



AGENDA

Board Meeting Monday, June 10, 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**Monday, June 10, 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. **Director’s Report**
9. **Report from Student Trustees**
 - 9.1. Recognition of Service of the 2023-2024 Student Trustees
Ammar Alian
Srishti Sekhri
10. **Reports from Trustees Appointed to External Organizations**

AGENDA

11. Approval of Minutes from Previous Board and Special Board Meetings

- 11.1. Minutes – Board Meeting, May 22, 2024

12. Committee Minutes for Receipt and Motions for Consideration

- 12.1. (a) Minutes – Special Education Advisory Committee, April 18, 2024
(b) Motions – Special Education Advisory Committee, April 18, 2024
- 12.2. Minutes – Curriculum, Equity and Student Well-Being Committee, May 14, 2024
- 12.3. (a) Minutes – Governance and Policy Committee, May 21, 2024
(b) Motions – Governance and Policy Committee, May 21, 2024
- 12.4. Motions – Physical Planning, Finance and Building Committee, June 5, 2024

13. Staff Reports/Reports

- 13.1. Ministry Directives
 - (a) Directive 22 – Eliminating Disparities in Suspensions and Expulsions – Progress Report 4- *presented by Harjit Aujla*
- 13.2. Suspensions, Expulsions and Safe Schools Data-Semi Annual Update Report–
presented by Harjit Aujla
- 13.3. Peel Learning Foundation – Annual Report – *presentation by Brian Hobbs, Executive Director, and Valerie Davis, Chair, Peel Learning Foundation*

14. Communications

- 14.1. Mental Health Strategy – Advocacy Letter/s to Ministries

15. Trustee Motions/Motions for Consideration

16. Trustee Notices/Notices of Motion

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

17. Adoption of the Closed Session Report

18. School/Student/Staff Successes

AGENDA

19. Adjournment

6.1

Board Meeting, June 10, 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

AIKEN, Glenn
Classroom Teacher
Effective: June 30, 2024

BARANIECKA, Danuta
Classroom Teacher
Effective: June 30, 2024

BARNES, Jennifer
Classroom Teacher
Effective: June 30, 2024

BJELOVUK, Jagoda
Classroom Teacher
Effective: June 30, 2024

BORGES, Teresa
Custodian
Effective: July 20, 2024

BOSTON, Jennifer
Classroom Teacher
Effective: June 30, 2024

BOZZO, Lorraine
Classroom Teacher
Effective: June 30, 2024

CEVADA-MARCOS, Arlete
Classroom Teacher
Effective: June 28, 2024

DODSON, Cynthia
Classroom Teacher
Effective: June 30, 2024

RETIREMENTS

DORAN, Matthew
Classroom Teacher
Effective: June 30, 2024

EMBERG, Elaine
Educational Assistant - Special Needs
Effective: July 31, 2024

EYERS, Michelle
Classroom Teacher
Effective: June 30, 2024

GIBBONS, Wendie
Classroom Teacher
Effective: June 30, 2024

GIORGIO, Elfrida
Educational Assistant - Behavioural
Effective: June 28, 2024

GUSTIN, Nick
Classroom Teacher
Effective: June 30, 2024

HAWES, Susan
Classroom Teacher
Effective: June 30, 2024

HENRY, Valerie
Classroom Teacher
Effective: June 30, 2024

INGRALDI, Frank
Classroom Teacher
Effective: June 30, 2024

RETIREMENTS

KUMAR, Surinder
Classroom Teacher
Effective: June 30, 2024

LA RUE, Nadija
Custodian
Effective: June 28, 2024

LAING, Ruth
Classroom Teacher
Effective: June 30, 2024

LAUNDER, Jamie
Classroom Teacher
Effective: June 30, 2024

MALCOLM, Lynda
Classroom Teacher
Effective: June 30, 2024

MARINKOVIC, Mika
Classroom Teacher
Effective: June 30, 2024

MATHEWSON, Ian
Classroom Teacher
Effective: June 30, 2024

MAY, Loretta
Vice Principal
Effective: June 30, 2024

MCGROARTY, Maureen
Classroom Teacher
Effective: June 30, 2024

RETIREMENTS

MOY, Kiba
Classroom Teacher
Effective: June 30, 2024

NIKOLOV, Paul
Classroom Teacher
Effective: June 30, 2024

PARRY, Amira
Office Manager
Effective: August 23, 2024

PETSINIS, Stephen
Classroom Teacher
Effective: June 28, 2024

RAMRAJ, Indira
Classroom Teacher
Effective: June 28, 2024

ROWE, Desmond
Head Custodian
Effective: July 31, 2024

SANDERSON, Jennifer
Classroom Teacher
Effective: June 30, 2024

SCALLEN, Dean
Classroom Teacher
Effective: June 28, 2024

SHELLEY, Connie
Classroom Teacher
Effective: June 28, 2024

RETIREMENTS

SMITH, Joyce
School Attendant
Effective: August 09, 2024

THAMPI, Prabha
Classroom Teacher
Effective: June 30, 2024

THOMAS, Ruby
Classroom Teacher
Effective: June 30, 2024

WYLIE, Leanne
Classroom Teacher
Effective: June 30, 2024

PEEL DISTRICT SCHOOL BOARD

Minutes of a Board Meeting of the Peel District School Board, held on Wednesday, May 22, 2024 at 18:00 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
Satpaul Singh Johal, Vice-Chair
Lucas Alves (electronic) (19:40 hours)
Karla Bailey
Susan Benjamin
Stan Cameron

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

Student Trustees:

Srishti Sekhri, Student Trustee North

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, Jaspal Gill, Chief Operating Officer and Associate Director, Operations and Equity of Access
Camille Logan, Associate Director, School Improvement and Equity
Tania Alatishe-Charles, Controller, Finance Support Services
Alvin Au, Acting Superintendent of Education
Dahlia Battick, Acting Superintendent of Education
Craig Caslick, Superintendent of Education
Lara Chebaro, Superintendent, School Improvement and Equity Planning / Math Lead
Yonnette Dey, Superintendent of Education
Wendy Dobson, Acting Controller, Corporate Support Services
Donna Ford, Superintendent of Education
Atheia Grant, Acting Superintendent of Education
Leslie Grant, Superintendent of Education
Soni Gill, Superintendent of Education
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
Lisa Leoni, Superintendent, Leadership, Capacity Building and School Partnerships
Luke Mahoney, Superintendent of Education
Neerja Punjabi, Superintendent of Education
Archana Ravichandradeva, Acting Executive Lead, Human Rights
Claudine Scuccato, Superintendent Special Education, Social Emotional Learning and Well-Being

Administration:

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

Lorelei Fernandes, Board Reporter

1. Call to Order

Chair David Green called the meeting to order at 18:00 hours.

2. Closed Session

Resolution No. 24-124 moved by Susan Benjamin
seconded by Brad MacDonald

Resolved, that the Board move into Closed Session (18:00 hours).

..... carried

The meeting recessed at 19:15 hours and reconvened at 19:28 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

Director of Education - Performance Appraisal (oral report) was added to Item 7 of the agenda.

Resolution No. 24-125 moved by Karla Bailey
seconded by Stan Cameron

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

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

5. Declaration of Conflict of Interest

There were no declarations of conflict of interest.

6. Staff Recognition: Retirements

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

Resolution No. 24-126 moved by Jill Promoli
seconded by Kathy McDonald

Resolved, that the following retirements be received:

Mary Sue Abela	Gord Kerr	Sergio Pasucci
Tanya Abolins	Nicolette Knotek	Veni Ramaswamy
Fatima Ahmed	Katrina Laforest	Nunzia Ridler
Margo Atwood	Ken Layfield	Stephen Roscoe
Maria Barbosa Palacios	Lois Lehman	Joan Rundle
Christine Barnes	Joan Levert	Heather Sandre
Melanie Barrett	Alison Liddell	Martin Sarkar
Jim Bouchard	Grant Lippert	Raquel Sison
Tony Bozz	Jo-Anne Locke	Carolyn Sossi Grant
Candice Byckowski	Linda Low	Janet Steen
Tony Campos	Kim Ludlow	Richard Stybak
Helena Corda	Anya Marin	Joyce Tam
Sheelagh De Souza	John Mason	Sharon Tebbutt
Cheryl Dell	Helen Maturan	Joanne Toon
Nancy Demko	David Maxwell	Josephine Truax
Patricia Digby	Sandra McCuaig	Radha Tulsi
Tania East	Deborah Middlebrook Thompson	Janet Turner
Therese Fitzpatrick	Deanna Mitchell	Jeannie Ueno
Allen Flemington	Dalton Morgan	Cathy Vardamaskos
Nick Freire	Susan Mosey	Gail Varley
Jennifer George	Stephanie Mott Reisz	Jane Vavaroutsos
Manjeet Grewal	Denise Mummery	Marco Vejarano
Mark Hauck	Jennifer Nadeau	Chris Von Rode
Jane Hutt	Susan Nash	Rita Walker
Alison Irvine	Laurie Neamtz	Linda Weylie
Jayantee Jugurnauth	Violetta Niewiadoma	Roseanna Whiteside
Dimitrios Kalogerakos	Holly Nightingale	Laurie Whyte
Arwen Kamateros	Erin Noel	Derrick Wilson
Asgarali Kapasi	Bozena Olkowska	Virginia Zubrickas
Tazim Kassam	Yemisi Onabote	

..... carried

7. Board Chair’s Announcements

1. Director of Education – Performance Appraisal

Chair, David Green stated that the Ministry of Education had directed the Board to hire an outside consultant to carry out the Director’s appraisal through the 360-degree appraisal process. The Chair and Vice-Chair of the Board, and the Consultant undertook the work of collecting feedback from all stakeholders. The Director scored 92-98% in all areas evaluated. David Green announced that the Board has approved a satisfactory report for the Director. The Multi-Year Strategic Plan will address areas highlighted through the Consultant’s report. A report will be prepared for the Ministry of Education. Director of Education, Rashmi Swarup, thanked Chair Green and the Board of Trustees for their support.

Resolution No. 24-127 moved by Satpaul Singh Johal
seconded by Stan Cameron

Resolved, that the oral report re Director of Education – Performance Appraisal, be received.

..... carried

8. Minutes of the Board Meeting, April 17, 2024

Resolution No. 24-128 moved by Will Davies
seconded by Susan Benjamin

Resolved, that the Minutes of the Board Meeting, held April 17, 2024, be approved.

..... carried

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

Resolution No. 24-129 moved by Lucas Alves
seconded Brad MacDonald

Resolved, that the following recommendation arising from the Governance and Policy Committee Meeting, held March 6, 2024, be approved:

1. Use of IT Resources Policy

That, the Use of IT Resources Policy (Policy 82) be repealed, and that the Digital Citizenship Policy (Policy 78) be replaced with the updated Digital Citizenship and Use of IT Resources Policy, which was approved at the April 17, 2024 Board Meeting.

..... carried

10. Minutes of the Special Education Advisory Committee Meeting, March 18, 2024

Resolution No. 24-130 moved by Susan Benjamin
seconded by Lucas Alves

Resolved, that the Minutes of the Special Education Advisory Committee Meeting, held March 18, 2024, be received.

..... carried

11. Minutes of the Governance and Policy Committee Meeting, April 15, 2024

Resolution No. 24-131 moved by Karla Bailey
seconded by Brad MacDonald

Resolved, that the Minutes of the Governance and Policy Meeting, held April 15, 2024, be received.

..... carried

12. Minutes of the Committee of the Whole – Education Development Charges Policy Review Meeting, April 17, 2024

Resolution No. 24-132 moved by Satpaul Singh Johal
seconded by Lucas Alves

Resolved, that the Minutes of the Committee of the Whole – Education Development Charges Policy Review Meeting, held April 17, 2024, be received.

..... carried

13. Minutes of the Committee of the Whole – Education Development Charges Background Study Meeting, April 17, 2024

Resolution No. 24-133 moved by Lucas Alves
seconded by Satpaul Singh Johal

Resolved, that the Minutes of the Committee of the Whole – Education Development Charges Background Study Meeting, held April 17, 2024, be received.

..... carried

14. Directive 14 – Comprehensive Four-Year Equity Strategy and Action Plan – Progress Report

Camille Logan, Associate Director, School Improvement and Equity, introduced the report, noting that the Board is concluding Year 1 of the Equity Action Plan, which is guided by the Equity Strategy. She emphasized the Board's commitment to addressing systemic barriers, reflected in the development and revision of policies and procedures. Lisa Hart, Superintendent of Equity, Indigenous Education, School Engagement and Community Relations, provided brief background on the 27 Ministry Directives and Peel DSB's commitment and ongoing efforts to transform the board through anti-racism and anti-oppressive approaches. She presented the highlights of the report: the Four -Year Comprehensive Strategy establishes a roadmap for Peel DSB to close gaps in achievement and well-being experienced by underserved students; the action plan identifies actions to be taken annually by each department; the strategy and action plan meet the requirements of Ministry Directive 10 and 14 and the expectation is to address systemic racism and oppression to reduce disproportionalities for marginalized students, in alignment with the 2024 Multi-Year Strategic Plan.

A trustee inquired about the status of completion of the Ministry Directives. Director of Education, Rashmi Swarup, replied that from the Board's perspective, all Ministry Directives outlined in March 2020 have been completed and submitted. From time to time, the Ministry reviews the submissions and asks additional clarifying questions. These responses are submitted to the Ministry along with the quarterly reports. Rashmi Swarup added that the Board refers to the directives as Ministry Directives and Beyond, indicating that the work is continuing, and an Equity and Accountability report is prepared annually.

Resolution No. 24-134 moved by Karla Bailey
seconded by Kathy McDonald

Resolved, that the report re Directive 14 – Comprehensive Four-Year Equity Strategy and Action Plan – Progress Report, be received.

..... carried

15. Education Development Charge (EDC) By-Law Renewal 2024

Chief Operating Officer and Associate Director of Operations and Equity of Access, Jaspal Gill, stated that this report is the continuation of the process for passing the EDC By-Law which will apply to the development of land in the Region of Peel. Reviewing the report, he provided background information on public meetings held in April 2024. The Board's current EDC by-law expires on July 1, 2024 and the proposed by-law will replace the existing one, effective the same date. He advised that the Board had submitted information to the Ministry of Education and on May 14, 2024 has received approval of the estimates of projected pupils and the number of school sites used by the Board in calculating the proposed charge. This Ministry's approval is a condition to passing of the new by-law. Jim Easto, Keel Cottrelle LLP, reviewed the changes suggested to the new EDC by-law, noting that they are minor and do not warrant another public meeting.

15. Education Development Charge (EDC) By-Law Renewal 2024 (Continued)

Resolution No. 24-135 moved by Will Davies
seconded by LeeAnn Cole

Resolved,

1. That, no further public meeting with regard to the passage of the 2024 Education Development Charges By-law is necessary;
2. That, the percentage of growth-related net education land cost that is to be funded by education development charges on residential development be 90% and on non-residential development be 10%; and,
3. That, the 2024 Education Development Charges By-law, be passed.
(APPENDIX I refers to Item 12.2 on the Agenda)

..... carried

16. Appointment of Trustees to the Ontario Public School Boards' Association (OPSBA)

Chair Green conducted the election to appoint trustees to the Ontario Public School Boards' Association (OPSBA) Board of Directors. A trustee spoke about time commitment to OPSBA and membership fees. A report on the benefits of membership to OPSBA will be brought to the Board at a future date.

Trustee Jill Promoli nominated Trustee Bailey as Director, and Trustee Alves seconded the nomination.

Trustee Brad MacDonald nominated Trustee Green as Director, and Trustee Benjamin seconded the nomination.

Resolution No. 23-136 moved by Will Davies
seconded by Brad MacDonald

Resolved, that the nominations for the appointment of Peel DSB trustees to the OPSBA Board of Directors, be closed.

..... carried

Trustees Bailey and Green will represent Peel DSB on the OPSBA Board of Directors for the term June 2024-June 2025.

Chair Green called for nominations to the position of alternate trustees to the Ontario Public School Boards' Association (OPSBA) Board of Directors.

Trustee Bailey nominated Trustee Promoli as Alternate, and Trustee Johal seconded the nomination.

Trustee Davies nominated Trustee McDonald as Alternate, and Trustee Alves seconded the nomination.

16. Appointment of Trustees to the Ontario Public School Boards' Association (OPSBA) (Continued)

Resolution No. 24-137 moved by Will Davies
seconded by Brad MacDonald

Resolved, that the nominations for the appointment of Peel DSB Alternate trustees to the OPSBA Board of Directors, be closed.

..... carried

Trustees Promoli and McDonald will serve as alternates to trustees appointed to represent Peel DSB on the OPSBA.

17. Adoption of the Closed Session Report

Resolution No. 24-138 moved by Satpaul Singh Johal
seconded by Jill Promoli

Resolved, that the report of the Closed Session re: Minutes of the Board Meeting (Closed), April 17, 2024; Principal/Vice-Principal Appointments and Assignments (oral), Ontario Secondary School Teachers' Federation (OSSTF) Tentative Local Agreement; Ontario Secondary School Teachers' Federation District 19, Professional Student Services Personnel (PSSP) Bargaining Unit Tentative Local Agreement; Peel Elementary Teachers' Local (PETL) Tentative Local Agreement; OPSEU Local 283 (Adult ESL/LBS/LINC Instructors/Assessors) Tentative Local Agreement; Centre for Black Excellence, and Director of Education Performance Appraisal, be received, and that the recommendations contained therein, be approved.

..... carried

18. School/Student/Staff Successes

A video compilation on the school, staff, and student successes was played, which included: Celebration of Education Week from May 6 -10 themed Together We Thrive, recognizing work done at Peel DSB locations and community; a Grade 11 student of Judith Nyman Secondary School shared experiences in the regional Skilled Trades Program; the First Annual Black Student Alliance (BSA) Showcase held on April 30th at Chinguacousy Secondary School to celebrate Black Excellence and Student Success, under the theme Black to the Future featuring culture of African, Black, Afro-Caribbean diaspora; Robotics Success Stories in national and international competitions were shared, highlighting the achievement of Nibi Emosaawdang Public School; The Woodlands Absolute Robotics Team won the Excellence in Engineering award and were finalists in the STEMley Cup Championship; Team Stampstations of Fallingbrook Middle School finished in 14th place out of 49 teams worldwide in the first Lego League Open European Championship held in Norway; 2024 Annual Peel Music Showcase was held on May 2nd with students from Grades 3 – 12; Vida Gardner, Principal of Fletcher's Creek Senior Public School was recognized by City of Brampton as one of 100 Black Community Builders and Champions who contributed to Brampton's vibrancy and productivity. Chair Green expressed appreciation for the work being done.

RESOLUTIONS APPROVED IN CLOSED SESSION, MAY 22, 2024

Members present:

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

Member absent:

Jeffrey Clark

1. Approval of Agenda

That, the agenda, as amended, be approved.

2. Minutes of the Board Meeting (Closed), April 17, 2024

That, the Minutes of the Board Meeting (Closed), held April 17, 2024, be approved.

3. Principal/Vice-Principal Appointments and Assignments (Oral)

That, the oral report re Principal / Vice-Principal Appointments and Assignments, be received.

4. Ontario Secondary School Teachers' Federation (OSSTF) Tentative Local Agreement

That, the Tentative Local Agreement with Ontario Secondary School Teachers' Federation (OSSTF), be ratified upon ratification by the OSSTF. (Appendix I)

5. Ontario Secondary School Teachers' Federation District 19, Professional Student Services Personnel (PSSP) Bargaining Unit Tentative Local Agreement

That, the Tentative Local Agreement with Ontario Secondary School Teachers' Federation District 19, Professional Student Services Personnel (PSSP) Bargaining Unit, be ratified upon ratification by the OSSTF District 19 PSSP Bargaining Unit. (Appendix II)

6. Peel Elementary Teachers' Local (PETL) Tentative Local Agreement

That, the Tentative Local Agreement with Peel Elementary Teachers' Local (PETL), be ratified upon ratification by the PETL. (Appendix III)

7. OPSEU Local 283 (Adult ESL/LBS/LINC Instructors/Assessors) Tentative Local Agreement

That, the Tentative Local Agreement with OPSEU Local 283 (Adult ESL/LBS/LINC Instructors/Assessors), be ratified upon ratification by the OPSEU Local 283. (Appendix IV)

8. Centre for Black Excellence

That, the oral report re Centre for Black Excellence, be received.

9. Director of Education Appraisal

That, trustees declare the appraisal of the Director of Education, Rashmi Swarup, as satisfactory.

PEEL DISTRICT SCHOOL BOARD

Minutes of a meeting of the Special Education Advisory Committee of the Peel District School Board, held on Thursday, April 18, 2024, at 19:04 hours. The hybrid meeting was held in the Brampton Room, the H. J. A. Brown Education Centre, 5650 Hurontario Street, Mississauga, Ontario, and by electronic means, under Ontario Regulation 463/97.

Members present:

Shelley Foster, VOICE for Deaf and Hard of Hearing Children, Chair
Lucas Alves, Trustee (electronic)
Susan Benjamin, Trustee (electronic)
Jeffrey Clark, Trustee (electronic)
Barbara Cyr, Association for Bright Children, Peel Chapter
Jassie Gill, Ontario Parents of Visually Impaired Children
Topaz Hines, Sawubona Africentric Circle of Support (electronic)
Jennifer Knight, Easter Seals Ontario (electronic)
Lea Ann Mallett, Learning Disabilities Association of Peel Region
Anju Mistry, Down Syndrome Association of Peel
Nilanjan Ray, Autism Ontario, Peel Chapter
Ann Smith, Brampton-Caledon Community Living
Kevin Wilson, Abilities to Work (electronic)

Member absent (apologies received marked *):

Nicole Buckett, Fragile X Research Foundation of Canada*
Dorothy Peddie, FASworld Canada, Peel Chapter

Administration:

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

Temi Adeniyi, Board Reporter

1. Call to Order

Chair Shelley Foster, called the meeting to order.

2. Land Acknowledgement

The video of the Acknowledgement of Traditional Lands was viewed.

3. Approval of Agenda

Item 6.1, Delegation by Erin Mifflin and Anne Ceugnart, was added to the agenda.

SE-37 moved by Barbara Cyr
seconded by Nilanjan Ray

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

..... carried
2/3rd's majority

4. Conflict of Interest

There were no declarations of conflict of interest.

5. Minutes of the Special Education Advisory Committee Meeting, March 18, 2024

SE-38 moved by Ann Smith
seconded by Anju Mistry

Resolved, that the Minutes of the Special Education Advisory Committee Meeting, held March 18, 2024, be approved.

..... carried

6. Delegation: Erin Mifflin and Anne Ceugnart re Vocational 1 Program Review

Erin Mifflin and Anne Ceugnart, representing the School Council of West Credit Secondary School, addressed the Committee regarding the Vocational 1 Program Review. Erin Mifflin expressed concerns about the lack of updates since January and the potential implications of the review. She requested regular updates, consideration for diverse audiences, and clearer communication. She asked regarding: next steps in the review process; completed components of the review; family engagement; feedback incorporation; tracking of educational outcomes for students affected by program cancellations. Anne Ceugnart reiterated the need for clearer communication, noting that the School Council had to send follow-up letters and speak to families to clarify the review. She stated that despite these efforts, there is still some uncertainty.

SE-39 moved by Lucas Alves
seconded by Barbara Cyr

Resolved, that the Special Education Advisory Committee recommends to the Board:

That, the Delegation of Erin Mifflin and Anne Ceugnart re Vocational 1 Program Review, be referred to the Director of Education for a response.

..... carried

7. Superintendent’s Report

Superintendent of Special Education, Social Emotional Learning and Well-Being, Claudine Scuccato, provided an oral update on the status and progress of ongoing projects. The Board recently concluded a successful Neurodiversity Celebration Week, where a series of events highlighted the unique talents and perspectives of neurodivergent students and staff. Funding for summer mental health support has also been secured, which will help with continued service on the Be Well Support Line, direct counseling support for students at risk, social work support, summer camps, and social-emotional support for students. Furthermore, plans are ongoing to develop enhanced mental health literacy lessons and to enhance wellness spaces in schools. Superintendent Scuccato reported that staff are working on Budget 2024-2025, and efforts to secure funding for enhanced learning opportunities are in process. In response to a member’s question, it was noted that the summer program for mental health will offer various options which are being finalized and, information will be shared with the Committee as well as with the public through various channels.

SE-40 moved by Jassie Gill
seconded by Jennifer Knight

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

..... carried

8. Voluntary and Involuntary De-Escalation Rooms in Schools

Michelle Zilic, Occupational Therapist, Special Education, Social Emotional Learning and Well-Being, presented a report in response to an inquiry raised during the SEAC meeting held on November 28, 2023, requesting data on voluntary and involuntary de-escalation rooms in schools, along with visual representations. A survey was conducted of all Peel DSB schools and comprehensive data was collected. The survey sought information on the presence of Alternative Learning Environments (ALE) such as sensory rooms, gross motor rooms, and de-escalation rooms, including their current status and room numbers. The data collected showed that 116 schools have sensory rooms, 120 schools have gross motor rooms, and 63 schools have de-escalation rooms. Additionally, 11 schools use de-escalation rooms involuntarily, 41 schools use them voluntarily, eight schools have repurposed space into sensory rooms, and three schools have closed the space. Staff continue to develop resources, guidelines, and training materials to support effective use of these specialized spaces across schools. Visual examples of instructional/educational leave rooms, sensory ALE rooms, gross motor ALE rooms, and de-escalation rooms were presented. The administration provided clarification regarding: multiple students can be present in ALE rooms at the same time; only one student is allowed in the de-escalation room at any given time; a teacher or support staff must maintain visual supervision of the student in gross motor sensory rooms at all times; ALE rooms currently closed because there is no requirement; a safety plan will be developed with family, school administration and emotional learning consultant feedback if an ALE room is to be re-opened.

8. Voluntary and Involuntary De-Escalation Rooms in Schools (continued)

SE-41 moved by Jeffery Clark
seconded by Susan Benjamin

Resolved, that the report re Voluntary and Involuntary De-Escalation Rooms in Schools, be received.

..... carried

9. SEAC Budget Presentation

Tania Alatishe-Charles, Controller, Finance Support Services, presented an overview of the SEAC budget. She reported on: Goals and Challenges; Grants for Student Needs (GSN); Priorities and Partnership Funds (PPF); Operating Expenses and Balancing the Budget. She noted that approximately 98% of operational expenses are funded by the GSN, while Priorities and Partnership Fund and Other Revenue represent approximately 1%. The major requirement for funding is student enrolment which has seen a decline over the years. The largest area of expenditure is salaries and benefits for employees, followed by facilities and operating costs. The budget process involves reviewing revenue sources, allocating funds appropriately, and making strategic decisions on use of resources to support students and staff.

Responses to questions of clarification from members included: the Ministry currently uses census data for 2018-2019 for funding allocation; modifying the funding formula is a complex process, and is hoped that the new GSN will consider more recent census data; specialist teachers can include French teachers or those with special credentials; Educational Assistants (EAs) are indicated in the special education category, majority of EA funding is allocated to special education; funding allocation depends on student needs and available budget, and there may be a constraint in meeting every need; possible reasons for lower student enrolment. Further responses included that the funding formula includes significant data from various sources, including assessment data, and drives funding allocations and policy decisions. A proportion of special education funding is allocated based on total enrolment, recognizing that a percentage of students may require additional support even if not identified as exceptional. A trustee commented that the Board Chair and Director of Education have written a letter to the Ministry, highlighting that Peel DSB has received the same amount of funding since 2006 despite the annual increase of students. He expressed the Board's commitment to advocating for fair funding and encouraged engagement with stakeholders to ensure the Peel DSB receives its fair share of funding. In response to a member's question, Superintendent Scuccato stated that the Ministry has specific calculations for determining the portion of Per Pupil Foundation Grant which contributes to Special Education Funding. It was requested that staff provide a breakdown of spending and allocation of the Special Education Funding.

SE-42 moved by Jassie Gill
seconded by Jennifer Knight

Resolved, that the report re SEAC Budget Presentation, be received.

..... carried

10. Unhoused Student Needs

Andrea Dewar-Salmon, Coordinating Principal Social Emotional Learning and Well-Being, and Jo-Ann Brick, Social Worker, presented the report. They highlighted the challenges faced by unhoused families in Peel region, particularly student education and well-being, along with concerns about nutrition, and access to basic necessities, culturally appropriate food, and school supplies. The shelter system provides temporary housing, food, and clothing assistance, but has limitations, and the presenters spoke of the need to build partnerships with community organizations and settlement workers, alongside the need for increased funding to address growing needs. Technology, such as refurbished iPads, is provided to students in shelters, although challenges with internet access remains. The presenters indicated the need to recognize this silent crisis impacting schools and better coordination to support unhoused families effectively.

Members commended the efforts of Social Work staff in supporting families. In response to a member's question, the administration noted the difficulty in providing the exact number of students experiencing homelessness, however an estimate can be made available.

SE-43 moved by Jeffery Clark
seconded by Ann Smith

Resolved, that the report re Unhoused Student Needs, be received.

..... carried

11. Response to Delegation by Briana Laba regarding ADHD Support and Resources

A trustee mentioned that the delegation reached out to him regarding the recognition of ADHD as an exceptionality by the Ministry of Education. He referred to a memorandum from 2011, which listed ADHD among the exceptionalities, but noted discrepancies in the 2017 document. Superintendent Scuccato confirmed that she will seek clarification from the Ministry and bring back a response.

SE-44 moved by Barbara Cyr
seconded by Lucas Alves

Resolved, that the report re Response to Delegation by Briana Laba regarding ADHD Support and Resources, be received.

..... carried

12. Follow-up Letter to the Ministry from Dufferin-Peel Catholic District School Board SEAC.

SE-45 moved by Ann Smith
seconded by Nilanjan Ray

Resolved, that the report re Follow-up Letter to the Ministry from Dufferin-Peel Catholic District School Board SEAC , be received.

..... carried

13. Questions Asked by Committee Members

Jassie Gill requested further information on the vision for blind and low-vision students discussed at the SEAC December 2023 meeting. Superintendent Scuccato advised that a full report will be brought back to the next committee meeting.

Nilanjan Ray asked for a brief report on the outcome of the Resource Fair that was held during the week. Superintendent Scuccato reported that the Resource Fair, held in partnership with the Curriculum, Instruction and Assessment department, had an excellent turnout. She will request that a presentation be made to SEAC to share the information on the fair.

Topaz Hines noted that her organization Sawubona Africentric Circle of Support was not included on the SEAC website. Superintendent Scuccato confirmed that this will be addressed.

14. Motion / Action Log

Claudine Scuccato reviewed the Motion/Action log items. The updated document will be circulated, and items closed for two meetings cycles will be removed.

The following items will be added to the Motion/Action Log:

- i) Staff to provide a breakdown of spending and allocation of the Special Education Funding. (Item 9)
- ii) Staff will provide an estimate of the number of students experiencing homelessness. (Item 10)
- iii) Ministry clarification regarding recognition of ADHD as an exceptionality will be provided. (Item 11)
- iv) A report on the Blind and Low-Vision students will be brought to the next SEAC Meeting. (Item 13)
- v) An update on the Resource Fair by Curriculum, Instruction and Assessment staff will be presented. (Item 13)
- vi) Sawubona Africentric Circle of Support will be added to the SEAC website. (Item 13)

14. Motion / Action Log (continued)

SE-46 moved by Lucas Alves
seconded by Jennifer Knight

Resolved, that the updated Action/Motion Log be received.

..... carried

15. Adjournment

SE-47 moved by Susan Benjamin
seconded by Lucas Alves

Resolved, that the meeting adjourn. (20:55 hours)

..... carried

..... Chair

MOTIONS FOR CONSIDERATION: SPECIAL EDUCATION ADVISORY COMMITTEE

Arising from a meeting of the Special Education Advisory Committee meeting, held April 18, 2024, the following recommendation is brought for Board approval:

1. Delegation: Erin Mifflin and Anne Ceugnart re Vocational 1 Program Review

That, the Delegation of Erin Mifflin and Anne Ceugnart re Vocational 1 Program Review, be referred to the Director of Education for a response.

Submitted by:

Paul da Silva
Associate Director, School Improvement and Equity

PEEL DISTRICT SCHOOL BOARD

Minutes of a meeting of the Curriculum, Equity and Student Well-Being Committee of the Peel District School Board. The hybrid meeting was held in the Brampton Room, the H. J. A. Brown Education Centre, 5650 Hurontario Street, Mississauga, Ontario on Tuesday, May 14, 2024, at 17:30 hours, and by electronic means, under Ontario Regulation 463/97.

Members present:

Susan Benjamin, Chair
Jill Promoli, Vice Chair
Stan Cameron (electronic)
Jeffrey Clark (electronic)
Kathy McDonald (electronic)
David Green, Ex-officio

Trustees present:

Karla Bailey (electronic)
Will Davies (electronic)

Member absent: (apologies received)

Lucas Alves

Administration:

Lisa Hart, Superintendent of Equity, Indigenous Education, School Engagement and
Community Relations (Back-Up Executive Member)
Rasulan Hoppie, Superintendent of Secondary Curriculum, Instruction and Assessment
Camille Logan, Associate Director, School Improvement and Equity (Executive Member)

Nicole Fernandes, Board Reporter

1. Call to Order

Chair Susan Benjamin called the meeting to order at 17:30 hours.

2. Land Acknowledgement

A video recording of the Acknowledgement of Traditional Lands was shown.

3. Approval of Agenda

CESWB-19 moved by Stan Cameron
seconded by Jeffrey Clark

Resolved, that the agenda be approved.

..... carried

4. Conflict of Interest

There were no declarations of conflict of interest.

5. Minutes of the Curriculum, Equity and Student Well-Being Committee, February 13, 2024

CESWB-20

moved by Kathy McDonald
seconded by Stan Cameron

That, the Minutes of the Curriculum, Equity and Student Well-Being Committee Meeting, held February 13, 2024, be approved.

..... carried

6. Maawnjiding Wiingushkeng Centre for Indigenous Excellence and Land Based Learning - Update

Nicole Reynolds, Coordinating Vice-Principal, Indigenous Learning, presented an update on Maawnjiding Wiingushkeng Centre for Indigenous Excellence and Land Based Learning. She reported that, since it's opening, the Centre has been partnering with the Dufferin Peel Catholic DSB, Upper Grand DSB and Wellington Catholic DSB to provide opportunities for First Nation, Metis, and Inuit students and families to come together and learn from various community partners. Providing details regarding the Tipis and Telescopes program and the Black and Indigenous Solidarity Family Night, Nicole Reynolds remarked that, each time such opportunities are offered to families and students, there is an increase in engagement, attendance, friendships and relationship-building. She announced that the Centre's first powwow, themed "Honoring Our Youth," will be held on May 31, 2024, and she invited trustees and the Peel community to attend.

Nicole Reynolds described the credit recovery and credit accumulation initiatives and other programs offered at the Centre. She highlighted the Credit Recovery Fridays designed to support Indigenous youth facing academic challenges, promote cultural resilience, and facilitate academic success. The Learning Recovery Program offers Grade 7-10 students supportive learning and access to Indigenous ways, such as loom beading, and Anishinaabemowin language. The field trips program promotes Indigenous education initiatives within the educational landscape, and the focus school program provides in-depth training from the Indigenous Education team and community partners, and access to Resource Teachers, to build capacity for educators. Credits are awarded to First Nation, Metis and Inuit secondary school students participating in an intensive two weeks of learning and building the Centre's second canoe, involved in building the aquaponics lab and documenting this exercise, and working on growing vegetables and traditional medicinal plants. The third annual Maawnjiding Wiingushkeng culture camp will be held in the summer. Nicole Reynolds spoke about the positive outcomes noticed with these initiatives, including: a 23% increase in self-identification data; increase in staff availing themselves of professional learning in Indigenous education and students participating in the field trip program. She expressed the hope that over the next few years, these initiatives will be reflected in higher graduation rates and credit accumulation rates.

6. Maawnjiding Wiingushkeng Centre for Indigenous Excellence and Land Based Learning - Update (Continued)

Trustees speaking expressed appreciation for the work at the Centre, and thanked staff for their efforts. Nicole Reynolds clarified that the powwow on May 31, 2024, if held outdoors, will accommodate 800 to 1000 persons, and approximately 500 persons if held indoors. She noted that attendance is restricted to 60 persons for professional learning activities. Committee Chair Benjamin requested Chair Green to plan a learning session for trustees at the Maawnjiding Wiingushkeng Centre for Indigenous Excellence and Land Based Learning.

CESWB-21 moved by Kathy McDonald
seconded Jeffrey Clark

Resolved, that the update report re Maawnjiding Wiingushkeng Centre for Indigenous Excellence and Land Based Learning, be received.

..... carried

7. Adjournment

CESWB-22 moved by Kathy McDonald
seconded Jill Promoli

Resolved, that the meeting adjourn (17:55 hours).

..... carried

..... Chair

PEEL DISTRICT SCHOOL BOARD

Minutes of a meeting of the Governance and Policy Committee of the Peel District School Board, held on Tuesday, May 21, 2024, at 17:30 hours. The hybrid meeting was held in the Brampton Room, the H. J. A. Brown Education Centre, 5650 Hurontario Street, Mississauga, Ontario, and by electronic means, under Ontario Regulation 463/97.

Members present:

Brad MacDonald, Chair
Lucas Alves, Vice-Chair
Karla Bailey
Susan Benjamin (electronic) (19:30)
Jeffrey Clark (electronic)
David Green (ex-officio) (electronic) (18:06)
Kathy McDonald (electronic) (19:45)
Satpaul Singh Johal (ex-officio) (electronic)

Trustees also present:

Will Davies (electronic)
Jill Promoli (electronic)

Administration:

Jaspal Gill, Jaspal Gill, Chief Operating Officer and Associate Director, Operations and Equity of Access
Camille Logan, Associate Director, School Improvement and Equity
Tania Alatishe-Charles, Controller, Finance Support Services
Wendy Dobson, Acting Controller, Corporate 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
Bernadette Smith, Superintendent, Innovation and Research
Rashmi Swarup, Director of Education

Nicole Fernandes, Board Reporter

1. **Call to Order**

Chair MacDonald called the meeting to order.

2. **Acknowledgement of Traditional Lands**

The Land Acknowledgement was read.

3. Approval of Agenda

The following items were added to the agenda:

- Item 6.1 Delegation of Betty Gormley, Canadian Parents for French, re French Language Instruction Policy
- Item 6.2 Delegation of Ron Tauer re Days of Significance
- Item 6.3 Delegation of Amina Khan, Zain Ghadially, Miriam Mirza re Days of Significance
- Item 6.4 Delegation of Ibrahim Baig re Days of Significance
- Item 6.5 Delegation of Shauna Kabiya, Adham Diabas, Simmi Sekhon re Days of Significance
- Item 6.6 Delegation of Mohammed Khalifa re Days of Significance.

GC-34 moved by Jeffrey Clark
seconded by Karla Bailey

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

..... carried
2/3rd's majority

4. Conflict of Interest

There were no declarations of conflict of interest.

5. Minutes of the Governance and Policy Committee Meeting, April 15, 2024

GC-35 moved by Karla Bailey
seconded by Susan Benjamin

Resolved, that the Minutes of the Governance and Policy Committee Meeting, held April 15, 2024, be approved.

..... carried

6. Delegation of Betty Gromley, Canadian Parents for French, re French Language Instruction Policy

Betty Gromley, Executive Director, Canadian Parents for French (CPF), reported that the association supports universal access to effective French Language programs, and is funded by donations, the Government of Canada, and project grants from the Ministry of Education. She stated that CPF parent volunteers and staff have participated in every consultation opportunity over the past 20 years and, more recently, as members of the French as a Second Language (FSL) Advisory Committee and the 2021 French Review Committee. Betty Gromley expressed appreciation for the work done on the draft French Language Instruction Policy, and its explicit connection to the Ontario FSL Framework.

6. Delegation of Betty Gromley, Canadian Parents for French, re French Language Instruction Policy (Continued)

On behalf of CPF, Betty Gromley requested that the FSL Advisory Committee be specifically mentioned in Section 4.9 of the Policy, to clearly state Peel DSB’s commitment to meet regularly with families and community partners. She spoke about the high number of students waitlisted for Grade 1 entry French Immersion, and encouraged the Board to use the proposed Policy as a first step to eliminating the French Immersion lottery by increasing registration spaces.

GC-36 moved by Lucas Alves
seconded by Karla Bailey

Resolved, that the delegation of Betty Gromley, Canadian Parents for French, regarding the French Language Instruction Policy, be received.

..... carried

7. Delegation of Ron Tauer re Days of Significance

Ron Tauer, a PDSB occasional teacher and a former full-time Peel DSB teacher, conveyed his respect and loyalty to the Board and its pursuit of excellence in education. He spoke about working in a diverse environment which celebrates many cultures and affirmed that schools should be identity affirming spaces. Noting his Jewish lived experiences, Ron Tauer provided an explanation of Nakba Day, and stated that including Nakba Day on the Days of Significance Calendar is disturbing to him. He commented that the calendar is meant to acknowledge various cultures, religions, and traditions of Peel DSB students, and should not make political statements. Referring to the increase in incidents of antisemitism, he expressed the hope that the Committee can understand his hurt and fear through the inclusion of Nakba Day on the calendar, and the need for a comprehensive plan to address antisemitism.

GC-37 moved by Lucas Alves
seconded by Jeffrey Clark

Resolved, that the delegation of Ron Tauer re Days of Significance, be received.

..... carried

8. Delegation of Zain Ghadi ally and Amina Khan re Days of Significance

Zain Ghadi ally and Amina Khan, teachers in the Peel DSB, delegated to request the continued inclusion of Nakba Day on the Board’s Days of Significance Calendar and to make anti-Palestinian racism training mandatory for administrators and teachers. They noted that the calendar recognizes the intrinsic value that cultures and identities place on historical events, and is guided by the principles of inclusivity, acknowledgement of lived experiences and historical realities, as well as the authentic perspectives of students, staff, and families.

8. Delegation of Zain Ghadijally and Amina Khan re Days of Significance (Continued)

The delegation stated that anti-Palestinian racism is a form of anti-Arab racism. They expressed their opinion about the recognition of Nakba Day, and the lack of transparency in removal of the calendar from the website, and the review process.

GC-38 moved by Karla Bailey
seconded by Lucas Alves

Resolved, that the delegation of Zain Ghadijally and Amina Khan re Days of Significance, be received.

..... carried

9. Delegation of Miriam Mirza and Ibrahim Baig re Days of Significance

In their delegation, Miriam Mirza, a Peel DSB teacher, and Ibrahim Baig expressed their concern about the removal of the Days of Significance Calendar, and anti-Palestinian racism. They spoke about the displacement of Palestinians in 1948 and stated that Nakba Day acknowledges historical injustices, and provides Palestinian students an opportunity to share their heritage and identity. This is aligned with Policy 54, which is centered around the principles of anti-oppressive and inclusive curriculum and assessment practices, and Policy 51 principles related to dismantling oppressive structures. They suggested that changes to the curriculum to include the Palestinian narrative will provide students with a better understanding of global injustices, and foster empathy and critical thinking among students. The delegation provided student perspectives, and highlighted the significant increase in hate crimes against the Muslim community and the importance of schools being places of inclusion.

GC-39 moved by Karla Bailey
seconded by Lucas Alves

Resolved, that the delegation of Miriam Mirza and Ibrahim Baig re Days of Significance, be received.

..... carried

10. Delegation of Simmi Sekhon and Adham Diabas re Days of Significance

Simmi Sekhon and Adham Diabas, former Peel DSB students, spoke about the displacement of 750,000 Palestinians in 1948, which is documented and validated. They stated that the inclusion of Nakba Day aligns with the Board's human rights and anti-discrimination policies, and demonstrates a commitment to creating a diverse and inclusive environment. They noted the absence of historical information regarding Palestinian identity in the educational curriculum, and expressed the opinion that this contradicts Policy 54 which promotes the dignity and equity for identities protected under the Human Rights Code in all aspects of learning and teaching. They remarked that the recognition of Nakba Day will present students with historical facts and context, and that denial of Nakba Day is an example of anti-Palestinian racism.

10. Delegation of Simmi Sekhon and Adham Diabas re Days of Significance (Continued)

In response to a trustee’s question of clarification, Adham Diabas provided his understanding of Zionism as a political movement, created in the late 1900s, and that it has no connection with the religion of Judaism.

GC-40 moved by Lucas Alves
seconded by Karla Bailey

Resolved, that the delegation of Simmi Sekhon and Adham Diabas re Days of Significance, be received.

..... carried

11. Delegation of Mohammed Khalifa re Days of Significance

Mohammed Khalifa, a parent of Peel DSB students, urged the Board to continue including Nakba Day in the Days of Significance Calendar, he indicated that learning the history and understanding the events of the Nakba provides context, teaches empathy, respect and inclusion, and enables students to feel seen and valued. He commented that excluding the day from the calendar will send the wrong message that some histories are less important. He stated that recognition of Nakba Day will build a caring community, encourage dialogue and learning, and align with the Peel DSB mission to nurture compassionate and active global citizens.

GC-41 moved by Karla Bailey
seconded by Jeffrey Clark

Resolved, that the delegation of Mohammed Khalifa re Days of Significance, be received.

..... carried

12. Donations Policy

Acting Legal Counsel, Ebby Chukwuonwe, reported that the Donations Policy has been reviewed and updated to meet current needs, values, and legal requirements. She noted that the updated policy will set clear rules for accepting or declining donations which enables informed decisions about donations that may conflict with the Board’s values or pose reputational risk. Updates proposed include: accepting online donations and the process for issuing receipts; donations of gifts in kind; defining roles and responsibilities of stakeholders. Ebby Chukwuonwe explained that the proposed updated Policy reflects feedback from internal departments and is similar to policies at other school boards.

12. Donations Policy (Continued)

GC-42 moved by Karla Bailey
seconded by Lucas Alves

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

- (i) That, the Donations Policy (Policy 13), attached as Appendix 1, be repealed.
- (ii) That, the updated Donations Policy, attached as Appendix 2, be recommended for approval by the Board of Trustees.
(APPENDIX I, refers to Item 7.1 of the Agenda)

..... carried

13. Sponsorship Policy

Ebby Chukwuonwe reported that the proposed new Sponsorship Policy, with an effective date of September 1, 2024, was developed to align with current needs and to set the framework for managing inbound and outbound sponsorship. Highlights of the proposed policy are: clear rules for accepting and declining sponsorships; prohibition of sponsorships that negatively represent public education or relate to harmful products; all sponsorship agreements to be in writing; clearly defined roles and responsibilities for efficient management of sponsorship activities; individuals at Peel DSB prohibited from personally benefiting from sponsorship arrangements; sponsors are prohibited from stating or implying that their products, services, or ideas are sanctioned by the PDSB.

GC-43 moved by Jeffrey Clark
seconded by Lucas Alves

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

- That, the Sponsorships Policy, attached as Appendix 1, be recommended for approval by the Board of Trustees, with an effective date of September 1, 2024.
(APPENDIX II, refers to Item 7.2 of the Agenda)

..... carried

14. Concussion Prevention and Intervention Policy

Sumble Kaukab, Secondary Coordinating Principal, reported that the revised Concussion Prevention and Intervention Policy, formerly Policy 84, is being recommended for Board approval. She explained that Curriculum, Instruction and Assessment staff led the review of the Policy in collaboration with internal departments, and the Policy outlines the expectations for concussion awareness, prevention, and intervention. This Policy continues to align with the legislative requirements of the Education Act and PPM 158 and the Ontario Physical Activity Safety Standards for Education concussion safety standards, guidelines, and protocol. The only change recommended to the Policy is to amend the review schedule from annually to every three years. Sumble Kaukab indicated that the Policy will be revised to comply with changes in legislation.

14. Concussion Prevention and Intervention Policy (Continued)

Sumble Kaukab stated that the report also provides an update on the annual implementation activities for this policy. This includes concussion prevention and intervention training for all staff, Rowan's Law Day awareness, concussion awareness and prevention education for students and caregivers, establishment of a school-based tracking system for concussions and Return to Learn and Physical Activity, and communication on the Concussion Codes of Conduct. The administration responded to trustees' questions of clarification including: concussion prevention and intervention training is mandatory for all full-time staff, while those not full-time are welcome to attend the training; contents of the training e-module; data on rate of concussion is not collected centrally and is available at the school, in accordance with legislation; the Operating Procedure outlines approaches relevant to student recovery and return to school, and the protocols on collection of data at the local level; students learn about concussion prevention and intervention when participating in physical education activities and through the Health and Physical Education curriculum; communication provided to students and parents on Rowan's Law Day. Rasulan Hoppie, Superintendent of Curriculum, Instruction and Assessment and Continuing and Adult Education, confirmed that the administration will review the amount of staff time required to centrally collate local data on rate of concussion.

GC-44 moved by Jeffrey Clark
seconded by Karla Bailey

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

- (i) That, the Concussion Prevention and Intervention Policy, attached as Appendix 1, be recommended for approval by the Board of Trustees.
- (ii) That, the annual overview of the implementation of the Concussion Prevention and Intervention Policy, be received.
(APPENDIX III refers to Item 7.3 of the Agenda)

..... carried

15. French Language Instruction Policy

Presenting information on the proposed French Language Instruction Policy. Superintendent Hoppie reported that, during the Policy's development by Curriculum, Instruction and Assessment staff, a consultation process provided the opportunity for Peel DSB community partners, such as Canadian Parents for French (CPF), Elementary and Secondary teachers and administrator associations, staff, students, and families, to provide feedback. This Policy aims to formalize French language instruction, address the absence of a formal policy, and promote consistency and equity in French programs. Elementary Coordinating Principal, Jim Brooks, explained that the Policy aims to affirm the Board's commitment to offer a range of French language programs, including Core, Extended French and French Immersion, at both the elementary and secondary levels. He noted the value of French language programs for students, and the Board's commitment to equity and inclusion in regard to student access to these programs and teacher recruitment and hiring. Jim Brooks outlined next steps, including developing an operating procedure, and identifying key priorities to support the implementation of the Policy.

15. French Language Instruction Policy (Continued)

GC-45 moved by Lucas Alves
seconded by Karla Bailey

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

That, the French Language Instruction Policy, attached as Appendix 1, be approved.
(APPENDIX IV refers to Item 7.4 of the Agenda)

.....

GC-46 moved by Lucas Alves
seconded by Jeffrey Clark

Be it resolved that Section 4.9 of the proposed French Language Instruction Policy be revised as follows:

Building and sustaining family and community partnerships to support student achievement and sense of belonging in French language programs. This includes maintaining a French as a Second Language Advisory Committee to provide advice on French Language programs.

.....

The mover of the motion stated that the revision to Section 4.9 will offer the community an additional opportunity for input, and responds to the request from the delegation earlier in the meeting (Item 6 of these Minutes). Committee Chair MacDonald acknowledged the importance of including stakeholders, and spoke of the challenges to hire and retain French language teachers and occasional teachers.

.....

GC-46 carried

GC-45 carried
(as amended)

16. Board and Committee Meeting Schedule

LaShawn Murray, Policy Analyst, presented the 2024-2025 Board and Committee Schedule. She noted that the Schedule was prepared in accordance with the Education Act, the Procedure By-law, the Committee Terms of Reference and Governance Directives, and has considered the designated Faith and Creed days for 2024 and 2025.

GC-47 moved by Lucas Alves
seconded by Jeffrey Clark

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

That, the 2024-2025 Board and Committee Meeting Schedule, attached as Appendix 1, be approved. (APPENDIX V refers to Item 7.5 of the Agenda)

.....

16. Board and Committee Meeting Schedule (Continued)

A trustee noted that the March Board Meeting is proposed for a day that is not the fourth Wednesday of the month.

GC-48 moved by Lucas Alves
seconded by Jeffrey Clark

Resolved, that motion GC-47 be tabled, for discussion following the item on Days of Significance Calendar and Review.

..... carried

17. Student Transportation – Regional Learning Choices Program (RLCP)

Providing background information, Wendy Dobson, Acting Controller, Corporate Support Services, indicated that the report is in response to a trustee motion regarding the feasibility of providing transportation to students attending RLCP. She reported that students attending the RLCP are eligible for transportation if they live within the school boundary and reside beyond the walking distance criteria set by the school board. As a result, there are currently 6,476 students not eligible for transportation. Providing transportation to these students will require an increase in the budget of approximately \$6.72 million. Controller Dobson explained that Student Transportation of Peel Region completed a ministry simulation of the number of routes for this year and the upcoming school year. Staff included all students in RLCP in the submission to the ministry and, based on the submission, the Ministry of Education has allocated additional funding. Staff are currently analyzing this funding. A report detailing transportation plans for the RLCP will be brought to the June 5, 2024 Physical Planning, Finance and Building Committee, and revisions to pertinent policies will be brought to a future Governance and Policy Committee. A trustee expressed appreciation and thanked Jaspal Gill, Chief Operating Officer and Associate Director of Operations and Equity of Access, and staff involved for all their efforts. She stated that providing transportation to RLCP students removes barriers to access to education.

GC-49 moved by Karla Bailey
seconded by Lucas Alves

Resolved, that the report re Student Transportation – Regional Learning Choices Program (RLCP), be received.

..... carried

18. Artificial Intelligence – Final Update

LaShawn Murray noted that this is the final update report on the status of AI in the Peel DSB in response to the trustee motion in January 2023. She described the goals of the AI Steering Committee, and reported that the draft interim Guidance on the Use of AI within the Peel DSB was presented in November 2023. Peel DSB staff have since engaged in wide-ranging internal and external consultations, and have finalized the Interim Guidance on Generative Artificial Intelligence in Education within the Peel District School Board.

18. Artificial Intelligence – Final Update (Continued)

LaShawn Murray reviewed highlights of the Interim Guidance, including the framework and guidelines for staff use of AI and generative AI, and system actions regarding establishment of committees, provision of resources, and professional learning opportunities. She explained that staff will continue to monitor the regulatory environments regarding AI and complete the infographics for students to support their use of AI. A trustee expressed his thanks to staff for the report, and commented that AI and Generative AI represents a new age in education.

GC-50 moved by Lucas Alves
seconded by Karla Bailey

Resolved, that the final update report on Artificial Intelligence, be received.

..... carried

19. Days of Significance Calendar and Review

Lisa Hart, Superintendent of Equity, Indigenous Education, School Engagement and Community Relations, stated that the report provides an overview of the review of the Months of Recognition and Days of Significance procedures in response to Resolution 24-113, approved by the Board at the April 17, 2024 meeting. She spoke of the complexity of the calendar, the process for review, and the short timelines, and advised about the phased approach to the review. She stated that Phase One has resulted in the Peel DSB Faith and Creed Days Calendar, and is the focus of this report. Phase Two will involve reviewing the secular non-faith and non-creed days.

Reviewing the Faith and Creed Days Calendar, Superintendent Hart reported that the calendar will continue to include specific days denoted as Red Dot and Open Red Dot days. She explained the definition of these days, and reported that they were determined following a scan of other school boards, historical data pertaining to creed day requests by staff and student absences, and consultations, including with faith leaders. Referring to Phase Two, Superintendent Hart noted that a Review Committee has been struck and will focus on heritage months along with secular and cultural days outside of faith and creed. A jurisdictional scan of school boards and other sectors, such as the Government of Ontario, will be undertaken, and the review will determine next steps regarding the Months of Recognition and Days of Significance to ensure awareness and understanding of changes, if any. A comprehensive communication plan will be shared with the system.

GC-51 moved by Lucas Alves
seconded by Karla Bailey

Resolved, that the report re Days of Significance Calendar and Review, be received.

.....

In response to a trustee’s question about the percentage of student or staff population impacted by the faith and creed days, Chair MacDonald provided historical context relating to developing the Days of Significance Calendar.

19. Days of Significance Calendar and Review (Continued)

The administration clarified that Phase Two work is expected to provide direction for schools to prepare for the upcoming school year. It was confirmed that the intention of Red Dot and Open Red Dot days is to enable staff and students to attend events and meetings, and that the Red Dot and Open Red Dot days align with observances at Toronto DSB, York Region DSB, Ottawa-Carleton DSB, among other school boards. A communication plan will include information about the reduction in Red Dot and Open Red Dot days. Trustees offered comments and opinions, including: need for separation between school/community work and Board business; effect of reduced number of days for staff to conduct Board business; community feels that there has been a lack of transparency and accountability on the application and review process for the Days of Significance Calendar, and there is a need for timely communication; consider how the implementation of the Days of Significance Calendar builds confidence and hope among students; priority of a school board is education and, while acknowledging the diverse identities of its students, Peel DSB as a public school board should maintain a secular stance; important to consider the struggles of Indigenous populations in other parts of the world. .

GC-51 carried

16. Board and Committee Meeting Schedule (Continued)

Motion GC-47, which was tabled, was brought back on the floor.

A trustee explained the difficulty in setting commitments and obligations outside of Board business when Board and Committee meetings are not on consistent days due to the requirement not to schedule meetings on Red Dot and Open Red Dot days. It was noted that the Schedule can be discussed further at the June 10, 2024 Board Meeting, when it is brought for approval.

GC-47 carried

20. Memo: Feedback on Trustee Code of Conduct

Chair MacDonald noted that, at the March 6, 2024, Governance and Policy Committee meeting, members discussed the work to be done on the Trustee Code of Conduct. Input from the Integrity Commissioner, trustees, and other groups has been invited. Trustees have until June 14, 2024 to provide written submissions about potential changes to the Trustee Code of Conduct. In response to a question, LaShawn Murray confirmed that an email reminder will be sent to trustees, along with the Code of Conduct.

GC-52 moved by Lucas Alves
seconded by Karla Bailey

Resolved, that the Memo re Feedback on Trustee Code of Conduct, be received.

..... carried

21. Adjournment

GC-53 Moved by Susan Benjamin
 Seconded by Karla Bailey

Resolved, that the meeting adjourn (20:16 hours).

..... carried

..... Chair

MOTIONS FOR CONSIDERATION: GOVERNANCE AND POLICY COMMITTEE

Arising from a meeting of the Governance and Policy Committee, held May 21, 2024, the following recommendations are for Board approval:

1. Donations Policy

- (i) That, the Donations Policy (Policy 13), attached as Appendix 1, be repealed.
- (ii) That, the updated Donations Policy, attached as Appendix 2, be recommended for approval by the Board of Trustees.
(APPENDIX I)

2. Sponsorships Policy

That, the Sponsorships Policy, attached as Appendix 1, be recommended for approval by the Board of Trustees, with an effective date of September 1, 2024. (APPENDIX II)

3. Concussion Prevention and Intervention Policy

- (i) That, the Concussion Prevention and Intervention Policy, attached as Appendix 1, be recommended for approval by the Board of Trustees.
- (ii) That, the annual overview of the implementation of the Concussion Prevention and Intervention Policy, be received.
(APPENDIX III)

4. French Language Instruction Policy

That, the French Language Instruction Policy, attached as Appendix 1, as amended, be approved. (APPENDIX IV)

5. Board and Committee Meeting Schedule

That, the 2024-2025 Board and Committee Meeting Schedule, attached as Appendix 1, be approved. (APPENDIX V)

Prepared by:

Nicole Fernandes
Board Reporter

Submitted by:

Jaspal Gill

Governance and Policy Committee Meeting, May 21, 2024

Donations Policy

Strategic Alignment:

This updated policy aligns with the aligns with the Peel District School Board's mission to inspire success, confidence, and hope in each student, by enhancing the framework for accepting and managing donations effectively and ethically.

Report Type:

Recommendation

<i>Prepared by:</i>	Ebby Chukwuonwe, Acting Legal Counsel Tania Alatishe-Charles, Controller, Finance Support Services Jaspal Gill, Chief Operating Officer and Associate Director, Operations and Equity of Access
<i>Submitted by:</i>	Rashmi Swarup, Director of Education

Overview

Recommendation:

That the Donations Policy (Policy 13), attached as Appendix 1, be repealed.

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

Highlights:

- Provides comprehensive criteria for accepting or declining donations, including the right to refuse donations from organizations that do not align with PDSB's values or that pose a reputational risk.
- Expands on donor recognition, specifying how donations will be recognized at the school and board levels to ensure they are appropriately acknowledged.
- Explicitly references online donations, including the process for issuing tax receipts for such donations immediately.
- Expands on the process for accepting gifts in kind, including approval requirements, valuation, and provision of tax receipts for gifts in kind.
- Introduces provision for protecting donor records in accordance with *Municipal Freedom of Information and Protection of Privacy Act* to protect privacy in the donation process.
- Assignment of roles and responsibilities to Superintendents, Principals, School Councils, Finance Support Services, Communications, etc. to ensure effective collaboration and management of donations.

Background:

The existing Donations Policy (Policy 13), last revised in November 2018, requires updates to better reflect the current needs and values of the PDSB and PDSB community.

Evidence

Findings/Key Considerations:

The existing Donations Policy lacks specific guidelines on several fronts as follows:

- Since the last revision, significant changes in PDSB's operations regarding donations have occurred. The updated policy reflects these changes, enhancing the PDSB's capacity to manage donations effectively.
- Feedback from stakeholders highlighted the need for clearer guidelines on the solicitation, acceptance, and recognition of donations. The updated policy addresses these concerns and provides a comprehensive framework for managing donations.
- The updated policy provides criteria for accepting or declining donations to ensure alignment with PDSB's objectives.

-
- While the existing policy mentions the donation of gifts-in-kind, it lacks detailed guidelines. The updated policy includes specific guidelines for accepting gifts in kind, requiring pre-approval and adherence to CRA standards for valuation and receipting.
 - The updated policy clearly defines the roles and responsibilities of PDSB staff, school councils, and other stakeholders in the donations process, facilitating better coordination and management.
 - The updated policy introduces clear guidelines for the acceptance, issuing tax receipts, acknowledgment, and recognition of gifts, enhancing transparency and donor trust. It also includes detailed provisions for online donations and issuing tax receipts.

The updated policy demonstrates the need to standardize donation activities across the Board, aligning with practices followed by other school boards.

Impact Analysis

Equity & Human Rights Review:

The updated policy ensures that all students, regardless of their socio-economic background, have access to the benefits of donations. It achieves this by providing guidance on how funds can be used in these areas, ensuring that donation efforts contribute positively to student achievement and well-being. This aligns with the Board's legal and mandated commitment to equity, anti-racism, and anti-oppression, further ensuring that donation efforts positively impact student achievement and well-being.

Board or Ministry Policy Alignment:

The updated policy is in alignment with the Education Act, CRA guidelines, the Ministry of Education's directives, Ontario Human Rights Code, and other relevant legislation. This alignment ensures that the Board's donation activities not only comply with legislative requirements but also support the Board's strategic objectives and educational goals. It also reinforces the Board's accountability to stakeholders, including students, parents, and the wider community, by ensuring that donations are managed transparently.

Resource/Financial Implications:

By streamlining the donations process and introducing clear guidelines for acceptance, tax receipts, and recognition of donations, the updated policy is expected to encourage more individuals and organizations to contribute, potentially increasing the volume of donations received. This increase in resources can enhance educational programs, extracurricular activities, and infrastructure, directly benefiting students. The policy also minimizes administrative burdens by clarifying procedures, allowing for efficient allocation of staff time and resources.

Legal implications:

Compliance with updated legislation and CRA guidelines minimizes legal risks associated with donations, protecting the Board from potential liabilities. By adhering to these regulations, the PDSB ensures that its practices are not only ethical but also legally sound. This compliance is

crucial for maintaining the trust and confidence of donors, stakeholders, and the community at large.

Risk Assessment:

The updated policy minimizes risks associated with donation activities by establishing clear guidelines. This includes assessing the eligibility of potential donors and addressing the need for reporting to the CRA.

Community Impact:

The updated policy recognizes the importance of community involvement in the donations process. By establishing clear guidelines for donor recognition and ensuring donations are used in a manner that reflects the community's values and needs, the policy fosters a stronger sense of partnership between the PDSB and its community.

Next Steps

Action Required:

Approval of the updated Donations Policy by the Board of Trustees. Following approval, communication strategies will be developed to inform all stakeholders about the policy and its implications.

Communications:

A comprehensive communication plan will be developed to ensure all stakeholders are informed about the updated policy and its benefits.

Success Measures:

Success will be measured by an increase in online donations and a smoother and more efficient or streamlined process for tax receipts.

References:

Education Act, Income Tax Act, Canada Revenue Agency guidelines

Appendices

Appendix 1 – Donations Policy (Policy 13)

Appendix 2 – Donations Policy

DONATIONS

Statement of Policy

The Peel District School Board approves the establishment of a policy respecting donations. Such policy shall be administered in accordance with all governing regulations.

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

Administrative Regulations

These regulations shall apply to donations from individuals, community groups, industries, associations, etc. for cash monetary donations to be used as scholarship awards, or to be set up as trust funds to be used for awards, or to be used for the purchase of equipment, etc., and for the donation of gifts-in-kind, such as equipment.

1. All donations accepted by the Peel District School Board become the property of the Board.
2. Principals of individual schools shall be empowered to arrange directly with prospective donors the conditions of scholarships, awards, etc.
3. Donors of competitive academic scholarships and awards shall be advised to offer such scholarships and/or awards in a specific school.
4. This policy will be administered in accordance with the Income Tax Act.
5. All donations must be made to the Peel District School Board and reported in the Peel District School Board's annual Registered Charity Information Return, filed with the Canada Revenue Agency.
6. All donations must be accompanied with appropriate background regarding their use.
7. All official donation receipts for income tax purposes will be prepared through the Finance Support Services department and signed by the Controller of Finance Support Services or designate.
8. All official donation receipts for income tax purposes will be issued in the name of the donor.

9. In the case of a fundraising project which is organized by an individual school or group, the amounts collected will be forwarded to Finance Support Services in total with an appropriate list of donors, mailing addresses and amounts.
10. If a fundraising project is started and the funds collected are submitted to the Peel District School Board and official receipts are issued, these monies would not be refundable if, for example, the project was cancelled at a later date due to insufficient donations received.
11. Official donation receipts for income tax purposes will be issued only when the donation is received and will pertain to the specific year of receipt.
12. A donation of goods will require special certification by the donor as well as an independent third-party appraisal, both documents to be as specified by the Canada Revenue Agency, and such donations must follow the routine as specified by the Canada Revenue Agency.
13. All official donation receipts will be issued from the Central Board Office under the supervision of the Controller of Finance Support Services.
14. No other registered charitable organization numbers shall be used by any location within the Peel District School Board.

(Bold print together with underlining signifies new language)

Approved July 22, 1969
Revised February 26, 1985
Revised April 9, 1991
Revised October 8, 1996
Revised January 1, 1998 (*to reflect change in Board name*)
Revised April 11, 2000
Revised February 25, 2003
Reviewed December 2005
Revised February 25, 2014
Revised November 13, 2018

PEEL DISTRICT SCHOOL BOARD POLICY DONATIONS POLICY

POLICY ID: Enter Text

FUNCTIONAL CATEGORY: Finance

RESPONSIBILITY: Controller, Finance Support Services

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

The Peel District School Board (“PDSB”) is a registered charitable organization and gratefully accepts and encourages donations and gifts from individuals, groups, foundations, and corporations that help to fulfil the vision, mission and strategic priorities of the PDSB.

The purpose of this policy is to:

- Establish who may solicit donations on behalf of the PDSB.
- Establish principles involved in the acceptance and tax receipting (where applicable), acknowledgement and recognition of gifts; and
- Enhance clarity and ensure compliance with the *Income Tax Act* and the Canada Revenue Agency (“CRA”) guidelines.

2. Application and Scope

This policy shall apply to all donations received by the PDSB, including those directed to a particular PDSB school. It covers donations from individuals, community groups, organizations, associations, and other entities. Additionally, this policy extends to all PDSB staff, school council members, students, and volunteers, who solicit, accept, process, provide receipts, acknowledge, and recognize gifts to PDSB and its schools.

This policy will, at all times, be interpreted in a manner consistent with PDSB's policies, the Education Act and its regulations, relevant Ministry Policy and Program Memoranda's and guidance documents, the applicable Canada Revenue Agency laws including the *Income Tax Act*, the Ontario Human Rights Code 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 Peel District School Board (“PDSB”) means the collective entity comprising all schools or departments under the jurisdiction or governance of the PDSB that may receive, accept or solicit Donations. This includes, but is not limited to, elementary schools, secondary schools, adult education centers, field offices, central departments, and any other schools directly managed by the PDSB.
- 3.2 “Donation” means a voluntary transfer of cash, property, goods, equipment, or in-kind contributions made to the PDSB for which the donor does not receive any benefit in return.
- A Donation is made when **all three** of the following conditions are met:
- Property, goods, or cash is transferred by a donor to the PDSB.
 - The Donation is voluntary.
 - The Donation is made without any expectation of a return. The donor must not receive a benefit of any kind from the Donation.
- 3.3 “Gifts in Kind” means a non-financial Donation of new or used goods or equipment. Examples can include musical instruments, technology, vehicles, equipment or furniture.
- 3.4 “Charitable Donation Tax Receipt” means a receipt acceptable by Canada Revenue Agency for income tax purposes.

4. Policy

General

- 4.1 The PDSB has the primary responsibility for soliciting and accepting Donations. No one shall solicit Donations on behalf of the PDSB unless authorized to do so by the PDSB.
- 4.2 The solicitation and acceptance of Donations must align with the PDSB's mission, values, vision, and strategic priorities, and adhere to the policies and guidelines set forth by the Ministry of Education and the PDSB.
- 4.3 Donors can inform the PDSB about the purpose and intended use of donated funds or goods. The PDSB shall ensure that these Donations are utilized for their specified purpose, adhering to the donor's directions, if provided, and in accordance with the Ministry of Education guidelines.
- 4.4 A donor can provide general direction for their Donation, such as specifying a particular school to benefit from it, but they may not direct it to benefit a specific individual. The PDSB holds the authority to arrange directly with donors any conditions that may apply to scholarships, awards, and similar arrangements.
- 4.5 All accepted Donations to the PDSB shall become the property of the PDSB.
- 4.6 The PDSB reserves the right to accept or decline any Donation where it is determined that it is not in the PDSB's best interest to accept the Donation. If a Donation is declined, the PDSB shall advise the donor of the reason.
- 4.7 Donations are only to be accepted if the PDSB has the capacity to meet the initial and ongoing costs and obligations associated with the Donation.
- 4.8 The PDSB shall not accept a Donation where any advantage or personal benefit will accrue to the donor or to any specific individual.
- 4.9 The PDSB may decline Donations from any donor who in the opinion of the PDSB, represents a reputational risk to the PDSB through involvement in activities that are contrary to the values of the PDSB. Examples of ineligible donors include but are not limited to:

- organizations involved in arms manufacturing, tobacco, alcohol, weapons, mature sexual matters, gambling or produce products that are harmful to the health and safety of students;
 - organizations whose products or services are incompatible with a child's well-being or have a negative effect on the learning experience;
 - organizations that cannot withstand public scrutiny and would damage the PDSB's reputation, such as those associated with questionable corporate practices, or those associated with discriminatory attitudes;
 - proven or suspected criminal organizations;
 - organizations that promote hatred against individuals or groups;
 - organizations that negatively represent or portray public education; and
 - organizations that have exploitive labour practices.
- 4.10 Contributions of services (example time, skills and/or effort) do not qualify as Donations. There is nothing to prohibit the PDSB from paying for services and later, the PDSB accepting all or a portion of the payment back as a Donation, provided that it is returned voluntarily.
- 4.11 All accepted Donations shall be reported in the PDSB's annual Registered Charity Information Return, filed with the Canada Revenue Agency.
- 4.12 Donor records shall be protected in accordance with the PDSB's Information, Access, and Privacy policy and the *Municipal Freedom of Information and Protection of Privacy Act*.
- 4.13 Donations must be designated for a specific purpose, clearly communicated, and the proceeds must be used for that purpose, and in a timely manner.
- 4.14 Only the registered charitable organization number assigned to PDSB should be utilized for Donations. It's prohibited to use charitable organization numbers from any other entities or organizations.

- 4.15 PDSB shall not accept Donations that are conditional upon the endorsement of any product, service, or provider.
- 4.16 PDSB schools or school councils should neither have nor obtain charitable registration status with the Canada Revenue Agency.

Online Donations

- 4.17 PDSB should encourage online donations via the “Make a Donation” link on the PDSB websites. Charitable Donation Tax Receipts for Donations made through this option are automatically and immediately issued to donors irrespective of the amount donated.
- 4.18 Donations made other than via the “Make a Donation” link on the PDSB websites are eligible for a Charitable Donation Tax Receipt only if the contribution equals or exceeds \$100. To receive the Charitable Donation Tax Receipt, detailed documentation is required by the Finance Support Services department.
- 4.19 Donations from businesses or other organizations must be approved by the principal at the school level or the Communications Department in consultation with Finance Support Services at the Board level.

Gifts in Kind

- 4.20 Gifts in Kind Donations are accepted only upon the pre- approval of the principal or manager in consultation with Finance Support Services.
- 4.21 Requests for Charitable Donation Tax Receipts can only be issued upon consideration and approval by Finance Support Services for eligible Gifts in Kind made to the PDSB.
- 4.22 The fair market value of a Gift in Kind, as of the Donation date, must be determined before a Charitable Donation Tax Receipt can be issued.
- 4.23 The donor is responsible for obtaining and providing an independent third-party appraisal of the good’s fair market value as specified by the Canada Revenue Agency. Donors must ensure that these Donations comply with the procedures and standards set by the Canada Revenue Agency.

- 4.24 The individual who determines the fair market value must be qualified to evaluate the specific property.
- 4.25 Gifts in Kind of significant value require a deed of gift which transfers ownership from an individual or organization to the PDSB.
- 4.26 Gifts in Kind Donations to the PDSB must be free and clear of all encumbrances, conditions, and restrictions.

Issuance of Charitable Donation Tax Receipt

- 4.27 The PDSB will issue a Charitable Donation Tax Receipt for Donations to PDSB programs or projects that qualify as Charitable Gifts under the Income Tax Act, regulations, CRA guidelines and PDSB guidelines. The Central Board Office through the Finance Support Services department shall be responsible for the issuance of all Charitable Donation Tax Receipts, which shall be signed by the Controller of Finance Support Services or their designate in accordance with the following:
 - a) Receipts are generated based on Charitable Donation Tax Receipt Request Forms submitted by the principal.
 - b) Receipts are issued only upon receipt of the Donation and are applicable to the specific year in which the Donation is received.
 - c) Receipts are issued in the name of the donor.
 - d) Receipts shall be returned electronically to the schools between January and March of the following year.
 - e) Schools shall forward the receipts to the donors.
- 4.28 Receipts are issued electronically and immediately to donors via the “Make a Donation” link on the PDSB websites irrespective of the amount donated.
- 4.29 Receipts shall not be issued to donors for Donations collected by the PDSB on behalf of third-party organizations, including registered charitable organizations as PDSB is not a beneficiary of the funds.

- 4.30 Receipts will not be issued if the donor receives goods, services, or any benefit in return for their Donation.
- 4.31 The PDSB shall maintain proper books and records supporting all Charitable Donation Tax Receipt issued.

Recognition

- 4.32 Significant Donations to PDSB will be recognized by the Communications Department at the Board level. Such recognition may include:
 - a) a letter from the Chair or Director.
 - b) a dedication ceremony, media coverage, etc.
- 4.33 Significant Donations to a specific school should be recognized by the principal at the school level. Recognition may take the form of:
 - a) a thank you letter from the principal, teachers, or parents.
 - b) an article in the school newsletter or any other school-based forum, which the principal deems appropriate.

5. Roles and Responsibilities

- 5.1 The Director of Education shall allocate staff and resources to support the Donations policy.
- 5.2 The Associate Director of Operations & Equity of Access and Controller of Finance Support Services shall:
 - a) ensure that the PDSB complies with all applicable legislative and financial requirements.
 - b) ensure Charitable Donation Tax Receipts are issued based on Canada Revenue Agency guidelines; and
 - c) ensure the annual Registered Charity Information Return is filed with the Canada Revenue Agency.
- 5.3 Associate Directors of Education and Superintendents of Education shall support the implementation of the Donations policy.

5.4 Principals and Managers shall:

- a) ensure staff members, parents, school councils and donors comply with the Donations policy.
- b) submit Donation information to Finance Support Services.
- c) review gifts in kind, upon request, to determine suitability, functionality, and safety before accepting the Donation.

5.5 Principals shall:

- a) encourage Donations via the “Make a Donation” link on the PDSB website. Charitable Donation Tax Receipts are immediately generated by the system for any amount donated.
- b) approve Donations from businesses or other organizations at the school level.
- c) contact a Superintendent and Finance Support Services before accepting any used goods or Gifts in Kind Donations.
- d) contact Finance Support Services to review implications of Donations that will be used for student programs or that will affect board facilities.
- e) support staff members, school councils and donors with the implementation and understanding of the Donations policy.
- f) provide Finance Support Services with information to issue Charitable Donation Tax Receipts, where required.
- g) Ensure no consideration is provided to donor(s) for any Donations received.

5.6 Finance Support Services shall:

- a) issue Charitable Donation Tax Receipts as appropriate after receipt of required information.
- b) prepare and submit the annual Registered Charity Information Return in accordance with Canada Revenue Agency guidelines.

- c) Provide guidance to schools, Communication Department, etc. on Donation requirements under the Canada Revenue Agency.

5.7 Staff members shall:

- a) not accept or agree to accept Gifts in Kind Donations without pre-approval of the Principal or Manager in consultation with Finance Support Services; and
- b) understand that Gifts in Kind Donations that are accepted without pre-approval may not qualify for a Charitable Donation Tax Receipt and may need to be disposed of or returned to the donor.
- c) ensure that a current Charitable Donation Tax Receipt request form is completed for every donation received by the PDSB that is not done online.

5.8 School Councils shall ensure all donations comply with the Donations, Fundraising and Administration of School Generated Funds and all other related Board policies and procedures.

5.9 Communications Department in consultation with Finance Support Services shall approve Donations from businesses or other organizations at the Board level.

6. Reference Documents

Legal References

- Income Tax Act
- Education Act

Board Policies

- Advertisements
- Anti-Racism Policy
- Code of Conduct
- Conflict of Interest
- Fundraising
- Sponsorships
- Partnerships
- Purchasing

- School Councils
- Sponsorship

Procedures

- School Generated Funds
- Conflict of Interest

7. Revision History

Review Date	Approval Date	Description
	Approved July 22, 1969	
Revised February 26, 1985		
Revised April 9, 1991		
Revised October 8, 1996		
Revised January 1, 1998		To reflect change in Board name
Revised April 11, 2000		
Revised February 25, 2003		
Reviewed December 2005		
Revised February 25, 2014		
Revised November 13, 2018		

Governance and Policy Committee Meeting, May 21, 2024

Sponsorships Policy

Strategic Alignment:

This policy directly supports the PDSB's strategic priorities specifically in enhancing educational opportunities, resources, and experiences for students, staff, and the community.

Report Type:

Recommendation

<i>Prepared by:</i>	Ebby Chukwuonwe, Acting Legal Counsel Jaspal Gill, Chief Operating Officer and Associate Director, Operations and Equity of Access
<i>Submitted by:</i>	Rashmi Swarup, Director of Education

Overview

Recommendation:

That the Sponsorships Policy, attached as Appendix 1, be recommended for approval by the Board of Trustees, with an effective date of September 1, 2024.

Highlights:

- Introduction of a comprehensive policy that ensures that sponsorships directly contribute to enriching the educational experience for students and leads to the development of impactful sponsorship initiatives that align with the Board's mission.
- Prohibits sponsorships that negatively represent public education, are related to certain harmful products or practices, or poses a reputational risk. It also prohibits the use of coercion in soliciting contributions and ensures compliance with privacy regulations.
- Mandates that sponsorship arrangements be confirmed in writing to make sure that the terms of the sponsorship are legally enforceable.
- Assignment of roles and responsibilities to Superintendents, Principals, and Finance Support Services, etc. to ensure effective collaboration and promote accountability.

Background:

The PDSB recognizes the importance of establishing a Sponsorships Policy to effectively manage both inbound and outbound sponsorships. While the Board previously operated under informal procedures for managing sponsorships, it has become evident that a formal policy is necessary to provide clear principles and legal guidance. The new policy aims to ensure alignment with the Board's mission, values, and strategic goals, while also adhering to relevant legal and regulatory frameworks. By implementing this policy, the PDSB seeks to enhance educational opportunities, resources, and experiences for students, staff, and the community, while maintaining transparency and accountability in sponsorship activities.

Evidence

Findings/Key Considerations:

The new Sponsorships policy is based on consultations with various stakeholders. Through these consultations, it was found that clear guidelines were necessary to govern the solicitation, acceptance, and management of sponsorships to ensure alignment with the Board's mission and values. Rationale for the policy includes the need to enhance educational opportunities while maintaining transparency and compliance with legal and regulatory frameworks. This policy aligns with jurisdictional authorities outlined in relevant provincial legislation and Ministry directives. Additionally, it connects with other Board policies, such as those governing fundraising, partnerships, and advertisements, to ensure coherence across all initiatives related to resource management and community engagement.

Impact Analysis

Equity & Human Rights Review:

Through the new policy's commitment to ensuring that sponsorships complement, rather than replace, public funding for education, the policy promotes equity and inclusivity in educational opportunities. By preventing sponsorships from creating disparities among schools or student populations, the policy fosters a more equitable learning environment for all students. By prohibiting sponsorships that negatively represent public education or engage in exploitative practices, the policy promotes ethical conduct and upholds the integrity of the PDSB. This commitment to ethical standards builds trust and credibility within the community, enhancing the reputation of the school board and its stakeholders.

Board or Ministry Policy Alignment:

The updated policy is in alignment with the Education Act, the Ministry of Education's directives, Ontario Human Rights Code, and other relevant legislation, ensuring consistency and compliance with regulatory requirements.

Resource/Financial Implications:

Implementing the policy may have minimal resource or financial implications as it uses existing staff and resources for vetting sponsors, overseeing sponsorship activities, and assessing financial implications. Legal drafting and review of sponsorship agreements ensure prudent use of resources while maximizing the benefits of sponsorships for educational enhancement.

Legal implications:

The policy's guiding principle of compliance with municipal, provincial, and federal statutes, as well as PDSB policies and procedures, ensures that all sponsorships adhere to legal requirements. This compliance mitigates the risk of legal issues and ensures that sponsorships are conducted ethically and transparently.

Risk Assessment:

Through the requirement for sponsorships to be non-exclusive, transparently documented, and reported, the policy promotes transparency and accountability in sponsorship management. Stakeholders have access to clear records of sponsorship agreements and their outcomes, fostering trust and confidence in the sponsorship process.

Community Impact:

The new policy aims to enhance educational opportunities and resources, ensuring equitable access to programs and experiences for all students and staff. These sponsorships also strengthen community partnerships, fostering collaborations with external entities and promoting positive values within the community.

Next Steps

Action Required:

Approval of the Sponsorships Policy by the Board of Trustees. Following approval, communication strategies will be developed to inform all stakeholders about the policy and its implications.

Communications:

A comprehensive communication plan will be developed to ensure all stakeholders are informed about the new policy and its benefits.

References:

Education Act

Appendices

Appendix 1 – Sponsorships Policy

PEEL DISTRICT SCHOOL BOARD POLICY

SPONSORSHIPS POLICY

POLICY ID: Enter Text

FUNCTIONAL CATEGORY: Operations

RESPONSIBILITY: Chief Operating Officer and Associate Director, Operations and
Equity of Access

APPROVAL: Board of Trustees

APPROVAL DATE: Click or tap to enter a date.

EFFECTIVE DATE: Click or tap to enter a date.

PROJECTED REVIEW DATE: 2028-2029

REVIEW SCHEDULE: 5 years

1. Purpose

The Peel District School Board (“PDSB”) values sponsorships that enhance educational opportunities, resources, and experiences for students, staff, and the community. The purpose of this Sponsorships Policy is to provide a comprehensive framework for managing both inbound sponsorships (where PDSB receives support) and outbound sponsorships (where PDSB provides support), ensuring alignment with PDSB’s mission, vision, values, and strategic goals.

2. Application and Scope

This policy applies to all PDSB employees, trustees, and students, including sponsors seeking to engage with the PDSB. It governs the provision, solicitation, acceptance, and management of sponsorships for programs, facilities, activities, or events within the PDSB’s jurisdiction.

This policy will, at all times, be interpreted in a manner consistent with Board policies, the Education Act and its regulations, relevant Ministry Policy and Program Memoranda 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 Human Rights Policy, Equity and Inclusive Education Policy and the Anti-Racism Policy.

2.1 Exclusions – Out of Scope:

This policy does not apply to the following:

- a) Advertisements, governed by the PDSB's Advertisements Policy.
- b) Naming and renaming of schools, special function areas and facilities or advertising, addressed in the PDSB Naming of Schools, Special Function Areas & Facilities Policy.
- c) Fundraising activities, and donations, philanthropic contributions, or gifts, governed by the PDSB's Fundraising Policy and Donations Policy.
- d) Partnerships, governed by the PDSB's Partnership Policy.
- e) Establishment of funds for awards and scholarships, addressed in the PDSB's Board Award Fund for Secondary Schools Policy.

3. Definitions

- 3.1 "Advertising" means an oral, written, or graphic statement, made by the producer, manufacturer, or seller of products, equipment, or services, which calls for the public's attention to arouse a desire to buy, use, or patronize the product, equipment, or services. This includes the visible promotion of product logos for identification purposes. The PDSB maintains a separate policy governing advertising, which governs the circumstances under which advertising may occur.
- 3.2 "Donation" means a voluntary transfer of money or property to the PDSB for which the donor does not receive any benefit in return. The GST/HST does not apply to donations and gifts. A donation qualifies for a charitable donation receipt for income tax purposes issued from the PDSB in the name of the donor.
- 3.3 "Partnership" means formal arrangements with partners based on mutual benefit further to an approved agreement that support, enhance and are consistent with the PDSB's missions, values, policies, procedures, strategic direction, guidelines, codes of conduct and legal and other requirements.

3.4 “Sponsorship” means a mutually beneficial arrangement between the PDSB, including its schools, and external entities such as organizations, businesses, or individuals (a “Sponsor”). Under this arrangement, the Sponsor provides financial support, goods, and/or in-kind services (a “Contribution”) to support the PDSB’s initiatives, including programs, facilities, activities, or events, in return for recognition, acknowledgement, or other considerations or benefits. Contributions are not eligible for a charitable donation receipt.

Unless specified as Inbound Sponsorship or Outbound Sponsorship, the term “Sponsorship” encompasses both:

- a) “Inbound Sponsorship”, where PDSB receives any Contribution from a Sponsor, and
- b) “Outbound Sponsorship”, where PDSB provides any Contribution to an external party(s).

4. Policy

4.1 Guiding Principles

- a) Sponsorships must enhance student learning and well-being, align with PDSB’s educational objectives and goals, and be consistent with PDSB’s mission, values, vision, and strategic plan.
- b) Sponsorships must be compliant with municipal, provincial, and federal statutes, and to all applicable PDSB policies and procedures.
- c) Sponsorships must be non-exclusive, transparently documented, and reported.
- d) Sponsorship arrangements shall be confirmed in writing or by contract as deemed necessary. Such agreement shall address, as applicable, the following:
 - (i) The precise nature of the Contribution, or the resources provided to an external party(s).
 - (ii) The Sponsorship arrangement shall be for a specified period of time.
 - (iii) Sponsorships must not result in, or be perceived to result in any competitive advantage, benefit, or preferential treatment for the Sponsor outside of the Sponsorship agreement.

- (iv) The goals, objectives and benefits of the Sponsorship must be stated clearly at the outset.
- (v) The specifics of the Sponsor's recognition.
- (vi) The roles and responsibilities of all parties (schools, teachers, students, the PDSB, sponsors) must be clearly defined.
- (vii) The agreement shall include provisions for insurance, liability, indemnification, termination, or renegotiation.
- (viii) The Sponsorship must not create an ongoing financial obligation for the PDSB beyond the term of the agreement.
- (ix) The Sponsorship must not interfere with existing contractual obligations.
- e) PDSB shall establish tracking mechanisms through operating procedures regarding Sponsorship agreements.
- f) Sponsorship parties are to be and remain independent; and the Sponsor has no authority to bind PDSB in any regard.
- g) PDSB shall have complete discretion, in accordance with its policies, over decisions related to providing Outbound Sponsorships.
- h) PDSB shall have complete discretion, in accordance with its policies, over any decision to solicit, accept, and negotiate Inbound Sponsorships.
- i) The PDSB will consider Inbound Sponsorship proposals but has no obligation to accept any of them. At its sole discretion, the PDSB reserves the right to refuse any proposal.
- j) PDSB shall have discretion, in accordance with its policies, over the manner in which a Contribution from a Sponsor is used.
- k) Inbound Sponsorships shall complement, not replace, public funding for education, and will not be used to support items funded through provincial grants.
- l) It is recognized that any Contribution accepted by PDSB becomes the property of PDSB.
- m) The Sponsor's obligations are limited to those expressly stated in the Sponsorship agreement.

- n) The solicitation of Inbound Sponsorships should be transparent, open, fair, and in accordance with PDSB's policies and procedures. While PDSB is not obligated to test the market in order to maximize the contribution, multiple prospective sponsors should be approached when feasible.
- o) Proposals and evaluation for Outbound Sponsorships must demonstrate how the sponsorship aligns with PDSB's mission and contributes to community development.
- p) All Contributions must be evaluated to ensure appropriateness in accordance with PDSB's policies and procedures.

4.2 **Sponsorship Prohibitions**

- a) The PDSB will not provide, solicit, or accept Sponsorships that:
 - (i) Negatively represent or portray public education.
 - (ii) Are related to tobacco, alcohol, weapons, mature sexual matters, gambling or produce products that are harmful to the health and safety of students.
 - (iii) If, to the knowledge of PDSB, a Sponsor (or, if applicable, its shareholders, directors and/or senior officers), has been found guilty of unethical or illegal practices, or involved in any type of criminal offense or professional misconduct.
 - (iv) Have exploitive labour practices.
 - (v) Have products or services that are incompatible with a child's well-being or have a negative effect on the learning experience.
 - (vi) Would require the PDSB to sell products or services to students.
 - (vii) Is not able to withstand public scrutiny and would damage the PDSB's reputation, such as those associated with questionable corporate practices, or those associated with discriminatory attitudes, or
 - (viii) Restricts the PDSB from handling products or services of a competitor of the Sponsor organization.
- b) Sponsors are prohibited from stating or implying that their products, services, or ideas are sanctioned by the PDSB.

- c) There shall be no actual or implied obligation to purchase the product or services of the Sponsor.
- d) Sponsors should be acknowledged without implying endorsement, and endorsing specific products or services is prohibited.
- e) Privacy regulations must be adhered to. The personal information of staff, students or other individuals shall not be shared with Sponsors without prior consent. The collection, use, and disclosure of personal information must be in accordance with the PDSB's Information, Access, and Privacy policy and the Municipal Freedom of Information and Protection of Privacy Act.
- f) Potential sponsors must not be canvassed in a manner that uses or implies coercion. Those who decline solicitations for contributions shall not face penalties. Additionally, external party(s) who decline contributions from PDSB shall not be penalized.
- g) Direct marketing strategies within schools are prohibited.
- h) No Sponsor shall receive exclusive access to any PDSB school indefinitely.
- i) No Sponsor will be granted exclusive rights to sponsorship opportunities generally.
- j) Sponsorship by political groups is not permitted. Political groups include a group of persons or associations that are organized to pursue political objectives, influence public opinion or advocate for policies. For clarity, political groups do not include religious groups.
- k) No Sponsorship arrangement will entitle a Sponsor to influence any academic or business decision of PDSB.
- l) Unless otherwise specified in the sponsorship agreement, the PDSB retains discretion over the integration of sponsored materials or programs into the curriculum.
- m) Sponsorships must not confer a personal benefit, directly or indirectly, to any PDSB staff, student, volunteer, or trustee. There shall be no real or perceived conflict of interest in any Sponsorship arrangement.
- n) The payment of finders' fees or commissions in connection with Sponsorships are not permitted.

- o) Sponsorships must not overshadow the original purpose of the sponsored activity.
- p) Subject to the sponsorship agreement, the PDSB or a school's website will not be permitted to contain a link to a Sponsor's website.
- q) Signage which forms part of, or is integral to the structural integrity of, any PDSB facility, or part thereof, is not permitted.

4.3 Sponsor Recognition and Usage Restrictions

- a) Any recognition of a Sponsor may only involve the display of the name, logo, and contact particulars of that Sponsor, and, if the sponsorship agreement provides, an acknowledgment of the Sponsor's Contribution.
- b) A Sponsor shall not use PDSB's name, the name of any of its schools or any of their respective logos without the express written permission of PDSB, which may be denied by PDSB, at its discretion.
- c) Sponsor recognition must not detract from the appearance or environment of any PDSB property.
- d) At the end of any Sponsorship arrangement, the Sponsor shall be responsible for the cost, if any, of the removal of any logos or other Sponsor recognition permitted to be placed on PDSB property.
- e) If any PDSB property is disturbed in any way as a result of Sponsor recognition, the Sponsor shall be responsible for restoring the PDSB property to its original state.
- f) PDSB shall not be required to incur any costs in connection with the placement or upkeep of any Sponsor's recognition.
- g) Any promotion of a sponsor's products or services shall align with the sponsorship agreement.

5. Roles and Responsibilities

5.1 The Director of Education shall:

- a) provide leadership to ensure implementation of the policy and associated procedures.

- b) allocate staff and resources to support the Sponsorships policy.
- 5.2 Chief Operating Officer and Associate Director, Operations and Equity of Access shall:
- a) vet potential sponsors to ensure alignment with PDSB's mission, vision, values, and strategic goals.
 - b) review, sign, and approve sponsorships that exceed a certain financial threshold.
- 5.3 Associate Directors of Education and Superintendents of Education shall:
- a) identify potential sponsorship opportunities that benefit the school and align with this policy.
 - b) coordinate with principals to support the implementation of this policy and associated procedures.
 - c) consult with principals on school-level sponsorships.
 - d) oversee sponsorship activities at the board-level.
 - e) review and approve sponsorships prior to recommendation to the Chief Operating Officer and Associate Director, Operations and Equity of Access
- 5.4 Principals shall:
- a) ensure staff members and sponsors are in compliance with this policy.
 - b) oversee sponsorship activities at the school level.
 - c) identify potential sponsorship opportunities that benefit the school and align with this policy.
 - d) review Contributions, upon request, to determine suitability, functionality, and safety prior to recommending the Contribution.
 - e) contact the Superintendents of Education to review implications of Contributions that will be used for student programs.
 - f) process all Sponsorship applications and adhere to the parameters outlined in the Sponsorships policy and associated procedures.
- 5.5 The Controller – Finance Support Services shall:

- a) When requested, assess the financial implications of potential sponsorship arrangements.
- b) support the implementation of this policy and associated procedures.
- c) ensure financial transparency and accountability in the handling of sponsorship funds.

5.6 The General Counsel shall:

- a) review sponsorship agreements to ensure legal compliance and mitigate risks.
- b) provide guidance on contractual terms and obligations.
- c) handle any legal disputes that may arise from sponsorship arrangements.

6. Reference Documents

- Education Act
- Municipal Freedom of Information and Protection of Privacy Act

Board Policies:

- Partnerships
- Fundraising
- Donations
- Advertisements
- Naming and Renaming of Schools, Special Function Areas, and Facilities
- Naming of School
- Procurement
- Employee Code of Conduct
- Code of Conduct for all PDSB Schools
- Board Award Fund for Secondary Schools
- School Councils
- Conflict of Interest

7. Revision History

Review Date	Approval Date	Description

Governance and Policy Committee Meeting, May 21, 2024

Concussion Prevention and Intervention Policy

Strategic Alignment:

Concussion Prevention and Intervention Policy

Education Act

Rowans Law

Ministry Policy/Program Memorandum (PPM) No. 158

Report Type: Recommendation

<i>Prepared by:</i>	Rasulan Hoppie, Superintendent, Curriculum, Instruction & Assessment and Continuing Adult Education Sumble Kaukab, Coordinating Principal, Secondary Education Delia Chan, Instructional Coordinator, Health, Physical Education, Extracurricular Activities, Business Studies Education
<i>Submitted by:</i>	Camille Logan, Associate Director, School Improvement & Equity

Overview

Recommendation:

That the Concussion Prevention and Intervention Policy, attached as Appendix 1, be recommended for approval by the Board of Trustees.

That the Board of Trustees receive, for information, the annual overview of the implementation of the Concussion Prevention and Intervention Policy.

Highlights:

- The Curriculum, Instruction and Assessment Department is leading the revision for the Concussion Prevention and Intervention Policy.
- This policy complies with legislation and upholds PDSB's commitment to equity, inclusion, and anti-racism.
- After an environmental scan of related school board policies and a review of the legislation, no changes to the policy were required. As a result, staff are recommending a change to the review schedule from annually to every three years.
- Implementation of this policy this year included staff training, tracking of suspected and diagnosed concussions and accommodations by schools.

Background:

The Curriculum, Instruction and Assessment Department is leading the review and revision for the Concussion Intervention and Prevention Policy. PDSB's existing Concussion Prevention and Intervention Policy was last revised in March 2023.

This policy promotes safety in schools by educating members of the PDSB on concussion prevention, promoting awareness of the signs and symptoms, and training for interventions on how to properly manage a diagnosed concussion.

This policy applies to all employees, students, parents/guardians, coaches, team trainers, officials, and volunteers. This policy applies to all interschool activities, intramural activities whether on school site or off school site, self-injurious behaviours, as well as any activities where collisions can occur such as during physical education classes, playground time or school-based sports activities.

Evidence

Findings/Key Considerations:

Concussion Prevention and Intervention Policy

The Concussion Prevention and Intervention Policy outlines the expectations for concussion awareness, prevention, and intervention training. This policy aligns with the legislative requirements of the *Education Act* and PPM 158 and is informed by the Ontario Physical Activity Safety Standards for Education (OPASSE) concussion safety standards, guidelines, and protocol.

The Curriculum, Instruction and Assessment Department established a committee to review the Concussion Prevention and Intervention Policy. This committee received feedback and consultation from Risk Assessment, Health and Safety, Safe and Caring Schools, Legal and Governance and the Ontario School Boards Insurance Exchange (OSBIE).

This policy continues to meet all legislative requirements regarding concussion awareness, prevention, and intervention. No changes are required to the existing policy.

The recommendation is to change to a 3-year review cycle. Should there be a legislative change, the policy will be reviewed outside of this 3-year cycle to ensure compliance with any legislative changes.

PDSB staff will continue to report annually to the Board of Trustees, as outlined in the Policy, on the implementation of this Policy.

2023-2024 Implementation of the Concussion Prevention and Intervention Policy

The Concussion Prevention and Intervention Policy directs that the PDSB “report annually to the Board of Trustees on the activities to implement this policy and report to the Minister of Education upon request on the activities to achieve the requirements outlined in this policy and related procedures.”

During the 2023-2024 school year, the Concussion Prevention and Intervention Policy was implemented through the following activities:

- Concussion prevention and intervention training for all staff. This OPASSE-compliant training occurred on a Profession Learning Day in October. Staff accessed the training through a Peel e-module, which included all the safety training modules, including Rowan’s Law training. Staff completion of the training was recorded through existing tracking mechanisms for mandatory training compliance.
- Rowan’s Law Day awareness and promotion communication via email and social media post to Peel families on September 27, 2023
- Concussion codes of conduct were shared with students, caregivers, teachers/coaches. The Elementary Coaches’ Concussion Code of Conduct is attached as Appendix 2.
- 593 teachers/coaching staff completed the ROPSSAA Coaches’ Concussion Code of Conduct
- Concussion awareness and prevention education for all students that participate in intramural and interschool sports
- Concussion awareness and prevention education for all caregivers with children that participate in intramural and interschool sports
- School-based tracking system for concussions, including a student progression for Return to Learn and Return to Physical Activity, with accommodations per site.
- Communication to the system updating the policy, operating procedures, and expectations for compliance.
- Revision of the policy and operating procedures to reflect changes based on implementation this year.

Impact Analysis

Equity & Human Rights Review:

The Concussion Prevention and Intervention Policy supports the PDSB's commitment to student safety and well-being. The implementation of the Policy ensures awareness of concussion signs and symptoms and knowledge of appropriate responses to manage a diagnosed concussion.

This policy will continue to ensure that students receive equitable access to support within schools through fair and transparent processes. Students with suspected and diagnosed concussions will be equitably supported with accommodation to ensure their safe Return to Learn and/or Return to Physical Activity.

Board or Ministry Policy Alignment:

The Concussion Prevention and Intervention Policy aligns with PPM 158, the Education Act, Rowan's Law, and the Ontario Physical Activity Safety Standards in Education (OPASSE) concussion safety standards, guidelines, and protocol.

Resource Implications:

Staff will complete annual Concussion training embedded in the mandatory e-module training, which occurs in the Fall. This training is approximately 10-20 minutes and consistent with the OPASSE concussion guidelines.

Incidents of suspected and diagnosed concussions will be recorded and tracked in schools through standardized forms as part of the Concussions procedure.

Legal implications:

All staff should complete Concussion training as per Ministry PPM 158 and Rowan's Law. Before engaging in interschool and intramural sports, all supervisors must complete and submit the Concussion Code of Conduct.

Risk Assessment:

This policy sets clear and consistent expectations for students and educators on their responsibilities in relation to concussion awareness, prevention, and intervention for student safety and wellbeing. The absence of this policy would result in unsafe practices, potentially resulting in serious injury and leaving the Board exposed to legal implications.

Community Impact:

Student safety and well-being is a shared responsibility between schools, students, caregivers, parent(s)/guardian(s), teachers, coaches, referees, convenors and the PDSB community. The Concussion Prevention and Intervention Policy ensures that all stakeholders are aware of their responsibility to student safety and well-being.

Next Steps

Communications:

The Curriculum, Instruction and Assessment Department will collaborate with central departments to establish a communications plan to ensure the Concussion Prevention and Intervention Policy is implemented effectively throughout the PDSB. The revised Policy will be posted on PDSB internal and external websites once approved.

Success Measures:

The Concussion Prevention and Intervention Policy requires tracking of suspected concussions at every site. This system tracks a student's progress from removal from an activity due to a suspected concussion, to the return, through graduated steps, to learning and physical activity.

References:

[Ontario Education Act](#)

[Ministry Policy/Program Memorandum 158](#)

[Rowan's Law](#)

[OPASSE Concussion protocol and resources](#)

[ROPSSAA Concussion Code of Conduct Online Link](#)

Appendices

Appendix 1 – Concussion Prevention and Intervention Policy

Appendix 2 - Elementary Coaches Concussion Code of Conduct

PEEL DISTRICT SCHOOL BOARD POLICY

Concussion Prevention and Intervention

POLICY ID: SAW1208 (*Formerly Policy 84*)

FUNCTIONAL CATEGORY: Student Achievement and Well-Being

RESPONSIBILITY: Associate Director of School Improvement & Equity, Curriculum & Instruction, Student & Community Engagement

APPROVAL: Board of Trustees

APPROVAL DATE:

EFFECTIVE DATE:

PROJECTED REVIEW DATE: 2026-2027

REVIEW SCHEDULE: Every 3 years

1. Purpose

The Peel District School Board (PDSB) recognizes the importance of the health, safety, and overall well-being of its students and staff and that these are essential preconditions for effective learning. PDSB is committed to promoting awareness of safety in schools and reducing the risk of injury and specifically awareness of the signs and symptoms of concussions and knowledge of how to properly manage a diagnosed concussion.

This policy complies with and is in accordance with the Education Act, Rowan's Law (Concussion Safety) and the Ministry Policy/Program Memorandum No 158. This policy is aligned with and supports the principles and expectations of PDSB's Human Rights Policy, the Equity and Inclusive Education Policy and the Anti- Racism Policy. At all times, this policy is to be interpreted to be consistent with the Ontario Human Rights Code, the Accessibilities for Ontarians with Disabilities Act (AODA) and relevant Board policies and procedures.

2. Application and Scope

This policy applies to all employees, students, parent(s)/guardian(s), coaches, team trainers, officials, volunteers. This policy applies to all interschool activities, intramural

activities whether on school site or off school site, self-injurious behaviours, as well as any activities where collisions can occur such as during physical education classes, playground time or school-based sports activities.

3. Definitions

3.1 A concussion:

- Is a brain injury that causes changes in the way in which the brain functions and that can lead to symptoms that can be physical (e.g. headache, dizziness), cognitive (e.g. difficulty in concentrating or remembering), emotional/behavioural (e.g. depression, irritability) and/or related to sleep (e.g. drowsiness, difficulty in falling asleep)
- May be caused either by a direct blow to the head, face, or neck or by a blow to the body that transmits a force to the head that causes the brain to move rapidly within the skull
- Can occur even if there has been no loss of consciousness (most concussions occur without a loss of consciousness)
- Cannot normally be seen by means of medical imaging tests, such as x-rays, standard computed tomography (CT) scans, or magnetic resonance imaging (MRI) scans.

3.2 PDSB is the Peel District School Board.

4. Policy

4.1 Guiding Principles:

- Research demonstrates that a concussion can have a significant impact on an individual; cognitively, physically, emotionally and/or socially.
- Children and adolescents are among those at greatest risk for concussions. While there is potential for a concussion any time there is body trauma, the risk is greatest during activities where collisions can occur, such as during

physical education classes, playground time, or school-based sports activities.

- Educators and school staff (employees) play a crucial role in the identification of a suspected concussion as well as the ongoing monitoring and management of a student with a concussion. Awareness of the signs and symptoms of concussion and knowledge of how to properly manage a diagnosed concussion is critical in a student's recovery and is essential in helping to prevent the student from returning to learning or physical activities too soon and risking further complications.
- It is a joint responsibility of parents, students, employees, and the community to promote student health and safety and to foster healthy and safe environments in which students can learn.
- A concussion can only be diagnosed by a medical professional.

4.2 It is expected that the concussion awareness resources developed for the government of Ontario by leading experts in injury prevention and available on the government's concussion website shall be used to ensure consistency in information. The concussion awareness resources shall be made available to students, parents, staff, volunteers, organizations that use PDSB school facilities, licensed childcare providers operating in the PDSB's schools and partners as deemed relevant by the Director of Education or their designate. Confirmation must be received from the below list of individuals that they have reviewed the concussion awareness resources every school year prior to participation in board sponsored interschool sports:

- Students participating in board sponsored interschool sports or intramural sports
- Parents of students under 18 years of age who are participating in board sponsored interschool sports or intramural sports
- Coaches participating in board sponsored interschool sports or intramural sports

- Team trainers or other staff participating in board interschool sports or intramural sports
 - Officials participating in board sponsored interschool sports or intramural sports
- 4.3 Concussion awareness should be included in the curriculum and annual staff training as relevant. This could include annual concussion awareness events, such as Rowan's Law Day, for students and staff. Concussion awareness should be ongoing throughout the school year.
- 4.4 There shall be annual concussion training for relevant staff around this policy and procedures arising from this policy as well as the concussion awareness resources. There shall be mechanisms for the new staff to obtain the training, where relevant, if they commence their employment after the annual training has taken place.
- 4.5 PDSB shall develop and implement strategies for preventing and minimizing the risk of students sustaining concussions at school as well as staff sustaining concussions while carrying out their duties.
- 4.6 For board sponsored interschool sports or intramural sports, there shall be a Concussion Code of Conduct applicable to students, parents, coaches, and team trainers. The Concussion Code of Conduct shall be made available to students, parents, staff, volunteers, organizations that use PDSB school facilities, licensed childcare providers operating in the PDSB's schools and partners as deemed relevant by the Director of Education or their designate. There shall be confirmation every school year from the below individuals that the Concussion Code of Conduct was reviewed prior to participation in board sponsored interschool sports or intramural sports:
- Students participating in board sponsored interschool sports or intramural sports
 - Parents of students under 18 years of age who are participating in board sponsored interschool sports or intramural sports

- Coaches participating in board sponsored interschool sports or intramural sports
 - Team trainers or other staff participating in board sponsored interschool sports or intramural sports.
- 4.7 There shall be developed and implemented a procedure to establish processes for the identification of suspected concussions.
- 4.8 There shall be developed and implemented a procedure outlining a Return to School Plan for students who have been diagnosed with a concussion, regardless of whether the concussion was sustained at school or elsewhere. The Return to School Plan supports both the student's return to learning and their return to physical activity. PDSB is entitled to rely on the information provided by students and parents in carrying out the PDSB's responsibilities as part of the Return to School Plan. Ophea (Ontario Physical and Health Education Association) maintains a concussion protocol as part of the Ontario Physical Activity Safety Standards in Education. It was developed in partnership with the Ministry of Education, the Ministry of Health, the Ministry of Tourism, Culture and Sport, medical professionals, sport and recreation organizations, health organizations and educational organizations. The Return to School Plan shall refer to the Ophea concussion protocol.
- 4.9 A tracking system shall be developed and implemented to track a student's progress from removal from an activity due to a suspected concussion, to the return, through graduated steps, to learning and to physical activity. The collection, use, access, and disclosure of personal and health information to which is reasonably necessary to carry out this policy and any resulting procedures shall be collected, used, accessed, retained and disclosed in accordance with legislation and PDSB policies and procedures.
- 4.10 Report annually to the Board of Trustees on the activities to implement this policy and report to the Minister of Education upon request on the activities to achieve the requirements outlined in this policy and related procedures.

5. Roles and Responsibilities

5.1 The Director of Education holds primary responsibility, through their designate(s) for implementation of this Policy. Responsibility for the coordination and day to day management of this Policy and related procedures is assigned to the Associate Director of School Improvement & Equity, Curriculum & Instruction, Student & Community Engagement.

5.2 Further roles and responsibilities will be outlined in related procedures.

6. Reference Documents

Education Act

Policy/Program Memorandum 158

Rowan’s Law (Concussion Safety) 2018

Concussion Awareness Resources

Municipal Freedom of Information and Protection of Privacy Act

Ontario Physical Activity Safety Standards in Education

Ophea (Ontario Physical and Health Education Association)

Ontario Public Health Standards: Requirements for Programs, Services and Accountability

Personal Health Information and Protection of Privacy Act

7. Revision History

Review Date	Approval Date	Description
	January 27, 2015	Approved.
November 13, 2018		Reviewed.
March 29, 2023		Revised.

Elementary Coaches' Concussion Code of Conduct Form

Elementary coaches are required to review the Coaches' Concussion Code of Conduct below and review [concussion awareness resources](#) (available at www.ontario.ca/page/rowans-law-concussion-safety). The completed and signed form should be forwarded to the school Principal or designate.

As a coach/team trainer at PDSB for the Date _____ school year, I am committed to:

Maintaining a safe learning environment

- I will review and adhere to the [Ophea Safety Standards](#) and Peel District School Board's safety standards for physical activity and concussion protocol, as they apply to my sport prior to taking on the responsibility as coach/team trainer
- I will check the facilities and equipment take necessary precautions and bring potential hazards to the attention of the students.
- I will provide and maintain a safe learning environment for my students and uphold a culture of safety-mindedness.
- I will inform students and their parent/guardian (for students under the age of 18) about the risks of a concussion or other potential injuries associated with the sport and ways to minimize those risks.

Fair play and respect for all

- I will demonstrate a commitment to fair play and will respect my students, opponents, officials, and spectators.
- I will not pressure a student to participate in practices or games/competitions if they are injured.

Teaching/learning the rules of a physical activity, including the strict enforcement of consequences for prohibited play that is considered high-risk for causing concussions

- I will teach students the rules of the sport and will provide instructions about prohibited play.
- I will strictly enforce, during practice and competition, the consequences for prohibited play.
- I will accept and respect the decisions of officials and the consequences for any prohibited play.

Implementing the skills and strategies of an activity in a proper progression

- I will instruct students in training and practices using the proper progression of skills and strategies of the sport.
- I will encourage students to ask questions and seek clarity regarding skills and strategies they of which they are unsure.

Providing opportunities to discuss potential issues related to concussions

- I will provide opportunities by creating an environment for student discussions/conversations related to suspected and diagnosed concussions,
-

including signs and symptoms, questions, and safety concerns, throughout the day, including before and after practice and competition.

Concussion recognition and reporting

- I have read and am familiar with the approved [concussion awareness resources](http://www.ontario.ca/page/rowans-law-concussion-safety) (available at www.ontario.ca/page/rowans-law-concussion-safety) identified by the Peel District School Board.
- I will emphasize the seriousness of a concussion to my students along with outlining the signs and symptoms of a concussion.
- I will provide instruction to students about the importance of removing themselves from the sport and reporting to a coach/team trainer or caring adult if they have signs or symptoms of a concussion.
- I will provide instruction to students about the importance of informing the coach/caring adult when they suspect a teammate may have a concussion.
- I will immediately remove from play, for assessment, any student who receives a jarring/significant impact to the head, face, neck, or elsewhere on the body and adhere to the Peel District School Board's concussion protocol prior to allowing return to physical activity.

Acknowledging the importance of communication between the student, parent, school staff, and any sport organization with which the student has registered

- I will support and adhere to a process for communication to take place between myself and the student, parent/guardian, and relevant school staff.
- I will promote the importance of communication about a suspected or diagnosed concussion between the student, parent/guardian, and all sport organizations with which the student has registered.

Supporting the implementation of a Return to School Plan for students with a concussion diagnosis

- I will support the implementation of the Return to School Plan for students with a diagnosed concussion.

Prioritizing a student's return to learning as part of the Return to School Plan

- I understand the need to prioritize a student's return to learning as part of the Return to School Plan.
- I will follow the Return to School Plan and make sure a student diagnosed with a concussion does not return to training, practice, or competition until permitted to do so in accordance with the Return to School Plan.

I _____ have read and understand the content of this code of conduct and have reviewed the [concussion awareness resources](http://www.ontario.ca/page/rowans-law-concussion-safety) (available at www.ontario.ca/page/rowans-law-concussion-safety). I have also completed the Peel District School Board's Concussion training and am fully aware of Concussion Prevention and Intervention Policy and the Assisting Students at Risk Concussion Guidelines.

Governance and Policy Committee Meeting, May 21, 2024

French Language Instruction Policy

Strategic Alignment:

Anti-Racism Policy
Human Rights Policy
Equity and Inclusive Education Policy

Report Type:

Recommendation

<i>Prepared by:</i>	Jim Brooks, Coordinating Principal, Elementary Education Rasulan Hoppie, Superintendent of Education, Curriculum, Instruction & Assessment and Adult and Continuing Education Dr. Camille Logan, Associate Director, School Improvement & Equity
<i>Submitted by:</i>	Rashmi Swarup, Director of Education

Overview

Recommendation:

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

Highlights:

- The Peel District School Board (PDSB) French Language Instruction Policy has been created in response to the absence of a formal policy, aiming to address specific needs and challenges within PDSB French language programs.
- The policy affirms PDSB's commitment to offering a range of French language programs, including Core French, Extended French, and French Immersion options at both elementary and secondary levels.
- The policy aligns with principles of equity, anti-racism, and anti-oppression, providing students with equitable access to French as a Second Language (FSL) opportunities, and fostering an inclusive and welcoming learning environment where all students can experience a sense of belonging and reach their full potential.
- The policy supports French teacher recruitment and retention through equitable hiring practices, professional learning opportunities, and fostering a positive learning and working environment within the Peel DSB French language programs.

Background:

The Peel District School Board offers three French as a Second Language programs: Core French, French Immersion, and Extended French.

Core French

Starting in grade 4 for all students, the Core French program focuses on developing a basic usable command of French. All students in grades 4 to 8 study French as a Second Language for 200 minutes per week. Students must have accumulated a minimum of 600 hours of French instruction by the end of Grade 8. In high school, students require one core French language credit to earn their diploma.

French Immersion

Starting in Grade 1, students begin to accumulate 3800 hours of French instruction. In grades 9-12, French Immersion students complete 10 credits in French, including a sequence of four courses in FI and a minimum of six courses in other subjects taught in French, receiving a Certificate of French Immersion Studies upon completion.

Extended French

Beginning in grade 7, the Extended French program offers intensive French instruction with half of the school day spent studying subjects in French. In grades 9-12, students take four credits in Extended French and three credits in other subjects taught in French.

French language and the value of French instruction has a positive impact on students' cognitive development, socio-cultural learning, and access to employment opportunities. Learning an additional language can help students better understand and appreciate the diverse cultures within the French-speaking diaspora that exist across the globe. In addition, French language programs empower students to develop practical language skills and gain confidence in real-life interactions.

Evidence

Findings/Key Considerations:

The French Language Instruction Policy was developed by the Curriculum, Instruction and Assessment Department, and was informed by a jurisdictional scan of neighbouring school boards and through internal and external consultation. The creation of this policy was initiated in response to the absence of a formal policy, aiming to address the specific needs and challenges within the PDSB French language programs and to provide a more transparent, consistent approach to French Language program practices and processes.

The policy affirms PDSB's commitment to support, develop, and offer Core French, Extended French, and French Immersion programs, recognizing the potential for all students to achieve functional proficiency and confidence in French. Additionally, the policy directs the provision of French language programs that reflect the diversity of the Peel DSB community, welcoming plurilingual learners and students with special education needs. Learning opportunities will be grounded in Universal Design for Learning (UDL) and Culturally Relevant and Responsive Pedagogy (CRRP), ensuring equitable assessment frameworks aligned with students' identities, experiences, and abilities. Professional learning will empower educators to apply anti-oppressive teaching practices and enhance French language skills. The policy aims to create inclusive learning spaces that meet the diverse needs and aspirations of students and their families, foster community partnerships to support student achievement and belonging, and ensure equitable access to French programs. In addition, the policy reflects PDSB's commitment to equitable hiring practices, addressing disproportionate outcomes in French language programs, and establishing transparent procedures for program registration and withdrawal, communicated clearly to families.

Furthermore, the policy supports French teacher recruitment and retention by prioritizing equitable hiring practices and implementing strategies to enhance recruitment and retention of FSL educators. This includes providing professional learning opportunities that are responsive to educators and rooted in anti-racist, anti-oppressive, and culturally responsive instructional and assessment practices and enhancing French language skills, fostering a positive learning and working environment for educators within the PDSB French language programs.

The draft French Language Instruction Policy underwent internal and external consultation with members of the Peel community, including Canadian Parents for French. It was posted online from April 3, 2024, to April 26, 2024. Based on feedback, this policy includes:

- A commitment to building and sustaining family and community partnerships to support student achievement and sense of belonging in French language programs.
- Greater clarity on the required minimum hours of French instruction for each of the French Language programs
- Expanded roles and responsibilities for the Superintendent of Curriculum, Instruction, & Assessment including the coordination of opportunities for tailored professional learning, mentorship, and networking to address retention, and enhance educator capacity.
- Explicit reference regarding its alignment to Ministry guidelines including Welcoming English Language Learners into French as a Second Language Programs (2016), Including Students with Special Education Needs in FSL (2015), and A Framework for French as a Second Language in Ontario Schools, Kindergarten to Grade 12 (2013).

Impact Analysis

Equity & Human Rights Review:

The French Language Instruction Policy aims to eliminate systemic inequities by providing equitable access to French language education for all students. Aligned with PDSB's Human Rights policy and Equity and Inclusive Education Policy, the French Language Instruction Policy promotes inclusive learning environments and opportunities for PDSB's diverse student population. The policy addresses underserved groups by ensuring instructional and assessment approaches are rooted in Culturally Relevant and Responsive Pedagogy (CRRP) and the principles of Universal Design for Learning (UDL) in addition to offering support for plurilingual learners and transparent communication about program options. Barriers such as communication gaps in disseminating information about available programs and transportation issues are addressed through information dissemination and support measures.

Competing interests include balancing the need to provide comprehensive French language education with other educational priorities, ensuring equitable access for all students, addressing concerns about program effectiveness and outcomes, and managing resources effectively; these competing interests are balanced by implementing strategies that prioritize inclusivity, equity, and efficacy. For example, promoting inclusive pedagogy and responsive professional learning opportunities, allocating resources effectively, implementing equitable assessment frameworks, engaging students, families, and community in decision making processes, and continuously evaluating French language programs, incorporating feedback where appropriate to optimize student learning and achievement.

Access to French language learning opportunities positively impacts student achievement and well-being by fostering an inclusive and welcoming learning environment where all students can experience a sense of belonging and reach their full potential. Upholding principles of equity, anti-racism, and anti-oppression, the policy aligns with legal mandates, regulatory requirements, and commitments to provide inclusive education for all students.

Board or Ministry Policy Alignment:

The French Language Instruction Policy is aligned with and supports the principles and expectations of the ministry's Student Achievement Plan (SAP), Ministry Curriculum, PDSB's Human Rights Policy, Equity and Inclusive Education Policy, and the Anti-Racism Policy. This policy is aligned with the expectations set out in Welcoming English Language Learners into French as a Second Language Programs (2016), Including Students with Special Education Needs in FSL (2015), and A Framework for French as a Second Language in Ontario Schools, Kindergarten to Grade 12 (2013). In addition, the policy is aligned with and supports the principles and expectations of Empowering Modern Learners in addition to PDSB Strategies and Action Plans (Black Student Success Strategy, Affirming Muslim Student Identities, Two-Spirit and LGBTQIA+ Action Plan) and commitment to Truth and Reconciliation.

Resource/Financial Implications:

The anticipated financial impacts of implementing the French Language Instruction Policy may include costs associated with securing a central FSL team as part of Curriculum, Instruction and Assessment, educator professional learning, curriculum materials and resources and transportation for students.

In terms of staff, the policy will affect educators and administrators as they may require professional learning and support to effectively implement the French curriculum, principles of Universal Design for Learning (UDL), Culturally Responsive and Relevant Pedagogy (CRRP), and other pedagogical approaches outlined in the policy. Administrators will be responsible for facilitating communication with families and ensuring school resources are allocated appropriately to enhance educator efficacy in implementing the French curriculum with fidelity.

Legal implications:

The French Language Instruction Policy adheres to requirements in the Education Act, Ontario *Human Rights Code*, and the Ontario French as a Second Language Curriculum. Specifically, the Ontario Ministry of Education mandates that all students in Grades 4-8 receive French language instruction as part of a Core French program, accumulating a minimum of 600 hours of French instruction by the end of Grade 8. The ministry also states that school boards have the option of offering an Extended French and/or a French Immersion program based on local demand and resources. In addition, the policy requires educators to implement Universal Design for Learning and Culturally Relevant and Responsive Pedagogy and ensures equitable access to programs and transparent communication. When delivering French Language instruction, educators have responsibilities to uphold principles of equity, anti-racism, and anti-oppression; compliance with ministry legislation and requirements is essential. Overall, the policy aligns with the Board's legal responsibilities and commitments by prioritizing equity, inclusion, and regulatory compliance, thereby ensuring access to French language education for all students.

Community Impact:

A draft of the French Language Instruction Policy was made available on the Peel District School Board website, inviting families to provide feedback via an online survey. The input gathered during this community consultation has informed the development of the final draft of the policy.

The policy supports equity of access by identifying potential barriers and implementing strategies and approaches to address disparities in access to information and opportunity. Moving forward, the impact of the French Language Instruction Policy on Peel Board stakeholder groups should be analyzed to ensure equity of access among all stakeholders. This analysis should consider whether the policy addresses the needs of PDSB's diverse population, including students, families, educators, and community members.

Next Steps

Action Required:

1. The Curriculum, Instruction and Assessment central FSL team, in partnership with other board departments and personnel, is developing an operating procedure which includes French Immersion and Extended French Registration processes, alternative entry requirements and guidelines pertaining to number of French Instruction hours, exemptions and timetabling. This procedure will replace the existing procedure—Application and Registration for French Immersion and Extended French programs. Once finalized the operating procedure will be brought forward for approval by Director's Council.
2. The Curriculum, Instruction and Assessment central FSL team will identify key priorities within their action plan to support effective implementation of the policy, including responsive professional learning, inclusive and affirming resources, and transparent dissemination about programs.

Appendices

Appendix 1 – French Language Instruction Policy

PEEL DISTRICT SCHOOL BOARD POLICY

French Language Instruction

POLICY ID: Enter Text

FUNCTIONAL CATEGORY: Student Achievement and Well-Being

RESPONSIBILITY: Superintendent, Curriculum, Instruction & Assessment

APPROVAL: Board of Trustees

APPROVAL DATE: Click for date

EFFECTIVE DATE: Click for date

PROJECTED REVIEW DATE: 2027-2028

REVIEW SCHEDULE: 3 years

1. Purpose

French is one of two official languages in Canada. The Peel District School Board (PDSB) acknowledges the global significance of the French language and the value of French instruction on students' cognitive development, socio-cultural learning and access to employment opportunities. This policy affirms the PDSB's commitment to offering a range of French language programs, including Core French, Extended French, and French Immersion options at both elementary and secondary levels.

The objective is to provide students with the opportunity to become functionally proficient in French through equitable access to French as a Second Language (FSL) programs. These programs offer an inclusive and welcoming learning environment where all students can experience a sense of belonging and support to reach their full potential.

2. Application and Scope

This policy applies to elementary and secondary schools within the Peel District School Board that provide French as a Second Language programs, including Core French, French Immersion (FI), and Extended French (EF). This policy is written in accordance with "A Framework for French as a Second Language in Ontario Schools", "Including

Students with Special Education Needs in FSL”, and “Welcoming English Language Learners into French as a Second Language Programs”.

This Policy will, at all times, be interpreted in a manner consistent with Board policies, the Education Act and its regulations, relevant Ministry PPMs, the Ontario *Human Rights Code*, the *Municipal Freedom of Information and Protection of Privacy Act (MFIPPA)*, the *Anti-Racism Act*, the *Accessibility for Ontarians with Disabilities Act (AODA)*, and other applicable legislation. This Policy is aligned with and supports the principles and expectations of PDSB Human Rights Policy, Equity and Inclusive Education Policy and the Anti-Racism Policy.

3. Definitions

- 3.1 **French language programs:** Core French, Extended French (EF) and French Immersion (FI) at the elementary and secondary levels.
- 3.2 **Plurilingual Language Learners:** Reflects the dynamic and continued development of a learner’s linguistic repertoires from an inclusive, anti-oppressive and decolonial stance. Plurilingual language learners are social agents, switching between languages depending on the context and drawing on linguistic and cultural resources in an inclusive, anti-oppressive, anti-racist and anti-colonial learning environment.
- 3.3 **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.
- 3.4 **Universal Design for Learning (UDL):** This approach to teaching and learning provides access to the curriculum for all students. UDL assists educators in designing products and environments that are accessible to all students, regardless of age, skills, or situation.

4. Policy

The PDSB acknowledges:

- 4.1 The national and global significance of the French language, and the value of students communicating and interacting with growing confidence in French.
- 4.2 That learning French as an additional language can help students better understand and appreciate the diverse cultures within the French-speaking diaspora.
- 4.3 The value of offering French language programs that empower students to develop practical language skills, gain confidence in real-life interactions, and access cultural and employment opportunities.

The PDSB is committed to:

- 4.4 Supporting, developing, and offering Core French, Extended French, and French Immersion programs, acknowledging that all students can build functional proficiency and confidence in French.
- 4.5 Offering French language programs that reflect the diversity of the Peel DSB community and intentionally welcome plurilingual language learners, students with special education needs, and students historically and currently marginalized.
- 4.6 Providing students with learning opportunities and resources that are grounded in the principles of Universal Design for Learning (UDL), Culturally Relevant and Responsive Pedagogy (CRRP), equitable assessment frameworks, and align with students' intersectional identities, experiences, interests, and abilities.
- 4.7 Supporting professional learning that builds educator capacity to apply anti-oppressive teaching and assessment practices and provides opportunities to enhance French language skills.
- 4.8 Creating the conditions for inclusive learning spaces to meet the diverse needs and aspirations of students, their families, and communities.
- 4.9 Building and sustaining family and community partnerships to support student achievement and sense of belonging in French language programs. This includes maintaining a French as a Second Language Advisory Committee to provide advice on French Language programs.

- 4.10 Facilitating access to French programs by providing transportation as outlined in the PDSB Transportation Policy.
- 4.11 Ensuring equitable hiring practices as detailed in the Hiring Practices Policy and implementing strategies to enhance recruitment and the long-term retention of FSL educators and support staff.
- 4.12 Ensuring processes are in place to inform the diverse PDSB community on French Language Program options as a response to address disproportionate outcomes in French Immersion and Extended French programs as identified in PDSB data.
- 4.13 Developing and communicating procedures that outline the processes for registration, alternate entry points and withdrawal for French Immersion and Extended French programs.
- 4.14 Developing and communicating registration and enrolment processes to families in a transparent and timely manner.

Program Requirements: Elementary Education

- 4.15 **Core French:** Elementary students will take French as an additional language from Grades 4-8, accumulating a minimum of 600 hours of French Instruction by the end of Grade 8.
- 4.16 **Extended French:** Starting in Grade 7, students enrolled in this optional program will learn French as a subject and French will serve as the language of instruction in other subject areas, accumulating a total of 1260 hours of French Instruction by the end of Grade 8.
- 4.17 **French Immersion:** Starting in Grade 1, students enrolled in this optional program will learn French as a subject and French will serve as the language of instruction in other subject areas, accumulating a total of 3800 hours of French Instruction by the end of Grade 8.

Program Requirements: Secondary Education A secondary French credit is mandatory to obtain the Ontario Secondary School Diploma (OSSD). Students and families will select a French program based on the total number of accumulated hours of French Instruction.

4.18 **Core French:** One secondary French credit is required for graduation.

- a) Prerequisite: Students must have accumulated 600 hours of French instruction by the end of Grade 8 to register.
- b) FSF 10 is an introductory course for students who have little or no knowledge of French or who have not accumulated the minimum of 600 hours of elementary Core French instruction.

4.19 **Extended French:** Students are required to take 4 Grade-level French courses as well as an additional 3 courses in other subjects where French is the language of instruction.

- a) Prerequisite: *Students* must have accumulated 1260 hours of French instruction by the end of Grade 8.

4.20 **French Immersion:** Students are required to take 4 French Immersion courses (one per grade) as well as an additional 6 courses in other subjects where French is the language of instruction.

- a) Prerequisite: Students must have accumulated 3800 hours of French instruction by the end of Grade 8.

5. Roles and Responsibilities

5.1 Director of Education:

- a) Issuing operational procedures to implement this policy.

5.2 Superintendent of Curriculum, Instruction and Assessment:

- a) Providing opportunities to French as a Second language programs [e.g., Core French, French Immersion (FI) and Extended French (EF)],

including plurilingual language learners, students with special education needs, and students who have been historically marginalized.

- b) Providing opportunities for tailored professional learning, mentorship and networking to address retention, and enhance educator capacity.
 - c) Recruitment, aligned with ministerial priorities for FSL.
 - d) Respond and address concerns regarding the effective implementation of French language programs.
 - e) Providing leadership and guidance on the creation and curation of resources to support French language programs.
- 5.3 Executive Officer of Human Resources, Partnerships, and Equity:
- a) Ensure equitable hiring practices and collaborate with Curriculum, Instruction, & Assessment to implement strategies to enhance recruitment and the long-term retention of FSL educators and support staff.
- 5.4 Principals of French as a Second Language programs:
- a) Ensuring educators have the capacity, resources, and tools to effectively implement the FSL curriculum.
 - b) Responding to concerns raised by members of the PDSB community.
 - c) Ensuring that the FSL programs are grounded in the principles of UDL and CRRP.
 - d) Implementing school-based processes to inform the diverse PDSB community of French Language program options to address disproportionalities in outcomes.
- 5.5 Educators of French as a Second Language programs
- a) Implementing the FSL curriculum, utilizing instructional and assessment practices that are grounded in the principles of UDL and CRRP, to develop students' functional proficiency and confidence in French.
- 5.6 PDSB Community

- a) Adhere to the expectations of the policy.
- b) Communicate concerns related to French Instruction and programming to the school Principal.

6. Appendices

7. Reference Documents

The Ontario Curriculum. (2014). *French as a Second Language- Core French, Extended French, and French Immersion (Grades 4-8)*.

The Ontario Curriculum. (2014). *French as a Second Language- Core French, Extended French, and French Immersion (Grades 9-12)*.

A Framework for French as a Second Language in Ontario Schools, Kindergarten to Grade 12 (2013).

Operating Procedure CISS 15: Application and Registration for French Immersion and Extended French Programs

We Rise Together 2.0. PDSB Black Student Success Strategy

Affirming Muslim Identities and Dismantling Islamophobia Strategy

Ontario Human Rights Commission

Human Rights Code, RSO 1990, c H. 19

Equity and Inclusive Education Policy

Transportation Policy

Including Students with Special Education Needs in FSL (2015)

Welcoming English Language Learners into French as a Second Language Programs (2016)

Anti-Racism Policy

Policy 51 – Human Rights

8. Revision History

Review Date	Approval Date	Description

Governance and Policy Committee, May 21, 2024

Board and Committee Meeting Schedule: 2024-2025

Strategic Alignment:

The Education Act, 1997

PDSB Procedure By-law

PDSB Committee Terms of Reference

Report Type:

Recommendation

Prepared by: Nicole Fernandes, Senior Board Reporter

Submitted by: Rashmi Swarup, Director of Education

Overview

Recommendation:

It is recommended that the 2024-2025 Board and Committee Meeting Schedule, attached as Appendix 1, be approved.

Highlights:

- Board and Committee meetings are scheduled in accordance with the Education Act, 1997, applicable Regulations, PDSB Procedure By-law and PDSB Committee Terms of Reference;
- Designated faith and creed days inform available meeting dates and times.
- Appendix 2 provides a calendar view of the Board and Committee Meeting Schedule for 2024-2025, organized by month.

Background:

The Board and Committee meeting schedule was prepared in accordance with the *Education Act, 1997*, the Peel District School Board (PDSB) Procedure By-law and the Committee Terms of Reference/Governance Directives, recognizing the importance of honouring the Board's commitment to the diversity of the PDSB community. Therefore, designated faith and creed days for 2024 and 2025 have been considered in meeting scheduling, and the schedule has been reviewed by the Equity, Indigenous Education, School Engagement and Community Relations department to ensure alignment.

The Board Discipline Committee meetings will be scheduled once per week to ensure that appropriate due process is available to all students. Meetings will be cancelled if not required.

Impact Analysis

Equity & Human Rights Review:

- The schedules of 2024-2025 meetings were prepared recognizing the importance of honouring the Board's commitment to the diversity of the PDSB community;
- The 2024 and 2025 faith and creed days were referenced in all meeting schedules;
- The schedule was reviewed by the Equity, Indigenous Education, School Engagement & Community Relations department to ensure alignment.

Board or Ministry Policy Alignment:

- *The Education Act, 1997*
- Ontario Regulations 374/10, 361/10, 472/07, 612/00, 464/97
- PDSB Procedure By-law
- Committee Terms of Reference

Community Impact:

- The approved Board and Committee Meeting Schedule 2024-2025 will be posted on the Board's website to provide notice of meeting schedules.

Next Steps

Action Required:

All open session meeting schedules will be posted on the Peel District School Board website, as well as internal staff calendars on the intranet.

Communications:

All open session meeting agendas will be posted on the Peel District School Board website in accordance with the notice period specified in the PDSB Procedure By-law.

Appendices

Appendix 1 – Meeting Schedule Lists

Appendix 2 – Meeting Schedule - Calendar View

Board Meeting Schedule: 2024-2025 School Year

All Regular Board (BOARD) Meetings (Open Session) will begin at 7 p.m. on Wednesdays unless indicated otherwise.

2024

August 28, 2024
September 25, 2024
October 23, 2024
November 20, 2024 – Organizational Meeting
November 27, 2024
December 18, 2024

2025

January 22, 2025
February 26, 2025
March 27, 2025 (Thursday)
April 23, 2025
May 28, 2025
June 18, 2025
July 2, 2025

Trustee Learning Sessions: 2024-2025 School Year

All Trustee Learning Session (TLS) closed meeting workshops will begin at 7 p.m. on Wednesdays unless otherwise noted.

2024

September 18
October 16
November 12 (Tuesday)

2025

January 28
February 19
April 16
May 21

Audit Committee Meeting Schedule: 2024-2025 School Year

All Audit Committee (AC) Meetings (Open Session) will begin at 2:30 p.m. on Thursdays unless indicated otherwise.

2024

September 26
November 14

2025

March 6
June 5

Curriculum, Equity and Student Well-Being Committee Meeting Schedule: 2024-2025 School Year

All Curriculum, Equity and Student Well-Being Committee (CES) Meetings will begin at 5:30 p.m. on Wednesdays unless indicated otherwise.

2024

October 9
December 10 (Tuesday)

2025

February 12
May 13 (Tuesday)

Discipline Committee Meeting Schedule: 2024-2025

School Year

All Discipline Committee (DC) Meetings are held in Closed Session and will be scheduled once per week on Mondays at 3 p.m. to ensure that appropriate due process is available to all students. Meetings will be cancelled if not required.

2024

September 3 (Tuesday)
September 9
September 16
September 23
September 30
October 7
October 15 (Tuesday)
October 21
October 28
November 4
November 12 (Tuesday)
November 18
November 25
December 2
December 9
December 16

2025 (Continued)

June 2
June 9
June 16
June 23

2025

January 6
January 13
January 20
January 27
February 3
February 10
February 18 (Tuesday)
February 24
March 3
March 10
March 17
March 24
April 7
April 15
April 22 (Tuesday)
April 28
May 5
May 12
May 20 (Tuesday)
May 26

* Due to legislated requirements, Discipline Committee meetings may be scheduled on red-dot days if necessary.

Governance and Policy Committee Meeting Schedule: **2024-2025 School Year**

All Governance and Policy Committee (GPC) Meetings will begin at 5:30 p.m. on Wednesdays unless indicated otherwise.

2024

September 11
November 13

2025

January 15
March 19
May 14

Physical Planning, Finance and Building Committee **Meeting Schedule: 2024-2025 School Year**

All Physical Planning, Finance and Building Committee (PPFB) Meetings (Open Session) will begin at 5:30 p.m. on Wednesdays unless indicated otherwise.

2024

September 10 (Tuesday)

October 8 (Tuesday)

November 6

December 4

2025

January 8

February 5

March 5

April 2

May 7

June 4

Parent Involvement Committee Meeting Schedule: **2024-2025 School Year**

All Parent Involvement Committee (PIC) Meetings will begin at 5:30 p.m. on Thursdays unless indicated otherwise.

2024

September 19

October 17

November 21

2025

January 16

February 20

April 17

May 22

Special Education Advisory Committee Meeting **Schedule: 2024-2025 School Year**

All Special Education Advisory Committee (SEAC) Meetings will begin at 7:00 p.m. on Tuesdays unless indicated otherwise.

2024

September 17
October 15
November 19
December 17

2025

January 21
February 18
March 18
April 15
May 20
June 17

August 2024						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
28	29	30	31	01	02	03
04	05 Civic Holiday	06	07	08	09	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28 7:00 p.m. Board Meeting	29	30	31

September 2024

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
01	02 Labour Day	03 3:00 p.m. Discipline Committee	04	05	06	07
08	09 3:00 p.m. Discipline Committee	10 5:30 p.m. Physical Planning, Finance and Building Committee	11 5:30 p.m. Governance and Policy Committee	12	13	14
15	16 3:00 p.m. Discipline Committee	17 7:00 p.m. Special Education Advisory Committee	18 7:00 p.m. Trustee Learning Session	19 5:30 p.m. Parent Involvement Committee	20	21
22	23 3:00 p.m. Discipline Committee	24	25 7:00 p.m. Board Meeting	26 2:30 p.m. Audit Committee	27	28
29	30 3:00 p.m. Discipline Committee					

October 2024

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
29	30	01	02	03	04	05
06	07 3:00 p.m. Discipline Committee	08 5:30 p.m. Physical Planning, Finance and Building Committee	09 5:30 p.m. Curriculum, Equity and Well-being Committee	10	11	12
13	14 Thanksgiving	15 3:00 p.m. Discipline Committee 7:00 p.m. Special Education Advisory Committee	16 7:00 p.m. Trustee Learning Session	17 5:30 p.m. Parent Involvement Committee	18	19
20	21 3:00 p.m. Discipline Committee	22	23 7:00 p.m. Board Meeting	24	25	26
27	28 3:00 p.m. Discipline Committee	29	30	31	01	02

November 2024

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
27	28	29	30	31	01	02
03	04 3:00 p.m. Discipline Committee	05	06 5:30 p.m. Physical Planning, Finance and Building Committee	07	08	09
10	11 Remembrance Day	12 3:00 p.m. Discipline Committee 7:00 p.m. Trustee Learning Session	13 5:30 p.m. Governance and Policy Committee	14 2:30 p.m. Audit Committee	15	16
17	18 3:00 p.m. Discipline Committee	19 7:00 p.m. Special Education Advisory Committee	20 7:00 p.m. Organizational Meeting	21 5:30 p.m. Parent Involvement Committee	22	23
24	25 3:00 p.m. Discipline Committee	26	27 7:00 p.m. Board Meeting	28	29	30

December 2024

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
01	02 3:00 p.m. Discipline Committee	03	04 5:30 p.m. Physical Planning, Finance and Building Committee	05	06	07
08	09 3:00 p.m. Discipline Committee	10 5:30 p.m. Curriculum, Equity and Well-being Committee	11	12	13	14
15	16 3:00 p.m. Discipline Committee	17 7:00 p.m. Special Education Advisory Committee	18 7:00 p.m. Board Meeting	19	20	21
22	23	24	25 Christmas	26 Boxing Day	27	28
Winter Break						
29	30 Winter Break	31	01	02	03	04

January 2025

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
29	30	31	01 New Year	02	03	04
			Winter Break			
05	06 3:00 p.m. Discipline Committee	07	08 5:30 p.m. Physical Planning, Finance and Building Committee	09	10	11
12	13 3:00 p.m. Discipline Committee	14	15 5:30 p.m. Governance and Policy Committee	16 5:30 p.m. Parent Involvement Committee	17	18
19	20 3:00 p.m. Discipline Committee	21 7:00 p.m. Special Education Advisory Committee	22 7:00 p.m. Board Meeting	23	24	25
26	27 3:00 p.m. Discipline Committee	28 7:00 p.m. Trustee Learning Session	29	30	31	01

February 2025

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
26	27	28	29	30	31	01
02	03 3:00 p.m. Discipline Committee	04	05 5:30 p.m. Physical Planning, Finance and Building Committee	06	07	08
09	10 3:00 p.m. Discipline Committee	11	12 5:30 p.m. Curriculum, Equity and Well-being Committee	13	14	15
16	17 Family Day	18 3:00 p.m. Discipline Committee 7:00 p.m. Special Education Advisory Committee	19 7:00 p.m. Trustee Learning Session	20 5:30 p.m. Parent Involvement Committee	21	22
23	24 3:00 p.m. Discipline Committee	25	26 7:00 p.m. Board Meeting	27	28	01

March 2025

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
23	24	25	26	27	28	01
02	03 3:00 p.m. Discipline Committee	04	05 5:30 p.m. Physical Planning, Finance and Building Committee	06 2:30 p.m. Audit Committee	07	08
09	10 3:00 p.m. Discipline Committee	11	12	13	14	15
March Break						
16	17 3:00 p.m. Discipline Committee	18 7:00 p.m. Special Education Advisory Committee	19 5:30 p.m. Governance and Policy Committee	20	21	22
23	24 3:00 p.m. Discipline Committee	25	26	27 7:00 p.m. Board Meeting	28	29
30	31					

April 2025

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
30	31	01	02 5:30 p.m. Physical Planning, Finance and Building Committee	03	04	05
06	07 3:00 p.m. Discipline Committee	08	09	10	11	12
13	14	15 3:00 p.m. Discipline Committee 7:00 p.m. Special Education Advisory Committee	16 7:00 p.m. Trustee Learning Session	17 5:30 p.m. Parent Involvement Committee	18	19
20	21 Easter Monday	22 3:00 p.m. Discipline Committee	23 7:00 p.m. Board Meeting	24	25	26
27	28 3:00 p.m. Discipline Committee	29	30	01	02	03

May 2025

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
27	28	29	30	01	02	03
04	05 3:00 p.m. Discipline Committee	06	07 5:30 p.m. Physical Planning, Finance and Building Committee	08	09	10
11	12 3:00 p.m. Discipline Committee	13 5:30 p.m. Curriculum, Equity and Well-being Committee	14 5:30 p.m. Governance and Policy Committee	15	16	17
18	19 Victoria Day	20 3:00 p.m. Discipline Committee 7:00 p.m. Special Education Advisory Committee	21 7:00 p.m. Trustee Learning Session	22 5:30 p.m. Parent Involvement Committee	23	24
25	26 3:00 p.m. Discipline Committee	27	28 7:00 p.m. Board Meeting	29	30	31

June 2025

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
01	02 3:00 p.m. Discipline Committee	03	04 5:30 p.m. Physical Planning, Finance and Building Committee	05 2:30 p.m. Audit Committee	06	07
08	09 3:00 p.m. Discipline Committee	10	11	12	13	14
15	16 3:00 p.m. Discipline Committee	17 7:00 p.m. Special Education Advisory Committee	18 7:00 p.m. Board Meeting	19	20	21
22	23 3:00 p.m. Discipline Committee	24	25	26	27	28
29	30	01	02	03	04	05

July 2025

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
29	30	01 Canada Day	02 7:00 p.m. Board Meeting (Tentative-Budget)	03	04	05
06	07	08	09	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31	01	02

MOTIONS FOR CONSIDERATION: PHYSICAL PLANNING, FINANCE AND BUILDING COMMITTEE

Arising from a meeting of the Physical Planning, Finance and Building Committee meeting, held June 5, 2024, the following recommendation is brought for Board approval:

1. Transportation and Regional Learning Choices Programs

That, the provision of transportation using a phased-in approach, be approved, starting with elementary students attending Regional Learning Choices Programs in September 2024, and extending to Grades 9 and 10 secondary students in September 2025. (APPENDIX I)

Submitted by:

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

9.4

Physical Planning, Finance & Building Committee Meeting, June 5, 2024

Transportation and Regional Learning Choices Programs

Strategic Alignment:

Education Act

PDSB Strategic Plan goal of building safe, positive, and healthy climates for learning and working to nurture student and staff well-being.

Report Type:

Recommendation

Prepared by: Wendy Dobson, Controller, Corporate Support Services

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

Overview (Headings: Arial Black 18)

Recommendation:

It is recommended that the Board approve the provision of transportation using a phased-in approach, starting with elementary students attending the Regional Learning Choices Program in September 2024, and extending to grades 9 & 10 secondary students in September 2025.

Highlights:

- PDSB has 12 elementary and 15 secondary schools that offer Regional Learning Choices Program (RLCP)
- Approximately 6,476 students in the RLCPs would require transportation.
- Transportation to the programs would require a phased-in plan.

Background:

On September 27, 2023, the Board passed the following motion by Trustee Bailey regarding Student Transportation at the Board meeting. The motion directs the following:

- Whereas, the Peel District School Board has a policy regarding transportation (Policy 39);
- And whereas, Transportation Policy 39 specifically provides that transportation shall not be provided to Regional Learning Choices programs;
- And whereas, Peel families have made requests to the Peel DSB to provide student transportation to Regional Learning Choices programs;
- Therefore be it resolved, that staff report with a review of Transportation Policy 39 and the Regional Learning Choices Program Policy 64 in relation to student transportation and possible solutions starting in the 2024-2025 school year;
- And further, that the Peel DSB work with STOPR to propose updates to the eligibility requirements for student transportation to be included in the report;
- And further, that the report include estimated budget impacts of the inclusion of student transportation options for Regional Learning Choices programs;
- And further, that the report come back to a future meeting of the Governance and Policy Committee.

Regional Learning Choices Programs (RLCP) offered by Peel District School Board empower students by providing them with opportunities to develop and explore skills in a particular area of interest. Regional programs are open to all students who meet the criteria for acceptance. Peel District School Board offers the RLCP at 12 elementary schools and 15 secondary schools.

Students attending the RLCP are only eligible for transportation if they live within the school boundary and reside beyond the walking distance criteria set by the Board. There are currently 6,476 students attending a RLCP that are not eligible for transportation.

Evidence

A committee consisting of members from Corporate Support Services, STOPR and Curriculum, Instruction and Assessment has been formed to review the Transportation Policy 39 and Regional Learning Choices Program Policy 64 to look at solutions to start within the 2024-25 school year.

Impact Analysis

Equity & Human Rights Review:

Regional Learning Choices Programs (RLCP) empower students to explore and learn in various areas of interest. The review of Policy 64 and Policy 39 will consider equity of access and equity of opportunity. The review committee will ensure that the policies are aligned with the principles and expectations of Human Rights Policy (Policy 51), Anti-Racism Policy, Gender Identity and Gender Expression Guidelines, and the Religious Accommodation Procedure.

Board or Ministry Policy Alignment:

- Regional Learning Choices Program Policy 64
- Transportation Policy 39

Financial and Operational Implications:

As the Board continues to see a declining enrolment, the cost implications of transporting student to RLCP will have a significant impact.

Transportation could only be supported if the Ministry of Education new transportation funding formula covers the financial impact.

The Ministry of Education has developed a new transportation funding formula for all school boards. Within this formula, the Ministry of Education has funded school boards at a revised eligibility distance. However, this will have minimal impact on supporting transportation for RLCP students as most students reside outside the school of attendance boundary. As part of the new funding formula, school boards are required to annually submit a routing simulation.

This year, staff included routes for transporting the Regional Learning Choices Program (RLCP) students as part of our submission. Based on the submission, the Ministry of Education has allocated additional funding. Staff has reviewed the transportation funding for 2024-25 and have confirmed that we have received funding to accommodate the cost associated with transporting students to the elementary and grades 9 & 10 secondary Regional Learning Choices Programs (RLCP).

To implement transportation to the Regional Learning Choices Program (RLCP), STOPR will adopt a phased-in approach. This is essential given the substantial number of routes needed –

approximately 200 – to accommodate students in both elementary and secondary programs. Implementing all these routes by September 2024 is unrealistic for our bus operators, who would struggle to secure the necessary number of school buses in such a short time frame.

The plan is to start by providing transportation to the 12 elementary RLCP's in September 2024. This initial phase will give school bus operators a manageable goal and time to increase their fleet accordingly. The subsequent phase will extend transportation services to grade 9 & 10 students attending RLCP's by September 2025. Further review of the transportation funding will determine any future phase-in for grades 11 & 12. This phased-in approach will help ensure school bus operators can successfully procure and deploy the required buses, thereby facilitating a smooth and efficient implementation of transportation for all RLCP students.

Next Steps

Action Required:

- At a future Governance and Policy Committee a revision of Regional Learning Choices Program Policy 64 and Transportation Policy 39.

Appendices

Appendix 1 – Regional Learning Choices Programs offered for 2023-24

APPENDIX 1

Regional Learning Choices Programs offered for the 2023-24

Elementary RLCP name	Location	Grades Offered (2023-24)
Actively in Motion	Royal Orchard M.S.	6-8
Arts and Technology	Morning Star M.S.	6-8
Arts	Earnscliffe Sr. P.S.	6-8
	Queen Elizabeth Sr. P.S.	7-8
International Baccalaureate	William G. Davis Sr. P.S. Bristol Road M.S.	6-8
International Business and Technology	Williams Parkway Sr. P.S. Lisgar M.S. Allan A. Martin Sr. P.S.	6-8
Science and Technology	Macville P.S. Centennial Sr. P.S. Tomken Road M.S.	6-8
Secondary RLCP name	Location	Grades Offered (2023-24)
Advanced Placement	Central Peel S.S John Fraser S.S.	9-12
Arts	Mayfield S.S. Cawthra Park S.S.	9-12
Graphic and Design Management	T.L. Kennedy S.S.	11-12 (phasing out)
International Baccalaureate	Harold Brathwaite S.S. Turner Fenton S.S. Glenforest S.S. Erindale S.S.	9-12
International Business and Technology	North Park S.S. Meadowvale S.S.	9-12
	T.L. Kennedy S.S.	11-12 (phasing out)
International and Executive Leadership Academy	T.L. Kennedy S.S.	11-12 (phasing out)
Regional Sports and Leadership	Applewood Heights S.S.	10-12 (phasing out)
Science and Technology	Chinguacousy S.S. Port Credit S.S.	9-12
Strings	Central Peel S.S. Port Credit S.S.	9-12
Transportation, Engineering and Technology	Bramalea S.S.	9-12

13.1

Board Meeting, June 10, 2024

Directive 22 - Eliminating Racial Disparities in Suspensions and Expulsions - Progress Report 4

Strategic Alignment: Directive 22

Report Type: Update

<i>Prepared by:</i>	Michelle Stubbings, Superintendent of Education – Safe and Caring Schools Harjit Aujla, Associate Director, School Improvement and Equity
<i>Submitted by:</i>	Rashmi Swarup, Director of Education

Overview

Update:

This is the final report and satisfies the requirements of Directive 22. It provides an update to the March 27, 2024 report on the Peel District School Board's progress towards eliminating racial disparities in suspensions and expulsions.

Highlights:

Section 306 of the *Education Act*: Incidents for Which Suspension Must be Considered

A principal shall consider whether to suspend a student if they believe that the student has engaged in an activity while at school, at a school-related activity or in other circumstances where engaging in the activity will have an impact on the school climate. Incidents include uttering a threat, being under the influence of alcohol/cannabis, swearing at a teacher or person in a position of authority, bullying, theft, vandalism, smoking/vaping etc.

- Racial disproportionalities in suspensions for African, Black and Afro-Caribbean students under S. 306 of the *Education Act* is 2.2 and 2.3 for Indigenous students.

Section 310 of the *Education Act*: Incidents Requiring Suspension, Consideration of Expulsion

A principal shall suspend and conduct a school investigation to determine whether to recommend expulsion for the student if they believe that the student has engaged in an activity while at school, at a school-related activity or in other circumstances where engaging in the activity will have an impact on the school climate. Incidents include possessing a weapon, committing sexual assault, robbery, using a weapon to cause/threaten bodily harm, bullying etc.

- Racial disproportionalities in suspensions for African, Black and Afro-Caribbean students under s.310 of the *Education Act* is 1.8 and 1.2 for Indigenous students.

Overall:

- When combining all 306 and 310 suspensions, as of May 24, 2024, the racial disproportionalities for African, Black and Afro-Caribbean students has decreased to 2.1 and 1.8 for Indigenous students
- Suspension data was disaggregated from S 306 and 310 to examine where the ongoing disproportionalities remain.
- Associate Directors and school superintendents continue to interrogate school based data biweekly
- Individualized interventions are in place for students who have been suspended more than once this school year

Background:

Following the release of the Ministry of Education Review of the Peel District School Board (PDSB) in March 2020 (Chadha et al., 2020), the PDSB has taken significant steps to ensure that the well documented and historical inequities in student achievement and experiences are

eliminated. The PDSB has interrogated its systems and structures to dismantle systemic discrimination and in particular manifestations of anti-Black racism.

Evidence

Findings

Data regarding student discipline is reported using the racial disproportionality index. The Ontario Anti-Racism Data Standards defines a racial disproportionality Index as “a measure of a racial group’s overrepresentation or underrepresentation in a program, service, or function relative to the group’s representation in the reference population” (Government of Ontario, 2019).

Chart # 1 and chart # 2 contain suspension and expulsion data for the last two school years and the disproportionalities as reported in the November 2023 Equity Accountability Report Card.

Chart #3 shows the most recent disproportionality data as of May 24, 2024.

Disproportionalities for Indigenous students has decreased from 2.3 since the last school year, and to 1.8 as of May 24, 2024. This outcome can be interpreted as a decrease from 2.3 times more likely to be suspended to 1.8 times more likely to be suspended.

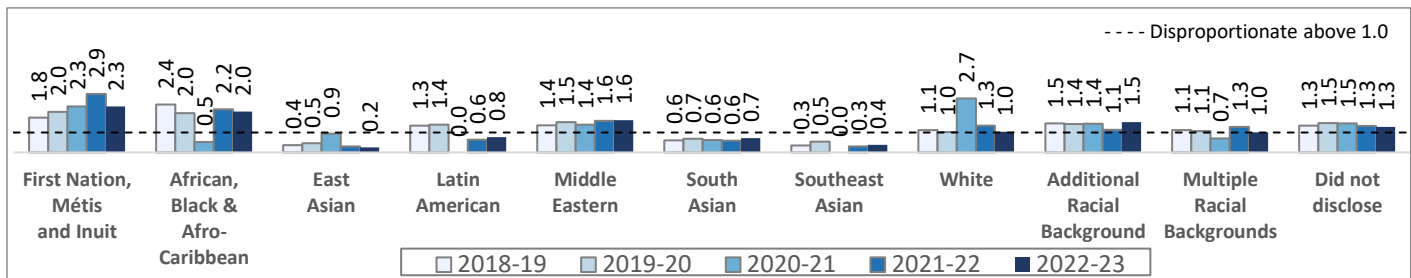
Disproportionalities for African, Black and Afro-Caribbean students has decreased from 2.2 in September 2023 to 2.1 as of May 24, 2024. This outcome can be interpreted as a decrease from 2.2 times more likely to be suspended to 2.1 times more likely to be suspended.

School specific work has centered around education and awareness, prevention and intervention. Schools continue to ensure equitable, culturally responsive progressive supports are in place to establish safe and healthy teaching and learning environments. An updated, more comprehensive Safe Schools toolkit is in the development stage and will be ready for implementation in September 2024 for Grades K-12. Prevention strategies include fostering deeper, more meaningful relationships with parents and the community, strong transition plans for students, and a caring adult in the building for every student.

Chart # 1: Number of Suspensions and Expulsions

School Year	Number of Suspensions	Number of Students Suspended	Number of Expulsions	Number of Students Excluded
2022-23	2044	1636	31	50
Sept 2023- May 24, 2024	1953	1541	31	NR

Chart # 2: Racial Disproportionalities from 2018-2019 to 2022-2023



When comparing data between the last school year, and this year, from September 2023 to May 24, 2024, the data is comparable.

Chart # 3: Disproportionalities as of May 24, 2024

Disproportionality Index: By Racial Background		
	Sept - 31-Dec 2023	May 24, 2024
African, Black & Afro-Caribbean	2.2	2.1
East Asian	0.1	0.2
First Nations, Métis and Inuit	2.2	1.8
Latin American	0.8	0.9
Middle Eastern	1.2	1.8
South Asian	0.9	0.8
Southeast Asian	0.7	0.4
White	0.5	0.8
Additional Racial Background	0.5	0.4
Multiple Racial Backgrounds	1.3	1.2
Did not disclose	1.1	1.2

Impact Analysis

Equity & Human Rights Review:

The recent collection of identity-based data allows the Board to continue to monitor disproportionality in suspensions and expulsions. It allows school administrators and superintendents to examine site specific data, understand and be responsive to the needs of students. The data reaffirms the need to prioritize the work under the Safe and Caring Schools Policy 48 to ensure system transformation so that African, Black and Afro-Caribbean, Indigenous and other students who have been marginalized and underserved due to systemic inequalities, can access learning and enjoy experiences that they are entitled to under the Ontario *Human Rights Code* and the *Education Act*.

Board or Ministry Policy Alignment:

The purpose and principles in this report are in alignment with Directive 22, and Directives 9, 12, 21, Policy 48 and the Anti-Racism Directorate Data Standards.

Resources:

The trends in this report for African, Black and Afro-Caribbean students require ongoing attention and monitoring. The Safe and Caring Schools department, in collaboration with other central departments, will continue to offer professional learning around Progressive Discipline and Restorative Justice to ensure compliance with Policy 48. Resources that will be provided to schools in September will also provide specific learning opportunities for students to maintain and deepen positive learning environments and spaces.

Legal implications:

The PDSB has a duty to uphold the human rights of every student to ensure an education system that is free of discrimination. Ongoing work and monitoring of racial disproportionalities ensures compliance with the Ministry Directives and Policy 48.

Risk Assessment:

The Ministry Review has given the PDSB a strong and clear mandate to reduce and eliminate racial disparities in suspensions and expulsions for African, Black and Afro-Caribbean, Indigenous and other marginalized students. The PDSB remains committed to reducing and eliminating all racial disparities for African, Black and Afro-Caribbean students.

Community Impact:

Ongoing disparities negatively impact academic achievements and outcomes for African, Black, Afro-Caribbean and Indigenous students. The elimination of racial disproportionalities will result in an increased sense of belonging, more positive experiences in school, allow each student to reach their academic potential, resulting in positive and inclusive learning spaces.

Next Steps

To that end, we will continue to conduct comprehensive data analysis to reduce and eliminate disparities in student disciplinary processes:

- Gather existing and/or ongoing data related to disciplinary actions in the PDSB. This data should include information on the types of disciplinary actions taken, demographics of students involved, and the reasons for disciplinary actions
- Examine site-based data to identify any racial disparities in disciplinary actions
- Expansion of the Peer Mediation programs in schools to build student capacity to problem solve and resolve conflict in peaceful ways
- Implement restorative justice programs in all schools to create environments that promote dialogue, accountability, and understanding between students and teachers
- Monitor the impact of restorative practices on disciplinary actions and student outcomes
- Collaborate with the community to create more equitable and inclusive school environments
- Expand identity specific community outreach/engagement evenings with parents
- Increase mentorship/re-engagement opportunities for students
- Deepen strong, trusting relationships with every student/ensure there is a caring adult for each student
- Explicitly teach Social-Emotional skills, such as resilience and perseverance

PDSB remains committed to reducing and eliminating racial disproportionalities for students. These steps will help us to monitor data and take action to address racial disparities in school disciplinary actions, while promoting a more inclusive and equitable learning environment for all students. Updates will be provided as we continue to monitor our progress in this area.

Additional System Actions to be Taken:

- Continued professional learning on Progressive Discipline and Restorative Justice for administrators
- Ongoing implementation of site-based interventions and prevention strategies
- Training for all newly appointed administrators on Directive 21 and Policy 48
- Implementation of an anti-bullying program for grades 3-8, effective September 2024
- Ongoing monitoring of racial disproportionalities in suspension and expulsion data

Success Measures:

- Reduction in racial disproportionalities in suspensions and expulsions
- Increase in the ability for administrators to address student behaviour through a progressive discipline approach
- School use of the Bullying Prevention and Intervention Plan to address areas of identified focus re Sense of Belonging
- Measure the impact of Restorative Justice in schools
- Deepen Restorative Justice work including Peer Mediation in all schools.

References:

- Ministry Review – Reviewer’s Report and Recommendations, March 13, 2020;
- PDSB Directive 22 Report, February 2023;
- PDSB Ministerial Directives: Summary Report June 2021;
- Policy 48- Safe and Caring Schools Policy;
- Anti-racism Policy;
- Government of Ontario. (2019). Data standards for the identification and monitoring of systemic racism.

Board Meeting, June 10, 2024

Suspension, Expulsion and Safe Schools Data – Semi-Annual Update Report January/June

Strategic Alignment:

This report aligns with Policy 48 Safe and Caring Schools and Ministry Directives 21 and 22 and is in response to trustee requests for information.

Report Type: For Information

Prepared by: Michelle Stubbings, Superintendent of Education – Safe and Caring Schools
Harjit Aujla, Associate Director, School Improvement and Equity

Submitted by: Rashmi Swarup, Director of Education

Overview

Objective:

This report is being submitted to the Board of Trustees in response to their request for data on school suspensions, expulsions, and incidents of school violence.

Highlights:

- Data included in this report only compares this current school year (September 2023 May 10, 2024) to last school year.
- Suspensions/ expulsions data is comparable to last year.
- There is an increase in Safe Schools Incident Reports (SSIR) and Employee Workplace Violence Incident Reports (EVIR) compared to last year.
- Mitigating factors are not taken into consideration when submitting an EVIR.

Background:

The Peel District School Board continues to collect and monitor suspension and expulsion data, and incidents of violence.

Staff:

In accordance with section 300.2 of Part XII of the *Education Act*, an employee of the board who becomes aware that a student at a school of the board may have engaged in an incident for which suspension or expulsion must be considered, the employee shall report the incident to the principal as soon as reasonably possible. The employee must consider the safety of others and the urgency of the situation in reporting the incident. An oral report may be made, however, a written report must be done through the **Safe School Incident Report**.

An **Employee Workplace Violence Report** is submitted when a student exercised, attempted or threatened use of physical force against a staff member while at work. The definition of workplace violence is the exercise, an attempt to exercise, or a statement or behavior that is reasonable for a worker to interpret as a threat to exercise physical force against a worker that could cause physical injury to the worker.

As per PPM 120, a **violent incident** is defined as the occurrence of any one of the following or the occurrence of a combination of any of the following: possessing a weapon, including possessing a firearm, physical assault causing bodily harm requiring medical treatment, sexual assault, robbery, using a weapon to cause or threaten bodily harm to another person, extortion, and hate and/or bias motivated activity. The Operating Procedure on Student Progressive Discipline defines a weapon as any object used to threaten, intimidate or injure another person.

Evidence

Suspension/ Expulsion

A suspension can range from one to twenty school days, with more than five days representing a long-term suspension. Expelled students are removed from school for an indefinite period of time. They can be expelled from their own school or from all schools in their school board. The most recent suspension and expulsion data is included below.

As of April 30, 2024, there are 149,009 students registered in PDSB. As of May 10, 2024, 1,443 students were suspended. This constitutes 0.97% of the PDSB student population.

As of May 10, 2024, 1,817 suspensions were issued. This represents a suspension rate of 1.22%.

Suspensions

Elementary school suspensions	
Year	Suspensions
2022-2023 school year	674
Sept 2023- May 2024	610

Secondary school suspensions	
Year	Suspensions
2022-2023 school year	1359
Sept 2023- May 2024	1207

Expulsions

Elementary school expulsions	
Year	Expulsion
2022-2023 school year	0
Sept 2023- May 2024	0

Secondary school expulsions	
Year	Expulsion
2022-2023 school year	31
Sept 2023- May 2024	30

*To protect privacy, data with 10 or fewer students/staff are not reported (NR).

Employee Workplace Violence Report

The Occupational Health and Safety Act (OHSA) outlines the roles, rights, and responsibilities of employers, supervisors, and workers to make Ontario's workplaces safe and healthy. Workers who see a safety hazard or a breach of the OHSA in the workplace are obligated to report the situation to their employer or supervisor who, in turn, is required to address those situations.

In situations of workplace violence, as defined by the OHSA, workers (teachers, EAs, administrators, support staff etc.) are required to report all incidents regardless of any mitigating factors. This includes entering a report for neurodiverse learners with complex learning needs. Workplace violence may include scratching or pinching a worker, throwing an object, such as a toy at a worker, sexual violence, or threats, whether conveyed verbally, in writing, or through behaviour. All reported incidents are investigated by supervisors to prevent recurrence. One person may generate multiple workplace violence forms from multiple staff, (in some cases daily or weekly) if a behaviour meets the definition under the Act is ongoing. The board has procedures and supports in place to promote positive student behaviour and student achievement.

Safety Plan: Safety plans are an emergency response plan for staff. They provide direction to staff to ensure student and staff safety. They describe observable student behaviour so staff may recognize escalating behaviour and early warning signs in order to implement appropriate interventions that deescalate challenging behaviour.

Student Protocol: The Student Protocol is a proactive and customizable tool to support students who may not display the skills to ensure their own personal care or safety of self. It is used for routines that need to be established to ensure the safety of the student. It may be used in unique circumstances that are not reflected in Individual Education (IEP) or Safety Plans and not necessarily the result of an escalation.

Types of Violence Breakdown (2022-2024)				
Year	Types of Violence			Total
	Violent (a): Exercise of Physical Force	Violent (b): Attempt to Exercise Physical Force	Violent (c): Threat to Exercise Physical Force	
2022-2023	2885 (86%)	255 (8%)	146 (4%)	3286
Sept 2023- May 10 2024	5052 (87%)	534 (9%)	241 (4%)	5827

Safety Plan Breakdown			
Year	Is there a Safety Plan in Place?		
	No	Unknown	Yes
2022-2023	1462	530	1294
2023-2024	2461	1090	2276

Between September 1, 2023 - May 16, 2024, 5,828 reports were entered.

- 3,898 reports indicated no weapon (67%)
- Where a weapon was indicated, mainly classroom items* were identified
- 179 reports indicated they sought medical (3%) attention
- 45% indicated no injury as a result of the incident

*Recommendation: Consider how classroom learning material is stored in learning spaces.

Safe Schools Incident Report

SSIRs should be reported when an employee of the board believes that a student may have engaged in an incident for which a suspension or expulsion should be considered. Activities for which a suspension may or shall be considered are aligned with the Education Act. Staff must now choose an incident which aligns with the suspension codes. However, staff are not trained in how to characterize behaviour which could result in reporting incidents that do not meet the criteria for issuing a suspension under s.306 or 310 of the Education Act. Additionally, one incident might generate multiple reports. Some SSIR entries are included in this data even though it is not the correct reporting form.

While incident reporting has increased significantly, suspension data remains comparable to last year. This means that the accountability measures in Safe and Caring Schools Policy 48 (use of the Principal's Analysis of Incident Report, consultation with school superintendent prior to issuing a suspension, professional learning, restorative justice and progressive discipline) ensure that all incidents of student behaviour are thoughtfully considered using an anti-racist, anti-oppressive approach and are measured against specific criteria as per the Education Act. Students are not being arbitrarily suspended.

Year over Year Comparison of Employee Group Affected (2022-2024)														
Year	Employee Group													
	Admin.	CUPE: CUPE 2544	ETFO: ETFO- PEOT	ETFO: ETFO- PETL	Lunchroom Supervisor	OPSEU: OPSEU 2100	OPSEU: OPSEU 283	OPSEU: OPSEU 292	OSSTF: OSSTF	OSSTF: OSSTF - OT	OSSTF: PSSP	School Monitor	CUPE: CUPE 1628	Total
2022-2023	98	0	105	1248	20	933	NR	NR	333	37	0	NR	12	2789
2023-2024	132	0	238	2233	1497	0	0	NR	625	78	0	0	24	4849

*To protect privacy, data with 10 or fewer students/staff are not reported (NR).

** Lunchroom Supervisors and OPSEU should be in the same category since the June ratification of their Collective Agreement (now OPSEU 2103).

Findings/ Key Considerations:

The Board continues to ensure that all accountability measures within Safe and Caring Schools Policy 48 are being adhered to. Administrators are being critically conscious when issuing suspensions while ensuring that the criteria under the Education Act is met. Additionally, training has been provided by the Special Education Social Emotional Learning department on trauma informed practices and proactive strategies to support neurodiverse learners.

This report contains the number of EVIR and SSIR reports by all workers across the PDSB. The SSIR reports are then further investigated by the school administration. The EVIR reports are investigated by the Supervisor.

Impact Analysis

Equity & Human Rights Review:

This report affirms the need to continue our work around progressive discipline, restorative justice, and culturally relevant and responsive, inclusive learning environments.

Effective reporting and investigation of workplace violence and safe school incidents allows the board to identify and address inappropriate behaviour, thus promoting a climate of dignity where the inherent worth of every individual is recognized. This contributes to a positive and productive learning and working environment free of inappropriate behaviour and discrimination.

Employees are required to follow the Board's Human Rights, Anti-Racism and Equity policies, in addition to the newly revised Safe and Caring Schools Policy 48. This will create learning environments that are equitable, inclusive and free from discrimination. This is in alignment with the Student Achievement Plan which seeks to ensure anti-racist, anti-oppressive and anti-colonial safe teaching and learning environments.

Board or Ministry Policy Alignment:

The purpose and principles in this report are in alignment with Safe and Caring Schools Policy 48, Anti-Racism and Human Rights policies, PPM 145 and the Occupational Health and Safety Act.

Resources:

The Safe and Caring Schools department will continue to provide training to all school leaders around conducting procedurally fair school investigations, and prioritize Restorative Justice in schools through learning and site specific supports. The department will continue to support Safe and Accepting School teams with the development, implementation and deepening of the Bullying Prevention and Intervention Plans. The Special Education Social Emotional Learning department also continues to offer training and supports through the Mental Health strategy.

Legal implications:

This work ensures ongoing compliance with Policy 48 by administering fair and just disciplinary processes through an anti-racist anti-oppressive approach. Additionally, all employees within the PDSB have been provided with a half day of training on workplace violence and how to enter reports. This meets the PDSB's responsibilities under the Occupational Health and Safety Act and specific collective agreement provisions. PPM 145 Progressive discipline and promoting positive student behaviour directs all PDSB employees to report incidents to the principal.

Risk Assessment:

In addition to ensuring safe, inclusive and respectful teaching and learning environments, PDSB remains committed to monitoring suspension and expulsion data to ensure best outcomes for students.

If incidents are not reported, then situations could escalate without any warning. Timely reporting allows for inappropriate behaviour or a pattern of inappropriate behaviour to be addressed in an effective manner before it could potentially lead to more severe consequences.

If a principal learns that any member of the school staff has not reported an incident, the matter should be dealt with as a human resource issue, consistent with PDSB policies and collective agreements. All staff who hold teaching certificates, including teachers, principals and superintendents, are governed by the [Ontario College of Teachers Act \(OCTA\)](#), and regulations. [Regulation 437/97, Professional Misconduct](#), under the OCTA lists activities that are considered to be professional misconduct.

Community Impact:

The Board remains committed to ensuring safe, inclusive and equitable learning environments for all students by encouraging positive behaviour and reducing incidents for which suspension/expulsion may be considered. When students feel valued and affirmed, and are in learning spaces that are engaging and allow them to access learning, incidents of behaviour requiring a VIR and/or an SSIR will be reduced.

Next Steps

Action Required:

The Safe and Caring Schools department will provide an update to the Board of Trustees biannually, in January and in June.

Success Measures:

- All newly appointed school leaders will have completed Directive 21, Policy 48 and Special Education training.

-
- Restorative Justice refresher training, peer mediation and site specific guidance and expertise continues to be provided.
 - Increased school understanding and use of progressive discipline and restorative approaches to student discipline.
 - Ensure accountability by continuing employee compliance to complete Employee Workplace Violence Incident Reports and Safe Schools Incident Reports to monitor data.

References:

Policy 48- Safe and Caring Schools Policy



**Peel Learning
Foundation**

IMPACT REPORT 2023

**Together,
we can create
hopeful tomorrows**



Creating a More Hopeful Tomorrow

Each year, the Peel Learning Foundation offers students in need support for essentials like food, clothing, transportation and other necessities.

We're a registered charitable organization (#7587 82882 RR0001) that raises money for students in need within the Peel District School Board. In 2023, the Peel Learning Foundation assisted:

2,662



students through the Student Emergency Needs Program, with grants for **food, clothing, hygiene products, medical supplies, eyeglasses, transportation and more.**

384



students through the Student Backpack Program, with supplies ranging from **pens and paper to calculators and binders** - everything they need for the school year.

128



students with **refurbished Chromebooks** through the Student Backpack Program.

In Peel Region, over 25,000 students face barriers related to poverty that prevent them from fully participating in school. For many families, spiralling costs are also increasing the challenges and tough choices they face.

We can't eliminate every hardship or the reasons why families struggle. But we can alleviate at least some of their financial pressures and stress.

With the generosity of our donors, the Peel Learning Foundation can help students in need to arrive at school in a better position to learn and succeed.



CONSIDER SOME OF THE STUDENTS WHO WE HELPED IN 2023:

Three siblings just arrived at Peel schools from war-torn Ukraine. Their parents are facing many financial pressures amid the challenges of getting settled, and are struggling to provide basic necessities like food and clothing.

One mother has little food at home, and barely enough to send lunches to school. She uses food banks and other community services, but it's not enough to make ends meet. She says it's hard to reach out and ask for help, but she knows that she needs it.

L. is worried that the family will be evicted due to rent not being paid for months. With support for student lunches, the single mother was able to put at least some money towards rent. She was brought to tears by the grant.

P. is homeless, kicked out of her father's house and then her aunt's. She's living in a friend's basement, and needs basic groceries and toiletries.

Many of the people who we support never thought they'd be in such a position of need. But they are. No matter the obstacles in their way, every student deserves a chance to achieve their best. That's why the Peel Learning Foundation is here.

In Peel Region, Over 25,000 Students Face Barriers Related to Poverty

“I’m working. I’m struggling. PLF helped a lot.”

When S. cooks, she often skimps on her own meals to make sure her son has enough to eat. He’s a grade 8 student and is growing fast. He already wears XL clothes and size 12 shoes. S. is used to going without, and making every dollar stretch as far as it can.

That’s why she was grateful to receive support from the Peel Learning Foundation. A grant arrived when she was grappling with the high cost of groceries and basic living expenses. The funds allowed her to send her son to school with a good lunch every day so he could focus on learning.



“I was so appreciative. It helped a lot.”

S. works for Canada Post, but only part time. Even though her apartment is subsidized, rent takes the bulk of her pay. “I’m working, but my head is still below water. I’m struggling.”

Before her current job, she had been on financial assistance through Ontario Works, the result of a disability. It took her two years to find even part-time work. She counts every penny, and only shops for groceries at stores that will price match.

“If you can save 50 cents here or 30 cents there it may not seem like much to someone who can afford it, but it adds up. For us it’s a big deal.”

The Peel Learning Foundation is grateful to S. for volunteering to tell her story and show how PLF is having a positive impact. (We didn’t use her real name to protect her son’s identity.) She shares that when students and their families are in need, it’s important to know there’s a helping hand. And even though she needs assistance, she strives to help others too. “I try to give back as much as I can. When I cook enough and can afford it, I’ve shared it with people in the street. There are people out there who are less fortunate than you.”



Demands are Rising – and So Is Our Response

Since the Peel Learning Foundation started in 2019, the world we live in has changed a lot. The effects of the COVID-19 pandemic, an uncertain economy and inflation have created new challenges for some and made it even harder for others to meet basic needs.

Requests to the Student Emergency Needs Program have gone up every year and increased by 50% in 2023.

We're getting a greater number of requests from families who are living paycheck to paycheck, and for more students who are living in shelters.

	2019	2020	2021	2022	2023
Students supported through the Student Emergency Needs Program	333	1,121	1,363	1,761	2,662
Students supported through the Student Backpack Program	304	358	617	408	384



To apply for support from the Peel Learning Foundation, please contact any staff member at your local PDSB school. All requests are submitted confidentially through the school's principal or vice-principal.



Peel Learning Foundation

Hopeful Tomorrows Campaign

In 2023, we embarked on the Hopeful Tomorrows Campaign, to add to our capacity to help. Together, we've raised over \$240,000 so far, thanks to our caring community. With more, we can do more.

HOPEFUL TOMORROWS CAMPAIGN DONORS

Donor Level: \$10,000+

Community Foundation of Mississauga:
Pendle Fund
J.P. Bickell Foundation
Mississauga Food Bank Support Association
Sherilyn Ketchen Vijay/Anand Foundation

Donor Level: \$5,000+

Marion Ethel Kamm and Frederick John Kamm Charitable Foundation
Rotary Club of Brampton Heart Lake
Sifton Family Foundation
SSQ Foundation
Stait Family Fund

Donor Level: \$2,000+

Huttonville Lions Club
Jackman Foundation
Mattamy Homes
The Toronto-Dominion Bank

Donor Level: \$1,000+

Chris & Kim (Bassett) Beer
Cashmere Avenue Public School
The Corporation of the Town of Caledon
The Georgina Foundation
Ideas for Independent Living Inc.

Peel Principals' & Vice Principals' Association
Photovisions
TD Private Giving Foundation
Mr. Qing Wu
Anonymous (4)

There's still time to give – make a secure donation online at: peelllearningfoundation.org

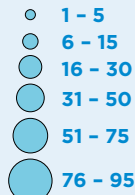
Here is where your gift helped create hope in Brampton, Caledon, and Mississauga

2,662

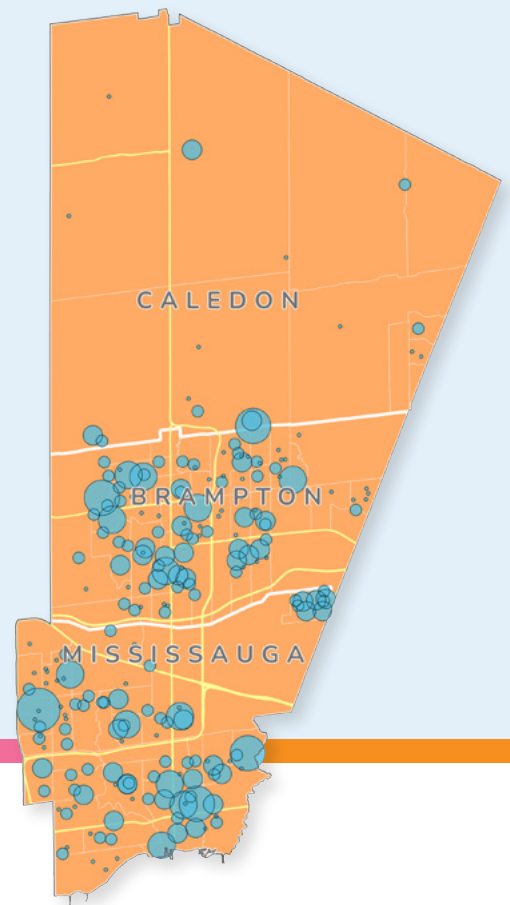
students in need were supported through the Student Emergency Needs Program in 2023.

This was made possible by generous donors to the Peel Learning Foundation.

NUMBER OF STUDENTS HELPED*



*Your gift also supported 26 students who attended Peel virtual schools and were not assigned a physical location on this map.



How to Help

It's clear that the Peel Learning Foundation is making a difference. It's also clear that ongoing challenges continue to leave students and their families on the edge.

Every gift matters. It gives students food, warm clothes, school supplies and other essentials.

It also gives them hope - hope that others care and hope that they can succeed.

Thank you to our community for your continued support!



To make a gift or learn more, please visit:
peelllearningfoundation.org



Peel Learning Foundation
Create hopeful tomorrows

- [@PeelLearningFDN](https://twitter.com/PeelLearningFDN)
- [/PeelLearningFDN](https://facebook.com/PeelLearningFDN)
- [/peelllearningfoundation](https://instagram.com/peelllearningfoundation)
- [/company/peelllearningfoundation](https://linkedin.com/company/peelllearningfoundation)

In partnership with:





**Peel Learning
Foundation**

Create hopeful tomorrows

Background Information, Highlights and Request

Background Information

The Peel Learning Foundation (“the Foundation”) was conceived and initiated by the PDSB Board of Trustees. The Foundation’s mission is to raise funds in support of students within the PDSB to achieve success by providing resources that help them overcome barriers.

The Peel Learning Foundation is incorporated without share capital under the *Corporations Act (Ontario)* and registered with the Canada Revenue Agency as a charitable organization.

The Foundation’s vision aligns with the mission of the Peel District School Board is to inspire success, confidence and hope in each student and help each child achieve to the best of their ability. Our vision is that every student has equitable access to opportunity in their educational journey and that our programs help them overcome barriers to their success.

The Peel Learning Foundation operates under a Memorandum of Understanding with the Peel District School Board, dated October 29, 2019. The Foundation is the only registered charitable organization with the sole mandate to raise funds in support of PDSB students.

Highlights

Since 2019, The Foundation has been generously supported by PDSB staff and families, schools, unions, community businesses and foundations.

The Foundation has helped more than 7,200 students with support for warm clothing, hygiene items and other needs through the Student Emergency Needs Program, and more than 2,000 students with backpacks and school supplies through the Student Backpack Program.

The Foundation has supported students in Brampton, Caledon, and Mississauga at over 85% of PDSB schools.

Request

The Foundation remains steadfast in our commitment to supporting PDSB students. We hope to continue working with the board on fundraising and outreach campaigns to schools, families, and staff (including the current employee payroll deduction program).

Based on the Impact Report 2023 presented, the Peel Learning Foundation hopes to be considered the “charity of choice” by the Peel District School Board.

Submitted by:

Brian Hobbs
Executive Officer
The Peel Learning Foundation



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f 905.890.6747
www.peelschools.org

June 4, 2024

We are writing on behalf of the students and families of the Peel District School Board.

According to Canadian statistics, one in five children and youth experience mental health concerns, and we believe that this statistic is underreported, especially since the Covid-19 pandemic. We are seeing increased complexity, frequency, and intensity of mental health concerns within our student population. With nearly 4000 referrals to counselling supports by March this year, for reasons such as suicidal ideation, anxiety, family violence, lack of basic necessities (financial, housing, and food insecurity), and substance misuse/addiction, our registered mental health professionals are overwhelmed and unable to keep pace with the needs. In addition, there are unique and complex mental health concerns presenting from students with autism, developmental, and intellectual disabilities that neither the PDSB nor community service providers are equipped to address, resulting in increased contact with police instead of qualified mental health professionals when these children and youth are experiencing crisis. Decreased access to community resources, early interventions, and therapeutic settings for children and youth with complex needs have exacerbated this issue.

The Covid-19 pandemic has resulted in disruptions to early experiential education (e.g., preschool, access to EarlyOn centers, etc.) and interventions, resulting in gaps in prosocial and academic skills development. Increased frustration with learning and lagging skills in frustration tolerance, coping, and resilience has resulted in increased mental distress and acting out behaviours, including physical. Impacts to staff and student wellbeing, exposure to violence within schools, learning loss and lost-time workplace injuries have increased significantly.

The PDSB has endeavoured to partner with clinical and community organizations in the Peel Region to generate cross-sectoral training, service, and advocacy opportunities, per the recommendations in [Right Time, Right Care](#) and [PPM 169](#). We have aligned our strategic plans, participated in collaborative mental health promotion, and strengthened our referral pathways. However, we are continuously met with the same barrier: lack of funding to staff board and community clinical services.

The funding formula for the Region of Peel is insufficient, with Peel receiving about half the provincial average. In 2020, Peel's average per capita funding for child and youth mental health was \$76.38, whereas the average per capita funding in Ontario was \$152.48 during the same time period. We heard from our community partners that due to insufficient funding, they offer lower compensation than other sectors and are seeing staffing shortfalls and high turnover. Further to this, decrease in funding to community organizations through the Ministry of Children and Community Social Services (MCCSS) has resulted in the closure of 5 Education and Community Partnership (ECP) day treatment classrooms in the PDSB over the last 2 years. Consequently, students who would have accessed these day treatment classrooms remain in the mainstream populations of schools, experiencing significant difficulties accessing curriculum due to mental health treatment needs.

As these funding and staffing shortfalls in community clinical settings result in increased waitlists of 18 months to 3 years for core and intensive supports, there is increased pressure on school-based mental health professionals to provide services well beyond their capacity and mandate as providers of brief mental health/counselling services. In addition, with our funding for mental health professionals tied exclusively to student enrolment, we are not able to maintain the level of support needed to adequately meet increasing needs. Research from McMaster University (see [Duncan, L, et. Al, 2022](#)) indicates that solely relying on administrative data (such as demographic data) to determine funding levels will result in underestimation of the presence of child and youth mental disorders and therefore insufficient funding. To illustrate this point, Canadian statistics would estimate 20% of children and youth would experience mental health concerns, but PDSB's most recent student census results (2023) indicate that 58% of responding students in grades 7-12 have or are experiencing symptoms of mental health distress (e.g., worried, nervous, stressed, overwhelmed, lonely, etc.) always or often, and 39% of responding students in grades 4-6 report the same.

In the PDSB, Social Workers are servicing 5-7 schools each, often with a caseload of over 100 students at a time. As social worker caseloads increase, waitlists increase within the school system and increased pressure is put on guidance staff in schools to meet with students experiencing mental health distress. Guidance staff are not registered mental health professionals and are not equipped to provide the level of services needed at this time, resulting in burnout, medical leaves, and a high turnover in these positions.

The PDSB services one of the most diverse communities in Canada, with unique service needs representing multiple cultures and languages. Our proximity to a large international airport and other factors has resulted in a large proportion of PDSB students with additional support needs (such as English-language learning, mental health supports in the areas of adjustment, settlement, and post-traumatic stress, for example) that we struggle to sufficiently service. The PDSB has endeavored to hire mental health professionals whose identities best represent the students and families of Peel, but with high cost of living and consistent reductions in funding, we are experiencing difficulty with hiring and retaining these professionals, especially in the area of psychology.

Although the PDSB has been dedicated to providing mental health services to the families of Peel for many years, with the implementation of PPM 169, there are increased budgetary demands to meet the implementation and reporting requirements of this PPM. For example, we are required to collect and analyze far more data related to mental health services. The base allocation provided to all boards of \$50,000 for mental health data collection is not sufficient to meet the salary requirements of a full-time research analyst in a board the size of Peel. This standard amount given to all school boards is not equitable. We are also taking on the cost of training for our registered mental health professionals, as the training provided by School Mental Health Ontario (SMHO) allows for only 3-5 of our staff to be trained in the essential modalities per year, making the use of evidence-informed interventions and standardized measurement tools difficult to implement with fidelity. In addition, the mandatory mental health literacy modules produced so far have not included inclusive learning materials for students accessing fully alternative curriculum, such as students with autism and intellectual disabilities, resulting in the PDSB incurring the costs of curriculum development and materials production to meet the unique needs of this population.

The PDSB is asking that funding for child and youth mental health in the region be increased to meet the provincial average per capita funding, that more current demographic and census data be used to determine funding amounts, along with additional consideration for the unique needs of children and youth in the Peel Region. Further, we would ask that mental health literacy learning modules be designed

to address the needs of all learners in an anti-oppressive, anti-ableist manner, including learning explicitly designed for students accessing fully alternative curriculum. Lastly, we are asking that training in culturally relevant and responsive counselling modalities and standardized measurement tools be provided to all registered mental health professionals working in school boards. We would be pleased to collaborate with the Ministry to resolve these issues.

Thank you for your time and consideration of these concerns, and we would be pleased to meet to discuss these matters further. We look forward to your response to the serious underfunding issues.

Respectfully submitted by:



David Green
Chair, Peel District School Board



Rashmi Swarup,
Director of Education

Appendix I - Update on Supporting Child and Youth Mental Health in Peel

Child and Youth Mental Health Resources

This document provides a list of resources to support the mental health of Peel children, youth, and adults.

Source	Support Type	Description	Link/Contact
Ontario School Boards	Youth Services	Ontario school boards have mental health leaders that can help direct students to appropriate local mental health services available to them	https://smho-smso.ca/about-us/find-your-mental-health-leader/
		Ontario school boards may offer certain mental health services	Contact your local school board's website to find out if mental health services are being offered during this time
Help Lines (General)	24/7 Crisis Support	24/7 Crisis Support provides access to free and confidential support for residents of all ages in Peel during a mental health crisis. This service is available 24 hours a day, 7 days a week, 365 days a year, including holidays. For children, youth and caregivers of children 18<, the number will connect to EveryMind's crisis support service to speak with a professional crisis worker. This team provides both telephone and mobile assessment and interventions.	905-278-9036 (or toll-free 1-888-811-2222). Press 1 to reach EveryMind Crisis.
	Connecting to Supports	211 Ontario is a helpline that quickly, easily, and confidentially connects people to needed social services, programs, and community supports across the province	Use Ontario 211 to look up the services available in your area.
	PDSB Support Line	Non-urgent counselling support for Peel District School Board students and caregivers. Staffed by diverse registered mental health workers. Brief counselling and identity-specific support available	905-890-1010 x2608 or bewell@peelsb.com
	Services/ Counselling	Kids Help Phone is Canada's only 24/7 e-mental health service offering free, confidential support and allows children and teens to speak with a mental health counsellor 24/7	<ul style="list-style-type: none"> • Calling Kids Help Phone at 1-800-668-6868 or texting CONNECT to 686868 • Languages served include: English, French, Arabic, Dari, Mandarin, Pashto, Russian and Ukrainian • To request an Indigenous crisis responder, text FIRST NATIONS, INUIT or METIS to 686868 • To request a Black crisis responder, text RISE to 686868 • Try the Kids' Help Phone Resources Around Me
One Stop Talk offers a certified therapist to provide immediate, confidential support at no cost		https://www.onestoptalk.ca/	

Last Updated: July 26, 2023

Appendix I - Update on Supporting Child and Youth Mental Health in Peel

Source	Support Type	Description	Link/Contact
			A child, youth or adult in distress anywhere in Ontario can go to the website and click on the “start the conversation” button or can call 1-855-416-8255.
		Tangerine Walk-In offers a free service for parents who live in the Peel who are concerned about and/or would like advice on parenting their child ages 0-18 years. Tangerine Walk-In Counselling is available by appointment only	http://tangerinewalkin.com 905-795-3530
		Talk Suicide Canada connects individuals with a crisis responder to get help without judgement	Call: 1-833-456-4566 (24/7/365) Text: 45645 (4pm – midnight)
		Crisis Text Line provides free, 24/7, high-quality text-based mental health support and crisis intervention by empowering a community of trained volunteers to support people in their moments of need	Text HOME to 741741
		Distress Centres of Greater Toronto provides 24/ 7 crisis support, emotional support, and suicide prevention, intervention, and postvention service support to individuals in the community who are at risk	https://www.dcoqt.com/multilingual-distress-lines Brampton & Mississauga: 905-459-7777 Caledon: 1-877-298-5444 TTY: 905-278-4890
Help Lines (Culturally Responsive)	Supports for Muslim Youth	Naseeha Helpline offers anonymous, non-judgemental, confidential peer support for youth experiencing personal challenges	Naseeha.org Toll-Free: 1-866-627-3342 / Text: 1-866-627-3342 7 days/ week, 12pm-9pm/ Text available Mon-Friday only
	Supports for Black Youth	Black Youth Helpline serves all youth and specifically responds to the need for a Black youth specific service, positioned and resourced to promote access to professional, culturally appropriate support for youth, families and schools	https://blackyouth.ca/ (416-285-9944 or toll-free 1-833-294-8650)
		Black African Caribbean - Community Support Line	647-812-8545; (Mon-Fri. 9a-7p) https://rootscs.org/
	Supports for 2SLGBTQI+ Youth	LGBT YouthLine offers confidential and non-judgmental peer support to those in need through telephone, text, and chat services	https://www.youthline.ca/ (text 647-694-4275) Call: 1-800-268-9688 Online Live Chat youthline.ca / askus@youthline.ca
		Trans Lifeline provides trans peer support and radical community care for those in the community who have been divested from police	https://translifeline.org/ (877-330-6366)

Last Updated: July 26, 2023

Appendix I - Update on Supporting Child and Youth Mental Health in Peel

Source	Support Type	Description	Link/Contact
	Supports for Indigenous Students, Women, and Families	Hope for Wellness Helpline provides immediate mental health counselling and crisis intervention to all indigenous peoples in English, French, Cree, Ojibway or Inuktitut	https://www.hopeforwellness.ca/ (1-855-242-3310)
		Métis Nation of Ontario (MNO) offers a 24/hr Mental Health and Addictions Crisis Line with culturally specific mental health and addiction supports for adults, youth, and families in Ontario in both English and French	http://www.metisnation.org/programs-and-services/healing-wellness/mental-health-and-addictions-services/ (1-877-767-7572)
		Talk4Healing Helpline provides support, help and resources for Indigenous women in Ontario	http://www.talk4healing.com/
		The National Indian Residential School Crisis Line provides immediate, 24-hour emotional and crisis support to former Indian Residential School students and their families.	Available 24 hours a day, 7 days a week. Call toll-free at 1-866-925-4419.
	Supports for Sikh families	Sikh Family Helpline is a peer-to-peer non-emergency helpline servicing the Sikh Community in Canada in Punjabi and English.	http://www.sikhfamilyhelpline.com/ Call: 1-800-551-9128
	Supports for families	This is a non-crisis, confidential support line. PCHS provides health, settlement and social services to diverse communities within Peel Region, including mental health, family engagement, addiction, and mobile support	Pchs4u.com 416-605-6134/416-579-5942 or email at: support@pchs4u.com
Primary Care	Family Physician	Family doctor can provide further information regarding local mental health services that are available	Contact your family doctor for more information
Mental Health Centres	Community -Based Services	Children may be able to access mental health resources available in their community via mental health centres	Find a Children’s Mental Health Centre in your community here
		Canadian Mental Health Association Peel Dufferin provides services for people with mental illness and educates Canadians about mental health concerns.	www.cmhapeeldufferin.ca 24/7 crisis line: 905-278-9036 For non-crisis information and referrals, please contact: 905-451-2123 or 1-877-451-2123
		Where to Start provides access to mental health services for children and youth. WhereToStart.ca-Access and Intake Team is based at EveryMind and includes other staff with the role of intake at other organizations who are a part of the network team. The team can complete intakes for programs at any of the	https://wheretostart.ca/ Julia Margetiak; Work Cell: (416) 254-9266 OR 905-451-4655; Mon-Fri-9 am to 4:30 pm Waitlist (as of April 2023):

Last Updated: July 26, 2023

Appendix I - Update on Supporting Child and Youth Mental Health in Peel

Source	Support Type	Description	Link/Contact												
		four child and youth mental health organizations (Associated Youth Services of Peel, EveryMind, Trillium Health Partners, William Osler)	<ul style="list-style-type: none"> • Intake appointment wait time, 6 weeks • Urgent Intake appointment wait time, 10 days 												
		EveryMind leads the delivery of mental health services for infant, child, youth, young adults (up to age 25) and families in Peel. Referrals for counselling are accepted from schools and community.	http://everymind.ca/												
			<table border="1"> <thead> <tr> <th>Program</th> <th>Waitlist (as of April 2023)</th> <th>Contacts</th> </tr> </thead> <tbody> <tr> <td>Infant, Child, Youth and Family Counselling (<18 years old)</td> <td>>8 years of age= 12 months wait <8 years of age= 8 months wait</td> <td> Mirella DiSanto 0-7 years Work Cell: (647) 209-9206 Karene Martin-Russell 8-12 years Work Cell: (437) 216-8649 Nella Secondino 13-17 years Work Cell: (647) 294-8061 </td> </tr> <tr> <td>Youth Counselling (12-25 years old)</td> <td>12-17 years = 8 months 18+ = 19 months</td> <td> Alyssa Keel (ages 12-17) Work Cell: (416) 566-9632 Andrea Duncan (ages 18+) Work Cell: (437) 217-3286 </td> </tr> <tr> <td>Peel Infant Parent Program</td> <td>None</td> <td>Mirella DiSanto Work Cell: (647) 209-9206</td> </tr> </tbody> </table>	Program	Waitlist (as of April 2023)	Contacts	Infant, Child, Youth and Family Counselling (<18 years old)	>8 years of age= 12 months wait <8 years of age= 8 months wait	Mirella DiSanto 0-7 years Work Cell: (647) 209-9206 Karene Martin-Russell 8-12 years Work Cell: (437) 216-8649 Nella Secondino 13-17 years Work Cell: (647) 294-8061	Youth Counselling (12-25 years old)	12-17 years = 8 months 18+ = 19 months	Alyssa Keel (ages 12-17) Work Cell: (416) 566-9632 Andrea Duncan (ages 18+) Work Cell: (437) 217-3286	Peel Infant Parent Program	None	Mirella DiSanto Work Cell: (647) 209-9206
Program	Waitlist (as of April 2023)		Contacts												
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Peel Infant Parent Program	None	Mirella DiSanto Work Cell: (647) 209-9206													

Appendix I - Update on Supporting Child and Youth Mental Health in Peel

Source	Support Type	Description	Link/Contact		
			Trauma and Abuse Treatment	9 months	Andrea Duncan Work Cell: (437) 217-3286
		<p>Associated Youth Services of Peel (AYSP) improves the lives of children and youth dealing with mental health or justice issues by providing effective, quality and high-impact programs.</p>	https://www.aysp.ca/		
			Program	Waitlist (as of April 2023)	Contact
			AYSP Counselling (0-17 years old)	1-2 months	Rosemary DiSimine (905)-890-5222 ext. 2241 https://www.aysp.ca/programs/counselling/
			Adolescent Team (12-17 years old)	2-3 months	Sonali Sagare (905)-890-5222 ext. 1254 https://www.aysp.ca/programs/adolescent-team-program/
			Working Together with Families (0-6 years old)	6 Months	Jackie Van Den Bossche (905)-890-5222 ext. 2273 https://www.aysp.ca/programs/working-together-with-families-0-6/
			Family Connections (0-17 years old)	8-10 weeks	Liz McGrath (905)-890-5222 ext. 2256

Appendix I - Update on Supporting Child and Youth Mental Health in Peel

Source	Support Type	Description	Link/Contact	
				https://www.aysp.ca/programs/family-connections/
			Parent Adolescent and Child Counselling Program	12-14 months Carla Peters (905)-890-5222 ext. 1260 https://www.aysp.ca/programs/pacc-p/
		Catholic Family Services Peel-Dufferin is a multi-service counselling agency serving individuals, couples, and families living or working in Peel and Dufferin. Services are available to people who are experiencing challenges such as depression, anxiety, grief, or any life stresses; and couples and families experiencing difficulties in their relationships.	https://cfspd.com/ Brampton/Bolton: 905-450-1608 Mississauga: 905-897-1644 To access services: 905-450-1608 ext. 112	
		Family Services of Peel is a multi-service agency that provides professional counselling, educational programs, employment support services, support for people with developmental disabilities and their families, as well as support for victims of violence and abuse.	https://fspeel.org/ Intake Department: 905-453-5775	
		Safe Centre of Peel provides services for victims of violence and offers crisis intervention, risk assessment and safety planning over the phone through an integrated service response model.	http://scopeel.org 905-450-4650	
	Hospital-Based Services	Trillium Health Partners Child & Adolescent Mental Health Services Credit Valley Site	Urgent Psychiatric Assessment 5-6 weeks Non-Urgent Psychiatric Assessment- 5 months Social Work assessment with a clinician- 8 week Contact: David Maxwell (905) 813-1100 ext. 6468	
		William Osler Health System Child and Adolescent Clinic Peel Memorial Hospital Referrals for services at the Child and Adolescent Clinic come from Brampton Civic Hospital, Etobicoke General Hospital - Emergency departments, both sites; Child and Adolescent Outpatient psychiatrists; Child and Adolescent inpatient units;	Child and Adolescent Clinic Internal Referrals only	Transitional Aged Youth (16-24yr) Internal and External referrals from community

Appendix I - Update on Supporting Child and Youth Mental Health in Peel

Source	Support Type	Description	Link/Contact	
		and the outpatient Day Hospital program at Brampton Civic Hospital	Psychiatry Waitlist: 8 months	Psychiatry Waitlist: 11 months
			Counselling Waitlist: 3 months	Counselling Waitlist: 4 months
		<p>Halton Healthcare- Child & Adolescent Outpatient Services</p> <p>Oakville Trafalgar Hospital Site -Referrals to the Child & Adolescent Outpatient Services come from community physicians directly to the clinic. If the referrals end up at One Link, they redirect them to Outpatient Services at Oakville Trafalgar Hospital</p>	<p>Clinic lead: Sarah Murugathasan (905) 494-2120 ext. 29251</p> <p>Waitlist: Child and Youth Clinician/Psychiatry: 3.5 weeks *Seen by clinician first for an assessment and need for psychiatric consult determined during the assessment</p> <p>Contact: Leah Clarke, Office Coordinator (905) 845-2571 ext. 4842 LCLARKE@haltonhealthcare.com</p>	
Multi-Service Resources	Supports for Indigenous families and children	<p>Native Child and Family Services of Toronto (NCFST) is a multi-service urban Indigenous agency providing holistic, culture-based programs and services for Indigenous children and families. NCFST strives to provide a life of quality, well-being, healing, and self-determination for children and families in the Toronto urban Indigenous community.</p>	https://nativechild.org/	
		<p>The Ontario Federation of Indigenous Friendship Centres (OFIFC) works to support, advocate for, and build the capacity of member Friendship Centres across Ontario. It includes the Children’s Mental Health Program (which offers services that assist children and families to address behavioural and mental health needs), Healing and Wellness Coordinator Program (which focuses on improving Indigenous health and reduction of family violence which is achieved through the provision of services for those at most risk, notably women and children), the Indigenous Mental Health and Wellness Program (which provides wholistic</p>	https://ofifc.org/programs/health-wellness/	

Appendix I - Update on Supporting Child and Youth Mental Health in Peel

Source	Support Type	Description	Link/Contact
		and culture-based supports to be responsive to the needs of mental health and addictions for urban Indigenous individuals and families, with a focus on trauma-informed and strengths-based approaches), and many others.	
		Anishnawbe Toronto provides mental health counseling and traditional counseling that provides support which considers the spiritual, mental, emotional, and physical needs of every individual.	www.aht.ca
		CAMH Aboriginal Service provides outpatient groups and individual counselling to Aboriginal people experiencing substance use and other mental health challenges.	https://www.camh.ca/en/your-care/programs-and-services/aboriginal-substance-use-outpatient--counselling-service
		Brighter Days: An Indigenous Wellness Program supported by Sun Life empowers First Nations, Inuit and Métis youth with skills, tools and resources to support their well-being.	https://kidshelpphone.ca/get-involved/brighter-days-an-indigenous-wellness-program/
		Indian Residential Schools (IRS) Resolution Health Support Program provides emotional health and wellness support to former IRS students and their families, regardless of status and place of residence, who are eligible for the Common Experience Payment (CEP) and/or resolving an IRS claim through the Alternative Dispute Resolution (ADR) process, Independent Assessment Process (IAP) or litigation.	https://www.sac-isc.gc.ca/eng/1581971225188/1581971250953
		Aboriginal Mental Health and Wellness – Where to go when you’re looking or help is a multi-resource, comprehensive list of mental health and wellness services for First Nation, Métis and Inuit communities that are available both through specialized Aboriginal services and mainstream services offering care to Aboriginal peoples living in urban and rural areas, as well as in First Nations communities.	https://www.camh.ca/-/media/files/community-resource-sheets/aboriginal-resources-pdf.pdf

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Source	Support Type	Description	Link/Contact
Multi-Service Resources	Supports for Black youth and families in Peel Region	The Region of Peel has developed the “ Agencies that Focus on Black Youth and Families in Peel Region ” resource that provides a list of agencies and their respective services for supporting Black youth and families in Peel.	https://drive.google.com/file/d/1O5kkKWtsLwngxFVek57FiWv76IU7wx6h/view
		The Black Community Action Network (BCAN) has compiled a list of resources to support Black individuals with Black healing and support.	https://www.peelschools.org/documents/Resources-for-Black-Healing-and-Support-Greater-Toronto-Area---BCAN.pdf/Resources-for-Black-Healing-and-Support-Greater-Toronto-Area---BCAN.pdf
	Muslim Mental Health Resources	COVID Muslim Mental Health resources	https://muslimmentalhealth.ca/covid-muslim-mental-health-resources/
	Jewish Mental Health Resources	List of supports available to Jewish students and families, including mental health services and supportive programs for a variety of ages	**See https://jewishtoronto.com/jewishtoronto/jist/one-community-cares-guide for a variety of supports for the Jewish Community (Toronto-based however some agencies may serve Peel)
	Peel youth mental health resources	The Peel Youth Mental Health Resources is a comprehensive list providing various supports that Peel youth can access for different mental health and social needs.	https://docs.google.com/document/d/1wOPQB_NfXpa8xe3NNr2fjdZTi9-0IAK7-4ovpQPzMjI/edit
Adult Resources for Supporting Youth	How adults can support 2SLGBTQI+ youth	Canadian Parents of Trans Kids is a parent-led Facebook support group for Canadian parents of trans and gender diverse children	https://www.facebook.com/canadianparentsoftranskids
		Egale Canada is a resource which helps to affirm adults in the school community who would like to learn to be supportive and affirming to LGBTQ2S+ youth	https://egale.ca/awareness/affirming-adults

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Source	Support Type	Description	Link/Contact
		The Family Acceptance Project from San Francisco State University offers the “Supportive Families, Healthy Children — Toolkit”, a resource for parents and caregivers with LGBTQ2S+ children and youth	https://familyproject.sfsu.edu/publications
		Gender Creative Kids Canada offers resource for trans and gender diverse children and youth, their families, and allies	https://gendercreativekids.com/
		LGBT YouthLine , a 2SLGBTQI+ youth-led organization, serves to provide various resources that affirm and support the experiences of youth across Ontario	https://www.youthline.ca/get-support/links-resources/
		OK2BME is an organization that provides definitions for different LGBTQ2S+ identities.	https://ok2bme.ca/resources/kids-teens/what-does-lgbtq-mean/
		PFLAG Canada is a national organization focused on supporting parents and caregivers of LGBTQ2S+ youth.	https://pflagcanada.ca/
		Planned Parenthood Toronto is an organization that offers tips for supporting trans and gender diverse youth	http://ppt.on.ca/trans-and-nonbinary-youth-inclusivity-in-sexual-health-guidelines-for-educators-and-service-providers/
		PREVNet is an organization that provides resources for parents supporting LGBTQ youth experiencing bullying	https://www.prevnet.ca/bullying/parents/parents-of-lgbtq-youth
		The Native Youth Sexual Health Network offers resources for Two Spirit and LGBTQ+ Indigenous Youth	https://www.nativeyouthsexualhealth.com/
	Caregiver resources for supporting child mental health	Children’s Mental Health Week offers various caregiver resources and supports for supporting their children’s mental health and related concerns	https://sites.google.com/pdsb.net/mentalhealthweek-familytoolkit/caregiver-resources?authuser=0
		#WELLinPeel is a resource developed by the Peel District School Board Mental Health Resource Team that aims to celebrate and promote children’s mental health. The resource provides key tips and strategies for how caregivers can nurture their child’s mental health.	https://docs.google.com/document/d/1wOPQB_NfXpa8xe3N-Nr2fjdZTi9-0IAK7-4ovpQPzMjI/edit
		The “Building Resilience – Tips for Caregivers” is a resource developed by the Mental Health Resource Team in Peel which provides caregivers with tips, activities, and resources for how they can help their children build resilience	https://docs.google.com/document/d/1chsr6lwaGypBXFsrJb8apz6qOs0UeDyaqUGLAWUSnp8/edit
		The “Supporting Our Kids: Calming and Coping” is a resource that provides parents and guardians with ideas, strategies, and supports for helping their children to build resilience and	https://docs.google.com/document/d/1nmlyPWRfR-QDLlvfWHdlzwbUVDbgn9chuDyulITyleQ/edit

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Source	Support Type	Description	Link/Contact
		positively handle times of distress or escalation, especially when struggling with anxiety.	
		A newsletter that provides tips and suggested activities for families with a child who has special needs	https://drive.google.com/file/d/1Lq7RsCNCuSYPI2L5nSGG3uEymhZaL3G/view
		The Suicide Prevention Guide for Parents and Families is a School Mental Health Ontario guide that is designed to help answer frequently asked questions so that parents and caregivers can prepare, prevent, and respond if their child or teen is experiencing thoughts of suicide.	https://smho-smsso.ca/blog/online-resources/suicide-prevention-guide-for-parents-and-families-during-covid-19-and-return-to-school/



Roundtable on Children and Youth Mental Health and Addictions in Peel: Summary Report

With the Associate Minister of Mental Health and Addictions, Michael Tibollo

January 2024

Roundtable on Children and Youth Mental Health and Addictions in Peel: Summary Report

Executive Summary

This report is in follow-up to the November 6, 2023, Mental Health and Addictions (MHA) Roundtable with the Associate Minister of Mental Health and Addictions and Peel community partners within the children and youth mental health and addictions sector, including service providers from community agencies, acute care, law enforcement, and school boards. Community members with lived and living experiences also participated in the Roundtable and shared their reflections on navigating the MHA sector as youth and caregivers. These perspectives and knowledge provided valuable context for the discussion.

The Roundtable was a result of Minister Tibollo's delegation in April 2023 to Peel Regional Council, whereby a commitment to a future Roundtable discussion on children and youth mental health and addictions services was made to better understand the local landscape. During opening remarks, Minister Tibollo highlighted MHA as a priority for the Province and acknowledged current sector challenges with accessing services. Minister Tibollo also reinforced the need to refocus efforts on prevention through upstream interventions that address the social determinants of health in tandem with current acute, hospital-focused solutions.

This report reflects the discussion by community partners at Peel's MHA Roundtable. It includes a summary of the unique needs and challenges in Peel and opportunities for collaboration and system innovation to enhance MHA services available to children and youth in Peel.

Challenges in the Peel community include:

- Increasing demand for services contributing to significant wait times;
- Need for targeted programming for complex and diverse clients;
- Inaccessibility of MHA services in Peel's rural communities and lack of services across the continuum of care; and
- Chronic provincial underinvestment that has impacted MHA system capacity in Peel; resulting in funding and staffing inequities.

Opportunities for improvements in MHA service delivery include:

- Implementing equitable funding based on population size, social determinants of health and MHA needs in Peel to help address growing waitlists and increasing client complexity and acuity. This funding needs to be received in a timely way to support effective planning and implementation;
- Stabilizing the MHA workforce, through community-based health human resources (HHR) investments and policies that support HHR capacity challenges; and
- Supporting cross-sectoral partnerships and integrated service delivery to reduce the reliance on acute care services and support youth and adults who currently face gaps in the continuum of MHA services.

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- Implementing community and hospital MHA counselling services for transitional aged youth to support continuous care as they age out of the Child and Youth Mental Health sector.

Peel Region is committed to working with local partners, the Peel Community Safety and Well-being Mental Health and Addictions Action Table, and the Province to address the MHA needs of Peel residents and advancing the priorities within the provincial Roadmap to Wellness.

Key Themes from the Roundtable Discussion

Challenges

The Roundtable was an opportunity for clients, caregivers and key organizations within the children and youth mental health and addictions sector to provide their perspectives, insights, and experiences. The key challenges identified during the discussion are summarized below.

***“If you can’t get through the front door to access public mental health services because of waitlists or inadequate services, then you have to seek help elsewhere out of pocket. What do families without financial resources do? They drown. The mental health narrative needs to change to long-term, sustainable funding and resources; otherwise, we will never shift things for the better”,
Co-Chair, EveryMind Family Engagement Advisory Committee***

Service demands

Waitlists to access MHA services are too long, especially for counselling and therapy. These waitlists are the longest in history for Peel’s Child and Youth Mental Health (CYMH) sector. Currently, there are approximately 184,000 Peel residents, including 60,000 children and youth without necessary supports.¹ In January 2023, Peel’s CYMH sector had more than 1,650 children and youth on waitlists for core services, including 1,279 waiting for counselling/therapy². It is detrimental to the needs of clients when wait times are 737 days (over 2 years) to access child and youth mental health services in Peel.³ Youth needs can become more acute and complex while they wait for much needed care, making it more challenging for service providers when they eventually see their clients. All of these factors increase the risk of individuals potentially interacting with law enforcement or having to access

¹ Offord Child Health Studies. (2019). Ontario Child Health Study.

Hamilton Health Sciences. (2019). Hamilton researchers find one in five children have a mental health disorder.

² EveryMind Mental Health Services. (2023). Data retrieved January 2023.

³ Children’s Mental Health Ontario, Kids Can’t Wait: 2020 Report on Wait Lists and Wait Times for Child and Youth Mental Health Care in Ontario (2020).

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the emergency department for urgent mental health care instead of receiving the right care at the right time in the right setting.

“Children and youth aren’t going to wait, if services are not available when needed, these children might disappear”,
*Director, Malton Neighbourhood Services and
Malton Youth Wellness Hub*

Given current multi-year wait times, youth are ‘aging out’ before they are able to access services. Currently, there is a gap in availability of ongoing counselling support for transitional-aged youth. In addition to investments to fill this gap, there is a need for improved system navigation and integration to support youth accessing adult MHA services. The MHA system can be fragmented, in up to 60% of known cases, poor transitions from youth to adult mental health services have led to individuals disengaging from care.

As Peel’s population grows, demand for services continues to increase. **There is a critical need for more services that are targeted towards complex clients and across the continuum of needs.** Peel’s Children’s Aid Society indicated that approximately 94% of children within their extended care have complex needs and noted that suicidal ideation has increased since the pandemic. School boards also spoke to an increase in the complexity of needs among their students and noted that mental health distress and diagnosable conditions were more recognizable in young students, including those with other diagnosed disabilities, such as autism and intellectual and developmental disabilities. Furthermore, children and youth require MHA resources to be enhanced across the entire continuum of care, including upstream mental health promotion and prevention efforts to support resiliency-building and early identification of needs, increased engagement of primary care and more options for treatment

Identified gaps in programs and services

Throughout the Roundtable discussion examples of gaps in programs and services were acknowledged. The **lack of MHA services available in Peel’s rural communities** was identified as a challenge by Headwaters Health Care, with the challenges associated with referring to nearby psychiatry services specifically noted. The Conseil Scolaire Catholique MonAvenir, indicated there were **insufficient resources and training offered in French**, and overall, Peel school boards felt they needed to be better equipped to support children with MHA needs. Long waitlists in Peel and lack of MHA services for children and youth increase pressure on school systems to respond to MHA needs of students and fill in gaps for programs and services. Schools have a mandate in mental health promotion and prevention and are not resourced to address serious and complex mental health needs.

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Peel continues to experience rapid population growth and increasing diversity, with more than 69% of the population being racialized.⁴ Given these unique needs, MHA programs must align with our population needs, **service provision needs to be more culturally diverse and culturally appropriate and account for the impact that systemic racism has on mental health of children and youth.**

Funding and staffing inequities

Provincial MHA investments have been welcomed, but without efforts to correct historical underfunding, Peel will be unable to meet crisis level demand and fall further behind. **Service providers in Peel receive significantly less funding per capita compared to the provincial average, which has amplified existing disparities for those seeking MHA supports.**

COVID-19 has amplified the impact of chronic underinvestment on MHA system capacity in Peel. Services were already overstretched before the pandemic, and providers continue to be challenged to provide access to services with growing community need.

In 2020, Peel's average per capita funding for child and youth mental health was \$76.38, this is approximately half the average per capital funding in Ontario (\$152.48)⁵.

Mental health and addictions service providers in Peel continue to be concerned about health human resources (HHR) challenges. Due to lower compensation and a high demand/stress environment, community organizations often lose trained staff to other sectors offering more competitive wages. This presents ongoing hiring and retention challenges, and is disruptive to service operations, especially when staff have formed personal connections with children and youth.

Opportunities for Improvements

Supporting increased and equitable funding, addressing health and human resource challenges and facilitating cross-sectoral partnerships are imperative for addressing system integration challenges within and across ministries and alleviating system pressures. Discussion at the Roundtable provided insight for system improvements and enhancements, as summarized below.

⁴ Statistics Canada Census. (2021). Ethnic Diversity and Religion. Regional Municipality of Peel.

⁵ Ontario Ministry of Finance. (2019-20). Child and Youth Mental Health total transfer payments in 2019-20. Ontario Public Accounts.

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Support increased and equitable funding

Timely delivery of funding, informed by reporting and data, will support CYMH service providers to strategically plan and effectively use provincial program funding. Implementation of a population needs-based funding model for CYMH services in Peel will help address gaps in services, growing waitlists and increasing client complexity and acuity. Community service providers advocated for recurring investments to sustainably address the crisis-level demand in Peel, including rural areas.

Diversity of choice is essential for children and youth in need of MHA services. Counselling is not a one-size-fits-all approach. Group and family therapy can be an effective intervention for diverse communities or those not able to access individual therapy. Being able to provide options for MHA services allows clients to determine the best supports for their unique situation.

“When initial programs/services were not effective, we had discussions and meetings with the care team to try new and different therapy approaches until we found success”, Youth Advisor, EveryMind Youth Engagement Group

Recognition of the unique cultural and diverse needs within Peel was expressed by many service providers. Expansion of more culturally appropriate and diverse programs, including service provision in different languages, to support children and youth with MHA challenges were highlighted.

Investments in updated MHA programming within schools, through curriculum planning, online resources and implementation of specialists to provide timely access to MHA services onsite. These were highlighted as opportunities for improvements by youth with lived experiences. The provision of resources, lessons, activities, and implementation guidance should consider the full range of identities and abilities of students and include targeted MHA resources for students accessing fully alternative curriculum, such as those with developmental and intellectual disabilities. Further, improved mental health literacy for both students and school staff would support prevention focused interventions and early identification of needs across the continuum of care.

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Successful Initiatives: Youth and Family Peer Support Programs

EveryMind had success with their youth peer support pilot project in 2021. Youth and adult peer support models can improve system navigation, engage 'difficult to reach individuals', help families cope while waiting for care and offer additional support post-treatment. System leaders should explore innovative strategies to engage youth with lived experience and knowledge of the MHA system⁶.

[Stabilize and support the CYMH sector workforce](#)

Mental health and addictions service providers in Peel region continue to be concerned about health human resources (HHR) challenges. Community service providers advocated to stabilize the MHA workforce, through an aligned provincial strategy. **Community-based HHR investments and policies that support HHR capacity are needed to allow the CYMH sector to increase services and meet demands.** Investments to increase salary grids for community-based MHA providers are essential to attract and retain talent in Peel and to meet service demands and support continuity of care for those accessing services.

Community providers supported innovative use of staffing across sectors to transform how MHA services could be delivered to children and youth. Effectively leveraging skills of nurse practitioners, placing crisis workers in more settings, and supporting programs offered by youth peers were examples highlighted during the Roundtable. Provincial investments to increase community-based MHA staffing will support staffing innovation and help address the gaps in the CYMH service system.

Successful Initiatives: Implementation of Crisis Supports within the Community

Headwaters Health Care have implemented a crisis worker in their emergency department to support clients with MHA needs who enter the hospital. Additionally, the local Ontario Health Team (Hills of Headwaters) supports a Community Crisis Integrated Team. This multidisciplinary team consists of health and social service providers who respond to crises within the community, including MHA needs for children and youth.

⁶ EveryMind. (2022). Youth Peer Support Pilot Project, Executive Summary of the Legacy Report.

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Facilitate cross-sectoral partnerships to support integrated MHA service delivery

Roundtable participants highlighted opportunities to improve system integration within the children and youth MHA sector and across ministries. Through Peel Region, the Community Safety and Well-being MHA Action Table has led important work to improve system integration by collaborating with community partners to co-design improvements to accessing mental health care for youth and their families/caregivers. Increased provincial investments for integrated service delivery, such as 24/7 MHA crisis clinics and youth wellness hubs, will support partnerships across the CYMH, adult MHA, child welfare, police, primary care, hospital and education sectors.

Cross-sectoral partnerships strengthen pathways to care and blend capacities and expertise across service providers. Opportunities for the government to fund innovative partnerships that combine MHA services and systems together will reduce the reliance on acute care services and support youth and adults who currently face gaps in the continuum of MHA services.

Successful Initiatives: A Few Examples of Cross-Sector Collaborations in Peel

- Applying the Community Safety and Well-being framework has enabled Peel Regional Police to re-engineer their service model to better assess and refer cases to mental health and social service providers when appropriate.
- EveryMind has begun to engage and collaborate with Black Mental Health Canada to support capacity-building among clinicians to provide culturally safe and appropriate mental health counselling.
- Peel Newcomer Strategy Group (PNSG) coordinates services across health and social sectors to improve outcomes for newcomers, immigrants and refugees.

Conclusion and Next Steps

Peel Region, in collaboration with the Community Safety and Well-being Mental Health and Addictions Action Table, are committed to collectively addressing MHA priorities for Peel residents and advocating for solutions. Support from the provincial government to address persistent funding challenges and implement initiatives to address system demands are integral to meeting the needs of Peel residents and advancing the priorities within the Roadmap to Wellness.

Peel Region continues to support system integration at a local level and welcomes the opportunity to work with the Province as it begins to undertake various MHA initiatives, including modernization of the *Mental Health Act* in Ontario, supporting collection and analysis

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of MHA performance indicators, and strategic planning and coordination of MHA funding across ministries.

Thank you to our community Mental Health and Addictions partners that attended the Roundtable and supported the development of this summary report:

- Associated Youth Services of Peel
- Canadian Mental Health Association Peel Dufferin
- Conseil scolaire Viamonde, French Language School Board
- Dufferin Peel Catholic District School Board
- EveryMind Mental Health Services
- EveryMind Mental Health Service Youth Engagement Group
- EveryMind Mental Health Services Family Engagement Advisory Committee
- Headwaters Health Care Centre
- Hills of Headwaters Collaborative Ontario Health Team
- Malton Neighbourhood Services and Malton Youth Wellness Hub
- Mississauga Ontario Health Team
- MonAvenir, French Language Catholic School Board
- Ontario Provincial Police (Caledon Detachment)
- Peel Children's Aid Society
- Peel District School Board
- Peel Newcomer Strategy Group
- Peel Regional Police
- Region of Peel
- Trillium Health Partners

Thank you to the members of Peel Regional Council that supported and participated in the Roundtable discussion with Minister Tibollo:

- Peel Regional Chair Iannicca
- Peel Region Health System Integration Committee Chair Fonseca

For Information

REPORT TITLE: **Strategic Opportunities to Strengthen Collaborations and Advance Mental Health and Addictions Priorities in Peel**

FROM: Nancy Polsinelli, RD HBS Sc MPA, Commissioner of Health Services

OBJECTIVE

To provide an update on mental health and addictions priorities in Peel and identify opportunities to advance common priorities in a collaborative way across system partners.

REPORT HIGHLIGHTS

- Mental health and addictions (MHA) remains a critical issue and priority in Peel, with COVID-19 amplifying existing challenges and disparities.
 - The MHA system is facing unprecedented pressures including growing waitlists, complexity and diversity of needs, more emergency department visits, and changing substance use patterns.
 - Community MHA service providers are falling further behind in their ability to meet community demand as funding is not keeping pace with Peel's population growth and inflationary costs.
 - Various initiatives at the provincial, regional and local levels over the last few years have focused on responding to the changing and increasing MHA needs and pressures through partnerships and collaborations.
 - Across the MHA system in Peel there is a shared commitment to cross-sectoral collaboration and building a more coordinated, integrated, and equitable MHA system.
 - Peel Region continues to focus on coordinated advocacy and system integration by collaborating with partners through the Community Safety and Well-being (CSWB) MHA Action Table, Ontario Health Teams, and other planning tables.
 - Key opportunities for strengthened collaboration include coordinating to optimize local and regional efforts to improve service delivery and access, joint advocacy for increased funding and resources, focusing on upstream interventions and health equity to support mental health, and improving data collection and sharing to support advocacy and program design.
-

DISCUSSION

1. Background

Enhancing mental health and addictions (MHA) supports and services for Peel residents is a longstanding priority for Peel Region and remains a critical issue. The COVID-19 pandemic exacerbated existing challenges and disparities across the MHA system, leading to more pronounced impacts on the rates of depression, anxiety, substance use and opioid-related

Strategic Opportunities to Strengthen Collaborations and Advance Mental Health and Addictions Priorities in Peel

deaths. This has further increased the demand for quality, accessible and evidence-based care, and uncovered gaps in the ability to meet the evolving needs of Peel residents. As Peel's population grows and diversifies, demand for services and complex client care continues to grow, with child and youth mental health (CYMH) emerging as an area of focus.

The Health System Integration Committee has been instrumental in elevating MHA as a significant concern within Peel Region, championing advocacy efforts for improved funding and integration, and providing a venue for continued dialogue about ongoing challenges and opportunities to address them. Since 2016, Peel Region has actively collaborated across sectors to advance this system issue (Refer to Appendix I for key milestones). Building on shared MHA mandates and priorities across the system, there are additional opportunities to strengthen cross-sectoral collaboration to improve the mental health and wellbeing of Peel residents.

2. Current State of Mental Health and Addictions in Peel

a) Pressures and Challenges

The MHA system in Peel continues to face chronic underinvestment and inequitable funding compared to provincial averages and comparable jurisdictions, with services overstretched and providers struggling to meet growing and changing community needs. While the provincial government provided a sector-wide funding increase in 2023, it did not adequately address Peel's historical underfunding, was not allocated with a funding formula that accounts for rapidly growing and culturally diverse populations, nor match the rise in inflationary costs over the past several years. The lack of adequate funding also exacerbates health human resource challenges, as community agencies struggle to offer competitive compensation levels leading to many staff transitioning to higher paying sectors or private practice. Moreover, the unpredictable nature of provincial one-time and new funding, that is delayed or allocated late in the fiscal year, hinders providers' ability to plan, apply for and strategically allocate resources to meet evolving needs.

As Peel's MHA needs continue to evolve, priority populations have emerged. In January 2023, the CYMH sector in Peel faced its longest waitlist in history, with over 1,650 children and youth up to age 17, on waitlists for core services in Peel. Wait times can extend up to 737 days (over 2 years) to access counselling and intensive treatments. Mental health indicators such as self-reported mental health condition and psychological distress have worsened over time among Peel youth (Table 1). The 2023 Ontario Student Drug Use and Health Survey shows that the COVID-19 pandemic exacerbated the strain on student health and wellbeing, with 79 per cent of students reporting negative impacts on their mental health. There has been an 82 per cent increase in the need for inpatient child and adolescent mental health services in Mississauga hospitals since 2015, and a 106 per cent increase in admissions for children and youth at Trillium Health Partners in the last year.

Strategic Opportunities to Strengthen Collaborations and Advance Mental Health and Addictions Priorities in Peel

Table 1: Change in mental health indicators from 2019 to 2023 among grade 7-12 youth in Peel (Ontario Student Drug Use and Health Survey)

Indicator	Year	
	2019 (pre-pandemic)	2023 (post-pandemic)
Excellent/very good/good self-rated mental health	74%	68%
Moderate to high levels of psychological distress	39%	47%

Furthermore, the recent increase in newcomers to Peel has led to more complex mental health needs within the community. These individuals often require specialized support and culturally appropriate resources to address the unique challenges they face, adding pressure on already strained MHA supports in the region and highlighting the importance of developing culturally sensitive and trauma-informed approaches to care.

In 2021, there were 19,953 emergency department (ED) visits for mental health related disorders among individuals living in Peel. Substance use patterns have also seen marked changes, with increases in vaping among non-smokers, cannabis-related hospitalizations and alcohol toxicity deaths. The opioid toxicity crisis has claimed 684 lives in Peel over the last few years (2018-2022), with over 100 deaths reported between January and November 2023. These trends underscore the urgent need to adapt to the shifting factors influencing mental health and addictions across all ages in Peel.

b) Mental Health and Addictions Priorities

In 2020, the Provincial *Roadmap to Wellness: A Plan to Build Ontario’s Mental Health and Addictions System* committed \$3.8 billion over 10 years to advance MHA service delivery in four priority areas (pillars): improving quality, expanding existing spaces, innovation, and improving access. The MHA Centre of Excellence within Ontario Health was established to be the central point of accountability and oversight, to standardize and monitor the quality and delivery of services across the province, and to implement the Roadmap to Wellness. Over the last few years, the Centre of Excellence has established an MHA oversight model and outlined priorities across five clinical areas of focus (Appendix II).

Ontario Health Teams (OHTs) are actively prioritizing MHA care and aligning their efforts with the Provincial *Roadmap to Wellness* to create more integrated, accessible, and effective MHA services. This involves establishing planning tables to work collaboratively with system partners and individuals with lived experience to better streamline navigation and timely access to MHA care such as crisis counselling, screening and self-management, and strengthening linkages to community and primary care. For example, through the MHA Redesign Project, Trillium Health Partners and Mississauga OHT have brought together MHA partners to improve system navigation and models of care. There are opportunities to learn from and leverage these types of innovative strategies across Peel.

Strategic Opportunities to Strengthen Collaborations and Advance Mental Health and Addictions Priorities in Peel

Guided by School Mental Health Ontario's *Right Time, Right Care*, the education sector has similarly prioritized cross-sectoral collaboration across the continuum of care. As highlighted in the Ministry of Education's Policy and Program Memorandum 169, school boards are expected to collaborate in building a coordinated continuum of MHA care across various providers to meet student's needs. Local school boards have developed mental health strategies to advance collaboration to integrate pathways to care and foster supportive environments.

Community MHA service providers in Peel have further called attention to the critical need for cross-sectoral collaboration and additional capacity within the sector to meet unmet demand. Key priorities for Community MHA service providers in Peel include:

- Equitable funding to address growing waitlists and increased complexity and diversity of CYMH needs;
- Community-based health human resources investments to address staffing inequities between sectors; and
- Improving data to understand changing MHA needs and support better care delivery.

c) Region of Peel Support of MHA Priorities

In alignment with provincial direction and community need, Peel Region is advancing the following MHA priorities:

Advocacy and partnerships

- Amplifying advocacy priorities and recommendations from the 2023 Child and Youth Mental Health Roundtable Report.
- Sustaining and building on the achievements, partnerships, and networks established at the CSWB MHA Action Table as part of the refresh of Peel's CSWB Plan.
- Continuing ongoing support and strategic and operational coordination with Peel OHTs (e.g., OHT MHA Planning Tables and the Trillium Health Partners (THP) MHA Redesign Project).

Enabling cross-sector collaboration

- Continuing the CSWB MHA Action Table's seed funding project to co-design improvements for newcomer youth and international students' mental wellness and considering opportunities to scale this work with partners.
- Applying health equity and population health approaches Advancing the development of Peel Public Health's Promoting Mental Wellbeing Strategy by prioritizing upstream approaches (e.g., mental health promotion interventions in schools) that address the protective factors for mental health and reduce the risk factors for mental illness.
- Advancing health equity as a foundational part of work by building organizational capability and capacity and supporting an equity perspective within community tables.
- Improving public reporting on mental health and wellbeing-related indicators at the population level.

Substance use and harm reduction

- Launching Peel's first Supervised Consumption Services via an Urgent Public Health Need Site in March 2024. This site provides access to a safe, non-judgmental, stigma-free and respectful space for people who use substances coupled with wrap-around supports.

Strategic Opportunities to Strengthen Collaborations and Advance Mental Health and Addictions Priorities in Peel

- Contributing to OHT integrated care pathways for chronic disease (COPD and CHF) and the related alcohol and tobacco use risk factors.
- Re-engaging partners to consider options for a comprehensive drug/substances strategy for Peel that builds on the current Peel Opioid Strategy, which outlines Peel's response to the opioid toxicity crisis.

Peel Region remains actively engaged in advancing MHA sector priorities and continues to collaborate with partners, recognizing the importance of aligning our efforts and identifying opportunities for coordination and collaboration leveraging our respective strengths and expertise, we are well-positioned to develop new innovative, integrated care pathways through cross-sectoral collaboration.

3. Opportunities to Strengthen Collaboration and Advocacy

Peel Region is uniquely situated to continue to facilitate and strengthen cross-sectoral collaboration, support the identification and coordination of shared priorities, and advance advocacy opportunities. Key opportunities for improved collaboration, system integration and advocacy include:

- Deepen coordination with system partners. For example, there is an opportunity for the Region to more actively engage with the MHA Centre of Excellence and the Ontario Health Central Region MHA Advisory Committee building off learnings and priorities through CSWB MHA work and existing regional programs and initiatives.
- Adopt a comprehensive population mental health approach that emphasizes mental health promotion and illness prevention for the entire population, in addition to treatment for those that need it. Working upstream to address the determinants of mental health.
- Strengthen advocacy for increased, predictable, and sustained funding, resources, and policy changes to increase system capacity and strengthen services within the community.
- Share and learn together to advance health equity and to effectively engage community members and those with lived/living experience in co-design practices.
- Further integrate substance use, addiction issues and harm reduction approaches into MHA priorities and strategies.
- Align and integrate data collection and sharing initiatives to support understanding of the diversity of MHA needs in Peel and inform ongoing advocacy and program design.

The opportunities noted above address community need, leverage system partnerships and resources to ensure efficiency and build a common agenda for maximum impact.

RISK CONSIDERATIONS

Lack of coordination and integration across partners and initiatives may lead to reduced capacity and impact, missed funding opportunities for vital programs, and continued challenges with timely access to MHA services in Peel. Ongoing provincial funding shortfalls will impede the ability to build capacity, enhance integration across the local system and ultimately meet the community's increasingly complex needs.

Strategic Opportunities to Strengthen Collaborations and Advance Mental Health and Addictions Priorities in Peel

BILL 112 RISKS AND IMPLICATIONS

The passing of the *Hazel McCallion Act (Peel Dissolution), 2023* on June 8, 2023, formalized a plan to dissolve the Region of Peel effective January 1, 2025. On December 13, 2023, the provincial government announced that Peel will not be dissolved, and that new legislation will be passed in 2024 to repeal or amend Bill 112. On April 10, 2024, Bill 185, *Cutting Red Tape to Build More Homes Act*, was tabled to amend various acts including the *Hazel McCallion Act (Peel Dissolution), 2023*. Bill 185 will amend the *Hazel McCallion Act (Peel Dissolution), 2023* confirming that Peel will not be dissolved, and includes a recalibrated focus on options to support building more housing faster. The full implications of the *Hazel McCallion Act (Peel Dissolution), 2023* as amended by Bill 185 cannot be determined at this time.

CONCLUSION

The COVID-19 pandemic, alongside escalating service pressures on MHA service providers and persistent funding shortfalls have magnified the need for a cohesive regional approach to mental health and wellbeing. Peel Region will continue to work in partnership and advance collaborations in its role as a system connector, coordinating efforts across various sectors to increase system capacity and impact, and help tackle the complex challenges within the MHA landscape. Additionally, mental health promotion and addressing health disparities will help reduce long-term societal burden and cost associated with mental health issues.

APPENDICES

Appendix I - Milestones for mental health and addictions advocacy and outreach in Peel
Appendix II - Ontario Mental Health and Addictions Oversight Model and Provincial Plan for Mental Health & Addictions Care



Nancy Polsinelli, RD HBSc MPA, Commissioner of Health Services

Authored By: Fatime Grigorescu, Analyst and Norene Lach, Analyst, Strategic Policy and Performance

For Information

REPORT TITLE: Update on Supporting Child and Youth Mental Health in Peel

FROM: Nancy Polsinelli

OBJECTIVE

To provide an update on steps taken to strengthen collaboration and partnerships to support child and youth mental health in Peel.

REPORT HIGHLIGHTS

- The COVID-19 pandemic intensified the need for child and youth mental health supports with only 1 in 3 Peel residents able to access necessary services, leaving 60,000 children and youth unsupported.
 - The Peel Region has been actively involved in convening key stakeholders, including schools and child and youth mental health providers to advance shared goals including improving transitions between schools and community-based providers, addressing professional shortages, and broadening cross-sectoral partnerships.
 - Underfunding has impacted Peel's child and youth mental health sector in meeting community needs, necessitating ongoing advocacy for improved funding and legislative reform to create a more integrated and responsive system.
-

DISCUSSION

1. Background

Mental health and addictions (MHA) supports and interventions for children and youth exist along a continuum of care, ranging from targeted prevention services, counselling, and therapy to intensive and specialized services, that rely on professional contributions from a multitude of sectors. Along this continuum, Peel Region plays a unique role, convening key MHA stakeholders to support coordination and advance shared goals, providing mental health promotion and harm reduction programming, and addressing the social determinants of health, which contribute to mental health and wellbeing. Adequately addressing children and youth mental health (CYMH) requires a comprehensive systems approach and coordination and integration across schools, community-based organizations, various levels of government and others.

In April 2023, Peel Regional Council passed a motion endorsing improved communication and collaboration between Peel Region and Peel school boards to further support child and youth mental health (Resolution 2023-283). Per the motion, a letter from the Regional Chair, on behalf of Council, was sent to the Peel District School Board (PDSB) and Dufferin Peel Catholic District School Board (DPCDSB) in support of increased collaboration. A list of

Update on Supporting Child and Youth Mental Health Services in Peel

CYMH support services, developed by Peel Public Health and the Community Safety and Well-being (CSWB) MHA Action Table, was included (Appendix I), to be distributed to school principals as appropriate. Since April, there has been improved communication and collaboration between Peel Region and Peel school boards, which has helped to inform an understanding of systemic gaps and facilitate the development of shared solutions. Through the CSWB MHA Action Table, efforts to improve system coordination and integration, across sectors, for children and youth, their families, and service providers continues.

In alignment with Council direction, this report provides an update on the CYMH landscape in Peel, and identifies opportunities for improving support for children, youth, and students in the region.

2. Current State of Children and Youth Mental Health in Peel

The COVID-19 pandemic exacerbated CYMH concerns through the impacts of heightened social isolation, school and service agency closures and the loss of consistent support systems. In 2021, Ontario students in grades 7 to 12 indicated significant decreases in their self-rated mental health, ability to cope with difficult problems, and met need for mental health support. Input from key stakeholders from child and youth serving agencies, school boards, acute care, child welfare, enforcement and corrections, amongst others, has corroborated urgent concerns regarding the state of CYMH. It is estimated that only 1 in 3 Peel residents in need of mental health and addictions services can access them. This means approximately 60,000 Peel children and youth are unsupported, with many further disengaging due to poor transitions between youth and adult services. Children from racially diverse backgrounds and lower socio-economic statuses are particularly impacted.

3. Role of Peel Schools and Community-Based Organizations in Supporting Children and Youth Mental Health

The Roadmap to Wellness, the provincial government's plan for evolving Ontario's MHA system, lays out a vision for a connected, high-quality service network structured around four key pillars: improving quality, expanding existing services, implementing innovative solutions, and enhancing access. The strategy is operationalized through the Mental Health and Addictions Centre of Excellence. Despite the MHA Centre of Excellence's role, it does not currently have a mandate or focus on CYMH services. Instead, the Ministries of Health and Children, Community and Social Services continue to lead in this regard. CYMH services are further coordinated through CYMH Lead Agencies responsible for service planning.

Peel's CYMH Lead Agency is EveryMind Mental Health Services (EveryMind). EveryMind supports the implementation of the Roadmap to Wellness by planning the delivery of core services for CYMH, in conjunction with core CYMH service providers, adult MHA service providers, community and health providers, schools, and governments. Given the CSWB MHA Action Table's partnerships with key stakeholders and focus on youth and families, EveryMind leverages the table as an important forum for community mental health planning. Moreover, other community-based mental health providers deliver Ministry-defined core mental health services, from prevention and counseling to intensive and specialized treatments, to children and youth experiencing mild, moderate and serious mental health issues.

Update on Supporting Child and Youth Mental Health Services in Peel

Given children and youth spend a significant portion of their time in school, school boards play a pivotal role supporting CYMH. With guidance from School Mental Health Ontario, schools are responsible for enhancing student, educator and staff mental health literacy. They provide mental health promotion, early identification, prevention and early intervention support to students. Under the direction of the Ministry of Education's Policy and Program Memorandum 169, and in alignment with the Roadmap to Wellness and Right Time, Right Care, schools are expected to "work collaboratively to build a continuum of mental health and addictions care across schools, community-based child and youth mental health providers, and hospitals that is coordinated, comprehensive and responsive to the needs of each and every student". Regulated school mental health professionals support students experiencing mild to moderate issues, provide support and caring connections to community providers for students with more serious needs, and bridging support for those who are unable to access CYMH services.

Per Ministry of Education requirements, Peel school boards have developed multi-year School Mental Health and Addictions Strategies in alignment with School Mental Health Ontario's strategy. DPCDSB's Mental Health and Well-Being Guiding Framework 2022-2025 and PDSB's Mental Health Strategy 2023-2026 identify key priorities. Yearly action plans are also created to enable the advancement of goals. Peel Region, through the School Health Program and the CSWB MHA Action Table, provided feedback to inform PDSB priorities.

4. Peel Region's Ongoing CYMH Partnerships and Collaboration

CYMH remains a priority for Peel Region. While advocacy for targeted and sustainable investments continues, building and maintaining partnerships with key stakeholders is also paramount for improving system coordination and advancing the Roadmap to Wellness' goals.

a. Peel's Community Safety and Well-being Mental Health and Addictions Action Table

The MHA Action Table is focused on promoting mental wellness and improving access to MHA services and support, particularly for children, youth and their families. The Action Table does not deliver services; however, member organizations provide core CYMH services and other related supports. The Action Table is currently co-chaired by Peel Region and EveryMind and includes representation from PDSB. Staff continue to work with DPCDSB in different capacities and explore opportunities for increased participation at the table.

Since 2020, the Action Table has supported system transformation efforts by convening stakeholders to improve efficiency and coordination of services for clients. Collective work on transforming care pathways for young adults and families in diverse communities has been conducted with project leadership from the Family Child Health Initiative. Additionally, the Peel Situation Table continues to support mitigating crisis situations, and CSWB seed funding has enabled evaluation initiatives to inform ongoing quality improvement.

In 2023, the Action Table contributed to the planning and implementation of the Child and Youth Mental Health and Addictions Roundtable with the Associate Minister of Mental Health and Addictions. Key themes included enhancing access, creating clear

Update on Supporting Child and Youth Mental Health Services in Peel

and comprehensive pathways, ensuring culturally relevant services, and fostering cross-sectoral partnerships (Appendix II). School representatives from Peel's four school boards highlighted the increase in complexity of care required by students means more cases are extending beyond the mild to moderate scope of practice for school-based professionals. For example, mental health distress and diagnosable conditions are becoming more common in young students with other diagnosed disabilities (e.g., autism and intellectual development disabilities).

For 2024, promoting mental wellness and positive relationships among youth and their families remains at the forefront. CSWB seed funding is currently being used to support a collaborative initiative led by the Peel Newcomer Strategy Group to co-design and pilot areas of improvement in the mental health experience of newcomer youth and international students. Recognizing that community-based organizations alone cannot support child and youth mental health, efforts to strengthen partnerships and integration with school boards, acute and primary care, law enforcement and the justice sector persist.

b. Public Health School Health Program

Public Health Units are instrumental in promoting mental health among children and youth, offering programs and prevention information as required under the Ontario Public Health Standards. Mental health promotion is currently the primary focus area of Peel Public Health's School Health Program (SHP). The February 22, 2024, Regional Council report, "Mental Health Promotion in Schools – Public Health Program Update" provides a detailed description of mental health promotion programming available to schools along with recent trends in uptake.

5. Improving CYMH Supports in the Region

The Region, as a key partner and coordinator, remains focused on its efforts to improve CYMH supports through collaboration within and across sectors. These efforts are being shaped and advanced based on inputs from our CYMH partners, Peel school boards and insights gained from the recent Roundtable. Dialogue with community-based organizations and Peel school boards have increased awareness of key barriers for CYMH in Peel. Additionally, collaboration between CYMH providers and Peel area Ontario Health Teams (OHTs) is essential to bridge gaps and ensure a seamless, client-centered experience for young people navigating mental health services. Ongoing work is continuing through various tables and partnerships to advance these endeavors. Listed below, are areas that have been identified by CYMH providers, clients and caregivers at the Roundtable to facilitate an improved CYMH system for Peel:

- Improve transitions and warm handoffs between schools and community-based providers for a more cohesive and seamless care experience for students.
- Address the shortage of community and school based mental health professionals, especially those trained to support students across an array of identities and abilities.
- Broaden cross-sectoral partnerships and integration of care pathways between Peel area school boards, CYMH community-based providers and other key partners, including opportunities for cross-sectoral training.

Update on Supporting Child and Youth Mental Health Services in Peel

- Enhance provincial planning and coordination of MHA priorities and funding across ministries to improve MHA system integration and support the Province's efforts to modernize outdated legislation through a provincial review of the *Mental Health Act* and associated legislation.

Continued provincial advocacy is crucial to address the underfunding and inequitable funding formulas affecting Peel's CYMH providers. The need for enhanced funding was a prominent point of discussion at the Roundtable and in past CSWB MHA advocacy. Moving forward, the Region will maintain its advocacy efforts, emphasizing the urgent need for equitable funding structures. Updates and recommendations regarding developments in the mental health and addictions system will be brought to the Health System Integration Committee.

BILL 112 RISKS AND IMPLICATIONS

The enactment of the *Hazel McCallion Act (Peel Dissolution)*, 2023, on June 8, 2023, formalized a process to dissolve the Region of Peel effective January 1, 2025. On December 13, 2023, the provincial government announced that new legislation would be brought forward in 2024 to repeal or amend Bill 112. Until the enactment of new legislation, impacts are not known.

CONCLUSION

Peel continues to demonstrate commitment and progress in addressing the state of child and youth mental health. Ongoing collaboration and integration initiatives and strategic advocacy for funding and legislative reform, position Peel to create a more integrated and effective CYMH system. Partnerships are critical for realizing a connected mental health system that is responsive, equitable, and capable of meeting the diverse needs of children and youth in the region. As these efforts advance, the Region will continue to enhance and develop robust relationships within and across sectors to support child and youth mental health and wellbeing.

APPENDICES

Appendix I – Child and Youth Mental Health Resource List

Appendix II – Roundtable on Children and Youth Mental Health and Addictions in Peel Summary Report



Nancy Polsinelli, Commissioner of Health Services

Authored By: Taisha Palmer-Salmon, Advisor

For Information

REPORT TITLE: Mental Health Promotion in Schools – Public Health Program Update

FROM: Nancy Polsinelli, Commissioner of Health Services
Dr. Kate Bingham, Acting Medical Officer of Health

OBJECTIVE

To provide an update on the School Health Program (SHP), highlighting its background, recent data trends, and current programming, with a focus on mental health promotion.

REPORT HIGHLIGHTS

- The SHP works with the four Peel public school boards to create healthy school environments for students.
 - The COVID-19 pandemic exacerbated the trend of worsening mental health among Ontario youth. Post-pandemic mental health statistics among Peel youth are unknown.
 - The SHP delivers programming to schools that both directly and indirectly promote student mental health and wellbeing in Peel.
-

DISCUSSION

1. Background

The Ministry of Health's *School Health Program Standard* within the *Ontario Public Health Standards (OPHS)* identifies the expectations for public health programs and services to be provided by boards of health, including:

- Developing and implementing a program of public health interventions to improve the health of school-aged children and youth, and
- Offering support to school boards and schools to assist with the implementation of health-related curricula and health needs in schools.

The SHP utilizes the *Foundations for a Healthy School* framework, a comprehensive health promotion approach, to offer services that meet the OPHS. The five foundations are:

- 1) curriculum, teaching and learning,
- 2) school and classroom leadership,
- 3) student engagement,
- 4) social and physical environments, and
- 5) home, school, and community partnerships.

Mental Health Promotion in Schools – Public Health Program Update

The SHP works with the four Peel public school boards, including administrators, staff, and students to create sustainable healthy school environments. An interdisciplinary team designs and implements programming within the five foundations and supports the implementation of various Ministry of Education Program and Policy Memoranda (P/PM), such as P/PM 169: Student mental health, P/PM 138: Daily physical activity in elementary schools, grades 1-8, and P/PM 150: School food and beverage policy. Intensive mental health services such as assessment and treatment fall outside the SHP’s scope and are provided by other community agencies, including EveryMind as the local lead agency and various community-based mental health and addictions providers.

2. Student Mental Health Data Trends

The Centre for Addiction and Mental Health (CAMH) collects and analyzes data on the health (e.g., mental health, physical health, drug use) of students in grades 7-12 every two years. Mental health indicators such as psychological distress, elevated levels of stress, and suicidal ideation have worsened over time among Ontario youth. The COVID-19 pandemic exacerbated this issue by placing additional strain on student health and wellbeing (Table 1). It is unknown whether student mental health has stabilized, improved, or worsened post-pandemic due to a lag in data collection and analysis. The most recent CAMH study was conducted in 2023 and the results are expected in April 2024. However, anecdotal evidence through school board partnerships highlights the increased demand for mental health support amongst both children and youth in Peel.

Table 1: Mental health indicators in 2019 and in 2021 among grade 7-12 Ontario youth

Year	Per Cent of Students Reporting		
	Fair/poor self-rated mental health	Fair/poor ability to cope with difficult problems	Unmet need for mental health support (past year)
2019	27%	23%	35%
2021	38%	34%	42%

Data source: Ontario Student Drug Use and Health Survey, 2021, Centre for Addiction and Mental Health.

Overall, individual-level mental health protective factors such as coping skills and physical activity among youth are low. At the community level, indicators of student social support networks such as feeling close to people at school significantly decreased during the pandemic .¹ This presents an opportunity to strengthen social support networks within school environments to positively impact student mental health and wellbeing.

3. Current Programming

The primary focus area of the SHP post-pandemic is mental health promotion. The SHP collaborates with schools to welcome and include students, understand their needs, build knowledge of mental health, promote mentally healthy habits, and partner with the school

¹ Ontario Student Drug Use and Health Survey, 2021, Centre for Addiction and Mental Health.

Mental Health Promotion in Schools – Public Health Program Update

community to create a supportive environment. Other community agencies provide mental health diagnosis and treatment services as part of the system of care.

Current mental health promotion interventions include the Playground Activity Leaders in Schools (PALS) program in primary grades and the Youth Empowering Students for Mental Health (YES4MH) program in intermediate and secondary grades. To support program implementation, all SHP Public Health Nurses (PHNs) completed a 6-module mental health literacy course offered by School Mental Health Ontario to increase their knowledge and comfort in supporting student mental health and wellbeing.

Table 2 describes the uptake for both programs. Several factors influence the variability in program uptake. Given the PALS program was introduced over 20 years ago, it is well-established in Peel, leading to higher demand. The program was revised in Fall 2023 to better align with diversity, equity, and inclusion principles, resulting in delayed implementation in the current school year. Uptake is expected to increase throughout 2024. The YES4MH program was introduced to secondary schools in 2018 and continues to build momentum. It was recently revised to apply to younger students and introduced to intermediate schools in the current school year.

a) PALS Program

The PALS program encourages all students to engage in recess activities, regardless of their gender, size, or ability. PHNs provide leadership, conflict resolution, and communication training to students in grades 4-6, equipping them to lead younger peers in playground games during recess. Peel Public Health offers participating schools playground equipment (e.g., skipping ropes, balls), tarmac painting grants, and materials (e.g., training handbooks) to support program implementation.

b) YES4MH Program

The YES4MH program is a youth engagement intervention that involves students in meaningful activities and experiences to become leaders in mental health promotion in their school community. PHNs provide training in mental health, stigma reduction, and leadership to youth-led mental wellbeing committees. PHNs also bring awareness to the mental health resources available in the community. Student leaders work together to create a supportive and resilient school environment. In 2023, Peel Public Health awarded grants to 27 participating schools to fund program implementation.

Table 2: Uptake of mental health promotion programming for current and previous school year

School Year	PALS		YES4MH (intermediate)		YES4MH (secondary)	
	Schools participating (% of applicable schools)	Student leaders trained	Schools participating (% of applicable schools)	Student leaders trained	Schools participating (% of applicable schools)	Student leaders trained
2022/2023	218 (70%)	6805	Not offered		31 (49%)	155
2023/2024*	160 (53%)	3275	49 (20%)	295	33 (50%)	421

*Data updated as of January 19, 2024.

Mental Health Promotion in Schools – Public Health Program Update

c) Other Programs

In addition to the above programs, mental health promotion is addressed indirectly by influencing shared risk and protective factors for physical health, such as physical activity and healthy eating. In these areas, the SHP supports Peel schools by:

- Assisting with Student Nutrition Program (SNP) funding applications and offering consultations with a Registered Dietitian to select nutritious foods for breakfast, lunch, and snack programs,
- Delivering the School Travel Planning program, which provides resources to create and implement action plans to promote physical activity through active transportation, and
- Facilitating physical activity training and offering funding for active learning spaces (e.g., sensory hallway decals) to promote the implementation of *P/PM 138: Daily physical activity in elementary schools, grades 1-8*.

4. Partnerships and Collaboration

The SHP collaborates with internal and external partners to support student health and wellbeing. Internal partners include Public Works and several other Peel Public Health program areas. For example, as the SHP exists within a larger child and youth mental health system, it engages with representatives of the Community Safety and Wellbeing (CSWB) strategy to enable seamless support for students. The 'Update on Supporting Child and Youth Mental Health in Peel' report provides further information on the CSWB strategy and partnerships and collaborations to support child and youth mental health in Peel. Examples of external partners include the Peel Safe and Active Routes to School (PSARTS) Committee, Erin Mills Connects, the Registered Nurses Association of Ontario (RNAO) and School Mental Health Ontario. In 2018, Peel Public Health signed a formal partnership declaration with the Peel District and Dufferin-Peel Catholic District School Boards to work together to create healthy schools that improve the wellbeing of children and youth in Peel. Future efforts will be made to renew and strengthen the declaration.

BILL 112 RISKS AND IMPLICATIONS

The passing of the *Hazel McCallion Act (Peel Dissolution)*, 2023 on June 8, 2023, formalized a plan to dissolve the Region of Peel effective January 1, 2025. On December 13, 2023, the provincial government announced that Peel will not be dissolved, and that new legislation will be passed in 2024 to repeal or amend Bill 112. Until new legislation is passed, no implications can be determined.

FINANCIAL IMPLICATIONS

The SHP is funded through a cost-sharing model between the Region and the Ministry of Health. No financial implications are applicable to this report.

CONCLUSION

Student mental health and wellbeing is a priority recognized by many partners. Peel Public Health's SHP designs and implements programs using a comprehensive health promotion approach to create healthy environments within primary, intermediate, and secondary schools. PHNs partner with school administrators, staff, and students to deliver these programs and promote student health and wellbeing in Peel.

Mental Health Promotion in Schools – Public Health Program Update



Nancy Polsinelli, Commissioner of Health Services

Authored By: Grace Cook, Analyst, Research & Policy

Notice of Proposed Amendments to PDSB Procedure By-law

Submitted by: Chair David Green

Be it resolved, that Notice is hereby provided that amendments to the Procedure By-law will be brought to the Board of Trustees for consideration at the July 2, 2024 Board Meeting:

That, the following amendments be made to the Procedure By-law:

1. Section 5.1.2

~~The scheduling of all Board and Committee meetings are subject to the PDSB process for the identification of Days of Significance. Meetings that fall on a Statutory Holiday or will be held at another time. The scheduling of Board and Committee meetings will not be subject to the identification of Red Dot Days or Open Red Dot Days indicated in the PDSB Faith and Creed Calendar.~~

2. Section 8.3 –Delegation Process

Request to Delegate

Delegates must submit a Delegation Request Form, as follows.

Requests must be received a minimum of 48 hours prior to the commencement of a Standing or Statutory Committee meeting. For example, Board Standing and Statutory Committee meeting agendas are generally posted on the Board's public website by 4:30 p.m. the Friday prior to a meeting to be held the following Wednesday. In this case, Delegation Request Forms will be received up until 4:30 p.m. on the Monday prior to the meeting.

Alternative timelines may be considered or required, with the approval of the Committee Chair or Board Chair, for the purpose of recognizing Statutory Holidays ~~-or Days of Significance-~~