



AGENDA

Board Meeting

Wednesday, April 17, 2024

7 p.m. – Open Session

Hybrid Meeting

MS Teams and Board Room, Central Board Office

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

Board Members:

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

Student Trustees:

Srishti Sekhri, Student Trustee North
Ammar Alian, Student Trustee South

Open Session**Wednesday, April 17, 2024**

1. **Call to Order**
2. **Motion to Convene in Closed Session**
3. **National Anthem and Acknowledgement of Traditional Lands – 7 p.m.**
4. **Approval of Agenda**
5. **Declaration of Conflict of Interest**
6. **Staff Recognition**
 - 6.1. Retirements
7. **Board Chair’s Announcements**
8. **Report from Student Trustees**
9. **Reports from Trustees Appointed to External Organizations**
10. **Consent Agenda**
11. **Approval of Minutes from Previous Board and Special Board Meetings**
 - 11.1. Minutes – Board Meeting, March 27, 2024

AGENDA

12. Committee Minutes for Receipt and Motions for Consideration

- 12.1. (a) Minutes - Physical Planning, Finance and Building Committee, April 3, 2024
(b) Motions – Physical Planning, Finance and Building Committee, April 3, 2024
- 12.2. (a) Minutes - Audit Committee, April 4, 2024
(b) Motions – Audit Committee, April 4, 2024
- 12.3. Motions – Governance and Policy Committee, April 15, 2024 (*circulated*)

13. Trustee and Staff Reports

- 13.1. Peel District School Board Four-Year Strategic Plan 2024-2028 – *presented by Chair David Green*
- 13.2. Second Quarter Financial Reports as at February 29, 2024 - *presented by Jaspal Gill*

14. Communications

15. Trustee Motions/Motions for Consideration

16. Trustee Notices/Notices of Motion

- 16.1. Notice of Appointment of Trustees to the Ontario Public School Boards' Association (OPSBA)

17. Adoption of the Closed Session Report

18. School/Student/Staff Successes

19. Adjournment

6.1

Board Meeting, April 17, 2024

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

Submitted by: Rashmi Swarup, Director of Education

Overview

Objective:

To recognize retiring Peel District School Board staff.

Context:

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

Appendices

Appendix 1 – Retirements

RETIREMENTS

ACKERMANN, Annette
Classroom Teacher
Effective: July 01, 2024

BAILEY, Delroy
Classroom Teacher
Effective: June 30, 2024

BAKER, Suzanne
Classroom Teacher
Effective: April 30, 2024

BREITHAUPT, Ross
Classroom Teacher
Effective: June 30, 2024

CHETTY, Hema
Classroom Teacher
Effective: June 30, 2024

COSTELLO, Lynne
Educational Assistant
Effective: April 26, 2024

DAVIS, Heather
Classroom Teacher
Effective: June 30, 2024

DICHIARA, Lorraine
School Attendant
Effective: May 24, 2024

EKELS, Neil
Principal
Effective: June 30, 2024

RETIREMENTS

GILL, Christopher
Classroom Teacher
Effective: June 30, 2024

HOLLAND, Laura
Classroom Teacher
Effective: June 30, 2024

JORDAN, Karen
Classroom Teacher
Effective: April 19, 2024

KUPI-WALSH, Katherine
Classroom Teacher
Effective: June 30, 2024

LEBRETON, Greg
Classroom Teacher
Effective: June 28, 2024

LITTLE, Heather
Principal
Effective: June 28, 2024

MARTIN, Darlene
Classroom Teacher
Effective: June 30, 2024

MARTINS, Shannon
Classroom Teacher
Effective: June 30, 2024

MAXIN, Melanie
Classroom Teacher
Effective: June 30, 2024

RETIREMENTS

MIDDLETON, Donna
Classroom Teacher
Effective: June 30, 2024

MILLER, Craig
Classroom Teacher
Effective: June 28, 2024

MONTIEL, Olympia
Custodian
Effective: March 25, 2024

MORRIS, Deanna
Classroom Teacher
Effective: June 30, 2024

NEWTON-FAULKNER, Carol
Classroom Teacher
Effective: June 30, 2024

PASIC-KNEZEVIC, Natasa
Principal
Effective: June 30, 2024

PAVAO, Tony
Custodian
Effective: December 31, 2024

PREVEC, John
Classroom Teacher
Effective: June 30, 2024

REID, Mira
Library and Information Technician
Effective: April 30, 2024

RETIREMENTS

RUSSELL, Mary
Classroom Teacher
Effective: May 10, 2024

SMITH, Brenda
Office Manager - Elementary
Effective: April 30, 2024

SUTTON, Brenda
Custodian
Effective: April 30, 2024

TORCHIA, Bernie
Head Custodian
Effective: May 31, 2024

TRESSLER, Illocious
Classroom Teacher
Effective: June 30, 2024

WHYTE, Leighann
Classroom Teacher
Effective: June 28, 2024

WHYTE, Patricia
Principal
Effective: April 30, 2024

WOODLAND, Sally
Classroom Teacher
Effective: June 30, 2024

YUSCHYSHYN, Andrew
Classroom Teacher
Effective: April 30, 2024

DELL, Cheryl
Principal
Effective: April 30, 2024

PEEL DISTRICT SCHOOL BOARD

Minutes of a Board Meeting of the Peel District School Board, held on Wednesday, March 27, 2024 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, Chair	LeeAnn Cole
Satpaul Singh Johal, Vice-Chair	Will Davies
Lucas Alves	Brad MacDonald
Karla Bailey	Kathy McDonald (electronic)
Stan Cameron	Jill Promoli
Jeffrey Clark (electronic)	

Member absent: (apologies received)

Susan Benjamin

Student Trustees:

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

Administration:

Rashmi Swarup, Director of Education
Harjit Aujla, Associate Director, School Improvement and Equity
Paul da Silva, Associate Director, School Improvement and Equity
Jaspal Gill, Chief Operating Officer and Associate Director, Operations and Equity of Access
Camille Logan, Associate Director, School Improvement and Equity
Alvin Au, Acting Superintendent of Education
Craig Caslick, Superintendent of Education
Lara Chebaro, Superintendent, School Improvement and Equity Planning / Math
Yonnette Dey, Superintendent of Education
Donna Ford, Superintendent of Education
Soni Gill, Superintendent of Education
Atheia Grant, Acting Superintendent of Education
Antoine Haroun, Chief Information Officer, Learning Technology Support Services
Lisa Hart, Superintendent of Equity, Indigenous Education, School Engagement and Community Relations
Rasulan Hoppie, Superintendent of Curriculum, Instruction and Assessment and Continuing and Adult Education
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

Administration: (Continued)

Ozma Masood, Superintendent of Education
Archana Ravichandradeva, Acting Executive Lead, Human Rights
Claudine Scuccato, Superintendent Special Education, Social Emotional Learning and Well-Being
Bernadette Smith, Superintendent, Innovation and Research
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

Temi Adeniyi, Board Reporter

1. Call to Order

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

2. Closed Session

Resolution No. 24-87 moved by Brad MacDonald
seconded by Stan Cameron

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

..... carried

The meeting recessed at 19:15 hours and reconvened at 19:23 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 shown.

4. Approval of Agenda

Resolution No. 24-88 moved by Brad MacDonald
seconded by Lucas Alves

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

Resolution No. 24-89 moved by Stan Cameron
seconded by Jill Promoli

Resolved, that the following information on activities at the Board in April 2024, be received:

- a) Autism Awareness Month
- b) Arab Heritage Month
- c) Sikh Heritage Month
- d) Genocide Awareness, Education, Condemnation and Prevention Month
- e) World Autism Awareness Day - April 2
- f) International Day of Pink - April 10
- g) Earth Day - April 22
- h) Administrative Professionals' Day - April 24
- i) National Day of Mourning – April 28

..... carried

7. Staff Recognition: Retirements

Vice-Chair Satpaul Singh Johal thanked retiring staff for their hard work and dedication to Peel DSB, and wished them well in their retirement.

Resolution No. 24-90 moved by Karla Bailey
seconded by Will Davies

Resolved, that the following retirements be received:

Sylvia Ananthan	Simone Gravesande	Leanne Rathbone
Katherine Arget	Ruth Hoidn	Christine Roberts
Michele Bauer	Catherine Horn	Mary Russell
Sue Bevington	Marijke Jacobs	John Santos
Richard Bonafede	Rooxana Jummun	Ali Shirbegi
Julie Cash	Nicola Lapicciarella	Leslie Smith
Anca Chimirel	Jorge Madruga	Lindsey Smith
Christina D'amato	Lynn Marshall	Elizabeth Spurrell
Mario D'amato	Tracey Mazzocato-Dupuis	Lucy Stewart
Lisa Del Villano	Kimberley Mcbride	Camelia Stoica
Jaswinder Dhillon	Leena Moselhi	Patricia Vinales
Gino Ditomasso	Mumtaz Najeeb	Sally Woodland
Desmond Edwards	Joseph Naray	Lloyd Xavier
Steve Gibson	Kazimiera Paliwoda	Anisa Zada
Nirmal Gill	Gabriella Papp-Sandford	
Shelley Gordon	Christine Pereira	

..... carried

10. Reports from Trustees Appointed to External Organizations

Trustee Karla Bailey noted that she had attended the Ontario Public School Boards' Association (OPSBA) meeting, and the communication from the meeting will be shared by email to all Trustees.

Resolution No. 24-93 moved by Lucas Alves
seconded by Stan Cameron

Resolved, that the report regarding the Ontario Public School Boards' Association (OPSBA) meeting (oral), be received.

..... carried

11. Minutes of Board Meeting, February 28, 2024

Resolution No. 24-94 moved by Brad MacDonald
seconded by Will Davies

Resolved, that the Minutes of the Board Meeting, held February 28, 2024, be approved.

..... carried

12. Minutes of the Special Education Advisory Committee Meeting, January 30, 2024

Resolution No. 24-95 moved by Jeffery Clark
seconded by LeeAnn Cole

Resolved, that the Minutes of the Special Education Advisory Committee Meeting, held January 30, 2024, be received.

..... carried

13. Minutes of the Special Education Advisory Committee Meeting, February 27, 2024

Resolution No. 24-96 moved by LeeAnn Cole
seconded by Jeffery Clark

Resolved, that the Minutes of the Special Education Advisory Committee Meeting, held, February 27, 2024, be received.

..... carried

14. Motions for Consideration: Special Education Advisory Committee, February 27, 2024

Resolution No. 24-97 moved by Stan Cameron
seconded by Satpaul Singh Johal

Resolved, that the following recommendation arising from the Special Education Advisory Committee Meeting, held February 27, 2024, be approved:

1. Special Education Advisory Committee Terms of Reference

That, the Committee Terms of Reference be approved and replace the Governance Directives for the Special Education Advisory Committee Committee. (Appendix I, as attached to the Minutes)

..... carried

15. Minutes of the Governance and Policy Committee Meeting, March 6, 2024

Resolution No. 24-98 moved by Brad MacDonald
seconded by Lucas Alves

Resolved, that the Minutes of the Governance and Policy Committee Meeting, held March 6, 2024, be received.

..... carried

16. Motions for Consideration: Governance and Policy Committee, March 6, 2024

1. Digital Citizenship and Use of IT Resources Policy

Resolution No. 24-99 moved by Lucas Alves
seconded by Brad MacDonald

That, the Digital Citizenship and Use of IT Resources Policy, attached as Appendix 1 to the report, be approved. (Appendix I, as attached to the Minutes)

..... carried

2. School Councils Policy

Resolution No. 24-100 moved by Karla Bailey
seconded by Stan Cameron

That, the School Councils Policy, attached as Appendix A to the report, be approved, effective April 24, 2024. (Appendix II, as attached to the Minutes)

..... carried

16. Motions for Consideration: Governance and Policy Committee, March 6, 2024
(Continued)

3. Director of Education Selection and Performance Appraisal

Resolution No. 24-101 moved by Jill Promoli
seconded by Karla Bailey

That, the Director of Education Selection Policy, Selection of a Director of Education Procedure, Director of Education Performance Appraisal Policy, and Director of Education Performance Appraisal Procedure, attached as Appendix A, B, C, D to the report, be approved. (Appendix III, as attached to the Minutes)

..... carried

4. Governance and Policy Committee Terms of Reference

Resolution No. 24-102 moved by Satpaul Singh Johal
seconded by Lucas Alves

That, the Committee Terms of Reference be approved and replace the Governance Directives for the Governance and Policy Committee. (Appendix IV, as attached to the Minutes)

..... carried

17. Directive 22 – Eliminating Disparities in Suspensions and Expulsions – Progress Report 3

Harjit Aujla, Associate Director, School Improvement and Equity reported on the Board's continuing efforts to address racial disparities in suspensions and expulsions. He stated that this is the third mandated report under Directive 22, with the final report scheduled for presentation in May 2024.

Providing detailed information, Michelle Stubbings, Superintendent of Education, Safe and Caring Schools, presented the updates on Peel DSB efforts to reduce racial disproportionalities in suspensions and expulsions, with the data reflecting an increase in suspensions but a slight decrease in expulsions. Despite some improvement, the disparities for students who identify as African, Black, and Afro-Caribbean continue to exist in the Peel DSB. She remarked that the Board's commitment remains unwavering, and necessitates a multifaceted approach to addressing systemic issues and fostering identity-affirming environments. Superintendent Stubbings commented that thorough analysis, collaboration with stakeholders, and implementation of evidence-based interventions are integral to the Board's strategy. She noted that through collective action and proactive measures, Peel DSB aims to challenge and mitigate these disproportionalities, striving to create inclusive and culturally responsive learning environments aligned with principles of equity and inclusion.

Responses to trustees' questions included: suspension data will continue to be monitored; focus on training staff in culturally responsive practices and progressive discipline; understanding the reasons behind suspensions, addressing the underlying issues, and ensuring effective transition plans post-suspension.

17. Directive 22 – Eliminating Disparities in Suspensions and Expulsions – Progress Report 3 (Continued)

Further responses related to: feedback from schools and superintendents informs targeted approaches for further improvement; analyzing data for specific disparities and their root causes; strategic initiatives in progress include collaborative discussions between field superintendents and principals to address identified areas of concern; delving deeper into the data to generate insights for future action.

Resolution No. 24-103 moved by Stan Cameron
seconded by Jill Promoli

Resolved, that the report re Eliminating Disparities in Suspensions and Expulsions – Progress Report 3, be received.

..... carried

18. Progressive Discipline

Superintendent Stubbings, outlined the Progressive Discipline report. She noted that the aim of progressive discipline is to create safe, inclusive, and culturally responsive learning environments through a holistic approach, that prioritizes self-reflection, empathy, and understanding multiple perspectives to address challenging behaviors. Progressive discipline encompasses all aspects of school life, culturally relevant and responsive curriculum, school climate, teaching practices, policies, and procedures. Michelle Stubbings highlighted the collaborative approach with parents, emphasizing the importance of addressing students' needs, to establish responsive learning environments. She noted that while serious incidents may necessitate suspension or expulsion, proactive supports are emphasized. Collaboration among various departments and staff underscores the collective effort to nurture meaningful relationships and promote student safety in identity-affirming learning environments.

Responses to trustees' questions of clarifications included: data gathered from various sources to assess the effectiveness of the several strategies; focus is on capacity building through training resource teachers in culturally responsive education; culturally relevant content is integrated into the curriculum to promote positive experiences and the data collected suggests positive outcomes from efforts in progressive discipline. Acknowledging the efforts made, a trustee commented on daily challenges of Black students.

Resolution No. 24-104 moved by Stan Cameron
seconded by Jill Promoli

Resolved, that the report re Progressive Discipline, be received.

..... carried

19. Employment Systems Review Implementation – Progress Report

Jaspal Gill, Chief Operating Officer and Associate Director of Operations and Equity of Access, provided background information regarding the employment systems review. He recalled that Turner Consulting Inc. had conducted extensive consultations, data collection, and assessment, and the final report, comprising 108 recommendations, was presented to the Board in June 2023. Masuma Khangura, Executive Officer, Human Resources Partnerships and Equity, reported on the Employment Systems Review (ESR) implementation work plan. A 3-year implementation plan was developed, guided by effective project management principles and overseen by two committees to ensure sustainable and equitable outcomes. The implementation plan prioritizes recommendations based on policy and procedure updates, transparency enhancements, and minor changes with significant impacts. The first year aims to address twenty-five recommendations focusing on crucial policy revisions, followed by communication improvements and operational adjustments in subsequent years. Transparency and accountability will be maintained through an internal website tracker for ESR-related projects. Stating that these changes will manifest in the incremental hiring of a diverse pool of employees that reflects student diversity and offers opportunities for growth, Masuma Khangura confirmed that the Board remains committed to completing the project plan as scheduled. A trustee pointed out that the review was a complete overhaul of the Board's employment system, including operational aspects, and stated that it is important to classify the review accurately as a comprehensive systems review rather than one solely focussed on equity and inclusion aspects.

Responding to Trustees' questions, Masuma Khangura stated: that an update on the ESR progress report can be provided annually; staff are expected to bring a report outlining how to measure the success of processes and reviews of the ESR implementation plan; staff accommodation and targeted hiring for Black and Indigenous educators is expected to be addressed in the next report. In response to trustees' questions on measures to address the shortage of Educational Assistants (EAs), Jaspal Gill, Chief Operating Officer and Associate Director of Operations and Equity, advised that input from schools and the special education department was prioritized. The Board approved additional resources, including 120 more positions, specifically aimed at meeting the increased demand for EAs. He explained that increased absenteeism since COVID has been a challenge, but efforts will continue to allocate resources effectively. Prioritizing additional funding for educational assistants is expected during Budget deliberations for the next school year. The administration confirmed that reports on the cost of absence and shortage of Education Assistants (EAs) will be brought to inform the budget discussions.

Resolution No. 24-105

moved by Brad MacDonald
seconded by Will Davies

Resolved, that the report re Employment Systems Review Implementation – Progress Report, be received.

..... carried

20. Letter from the PDSB Chair and Director of Education to the Minister of Education and Deputy Minister of Education advocating for fair share for PDSB

Trustees commended the Chair and Director of Education for the letter, which highlighted that Peel DSB has received the same amount of funding since 2006 despite annual increase of students. In light of this, it was proposed that the Board strategically plan its subsequent actions in the event of an unfavorable response.

Resolution No. 24-106 moved by Stan Cameron
seconded by Lucas Alves

Resolved, that the report re Letter from the PDSB Chair and Director of Education to the Minister of Education and Deputy Minister of Education advocating for fair share for PDSB, be received.

..... carried

21. Adoption of the Closed Session Report

Resolution No. 24-107 moved by Satpaul Singh Johal
seconded by Karla Bailey

Resolved, that the report of the Closed Session re: Minutes of the Board Meeting (Closed) held February 28, 2024; Meeting Code of Conduct and Security Plans; Legal Matter; Discipline Committee Terms of Reference, and PDSB Multi-Year Strategic Plan, be received, and the recommendations contained therein, be approved.

..... carried

22. School/Student/Staff Successes

Videos highlighting student and staff successes were shown, including: Neurodiversity Celebration Week was celebrated at the Central Board Office for students in Grades 5-12, featuring a range of engaging activities; Louise Arbour Secondary School hosted the STEM Sprint Challenge Day, engaging 400 students from Grades 4-5 across 12 Peel DSB schools; Fallingbrook Middle School won first place at the 2024 first Lego league (FLL) Ontario West Provincial Championship hosted at Durham College; Rick Hansen Secondary School's team was crowned champions of the 2024 First Robotics Durham College District Competition; Zoey Williams, an alumna of Mayfield Secondary School, made history as the first black woman to pilot the Boeing 777 for Air Canada.

Resolution No. 24-108 moved by Karla Bailey
seconded by Will Davies

Resolved, that the information presented on school, student, and staff successes, be received.

..... carried

March 27, 2024
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23. Adjournment

Resolution No. 24-109 moved by LeeAnn Cole
seconded by Will Davies

Resolved, that the meeting adjourned (20:37 hours).

..... carried

..... Chair Secretary

RESOLUTIONS APPROVED IN CLOSED SESSION, MARCH 27, 2024

Members present:

David Green, Chair
Satpaul Singh Johal, Vice-Chair
Lucas Alves
Karla Bailey
Stan Cameron
Jeffrey Clark (electronic)

LeeAnn Cole
Will Davies
Brad MacDonald
Kathy McDonald (electronic)
Jill Promoli

Member absent: (apologies received)

Susan Benjamin

1. Approval of Agenda

That, the agenda be approved.

2. Minutes of the Board Meeting (Closed), February 28, 2024

That, the Minutes of the Board Meeting (Closed), held February 28, 2024, be approved.

3. Meeting Code of Conduct and Security Plans

That, the report re Meeting Code of Conduct and Security Plans, be received.

4. Legal Matter

That, the oral update report re Legal Matter, be received.

5. Discipline Committee Terms of Reference

That, the Discipline Committee Terms of Reference, be approved. (APPENDIX I, refers to Item I.C. 6(c) of the Agenda)

PEEL DISTRICT SCHOOL BOARD

Minutes of a meeting of the Physical Planning, Finance and Building Committee of the Peel District School Board. The hybrid meeting was held in the Brampton Room, the H. J. A. Brown Education Centre, 5650 Hurontario Street, Mississauga, Ontario on Wednesday, April 3, 2024, at 17:30 hours.

Members present:

Stan Cameron, Chair
Satpaul Singh Johal, Vice-Chair
Will Davies
Brad MacDonald

Members absent:

Karla Bailey
Jill Promoli

Administration:

Jaspal Gill, Chief Operating Officer and Associate Director, Operations and Equity of Access
(Executive Member)
Tania Alatishe-Charles, Controller, Finance Support Services
Wendy Dobson, Acting Controller, Corporate Support Services
Thomas Tsung, Controller, Facilities and Environmental Support Services

Lorelei Fernandes, Board Reporter

1. Call to Order

Chair Stan Cameron called the meeting to order at 17:30 hours.

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

PB-24 moved by Will Davies
seconded by Brad MacDonald

Resolved, that the Committee move into the Closed Session (17:30 hours).

..... carried

The meeting recessed at 17:55 hours and reconvened into Open Session at 18:00 hours.

3. Rise and Report from Closed Session

PB-25 moved by Satpaul Singh Johal
seconded by Will Davies

Resolved, that the reports of the Closed Session re Former Lakeview Park Public School Heritage Designation Update; Procurement Activity Report for January and February 2024, and Britannia Farm Update, be received.

..... carried

4. Acknowledgement of Traditional Lands

The video on the Acknowledgement of Traditional Lands was viewed.

5. Approval of Agenda

PB-26 moved by Will Davies
seconded by Satpaul Singh Johal

Resolved, that the agenda be approved.

..... carried

6. Conflict of Interest

There were no declarations of conflict of interest.

7. Minutes of the Physical Planning, Finance and Building Committee Meeting, February 7, 2024

PB-27 moved by Brad MacDonald
seconded by Will Davies

Resolved, that the Minutes of the Physical Planning, Finance and Building Committee Meeting, held February 7, 2024, be approved.

..... carried

8. Minutes of the Student Transportation of Peel Region, December 1, 2023

PB-28 moved by Brad MacDonald
seconded by Satpaul Singh Johal

Resolved, that the Minutes of the Governance Committee of the Student Transportation of Peel Region meeting, held December 1, 2023, be received.

..... carried

9. Evolving Impact to School Sites and School Design in Urban Areas

Suzanne Blakeman, Manager of Planning and Enrolment stated that the purpose of the report is to inform trustees of challenges that PDSB staff are facing when negotiating for school sites in urban areas due to density. She advised that the cost of land in densely urban areas, such as Mississauga City Centre has recently been appraised at between \$10 and 20 million per acre and developers are unwilling to give up any more land than is necessary to the Board as it affects their profit margins. Developers are asking school boards to move to podium schools, so-called because they would be built in the first three storeys of condominium towers. Referring to the report, she advised that Peel DSB does not support podium schools for reasons outlined in the report. Planning staff will continue to resist pressure to settle for podium schools and inadequately sized sites, and instead advocate for a more reasonable urban school for 650 pupil places on a four-acre site.

Trustees supported the resistance to the podium school model and spoke in favour of having schools that have play space for children. In response to Chair Cameron’s query about Educational Development Charge (EDC) funds which can be used to purchase school sites, Jaspal Gill, Chief Operating Officer and Associate Director, Operations and Equity of Access, advised that the new EDC By-law will factor in rising cost of land for new school proposals coming forward next year. He added that Peel DSB will continue to demand that new schools will be stand-alone models. Regarding a query on consideration of expropriation of land, it was clarified the Ministry approval is required. To a trustee’s question as to whether a Board motion to have only stand-alone schools in future would assist Planning staff in negotiations, Jaspal Gill indicated that trustees will be advised if the need arises.

PB-29 moved by Will Davies
seconded by Brad MacDonald

Resolved, that the report re Evolving Impact to School Sites and School Design in Urban Areas, be received.

..... carried

10. Application Status Update

Zach Tessaro, Planning Officer, stated that the report includes the list of development applications for the months of February and March 2024. There were no development applications for January 2024.

PB-30 moved by Brad MacDonald
seconded by Satpaul Singh Johal

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

..... carried

11. Procurement Activity Report for January and February 2024

Controller of Corporate Support Services, Wendy Dobson, reviewed the report.

PB-31 moved by Satpaul Singh Johal
seconded by Brad MacDonald

Resolved, that the Procurement Activity Report for January and February 2024, be received.

..... carried

12. Vandalism Activity Report – December 2023 and January 2024

Controller Dobson presented the report on vandalism activity for December 2023 and January 2024. She highlighted the graffiti vandalism activity at school sites. Responding to a question on the high cost of broken window repairs, Wendy Dobson explained that the costs are dependent on the number of broken windows as well as the size of the windows.

PB-32 moved by Satpaul Singh Johal
seconded by Will Davies

Resolved, that the Vandalism Activity Report for December 2023 and January 2024, be received.

..... carried

13. Physical Planning, Finance and Building Committee - Terms of Reference

Associate Director Gill advised that the report includes the Committee Terms of Reference which have been written in the new template format and will replace the current Governance Directives. The Committee will continue to be a Standing Committee with six trustees as membership and the Chair and Vice-Chair of the Board as Ex-Officio members. The term of appointment for Committee members is two years. The Committee's mandate and roles and responsibilities are outlined in the Terms of Reference.

PB-33 moved by Will Davies
seconded by Satpaul Singh Johal

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

That, the Physical Planning, Finance and Building Committee Terms of Reference be approved and replace the Governance Directives. (APPENDIX 1, as attached to Item 9.5 of the Agenda)

..... carried

14. Adjournment

PB-34 moved by Brad MacDonald
seconded by Will Davies

Resolved, that the meeting adjourn (18:27 hours).

..... carried

..... Chair

MOTIONS FOR CONSIDERATION: PHYSICAL PLANNING, FINANCE AND BUILDING COMMITTEE

Arising from a meeting of the Physical Planning, Finance and Building Committee meeting, held April 3, 2024, the following recommendation is brought for Board approval:

1. Physical Planning, finance and Building Committee Terms of Reference

That, the Physical Planning, Finance and Building Committee Terms of Reference be approved and replace the Governance Directives. (APPENDIX I)

Submitted by:

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

Physical Planning, Finance and Building Committee Meeting, April 3, 2024

Physical Planning, Finance and Building Committee - Terms of Reference

Strategic Alignment:

PDSB Procedure By-law
Education Act

Report Type:

Recommendation

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

Overview

Recommendation:

That the Physical Planning, Finance and Building Committee - Terms of Reference, as attached as Appendix 1, be approved by the Board, and replace the Governance Directives for the Physical Planning, Finance and Building Committee.

Highlights:

- The Board of Trustees approved amendments to the PDSB Procedure By-law and reviewed the template for Terms of Reference for all Standing and Statutory Committees.
- Information from the Governance Directives has been included in the Committee Terms of Reference.

Background:

Following a review of existing processes and best practices, it has been agreed that Committee Terms of Reference will replace the Governance Directives. A new Committee Terms of Reference template was developed and reviewed by staff Executive Leads for each Committee. Once approved by the Board, each committee will be responsible for updating their terms of reference.

Impact Analysis

Legal implications:

Regular review and update of the PDSB Procedure By-law and Committee Terms of Reference provides the Board and Committees with resources required to carry out their legislated duties.

Risk Assessment:

Regular review and update of the Committee Terms of Reference aligns with good governance practices.

Community Impact:

Clarity around the Committee's mandates and terms of reference provides certainty for Trustees, staff, delegates and the community and develops trust in the Board of Trustees.

Next Steps

Action Required:

Following review at this meeting, the Committee's Terms of Reference will be recommended to the Board of Trustees for approval.

Communications:

Approved Committee Terms of Reference will be posted on the Board's public website.

Appendices

Appendix 1 – Physical Planning, Finance and Building Committee (PPFB) - Terms of Reference

THE PEEL DISTRICT SCHOOL BOARD
Physical Planning, Finance and Building Committee (PPFB)

TERMS OF REFERENCE

Committee Type:	Standing Committee
Membership:	Six (6) Trustees Board Chair and Board Vice-Chair are Ex Officio Members
Election of Committee Chair and Vice-Chair:	Election to be held at the first meeting of the Committee after the Inaugural Meeting or the Organizational Meeting of the Board.
Term of Appointment:	Two-Year Term
Quorum Requirement:	A majority of members
Meeting Frequency:	Monthly
Reporting Structure:	Reports Directly to Board
Administrative Responsibility:	Chief Operating Officer Associate Director, Operations and Equity of Access
Applicable Legislation/Policies:	Board Policy 27, Naming and Renaming of Schools, Special Function Areas and Facilities Board Policy 39, Transportation Board Policy 45, Pupil Accommodation Review Board Policy 59, Accommodation of Staff with Disabilities (<i>Accessibility for Ontarians with Disabilities Act</i>) Board Policy 74, Environmental Policy Board Policy 77, Community Planning and Partnerships
Board Resolutions:	Established by: Amended by:
Approval Date/Last Update:	

COMMITTEE MANDATE:

- to provide oversight for physical planning, finance and building matters

- to review and make recommendations to the Board for short and long-term accommodation and to develop strategies for meeting these objectives through the Annual Planning Document (APD)
- to review and make recommendations to the Board for new schools and additions
- to review and make recommendations to the Board to change school boundaries and school organizations
- to review and make recommendations to the Board for major capital new and replacement projects (i.e. APD)
- to review and make recommendations to the Board for an Annual Accessibility Plan including measures to identify, remove and prevent barriers for people with disabilities (Board Policy #59 – Accommodation of Staff with Disabilities)
- to review and make recommendations to the Board pertaining to studies or investigations on matters regarding the planning of school facilities, such as various demographic studies demonstrating a need for accommodation
- to receive Accommodation Review Committee reports and recommendations and forward reports to the Board for review and approval (Board Policy #45 – Pupil Accommodation Review)
- to review and make recommendations to the Board to purchase, sell or lease sites or facilities through Agreements of Purchase and Sale
- to review and make recommendations to the Board for the naming of school facilities (Board Policy #27 - Naming and Renaming of Schools, Special Function Areas and Facilities)
- to review and make recommendations to the Board to enter into agreements with other organizations and agencies to use school facilities such as Joint Use Agreements with Municipalities
- to review and make recommendations to the Board regarding financial matters and the development of the Board’s annual capital and operating budgets
- to review and recommend to the Board Environmental and Energy Efficiency initiatives (Board Policy #74 - Environmental Policy)
- to review and recommend to the Board new financial systems
- to monitor and report to the Board the performance of major Construction Contracts, as outlined in the Combined Project Status Report – New Schools, Additions and Renovations
- to receive minutes from the Student Transportation of Peel Region (STOPR) Committee
- to receive minutes from the Budget Development Committee
- to receive development applications that may generate students in the Region of Peel (Cities of Brampton, Mississauga and Town of Caledon)
- to receive Monthly Tender Activity Reports for goods and services requested by the Board

- to receive Monthly Vandalism Reports by school location including description, estimated loss or cost to repair/replace
- to receive information reports regarding the operation of the Peel Learning Foundation, as required
- to ensure the Committee's deliberations are undertaken with the intent to achieve the goals of equity, decolonization, inclusion, anti-racism, anti-oppression and accessibility and in compliance with its obligations under the Ontario Human Rights Code and related policies
- to provide all members of the educational community with an opportunity to provide input to the Committee so that its decision-making process and any subsequent recommendations are free from discrimination and adhere to the Ontario Human Rights Code and related policies in addressing historically and currently marginalized or underserved students or families
- to consider delegations in accordance with the PDSB Procedure By-law section regarding Public Delegations and Participation

Roles and Responsibilities of Members:

- to ensure that the Committee's work supports the goals in the Board's Multi-Year Strategic Plan and the Board's Mission, Vision and Values
- to ensure that the Committee's work is supported by relevant Board policy, where applicable
- to provide official minutes and related recommendations to the Board for its consideration
- to ensure that the Committee's work is conducted in an open and transparent manner (within the confidentiality provisions of the *Education Act*)

Filling Vacancies: Vacancies shall be filled by appointment by the Board, and in accordance with applicable legislation or regulation.

Note:

If the Terms of Reference are found to be inconsistent with or contradict any legislation or regulation, the legislation or regulation will prevail.

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 Thursday, April 4, 2024, at 14:30 hours.

Members present:

Lucas Alves (electronic)
Stan Cameron (electronic)
Will Davies
Pradeep Sinha (electronic)

Also present:

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

Administration:

Jaspal Gill, Chief Operating Officer and Associate Director, Operations and Equity of Access (Executive Member)
Tania Alatishe-Charles, Controller, Finance Support Services (Executive Back-up Member)
Renée Lucas, Senior Internal Auditor
Oriana Sharp, Privacy and Information Officer

Nicole Fernandes, Board Reporter

1. **Call to Order**

Jaspal Gill, Chief Operating Officer and Associate Director, Operations and Equity of Access, called the meeting to order.

2. **Acknowledgement of Traditional Lands**

The video on the Acknowledgement of Traditional Lands was viewed.

3. **Election of Chair and Vice-Chair**

Associate Director Gill called for nominations for the position of Chair of the Audit Committee.

Trustee Stan Cameron nominated Trustee Will Davies.

The nomination of Trustee Davies for the position of Chair of the Audit Committee was moved by Stan Cameron and seconded by Pradeep Sinha.

3. Election of Chair and Vice-Chair (Continued)

There were no further nominations.

AC-01 moved by Lucas Alves
seconded by Stan Cameron

Resolved, that the nomination for the position of Chair of the Audit Committee be closed.

..... carried

Trustee Will Davies was acclaimed as Chair of the Audit Committee.

Associate Director Gill called for nominations for the position of Vice-Chair of the Audit Committee.

Trustee Will Davies nominated Pradeep Sinha.

The nomination of Pradeep Sinha for the position of Vice-Chair of the Audit Committee was moved by Will Davies and seconded by Lucas Alves.

There were no further nominations.

AC-02 moved by Will Davies
seconded by Lucas Alves

Resolved, that the nomination for the position of Vice-Chair of the Audit Committee be closed.

..... carried

Pradeep Sinha was acclaimed as Vice-Chair of the Audit Committee.

4. Audit Committee (Closed Session)

AC-03 moved by Lucas Alves
seconded by Stan Cameron

Resolved, that the Committee move into the Closed Session (14:40 hours).

..... carried

The meeting recessed at 15:02 hours and reconvened into Open Session at 15:06 hours.

3. Rise and Report from Closed Session

AC-04 moved by Stan Cameron
seconded by Lucas Alves

Resolved, that the report of the Closed Session re Internal Audit Services Summary, and Peel DSB Regional Internal Audit Update – March 2024, be received.

..... carried

4. Approval of Agenda

AC-05 moved by Pradeep Sinha
seconded by Lucas Alves

Resolved, that the agenda be approved.

..... carried

5. Declaration of Conflict of Interest

There were no declarations of conflict of interest.

6. Minutes of the Audit Committee Meeting, November 15, 2023

AC-06 moved by Stan Cameron
seconded by Lucas Alves

Resolved, that the Minutes of the Audit Committee meeting, held November 15, 2023, be approved.

..... carried

7. Audit Committee Work Plan

Tania Alatishe-Charles, Controller, Finance Support Services, reviewed the updates to the Work Plan, including the Regional Internal Audit report for March 2024, Internal Audit Summary, meeting requirements, and election of chair.

AC-07 moved by Pradeep Sinha
seconded by Lucas Alves

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

..... carried

8. 2023 Annual Report of Access Requests – Municipal Freedom of Information and Protection of Privacy Act

Oriana Sharp, Privacy and Information Officer, noted that the Information and Privacy Commissioner’s Office of Ontario mandates that every institution under the *Municipal Freedom of Information and Protection of Privacy Act* report details of requests received under the *Act*. Reviewing the highlights of requests received by the Peel DSB during January to December 2023, she indicated that 34 requests were received, eight requests required consultations with, and notifications to third parties, and five requests were abandoned by requesters after preliminary work was undertaken by staff. In response to a question, she confirmed that no payment was received for the abandoned requests.

AC-08 moved by Lucas Alves
seconded by Pradeep Sinha

Resolved, that the 2023 Annual Report of Access Requests – Municipal Freedom of Information and Protection of Privacy Act, be received.

..... carried

9. Terms of Reference – Audit Committee

Associate Director Gill reviewed the proposed Terms of Reference for the Audit Committee, noting that this is a statutory committee with a mandate based on Ontario Regulation 361/10. He described the committee composition, term of appointment, and reporting structure. Referring to the frequency of meetings, he indicated that while four meetings are usually scheduled during the year, legislation requires boards to hold at least three meetings per school year. On a trustee’s suggestion, the wording for meeting frequency will be changed to “At least three meetings per school year”.

AC-09 moved by Stan Cameron
seconded by Lucas Alves

Resolved, that the Audit Committee recommends to the Board:

That, the Audit Committee Terms of Reference, as amended and attached as Appendix 1, be approved by the Board, and replace the Governance Directives for the Audit Committee. (APPENDIX I, refers to Item 10.3 of the Agenda)

..... carried

10. Adjournment

AC-10 moved by Pradeep Sinha
seconded by Lucas Alves

Resolved, that the meeting adjourn (15:17 hours).

..... Carried

..... Chair

MOTIONS FOR CONSIDERATION: AUDIT COMMITTEE

Arising from a meeting of the Physical Planning, Finance and Building Committee meeting, held April 4, 2024, the following recommendation is brought for Board approval:

1. Audit Committee Terms of Reference

That, the Audit Committee Terms of Reference be approved and replace the Governance Directives. (APPENDIX I)

Submitted by:

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

THE PEEL DISTRICT SCHOOL BOARD

Audit Committee (AC)

TERMS OF REFERENCE

Appendix I

(5 Pages)

Committee Type:	Statutory Committee
Membership:	<p>Elected members: Three Trustees</p> <p>Non-elected members: Two External Members as prescribed by Ontario Regulation 361/10</p>
Election of Committee Chair and Vice-Chair:	Election to be held at the first meeting of the Committee after the Inaugural Meeting or the Organizational Meeting of the Board. Both elected and non-elected members are eligible for these positions.
Term of Appointment:	Trustee Members Appointed for One-Year Term at the Board's Organizational Meeting Non-elected Members are Appointed for a Three-Year Term, and are not to serve more than two consecutive terms, unless no other suitable candidates are found, as prescribed by Ontario Regulation 361/10 Section 3(1)2.
Quorum Requirement:	A majority of members, including at least one Non-elected member
Meeting Frequency:	At least three meetings per school year
Reporting Structure:	Reports directly to the Board of Trustees
Administrative Responsibility:	Director of Education
Applicable Legislation/Policies:	Ontario Regulation 361/10 Internal Audit Charter
Board Resolutions:	<p>Established by:</p> <p>Amended by:</p>
Approval Date/Last Update:	

COMMITTEE MANDATE:

- to assist Board Members to fulfill their oversight responsibilities as they relate to the financial reporting process and the internal structure and to maintain, by way of regularly

scheduled meetings, direct lines of communication among Board Members, financial management, and internal and external auditors

- to review an annual report regarding Municipal Freedom of Information and Protection of Privacy Requests submitted to the Peel District School Board
- The Audit Committee has the following duties related to the Board's financial reporting process:
 - Review with the Director of Education, a senior business official and the external auditor the Board's financial statements, with regard to the following:
 - Relevant accounting and reporting practices and issues.
 - Complex or unusual financial and commercial transactions of the Board.
 - Material judgments and accounting estimates of the Board.
 - Any departures from the accounting principles published from time to time by the Canadian Institute of Chartered Accountants that are applicable to the Board.
 - Review with the Director of Education, a senior business official and the external auditor, before the results of an annual external audit are submitted to the Board:
 - The results of the annual external audit.
 - Any difficulties encountered in the course of the external auditor's work, including any restrictions or limitations on the scope of the external auditor's work or on the external auditor's access to required information.
 - Any significant changes the external auditor made to the audit plan in response to issues that were identified during the audit.
 - Any significant disagreements between the external auditor and the Director of Education or a senior business official and how those disagreements were resolved.
 - Review the Board's annual financial statements and consider whether they are complete, are consistent with any information known to the Audit Committee members and reflect accounting principles applicable to the Board.
 - Recommend, if the Audit Committee considers it appropriate to do so, that the Board approve the annual audited financial statements.
 - Review with the Director of Education, a senior business official and the external auditor all matters that the external auditor is required to communicate to the Audit Committee under generally accepted auditing standards.
 - Review with the external auditor material written communications between the external auditor and the Director of Education or a senior business official.

- Ask the external auditor about whether the financial statements of the Board's reporting entities, if any, have been consolidated with the Board's financial statements.
 - Ask the external auditor about any other relevant issues (O. Reg. 361/10, s. 9 (1)).
- The Audit Committee has the following duties related to the Board's internal controls:
 - Review the overall effectiveness of the Board's internal controls.
 - Review the scope of the internal and external auditor's reviews of the Board's internal controls, any significant findings and recommendations by the internal and external auditors and the responses of the Board's staff to those findings and recommendations.
 - Discuss with the Board's officials the Board's significant financial risks and the measures the officials have taken to monitor and manage these risks (O. Reg. 361/10, s. 9 (2)).
- The Audit Committee of a Board has the following duties related to the Board's internal auditor:
 - Review the internal auditor's mandate, activities, staffing and organizational structure with the Director of Education, a senior business official and the internal auditor.
 - Make recommendations to the Board on the content of annual or multi-year internal audit plans and on all proposed major changes to plans.
 - Ensure there are no unjustified restrictions or limitations on the scope of the annual internal audit.
 - Review at least once in each fiscal year the performance of the internal auditor and provide the Board with comments regarding his or her performance.
 - Review the effectiveness of the internal auditor, including the internal auditor's compliance with the document International Standards for the Professional Practice of Internal Auditing, as amended from time to time, published by The Institute of Internal Auditors and available on its website.
 - Meet on a regular basis with the internal auditor to discuss any matters that the Audit Committee or internal auditor believes should be discussed.
 - Review with the Director of Education, a senior business official and the internal auditor:
 - Significant findings and recommendations by the internal auditor during the fiscal year and the responses of the Board's staff to those findings and recommendations.

- Any difficulties encountered in the course of the internal auditor’s work, including any restrictions or limitations on the scope of the internal auditor’s work or on the internal auditor’s access to required information.
 - Any significant changes the internal auditor made to the audit plan in response to issues that were identified during the audit (O. Reg. 361/10, s. 9 (3)).
- The Audit Committee has the following duties related to the Board’s external auditor:
 - Review at least once in each fiscal year the performance of the external auditor and make recommendations to the Board on the appointment, replacement or dismissal of the external auditor and on the fee and fee adjustment for the external auditor.
 - Review the external auditor’s audit plan, including:
 - The external auditor’s engagement letter.
 - How work will be co-ordinated with the internal auditor to ensure complete coverage, the reduction of redundant efforts and the effective use of auditing resources.
 - The use of independent public accountants other than the external auditor of the Board.
 - To review and confirm the independence of the external auditor.
 - Meet on a regular basis with the external auditor to discuss any matters that the Audit Committee or the external auditor believes should be discussed.
 - Resolve any disagreements between the Director of Education, a senior business official and the external auditor about financial reporting.
- The Audit Committee has the following duties related to the Board’s compliance matters:
 - Review the effectiveness of the Board’s system for monitoring compliance with legislative requirements and with the Board’s policies and procedures, and where there have been instances of non-compliance, to review any investigation or action taken by the Board’s Director of Education, supervisory officers or other persons employed in management positions to address the non-compliance.
 - Review any significant findings of regulatory entities, and any observations of the internal or external auditor related to those findings.
 - Review the Board’s process for communicating any codes of conduct that apply to Board members or staff of the Board to those individuals and the Board’s process for administering those codes of conduct.
 - Obtain confirmation by the Board’s Director of Education and supervisory officers that all statutory requirements have been met (O. Reg. 361/10, s. 9 (5)).

- The Audit Committee has the following duties related to the Board’s risk management:
 - Ask the Board’s Director of Education, a senior business official, the internal auditor and the external auditor about significant risks, to review the Board’s policies for risk assessment and risk management and to assess the steps the Director of Education and a senior business official have taken to manage such risks, including the adequacy of insurance for those risks.
 - Initiate and oversee investigations into auditing matters, internal financial controls and allegations of inappropriate or illegal financial dealing (O. Reg. 361/10, s. 9 (6)).
- An Audit Committee of a Board shall report to the Board annually, and at any other time that the Board may require, on the Committee’s performance of its duties (O. Reg. 361/10, s. 9 (7)).

Filling Vacancies: Vacancies shall be filled by appointment by the Board, and in accordance with applicable legislation or regulation.

Note:

If the Terms of Reference are found to be inconsistent with or contradict any legislation or regulation, the legislation or regulation will prevail.

MOTIONS FOR CONSIDERATION: GOVERNANCE AND POLICY COMMITTEE

Arising from a meeting of the Governance and Policy Committee, held April 15, 2024, the following recommendations are for Board approval:

1. Delegation of Noah Farber re Peel DSB Days of Significance Calendar – Recognition of Nakba Day

That, the Delegation of Noah Farber re Peel DSB Days of Significance Calendar – Recognition of Nakba Day, be referred to the Director of Education for a response.

2. Copyright and Intellectual Property Policy

That, the Copyright and Intellectual Property Policy, attached as Appendix 1 to the report, be approved. (APPENDIX I)

3. Electronic Monitoring Policy

That, the Electronic Monitoring Policy, attached as Appendix A to the report, be approved. (APPENDIX II)

4. Assessment, Evaluation, and Reporting Policy

That, the Homework Policy 70 be repealed, and that the Assessment, Evaluation, and Reporting Policy, attached as Appendix A to the report, be approved. (APPENDIX III)

5. Indemnification of Board Employees Policy

That, Policy 63 - Indemnification of Board Employees and Members of the Board Policy, attached as Appendix 1, be repealed, and that the updated Indemnification of Board Employees Policy, attached as Appendix 2 to the report, be approved. (APPENDIX IV)

6. Indemnification of Trustees Policy

That, the Indemnification of Trustees Policy, attached as Appendix 1 to the report, be approved. (APPENDIX V)

7. Student Cellphone Use in Schools

That, staff provide a report to the Governance and Policy Committee on student cellphone use in school, before the end of June 2024.

Submitted by:

Kathryn Lockyer
General Counsel and Governance Officer

Governance & Policy Committee: April 15, 2024

Copyright and Intellectual Property Policy

Strategic Alignment:

This policy directly supports the PDSB's strategic priorities by ensuring legal compliance, fostering innovation, and promoting equitable access to educational resources. It aligns with PDSB's mission to provide a rich learning environment, safeguarding intellectual property while ensuring that PDSB's practices respect copyright laws.

Report Type:

Recommendation

<i>Prepared by:</i>	Ebby Chukwuonwe, Acting Legal Counsel Bernadette Smith, Superintendent - Innovation and Research Kathryn Lockyer, General Counsel & Governance Officer
<i>Submitted by:</i>	Rashmi Swarup, Director of Education

Overview:

Recommendation:

That the Copyright and Intellectual Property Policy, attached as Appendix 1, be recommended for approval by the Board of Trustees.

Highlights:

- Introduction of a comprehensive policy to protect and respect intellectual property rights at the PDSB.
- Alignment with the Copyright Act, Copyright Modernization Act, current PDSB copyright operating procedure, and PDSB's strategic priorities.
- Providing guidelines for the use of copyrighted materials to ensure legal compliance.
- Safeguarding PDSB's intellectual creations to prevent copyright infringement.
- Explanation of Fair Dealing and its application within the PDSB context, promoting responsible and lawful use of copyrighted materials for educational purposes.
- Clarifying roles and responsibilities in ensuring policy adherence to promote accountability and compliance throughout the PDSB.

Background:

PDSB currently does not have a copyright and intellectual property policy. Prior to this policy, the PDSB operated under the Copyright Guidelines and Procedures - CISS 16 operating procedure. While this procedure was necessary to manage copyright concerns, it became evident that a policy was required to establish principles and legal guidance for the use of copyrighted materials, protect PDSB-created intellectual property, effectively utilize copyright-protected educational resources within the PDSB, and to bring PDSB in line with other school boards. PDSB is committed to ensuring that all PDSB activities involving copyrighted materials are conducted within the bounds of the law, including respecting intellectual property rights, and supporting educational objectives.

Evidence

Findings/Key Considerations:

The advancement in technology and availability of online resources have increased accessibility to copyright protected materials. This shift required clear guidelines to ensure that the use of such materials does not infringe on copyright laws. A review of the Copyright Act, Copyright Modernization Act, PPM 157, the current PDSB Copyright Guidelines and Procedures - CISS 16 operating procedure, coupled with an environmental scan of policies across other school boards informed the development of this policy. The policy incorporates Fair Dealing guidelines tailored to the educational context of the PDSB. The current PDSB operating procedure includes all the requirements as provided for in PPM 157.

Another consideration was the protection of PDSB-created intellectual property. Recognizing the value of original works produced by PDSB, the policy establishes that such works are the property of PDSB, ensuring their protection under copyright laws.

Additionally, there were consultations held with Superintendent of Curriculum, Instruction and Assessment and the Superintendent of Innovation and Research on the draft policy. The feedback received has been incorporated into the draft attached.

Impact Analysis

Equity & Human Rights Review:

The policy promotes equitable access to copyrighted materials for educational purposes, ensuring that all students and staff benefit from a wide range of resources. It supports PDSB's commitment to equity, anti-racism, and anti-oppression by providing clear guidelines for fair dealing and use of copyrighted materials.

Board or Ministry Policy Alignment:

This policy aligns with the Copyright Act, Copyright Modernization Act, and PPM 157, ensuring that the PDSB's use of copyrighted materials is legal and ethical. It aligns with the Fair Dealing Guidelines, which is a critical aspect of the Copyright Act as it enables educational institutions like the PDSB to use copyrighted materials in a manner that supports teaching and learning. This policy aligns with existing board and Ministry policy directions, including the Education Act and its regulations, relevant Ministry PPMs and guidance documents, the Ontario Human Rights Code, Accessibility for Ontarians with Disabilities Act, PDSB Copyright Guidelines and Procedures - CISS 16 operating procedure, and other applicable legislation, ensuring consistency and compliance across PDSB's governance and operational procedures.

Resource/Financial Implications:

Implementing this policy will require dedicated resources for ongoing training and compliance monitoring.

Legal implications:

The absence of this policy poses significant reputational, legal, and financial risks to the PDSB. Establishing legislative compliance protects the PDSB from potential liabilities.

Risk Assessment:

Without a clear policy framework, the PDSB risks legal challenges and financial liabilities for copyright infringement. This policy is essential to navigate copyright laws, provide clear guidance for the use of copyrighted materials, and protect PDSB-created intellectual property.

Community Impact:

The policy ensures that copyrighted materials are used responsibly and ethically, fostering a culture of respect for intellectual property. It benefits students and educators by enhancing educational resources and opportunities.

Next Steps

Action Required:

The PDSB will continue to monitor changes in copyright laws and educational practices to ensure the policy remains relevant and effective. Upon approval, the policy will be posted on the PDSB internal and external website.

Communications:

A communication plan will be developed to raise awareness of the policy within the PDSB and advise of the new Copyright and Intellectual Property Policy, emphasizing its importance.

References:

Legal References include the Copyright Act, Copyright Modernization Act, Fair Dealing Guidelines, and Policy/Program Memorandum 157: Use of copyright-protected works for education). Board References include Copyright Guidelines and Procedures CISS 16.

Appendices

Appendix 1 – Copyright and Intellectual Property Policy

PEEL DISTRICT SCHOOL BOARD POLICY

Copyright and Intellectual Property Policy

POLICY ID: Enter Text

FUNCTIONAL CATEGORY: Legal

RESPONSIBILITY: Superintendent, Innovation and Research

APPROVAL: Board of Trustees

APPROVAL DATE: Click for date

EFFECTIVE DATE: Click for date

PROJECTED REVIEW DATE: 2028-2029

REVIEW SCHEDULE: 5 years

1. Purpose

- 1.1. The Peel District School Board (“PDSB”) recognizes the importance of copyright as a legal and ethical framework that protects creator’s rights to original literary, dramatic, musical and artistic works. This policy outlines the Board’s commitment to promote the responsible use of copyrighted materials, ensuring PDSB’s practices are respectful of intellectual property rights, protect PDSB’s copyright, and prevent copyright infringement.
- 1.2. The purpose of this policy is to:
 - a) Educate the PDSB community on copyright law and fair dealing.
 - b) Establish guidelines for the use of copyrighted materials.
 - c) Protect the PDSB from legal liability by promoting ethical practices regarding the use of intellectual property.
 - d) Ensure copyright protection for PDSB-created works.

2. Application and Scope

- 2.1. This policy applies to all educators, students, staff, consultants, and contractors of the PDSB.

- 2.2. This policy is written in accordance with the *Copyright Act* and the *Copyright Modernization Act*. The *Copyright Act* establishes the legal framework for copyright protection in Canada, outlining the rights of creators and users of copyrighted works. The *Copyright Modernization Act*, enacted in 2012, introduced amendments to the *Copyright Act* to modernize copyright law in response to technological advancements and allow educators and students to make greater use of copyright material.
- 2.3. This Policy will, at all times, be interpreted in a manner consistent with Board policies, the *Education Act* and its regulations, relevant Ministry PPMs and guidance documents, the Copyright Act, the Copyright Modernization Act, the Ontario Human Rights Code, Accessibility for Ontarians with Disabilities Act, and other applicable legislation. This Policy is aligned with and supports the principles and expectations of PDSB Human Rights Policy, Equity and Inclusive Education Policy and the Anti-Racism Policy.

3. Definitions

- 3.1. “Copyright” means the exclusive legal right granted to the creator of an original work, including the right to produce, reproduce, publish, and perform the work or any substantial part of it in any material form.
- 3.2. “Fair Dealing”, a provision of the Copyright Act, means the use of copyright-protected work without permission from the copyright owner or the payment of copyright royalties, under specific circumstances. The Fair Dealing Guidelines outline the specific details required by educational institutions. For educational institutions like the PDSB, Fair Dealing is a critical aspect of the Copyright Act as it enables the use of copyrighted materials in a manner that supports teaching and learning, provided that such use adheres to established Fair Dealing Guidelines.
- 3.3. “Intellectual Property” means any form of knowledge or expression created with one’s intellect of which the ownership or right to use may be legally protected by copyright or other legal forms of ownership. Intellectual Property can include

inventions, literary and artistic works, designs and symbols, names, and images used in commerce, or other intangible assets.

4. Policy

- 4.1. Copyrighted materials used within the PDSB, whether for educational, administrative, or any other purposes, must adhere to the Copyright Act and the Copyright Modernization Act.
- 4.2. The PDSB staff must ensure that all works created and published are original. When posting the work of others, prior permission must be obtained from the copyright owner before using copyrighted materials, along with providing attribution to the work. This includes, but is not limited to, text, images, audio, video, software, and other digital content, and with proper acknowledgment of creators' rights.
- 4.3. Works created by all PDSB staff within the scope of their employment are the property of the PDSB and are protected by copyright.
- 4.4. The PDSB staff must ensure that all works created, published and distributed adhere to the copyright laws outlined in this policy.
- 4.5. The PDSB staff may reproduce and communicate short excerpts, with attribution, from a copyright-protected work in line with Fair Dealing Guidelines, provided the use meets the following essential criteria:
 - a) The “dealing” must be for an educational purpose, including, research, private study, criticism, review, news reporting, satire, and parody.
 - b) The dealing must be “fair.” This involves consideration of factors such as the purpose and character of the use, the nature of the copyrighted work, the amount and substantiality of the portion used, and the effect of the use of copyrighted work.

- 4.6. Copying or distributing copyrighted materials beyond the scope of Fair Dealing without obtaining the necessary permissions or licenses, including failing to provide proper attribution to the work, is prohibited.
- 4.7. PDSB commits to providing training and resources for staff awareness and compliance with this policy.
- 4.8. PDSB documents are copyrighted. Use of PDSB documents outside the PDSB are not to be modified or rebranded for distribution singularly or in volume, in whole or in part, subject to copyright laws.

5. Roles and Responsibilities

- 5.1. The Board of Trustees holds responsibility for approval of this policy.
- 5.2. The Director of Education, or their delegate, holds primary responsibility for ensuring:
 - a) The implementation of this Policy.
 - b) Granting permissions or licenses to third parties where appropriate for PDSB's copyright-protected materials.
- 5.3. The Superintendent responsible for Library Support Services holds primary responsibility for ensuring that any applicable and necessary licensing and permissions for copyrighted materials are obtained and maintained.
- 5.4. The Associate Directors, Superintendents, Principals, Managers and Supervisors holds responsibility for ensuring that:
 - a) staff and students in their respective schools or departments are informed about and comply with this policy.
 - b) materials produced by staff are the property of the PDSB and are protected by copyright.

- c) Fair Dealing Guidelines are made accessible to all staff and communicated to all school locations.

5.5. Staff shall:

- a) understand their obligations under copyright laws and adhere to the Fair Dealing Guidelines set forth in this policy.
- b) recognize that documents owned by the PDSB are protected by copyright, and therefore, should not be shared with external sources without consulting with their supervisor.
- c) educate students about their responsibilities under copyright laws and the Fair Dealing Guidelines.
- d) obtain the necessary permissions or licenses for copyright materials beyond the scope of Fair Dealing.

5.6. Students shall:

- a) follow Fair Dealing Guidelines for using resources in and out of school, with guidance from teachers.
- b) understand and comply with Fair Dealing Guidelines for physical and digital reproduction as required.
- c) abide by copyright laws.

6. Reference Documents

6.1. Legal References:

- Copyright Act
- Copyright Modernization Act
- Fair Dealing Guidelines – Council of Ministers of Education Canada (CMEC) Copyright Consortium (2012)

- Policy/Program Memorandum 157: Use of copyright-protected works for education)
- Copyright Matters! CMEC
- Fair Dealing Decision Tool

6.2. Board References:

- Copyright Guidelines and Procedures CISS 16
- Student Code of Conduct
- Digital Citizenship

7. Revision History

Review Date	Approval Date	Description

7.2

Governance and Policy Committee Meeting, April 15, 2024

Electronic Monitoring Policy

Strategic Alignment:

Employment Standards Act

Report Type:

Recommendation

<i>Prepared by:</i>	Antoine Haroun, Chief Information Officer Kathryn Lockyer, General Counsel and Governance Officer Jaspal Gill, Associate Director Operations & Equity of Access & Chief Operating Officer
<i>Submitted by:</i>	Rashmi Swarup, Director of Education

Overview

Recommendation:

That the Electronic Monitoring Policy, attached as Appendix A, be approved.

Highlights:

- Learning Technology Support Services in collaboration with Legal and Governance Services have drafted the Electronic Monitoring Policy.
- The Electronic Monitoring Policy is a requirement under the *Employment Standards Act*.
- In accordance with the legislation, this policy outlines how and under what circumstances the PDSB may electronically monitor employees and the purposes for which the information obtained through electronic monitoring may be used by the PDSB.

Background:

On April 11, 2022, the *Employment Standards Act, 2000* (ESA) was amended requiring employers with 25 or more employees to have a written policy on the electronic monitoring of employees. In the first year of this requirement, an electronic monitoring policy was required to be in place by October 11, 2022. As an interim measure to comply with this legislation, the PDSB approved the Electronic Monitoring Operating Procedure under Policy 82 – Use of Information Technology Resources. PDSB staff have drafted the required Electronic Monitoring Policy as the parent policy to the corresponding procedure.

Evidence

Findings/Key Considerations:

Electronic monitoring includes all forms of employee and assignment employee monitoring that is done electronically, including through Technology. Electronic monitoring refers to the review, use and/or disclosure of data through Technology relating to an employee in the circumstances and for the purposes set out in the policy. The collection and storage of data through Technology is distinct from and does not constitute electronic monitoring.

In accordance with the *ESA* this Policy outlines:

- How and under what circumstances the PDSB may electronically monitor employees;
- The purposes for which the information obtained through electronic monitoring may be used by the PDSB.

This policy applies to all employees, including but not limited to assignment employees, part-time employees and managers/supervisors, and technology, systems and services used by employees to conduct PDSB business. This policy does not establish any right against electronic monitoring by PDSB and does not create any new or greater privacy rights for employees than those set out in applicable Board policies and procedures.

Impact Analysis

Equity & Human Rights Review:

Peel District School Board (PDSB) is committed to transparency in its responsibilities and capabilities regarding electronic monitoring of employees. Electronic monitoring supports the Board's obligations to create and maintain safe and secure environments for students, employees and community members as well as ensure the protection and security of Board resources.

Board or Ministry Policy Alignment:

Human Rights Code

Criminal Code

Occupational Health and Safety Act

Workplace Safety and Insurance Act

Municipal Freedom of Information and Protection of Privacy Act

Personal Health Information Protection Act

Employment Standards Act

Digital Citizenship and Use of IT Resources Policy

Information, Access, and Privacy Policy

Video Surveillance Policy

Electronic Monitoring Procedure

Employee Acceptable Use Procedure

Resource/Financial Implications:

This Policy does not incur any additional resources outside of the current scope of work for PDSB departments including Learning Technology Support Services and Security and Risk Management.

Legal implications:

This policy ensures compliance with the legislative requirements under the *Employment Standards Act* regarding electronic monitoring of employees.

Community Impact:

This policy provides transparency to employees by disclosing how and under what circumstances the PDSB may electronically monitor employees and the purposes for which the information obtained through electronic monitoring may be used by the PDSB.

Next Steps

Action Required:

Following the approval of the policy, this policy will be posted on the PDSB internal and external websites and communicated to staff through existing mechanisms.

Appendices

Appendix A – Electronic Monitoring Policy

PEEL DISTRICT SCHOOL BOARD POLICY

Electronic Monitoring

POLICY ID: Enter Text

FUNCTIONAL CATEGORY: Operations

RESPONSIBILITY: Chief Information Officer, Learning Technology Support Services

APPROVAL: Board of Trustees

APPROVAL DATE: Click for date

EFFECTIVE DATE: Click for date

PROJECTED REVIEW DATE: 2026-2027

REVIEW SCHEDULE: 3 years

1. Purpose

Peel District School Board (PDSB) is committed to transparency in its responsibilities and capabilities regarding electronic monitoring of employees.

The purpose of this policy is to:

- 1.1 Inform employees of how and under what circumstances the PDSB may electronically monitor employees
- 1.2 Inform employees of the purposes for which the information obtained through electronic monitoring may be used by PDSB.

2. Application and Scope

This policy applies to all employees, including but not limited to assignment employees, part-time employees and managers/supervisors, and technology, systems and services used by employees to conduct PDSB business.

This policy is written in accordance with the legislative requirements under the *Employment Standards Act, 2022*, as amended, regarding electronic monitoring of employees. This policy will, at all times, be interpreted in a manner consistent with Board policies and procedures, the *Education Act* and its regulations, relevant Ministry PPMs, the *Ontario Human Rights Code*, the *Municipal Freedom of Information and Protection of Privacy Act* (MFIPPA), the *Anti-Racism Act*, the *Accessibility for Ontarians*

with *Disabilities Act (AODA)*, and other applicable legislation. This policy is aligned with and supports the principles and expectations of PDSB Human Rights Policy, Equity and Inclusive Education Policy and the Anti-Racism Policy.

3. Definitions

- 3.1 **Assignment employee** means an employee employed by a temporary help agency for the purpose of being assigned to perform work on a temporary basis for clients of the agency.
- 3.2 **Electronic monitoring** includes all forms of employee and assignment employee monitoring that is done electronically, including through Technology.
- a) Electronic monitoring refers to the review, use and/or disclosure of data through Technology relating to an employee in the circumstances and for the purposes set out in this Policy.
 - b) The collection and storage of data through Technology is distinct from and does not constitute electronic monitoring. PDSB reserves the right to the collection and storage of data through Technology in accordance with applicable legislation and Board policy and procedure.
- 3.3 **Technology** includes technology used by employees to conduct PDSB business, on or off PDSB property, including remotely. Technology includes but is not limited to, computers, phones, tablets or pads, cellular/mobile technology, servers, networks which includes Board computer applications, Internet services, data, email and collaboration tools, electronic surveillance systems, as well as third-party Internet services provided to the Board. Use of a personal device on a Board network constitutes use of Technology. Board technology and all data stored on it are owned and may be accessed by the Board.

4. Policy

Circumstances

- 4.1 PDSB electronically monitors employees in accordance with the following circumstances and where authorized by the Director of Education and/or their designate:
- a) Further to an investigation where there is reason to believe a breach of employee obligations or breach of Board policy or procedure has occurred;
 - b) Where required by law.
- 4.2 The Associate Director of Operations and Equity of Access and Chief Operating Officer is a designate for the purpose of authorization.

Purposes

- 4.3 For a legitimate legal or business purpose relating to its role as a provider of educational services and employer and its obligations to students, staff and community under applicable legislation and regulations including but not limited to the Education Act, Employment Standards Act, 2000, Occupational Health and Safety Act, Workplace Safety and Insurance Act, Human Rights Code, Municipal Freedom of Information and Protection of Privacy Act, Personal Health Information Protection Act, Criminal Code, and/or Board policies and procedures. Such obligations include but are not limited to:
- a) The PDSB's responsibility for student achievement and effective stewardship of resources.
 - b) The duties of school boards; officers; managers/supervisors; principals; teachers' and all employees.

Legitimate legal and business purposes include:

- c) Performance Management
- d) Ensuring the security and protection of business records
- e) Preventing unlawful and/or inappropriate employee conduct
- f) Creating and maintaining a safe and productive work environment which may relate to misuse of Board technology and resources, time theft, workplace

harassment or violence, discrimination, health and safety obligations, criminal behaviour, etc.

- 4.4 PDSB does not electronically monitor further to individual requests by PDSB community members including staff, students, parents/guardians or the public that do not relate to legitimate legal and business purposes of the PDSB.

Electronic Monitoring Practices

- 4.5 PDSB electronically monitors in the above circumstances and for the above purposes by reviewing the following:
- a) Websites accessed on PDSB premises using a PDSB network or websites accessed on a PDSB device;
 - b) Log-in and log-off time of employees on Board accounts;
 - c) Access of PDSB historical and present files, folders, documents, emails chat messages and other information in the PDSB IT environment including when and by whom;
 - d) Security card access and video camera footage generated and stored by a security system at PDSB premises.

Retention

- 4.6 PDSB will retain a copy of every policy or procedure on electronic monitoring that was required by the Employment Standards Act, 2000 for three (3) years after the policy or procedure is no longer in effect.

General Guidelines

- 4.7 This policy does not establish any right against electronic monitoring by PDSB and does not create any new or greater privacy rights for employees than those set out in applicable Board policies and procedures.
- 4.8 In the event of a conflict between this Policy and associated procedure and any Board policies or procedure with respect to employee electronic monitoring, this policy and associated procedure will prevail.

- 4.9 In accordance with the provisions set out in this policy, PDSB may, at its discretion, use information obtained through electronic monitoring to investigate violations of its policies and any applicable procedures. Where appropriate, such information, may lead to disciplinary action, up to and including termination of employment, including for cause.

5. Roles and Responsibilities

5.1 Director of Education

- a) Authorize the electronic monitoring of employees in accordance with this Policy and operating procedure.

5.2 Associate Director, Operations and Equity of Access, and Chief Operating Officer

- a) Act as a designate for the Director of Education, as applicable, for the purpose of authorization of electronic monitoring of employees.

5.3 Chief Information Officer

- a) Oversee the implementation of this policy.
- b) Receive and action approved requests to review employee usage and access to Board technology, systems, and services.

5.4 Employees

- a) Use and/or access Board technology, systems, or services appropriately in accordance with Board policies and procedures, including the Digital Citizenship and Use of IT Resources Policy and the Employee Acceptable Use Procedure.
- b) Raise questions regarding this policy and associated procedure with their principal, manager, or supervisor.

6. Appendices

7. Reference Documents

Anti-Racism Policy

Human Rights Policy

Equity and Inclusive Education Policy

Information, Access, and Privacy Policy

Video Surveillance Policy

Electronic Monitoring Procedure

8. Revision History

Review Date	Approval Date	Description

Governance and Policy Committee Meeting, April 15, 2024

Assessment, Evaluation, and Reporting Policy

Strategic Alignment:

Growing Success (2010)

Learning for All: A Guide to Effective Assessment and Instruction for All Students, Kindergarten to Grade 12 (2013)

Growing Success: The Kindergarten Addendum (2016)

Growing Success: The Mathematics Addendum, Grades 1 to 8 (2020)

Growing Success: The Language Addendum, Grades 1 to 8 (2023)

Report Type:

Recommendation

<i>Prepared by:</i>	Camille Logan, Associate Director, School Improvement & Equity, Curriculum, Instruction & Assessment, Student & Community Engagement Rasulan Hoppie, Superintendent, Curriculum, Instruction & Assessment and Continuing & Adult Education Sumble Kaukab, Coordinating Principal, Secondary Education Gillian Read, Instructional Coordinator, Assessment
<i>Submitted by:</i>	Rashmi Swarup, Director of Education

Overview

Objective:

It is recommended that Homework Policy 70 be repealed, and that the Assessment, Evaluation, and Reporting Policy (Appendix A), be approved.

Highlights:

- The Curriculum, Instruction and Assessment Department has led the revision of the Assessment, Evaluation, and Reporting Policy.
- The Policy has been revised to uphold the Peel District School Board's commitment to disrupt and dismantle anti-Black racism and anti-Indigenous racism.
- This revised Policy ensures that equitable assessment practices are implemented consistently across PDSB schools.
- The PDSB has sought and applied input from a variety of collaborative partners to inform the revision of this Policy.

Background:

The PDSB's existing Assessment, Evaluation, and Reporting Policy was written in 2018 and is currently scheduled for revision. The Curriculum, Instruction, and Assessment Department is leading the review and revision of the PDSB Assessment, Evaluation, and Reporting Policy.

Evidence

Findings/Key Considerations:

This Assessment, Evaluation, and Reporting Policy outlines the expectations for fair, transparent and equitable assessment, evaluation, and reporting practices within the PDSB. It ensures compliance with the Ontario Ministry of Education's policy for assessment, evaluation and reporting as outlined in *Growing Success* (2010), *Growing Success: The Kindergarten Addendum* (2016), *Learning for All: A Guide to Effective Assessment and Instruction for All Students, Kindergarten to Grade 12* (2013), *Growing Success: The Mathematics Addendum, Grades 1 to 8* (2020), *Growing Success: The Language Addendum, Grades 1 to 8* (2023), and provincial curriculum documents. This policy aligns with the PDSB's commitment to assessment, evaluation, and reporting practices that disrupt systemic oppression, particularly for students who identify as First Nations, Métis, Inuit, African, Black, Afro-Caribbean, racialized, disabled, neurodiverse, gender diverse, Two-Spirit and LGBTQIA+, students receiving special education support, multilingual learners in English as a Second Language and English Literacy Development programs, and students from historically and currently marginalized groups. This policy is also informed by an environmental scan including PDSB's Anti-Racism, Equity and Inclusive Education, and Human Rights Policies.

The revised Policy upholds the PDSB's commitment to equity and inclusion by requiring assessment practices that:

- Disrupt anti-Black racism and anti-Indigenous racism;
- Honour learner variability, including neurodiversity; and
- Are transparent to students, parents/guardians, and families.

The Curriculum, Instruction, and Assessment Department created an Elementary Assessment Steering Committee (EASC) and a Secondary Assessment Steering Committee (SASC) to gather continued feedback to inform the revision of the Assessment, Evaluation, and Reporting Policy. Members of the EASC and SASC include Coordinating Principals, Instructional Coordinators, and Resource Teachers from central PDSB departments (Curriculum, Instruction and Assessment; Innovation and Research; Special Education, Social Emotional Learning and Well-Being), representatives from elementary and secondary the principals' and vice principals' associations (PPVPA, PASSP, PSSVPA), representatives from the elementary and secondary teachers' unions (PETL, OSSTF), and 6 elementary and 6 secondary classroom teachers.

In addition, this policy has undergone external consultation with the Special Education Advisory Committee (SEAC), the Policy the Parent Involvement Committee (PIC) and the Indigenous Education Council (IEC). It was also posted on the PDSB website for public consultation over the month of March and 188 responses were received from members of the PDSB community.

As a result of these consultations, the following updates have been made to the original draft:

- The Purpose has been revised for clarity of language.
- Parents/guardians have been added to the Application and Scope.
- Designated Early Childhood Educators (DECEs) have been added as instructional staff, and their duties have been added to Roles and Responsibilities.
- The language has been updated to be more inclusive to neurodiverse students.

Impact Analysis ^x

Equity & Human Rights Review:

The Peel District School board continues to demonstrate commitment and action toward anti-racist, anti-colonial, and anti-oppressive practices designed to address systemic forms of discrimination that have resulted in disproportionate experiences, achievement, and well-being outcomes for students, particularly for those from historically and currently marginalized groups. While assessment, evaluation and reporting practices can improve student learning, they can also reinforce and exacerbate the disproportionately negative outcomes experienced by students who have been marginalized by the education system. This updated Assessment, Evaluation, and Reporting Policy will ensure that assessment, evaluation, and reporting practices within the PDSB uphold the Board's commitment to human rights, anti-racism, anti-colonialism, and anti-oppression. The updated policy references Universal Design for Learning (UDL) and Culturally Responsive and Relevant Pedagogy (CRRP), which holds educators accountable in their assessment practices as it requires them to account for all learners from the outset when planning for instruction and assessment. Also, the updated policy references learner variability and neurodiversity, which provides greater opportunity for educators to

examine their assessment practices and ensure they align with high expectations for all students.

Board or Ministry Policy Alignment:

The Assessment, Evaluation, and Reporting Policy is aligned with, and supports, the principles and expectations of the Board's Human Rights Policy, Equity and Inclusive Education Policy, and the Anti-Racism Policy. At all times, this policy should be interpreted to be consistent with the Board's policies and the *Human Rights Code*. The Assessment, Evaluation, and Reporting Policy also supports the principles and expectations outlined in the Ministry's assessment, evaluation and reporting policy - *Growing Success* (2010), *Growing Success: The Kindergarten Addendum* (2016), *Learning for All: A Guide to Effective Assessment and Instruction for All Students, Kindergarten to Grade 12* (2013), *Growing Success: The Mathematics Addendum, Grades 1 to 8* (2020), *Growing Success: The Language Addendum, Grades 1 to 8* (2023)

Risk Assessment:

This policy sets clear and consistent expectations for students and educators on their responsibilities in relation to assessment, evaluation, and reporting to support student achievement. The absence of this policy would result in inconsistent and inequitable practices and therefore leave the board exposed to violating its own Human Rights Policy, Equity and Inclusive Education Policy, and the Anti-Racism Policy.

Community Impact:

Advancing student achievement, belonging and well-being is a shared responsibility between schools, staff, families and the PDSB community. This is achieved through collaborative and inclusive partnerships between the Board and the PDSB community that are promoted, nurtured and sustained through meaningful consultation and regular communication. The Assessment, Evaluation, and Reporting Policy facilitates this meaningful consultation, engagement, and communication. The updated policy explicitly includes parents/guardians in all aspects of the policy, including the Application and Scope, Policy – Values and Guiding Principles, and Roles and Responsibilities.

Next Steps

Action Required:

Curriculum, Instruction and Assessment is currently drafting the revised Elementary and Secondary assessment, evaluation and reporting procedures in alignment with the PDSB Assessment, Evaluation, and Reporting Policy. The operating procedures will outline how the policy will be implemented in relation to assessment practices, such as determining a grade/mark, absence of evidence, academic honesty, and final evaluations. It will also address assessment for English Language Learners and students with special education needs. Operating procedures will outline assessment and evaluation practices for programs with alternative expectations and include guidance on accommodations and modifications for neurodiverse learners. The operating procedures will also include reference to homework, which

currently exists as a separate policy. This integration will provide a more integrated and concise point of reference. The operating procedures will be ready by the end of the current 2023-2024 school year.

Communications:

The Curriculum, Instruction, and Assessment Department will collaborate with central departments, as well as principals' and vice principals' associations, to establish a communication plan to ensure the Assessment, Evaluation, and Reporting Policy is implemented effectively throughout the PDSB.

Success Measures:

An Assessment, Evaluation, and Reporting Policy, and associated procedures, that ensure assessment, evaluation, and reporting practices are fair, transparent, and equitable throughout the PDSB.

References:

Ontario Ministry of Education. (2010). [*Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools*](#). Toronto: Author.

Ontario Ministry of Education. (2016). [*Growing Success: The Kindergarten Addendum*](#). Toronto: Author.

Appendices

Appendix A – Assessment, Evaluation, and Reporting Policy
Appendix B – Policy 70 - Homework

PEEL DISTRICT SCHOOL BOARD POLICY

Assessment, Evaluation, and Reporting Policy

POLICY ID:

FUNCTIONAL CATEGORY: Student Achievement and Well-Being

RESPONSIBILITY: Superintendent of Curriculum, Instruction, and Assessment

APPROVAL: Board of Trustees

APPROVAL DATE: Click for date

EFFECTIVE DATE: Click for date

PROJECTED REVIEW DATE: 2028-2029

REVIEW SCHEDULE: 5 years

1. Purpose

This Assessment, Evaluation, and Reporting Policy outlines the expectations for fair, transparent, and equitable assessment, evaluation, and reporting practices within the Peel District School Board (PDSB). The PDSB is committed to assessment, evaluation, and reporting practices that disrupt systemic oppression, particularly for students who identify as First Nations, Métis, Inuit, African, Black, Afro-Caribbean, racialized, disabled, neurodiverse, gender diverse, Two-Spirit and LGBTQIA+, students receiving special education support, multilingual learners in English as a Second Language and English Literacy Development programs, and students from historically and currently marginalized groups. This policy outlines the roles and responsibilities for PDSB educators, students, and parents/guardians in relation to assessment, evaluation, and reporting.

2. Application and Scope

This policy applies to all instructional staff, including superintendents of education, administrators, teachers, and designated early childhood educators (DECEs), as well as students and parents/guardians in the PDSB. It ensures compliance with the Ontario Ministry of Education's policy for assessment, evaluation, and reporting as outlined in *Growing Success* (2010), *Learning for All: A Guide to Effective Assessment and*

Instruction for All Students, Kindergarten to Grade 12 (2013), Growing Success: The Kindergarten Addendum (2016), Growing Success: The Mathematics Addendum, Grades 1 to 8 (2020), Growing Success: The Language Addendum, Grades 1 to 8 (2023), and provincial curriculum documents. It should be read and interpreted consistently with Ministry Policy and Program Memoranda (PPMs) and guidance, the associated procedures, and PDSB's Human Rights Policy, Equity and Inclusive Education Policy, and Anti-Racism Policy.

This policy supports the implementation of the PDSB's obligations under:

- a) The Education Act
- b) The Early Childhood Educators Act
- c) Regulations relating to school and student safety and progressive discipline
- d) The Ontario Human Rights Code
- e) The Charter of Rights and Freedoms
- f) The Provincial Code of Conduct
- g) The direction of the Ministry of Education under applicable Policy/Program Memoranda
- h) The Minister's Directions to the Peel District School Board as a result of the review of the PDSB (2020)
- i) Other measures aimed at promoting student and school safety and well-being

This policy is operationalized through the PDSB's Elementary and Secondary Assessment, Evaluation, and Reporting Operating Procedures.

3. Definition

- 3.1 **Anti-oppression:** An approach that recognizes the power imbalance within society that attributes benefits to some groups and excludes others. This approach seeks to develop strategies to create an environment free from oppression, racism, and other forms of discrimination. It acknowledges the intersections of identities protected under the Code and aims to promote equity.ⁱ

- 3.2 **Anti-racism:** The proactive commitment to creating safe and inclusive spaces across society, especially public spaces, and to attaining race and educational equity. Race-based data informs efforts to identify, disrupt and dismantle longstanding practices, procedures and behaviours that produce and sustain racialized outcomes and to achieve a fair degree of parity.ⁱⁱ
- 3.3 **Assessment:** The process of gathering, from a variety of sources, information that accurately reflects how well a student is achieving the curriculum expectations in a subject or course.ⁱⁱⁱ
- a) **Assessment as learning:** The process of developing and supporting student metacognition. Students are actively engaged in this assessment process. They monitor their own learning, use assessment feedback from teacher, self, and peers to determine their next steps, and set individual learning goals. Assessment as learning requires students to have a clear understanding of the learning goals and the success criteria. Assessment as learning focuses on the student's role as the critical connector between assessment and learning.^{iv}
- b) **Assessment for learning:** The ongoing process of gathering and interpreting evidence about student learning to determine where students are in their learning, where they need to go, and how best to get there. This process includes setting goals and criteria based on the curriculum. The information gathered is used by teachers to provide descriptive, non-evaluative feedback, and to differentiate instruction appropriately.
- c) **Assessment of learning:** The process of collecting and interpreting evidence for the purpose of summarizing learning at a given point in time, to make judgements about the quality of student learning based on established criteria, and to assign a value to represent that quality.^v

- 3.4 **Bias:** An opinion, preference, prejudice, or inclination that limits an individual's or a group's ability to make fair, objective, or accurate judgements.^{vi}
- 3.5 **Culturally Responsive and Relevant Pedagogy (CRRP):** CRRP provides a framework which recognizes that all students learn in ways that are connected to background, language, family structure, and social or cultural identity.^{vii}
- 3.6 **Evaluation:** The process of judging student learning quality based on established criteria and assigning a value to represent that quality. Evaluation is based on assessments of learning that provide data on student achievement at strategic times throughout the grade/subject/course, often at the end of a period of learning.^{viii}
- 3.7 **Intersectionality/Intersectional Identities:** The complex interactions between the multiple and overlapping identities and social locations that shape the lives of individuals and communities. In some cases, individuals may accrue compounded burdens of health harms and social disadvantage. Overlapping identities may include one's religion, ethnic origin, gender, sexuality, age, disabilities, or citizenship and immigration status. An intersectional analysis enables better understanding of the impacts of distinct identities by considering how specific barriers may be interacting with each in cumulative ways.^{ix}
- 3.8 **Learning Goals:** Brief statements that describe for a student what they should know and be able to do by the end of the period of instruction (e.g., a lesson, series of lessons, or subtask). The goals represent subsets or clusters of knowledge and skills that the student must attain to successfully achieve the overall curriculum expectations.^x
- 3.9 **Learner Variability:** Refers to the natural and expected differences in how individuals learn and process information. It recognizes that learners are

- diverse in terms of their backgrounds, experiences, cognitive abilities, interests, and learning preferences. Understanding learner variability is crucial in education because it highlights the need to design instructional approaches and interventions that can accommodate and support the unique needs and neurodiversity of individual learners.
- 3.10 **Overall Expectations:** Statements that describe in general terms the knowledge and skills that students are expected to demonstrate by the end of each grade or course.^{xi}
 - 3.11 **Reporting:** The process of communicating with students and parents/guardians about student achievement through progress reports, report cards, the Kindergarten Communication of Learning, and/or alternative formats (e.g., the evaluation section of the student’s IEP).
 - 3.12 **Specific Expectations:** Statements that describe the expected knowledge and skills included in the overall expectations in greater detail.^{xii}
 - 3.13 **Success Criteria:** Standards or specific descriptions of successful attainment of learning goals developed by teachers based on criteria in the achievement chart, and discussed and agreed upon in collaboration with students, that are used to determine to what degree a learning goal has been achieved. Criteria describe what success “looks like”, and allow the teacher and student to gather information about the quality of student learning.^{xiii}
 - 3.14 **Systemic Oppression:** Discrimination and disadvantages that are pervasively and deeply embedded in systems, laws, written or unwritten policies, and entrenched practices and beliefs that produce, condone, and perpetuate widespread unfair treatment of marginalized groups.
 - 3.15 **Universal Design for Learning (UDL):** An approach to teaching and learning that provides access to the curriculum for all students, and assists teachers in designing products and environments to make them accessible to everyone,

regardless of age, skills, or situation.^{xiv} UDL principles are centred on the key concepts of engagement, representation, action and expression.^{xv}

4. Policy

Values

- 4.1 The primary purpose of assessment and evaluation is to improve student learning. Equitable assessment, evaluation, and reporting practices support student achievement and address disproportionate outcomes.
- 4.2 Assessment, evaluation, and reporting practices are not neutral. All educators involved in decisions about the assessment, evaluation, and reporting of student learning and achievement are influenced by their biases, social locations, and the institutional biases of the education system. Educators must, therefore, continually reflect on their biases and ensure that their assessment, evaluation, and reporting practices promote success in learning, particularly for students who identify as First Nations, Métis, Inuit, African, Black, Afro-Caribbean, racialized, disabled, neurodiverse, gender diverse, Two-Spirit and LGBTQIA+, students receiving special education support, multilingual learners in English as a Second Language and English Literacy Development programs, and students from historically and currently marginalized groups.
- 4.3 Equitable assessment addresses learner variability and must centre students' intersectional identities, lived experiences, interests, and strengths, in support of student well-being. Equitable assessment, evaluation and reporting practices uphold human rights, and are grounded in anti-racism, anti-colonialism, and anti-oppression. These practices reflect the combination of Universal Design for Learning and Culturally Responsive and Relevant Pedagogy and include differentiated instruction and assessment.

- 4.4 The PDSB recognizes the wealth of knowledge and experiences within the PDSB community and the rights of parents/guardians to actively participate in the education of their students and support student learning and achievement.

Guiding Principles

- 4.5 Assessment is the process of gathering information that accurately reflects how well a student is achieving the curriculum/program expectations and/or applying the learning skills and work habits. Evidence of student achievement is gathered through assessment for, as, and of learning.
- 4.6 Equitable assessment, evaluation, and reporting practices:
- a) Are fair and transparent for all students.
 - b) Support the achievement of all students, particularly for students who identify as First Nations, Métis, Inuit, African, Black, Afro-Caribbean, racialized, disabled, neurodiverse, gender diverse, Two-Spirit and LGBTQIA+, students receiving special education support, multilingual learners in English as a Second Language and English Literacy Development programs, and students from historically and currently marginalized groups.
 - c) Respect and affirm the identities and well-being of all students.
 - d) Use an asset-based approach to address learner variability.
 - e) Align with overall and specific expectations, including curriculum expectations, modified curriculum expectations, alternative program expectations, and kindergarten program expectations.
 - f) Ensure that, through the use of learning goals and success criteria, there is a clear and common understanding of the knowledge and skills students must demonstrate to meet the curriculum expectations, modified curriculum

expectations, alternative program expectations, kindergarten program expectations, and/or demonstrate learning skills and work habits.

- g) Triangulate evidence of student learning to include observations, conversations, and products.
- h) Are ongoing and provide multiple opportunities for students to demonstrate their learning over a period of time, in a variety of ways.
- i) Provide clear, meaningful, and timely descriptive feedback on an ongoing basis, related to students' learning goals, including their next steps for learning.
- j) Amplify student agency and develop students' ability to set individual goals, assess their own learning, and monitor their progress.
- k) Use students' most consistent and more recent evidence of learning when evaluating students' progress and/or achievement.
- l) Foster collaboration among educators, students, and parents/guardians.
- m) Involve students and parents/guardians in the reciprocal sharing of information about student progress and/or achievement.
- n) Ensure information about student progress and/or achievement is shared with students and parents/guardians in a timely and ongoing manner, including, but not limited to, formal reporting periods.

5. Roles and Responsibilities

Board of Trustees

- 5.1 Review and approve the Assessment, Evaluation, and Reporting in Peel Elementary and Secondary Schools Policy in accordance with the *Education Act* and the *Early Childhood Educators Act*.

- 5.2 Understand and communicate with the PDSB community about this policy.
- 5.3 Conduct a cyclic review of this policy and related policies, as per Ministry requirements to ensure alignment.

Director of Education

- 5.4 Ensures implementation of this policy and related procedures.
- 5.5 Provides system leadership for implementing and sustaining fair, transparent, and equitable assessment, evaluation, and reporting practices.

Superintendent of Curriculum, Instruction and Assessment

- 5.6 Proposes amendments to this policy to the Governance Officer.
- 5.7 Conducts a post-implementation review of this policy.
- 5.8 Ensures related operating procedures are developed.
- 5.9 Provides and support interpretation of this policy and the related operating procedures across the board and PDSB schools.

Superintendents of Education

- 5.10 Ensure implementation of this policy and the related operating procedures.
- 5.11 Provide consultation and leadership to school administrators on adherence to this policy.
- 5.12 Provide consultation and leadership to school administrators to ensure that anti-racist, anti-colonial, and anti-oppressive assessment, evaluation, and reporting practices are applied.

Administrators (Principals and Vice Principals)

- 5.13 Adhere to this policy and the related operating procedures.
- 5.14 Take a leadership role in the implementation of, and adherence to, this policy and the related operative procedures, including supporting learning and capacity building among staff.
- 5.15 Communicate regularly and meaningfully with all members of their school community to ensure clear understanding, interpretation, and adherence to this policy and the related operating procedures.
- 5.16 Provide consultation and leadership to teachers, DECEs and all instructional staff to ensure that anti-racist, anti-colonial, and anti-oppressive assessment, evaluation, and reporting practices are applied.

Teachers

- 5.17 Adhere to this policy and the related operating procedures.
- 5.18 Clearly communicate the curriculum and/or program expectations through learning goals and related success criteria.
- 5.19 Dialogue with parents/guardians about how students may be best supported to learn and demonstrate learning.
- 5.20 Ensure that assessment, evaluation, and reporting are based on triangulated evidence of student learning.
- 5.21 Provide students with multiple and varied opportunities to demonstrate their understanding.
- 5.22 Provide students with timely and specific feedback to support their next steps in learning.

- 5.23 Return evidence of learning that has been assessed or evaluated in a timely manner.
- 5.24 Provide students with opportunities to self-assess and reflect on their learning.
- 5.25 Use students' demonstrated evidence of learning to determine an accurate level of achievement and report a letter grade or percentage mark, and/or as the basis for comments on student learning and achievement.
- 5.26 Communicate information about student learning and achievement to students and parents/guardians at appropriate intervals, including, but not limited to, formal reporting periods.

Designated Early Childhood Educators (DECEs)

- 5.27 Adhere to this policy and the related operating procedures.
- 5.28 Clearly communicate the program expectations through learning goals and related success criteria.
- 5.29 Dialogue with parents/guardians about how students may be best supported to learn and demonstrate learning.
- 5.30 Ensure that assessment, evaluation, and reporting are based on triangulated evidence of student learning.
- 5.31 Provide students with multiple and varied opportunities to demonstrate their understanding.
- 5.32 Provide students with timely and specific feedback to support their next steps in learning.

- 5.33 Provide students with opportunities to reflect on their thinking and learning as part of the process of pedagogical documentation,
- 5.34 Use students' demonstrated evidence of learning to determine their key learning, growth in learning, and next steps, and collaborate on comments on student learning and achievement.
- 5.35 Communicate information about student learning to students and parents/guardians at appropriate intervals, including, but not limited to, formal reporting periods.

Students

- 5.36 Adhere to this policy and the related operating procedures.
- 5.37 Contribute, where appropriate, to learning goals and success criteria.
- 5.38 Seek clarification when unsure of expectations, learning goals and/or success criteria.
- 5.39 Actively participate in learning and provide authentic evidence to demonstrate knowledge and skills.
- 5.40 Engage in opportunities to set individual goals, self-assess, and reflect on their own learning.
- 5.41 Apply given feedback to improve their learning.
- 5.42 Participate in multiple opportunities for assessment and evaluation to ensure teachers have multiple sources of evidence from which to determine an accurate level of achievement.

Parents and Guardians

- 5.43 Review communication provided to students in relation to assessment, evaluation, and reporting.
- 5.44 Dialogue with teachers about how students may be best supported to learn and demonstrate learning.

Reference Documents

Education Act, R.S.O, 1990, c. E.2.

Early Childhood Educators Act, 2007, S.O. 2007, c. 7, Sched. 8.

Code of Ethics and Standards of Practice for Registered Early Childhood Educators in Ontario

PDSB Anti-Racism Policy

PDSB Human Rights Policy

PDSB Equity and Inclusive Education Policy

PDSB Safe and Caring Schools Policy

Ontario Ministry of Education. (2010). *Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools*. Queen's Printer for Ontario.

Ontario Ministry of Education. (2013). *Learning for All: A Guide to Effective Assessment and Instruction for All Students, Kindergarten to Grade 12*. Queen's Printer for Ontario.

Ontario Ministry of Education. (2013). Policy/Program Memorandum No. 155: *Diagnostic Assessment in Support of Student Learning*.

Ontario Ministry of Education. (2018). *Growing Success: Kindergarten Addendum 2018*. Queen's Printer for Ontario.

Ontario Ministry of Education. (2020). *Growing Success: Mathematics Addendum, Grades 1 to 8, 2020*. King's Printer for Ontario.

Ontario Ministry of Education. (2023). *Growing Success: Language Addendum, Grades 1 to 8, 2023*. King's Printer for Ontario.

Ontario Ministry of Education. (n.d.). *Human Rights, Equity, and Inclusive Education*. King's Printer for Ontario.

6. Revision History

Review Date	Approval Date	Description
	January 8, 2002	Replaces former Policy 14 – Examination Policy for Peel Secondary Schools
February 25, 2003		
December 2005		
	April 26, 2011	Replaces former Policy 14 – Student Assessment & Evaluation in Peel Elementary & Secondary Schools
February 25, 2014		
	September 24, 2018	Replaces former Policy 14 – Student Assessment & Evaluation in Peel Elementary & Secondary Schools

ⁱ Peel District School Board, *Policy 51 – Human Rights*.

ⁱⁱ Peel District School Board, *Policy 51 – Human Rights*.

ⁱⁱⁱ Ontario Ministry of Education, *Growing Success*, 143

^{iv} Ontario Ministry of Education, *Growing Success*, 143.

^v Ontario Ministry of Education, *Growing Success*, 144.

^{vi} Peel District School Board, *Safe and Caring Schools Policy*.

^{vii} Ontario Ministry of Education, *Human Rights, Equity, and Inclusive Education*.

^{viii} Ontario Ministry of Education, *Growing Success*, 147.

^{ix} Peel District School Board, *Anti-Racism Policy*.

^x Ontario Ministry of Education, *Growing Success*, 148.

^{xi} Ontario Ministry of Education, *Growing Success*, 16.

^{xii} Ontario Ministry of Education, *Growing Success*, 16.

^{xiii} Ontario Ministry of Education, *Growing Success*, 154.

^{xiv} Ontario Ministry of Education, *Learning for All*, 14.

^{xv} Murawski, W. W., & Scott, K. L. (Eds.). (2019). *What Really Works with Universal Design for Learning*. Thousand Oaks, CA: Corwin Press.

HOMEWORK

Statement of Policy

The Peel District School Board supports the inclusion of homework in school programs and recognizes the need for educators to clearly and effectively communicate the learning expectations related to homework. Homework is defined as “work that student do at home to practice skills, consolidate knowledge and skills, and/or prepare for the next class” (*Growing Success*, 2010, p. 148).

The Peel District School Board recognizes that homework expectations must be balanced with the student’s life outside of school. As a result, it is recommended that homework not be assigned on scheduled holy days and holidays as outlined on school calendars and that flexibility be granted to students and families around these days.

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

Effective Practice

Based on evidence gathered from a review of both research and practice, it is expected that homework will:

- be differentiated to reflect the student’s learning profile;
- appropriately reflect the student’s grade level, pathway, and obligations in other classes;
- be responded to by the teacher in a clearly communicated and timely manner;
- take into consideration the need to balance school, social/emotional well-being, and family life;
- be assigned to be returned using blocks of time so that families can best support homework completion by balancing the time required to complete homework;
- supplement and support in-school experiences through related out-of-class activities;
- prepare, practice, or consolidate learning;
- promote positive and enthusiastic attitudes towards independent study and lifelong learning;
- be created in a way that meaningful feedback **as** and **for** learning can be provided;
- not make unfair or unreasonable demands on parents/guardians; and □ not be punitive.

Communication

Effective communication of homework expectations ensures that homework is a positive experience for students and families. Communication between school and home will acquaint parents with the student's in-school learning experiences and strengthen the essential links between home and school. Teachers will clearly communicate the purpose for homework assignments.

21st Century Teaching and Learning

Technology is playing an increasingly larger role in student learning both inside, and outside the classroom. As a result, homework assignments and teacher feedback both might look differently than they have in the past. When using technology as a tool to enable student learning outside the classroom, the teacher will:

- confirm that students have access to the technology required for the homework assignment;
- clearly communicate when and how feedback will be provided; and □
remind students of their responsibilities as digital citizens.

Homework and Assessment

If assigned, teachers will use data collected from homework as assessment **for** learning, not as assessment **of** learning. Teachers will/may report on homework only when referencing the learning skills. Homework assignments that are “designed to help students practice and consolidate new learning can also provide assessment information that both teachers and students can use to adjust instruction and focus learning” (*Growing Success*, 2010, p. 34).

Homework During Extended Absences

The Peel District School Board expects that students will attend school on scheduled school days and take holidays according to the school year calendars. If parents choose to take their child(ren) out of school at times other than school holidays, the school cannot provide academic activities that replicate the missed learning which includes opportunities for students to demonstrate skills and engage in learning conversations.

Approved: February 26, 2002

Reviewed February 25, 2003

Reviewed December 2005

Approved: April 28, 2015 (*replaces former Policy 70 – Homework*)

Governance & Policy Committee: April 15, 2024

Indemnification of Employees Policy

Strategic Alignment:

This updated policy underscores PDSB's ongoing commitment to fostering a supportive work environment that aligns with PDSB's strategic goals of promoting legal compliance, ethical conduct, and employee well-being. By providing a robust legal protection framework, this policy directly supports PDSB's mission to create a safe and secure environment for all employees, thereby enhancing PDSB's ability to deliver quality education.

Report Type:

Recommendation

<i>Prepared by:</i>	Ebby Chukwuonwe, Acting Legal Counsel Kathryn Lockyer, General Counsel & Governance Officer
<i>Submitted by:</i>	Rashmi Swarup, Director of Education

Overview:

Recommendation:

That Policy 63 - Indemnification of Board Employees and Members of the Board Policy, attached as Appendix 1, be repealed.

That the updated Indemnification of Employees Policy, attached as Appendix 2, be recommended for approval by the Board of Trustees.

Highlights:

- Revisions to the existing Policy 63 - Indemnification of Board Employees and Members of the Board Policy to remove coverage for employee criminal charges and aligning policy with current legal practices.
- Explanation of the policy's scope and application.
- Conditions under which indemnification is provided to employees.
- Process for employees to claim indemnification.
- Impact of the policy on employees' ability to perform their duties without fear of legal repercussions.
- The policy's role in fostering a supportive and secure environment for employees.

Background:

The PDSB previously operated under an indemnification policy titled "Policy 63 - Indemnification of Board Employees and Members of the Board Policy", last revised in 2018 and which also covered Trustees. However, upon closer examination and comparison with governance and indemnification practices in other educational institutions, it became evident that the distinct roles and responsibilities of PDSB employees required a role-specific indemnification provisions that align with best practices and legal standards. Therefore, PDSB embarked on developing a separate Indemnification of Employees Policy.

The new policy introduced is a comprehensive revision that addresses the evolving legal landscape and operational needs of the PDSB. Previously, while criminal charges were excluded from indemnification, the PDSB retained the discretion to appoint legal counsel for employees facing such charges. The updated policy exempts indemnification in all aspects for criminal charges eliminating the appointment of legal counsel by the PDSB for these matters, aligning with a more standardized approach to indemnification that focuses on protecting the PDSB and its employees within the scope of their professional duties. By establishing a standalone policy for employee indemnification, the PDSB seeks to reinforce its commitment to upholding the highest standards of legal and ethical conduct, ensuring that employees are supported in a manner that is consistent with the PDSB's values.

Evidence

Findings/Key Considerations:

The revision of the policy was informed by a comprehensive review of PDSB's legal obligations, operational environment, environmental scan of policies across school boards and government policies, and best practices in employee indemnification. Key changes include:

- Exemption of indemnification for criminal charges, aligning the policy with legal standards and ensuring consistency in its application.
- Introduction of a significant role for the General Counsel, who shall receive full information regarding incidents in a timely manner.
- Introduction of additional conditions for indemnification to specify that employees are not entitled to coverage if the claim is against the PDSB or Board and was initiated by the employee.
- Introduction of guidelines to outline the PDSB's actions in various scenarios, including reimbursement of legal costs and the process for handling appeals, ensuring transparency and fairness.

Impact Analysis

Equity & Human Rights Review:

The revised policy aligns with the PDSB's commitment to equity, anti-racism, and anti-oppression. By clarifying the conditions under which indemnification is provided and ensuring all employees are aware of their protections, the policy promotes fairness and equality. It ensures that employees from all backgrounds feel supported and protected in their roles, contributing to a more inclusive and equitable work environment.

Board or Ministry Policy Alignment:

This policy aligns with the Education Act and its regulations, relevant Ministry PPMs and guidance documents, the Ontario Human Rights Code, and other applicable legislation, ensuring consistency and compliance across PDSB's governance and operational procedures.

Resource/Financial Implications:

Implementing this policy will require dedicated resources associated with processes regarding the indemnification of employees.

Legal implications:

The updated policy is designed to align with current legal standards and practices, significantly reducing the PDSB's exposure to legal risks. By explicitly exempting indemnification for criminal charges and clarifying the process for claiming indemnification, the policy ensures that the PDSB's practices are in compliance with legal requirements. This proactive approach to legal compliance protects both the PDSB and its employees from potential liabilities and reinforces the PDSB's reputation as a responsible and ethical employer.

Risk Assessment:

The absence of a clear and updated indemnification policy poses significant risks to both employees and the PDSB. Employees may face uncertainty regarding their legal protections, potentially affecting their willingness to perform their duties effectively. For the PDSB, outdated or unclear indemnification provisions could lead to legal challenges, financial liabilities, and reputational damage. The revised policy addresses these risks by providing clear guidelines on indemnification, thereby safeguarding employees and the PDSB against potential legal and financial repercussions.

Community Impact:

The policy underscores the PDSB's commitment to transparency, accountability, and legal compliance, fostering trust among stakeholders. By ensuring that employees are protected and supported, the policy contributes to a positive work environment, which in turn enhances the quality of education and services provided to the community. The policy's emphasis on equity and fairness also reflects the PDSB's dedication to upholding human rights and promoting inclusivity, further strengthening its impact on the community.

Next Steps

Action Required:

Upon approval, the revised policy will be posted on the PDSB internal and external website.

Communications:

A comprehensive communication plan will be developed to inform all employees about the updated policy, focusing on the changes, their rationale, and implications for legal protections and responsibilities.

References:

References include the Education Act, Ontario Human Rights Code, Human Rights policy, Equity and Inclusive Education policy and Anti-Racism Policy.

Appendices

Appendix 1 – Policy 63 - Indemnification of Board Employees and Members of the Board Policy
Appendix 2 – Indemnification of Employees Policy

INDEMNIFICATION OF BOARD EMPLOYEES AND MEMBERS OF THE BOARDStatement of Policy

It is the policy of the Peel District School Board that the Board indemnify and hold harmless its employees and members and the heirs, executors and administrators, and the estate and effects of such employees and members of the Board of legal liability arising out of an act, error or omission by the individual acting on behalf of the Board.

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

Administrative Regulations

1. The Board agrees to indemnify and hold harmless its employees and members and the heirs, executors and administrators, and the estate and effects of such employees and members of the Board with respect to any and all claims, complaints, or charges, and in particular, to pay on their behalf all fines, awards, and reasonable sums which the individual shall become obligated to pay by reason of any court order or sentence or any award and any liability imposed by law upon such individual provided, however, that the legal liability arises out of an act, error, or omission by the individual acting on behalf of the Board, and also provided:
 - a) the individual was acting in good faith, in accordance with Board policies;
 - b) the individual did not intentionally breach the relevant statute or regulation, and provided that this indemnification shall not apply to any charges pursuant to the Criminal Code of Canada (except that Subsection 171(1),18 of the Education Act, R.S.O. 1990, c. E2 shall apply) the Canada Food and Drugs Act, or; the Controlled Drugs and Substances Act;
 - c) the claim does not arise out of a matter personal to the individual;
 - d) the individual provides full information to the Board and its agents, in a timely manner, with respect to the incident and surrounding circumstances and co-operates fully with the Board and its agents with respect to the investigation, negotiation, settlement, and defence of the claim or, charge, and
 - e) the indemnification is subject to a specific order of a court or board of competent jurisdiction prohibiting indemnification.
2. With respect to any claims for damages, all of the provisions in the Board's insurance policy or policies as well as any internal policy with respect to procedure and

coverage will apply. With respect to charges or complaints against an individual, subject to the exceptions set out in subclauses 1(a), (b), (c), and (d), the Board shall appoint legal counsel and any and all experts as the Board considers necessary. With respect to charges pursuant to the Criminal Code of Canada, the Canada Food and Drugs Act, or the Controlled Drugs and Substances Act, the Board may, in its sole and absolute discretion, determine whether it will appoint legal counsel and any and all experts as the Board considers necessary. In any such case, the Board shall have the full right to defend in the name of and on behalf of the individual, and make such investigation and conduct such negotiations and settlements of any claim, complaint, or prosecution as may be deemed necessary or expedient by the Board. Where an individual is charged or is subject to a complaint under an Act or Regulation or under the Criminal Code of Canada, and chooses to appoint their legal counsel or experts, the Board shall not be obligated to pay legal or expert costs, but shall in its sole discretion determine what, if any, amount of such legal or expert costs the Board will reimburse to the individual, either during the prosecution or hearing, or after the completion of the prosecution or hearing. Where an individual appoints their own legal counsel and pleads guilty to a charge, this indemnification shall not apply. Where an individual appoints their own legal counsel and there is a conviction after trial or award after a hearing, the indemnification will apply, subject to the limitations set out above.

3. The Board reserves the right to dispense whatever discipline, including possible termination of employment, in accordance with other Board contracts or policies, as it may deem appropriate, if the employee does not act in good faith or in accordance with Board policies or goes beyond, or short of, or breaches what would be considered normal and prudent conduct. The Board also reserves the right to take whatever steps it deems necessary with respect to a member of the Board, on a similar basis as noted immediately above.
4. The indemnification covers employees and former employees for any act, error, or omission which occurred during the performance of an employee's duty while employed with the Board, and also covers a member or former member of the Board for any act, error, or omission which occurred during the performance of the member's duty while a member of the Board. The indemnification also extends to the heirs, executors and administrators, and the estate and effects of such employees and members.

Sources:

The Education Act and its Attendant Regulations
Criminal Code of Canada
Canada Food and Drugs Act
Controlled Drugs and Substances Act

Approved August 27, 1996
Revised January 1, 1998 (to reflect change in Board name)
Reviewed January 2000
Reviewed February 2003
Reviewed December 2005
Reviewed February 25, 2014
Revised November 13, 2018

PEEL DISTRICT SCHOOL BOARD POLICY INDEMNIFICATION OF EMPLOYEES

POLICY ID: []

FUNCTIONAL CATEGORY: Legal

RESPONSIBILITY: General Counsel and Governance Officer

APPROVAL: Board of Trustees

APPROVAL DATE: Click for date

EFFECTIVE DATE: Click for date

PROJECTED REVIEW DATE: 2027-2028

REVIEW SCHEDULE: Five (5) years

1. Purpose

The purpose of this policy is to establish guidelines for indemnifying employees of the Peel District School Board, offering them protection against legal liabilities arising from the lawful performance of their duties.

This policy aims to:

- a) Protect employees against certain risks that may involve loss or liability.
- b) Cover damages, costs, or expenses incurred by employees.
- c) Cover settlement amounts related to any action against employees.
- d) Assume the cost of defending employees in any action arising from their duties, subject to policy limitations.

This policy will, at all times, be interpreted in a manner consistent with Board policies, the Education Act and its regulations, relevant Ministry PPMs and guidance documents, the Ontario Human Rights Code, and other applicable legislation. This policy is aligned with and supports the principles and expectations of PDSB Policy 51, Human Rights, Policy 54, Equity and Inclusive Education and the Anti-Racism Policy.

2. Application and Scope:

This policy applies to current or former employees of the Peel District School Board (“PDSB”) for any act, error, or omission occurring during the lawful performance of their

duties. This policy also extends to the employees' heirs, executors, administrators, and estate.

3. Definitions

- 3.1 "Employee" means all full-time, part-time and contract employees of the PDSB, including both current and former employees of the PDSB.
- 3.2 "General Counsel" means the General Counsel of PDSB or their authorized delegate.
- 3.3 "Indemnification" means the PDSB's commitment to cover eligible expenses and liabilities incurred by the Employee in accordance with this policy.
- 3.4 "Peel District School Board" means the PDSB.

4. Policy

- 4.1 The PDSB shall indemnify and hold harmless its Employees with respect to any and all claims, actions, or complaints, and in particular, to pay on their behalf all fines, awards, and reasonable sums which the Employee shall become obligated to pay by reason of any court order or sentence or any award and any liability imposed by law upon such Employee provided, however, that the legal liability arises out of an act, error, or omission by the Employee acting within the scope of their employment, and also provided:
 - a) The Employee acted honestly and in good faith with a view to the best interests of the PDSB, in accordance with Board policies and operating procedures.
 - b) The Employee did not intentionally breach relevant statutes, legislation, regulations, or Board policies and operating procedures.
 - c) And provided that this indemnification shall not apply to any charges pursuant to the *Criminal Code of Canada* (except that Subsection 171(1), 18 of *Education Act, R.S.O. 1990, c. E2* shall apply) the *Canada Food and Drugs Act* or, the *Controlled Drugs and Substances Act*.

- d) The claim does not arise out of a matter personal to the Employee.
 - e) The Employee provides full information to the PDSB, General Counsel, along with its agents, in a timely manner, with respect to the incident and surrounding circumstances and co-operates fully with the PDSB, General Counsel, and its agents with respect to the investigation, negotiation, settlement, and defense of the claim.
 - f) The Employee does not fail or refuse to comply with the provisions of this policy.
 - g) The indemnification is subject to a specific order of a court or board of competent jurisdiction prohibiting indemnification.
- 4.2 If the Employee has not complied with 4.1 (a) through (f), then the PDSB shall have no obligation to provide indemnification to the Employee under this policy.
- 4.3 With respect to any claim, action, or complaint, the Employee shall not be entitled to coverage under this policy where the claim, action, or complaint, is against the PDSB or Board and was commenced by or on behalf of the Employee.
- 4.4 With respect to any claims for damages, all of the provisions in the PDSB's insurance policy or policies as well as any internal policy with respect to procedure and coverage will apply.
- 4.5 Decisions regarding indemnity and the retainment of legal counsel for the Employee will be made by the PDSB.
- 4.6 Where an Employee is entitled to indemnification pursuant to the conditions for indemnification outlined in this policy, the PDSB shall:
- a) Defend or represent the Employee in the name of, and on behalf of, the Employee through legal counsel retained by the PDSB.
 - b) Pay all fines, awards, and reasonable sums, including interest, awarded against the Employee.
 - c) Pay reasonable legal expenses incurred by the Employee to defend the action, either by direct payment or by reimbursement.

- d) Pay all sums required in connection with the settlement of the claim, provided that the General Counsel approves the terms of the settlement.
- 4.7 Where the PDSB is defending or representing the Employee, the PDSB shall have the full right to retain any and all experts, and make such investigation, negotiation and settlement of any claim, action, or complaint as may be deemed necessary or expedient by the PDSB.
- 4.8 The Employee may retain their own legal counsel for defense or representation in any claim, action, or complaint in lieu of defense or representation by the PDSB.
- 4.9 Where an Employee retains their own legal counsel for defense or representation in any claim, action, or complaint, the PDSB shall only reimburse legal costs if the PDSB declines to provide or discontinues defense or representation because of the following reasons:
- (i) There is a clear legal conflict between the interests of the PDSB and the Employee.
 - (ii) A determination by the PDSB that it would be inappropriate to continue defense or representation.
- 4.10 In cases where an Employee seeks to appeal a judgment in any claim, action, or complaint, the PDSB will decide whether to extend coverage for the appeal. If an Employee chooses to pursue an appeal without representation or coverage extension from the PDSB and succeeds, the PDSB will decide whether the Employee will be indemnified for their legal costs, taking into account the conditions for indemnification outlined in this policy.
- 4.11 Where the PDSB has determined that an Employee is not entitled to coverage, the Employee shall:
- a) be responsible for all costs in connection with representation in the claim, action, or complaint.
 - b) reimburse the PDSB for all costs paid by the PDSB;

- c) not be entitled to coverage under this policy or to have the PDSB make any payments under this policy; and
- d) be responsible for payment of any penalty or damages or costs awarded or imposed against the Employee in the claim, action, or complaint.

4.12 Notwithstanding anything in this policy, the PDSB shall have the right to discipline or terminate the employment of the Employee as it may deem appropriate, having regard to any applicable collective agreement, and such Employee shall not be entitled to coverage under this policy arising out of any such discipline or termination of employment.

5. Roles and Responsibilities

5.1 The Board of Trustees holds responsibility for approval of this policy and related operating procedures.

5.2 The Employees shall:

- a) Perform duties within the scope of their employment and adhere to all PDSB's policies and operational procedures.
- b) Report any incidents or actions that may lead to a claim against them to their immediate supervisor and the General Counsel promptly.
- c) Cooperate fully with any investigations or inquiries conducted under this policy.

5.3 The General Counsel shall:

- a) Provide legal advice to the Board and the PDSB regarding the interpretation and application of this policy, as well as related legal matters.
- b) Review, draft and update this policy as necessary to reflect best practices and ensure compliance with current laws and regulations.
- c) Represent the PDSB in any legal proceedings arising from disputes related to this policy.

6. Reference Documents

6.1 Legislation

- The Education Act and its Attendant Regulations
- Criminal Code of Canada
- Canada Food and Drugs Act
- Controlled Drugs and Substances Act
- Ontario Human Rights Code

6.2 PDSB Policies

- Human Rights policy (Policy 51).
- Equity and Inclusive Education policy (Policy 54).
- Anti-Racism Policy.

7. Revision History

Review/Revision Date	Approval Date	Description
	Approved August 27, 1996	
Revised January 1, 1998		To reflect change in Board name
Reviewed January 2000		
Reviewed February 2003		
Reviewed December 2005		
Reviewed February 25, 2014		
Revised November 13, 2018		
Revised [INSERT], 2024		

Governance & Policy Committee: April 15, 2024

Indemnification of Trustees Policy

Strategic Alignment:

This policy underscores PDSB's commitment to effective governance and the legal protection of Trustees. It aligns with PDSB's strategic objectives by ensuring that Trustees can perform the governance roles without undue concern for personal legal liabilities, fostering a governance culture that is both responsible and proactive.

Report Type:

Recommendation

<i>Prepared by:</i>	Ebby Chukwuonwe, Acting Legal Counsel Kathryn Lockyer, General Counsel & Governance Officer
<i>Submitted by:</i>	Rashmi Swarup, Director of Education

Overview:

Recommendation:

That the Indemnification of Trustees Policy, attached as Appendix 1, be recommended for approval by the Board of Trustees.

Highlights:

- Introduction of a comprehensive policy to protect Trustees, enabling the performance of their duties without fear of undue legal repercussions.
- Explanation of the policy's scope and application.
- Conditions under which indemnification is provided to Trustees.
- Process for Trustees to claim indemnification.
- Impact of the policy on Trustees' ability to perform their duties without fear of legal repercussions.
- The policy's role in fostering a supportive and secure environment for Trustees.

Background:

The PDSB previously operated under an indemnification policy titled "Policy 63 - Indemnification of Board Employees and Members of the Board Policy", last revised in 2018, and which also included provisions for Trustees. While this policy provided some level of legal protection, the unique roles and responsibilities of trustees highlighted the need for a separate indemnification policy. This ensures that trustees can perform their governance roles confidently and without undue fear of legal repercussions.

Recognizing the importance of aligning with best practices and legal standards, and in response to the need for clearer, role-specific legal protections, the PDSB decided to develop the Indemnification of Trustees Policy. This new policy is designed to offer a clear and dedicated framework for the legal protection of trustees, distinguishing their indemnification from that of PDSB employees. By doing so, the PDSB aims to support trustees in their governance roles, enabling them to make decisions and perform their duties effectively, in the best interests of the PDSB community, and without concern for personal legal liabilities.

Evidence

Findings/Key Considerations:

The development of this policy was informed by a comprehensive review of governance practices across the educational sector. These efforts highlighted the critical need for a policy that not only protects Trustees but also clarifies the conditions under which indemnification is provided, ensuring Trustees act within their legal and ethical responsibilities.

Impact Analysis

Equity & Human Rights Review:

This policy ensures that all Trustees, regardless of background or position, are equally protected, supporting the PDSB's values of equity and inclusion. It provides a framework that respects the rights and responsibilities of Trustees, promoting a governance environment that is both equitable and effective.

Board or Ministry Policy Alignment:

This policy aligns with the Education Act and its regulations, relevant Ministry PPMs and guidance documents, the Ontario Human Rights Code, the Municipal Conflict of Interest Act, and other applicable legislation, ensuring consistency and compliance across PDSB's governance and operational procedures.

Resource/Financial Implications:

Implementing this policy will require dedicated resources for ongoing training and compliance monitoring.

Legal implications:

By clearly defining the scope and conditions of indemnification, this policy significantly reduces legal risks for Trustees and the PDSB. It ensures compliance with legal standards and protects against potential liabilities, thereby upholding the PDSB's integrity and accountability.

Risk Assessment:

Without this policy, Trustees could face personal legal risks that might inhibit their governance roles. The policy addresses these risks, ensuring Trustees have the necessary legal protections to make informed decisions for the benefit of the PDSB community.

Community Impact:

The policy underscores PDSB's commitment to transparency and accountability, fostering trust among stakeholders. The policy ensures that PDSB's actions are in the best interest of the community, promoting equity of access and participation.

Next Steps

Action Required:

Upon approval, the policy will be posted on the PDSB internal and external website.

Communications:

A comprehensive plan will be developed to communicate the policy to Trustees and the broader PDSB community, highlighting its role in supporting effective governance.

References:

References include the Education Act, Municipal Conflict of Interest Act, Ontario Human Rights Code, Human Rights policy, Equity and Inclusive Education policy and Anti-Racism Policy.

Appendices

Appendix 1 – Indemnification of Trustees Policy

Appendix 2 – Policy 63 - Indemnification of Board Employees and Members of the Board Policy

PEEL DISTRICT SCHOOL BOARD POLICY INDEMNIFICATION OF TRUSTEES

POLICY ID: []

FUNCTIONAL CATEGORY: Legal

RESPONSIBILITY: General Counsel and Governance Officer

APPROVAL: Board of Trustees

APPROVAL DATE: Click for date

EFFECTIVE DATE: Click for date

PROJECTED REVIEW DATE: 2027-2028

REVIEW SCHEDULE: Five (5) years

1. Purpose

Trustees, as elected officials, have roles and responsibilities set out in the *Education Act* and other related legislation and regulations. In recognition of their role, this policy ensures that Trustees are protected against any claim arising from their lawful duties.

This policy aims to:

- a) Protect Trustees against certain risks that may involve loss or liability.
- b) Cover damages, costs, or expenses incurred by Trustees.
- c) Cover settlement amounts related to any action against Trustees.
- d) Assume the cost of defending Trustees in any action arising from their duties, subject to policy limitations.

This policy will, at all times, be interpreted in a manner consistent with Board policies, the Education Act and its regulations, relevant Ministry PPMs and guidance documents, the Ontario Human Rights Code, the Municipal Conflict of Interest Act, and other applicable legislation. This policy is aligned with and supports the principles and expectations of PDSB Policy 51, Human Rights, Policy 54, Equity and Inclusive Education and the Anti-Racism Policy.

2. Application and Scope:

This policy applies to current or former individuals serving as Trustees of the Peel District School Board (“PDSB”) for any act, error, or omission occurring during the lawful

performance of their duties. This policy also extends to the Trustees' heirs, executors, administrators, and estate.

3. Definitions

- 3.1 "Board" means the Board of Trustees of the Peel District School Board.
- 3.2 "General Counsel" means the General Counsel of PDSB or their authorized delegate.
- 3.3 "Indemnification" means the PDSB's commitment to cover eligible expenses and liabilities incurred by Trustees in accordance with this policy.
- 3.4 "Peel District School Board" means the PDSB.
- 3.5 "Trustee" means a current or former member of the PDSB Board of Trustees.

4. Policy

- 4.1 The PDSB shall indemnify and hold harmless the Trustee with respect to any and all claims, actions, or complaints, and in particular, to pay on their behalf all fines, awards, and reasonable sums which the Trustee shall become obligated to pay by reason of being or having been a Trustee of the Board, at any time, or by reason of any court order or any award and any liability imposed by law upon such Trustee provided, however, that the legal liability arises out of an act, error, or omission by the Trustee in acting as a member of the Board, and also provided:
 - a) The Trustee acted honestly and in good faith with a view to the best interests of the PDSB, in accordance with Board policies and operating procedures.
 - b) The Trustee did not intentionally breach relevant statutes, legislation, regulations, or Board policies and operating procedures.
 - c) And provided that this indemnification shall not apply to any charges pursuant to the *Criminal Code of Canada* (except that Subsection 171(1), 18 of *Education Act, R.S.O. 1990, c. E2* shall apply) the *Canada Food and*

Drugs Act, the Municipal Conflict of Interest Act or, the Controlled Drugs and Substances Act.

- d) The claim does not arise out of a matter personal to the Trustee.
 - e) The Trustee provides full information to the PDSB, General Counsel, along with its agents, in a timely manner, with respect to the incident and surrounding circumstances and co-operates fully with the PDSB, General Counsel, and its agents with respect to the investigation, negotiation, settlement, and defense of the claim.
 - f) The Trustee does not fail or refuse to comply with the provisions of this policy.
 - g) The indemnification is subject to a specific order of a court or board of competent jurisdiction prohibiting indemnification.
- 4.2 If the Trustee has not complied with 4.1 (a) through (f), then the PDSB shall have no obligation to provide indemnification to the Trustee under this policy.
- 4.3 With respect to any claim, action, or complaint, the Trustee shall not be entitled to coverage under this policy where the claim, action, or complaint, is against the PDSB or Board and was commenced by or on behalf of the Trustee.
- 4.4 With respect to any claims for damages, all of the provisions in the PDSB's insurance policy or policies as well as any internal policy with respect to procedure and coverage will apply.
- 4.5 Decisions regarding indemnity and the retainment of legal counsel for the Trustee will be made by Board members who are not directly involved in the matter under consideration. The Board of Trustees will determine whether to provide indemnity and/or retain legal counsel through a two-thirds vote.
- 4.6 Where a Trustee is entitled to indemnification pursuant to the conditions for indemnification outlined in this policy, the PDSB shall:
- a) Defend or represent the Trustee in the name of, and on behalf of, the Trustee through legal counsel retained by the PDSB.

- b) Pay all fines, awards, and reasonable sums, including interest, awarded against the Trustee.
 - c) Pay reasonable legal expenses incurred by the Trustee to defend the action, either by direct payment or by reimbursement.
 - d) Pay all sums required in connection with the settlement of the claim, provided that the General Counsel approves the terms of the settlement.
- 4.7 Where the PDSB is defending or representing the Trustee, the PDSB shall have the full right to retain any and all experts, and make such investigation, negotiation and settlement of any claim, action, or complaint as may be deemed necessary or expedient by the PDSB.
- 4.8 The Trustee may retain their own legal counsel for defense or representation in any claim, action, or complaint in lieu of defense or representation by the PDSB.
- 4.9 Notwithstanding the provision of Section 4.1(c) of this policy, the PDSB will not defend or represent the Trustee in the case of a claim pursuant to the *Municipal Conflict of Interest Act*. However, if the Trustee chooses to retain external legal counsel, the PDSB shall provide coverage to the Trustee, subject to the condition that the Trustee has not contravened sections 5, 5.1, or 5.2 of that Act.
- 4.10 Where a Trustee retains their own legal counsel for defense or representation in any claim, action, or complaint, including those under the *Municipal Conflict of Interest Act*, the PDSB shall only reimburse legal costs if:
- a) The defense or representation is required in connection with a proceeding under the *Municipal Conflict of Interest Act*, and the Trustee has not contravened specified sections of the Act, as detailed in Section 4.9.
 - b) The PDSB declines to provide or discontinues defense or representation because of the following reasons:
 - (i) There is a clear legal conflict between the interests of the PDSB and the Trustee.
 - (ii) A determination by the PDSB that it would be inappropriate to continue defense or representation.

- 4.11 In cases where a Trustee seeks to appeal a judgment in any claim, action, or complaint, the PDSB will decide whether to extend coverage for the appeal through a two-thirds vote of Board members not directly involved in the matter. If a Trustee chooses to pursue an appeal without representation or coverage extension from the PDSB and succeeds, the Board will similarly decide, through a two-thirds vote, whether the Trustee will be indemnified for their legal costs, taking into account the conditions for indemnification outlined in this policy.
- 4.12 Where the PDSB, through a two-thirds vote of Board members not directly involved in the matter, has determined that a Trustee is not entitled to coverage, the Trustee shall:
- a) be responsible for all costs in connection with representation in the claim, action, or complaint.
 - b) reimburse the PDSB for all costs paid by the PDSB;
 - c) not be entitled to coverage under this policy or to have the PDSB make any payments under this policy; and
 - d) be responsible for payment of any penalty or damages or costs awarded or imposed against the Trustee in the claim, action, or complaint.

5. Roles and Responsibilities

- 5.1 The Board of Trustees holds responsibility for approval of this policy and related operating procedures.
- 5.2 The Trustees shall:
- a) Act in good faith and in accordance with PDSB's policies and operational procedures.
 - b) Maintain the highest standards of ethical conduct and integrity in their official duties.
 - c) Cooperate fully with any investigations or inquiries conducted under this policy.

5.3 The General Counsel shall:

- a) Provide legal advice to the Board and the PDSB regarding the interpretation and application of this policy, as well as related legal matters.
- b) Review, draft and update this policy as necessary to reflect best practices and ensure compliance with current laws and regulations.
- c) Represent the PDSB in any legal proceedings arising from disputes related to this policy.

6. Reference Documents

6.1 Legislation

- The Education Act and its Attendant Regulations
- Criminal Code of Canada
- Canada Food and Drugs Act
- Controlled Drugs and Substances Act
- Municipal Conflict of Interest Act
- Ontario Human Rights Code

6.2 PDSB Policies

- Human Rights policy (Policy 51).
- Equity and Inclusive Education policy (Policy 54).
- Anti-Racism Policy.

7. Revision History

Review/Revision Date	Approval Date	Description
	Approved [INSERT DATE]	

INDEMNIFICATION OF BOARD EMPLOYEES AND MEMBERS OF THE BOARDStatement of Policy

It is the policy of the Peel District School Board that the Board indemnify and hold harmless its employees and members and the heirs, executors and administrators, and the estate and effects of such employees and members of the Board of legal liability arising out of an act, error or omission by the individual acting on behalf of the Board.

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

Administrative Regulations

1. The Board agrees to indemnify and hold harmless its employees and members and the heirs, executors and administrators, and the estate and effects of such employees and members of the Board with respect to any and all claims, complaints, or charges, and in particular, to pay on their behalf all fines, awards, and reasonable sums which the individual shall become obligated to pay by reason of any court order or sentence or any award and any liability imposed by law upon such individual provided, however, that the legal liability arises out of an act, error, or omission by the individual acting on behalf of the Board, and also provided:
 - a) the individual was acting in good faith, in accordance with Board policies;
 - b) the individual did not intentionally breach the relevant statute or regulation, and provided that this indemnification shall not apply to any charges pursuant to the Criminal Code of Canada (except that Subsection 171(1),18 of the Education Act, R.S.O. 1990, c. E2 shall apply) the Canada Food and Drugs Act, or; the Controlled Drugs and Substances Act;
 - c) the claim does not arise out of a matter personal to the individual;
 - d) the individual provides full information to the Board and its agents, in a timely manner, with respect to the incident and surrounding circumstances and co-operates fully with the Board and its agents with respect to the investigation, negotiation, settlement, and defence of the claim or, charge, and
 - e) the indemnification is subject to a specific order of a court or board of competent jurisdiction prohibiting indemnification.
2. With respect to any claims for damages, all of the provisions in the Board's insurance policy or policies as well as any internal policy with respect to procedure and

coverage will apply. With respect to charges or complaints against an individual, subject to the exceptions set out in subclauses 1(a), (b), (c), and (d), the Board shall appoint legal counsel and any and all experts as the Board considers necessary. With respect to charges pursuant to the Criminal Code of Canada, the Canada Food and Drugs Act, or the Controlled Drugs and Substances Act, the Board may, in its sole and absolute discretion, determine whether it will appoint legal counsel and any and all experts as the Board considers necessary. In any such case, the Board shall have the full right to defend in the name of and on behalf of the individual, and make such investigation and conduct such negotiations and settlements of any claim, complaint, or prosecution as may be deemed necessary or expedient by the Board. Where an individual is charged or is subject to a complaint under an Act or Regulation or under the Criminal Code of Canada, and chooses to appoint their legal counsel or experts, the Board shall not be obligated to pay legal or expert costs, but shall in its sole discretion determine what, if any, amount of such legal or expert costs the Board will reimburse to the individual, either during the prosecution or hearing, or after the completion of the prosecution or hearing. Where an individual appoints their own legal counsel and pleads guilty to a charge, this indemnification shall not apply. Where an individual appoints their own legal counsel and there is a conviction after trial or award after a hearing, the indemnification will apply, subject to the limitations set out above.

3. The Board reserves the right to dispense whatever discipline, including possible termination of employment, in accordance with other Board contracts or policies, as it may deem appropriate, if the employee does not act in good faith or in accordance with Board policies or goes beyond, or short of, or breaches what would be considered normal and prudent conduct. The Board also reserves the right to take whatever steps it deems necessary with respect to a member of the Board, on a similar basis as noted immediately above.
4. The indemnification covers employees and former employees for any act, error, or omission which occurred during the performance of an employee's duty while employed with the Board, and also covers a member or former member of the Board for any act, error, or omission which occurred during the performance of the member's duty while a member of the Board. The indemnification also extends to the heirs, executors and administrators, and the estate and effects of such employees and members.

Sources:

The Education Act and its Attendant Regulations
Criminal Code of Canada
Canada Food and Drugs Act
Controlled Drugs and Substances Act

Approved August 27, 1996
Revised January 1, 1998 (to reflect change in Board name)
Reviewed January 2000
Reviewed February 2003
Reviewed December 2005
Reviewed February 25, 2014
Revised November 13, 2018

13.1

Board Meeting: April 17, 2024

Peel District School Board Four-Year Strategic Plan 2024-2028

Strategic Alignment:
Education Act

Report Type:
Recommendation

Prepared by: Kathryn Lockyer, Legal Counsel & Governance Officer

Submitted by: Trustee David Green, Chair of the Board of Trustees

Overview

Recommendation:

That the Peel District School Board Four-Year Strategic Plan as outlined herein be approved.

Peel DSB Purpose:

To promote student success through inclusion, innovation and empowerment.

Peel DSB Values:

- Positivity
- Empathy
- Environmental stewardship
- Leadership

Peel DSB Goals:

- **Student achievement:** Improving core academic skills and preparing for future success.
- **Safety and well-being:** Enhancing safety, a sense of belonging and mental health.
- **Equity and inclusion:** Promoting discrimination-free learning environments that are identity affirming and embrace Indigenous knowledge.
- **Community engagement:** Engaging caregivers and community partners in supporting student success.

Tagline:

Empowering modern learners

Highlights:

- Section 169.1 (1) of the *Education Act* requires every board to develop a multi-year plan.
- The Trustees implemented a process to develop a Multi-Year Strategic Plan (MYSP) which included hiring a consultant, extensive internal and external consultation, a broadly based survey and professional analysis of the data, collaborative development sessions and research on best practices.
- After consideration of all inputs, the Trustees collectively developed the draft MYSP for approval by the Board.
- After approval, the Director of Education will be creating a Director's annual plan for implementation and measurement of the MYSP. As part of that, the Communications

department will be working on the designs of various brand assets, marketing and collateral materials and a communications rollout plan for the MYSP.

Background:

Section 169.1(1) (f) of the *Education Act* provides that:

Every board shall develop a multi-year plan aimed at achieving the goals referred to in clauses (a) to (c).

Clauses 169.1(1) (a) to (c) provide:

- (a) Promote student achievement and well-being;
 - (a.1) promote a positive school climate that is inclusive and accepting of all pupils, including pupils of any race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status or disability;
- (b) Ensure effective stewardship of the board's resources;
- (c) Deliver effective and appropriate education programs to its pupils.

Section 169.1(2) provides that a multi-year plan is a plan for three or more school years.

Section 169.1(3) provides that every board shall ensure that the plan referred to in clause (1)(f) includes measures respecting the allocation of resources to improve student outcomes that fall below the outcomes specified in regulations made under section 11.1.

Section 11.1 provides the list of issues that the Minister may make regulation in respect of, for schools or classes supported by public money.

Section 169.1(4) provides that: Every board shall,

- (a) publish the plan referred to in clause (1) (f), in the form required by the Minister, on its website;
- (b) take steps to,
 - (i) bring the plan referred to in clause (1) (f) to the attention of parents of pupils, supporters and employees of the board, and
 - (ii) report to parents of pupils, supporters and employees of the board about progress in implementing the plan referred to in clause (1) (f); and
- (c) meet with parents of pupils about the plan referred to in clause (1) (f),
 - (i) within the first two months of each school year, to discuss the plan as it applies to that school year, and
 - (ii) within the last two months of each school year, to report on progress and results achieved in that school year.

The MYSP is reflective of the priorities and goals that were established by the work of the Ministry Directives, the Board Improvement and Equity Plan, the Ministry's Student Achievement Plan and the feedback received from students, staff, parents/caregivers and the public.

The MYSP will be used to establish goals for the Director of Education who, in turn, may use them to establish goals for supervisory officers and so on. The work of the administration will ladder up to and support the MYSP through the Director of Education's annual plans. There will be opportunities to report on the progress of the MYSP, including measurements and next steps, in addition to the annual report from the Director of Education to monitor and evaluate ongoing progress of the goals established in the MYSP.

The development of the strategic plan included hiring a consultant, town hall sessions with community partners and employee resource groups, consultations with SEAC and PIC, a survey that was released to the public, staff and students, consultation with the Senior Leadership Team and several sessions with Trustees.

All consultations and meetings were facilitated by staff or the consultant. The survey was constructed by Research and Innovation and was widely announced. There were more than 12,000 responses survey responses submitted. The results of the survey were collated and presented to the Trustees for their consideration in the development of the MYSP.

Based on all of the information and inputs, the Trustees had several working sessions that resulted in the following MYSP being put forward to the Board for approval:

Peel DSB Purpose:

To promote student success through inclusion, innovation and empowerment.

Peel DSB Values:

- **Positivity**
- **Empathy**
- **Environmental stewardship**
- **Leadership**

Peel DSB Goals:

- **Student achievement:** Improving core academic skills and preparing for future success.
- **Safety and well-being:** Enhancing safety, a sense of belonging and mental health.
- **Equity and inclusion:** Promoting discrimination-free learning environments that are identity affirming and embrace Indigenous knowledge.

-
- **Community engagement:** Engaging caregivers and community partners in supporting student success.

Tagline:

Empowering modern learners

Evidence

Findings/Key Considerations:

A multi-year plan is a legislative requirement. A fulsome process was used to develop the MYSP. Extensive consultation and feedback was considered in the development of the MYSP.

Impact Analysis

Board or Ministry Policy Alignment:

The development of the MYSP intersects with the *Education Act*, the *Better Schools and Student Outcomes Act, 2023*, the Ministry Directives, and the Student Achievement Plan.

Legal Implications:

For compliance with the *Education Act*, a multi-year plan must be developed.

Community Impact:

Trustee, staff, students and community trust and confidence is increased with the opportunity to input into the strategic direction and goals of Peel District School Board (PDSB). Having a clearly set out MYSP provides direction, goals and expectations for the work of PDSB to achieve the desired outcomes in a measurable and equitable manner.

Next Steps

Action Required:

Next steps are to create designed brand assets to compliment the MYSP and a communication plan to share the MYSP with students, staff and the community.

The Director will create a plan for actioning the MYSP and measuring the implementation of the MYSP, reporting back to the Board of Trustees periodically.

It is expected that there will be a report to the Board of Trustees before September 2024 with an update on the brand assets and communication plan.

Communications:

A communication plan will be implemented for sharing the MYSP.

Success Measures:

The MYSP sets the goals to improve student outcomes and achievement and to respond to the community while staying within resource allotments.

Board Meeting – April 17, 2024

Second Quarter Financial Reports as at February 29, 2024

Strategic Alignment:

Fiscal Responsibility and Reporting

Report Type:

For Information

<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

Objective:

To provide an update on the Board's second quarter financial position.

Context:

The Operating Expenditure Statements, attached as Appendix 1, report Peel District School Board's actual expenditures to February 29, 2024 versus the 2023-24 revised budget submission to the Ministry of Education.

The Other School Board Grants and Expenses report as at February 29, 2024, attached as Appendix 2, details the Ministry Grant allocations outside of the GSNs (Grants for Student Needs), as well as funding for federal and other third party programs.

At the end of the second quarter, the Board is showing overall operating expenditures rates slightly below those of previous years, at just under 47%. This is slightly below the benchmark of 50%. Although overall expenditures are trending below budget, variability in spending can be seen in various areas due to timing of certain expenditures and some programming ramping up later in the year. Staffing costs related to absenteeism continue to be a cost pressure and may impact overall results.

Appendices

Appendix 1 – Q2 Operating Expenditure Statements

Appendix 2 – Q2 Other School Board Grants and Expenses



**MONTHLY
OPERATING EXPENDITURE STATEMENTS**

February 29, 2024



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PEEL DISTRICT SCHOOL BOARD
SUMMARY OF OPERATING EXPENSE STATEMENT
 As at Feb 29, 2024 (\$000's)

DESCRIPTION	2023-2024 REV BUDGET	YEAR TO DATE ACTUALS	AVAILABLE FUNDS	% BUDGET INCURRED		
				23-24	22-23	21-22
REGIONAL & SCHOOL BUDGETS	1,459,673.2	730,954.0	728,719.3	50.1%	51.4%	50.9%
DIRECTOR OF EDUCATION	2,854.5	1,387.8	1,466.6	48.6%	55.2%	50.2%
LEGAL AND GOVERNANCE SUPPORT SERVICES	3,560.8	1,814.4	1,746.3	51.0%	40.8%	46.9%
CENTRAL ORGANIZATIONAL EXPENSES	27,592.3	5,884.1	21,708.2	21.3%	19.4%	38.6%
FINANCE SUPPORT SERVICES	6,572.4	2,949.4	3,622.9	44.9%	47.7%	45.8%
INNOVATION AND RESEARCH	13,135.7	5,610.5	7,525.2	42.7%	49.4%	0.0%
PLANNING & ACCOMMODATION SUPPORT SERVICES	1,466.1	581.6	884.5	39.7%	39.7%	38.7%
EQUITY, INDIGENOUS EDUCATION AND SCHOOL ENGAGEMENT	10,973.9	2,568.7	8,405.2	23.4%	31.2%	34.7%
SECONDARY - CURRICULUM, INSTRUCTION & ASSESSMENT	18,849.6	6,935.7	11,913.9	36.8%	44.7%	32.6%
CONTINUING & ADULT EDUCATION	8,173.3	2,136.5	6,036.8	26.1%	17.8%	30.3%
HUMAN RESOURCES, PARTNERSHIPS & EQUITY	13,541.9	6,509.2	7,032.7	48.1%	49.0%	45.2%
LEADERSHIP, CAPACITY BUILDING AND SCHOOL PARTNERSHIPS	2,099.1	1,034.6	1,064.5	49.3%	51.3%	29.6%
SAFE AND CARING SCHOOLS	4,697.7	2,080.4	2,617.3	44.3%	50.5%	0.0%
SPECIAL EDUCATION, SOCIAL EMOTIONAL LEARNING & WELL BEING	20,314.1	9,306.2	11,007.9	45.8%	43.6%	52.0%
FIELD OFFICE SUPPORT SERVICES	7,259.3	3,667.7	3,591.6	50.5%	51.7%	52.5%
FACILITIES & ENVIRONMENTAL SUPPORT SERVICES	155,889.1	74,882.6	81,006.5	48.0%	49.6%	47.9%
CORPORATE SUPPORT SERVICES	4,863.3	2,198.3	2,665.0	45.2%	46.3%	50.0%
LEARNING TECHNOLOGY SUPPORT SERVICES	31,746.1	16,851.6	14,894.4	53.1%	46.9%	49.6%
TRANSPORTATION SUPPORT SERVICES	60,111.1	34,429.4	25,681.7	57.3%	58.3%	57.3%
COMMUNICATIONS & COMMUNITY RELATIONS	3,074.4	1,413.6	1,660.8	46.0%	47.2%	44.6%
TOTAL OPERATING COSTS	1,856,447.8	913,196.2	943,251.6	49.2%	50.3%	50.1%
SCHOOL RENEWAL	70,832.8	32,601.2	38,231.7	46.0%	49.3%	13.3%
OPERATIONAL EXPENSES RELATED TO CAPITAL	127,391.2	13,797.1	113,594.1	10.8%	11.7%	11.9%
SUB TOTAL	198,224.1	46,398.3	151,825.8	23.4%	24.4%	12.7%
TOTAL COST	2,054,671.8	959,594.5	1,095,077.3	46.7%	47.9%	44.9%



PEEL DISTRICT SCHOOL BOARD
SUMMARY OF OPERATING EXPENSE STATEMENT
As at Feb 29, 2024 (\$000's)

	# to Period end	Total in year		Benchmark %
Overall Expenditure Benchmark	6	12	months	50.00%



PEEL DISTRICT SCHOOL BOARD
SUMMARY OF OPERATING EXPENSE STATEMENT
 As at Feb 29, 2024 (\$000's)
REGIONAL & SCHOOL BUDGETS - 200 - 1000

DESCRIPTION	2023-2024 REV BUDGET	YEAR TO DATE ACTUALS	AVAILABLE FUNDS	% OF BUDGET INCURRED			COMMENTS
				23-24	22-23	21-22	
SALARIES & WAGES	1,239,001.4	628,555.3	610,446.1	50.7%	52.2%	51.9%	
EMPLOYEE BENEFITS	192,228.3	86,120.2	106,108.1	44.8%	46.3%	46.0%	
STAFF DEVELOPMENT	2,044.3	1,904.8	139.5	93.2%	95.1%	98.6%	Some staff development allocated to union groups at the beginning of the year
SUPPLIES & SERVICES	21,384.1	11,578.4	9,805.6	54.1%	50.4%	39.2%	
CAPITAL EXPENDITURES (TCA)	3,378.5	1,913.9	1,464.6	56.6%	45.6%	49.2%	
FEES & CONTRACTUAL SERVICES	1,047.2	653.3	393.9	62.4%	76.6%	132.7%	Classroom software licence fees paid at the beginning of the year
ASSOCIATION MEMBERSHIPS & OTHER COSTS	4,540.6	1,802.3	2,738.3	39.7%	26.2%	17.1%	
SUB TOTAL	1,463,624.4	732,528.4	731,096.0	50.0%	51.4%	50.9%	
FEES & REV FROM OTHER SOURCES	(3,951.1)	(1,574.4)	(2,376.8)	39.8%	43.6%	47.4%	Timing variance as staff on loan are billed twice a year
TOTAL COST	1,459,673.2	730,954.0	728,719.3	50.1%	51.4%	50.9%	



PEEL DISTRICT SCHOOL BOARD
SUMMARY OF OPERATING EXPENSE STATEMENT
 As at Feb 29, 2024 (\$000's)
 DIRECTOR'S OFFICE - 1100

DESCRIPTION	2023-2024 REV BUDGET	YEAR TO DATE ACTUALS	AVAILABLE FUNDS	% OF BUDGET INCURRED			COMMENTS
				23-24	22-23	21-22	
SALARIES & WAGES	2,548.4	1,210.5	1,337.9	47.5%	49.5%	50.8%	
EMPLOYEE BENEFITS	406.9	184.4	222.5	45.3%	43.9%	45.3%	
STAFF DEVELOPMENT	102.8	66.3	36.5	64.5%	45.9%	20.8%	
SUPPLIES & SERVICES	70.8	22.4	48.4	31.6%	66.6%	42.9%	
RENTALS	40.0	23.3	16.7	58.2%	54.1%	66.6%	Lease payments for Human Rights Office premises, includes March payment
FEES & CONTRACTUAL SERVICES	14.4	8.1	6.3	56.4%	22.4%	54.3%	
ASSOCIATION MEMBERSHIPS & OTHER COSTS	12.0	9.1	2.9	75.7%	53.3%	347.3%	Annual membership fees paid at the beginning of the year
SUB TOTAL	3,195.3	1,524.2	1,671.1	47.7%	48.8%	49.7%	
PROVINCIAL GRANTS OTHER	(340.9)	(136.3)	(204.5)	40.0%	0.0%	40.0%	Human Rights and Equity Advisors grant, funding flowed based on agreement schedule.
TOTAL COST	2,854.5	1,387.8	1,466.6	48.6%	55.2%	50.2%	



PEEL DISTRICT SCHOOL BOARD
SUMMARY OF OPERATING EXPENSE STATEMENT
 As at Feb 29, 2024 (\$000's)
LEGAL AND GOVERNANCE SUPPORT SERVICES - 1125

DESCRIPTION	2023-2024 REV BUDGET	YEAR TO DATE ACTUALS	AVAILABLE FUNDS	% OF BUDGET INCURRED			COMMENTS
				23-24	22-23	21-22	
SALARIES & WAGES	1,391.5	641.1	750.4	46.1%	51.0%	42.3%	
EMPLOYEE BENEFITS	252.8	115.2	137.7	45.5%	50.5%	47.2%	
STAFF DEVELOPMENT	105.0	23.3	81.7	22.2%	26.5%	19.9%	
SUPPLIES & SERVICES	194.5	35.7	158.8	18.4%	21.7%	9.6%	
FEES & CONTRACTUAL SERVICES	1,269.9	761.0	508.9	59.9%	37.6%	46.2%	
ASSOCIATION MEMBERSHIPS & OTHER COSTS	347.1	238.1	109.0	68.6%	20.1%	98.2%	OPSBA membership fees paid at the beginning of the year
TOTAL COST	3,560.8	1,814.4	1,746.3	51.0%	40.8%	46.9%	



PEEL DISTRICT SCHOOL BOARD
SUMMARY OF OPERATING EXPENSE STATEMENT
 As at Feb 29, 2024 (\$000's)
CENTRAL ORGANIZATIONAL EXPENSES - 1175

DESCRIPTION	2023-2024 REV BUDGET	YEAR TO DATE ACTUALS	AVAILABLE FUNDS	% OF BUDGET INCURRED			COMMENTS
				23-24	22-23	21-22	
EMPLOYEE BENEFITS	8,001.1	3,641.3	4,359.8	45.5%	35.1%	46.7%	
SUPPLIES & SERVICES	92.5	151.3	(58.7)	163.5%	450.3%	1.6%	Repairs and equipment costs, rebate offsetting costs expected later in the year
FEES & CONTRACTS	4,264.7	2,413.7	1,851.0	56.6%	42.0%	43.2%	
ASSOCIATION MEMBERSHIPS & OTHER COSTS	15,441.0	85.8	15,355.2	0.6%	0.3%	28.0%	Funding for contract settlements, directed to record separately by the Ministry.
FEES & REV FROM OTHER SOURCES	(207.0)	(408.0)	201.0	197.1%	64.0%	116.2%	
TOTAL COST	27,592.3	5,884.1	21,708.2	21.3%	19.4%	38.6%	



PEEL DISTRICT SCHOOL BOARD
SUMMARY OF OPERATING EXPENSE STATEMENT
 As at Feb 29, 2024 (\$000's)
FINANCE SUPPORT SERVICES - 1200

DESCRIPTION	2023-2024 REV BUDGET	YEAR TO DATE ACTUALS	AVAILABLE FUNDS	% OF BUDGET INCURRED			COMMENTS
				23-24	22-23	21-22	
SALARIES & WAGES	5,163.5	2,369.7	2,793.9	45.9%	48.9%	46.9%	
EMPLOYEE BENEFITS	1,289.9	564.0	725.8	43.7%	45.4%	44.8%	
STAFF DEVELOPMENT	44.2	5.0	39.2	11.4%	8.9%	23.7%	
SUPPLIES & SERVICES	43.3	8.2	35.0	19.1%	37.4%	16.6%	
FEES & CONTRACTUAL SERVICES	28.1	0.0	28.1	0.0%	0.0%	10.2%	
ASSOCIATION MEMBERSHIPS & OTHER COSTS	3.3	2.4	0.9	73.0%	68.7%	83.7%	
TOTAL COST	6,572.4	2,949.4	3,622.9	44.9%	47.7%	45.8%	



PEEL DISTRICT SCHOOL BOARD
SUMMARY OF OPERATING EXPENSE STATEMENT
 As at Feb 29, 2024 (\$000's)
INNOVATION & RESEARCH - 1225

DESCRIPTION	2023-2024 REV BUDGET	YEAR TO DATE ACTUALS	AVAILABLE FUNDS	% OF BUDGET INCURRED			COMMENTS
				23-24	22-23	21-22	
SALARIES & WAGES	5,725.1	2,600.5	3,124.6	45.4%	38.9%	0.0%	
EMPLOYEE BENEFITS	927.7	400.9	526.7	43.2%	41.3%	0.0%	
STAFF DEVELOPMENT	63.7	14.3	49.4	22.4%	12.8%	0.0%	
SUPPLIES & SERVICES	3,490.4	757.2	2,733.1	21.7%	37.5%	0.0%	
FEES & CONTRACTUAL SERVICES	3,080.5	2,019.9	1,060.6	65.6%	78.6%	0.0%	Includes some fees paid at the beginning of the year
ASSOCIATION MEMBERSHIPS & OTHER COSTS	346.9	28.8	318.1	8.3%	56.6%	0.0%	
SUB TOTAL	13,634.2	5,821.7	7,812.5	42.7%	49.2%	0.0%	
FEES & REV FROM OTHER SOURCES	(498.6)	(211.2)	(287.3)	42.4%	45.3%	0.0%	Admin fees for international students
TOTAL COST	13,135.7	5,610.5	7,525.2	42.7%	49.4%	0.0%	



PEEL DISTRICT SCHOOL BOARD
SUMMARY OF OPERATING EXPENSE STATEMENT
 As at Feb 29, 2024 (\$000's)
PLANNING & ACCOMMODATION SUPPORT SERVICES - 1250

DESCRIPTION	2023-2024 REV BUDGET	YEAR TO DATE ACTUALS	AVAILABLE FUNDS	% OF BUDGET INCURRED			COMMENTS
				23-24	22-23	21-22	
SALARIES & WAGES	1,084.3	475.0	609.3	43.8%	43.1%	43.7%	
EMPLOYEE BENEFITS	237.7	95.6	142.1	40.2%	40.5%	42.2%	
STAFF DEVELOPMENT	6.5	1.5	4.9	23.7%	0.0%	18.1%	
SUPPLIES & SERVICES	51.8	7.5	44.3	14.5%	35.7%	4.8%	
FEES & CONTRACTUAL SERVICES	82.5	0.0	82.5	0.0%	5.2%	8.0%	
ASSOCIATION MEMBERSHIPS & OTHER COSTS	3.4	1.9	1.4	57.3%	59.0%	26.0%	
TOTAL COST	1,466.1	581.6	884.5	39.7%	39.7%	38.7%	



PEEL DISTRICT SCHOOL BOARD
 SUMMARY OF OPERATING EXPENSE STATEMENT
 As at Feb 29, 2024 (\$000's)

INDIGENOUS EDUCATION, ANTI-RACISM, ANTI-OPRESSION AND COMMUNITY PARTNERSHIP SUPPORT SERVICES - 1275

DESCRIPTION	2023-2024 REV BUDGET	YEAR TO DATE ACTUALS	AVAILABLE FUNDS	% OF BUDGET INCURRED			COMMENTS
				23-24	22-23	21-22	
SALARIES & WAGES	6,479.3	1,872.2	4,607.1	28.9%	33.1%	35.4%	
EMPLOYEE BENEFITS	976.9	331.2	645.7	33.9%	36.4%	37.2%	
STAFF DEVELOPMENT	1,899.5	96.1	1,803.4	5.1%	18.1%	57.7%	
SUPPLIES & SERVICES	954.8	199.4	755.4	20.9%	67.2%	33.1%	
FEES & CONTRACTUAL SERVICES	661.4	69.8	591.5	10.6%	0.0%	0.0%	
ASSOCIATION MEMBERSHIPS & OTHER COSTS	2.0	0.0	2.0	0.0%	31.3%	34.7%	
TOTAL COST	10,973.9	2,568.7	8,405.2	23.4%	31.2%	34.7%	



PEEL DISTRICT SCHOOL BOARD
 SUMMARY OF OPERATING EXPENSE STATEMENT
 As at Feb 29, 2024 (\$000's)

SECONDARY - CURRICULUM, INSTRUCTION & ASSESSMENT - 1300

DESCRIPTION	2023-2024 REV BUDGET	YEAR TO DATE ACTUALS	AVAILABLE FUNDS	% OF BUDGET INCURRED			COMMENTS
				23-24	22-23	21-22	
SALARIES & WAGES	12,034.4	4,776.1	7,258.4	39.7%	45.9%	42.4%	Mainly due to vacancies and additional spending expected later in the year for the Counting On You program
EMPLOYEE BENEFITS	1,528.0	581.8	946.2	38.1%	43.6%	37.1%	
STAFF DEVELOPMENT	1,017.9	212.7	805.2	20.9%	54.4%	16.9%	
SUPPLIES & SERVICES	3,042.7	746.1	2,296.7	24.5%	32.3%	30.9%	
FEES & CONTRACTUAL SERVICES	673.2	431.2	242.0	64.1%	124.2%	46.6%	Some licences and fees are paid at the beginning of the year
ASSOCIATION MEMBERSHIPS & OTHER COSTS	1,586.3	729.9	856.4	46.0%	43.3%	35.7%	
SUB TOTAL	19,905.1	7,477.7	12,427.4	37.6%	46.6%	39.2%	
PROVINCIAL GRANTS OTHER	(798.0)	(438.9)	(359.1)	55.0%	60.0%	70.0%	Math Recovery Plan: School Math Facilitator grant funding flowed based on agreement schedule
REVENUE FROM OTHER SCHOOL BOARDS	(124.0)	0.0	(124.0)	0.0%	41.7%	41.6%	Recoverable salary of convenors billed twice a year
FEES & REVENUE FROM OTHER SOURCES	(133.5)	(103.2)	(30.3)	77.3%	98.2%	637.4%	
TOTAL REVENUE & RECOVERIES	(1,055.5)	(542.1)	(513.4)	51.4%	60.6%	170.8%	
TOTAL COST	18,849.6	6,935.7	11,913.9	36.8%	44.7%	32.6%	



PEEL DISTRICT SCHOOL BOARD
SUMMARY OF OPERATING EXPENSE STATEMENT
 As at Feb 29, 2024 (\$000's)
CONTINUING & ADULT EDUCATION - 1325

DESCRIPTION	2023-2024 REV BUDGET	YEAR TO DATE ACTUALS	AVAILABLE FUNDS	% OF BUDGET INCURRED			COMMENTS
				23-24	22-23	21-22	
SALARIES & WAGES	9,526.9	3,392.3	6,134.7	35.6%	33.6%	34.0%	Salary and benefits for summer school staff occur later in the year
EMPLOYEE BENEFITS	1,281.2	499.7	781.4	39.0%	35.7%	34.6%	
STAFF DEVELOPMENT	21.7	8.5	13.2	39.1%	20.8%	3.3%	
SUPPLIES & SERVICES	373.0	87.0	286.0	23.3%	20.0%	11.6%	
RENTALS	296.0	155.1	140.9	52.4%	53.5%	49.1%	
FEES & CONTRACTUAL SERVICES	43.1	3.1	40.1	7.2%	2.8%	9.2%	
SUB TOTAL	11,541.9	4,145.7	7,396.3	35.9%	33.4%	33.5%	
PROVINCIAL GRANTS OTHER	(3,089.9)	(1,817.3)	(1,272.6)	58.8%	61.5%	38.3%	Adult Non-Credit Language Program & Literacy & Basic Skills grants, funding flowed based on agreement schedule
FEES & REVENUE FROM OTHER SOURCES	(278.7)	(191.9)	(86.8)	68.8%	94.0%	62.3%	
TOTAL REVENUE & RECOVERIES	(3,368.6)	(2,009.2)	(1,359.4)	59.6%	63.5%	40.3%	
TOTAL COST	8,173.3	2,136.5	6,036.8	26.1%	17.8%	30.3%	



PEEL DISTRICT SCHOOL BOARD
SUMMARY OF OPERATING EXPENSE STATEMENT
 As at Feb 29, 2024 (\$000's)
HUMAN RESOURCES, PARTNERSHIPS & EQUITY - 1400

DESCRIPTION	2023-2024 REV BUDGET	YEAR TO DATE ACTUALS	AVAILABLE FUNDS	% OF BUDGET INCURRED			COMMENTS	
				23-24	22-23	21-22		
SALARIES & WAGES	9,628.7	4,473.2	5,155.5	46.5%	44.4%	46.0%	Additional costs for release time and inspections expected later in the year	
EMPLOYEE BENEFITS	2,282.7	992.7	1,290.0	43.5%	43.4%	41.7%		
STAFF DEVELOPMENT	201.7	85.9	115.9	42.6%	16.4%	6.3%		
SUPPLIES & SERVICES	267.9	60.7	207.2	22.7%	42.3%	45.1%		
RENTALS	3.0	0.0	3.0	0.0%	0.0%	0.0%		
FEEES & CONTRACTUAL SERVICES	1,148.6	896.7	251.9	78.1%	103.4%	54.6%		Employee assistance service cost and software fees paid at the beginning of the year
ASSOCIATION MEMBERSHIPS & OTHER COSTS	9.3	0.0	9.3	0.0%	2.6%	31.6%		
TOTAL COST	13,541.9	6,509.2	7,032.7	48.1%	49.0%	45.2%		



PEEL DISTRICT SCHOOL BOARD
SUMMARY OF OPERATING EXPENSE STATEMENT
 As at Feb 29, 2024 (\$000's)
LEADERSHIP, CAPACITY BUILDING, SCHOOL PARTNERSHIPS - 1450

DESCRIPTION	2023-2024 REV BUDGET	YEAR TO DATE ACTUALS	AVAILABLE FUNDS	% OF BUDGET INCURRED			COMMENTS
				23-24	22-23	21-22	
SALARIES & WAGES	1,552.2	747.9	804.3	48.2%	52.4%	34.0%	
EMPLOYEE BENEFITS	273.6	114.3	159.3	41.8%	50.0%	40.0%	
STAFF DEVELOPMENT	172.9	62.7	110.2	36.3%	22.4%	0.1%	
SUPPLIES & SERVICES	20.9	54.9	(33.9)	262.1%	106.4%	38.6%	Overspend to be covered by Staff Development budget
FEES & CONTRACTUAL SERVICES	81.0	54.6	26.4	67.4%	42.3%	13.5%	Software fees
ASSOCIATION MEMBERSHIPS & OTHER COSTS	0.5	0.2	0.4	30.0%	0.0%	0.0%	
SUB TOTAL	2,101.1	1,034.6	1,066.5	49.2%	51.2%	29.6%	
FEES & REVENUE FROM OTHER SOURCES	(2.0)	0.0	(2.0)	0.0%	0.0%	0.0%	
TOTAL COST	2,099.1	1,034.6	1,064.5	49.3%	51.3%	29.6%	



PEEL DISTRICT SCHOOL BOARD
SUMMARY OF OPERATING EXPENSE STATEMENT
 As at Feb 29, 2024 (\$000's)
SAFE & CARING SCHOOLS - 1475

DESCRIPTION	2023-2024 REV BUDGET	YEAR TO DATE ACTUALS	AVAILABLE FUNDS	% OF BUDGET INCURRED			COMMENTS
				23-24	22-23	21-22	
SALARIES & WAGES	3,615.2	1,742.1	1,873.2	48.2%	50.4%	0.0%	
EMPLOYEE BENEFITS	637.1	279.4	357.8	43.8%	47.3%	0.0%	
STAFF DEVELOPMENT	102.3	0.7	101.6	0.7%	53.3%	0.0%	
SUPPLIES & SERVICES	236.3	54.2	182.2	22.9%	58.8%	0.0%	
FEEES & CONTRACTUAL SERVICES	106.7	5.4	101.3	5.1%	91.1%	0.0%	
SUB TOTAL	4,697.7	2,081.7	2,616.0	44.3%	50.5%	0.0%	
FEEES & REVENUE FROM OTHER SOURCES	0.0	(1.4)	1.4	0.0%	0.0%	0.0%	
TOTAL COST	4,697.7	2,080.4	2,617.3	44.3%	50.5%	0.0%	



PEEL DISTRICT SCHOOL BOARD
SUMMARY OF OPERATING EXPENSE STATEMENT
 As at Feb 29, 2024 (\$000's)
SPECIAL EDUCATION, SOCIAL EMOTIONAL LEARNING & WELL BEING - 1525

DESCRIPTION	2023-2024 REV BUDGET	YEAR TO DATE ACTUALS	AVAILABLE FUNDS	% OF BUDGET INCURRED			COMMENTS
				23-24	22-23	21-22	
SALARIES & WAGES	13,315.3	6,321.1	6,994.2	47.5%	48.6%	50.1%	
EMPLOYEE BENEFITS	2,433.9	1,047.7	1,386.1	43.0%	44.7%	47.6%	
STAFF DEVELOPMENT	976.3	136.4	839.9	14.0%	15.1%	178.8%	
SUPPLIES & SERVICES	3,160.2	1,521.6	1,638.6	48.1%	37.1%	17.1%	
FEES & CONTRACTUAL SERVICES	428.1	279.3	148.8	65.2%	0.0%	0.0%	
ASSOCIATION MEMBERSHIPS & OTHER COSTS	0.3	0.0	0.3	0.0%	37.0%	21.3%	
TOTAL COST	20,314.1	9,306.2	11,007.9	45.8%	43.6%	52.0%	



PEEL DISTRICT SCHOOL BOARD
SUMMARY OF OPERATING EXPENSE STATEMENT
 As at Feb 29, 2024 (\$000's)
FIELD OFFICE SUPPORT SERVICES - 1550

DESCRIPTION	2023-2024 REV BUDGET	YEAR TO DATE ACTUALS	AVAILABLE FUNDS	% OF BUDGET INCURRED			COMMENTS
				23-24	22-23	21-22	
SALARIES & WAGES	5,792.0	2,984.3	2,807.8	51.5%	52.6%	54.7%	Higher salary costs for leave coverage
EMPLOYEE BENEFITS	1,115.6	553.3	562.3	49.6%	50.4%	50.3%	
STAFF DEVELOPMENT	163.5	66.7	96.8	40.8%	48.7%	31.3%	
SUPPLIES & SERVICES	188.2	63.5	124.7	33.8%	45.0%	27.7%	
TOTAL COST	7,259.3	3,667.7	3,591.6	50.5%	51.7%	52.5%	



PEEL DISTRICT SCHOOL BOARD
SUMMARY OF OPERATING EXPENSE STATEMENT
 As at Feb 29, 2024 (\$000's)
FACILITIES & ENVIRONMENTAL SUPPORT SERVICES - 1600

DESCRIPTION	2023-2024 REV BUDGET	YEAR TO DATE ACTUALS	AVAILABLE FUNDS	% OF BUDGET INCURRED			COMMENTS
				23-24	22-23	21-22	
SALARIES & WAGES	79,544.7	40,001.9	39,542.7	50.3%	53.4%	53.0%	
EMPLOYEE BENEFITS	23,030.9	10,078.8	12,952.1	43.8%	47.5%	47.2%	
STAFF DEVELOPMENT	31.6	18.0	13.6	57.0%	21.1%	1.9%	
SUPPLIES & SERVICES	36,182.6	16,149.9	20,032.8	44.6%	43.0%	39.7%	
CAPITAL EXPENDITURES (TCA)	15.0	342.7	(327.7)	2284.9%	20.2%	8.8%	Overspend will be covered from Supplies & Services budget
RENTALS	8.3	0.7	7.6	7.9%	7.9%	7.7%	
FEES & CONTRACTUAL SERVICES	17,263.5	8,363.0	8,900.5	48.4%	49.4%	44.3%	
ASSOCIATION MEMBERSHIPS & OTHER COSTS	22.5	1.1	21.4	4.8%	5.9%	6.7%	
SUB TOTAL	156,099.1	74,956.1	81,143.0	48.0%	49.5%	47.9%	
FEES & REVENUE FORM OTHER SOURCES	(210.0)	(73.6)	(136.4)	35.0%	27.3%	27.9%	Solar energy revenue
TOTAL COST	155,889.1	74,882.6	81,006.5	48.0%	49.6%	47.9%	



PEEL DISTRICT SCHOOL BOARD
SUMMARY OF OPERATING EXPENSE STATEMENT
 As at Feb 29, 2024 (\$000's)
CORPORATE SUPPORT SERVICES - 1625

DESCRIPTION	2023-2024 REV BUDGET	YEAR TO DATE ACTUALS	AVAILABLE FUNDS	% OF BUDGET INCURRED			COMMENTS
				23-24	22-23	21-22	
SALARIES & WAGES	2,750.0	1,337.8	1,412.3	48.6%	49.2%	47.9%	
EMPLOYEE BENEFITS	672.4	307.2	365.2	45.7%	44.5%	44.1%	
STAFF DEVELOPMENT	9.5	0.0	9.5	0.0%	7.9%	1.8%	
SUPPLIES & SERVICES	124.7	43.5	81.2	34.9%	23.9%	8.6%	Includes offsetting printing cost recoveries
RENTALS	246.0	121.5	124.5	49.4%	41.4%	38.0%	
FEES & CONTRACTUAL SERVICES	1,228.1	517.5	710.6	42.1%	47.0%	55.1%	
ASSOCIATION MEMBERSHIPS & OTHER COSTS	4.9	0.8	4.1	16.2%	413.5%	4059.8%	
SUB TOTAL	5,035.7	2,328.3	2,707.4	46.2%	46.4%	48.8%	
FEES & REVENUE FROM OTHER SOURCES	(172.4)	(130.1)	(42.3)	75.4%	51.2%	17.6%	Permit Administration Fee
TOTAL COST	4,863.3	2,198.3	2,665.0	45.2%	46.3%	50.0%	



PEEL DISTRICT SCHOOL BOARD
SUMMARY OF OPERATING EXPENSE STATEMENT
 As at Feb 29, 2024 (\$000's)
LEARNING TECHNOLOGY SUPPORT SERVICES - 1650

DESCRIPTION	2023-2024 REV BUDGET	YEAR TO DATE ACTUALS	AVAILABLE FUNDS	% OF BUDGET INCURRED			COMMENTS	
				23-24	22-23	21-22		
SALARIES & WAGES	13,765.1	7,407.7	6,357.4	53.8%	47.2%	46.2%	Includes salaries for SIS Modernization project to be capitalized at yearend	
EMPLOYEE BENEFITS	3,433.8	1,753.3	1,680.5	51.1%	44.8%	43.4%		
STAFF DEVELOPMENT	61.0	21.0	40.0	34.4%	18.8%	21.8%		
SUPPLIES & SERVICES	5,658.3	2,852.7	2,805.6	50.4%	26.1%	45.6%		
CAPITAL EXPENDITURES (TCA)	125.0	(84.7)	209.7	-67.8%	61.7%	-0.9%		Entry to be reversed in March
RENTALS	1,449.7	770.0	679.7	53.1%	53.7%	49.1%		Broadband network infrastructure
FEES & CONTRACTUAL SERVICES	7,234.4	4,126.9	3,107.6	57.0%	68.3%	83.6%		Software maintenance fees
ASSOCIATION MEMBERSHIPS & OTHER COSTS	33.8	5.0	28.8	14.7%	470.0%	40.7%		
SUB TOTAL	31,761.1	16,851.6	14,909.4	53.1%	46.9%	49.6%		
FEES & REVENUE FROM OTHER SOURCES	(15.0)	0.0	(15.0)	0.0%	0.0%	0.0%		
TOTAL COST	31,746.1	16,851.6	14,894.4	53.1%	46.9%	49.6%		



PEEL DISTRICT SCHOOL BOARD
SUMMARY OF OPERATING EXPENSE STATEMENT
 As at Feb 29, 2024 (\$000's)
TRANSPORTATION SUPPORT SERVICES - 1675

DESCRIPTION	2023-2024 REV BUDGET	YEAR TO DATE ACTUALS	AVAILABLE FUNDS	% OF BUDGET INCURRED			COMMENTS
				23-24	22-23	21-22	
SALARIES & WAGES	1,796.0	916.1	879.9	51.0%	41.6%	42.4%	Transportation contracts over 10 months
EMPLOYEE BENEFITS	444.2	219.4	224.9	49.4%	42.1%	44.1%	
STAFF DEVELOPMENT	28.4	1.2	27.2	4.3%	9.7%	1.0%	
SUPPLIES & SERVICES	117.0	45.0	72.0	38.5%	33.0%	56.0%	
RENTALS	39.2	12.0	27.2	30.6%	49.5%	49.5%	
FEEES & CONTRACTUAL SERVICES	57,686.2	33,234.8	24,451.5	57.6%	59.2%	58.1%	
ASSOCIATION MEMBERSHIPS & OTHER COSTS	0.0	1.0	(1.0)	0.0%	0.0%	0.0%	
TOTAL COSTS	60,111.1	34,429.4	25,681.7	57.3%	58.3%	57.3%	



PEEL DISTRICT SCHOOL BOARD
SUMMARY OF OPERATING EXPENSE STATEMENT
 As at Feb 29, 2024 (\$000's)
PUBLIC ENGAGEMENT & COMMUNICATIONS - 1700

DESCRIPTION	2023-2024 REV BUDGET	YEAR TO DATE ACTUALS	AVAILABLE FUNDS	% OF BUDGET INCURRED			COMMENTS
				23-24	22-23	21-22	
SALARIES & WAGES	2,061.5	1,032.8	1,028.7	50.1%	50.4%	48.1%	
EMPLOYEE BENEFITS	535.2	236.5	298.7	44.2%	46.8%	43.4%	
STAFF DEVELOPMENT	68.1	27.2	40.9	40.0%	26.7%	1.0%	
SUPPLIES & SERVICES	309.9	64.5	245.4	20.8%	30.7%	25.9%	
FEES & CONTRACTUAL SERVICES	96.5	52.2	44.3	54.1%	0.0%	0.0%	
ASSOCIATION MEMBERSHIPS & OTHER COSTS	3.3	0.4	2.8	12.6%	0.0%	0.0%	
SUB TOTAL	3,074.6	1,413.6	1,661.0	46.0%	46.7%	43.8%	
FEES & REVENUE FROM OTHER SOURCES	(0.3)	(0.1)	(0.2)	21.8%	0.4%	8.7%	
TOTAL COST	3,074.4	1,413.6	1,660.8	46.0%	47.2%	44.6%	



PEEL DISTRICT SCHOOL BOARD
SUMMARY OF OPERATING EXPENSE STATEMENT
 As at Feb 29, 2024 (\$000's)
SCHOOL RENEWAL - 1800

DESCRIPTION	2023-2024 REV BUDGET	YEAR TO DATE ACTUALS	AVAILABLE FUNDS	% OF BUDGET INCURRED			COMMENTS
				23-24	22-23	21-22	
SALARIES & WAGES	1,301.1	520.5	780.6	40.0%	43.9%	40.4%	Vacancies resulting in lower spend Mainly includes School Condition, Renewal and Facility Improvements
EMPLOYEE BENEFITS	289.0	111.8	177.2	38.7%	44.0%	36.4%	
SUPPLIES & SERVICES	115.0	65.2	49.8	56.7%	62.7%	45.8%	
CAPITAL EXPENDITURES (TCA)	64,927.2	30,140.4	34,786.7	46.4%	50.3%	12.5%	
FEES & CONTRACTS	4,200.6	1,763.2	2,437.4	42.0%	37.3%	31.5%	
TOTAL COST	70,832.8	32,601.2	38,231.7	46.0%	49.3%	13.3%	



PEEL DISTRICT SCHOOL BOARD
SUMMARY OF OPERATING EXPENSE STATEMENT
 As at Feb 29, 2024 (\$000's)
OPERATIONAL EXP. RELATED TO CAPITAL - 4000

DESCRIPTION	2023-2024 REV BUDGET	YEAR TO DATE ACTUALS	AVAILABLE FUNDS	% OF BUDGET INCURRED			COMMENTS
				23-24	22-23	21-22	
INTEREST CHARGES ON LONG-TERM DEBT	24,142.2	12,719.1	11,423.1	52.7%	50.6%	51.5%	Includes interest cost on OSBFC Debenture and EDC Loan.
RENTALS FACILITY LEASES-INSTRUCTIONAL SPACE	84.3	47.7	36.6	56.6%	55.7%	55.8%	Facility lease - 7700 Hurontario, includes March payment
FEEES & CONTRACTUAL SERVICES	770.6	443.7	326.9	57.6%	85.8%	68.2%	
ASSOC. MEMBERSHIPS & OTHER COSTS	1,685.3	586.6	1,098.7	34.8%	43.2%	65.9%	
AMORTIZATION EXPENSE ON TCA	100,708.9	0.0	100,708.9	0.0%	0.0%	0.0%	Calculated at year-end
TOTAL COST	127,391.2	13,797.1	113,594.1	10.8%	11.7%	11.9%	

Appendix 2

**PEEL DISTRICT SCHOOL BOARD
OTHER SCHOOL BOARD GRANTS
For the Six Months Ended Feb 2024**

Project Description	Total Funds Available	Total Expenses	Net Funds Available	Percentage (%) Spent
Priorities and Partnership Funding (PPF) - Ministry of Education				
Application Based Cricket Program	10,000	-	10,000	0%
Board Math Leads	333,272	198,333	134,939	60%
Common European Frame of Reference (CEFR)-2023	38,852	38,852	-	100%
Common European Frame of Reference (CEFR)-2024	421,753	-	421,753	0%
COVID-19 Resilience Infrastructure -Education Related (CVRIS-EDU) Projects	1,541,055	1,429,658	111,397	93%
De-Streaming Implementation Supports	175,140	173,166	1,974	99%
Digital Math Tool	1,141,611	831,320	310,291	73%
Early Reading Enhancements: Reading Screening Tools	942,170	-	942,170	0%
Educators AQ	46,015	-	46,015	0%
Entrepreneurship Education Pilot Projects	60,000	1,680	58,320	3%
Excellence in Education Administration Fund (EEAF)	26,071	-	26,071	0%
Experiential Learning for Guidance -Teacher Counsellors	153,925	66,697	87,228	43%
Focus on Youth Program	251,965	627	251,338	0%
Graduation Coach Program: Pilot for Black Students 2023-24	229,427	97,645	131,782	43%
Health Resources, Training and Supports	76,139	7,841	68,298	10%
Human Rights and Equity Advisors	340,860	176,779	164,081	52%
Indigenous Language Bundle	2,482	-	2,482	0%
K-12 Cyber Protection Strategy (CPS) 23-24	445,000	345,326	99,674	78%
Licenses for Reading Intervention Supports	477,443	195	477,248	0%
Math Facilitator Grant	798,000	297,427	500,573	37%
Mental Health Strategy Supports -Emerging Needs	91,463	-	91,463	0%
New Teacher Induction Program - Enhancing Teacher Development (NTIP-ETD)	63,664	-	63,664	0%
Professional Assessments and Systematic Evidence -Based Reading Programs 23-24	404,915	2,148	402,767	1%
Reading Intervention	4,445,406	1,622,678	2,822,728	37%
Recognition of Experiential Learning for Credit (RELC) Program Pilot	120,000	-	120,000	0%
Remedy payments	82,505	-	82,505	0%
Removing Barriers for Students with Disabilities	100,000	-	100,000	0%
School College Work Initiative (SCWI) - Dual Credit	340,000	135,123	204,877	40%
Skilled Trades Bursary Program	29,000	1,000	28,000	3%
Staffing to Support De-Streaming	7,239,028	2,840,970	4,398,058	39%
Subsidies for AQ in Math	299,000	6,345	292,655	2%
Summer Mental Health Supports 23-24	672,068	-	672,068	0%
Transportation Supports for Children and Youth in Care (CYIC)	173,000	45,563	127,437	26%
Total Ministry of Education	21,571,228	8,319,372	13,251,856	39%
Other Ministries and Government Reporting Entities				
Ontario Youth Apprenticeship Program (OYAP)	406,643	150,928	255,715	37%
Total Other Ministries and Government Reporting Entities	406,643	150,928	255,715	37%
Federal Programs				
Asylum Claimant Funding (ESL/FSL training)	698,134	10,117	688,017	1%
Commemorating the History and Legacy of Residential Schools project	7,203	521	6,682	7%
Jordan's Principle (Bristol)	50,000	24,652	25,348	49%
Jordan's Principle (Fernforest)	52,297	17,881	34,416	34%
Jordan's Principle (Fernforest2)	52,297	-	52,297	0%
Language Instructions for Newcomers to Canada (LINC) Program 22-23	235,168	235,168	-	100%
Language Instructions for Newcomers to Canada (LINC) Program 23-24	524,468	393,724	130,745	75%
We Welcome The World Centers 23-24	1,732,302	983,439	748,863	57%
Total Federal Programs	3,351,868	1,665,502	1,686,366	50%
Third Party Grants				
Bramalea Truck & Coach	5,000	-	5,000	0%
Brian Fleming Playground project donation	7,195	-	7,195	0%
Capacity building to support FSL teachers	30,000	-	30,000	0%
CODE-Support English Language Learners	6,916	-	6,916	0%
Eco Schools	32,596	32,596	-	100%
High Risk Youth Program/Shania Kids Can	14,540	5,710	8,830	39%
Total Third Party Grants	96,246	38,306	57,940	40%
Fund 1 - Special Grants				
ANC - Language Training Program (ESL)	2,260,714	1,133,084	1,127,630	50%
Literacy & Basic Skills (LBS) 22-23	258,641	258,641	-	100%
Literacy & Basic Skills (LBS) 23-24	570,522	403,049	167,473	71%
Roy McMurtry Youth Centre 23-24	123,372	115,540	7,831	94%
Total Board Administered Funds	3,213,249	1,910,314	1,302,934	59%
Grand Total	28,639,234	12,084,422	16,554,812	42%

Notice of Motion

Submitted by:

Moved by:

Seconded by:

That two Trustees be appointed to serve on the Ontario Public School Board Association (OPSBA) Board of Directors for a term beginning in June 2024 until June 2025, or until a successor is appointed;

And further, that two Trustees be appointed to serve as Alternates on the OPSBA Board of Directors for a term beginning in June 2024 until June 2025, or until a successor is appointed.
