replace the By-Laws at a subsequent Board Meeting.

The current PDSB Procedure By-law was approved at the September 28, 2022 Board Meeting. After applying the current By-law for the past year and upon further review, there is some demonstrated need for amendments, clarifications, and additions in regard to the application and scope of the By-law.

Following receipt of this Notice, proposed amendments to the PDSB Procedure By-law will be brought for consideration to the January 2024 Board Meeting.
