



AGENDA

Board Meeting

Wednesday, October 23, 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

Open Session

Wednesday, October 23, 2024

1. Call to Order
2. National Anthem and Acknowledgement of Traditional Lands – 7:00 p.m.
3. Approval of Agenda
4. Declaration of Conflict of Interest
5. Staff Recognition
 - 5.1. Retirements
6. Board Chair’s Announcements
7. Director’s Report
8. Reports from Trustees Appointed to External Organizations
9. Approval of Minutes from Previous Board and Special Board Meetings
 - 9.1 Minutes – Board Meeting, September 25, 2024
10. Committee Minutes for Receipt and Motions for Consideration
 - 10.1. Minutes – Special Education Advisory Committee, September 17, 2024
 - 10.2. Minutes – Parent Involvement Committee, September 19, 2024
 - 10.3. Minutes – Audit Committee, September 26, 2024
 - 10.4. Minutes – Physical Planning, Finance and Building Committee, October 8, 2024
 - 10.5. Minutes – Curriculum, Equity and Student Well-Being Committee, October 9, 2024
11. Staff Reports/Reports
 - 11.1 Multi-Year Strategic Plan Progress Report 2.1: Safety and Well-Being
presented by Camille Logan/Michelle Stubbings
 - 11.2 Multi-Year Strategic Plan Progress Report 2.2: Special Education – *presented by Camille Logan/Claudine Scuccato*
 - 11.3 Multi-Year Strategic Plan In Action (Oral) - *presented by Paul Da Silva/Leslie Grant*
 - 11.4 Personal Mobile Device/Cell Phone Use in Schools Policy Implementation – *presented by Camille Logan/ Michelle Stubbings*

AGENDA

- 12. Communications**
- 13. Trustee Motions for Consideration**
- 14. Trustee Notices of Motion**
- 15. Adoption of the Closed Session Report**
- 16. PDSB Success Stories**
- 17. Adjournment**

5.1

Board Meeting, October 23, 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

PEEL DISTRICT SCHOOL BOARD

Regular Meeting of the Board

October 23, 2024

RETIREMENTS

ANDRADE, Hermano

Hawthorn Public School

Custodian

Effective: January 31, 2025

BELMONTE, Tony

Facilities Services

Manager- Facilities

Effective: January 31, 2025

BROWN, Janette

Queenston Drive Public School

Educational Assistant

Effective: November 22, 2024

BURLOCK, Steven

Great Lakes Public School

Classroom Teacher

Effective: November 22, 2024

CROCKER, Keith

Maintenance Services

Locksmith

Effective: October 25, 2024

DE LA ROCA, Sandra

Custodian

Effective: November 23, 2023

GIUGOVAZ, Janet

Mount Royal Public School

Office Manager

Effective: September 30, 2024

GLEASURE, Lillian

Madoc Drive Public School

Classroom Teacher

Effective: December 31, 2024

GRACI, Kelly

Custodian

RETIREMENTS

Effective: September 23, 2024

HILL, Kamiel
Esler Lake Public School
Classroom Teacher
Effective: November 15, 2024

HUTCHISON, Nikki
Thorndale Public School
Principal
Effective: October 31, 2024

KLOUCEK, Isabel
Dolphin Senior Public School
Educational Assistant
Effective: December 23, 2024

MALL, Aysha
Hazel McCallion Senior Public School
Educational Assistant
Effective: October 25, 2024

MASAKI, Kiyomi
Forest Glen Public School
Classroom Teacher
Effective: October 31, 2024

MCCRAE, Islay
Accounting
Office Assistant
Effective: September 30, 2024

O'DONNELL, Jamie
Custodian
Effective: September 30, 2024

STANLEY, Suzanne
Larkspur Public School
Classroom Teacher
Effective: December 31, 2024

RETIREMENTS

VALLADARES, Edwin
Erindale Secondary School
Custodian
Effective: February 28, 2025

ZEKORN, Monica
Artesian Drive Public School
Classroom Teacher
Effective: September 30, 2024

PEEL DISTRICT SCHOOL BOARD

Minutes of a Board Meeting of the Peel District School Board, held on Wednesday, September 25, 2024, at 18:30 hours. The hybrid meeting was held in the Board Room, the H. J. A. Brown Education Centre, 5650 Hurontario Street, Mississauga, Ontario, and by electronic means.

Members present:

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:

Pradwit Thapa, Student Trustee North
Justin Ko, Student Trustee South
Austin Chrisjohn, Indigenous Student Trustee

Administration:

Rashmi Swarup, Director of Education
Harjit Aujla, Associate Director, School Improvement and Equity
Paul da Silva, Associate Director, School Improvement and Equity
Jaspal Gill, Chief Operating Officer and Associate Director, Operations and Equity of Access
Camille Logan, Associate Director, School Improvement and Equity
Alvin Au, Acting Superintendent of Education
Craig Caslick, Superintendent of Education
Lara Chebaro, Superintendent, Curriculum and School Improvement
Wendy Dobson, Acting Controller, Corporate Support Services
Donna Ford, Superintendent of Education
Soni Gill, Superintendent of Education
Atheia Grant, Acting Superintendent of Equity, Indigenous Education and Community Engagement
Leslie Grant, Superintendent of Education
Rasulan Hoppie, Superintendent of Education
Masuma Khangura, Executive Officer, Human Resources, Partnerships and Equity
Lisa Leoni, Superintendent, Leadership, Capacity Building and School Partnerships
Luke Mahoney, Superintendent of Education
Mark Marshall, Acting Chief Information Officer, Learning Technology Support Services
Ozma Masood, Superintendent of Education
Neerja Punjabi, Superintendent of Education
Claudine Scuccato, Superintendent Special Education

Administration: (Continued)

Michelle Stubbings, Superintendent, Safety and Well-Being
Mathew Thomas, Controller, Planning and Accommodation Support Services
Thomas Tsung, Controller, Facilities and Environmental Support Services
Jasmine Vorkapic, Governance Officer
Kervin White, Superintendent of Education
Nicole Fernandes, Board Reporter

1. Call to Order

Chair David Green called the meeting to order at 18:32 hours.

2. Closed Session

Resolution No. 24-200 moved by Will Davies
seconded by Susan Benjamin

Resolved, that the Board move into Closed Session (18:32 hours).

..... carried

The meeting recessed at 18:42 hours and reconvened at 19:12 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 viewed.

4. Approval of Agenda

Item 15(a), School/Student/Staff Successes, was added to the agenda.

Resolution No. 24-201 moved by Stan Cameron
seconded by Lucas Alves

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. 24-202 moved by Will Davies
seconded by LeeAnn Coles

Resolved, that the following retirements be received:

Susan Abramovitch	Louisa Eleftheriou	Sandra Martins
Nancy Alex	Bernice Enright	Sandy McCulloch
Zaiba Beg	Ljiljana Eskic	Deb Minogue
Debbie Burley	Sylvana Fenech	Rade Mrkobrad
Denise Corner	Josie Gallo	Katherine O'Brien
Colette Davies-Tanel	Vineet Gupta	Michelle Philpot
Mona Diamond	Beatrice Henry	Bill Price
Mateja Drinovac	Elizabeth Kaczor	Judi Stephenson
Fred Edwards	Marianne Krutila	Lowes Vinzon

..... carried

7. Board Chair Announcements

Chair, David Green thanked staff for their work in ensuring a successful start of the school year. He extended special thanks to custodial staff, and school administration and staff, for preparing sites for students returning to schools.

Resolution No. 24-203 moved by Susan Benjamin
seconded by Stan Cameron

Resolved, that the oral report re Board Chair Announcements, be received.

..... carried

8. Minutes of the Board Meeting, August 28, 2024

Resolution No. 24-204 moved by Brad MacDonald
seconded by Will Davies

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

..... carried

9. Motion for Consideration: Special Education Advisory Committee Meeting, May 28, 2024

Resolution No. 24-205 moved by Lucas Alves
seconded by Susan Benjamin

Resolved, that the following recommendation arising from the Special Education Advisory Committee Meeting, held May 28, 2024, be received:

1. Special Education Plan 2024-2025

Whereas, Ontario. Reg. 464/97 states:

s. 11. (1) A Special Education Advisory Committee of a Board may make recommendations to the Board in respect of any matter affecting the establishment, development and delivery of special education programs and services for exceptional pupils of the Board.

(2) Before making a decision on a recommendation of the Committee, the Board shall provide an opportunity for the Committee to be heard before the Board and before any other Committee of the Board to which the recommendation is referred.

s. 12. (1) The Board shall ensure that its Special Education Advisory Committee is provided with the opportunity to participate in the Board's annual review, under Regulation 306 of the Revised Regulations of Ontario, 1990, of its Special Education Plan.

(2) The Board shall ensure that its Special Education Advisory Committee is provided with the opportunity to participate in the Board's annual budget process under section 231 of the Act, as that process relates to special education.

(3) The Board shall ensure that its Special Education Advisory Committee is provided with the opportunity to review the financial statements of the Board, prepared under section 252 of the Act, as those statements relate to special education.

Whereas, the Special Education in Ontario Kindergarten to Grade 12, Part B: Standards for School Boards' Special Education Plans states:

The Special Education Advisory Committee (SEAC):

makes recommendations to the Board with respect to any matter affecting the establishment, development, and delivery of special education programs and services for exceptional students of the Board;

participates in the Board's annual review of its Special Education Plan;

participates in the Board's annual budget process as it relates to special education;

reviews the financial statements of the Board as they relate to special education.

The Board's Consultation Process Requirements of the Standard:

In developing and modifying their Special Education Plan, Boards must take into consideration issues and feedback from members of the community such as parents, members of school councils, community organizations, and students. This public consultation, which takes place with the assistance of the Board's Special Education Advisory Committee (SEAC), must be maintained on a continuous basis throughout the year.

Whereas, the PDSB Special Education Advisory Committee has only just received the 121-page Special Education Plan outlining the programs and services for students receiving special education for the 2024-2025 year which did not provide sufficient time for true consultation with the SEAC committee, parents, students and the public;

9. Motions for Consideration: Special Education Advisory Committee Meeting, May 28, 2024 (Continued)

Whereas, the proposed Special Education Plan document reflects that the Intermediate Autism Spectrum Disorder Special Education Resource Class (Full Time) says it will have 8 students and this shows a lack of compliance with Regulation 298 of the Education Act which states that the class size for a Special Education Class: Full Time for students identified as exceptional communication: Autism is 6 students;

Whereas, the proposed Special Education Plan is incomplete and does not disclose the roles and responsibilities associated with the former role of Assistive Technology Resource Teacher nor does it explain what happened to this service or how the Special Education Allocation (SEA) funds are allocated;

Whereas, the proposed Special Education Plan indicates changes in service model delivery for some exceptionalities (communication classes and primary gifted contained classes to name two);

Whereas, the proposed Special Education Plan omits any results or mentions of internal reviews of programs (i.e. Vocational 1 review);

Whereas, the proposed Special Education Plan reflects an outdated Board accessibility plan for students with disabilities;

Therefore, be it resolved,

1. That, the Board of Trustees be made aware that the current proposed Special Education Plan 2024-2025, was not developed in accordance with Regulation 464 which states that SEAC has the right to be consulted in the development of the Special Education Plan nor does it comply with Regulation 298 regarding the size of special education class; and
2. That, the Board of Trustees should vote not to pass the special education plan, nor submit it to the Ministry of Education in its current form; and
3. That, the Board provide a plan for proper timely consultation for the Special Education Plan 2024-2025 year, which includes transparency and data to enable the Special Education Advisory Committee (SEAC) to perform their legislated duty.

..... carried

10. Minutes of the Parent Involvement Committee Meeting, June 13, 2024

Resolution No. 24-206

moved by Susan Benjamin
seconded by Jill Promoli

Resolved, that the Minutes of the Parent Involvement Committee Meeting, held June 13, 2024, be received.

..... carried

11. Minutes of the Special Education Advisory Committee Meeting, June 18, 2024

Resolution No. 24-207 moved by Susan Benjamin
seconded by Lucas Alves

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

..... carried

12. Minutes of the Governance and Policy Committee Meeting, August 27, 2024

Resolution No. 24-208 moved by Brad MacDonald
seconded by Karla Bailey

Resolved, that the Minutes of the Governance and Policy Committee Meeting, held August 27, 2024, be received.

..... carried

13. Minutes of the Physical Planning, Finance and Building Committee, September 10, 2024

Resolution No. 24-209 moved by Stan Cameron
seconded by Kathy McDonald

Resolved, that the Minutes of the Physical Planning, Finance and Building Committee Meeting, held September 10, 2024, be received.

..... carried

14. Minutes of the Governance and Policy Committee Meeting, September 11, 2024

Resolution No. 24-210 moved by Brad MacDonald
seconded by LeeAnn Cole

Resolved, that the Minutes of the Governance and Policy Committee Meeting, held September 11, 2024, be received.

..... carried

15. Motions for Consideration: Governance and Policy Committee Meeting, September 11, 2024

Resolution No. 24-211 moved by Will Davies
seconded by Lucas Alves

Resolved, that the following recommendation arising from the Governance and Policy Committee Meeting, held September 11, 2024, be approved:

1. Trustee Honoraria Policy

That, the revised Trustee Honoraria Policy pertaining to the year November 15, 2024 to November 14, 2025, attached as Appendix A, be approved effective November 15, 2024, and that Policy (GOV103), pertaining to the period November 15, 2023 to November 14, 2024, be repealed effective November 15, 2024. (Appendix I, as attached to the Minutes of the Governance and Policy Committee)

2. Electronic Monitoring Policy

That, the Revised Electronic Monitoring Policy (OPS606), attached as Appendix A, be approved. (Appendix II, as attached to the Minutes of the Governance and Policy Committee)

..... carried

16. Motions for Consideration: Special Education Advisory Committee Meeting, September 17, 2024

Resolution No. 24-212 moved by Lucas Alves
seconded by Satpaul Singh Johal

Resolved, that the following recommendations arising from the Governance and Policy Committee Meeting, held September 17, 2024, be approved:

1. Appointment of New Representative for Sawubona Africentric Circle of Support on the Special Education Advisory Committee

That, Felix Isawode will serve as the representative, and Shay Osobu as the alternate representative for Sawubona Africentric Circle of Support, on the Special Education Advisory Committee, effective October 2024. (Appendix I, as attached to the Minutes of the Special Education Advisory Committee)

2. Peel DSB Special Education Plan 2024

That, the report re 2024-2025 Peel District School Board Special Education Plan, be received. (Appendix II, as attached to the Minutes of the Special Education Advisory Committee)

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16. Motions for Consideration: Special Education Advisory Committee Meeting, September 17, 2024 (Continued)

Resolution No. 24-213 moved by Lucas Alves
seconded by Susan Benjamin

Resolved, that Part 2 of Resolution No. 24-212 be amended as follows:

2. Peel DSB Special Education Plan 2024

That, the 2024-2025 Peel District School Board Special Education Plan, be approved.

..... carried

.....

Resolution No. 24-212 (as amended) carried

17. Multi-Year Strategic Plan: Progress Report 1 – Curriculum and School Improvement Department

Introducing the first progress report on the Multi-Year Strategic Plan, Associate Director, School Improvement and Equity, Harjit Aujla, stated that the Plan provides a strong foundation for ensuring school success, with the goals of Student Achievement, Safety and Well-Being, Equity and Inclusion, and Community Engagement. He indicated that the Board will engage positivity, empathy, environmental stewardship, and leadership, to promote student success through inclusion, innovation and empowerment.

Lara Chebaro, Superintendent of Curriculum and School Improvement, highlighted the work that will be done throughout the year that directly addresses the goal of Student Achievement, and consequently impact the other three goals of the Plan. She stated that the department is committed to fostering equitable, innovative, and inclusive teaching and learning environments, prioritizing academic excellence, well-being, and creativity to ensure all students, specifically those who continue to experience disproportionate outcomes, are supported. Superintendent Chebaro listed the resources for students including: new Math resource; implementing reading screeners; hosting the KUUMBA conference for Black, African, Afro Caribbean female students; increasing the number of Counting on You programs with literacy and math extensions; Night Credit Courses; International Language opportunities. For staff, resources include: two digital tools to support instruction for the destreamed Language and Mathematics programs; resources, learning plans, and nw tools for revised secondary curricula; creating 20 Additional Qualification courses which were submitted to the Ontario College of Teachers for accreditation and six courses will be offered in the Fall which will be subsidized for teachers. Lara Chebaro noted that families will be supported with Math digital tools for use at home; monthly Virtual Parent Engagement Nights; Read, Count, Soar, a series for families to engage in Literacy and Math learning opportunities; promoting rewarding pathways through Specialist High Skills Major and Ontario Youth Apprenticeship Program, and a Youth in Action event to showcase these pathways.

17. Multi-Year Strategic Plan: Progress Report 1 – Curriculum and School Improvement Department (Continued)

Resolution No. 24-214 moved by Jill Promoli
seconded by Kathy McDonald

Resolved, that the Multi-Year Strategic Plan: Progress Report 1 – Curriculum and School Improvement Department, be received.

.....

Superintendent Chebaro responded to trustees' questions of clarification, including: comprehensive monitoring framework aligned with the MYSP goals will measure success, and markers for evidence of success and accountability are continuously being developed; importance of communicating with parents about the tools available; information of the Math tool for home use is posted on the Board website and will be communicated to families by classroom teachers; approach is grounded on data-driven decision making, that focuses on providing specific supports and resources for historically marginalized students; work done by Curriculum department is in collaboration with the Equity department and through the focus of all the Peel DSB equity strategies.

.....

Resolution No. 24-214 carried

18. Multi-Year Strategic Plan in Action

Associate Director, School improvement and Equity, Paul Da Silva, stated that the core goals of the MYSP serve as the guiding framework to ensure that every student benefits from an exceptional student experience. He noted that each Board Meeting will highlight reports from field superintendents, which will offer a snapshot of the impactful work done in schools directly linked with the MYSP. Superintendent of Education, Neerja Punjabi, reported on the work done at Stanley Mills Public School on the initiative, Camp Full STEAM Ahead, for Grades 1-5 students, offering a hands-on, project-based learning environment that would encourage students to think critically, collaborate with their peers, and solve complex challenges. Activities centered on Science, Technology, Engineering, Arts, and Mathematics, and aligned with the MYSP focus on Student Achievement and Well-Being. Staff at Stanley Mills ensured that every student had the resources and supports needed to actively participate, regardless of their background or previous experiences. Neerja Punjabi reported on the school's Green Thumb Grandparents Club, where grandparents of students were invited to teach students to grow plants drawing on Indigenous ways of learning. The project centered on Grade 3 Science, and students learned about plants and their life cycle, and lessons on how Indigenous peoples, from various cultures around the world, use plants for food, shelter, medicine, and clothing.

Resolution No. 24-215 moved by Jeffrey Clark
seconded by Karla Bailey

Resolved, that the oral report re Multi-Year Strategic Plan in Action, be received.

..... carried

19. Trustee Annual Learning Plan 2024-2025

Governance Officer, Jasmine Vorkapic, presented the Trustee Annual Learning Plan for the 2024-2025 school year. She noted that the Plan complies with ministry Directive 6, and Peel DSB Procedure By-Law regarding the implementation of a mandatory annual learning plan. She indicated that this year's plan builds on the previous year's learning and aims to deepen knowledge in areas such as equity, budget development process, meeting management, and media training.

Resolution No. 24-216 moved by Will Davies
seconded by Stan Cameron

Resolved, that the Trustee Annual Learning Plan 2024-2025, be approved. (APPENDIX I, refers to Item 11.3 of the Agenda)

..... carried

20. Municipal Freedom of Information and Protection of Privacy – Delegation of Authority

In accordance with the Municipal Freedom of Information and Protection of Privacy Act, the Head shall be the Board of Trustees who may in writing delegate its powers and duties under the Act to an officer or officers of the institution. The report recommends a change in delegation from General Counsel to the Chief Operating Officer and Associate Director of Operations and Equity.

Resolution No. 24-217 moved by Satpaul Singh Johal
seconded by Jill Promoli

Resolved:

1. That, the Chief Operating Officer and Associate Director of Operations and Equity of Access of the Peel District School Board be delegated as Head for the purposes of the *Municipal Freedom of Information and Protection of Privacy Act, R.S.O. 1990, Chapter M.56.*
2. That, the operational responsibility for the Municipal Freedom of Information and Protection of Privacy legislation be delegated to the Senior Board Reporter as Freedom of Information Coordinator who, in turn, may delegate to the Board Reporters.
(APPENDIX II, refers to Item 11.4 of the Agenda)

..... carried

21. Adoption of the Closed Session Report

Resolution No. 24-218 moved by Satpaul Singh Johan
seconded by Brad MacDonald

Resolved, that the report of the Closed Session re: Minutes of the Board Meeting (Closed), August 28, 2024; Minutes of the Physical Planning, Finance and Building Committee Meeting (Closed), September 10, 2024; Motions for Consideration: Physical Planning, Finance and Building Committee Meeting (Closed), September 10, 2024; Principal Assignment, and Centre for Black Excellence – Update (oral), be received, and that the recommendations contained therein, be approved.

..... carried

22. School/Staff/Student Successes

Successes were highlighted, aligned with the Board’s Multi-Year Strategic Plan. Information was shared on: seven graduating students from Humberview, Judith Nyman, Lincoln Alexander, Meadowvale, Port Credit, and West Credit Secondary Schools who are recipients of the 2024 Schulich Builders Scholarship; Welding Program at Humberview Secondary School was recognized with an honourable mention by the CWB Welding Foundation’s Forged by Youth; Camp Full STEAM Ahead, organized at Stanley Mills Public School; Illuminating Truths: Bridging Generations to Reconciliation, presented jointly by Peel District School Board and Dufferin-Peel Catholic District School Board at the Living Arts Centre in Mississauga; Dunrankin Drive Public School scored the highest overall in Canada in the kickstart category in receiving an EcoTeam Award launched by EcoSchools Canada.

Resolution No. 24-219 moved by LeeAnn Cole
seconded by Jeffrey Clark

Resolved, that the report re School/Staff/Student, be received.

..... carried

23. Adjournment

Resolution No. 24-220 moved by Stan Cameron
seconded by Jill Promoli

Resolved, that the meeting adjourned (20:59 hours).

..... carried

..... Chair Secretary

RESOLUTIONS APPROVED IN CLOSED SESSION, SEPTEMBER 26, 2024

Members present:

David Green, Chair	Jeffrey Clark
Satpaul Singh Johal, Vice-Chair	LeeAnn Cole (18:40)
Lucas Alves	Will Davies
Karla Bailey	Brad MacDonald
Susan Benjamin	Kathy McDonald
Stan Cameron	Jill Promoli

1. Approval of Agenda

That, the agenda, as amended, be approved.

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

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

3. Minutes of the Physical Planning, Finance and Building Committee Meeting (Closed), September 10, 2024

That, the Minutes of the Physical Planning, Finance and Building Committee Meeting (Closed), held September 10, 2024, be received.

4. Motions for Consideration: Physical Planning, Finance and Building Committee Meeting (Closed), September 10, 2024

That, following recommendation, arising from the September 10, 2024 Physical Planning, Finance and Building Committee meeting, be approved:

1. North Park Secondary School Easement – Williams Parkway Road Widening

That, a temporary easement over the North Park Secondary School site to the City of Brampton, be approved, for shaping, grading, and restoration works in connection with improvements to Williams Parkway. (Appendix 1, as attached to the Minutes)

5. Principal Assignment

That, the following elementary principal assignment, be received:

The following elementary principal assignment is a transfer, effective October 7, 2024:

Kulwinder (Karen) Johal, Principal, Rowntree Public School to Principal, Shaw Public School.

September 25, 2024
Board Meeting:nf

6. Centre for Black Excellence – Update

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

PEEL DISTRICT SCHOOL BOARD

Minutes of a meeting of the Special Education Advisory Committee of the Peel District School Board, held on Tuesday, September 17, 2024, at 19:00 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.

Members present:

Lucas Alves, Trustee
Susan Benjamin, Trustee
Nicole Buckett, Fragile X Research Foundation of Canada (electronic)
Jeffrey Clark, Trustee
Barbara Cyr, Association for Bright Children, Peel Chapter
Jennifer Knight, Easter Seals Ontario
Lea Ann Mallett, Learning Disabilities Association of Peel Region (electronic)
Wes McDonald, Ontario Parents of Visually Impaired Children (electronic)
Anju Mistry, Down Syndrome Association of Peel
Dorothy Peddie, FASworld Canada, Peel Chapter (electronic) (19:25)
Kemmy Raji, Autism Ontario, Peel Chapter (electronic) (19:06)
Ann Smith, Brampton-Caledon Community Living

Members absent (apologies received marked *):

Shelley Foster, VOICE for Deaf and Hard of Hearing Children, Chair*
Felix Isawode, Sawubona Africentric Circle of Support
Kevin Wilson, Abilities to Work

Administration:

Claudine Scuccato, Superintendent, Special Education (Executive Member)
Camille Logan, Associate Director, School Improvement and Equity
Jasmine Vorkapic, Governance Officer

Lorelei Fernandes, Board Reporter

1. Call to Order

In the absence of Chair and Vice Chair, Jennifer Knight chaired the meeting.

2. Land Acknowledgement

The video of the Acknowledgement of Traditional Lands was viewed.

3. Approval of Agenda

Item 8.3, Appointment of New Representation for Sawubona Africentric Circle of Support on Peel SEAC, was added to the agenda.

SE-69 moved by Lucas Alves
seconded by Susan Benjamin

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, June 18, 2024

Referring to Item 13, Questions asked of and by Committee Members, a member requested that the words "will also" be deleted. The Minutes will be amended.

SE-70 moved by Barbara Cyr
seconded by Jeffrey Clark

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

..... carried

6. Superintendent's Report

Copies of the Superintendent's Report were circulated. Superintendent of Special Education, Claudine Scuccato, welcomed everyone to the first meeting of the new school year. She introduced Associate Director of School Improvement and Equity, Camille Logan, and Governance Officer, Jasmine Vorkapic, and provided background information on their work experience. Claudine Scuccato expressed her aim to foster a collaborative and effective partnership with SEAC to address the diverse needs of students.

Superintendent Scuccato reviewed the in-person and online summer program opportunities offered through Camp Possible, which included a wide variety of hands-on activities. A video showing the Camp Possible activities was played. Claudine Scuccato stated that the After School Skills Development Program (ASSDP) engaged students with autism in social communication, emotional literacy, hands-on art activities, and field trips.

6. Superintendent’s Report (Continued)

Claudine Scuccato stated that Educational Assistants participated in professional learning relevant to their roles, and to ensure safety and well-being. She advised that the Transition Advisory Committee partnered with the Dufferin-Peel Catholic School Board to offer a Central Resource Fair, held twice a year in Spring and Fall, for individuals with developmental or intellectual disabilities.

SE-71 moved by Lucas Alves
seconded by Barbara Cyr

Resolved, that the Superintendent’s Report, be received.

..... carried

7. Special Education Department Structure

Copies of the Special Education department organizational structure were circulated. Reviewing the chart, Claudine Scuccato explained the key staff roles within the Special Education department and noted that as of August 1, 2024, the Social and Emotional Learning department will be the Safety and Well-Being department.

Responses to questions of clarification responded to included: the Special Education Coordinator portfolio includes programs such as Learning Disabilities, Mild Intellectual Disabilities, and Gifted; Special Programs includes Developmental Disabilities, Autism Spectrum, Fetal Alcohol Syndrome, and Blind/Low Vision; there are 9 vision and 12 hard of hearing itinerants; mobility specialists are external contractors; the special education resource teacher (SERT) allocation remains consistent with last year; Special Programs Resource Teachers are replacing itinerant teachers and provide indirect support. Finance department staff will be invited to a SEAC meeting at a later date to explain the funding model. Further questions of clarification were responded to regarding Assistive Technology Resource Teacher (ATRT) allocation. A report will be presented later in the meeting regarding Specialized Equipment Allocation (SEA) funding.

SE-72 moved by Jeffrey Clark
seconded by Anju Mistry

Resolved, that the report re Special Education Department Structure, be received.

..... carried

8. SEAC Annual Agenda and Goals

Superintendent Scuccato presented the report outlining a draft schedule of topics proposed for September to June meetings in the current school year and noted that the schedule is based on PDSB staff availability. She invited SEAC members to send their feedback by email.

8. SEAC Annual Agenda and Goals (Continued)

A member inquired about updating the SEAC brochure and requested that a copy be brought to the next SEAC meeting. Another member indicated that work was done on a guiding document for parents on how to deal with de-escalation, and she inquired on the progress of the one-page handout for the community. Claudine Scuccato will follow up on the dispute resolution process.

SE-73 moved by Susan Benjamin
seconded by Lucas Alves

Resolved, that the draft SEAC Annual Agenda and Goals, be received.

..... carried

9. Peel DSB Special Education Plan 2024

Coordinating Principal for Special Education, Jeff Bertrand, stated that following a review of feedback received, the Board's 2024-2025 Special Education Plan has been reformatted to align with expectations in the Ministry guide, Special Education in Ontario K-12, and hyperlinked to each of the 18 standards. He reviewed the consultation timelines and highlighted the updates: inclusion of staffing allocations and job descriptions; placement/program chart by exceptionality is linked to placement description and criteria considerations; incorporation of SEA guidelines; health partners and services provided; resources on pre-school and speech-language pathology. He outlined the next steps which included that, sections of the Plan linked to each standard will be reviewed at each SEAC meeting, clarification of new roles, an online feedback form on the public website, and inclusion of the Peel DSB Accessibility Plan, when finalized. Superintendent Scuccato noted that the Plan is a working document and will be refined using feedback from SEAC and the community.

Expressing appreciation for the work done on the Special Education Plan, a trustee inquired about the communication plan. Superintendent Scuccato advised that the link to the Special Education Plan will be shared through the Peel DSB system to all families. The trustee's suggestion to circulate the link through social media channels was taken under advisement. Further comments and queries from members included that there are still a few issues with the Plan, the location of contained classes is not included, and timely communication to parents. In regard to whether the Plan is a live document that can be periodically updated, Superintendent Scuccato will follow up with the Governance Officer and report back at the next SEAC meeting.

SE-74 moved by Lucas Alves
seconded by Susan Benjamin

Resolved, that report re Peel DSB Special Education Plan 2024, be received.

..... carried

10. Changes to Specialized Equipment Allocation (SEA) Funding

Acting Vice-Principal, Casimir McGeown, reviewed the Ministry of Education’s SEA directives, highlighting that for access to SEA equipment the student must be receiving special education programs and services, and use of SEA funded equipment must be outlined and described in the Individual Education Plan. Casimir McGeown stated that assessments from qualified professionals serve to demonstrate need and ensure safety and proper use of specialized equipment. He noted the change in the program name to Specialized Equipment Allocation and advised that SEA is now part of the Special Education Fund (SEF). Occupational Therapist Supervisor, Michelle Zilic, provided information on key changes in the funding model and staffing structure, which included 9 Occupational Therapists (OT) and one OT Supervisor, and she described in detail the services provided by OTs. Casimir McGeown explained the work of the Learning Technology Support Services team of six, as well as the Ed Tech and SEA Resource Teachers, who provide assistive technology support to all schools within Peel DSB. Professional learning will be offered to staff and students for the use of specialized equipment. Michelle Zilic advised on accessibility support, compliance with the Accessibility for Ontarians with Disabilities Act (AODA), and collaboration with ErinoakKids for school-based rehabilitation services.

Responses to questions of clarification included: an Operating Procedure for Service Animals is currently being reviewed; approximately 1600 students were approved for SEA claims last academic year and claims usually increase by about 10% every year; virtual SEA training sessions are held thrice a week, and short videos are posted on the website; OT services will be reviewed to avoid duplication with ErinoakKids. The administration will follow up on questions and comments regarding information and guidance to parents on using SEA equipment, as well as whether the change in the funding model is beneficial to special education students. A trustee commented that the Board Chair has written to the Minister of Education for additional funding for autism support. He apprised members on the efforts of trustees while working on the budget, to reallocate funds to ensure continued funding for special education. To a query on use of assistive technology and training for students and staff to ensure effective use of recommended programs, the administration offered to speak with Curriculum and Instruction department for clarification. Superintendent Scuccato acknowledged the work of special education staff and their efforts in decreasing wait times.

SE-75 moved by Anju Mistry
 seconded by Jeffrey Clark

Resolved, that report re Changes to Specialized Equipment Allocation (SEA) Funding, be received.

..... carried

11. Minister’s Advisory Council on Special Education (MACSE) – February 2024

SE-76 moved by Jeffrey Clark
seconded by Barbara Cyr

Resolved, that the report re Minister’s Advisory Council on Special Education (MACSE) – February 2024, be received.

..... carried

12. Letter from Le Comité consultatif pour ‘l’enfance en difficulté (CCED) to Minister of Education, Todd Smith

SE-77 moved by Jeffrey Clark
seconded by Susan Benjamin

Resolved, that letter from Le Comité consultatif pour ‘l’enfance en difficulté (CCED), dated June 21, 2024 to Minister of Education, Todd Smith, be received.

..... carried

13. Letter from Sawubona Africentric Circle of Support

SE-78 moved by Jeffrey Clark
seconded by Lucas Alves

Resolved, that Felix Isawode serve as the representative, and Shay Osobu as the alternate representative for Sawubona Africentric Circle of Support, on the Special Education Advisory Committee, effective October 2024. (APPENDIX I, Item 8.3 of the Agenda)

..... carried

14. Questions asked of and by Committee Members

Jeffrey Clark inquired about a procedure for students to use service animals. Superintendent Scuccato indicated that the parents may contact the school principal or superintendent of education regarding use of service animals. Coordinating Principal, Erla Jackett, added that the current operating procedure is being reviewed. She explained that a student with a service animal is identified as a handler of that animal and needs to have the skills to manage and be responsible for the service animal.

15. Motion / Action Log

Claudine Scuccato reviewed the updates in the Motion/Action Log. The updated document will be circulated, and items closed for two meetings cycles will be removed. A suggestion was made to provide the SEAC Organizational Chart in digital format. Staff will follow up.

15. Motion / Action Log (Continued)

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

- i) SEAC brochure - a copy will be brought to the next SEAC meeting for updating. (Item 8)
- ii) Dispute resolution process – follow-up on a 1-pager guide to parents. (Item 8)
- iii) Special Education Plan – inclusion of the location of contained classes and timely communication to parents. Superintendent Scuccato will follow up with the Governance Officer on whether the Plan is a live document which can be periodically updated, and report back at the next SEAC meeting. (Item 9)
- iv) Responses to be brought back on questions and comments regarding information and guidance to parents on use of SEA equipment, as well as whether the change in the funding model is beneficial to special education students. (Item 10)
- v) Use of assistive technology and training for students - the administration will bring clarification from Curriculum and Instruction department. (Item 10)
- vi) Provide the SEAC Organizational Chart in digital format. (Item 15)

Regarding a comment on term positions for Blind/Low Vision teachers, Claudine Scuccato explained that most central positions are term positions for 3 to 5 years and that the Board is bound by collective agreements which allow staff to go back to their classroom positions. The member stated that since the staff were recalled and reinstated almost immediately last year, it indicates the importance of these staff. He expressed concern that there is no assurance that the situation may not recur in future. The suggestion will be taken under advisement.

SE-79 moved by Wes McDonald
seconded by Anju Mistry

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

..... carried

16. Adjournment

SE-80 moved by Lucas Alves
seconded by Susan Benjamin

Resolved, that the meeting adjourn. (20:28 hours)

..... carried

..... Chair

PEEL DISTRICT SCHOOL BOARD

Minutes of a meeting of the Parent Involvement Committee of the Peel District School Board, held on Thursday, September 19, 2024, at 17:36 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.

Members present:

Sariya Talat, Parent Member, Brampton, Co-Chair
Dima Alaskka, Parent Member, Mississauga, (electronic)
Susan Benjamin, Trustee
Stacey Ann Brooks, Parent Member, Brampton
Shannon Carkner, Parent Member, Mississauga (electronic)
Adnan Ghani, Parent Member, Mississauga
Shazia Hassan, Parent Member, Brampton
Allison Lockett, Parent Member, Mississauga (electronic)
Camille Logan, Associate Director, School Improvement and Equity (Director of Education Designate)
Vandana Manher, Parent Member, Caledon (electronic)
Jason Palmer, Parent Member, Brampton (electronic)
Sweety Sharma, Parent Member, Brampton (electronic)

Members absent:

Allison Ming-Freckleton, Parent Member, Brampton
Tongda (Toby) Shi, Parent Member, Mississauga

Administration:

Atheia Grant, Superintendent of Equity, Indigenous Education, School Engagement and Community Relations
Jasmine Vorkapic, Governance Officer

Nicole Fernandes, Board Reporter

1. **Call to Order**

Co-Chair Sariya Talat called the meeting to order at 17:36 hours.

2. **Acknowledgement of Traditional Lands**

A recording of the Land Acknowledgment was viewed.

3. Approval of Agenda

PIC-33 moved by Adnan Ghani
seconded by Shazia Hassan

Resolved, that the agenda be approved.

..... carried

4. Declaration of Conflict of Interest

There were no conflicts of interest declared.

5. Minutes of the Parent Involvement Committee Meeting of June 13, 2024

PIC-34 moved by Sariya Talat
seconded by Adnan Ghani

Resolved, that the Minutes of the Parent Involvement Committee Meeting, held June 13, 2024, be approved.

..... carried

6. Recognition of Members

Co-Chair, Sariya Talat, welcomed new members on the Parent Involvement Committee (PIC) and stated that she looks forward to a productive year ahead. She noted that Co-Chair Stacey Ann Brooks will be transitioning from a co-chair role to a Parent Member, and she thanked Stacey Ann Brooks for her commitment to PIC. She advised that the ex-officio position is an optional role typically offered to the co-chair after they complete their term. Co-Chair Talat expressed appreciation to out-going parent members, Ben Chen, Hira Usman and Kareen Waugh-Derby for their contributions to PIC. Committee members then introduced themselves.

7. Parent Involvement Committee Contact Information (PIC Email)

Co-Chair Talat reported that PIC contact information has been shared with members, and she requested them to review their PIC email to stay updated.

8. By-Law Sub-committee

Sariya Talat noted that the By-law Sub-committee submitted the revised Committee Membership By-Law, which had been circulated to members.

PIC-35 moved by Adnan Ghani
seconded by Stacey Ann Brooks

Resolved, that the revised Parent Involvement Committee Membership By-Law, be received.

..... carried

9. Executive Positions and Vacancies

The executive positions on PIC consist of two co-chairs, a secretary, and a treasurer, all of whom are parent members. Co-chairs are appointed for two-year terms, and the secretary and treasurer are one-year term appointments. Sariya Talat stated that the positions of one co-chair, secretary, and treasurer are vacant, and she described the roles, responsibilities, and rules outlined in Ontario Regulation 612/00 for these positions. She noted that elections will be held at the next PIC meeting, on October 17, 2024.

PIC-36 moved by Shazia Hassan
seconded by Adnan Ghani

Resolved, that the oral report re Executive Positions and Vacancies, be received.

..... carried

10. 2023-2024 Parent Involvement Committee Report - Highlights

Co-Chair Talat noted that the 2023-2024 Parent Involvement Committee Report had been shared with members.

PIC-37 moved by Adnan Ghani
seconded by Shazia Hassan

Resolved, that the oral report re 2023-2024 Parent Involvement Committee Report - Highlights, be received.

..... carried

11. Parent Involvement Committee 2024-2025 Budget Allocation

Co-Chair Talat reported that the Equity Department has confirmed that the PIC budget for 2024-2025 is \$30,423 to be used from parent engagement funds. A total of \$124,000 has been received as Parents Reaching Out Grants.

PIC-38 moved by Adnan Ghani
seconded by Stacey Ann Brooks

Resolved, that the oral report re Parent Involvement Committee 2024-2025 Budget Allocation, be received.

..... carried

12. 2024-2025 Activities

1. Great Start

Co-Chair Talat reported that the Great Start event has been tentatively scheduled for October 22, 2024 or November 12, 2024, between 6:00 p.m. and 8:00 p.m. The event is a collaboration between PIC and the Board and will focus on the Parent Engagement Policy which outlines the formal structures that support giving parents a voice at the Board or school level. The role and contributions of school councils in enhancing student involvement and achievement will also be highlighted.

PIC-39 moved by Adnan Ghani
seconded by Shazia Hassan

Resolved, that the oral report re Great Start, be received.

..... carried

2. PIC Member Orientation

Co-Chair Talat announced that the orientation program for PIC members will be held in October 2024. It has been tentatively scheduled on October 1, 2, or 10, 2024, between 5:30 p.m. and 7:30 p.m. Orientation is for all members and will provide them with an understanding of PIC hierarchy, roles, and responsibilities, as well as expectations moving forward.

PIC-40 moved by Adnan Ghani
seconded by Stacey Ann Brooks

Resolved, that the oral report re PIC Member Orientation, be received.

..... carried

13. Multi-Year Strategic Plan 2024-2025 – Overview

Associate Director of School Improvement and Equity, Camille Logan, reported that the school year started smoothly, and she thanked school administrators, educators, custodians, and support staff, for their efforts to ensure schools were ready to receive students for the new school year. She also thanked the educators who ran summer school programs.

Atheia Grant, Superintendent of Equity, Indigenous Education, School Engagement and Community Relations, noted that the Multi-Year Strategic Plan 2024-2025 (MYSP) was approved by the Board in April 2024. She shared the brochure, and advised that the MYSP provides detailed indicators and actions that were launched at the leadership session for the system, staff, and trustees at the end of August 2024. System work for the next four years will be focused on reaching the goals of the MYSP. Superintendent Grant stated that the core of the Plan is student success, grounded in anti-oppression, empathy, positivity, environmental stewardship, and leadership values. She provided details on each of the four goals: Student Achievement; Safety and Well-Being; Equity and Inclusion; Community Engagement. The steps to achieve these goals for students, staff, families and the community were outlined. Reviewing the Student Achievement Plan (SAP), Atheia Grant stated that the SAP provides the indicators to measure student achievement. Associate Director noted: appointment of the Peel DSB's first Indigenous Student Trustee; implementation of Personal Mobile Device/Cell Phone Use in Schools Policy, and Smoking and Vaping Policy, in accordance with PPM 128; letters will be sent by schools to highlight collaboration between home and school; school council elections to be held within the first 30 days of school; smooth transportation operations at the start of the school year and busing provided to 1700 elementary students in Regional Learning Choice Programs.

A lengthy discussion ensued, and members asked numerous questions. Responses on the MYSP included: PIC will support the MYSP by continuing to provide feedback on important issues, particularly curriculum, and ensuring families have the resources they need; survey feedback from approximately 12,000 participants was provided in the development of the MYSP; materials and resources to support schools with the MYSP are under development; every school is expected to embed the MYSP in their School Improvement and Equity Plan (SIEP) at the school level, and it is expected that school councils and parent communities will provide input towards goal-setting and the annual review and update of the SIEP; outcomes from the Plan will be shared through reports at Board Meetings highlighting specific areas, as well during discussions in schools and at school council meetings.

The administration replied to further questions from members, including: all students, including special needs students, are expected to meet markers of success; resources are provided through ISRC and IPRCs and indicators of success are engagement, social-emotional readiness and attendance; achievement of students accessing external resources is reflected in the home school transcript; six schools will be piloting an Advanced Placement course on Black History, and more details will be provided to members; strong instructional strategies are grounded on the Empowering Modern Learners document, which guides the technology that should be used in schools; strategies and resources, including Discriminatory Statements Reporting, are used to monitor accountability; work on equity strategies and reporting on outcomes of the strategies occurs on a continuous basis; materials used for professional learning days are based on the Board's strategic plans which are consistent across all schools and reported to the Ministry.

13. Multi-Year Strategic Plan 2024-2025 – Overview (Continued)

Regarding school safety, it was confirmed that this is an area of interest and concern among parents, and consultative support is provided by Safety and Well-Being staff, as well as through professional learning on safe school environments, and student assemblies outlining expectations for behaviour. Confirmation was provided around safety protocols, specifically that schools conduct fire, lockdown, and hold and secure drills twice a year, cameras are installed in secondary and elementary schools excepting kindergarten areas, and vape detectors are installed in a limited number of schools. For future meetings, presentations were suggested on the topics of Curriculum, the Empowering Modern Learners document, and School Safety.

PIC-41 moved by Adnan Ghani
seconded by Stacey Ann Brooks

Resolved, that the oral report re Multi-Year Strategic Plan 2024-2025 – Overview, be received.

..... carried

14. Communications

It was reported that the Ministry of Education’s Equipping Students with Practical Life Skills Survey will close at 5:00 p.m. on October 1, 2024.

A request was received from the Cawthra Park Parent Engagement Committee for involvement of PIC by way of a table display at their upcoming Parent Engagement Conference on October 19, 2024. The information will be emailed to members.

PIC-42 moved by Shazia Hassan
seconded by Adnan Ghani

Resolved, that the oral Communication items, be received.

..... carried

15. Adjournment

PIC-43 moved by Adnan Ghani
seconded by Sweety Sharma

Resolved, that the meeting adjourn (19:10 hours).

..... carried

.....
Co-Chair

.....
Co-Chair

PEEL DISTRICT SCHOOL BOARD

Minutes of a meeting of the Audit Committee of the Peel District School Board. The hybrid meeting was held in the Brampton Room, the H. J. A. Brown Education Centre, 5650 Hurontario Street, Mississauga, Ontario, and by electronic means, on Thursday, September 26, 2024, at 16:40 hours.

Members present:

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

Also present:

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

Administration:

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

Lorelei Fernandes, Board Reporter

1. Call to Order

Chair Davies called the meeting to order.

2. Rise and Report from Closed Session

AC-18 moved by Stan Cameron
seconded by Lucas Alves

Resolved, that the reports of the Closed Session re: Minutes of the Audit Committee Meeting (Closed), held on June 6, 2024, Audit Summary of Frequency Findings by Schools 2023-2024, Guidance Counselling Services Audit Report, Evaluation of External Auditors' Performance, Evaluation of Regional Internal Audit Team, and Audit Committee Self-Assessment, be received.

..... carried

3. Acknowledgement of Traditional Lands

The video on the Acknowledgement of Traditional Lands was viewed.

4. Approval of Agenda

AC-19 moved by Stan Cameron
seconded by Pradeep Sinha

Resolved, that the agenda be approved.

..... carried

5. Declaration of Conflict of Interest

There were no declarations of conflict of interest.

6. Minutes of the Audit Committee Meeting, June 6, 2024

AC-20 moved by Stan Cameron
seconded by Pradeep Sinha

Resolved, that the Minutes of the Audit Committee meeting, held June 6, 2024, be approved.

..... carried

7. Audit Committee Work Plan

Tania Alatishe-Charles, Controller, Finance Support Services, reviewed updates to the Work Plan to ensure that process is followed according to regulations with respect to duties related to the regional internal auditors as well as Peel DSB's internal audit team, She noted that the external auditors will present an audit planning report for this year's audit, and that the Audit Committee is mandated to have a minimum of three meetings per year and four have been scheduled.

AC-21 moved by Stan Cameron
seconded by Lucas Alves

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

..... carried

8. Audit Planning Report for the Year Ended August 31, 2024

External Auditor, Josh Trigiani, BDO Canada LLP, presented information for this year's audit. He referred to the Letter of Engagement in the report and outlined the audit timeline, starting with planning in July 2024, final audit field work in October 2024, and the report to be presented to the Audit Committee in November 2024. He reviewed the scope of work, guidance on adoption of new standards and auditor's responsibilities related to fraud, and noted that there are no known instances of fraud at this time. Josh Trigiani highlighted significant risks related to information technology, grant revenue and grants receivable, and management's override of controls which are standard requirements in audits. Other areas of focus included: payroll; capital asset acquisitions and materiality; Bill 124 retroactive payments; compliance with a new standard related to adoption of PS 3160 Public Private Partnerships; preliminary materiality based on 2.5% of prior year's expenditures; performance materiality based on 90% of materiality. Additionally, there are some changes in quality management that are being implemented to maintain high standards.

Responding to a member's question of clarification, Josh Trigiani explained that \$51 million materiality is considered the total in aggregate misstatements, and clearly trivial threshold is 5% of \$51 million. He added that anything over the trivial threshold will be reported.

AC-22 moved by Lucas Alves
seconded by Pradeep Sinha

Resolved, that the Audit Planning Report (BDO) for the Year Ended August 31, 2024, be received.

..... carried

9. Peel DSB Regional Internal Audit Update

Senior Manager, Regional Internal Audit Team, Paula Hatt, stated that the RIAT annual report is presented each year in September. She stated that with the completion of the Guidance Counselling audit, the 2022-2023 Plan has been fully delivered. Regarding the work planned for 2023-2024, field work has begun for the Human Resources audit. The draft scope of work for the Cyber Security audit will be presented to Learning Technology Support Services and once the scope is agreed upon, the work will begin. Paula Hatt advised that non-audit work will include a focus on consistent follow-up procedures for this year, update of the findings register and completion of engagements, the plan for risk assessment. The two-year audit plan is expected to be presented in November 2024. Referring to the RIAT Annual Report, Paula Hatt reviewed the purpose to better conform to internal audit standards and the RIAT Charter. She highlighted: new internal audit standards effective January 2025, which includes a change to the RIAT Charter; filling the vacancy on RIAT in the coming months; changes to the quality assurance and improvement program; definitions for the various levels of conformance; RIAT Plan and activities; engagements completed across the Region in 2023-2024.

9. Peel DSB Regional Internal Audit Update (Continued)

A member recalled a previous discussion about filling vacancies immediately and asked whether the process can be expedited. Paula Hatt replied that the Regional Steering Committee, which has oversight for RIAT will be advised about the vacancy at the first meeting of the new year to commence the recruiting process.

AC-23 moved by Stan Cameron
seconded by Pradeep Sinha

Resolved, that the update report re Peel DSB Regional Internal Audit, be received.

..... carried

10. Internal Audit Services Summary

Renée Lucas, Senior Internal Auditor, advised that the report outlines the list of schools where audits have been conducted since March 2024. She reported that the findings were minimal and would require a response from the school principal, with a copy to the Superintendent of Education and the Director of Education.

AC-24 moved by Stan Cameron
seconded by Pradeep Sinha

Resolved, that the report re Internal Audit Services Summary, be received.

..... carried

11. Internal Audit Log 2024

Renée Lucas, Senior Internal Auditor, presented the report. She advised that the log is based on 6-year cycle for elementary schools and 7-year cycle for secondary schools. She noted that some audits from last year are still in progress, but almost complete.

AC-25 moved by Lucas Alves
seconded by Stan Cameron

Resolved, that the report re Internal Audit Log 2024, be received.

..... carried

12. Adjournment

AC-26 moved by Stan Cameron
seconded by Lucas Alves

Resolved, that the meeting adjourn (17:06 hours).

..... carried

..... Chair

PEEL DISTRICT SCHOOL BOARD

Minutes of a meeting of the Physical Planning, Finance and Building Committee of the Peel District School Board. The hybrid meeting was held in the Brampton Room, the H. J. A. Brown Education Centre, 5650 Hurontario Street, Mississauga, Ontario, and by electronic means, on Tuesday, October 8, 2024, at 17:30 hours.

Members present:

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

Trustee also present:

Susan Benjamin

Administration:

Jaspal Gill, Chief Operating Officer and Associate Director, Operations and Equity of Access
(Executive Member)

Tania Alatishe-Charles, Controller, Finance Support Services

Wendy Dobson, Acting Controller, Corporate Support Services

Mathew Thomas, Controller, Planning and Accommodation Support Services

Thomas Tsung, Controller, Facilities and Environmental Support Services

Lorelei Fernandes, Board Reporter

1. Call to Order

Chair Stan Cameron called the meeting to order at 18:00 hours.

2. Acknowledgement of Traditional Lands

The video on the Acknowledgement of Traditional Lands was viewed.

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

PB-60 moved by Jill Promoli
seconded by Will Davies

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

..... carried

The meeting recessed at 17:35 hours and reconvened into Open Session at 18:00 hours.

3. Rise and Report from Closed Session

PB-61 moved by Will Davies
seconded by Jill Promoli

Resolved, that the report of the Closed Session re: Minutes of the Physical Planning, Finance and Building Committee (Closed) Meeting, September 10, 2024, and Procurement Activity Report for August 2024, be received.

..... carried

4. Approval of Agenda

PB-62 moved by Jill Promoli
seconded by Satpaul Singh Johal

Resolved, that the agenda be approved.

..... carried

5. Conflict of Interest

There were no declarations of conflict of interest.

6. Minutes of the Physical Planning, Finance and Building Committee Meeting, September 10, 2024

PB-63 moved by Will Davies
seconded by Brad McDonald

Resolved, that the Minutes of the Physical Planning, Finance and Building Committee Meeting, held September 10, 2024, be approved.

..... carried

7. Malala Yousafzai Public School Enrolment/Class Cap

Senior Planner, Dana Guterres, presented the report outlining details of enrolment class cap at Malala Yousafzai Public School. She explained that an enrolment cap is a temporary measure put in place to address enrolment at a school that exceeds its permanent and portable capacity. She reported that in September 2024 there was a significant enrolment increase in Malala Yousafzai Public School, prompting a need for additional portables, and the maximum of 7 have been installed.

7. Malala Yousafzai Public School Enrolment/Class Cap (Continued)

Dana Guterres stated that the school is capped at 40 classes and will accommodate as many new students as possible before it starts redirecting new students. Once the enrolment cap becomes effective, new students will be redirected to Rowntree Public School and Cheyne Middle School due to geographic proximity. She noted that no existing students are affected by the enrolment cap and bussing will be provided according to the transportation policy. Planning staff will work with the administration and Community Relations department to ensure communication with families.

Responding to trustees' questions on the reason for redirecting students, Dana Guterres advised that enrolment was significantly higher than projected, and that Malala Yousafzai Public School site has a limit of 7 portables. Replying to a trustee's query as to whether a letter to the Ministry will be helpful, Chief Operating Officer and Associate Director, Operations and Equity of Access, Jaspal Gill, described the lengthy process for a new school to be built, which includes confirmation to the Ministry that the school board has the students, and obtaining municipal and Ministry approvals before the tendering process begins. He suggested observing how the project progresses and then decide if a letter to the government is required. Further responses to questions of clarification from trustees included: at this point in time no students are being redirected; initial plan was for 850 pupil places; families with siblings are given the option to stay in the same school or be redirected to another school; in terms of future planning, portables are used as a temporary measure while the population surges and once the community matures and population declines, the permanent capacity to which the school was built adjusts to ongoing enrolment; the Ministry considers the school board's past history of enrolment projections and new school buildings; areas with increased enrolment will be indicated in the Annual Planning Document; students with special needs will not be redirected. Chair Cameron suggested that all trustees try to attend the Malala Yousafzai Public School opening.

PB-64 moved by Brad McDonald
seconded by Jill Promoli

Resolved, that the report re Malala Yousafzai Public School Enrolment/Class Cap, be received.

..... carried

8. Procurement Activity Report for August 2024

Acting Controller of Corporate Support Services, Wendy Dobson, reviewed the report. She highlighted contracts awarded for architectural services for additions, renovations and demolitions, child-care space, LED lighting upgrades at Applewood Heights, Lorne Park, North Park and Erindale Secondary Schools, and physical education clothing uniforms. Wear.

8. Procurement Activity Report for August 2024 (Continued)

PB-65 moved by Karla Bailey
seconded by Jill Promoli

Resolved, that the Procurement Activity Report for August 2024, be received.

..... carried

9. Vandalism Activity Report for July-August 2024

Controller Dobson presented the report on vandalism activity for July-August 2024. She noted that during the summer months there is a tendency for the number of incidents to increase due to lack of staff in schools.

PB-66 moved by Brad MacDonald
seconded by Will Davies

Resolved, that the Vandalism Activity Report for July-August 2024, be received.

..... carried

10. Adjournment

PB-67 moved by Will Davies
seconded by Karla Bailey

Resolved, that the meeting adjourn (18:40 hours).

..... carried

..... Chair

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 Wednesday, October 9, 2024, at 17:30 hours.

Members present:

Susan Benjamin, Chair
Jill Promoli, Vice Chair
Lucas Alves
Jeffrey Clark
Kathy McDonald (electronic)
David Green, Ex-officio (electronic) (17:36)

Trustee also present:

Karla Bailey (electronic) (17:48)

Member absent: (apologies received)

Stan Cameron

Administration:

Bernadette Smith, Superintendent, Innovation and Research (Executive Member Designate)
Harjit Aujla, Associate Director, School Improvement and Equity
Lara Chebaro, Superintendent of Curriculum and School Improvement

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

Harjit Aujla, Associate Director, School Improvement and Equity, advised that Bernadette Smith, Superintendent, Innovation and Research, and Lara Chebaro, Superintendent of Curriculum and School Improvement, will be supporting the Committee on his behalf during this school year.

3. Approval of Agenda (Continued)

CESWB-23 moved by Kathy McDonald
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, May 14, 2024

CESWB-24 moved by Lucas Alves
seconded by Jeffrey Clark

That, the Minutes of the Curriculum, Equity and Student Well-Being Committee Meeting, held May 14, 2024, be approved.

..... carried

6. School Improvement and Equity Planning (SIEP) - Update

Lara Chebaro, Superintendent of Curriculum and School Improvement, reported on the four steps to the SIEP process: analyzing historical data to understand the school context; reviewing data to create school improvement goals; determining the implementation process and monitoring; reflecting on opportunities to re-engage. She stated that the SIEP process was digitized last year, and provides opportunities to continuously monitor student outcome data and identify disproportionalities. She described the steps being taken by schools in creating and reporting on two SIEP goals: student sense of belonging and well-being, and learning environments; achievement in literacy and mathematics. Lara Chebaro advised that the SIEP Steering Committee works diligently to ensure alignment of SIEP goals with the Multi-Year Strategic Plan (MYSP). Explaining that school improvement work must be responsive to the voices of students and families, she indicated that this ensures the work is student-centered, and reflects the diverse needs of school communities. The work supports creating safe and inclusive environments, incorporating important Board initiatives, and is grounded on anti-oppressive and anti-racist approaches to promote achievement for all students, especially those historically marginalized. Superintendent Chebaro outlined the communication of SIEP goals and next steps with parents and the community.

Responses to questions of clarification included: data is used to identify and act on disparities and address disproportionate outcomes; key priority areas in working through school improvement processes are curriculum fidelity, instruction, knowing the learners to better understand the students; SIEP process includes strategies such as We Rise Together to ensure culturally reflective work.

6. School Improvement and Equity Planning (SIEP) - Update (Continued)

It was clarified that accountability measures are robust and continuous, served by ongoing data collection, and built into the SIEP to ensure a direct line from the student to Board leadership. Student achievement in the classroom can be reviewed by principals and superintendents. Superintendent Chebaro will follow up regarding information on the Socio-economic Vulnerability Index.

CESWB-25 moved by Jeffrey Clark
seconded Kathy McDonald

Resolved, that the update report re School Improvement and Equity Planning (SIEP), be received.

..... carried

7. Summer Learning Programs Update

Superintendent Chebaro presented an overview of the summer learning programs offered across the Board during July and August 2024. She stated that the Board offers a wide range of learning opportunities for Kindergarten-Grade 12 students and adult learners. Students can earn credits, and programs include summer school classes, experiential day school camps, and specialized programs focusing on areas such as literacy, numeracy, leadership and work-integrated learning. More than 16 programs were offered at over 35 elementary and secondary schools. Programs are designed with flexibility, a student-centered approach and supported in a dynamic, focused learning environment. Superintendent Chebaro remarked that research shows that summer learning leads to improved academic achievement, stronger foundational skills, and minimizes learning loss. They also help with preparing students for post-secondary pathways, gaining exposure to higher education settings, or easing concerns about child-care during summer months. There were 11,000 students enrolled in summer credit earning programs, with a 93% success rate, and 645 students were engaged in credit recovery courses.

Trustees speaking expressed appreciation for the work on summer learning programs, and conveyed parents' remarks about the positive benefits arising from these programs. Superintendent Chebaro will follow up regarding data on the breakdown on grades for students attending summer school. Coordinating Principal of Student Success and Pathways, Tamer Kamel, confirmed that 11,000 students attended credit granting programs, and the total number of students attending summer learning programs was 15,000. He further confirmed that credit programs are free, and clarified that, for other summer programs, a nominal fee is charged for funding recovery purposes, which is not enforced if a family is unable to pay.

CESWB-26 moved by Jill Promoli
seconded Lucas Alves

Resolved, that the update report on the Summer Learning Programs, be received.

..... carried

8. Adjournment

CESWB-27 moved by Lucas Alves
seconded Jill Promoli

Resolved, that the meeting adjourn (18:04 hours).

..... carried

..... Chair

11.1

Board Meeting, October 23, 2024

Multi-Year Strategic Plan Progress Report 2.1: Safety and Well-Being

Strategic Alignment:

Multi-Year Strategic Plan 2024 - 2028

Ministry Directive 22

Report Type:

For Information

Prepared by: Michelle Stubbings, Superintendent of Safety and Well-Being
Camille Logan, Associate Director, School Improvement and Equity

Submitted by: Rashmi Swarup, Director of Education

Overview

Objective: To present the Multi-Year Strategic Plan Progress Report for the Safety and Well-Being Department.

Since the Ministry Review was released in March 2020, the Peel District School Board has engaged in deep work to reduce and eliminate the disproportionalities in suspension and expulsion data for students who identify as African, Black and Afro Caribbean. The March 2020 Report indicated a disproportionality of 2.4. Since then, PDSB has implemented many fundamental changes to student discipline, including:

- The establishment of the Safe and Caring Schools department, re-named to Safety and Well-Being, to address racial disproportionalities in suspension data, and a focus on healthy social-emotional well-being of students
- The creation and implementation of Safe and Caring Schools Policy 48
- The creation and development of the Principal's Analysis of Incident Report (PAIR) to ensure procedurally fair, thorough investigations grounded in anti-racist, anti-oppressive practices
- On-going mandatory training of newly appointed administrators in Directive 21 and Policy 48
- Regularly available professional learning for experienced administrators on Policy 48, the use of the PAIR, procedural fairness, anti-oppressive and trauma informed approaches to student discipline

Since the release of the Ministry Directives, PDSB has undergone the following changes:

- Three Directors of Education
- Large percentage of newly appointed administrators in schools
- Newly appointed senior team members
- Shifts from fully virtual learning to a hybrid model, to a return to in-person learning

Highlights:

- The suspension rate has decreased 40% compared to pre-Covid data
- In the 2021-2022 academic year, students in the Peel District School Board (PDSB) were four times less likely to be suspended than students across the province. Only 0.83% of PDSB students were suspended during that year, compared to 3.32% of students in Ontario
- Each school is required to implement a Bullying Prevention and Intervention Plan (BPIP) to address student discipline practices, including progressive discipline, and preventative programs, actions and strategies to ensure positive, inclusive, welcoming school climates that are foundational to learning. BPIPs are reviewed by the Superintendent of Education.
- Reduce the disproportionality in suspension data for students who identify as African, Black and Afro-Caribbean, Indigenous and Middle Eastern by June 2025
- The implementation of the Black Student Success Strategy, as well as other identity-specific strategies (Two-Spirit and LGBTQIA+ Action Plan, PDSB Affirming Muslim Student Identities and Dismantling Islamophobia Strategy)

Suspensions & Expulsions: Cumulative Totals		
	Sept 30 2023-2024	30-Sep 2024-2025
Number of Expulsions	NR	NR
Number of Suspensions	146	157
Number of Students Suspended	141	151

2024-25 Disproportionality Index: By Racial Background			
	Sept 2024- 2025	Sept 2023-2024	Percentage/ or number of students
African, Black & Afro-Caribbean	1.9	2.0	9% or 25 students
East Asian	0.6	0.2	4% or NR
First Nations, Métis and Inuit	-	2.2	2% or NR
Latin American	1.1	0.9	1% or NR
Middle Eastern	2.2	1.3	6% or 20 students
South Asian	0.6	0.9	52% or 47students
Southeast Asian	0.4	0.4	2% or NR
White	1.5	0.5	11% or 24 students
Additional Racial Background	1.3	-	1% or NR
Multiple Racial Backgrounds	1.0	0.9	7% or 11 students
Did not disclose	1.3	1.3	6% or NR

Suspensions by Grade		
	Sept 2023-2024	Sept 2024-2025
G4	-	NR
G5	NR	0
G6	NR	NR
G7	NR	NR
G8	14	19
G9	23	16
G10	40	35
G11	30	36
G12	21	34

NR: for privacy reasons, we do not publicly report numbers 10 or below. Such data qualifies under Section 2(1) of the Municipal Freedom of Information and Protection of Privacy Act as personal information, as there is a reasonable expectation that the information would disclose information about identifiable individuals.

We use NR = Not Reported in the chart where the data is 10 or below to protect privacy and data.

Strategic Actions

The PDSB continues to review school data and actions and has made intentional changes that seek to reduce/ eliminate racial disproportionalities in suspension data. This includes intentional wrap around support from central departments: Safety and Well-Being, Special Education, Curriculum and School Improvement, Innovation and International Programs, Leadership Development and School Partnerships and Equity, Indigenous Education and Community Engagement. These central departments meet bi-monthly to collaboratively provide supports to the system. These include:

- increasing student engagement through Culturally Relevant and Responsive Pedagogy
- innovation projects
- intense focus on literacy and numeracy skills
- leadership supports for new administrators
- Equity Resource Teachers and Social Emotional Learning supports.

The Senior team works closely as a group and with school administrators engaging in data informed conversations around suspension data to reduce and eliminate racial disproportionalities.

Goal 1: Student Achievement

Improving core academic skills and preparing for future success.

The following are a few examples of the actions Safety and Well-Being Department will take this year to advance this goal.

For Students:

- Share widely the School Code of Conduct to ensure students are aware of and adhere to the Board and school's expectations.

For Staff:

- Provide schools with a site-specific accountability template to monitor progress towards SIEP Goal 1 Sense of Belonging, building community and reducing disproportionalities in suspension data.
- Utilize Empowering Modern Learning (EML) through Universal Design for Learning (UDL) to create flexible, student-drive learning environments that honour diverse learning needs. By providing multiple ways for students to engage, represent and express their learning, this approach ensures equitable access and reduces behavioural challenges related to disengagement or exclusion.
- Implementation of the classroom lesson plans, activities and resources designed for schools to implement culturally responsive pedagogical practices designed to create identity affirming, inclusive, student centred learning experiences
- Continue to provide professional learning on trauma-informed, trauma-responsive approaches, through George Hull 18-hour training course, after-school professional learning opportunities provided by members of the Mental Health Resource Team and the Social-Emotional Learning Team.
- Incorporate trauma-informed practices to help staff recognize the impact of trauma on student behaviour, particularly for marginalized students. By understanding the root causes of behaviour, and responding with empathy and support, schools can reduce punitive measures and create more inclusive environments.

- Work collaboratively with field and central superintendents to regularly monitor school progress towards the reduction and elimination of disproportionalities in suspension data.

For Community:

- Continue to build partnerships with Black, Indigenous and marginalized communities to ensure resources are made available for parents/guardians to actively advocate and support their children. Examples include creating mechanisms to communicate information directly with families such as School Code of Conduct, translated into 10 languages supporting families in Peel. (As outlined in Directive 21).

Goal 2: Safety and Well-Being

Enhancing safety, a sense of belonging and mental health.

For Students:

- The expansion of peer mediation programs in middle schools by June 2025.
- The implementation of an Upstander program (grades 3-5 and 6-8) in middle schools by June 2025.
- Implement Anti-Vaping programs (Not an Experiment, Quash) in secondary schools in partnership with Peel Public Health and the Lung Association.
- Amplify student voice in their school's Bullying Prevention and Intervention Plan to ensure culturally responsive approaches to establishing safe, inclusive and welcoming school and classroom environments.
- Facilitate student participation in programs facilitated by Peel Public Health (Playground Activity Leaders in Schools, Yes 4 Mental Health, Not an Experiment).

For Staff:

- Hiring and training of 20 0.5 FTE Safety and Well-Being Support Teachers to build capacity within their schools to create safe, inclusive and identity-affirming climates.
- Hiring and training of 3 Safety and Well-Being Resource Teachers to work in middle schools to create safe, inclusive and identity-affirming climates.
- Monitor the impact of the Safety and Well-Being toolkit of lessons and resources on school climate, anti-bullying, and the development of pro social behaviours through the SIEP site.
- Seek input into schools' Bullying Prevention and Intervention Plan to ensure culturally responsive approaches to establishing safe, inclusive and welcoming school and classroom environments
- Monthly review of school-generated violent incident reports, unplanned use of physical intervention and involuntary use of ALE reports by central staff so that areas of concern can be addressed with school principals and superintendents and additional training and safety planning can be put in place.
- Suspension data is being examined and reviewed on a bi-monthly basis with Superintendents of Education, principals and Safe and Accepting School teams

For Community:

- Seeking input from the school parent/guardian community into the school's Bullying Prevention and Intervention Plan to ensure culturally responsive approaches to establishing safe, inclusive and welcoming school and classroom environments

Goal 3: Equity and Inclusion

Promoting discrimination-free learning environments that are identity affirming and uphold Indigenous rights.

For Students:

- Continue year 2 offerings of therapeutic groups to students
- Continue availability of Be Well Support Line for student self-referral to counselling, including identity-specific requests
- Continue to meet with students on the mental health advisory group to ensure the needs of students are accurately identified and the actions of staff are landing with students in the way they were intended.

For Staff:

- Bi-weekly review of school data, including progressive discipline supports, between the Superintendent of Education and school principal.
- Provide ongoing professional learning by central departments around school climate, student discipline, equity and inclusion etc.
- Coaching and modelling by central staff to ensure anti-racist, anti-ableist, anti-oppressive approaches to student interactions are integrated into everyday classroom and school environments
- Early intervention by members of the Social-Emotional Learning team when school staff have a concern about student safety and lagging skills so that proactive strategies, environmental/programming changes, and necessary accommodations and modifications are put in place to decrease maladaptive behaviours and increase engagement.
- Continue to work with school teams to understand the connection between identity-affirming and accepting school and classroom spaces and students' mental health and well-being through the Mental Health Year 2 Action Plan and School Improvement and Equity Planning processes.

For Community:

- Continue to partner with students, families and community to review school goals, strategies and progress towards inclusive, welcoming and identity-affirming learning environments.
- Continue to work with SEAC, PIC, and other parent/caregiver focused groups to understand the needs of adults in supporting their children in meeting their academic, mental health, and self-advocacy requirements.

Goal 4: Community Engagement

Engaging caregivers and community partners in supporting student success.

For Students:

- Encourage the development of safe affinity spaces and groups in schools including Black Student Associations (BSA), Muslim Student Associations (MSA) and Gender and Sexuality Alliances (GSA) to empower voice and allow for a platform to express concern on issues that matter to them. In addition, to respect the lived experiences of students and provide an opportunity to include student identity into decision-making processes at a school and community level.

For Staff

- To partner in developing affinity groups and spaces in schools that involve parents and guardians in conversations and issues that impact the school community. Namely,

discussions on instructional practices that are culturally responsive and address the lived experiences and intersectionality of students and families in which we serve.

- Provide training for affinity group leads (e.g., GSA, BSA) to ensure the intersectionality of identity is nurtured in all student-led groups, and that students can feel safe to express all aspects of their identity at school.

For Community:

- Partner with community to ensure students and parents/guardians are aware of social-emotional supports, opportunities for experiential learning, reach ahead opportunities, job shadowing and mentorship through schools.
- Center student and parent voice around most effective engagement strategies and pedagogies as well as respecting lived experiences and student identities.
- Leverage community resources and partnerships that represent the student population. Engaging with local organizations and community leaders can provide students with additional support and mentorship, contributing to a positive school environment that reduces the need for punitive measures.
- Continue to meet regularly with community, agency, and faith partners to ensure cross-sectoral alignment in strategic planning, consistency of practice, and sharing of research and resources to maximize efficiency of service delivery.

Alignment with Board Strategies and Action Plans:

This work supports all four pillars of the Multi Year Strategic Plan, the Ministry Directives, and Policy 48 Safe and Caring Schools. It also supports the Black Student Success strategy, the two-Spirit and LGBTQIA+ Action Plan, PDSB Affirming Muslim Student Identities and Dismantling Islamophobia Strategy

Evidence: Indicators of Progress

The Safety and Well-Being Department will provide the next report in January to the Board of Trustees to monitor suspension rates and the progress towards the goal of reducing and eliminating racial disproportionalities in suspension data for Africa, Black and Afro Caribbean, Indigenous and Middle Eastern students.

Next Steps

The Safety and Well-Being Department will provide the next update to the Board of Trustees in January 2025.

11.2

Board Meeting, October 23, 2024

Multi-Year Strategic Plan Progress Report 2.2: Special Education

Strategic Alignment:

Multi-Year Strategic Plan 2024 - 2028

Report Type:

For Information

Prepared by:	Claudine Scuccato, Superintendent of Education Dr. Camille Logan, Associate Director
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Submitted by:	Rashmi Swarup, Director of Education
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Overview

In alignment with all four areas of the Multi-Year Strategic Plan, the Special Education Department implemented a series of professional learning sessions throughout the month of September. These responsive professional learning was aimed to support Educational Assistants, Educators and Administrators.

The learning sessions (listed below) shared the need to foster high expectations for all students, especially neurodiverse learners with a focus on building capacity and equipping educators and Administrators with tools to identify and remove barriers and improve pedagogy and practice in service to exceptional students. As well, there was a consistent focus on the promotion of developmentally appropriate and culturally responsive teaching practices with tools and resources from Administrators and Superintendents to monitor and implement individualized programs for accountability.

Highlights:

- On September 3rd, 2024, a full day of professional learning was shared to every Educational Assistants in the Board with attendance at over 2500 PDSB Employees.
- Differentiated Learning offered for EAs on September 3rd included:
 - Safety Training - PBIP's, Safety Plans & Safety Protocols
 - ALE Guidelines
 - ABA Overview
 - Behaviour & Communication
 - Augmented Communication
 - Co-Regulation
 - Student Programming Grid
 - Working with Complex Students & Trauma Informed Informed Practices
- From September 24-26th, every PDSB school sent an Administrator and Special Education Staff to participate in a full-day of differentiated learning in support of exceptional learners.
- Differentiated Learning offered for Educators and Administrators on September 24th-26th included:
 - Administrators and Special Education
 - Leadership, Mentorship and Collaboration in Special Education
 - Roles, Responsibilities and Services of the Special Programs Team
 - PSSP: What We Can Do For You!
 - Supporting Students with Complex Needs Through Trauma-Informed Approaches
 - The I in IEPs: Individualizing the IEP
 - SEA claims: a Hands-on Introduction to SEAIT

Strategic Actions

Goal 1: Student Achievement

Improving core academic skills and preparing for future success

For Students:

- Foster student agency and ownership while developing skills and knowledge to access multiple academic and career pathways.
- Address disproportionate outcomes for students historically and currently marginalized and underserved.

For Staff:

- Maintain a culture of high expectations.
- Ensure ongoing professional learning to remain current in a culturally diverse and changing world.

For Communities and Families:

- Deepen understanding and access to pathway opportunities.
- Develop enhanced partnerships with community organizations, agencies and post-secondary institutions that will benefit families.

Our professional learning sessions were designed with a dual focus: empowering both students and staff. For students, we emphasize the importance of fostering agency and ownership, enabling them to develop the skills and knowledge necessary to explore various academic and career pathways while embracing and acknowledging their exceptionalities. This was done through looking at current programming and setting the parameters for curriculum fidelity and creating individualized programs. We also addressed the disproportionate outcomes faced by historically marginalized and underserved student populations, especially those with intersectional identities. We strive to create a more equitable learning environment for all.

For staff, we cultivated a culture of high expectations, encouraging administrators and educators to uphold rigorous standards while ensuring that their instructional practices remain relevant in our culturally diverse, neurodiverse, and evolving society in service of exceptional students and their families. Ongoing and responsive professional learning is essential, equipping our staff with the tools and insights needed to effectively support all students on their educational pathway. This information provided for educators has supported all schools in identifying communication strategies and approaches designed to work in collaboration with families necessary to deepen their awareness and understanding of post-secondary opportunities for their child(ren).

Goal 2: Safety and Well-Being

Enhancing safety, a sense of belonging and mental health.

For Students:

- Create safe, respectful and positive environments.

For Staff:

- Provide support to monitor and assist students in accessing timely interventions and resources.

For Communities and Families:

- Collaborate with community partners to advocate for comprehensive support services.
- Ensure awareness of referral pathways to agencies and organizations.

Our professional learning sessions for educational assistants, educators, and administrators focused on creating safe, respectful, positive, and inclusive environments within our schools. These sessions emphasize the importance of fostering a culture where all students feel valued and supported in a way that supports their intersectional identities. We provided training in safety, inclusion and culturally responsive practices, enabling staff to recognize and address their own biases and understand the diverse needs of their students.

Collaborative workshops encourage the sharing of strategies to promote respectful communication and co-regulation strategies, while also equipping participants with tools to build strong relationships within their school communities. Additionally, we highlight the significance of emotional well-being and mental health, teaching staff how to create spaces that nurture resilience, inclusion and belonging. This learning provided greater awareness of approaches to access and engage community partners and agencies to ensure that there is greater access for students and families. By prioritizing inclusivity in our professional learning, we empower our educators and support staff to cultivate environments where every student can be safe and thrive academically and socially.

Alignment with Board Strategies and Action Plans:

This professional learning ensured alignment with and implementation of PDSB Policy and Procedures and Action Plans.

Evidence: Indicators of Progress

To effectively evaluate the impact of the professional learning initiatives conducted by the Special Education Department, the following measures of success will be utilized:

1. Participant Feedback - surveys sent to all registrants of the Special Education Conference. Early survey results indicate that attendees felt the content was relevant, practical and that resources provided would be of use in their teaching practice. Results also included opportunities for professional learning identified by attendees that they would like to see in the future. Anecdotal feedback from attendees was very positive.

Anecdotal feedback from the professional learning day for educational assistants was positive, particularly for the afternoon sessions.
2. Knowledge and Skills Acquisition demonstrated through classroom observations, school visits and Principal and Superintendent Accountability Measures.
3. Impact on Student Outcomes - demonstrated evidence of increased engagement, attendance, improved pro-social behaviour, improved pathways and academic performance indicated in Individual Education Plans.
4. Improved access to community supports and Family/Guardian Engagement. The Special Education Conference included an exhibit of community partners, enabling them to connect with attendees and provide information on their supports and services in the community.

Next Steps

The Special Education Department is committed to continued responsive system learning, building in monitoring and accountability measures to ensure the equity of access, experience and outcomes for exceptional students.

11.4

Board Meeting, October 23, 2024

Personal Mobile Device/Cell Phone Use in Schools Policy Implementation (PPM128)

Strategic Alignment:

PPM 128

Safe and Caring Schools Policy 48

Personal Mobile Device/ Cell Phone Use in Schools Policy

Report Type:

For Information

Prepared by: Michelle Stubbings, Superintendent of Safety and Well-Being
Camille Logan, Associate Director, *School Improvement and Equity*

Submitted by: Rashmi Swarup, Director of Education

Overview

Objective: To provide information on the implementation of the Personal Mobile Device/ Cell Phone Use in Schools Policy.

Highlights:

- The Personal Mobile Device/ Cell Phone Use in Schools Policy implementation has been positive with support from students, staff and families who have been receptive to the change in practice and expectations and the overall implementation. (*PDSB Survey results, September 2024*)
- Parents/Guardians have provided overwhelmingly positive response to the cell phone K-8 ban and established secondary school cell phone restrictions. (*PDSB Survey results, September 2024*). The overall response rate is 52%, which falls within the expected range for an organizational survey. Given the consistently positive feedback, these results are likely representative of all schools.
- Many school staff have appreciated the implementation of the Personal Mobile Device / Cell Phone Use in Schools Policy and subsequent materials and resources available to support improved student learning and engagement designed to protect student learning time. (*PDSB Survey results, September 2024*)

Background:

As communicated in June 2024, the Ontario Ministry of Education released an announcement in its *Policy/Program Memorandum (PPM) No. 128 Provincial Code of Conduct and School Board Codes of Conduct*, focusing on addressing cell phone use and vaping in schools.

The Peel District School Board (PDSB) is committed to ensuring that all students can achieve their academic goals while maintaining high expectations in an inclusive and safe learning environment. As outlined in the Ministry Memorandum, prevalent use of mobile devices continues to challenge and negatively impact students' progress and their ability to learn and succeed especially during instructional time in classes.

The following are some impacts that form the basis of PPM 128 and outline both the need and urgency to ***Protect Our Students Learning Time in Class:***

- While cell phones can be useful educational tools, they may have negative implications. Learning to navigate digital landscapes is integral to children's lives as they provide opportunities for education, entertainment, and socializing. However, digital landscapes also *risk harmful exposure* to inappropriate content, privacy breaches and cyberbullying.
- Central to this concern is that excessive screen time poses a risk on children's social/emotional well-being and mental health. Cell phones in classrooms can significantly detract from instructional activities.
- Unrestricted cell phone use may lead to cyberbullying incidents, which can further create an unsafe school environment. Addressing these challenges is crucial to maintain a focused and respectful learning environment. It is now time to collectively stand together and *Protect Our Students Learning Time in Class.*

Strategic Actions

Goal 1: Student Achievement

Improving core academic skills and preparing for future success.

For students, we aim to foster an understanding and awareness of the negative effects of excessive cell phone use on their social/emotional well-being and mental health in addition to the impacts of interrupted learning time.

This will be achieved by:

- Developed resources and supports for schools to implement the Personal Mobile Device/ Cell Phone Use in Schools Policy including Policy FAQs, Infographic posters, and school announcements to build awareness of the effects of excessive screen time on student learning.
- Monitor and include in the Safety and Well-Being Toolkit lessons and resources on the effects of excessive cell phone usage and the dangers and risks of social media.

For staff, we aspire to build instructional capacity and understanding of the negative effects of excessive cell phone use on learning time in addition to students' social/emotional well-being and mental health. This work supports a focus on dedicated student learning time to improve student achievement. Another vital aspect of this work is building principal and vice principal instructional leadership capacity. This will be achieved by providing:

- Ongoing professional learning and resources to ensure that all schools are supported in creating safe, inclusive and identity-affirming communities and protecting student learning time.
- School Support which integrates ongoing professional learning and guidance to principals and vice principals to ensure procedural fairness in investigations grounded in anti-racist and anti-oppressive, trauma-informed practices.

For community, we continue to partner with parents/guardians and caregivers to support student success by building an awareness of classroom instruction and school climate designed to improve student engagement.

This will be achieved by providing:

- Personal Mobile Device/ Cell Phone Use in Schools Policy Community FAQs
- School information letters to families
- Resources posted on our peelschools.org site to empower and equip community to assist with appropriate cell phone usage and screen time at home with the goal of supporting student success and well-being.

Goal 2: Safety and Well-Being

Enhancing safety, a sense of belonging and mental health.

For students, we focus on fostering an understanding and awareness of the importance of focused learning and attention during instructional time and the negative impact of excessive cell phone use on students' social/emotional well-being and mental health.

Consistent with PPM 128, actions to support students' safety and well-being are as follows:

- In Kindergarten to Grade 8, students will **not** be permitted cell phones at school at all times.
- In Grades 9-12, cell phones must be **off and out of sight** during instructional time except with explicit teacher permission.

This goal will be supported by:

- Including in the Safety and Well-Being Toolkit, lessons and resources on the effects of excessive cell phone usage and the dangers of social media which can lead to cyberbullying incidents in schools.

For staff, we aspire to build capacity and understanding of the importance of well-being as foundational to learning. The implementation of the lessons and resources in the toolkits provided focuses on improved school and classroom environment, so that students are engaged and approaches to building relationships are enhancing connections for students between staff and their peers.

This goal will be advanced by:

- Providing principals and vice principals with support and strategies to fairly and equitably enact progressive discipline measures and interventions consistent with the PDSB *Safe and Caring Schools* policy (Policy 48) when cell phone contraventions occur.
- Review and examine Cell Phone Policy Survey results, September 2024, and review and assess recommendations for next steps in implementation.

For community, we advanced this goal by:

- Supporting principals to develop the School Code of Conduct in consultation with students, teachers, board staff, volunteers, parents/guardians/caregivers, and School Council to ensure alignment between PPM 128 and School Codes of Conduct in September 2024. School Codes of Conduct have been translated into 10 languages to support schools and communities in Peel.
- Recognizing and affirming that some parents/guardians/caregivers will need to communicate with their children during the school day and encouraging them to do so, as needed, through their child's school office.

Goal 3: Equity and Inclusion

Promoting discrimination-free learning environments that are identity affirming and uphold Indigenous rights.

For students, we will ensure an understanding and awareness of the effects of excessive cell phone use on learning time, students' social/emotional well-being and mental health, while supporting student independence and student agency.

This goal will be supported by:

- Promoting the tools and resources to create culturally responsive and inclusive classroom instruction environments that are differentiated, student centred ensuring improved student engagement.

- Recognizing and affirming that some students require a cell phone device for accessing and/or supporting independence and personal agency.
- Providing exceptions to the School Code of Conduct identified in a student's Plan of Care and/or Specialized Education Amount (SEA claim). Examples include a student's use of a cell phone device to monitor blood glucose, food consumption, record blood pressure and/or record medication intake.

For staff, we aim to support the development of inclusive, culturally responsive and relevant resources to ensure effective instructional programming is developed in schools. Moreover, teaching students of the negative effects of excessive cell phone use on students' social/emotional well-being and mental health as well as learning time while supporting independence and student agency.

This goal will be advanced by:

- Including in the Safety and Well-Being Toolkit, lessons and resources on the effects of excessive cell phone usage and the dangers of social media which can lead to cyberbullying incidents in schools.
- Hiring and training of 20, 0.5 FTE Safety and Well-Being Teachers to build capacity in their schools to create safe, inclusive and identity-affirming climates.
- Hiring and training of 3 additional Safety and Well-Being Resource Teachers to work with middle school students to promote positive social skills and peer relationships.

For community, we will continue to partner with students, families and community to support School Improvement and Equity planning (SIEP) goals: SIEP Goal 1: Sense of Belonging. This will be supported by Safety and Well-Being Resource Teachers providing opportunities for student leadership (e.g. Fusion Conference, Peer Mediation Training, Consent Culture, and Onboard Training).

Goal 4: Community Engagement

Engaging caregivers and community partners in supporting student success.

For students, we are committed to empowering and encouraging active student leaders to emerge in their schools and communities to promote an awareness of the negative effects of excessive cell phone use on students' social/emotional well-being and mental health as well as learning time.

This goal will be advanced by:

- Hiring and training of 20, 0.5 FTE Safety and Well-Being Teachers to build capacity in their schools to create safe, inclusive and identity-affirming climates.
- Encouraging and supporting schools in providing leadership opportunities for students embedded within their School Improvement and Equity Planning (SIEP).
- Specifically, SIEP Goal 1: Sense of Belonging. This will be supported by providing opportunities for student leadership (e.g. Fusion Conference, Peer Mediation Training, Consent Culture, and Onboard Training).

For staff, we are encouraging the delivery of lessons from the toolkit that nurture classroom environments that are safe and inclusive. Support from central departments will help staff

enhance strategies and approaches to learning and school climate. A welcoming, accepting school climate and innovative instruction aims to reduce the desire for students to use their phone. Secondary students may use their personal cell phone during instructional time with the explicit direction by the teacher for learning.

This goal will be supported by:

- Supported principals in seeking input from students, teachers, other staff of the board, volunteers working in schools and parents/guardians of the students and School Council to add content and requirements in support of PPM 128 to School Codes of Conduct in September 2024. School Code of Conduct has been translated into 10 languages to support schools and our communities in Peel.
- Developing resources and support for schools to implement the Personal Mobile Device/ Cell Phone Use in Schools Policy including Policy FAQs, Infographic posters, school announcements to build awareness on the effects of excessive screen time on student learning.

For community, along with staff modelling appropriate cell phone usage to students, we are focused on empowering community to actively participate in communicating the dangers of social media and excessive screen time to students in their care which can lead to cyberbullying incidents in schools.

This goal will be advanced by providing:

- Personal Mobile Device/ Cell Phone Use in Schools Policy Community FAQs
- School letters and resources for families and School Councils
- Resources posted on our peelschools.org site that empower and equip community to tackle excessive cell phone usage and screen time at home in supporting student success and well-being.

Alignment with Board Strategies and Action Plans:

Multi-Year Strategic Plan 2024-2028

The Personal Mobile Device/ Cell Phone Use in Schools Policy, as noted in goals set forth in this report, focuses on preserving and protecting students' learning time in schools. Acknowledging the importance of communication and that cell phones can be useful educational tools; they may also pose negative impacts to student learning. By protecting students' learning time with our Personal Mobile Device/ Cell Phone Use in Schools Policy expectations, we allow for unique opportunities for students to collaborate and develop skills, knowledge and attributes necessary to support well-being and academic success.

PDSB Mental Health Strategy 2023-26

Building learning environments that promote welcoming and safe schools and classroom learning spaces is essential in ensuring the mental health and well-being of both staff and students. Providing access to information and resources to families on the negative impacts of social media and extensive cell phone usage allows families to proactively help students navigate digital landscapes in safe and acceptable ways.

Evidence: Indicators of Progress

The **School Cell Phone Policy Survey, conducted in September 2024** outlines a positive response to the implementation of the Cell Phone Policy in Peel schools and related supports. The following are some highlights of the data collected:

Smooth Implementation: Many schools report smooth implementation of the cell phone ban and restrictions with minimal to no issues, particularly in K-5 schools where cell phone use was already rare. Students have been very responsive to the expectations at all levels of the board and are adhering to the rules and expectations as outlined in the policy. Positive feedback from staff, students, and parents who support the ban and have noticed improved social interactions and student engagement.

89-90% of Middle School and Secondary Schools held Code of Conduct assemblies designed to establish clear expectations pertaining to student behaviour including cell phones restrictions. A wide range of approaches has been used consistently by schools (K-12) to communicate with students and families such as assemblies, school/classroom newsletter, and school/classroom websites etc.

Existing Policies: Several schools already had similar cell phone policies in place before the provincial ban/restrictions, which eased the transition. Schools with prior restrictions on cell phones report little difference in behaviour or classroom dynamics.

Supportive Parent and Community Response: Strong support from parents and the community, with some schools conducting surveys showing overwhelming backing for the provincial ban/restrictions. Schools that communicated well with parents have experienced positive feedback, with parents appreciating the provincial ban and its benefits for students.

95% of both elementary and secondary schools have had very little to no concerns about the cell phone ban and/or restrictions from parents/caregivers.

Positive Impact on School Culture and Learning: Schools have observed a positive shift in student behaviour, especially in intermediate grades, with increased engagement and fewer distractions. Some schools noted that students are more socially engaged during recess and other non-classroom times.

Gr. 7-8 Teachers report the greatest improvement in student focus and attention.

9-12 Teachers report by way of great majority that students showed some what to a great improvement in student focus and attention.

Increase in pro-social behaviour statistics:

60% of K-8 School administrators reported an increase in pro-social behaviour.

35% of 9-12 School administrators reported an increase in pro-social behaviour.

Concerns about Enforcement and Consistency: A few schools raised concerns about how to enforce the provincial ban, especially in situations where students and parents may not comply. There is a need for clear guidelines on progressive discipline and consistent messaging from the board to support school-level enforcement.

Approximately 90% of schools (of both elementary and secondary) have had very little to no increase in Office referrals

Teacher and Staff Support:

Almost 95% of Teachers (K-12) overwhelmingly support cell phone restrictions.

Clarification and Additional Resources: Requests for consistent, centralized messaging from the board, as well as uniform communication templates for schools to use when informing parents. A few schools seek additional clarification on policies regarding other devices, like smartwatches, and how they fit into the overall ban.

Next Steps

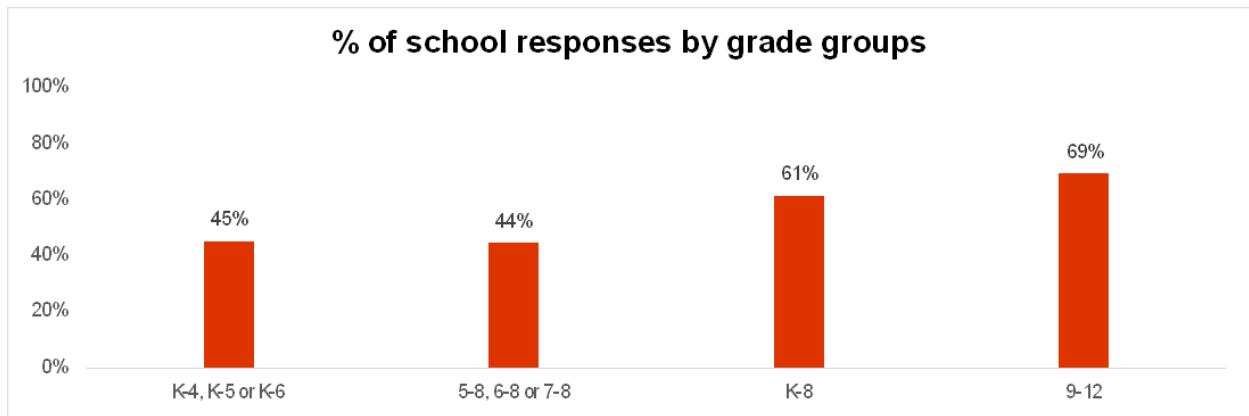
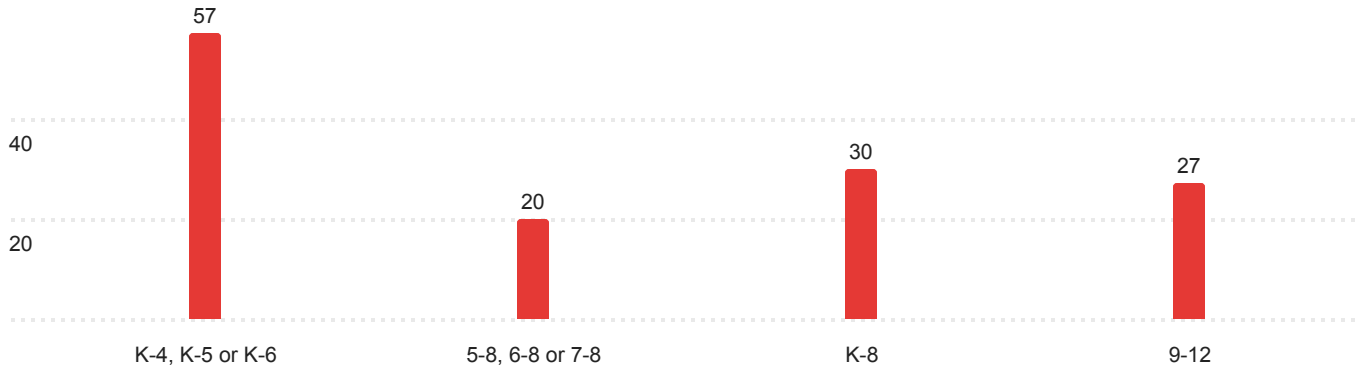
Continue to monitor the implementation of the Personal Mobile Device/ Cell Phone Use in Schools Policy and provide ongoing resources and support for schools to assist in protecting students' learning time with the cell phone ban in K-8 schools and established restrictions in secondary schools. Ensure there is consistency throughout the system in establishing fair and equitable progressive discipline strategies in enforcing the Personal Mobile Device/ Cell Phone Use in Schools Policy in all Peel schools.

References

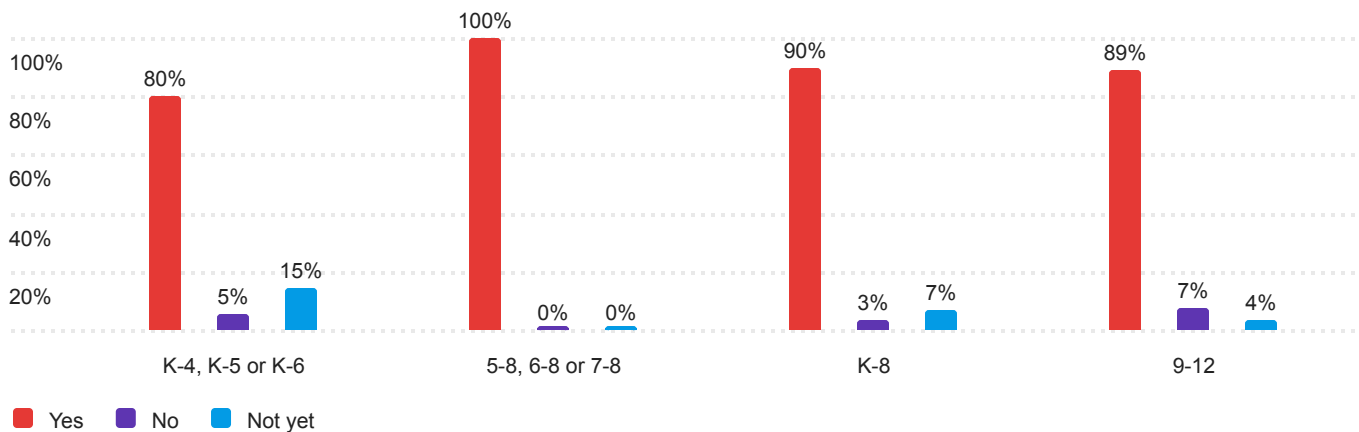
[School Cell Phone Survey, Oct 7.pdf](#)

School Cell Phone Survey, September 2024 (Response Rate = 134)

What are the grades at your school:

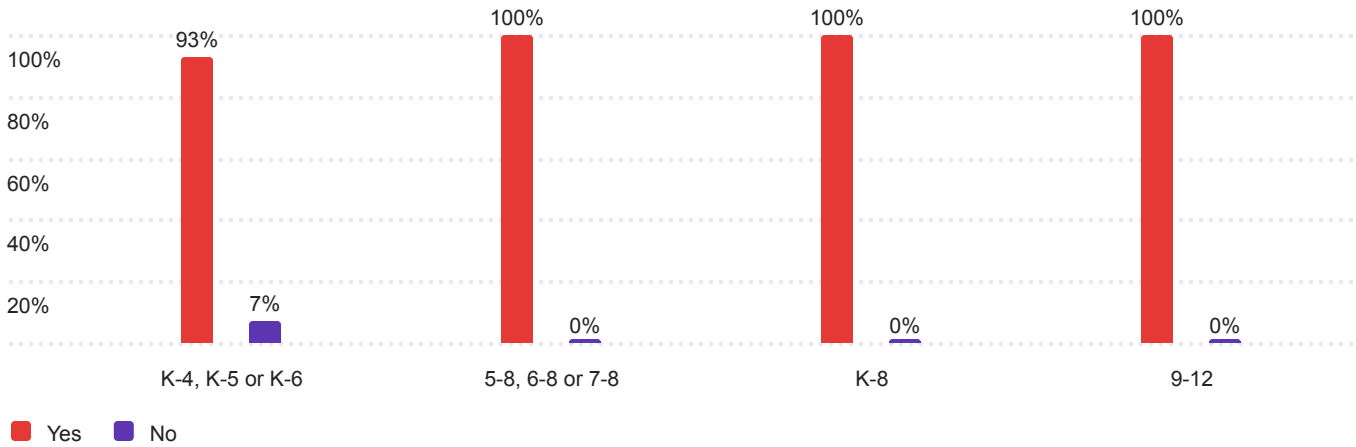


Did your school hold a startup Code of Conduct assembly in September?

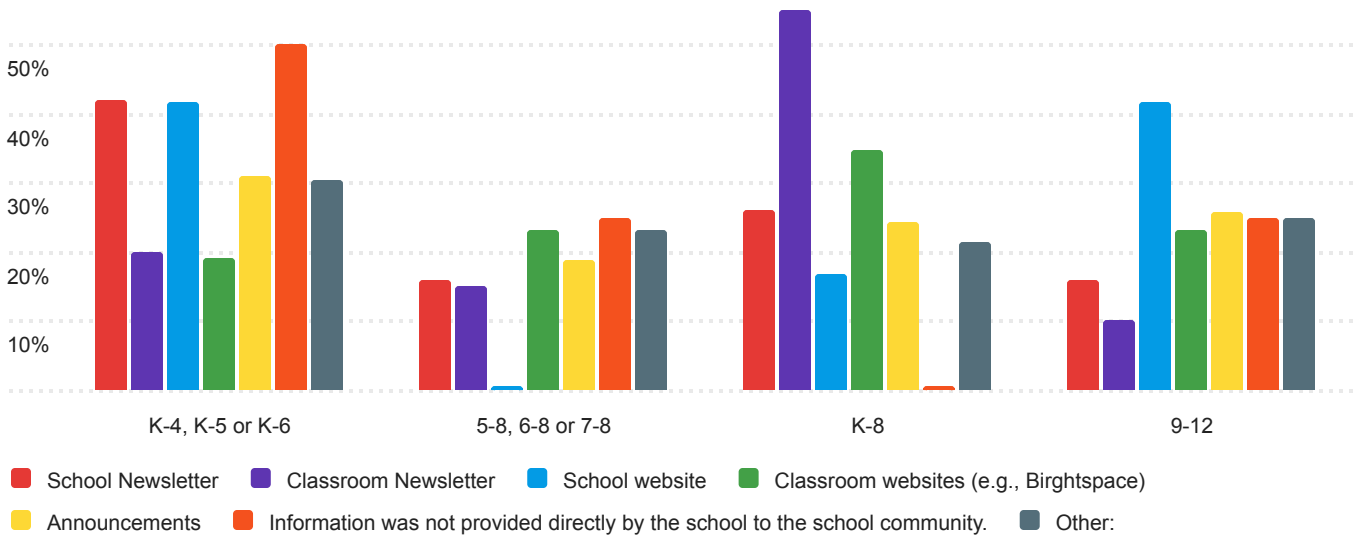


School Cell Phone Survey, September 2024 (Response Rate = 134)

At the Code of Conduct Assembly, did you discuss the cell phone ban/restrictions?



How have you provided information about the cell phone ban/restrictions directly to the School Community? (select all that apply)



Other:

Multiple Communication Methods: Use of email, School Messenger, Synervice, and Communicate messages for updates to families. Physical letters sent home for various purposes, including welcome packages, permission forms, and acknowledgment forms. Messaging via email in multiple languages, School Connects, weekly newsletters, and social media platforms like Instagram (IG). Information shared through assemblies and school-wide announcements.

Family and Community Engagement: Direct, personal interactions with families, including discussions with parents during school events or meetings. Meetings such as school council sessions, grade-specific parent sessions

School Cell Phone Survey, September 2024 (Response Rate = 134)

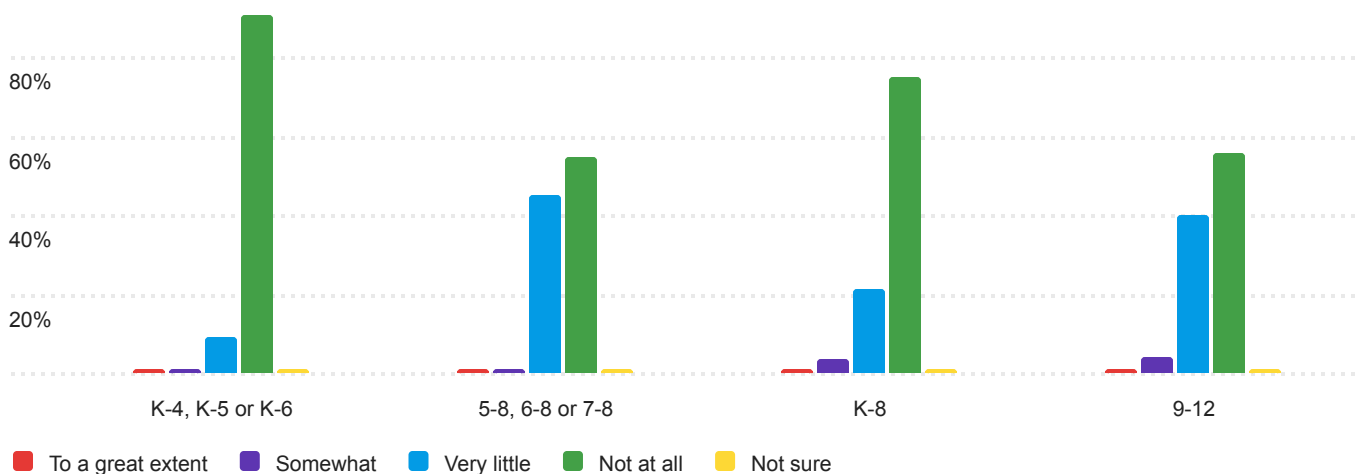
(e.g., Grade 9 welcome meetings). Efforts to connect with families in person, via phone, or through school-wide events.

Policy and Conduct Communication: Communicating school policies, especially around cell phone usage, through signed documents, assemblies, and in multiple formats (email, hardcopy). Ensuring parents and students acknowledge and sign important forms, such as the Code of Conduct or cell phone policy.

Student and Classroom Involvement: Admin and staff visiting classrooms to provide explanations, invite student voices, or conduct presentations (e.g., SCS Cell Phone Presentations). Involving students through homeroom sessions, assemblies, and presentations related to school policies.

Recurring Initiatives: Many communication efforts were initiated the previous year and have been consistently followed up this year, ensuring continuity (e.g., LEAP Permission Forms, student handbook mentions).

To what extent have you received concerns about the new cell phone ban/restrictions from parents/caregivers?



Please provide details about the concerns expressed by parents/caregivers:

Safety Concerns: Many parents were concerned about their child's safety, especially when walking home or in emergency situations. Some mentioned students with specific medical conditions, such as Type 1 diabetes, needing access to their phones. Parents wanted to ensure they could reach their children after school to coordinate pickups or changes in plans, particularly if their child was walking home.

Parental Communication Needs: A recurring concern was parents' ability to communicate with their children, especially during or after school hours. They expressed discomfort with not receiving instant responses to texts or calls. Parents were worried about how they would contact their children in case of an emergency, such as a lockdown.

Policy Clarity and Consistency: Some parents mistakenly thought the cell phone rules were imposed by the school, rather than board-wide policies. This led to confusion and concerns about not being able to reach their children. Some parents felt the policy was not consistently enforced across classrooms, creating uncertainty about the rules.

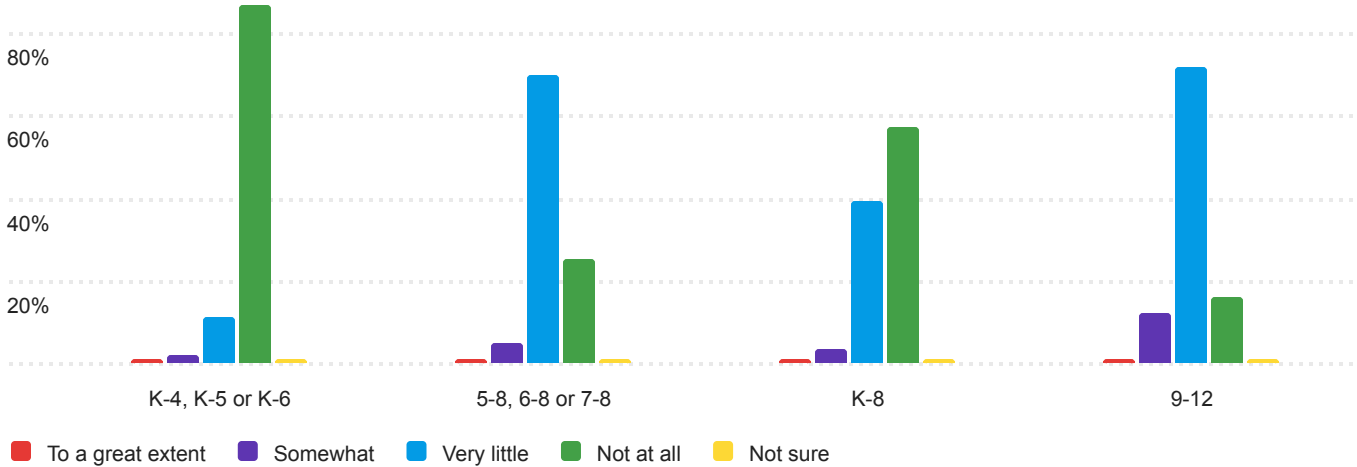
Accommodations and Adjustments: Parents whose concerns were addressed, such as those related to student safety (e.g., students with health conditions), were satisfied with the accommodations made within the policy. Overall, many parents were cooperative and supportive once the policies were explained and accommodations were made.

School Cell Phone Survey, September 2024 (Response Rate = 134)

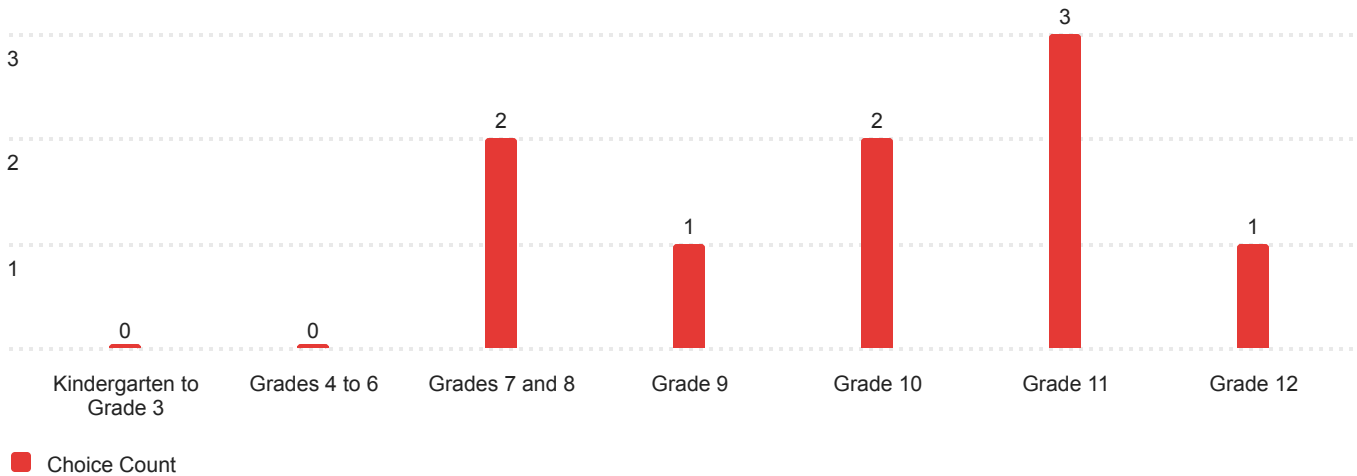
when needed.

Technological Alternatives: Some parents inquired about the use of other devices, such as smartwatches, iPads, or laptops, questioning why the ban extended beyond phones.

To what extent have you experienced student referrals to the Office due the cell phone ban/restrictions?

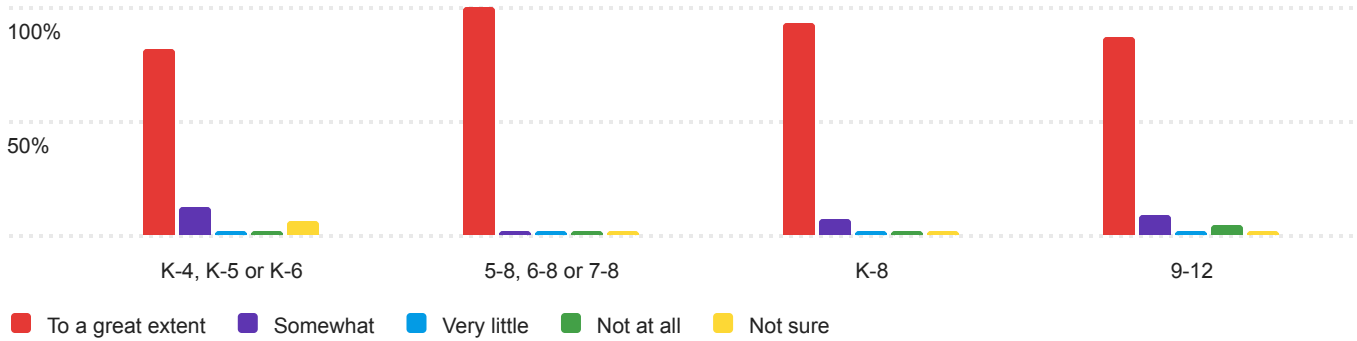


Which grades are you seeing the most referrals from? (select all that apply)

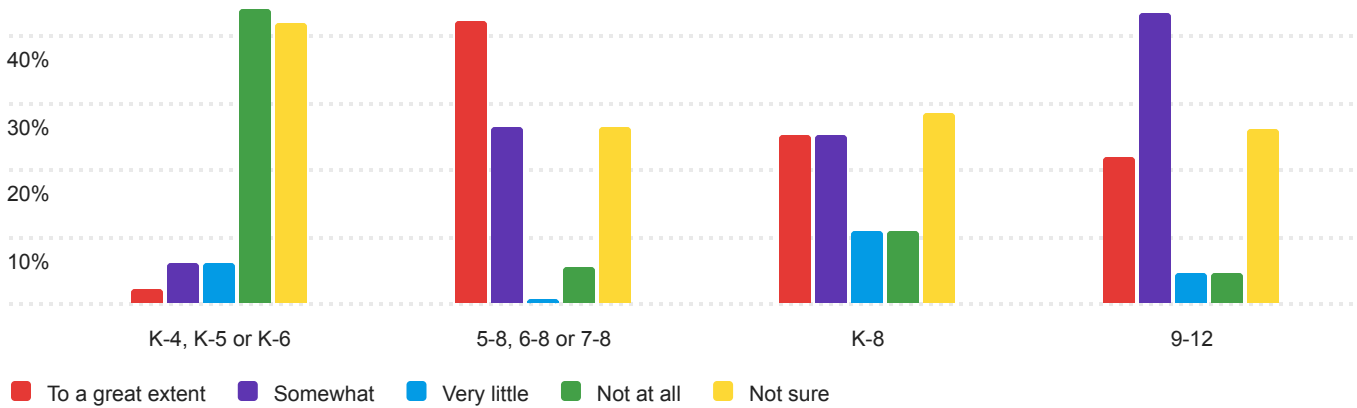


School Cell Phone Survey, September 2024 (Response Rate = 134)

To what extent do teachers in your school support the new cell phone ban/restrictions?

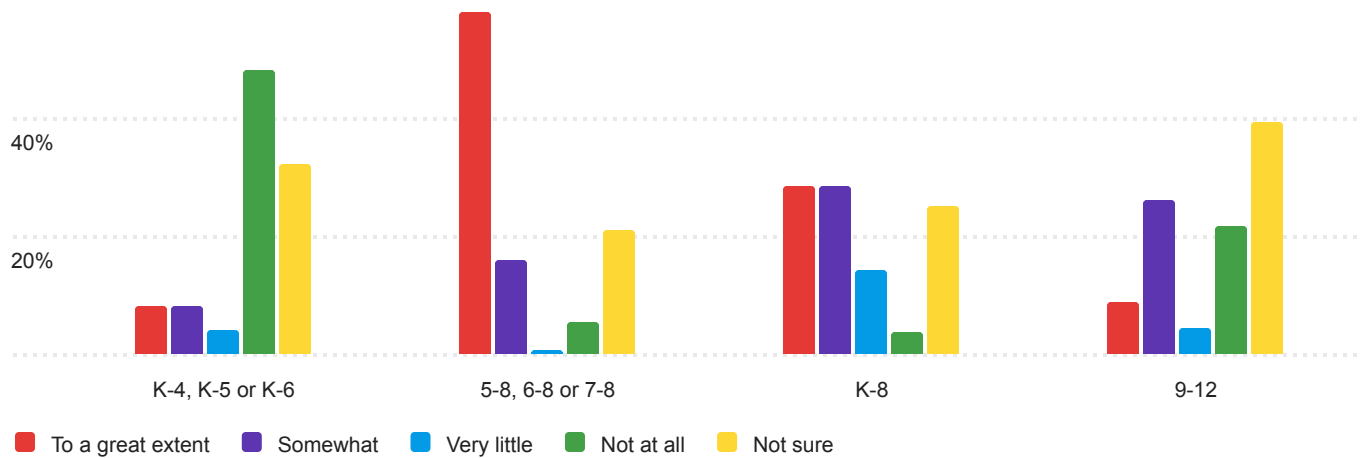


To what extent have teachers reported an increase in student focus/attention from the cell phone ban/restrictions?

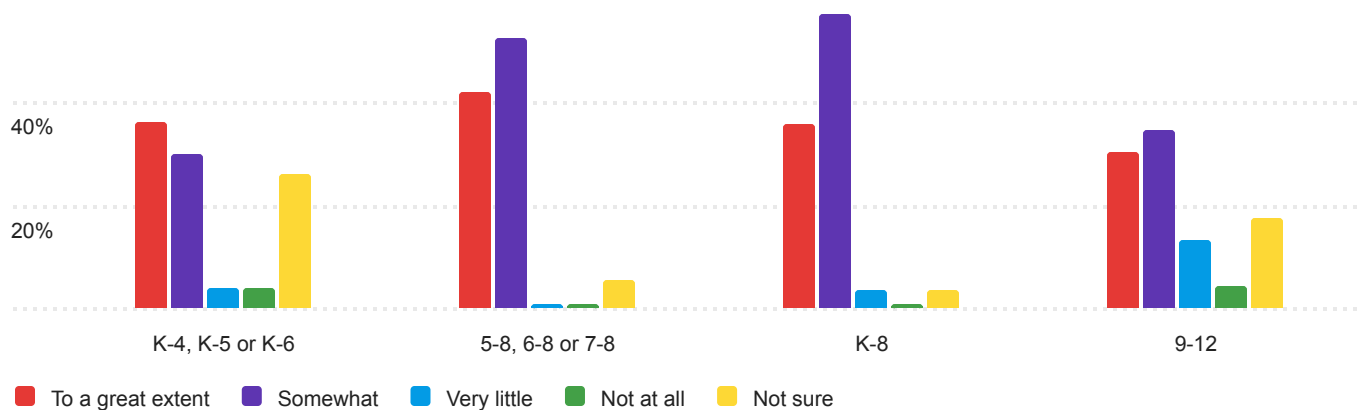


School Cell Phone Survey, September 2024 (Response Rate = 134)

To what extent have teachers reported an increase in students exhibiting pro-social behaviour (e.g., playing together in the school yard)



To what extent are the supports/lessons/resources in the Safe and Caring Toolkit sufficient to support the school staff with the cell phone ban/restrictions?



What additional supports/lessons/resources do you need?

Minimal or No Issues: Many schools, especially K-5, report no significant issues with cell phone use as students typically do not bring phones to school. Implementation of the ban has been smooth. Several responses indicate that no additional resources or support are required, as cell phone use is not a concern in their schools.

Consistency and Ongoing Reinforcement: Some schools mentioned the need for ongoing reminders to reinforce the cell phone policy with both staff and students. Suggestions include posters, regular messaging, and consistent application of the rules. Emphasis on the importance of the school board being consistent in enforcing the ban without exceptions, particularly in elementary schools where the belief is that there is no need for students to have phones.

Resource and Presentation Suggestions: Some schools noted the need for age-appropriate resources,

School Cell Phone Survey, September 2024 (Response Rate = 134)

particularly for younger students (K-2), as certain presentations were not suitable for all age groups. There were suggestions for additional presentations or speakers to address topics such as social media misuse, mindfulness for phone withdrawal, and the negative effects of cell phone use, including short informative clips or data-driven content.

Technology for Learning: Some schools indicated a need for more school-based technology to support learning, as students had previously used their personal devices responsibly and now require alternatives.

Staff Involvement: A few responses highlight the need for staff, including OSSTF members, to model appropriate behavior regarding the cell phone ban and ensure consistent enforcement.

Future Considerations: Some noted that the full impact of the policy and the necessary resources will only become clear over time as the cultural shift takes root. A suggestion to conduct follow-up surveys after initial implementation to assess staff feedback and adjust the approach as needed.

Do you have any additional comments regarding the cell phone ban/restrictions?

General Support and Positive Impact: Many respondents express strong support from staff, students, and parents for the ban, with some stating that it has had a positive impact on the school climate, learning environment, and student engagement. Several mention improvements in student behavior and social interactions, especially during recess and in intermediate grades, as well as greater focus in classrooms. Schools that previously had similar policies in place, or where cell phones were not a major issue, experienced a smooth transition with little to no disruption.

Parental and Community Alignment: Parents were highly supportive of the ban, with some schools noting that parents even applauded the decision during meetings or events. Positive communication with parents helped reinforce the message, and parents appreciated the research shared on the topic. Several schools had already implemented cell phone bans or similar policies before the district-wide mandate, making it easy to align with the new rules.

Enforcement and Consistency: Some respondents raised questions about how to handle students and parents who refuse to comply with the policy, especially in terms of progressive discipline. A recurring theme was the need for consistent and clear messaging from the board to reinforce the policy across all schools. Centralized communication would support school efforts and ensure uniform enforcement. There were suggestions that staff should also adhere to the same rules to model the expected behavior for students.

Minimal Issues or Impact: Many K-5 schools reported little to no issues with cell phone use before or after the ban, as students rarely brought phones to school. These schools generally found the implementation easy and smooth. In some schools, cell phone use had not been a significant problem before the ban, and students were already following similar rules, making the impact of the ban minimal.

Technology and Resources: Some respondents believe that allowing other personal devices like laptops or iPads could counteract the intended effect of the ban, suggesting a focus on school-provided technology instead. Some schools implemented lockboxes or "cell phone hotels" to store student phones during the day. However, one respondent noted that the lockbox was unnecessary.

Long-Overdue Action: Several respondents mentioned that the cell phone ban was long overdue and should have been implemented earlier. There is a sense of relief and appreciation for finally taking this step to improve the school environment.