



# **AGENDA**

## **Board Meeting**

**Wednesday, November 27, 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](http://www.peelschools.org/trustees).

# AGENDA

## Open Session

**Wednesday, November 27, 2024**

1. **Call to Order**
2. **Motion to Convene in Closed Session – 6:30 p.m.**
3. **National Anthem and Acknowledgement of Traditional Lands – 7:00 p.m.**
4. **Approval of Agenda**
5. **Declaration of Conflict of Interest**
6. **Staff Recognition**
  - 6.1 Retirements
7. **Board Chair's Announcements**
8. **Reports from Trustees Appointed to External Organizations**
9. **Approval of Minutes from Previous Board and Special Board Meetings**
  - 9.1 Minutes – Board Meeting, October 23, 2024
10. **Committee Minutes for Receipt and Motions for Consideration**
  - 10.1 (a) Minutes – Governance and Policy Committee, November 13, 2024  
(b) Motions – Governance and Policy Committee, November 13, 2024
  - 10.2 (a) Minutes – Audit Committee - November 14, 2024  
(b) Motions – Audit Committee - November 14, 2024
11. **Staff Reports/Reports**
  - 11.1 Working Fund Reserve Transfers for 2023-2024 year end – *presented by Jaspal Gill*
  - 11.2 Schedule of Financial Reports to the Board – *presented by Jaspal Gill*
  - 11.3 2025 Borrowing Resolution for School Board Current Expenditures –*presented by Jaspal Gill*
  - 11.4 Ontario Public School Boards' Association – 2024-2025 Membership Fees – *presented by Jasmine Vorkapic*
  - 11.5 Annual Equity Accountability Report Cards, Fall 2024– *presented by Harjit Aujla/ Lynne Hollingshead*

# AGENDA

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- 11.6 Multi-Year Strategic Plan Progress Report 3.2: PDSB We Welcome the World Reception Centres - Contributions to the PDSB Multi-Year Strategic Plan- *presented by Harjit Aujla/Bernadette Smith*
- 11.7 Multi-Year Strategic Plan Progress Report 3.3: Indigenous Education Team and the Maawnjiding Wiingushkeng Centre for Indigenous Excellence and Land Based Learning - *presented by Camille Logan/Atheia Grant*
- 11.8 Multi-Year Strategic Plan in Action (*Oral*) - *presented by Paul da Silva/Craig Caslick*
- 12. Communications**
- 13. Trustee Motions for Consideration**
  - 13.1 Proposed Amendments to the Peel District School Board Procedure By-law
- 14. Trustee Notices of Motion**
  - 14.1 Appointment of Peel Learning Foundation as PDSB Charity of Choice
- 15. Adoption of the Closed Session Report**
- 16. PDSB Success Stories**
- 17. Adjournment**

## 6.1

Board Meeting, November 27, 2024

# Retirements

**Strategic Alignment:**

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

**Report Type:**

For Information

<i>Prepared by:</i>	Masuma Khangura, Executive Officer, Human Resources, Partnerships and Equity
<i>Submitted by:</i>	Rashmi Swarup, Director of Education

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## **Overview**

**Objective:**

To recognize retiring Peel District School Board staff.

**Context:**

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

## **Appendices**

Appendix 1 – Retirements

**RETIREMENTS**

ANDERSON, Eric  
Classroom Teacher  
Effective: December 20, 2024

BADDELEY, Susan  
Office Manager  
Effective: January 03, 2025

BARNES, Catherine  
Assistant to Associate Director  
Effective: November 30, 2024

CORPUZ, Edna  
Head Custodian  
Effective: December 31, 2024

CROTHERS, Ranvir  
Classroom Teacher  
Effective: October 31, 2024

EDRALIN, Daryl  
Classroom Teacher  
Effective: January 29, 2025

EVANS, Margaret  
Educational Assistant  
Effective: November 18, 2024

FERNANDEZ, Maria  
Classroom Teacher  
Effective: October 31, 2024

FURNAS, Jose  
Building Leadhand  
Effective: December 31, 2024

**RETIREMENTS**

GEORGE, Velma  
Custodian  
Effective: December 31, 2024

HAZY, Barbara  
Accounts Payable Clerk  
Effective: December 31, 2024

JEDRZEJCZYK-LITWIN, Ewa  
Classroom Teacher  
Effective: January 01, 2025

KRAUSE, Debora  
Office Manager  
Effective: December 31, 2024

MACIEL, Gloria  
Educational Assistant  
Effective: November 30, 2024

MAYS, Michelle  
Educational Assistant  
Effective: September 19, 2024

MCLEAN, Elaine  
Supervisor - Continuing Education  
Effective: December 31, 2024

MCLOUGHLIN, Tim  
Building Leadhand  
Effective: December 31, 2024

MCVEIGH, Barbara  
Library Teacher  
Effective: January 31, 2025

**RETIREMENTS**

MESSELHI, Voichita  
Classroom Teacher  
Effective: January 31, 2025

PARK, Jaemin  
Library and Information Technician  
Effective: November 15, 2024

PRUS, Marcel  
Custodian  
Effective: November 19, 2024

ROCCA, Karen  
Elementary Principal  
Effective: December 31, 2024

RUNCA, Ralph  
School Attendant  
Effective: December 31, 2024

WATTS, Catharine  
Classroom Teacher  
Effective: December 31, 2024

WEAVER, Susan  
Office Assistant Budget  
Effective: December 31, 2024

WHITE, Debbie  
Elementary Vice-Principal  
Effective: December 31, 2024

WILKINSON, Joan  
Educational Assistant  
Effective: December 31, 2024



## PEEL DISTRICT SCHOOL BOARD

Minutes of a Board Meeting of the Peel District School Board, held on Wednesday, October 23, 2024, at 19:00 hours. The hybrid meeting was held in the Board Room, the H. J. A. Brown Education Centre, 5650 Hurontario Street, Mississauga, Ontario, and by electronic means.

### Members present:

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

### Member absent (apologies received):

LeeAnn Cole

### Student Trustees:

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

### Administration:

Rashmi Swarup, Director of Education  
Paul da Silva, Associate Director, School Improvement and Equity  
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  
Yonnette Dey, Superintendent of Education  
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, Development and School Partnerships  
Luke Mahoney, Superintendent of Education  
Mark Marshall, Acting Chief Information Officer, Learning Technology Support Services  
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

Lorelei Fernandes, Board Reporter

**1. Call to Order**

Chair David Green called the meeting to order at 19:00 hours.

**2. 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.

**3. Approval of Agenda**

Resolution No. 24-221 moved by Jill Promoli  
seconded by Stan Cameron

Resolved, that the agenda be approved.

..... carried

**4. Declaration of Conflict of Interest**

There were no declarations of conflict of interest.

**5. Staff Recognition: Retirements**

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

Resolution No. 24-222 moved by Jeffrey Clark  
seconded by Karla Bailey

(continued overleaf)

**5. Staff Recognition: Retirements (Continued)**

Resolved, that the following retirements be received:

Hermano Andrade	Lillian Gleasure	Islay McCrae
Tony Belmonte	Kelly Graci	Jamie O'Donnell
Janette Brown	Kamiel Hill	Suzanne Stanley
Steven Burlock	Nikki Hutchison	Edwin Valladares
Keith Crocker	Isabel Kloucek	Monica Zekron
Sandra De La Roca	Aysha Mall	
Janet Giugovaz	Kiyomi Masaki	

..... carried

**6. Board Chair's Announcement**

Later in the meeting, Board Chair, David Green, reported that over the next few days Peel DSB will be submitting to the Ministry of Education the penultimate report responding to the Ministry Directives, and the final report is expected to be submitted in January 2025.

**7. Director's Report**

Director of Education, Rashmi Swarup, recalled the launch of the Multi-Year Strategic Plan (MYSP) at the start of this academic year. She highlighted activities related to the MYSP goals which included: updating the cell-phone policy to align with the Ministry of Education's guidelines; information nights for Black families on Regional Learning Choices and High Skills Programs; partnership with Toronto Raptors on an essay writing competition focused on Black students; professional learning sessions aimed at empowering Educational Assistants, special education staff and administrators. In addition, Peel DSB was invited to lead a series of webinars hosted by the Skills Development and Apprenticeship Branch of the Ministry of Education for participants from all Ontario school boards. A delegation of 15 educators and leaders from Wales visited the Board, and explored PDSB's innovative practices in STEM education, Indigenous learning, change management strategies, and approaches for developing future-ready skills. Land-based learning and team building was held at the Jack Smythe Field Centre for the Senior Team. Director Swarup reported on a Speaker Series planned on the Future of Healthcare, which is a joint initiative with Toronto Metropolitan University's School of Medicine and Faculty of Community Services, for middle and secondary students, on educational and pathway opportunities in healthcare.

Resolution No. 24-223 moved by Will Davies  
seconded by Brad MacDonald

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

..... carried

**8. Minutes of the Board Meeting, September 25, 2024**

Resolution No. 24-224 moved by Karla Bailey  
seconded by Lucas Alves

Resolved, that the Minutes of the Board Meeting, held September 25, 2024, be approved.

..... carried

**9. Minutes of the Special Education Advisory Committee Meeting, September 17, 2024**

Resolution No. 24-225 moved by Susan Benjamin  
seconded by Lucas Alves

Resolved, that the Minutes of the Special Education Advisory Committee Meeting, held September 17, 2024, be received.

..... carried

**10. Minutes of the Parent Involvement Committee Meeting, September 19, 2024**

Resolution No. 24-226 moved by Susan Benjamin  
seconded by Jill Promoli

Resolved, that the Minutes of the Parent Involvement Committee Meeting, held September 19, 2024, be received.

..... carried

**11. Minutes of the Audit Committee Meeting, September 26, 2024**

Resolution No. 24-227 moved by Will Davies  
seconded by Stan Cameron

Resolved, that the Minutes of the Audit Committee, held September 26, 2024, be received.

..... carried

**12. Minutes of the Physical Planning, Finance and Building Committee Meeting, October 8, 2024**

Resolution No. 24-228 moved by Stan Cameron  
seconded by Will Davies

Resolved, that the Minutes of the Physical Planning, Finance and Building Committee Meeting, held October 8, 2024, be received.

..... carried

**13. Minutes of the Curriculum, Equity and Student Well-Being Committee Meeting, October 9, 2024**

Resolution No. 24-229

moved by Susan Benjamin  
seconded by Kathy McDonald

Resolved, that the Minutes of the Curriculum, Equity and Student Well-Being Committee Meeting, held October 9, 2024, be received.

..... carried

**14. Multi-Year Strategic Plan: Progress Report 2.1 – Safety and Well-Being**

Associate Director, School Improvement and Equity, Camille Logan, stated that this report provides an update on Peel DSB's work to reduce and eliminate disproportionalities in suspensions and expulsions of marginalized students and particularly for those who identify as African, Black, and Afro-Caribbean. The report is aligned with actions outlined in the Board's Multi-Year Strategic Plan.

Superintendent, Safety and Well-Being, Michelle Stubbings, advised that Peel DSB continues to prioritize the need to work towards improving racial inequities for students who identify as African, Black, and Afro-Caribbean, Indigenous, and Middle Eastern. She stated that Peel DSB suspension data has significantly decreased since pre-Covid and is among the lowest in the province. This can be attributed to the removal of arbitrary suspensions and a strong framework of administrative requirements, when considering a suspension. Michelle Stubbings explained that staff are mandated to work with educators and the administration to build staff capacity, cultivate relationships, and develop a sense of community, through use of intentional strategies designed to identify and eliminate biases, barriers, and power dynamics which limit equitable access of identifiable student groups. She highlighted programs and partnerships implemented: regular monitoring: suspension data analysis; updated professional learning for the bullying prevention and intervention plan; school climate; suspension data. Questions of clarification from trustees were responded to regarding the Education Act does not allow in-school suspensions, and suspension data fluctuates from month to month which may skew the percentages when the number of suspensions is low.

Resolution No. 24-230

moved by Jeffrey Clark  
seconded by Satpaul Singh Johal

Resolved, that the Multi-Year Strategic Plan: Progress Report 2.1 – Safety and Well-Being, be received.

..... carried

**15. Multi-Year Strategic Plan: Progress Report 2.2 – Special Education**

Superintendent of Special Education, Claudine Scuccato advised that in partnership with OPSEU Local 2100, Professional Learning (PL) opportunities and a Conference were offered to Educational Assistants, educators, and school administrators at the start of this school year. She stated that the aim was to equip special education staff with essential skills and knowledge to ensure safety, personal care, and best practices for exceptional learners. She outlined the key features of the PL which included support for students with co-regulation, communication, and Applied Behaviour Analysis. The Conference highlights included: leadership; mentorship; collaboration in special education; roles, responsibilities and services of special programs staff; support for students with complex needs; Individual Education Plans; Special Equipment Allocation (SEA) claims. Next steps will include monitoring and accountability measures to assess the application of skills learned and ensure equity of access in classrooms.

Resolution No. 24-231

moved by Karla Bailey  
seconded by Kathy McDonald

Resolved, that the oral report re Multi-Year Strategic Plan: Progress Report 2.2 – Special Education, be received.

..... carried

**16. Multi-Year Strategic Plan (MYSP) In Action**

Associate Director, School Improvement and Equity, Paul Da Silva, stated that the MYSP, developed in collaboration with the Board of Trustees and staff, serves as a guiding framework for advancing the Peel DSB. He described the core goals of student achievement, safety and well-being, equity and inclusion and community engagement, to ensure that every student benefits from an exceptional educational experience. Superintendent of Education, Leslie Grant, reported on schools in her Family of Schools. She highlighted a cross-panel initiative involving the Black Student Associations (BSA) of Mississauga Secondary School, David Leeder Middle School, and Meadowvale Village Public School through the Reading Buddies Program. She advised that students in the program supported younger Black students in improving reading skills, boosting confidence, and affirming identities. The program also enhances community engagement, leadership development, mentorship, educational equity, building positive relationships, and fostering a love of reading. Trustees speaking expressed appreciation for the report.

Resolution No. 24-232

moved by Susan Benjamin  
seconded by Jill Promoli

Resolved, that the Multi-Year Strategic Plan (MYSP) In Action, be received.

..... carried

## **17. Personal Mobile Device/Cell Phone Use in Schools Policy Implementation**

Associate Director Logan stated that the report provides an update on the status of the implementation and impact of the Policy in schools since the start of the school year. Superintendent of Safety and Well-Being, Michelle Stubbings, referred to the Ministry of Education announcement of Policy/Program Memorandum (PPM) 128, Provincial Code of Conduct and School Board Codes of Conduct, addressing cell phone use and vaping in schools. She reported that since the implementation of this Policy in September 2024, elementary students are not to bring cell phones to school, and secondary students may use a personal cell phone during instructional time with explicit permission of the teacher. Michelle Stubbings advised that cell phone ban or restrictions were communicated to students and families in various formats. She shared data indicating that implementation of restrictions points to a significant improvement in student focus and attention.

Responses to questions of clarification from trustees included: data was collected through a survey to all stakeholders; some concerns expressed by secondary panel were similar to those of elementary; information on the cell phone restrictions was disseminated centrally as well as through schools. Regarding a query on the extent of teachers' reporting on outcome of the cell phone ban and restrictions, it was clarified that data indicated as 'not sure' would reflect cases where respondents to the survey may not be certain about observations made, and given that the ban was implemented recently, the data presented is for a short period of time. Chair Green expressed appreciation for the report.

Resolution No. 24-233

moved by Stan Cameron  
seconded by Brad MacDonald

Resolved, that the report re Personal Mobile Device/Cell Phone Use in Schools Policy Implementation, be received.

..... carried

## **18. School/Staff/Student Successes**

School, staff, and student successes were highlighted. Information was shared on: four Peel students from Darcel Avenue Public School became the first Canadian team, Forest Guardians, to win first place at the World Robot Olympiad Open Championship, Future Innovators Junior event in Italy, for their Blaze-Bot solution to stop the spread of wildfires; students of Sir William Gage Middle School and Central Peel Secondary School participated in the annual Central Peel Strings Extravaganza offering the opportunity to engage in workshops with guest artists; participation in the Terry Fox Run, Walk and Roll, to raise awareness and funds for cancer research. On October 22nd, Peel DSB launched the Emerging Racialized Leaders' Network, designed to support Black, Indigenous and other racialized staff committed to advancing their leadership within schools and the board to challenge inequities. Students, staff and trustees were joined by local politicians and community partners at Ellwood Memorial Public School to celebrate the second anniversary of the Caledon school vegetable garden project in summer, donating vegetables to the Caledon Community Services exchange hubs. The gardens are a hands-on learning opportunity for students, and ties into the Ontario Curriculum. The World of Welcome (WOW) program provides guidance to students through activities like games, performances, and mentorship.

**19. Adjournment**

Resolution No. 24-234

moved by Stan Cameron  
seconded by Will Davies

Resolved, that the meeting adjourned (20:02 hours).

..... carried

..... Chair ..... Secretary



## PEEL DISTRICT SCHOOL BOARD

Minutes of a meeting of the Governance and Policy Committee of the Peel District School Board, held on Wednesday, November 13, 2024, at 17:30 hours. The hybrid meeting was held in the Brampton Room, the H. J. A. Brown Education Centre, 5650 Hurontario Street, Mississauga, Ontario, and by electronic means.

Members present:

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

Trustee also present:

Will Davies

Administration:

Camille Logan, Associate Director, School Improvement and Equity  
Bernadette Smith, Superintendent, Innovation and International Programs  
Michelle Stubbings, Superintendent, Safety and Well-Being  
Jasmine Vorkapic, Governance Officer

Nicole Fernandes, Board Reporter

**1. Call to Order**

Chair MacDonald called the meeting to order.

**2. Acknowledgement of Traditional Lands**

A recording of the Land Acknowledgement was viewed.

**3. Approval of Agenda**

GC-79 moved by Jeffrey Clark  
seconded by Susan Benjamin

Resolved, that the agenda be approved.

..... carried

**4. Conflict of Interest**

There were no declarations of conflict of interest.

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

GC-80 moved by Susan Benjamin  
seconded by Lucas Alves

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

..... carried

**6. Conflict of Interest Policy**

Nik Papaioannou, Human Resources Lead, Continuous Improvement & Strategy, presented the proposed updated Conflict of Interest Policy, which applies to all Peel DSB employees and volunteers. The purpose of the Policy is to define conflicts of interest and establish guidelines to ensure that conduct and decisions are in the best interest of the Board, and to avoid and resolve actual, potential, or perceived conflicts of interest. Nik Papaioannou indicated that the proposed version includes updated provisions and formatting from the previous version revised in November 2018. He confirmed that the Policy update process involved an environmental scan of neighbouring school boards, and consultations with public and union groups. He added that the Policy aligns with various existing Peel DSB policies, roles and responsibilities are outlined, and the aim is to ensure fairness in all Board processes to uphold the interest and reputation of the Board, and to ensure that no employee or volunteer realizes personal gain because of their position or role. Regarding next steps if the Policy is approved, Nik Papaioannou stated that the updated Policy will be operationalized through the Conflict of Interest Procedure, posted on the internal and external websites, and communicated to all staff by e-mail. Nik Papaioannou responded to trustees' questions of clarification, stating that volunteers must comply with all Board policies, and that he will follow up regarding the on-boarding process for volunteers and whether the agreements with contractors comply with Peel DSB policies.

GC-81 moved by Lucas Alves  
seconded by Kathy McDonald

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

That, the Conflict of Interest Policy, attached as Appendix 1, be approved.  
(APPENDIX I, refers to Item 7.1 of the Agenda)

..... carried

## **7. Safe Arrival Programs Policy**

Michelle Stubbings, Superintendent of Safety and Well-Being, noted that the proposed updated Safe Arrival Programs Policy reflects changes to the format and includes the Roles and Responsibilities of staff. She stated that the purpose of the Policy is to align with PPM 123, Safe Arrivals, and to provide all schools with procedures to address a student's unexplained absence or failure to arrive at school. Superintendent Stubbings advised that Peel DSB secondary and elementary schools have procedures to report and communicate to parents or guardians, a student's absence and/or failure to arrive to class. She indicated that consultations with staff groups and the public have resulted in feedback that has been incorporated into the Policy. She responded to questions of clarification, explaining the protocols initiated if a parent reports that a child has not arrived home, and that parents will be notified when a child misses a class or session. Absences are recorded and reported on the student's report card.

GC-82 moved by Kathy McDonald  
seconded by Karla Bailey

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

That, the Safe Arrival Programs Policy, attached as Appendix 1, be approved.  
(APPENDIX II, refers to Item 7.2 of the Agenda)

..... carried

## **8. Peel DSB Virtual Schools and eLearning Policy**

Bernadette Smith, Superintendent Innovation and International Programs, introduced Sumeeta Merwar, Principal of Peel Elementary Virtual School, Ailynne Sobec, eLearning Coordinator and Technology Enabled Learning Teacher, and Anu Arora, Principal of Peel Virtual Secondary School and chair of the Ontario eLearning Consortium.

Superintendent Smith presented the newly proposed Peel DSB Virtual Schools and eLearning Policy that establishes a structured equitable framework for virtual learning within the Board. She noted that the purpose of the proposed Policy is to ensure that the Board's virtual programs deliver the same rigorous academic experience as brick-and-mortar schools, and is not an alternative but an equivalent to in-person education. The Policy will apply to all students, educators, and support staff engaged in online learning within the Board, across all grades, and includes synchronous and asynchronous learning models. Bernadette Smith noted that the Policy is aligned with ministry guidelines with regard to provincial standards for learning hours, engagement, and accessibility. Highlighting key sections of the report, she stated that the guiding principles of virtual education are a student-centered focus, equitable practices, and a safe, inclusive and engaging learning environment. The proposed Policy details expectations for student attendance, and roles and responsibilities for students, educators, and parents/guardians. Ongoing professional development is mandated, and robust guidelines for academic integrity will maintain trust in the academic process and ensure achievements are a true reflection of the students' efforts. Superintendent Smith outlined next steps, including a comprehensive communication strategy with updates on the websites, information sessions, and direct communications.

**8. Peel DSB Virtual Schools and eLearning Policy (Continued)**

GC-83 moved by Karla Bailey  
seconded by Jeffrey Clark

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

That, the Peel DSB Virtual Schools and eLearning Policy, attached as Appendix 1,  
be approved (APPENDIX III, refers to Item 7.3 of the Agenda).

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The administration responded to questions of clarification including: students in in-person schools can take eLearning courses, which are asynchronous, and virtual school courses are for those registered in virtual school; students in need are provided with devices or Wi-Fi sticks as appropriate; students are required to complete two online course credits; eLearning courses are shared across the province and there is no upper limit to the number of eLearning courses a student can attend; students can print and retain a copy of their school work; in special circumstances, students outside the jurisdiction can attend virtual school. Superintendent Smith clarified that virtual learning is primarily within the D2L Brightspace Learning Management Program and, as students work within the district domain, the data remains secure. There is an application review process to approve the use of third-party apps for student work. Referring to the administration's comment that supply teachers fill teacher absences in virtual school, a trustee suggested that students in virtual school can attend asynchronous classes in the teacher's absence, to ensure availability of supply teachers to fill teacher absences in brick-and-mortar schools.

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GC-83 ..... carried

**9. Staff Code of Conduct Policy**

Presenting the proposed updated Staff Code of Conduct Policy, Lisa Voll-Leggo, Human Resources Lead, Partnerships and Equity, noted that the Policy applies to all Peel DSB employees and volunteers regardless of the position and level of responsibility, and is aligned with Human Rights and Anti-Racism policies. She stated that the purpose of the Policy is to outline the Board's expectations regarding conduct and behaviour, and to set standards for safe, inclusive, accountable, and respectful learning and working environments. In addition, the Policy will ensure that employees alleged to have engaged in misconduct are dealt with fairly, that discipline if warranted is proportionate to the seriousness of the misconduct, and that disciplinary measures are consistent with the Board's obligations under workplace laws. Lisa Voll-Leggo noted that the update process included an environmental scan of neighbouring school boards, feedback from legal counsel and senior leadership, and public input. Key changes underline clear expectations of accountability, and actions reflect values and priorities of the Board. When approved, the Policy will be operationalized, posted on the websites, and communicated to all staff. The suggestion of a training module to confirm that employees have read the Policy will be considered. Lisa Voll-Leggo outlined the process to communicate the Policy to staff through meetings, professional development, emails, and the website. She will follow up regarding a plan to communicate the Policy.

**9. Staff Code of Conduct Policy (Continued)**

GC-84 moved by Jeffrey Clark  
seconded by Susan Benjamin

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

That, the Staff Code of Conduct Policy, attached as Appendix 1, be approved.  
(APPENDIX IV, refers to Item 7.4 of the Agenda)

..... carried

**10. Policy Management Program: Annual Report 2024**

Providing background information, LaShawn Murray, Policy Analyst, explained that the Policy Management Program was established in 2022 and aims to develop and implement a framework for policy and procedure development and review. The Program will ensure that all Board policies and procedures are compliant with relevant legislation, align with the Board's vision, goals and priorities, include the voices and experiences of the Peel community, and reflect the commitment to equity and inclusion. LaShawn Murray stated that the report outlines the work done during 2023-2024, notably, that the Board approved 11 new policies, 19 updated policies, and the repeal of 5 policies. Trustees also approved two procedures pertaining to the Director of Education. In addition, 26 procedures were approved, and 11 procedures were repealed by the Director's Council. LaShawn Murray advised that during this school year, the Governance and Policy department will continue the implementation of the Policy Management Program, and work on building department capacity for policy and procedure development and review. In response to questions of clarification, LaShawn Murray indicated that policies or procedures were repealed because content was reflected in new or updated documents. She confirmed that there is a tentative work plan for the Policy Management Program for the current school year, which can be brought to the Committee.

GC-85 moved by Susan Benjamin  
seconded by Lucas Alves

Resolved, that the report re Policy Management Program: Annual Report 2024, be received.

..... carried

**11. Proposed Amendments to the Peel DSB Procedure By-Law**

Jasmine Vorkapic, Governance Officer, stated that, in March 2020, the Minister of Education issued directives to the Peel DSB, which included a review of the Board's Procedure By-law and Governance Directive 7. She noted that Part 1 of Directive 7 dealing with the self-identification process for committee memberships has been completed. However, Part 2, which mandates a three-quarter majority vote for committee compositions is still pending.

**11. Proposed Amendments to the Peel DSB Procedure By-Law (Continued)**

Jasmine Vorkapic explained that the proposed amendments incorporate the outstanding Part 2 requirements into the Procedure By-law, and provide a definition that clarifies the calculation of the three-quarter majority vote. She advised that the Notice of By-law Amendment will be brought to the November 20, 2024 Organizational Meeting of the Board, and considered at the November 27, 2024 Board Meeting. If approved, the Board's websites will be updated with the amended By-law, and confirmation will be provided to the ministry that Part 2 of Directive 7 has been satisfied. Committee Chair MacDonald queried the majority vote requirement to approve committee compositions at the upcoming Organizational Meeting. Jasmine Vorkapic indicated that the current By-law requires a two-thirds' majority vote, but the Board of Trustees can surpass this with a three-quarter majority vote.

GC-86                moved by Lucas Alves  
                             seconded by Kathy McDonald

Resolved, that the report re Proposed Amendments to the Peel DSB Procedure By-Law, be received.

..... carried

**12. Adjournment**

GC-87                Moved by Karla Bailey  
                             seconded by Susan Benjamin

Resolved, that the meeting adjourn (18:38 hours).

..... carried

..... Chair

## **MOTIONS FOR CONSIDERATION: GOVERNANCE AND POLICY COMMITTEE**

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Arising from a meeting of the Governance and Policy Committee, held November 13, 2024, the following recommendations are brought for Board approval:

**1. Conflict of Interest Policy**

That, the Conflict of Interest Policy, attached as Appendix 1 to the report, be approved.  
(APPENDIX I)

**2. Safe Arrival Programs Policy**

That, the Safe Arrival Programs Policy, attached as Appendix 1 to the report, be approved.  
(APPENDIX II)

**3. Peel DSB Virtual Schools and eLearning Policy**

That, the Peel DSB Virtual Schools and eLearning Policy, attached as Appendix 1 to the report, be approved. (APPENDIX III)

**4. Staff Code of Conduct Policy**

That, the Staff Code of Conduct Policy, attached as Appendix 1 to the report, be approved.  
(APPENDIX IV)

Prepared by:

Nicole Fernandes  
Board Reporter

Submitted by:

Jasmine Vorkapic  
Governance Officer

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Governance and Policy Committee Meeting, November 13, 2024

# Conflict of Interest Policy

**Strategic Alignment:**

- Ontario Human Rights Code
- Human Rights Policy
- Hiring Policy
- Procurement Policy
- Employment Systems Review (Recommendation #4)

**Report Type:**

Recommendation

<i>Prepared by:</i>	Nik Papaioannou, HR Lead, Continuous Improvement & Strategy Masuma Khangura, Executive Officer, Human Resources, Partnerships and Equity Jaspal Gill, Chief Operating Officer and Associate Director, Operations and Equity of Access
<i>Submitted by:</i>	Rashmi Swarup, Director of Education



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## Overview

### **Recommendation,**

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

### **Highlights:**

The Conflict of Interest Policy applies to all Peel District School Board (“PDSB”) employees and volunteers and ensures that all conduct and decisions are in the best interests of the Board, and do not conflict with any personal interests, either actual, potential or perceived.

This version of the Policy being submitted includes updates and formatting revisions from the previous version (last revised November 2018).

### **Background:**

The Peel District School Board is committed to safeguarding the public interest and trust in public education. PDSB employees and volunteers must uphold public trust and demonstrate honesty, integrity, and impartiality in the performance of their duties. The purpose of this policy is to define conflicts of interest and establish guidelines for Peel District School Board employees and volunteers to avoid and resolve actual, potential, or perceived conflict of interest situations.

## Evidence

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

Human Resources, Partnerships and Equity (HRPE) have been leading the review and revision of the Conflict of Interest Policy. The policy affirms the PDSB’s commitment to enhance the standards of integrity and professionalism of all PDSB employees and volunteers to build a positive climate for learning and working together.

The policy incorporates Recommendation #4 of the Employment Systems Review and was informed by consultation with the public and PDSB union groups.

## Impact Analysis

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

The Conflict of Interest Policy is intended to ensure that all employees and volunteers are accountable for their actions in ensuring that conflicts of interest, whether actual, potential, or perceived, are avoided in the performance of their duties. The policy defines roles and responsibilities for employees and volunteers, supervisors, Human Resources staff, and senior staff. The aim of the policy is to ensure fairness in all Board processes, to uphold the interest and

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reputation of the Board, and to ensure that no employee or volunteer realizes personal gain as a result of their position or role in the Board.

**Board or Ministry Policy Alignment:**

The policy integrates with various existing PDSB policies, including the Human Rights Policy, Hiring Policy, Procurement Policy and Donations Policy. It also aligns with the Ontario *Human Rights Code* and responds to recommendation #4 of the Employment Systems Review. The policy emphasizes the importance of clear expectations and accountability for all employees and volunteers.

**Legal implications:**

Not having a Conflict of Interest Policy can lead to unfair and inequitable treatment of staff and students in exchange for inappropriate personal benefit. This may result in actions that are discriminatory or illegal. This would put the Board at significant risk.

**Risk Assessment:**

In addition to the legal risks outlined above, actions by employees or volunteers that are unfair or discriminatory or which detract from the Board's best interests would be damaging to the Board's reputation and ability to fulfill its strategic goals.

## Next Steps

**Action Required:**

The Conflict of Interest Policy will be operationalized through the Conflict of Interest Operating Procedure, which will be brought forward to Executive Council for approval.

**Communications:**

Once approved, the Conflict of Interest Policy will be posted on the internal and external PDSB website.

## Appendices

Appendix 1 – LEG400 – Conflict of Interest Policy

## PEEL DISTRICT SCHOOL BOARD POLICY

### Conflict of Interest

**POLICY ID:** LEG400 (*Formerly Policy 8*)

**FUNCTIONAL CATEGORY:** Legal

**RESPONSIBILITY:** Human Resources, Partnerships and Equity

**APPROVAL:** Board of Trustees

**APPROVAL DATE:** Click for date

**EFFECTIVE DATE:** Click for date

**PROJECTED REVIEW DATE:** November 2029

**REVIEW SCHEDULE:** 5 years

### 1. Purpose

The Peel District School Board (“PDSB”) is committed to safeguarding the public interest and trust in public education. PDSB employees and volunteers must uphold the public trust and demonstrate honesty, integrity, and impartiality in the performance of their duties.

The purpose of this policy is to define conflicts of interest and establish guidelines for Peel District School Board employees and volunteers to avoid and resolve actual, potential, or perceived conflict of interest situations.

This policy is aimed at enhancing the standards of integrity and professionalism of all PDSB employees and volunteers and at building a positive climate for learning and working together.

### 2. Application and Scope

This policy applies to all PDSB employees and volunteers (including student teacher and other volunteer student placements at the PDSB).

This policy does not apply to Trustees as they are subject to the PDSB Trustee Code of Conduct.

This policy does not exempt any employee or volunteer from complying with applicable laws, regulations, rules, or professional standards. This Policy will, at all times, be

interpreted in a manner consistent with, and read alongside Board policies, the *Education Act* and its regulations, relevant Ministry Policy and Program Memoranda and guidance documents, the Ontario *Human Rights Code* and other applicable legislation. This policy is aligned with, and supports, the principles and expectations of PDSB policies including Human Rights, Equity and Inclusive Education, Hiring Practices, Procurement, and Anti-Racism.

### **3. Definitions**

#### **3.1 Conflict of interest:**

- a) A conflict of interest means any situation in which a PDSB employee, volunteer (or the employee or volunteer's family, friend or business associates) has a personal, business, or financial interest that may:
  - (i) affect their professional judgement and/or the performance of their duties or responsibilities to the PDSB;
  - (ii) cause them to act, or appear to act, in a way that is not in the best interests of the PDSB; or
  - (iii) negatively affect the PDSB's reputation.
- b) Types of Conflicts of Interest
  - (i) Actual conflict of interest includes any circumstances where an employee, volunteer (or the employee or volunteer's family, friend or business associates) has a personal, business, or financial interest that directly compromises or biases the employee or volunteer's professional judgment and objectivity during the course of exercising their duties or responsibilities to the PDSB.
  - (ii) Perceived conflict of interest includes any circumstances where it appears to another person that an employee or volunteer might have a conflict of interest.
- c) Examples of Conflicts of Interest

Conflicts of interest may include, but are not limited to, circumstances whereby an employee or volunteer:

- (i) is involved in a hiring or staff allocation decision when they have a close personal relationship with the applicant or affected staff member;
- (ii) supervises or manages employees or volunteers with whom, they have or have had, a close personal relationship;
- (iii) is responsible for any student to whom they are related;
- (iv) is involved in any business or other outside activity or interest that interferes with their regular duties and responsibilities at the PDSB;
- (v) uses their employment status with the PDSB, and/or PDSB's equipment, resources, materials, or facilities in any form whatsoever, for personal or financial gain for themselves, a close personal relationship or persons engaged in dealings with the PDSB;
- (vi) is involved in purchasing or other supply chain-related activities and accepts gifts or favours, provides preferential treatment to any bidders or suppliers, and/or publicly endorses suppliers or products;
- (vii) is involved in any business or other outside activity or interest that could create an actual, potential, or perceived conflict of interest; or
- (viii) Has a past or present relationship that may give rise to a reasonable apprehension of bias.

3.2 Employee means all PDSB staff in a casual, temporary or permanent position, including but not limited to vendors and contractors.

3.3 Direct supervisory responsibility includes but is not limited to the capacity to confer, deny or grant a benefit, including promotions, provide ongoing direction on discharge of duties, allocate resources, determine or assign duties or timetables, influence working conditions, manage performance issues, conduct or approve performance reviews, determine discipline or recommend termination of employment. Direct supervisory role includes, but is not limited to, Director of

Education, Associate Directors, Supervisory Officers, Superintendents, Principals, Vice-Principals, Directors, Controllers, Facilities Managers, peer business managers and other positions with managerial/supervisory responsibilities.

- 3.4 Close personal relationships includes but is not limited to, friendships, familial relationships, intimate personal relationships, or business associates.
- 3.5 Familial relationships includes relationships with a PDSB employee or volunteer and their:
  - a) husband, wife, common-law partner, fiancée, whether current or former;
  - b) mother, father, sister, brother, whether through marriage, or common-law partnership;
  - c) in-laws, whether through marriage, or common-law partnership;
  - d) daughter, son, grandson or granddaughter, niece, nephew, aunt, uncle or cousins, including step or foster relations;
  - e) legal guardians including, but not limited to, foster parents, etc.
- 3.6 Gift or financial payment includes but is not limited to direct or indirect offers of hospitality, entertainment, favours or loans, rebates, commissions and money except incidental gifts, customary hospitality or other benefits of nominal value normally exchanged between friends or business acquaintances.
- 3.7 Personal gain includes any benefit, whether financial or otherwise, that an individual, family member, friend, or business associate receives as a result of an employee or volunteer's position with the PDSB.
- 3.8 Reprisal includes a negative action or omission against an individual, carried out in relation to that individual having:
  - a) complied with this policy;
  - b) participated or co-operated in any inquiry under this policy, or
  - c) associated with a person who has complied with this policy or participated in its procedures.

- 3.9 Teaching or learning materials or other goods, services or equipment includes all teaching or learning materials, equipment and/or other goods or services, as described in section 217 of the *Education Act* including, but not limited to, all computer software and hardware.
- 3.10 Volunteers includes, but is not limited to, individuals who offer their time or skills to the PDSB in order to perform tasks under the direct supervision of staff without receiving financial compensation.

#### **4. Policy**

- 4.1 Conflicts of interest, whether actual, potential, or perceived, may impact on the integrity and public image of the PDSB and public education generally.
- 4.2 Employees and volunteers shall support and advance the interests of the PDSB and to avoid placing themselves in situations where their personal interests actually or potentially conflict with the interests of the Board or may affect their ability to exercise skill and good judgment on behalf of the Board in the performance of their official duties.
- 4.3 Employees and volunteers are responsible and accountable for identifying and avoiding any actual, potential, or perceived conflicts of interest between their personal interests and their official duties.
- 4.4 Employees and volunteers are required to disclose in writing any potential or actual conflicts of interest that could compromise, or be perceived to compromise, their objectivity and judgement to their immediate supervisor and/or direct report immediately upon becoming aware of the conflict. If a conflict arises between an employee and volunteers' personal or financial interests and their duties and responsibilities, the conflict must be resolved in favour of the employee and volunteers' duties and responsibilities to the PDSB.
- 4.5 Employees and volunteers must excuse themselves from any duty or transaction where they have, or may appear to have, a conflict of interest that could compromise, or be perceived to compromise, their objectivity and judgement.

- 4.6 Where employees have close personal relationships, and one employee has or may have direct supervisory responsibility over the other, both employees must report this conflict in writing to their principal, manager or supervisor.
- 4.7 Employees and volunteers shall not participate in any decision being taken by the Board without first declaring their personal interest to their principal, manager or supervisor.
- 4.8 Employees and volunteers shall not knowingly take personal advantage of, or benefit from, information that is obtained in the course of their duties and responsibilities and that is not generally available to the public.

#### **Duty to Disclose**

- 4.9 All employees and volunteers are required to report any actual, potential or perceived conflict of interest to their immediate supervisor at the PDSB as soon as they become aware of the conflict.
- 4.10 The Director of Education must disclose any conflict to the Chair of the Board.
- 4.11 Associate Directors must disclose any conflict to the Director of Education.
- 4.12 Superintendents and Controllers must disclose any conflict to the Associate Director or Director to whom they report.
- 4.13 All other employees must disclose any conflict to their immediate supervisor.
- 4.14 Conflicts involving procurements, contracts and vendor relationships must be disclosed to the Manager of Purchasing, in accordance with the applicable PDSB policy and procedures.

#### **Third-Party Disclosures**

- 4.15 This policy is not intended in any way to encourage or condone the reporting of frivolous or vexatious claims. Reporting false claims will not be tolerated and may lead to disciplinary action.

#### **Confidentiality**



- 4.16 Any personal information collected under this policy will be used solely for the purposes of evaluating and resolving the conflict of interest.
- 4.17 The collection, use, and disclosure of such information must be in accordance with the PDSB's Information, Access, and Privacy policy, *Personal Health Information Protection Act* and the *Municipal Freedom of Information and Protection of Privacy Act*.
- 4.18 Except as required by the law, employees and volunteers shall not use or disclose any personal, health, educational, or employment information of students, their families, Board employees, or other members of the PDSB community nor use the Board's proprietary or confidential information for personal gain or third-party benefit.

### **Board Resources**

- 4.19 Employees or volunteers must not use PDSB resources for personal gain or permit their family, friends, or business associates to do so. All employees shall abide by Board policies and administrative procedures regarding the use of Board resources including information technology resources. Any work created by employees in the course of their employment (e.g., course materials, inventions, or software) is the sole property of the PDSB.

### **No Reprisal or Threat of Reprisal**

- 4.20 The PDSB prohibits any form of reprisal, including a threat of reprisal, against employees and volunteers who report conflicts of interest in good faith. Any complaint of reprisal will be investigated. Committing a reprisal (or threatening to do so) may result in disciplinary action, up to and including, termination of employment.

### **Consequences of Breach**

- 4.21 Anyone who engages in activities that contravene this policy, including failing to disclose a conflict of interest, may be subject to disciplinary action, up to and including, termination of employment, and/or other appropriate sanctions.

## **5. Roles and Responsibilities**

- 5.1 The Director of Education shall allocate staff and resources to support the Conflict of Interest policy.
- 5.2 Supervisory Officers and Controllers are responsible for supporting principals, managers and supervisors in the implementation of the Conflict of Interest policy.
- 5.3 Principals, Managers and Supervisors shall:
  - a) decide, in consultation with the direct supervisor, whether a conflict of interest exists and take appropriate action(s).
  - b) upon receipt of a declaration of a conflict of interest (actual, potential, or perceived), must work with the employee or volunteer to implement a resolution that mitigates the impact of the conflict of interest.
  - c) orient and educate employees and volunteers on the Conflict of Interest policy and will support employees and volunteers through the disclosure process.
- 5.4 Human Resources shall:
  - a) support the supervisor and the employee to ensure they have access to the information required and that any disclosures are dealt with appropriately.
  - b) assist management when conflict of interest issues is suspected or disclosed.
  - c) work with supervisors and the employee to ensure that a fair review is conducted and that all outcomes protect the PDSB and the employee.
- 5.5 All employees shall:
  - a) notify their immediate supervisor in writing of a possible conflict of interest.
  - b) disclose actual, potential, or perceived conflicts of interest to their immediate supervisor and work to resolve them.
  - c) avoid conflicts involving personal relationships, private tutoring, and procurement processes without following the proper procedures.

- d) not manage and/or supervise direct relatives or individuals who share the same household in situations where a reporting relationship exists and where the superior has influence, input or decision-making power over matters which including, but not limited to: an employee's performance evaluation, salary premiums, special permissions, potential for promotion, conditions of work and and/or similar matters.
- e) not participate in a hiring process or attempt to influence a hiring process involving close personal relationships, direct relatives or individuals who share the same household.
- f) when participating in a hiring process, affirm by signed written statement that they do not have a conflict of interest.
- g) disqualify themselves as participants in personnel decisions when their objectivity would be compromised for any reason such as, but not limited to, staffing actions involving close personal relationships or other personal relations.
- h) not sell to the Board, either directly or through another person or entities they control or are associated with, any goods or services without declaring their conflict of interest and removing themselves from the decision-making process.
- i) not promote the sale of personal products or services to students, staff members or others.
- j) not use or attempt to use, directly or indirectly, their position with the Board to purchase goods or services for their personal use from any supplier to the Board at a discount or on the same or similar terms to the Board (with the exception of offers made to Board staff through purchase plans or arrangements that are available to all Board employees).
- k) not accept a fee, gift, personal or economic benefit, either directly or through another person, from any person who has done, is doing, or might be reasonably expected at some time to do business with the Board (with the

exception of incidental gifts, customary hospitality or other benefits of nominal value).

- l) not directly or indirectly use, or allow the use of Board property of any kind for anything other than activities approved by the PDSB;
- m) not step out of their official roles with the Board to assist private entities or persons in their dealing with the Board where this would result in preferential treatment to any person.

5.6 All volunteers shall:

- a) adhere to this policy.
- b) notify their immediate supervisor in writing of a possible conflict of interest.
- c) disclose actual, potential, or perceived conflicts of interest to their immediate supervisor and work to resolve them.

## **6. Reference Documents**

Legislation:

- Ontario Human Rights Code

Policies:

- Equity and Inclusive Education (Policy 54)
- Hiring Policy (Policy 90)
- Human Rights (Policy 51)
- Procurement Policy (Policy 80)
- Donations Policy

Other Documents:

- Conflict of Interest Operating Procedure (HRS43)

## **7. Revision History**

<b>Review Date</b>	<b>Approval Date</b>	<b>Description</b>
	May 8, 1973	
December 1974		Revised.
July, 1985		Revised.
September 22, 1987		Revised.
April 9, 1991		Revised.
January 1, 1998		Reflecting change in Board name
January 2000		Reviewed.
February 2003		Reviewed.
	October 25, 2011	Replaced former Policy 8 - Conflict of Interest, and Policy 20 - Hiring of Relatives
February 25, 2014		Reviewed.
November 13, 2018		Revised.
November 27, 2023		Housekeeping amendment – template migration.

Governance and Policy Committee Meeting, November 13 2024

# Safe Arrival Programs Policy

**Strategic Alignment:**  
PPM 123 Safe Arrivals

**Report Type:**  
Recommendation

*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*

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## Overview

### **Recommendation:**

It is recommended that the Safe Arrival Programs Policy, attached as Appendix 1, be approved by the Board of Trustees.

### **Highlights:**

- Safe Arrival Programs Policy has been updated to include roles and responsibilities.
- Safe Arrival procedures in elementary schools account for unexplained absences at school.
- Safe Arrival ensures prompt communication between the home and school to ensure student safety.

### **Background:**

On February 2, 1999, the Ministry of education released PPM 123 Safe Arrivals. The purpose of the PPM was to ensure that all Boards develop a Safe Arrivals policy. Elementary schools then implemented attendance-taking procedures that aim to account for any student's unexplained failure to arrive at school through reasonable efforts to make timely contact with parents, guardians, or caregivers.

The Safe Arrival Programs Policy has been updated to ensure alignment with board policies and procedures as well as the new policy template.

## Evidence

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

The Safe Arrival Programs Policy:

- Establishes school-based Safe Arrival procedures to account for any unexplained student absences at school;
- Directs the implementation of a Safe Arrival mechanism that parents and schools can use to account for any student's unexplained failure to arrive at school;
- Identifies and documents the roles and responsibilities of parents, students, principals, school councils and volunteers.

This Policy applies to principals of elementary schools and all parents of students attending elementary schools of the PDSB.

A thorough consultation process has taken place. Public consultations, as well as consultations with unions (OPSEU 2100, ASG, PETL and OSSTF) and principal and vice principal associations were conducted. Feedback was incorporated into the Safe Arrival Programs Policy.

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## Impact Analysis

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

Parents are responsible for their children's safety, including communicating planned student absences to the school on a timely basis, and providing the school with complete and current emergency contact information to enable the school to make follow-up contact. Additionally, to support student safety, schools enact procedures to account for every student's unexplained failure to arrive at school.

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

This policy aligns with PPM 123.

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

The annual fee for the Safe Arrival program is approximately \$136, 411.00. Each school pays a per pupil fee.

### **Legal implications:**

Under the Education Act, in S. 265 (1) (c), Duties of principal, every principal must:

Register pupils and record attendance;

Register the pupils and to ensure that the attendance of pupils for every school day is recorded either in the register supplied by the Minister in accordance with the instructions contained therein or in such other manner as is approved by the Minister.

This policy ensures compliance with the *Education Act*.

### **Risk Assessment**

Failure to implement this policy and its related procedures would result in non-compliance with the *Education Act* and potentially place student safety in jeopardy. Compliance with this policy ensures that timely action is taken when a student fails to arrive at school.

### **Community Impact:**

Ensuring the ongoing use of Safe Arrivals Programs in elementary schools demonstrates the Board's commitment to student safety as it applies to young children and the Board's Multi Year Strategic Plan.

## Next Steps

### **Action Required:**

- Continued training and supervision of the individuals who deliver the program;
- Monitor and review with schools the implemented Safe Arrival Program periodically to confirm effectiveness.



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**Communications:****Success Measures:**

1. Knowledge and Skills Acquisition demonstrated through administration communicating on a regular basis the scope and features of the safe arrival program and the roles and responsibilities of all parties.
2. Impact on Student Outcomes due to safe arrival - demonstrated evidence of increased engagement, attendance and improved pro-social behaviour with a focus on safety in schools.
3. Improved access to community supports and Family/Guardian Engagement through effective communication with an emphasis on the joint responsibility of parents/guardians, school staff and community members to ensure students arrive safely at school.

## Appendices

### Appendix 1 – Safe Arrival Programs Policy

## PEEL DISTRICT SCHOOL BOARD POLICY

### Safe Arrival Programs

**POLICY ID:** SAW1205 (*Formerly Policy 67*)

**FUNCTIONAL CATEGORY:** Student Achievement and Well-Being

**RESPONSIBILITY:** Superintendent of Safety and Well-Being

**APPROVAL:** Board of Trustees

**APPROVAL DATE:** Click for date

**EFFECTIVE DATE:** Click for date

**PROJECTED REVIEW DATE:** 2028-2029

**REVIEW SCHEDULE:** 5 years

### 1. Purpose

The Peel District School Board (PDSB) recognizes that safe arrival and regular attendance are essential to the academic success and well-being of all PDSB students.

The purpose of this Policy is to:

- 1.1 Establish school-based Safe Arrival procedures which are performed in elementary schools, together with daily school attendance taking procedures, and complement other school and community safety programs and initiatives to account for any unexplained student absences at school;
- 1.2 Implement a Safe Arrival mechanism that parents and schools can use to account for any student's unexplained failure to arrive at school;
- 1.3 Identify and document the roles and responsibilities of parents, students, principals, school councils and volunteers.

### 2. Application and Scope

This Policy applies to principals of elementary schools and all parents of students attending elementary schools of the PDSB. Parents are responsible for their children's safety, including communicating planned student absences or lateness to the school on a timely basis, and providing the school with complete and current emergency information to enable the school to make any necessary follow-up contact.

This Policy will, at all times, be interpreted in a manner consistent with Board policies and procedures, the *Education Act* and its regulations, applicable Policy/ Program Memoranda including PPM 123, the Ontario *Human Rights Code*, the *Accessibility for Ontarians with Disabilities Act*, the *Freedom of Information and Protection of Privacy Act* and other applicable legislation. This Policy is aligned with and supports the principles and expectations of the PDSB Human Rights Policy, Equity and Inclusive Education Policy, the Anti-Racism Policy and the Safe and Caring Schools Policy.

### **3. Definitions**

- 3.1 PDSB: The Peel District School Board
- 3.2 Parent: Parent, Guardian, Caregiver. Reference to parent does not apply to students who are 18 years and older, or where a student is 16 or 17 years old and has withdrawn from parental control.
- 3.3 Safe Arrival: Refers to a system of protocols performed together with daily school attendance taking and designed to account for any student's unexplained failure to arrive at school
- 3.4 Unexplained Absence: Refers to situations when a student is absent and no reason has been provided to the school (i.e., parent(s)/guardian(s) have not phoned or provided documentation explaining the reason for the student's absence).

### **4. Policy**

- 4.1 It is the policy of the Peel District School Board that elementary schools are required to establish safe arrival programs to account for any student's unexplained failure to arrive at school, consistent with available resources. The design and implementation of each program shall reflect the school's resource base and take into account the school's unique circumstances.

#### **Compulsory Attendance**

- 4.2 In compliance with the *Education Act*, and unless excused from attendance under s. 21 of the *Education Act*,

- a) every person who attains the age of six (6) years (“compulsory school age”) on or before the first school day of that calendar year shall attend school on every school day from the first school day in that calendar year until the person attains the age of 18 years; and
  - b) every person who attains the age of six (6) years after the first school day in that calendar year shall attend school on every school day from the first school day in the next succeeding year until the last school day in the year in which the person attains the age of 18 years; and
- 4.3 Attendance in both the junior kindergarten and senior kindergarten programs are not compulsory unless, consistent with the *Education Act*, a child has been enrolled as a pupil in junior or senior kindergarten program in an elementary school, at which point, they are considered compulsory school age, regardless of their age, and their attendance is compulsory.
- 4.4 PDSB promotes full-time attendance in junior and senior kindergarten programs whenever possible, as most children readily adapt to full-day learning in a caring, well-supervised kindergarten environment. Students benefit from the social/emotional opportunities provided in this environment and are provided with a strong foundation for learning.

### **Guiding Principles**

- 4.5 The aim of a Safe Arrival program is to account for any student’s unexplained failure to arrive at school. Each school Safe Arrival program is to be developed and implemented by the school with advice from the school council, parents, volunteers and other community members.
- 4.6 Safe Arrival programs shall specify the steps that are to be taken when a prompt follow-up contact cannot be made, including steps to take in both normal and unusual situations, such as bad weather or bus cancellations.
- 4.7 Safe Arrival programs shall account for absences in in-person and virtual classroom settings.

- 4.8 It is expected that safe arrival programs will be the joint responsibility of the school, parents, school staff, volunteers, and community members.
- 4.9 Local school discretion should be exercised in the design and implementation of each program in order to take into account the unique circumstances and local needs of every school and school community. Examples of unique circumstances could include the number of staff and parent volunteers available to implement the program, the total student enrolment, the age of the students, student transiency rates, percentage of parents who are not English speaking, employer resistance to receiving school calls, surrounding geographic conditions, modes of school transportation used by students and the communication methods available in the school area, such as the use of School Messenger Communicate.
- 4.10 Each principal will clearly communicate on a regular basis the scope and features of their school's safe arrival program and the roles and responsibilities of all parties.
- 4.11 Schools will establish and implement culturally responsive support and interventions to encourage regular attendance by all students.

#### **Safe Arrival Programs: Overview**

- 4.12 Safe Arrivals, as per PPM 123, have the following characteristics:
  - a) a summary list of students who are absent would be reconciled against the daily attendance record which contains the names of all students known to be absent as a result of previous information from a parent, guardian or caregiver;
  - b) the above procedure would occur after the start of school in the morning and after lunch or nutrition breaks, as appropriate to the school's schedule;
- 4.13 Parents of all students whose absence is unexplained would be contacted as soon as possible to verify the absence.
- 4.14 Program Considerations:
  - a) complement other school and community safety programs and initiatives;

- b) clearly identify and document the roles and responsibilities of parents, students, the school, school council and volunteers;
- c) clearly specify the expectations of parents to communicate planned student absences or lateness to the school on a timely basis and the method to be used;
- d) clearly specify the expectations of parents to provide the school with complete and current emergency information to enable the school to make necessary follow-up contacts
- e) take into account that a language other than English may be used in the absent student's home;
- f) specify the steps to be taken when a follow-up contact cannot reasonably be made e.g. emergency contact numbers, police;
- g) specify the steps to take in normal and unusual situations, such as bad weather or bus cancellations;
- h) provide access to alternative communication formats for parents/guardians with accessibility needs (e.g. parents/guardians who are hard of hearing)
- i) involve appropriate training and supervision of the individuals who deliver the program;
- j) be reviewed annually and when program components change to confirm its effectiveness;
- k) develop and maintain a reliable system of documenting key information including parental consent forms in accordance with the requirements of the Municipal Freedom of Information and Protection of Privacy Act. Key information should include:
  - (i) a log of calls from parents or others who report absences or lateness
  - (ii) names and current telephone numbers, in order of priority, of parents, or other individuals to be notified in case of an unexplained student absence
  - (iii) parental consent for school staff and/or volunteers to make these contacts, in accordance with the requirements of the *Municipal Freedom of Information and Protection of Privacy Act*
  - (iv) a log of actions taken by school staff in accordance with the provisions of the Safe Arrival Program.

## **5. Roles and Responsibilities**

### **Board of Trustees**

#### **5.1 Approve this Policy.**

- 5.2 Understand and communicate with the PDSB community about the Safe Arrival Programs in schools.

#### Director of Education

- 5.3 Accountable for the implementation of this Policy in accordance with the requirements of the Education Act and all applicable Ministry policy and program memoranda, requirements and guidance documents.
- 5.4 Authorize procedures under this Policy.
- 5.5 Allocate resources to support procedures within the Safe Arrivals Programs Policy.
- 5.6 Provide system leadership for creating and maintaining safe and caring school climates.
- 5.7 Ensure that the School Code of Conducts, policies, procedures, processes, and strategies are consistent with the requirements, principles and values as outlined in the Policy.
- 5.8 Ensure monitoring and evaluation measures are implemented.

#### Superintendent of Safety and Well-Being

- 5.9 Ensure related Operating Procedure is developed.
- 5.10 Provide interpretation of this Policy and related Procedures.
- 5.11 Support understanding, alignment and interpretation of this Policy and program memoranda, requirements and guidance documents.
- 5.12 Propose housekeeping amendments to the Policy to the Governance Officer.

#### Superintendents of Education

- 5.13 Adhere to this Policy.
- 5.14 Provide consultation and leadership to school administrators on adherence to this Policy.
- 5.15 Support understanding, alignment and interpretation of this Policy and related procedures across the Board and PDSB schools.

#### Principals/Vice Principals

- 5.16 Adhere to this Policy.
- 5.17 Through consultation with staff and school council, school procedures shall be developed to reflect the program requirements, resources available and the needs and circumstances of the school.
- 5.18 Clearly identify and document the roles and responsibilities of all those involved in the Safe Arrival program.
- 5.19 Clearly communicate on a regular basis the scope features of the school's safe arrival program and the roles and responsibilities of all parties.
- 5.20 Communicate roles and responsibilities to parents no later than the end of the first week of school, each year.
- 5.21 Annually review the Safe Arrivals program to ensure its effectiveness.

#### Educators and School Staff

- 5.22 Adhere to this Policy.
- 5.23 Teachers, accurately and promptly record and report student attendance.
- 5.24 Implement school Safe Arrival procedures.
- 5.25 Communicate the Safe Arrival Programs Policy requirements to parent/guardians/caregivers regularly and meaningfully to ensure student safety and well-being.

#### School Council

- 5.26 Advise principal of local community considerations in the development and revision of the school-based Safe Arrival program

#### Parents

- 5.27 Communicate planned student absences or lateness to the school on a timely basis through the Safe Arrival application.
- 5.28 Provide the school with complete and current emergency information to enable the school to make necessary follow-up contacts.



- 5.29 Annually confirm parent and emergency contact information with the school and update as required.

## Appendices

### 6. Reference Documents

Policy/Program Memorandum No. 123: Safe Arrivals

### 7. Revision History

Review Date	Approval Date	Description
	May 11, 1999	Approved.
January 2000		Reviewed.
February 25, 2003		Reviewed.
December 2005		Reviewed.
February 25, 2014		Revised.
November 13, 2018		Revised.
November 27, 2023		Housekeeping amendment – template migration.

Governance and Policy Committee Meeting, November 13, 2024

# PDSB Virtual Schools and eLearning Policy

## Strategic Alignment:

This report aligns with the Peel District School Board's Multi-Year Strategic Plan (MYSP) by promoting student achievement, well-being, equity, and innovation. It supports the Ministry of Education directives and the PDSB's obligations under the Ontario Human Rights Code, the Charter of Rights and Freedoms, and related Ministry policies. It also aligns with the Empowering Modern Learners Vision, fostering digital citizenship and equitable access to education.

## Report Type:

Recommendation

<i>Prepared by:</i>	Bernadette Smith, Superintendent Innovation & International Programs Harjit Aujla, Associate Director – School Improvement & Equity
<i>Submitted by:</i>	Rashmi Swarup, Director of Education

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## Overview

**Recommendation:** That the Virtual Schools and eLearning Policy be recommended for approval by the Board of Trustees.

**Highlights:**

- Innovation and International Programs has drafted the Virtual Schools and eLearning Policy. This is a new policy that would support virtual education within the PDSB.
- The policy supports both synchronous and asynchronous learning models, ensuring flexibility for students.
- Digital equity and privacy are central, ensuring all students have access to technology and that their personal information is protected.
- Professional development for educators is emphasized, ensuring they are equipped to deliver high-quality virtual education.
- The policy aligns with the PDSB's Anti-Racism and Equity and Inclusive Education policies, aiming to eliminate systemic barriers in online learning.
- Students and educators must follow strict guidelines on attendance, participation, and academic integrity in virtual environments.
- The policy is designed to prepare students for future success in both post-secondary education and global career pathways.

**Background:**

The Peel District School Board has been providing virtual learning options since the onset of the COVID-19 pandemic. The success of these programs led to the development of the Virtual Schools and eLearning Policy. This policy addresses the current landscape of virtual education at PDSB, emphasizing compliance with Ministry of Education Policy/Program Memoranda (PPM) 164 and 167. This policy ensures that the same high standards and comprehensive support services available in traditional schools are provided to students learning in virtual environments. The policy is aligned with provincial directives and supports a culture of innovation, inclusivity, and accessibility.

## Evidence

**Findings/Key Considerations:**

The Virtual Schools and eLearning Policy was developed in consultation with Legal and Privacy, and Governance and Policy. It was also informed by a jurisdictional scan on related school board policies, procedures or guidance pertaining to virtual learning environments as well as feedback from staff, unions, associations, federations, and the PDSB community.

The purpose of this policy is to establish a framework for the governance, implementation, and continuous improvement of virtual schools and eLearning within the Peel District School Board (PDSB). It ensures that online learning environments align with the Ontario Curriculum and uphold high standards for student achievement, well-being, and equity, while addressing the diverse

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needs of learners. The policy also defines the roles and responsibilities of educators, students, and administrators, ensuring a comprehensive learning experience in virtual settings.

The policy complies with PPM 164 and 167 and other Ministry regulations. It emphasizes digital literacy, citizenship, and the responsible use of technology, in line with the PDSB's Multi-Year Strategic Plan, PDSB Digital Citizenship and Use of IT Resources Policy, PDSB Anti-Racism and Equity and Inclusive Education policies, as well as the PDSB Empowering Modern Learning Vision document. The policy addresses the need for professional development, ensuring educators are equipped to meet the diverse needs of virtual learners. Additionally, this policy provides guidance on academic integrity, attendance, and engagement, essential for maintaining the integrity of online learning. The policy also sets clear expectations for student participation and behaviour in virtual environments, ensuring a safe and supportive learning experience.

## Impact Analysis

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

This policy addresses systemic inequities by ensuring equitable access to technology and resources for all students, particularly those from marginalized groups. It promotes human rights and anti-oppression principles in virtual learning environments, ensuring all students can succeed regardless of their background.

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

The policy aligns with the PDSB's Anti-Racism Policy, Human Rights Policy, and the Ministry's Policy/Program Memoranda, ensuring that virtual learning adheres to provincial educational standards and promotes student well-being.

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

Implementation will require ongoing investment in technology infrastructure, professional development for educators, and support for students to ensure equitable access.

### **Legal Implications:**

The policy is in accordance with the Municipal Freedom of Information and Protection of Privacy Act (MFIPPA) and other relevant legislation, ensuring the protection of personal data in virtual environments.

### **Risk Assessment:**

Failure to implement this policy could result in inequitable access to education and compromise the quality of virtual learning. The policy mitigates risks by providing clear guidelines on participation, privacy, and technology use.

### **Community Impact:**

The policy supports the PDSB's commitment to providing accessible, high-quality education to all students, regardless of their location or circumstances. Consultation with stakeholders, including parents and educators, has informed its development.

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## Next Steps

### **Action Required:**

- Implementation of the policy beginning 2024-2025 school year.
- Ongoing training and professional development for educators.
- Regular monitoring and assessment of the policy's effectiveness, with adjustments made as necessary.

### **Communications:**

A detailed communication plan will be developed to inform students, parents, and staff about the new policy. This includes updates via PDSB website, Elementary Virtual School (EVS) and Peel Virtual Secondary School (PVSS) school websites and communications through administrators, school councils, affinity groups for parents and students, as well as through social media for each school.

### **Success Measures:**

#### **Student Engagement and Participation**

- Monitoring student participation using attendance and engagement data from both synchronous and asynchronous learning activities as well as teacher, student and parent feedback.

#### **Equity of Access**

- Regular assessments of digital equity initiatives, ensuring that all students, especially from marginalized groups, have the necessary devices and reliable internet connections to participate fully.
- Ensuring all accommodations and special education supports are met, aligned with the Universal Design for Learning.
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#### **Teacher Professional Development**

- Measuring success through the percentage of educators completing professional development sessions on digital pedagogy and equity-focused online teaching, as supported by PPM 167.

#### **Graduation Requirement**

- For secondary students, tracking progress toward meeting the two mandatory online learning credits for graduation as required by PPM 167, with an opt-out option managed effectively.

#### **Parent and Community Feedback**

- Conducting regular surveys of parent and student satisfaction regarding online learning environments and addressing feedback through continuous policy refinements.

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## Performance Metrics

- Use of data analytics to measure improvements in student outcomes, particularly for marginalized groups, comparing virtual vs. in-person learning metrics.
- Monitoring reductions in academic gaps and increases in digital literacy as outcomes of the virtual school program.

## References:

Ministry of Education. (2020, August 13). Policy/Program Memorandum 164 – Requirements for Remote Learning. Retrieved from <https://www.ontario.ca/document/education-ontario-policy-and-program-direction/policyprogram-memorandum-164>

Ministry of Education. (2022, February 1). Policy/Program Memorandum 167 – Online learning graduation requirement. Retrieved from <https://www.ontario.ca/document/education-ontario-policy-and-program-direction/policyprogram-memorandum-167>

## Appendices

Appendix 1: PDSB Virtual Schools and eLearning Policy

## PEEL DISTRICT SCHOOL BOARD POLICY

### Virtual Schools and eLearning Policy

**POLICY ID:** TBD

**FUNCTIONAL CATEGORY:** Student Achievement and Well-Being

**RESPONSIBILITY:** Superintendent, Innovation and International Programs

**APPROVAL:** Board of Trustees

**APPROVAL DATE:** Click for date

**EFFECTIVE DATE:** Click for date

**PROJECTED REVIEW DATE:** 2026-2027

**REVIEW SCHEDULE:** 3 years

#### 1. Purpose

The Peel District School Board (“PDSB”) offers a robust elementary and secondary virtual school and eLearning program, fully aligned with the Ontario Curriculum and delivered by Ontario College of Teachers certified educators. This model of learning provides students with the same high-quality instruction, academic rigor, and comprehensive support services as traditional brick-and-mortar schools. PDSB’s virtual programs ensure students have access to all necessary resources, including guidance, special education, and extracurricular opportunities, fostering a holistic learning experience. The PDSB is committed to maintaining the highest educational standards, ensuring that all credits earned through these programs are recognized as fully accredited by educational institutions, both domestically and internationally. This virtual learning option is designed to meet the diverse needs of learners while upholding the excellence associated with the Peel District School Board.

The purpose of this policy is to:

- 1.1 provide a comprehensive framework for the management and sustainability of Virtual Schools and eLearning within the PDSB.
- 1.2 outline the requirements, needs, and expectations for PDSB educators, students, and parents/guardians involved in online learning.

## 2. Application and Scope

This policy applies to all instructional staff, educators, designated early childhood educators (DECEs), educational assistants, administrators, superintendents of education, as well as students and parents/guardians participating in virtual online learning programs across all grade levels within the PDSB. It is in compliance with Ontario's Ministry of Education Policy/Program Memoranda (PPM) 164 and 167. It should be read and interpreted consistently with the *Education Act* and its regulations, Ministry Policy and Program Memoranda (PPMs) and guidance, the associated procedures, and PDSB's Human Rights Policy, Equity and Inclusive Education Policy, Anti-Racism Policy, and the PDSB Empowering Modern Learners Vision. The PDSB Student Registration and Admission policy is applicable to all virtual school enrollments.

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

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

## 3. Definitions

- 3.1 **Absence:** A situation where a student does not attend a scheduled virtual class session.



- 3.2 **Agency:** The capacity of students to act independently, make their own choices, and take responsibility for their learning. This includes the ability to set goals, make decisions, and reflect on their progress.
- 3.3 **Asynchronous Learning:** Learning activities that students complete on their own time, without real-time interaction with the teacher.
- 3.4 **Attendance:** The presence of a student in a scheduled virtual class session.
- 3.5 **Bullying:** Repeated, intentional behavior that targets an individual or group with the intent to harm, intimidate, or coerce.
- 3.6 **Digital Citizen:** An individual who uses the internet and digital technologies responsibly and ethically. This includes understanding the impact of their digital actions, respecting others' rights, and contributing positively to the online community.
- 3.7 **Digital Citizenship:** The norms of responsible behaviour related to the appropriate use of technology. These norms and responsibilities are an expectation in all Peel District School Board locations and are clearly outlined in each school's Code of Conduct as per the PDSB Digital Citizenship and Use of IT Resources Policy.
- 3.8 **Digital Equity:** Ensures all students have equal access to technology, internet, and digital resources, overcoming barriers to fully participate in online learning without limitations.
- 3.9 **Digital Literacy:** The ability to effectively find, evaluate, use, and create information using digital technologies. This encompasses a range of skills, including critical thinking, understanding digital tools and platforms, and navigating online environments safely and responsibly.
- 3.10 **eLearning:** Online learning, also known as e-learning, offers secondary students an opportunity to take courses that are delivered entirely using the internet and do not require students to be physically present in the classroom.

- 3.11 **Engagement:** Active participation in both asynchronous and synchronous learning activities, including attending classes, completing assignments, and interacting with educators and peers.
- 3.12 **Harassment:** Unwelcome or offensive conduct, including but not limited to verbal, written, or visual actions, that creates a hostile or intimidating environment.
- 3.13 **Ownership:** The sense of responsibility and commitment that students feel towards their learning. This includes being accountable for their work, taking pride in their achievements, and actively engaging in the learning process.
- 3.14 **Privacy:** The protection of personal and sensitive information of students, educators, and other participants in the virtual learning environment, including prohibiting unauthorized sharing of media, virtual learning links or login credentials.
- 3.15 **Sustainable Development Goals:** Global Goals that were adopted by the United Nations in 2015 as a universal call to action to end poverty, protect the planet, and ensure that by 2030 all people enjoy peace and prosperity.
- 3.16 **Synchronous Learning:** Real-time, interactive learning sessions where students and educators are online simultaneously, engaging in direct instruction and activities.
- 3.17 **Technology:** Technology resources include, but are not limited to, computers, phones, cellular/mobile technology, servers, networks, Internet services, computer applications, data, email, and collaboration tools, as well as third-party Internet services provided to the Board. Examples of third-party web services include e-Learning Ontario and online textbook providers.
- 3.18 **Virtual Learning:** An educational approach where instruction and learning occur through digital- online platforms, enabling students to participate from remote locations.
- 3.19 **Virtual Learning Environment (VLE):** The online space where students access course materials, participate in lessons, and engage with educators and peers.

## 4. Policy

### Values

- 4.1 The PDSB is committed to pedagogical and operational practices in online teaching and learning environments that disrupt systemic oppression, particularly for students who identify as First Nations, Métis, Inuit, African, Black, Afro-Caribbean, racialized, disabled, neurodiverse, gender diverse, Two-Spirit and LGBTQIA+, students receiving special education support, multilingual learners in English as a Second Language and English Literacy Development programs, and students from historically and currently marginalized groups.
- 4.2 All educators involved in online teaching and learning are influenced by their biases, social locations, and the institutional biases of the education system. Online educators must continually reflect on their biases and ensure that their teaching practices promote success in learning, particularly for students from marginalized groups including First Nations, Métis, Inuit, African, Black, Afro-Caribbean, racialized, disabled, neurodiverse, gender diverse, Two-Spirit and LGBTQIA+ students, those receiving special education support, multilingual learners, and other historically marginalized groups.
- 4.3 Equitable teaching in an online learning environment addresses learner variability and must center students' intersectional identities, lived experiences, interests, and strengths, in support of student well-being. Online teaching practices uphold human rights and are grounded in anti-racism, anti-colonialism, anti-ableism, and anti-oppression. These practices reflect the combination of Universal Design for Learning and Culturally Responsive and Relevant Pedagogy, and include differentiated instruction tailored to the online learning environment.
- 4.4 As individuals in an increasingly connected world, it is essential to utilize technology both effectively and respectfully. Online educators must model and teach responsible technology use, ensuring students understand how to navigate the digital world safely, ethically, and respectfully.

- 4.5 The PDSB is committed to creating online environments that support and enhance innovation in learning. This includes establishing a learning culture that promotes curiosity, personalized inquiry-based learning and fosters digital citizenship and medial fluency.
- 4.6 Ongoing professional development for online educators will ensure continuous improvement of understanding and application of equity and inclusion principles.

### **Guiding Principles**

- 4.7 Online teaching and learning practices focus on student-centered learning experiences that encourage active participation, engagement and foster meaningful collaboration and community building.
- 4.8 Online learning activities and assessment and evaluation practices are equitable, authentic, and promote student learning and achievement. They align with curriculum/program expectations and leverage digital technologies to promote active and reflective learning, higher-order thinking skills, and the development of transferable skills, including skills that support sustainable development goals.
- 4.9 Online educators support the mental health and emotional well-being of students by fostering a safe and inclusive online learning environment in which students feel safe, welcomed, valued, and empowered to exercise their agency and ownership.
- 4.10 Students are to engage positively and supportively during asynchronous and synchronous online learning activities, contributing to a welcoming and inclusive learning community, in accordance with PDSB Safe and Caring Schools Policy.
- 4.11 Online educators engage in ongoing professional learning to ensure that the latest technology-enabled teaching and learning approaches meet the PDSB's commitment to inclusion, innovation, empowerment and accessibility as per the Multi-Year Strategic Plan.
- 4.12 Online educators in PDSB virtual schools and eLearning programs incorporate learning models that actively engage students in inquiry, problem-solving, higher-order thinking, and innovation.

- 4.13 Online learning activities facilitated in-person must align with the values and guiding principles of this policy. Examples of activities that may require in-person facilitation include community-based projects, cooperative learning tasks, lab experiments, participation on in person sports teams, school excursions or experiential learning opportunities, where hands-on participation or collaboration is essential to meet learning outcomes.
- 4.14 As a member of the Ontario eLearning Consortium (OeLC), PDSB eLearning/OeLC program provides asynchronous learning opportunities to secondary students that meet the eLearning requirement for graduation as per PPM 167 and students' interests, needs and post-secondary pathways.

### **Virtual Schools and eLearning**

At the Peel District School Board (PDSB), our virtual schools and eLearning programs are held to the same rigorous standards of academic excellence, equity, and student well-being as in-person learning environments. Grounded in evidence-based educational practices and supported by robust technological infrastructure, these programs provide flexible, high-quality learning opportunities that prepare students for success in an increasingly digital and interconnected world. By fostering a culture of innovation, inclusivity, and accessibility, our virtual and online learning environments deliver a comprehensive and recognized education that equips students with the skills needed to thrive in post-secondary institutions and global career pathways.

### **Enrolment and Participation**

- 4.15 All students participating in virtual or eLearning programs must adhere to the PDSB's Student Registration and Admission policy, which outlines the enrollment and admission process to the PDSB.
- 4.16 All students wishing to enroll in online learning must complete the enrollment process and meet any specified prerequisites.
- 4.17 Students and parents/guardians must agree to the terms and conditions of online learning, including attendance and participation expectations to promote evidence of learning.

- 4.18 Entry dates for enrollment in the virtual school will be specified by the administration for the school year to ensure effective management of the learning environment. Timelines are developed in accordance with staffing and placement timelines for the board and established with the Superintendent and Associate Director through approval by Executive Council.
- 4.19 Students moving to online learning from homeschool must have their prolonged absence tracking managed at their home school prior to transitioning to the virtual school.

### **Attendance and Engagement**

- 4.20 Students are expected to attend all scheduled online classes unless excused for valid reasons such as illness or family emergencies. To be excused, students and parents/guardians must follow the process of the school exemption from learning forms.
- 4.21 Educators must record attendance for online class sessions and monitor student engagement.
- 4.22 Parents/guardians must report student absences through the Safe Arrival system or other designated methods.
- 4.23 Students must meet the Ministry of Education's guidelines for synchronous and asynchronous learning times as outlined in PPM 164:
  - a) Kindergarten: A minimum of 180 minutes of synchronous learning per day.
  - b) Grades 1-3: A minimum of 225 minutes of synchronous learning per day.
  - c) Grades 4-8: A minimum of 225 minutes of synchronous learning per day.
  - d) Grades 9-12: A minimum of 60 minutes of synchronous learning for a 75-minute class and 120 minutes for 150-minute class, with the remaining time being asynchronous.
  - e) eLearning courses: Where a pupil accesses an asynchronous online course at any time during a week (Monday to Friday), the student will be marked present in the course for the entire week. Where a student does not

participate in the course during a week (Monday to Friday), the student will be marked absent ("A") in the pupil's Daily Attendance Record in the course for the entire week.

### **Synchronous Engagement and Participation**

- 4.24 Educators and students are expected to use their web cameras during synchronous learning sessions to enhance engagement and participation. Faceless camera, such as focusing on an object, hands, or student work, are acceptable if showing one's face is not feasible.
- a) Camera On: Students are expected to have their cameras on during synchronous learning sessions to enhance engagement and participation.
  - b) Faceless Camera: Use of the camera in a way that does not show the student's face, such as pointing it towards an object, the students' hands, student works.
  - c) Exceptions due to privacy concerns, mental health and well-being, or technical issues should be communicated to the educator in advance.
- 4.25 Clear troubleshooting steps and follow-up procedures will be provided to students reporting technical issues with cameras, including expectations for resolving persistent challenges.

### **Technology and Resources**

- 4.26 Educators are expected to use board approved Learning Management Systems (LMS) and Virtual Learning Environments (VLE).
- 4.27 The PDSB will provide necessary technological resources and ongoing tech support and training for educators to ensure students can access the online learning environment.
- 4.28 Students and parents/guardians are responsible for maintaining their own internet connectivity and ensuring that students have access to a suitable learning environment.

- 4.29 The PDSB will address issues of digital equity and access to ensure all students can participate fully in online programming.
- 4.30 The PDSB will take appropriate measures to ensure the security of all digital platforms used in the virtual learning environment and ensure privacy and confidentiality of personal information in accordance with the *Municipal Freedom of Information and Protection of Privacy Act*.

### **Academic Integrity**

- 4.31 Students are expected to adhere to the highest standards of academic integrity, including the prohibition of plagiarism and cheating.
- 4.32 Educators will provide guidance on digital citizenship and the ethical use of online resources.

### **Support and Resources**

- 4.33 The Peel District School Board will offer support services for students participating in online learning, including access to counselors, special education resources, and technical support.
- 4.34 Online educators will provide instructional support and accommodations as needed to ensure all students can succeed in the virtual learning environment.
- 4.35 Assistive technology or tools will be provided for students in need as described on their IEP(s) to support their learning and engagement in the virtual learning environment.
- 4.36 Administrators are responsible for supporting and reviewing the use of virtual learning environments/learning management systems.

### **Evaluation and Assessment**

- 4.37 Assessment and evaluation in the virtual learning environment will align with the Peel District School Board's Assessment, Evaluation, and Reporting Policy and Operating Procedures and with the principles outlined in the Ministry of Education's "Growing Success" document.



- 4.38 EQAO & OSSLT: Ministry assessments, such as EQAO and OSSLT, will be supported in person. Should the Ministry of Education offer digital options for these assessments in the future, the Virtual School will proactively work to implement and facilitate these opportunities for students.

### **Communication**

- 4.39 Clear and consistent communication will be maintained between students, parents/guardians, educators, and administrators with regular updates and feedback.
- 4.40 Important information, including schedules, assignments, and announcements, will be communicated through the designated virtual learning platform.
- 4.41 Ensure communication methods are accessible and inclusive.

### **Privacy and Data Security**

- 4.42 All participants in the virtual learning environment must adhere to the Peel District School Board's privacy policies and guidelines, with strict prohibitions on the unauthorized sharing or recording of the virtual learning environment.
- 4.43 Online educators and administrators will ensure the security of the virtual learning environment. Personal and sensitive information must be protected in accordance with the board's Privacy Policy and relevant legislation, including the *Municipal Freedom of Information and Protection of Privacy Act* (MFIPPA).
- 4.44 Online educators and administrators must ensure that any data collected during virtual learning is stored securely and used solely for educational purposes.
- 4.45 When demonstrating evidence of learning using multimedia, participants must follow privacy considerations and expectations for use. This includes ensuring that any shared multimedia content does not disclose personal or sensitive information without consent and adheres to the board's privacy policies.
- 4.46 Students and parents/guardians must respect the privacy of others in the virtual learning environment. Recording, sharing images or videos, distributing links to

learning environment meetings, activities, resources, or class materials without permission is strictly prohibited.

- 4.47 Students and parents/guardians must be informed about how their data will be kept informed and protected in the virtual learning environment.
- 4.48 Educators and administrators will participate in regular training on data security and best practices. Regular training for educators on data security, privacy, and best practices will be provided during staff meetings and at times, other professional learning opportunities, with release time, to ensure compliance with board policies and legislative requirements.
- 4.49 When using multimedia to demonstrate evidence of learning, privacy considerations must be adhered to, including securing consent for any shared content that involves personal or sensitive information, in accordance with the board's privacy policies.
- 4.50 The use of avatars or non-religious face covering is not permitted during synchronous learning sessions and conferences with educators.
- 4.51 Cyberbullying will not be tolerated in either asynchronous or synchronous learning environments. All students are expected to engage respectfully and responsibly in online interactions.

#### **Artificial Intelligence (AI)**

- 4.52 The use of artificial intelligence in the virtual learning environment must comply with the Board's *Interim Guidance on Generative Artificial Intelligence in Education within the Peel District School Board*.
- 4.53 AI tools used in the virtual learning environment should enhance the educational experience while ensuring data privacy and security.
- 4.54 Educators and administrators must provide transparency regarding the use of AI tools and ensure they are used ethically and responsibly.

### **5. Roles and Responsibilities**

- 5.1 Board of Trustees shall:

- a) Review the Virtual Schools and eLearning Policy.
- b) Understand and communicate with the PDSB community about the Virtual Schools and eLearning Policy.

5.2 Director of Education shall:

- a) Allocate staff and resources to support the Virtual Schools and eLearning policy.
- b) Allocate necessary resources to maintain equity, access, and security in virtual learning environments.

5.3 Superintendents of Education shall:

- a) Provide overarching support and guidance for the virtual learning environment.
- b) Ensure that policies and procedures are being followed consistently in the virtual learning environment.
- c) Address any escalated concerns regarding virtual learning, including data security and privacy issues.
- d) Supervise the enrollment of students outside of the designated entry points of the virtual school dates.
- e) Adhere to the expectations of this policy and related board policies and procedures.

5.4 Administrators shall:

- a) Oversee the implementation and management of the virtual learning environment.
- b) Provide support and resources to virtual educators, students, and parents, as appropriate, to facilitate successful virtual learning experiences.
- c) Ensure compliance with this policy by reviewing and addressing any escalated concerns regarding virtual learning, including data security and privacy issues.

- d) Uphold data security measures by protecting personal and sensitive information and ensuring that the confidentiality of student information adheres to the Board's Privacy policy.
- e) Adhere to the expectations of this policy and related board policies and procedures.

5.5 Online Educators shall:

- a) Plan, provide and deliver high-quality instruction that meets PDSB curriculum requirements.
- b) Monitor student participation, and engagement in the virtual learning environment.
- c) Provide constructive feedback on assignments and assessments.
- d) Provide academic support to students and ensure all virtual interactions are respectful and secure.
- e) Protect the confidentiality of student information, ensure data privacy, and adhere to the Board's Privacy policy.
- f) Require cameras to be on during synchronous sessions unless exceptions are communicated.
- g) Leverage online tools for regular communication with parents/guardians (e.g., Brightspace App for Parents and Guardians).
- h) Adapt teaching practices to meet the needs of diverse learners to ensure equity in instruction.
- i) Adhere to the expectations of this policy and related board policies and procedures.

5.6 Parents/Guardians shall:

- a) Support their child's participation in the virtual learning environment.
- b) Ensure attendance and encourage their child to attend scheduled online classes on time and fully participate.

- c) Understand and respect that the virtual learning environment is for their child. Students must express their own thinking and independently participate in their own learning process.
- d) Assist students in finding an appropriate virtual learning space (e.g., quiet, free from distractions as much as possible, and does not compromise privacy).
- e) Communicate with educators and administrators as needed but avoid interrupting during instructional time by scheduling meetings or discussions with educators outside of instructional hours.
- f) Contact the educator directly to discuss concerns or ask questions about any aspect of the virtual learning environment outside of instructional time.
- g) Respect the privacy of everyone in the virtual learning environment. Classes are not to be recorded, photographed, or screenshot as the privacy of students and educators is paramount.
- h) Never share images or videos or any media which could directly or indirectly identify a student from a virtual learning environment on social media or other digital platforms.
- i) Not share the link to online meetings, activities, or resources with anyone outside the virtual learning environment, unless authorized by the teacher.
- j) Provide guidance to ensure online safety and prevent unauthorized collaboration during evaluations (i.e., quizzes, assignments, tests, or exams).
- k) Adhere to the PDSB code of conduct and the board's privacy policies.
- l) Report to the PDSB their child's absence or late arrival for any scheduled online class in a timely manner.
- m) Adhere to the expectations of this policy and related board policies and procedures.

5.7 Students shall:

- a) Join the virtual learning environment using their PDSB account, be on time, and prepared to learn.
- b) Attend and participate in all scheduled virtual classes.
- c) Complete all assignments.
- d) Treat the virtual learning environment the same as traditional brick-and-mortar schools.
- e) Follow the virtual learning environment norms and expectations co-constructed by the educator and students.
- f) Use virtual learning environment tools to engage in and add to the learning community (e.g., participate, ask questions).
- g) Treat others with kindness, dignity, and respect. Report activities motivated by bias, prejudice, or hate to a virtual educator or board staff member.
- h) Respect the privacy of everyone in the virtual learning environment and avoid taking photos, videos, screenshots, or capturing images of other students.
- i) Not share images or videos from a virtual learning environment on social media or any other platform.
- j) Not share the link to online meetings, activities, or resources with anyone outside the virtual learning environment, unless authorized by the virtual educator.
- k) Work independently during tests and exams as directed by the virtual educator.
- l) Adhere to the PDSB code of conduct, Digital Citizenship and Use of IT Resources Policy, and the board's privacy policies.
- m) Adhere to the expectations of this policy and related board policies and procedures.

## **6. Appendices**

### **6.1 Appendix A: SafeArrival System Instructions**

- 6.2 Appendix B: Technology Requirements and Support Information
- 6.3 Appendix C: Academic Integrity Guidelines
- 6.4 Appendix D: Privacy Policy and Data Security Guidelines
- 6.5 Appendix E: Ministry of Education Guidelines for Synchronous and Asynchronous Learning

## 7. Reference Documents

Anti-Racism Policy

Human Rights Policy

Safe and Caring Schools Policy

Equity and Inclusive Education Policy

Assessment, Evaluation and Reporting Policy

Digital Citizenship and Use of IT Resources Policy

Information, Access and Privacy Policy

Interim Guidance on Generative Artificial Intelligence in Education within the Peel District School Board

Student Registration and Admission policy

## 8. Revision History

Review Date	Approval Date	Description

Governance and Policy Committee Meeting, November 13, 2024

# Staff Code of Conduct Policy

## Strategic Alignment:

- Human Rights Policy
- Anti-Racism Policy
- Safe and Caring Schools Policy
- Criminal Background Check Policy
- Employment Systems Review (Directive 24)
- Ministry Review of the Peel District School Board
- Provincial Code of Conduct for the Education Sector

**Report Type:**  
Recommendation

<i>Prepared by:</i>	Lisa Voll-Leggio, HR Lead, Partnerships and Equity Masuma Khangura, Executive Officer, Partnerships and Equity Jaspal Gill, Chief Operating Officer and Associate Director, Operations and Equity of Access
<i>Submitted by:</i>	Rashmi Swarup, Director of Education



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## Overview

### **Recommendation:**

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

### **Highlights:**

The Staff Code of Conduct (“Code of Conduct”) applies to every person working or volunteering for the PDSB, regardless of position and level of responsibility to:

- deal fairly with an employee alleged to have engaged in misconduct and ensure that discipline, if warranted, is proportionate to the seriousness of the misconduct.
- ensure disciplinary measures are consistent with the Peel District School Board’s (herein after “PDSB” or “the Board”) obligations under workplace laws.
- reserve the PDSB’s right to terminate employment with cause where the employee’s misconduct is severe and incompatible with continued employment at the PDSB.

### **Background:**

Peel District School Board recognizes that the public must have confidence in the integrity of the Board’s Employees and Volunteers. Employees of the PDSB occupy positions of public trust and confidence. They are expected to discharge their duties and responsibilities professionally, efficiently, and impartially. To encourage their accountability, the PDSB has reviewed and revised the Code of Conduct for its Employees and Volunteers. PDSB Employees and Volunteers must, at all times, act in the best interests of the PDSB and not compromise themselves or the PDSB in the discharge of their duties by using their positions or the resources of the Board for personal or private gain or to promote political or religious interests.

## Evidence

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

Human Resources, Partnerships and Equity (HRPE) have been leading the review and revision of the Code of Conduct Policy. The Code of Conduct Policy affirms the PDSB’s commitment to creating a working and learning environment which is safe, inclusive, and welcoming for everyone with clear expectations that uphold accountability for individual conduct and that address behaviour that disrupts that environment. The policy is grounded in the Board’s mission of cultivating an organizational framework that ensures all employees are treated with respect and dignity, and fairness. The policy was informed by an environmental scan of related policies and procedures from neighboring school boards (Halton District School Board, Hamilton-Wentworth District School Board, Toronto District School Board, etc.). The revised policy also received feedback from internal and external counsel, senior leadership, and public input.

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Key changes to the Policy include:

- Updating to ensure it remains relevant and effective in guiding employee and volunteer behaviour and reflecting the evolving values and priorities of the Board.
- Strengthening the employment equity infrastructure by prohibiting discrimination of any form, emphasizing the Board's commitment to opportunities for all, and outlining the consequences for violations of employment which may include disciplinary action up to and including termination of employment.
- Creating a more inclusive and welcoming work environment.
- Creating equitable policies and practices.

## Impact Analysis

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

The Code of Conduct Policy is intended to support accountability for individual conduct and address behaviour that disrupts the learning environment through a consistent, fair, and appropriate disciplinary and corrective action process. The aim is to promote working and learning environments that are safe, inclusive, and welcoming for all. Overall, the policy strives to improve accountability, transparency, and fairness while upholding human rights commitments.

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

The policy integrates with various existing PDSB policies, including the Human Rights Policy, Anti-Racism Policy, Safe and Caring Schools Policy, Conflict of Interest Policy, and the Criminal Background Check Policy, ensuring consistency across different policy areas. It also aligns with the Ontario *Human Rights Code*, the Provincial Code of Conduct for the Education sector, Regulation 521/01 and the collective agreements. Additionally, it responds to the Ministry review in 2020 and the Employment Systems Review (ESR), recognizing and addressing systemic discrimination, particularly anti-Black racism, in school board practices. The policy emphasizes the importance of clear expectations of accountability for all staff.

### **Legal implications:**

Not having a Code of Conduct policy can lead to a lack of clarity around acceptable behaviours within an organization, potentially resulting in an unprofessional environment, decreased employee morale, and increased conflicts. Furthermore, it may lead to legal challenges as it demonstrates a lack of commitment to creating a safe and respectful workplace, which can have serious reputational and financial consequences for the organization.

### **Risk Assessment:**

The policy includes HR best practices and recommendations from the ESR. Failing to implement poses legal risk, negates the protection of employee well-being, and compliance with all applicable employment laws, in accordance with the mandates outlined in the 2020 Ministry Review. Also, failure to adopt these practices, which are aimed at consistently and fairly dealing

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with employee misconduct, may impact the Board's ability to maintain a safe, inclusive and welcoming environment.

## Next Steps

### **Action Required:**

The Code of Conduct Policy will be operationalized through the Progressive Discipline procedure, which will be brought forward to Director's Council for approval.

Through this policy and procedure, the PDSB seeks to establish transparent and fair practices in the handling of employees alleged to have engaged in misconduct and ensure that discipline, if warranted, is proportionate to the seriousness of the misconduct. This policy and procedure apply to the disciplinary matters of all PDSB employees. Where an employee's behaviour is inappropriate and/or there has been a breach of Board policy and/or there is a pattern of misconduct, it is expected that the Principal/Supervisor in consultation with the Human Resources personnel, where required, will use progressive discipline to correct the behaviour/conduct.

### **Communications:**

The HRPE department will enlist the support of the Governance and Policy Department with posting on the internal and external PDSB website. Other communications with departments, union groups, associations, and legal council will be via email or scheduled meetings.

### **Success Measures:**

Clear and measurable key performance indicators (KPIs) that align with the Board's values and principles outlined in the code will be utilized. These KPIs may include metrics such as incident reports, employee feedback, training completion rates, and ethical decision-making assessments. Regular audits, surveys, and reviews can also be conducted to evaluate the effectiveness of the Code of Conduct in promoting a positive work culture and ethical behaviour. By monitoring these indicators and gathering feedback from employees, stakeholders, and relevant parties, we can assess the impact of the Code of Conduct and make necessary adjustments to ensure its continued effectiveness in upholding our organization's values and standards.

## Appendices

Appendix 1 – Code of Conduct Policy

## PEEL DISTRICT SCHOOL BOARD POLICY

### Staff Code Of Conduct

**POLICY ID:** HRS910 (*Formerly Policy 65*)

**FUNCTIONAL CATEGORY:** Human Resources

**RESPONSIBILITY:** Human Resource, Partnerships and Equity

**APPROVAL:** Board of Trustees

**APPROVAL DATE:** Click for date

**EFFECTIVE DATE:** Click for date

**PROJECTED REVIEW DATE:** 2027-2028

**REVIEW SCHEDULE:** Every three (3) years

### 1. Purpose

Peel District School Board (“PDSB” or the “Board”) recognizes that the public must have confidence in the integrity of the Board’s Employees and Volunteers. Employees of the PDSB occupy positions of public trust and confidence. They are expected to discharge their duties and responsibilities professionally, efficiently, and impartially. To encourage their accountability, the PDSB has established a Code of Conduct for its Employees and Volunteers.

The purpose of this policy is to:

- 1.1 Outline the Board’s expectations regarding the conduct and behaviour of all PDSB employees and volunteers.
- 1.2 Set standards for safe, inclusive, accountable, and respectful learning and working environments.
- 1.3 Promote trust and confidence in the PDSB.

### 2. Application and Scope

The Code of Conduct applies to every person working or volunteering for the PDSB, regardless of position and level of responsibility. Employees who are members of professional organizations are responsible for adhering to the ethical standards of their

professional organizations in addition to this policy. The Code of Conduct applies to all Workplaces.

This policy does not apply to Trustees who are governed by the Trustee Code of Conduct.

The Code of Conduct will, at all times, be interpreted in a manner consistent with, the Board's obligations under the *Education Act* and its Regulations relating to school and student safety and progressive discipline, the Ontario *Human Rights Code*, the *Charter of Rights and Freedoms*, the Provincial Code of Conduct, and the directions of the Ministry of Education under applicable Policy/Program Memoranda. This Policy is aligned with and supports and the principles and expectations of PDSB's Human Rights Policy, Equity and Inclusive Education Policy, and the Anti-Racism Policy.

### 3. Definitions

- 3.1 **Employee** refers to someone who is paid to provide services to the Board, regardless of the number of hours that they work or role they perform.
- 3.2 **Supervisor** refers to the PDSB employee who has charge or managerial decision-making authority over the employment of the employee, regardless of their PDSB job title. For example: PDSB managers, principals, vice principals or other heads of units or those in a position of managerial decision-making authority over the employee.
- 3.3 **Volunteer** is someone who provides services to the Board and is not compensated for their time or efforts.
- 3.4 **Workplace** includes school property, school buses, at school-related events or activities, before and after programs, any place where Board work is performed and in other circumstances that could have an impact on the school climate. This includes any virtual or digital environments. Examples include, but are not limited to:
  - Schools, Board offices, Board properties, and facilities, as well as vehicles used while transporting students, completing work and traveling between work sites;

- School-related activities such as extracurricular activities, co-instructional activities, and excursions; and
- Conferences, training sessions, workshops and other work-related events or functions.

## 4. Policy

4.1 **Professionalism and Respect:** Employees and Volunteers of the PDSB are expected to foster a positive working climate based on trust and respect where all feel safe, respected and accepted. Employees and Volunteers of the PDSB must, at all times, act in the best interests of the Board and not compromise themselves or the Board in the discharge of their duties by using their positions or the resources of the Board for personal or private gain or to promote political or religious interests. Without limiting the above, the following are examples of this expectation:

- a) Employees and Volunteers must respect and follow all applicable laws and comply with Ministry and PDSB policies.
- b) Employees and Volunteers must exemplify honesty and integrity in all relations with students, parents, Employees, Volunteers and the general public in both word and deed.
- c) Employees and Volunteers must respect differences in people, their ideas, and their opinions without discrimination. All forms of discrimination based on a protected Code ground of discrimination is strictly prohibited and will be dealt with in accordance with the Board's Human Rights Policy.
- d) Employees and Volunteers must treat all persons courteously and in a professional manner at all times.
- e) Decisions that are made in the course of the exercise of one's functions must be made in the best interest of the students and the Board.

4.2 **Standards of Behaviour:** Employees and Volunteers are expected to exhibit behaviour that shows respect for the rights, property and safety of oneself and others. For example:

- a) The use of verbal abuse, vulgar language and/or gestures must be avoided at all times.
- b) Employees and Volunteers are expected to come to work wearing appropriate and professional attire. Safety should be taken into consideration where applicable.
- c) The consumption or influence of alcohol, illegal substances, or unauthorized drugs during the execution of professional duties is prohibited.
- d) Posting or engaging in online activities that disrespect or insult students, parents/guardians, Trustees, Volunteers, Employees, community members, promoting false or discriminating information, and misalignment with the values of PDSB is not permitted.
- e) Employees and Volunteers must maintain professional boundaries with students. Employees and Volunteers should refrain from establishing personal online communications with students.
- f) Personal use of personal mobile devices should be avoided during assigned duties.
- g) Proper care and regard for PDSB property and the property of others should be practiced at all times.

4.3 **Loyalty, Impartiality And Conflict of Interest:** Employees and Volunteers are bound to carry out their work with prudence and diligence. They must also act faithfully and honestly. In doing so, they must avoid any real or perceived conflict of interest where decisions are based on personal gain rather than in the best interest of students or the PDSB. For example:

- a) Honesty with the PDSB is expected of all Employees and Volunteers.

- b) The interests of the PDSB are to go above those of the employee.
- c) Performance of duties and organization of professional functions may be reflected on the PDSB. In order to maintain and foster public confidence these duties and functions are to be conducted with integrity, objectivity and impartiality.
- d) Employees and Volunteers must report any direct or indirect interest that they may have as a partner, shareholder, director, officer, employee, agent or consultant of any business related to or involved with the PDSB in accordance with PDSB's Conflict of Interest Policy and Safe and Caring Schools Policy.
- e) PDSB assets or services are not to be used for purposes other than those intended by the Board.
- f) Employee or Volunteer who become aware of illegal or irregular situations against the PDSB or occurring in the Workplace are to be disclosed to an Employee's or Volunteer's superior or the Board Legal Department.

**4.4 Confidentiality And Access To Information:** Employees and Volunteers may have access to confidential information about the clientele, students, parents, guardians, Volunteers and Employees of the PDSB. Confidential information includes, but is not limited to, information which is not generally known to the public and is of such a nature that it is in the legitimate interest of the parties involved to maintain its privacy. Confidentiality of information and documents must be maintained, including after working hours, unless disclosure is authorized for legitimate reasons or legally permitted. Without limiting the generality of the above, Employees and Volunteers must, during and after their employment, adhere to the following guidelines:

- a) No employee or volunteer shall use confidential information for either personal gain or broader influence, or to the detriment of the Board.
- b) Employees or volunteers should not access or attempt to gain access to confidential information in the care, control or custody of the Board unless



it is necessary for the performance of their duties and not prohibited by law or Board policy.

- c) The right of privacy for all Employees, Volunteers, students and parents is to be respected.
  - d) Employees and Volunteers are to refrain from discussing students' situations unless for professional reasons.
  - e) The principle that confidential information may not be used for personal gain must be respected.
  - f) Personal information regarding others obtained by an Employee or Volunteer while exercising their duties may not be communicated or posted.
  - g) Oral and written communication with the media, in the name of the PDSB, must be conducted only by the official spokesperson of the Board, unless otherwise authorized.
- 4.5 **Gifts or Benefits:** Employees and Volunteers must refrain from seeking to obtain while in the exercise of their functions, in any manner whatsoever, gifts, services or advantages for their personal benefit to ensure it in no way compromises their independence and objectivity (perceived or actual). In addition, they cannot accept any gifts, proof of hospitality or advantages other than those that are common and of minimal value. When in doubt, the Employee or Volunteer shall disclose the gift to their immediate superior.
- 4.6 **Protection from Reprisal**
- a) Employees and volunteers should report, in good faith, actual or suspected misconduct, even one's own, in accordance with board procedures and to their supervisor(s).
  - b) No person should be subject to reprisal for acting in accordance with or has sought the enforcement of this Policy.
- 4.7 **Enforcement**

- a) Employees who are in breach of the Code of Conduct may be subject to discipline, up to and including possible termination for cause, for violations under the Canada Criminal Code appropriate law enforcement agency may be involved.
- 4.8 All instances of non-compliance with the Code of Conduct will be interpreted in a manner consistent with the Board's *Code* obligations under the Ontario *Human Rights Code* and the Board's Human Rights Policy Roles and Responsibilities.

## 5. Roles and Responsibilities

- 5.1 **Executive Officer, Human Resources and Equity** is responsible for the periodic review of the Code of Conduct, as necessary, and for its implementation.
- 5.2 **Superintendents/ Controllers/Executive Leads** are responsible for adhering to the Code of Conduct. Provide consultation and leadership to school administrators on adherence to the Code of Conduct, including decisions relating to Employee discipline if there is a breach. Provide consultation and leadership to school administrators to ensure an antiracist, anti-oppressive framework is considered and applied to all decision-making.
- 5.3 **Supervisors/Principals/Managers** are responsible for adhering to the Code of Conduct. They are to take a leadership role in the daily operation of locations and workplaces, including creating the conditions for safe and caring schools, and supporting learning and capacity-building among Employees. Supervisors provide leadership by demonstrating care for the school community and a commitment to student achievement and well-being in a safe, inclusive and accepting learning environment; and by holding everyone under their authority accountable for their own behaviour and actions.
- 5.4 **PDSB Employees** are responsible for adhering to the Code of Conduct and endeavoring to maintain a safe, nurturing, welcoming, respectful and inclusive, learning and working environment, where positive behaviours are promoted, character attributes are proactively developed, and conflict and differences are addressed with dignity and respect. Employees are to maintain professional

comment and conduct in interactions with all PDSB stakeholders and community members.

## 6. Reference Documents

This policy envelops all Board policies, operating procedures and business practices and conduct of business as expressed in the following specific Board documents:

- Conflict of Interest Policy
- Safe and Caring Schools Policy
- Digital Citizenship and Use of IT Resources Policy
- Effective Practices Manual
- CSS 5 – Procurement Regulations
- Conditions of Employment issued upon hiring by Human Resources Support Services
- Finance Support Services 16 – Code of Conduct
- Code of Conduct Operating Procedure

## 7. Revision History

Review Date	Approval Date	Description
	September 9, 1997	Approved.
January 1, 1998		Revised to reflect change in Board name.
January 2000		Reviewed.
February 2003		Reviewed.
December 2005		Reviewed.
May 22, 2012		Revised.
February 25, 2014		Reviewed.
January 9, 2015		Reviewed.
November 13, 2018		Revised.
November 27, 2023		Housekeeping amendment – Template migration.

## 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, November 14, 2024, at 15:00 hours.

Members present:

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

Also present:

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

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-27 moved by Stan Cameron  
seconded by Pradeep Sinha

Resolved, that the reports of the Closed Session re: Minutes of the Audit Committee Meeting (Closed), held on September 26, 2024; Audit Final Report (BDO), and Annual Report to the Board of Trustees for 2023-2024, and that the recommendations contained therein, be approved.

..... carried

**3. Acknowledgement of Traditional Lands**

The video on the Acknowledgement of Traditional Lands was viewed.

**4. Approval of Agenda**

AC-28 moved by Stan Cameron  
seconded by Lucas Alves

Resolved, that the agenda be approved.

..... carried

**5. Declaration of Conflict of Interest**

There were no declarations of conflict of interest.

**6. Minutes of the Audit Committee Meeting, September 26, 2024**

AC-29 moved by Stan Cameron  
seconded by Lucas Alves

Resolved, that the Minutes of the Audit Committee meeting, held September 26, 2024, be approved.

..... carried

**7. Consolidated Financial Statements**

Tania Alatishe-Charles, Controller, Finance Support Services, thanked Finance department staff and BDO for their work on the Financial Statements. She noted important financial events, such as, implementation of Bill 124, Protecting a Sustainable Public Sector for Future Generations Act 2019 according to Collective Agreements, application of new accounting standards, and new Note disclosure. Controller Alatishe-Charles reviewed the report, highlighting: the 2023 restatement due to adoption of PS 3160, Public Private Partnerships; decrease in cash and cash equivalents due to a delayed grant; significant increase in accrued liabilities at the end of the year for payments related to Bill 124; a decrease of approximately \$5 million pertaining to expired COVID PPE inventory write-off; increase in employee retirement and future benefits linked mainly to WSIB claims; reduction in net debenture debt; a substantial drop in inventory from \$ 5.2 million to \$130,000. Responding to a question, Tania Alatishe-Charles commented on increases in the salary and benefits component related to the budget and last year's actuals due to 5 years of retroactive payments.

**7. Consolidated Financial Statements (Continued)**

Controller Alatishe-Charles reviewed the Revenues, noting increases due to Ministry funding received for retroactive payments related to Bill 124, as well as for School Generated Funds going back to pre-COVID levels. Regarding Fees and Other Revenue sources, it was noted that the decrease is attributed to Educational Development Charges (EDC) revenue, however, there has been some increase in international students and transportation revenues, including some funding to compensate for higher fuel costs. Controller Alatishe-Charles indicated that the Board ended the year with a \$18.8 million deficit, but from a Ministry perspective, the Board is close to approved funding and a minor adjustment will be required.

AC-30 moved by Lucas Alves  
seconded by Stan Cameron

Resolved, that the Audit Committee recommends to the Board:

That, the Consolidated Financial Statements for the Peel District School Board for the year ended August 31, 2024, be approved. (APPENDIX I refers to Item 9.1 of the Agenda)

..... carried

**8. Audit Committee Work Plan**

Controller Alatishe-Charles stated that the Work Plan outlines the work done by the internal and external auditors in compliance with Regulation 361/10.

AC-31 moved by Lucas Alves  
seconded by Stan Cameron

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

..... carried

**9. Compliance Report for Fiscal Year 2023-2024**

Chief Operating Officer and Associate Director, Operations and Equity of Access, Jaspal Gill, referred to the letter signed by the Director of Education, Rashmi Swarup, which confirms that nothing has been brought to the Board's attention during the 2023-2024 fiscal year, to indicate non-compliance with current federal and provincial Acts, Regulations, and Statutes.

AC-32 moved by Stan Cameron  
seconded by Lucas Alves

Resolved, that the Compliance Report for Fiscal Year 2023-2024, be received.

..... carried

**10. Audit Committee Report for 2023-2024 to the Ministry of Education**

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

AC-33 moved by Stan Cameron  
seconded by Lucas Alves

Resolved, that the Audit Committee Report for 2023-2024, be received, and be submitted by the Board to the Ministry of Education. (APPENDIX II refers to Item 9.4 of the Agenda)

..... carried

**11. PDSB Regional Internal Audit Team (RIAT) Update**

Paula Hatt, Senior Manager, Regional Internal Audit Team, provided an updated report on two outstanding engagements from the previous year. She stated that the Human Resources audit fieldwork is underway, the scope of work for the Cyber Security audit has been developed, and a third party will be brought in to complete it. Follow-up activities include the risk assessment and the Two-Year Audit Plan. Paula Hatt indicated that the vacancy on RIAT will be filled, and a Co-op student is being considered to assist with field work. A member advised that the Governance and Policy Committee has recommended a policy regarding the staff code of conduct, and suggested it be taken into consideration with regard to contractual confidentiality.

AC-34 moved by Stan Cameron  
seconded by Lucas Alves

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

..... carried

**12. Adjournment**

AC-35 moved by Stan Cameron  
seconded by Lucas Alves

Resolved, that the meeting adjourn (14:53 hours).

..... carried

..... Chair

## **MOTIONS FOR CONSIDERATION: AUDIT COMMITTEE**

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Arising from a meeting of the Audit Committee, held November 14, 2024, the following recommendations are brought for Board approval:

**1. Consolidated Financial Statements**

That, the Consolidated Financial Statements for the Peel District School Board for the year ended August 31, 2024, be approved. (APPENDIX I)

**2. Audit Committee Report for 2023-2024 to the Ministry of Education**

That, the Audit Committee Report for 2023-2024, be received, and be submitted by the Board to the Ministry of Education. (APPENDIX II)

Prepared by:

Lorelei Fernandes  
Board Reporter

Submitted by:

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

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**Audit Committee Meeting, November 14, 2024**

# Draft Consolidated Financial Statements

**Report Type:**  
Recommendation

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

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

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## Consolidated financial statements of Peel District School Board

August 31, 2024

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## Management Report

August 31, 2024

Management's Responsibility for the Consolidated Financial Statements

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

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

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

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

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

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Director of Education

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Chief Financial Officer

November XX, 2024

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## Independent Auditor's Report

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### To the Board of Trustees of the Peel District School Board

#### Opinion

We have audited the consolidated financial statements of Peel District School Board ("the Board"), which comprise the consolidated statement of financial position as at August 31, 2024, and the consolidated statements of operations and accumulated surplus, change in net debt and cash flows for the year then ended, and notes to the consolidated financial statements, including a summary of significant accounting policies.

In our opinion, the accompanying consolidated financial statements of the Board as at and for the year ended August 31, 2024 are prepared, in all material respects, in accordance with the basis of accounting described in Note 1(a) to the financial statements.

#### Basis for Opinion

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

#### Emphasis of Matter - Basis of Accounting

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

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

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

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

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

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## Independent Auditor's Report (continued)

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

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

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

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

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

**Peel District School Board**  
**Consolidated statement of financial position**

**DRAFT**

As at August 31, 2024

(In thousands of dollars)

	Notes	2024	2023 Restated (Note 2)
		\$	\$
<b>Financial assets</b>			
Cash and cash equivalents		84,142	117,562
Accounts receivable		106,144	101,573
Account receivable – Government of Ontario	3	708,316	708,791
		<b>898,602</b>	<b>927,926</b>
<b>Liabilities</b>			
Temporary borrowing	10	53,184	58,625
Accounts payable and accrued liabilities		155,852	128,177
Deferred revenue	4	166,560	172,512
Retirement and other employee future benefits liability	8	54,456	50,000
Net debenture debt	9	423,600	460,911
Deferred capital contributions	5	1,714,414	1,681,979
Asset retirement obligation	7	25,989	26,433
		<b>2,594,055</b>	<b>2,578,637</b>
Net debt		<b>(1,695,453)</b>	<b>(1,650,711)</b>
Contractual obligations and contingent liabilities	20		
Prepaid expenses		13,415	13,922
Inventories of supplies	25	130	5,250
Tangible capital assets	16	2,272,728	2,241,179
		<b>2,286,273</b>	<b>2,260,351</b>
<b>Accumulated surplus</b>		<b>590,820</b>	<b>609,640</b>

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

Approved by the **Board**

\_\_\_\_\_  
Chief Financial Officer

\_\_\_\_\_  
Chair of the Board

**Peel District School Board**

**Consolidated statement of operations and accumulated surplus**

**DRAFT**

Year ended August 31, 2024

(In thousands of dollars)

		2024	2024	2023 Restated (Note 2)
	Notes	Budget	Actual	Actual
		\$	\$	\$
<b>Revenue</b>				
Grants for Student Needs				
<i>Provincial Legislative Grants</i>	12	1,306,915	1,585,308	1,303,009
<i>Education Property Tax</i>	12	626,678	639,270	624,354
Provincial grants - Other		21,586	35,463	39,007
School generated funds		25,027	30,906	24,838
Federal grants and fees		3,405	3,699	4,146
Investment income		5,982	7,795	6,434
Fees and revenues from School Boards		124	129	123
Fees and revenues from other sources	14	47,179	34,941	36,969
		<b>2,036,896</b>	<b>2,337,511</b>	<b>2,038,880</b>
<b>Expenses</b>				
Instruction	15	1,584,493	1,857,936	1,574,106
Administration		54,954	62,402	56,385
Transportation		60,491	64,613	60,261
Pupil accommodation		293,195	312,545	295,394
School generated funds		25,027	30,282	25,124
Other		20,062	28,553	41,288
		<b>2,038,222</b>	<b>2,356,331</b>	<b>2,052,558</b>
Annual surplus (deficit)		<b>(1,326)</b>	<b>(18,820)</b>	<b>(13,678)</b>
Accumulated surplus, beginning of year		<b>629,562</b>	<b>609,640</b>	<b>622,937</b>
Accumulated Surplus (Deficit) PSAS Adjustments - P3	2	—	—	381
Adjusted Accumulated Surplus (Deficit) at Beginning of Year		<b>629,562</b>	<b>609,640</b>	<b>623,318</b>
<b>Accumulated surplus, end of year</b>		<b>628,236</b>	<b>590,820</b>	<b>609,640</b>

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



		2024	2024	2023 Restated (Note 2)
	Notes	Budget	Actual	Actual
		\$	\$	\$
<b>Annual surplus (deficit)</b>		<b>(1,326)</b>	<b>(18,820)</b>	<b>(13,678)</b>
<b>Tangible capital asset activity</b>	16			
Acquisition of tangible capital assets and addition of TCA-ARO	16	(118,052)	(131,939)	(144,923)
Amortization of tangible capital assets	16	101,300	101,348	99,166
Proceeds on sale of tangible capital assets	16(d)	—	—	96,461
Less: gains on sale allocated to deferred revenue	16(d)	—	—	(72,802)
Changes in Estimate of TCA-ARO		—	(958)	(3,257)
Disposals of TCA-ARO		—	—	(42)
		<b>(16,752)</b>	<b>(31,549)</b>	<b>(25,397)</b>
<b>Other non-financial asset activity</b>				
Acquisition of supplies inventories	25	—	5,120	4,383
Acquisition of prepaid expenses		—	507	(991)
		<b>—</b>	<b>5,627</b>	<b>3,392</b>
Change in net debt		<b>(18,078)</b>	<b>(44,742)</b>	<b>(35,683)</b>
Net debt at beginning of year		<b>(1,650,711)</b>	<b>(1,650,711)</b>	<b>(1,607,711)</b>
PSAS Adjustment to net financial assets (net debt)		—	—	(7,317)
Restated financial assets (net debt) at beginning of year		<b>(1,650,711)</b>	<b>(1,650,711)</b>	<b>(1,615,028)</b>
<b>Net debt at end of year</b>		<b>(1,668,789)</b>	<b>(1,695,453)</b>	<b>(1,650,711)</b>

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

# Consolidated statement of cash flows

DRAFT

Year ended August 31, 2024

(In thousands of dollars)

	Notes	2023 Restated	
		2024	(Note 2)
			Actual
		\$	\$
<b>Operating activities</b>			
Annual surplus (deficit)		(18,820)	(13,678)
Items not involving cash			
Amortization of tangible capital assets	16	100,499	98,527
Amortization of tangible capital assets - ARO	16	849	639
Increase (Decrease) of ARO liabilities excluding settlements		1,029	3,681
Decrease (Increase) of TCA-ARO asset excluding amortization on TCA-ARO		(957)	(3,358)
Amortization of deferred capital contributions	5	(98,516)	(97,054)
allocated to deferred revenue	16(d)	-	(72,802)
		(15,917)	(84,046)
Changes in non-cash assets and liabilities			
Accounts receivable		(4,571)	(5,688)
Accounts receivable - Government of Ontario	3	(42,322)	1,759
Accounts payable and accrued liabilities		27,675	26,934
Deferred revenue - operating	4	(261)	(2,160)
Retirement and other employee future benefits payable		4,456	(113)
Prepaid expenses		507	(991)
Inventories of supplies		5,120	4,383
Settlement of asset retirement liability through abatement	7	(1,473)	(1,097)
		(26,786)	(61,018)
<b>Capital activities</b>			
Proceeds on sale of tangible capital assets	16(d)	-	96,461
Purchase of tangible capital assets	16	(131,939)	(144,863)
		(131,939)	(48,402)
<b>Financing activities</b>			
Debenture debt repaid and sinking fund contributions	9	(37,311)	(35,550)
Decrease in accounts receivable – Government of Ontario – approved capital	3	42,797	26,235
Temporary borrowing	10	(5,441)	(15,617)
Increase in deferred revenue - capital	4	(5,691)	66,467
Deferred capital contributions received	5	130,951	118,815
		125,305	160,350
<b>Increase (decrease) in cash and cash equivalents during the year</b>		(33,420)	50,930
<b>Cash and cash equivalents, beginning of year</b>		117,562	66,633
<b>Cash and cash equivalents, end of year</b>		84,142	117,562

**Peel District School Board**  
**Notes to the consolidated financial statements**

August 31, 2024

(In thousands of dollars)

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**1. Significant accounting policies**

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

*a) Basis of accounting*

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

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

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

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

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

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

*b) Reporting entity*

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

**1. Significant accounting policies (continued)**

*b) Reporting entity (continued)*

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

Consolidated entities:

- STOPR Transportation Consortium
- School Generated Funds

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

*c) Trust funds*

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

*d) Cash and cash equivalents*

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

*e) Deferred revenue*

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

*f) Deferred capital contributions*

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

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

*g) Public Private Partnerships*

Public Private Partnerships (P3) are an alternate financing and procurement model available to the board to use private sector partners to design, build, acquire or better new or existing infrastructure projects with higher risk, multi-year construction period and significant investments. Assets procured via P3s are recognized as tangible capital assets, and the related obligations are recognized as other long-term financing liabilities for financial liability models and/or deferred revenue for P3 performance obligations arising from user pay

**1. Significant accounting policies (continued)**

*g) Public Private Partnerships (continued)*

obligations in the financial statements as the assets are constructed. At initial recognition, the total liability reflects the cost of the tangible capital asset. The total liability for combined consideration arrangements is allocated between a financial liability and performance obligation based on the portion of the asset cost financed through the respective models. Financial liabilities are measured at amortized cost using the implicit contract rate.

The board uses the provincial implementation scope, including accounting assessments of P3s that fall under PS 3160, as well as those without an operating and/or maintenance component.

Therefore, under the provincial implementation scope, the private sector partner's obligations include the following two requirements:

- a) design, build, acquire or better new or existing infrastructure; and
- b) finance the transaction past the point where the infrastructure is ready for use.

*h) Retirement and other employee future benefit*

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

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

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

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

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

**1. Significant accounting policies (continued)**

*h) Retirement and other employee future benefit (continued)*

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

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

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

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

## 1. Significant accounting policies (continued)

### i) *Tangible capital assets*

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

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

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

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

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

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

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

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

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

### j) *Government transfers*

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

## **1. Significant accounting policies (continued)**

### *i) Government transfers (continued)*

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

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

### *k) Other Revenues*

Other revenues from transactions with performance obligations, for example, fees or royalties from the sale of goods or rendering of services, are recognized as the board satisfies a performance obligation by providing the promised goods or services to the payor. Other revenue from transactions with no performance obligations, for example, fines and penalties, are recognized when the board has the authority to claim or retain an inflow of economic resources and when a past transaction or event is an asset. Amounts received prior to the end of the year that will be recognized in subsequent fiscal year are deferred and reported as a liability. The majority of board revenues do not fall under the new PS 3400 accounting standard.

### *l) Investment income*

Investment income is reported as revenue in the period earned.

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

### *m) Long-term Debt*

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

### *n) Budget figures*

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

### *o) Use of Estimates*

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



## 1. Significant accounting policies (continued)

### *o) Use of Estimates (continued)*

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

### *p) Education Property Tax Revenue*

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

### *q) Contaminated sites*

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

### *r) Financial Instruments*

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

<b>Financial Instrument</b>	<b>Measurement Method</b>
Accounts receivable	Cost
Short-term borrowing	Cost
Accounts payable and accrued liabilities	Cost
Accrued vacation pay	Cost
Debenture debt	Cost
Term Deposits	Cost
Cash and cash equivalents	Cost

## **1. Significant accounting policies (continued)**

### *r) Financial Instruments (continued)*

- The effective interest method is a method of calculating the amortized cost of a financial asset or a financial liability (or a group of financial assets or financial liabilities) and of allocating the interest income or interest expense over the relevant period, based on the effective interest rate. It is applied to financial assets or financial liabilities that are not in the fair value category and is now the method that must be used to calculate amortized cost.
- Cost category: Amounts are measured at cost less any amount for valuation allowance. Valuation allowances are made when collection is in doubt.

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

Establishing fair value:

The fair value of guarantees and letters of credit are based on fees currently charged for similar agreements or on the estimated cost to terminate them or otherwise settle the obligations with the counterparties at the reported borrowing date. In situations in which there is no market for these guarantees, and they were issued without explicit costs, it is not practicable to determine their fair value with sufficient reliability (if applicable).

Fair value hierarchy:

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

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

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

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

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

The board adopted the following standards concurrently beginning September 1, 2023 retroactively with restatement: PS 3160 *Public Private Partnerships*, PS 3400 *Revenue* and adopted PSG-8 *Purchased Intangibles* prospectively.

PS 3400 *Revenue* establishes standards on how to account for and report on revenue, specifically differentiating between transactions that include performance obligations (i.e. the payor expects a good or service from the public sector entity), referred to as exchange transactions, and transactions that do not have performance obligations, referred to as non-exchange transactions. For exchange transactions, revenue is recognized when a performance obligation is satisfied. For non-exchange transactions, revenue is recognized when there is authority to retain an inflow of economic resources and a past event that gave rise to an asset has occurred. The adoption of this standard did not have any impact on these financial statements.

PSG-8 *Purchased Intangibles* provides guidance on the accounting and reporting for purchased intangible assets that are acquired through arm's length exchange transactions between knowledgeable, willing parties that are under no compulsion to act. The adoption of this standard did not have any impact on these financial statements.

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

For the 2022-23, the year of transition, adjustment to the opening balances are as below:

<b>As at August 31</b>	<b>2023</b>
Increase in Opening Deferred Revenue – Other	<b>(7,317)</b>
Increase in Opening Accumulated Surplus	<b>381</b>

As a result of applying the Public Private Partnerships accounting standard, a P3 \$6,860 (2023 – \$7,317) was recognized as a liability in the Statement of Financial Position. The board has restated the prior period to reflect the P3 liabilities and assets on the statement of financial position as at August 31, 2023, and to reflect the impact to the statement of operations for the P3 amortization expense, P3 rental revenue and interest expense for the period September 1, 2022 to August 31, 2023. The adoption of PS 3160 P3 was applied to the comparative period as follows:

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

### 2023

	As previously Reported \$	Adjustments \$	As restated \$
<b>Statement of Financial Position</b>			
Tangible Capital Assets including P3	2,233,481	7,698	2,241,179
P3 Financial Liability	-	-	-
Deferred Revenue- P3 Performance Obligation	165,195	7,317	172,512
Accumulated Surplus (deficit)	609,259	381	609,640
<b>Statement of Change in Net Debt</b>			
Annual Surplus (deficit)	-	-	-
Amortization of TCA (incl P3)	-	-	-
Change in Net Debt	-	-	-
<b>Statement of Operations</b>			
Revenue (e.g. P3 Rental Revenue)	-	-	-
Amortization of P3 TCA	-	-	-
Expenses (e.g. interest expense)	-	-	-
Surplus/(deficit) for the year	-	-	-

## 3. Account receivable – Government of Ontario

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

The Board has an account receivable from the Province of \$477,515 (\$520,312 in 2023) as at August 31, 2024 with respect to capital grants.

The Ministry of Education introduced a cash management strategy effective September 1, 2018. As part of the strategy, the ministry delays part of the grant payment to school boards where the adjusted accumulated surplus and deferred revenue balances are in excess of certain criteria set out by the Ministry. The delayed grant payments for the government of Ontario at August 31, 2024 is \$168,674 (\$135,983 in 2023). As of August 31, 2024 a total of \$207,948 (\$179,363 in 2023) has been withheld, the difference to be received in future grant payments.

The Accounts receivable from the Government of Ontario also includes operating grant receivable from the Ministry of \$22,853 (\$9,116 in 2023).

#### 4. Deferred revenue

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

Deferred revenue set aside for specific purposes by legislation, regulation or agreement, as at August 31, 2024, comprises the following:

	Balance August 31, 2023 (Restated)	Externally restricted revenue net of adjustments	Revenue recognized in the year	Transfer to deferred capital contributions	Balance August 31, 2024
	\$	\$	\$	\$	\$
Legislative grants	50,005	357,364	(329,649)	(28,483)	49,237
Other Ministry of Education	319	25,676	(25,533)	-	462
Other provincial grants	5,320	1,675	(6,729)	-	266
Proceeds of disposition	99,933	-	-	(55)	99,878
Other	16,935	26,635	(20,369)	(6,484)	16,717
Total deferred revenue	172,512	411,350	(382,280)	(35,022)	166,560

#### 5. Deferred capital contributions

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

Amortization of deferred capital contributions reporting on the Statement of Operations has been modified to remove the reporting from the Provincial Legislative Grants line and identify the split between Amortization of DCC Related to Provincial Legislative Grants and Amortization of DCC related to Third Parties (for example, Federal Government capital funding).

	2024	2023
	\$	\$
Deferred capital contributions, beginning of year	1,681,979	1,660,218
Additions to deferred capital contributions	130,951	118,815
Amortization recognized in the year	(98,516)	(97,054)
Disposal / Transfer to deferred revenue		
Deferred capital contributions, end of year	1,714,414	1,681,979

## 6. Public Private Partnership

The board has entered into several public private partnerships with various external parties ("partners").

Partner	Location	Improvement Project	Effective Date
Community Sports Partners – Applewood Inc	Applewood S.S.	Playing Field	September 1, 2018
2474811 Ontario Ltd (dba Razor Management)	Mississauga S.S.	Playing Field and Clubhouse	September 1, 2018
2237032 Ontario Inc (dba Footy Sevens)	Heart Lake S.S.	Playing Field	September 1, 2018

All of the above arrangements are user pay-performance obligation public private partnerships. The terms of the arrangement include:

- partners will contribute funds to a Reserve Fund as well as provide an assessment of the adequacy of the Reserve Fund based on the expected life of the improvements.
- The partners pay all taxes to the applicable tax authorities and have the right and privilege to appeal assessments or apply for reduction of taxes
- The Reserve Fund shall be used to replace the artificial turf and the surface of the track as required
- The partner is responsible for all maintenance and minor repairs to the improvements
- The initial term is 21 years less two days with a one-time option to renew for an additional 5 years
- The school has exclusive use to the playing field from 7:00am to 5:30pm or 6pm, depending on the agreement, on school days and for up to 40 hours of the partner's exclusive time. At all other times, the partner has exclusive use based on the agreed terms and hours.
- Upon termination, all improvements become the property of PDSB

Under these agreements the board has the right to use the improvements during the boards exclusive use times without charge in each school year.

In recording this public private partnership, the board determined that these agreements were user pay-performance obligations under PS3160. Implicit rental revenue was recognized in accordance with PS3400 Revenue over the initial term of the contract of 21 years with amortization being recorded over 21 years and 40 years for the land improvements and building respectively.

## 7. Asset retirement obligation

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

As at August 31, 2024, all liabilities for asset retirement obligations are reported at current costs in nominal dollars without discounting.

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

## 7. Asset retirement obligation (continued)

	2024 \$	2023 \$
<b>Liabilities for Asset Retirement Obligations at Beginning of Year</b>	<b>26,433</b>	23,849
Opening Adjustments for PSAB Adjustment	-	-
Liabilities Incurred During the Year	-	59
Increase in Liabilities Reflecting Changes in the Estimate of Liabilities <sup>1</sup>	<b>1,029</b>	3,622
Increase in Liabilities due to Accretions <sup>2</sup>	-	-
Liabilities Settled During the Year	<b>(1,473)</b>	(1,097)
<b>Liabilities for Asset Retirement Obligations at End of Year</b>	<b>25,989</b>	26,433

<sup>1</sup> Reflecting changes in the estimated cash flows

<sup>2</sup> Increase in the carrying amount of a liability due to the passage of time

The board made an inflation adjustment increase in estimates of 3.66% as at March 31, 2024, to reflect costs as at that date based on Canada Building Construction Price Index (BCPI) survey.

## 8. Retirement and other employee future benefits liability

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

	2024			2023
	Retirement benefits	Other employee future benefits	Total employee future benefits	Total employee future benefits
	\$	\$	\$	\$
Accrued employee future benefits obligations	23,470	30,738	54,208	49,648
Unamortized actuarial losses at August 31	248	—	248	352
Employee future benefits liability, end of year	23,718	30,738	54,456	50,000

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

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

	2024			2023
	Retirement benefits	Other employee future benefits	Total employee future benefits	Total employee future benefits
	\$	\$	\$	\$
Current year benefit expense including amortization of actuarial losses	501	11,597	12,098	5,980
Interest on accrued benefit obligations	1,039	886	1,925	1,774
Recognition of unamortized actuarial gains on plan	—	—	—	—
Employee future benefit expense <sup>(1)</sup>	1,540	12,483	14,023	7,754
Actual payments for the year	3,241	6,326	9,567	7,867

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

### Actuarial assumptions

The accrued benefit obligations for all employee future benefit plans as at August 31, 2024 are based on actuarial valuations completed for accounting purposes as at August 31, 2024.

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

	2024	2023
	%	%
General inflation rate	2.00	2.00
Health care escalation	5.00	5.00
Dental care escalation	5.00	5.00
Discount rate on accrued benefit obligations	3.80	4.40

Sick leave utilization is based on experience and probability tables.

### Retirement benefits

#### a) Retirement gratuities and early retirement incentive plan

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

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



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

Retirement gratuities and early retirement incentives paid were as follows:

	2024	2023
	\$	\$
Elementary staff	2,097	2,369
Secondary staff	1,086	1,034
Other staff	58	376
	<b>3,241</b>	<b>3,779</b>

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

Some employees of the Board, upon application, are eligible for the early retirement incentive plan. This option may be granted when approved by the Board and consists of a one-time payment based on the plan design for the employee group. The plan design includes payments based upon the year of eligibility for an unreduced pension and age of the employee. Payments range from \$2 to \$10 or are based on a percentage of salary from 5% to 25%. Payments are typically paid on January 1 of the year following retirement. Included in the \$3,241 (\$3,779 in 2023) amounts listed above is an amount of \$222 (\$417 in 2023) pertaining to the early retirement incentive plan.

### b) Retirement life insurance and health care benefits

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

### c) Ontario Teachers' Pension Plan

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

### d) Ontario Municipal Employees Retirement System

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

The plan provides defined benefit pension benefits to employees based on their length of service and rates of pay. The Board contributions equal the employee contributions to the plan. The Board contributions for the year amounted to \$31,246 (\$26,684 in 2023). As this is a multi-employer pension plan, these contributions are the Board's pension benefit expenses. No pension liability for this type of plan is included in the Board's consolidated financial statements.

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

Each year, an independent actuary determines the funding status of OMERS Primary Pension by comparing the actuarial value of the invested assets to the estimated present value of all pension benefits that members have earned to date. The most recent actuarial valuation of the Plan was conducted as at December 31, 2023. The results of this valuation disclosed total actuarial liabilities as at that date of \$136.18 billion in respect of benefits accrued for service with actuarial assets as at that date of \$131.98 billion indicating an actuarial deficit of \$4.20 billion. Because OMERS is a multi-employer plan, any pension plan surpluses or deficits are a joint responsibility of Ontario municipal organizations and their employers. As a result, the Board does not recognize any share of the OMERS pension deficit.

### *Other employee future benefits*

#### *a) Workplace Safety and Insurance Board obligations*

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

#### *b) Sick leave top-up benefits*

A maximum of eleven unused sick leave days from the current year may be carried forward into the following year only, to be used to top-up salary for illnesses paid through the short-term leave and disability plan in that year. The benefit costs expensed in the consolidated financial statements are \$1,155 (\$1,038 in 2023).

For accounting purposes, the valuation of the accrued benefit obligation for the sick leave top-up is based on actuarial assumptions about future events determined as at August 31, 2024 and is based on the average daily salary and banked sick days of employees as at August 31, 2024.

#### *c) Life insurance benefits*

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

#### *d) Health care and dental benefits*

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

**Peel District School Board**  
**Notes to the consolidated financial statements**

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(In thousands of dollars)

**9. Net debenture debt**

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

	2024	2023
	\$	\$
OFA 2008 Debenture, New Pupil Places Stage 1		
4.86 %, 25-year debenture, maturing June 27, 2033	105,197	114,174
OFA 2010 Debenture, New Pupil Places		
4.947%, 25-year debenture, maturing May 15, 2035	53,227	56,793
OFA 2016 Debenture, New Pupil Places		
3.242%, 25-year debenture, maturing March 15, 2041	32,306	33,730
OFA 2017 Debenture, New Pupil Places		
3.242%, 25-year debenture, maturing March 15, 2042	17,006	17,676
OFA 2006 Debenture, Good Place to Learn		
4.56%, 25-year debenture, maturing November 15, 2031	20,184	22,396
OFA 2010 Debenture, Good Places to Learn/Primary Class Size/ Prohibitive to Repair		
5.232%, 25-year debenture, maturing April 13, 2035	23,926	25,518
OFA 2008 Debenture, Good Places to Learn/Primary Class Size		
4.90%, 25-year debenture, maturing March 3, 2033	19,471	21,205
OFA 2009 Debenture, Good Places to learn/Primary Class Size		
5.062%, 25-year debenture, maturing March 13, 2034	17,764	19,130
OFA 2015 Debenture, New Pupil Places		
2.993%, 25-year debenture, maturing March 9, 2040	10,381	10,888
OFA 2013 Debenture, Good Places to learn Stages 1, 2 and 3		
3.663%, 25-year debenture, maturing June 25, 2038	6,611	6,963
<b>Net debenture debt (OFA)</b>	<b>306,073</b>	<b>328,473</b>
OSBFC 2004 A1 Debenture		
5.48%, 25-year debenture, maturing November 26, 2029	34,711	39,986
OSBFC 2006 A1 Debenture		
5.070%, 25-year debenture, maturing April 18, 2031	82,816	92,452
<b>Net debenture debt (OSBFC)</b>	<b>117,527</b>	<b>132,438</b>
<b>Net debenture debt</b>	<b>423,600</b>	<b>460,911</b>

## 9. Net debenture debt (continued)

Principal and interest payments relating to net debenture debt of \$423,600 outstanding as at August 31, 2024 are due as follows:

	Principal payments	Interest payments	Total
	\$	\$	\$
2024 - 2025	39,161	19,611	58,772
2025 - 2026	41,103	17,668	58,771
2026 - 2027	43,143	15,629	58,772
2027 - 2028	45,285	13,486	58,771
2028 - 2029	47,535	11,237	58,772
Thereafter	207,373	29,669	237,042
Net debenture debt	423,600	107,300	530,900

Interest on net debenture debt amounted to \$20,896 (\$22,702 in 2023).

## 10. Temporary borrowing

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

The Board has available credit facilities of \$250,000 and as of year-end had borrowings against these facilities of \$53,184 (\$58,625 in 2023). The interest on temporary borrowings, when drawn, would range from the bank's prime lending rate minus 0.75% to 1.0%. Any temporary borrowings would be unsecured and due on demand.

The Board also has \$2,224 (\$3,407 in 2023) in renewable, irrevocable standby letters of credit with a Canadian chartered bank. The letters of credit provide security for capital construction being done on behalf of the Board. There is an annual service fee of 1.0% until they are either utilized or cancelled upon completion of the project.

## 11. Debt charges and interest

	2024	2023
	\$	\$
Principal payments on net debenture debt	37,311	35,550
Interest payments on net debenture debt	20,896	22,702
Interest payments on temporary financing of capital projects	3,485	3,182
	61,692	61,434

## **12. Grants for student needs**

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

	<b>2024</b>	<b>2023</b>
Provincial Legislative Grants	1,585,308	1,303,009
Education Property Tax	639,270	624,354
Grants for Student Needs	2,224,578	1,927,363

## **13. Revenue**

Adoption of PS 3400 has resulted in changes in the timing of revenue recognition for certain revenue streams from rental revenue. Going forward, the board will recognize revenues from these exchange transactions when it satisfies its performance obligations, rather than deferring the revenues over the term of the arrangements.

## **14. Education development charges**

Effective July 1, 2024, the Board and the Dufferin-Peel Catholic District School Board passed by-laws to collect development charges for the purchase of new sites within the Region of Peel. The levies collected by the municipalities are forwarded to the school boards monthly. During the year, \$12,705 (\$21,230 in 2023) was received for the educational development charges ("EDC") and used for the purchase of sites and reducing the temporary borrowing for EDC. The entire amount is included in Fees and revenues from other sources on the consolidated statement of operations and accumulated surplus.

**Peel District School Board**  
**Notes to the consolidated financial statements**  
August 31, 2024  
(In thousands of dollars)

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**15. Expenses by object**

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

	<b>2024</b>	<b>2024</b>	<b>2023</b>
	<b>Budget</b>	<b>Actual</b>	<b>Actual</b>
	<b>\$</b>	<b>\$</b>	<b>\$</b>
Salary and wages	<b>1,432,458</b>	<b>1,720,579</b>	1,426,056
Employee benefits	<b>240,704</b>	<b>273,110</b>	234,628
Staff development	<b>10,289</b>	<b>5,733</b>	6,405
Supplies and services	<b>81,331</b>	<b>78,071</b>	82,720
Interest charges on capital debt	<b>23,277</b>	<b>24,381</b>	25,884
Rental expenditures	<b>2,192</b>	<b>2,225</b>	2,248
Fees and contract services	<b>102,672</b>	<b>108,254</b>	111,297
School-generated funds	<b>25,027</b>	<b>30,282</b>	25,124
Other	<b>18,233</b>	<b>12,239</b>	38,666
Amortization	<b>101,301</b>	<b>101,348</b>	99,166
Accretion and other expenses on ARO	<b>738</b>	<b>109</b>	364
Loss on disposal	<b>—</b>	<b>—</b>	—
	<b>2,038,222</b>	<b>2,356,331</b>	2,052,558

**Peel District School Board**  
**Notes to the consolidated financial statements**

August 31, 2024

(In thousands of dollars)

**16. Tangible capital assets**

	Cost								
	Opening September 1, 2023	Adjustment for PS3160	Opening Balance Adjusted1	Additions	Disposals/ deemed disposals	Transfer to (from) CIP	Assets removed from service	Revaluation of TCA-ARO	Closing August 31, 2024
	\$			\$	\$	\$	\$	\$	\$
Land	526,583		526,583	(367)	-	-			526,216
Land improvements	86,033	4,401	90,434	20,380	-	-		2	110,816
Buildings and building improvements	2,804,433	5,203	2,809,636	75,683	-	6,748		918	2,892,985
Portable structures	13,633		13,633	-	-	-			13,633
First-time equipping	27,742		27,742	969	(7,614)	-			21,097
Furniture	1,308		1,308	94	(93)	-			1,309
Equipment	9,011		9,011	229	(266)	-			8,974
Computer hardware	18,187		18,187	1,917	(10,167)	-			9,937
Computer software	413		413	4,658	-	-			5,071
Vehicles	2,596		2,596	498	-	-			3,094
Asset permanently removed from service	1,297		1,297	-	-	-			1,297
Leasehold improvements	1,799		1,799	-	(1,692)	-			107
Construction-in-progress (CIP)	24,087		24,087	27,878	-	(6,748)			45,217
Total	3,517,122	9,604	3,526,726	131,939	(19,832)	-	-	920	3,639,753
	Accumulated Amortization								
	Opening September 1, 2023	Adjustment for PS3160	Opening Balance Adjusted1	Amortization	Revaluation of TCA-ARO	Disposals, Write-offs Additions/Transfers	Assets removed from service	Closing August 31, 2024	
	\$			\$		\$	\$	\$	
Land	-	-	-	-	-	-		-	
Land improvements	37,584	1,320	38,904	8,082	-	-		46,986	
Buildings and building improvements	1,193,100	585	1,193,685	83,600	(37)	(37)		1,277,248	
Portable structures	11,815	-	11,815	703	-	-		12,518	
First-time equipping	19,901	-	19,901	2,442	(7,614)	(7,614)		14,729	
Furniture	747	-	747	131	(93)	(93)		785	
Equipment	3,959	-	3,959	1,045	(266)	(266)		4,738	
Computer hardware	11,565	-	11,565	4,687	(10,167)	(10,167)		6,085	
Computer software	159	-	159	537	-	-		696	
Vehicles	2,395	-	2,395	121	-	-		2,516	
Asset permanently removed from service	617	-	617	-	-	-		617	
Leasehold improvements	1,799	-	1,799	-	(1,692)	(1,692)		107	
Construction-in-progress (CIP)	-	-	-	-	-	-		-	
Total	1,283,641	1,905	1,285,546	101,348	(19,869)	(19,869)	-	1,367,025	

**16. Tangible capital assets (continued)**

	<b>Net Book Value</b>	
	<b>Closing August 31, 2024</b>	Closing August 31, 2023
	\$	\$
Land	<b>526,216</b>	526,583
Land improvements	<b>63,830</b>	51,530
Buildings and building improvements	<b>1,615,737</b>	1,615,950
Portable structures	<b>1,115</b>	1,818
First-time equipping	<b>6,368</b>	7,841
Furniture	<b>524</b>	561
Equipment	<b>4,236</b>	5,052
Computer hardware	<b>3,852</b>	6,622
Computer software	<b>4,375</b>	254
Vehicles	<b>578</b>	201
Asset permanently removed from service	<b>680</b>	680
Leasehold improvements	<b>—</b>	-
Construction-in-progress (CIP)	<b>45,217</b>	24,087
<b>Total</b>	<b>2,272,728</b>	<b>2,241,179</b>

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

Assets under construction having a value of \$45,217 (\$24,087 in 2023) have not been amortized. Amortization of these assets will commence when the asset is put into service.

*b) Write-down of tangible capital assets*

There was no write-down of tangible capital assets during the year (\$nil in 2023).

*c) Assets permanently removed from service*

The Board has identified one (one in 2023) building property that qualifies as "assets permanently removed from service". The net book value ending balance as of August 31, 2024 includes \$680 (\$680 in 2023) of assets permanently removed from service.

*d) Sale of assets*

Net proceeds of \$nil (\$96,461 in 2023) was received on the sale of land and building, which had a carrying value of \$nil (\$23,659 in 2023), resulting in a gain of \$nil (\$72,802 in 2023). \$Nil (\$72,822 in 2023) was deferred for future capital asset purchases according to Ontario Regulation 193/10.



**Peel District School Board**  
**Notes to the consolidated financial statements**

August 31, 2024

(In thousands of dollars)

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**17. Trust funds**

Trust funds administered by the Board amounting to \$1 (\$1 in 2023) have not been included in the consolidated statement of financial position nor have their operations been included in the consolidated statement of operations and accumulated surplus.

**18. Insurance coverage**

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

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

The ultimate premiums over a five-year period are based on the reciprocals and the Board's actual claims experience. Periodically, the Board may receive a refund or be asked to pay an additional premium based on its pro rata share of claims experience. The current one-year term expires January 1, 2025.

*b) Other*

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

The cyber security liability coverage for the Board is held by a public insurance company with a limit of \$4. This policy is a one-year term and expires on July 8, 2025.

**19. Ontario School Board Insurance Exchange (OSBIE)**

The school board is a member of the Ontario School Board Insurance Exchange (OSBIE), a reciprocal insurance company licensed under the Insurance Act of Ontario. OSBIE insures general liability, property damage and certain other risks. Liability insurance is available to a maximum of unlimited per occurrence. Premiums paid to OSBIE for the policy year ending December 31, 2023 were \$548 (2022 - \$584). There are ongoing legal cases with uncertain outcomes that could affect future premiums paid by the school board.

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

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

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

## **19. Ontario School Board Insurance Exchange (OSBIE) (continued)**

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

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

## **20. Contractual obligations and contingent liabilities**

The Board has entered into multiple-year Public Private Partnership contract(s) for the construction of assets and delivery of services. P3s are an alternative finance and procurement model where the school board uses a private sector partner to design, build, acquire or better infrastructure. In exchange, the school board provides a contractual right to the private partner to earn revenue from third-party users or access to another revenue-generating asset, resulting in a performance obligation. See Note 8- Public Private Partnerships for details on this performance obligation

Contractual obligations for the construction of buildings, which are not reflected on the consolidated statement of financial position as at August 31, 2024, amounted to approximately \$22,067 (\$19,977 in 2023). Substantially all these obligations will be financed by cash grants from the Province, and reserve funds.

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

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

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

The minimum rentals payable under long-term leases in effect at August 31, 2024 for premises and equipment leases are as follows:

	\$
2024-2025	168
2025-2026	-
2026-2027	-
Thereafter	-

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168

## 21. 2023-24 Budget reconciliation

The audited budget data presented in these consolidated financial statements is based upon the 2024 budgets approved by the board. The budget was prepared prior to the implementation of the PS 3160 Public Private Partnerships and PS 3400 Revenue Standards.

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

Where amounts were not budgeted for (revenue and amortization expenses), the budget numbers should be adjusted to reflect the same accounting policies that were used to report the actual results.

As school boards only budget the Statement of Operations, the budget figures in the Consolidated Statement of Change in Net Debt have not been provided. The adjustments do not represent a formal amended budget as approved by the board. This is an amendment to make the 2024 budget information more comparable.

<b>Consolidated Statement of Operations (Simplified)</b>			
<b>For the year ended August 31</b>			
	<b>2023-24 Budget</b>	<b>Change</b>	<b>2023-24 Budget (Restated)</b>
<b>Revenues</b>	2,036,896		2,037,353
Rental revenue - P3		457	
<b>Expenses</b>	2,038,222		2,038,645
Amortization of TCA- P3		423	
<b>Annual Surplus (Deficit)</b>	(1,326)	34	(1,292)
Accumulated Surplus (Deficit) at beginning of year	629,562		629,562
Accumulated Surplus (deficit) PSAS Adjustments		381	381
Adjusted Accumulated Surplus (Deficit) at beginning of year	629,562		629,943
<b>Accumulated Surplus / (Deficit) at end of year</b>	<b>628,236</b>	<b>34</b>	<b>628,651</b>

## 22. Partnership in STOPR Transportation Consortium

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

Each board participates in the shared costs associated with this service for the transportation of their respective students through STOPR. The board's consolidated financial statements reflect proportionate consolidation, whereby they include the assets that it controls, the liabilities that it has incurred, and its pro-rata share of revenues and expenses. The board's pro-rata share for 2024 is 73% (2023 – 73%).

## 22. Partnership in STOPR Transportation Consortium (continued)

The following provides condensed financial information including non-consortium transportation costs of \$3,351 (\$616 in 2023):

	2024		2023	
	Total	Board's portion	Total	Board's portion
	\$	\$	\$	\$
Operations				
Revenue	79,129	56,390	77,398	53,787
Expenses	90,120	64,613	84,788	60,259
Annual deficit	(10,991)	(8,223)	(7,390)	(6,472)

## 23. Repayment of "55 School Board Trust" funding

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

The flow-through of \$1,035 (2023 \$1,035) in grants in respect of the above agreement for the year ended August 31, 2024, is recorded in these consolidated financial statements.

## 24. Related Party Disclosures

The Ontario Financing Authority (OFA) is a related party as both organizations are subject to control by the Province of Ontario. Net debenture debt of \$306,073 (\$328,473 in 2023) is outstanding with OFA as shown in Note 9. Related party transactions include principal debt repayments of \$22,400 (\$21,388 in 2023). Related party transactions have been recorded at the exchange amount.

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

The Board has recorded entries, both revenues and expenses, associated with centrally procured in-kind transfers of personal protective equipment (PPE) and critical supplies and equipment (CSE) received from the Ministry of Public and Business Service Delivery (MPBSD). The amounts recorded were calculated based on the weighted average cost of the supplies as determined by MPBSD and quantity information based on the board's records. The in-kind revenue recorded in Provincial grants – other for these transfers is \$5,583 (\$4,570 in 2023) with expenses based on use of \$5,583 (\$4,570 in 2023) included in Other expenses, and in-kind deferred revenue of \$130 (\$5,250 in 2023) included in Other Provincial Grants, and inventory of \$130 (\$5,250 in 2023).

## **26. Financial Instrument Risks**

### Risks arising from financial instruments and risk management

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

#### Credit risk

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

#### Liquidity risk

Liquidity risk is the risk that the board will not be able to meet all cash flow obligations as they come due. The board mitigates the risk by monitoring cash activities and expected outflows through budgeting, monitoring and maintaining sufficient cash on hand to address unexpected cash outflows needs.

#### Market risk

The Board is exposed to interest rate risk with regard to its interest rate risk on its temporary borrowing, all of which are regularly monitored.

The board's financial instruments consist of cash, accounts receivable, accounts payable, accrued liabilities, temporary borrowing and debentures. It is the board's opinion that the board is not exposed to significant interest rate or currency risks arising from these financial instruments except as otherwise disclosed.

## **27. Future accounting standard adoption**

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

Applicable for fiscal years beginning on or after April 1, 2026 (in effect for the board for as of September 1, 2026 for the year ending August 31, 2027). Standards must be implemented at the same time:

### New Public Sector Accounting Standards (PSAS) Conceptual Framework:

This new model is a comprehensive set of concepts that underlie and support financial reporting. It is the foundation that assists:

- preparers to account for items, transactions and other events not covered by standards;
- auditors to form opinions regarding compliance with accounting standards;
- users in interpreting information in financial statements; and
- Public Sector Accounting Board (PSAB) to develop standards grounded in the public sector environment.

## **27. Future accounting standard adoption (continued)**

The main changes are:

- Additional guidance to improve understanding and clarity
- Non-substantive changes to terminology/definitions
- Financial statement objectives foreshadow changes in the Reporting Model
- Relocation of recognition exclusions to the Reporting Model
- Consequential amendments throughout the Public Sector Accounting Handbook

The framework is expected to be implemented prospectively.

### Reporting Model- PS 1202- Financial Statement Presentation:

This reporting model provides guidance on how information should be presented in the financial statements and will replace PS 1201- Financial Statement Presentation. The model is expected to be implemented retroactivity with restatement of prior year amounts.

The main changes are:

- Restructured Statement of Financial Position
- Introduction of financial and non-financial liabilities
- Amended non-financial asset definition
- New components of net assets- accumulated other and issued share capital
- Relocated net debt to its own statement
- Renamed the net debt indicator
- Revised the net debt calculation
- Removed the Statement of Change in Net Debt
- New Statement of Net Financial Assets/Liabilities
- New Statement of Changes in Net Assets Liabilities
- Isolated financing transaction in the Cash Flow Statement

**28. Subsequent Event: Monetary Resolution to Bill 124, The Protecting a Sustainable Public Sector for Future Generations Act**

A monetary resolution to Bill 124 was reached between the Crown and the following education sector unions *Elementary Teachers' Federation of Ontario (ETFO)*, *Ontario Secondary School Teachers' Federation (OSSTF)*, *Ontario English Catholic Teachers' Association (OECTA)*, and *Association des Enseignantes et Enseignants Franco-Ontariens (AEFO)* <*Canadian Union of Public Employees (CUPE)*, *Elementary Teachers' Federation of Ontario- Education Workers (ETFO-EW)*, *Ontario Secondary School Teachers' Federation- Education Workers (OSSTF-EW)*, *Education Workers' Alliance of Ontario (EWAO)*, *Ontario Council of Education Workers (OCEW)* –. This agreement provides a 0.75% increase for salaries and wages on September 1, 2019, a 0.75% increase for salaries and wages on September 1, 2020, and a 2.75% increase in salaries and wages on September 1, 2021, in addition to the original 1% increase applied on September 1 in each year during the 2019-22 collective agreements. The same increases also apply to non-unionized employee groups [excluding Principals and Vice-Principals and school board executives].

The Crown has funded the monetary resolution for these employee groups to the applicable school boards through the appropriate changes to the Grants for Student Needs benchmarks and additional Priorities and Partnerships Funding (PPF).

During the year, a monetary resolution to Bill 124 was reached between the Crown and the associations representing principals and vice-principals (Ontario Principals' Council, Catholic Principals' Council of Ontario and Association des directions et directions adjointes des écoles franco-ontariennes). This agreement provides a 0.75% increase for salaries and wages on September 1, 2020, a 2.75% increase for salaries and wages on September 1, 2021, and a 2.00% increase in salaries and wages on September 1, 2022, in addition to the original 1% increase applied on September 1 in each year during the 2020-23 collective agreements. The memorandum of settlement was reached on August 10, 2024 and was ratified on September 30, 2024.

The Crown will fund the monetary resolution for principals and vice-principals to the applicable school boards through the appropriate changes to the GSN benchmarks.

Due to this resolution, there is an impact on salary and wages expenses of \$218,257 in the 2023-24 fiscal year. The portion related to 2019-20 to 2022-23 is \$155,839, with the remainder of \$62,418 related to 2023-24.

**29. Subsequent Event: Land Purchase**

On September 16, 2024, the Board entered into an agreement for the purchase of a parcel of land located in the Town of Caledon for a future school site for a total consideration of \$25M to be finalized in 2024-25.

Audit Committee Meeting, November 14, 2024

# Audit Committee Report for 2023-24 to The Ministry of Education

**Report Type:**  
Information

**Decision(s) Required:**

It is recommended that the attached Audit Committee Report for 2023-24 to the Ministry of Education be received.

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



**Annual Report to the Board of Trustees and Forwarded  
To the Ministry of Education  
For the year ended August 31, 2024**

**Peel District School Board**

**Fiscal Year: 2023-2024**

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

During the 2023/24 fiscal year, the following internal audit engagement was presented:

- Transportation audit follow-up

During the 2023/24 fiscal year, the following internal audit engagement was completed:

- Guidance counselling services audit

Based on the current regional internal audit plan, we are not expecting any enrolment audits to be performed

November 14, 2024

Date



Will Davies  
Audit Committee Chair

## 11.1

Board Meeting, November 27, 2024

# Working Fund Reserve Transfers for 2023-24 Year End

**Strategic Alignment:**

Fiscal Responsibility and Reporting

Report Type: Recommendation

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

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## **Overview**

**Recommendation:** The following recommendations related to the Working Fund Reserve for fiscal year ended 2023-24 be approved:

1. It is recommended that a transfer to a Dedicated Working Fund Reserve (Appropriated Accumulated Surplus) at August 31, 2024 be approved as follows:
  - Miscellaneous operational funds in the amount of \$187,052
2. It is further recommended that the Dedicated Working Fund Reserves (Appropriated Accumulated Surplus) identified in recommendation 1, be transferred and used to offset the applicable operational costs in 2024-25 or future years.

## **Background**

The consolidated financial statements were recommended by the Audit Committee for approval on November 14, 2024. These statements will be publicly available on the Board's website after Board approval.

The Board ended the 2023-24 fiscal year with an operating deficit. To support carryover activities from 2023-24, appropriation of prior year working fund reserves is recommended as follows:

### **Operational Funds**

There is a total operational fund rollover in the amount of \$187,052 for August 31, 2024 (2023 - \$153,168) which presents specific central department projects and programs that were budgeted but not completed during 2023-24.

Board Meeting, November 27, 2024

# Schedule of Financial Reports to Board

**Strategic Alignment:**

Fiscal Responsibility and Reporting

Report Type: For information

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

*Submitted by:* Rashmi Swarup, Director of Education

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## **Overview:**

### **Background:**

Consistent with prior years, the following schedule is recommended for the 2024-2025 Financial Reports to the Board as at:

November 30, 2024

February 28, 2025

May 31, 2025

August 31, 2025

## 11.3

Board Meeting, November 27, 2024

# 2025 Borrowing Resolution for School Board Current Expenditures

**Strategic Alignment:**

Fiscal Responsibility and Reporting

Report Type: Recommendation

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

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## **Overview**

### **Recommendation:**

**WHEREAS THE PEEL DISTRICT SCHOOL BOARD** (hereinafter called the "Board") finds it necessary to borrow to meet the ongoing expenditures from January 1, 2025 to December 31, 2025 until the current revenue has been received:

**THEREFORE BE IT RESOLVED** as follows:

1. Any two of the Chair, Vice-Chair, the Director, the Chief Operating Officer and Associate Director, Operations and Equity of Access/Treasurer of the Board, and Associate Director of School Improvement and Equity are hereby authorized on behalf of the Board to borrow from time to time by way of promissory note, banker's acceptance, or operating overdraft facility in accordance with Section 243(1) of the Education Act, up to the maximum sum of \$250,000,000, and the outstanding amount in any given time will substantially represent the unreceived or uncollected balance of the estimated revenues of the Board to meet the current expenditures of the Board until the current revenue has been received, provided that the interest and any other charges connected therewith do not exceed the interest that would be payable at the prime lending rate of the majority of chartered banks on the date of borrowing.
2. The Chief Operating Officer and Associate Director, Operations and Equity of Access/Treasurer of the Board is hereby authorized and directed to apply in payment of all sums borrowed as aforesaid, together with interest thereon, all the moneys comprising the current revenue of the Board hereafter received.

## 11.4

Board Meeting, November 27, 2024

# Ontario Public School Boards' Association - 2024-2025 Membership Fees

**Strategic Alignment:**

Fiscal responsibility and reporting.

**Report Type:**

Recommendation

*Prepared by:* Jasmine Vorkapic, Governance Officer

*Submitted by:* Rashmi Swarup, Director of Education



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## **Overview**

### **Recommendation**

THAT the Peel District School Board approves continued membership with the Ontario Public School Boards' Association (OPSBA) and remits the annual fee of \$288,261.87 for the 2024-25 school year.

### **Background:**

The Ontario School Boards's Association (OPSBA) remains a vital guiding and unifying entity for public education in Ontario by actively participating in key government discussions and collaborating with partner organizations to advocate for and safeguard public education. Each year, the board pays a membership fee to support this role.

## **Evidence**

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

Ontario Public School Boards' Association has highlighted recent achievements such as following the CMEC Copyright Consortium's recent legal triumph in the refund litigation with Access Copyright and their interventions on natural gas rates and electricity rates have continued to create significant savings for all school boards. Membership also includes access to professional development and support in the areas of labour relations, policy guidance, advocacy and public affairs.

OPSBA is a member organization that supports nearly 1.4 million students. Their mission is to promote and enhance public education by helping member boards fulfil their mandates; developing effective partnerships with other groups interested in public education; and providing a strong and effective voice on behalf of public education in Ontario. As an organization supported by members, all member boards pay a yearly fee. There has been no increase in total membership fees across all members, however given that the fee is comprised of a base amount and a percentage of each board's Board Administration and Governance Grant, individual board fees may vary slightly.

## **Impact Analysis**

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

Membership is centered around enhancing advocacy, professional development, access to resources, policy guidance and fostering inclusive education. These elements support the school board's mission and strategic objectives.

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**Resource/Financial Implications:**

The Peel District School Board's OPSBA membership fee for the 2024-25 fiscal year is \$288,261.87 (\$251,441.00 for 2023-24). OPSBA fees are budgeted within the Director's Office on a yearly basis. The annual fee represents a financial obligation.

**Risk Assessment:**

While collective advocacy can be powerful, it may also lead to a situation where the board's specific needs or concerns might not be prioritized. PDSB time and resources will need to be prioritized in order to participate in OPSBA initiatives. The policies and positions taken by OPSBA may not always align with the board's and therefore may lead to challenges.

**Community Impact:**

Membership strengthens the community's voice in education, as OPSBA advocates for policies and funding that benefit students. The association fosters collaboration among school boards, enabling the sharing of successful programs and strategies. They also provide training and resources for school board members and educators, leading to improved governance and teaching practices. By participating in OPSBA initiatives focused on equity and inclusion, school boards can work towards creating a more equitable education system, positively impacting all communities.

## **Next Steps**

**Action Required:**

Confirm membership enrollment with association and remit fees.

**Communications:**

The Governance & Policy Team will inform the Board of Trustees and staff and will coordinate with OPSBA to ensure access to resources and communications.

## **Appendices**

Appendix 1 – Letter from Ontario Public School Boards' Association (OPSBA)

Appendix 2 – 2024-25 Ontario Public School Boards' Association (OPSBA) Annual Membership Fee Invoice



**AUGUST 27, 2024**

**TO: David Green, Board Chair and Rashmi Swarup, Director of Education**

**CC: Jaspal Gill, Associate Director of Operations and Equity of Access Support Services**

## **Peel District School Board**

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Good day,

We hope you are having an enjoyable summer, with time to rest, relax and reflect on an amazing year, and also begin to look ahead in preparation for the upcoming 2024-25 school year. Our commitment to supporting public education remains steadfast, and we are grateful for your continued membership and support.

We represent nearly 1.4 million students, or almost 70% of the entire K-12 student population, including all 31 English public school boards as well as 10 school authorities. Collectively, this makes our organization the number one stakeholder voice for education in Ontario. Your organization is a key part of who we are and what we do. We advocate for public education every day, and our expert voice is the most credible because we have the weight of our members behind us.

Here at your association, we have much to look forward to this year. We will soon be launching a new website, bringing our refreshed brand to the forefront of our digital presence. Our professional learning offerings – both virtual and in-person – for trustees and senior board staff will expand and continue, with a particular focus on good governance practices for school boards and authorities.

With new Minister of Education Jill Dunlop in office as of August, we have an excellent opportunity to reset our relationship with the current government and continue our advocacy on the issues that matter to our members right now – capital funding and pupil accommodation, student transportation, special education, and the importance of local governance. As public education's expert voice, we will continue our ongoing advocacy to promote a high-quality English public system, focused on improving every student's success and well-being.

**Our programs and services are highly cost effective.** Working with our partners at [the OESC](#), the financial benefits of membership far exceed not only the membership fee itself, but the outcomes that could be achieved by boards acting individually:

- **Copyright Tariffs** – following the CMEC Copyright Consortium's recent legal triumph in the refund litigation with Access Copyright, school boards received refund cheques directly from OPSBA. For your board, **that amounted to \$361,100.**
- **School Energy Coalition** – Our interventions on natural gas rates and electricity rates have continued to create significant savings for all school boards and cover membership fees many times over. For your board in 2023-24, that meant a **savings of \$1,141,900.**



## Additional Benefits

- **Professional Development** – Central to our mission is the continuous support and professional development for trustees through opportunities like the [OPSBA Leaders Academy](#). The Public Education Symposium (PES), Education Labour Relations and Human Resources Symposium, regional meetings, and the recent CSBA Congress and National Trustee Gathering on Indigenous Education focused on a wide variety of topics, with good governance practices at the forefront. This included a dedicated session for Chairs and Vice-Chairs at PES. Additional funding for professional learning has been secured to deliver Director's Performance Appraisals and conflict resolution training.
- **Labour Relations** – On the collective bargaining front, we have now successfully negotiated deals with all labour partners, ensuring fair outcomes and labour peace until 2026.
- **Advocacy and Action** – With the dedicated support of our trustee-led Policy Development and Education Program work groups, Indigenous Trustees' Council and Black Trustees' Caucus, OPSBA's efforts support the needs and priorities of our members, including the continuation of *Better Schools and Student Outcomes Act* implementation and a \$1 billion federal investment in a national school food program.
- **Communications and Public Affairs** – The Association's communications staff hosts monthly virtual meetings for member board communicators to discuss best practices and key messages on the pressing issues of the day. This is in addition to the annual in-person session for communications staff and the daily "Media Report" provided to all trustees and senior staff.
- **The OPSBA website's [Members' Area](#)** has been re-designed to streamline your access to essential resources and information, with enhanced usability and accessibility, faster access to advocacy submissions, and supporting documents for all OPSBA committees and work groups.

For a full picture of our recent accomplishments, please see our [2023-24 Annual Report](#) and [our advocacy work](#) related to the provincial government's legislative and regulatory agenda.

When all of this is combined with the other benefits created through our coordination and advocacy, the real value of membership is clear.

## 2024-25 Fee

This year, the OPSBA membership fee for your board is **\$255,099**.

Thank you for your continued support as a member of OPSBA and for your dedication to public education. You can learn more about the valuable services OPSBA offers your board by visiting [www.opsba.org](http://www.opsba.org).

Sincerely,



Kathleen Woodcock  
President



Stephanie Donaldson  
Executive Director

Attachment: Invoice for the 2024-25 OPSBA membership fee

Ontario Public School Boards' Association  
439 University Avenue, Suite 1850 Toronto Ontario M5G 1Y8 Canada  
P: (416) 340-2540 | F: (416) 340-7571 | E: [inquiry@opsba.org](mailto:inquiry@opsba.org)



**Ontario Public School  
Boards' Association**

**Ontario Public School Boards' Association**

439 University Avenue, 18th Floor

Toronto, ON M5G 1Y8

Tel: (416) 340-2540

Fax: (416) 340-7571

[www.opsba.org](http://www.opsba.org)

Invoice to:		<b>Peel District School Board</b> <b>H.J.A. Brown Education</b> <b>5650 Hurontario Street</b> <b>Mississauga, Ontario</b> <b>L5R 1C6</b>	
Invoice#	028-24/25	Date:	September 01, 2024
		HST #	10780 0344 RT 0001
QTY	DESCRIPTION		AMOUNT
	<p align="center"><b>2024/2025 Membership Fee</b>  <b>September 01, 2024 to August 31, 2025</b></p> <p>* Final Billing</p> <p><b>EFT Payment:</b>  Beneficiary Name: Ontario Public School Boards' Association  Bank Name: TD Canada Trust  Bank Address: 180 Dundas St. W., Toronto, ON, M5G 1Z8  Bank Number: 004  Bank Transit: 18322  Bank Account: 0601 0302869  Send EFT Advice to: <a href="mailto:vtrinh@opsba.org">vtrinh@opsba.org</a></p>		\$255,099.00
Please make cheque payable to:		Subtotal	\$255,099.00
<b>Ontario Public School Boards' Association</b>		HST @ 13%	\$33,162.87
Terms of Payment : Due upon receipt		Total	\$288,261.87

Copy 1 - Customer

Copy 2 - Accounting

Copy 3 - File

11.5

Board Meeting, November 27, 2024

# Annual Equity Accountability Report Card, Fall 2024

**Strategic Alignment:**

Identity-Based Data Collection Policy, Section 5.25

**Report Type:**

For Information

<i>Prepared by:</i>	Lynne Hollingshead, Research Manager Harjit Aujla, Associate Director: School Improvement and Equity
<i>Submitted by:</i>	Rashmi Swarup, Director of Education

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## Overview

### Objective:

In accordance with the Identity-Based Data Collection Policy, this report presents the fourth Annual Equity Accountability Report Card. Covering trend data from the 2019-20 to the 2023-24 school years, the report card offers insights into Peel District School Board's progress in addressing disproportionate outcomes for students over the past five school years.

### Highlights:

This report provides a comprehensive account of how PDSB is addressing the needs of its diverse community. Key insights include:

- Positive trends are emerging for Indigenous and African, Black and Afro-Caribbean students, indicating that PDSB's efforts are starting to be reflected directly in student outcomes.
- Despite some improvements, persistent disproportionate outcomes underscore the need to continue identifying and dismantling systemic barriers and programs that hinder Indigenous and African, Black, and Afro-Caribbean students from reaching their full potential.
- Students with special education needs and students who experience greater economic vulnerabilities require additional resources and support to achieve their full potential.
- It is crucial to affirm and nurture positive learning environments for Two Spirit and LGBTQIA+ students, who continue to encounter systemic barriers in their education.

### Background:

PDSB is committed to the continued work of interrupting and eliminating inequities in student achievement. The PDSB recognizes that in order to achieve our commitment to *promoting discrimination-free learning environments that are identity affirming and uphold Indigenous rights*, we must identify and address the systemic inequities that persist today for students with specific and intersecting identities, especially those who identify as Indigenous, and/or African, Black and Afro-Caribbean.

## Evidence

### Alignment with the Multi-Year Strategic Plan:

The Ontario Ministry of Education's Student Achievement Plan focuses on three priority areas: Achievement of Learning Outcomes in Core Academic Skills, Preparation of Students for Future Success, and Student Engagement and Well-being. The PDSB Multi-Year Strategic Plan (MYSP) for 2024-2028 aligns with these Ministry priorities while adding two additional focus areas: Equity and Inclusion, and Community Engagement.

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This report continues to organize data around the Ministry's Student Achievement Plan priorities, with data disaggregated by eight identity factors: Indigenous and racial identities, gender identities, sexual orientation (2SLGBQA+), measure of economic inequity (MEI), Individual Education Plan (IEP) status, and English Language Learner (ELL) status. This aligns with the MYSP's commitment to promoting equity and inclusion. However, since this report specifically focuses on student outcomes, measuring progress toward improved community engagement falls outside its scope.

## Outline of the Report Card

1. Achievement of Learning Outcomes in Core Academic Skills
  - Education Quality and Accountability Office (EQAO) and Ontario Secondary School Literacy Test (OSSLT) Outcomes
  - Grades 9 and 10 Literacy and Numeracy
2. Preparation of Students for Future Success
  - Special Education Designations
  - Credit Accumulation
  - Access to Senior English Courses
  - Access to Senior Mathematics and Science Courses
  - Job Skills
  - Regional Learning Choices Programs
  - French Instruction
3. Student Engagement and Well-being
  - Persistent Absenteeism
  - Student Discipline

LGBTQIA+ in *Two Spirit and LGBTQIA+* is an incomplete initialism (representing Lesbian, Gay, Bisexual, Trans, Queer, Intersex, Asexual, and more) that is used to broadly refer to those who are gender diverse, have sexual orientations that are not heterosexual, or both. As noted above, when this report uses the acronym without the T and I, it is because that census question, statement, or reported interpretation of the data only considers sexual orientation. The term gender diverse is used for questions, statements, and interpretations that only consider gender. The *Two Spirit and LGBTQIA+* is used when the statement or reported interpretation applies to both gender and sexual orientation.

Examining the outcomes in this report disaggregated by religion demonstrated inconsistent disproportionate outcomes. With further investigation it became apparent that there were intersecting identities that better explained these outcomes. As a result, disaggregated outcomes by religion are not included in this report.



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## Findings:

To achieve excellence across the entire district, our system-wide efforts must focus on addressing the root causes of the gaps we identify: racism, ableism, heterosexism, cisgenderism, classism, and other forms of oppression.

Therefore, it is essential to review findings in this report with the following in mind:

- Biases must be examined to ensure that students, families, and communities are not further marginalized or stigmatized in reviewing and interpreting data.
- Disparities in student experiences and outcomes reflect systemic inequities **not** student capabilities or deficits.
- Responses to disparities must focus on strategies and initiatives to promote equitable institutional structures and practices.

The Peel District School Board is dedicated to addressing the disproportionalities highlighted in the attached report and ensuring sustained and deepened efforts to promote equity and inclusion. Encouragingly, emerging positive trends across multiple measures and identities highlight that PDSB's initiatives are making a difference, reinforcing the importance of maintaining this course of action for lasting impact.

Below are some of the positive trends identified in each focus area.

### *Achievement of Learning Outcomes in Core Academic Skills - Literacy:*

Outcome	Groups where positive trends are emerging (reduced disproportionalities)
EQAO Grade 3 Reading: not being assessed at the Provincial Standard (Levels 3 or 4)	<ul style="list-style-type: none"><li>• Indigenous</li><li>• African, Black and Afro-Caribbean</li><li>• Middle Eastern</li><li>• Gender Diverse</li></ul>
EQAO Grade 3 Writing: not being assessed at the Provincial Standard (Levels 3 or 4)	<ul style="list-style-type: none"><li>• Indigenous</li><li>• African, Black and Afro-Caribbean</li><li>• Latinx/Hispanic</li></ul>
EQAO Grade 6 Reading: not being assessed at the Provincial Standard (Levels 3 or 4)	<ul style="list-style-type: none"><li>• Indigenous</li><li>• African, Black and Afro-Caribbean</li></ul>
EQAO Grade 6 Writing: not being assessed at the Provincial Standard (Levels 3 or 4)	<ul style="list-style-type: none"><li>• Indigenous</li><li>• African, Black and Afro-Caribbean</li></ul>

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*Achievement of Learning Outcomes in Core Academic Skills - Mathematics:*

<b>Outcome</b>	<b>Groups where positive trends are emerging with reduced disproportionalities</b>
EQAO Grade 3 Mathematics: not being assessed at the Provincial Standard (Levels 3 or 4)	<ul style="list-style-type: none"><li>• Indigenous</li><li>• African, Black and Afro-Caribbean</li><li>• Latinx/Hispanic</li></ul>
EQAO Grade 6 Mathematics: not being assessed at the Provincial Standard (Levels 3 or 4)	<ul style="list-style-type: none"><li>• Indigenous</li><li>• Latinx/Hispanic</li></ul>
EQAO Grade 9 Mathematics: not being assessed at the Provincial Standard (Levels 3 or 4)	<ul style="list-style-type: none"><li>• Indigenous</li><li>• Latinx/Hispanic</li><li>• Gender Diverse students</li><li>• Students who identify as Two Spirit and LGBTQA+</li><li>• Students receiving special education supports</li></ul>

*Preparation of Students for Future Success:*

<b>Outcome</b>	<b>Groups where positive trends are emerging with reduced disproportionalities</b>
Grade 9 Credit Accumulation: not receiving 8 credits by the end of Grade 9	<ul style="list-style-type: none"><li>• Indigenous</li><li>• Students receiving special education supports</li></ul>
Grade 10 Credit Accumulation: not receiving 16 credits by the end of Grade 10	<ul style="list-style-type: none"><li>• Indigenous</li><li>• Gender Diverse students</li></ul>
Grade 11 Credit Accumulation: not receiving 23 credits by the end of Grade 11	<ul style="list-style-type: none"><li>• Indigenous</li><li>• African, Black and Afro-Caribbean</li><li>• Students receiving additional English language instruction</li></ul>
Grade 12 Credit Accumulation: not receiving 30 credits by the end of Grade 12	<ul style="list-style-type: none"><li>• Indigenous</li><li>• African, Black and Afro-Caribbean</li><li>• Middle Eastern</li><li>• Gender Diverse students</li><li>• Students receiving special education supports</li><li>• Students receiving additional English language instruction</li></ul>

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### *Student Engagement and Well-being:*

<b>Outcome</b>	<b>Groups where positive trends are emerging with reduced disproportionalities</b>
Elementary Attendance	<ul style="list-style-type: none"><li>• Indigenous</li><li>• Students receiving special education supports</li></ul>
Secondary Attendance:	<ul style="list-style-type: none"><li>• Indigenous</li><li>• Students receiving special education supports</li><li>• Students receiving additional English language instruction</li></ul>
Suspensions	<ul style="list-style-type: none"><li>• Indigenous</li><li>• Students receiving special education supports</li></ul>

*Note:* In PDSB, students who identify as Indigenous to Turtle Island (North America) represent less than 2% of the student population; students who identify as African, Black and Afro-Caribbean represent about 11%; Middle Eastern, less than 8%; Latinx/Hispanic, less than 2%; Gender Diverse, less than 5%; about 19% of students in grades 7-12 indicated they identify as Two Spirit and LGBTQIA+.

## **Impact Analysis**

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

This report affirms that PDSB is making progress but must continue its path of system change and transformation to ensure that Indigenous, and African, Black, and Afro-Caribbean, and other marginalized and underserved students have access to high-quality education and experiences they are entitled to under Human Rights and the Education Act (e.g., Culturally Responsive and Relevant pedagogy and resources; Universal Design for Learning that for instance promotes student voice, agency, ownership and equitable assessment).

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

This report highlights that Indigenous and African, Black, and Afro-Caribbean, and other racialized students, students who identify as gender diverse, Two Spirit and LGBTQIA+ students, students who receive special education or additional English language supports continue to face systemic inequities in achievement. These findings align with the Ministry Review of the Peel District School Board. The data presented follows PDSB's Identity-Based Data Collection Policy (2023) which states, "The PDSB will develop mechanisms for reporting on analyses using identity-based data. This includes [...] the production of the Annual Equity Accountability Report Card which reports on disproportionalities in student outcomes and experiences using identity-based data."

### **Resource Implications:**

The trends presented of Indigenous and African, Black, and Afro-Caribbean and other racialized students, students who identify as gender diverse, Two Spirit and LGBTQIA+ students, students who receive special education or additional English language supports require continued attention. Continued inquiry into the intersecting relationships between achievement and

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schooling experiences, race, and gender is necessary to inform future efforts towards system transformation and sustainability of the necessary changes.

### **Legal implications:**

The PDSB has a duty to uphold each student's human rights and create an education system free from discrimination. The legal framework for the report card is in accordance with the Ontario Education Act and the Ontario Human Rights Code.

### **Risk Assessment:**

Educational reform, particularly in the context of equity work, is a complex and multifaceted process that requires significant time, commitment, and professional development before observable changes in measures of success can be detected in disaggregated outcome data. Scholars and practitioners have explored the reasons behind this slow and often challenging process (see for example, Bryk et al., 2015; Fullan, 2007; Hargreaves and Shirley, 2009; Sahlberg, 2015). Central to this understanding is the notion that deep-seated systemic issues must be addressed, and that the transformation of educational practices relies heavily on the cultivation of a supportive and informed community of educators, leaders, and invested parties. Kotter (1996) argues that sustainable change typically unfolds over a period of several years and that a lack of early wins can derail the process.

One of the primary challenges in implementing equitable educational reforms is the pervasive nature of institutional inertia. According to Linda Darling-Hammond (2010), meaningful change within education systems is hindered by longstanding policies, practices, and mindsets that are resistant to alteration. This inertia is particularly pronounced in discussions around anti-racism and equity work, where established structures may perpetuate inequitable outcomes. Darling-Hammond argues that reforms in curriculum and teaching practices can take years to manifest results, as educators must first unlearn ingrained habits and then learn to adopt new methodologies. Thus, without sustained long-term commitment to professional learning and systemic shifts, significant positive changes in student outcomes may not be realized.

Furthermore, the implementation of effective equity work requires extensive professional development that goes beyond traditional training. Professional learning must be ongoing and deeply rooted in social criticality to foster the necessary mindset shifts among educators, which, in turn, influences student outcomes. The time invested in professional development is essential for educators to build the skills and knowledge required to address inequities effectively. Additionally, institutions play a vital role in how quickly changes can be achieved with evidence suggesting that robust and equity-driven policies are a key factor in achieving system-wide transformation (Sahlberg, 2015).

Finally, scholars have highlighted the importance of evaluating the impact of reforms over an extended period to accurately capture their effectiveness. Research by Kendi (2019) underscores the necessity of tracking disaggregated data over time to fully understand the outcomes of equity-focused interventions. Quick assessments may misrepresent the true impact of reforms, particularly in communities facing historical disadvantages. For instance, small fluctuations in student performance may not immediately reflect deeper systemic changes. Instead, sustained data analysis over several years can provide a clearer picture of progress, allowing educators

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and policymakers to make informed decisions based on comprehensive evidence rather than anecdotal observations.

The systemic nature of racism and oppression includes a societal component. The problems exist within and outside of PDSB; however, change starts with education. PDSB is demonstrating leadership in this area and must continue to focus on and center this work in order to see the desired positive impact for all students and families.

## **Next Steps**

### **Action Required:**

- The content of this annual Equity Accountability Report Card (EARC) will be used to monitor change over time as well as identify areas for improvement. The Research team will work directly with each department and steering committee to support the interpretation and use of this report. Specifically, it will be used to inform:
  - the monitoring of the Student Achievement Plan
  - goal setting and action planning for individual School Improvement and Equity Plans,
  - the development of department goals and strategic actions,
  - the development of professional learning based on areas requiring additional supports, and
  - the monitoring of the various strategies and action plans.
- Additionally, this report will be used to support ongoing work throughout the 2025-26 school year. For example, it will be used to:
  - promote a culture of transparency and accountability for actions taken at system, school, and classroom levels,
  - inform policy review and development, and
  - guide educators and leaders to interrogate biases and structures rooted in white supremacy and promote action for anti-oppressive practices including strategies to work with community.
- The next annual *Equity Accountability Report Card* will be produced in the Fall of 2026.

### **Communications:**

This report will be:

- ❖ made publicly available on PDSB's website: [www.peelschools.org](http://www.peelschools.org).
- ❖ shared directly with schools to help inform their School Improvement and Equity Planning work.
- ❖ shared directly with central departments to support their improvement planning work. and

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## Appendices

Appendix 1 – Annual Equity Accountability Report Card: Looking at trends over time from 2018-19 to 2022-23 of Equity Gaps in Student Outcomes



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## **Annual Equity Accountability Report Card:**

*Looking at trends over time from 2019-20 to 2023-24 of Equity Gaps in Student Outcomes*

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## 1.0 Introduction

The Peel District School Board (PDSB) is committed to the continued work of interrupting and eliminating inequities in student achievement. PDSB recognizes that in order to achieve our commitment to *promoting discrimination-free learning environments that are identity affirming and uphold Indigenous rights*, we must identify and address the systemic inequities that persist today for students with specific and intersecting identities, especially those who identify as Indigenous and/or African, Black, and Afro-Caribbean.

The [2024-28 PDSB Multi-Year Strategic Plan \(MYSP\)](#) emphasizes the importance of student success by focusing on the following key goals: student achievement, safety and well-being, equity and inclusion and community engagement. Through these goals, the MYSP aims to create an inclusive and equitable learning environment that nurtures a culture of positivity, empathy, environmental stewardship and leadership.

### 1.1 Conceptual Framework

Throughout this report, data are disaggregated by identity factors like racial background, gender identity, economic inequities, and sexual orientation. The purpose of disaggregating data in this manner is to help identify systemic barriers that may be affecting students' learning outcomes or potential and ensure that learning opportunities are equitable for all learners. It allows systems to better understand the disparities that may be experienced among different groups of people within the education system (People for Education, 2023).

Indigenous, African, Black, and Afro-Caribbean, and other minoritized groups have and continue to be presented in monolithic ways that (re)produce stereotypical ideals which help maintain systems of oppression rather than removing them (James, 2012). Data has also contributed towards maintaining colonialism and white supremacy and thus enabled the marginalization and exclusion of certain communities (Smith, 1999). Moreover, Gandy (2008) explains that racial statistics have been used to “enable discrimination at the same time that they provide evidence of its existence and estimates of its social cost” (p. 306). There is a need, therefore, to develop data literacy among those who read and interpret this information so that their understanding helps them challenge these systems of oppression and inequality rather than maintain or reproduce them. Though data can provide important information needed to identify and respond to inequities, especially in the educational system, it is important to recognize that they are neither ‘neutral’ nor ‘objective’ (Dodman et al., 2023). Understanding data from an anti-racist and anti-oppressive approach that centers the role of intersectionality in individual and group experiences, helps provide a more equitable approach to disseminating and interpreting data.



These approaches guide us to view gaps in achievement and other school outcomes as the direct result of inequities in school systems and society at large. Thus, our efforts to eliminate these gaps shouldn't be focused on fixing a perceived deficit in the students or on ways to affect the specific measure that provided evidence of inequity. Instead, they must be focused on interrupting the root causes of the gaps we identify: the racism, ableism, heterosexism, cisgenderism, classism, and other forms of oppression. As Gorski and Swalwell remind us in *Fix Injustice not Kids* (2023), "equity initiatives should *never* focus on adjusting anything about people who are marginalized: changing their cultures, modifying their mindsets, strengthening their grit, or moderating their emotions. Equity efforts focus instead on eliminating the conditions that marginalize people."

It is important to note that social, political, and economic forces, including gender and sexual oppressions also play a pivotal role in sustaining inequity and inequality in education (Dei, 1995). To fully understand how a person experiences discrimination, an intersectional approach must be considered to help capture the complex ways in which race intersects with other identity markers, creating differential experiences for different individuals. As a board committed to creating an equitable environment for all, it is important to reveal these "patterns of inequality" and ensure that addressing them "do not shift the onus to students and their families" but rather are addressed system-wide (Parekh and Gaztambide-Fernández, 2017). To this end, while the data in this report presents a single factor, it is important to consider intersectionality particularly in local contexts when drawing meaning from these data.

Finally, principles of QuantCrit (Castillo and Gillborn, 2022), which aims to challenge and improve the use of statistical data in social research through an application of CRT, guide the approach taken in this report. These principles recognize that:

1. racism plays a central role in both overt and subtle forms of everyday social relations,
2. quantitative research is neither objective, neutral nor free from bias,
3. categories designated as 'races' are not biological or 'natural',
4. all data is socially constructed and thus data does not 'speak for itself', and
5. although historically numbers have been used "as weapons of the powerful", they can also be used to work towards a more just and equitable society.

## 1.2 Anti-Black Racism and Education

According to the Ministry Review, "anti-Black racism [in Canada] must be placed in its historical context of slavery and discrimination, including segregation, against Canada's Black communities" (Chadha et al., 2020, p. 7). The experiences of African, Black, and Afro-Caribbean students in Peel are known to be influenced by factors such as racial separation, low academic expectations, stereotyping and stigma, and racial profiling (Gray et al., 2016). African, Black, and Afro-Caribbean youth in Peel schools have reported dealing with low expectations of teachers and administrators, assumptions based on racist stereotypes around their intellectual abilities and commitments to their education, feelings of exclusion and marginalization from schools, and harsher discipline when compared to white students (James, 2019a; James and Turner, 2015). Black students in Peel have also shared that the racial stereotypes and beliefs held by others "impact their ability to be their true authentic selves and foster positive racial identity" (PDSB, 2021e).

African, Black, and Afro-Caribbean students who attain high grades despite many difficulties are often met with surprise and disbelief from non-Black students and teachers about their academic achievement. It is through the support of family members, friends, some teachers, and extracurricular activities that these students are able to emotionally navigate school (Gray et al., 2016). Dealing with racism can lead African, Black, and Afro-Caribbean youth to suffer through depression and issues related to low-self-esteem (James and Turner, 2015). As it stands, the students entering our classrooms are consistently navigating and making sense of racism, leading some students to become numb due to

the lack of support and genuine lack of care for Black students or teachers not believing them when they report racist incidents (James, 2019b; PDSB, 2021).

### 1.3 Anti-Indigenous Racism and Educational Outcomes

In September 2007, the United Nations accepted the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP) (United Nations (General Assembly), 2007). In June 2021, the federal Government of Canada passed the United Nations Declaration on the Rights of Indigenous Peoples Act, which, amongst other requirements, calls for the federal government to take steps to ensure that the Declaration's objectives are pursued. The UNDRIP (2021) lays out 46 Articles outlining human rights that Indigenous people should have. Three articles are relevant to the PDSB:

Article 14.2: Indigenous individuals, particularly children, have the right to all levels and forms of education of the State without discrimination.

Article 15.1: Indigenous peoples have the right to the dignity and diversity of their cultures, traditions, histories and aspirations which shall be appropriately reflected in education and public information.

Article 21.1: Indigenous peoples have the right, without discrimination, to the improvement of their economic and social conditions, including, inter alia, in the areas of education, employment, vocational training and retraining, housing, sanitation, health and social security.

Since the early 1600s, the education system has been one that actively enables and engages in systemic discrimination against Indigenous Peoples of Canada. Beginning with the establishment of the first school for Indigenous youth in 1620, until the 1900s, the school system “tethered to the erasure of Indigenous culture, language and genocide of communities” by forcing religious conversions and standardizing the removal of children from their families (Sekaly and Bazzi, 2021, p. 4).

Between mid-1800s to 1990s, over 150,000 Indigenous children were forcibly separated from their families as part of Canada's assimilation policy. This deprived Indigenous children of not only their language and identity, but also subjected them to poor living conditions and systemic abuse that continue to have negative effects on their mental, physical, and social well-being (Han, 2021). Even today, Indigenous children are overrepresented in child welfare systems, with child welfare policies enforcing ideals rooted in historical racism and colonial practices that dismiss the rights, culture and language of Indigenous families (Truth and Reconciliation Commission of Canada, 2015).

In Ontario, it has been noted that despite the government's efforts to recognize past wrongs and to support Indigenous learners, education policies continue to promote a hidden curriculum that is rooted in colonialism, racism, and cultural/linguistic imperialism (Currie-Patterson and Watson, 2017). This approach enables the ongoing exclusion of Indigenous knowledges from mainstream education, and thus deprives both students and teachers of opportunities to address the ways in which education continues to colonize and hurt Indigenous children. Moreover, the negative effects of past experiences are evident in the ongoing disparities in achievement for Indigenous students. Some of the academic barriers Indigenous communities experience include lack of educational funding that is in line with Indigenous communities' needs and identities (Sekaly and Bazzi, 2021), a curriculum which remains outdated and biased (Han, 2021), and contrary efforts in government-led initiatives.

### 1.4 Intersections of Race, Education, and COVID-19

The COVID-19 pandemic has had a disproportionate health impact on marginalized communities, including Indigenous, African, Black, and Afro-Caribbean, and other racialized families across North America. Large concentrated urban areas, particularly neighbourhoods that report having the most ethno-culturally diverse individuals and families in Ontario, have experienced rates of COVID-19 that are disproportionately higher than neighborhoods that are less diverse (Ontario Agency for Health Protection and Promotion, 2020). Racial categories that are overrepresented in COVID-19

cases within the Peel population include South Asian, African, Black, and Afro-Caribbean, along with Latinx/Hispanic (Region of Peel, 2020). In addition to its health impacts, COVID-19 has impacted students' academic achievements across the globe with PISA 2022 findings indicating a record decrease in mathematics and reading scores of students (Volante et al., 2024). These negative effects have been especially detrimental to the educational outcomes of students from marginalized and vulnerable communities (Frempong, et al., 2023; Volante et al., 2024). Findings in Canada reveal that the pandemic exacerbated educational inequities for African, Black, and Afro-Caribbean (Frempong et al., 2023) and other marginalized students (James, 2020). For Indigenous students, school closures during COVID-19 pandemic were especially detrimental to their learning progress as other socio-economic barriers (lack of access to technological infrastructure and equipment) hindered Indigenous students' ability to keep up with their learning, and also created fear and anxiousness about returning to schools (Bogle, 2023).

### 1.5 Meaningful Change Takes Time

Educational reform, particularly in the context of equity work, is a complex and multifaceted process that requires significant time, commitment, and professional development before observable changes in measures of success can be detected in disaggregated outcome data. Scholars and practitioners have explored the reasons behind this slow and often challenging process (see for example, Bryk et al., 2015; Fullan, 2007; Hargreaves and Shirley, 2009; Sahlberg, 2015). Central to this understanding is the notion that deep-seated systemic issues must be addressed, and that the transformation of educational practices relies heavily on the cultivation of a supportive and informed community of educators, leaders, and invested parties. Kotter (1996) argues that sustainable change typically unfolds over a period of several years and that a lack of early wins can derail the process.

One of the primary challenges in implementing equitable educational reforms is the pervasive nature of institutional inertia. According to Linda Darling-Hammond (2010), meaningful change within education systems is hindered by longstanding policies, practices, and mindsets that are resistant to alteration. This inertia is particularly pronounced in discussions around anti-racism and equity work, where established structures may perpetuate inequitable outcomes. Darling-Hammond argues that reforms in curriculum and teaching practices can take years to manifest results, as educators must first unlearn ingrained habits and then learn to adopt new methodologies. Thus, without sustained long-term commitment to professional learning and systemic shifts, significant positive changes in student outcomes may not be realized.

Furthermore, the implementation of effective equity work requires extensive professional development that goes beyond traditional training. Bettina Love (2019) emphasizes that real change demands dismantling oppressive systems within education and advocates for a transformative approach to teaching. Love explains that this transformation is an ongoing process, requiring educators to engage in critical reflection, continuous dialogue, and collaboration with students and communities. Professional learning must be ongoing and deeply rooted in social justice principles to foster the necessary mindset shifts among educators, which, in turn, influences student outcomes. The time invested in professional development is essential for educators to build the skills and knowledge required to address inequities effectively. Additionally, institutions play a vital role in how quickly changes can be achieved with evidence suggesting that robust and equity-driven policies are a key factor in achieving system-wide transformation (Sahlberg, 2015).

Finally, scholars have highlighted the importance of evaluating the impact of reforms over an extended period to accurately capture their effectiveness. Research by Kendi (2019) underscores the necessity of tracking disaggregated data over time to fully understand the outcomes of equity-focused interventions. Quick assessments may misrepresent the true impact of reforms, particularly in communities facing historical disadvantages. For instance, small fluctuations in student performance may not immediately reflect deeper systemic changes. Instead, sustained data analysis over several years can provide a clearer picture of progress, allowing educators and policymakers to make informed decisions based on comprehensive evidence rather than anecdotal observations.

In program evaluation theory, the pathway to systemic or cultural change resulting from interventions or targeted programs is often categorized into short-, mid- and long-term outcomes. Short-term outcomes include changes in participants' knowledge, beliefs, and emerging skills as a direct result of their involvement in a program or intervention. These outcomes can be observable almost immediately. Mid-term outcomes, which encompass changes in skills and behaviours, may take months or even years to emerge systemically. Long-term outcomes, often referred to as impacts, represent the lasting influences of the program or intervention, such as higher achievement scores and increased graduation rates. Ideally, the logical progression from short- to long-term outcomes should lead to significant impacts within approximately 7 to 10 years of sustained implementation (ACL, 2020; Kekahio et. al, 2014; WK Kellogg Foundation, 2004).

In PDSB, significant efforts have been made to enact change (e.g., new and updated policies and procedures, new programs, revisioning of existing programs, system-wide professional learning). This report focuses on the long-term outcomes or impact of the “institutionalization” of change. There is some evidence of improved outcomes demonstrated in the trends presented in this report, but for the change that is desired we must commit to sustained focus on this work over a long period of time.

The systemic nature of racism and oppression includes a societal component. The problems exist within and outside of PDSB; however, change starts with education. PDSB is demonstrating leadership in this area and must continue to focus on and center this work in order to see the desired positive impact for all students and families.

## 2.0 How to Use this Report

Peel District School Board is committed to improving student achievement and well-being by working to ensure equitable, accessible, and inclusive learning environments. The Board recognizes that some students face systemic barriers through policies, programs, and practices that create or maintain disadvantages for these students. Ensuring equitable, accessible, and inclusive learning environments, therefore, requires the intentional identification and removal of systemic barriers to student success and well-being.

### 2.1 Engaging with these Data

This report outlines findings that point to disproportionalities in student experiences and outcomes based on socio-demographic characteristics such as Indigenous identity, race, gender identity, sexual orientation, economic vulnerabilities, English language learner (ELL) status, and special education needs.

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***PDSB recognizes that the disproportionalities across demographics are the result of inequities within and beyond schools and school boards and are not a reflection of deficits within students and families***

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As such, it is important to review findings in this report with the understanding that:

- biases must be examined to ensure that students, families, and communities are not further marginalized or stigmatized in reviewing and interpreting data;
- disparities in student experiences and outcomes reflect systemic inequities **not** student capabilities or deficits; and,
- responses to disparities in student outcomes must focus on strategies and initiatives to promote equitable institutional structures and practices.

The following questions are intended to support readers in using an anti-oppression framework to review the findings in this report:

- What do you notice about the data?
- What stands out for you?
- How does your unique identity or social location influence how you interpret the data?
- How will you shift or maintain your focus on looking at systems and structures (e.g., school practices, school environment, Board practices) rather than attributing students' experiences and outcomes to deficits within students and families?
- What does the data suggest about the experiences of students and their families?
- What assumptions or inferences might you be making about students and their families based on the data?
- Whose voices may not be represented in the data?
- In what ways are the data similar to, or different from, other data sources (e.g., municipal, community agencies, other school boards)?
- What additional data sources are needed to understand both complementary and divergent perspectives regarding educational experiences?

## 2.2 Outcome Indicators

Most outcomes indicators in this report focus on 'negative' rather than 'positive' outcomes. For example, instead of reporting on students that are achieving the Provincial Standard in Grade 9 EQAO Math, the focus is on students who do not achieve the Provincial Standard in Grade 9 EQAO Math. In these cases, the focus on negative outcomes illustrates more clearly the disproportionate outcomes that exist for particular groups of students.

**Education Quality Accountability Office (EQAO) and Ontario Secondary School Literacy Test (OSSLT) Results** – EQAO results are presented as students who **did not achieve the Provincial Standard of Level 3 or Level 4** for Primary (Grade 3) and Junior (Grade 6) Division Reading, Writing and Mathematics and Grade 9 EQAO Mathematics; and OSSLT is represented by First Time Eligible students who were **unsuccessful**.

**Credit Accumulation – Not on Track** is represented by students **who did not complete** 8 credits by the end of Grade 9, 16 credits by end of Grade 10, 23 credits by end of Grade 11 and 30 credits by end of Grade 12.

**English and Mathematics Academic/De-Streamed Report Card Outcomes** is represented by students who **were assessed below Level 3 and 4** (provincial standard) in Grade 9 and 10 Academic/De-streamed English and Mathematics.

**Senior Level English** is represented by Grade 11 and 12 students enrolled in Workplace or College level English, excluding them from the University track.

**Senior Level Science and Mathematics** is represented by Grade 12 students **not previously enrolled or enrolled** in at least one Grade 12 mathematics or Grade 11 or 12 science course.

**Job Skills** includes secondary students who were enrolled in Dual Credit, Ontario Youth Apprenticeship Program (OYAP) and Specialized High Skills Major (SHSM). For more information about these programs, please see the corresponding pages found on our website, [www.peelschools.org](http://www.peelschools.org).

**Regional Learning Choices Programs (RLCP)** includes elementary and secondary students who were enrolled in a Regional Learning Choices Programs. For information about which programs are included, please see the corresponding elementary and secondary RLCP home pages found on our website, [www.peelschools.org](http://www.peelschools.org).

**French Immersion/Extended French** includes students enrolled in French Immersion and Extended French for elementary and secondary students.

**Students with Special Education Needs** as an outcome indicator is reported on by Ministry categories (autism, gifted, language impairment, learning disabilities, mild intellectual disability). A student may have one or multiple exceptionalities. According to the Ministry of Education, these categories of exceptionalities “are designed to address the wide range of conditions that may affect a student’s ability to learn and are meant to be inclusive of all medical conditions, whether diagnosed or not that can lead to particular types of learning difficulties” (2017, p. 14). Behavioural, Blind and Low Vision, Deaf and Hard of Hearing, Developmental Disability, Physical, and Speech Impairment are not reported individually due to small numbers. Additionally, students who have an IEP without an Identification, Placement and Review Committee (IPRC), and Students receiving Placement Services without an IEP or an IPRC are included as categories in this indicator.

**Suspensions** represent elementary and secondary students who received at least one suspension.

**Attendance** – represents students who did not meet the provincial goal of attending 90% of instructional days in the given school year.

### 2.3 Identity Factors

Data were coded by the following identity factors: Indigenous identity, racial background, gender identity, sexual orientation (grades 7-12), Measures of Economic Inequity (MEI), Students with Special Education Needs, and English language learner (ELL) status.

**Indigenous Identity** – In previous reports, Indigenous identity responses were based on the racial background question on the 2018 Census. In this year’s report, Indigenous identity responses are derived from the Indigenous identity question, the ethnicity question, and the racial background question on the 2023 Census; and also includes students who have participated in the voluntary self-identification process with PDSB as First Nations, Métis and/or Inuit.

**Racial Background** responses were coded into the following categories: African, Black, and Afro-Caribbean; East Asian; Latinx/Hispanic; Middle Eastern; South Asian; Southeast Asian; White; Additional Racial Background (single responses only) and “Did not disclose” (includes those that left the question blank, and those that selected “prefer not to answer” and “do not know”). Multiple responses to this question were coded as Multiple Racial Backgrounds. The use of these specific categories is mandated by the Ontario Anti-Racism Data Standards (Government of Ontario, 2019).

**Gender Identity** responses were coded into the following categories: Girl, Boy, gender diverse (includes Intersex, Questioning, Transgender, Multiple Gender Identities, Nonbinary, Gender Fluid, Gender Nonconforming, and any other gender identities not included in the student census options), and Did Not Disclose (which includes those who left the question blank, those who selected “prefer not to answer”, or selected “I am not sure what this question is asking”). Gender has historically been a variable of considerable interest in educational research, and its relationship to academic achievement, especially Math and Science, has been studied for decades (Meinck and Brese, 2019; Voyer and Voyer, 2014). However, only relatively recently have scholars stopped treating gender identity as a dichotomous variable and started to include gender diverse and gender nonconforming categories into the studies of academic achievement and student well-being (Glavinic, 2010; Klemmer et al., 2019; Poteat et al., 2014; Selkie, 2018).

**Sexual Orientation (Grades 7-12)** responses were coded into the following categories: Heterosexual, 2SLGBQA+ (includes Two Spirit, Lesbian, Gay, Bisexual, Pansexual, Questioning, Asexual, Multiple Sexual Orientations, and any other sexual orientation not included in the student census options) and “Did not disclose” (includes those who left the question blank and those who selected “prefer not to answer,” “do not know” and “I am not sure what this question is asking”). The initialism 2SLGBQA+ does not include T for Transgender nor I for Intersex as these identities are included in Gender Identity and are not sexual orientations. This variable is included in the report given well documented research indicating that 2SLGBQA+ students are more likely to face inequalities, experience discrimination, victimization, and bullying, report a lower sense of well-being and experience a higher prevalence of mental health issues when



compared to their heterosexual peers (Poteat et al., 2014; Friedman and Leaper, 2010; Williams, 2017; Woodford and Kulick, 2014). This may in turn impact their overall well-being and academic achievement (Kosciw et al., 2013).

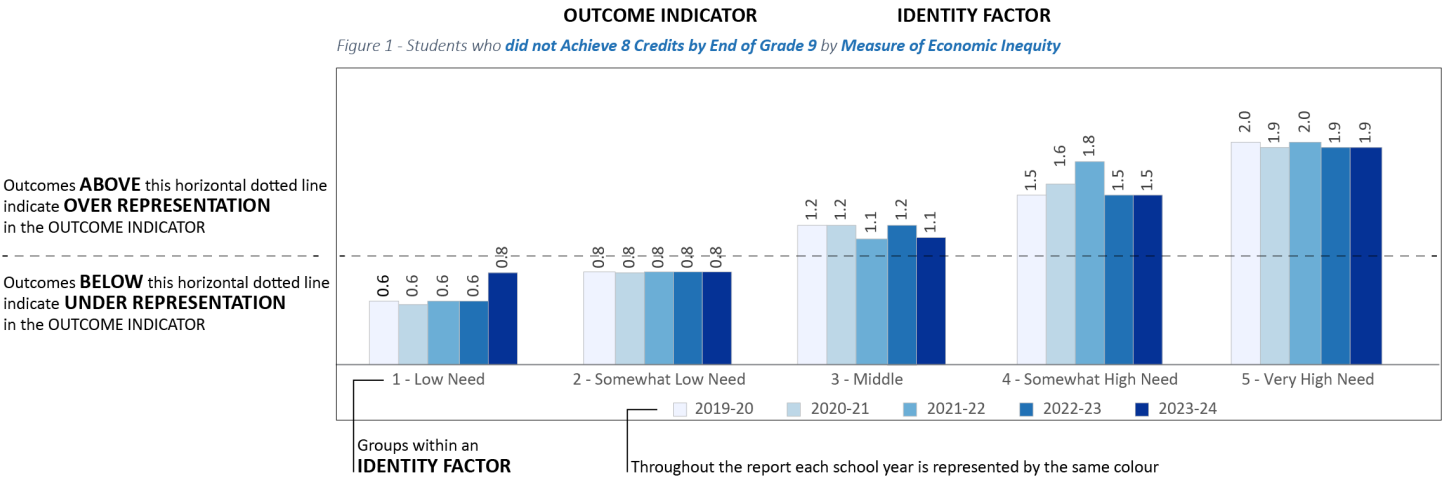
**Two Spirit and LGBTQIA+** - LGBTQIA+ in *Two Spirit and LGBTQIA+* is an incomplete initialism (Lesbian, Gay, Bisexual, Trans, Queer, Intersex, Asexual, and more) that is used to broadly refer to those who are gender diverse, have sexual orientations that are not heterosexual, or both. As noted above, when this report uses the acronym without the T and I, it is because that census question, statement, or reported interpretation of the data only considers sexual orientation. The term gender diverse is used for questions, statements, and interpretations that only consider gender. The *Two Spirit and LGBTQIA+* is used when the statement or reported interpretation applies to both gender and sexual orientation.

**Measure of Economic Inequality (MEI)** is a measure that estimates the economic context of PDSB students. The variables used to calculate the index include median household annual income below \$60,000 and households who rent. MEI scores are clustered by postal codes using natural breaks minimizing variations within groups and maximizing variations between groups. In this report, the MEI scores are grouped into 5 clusters: Low Need, Somewhat Low Need, Middle, Somewhat High Need and Very High Need. Very High Need represents high economic vulnerability and correlates with a lower socioeconomic status while Low Need represents lower vulnerability and correlates with a higher socioeconomic status. Research points out that socioeconomic status is a strong predictor of academic achievement as it contributes to students’ economic, cultural and social capital (Broer et al. 2019; Buchmann, 2002; Lee et al. 2019; Perry and McConney, 2013). Both family and school socioeconomic status have been associated with students’ long-term academic outcomes because children begin school on unequal terms and differences accumulate as they get older (Broer et al, 2019; Lareau, 2011; Lee and Burkam, 2002).

**Students with Special Education Needs** - When reporting Outcome Indicators by Students with Special Education Needs, students with an Individual Education Plan (IEP) include both students with a formal identification through an Identification, Placement and Review Committee (IPRC) and students without. Students with one identification of Gifted are excluded from this group.

**English Language Learners (ELLs)** are categorized as students “whose first language is a language other than English or is a variety of English that is significantly different from the variety used for instruction in Ontario’s schools” (Ontario Ministry of Education, 2007a, p. 8). They may be enrolled in English Second Language (ESL) or English Literacy Development (ELD) programs to help them attain the level of proficiency needed for completing schools in Ontario. ELL students have a wide variety of backgrounds: some have recently arrived from other countries while many were born in Canada. They may also have arrived from countries experiencing instability and crises and/or may be experiencing high socioeconomic vulnerabilities.

2.4 How to Read the Graphs



This graph shows that students with **very high economic needs** 2023-24 were almost two times more likely than their representation in the population to not accumulate 8 credits by the end of Grade 9.

## 2.5 Disproportionality Index

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

This report uses the Disproportionality Index to identify groups that experience disproportionate outcomes. These indicators are calculated as follows:

$$\text{Disproportionality Index} = \frac{\% \text{ of Students in an Outcome Indicator group who have a specific Identity Factor}}{\% \text{ of Students in the Identity Factor group within PDSB}}$$

## 2.6 Data Considerations

- ❖ **Access to Identity Data.** The 2018 and 2023 Student Census Data are used in this report to calculate the disproportionality of experiences by social identity (Indigenous identity, race and gender identity and sexual orientation). Only students who participated in the 2018 and/or the 2023 survey are included in the analyses disaggregated by these identities. For racial identity, 2023 Census data was prioritized to calculate disproportionalities and when 2023 data was not available, 2018 Census Data was used. For gender identity and sexual orientation (Grade 7-12), 2023 Census data was prioritized to calculate disproportionalities for the 2020-21, 2021-22, 2022-23 and 2023-24 school years whereas 2018 Census data was prioritized to calculate disproportionalities for the 2019-20 school year. The following table displays the percentage of students in each school year cohort with available identity data.

School Year	Elementary	Secondary	PDSB Total
2019-20	83%	86%	84%
2020-21	81%	86%	82%
2021-22	80%	86%	82%
2022-23	83%	88%	85%
2023-24	67%	83%	72%

- ❖ **Trends over Time.** Five years of outcomes are reported throughout this report: 2019-20, 2020-21, 2021-22, 2022-23 and 2023-24. In the spring of 2020, schools began to experience closures due to the COVID-19 pandemic. For the 2020-21 school year, much of the learning was conducted online, significantly impacting tracked data including attendance measures and reducing in-person disciplinary events.
- ❖ **Students working towards an Ontario Secondary School Diploma (OSSD).** Outcomes related to student achievement and pathways (e.g., credit accumulation, achievement in English and Mathematics) only include students who are working towards an OSSD.
- ❖ **Limitation of Disproportionality Index.** When the category group size is small in comparison with the PDSB population, the Disproportionality Index size may become unexpectedly large. To support interpretation in these cases, the y-axis has been limited to 6.0. The value calculated is still represented in the graph but, visually, the bar has been limited to indicate disproportionate experiences without limiting the interpretation of outcomes for other groups represented in the same graph.
- ❖ **Did not Disclose.** Students who did not disclose their identity on the 2018 and 2023 Censuses by leaving the question blank or selecting responses of “I prefer not to answer”, “I don’t know” or “I am not sure what this question is asking” were recoded into the variable “Did not disclose.” Outcomes across all measures for this



group indicate disproportionate school experiences which may suggest that they identify with groups that are consistently underserved.

- ❖ **Reporting Outcomes by Religion.** Examining the outcomes in this report disaggregated by religion demonstrated two consistent groups that experience disproportionate outcomes. With further investigation it became apparent that there were intersecting identities that better explained these outcomes. As a result, disaggregated outcomes by religion are not included in this report. Further investigations will be done to examine the school experiences of religious and ethnoreligious groups who may be experiencing discrimination including Hindu, Jewish, Muslim, and Sikh students.

## 2.7 Organization of Findings

The Student Achievement Plan (SAP), as defined by the Ministry of Education, focuses on three priority areas:

- ❖ Achievement of Learning Outcomes in Core Academic Skills: Improved Literacy and Numeracy
- ❖ Preparation of Students for Future Success: Increased access to pathway opportunities
- ❖ Student Engagement and Well-being: Fair and just application of Exclusions, Suspensions and Expulsions and Student Attendance

The areas of student achievement and safety and well-being in Peel District School Board's (PDSB) Multi-Year Strategic Plan (MYSP), 2024-2028 aligns with the Student Achievement Plan priorities of student achievement, engagement and well-being and future success while adding two additional areas:

- ❖ Equity and Inclusion: Promoting discrimination-free learning environments that affirm students' identities and uphold Indigenous rights
- ❖ Community Engagement: Partnering with caregivers and community stakeholders to support student success

This report continues to organize data by the SAP's priorities, recognizing that the disaggregation of data by the eight identity factors in this report aligns with the MYSP goal of promoting Equity and Inclusion. However, as this report is focused specifically on student outcomes, a gap remains in measuring PDSB's progress toward improved Community Engagement.

## 3.0 Achievement of Learning Outcomes in Core Academic Skills

### 3.1 EQAO and OSSLT Outcomes

#### 3.1.1 Summary of Outcomes

*Needs:*

- ❖ **Disproportionate Outcomes by Racial Background in EQAO Grade 3 Reading.** African, Black, and Afro-Caribbean, Middle Eastern, those with an additional racial background and students who did not disclose their racial identity are more likely to be assessed below the Provincial Standard (Levels 3 or 4) in EQAO Grade 3 Reading (Figure 1).
- ❖ **Disproportionate Outcomes by Racial Background in EQAO Grade 3 Writing.** Indigenous and African, Black, and Afro-Caribbean students are just under one and a half times more likely to be assessed below the Provincial Standard (Levels 3 or 4). Students with an additional racial background are almost two times more likely to be assessed below the Provincial Standard (Levels 3 or 4) (Figure 4).
- ❖ **Disproportionate Outcomes by Racial Background in EQAO Grade 3 Mathematics.** African, Black, and Afro-Caribbean, Latinx/Hispanic and students that identify with an additional racial background are more likely to be assessed below Levels 3 and 4 for EQAO Grade 3 Mathematics (Figure 17).
- ❖ **Students with economic vulnerabilities.** Students experiencing very high economic need are more likely to be assessed below the Provincial Standard (Levels 3 and 4) in EQAO Grade 3 Reading, Writing and Math (Figure 3, 6, and 19).
- ❖ **EQAO Grade 6 Reading and Writing by Racial Background.** Students who identify as Indigenous, African, Black, and Afro-Caribbean, Middle Eastern, Latinx/Hispanic, students with an additional racial background and students who did not disclose their racial identity are most likely to be assessed below the Provincial Standard (Levels 3 and 4) in EQAO Grade 6 Reading and Writing (Figure 7 and 10).
- ❖ **EQAO Grade 6 Mathematics by Racial Background.** African, Black, and Afro-Caribbean, Indigenous, and students that identify with an additional racial background are about 1.5 times more likely to be assessed below Levels 3 and 4 for EQAO Grade 6 Mathematics (Figure 20).
- ❖ **EQAO Grade 6 Reading and Writing and Gender Identity.** Students who did not disclose their gender identity were most likely to be assessed below the Provincial Standard in Grade 6 Reading and Writing. They were almost 1.5 times more likely to not be assessed at the Provincial Standard. Boys were also more likely to not be assessed at the Provincial Standard in Grade 6 Writing. (Figures 8 and 11).
- ❖ **Economic vulnerabilities are a barrier to being assessed at the Provincial Standard for EQAO Grade 6 Reading, Writing and Mathematics.** Students who have high economic needs were about one and a half times more likely to be assessed below Levels 3 and 4 in Grade 6 EQAO Reading and Writing (Figure 9 and 12). Students with high economic needs were slightly more likely to be assessed below Levels 3 and 4 on the Grade 6 EQAO Mathematics (Figure 22).
- ❖ **Disproportionate Outcomes by Racial Background in EQAO Grade 9 Mathematics.** Indigenous, African, Black, and Afro-Caribbean, and Latinx/Hispanic students are about 1.5 times more likely to be assessed below Levels 3 and 4 for EQAO Grade 9 Mathematics (Figure 23).
- ❖ **EQAO Grade 9 Mathematics and students with economic vulnerabilities.** Students with very high economic needs were slightly more likely to be assessed below the Provincial Standard on the Grade 9 EQAO Mathematics assessment (Figure 26).
- ❖ **Disproportionate Outcomes by Racial Background and the OSSLT.** Indigenous and African, Black, and Afro-Caribbean students are twice as likely to be assessed as unsuccessful on the OSSLT. Latinx/Hispanic, Middle

Eastern and students who did not disclose their racial identity are about one and a half times as likely to be assessed as unsuccessful on the OSSLT (Figure 13).

- ❖ **The OSSLT and Gender Identity.** Students who did not disclose their gender identity and sexual orientation were more than 1.5 times likely to be assessed as unsuccessful on the OSSLT (Figure 14 and 15).
- ❖ **Students with economic vulnerabilities and the OSSLT.** Students experiencing high economic need were about 1.5 times more likely to be assessed as unsuccessful on the OSSLT (Figure 16).

#### Emerging Trends:

- ❖ Trends indicate an increased success in Grade 3 reading achievement for Indigenous, African, Black, and Afro-Caribbean, Latinx/Hispanic, and those with an additional racial background (Figure 1).
- ❖ In Grade 3 writing, trends indicate increased success for Indigenous, African, Black, and Afro-Caribbean, and Latinx/Hispanic students (Figure 4).
- ❖ Indigenous students were about two times more likely to be assessed below Level 3 and 4 in Grade 6 Reading and Writing; however, the disproportionate outcome decreased in the 2023-24 school year especially in Writing (Figure 7 and 10).
- ❖ Positive trends in Grade 6 Mathematics suggest an increase in success for Indigenous and Latinx/Hispanic students (Figure 20).
- ❖ Improvement in EQAO Reading, Writing and Mathematics is evident for Grade 3 gender diverse students for the 2023-24 school year compared to the previous school year (Figure 2, 5 and 18).

### 3.2.2 Literacy Outcomes

#### Grade 3 Reading

Figure 1 – Students Assessed Below Level 3 and 4 in EQAO Grade 3 Reading by Indigenous and Racial Identities

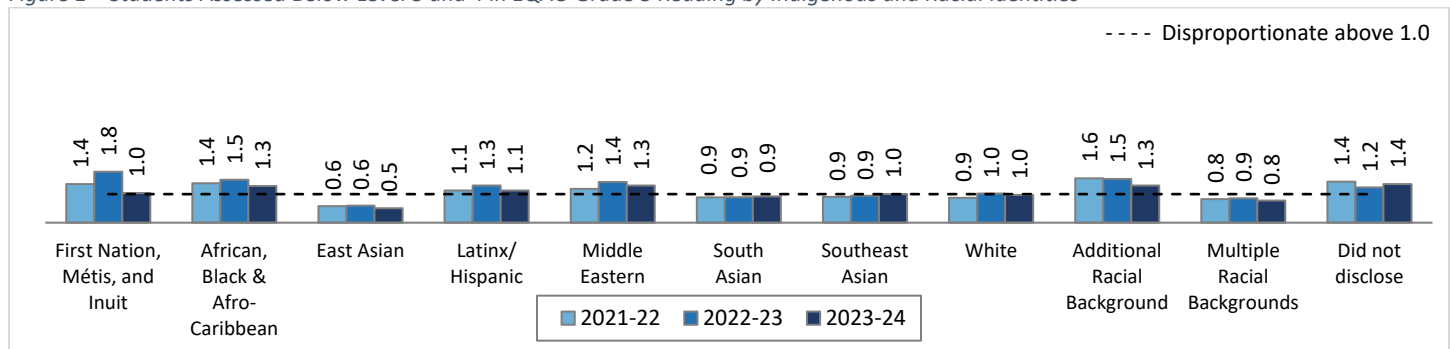
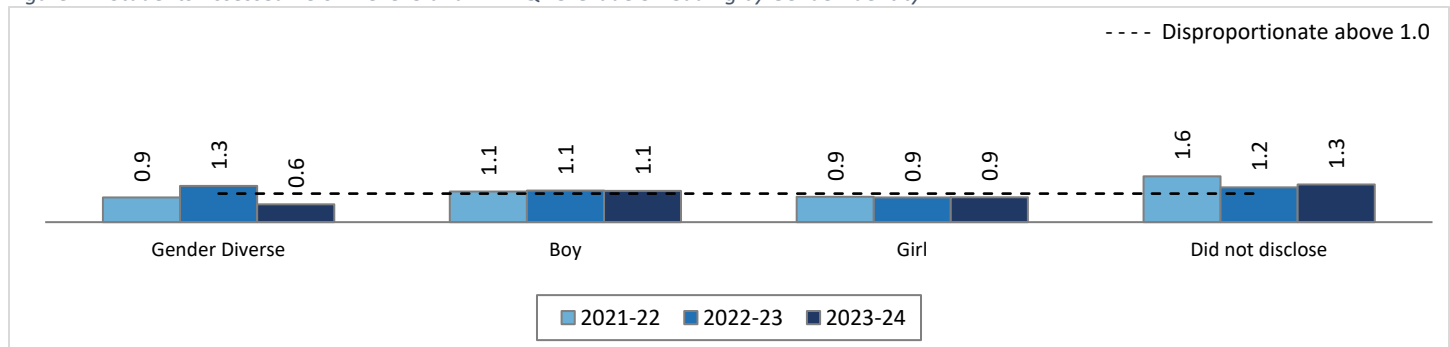
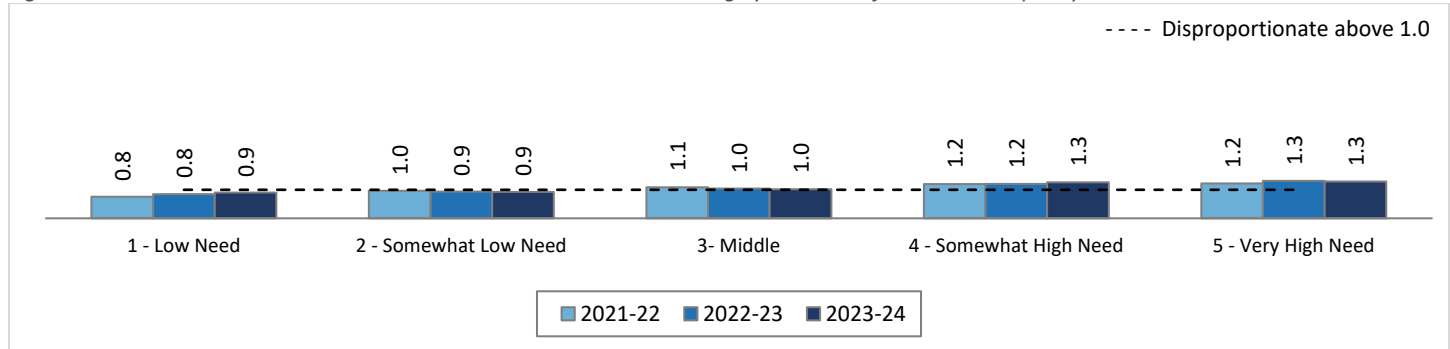


Figure 2 – Students Assessed Below Level 3 and 4 in EQAO Grade 3 Reading by Gender Identity



## Peel District School Board – Equity Accountability Report Card

Figure 3 – Students Assessed Below Level 3 and 4 in EQAO Grade 3 Reading by Measure of Economic Inequality



### Grade 3 Writing

Figure 4 – Students Assessed Below Level 3 and 4 in EQAO Grade 3 Writing by Indigenous and Racial Identities

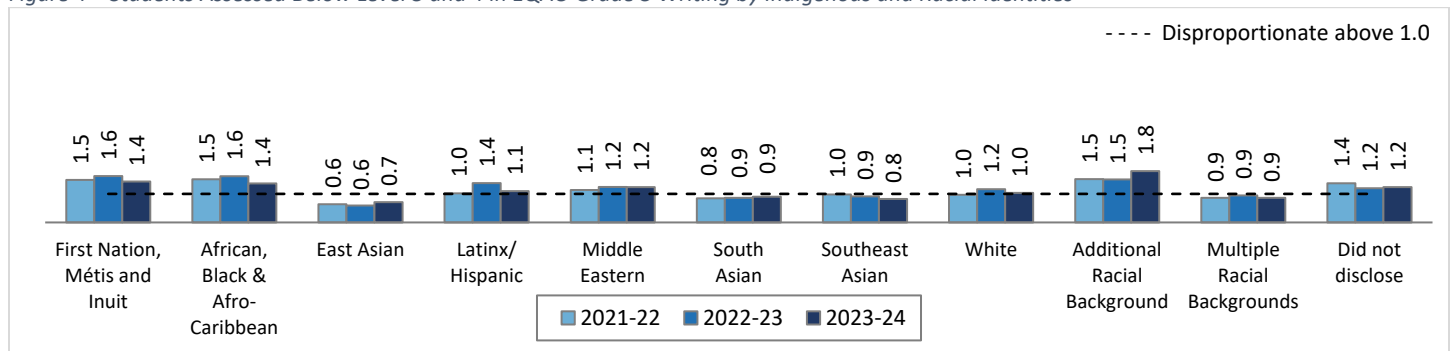


Figure 5 – Students Assessed Below Level 3 and 4 in EQAO Grade 3 Writing by Gender Identity

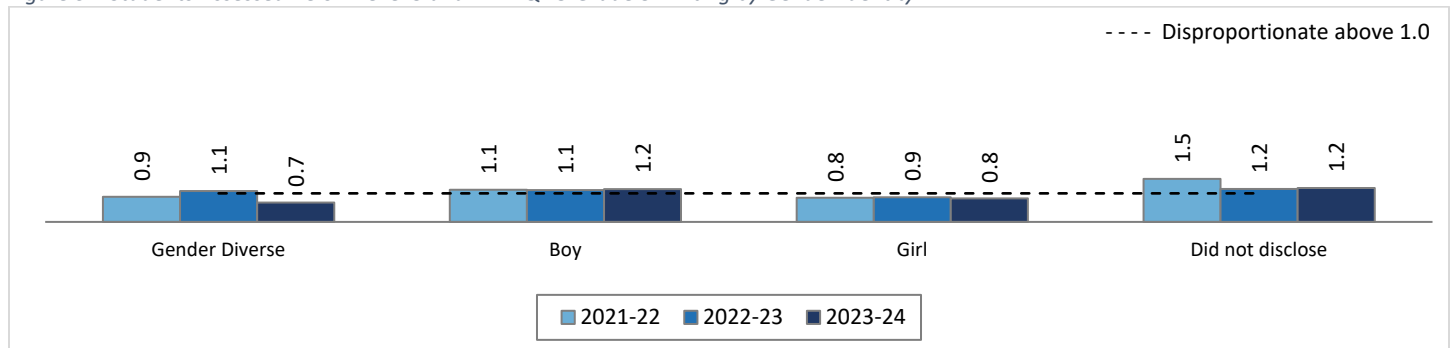
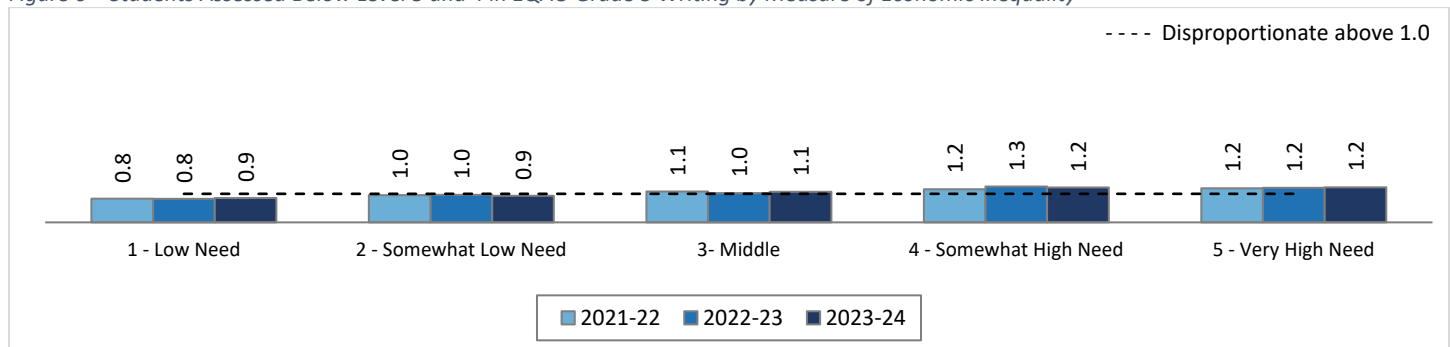


Figure 6 – Students Assessed Below Level 3 and 4 in EQAO Grade 3 Writing by Measure of Economic Inequality



## Peel District School Board – Equity Accountability Report Card

### Grade 6 Reading

Figure 7 – Students Assessed Below Level 3 and 4 in EQAO Grade 6 Reading by Indigenous and Racial Identities

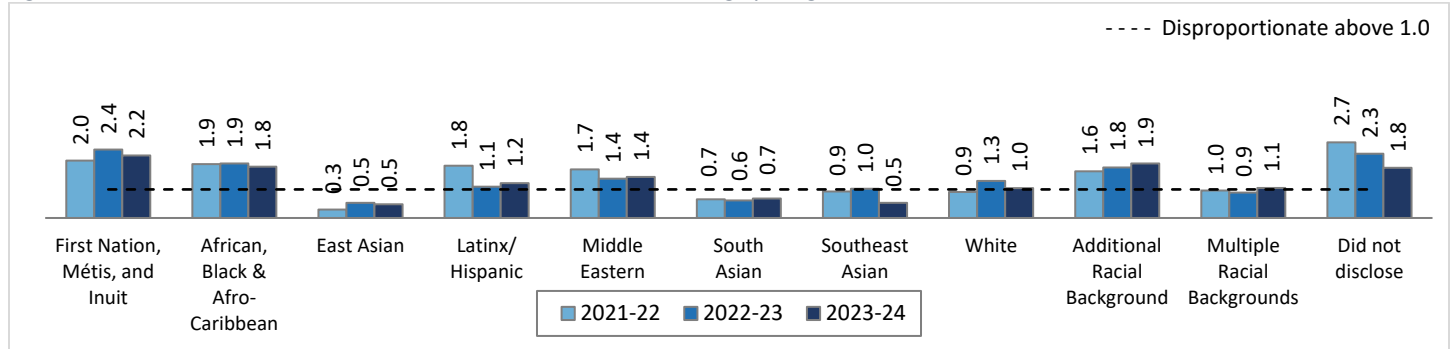


Figure 8 – Students Assessed Below Level 3 and 4 in EQAO Grade 6 Reading by Gender Identity

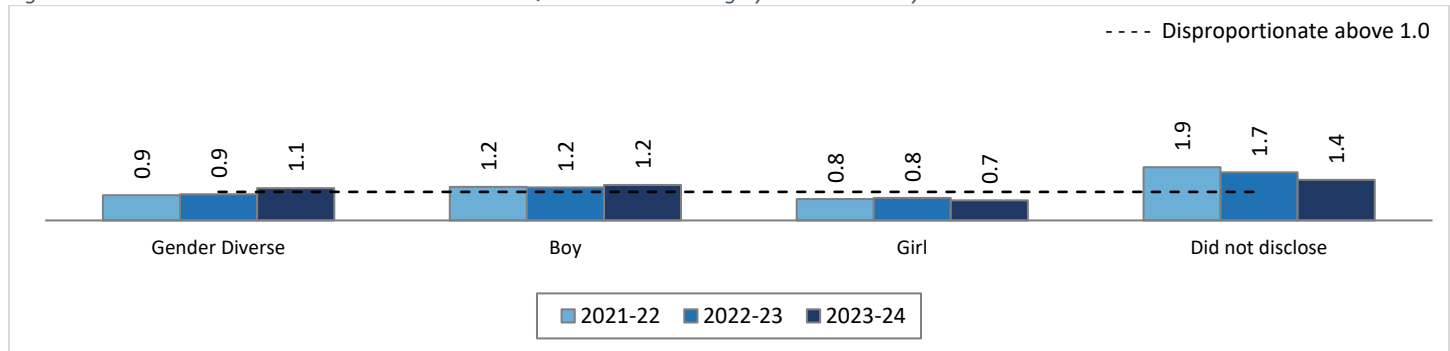
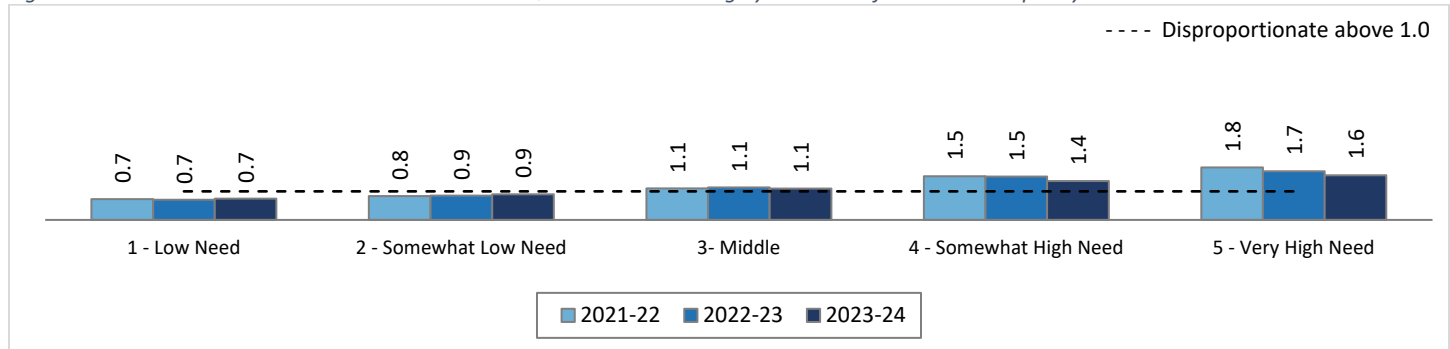
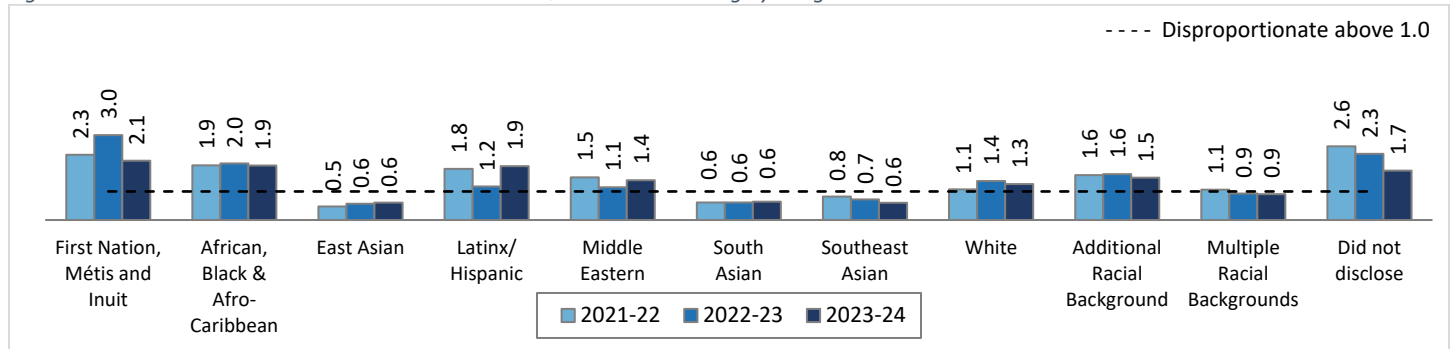


Figure 9 – Students Assessed Below Level 3 and 4 in EQAO Grade 6 Reading by Measure of Economic Inequality



### Grade 6 Writing

Figure 10 – Students Assessed Below Level 3 and 4 in EQAO Grade 6 Writing by Indigenous and Racial Identities



## Peel District School Board – Equity Accountability Report Card

Figure 11 – Students Assessed Below Level 3 and 4 in EQAO Grade 6 Writing by Gender Identity

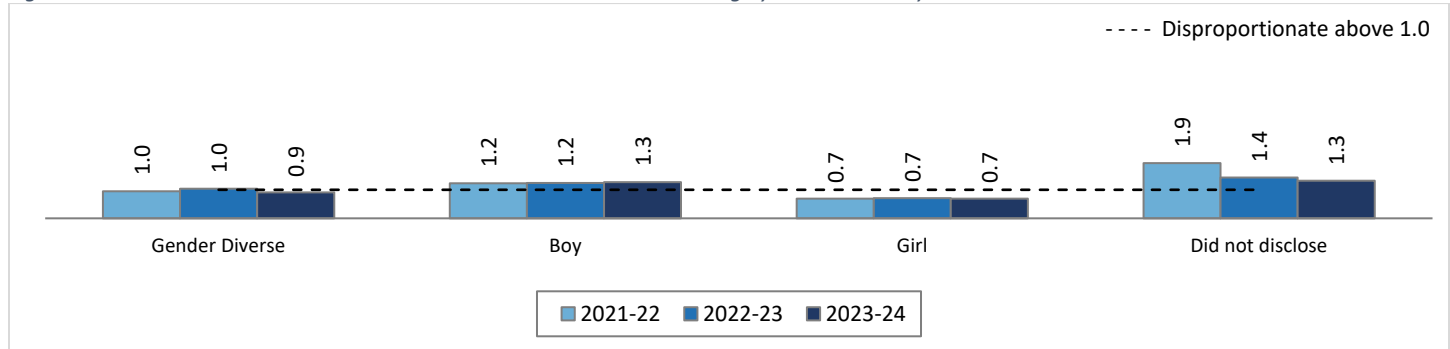
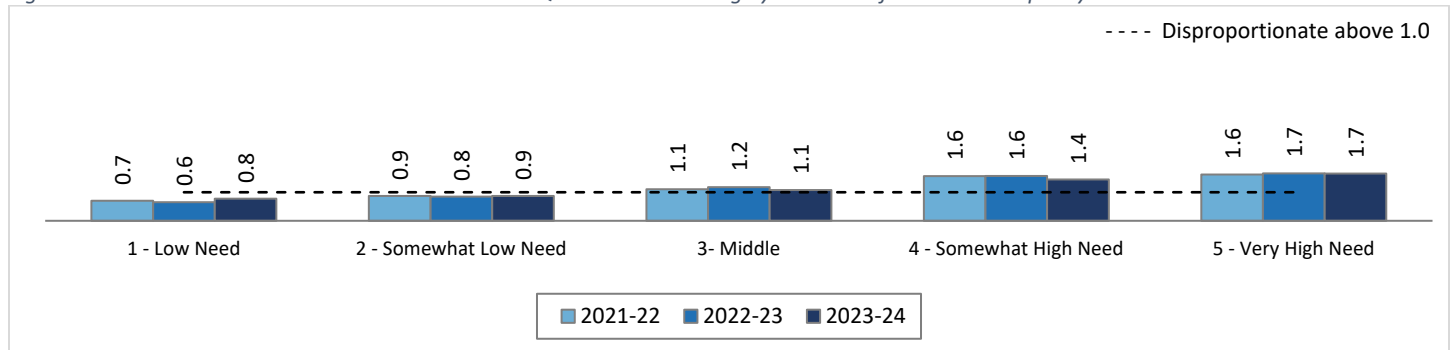


Figure 12 – Students Assessed Below Level 3 and 4 in EQAO Grade 6 Writing by Measure of Economic Inequality



## Ontario Secondary School Literacy Test (OSSLT)

Figure 13 – First Time Eligible Students Assessed as Unsuccessful on the OSSLT by Indigenous and Racial Identities

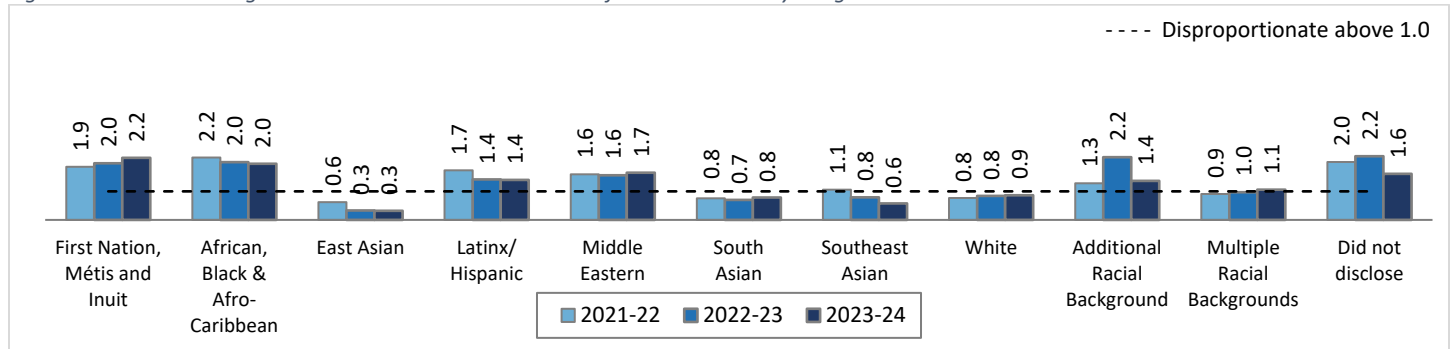


Figure 14 – First Time Eligible Students Assessed as Unsuccessful on the OSSLT by Gender Identity

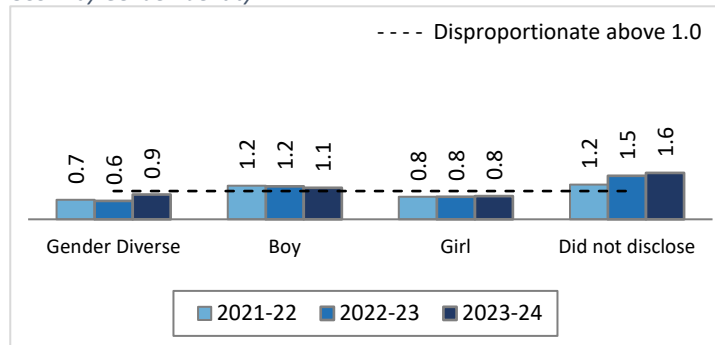
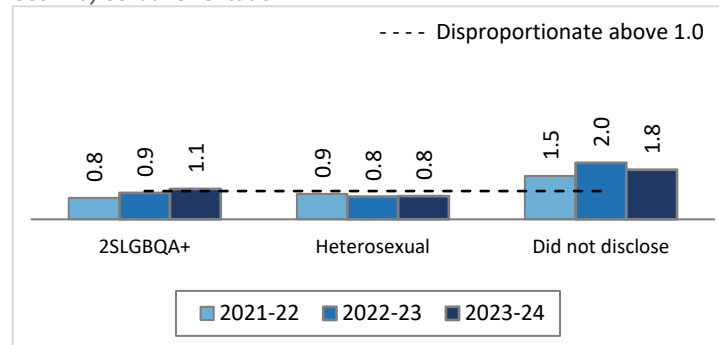
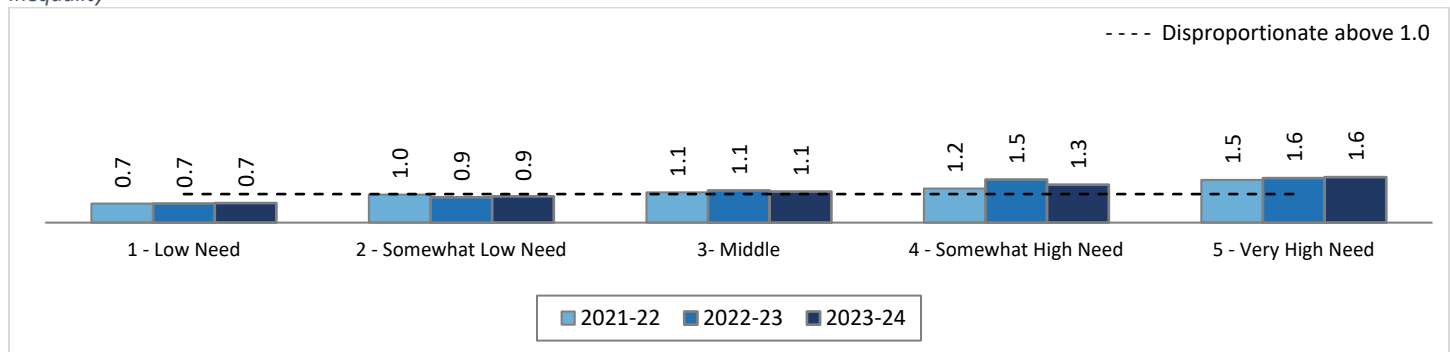


Figure 15 – First Time Eligible Students Assessed as Unsuccessful on the OSSLT by Sexual Orientation



## Peel District School Board – Equity Accountability Report Card

Figure 16 – First Time Eligible Students Assessed as Unsuccessful on the Ontario Secondary School Literacy Test (OSSLT) by Measure of Economic Inequality



### 3.2.3 Mathematics Outcomes

#### Grade 3 Mathematics

Figure 17 – Students Assessed Below Level 3 and 4 in EQAO Grade 3 Mathematics by Indigenous and Racial Identities

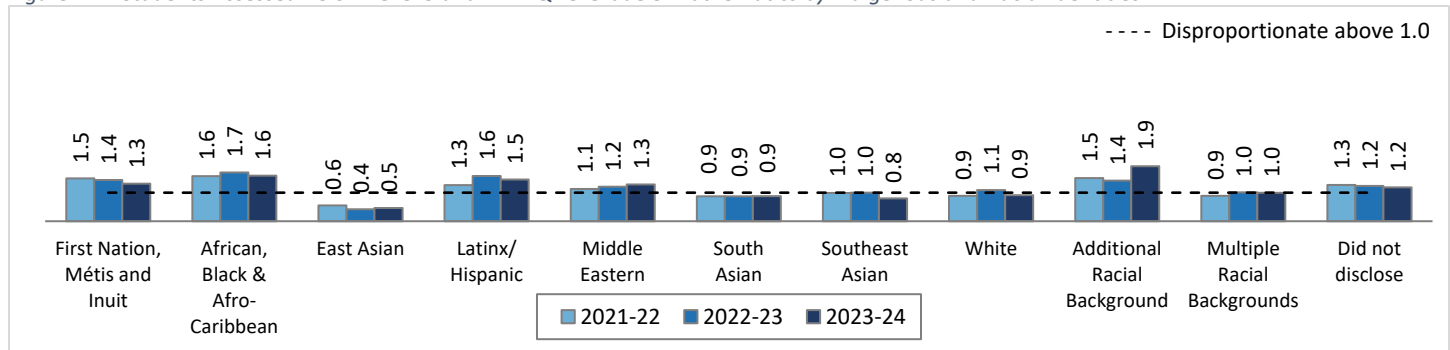


Figure 18 – Students Assessed Below Level 3 and 4 in EQAO Grade 3 Mathematics by Gender Identity

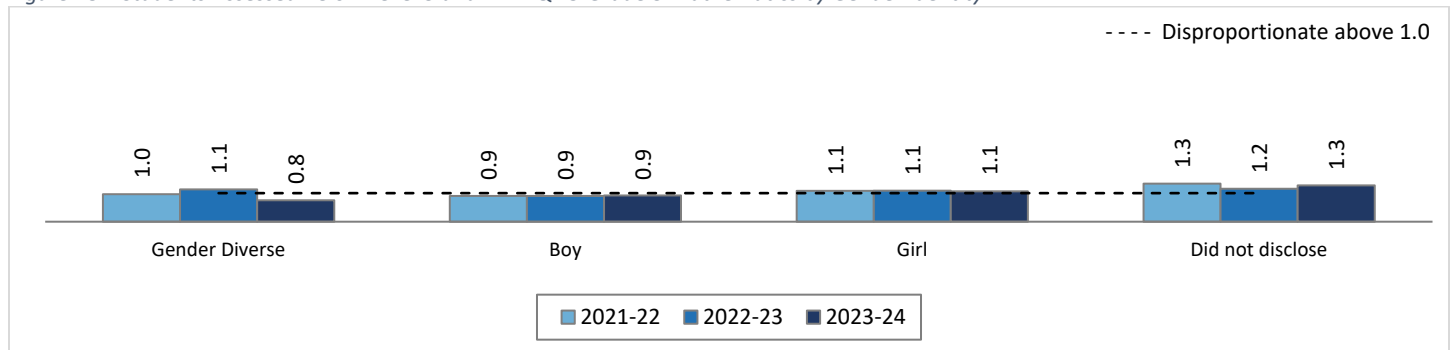
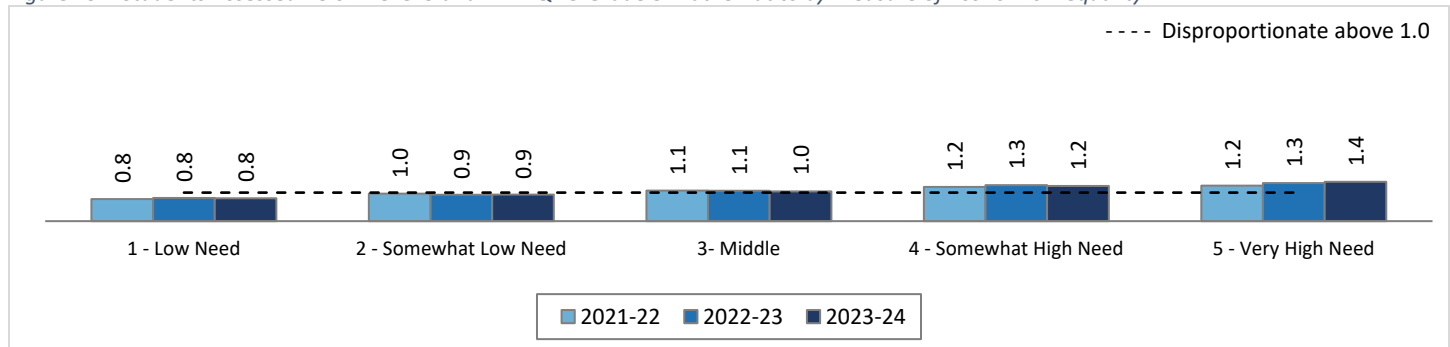


Figure 19 – Students Assessed Below Level 3 and 4 in EQAO Grade 3 Mathematics by Measure of Economic Inequality



Grade 6 Mathematics

Figure 20 – Students Assessed Below Level 3 and 4 in EQAO Grade 6 Mathematics by Indigenous and Racial Identities

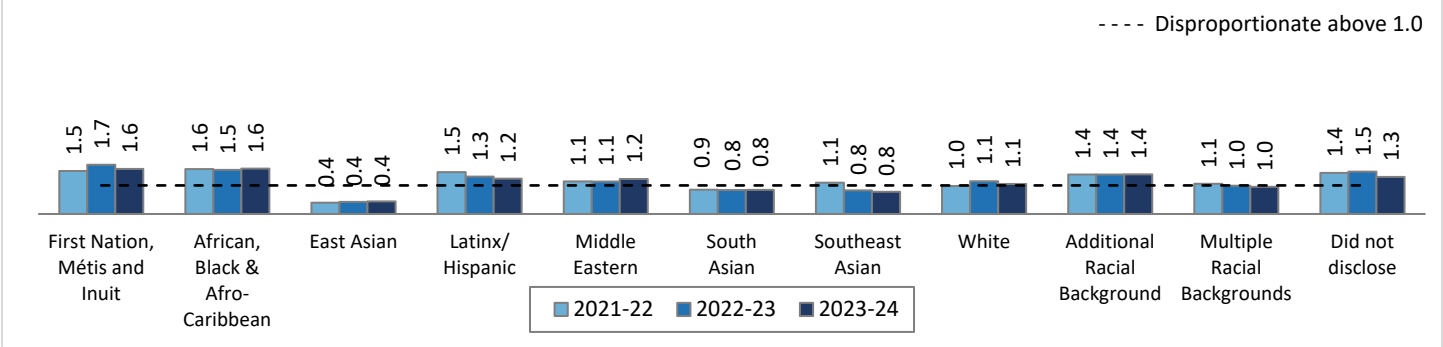


Figure 21 – Students Assessed Below Level 3 and 4 in EQAO Grade 6 Mathematics by Gender Identity

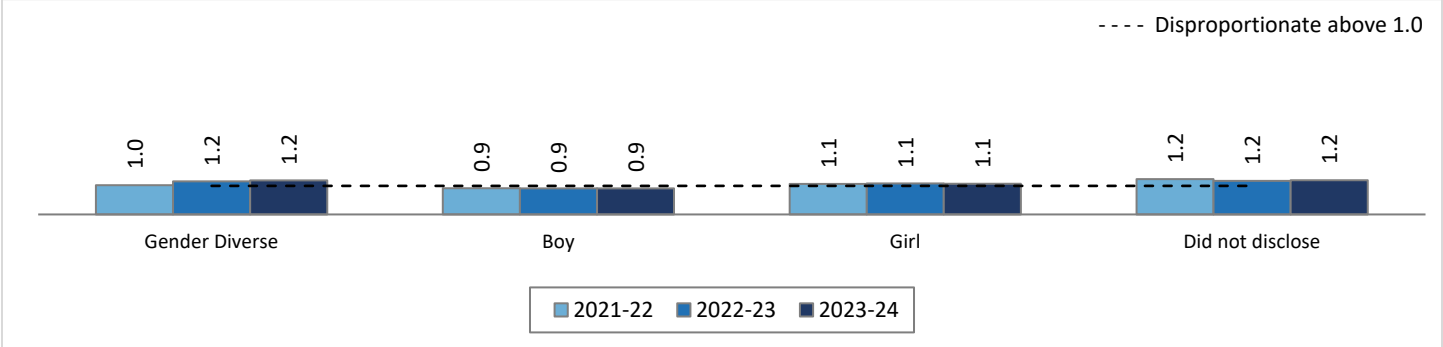
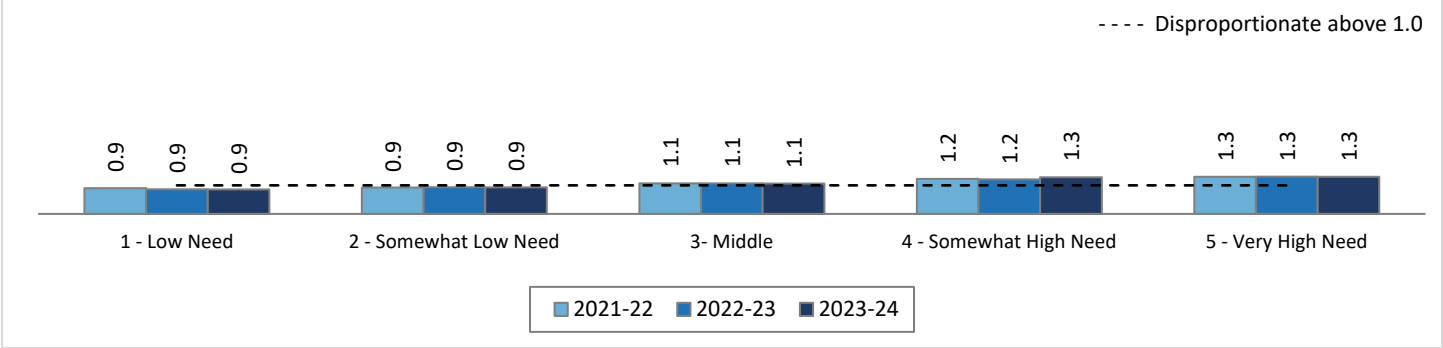


Figure 22 – Students Assessed Below Level 3 and 4 in EQAO Grade 6 Mathematics by Measure of Economic Inequality





## Grade 9 Mathematics<sup>1</sup>

Figure 23 – Students Assessed Below Level 3 and 4 in EQAO Grade 9 Mathematics by Indigenous and Racial Identities

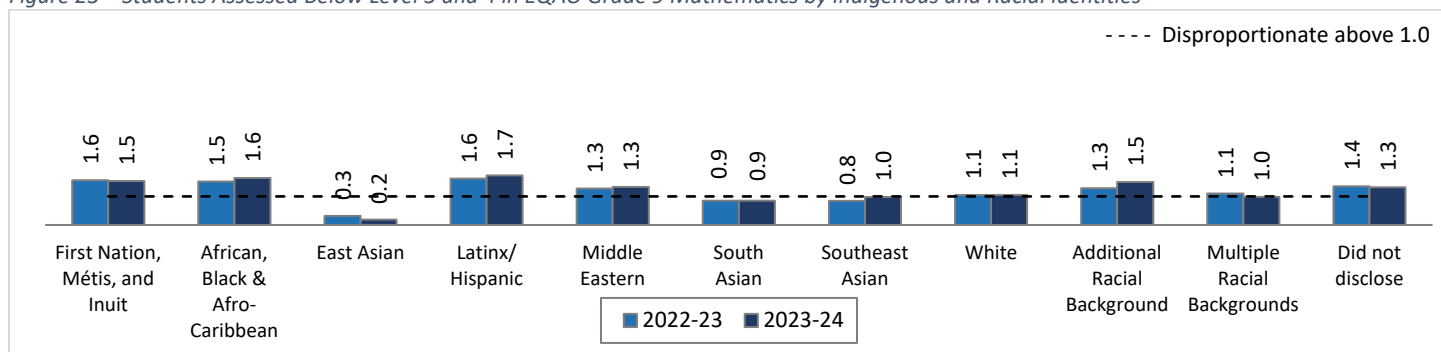


Figure 24 – Students Assessed Below Level 3 and 4 in EQAO Grade 9 Mathematics by Gender Identity

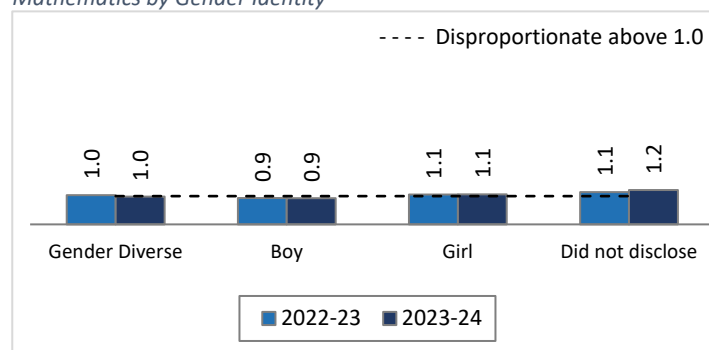


Figure 25 – Students Assessed Below Level 3 and 4 in EQAO Grade 9 Mathematics by Sexual Orientation

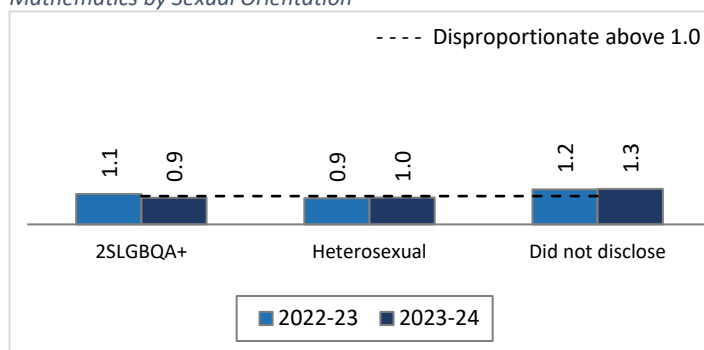
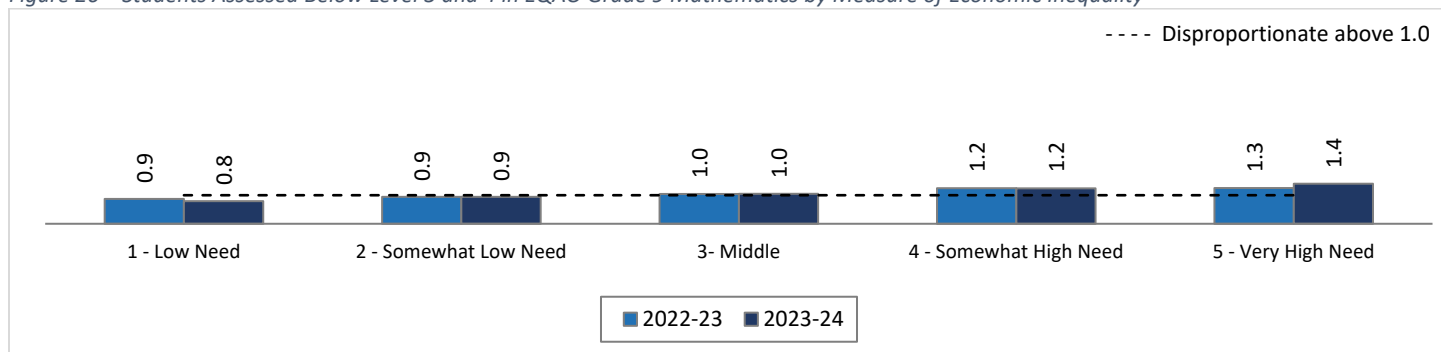


Figure 26 – Students Assessed Below Level 3 and 4 in EQAO Grade 9 Mathematics by Measure of Economic Inequality



## 3.2 Grades 9 and 10 Literacy and Numeracy

### 3.2.1 Summary of Outcomes

#### Needs:

- ❖ **Disproportionate Outcomes by Racial Background.** Indigenous, African, Black, and Afro-Caribbean, Latinx/Hispanic and students that did not disclose their racial identity are the most likely to be assessed below Levels 3 and 4 in Grade 9 and 10 Academic English and Mathematics (Figure 27, 28, 39 and 40).
- ❖ **Students who identify only as boys may be struggling in English.** Boys in Grade 9 and 10 Academic English are less likely to be assessed at Levels 3 and 4 unlike students who identify as gender diverse and only as girls (Figure 29 and 30).

<sup>1</sup> PDSB students did not participate in the 2021-22 Grade 9 EQAO Assessment of Mathematics

- ❖ **English learning needs are not met for students who experience economic need.** Students who experience somewhat and very high economic need are less likely to be assessed at the Provincial Standard of Level 3 and 4 in Academic English (Figure 33 and 34).
- ❖ **Students receiving Special Education Supports.** Students who have an IEP and may or may not have a formal identification are more than two times likely to be assessed below the Provincial Standard in English and more than 1.5 times likely to be assessed below Level 3 and 4 in Mathematics (Figure 35, 36, 47 and 48).
- ❖ **English Language Learners.** ELLs are more likely to be assessed below the Provincial Standard (Levels 3 or 4) in Academic English or Academic/De-streamed Mathematics (Figure 37, 38, 49 and 50).

#### Emerging Trends:

- ❖ **Four-year positive trend for African, Black and Afro-Caribbean students.** Disproportionality has reduced year over year since 2020-21 for Black students from two times likely to just over 1.5 times likely being assessed below the Provincial Standard in Grade 10 Academic Mathematics (Figure 40)
- ❖ **2SLGBQA+ Students doing well in literacy and numeracy.** Trends suggest that students who identify as 2SLGBQA+ do as well as their heterosexual classmates in Academic English and Academic/De-streamed Mathematics (Figure 31, 32, 43 and 44).
- ❖ **For students that identify as Indigenous,** students assessed below Level 3 and 4 has decreased for Grade 9 Academic English and Academic/De-streamed Mathematics for the 2023-24 school year. These findings indicate that prior gaps in access to learning for Indigenous students may be improving (Figure 27 and 39).

### 3.2.2 Literacy Outcomes

Figure 27 – Students Assessed Below Level 3 and 4 in Grade 9 Academic English by Indigenous and Racial Identities

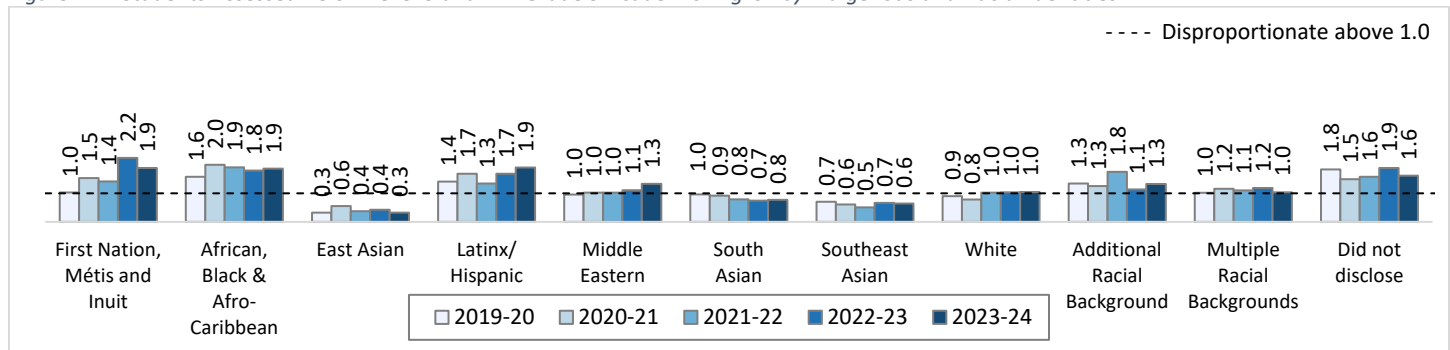
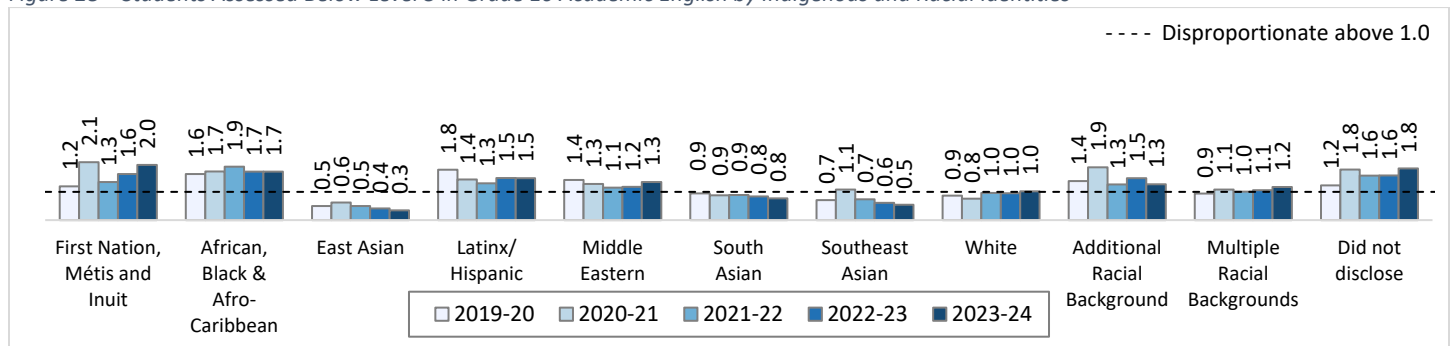


Figure 28 – Students Assessed Below Level 3 in Grade 10 Academic English by Indigenous and Racial Identities



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Figure 29 – Students Assessed Below Level 3 in Grade 9 Academic English by Gender Identity

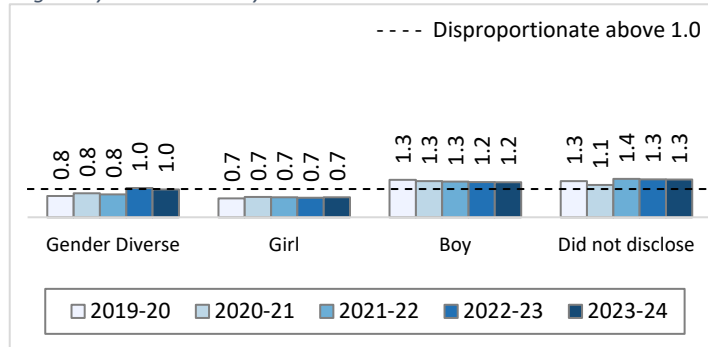


Figure 30 – Students Assessed Below Level 3 in Grade 10 Academic English by Gender Identity

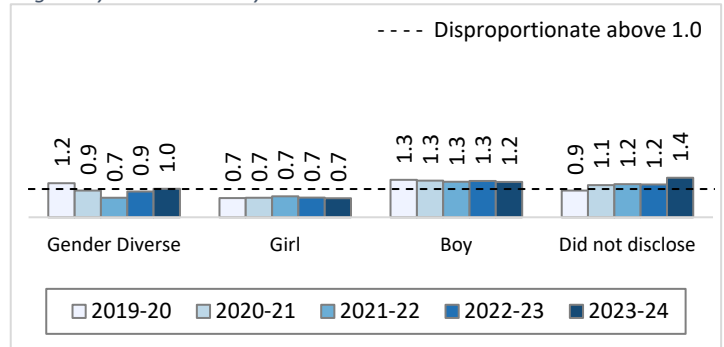


Figure 31 – Students Assessed Below Level 3 in Grade 9 Academic English by Sexual Orientation

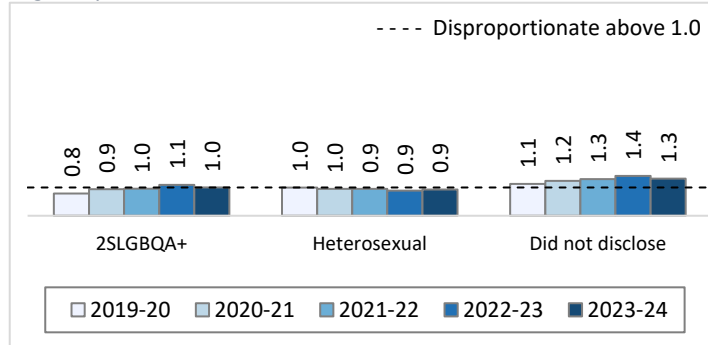


Figure 32 – Students Assessed Below Level 3 in Grade 10 Academic English by Sexual Orientation

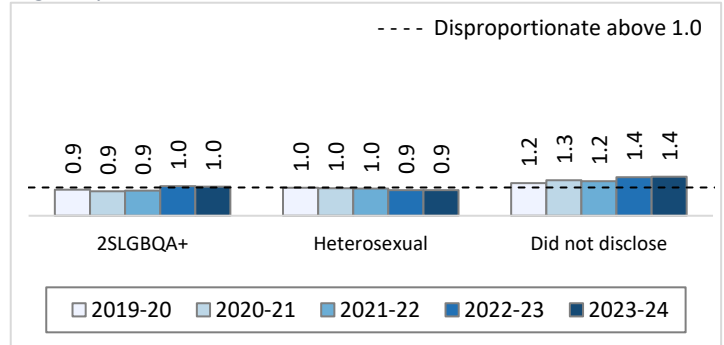


Figure 33 – Students Assessed Below Level 3 in Grade 9 Academic English by Measure of Economic Inequality

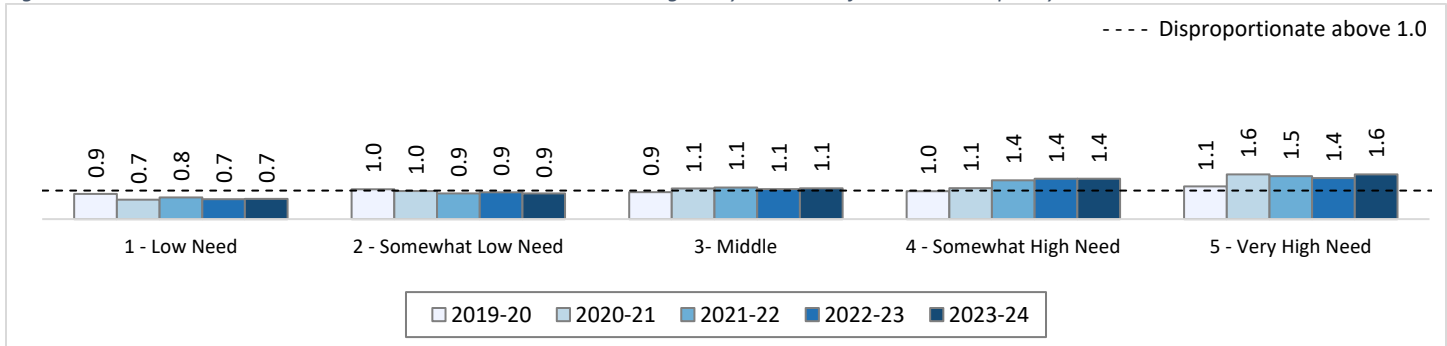
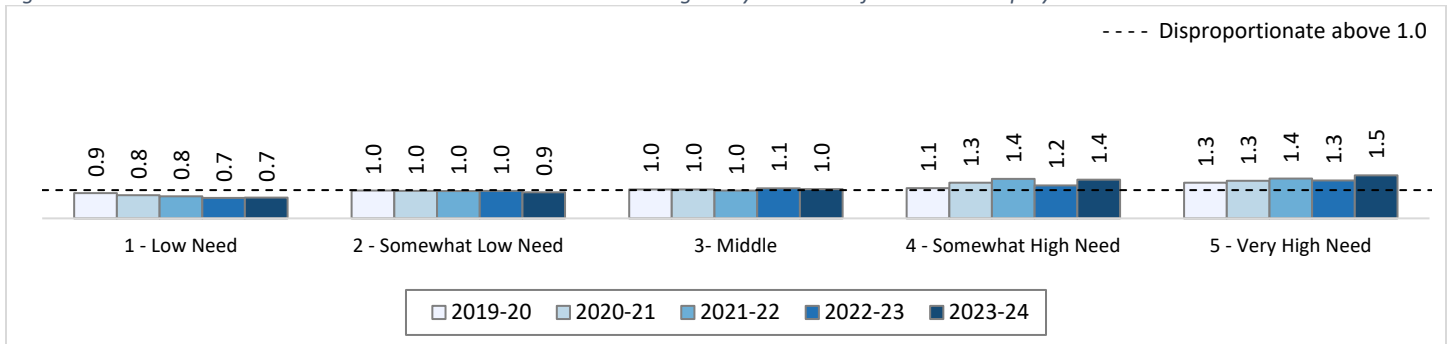


Figure 34 – Students Assessed Below Level 3 in Grade 10 Academic English by Measure of Economic Inequality



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Figure 35 – Students Assessed Below Level 3 in Grade 9 Academic English by IEP Status

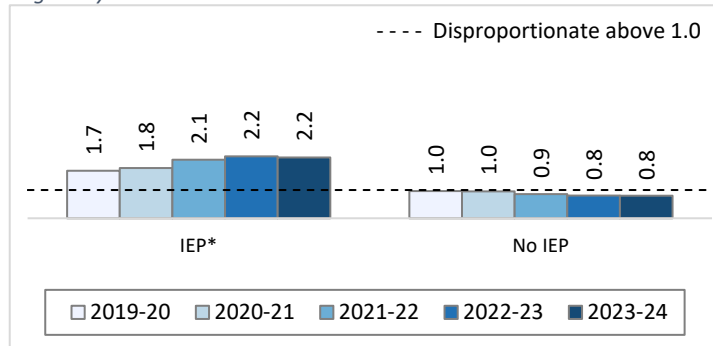


Figure 36 – Students Assessed Below Level 3 in Grade 10 Academic English by IEP Status

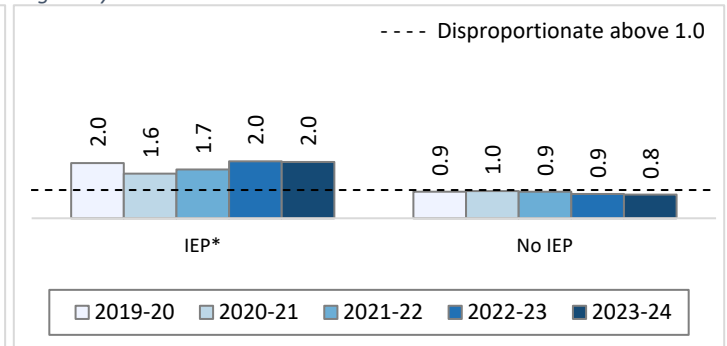


Figure 37 – Students Assessed Below Level 3 in Grade 9 Academic English by ELL Status

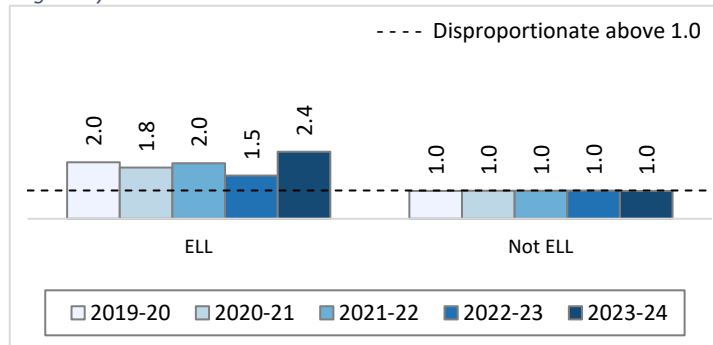
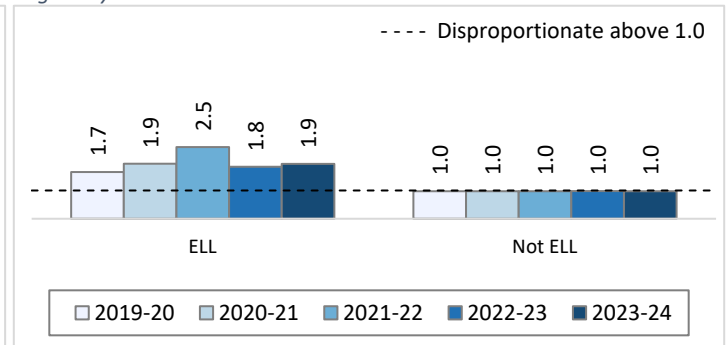


Figure 38 – Students Assessed Below Level 3 in Grade 10 Academic English by ELL Status



\* When reporting Outcome Indicators by Students with Special Education Needs, students with an Individual Education Plan (IEP) include both students with a formal identification through an Identification, Placement and Review Committee (IPRC) and students without. Students with one identification of Gifted are excluded from this group.

### 3.2.3 Numeracy Outcomes

Figure 39 – Students Assessed Below Level 3 in Grade 9 Academic/De-streamed Mathematics by Indigenous and Racial Identities

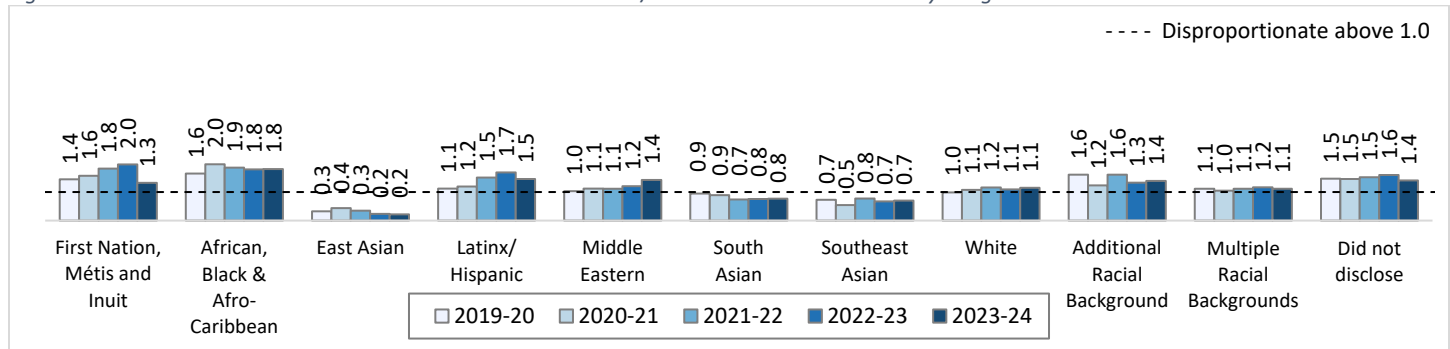
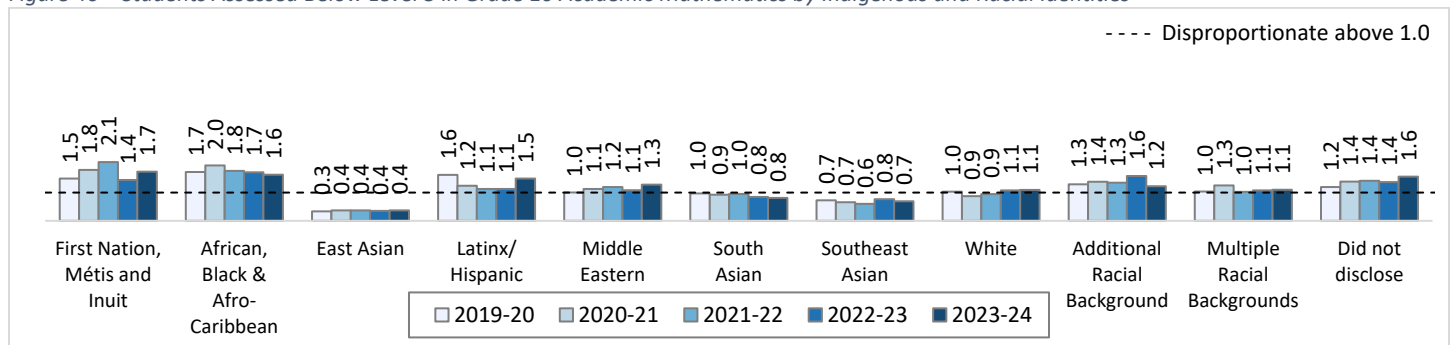


Figure 40 – Students Assessed Below Level 3 in Grade 10 Academic Mathematics by Indigenous and Racial Identities



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Figure 41 – Students Assessed Below Level 3 in Grade 9 Academic/De-streamed Mathematics by Gender Identity

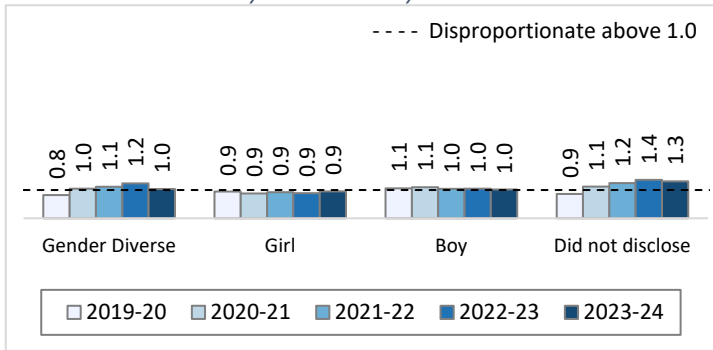


Figure 43 – Students Assessed Below Level 3 in Grade 9 Academic/De-streamed Mathematics by Sexual Orientation

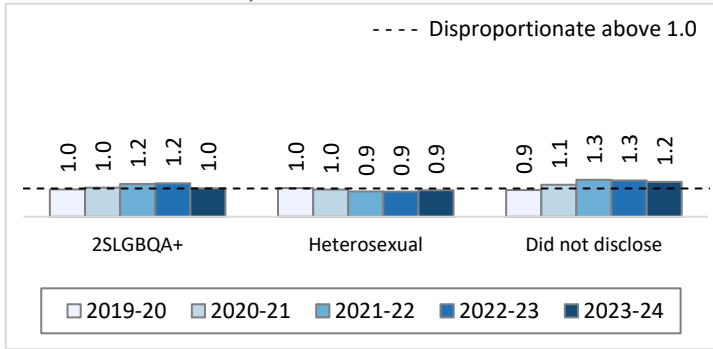


Figure 45 – Students Assessed Below Level 3 in Grade 9 Academic/De-streamed Mathematics by Measure of Economic Inequity

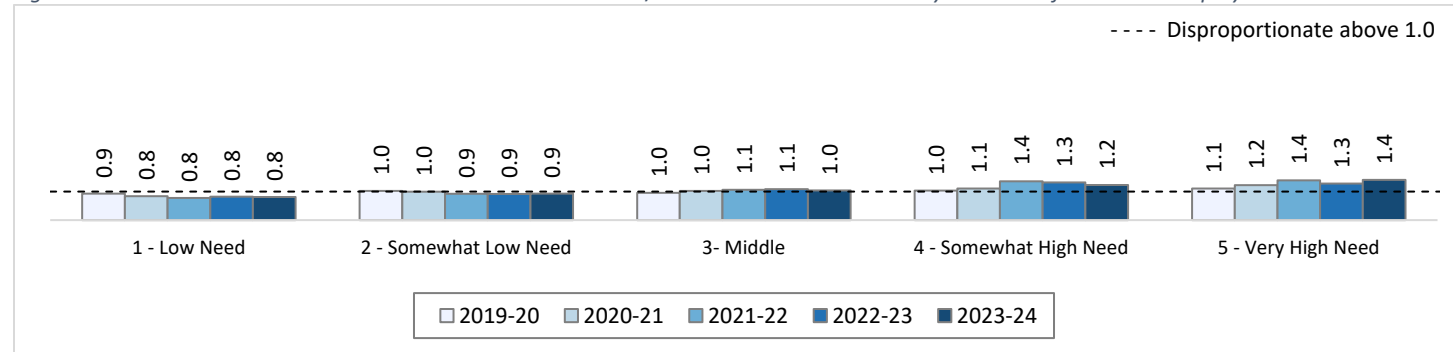


Figure 46 – Students Assessed Below Level 3 in Grade 10 Academic Mathematics by Measure of Economic Inequity

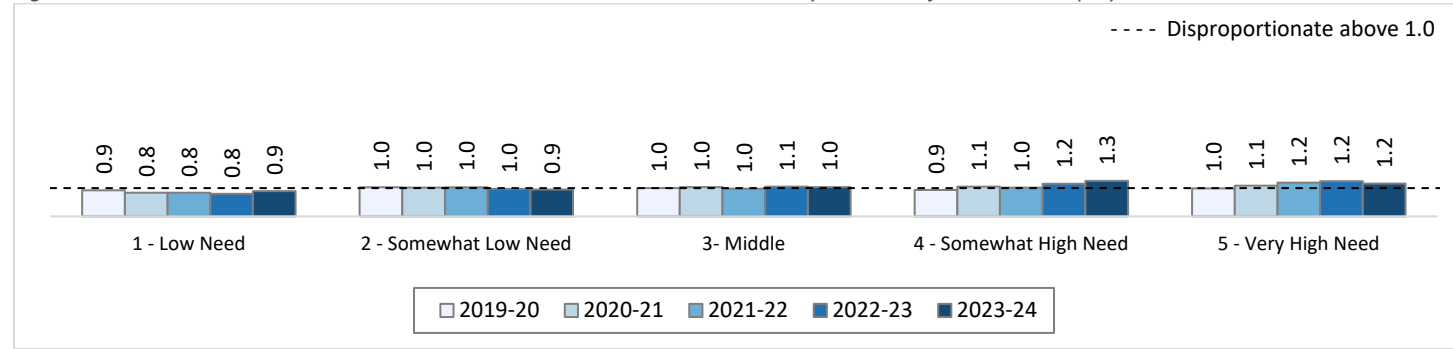


Figure 42 – Students Assessed Below Level 3 in Grade 10 Academic Mathematics by Gender Identity

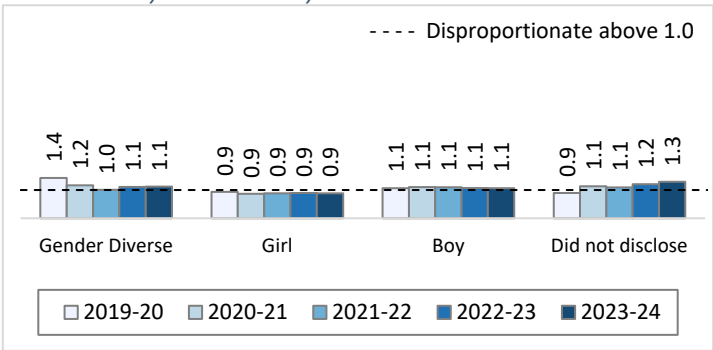
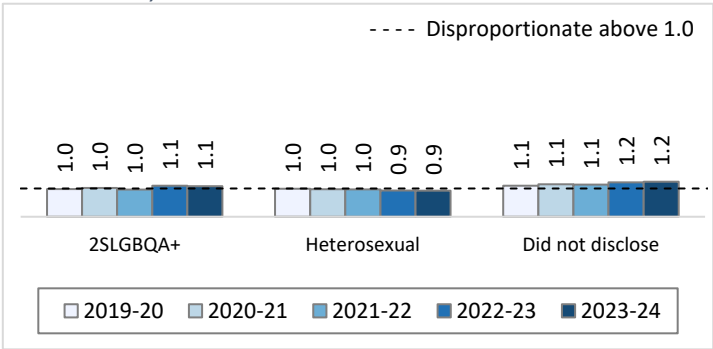


Figure 44 – Students Assessed Below Level 3 in Grade 10 Academic Mathematics by Sexual Orientation



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Figure 47 – Students Assessed Below Level 3 in Grade 9 Academic/De-streamed Mathematics by IEP Status

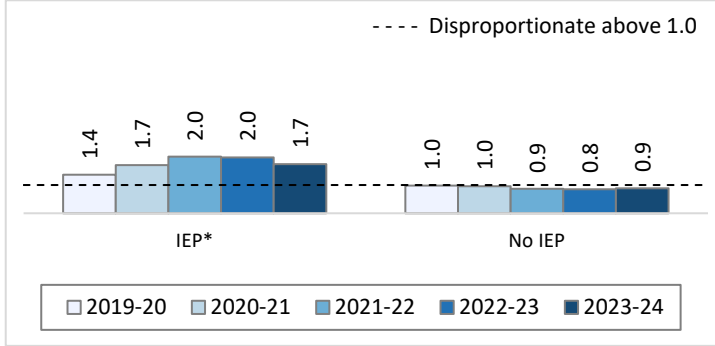


Figure 48 – Students Assessed Below Level 3 in Grade 10 Academic Mathematics by IEP Status

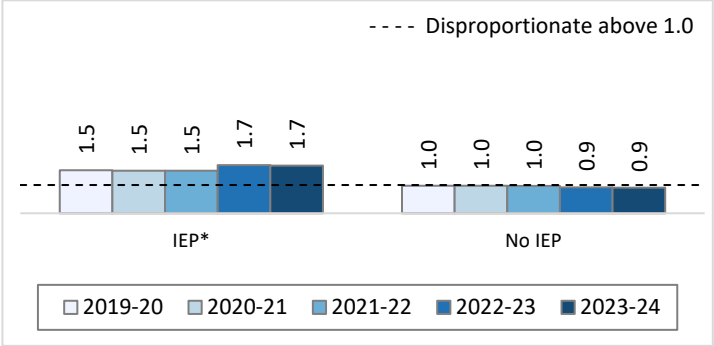


Figure 49 – Students Assessed Below Level 3 in Grade 9 Academic/De-streamed Mathematics by ELL Status

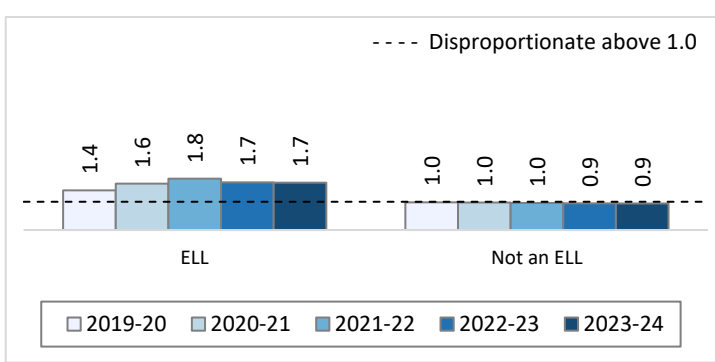
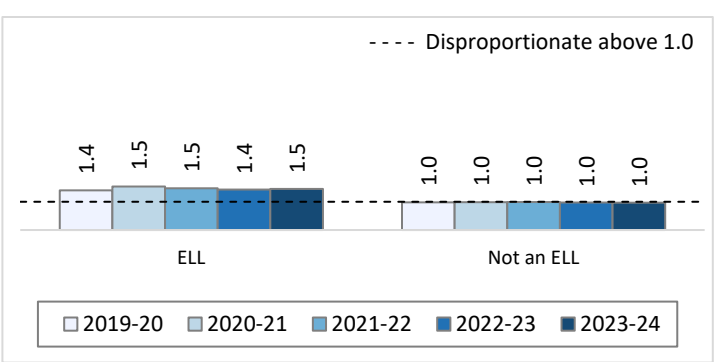


Figure 50 – Students Assessed Below Level 3 in Grade 10 Academic Mathematics by ELL Status



## 4.0 Preparation of Students for Future Success

### 4.1 Special Education Designations

Special education has drawn critique as being complicit in segregation across racial, class, and disability status (Parekh and Brown, 2019). Research indicates clear evidence of over representation of Indigenous, African, Black, and Afro-Caribbean and racialized students within special education classes, pointing to a stronger focus on individual characteristics than on educational potential and attainment (Artiles et al., 2002; De Valenzuela et al., 2006; James and Turner, 2017; Kramarczuk Voulgarides et al., 2017; Losen et al., 2014; Parekh et al., 2018; Parekh et al., 2021). Racialized students are overrepresented in every special education category including emotional/behavioural disorders, learning disabilities, intellectual disabilities, and speech and language disorders (Kramarczuk Voulgarides et al., 2017).

Additionally, students identified with an exceptionality that does not require a medical doctor diagnosis (behavioural, Language Impairment, Learning Disability, Mild Intellectual Disability) are more likely to be disciplined compared to other students. There is also worry that teachers' low expectations and stereotypes about certain racialized students, particularly African, Black, and Afro-Caribbean, results in the use of subjective methods to determine these students' learning disabilities without the use of formal processes or parental input (James and Turner, 2017, p.45).

Black students are more likely to be referred for special education placement based on perceived "behavioural issues" which leads to a form of streaming. "The labelling of Black students' behaviours" and removal from regular classrooms begins as early as kindergarten (James and Turner, 2017). In consultations with Black students and communities, James and Turner (2017) identified the significant impact that low expectations and stereotypes towards Black students have on academic recommendations and support toward educational pursuits. Black students are positioned as not capable of academic excellence, with one participant in James and Turner's (2017) consultation noting that "racism is a barrier that blocks the ability of Black students to focus on academics" (p. 47). The intersection between Race, Special Education Placement, and Student Discipline Research also highlights the intersection between race, special education placement, and student discipline. Black students have been found to be overrepresented in special education categories that predict increased suspensions while underrepresented in those that predict lower suspension rates (i.e., autism) (Losen et al., 2014).

The legacy of colonialism shapes representation and experiences of Indigenous students within special education programming. In many countries, including Canada, New Zealand, and the United States, Indigenous students have the highest probability of being placed in a special education setting and are overrepresented in these placements (Cooc and Kiru, 2018; Indigenous Bilingual Education, 2012; Gabel et al., 2009).

The work of Yee and Butler (2020) identifies colonial impacts within special education that drive the overrepresentation of Indigenous students. One of these impacts is the "assessment and identification of students with special education needs" (p.1079). Indigenous students are "over-diagnosed in various areas due to a mismatch between diagnostic tools and Indigenous experiences and understandings of the world" (p. 1080). Cree researcher Curtis Mallett (2008) argues that Indigenous "students receiving special education programming are among the most vulnerable learners, but that special education programs are less likely to involve culturally sensitive pedagogy, being more heavily influenced by practices in Western psychology and colonial conventions" (p. 1076).

Research also indicates higher rates of victimization and a negative school environment for Two Spirit and LGBTQIA+ students, and these experiences lead to lower academic outcomes, decreased post-secondary pursuits, increased rates of verbal and physical harassment, and feelings of isolation (Anderman, 2002; Kosciw et al., 2015; Pohl et al., 2017; Roeser et al., 1996). For students identifying as Two Spirit and LGBTQIA+ with special education needs, they must navigate challenges arising from holding intersectional identities of sexual orientation and having a special education need. Despite these challenges, special education teachers report little professional experience in supporting these

students and delivering needed supports (Arrieta and Palladino, 2014; Gothberg et al., 2019). Gothberg et al. (2019) report that teacher and principal training should bring focus on educators’ “(a) knowledge of self, beliefs, and bias, with an awareness of how they shape their students’ experiences and (b) knowledge about the 2SLGBTQIA+ [youth with disabilities]” (p. 17).

In PDSB’s report (2021), male and gender diverse students were also found to be overrepresented among students with special education needs who have an IEP but have not been identified as exceptional by an IPRC. This data mirrors trends found in research focused on gender disproportionalities in special education (Severence and Howell, 2017). Gender bias held by teachers leads to differential expectations for students based on gender (Rousso and Whmeyer, 2001). For instance, Coomer and Stinson (2021) note that “the prevailing construction of autism as a white, male condition circulates in diagnostic processes and service provision for autistic individuals who do not fit into the normalized white, male brain profile.” Also, Severance and Howell (2017) note that a focus on behavioural over academic concerns leads to disproportionate referrals of males to special education services.

#### 4.1.1 Summary of Outcomes

##### *Needs:*

- ❖ **Students who identify as Indigenous, African, Black, and Afro-Caribbean and white are the most likely to be identified with an exceptionality.** African, Black, and Afro-Caribbean students are more than two times more likely to be identified with a language impairment or mild intellectual disability and almost two times more likely to be identified with a learning disability. Indigenous students are three or more times more likely to be identified with the following exceptionalities – autism, language impairment, learning disability, and mild intellectual disability exceptionality. White students are overrepresented in students identified with autism and learning disabilities (Figure 51-56).
- ❖ **Overrepresentation of 2SLGBQA+ and gender diverse students.** Students who identify as Two Spirit and LGBTQIA+ are overrepresented in students identified with – autism (Figures 58 and 65), a finding that is not surprising given that empirical research has consistently demonstrated that autistic individuals are “...more likely to identify as Lesbian, Gay, Bisexual, Trans, Queer, Asexual, and other identities” (Weir, Allison, Baron-Cohen 2021; also see George and Stokes 2018, Pecora et al 2020).
- ❖ **Students identifying as gender diverse are overrepresented in almost all exceptionalities.** Students who identify as a diverse gender are more than two and a half times more likely to be identified with learning disability exceptionalities and mild intellectual disability (Figure 61 and 62).
- ❖ **Students identifying as 2SLGBQA+ overrepresented.** Students who identify as 2SLGBQA+ are overrepresented in mild intellectual disability and learning disability (Figure 68 and 69).
- ❖ **Students experiencing higher economic need are more likely to be identified with an exceptionality.** Students who experience high economic need are more likely to be identified with language impairments, and mild intellectual disabilities unlike students experiencing less economic vulnerabilities (Figure 74 and 76).
- ❖ **East Asian students and students who experience lower economic need are overrepresented in students identified with a gifted exceptionality.** East Asian students are approximately six times more likely to be identified as gifted (Figure 52). This suggests there may be assumptions about students’ race which influence how school staff perceive their learning (Conchas and Perez, 2003, James, 2004; Walton and Truong, 2021) and teachers may be holding stereotypes about racialized groups that may benefit some and limit others’ academic progress. Students who experience low economic need are also more likely to be identified as gifted suggesting that gifted assessments privilege those with access to more resources (Figure 73) (Parekh, et al., 2018).
- ❖ **Gender diverse and 2SLGBQA+ students are also overrepresented in students identified with a gifted exceptionality; they are almost one and a half to three times more likely to be identified as gifted** (Figure 59 and 66).



- ❖ **Overrepresentation for students who have an IEP without formal identification or receive services without an IEP.** Indigenous, African, Black, and Afro-Caribbean, Latinx/Hispanic, white, gender diverse, and 2SLGBQA+ are overrepresented in these services (Figure 57, 63, and 70).

#### Emerging Trends:

- ❖ **Potential increase in identifications for Indigenous Students.** Identification in autism, language impairment, learning disability and mild intellectual disability are all on the rise perhaps affirming Yee and Butler's (2020) findings of overdiagnosis (Figure 51, 53, 54 and 55).

### 4.1.1 Indigenous and Racial Identities

Figure 51 – Students Identified with the Exceptionality Autism by Indigenous and Racial Background

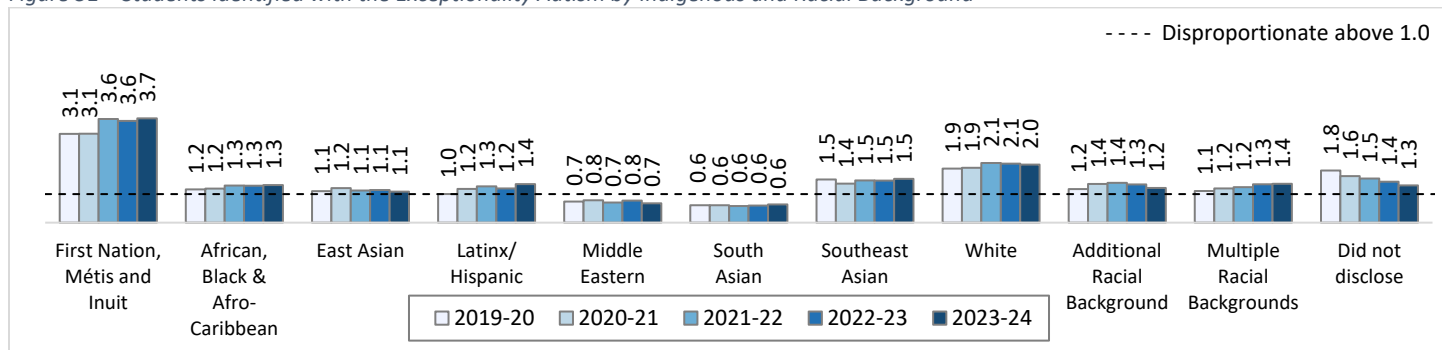


Figure 52 – Students Identified with the Exceptionality Gifted by Indigenous and Racial Background

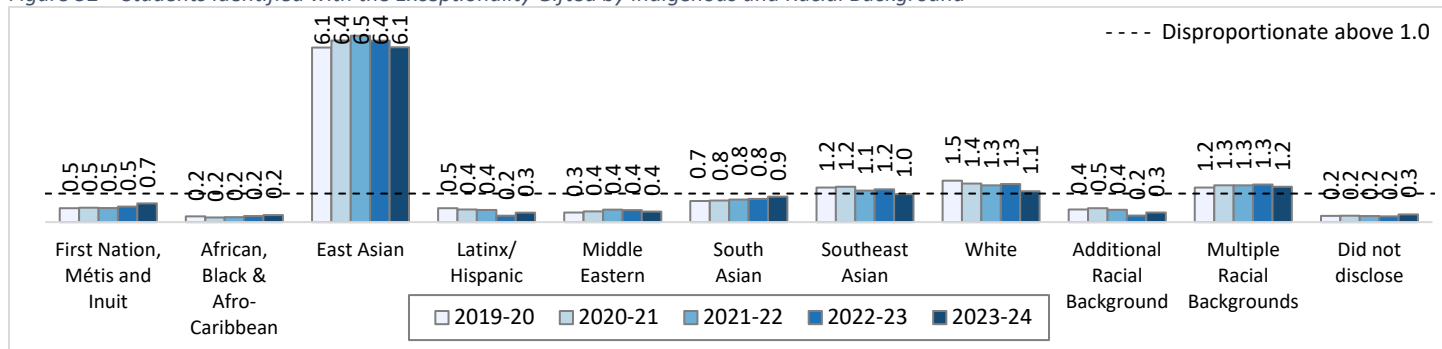
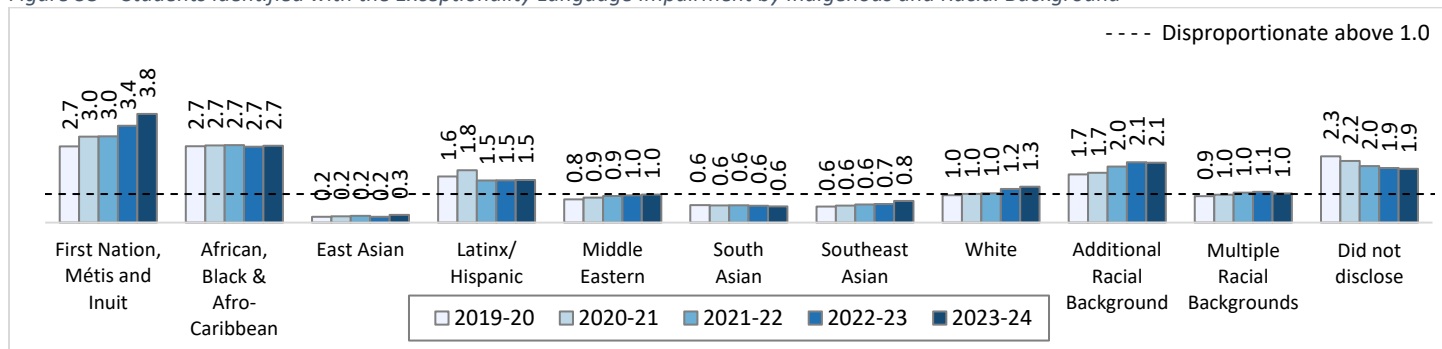


Figure 53 – Students Identified with the Exceptionality Language Impairment by Indigenous and Racial Background



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Figure 54 – Students Identified with the Exceptionality Learning Disability by Indigenous and Racial Background

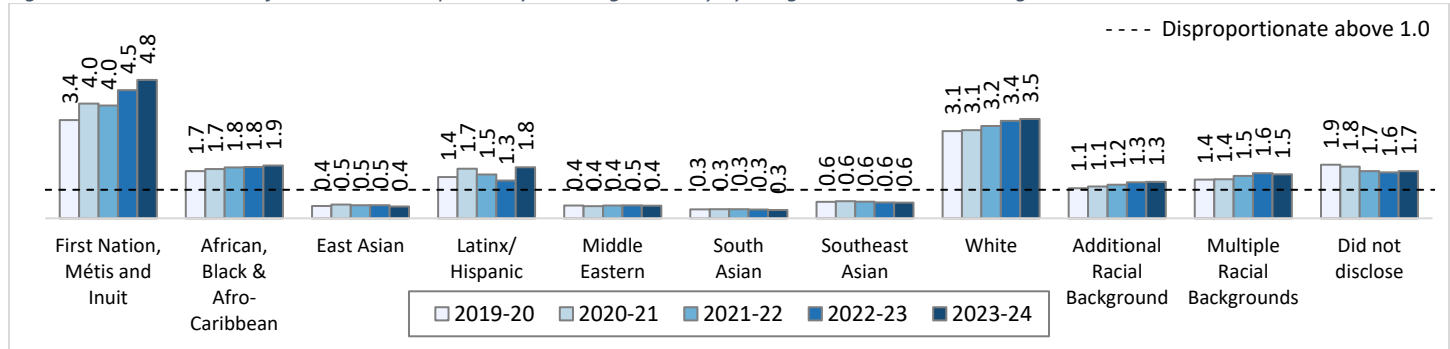


Figure 55 – Students Identified with the Exceptionality Mild Intellectual Disability by Indigenous and Racial Background

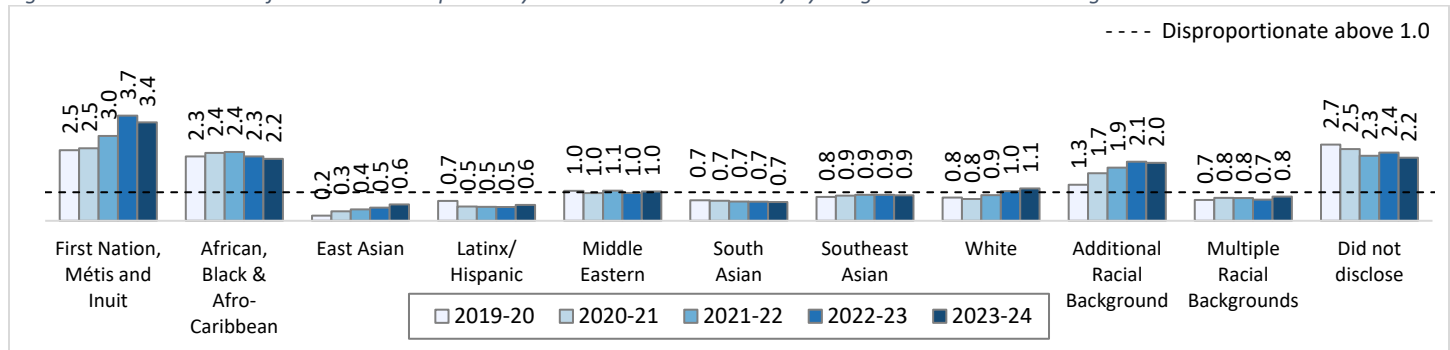


Figure 56 – Students with an IEP but not a formal Identification by Indigenous and Racial Background

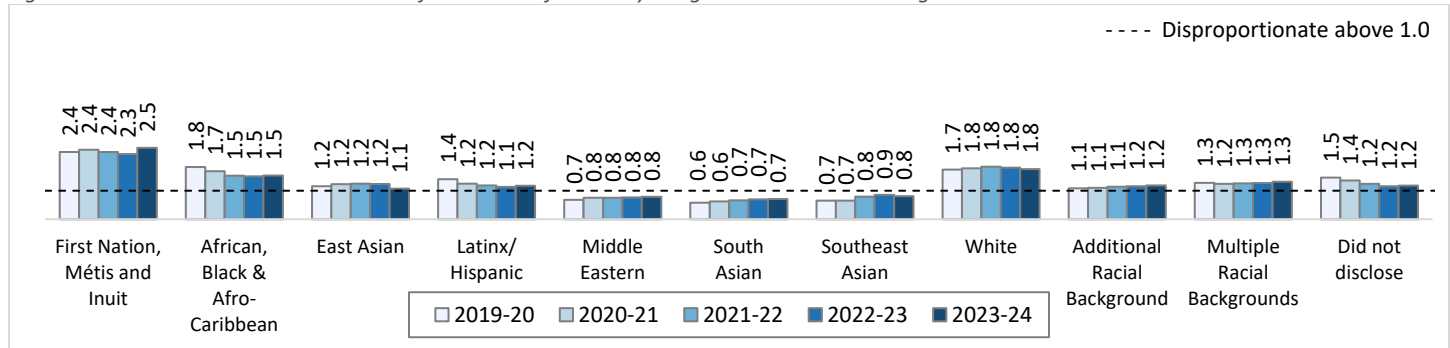
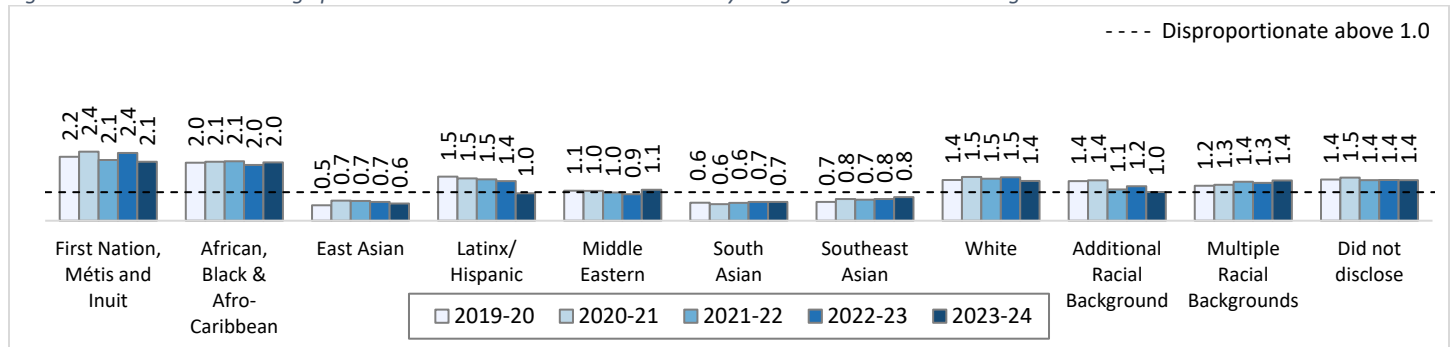


Figure 57 – Students Receiving Special Education Services without an IEP by Indigenous and Racial Background



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### 4.1.2 Gender Identity

Figure 58 – Students Identified with the Exceptionality Autism by Gender Identity

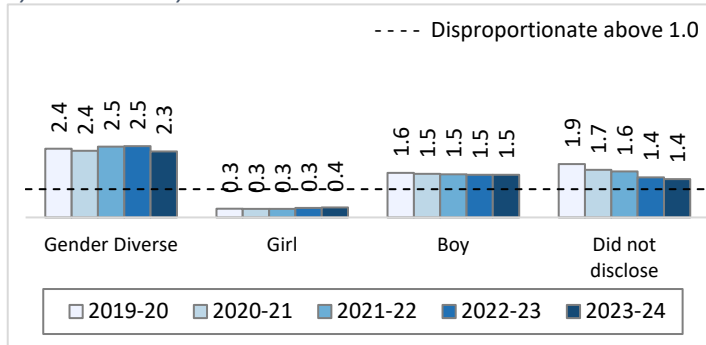


Figure 59 – Students Identified with the Exceptionality Gifted by Gender Identity

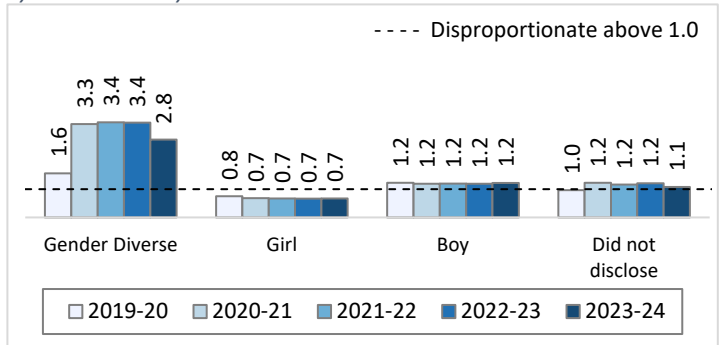


Figure 60 – Students Identified with the Exceptionality Language Impairment by Gender Identity

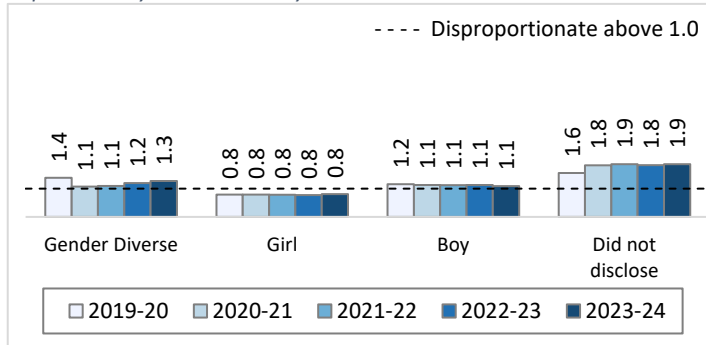


Figure 61 – Students Identified with the Exceptionality Learning Disability by Gender Identity

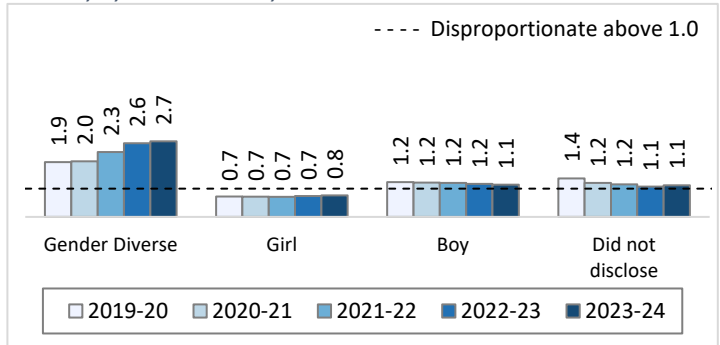


Figure 62 – Students Identified with the Exceptionality Mild Intellectual Disability by Gender Identity

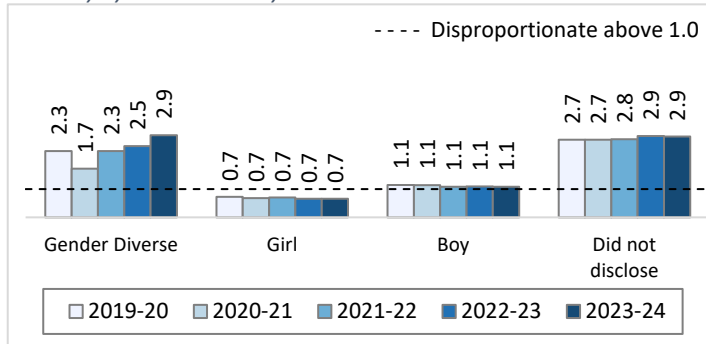


Figure 63 – Students Identified an IEP but not a formal Identification by Gender Identity

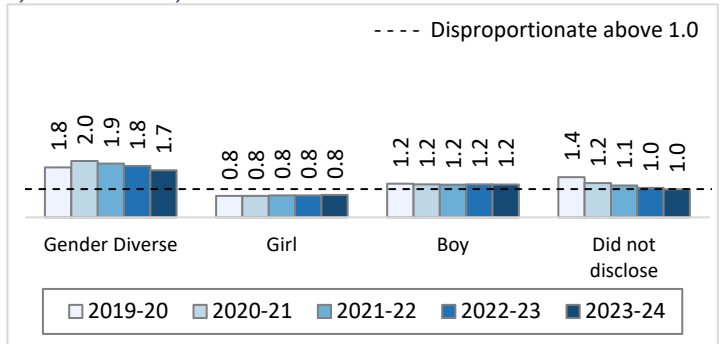
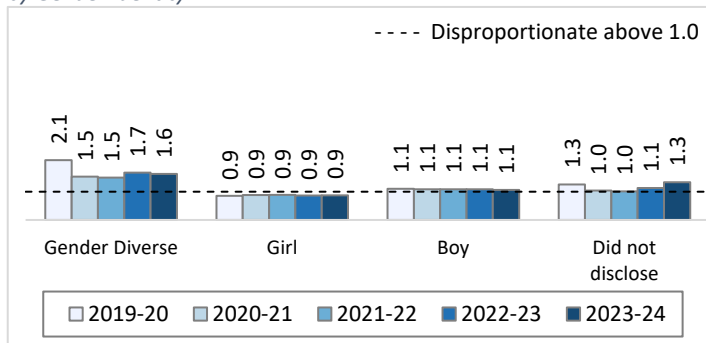


Figure 64 – Students Receiving Special Education Services without an IEP by Gender Identity



### 4.1.3 Sexual Orientation

Figure 65 – Students Identified with the Exceptionality Autism by Sexual Orientation

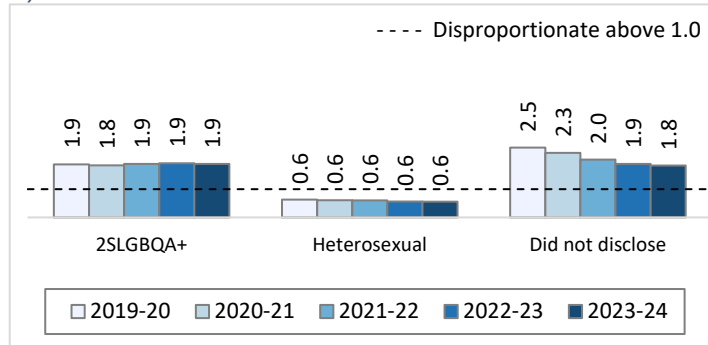


Figure 66 – Students Identified with the Exceptionality Gifted by Sexual Orientation

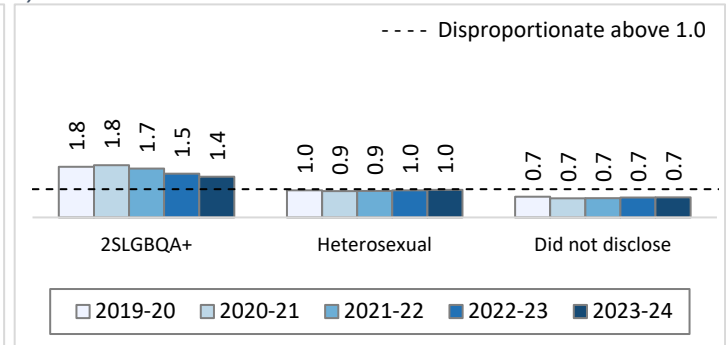


Figure 67 – Students Identified with the Exceptionality Language Impairment by Sexual Orientation

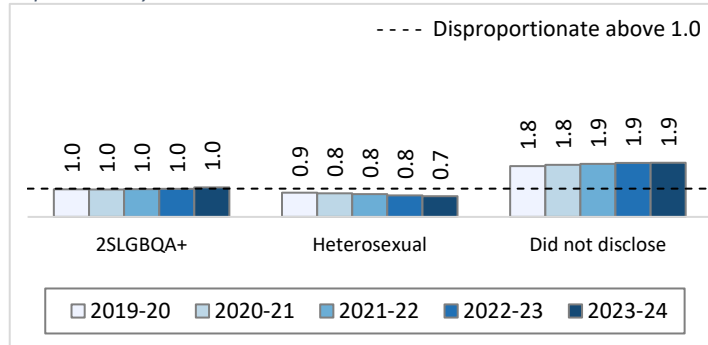


Figure 68 – Students Identified with the Exceptionality Learning Disability by Sexual Orientation

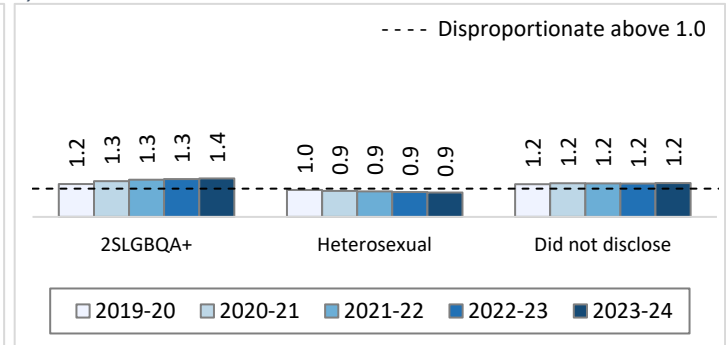


Figure 69 – Students Identified with the Exceptionality Mild Intellectual Disability by Sexual Orientation

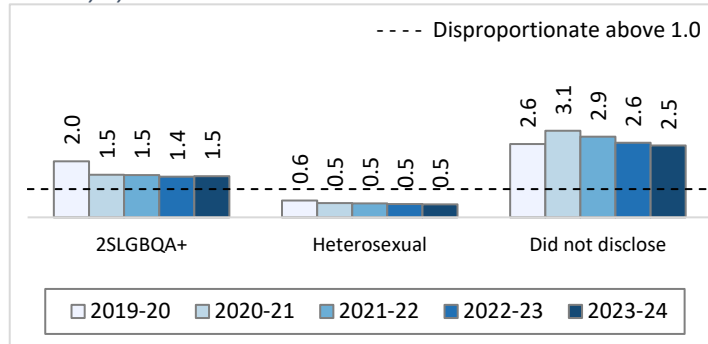


Figure 70 – Students Identified with an IEP but not a formal Identification by Sexual Orientation

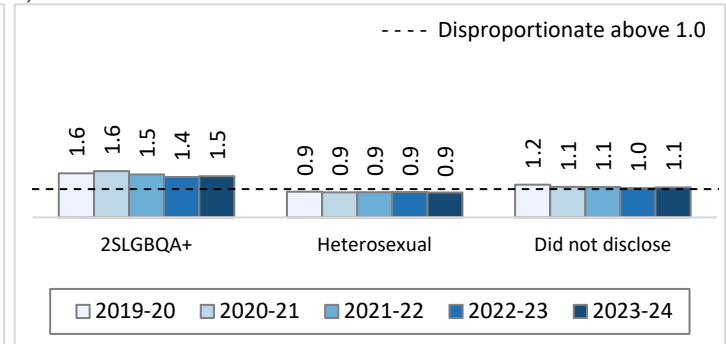
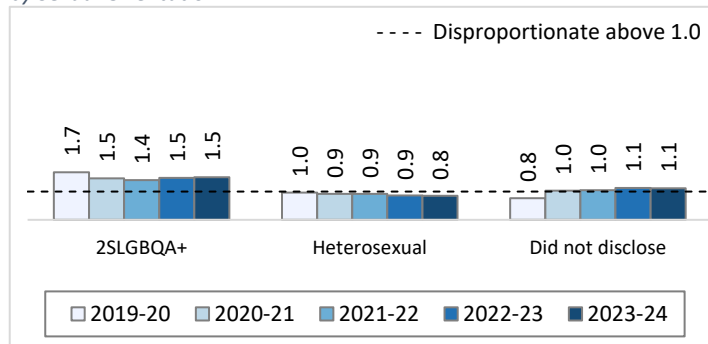


Figure 71 – Students Receiving Special Education Services without an IEP by Sexual Orientation



#### 4.1.4 Measure of Economic Inequality

Figure 72 – Students Identified with the Exceptionality Autism by Measure of Economic Inequality

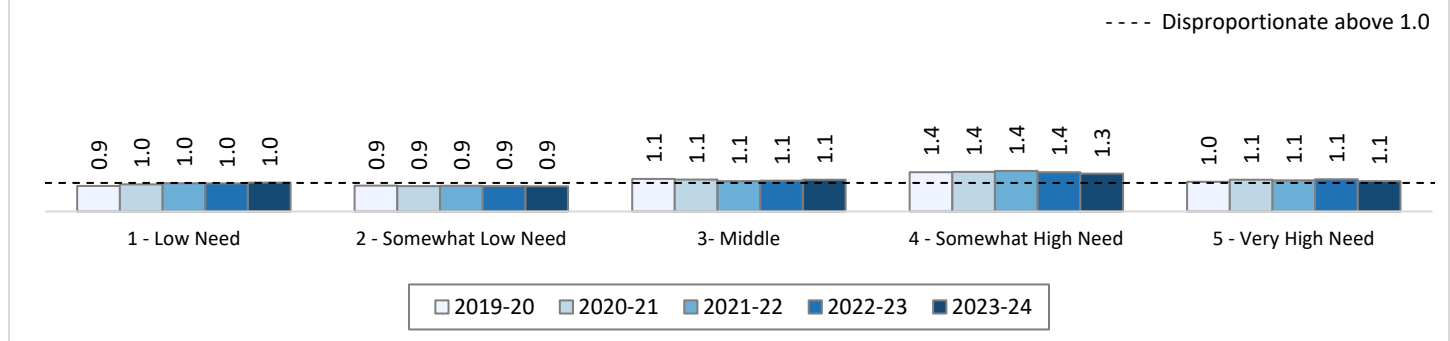


Figure 73 – Students Identified with the Exceptionality Gifted by Measure of Economic Inequality

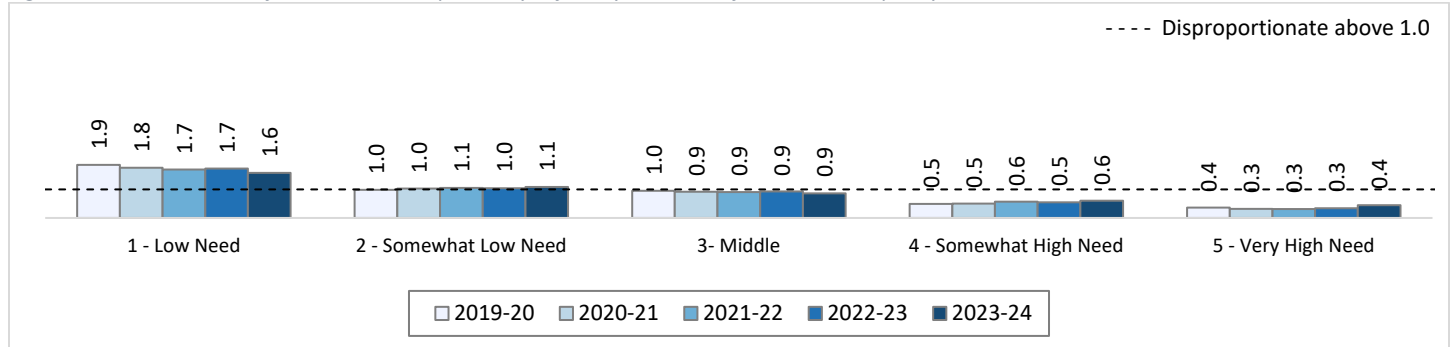


Figure 74 – Students Identified with the Exceptionality Language Impairment by Measure of Economic Inequality

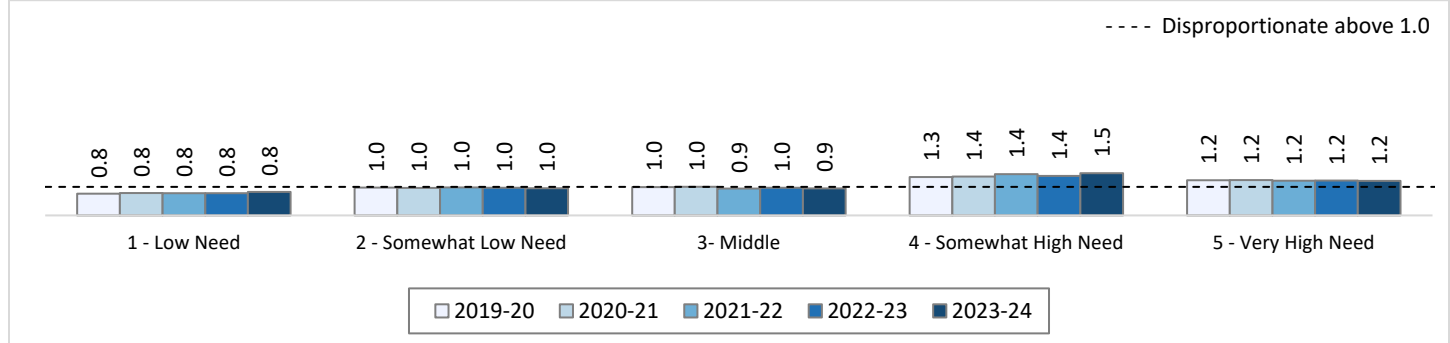
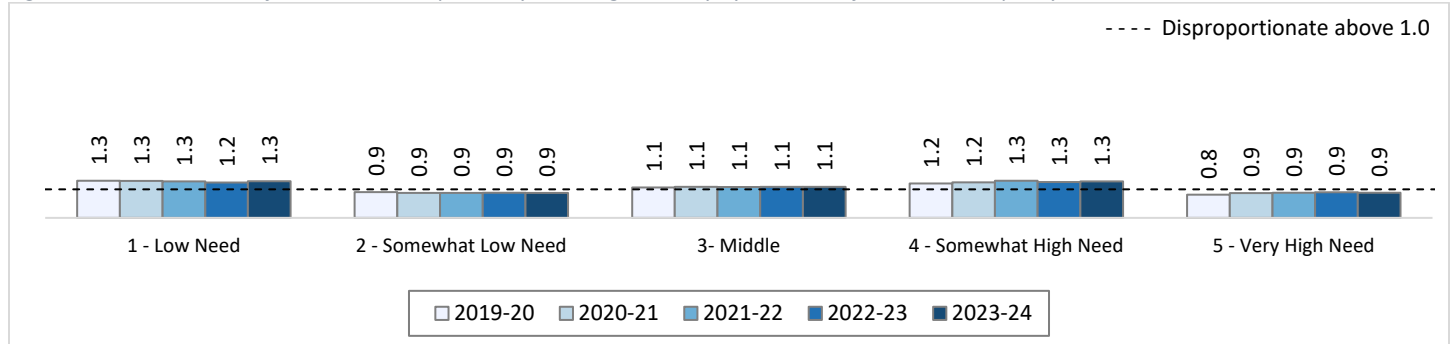


Figure 75 – Students Identified with the Exceptionality Learning Disability by Measure of Economic Inequality



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Figure 76 – Students Identified with the Exceptionality Mild Intellectual Disability by Measure of Economic Inequality

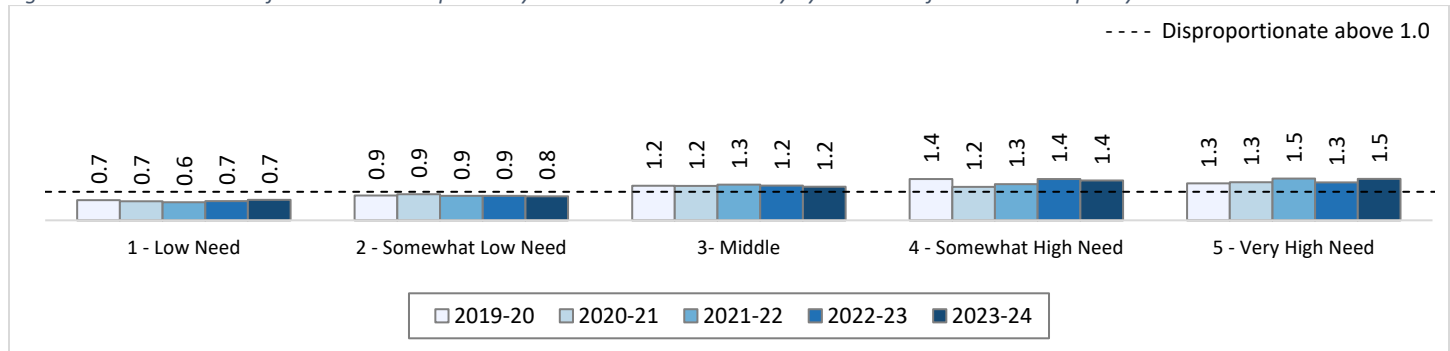


Figure 77 – Students with an IEP but not a formal Identification by Measure of Economic Inequality

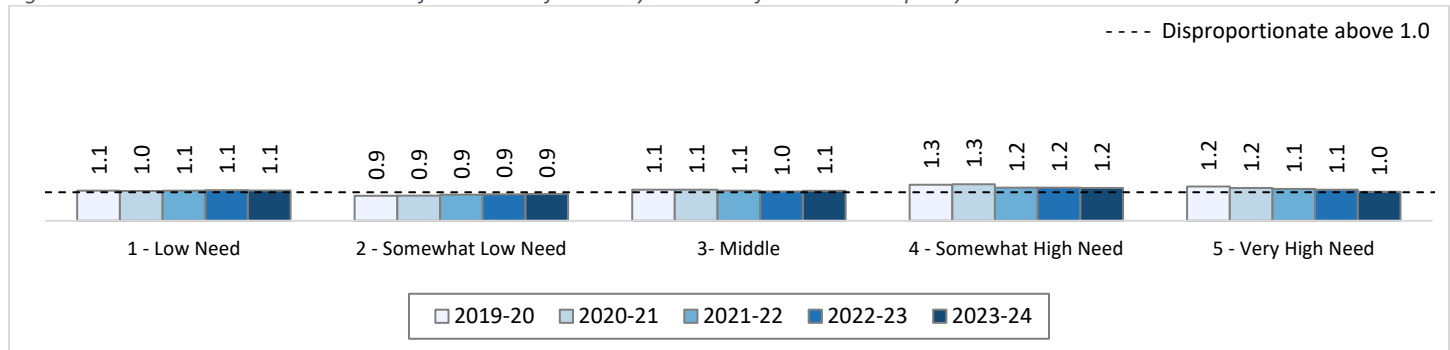
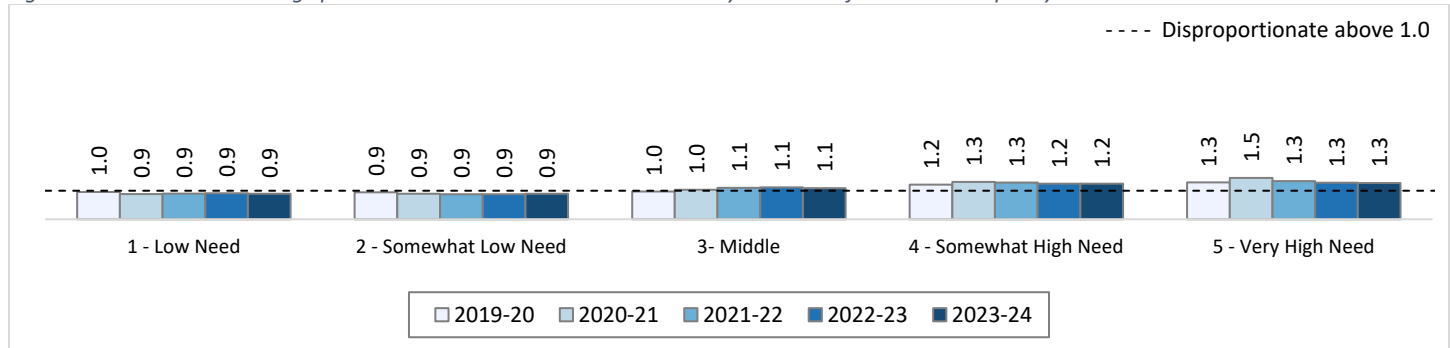


Figure 78 – Students Receiving Special Education Services without an IEP by Measure of Economic Inequality



## 4.2 Credit Accumulation

### 4.2.1 Summary of Outcomes

#### Needs:

- ❖ **Consistent over-representation of identities that have been traditionally marginalized.** Indigenous, African, Black, and Afro-Caribbean, Latinx/Hispanic, and Middle Eastern students have not been granted credits at the expected pace to graduate within four years. This trend is consistent across grade levels and remains the same or increasing across years of study, suggesting that the barriers are still pervasive, and that racism is an active factor (Figure 79-82).
- ❖ **Gender diverse identities continue to face greater barriers than girls or boys.** Students who are gender diverse and those who did not specify a gender continue to accumulate fewer credits across all grades and years unlike those who only selected only boy or only girl suggesting that there are ongoing systemic barriers towards their inclusion. Gaps in higher grades appear to be shrinking over time but this may be due to an increase in gender diverse students being pushed out of public education over time consistent with an increase in transphobic and

otherwise cis-genderist sentiments in Canada. This is not surprising as students who identify as a gender other than boy or girl often face discrimination in larger society as well as within the education system (Glavinic, 2010; Poteat et al., 2014) (Figure 83-86).

- ❖ **Gender Differences.** There are significant gender differences as girls consistently outperform boys and those who are gender diverse when it comes to credit accumulation, affirming larger social trends (OECD, 2015) (Figure 83-86).
- ❖ **Low Credit Accumulation for 2SLGBQA+ students.** Students who identify as 2SLGBQA+ face more barriers than students identifying as heterosexual in accumulating credits. This aligns with larger societal trends that suggest schools reflect the experiences of non-marginalized groups (Currie et al., 2021), and heterosexism (Statistics Canada, 2019) is an ongoing barrier hindering educational progress. These effects are compounded over time as the students get older (Figure 87-90).
- ❖ **Socioeconomic vulnerabilities are a significant barrier to credit accumulation.** Across all grades and school years, students who experience higher economic need accumulate fewer credits. This trend reinforces the idea that classism is a barrier to student success (Robson et al., 2016) (Figure 91-94).
- ❖ **Students receiving Special Education Supports.** Students with an IEP (identified and non-identified) are less likely to accumulate credits at pace across all grades; however, these gaps decrease as students move up in grade level (Figure 95-98).
- ❖ **Low credit accumulation for English Language Learners (ELL).** English Language Learners are more than three times likely to not receive the 8 credits expected in Grade 9. The gap in credit accumulation increases each year to more than six times likely to not meet the credit accumulation needed to graduate within four years (Figure 99-102).

*Emerging trends:*

- ❖ **Improvement in credit accumulation is evident for some racially marginalized groups.** While disproportionate outcomes remain high for African, Black and Afro-Caribbean students meeting the grades 9 and 10 credit accumulation benchmarks, trends in grades 11 and 12 suggest improvement over time. This may be a result of the interventions provided by Graduation Coaches for Black students.

## 4.2.2 Indigenous and Racial Identities

Figure 79 – Students who did not Achieve 8 Credits by the End of Grade 9 by Indigenous and Racial Identity

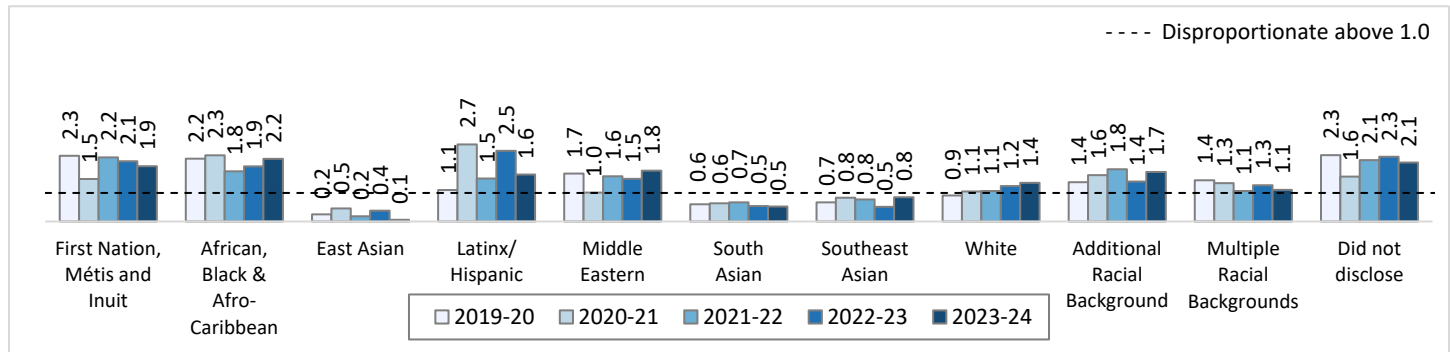


Figure 80 – Students who did not Achieve 16 Credits by End of Grade 10 by Indigenous and Racial Identity

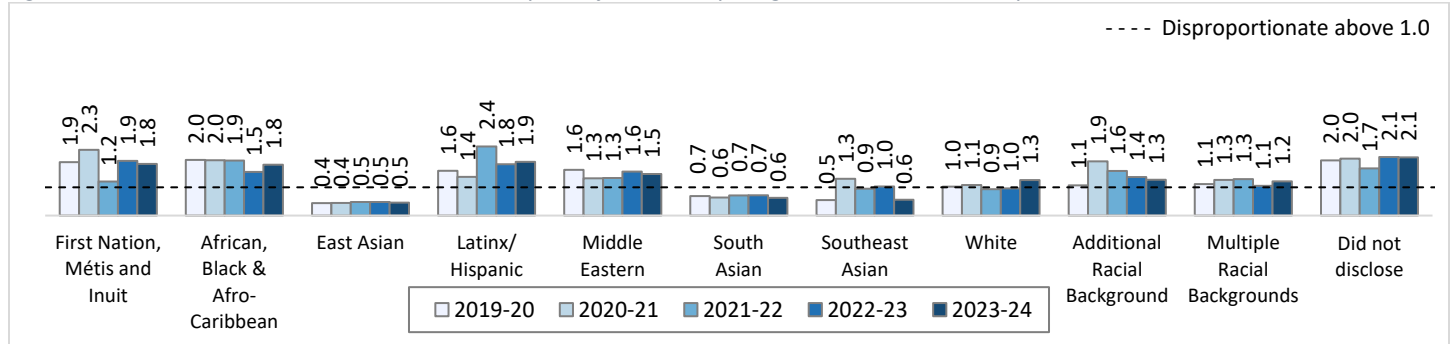


Figure 81 – Students who did not Achieve 23 Credits by End of Grade 11 by Indigenous and Racial Identity

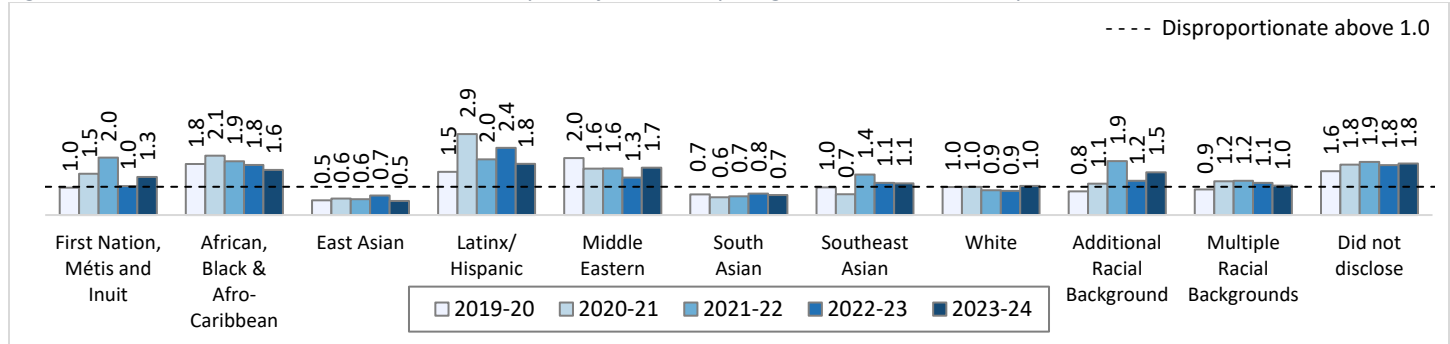
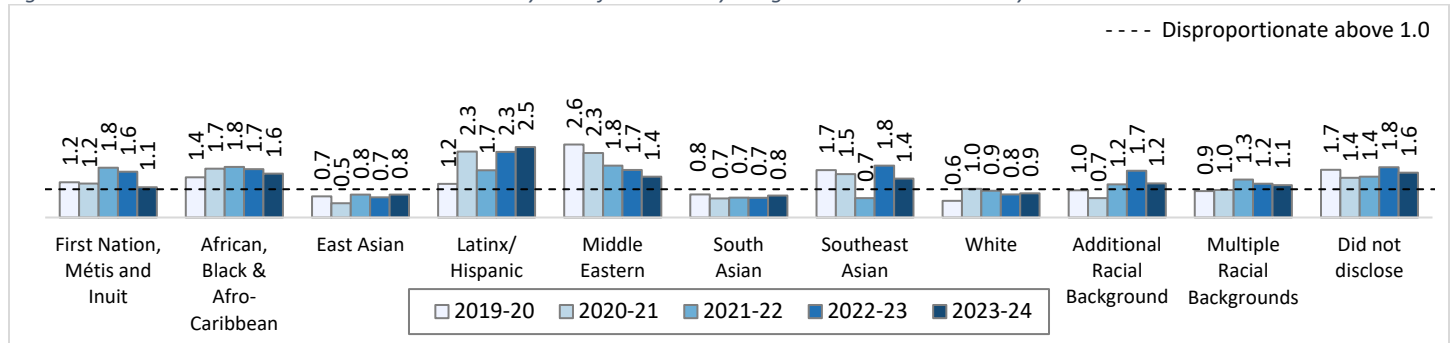


Figure 82 – Students who did not Achieve 30 Credits by End of Grade 12 by Indigenous and Racial Identity





### 4.2.3 Gender Identity

Figure 83 – Students who did not Achieve 8 Credits by End of Grade 9 by Gender Identity

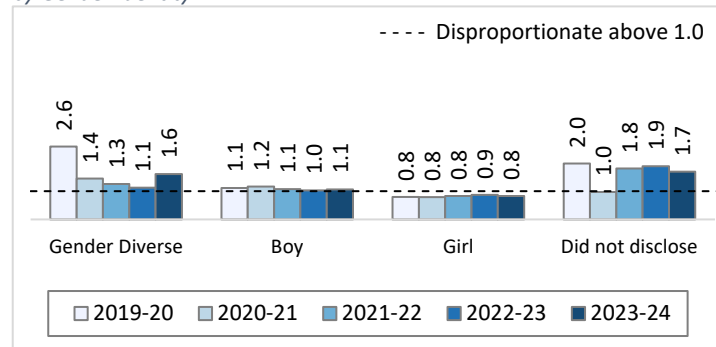


Figure 84 – Students who did not Achieve 16 Credits by End of Grade 10 by Gender Identity

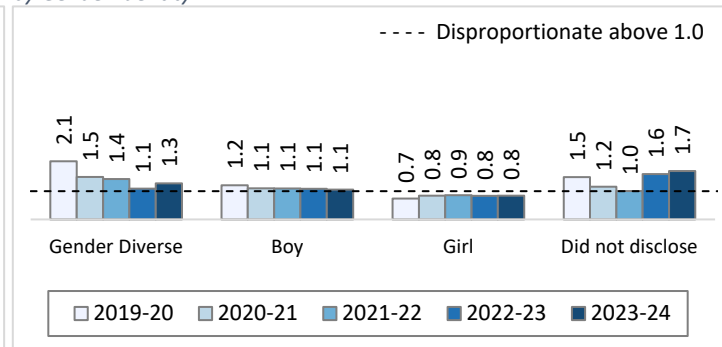


Figure 85 – Students who did not Achieve 23 Credits by End of Grade 11 by Gender Identity

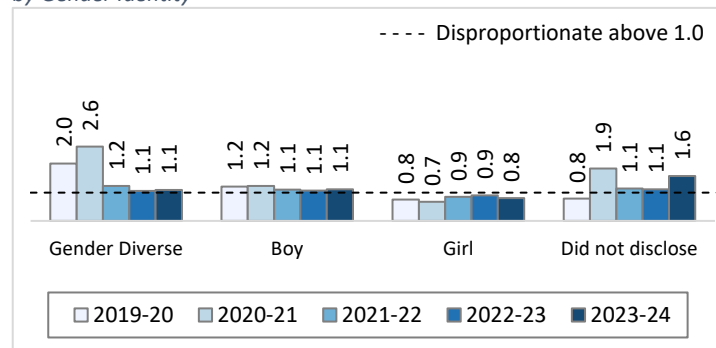
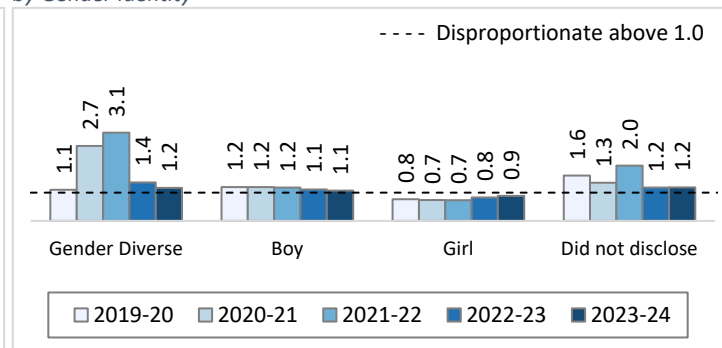


Figure 86 – Students who did not Achieve 30 Credits by End of Grade 12 by Gender Identity



### 4.2.4 Sexual Orientation (Grades 7-12)

Figure 87 – Students who did not Achieve 8 Credits by End of Grade 9 by Sexual Orientation

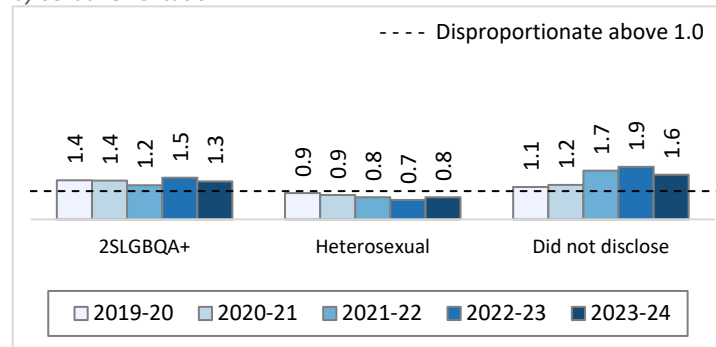


Figure 88 – Students who did not Achieve 16 Credits by End of Grade 10 by Sexual Orientation

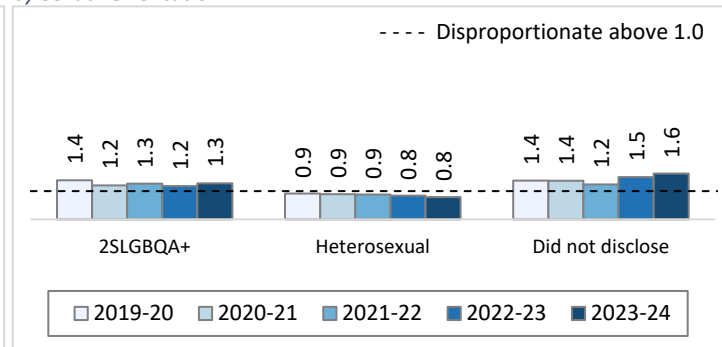


Figure 89 – Students who did not Achieve 23 Credits by End of Grade 11 by Sexual Orientation

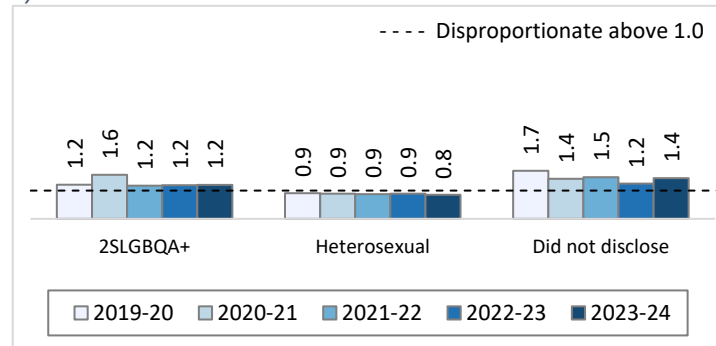
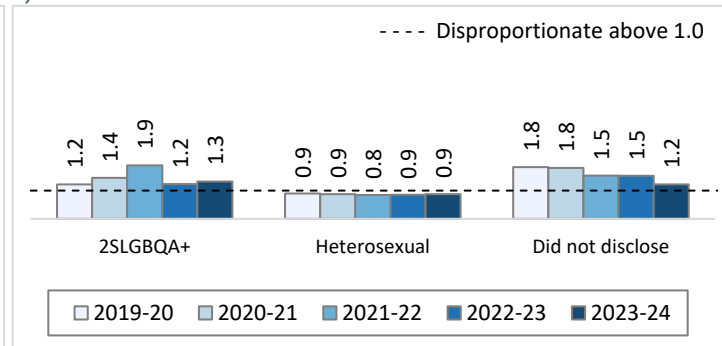


Figure 90 – Students who did not Achieve 30 Credits by End of Grade 12 by Sexual Orientation



## 4.2.5 Measure of Economic Inequality

Figure 91 – Students who did not Achieve 8 Credits by End of Grade 9 by Measure of Economic Inequality

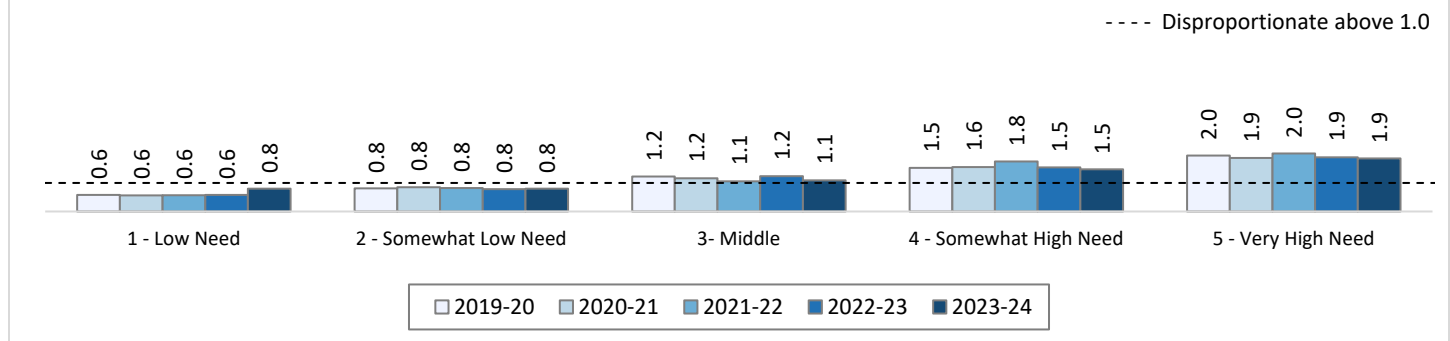


Figure 92 – Students who did not Achieve 16 Credits by End of Grade 10 by Measure of Economic Inequality

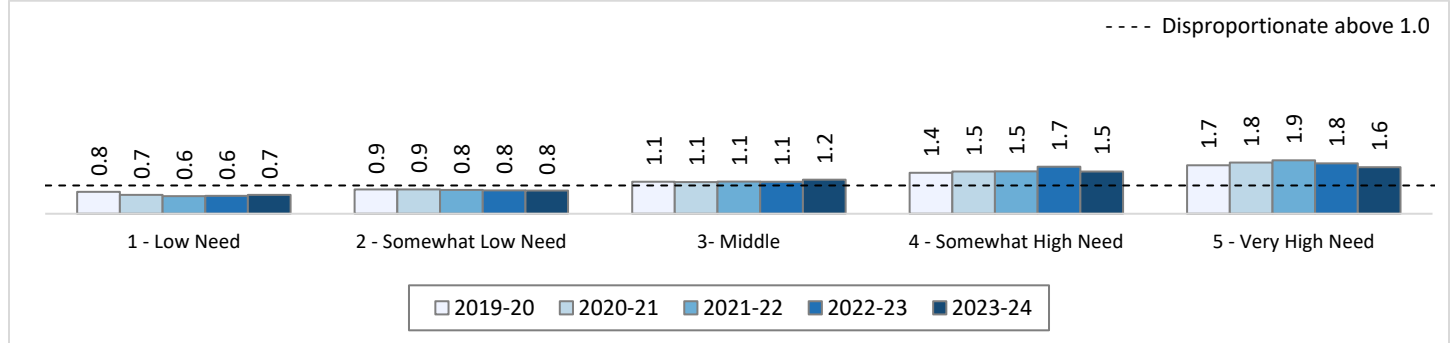


Figure 93 – Students who did not Achieve 23 Credits by End of Grade 11 by Measure of Economic Inequality

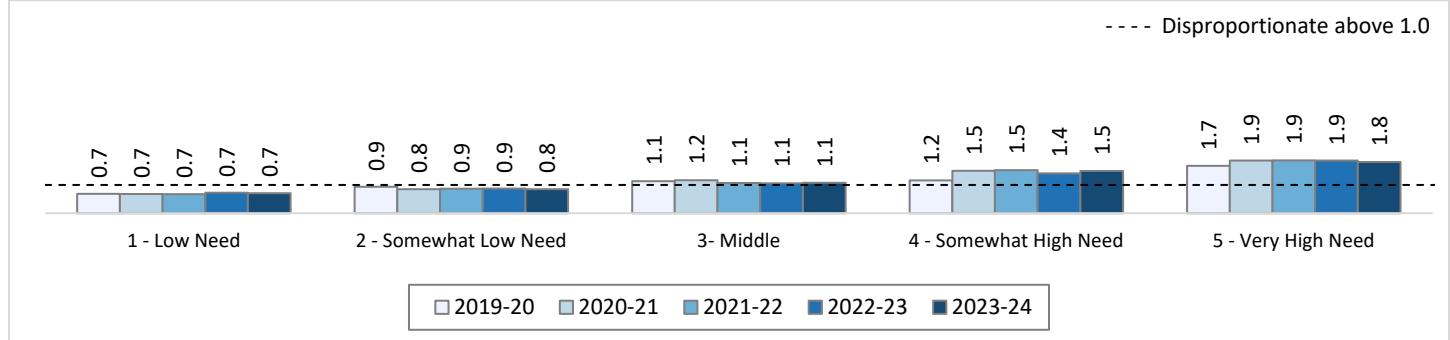
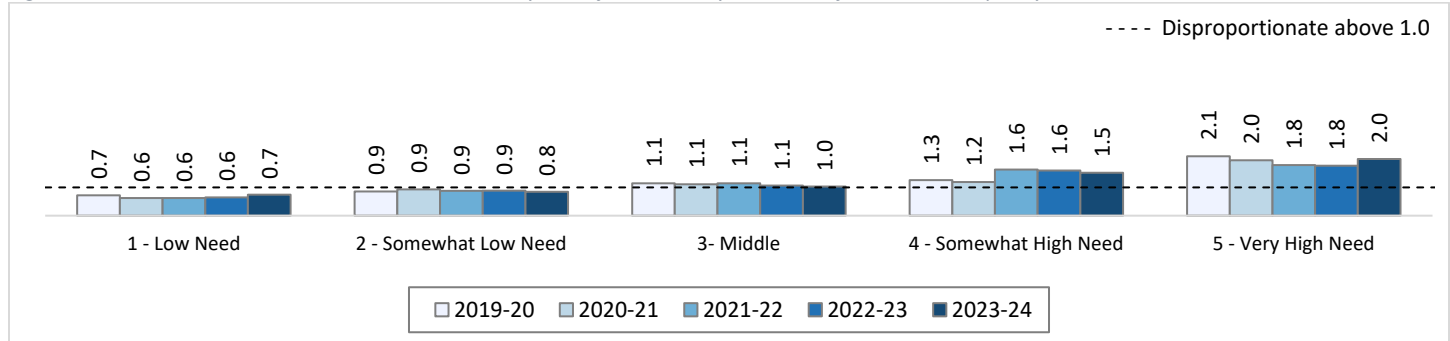


Figure 94 – Students who did not Achieve 30 Credits by End of Grade 12 by Measure of Economic Inequality



#### 4.2.6 Students with Special Education Needs

Figure 95 – Students who did not Achieve 8 Credits by End of Grade 9 by Individual Education Plan (IEP) Status

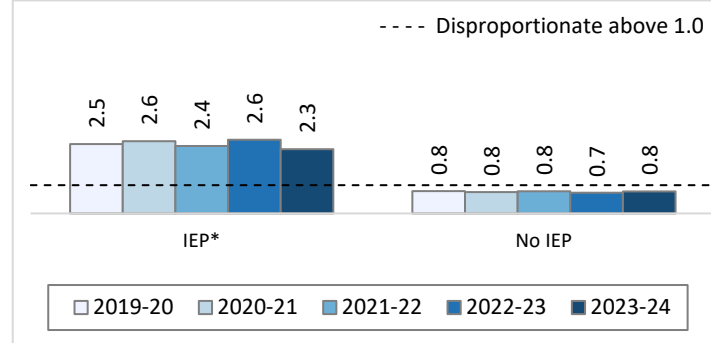
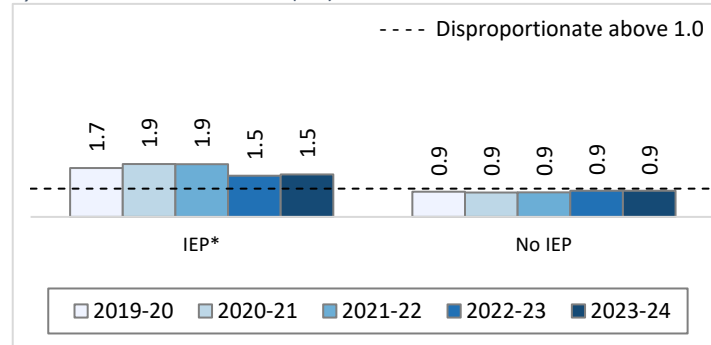


Figure 97 – Students who did not Achieve 23 Credits by End of Grade 11 by Individual Education Plan (IEP) Status



#### 4.2.7 English Language Learners

Figure 99 – Students who did not Achieve 8 Credits by End of Grade 9 by English Language Learner Status

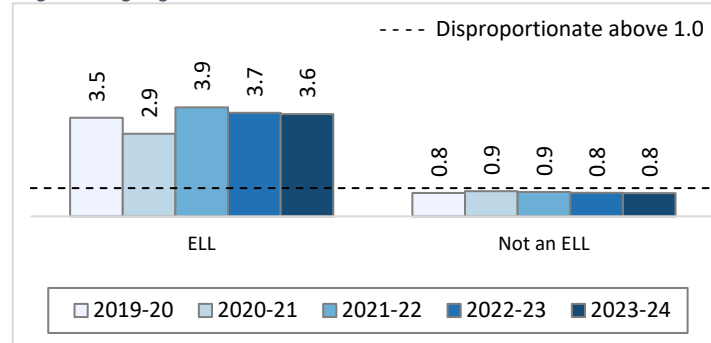


Figure 96 – Students who did not Achieve 16 Credits by End of Grade 10 by Individual Education Plan (IEP) Status

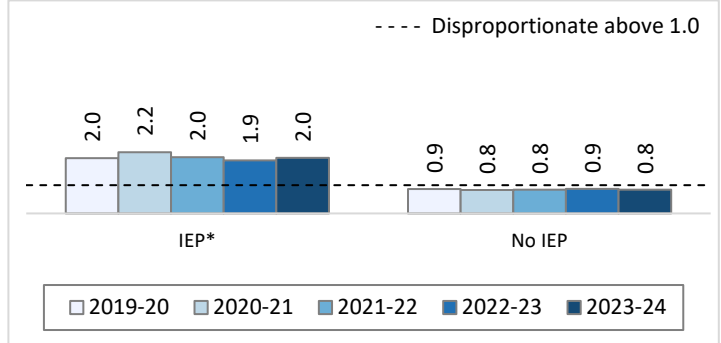


Figure 98 – Students who did not Achieve 30 Credits by End of Grade 12 by Individual Education Plan (IEP) Status

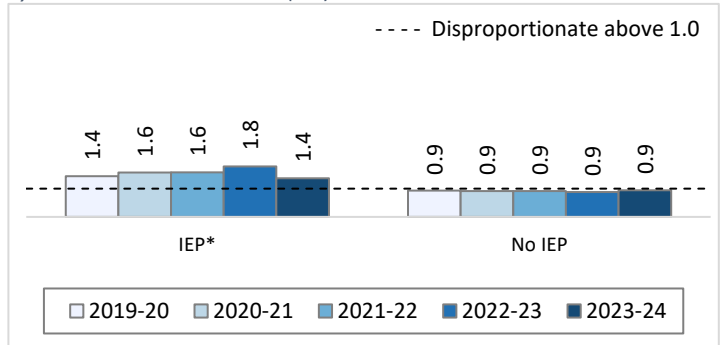
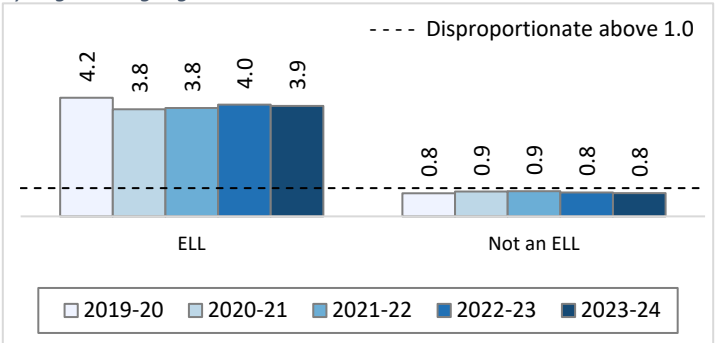


Figure 100 – Students who did not Achieve 16 Credits by End of Grade 10 by English Language Learner Status



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Figure 101 – Students who did not Achieve 23 Credits by End of Grade 11 by English Language Learner Status

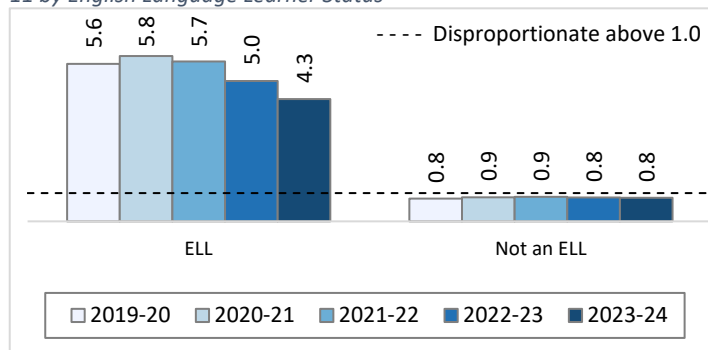
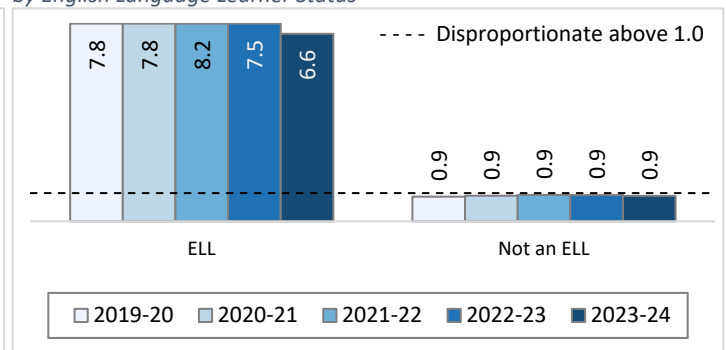


Figure 102 – Students who did not Achieve 30 Credits by End of Grade 12 by English Language Learner Status



### 4.3 Access to Senior English Courses

#### 4.3.1 Summary of Outcomes

Needs:

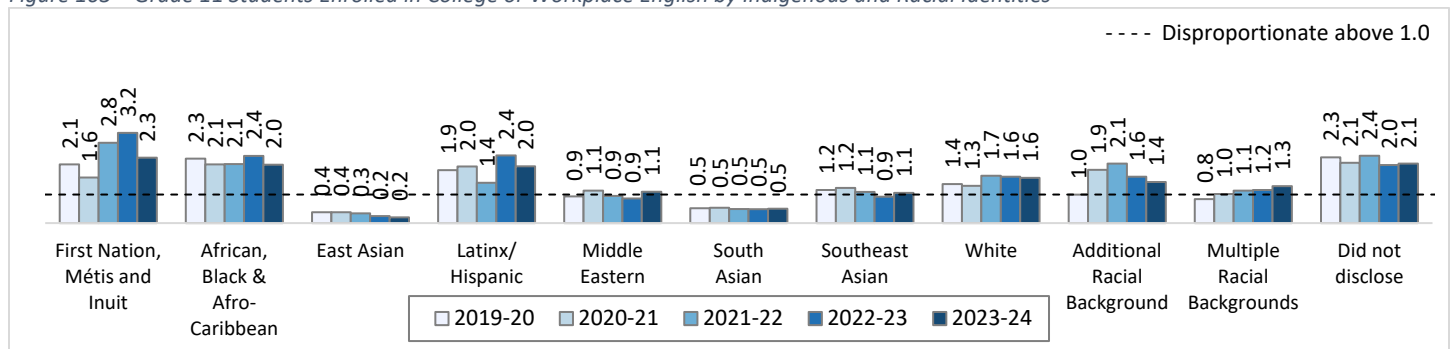
- ❖ **Indigenous, African, Black, and Afro-Caribbean and Latinx/Hispanic students are overrepresented in College and Workplace English courses.** These students are more than 1.5 times less likely to access University preparation English courses (Figure 103 and 104).
- ❖ **Students experiencing higher economic vulnerability were more likely to be enrolled in grade 11-12 College or Workplace English courses.** Students experiencing somewhat high or very high economic need were consistently one and a half times more likely to be enrolled in a non-University preparation English course in grades 11 and 12 (Figure 109 and 110).

Emerging Trends:

- ❖ **Declining overrepresentation of gender diverse students in College and Workplace English.** Students identifying as gender diverse were overrepresented in grade 11-12 College and Workplace English courses in past years, however, representation for this group has shifted to be near parity (i.e., a disproportionality index of 1.0) (Figure 105 and 106).
- ❖ **Decline of overrepresentation of Indigenous, African, Black and Afro-Caribbean and Latinx/Hispanic students from the 2022-23 school year.** African, Black & Afro-Caribbean and Latinx/Hispanic students were slightly less overrepresented in Grade 11 College or Workplace English. Indigenous students were also less overrepresented in Grade 11 and 12 College or Workplace English.

#### 4.3.2 Grade 11 and 12 Enrolled in College or Workplace English Courses

Figure 103 – Grade 11 Students Enrolled in College or Workplace English by Indigenous and Racial Identities



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Figure 104 – Grade 12 Students Enrolled in College or Workplace English by Indigenous and Racial Identities

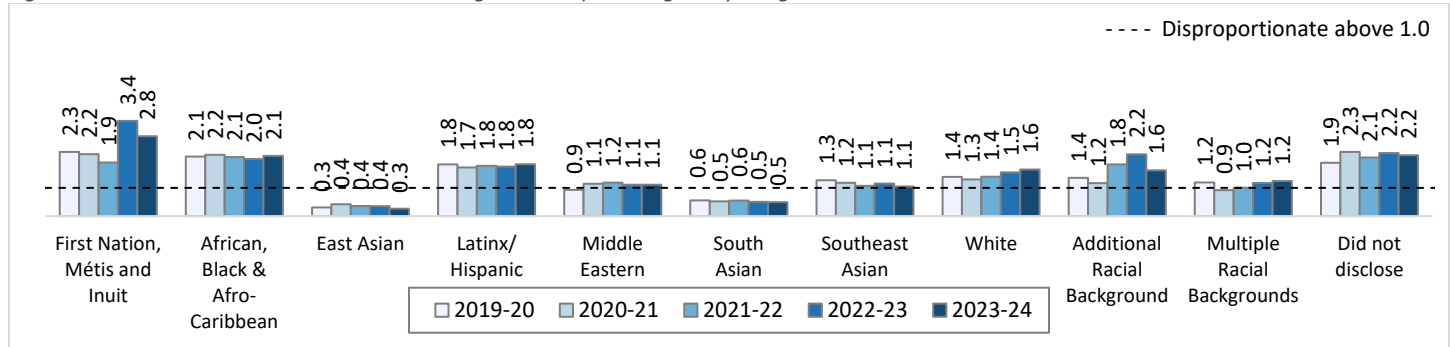


Figure 105 – Grade 11 Students Enrolled in College or Workplace English by Gender Identity

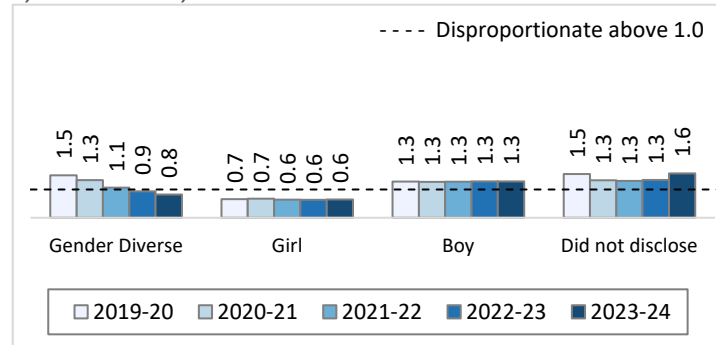


Figure 106 – Grade 12 Students Enrolled in College or Workplace English by Gender Identity

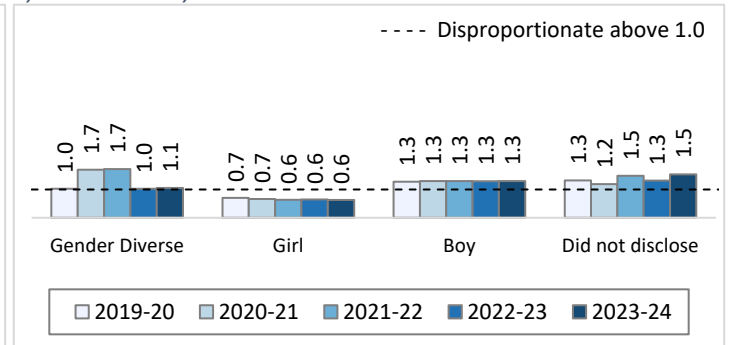


Figure 107 – Grade 11 Students Enrolled in College or Workplace English by Sexual Orientation

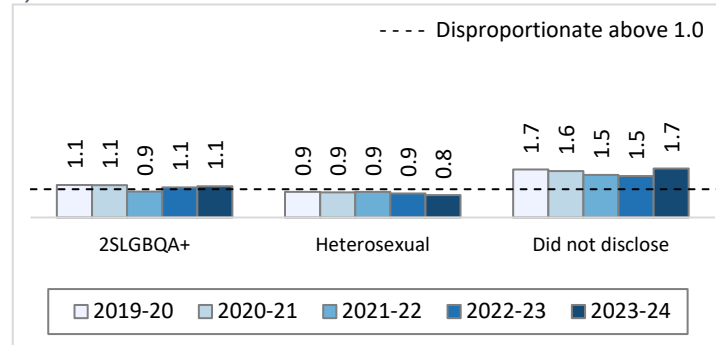


Figure 108 – Grade 12 Students Enrolled in College or Workplace English by Sexual Orientation

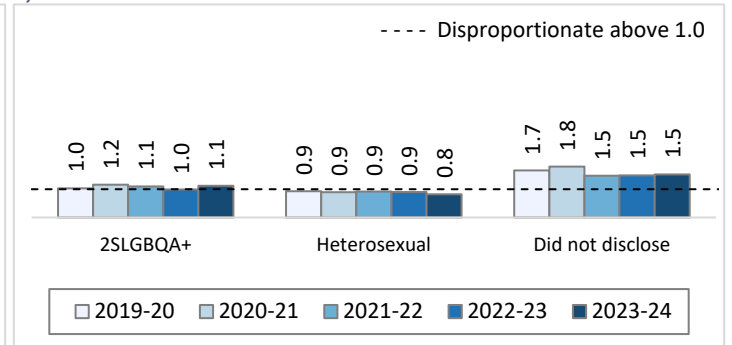
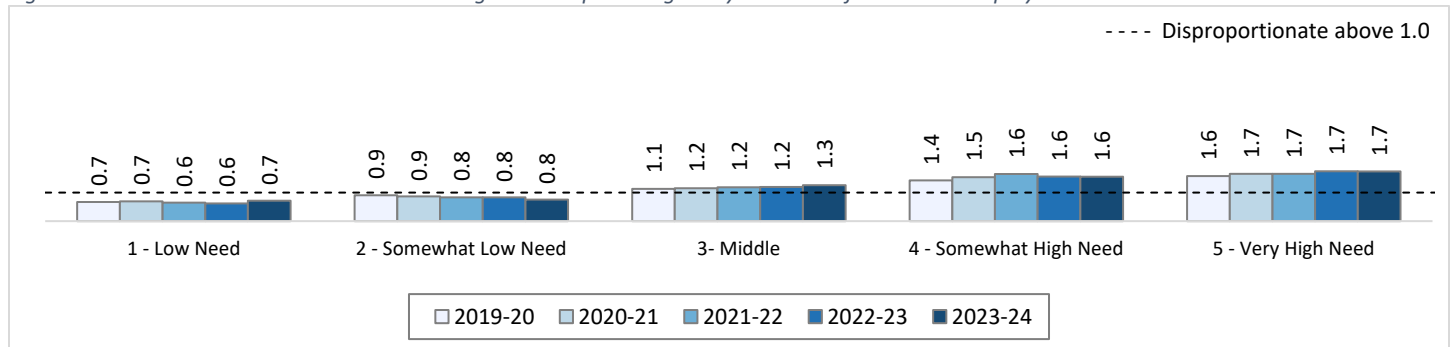


Figure 109 – Grade 11 Students Enrolled in College or Workplace English by Measure of Economic Inequity



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Figure 110 – Grade 12 Students Enrolled in College or Workplace English by Measure of Economic Inequity

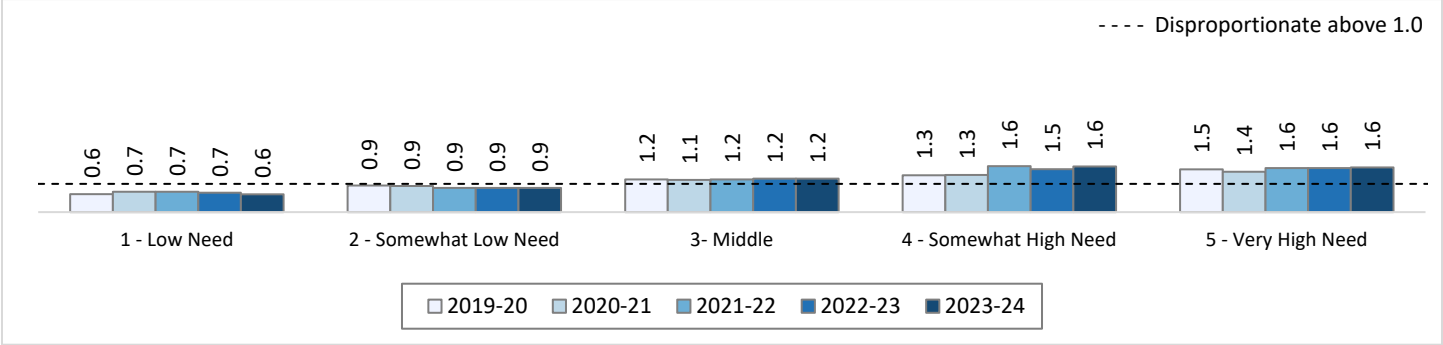


Figure 111 – Grade 11 Students Enrolled in College or Workplace English by IEP Status

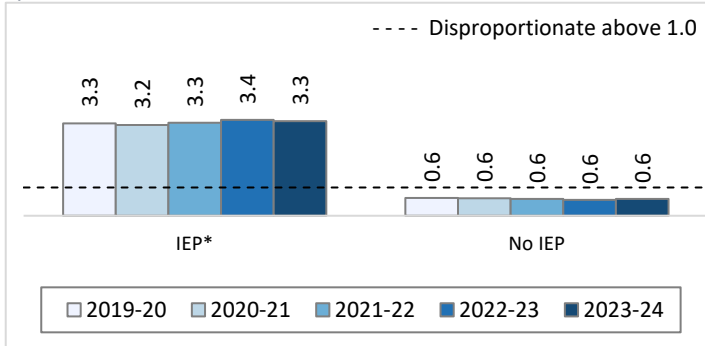


Figure 112 – Grade 12 Students Enrolled in College or Workplace English by IEP Status

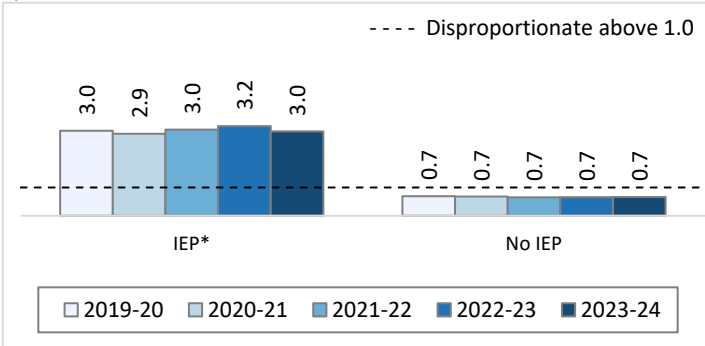


Figure 113 – Grade 11 Students Enrolled in College or Workplace English by ELL Status

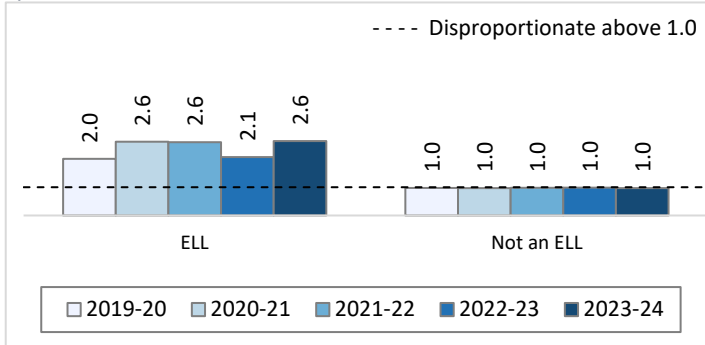
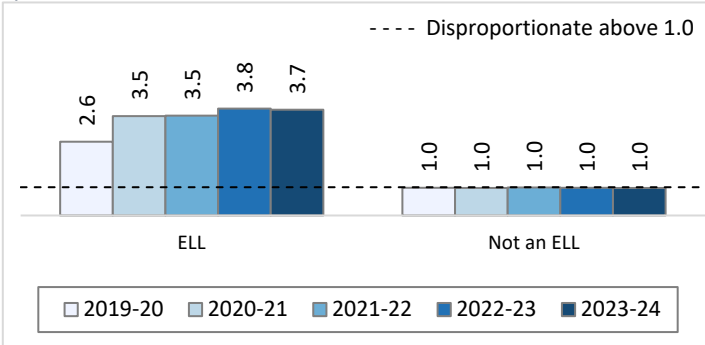


Figure 114 – Grade 12 Students Enrolled in College or Workplace English by ELL Status



4.4 Access to Senior Math and Science Courses

4.4.1 Summary of Outcomes

Needs:

- ❖ **Indigenous, African, Black, and Afro-Caribbean and Latinx/Hispanic students are underrepresented in senior math and science courses.** These students are more than 1.5 times less likely to access senior math and science courses (Figure 115).
- ❖ **Gender diverse and 2SLGBQA+ students are underrepresented in senior math and science courses.** They are about 1.5 times less likely to access senior math and science courses (Figures 116-117).
- ❖ **Students experiencing very high economic needs encounter barriers to accessing senior math and science courses.** These students are 1.4 times less likely to be enrolled in a senior math or science course (Figure 118).

- ❖ **Students with Special Education Needs experience barriers to accessing senior math and science courses.** These students are two times less likely to be enrolled in a senior math or science course (Figure 119).
- ❖ **English language learners are very underrepresented in senior math and science courses.** These students are 3 times less likely to enroll in a senior math or science course (Figure 120).

#### 4.4.2 Grade 12 Not Enrolled in at Least one Grade 12 Mathematics or Grade 11 or 12 Science Course

Figure 115 – Grade 12 Students Not Enrolled in at Least one Grade 12 Math or Grade 11 or 12 Science Course by Indigenous and Racial Identities

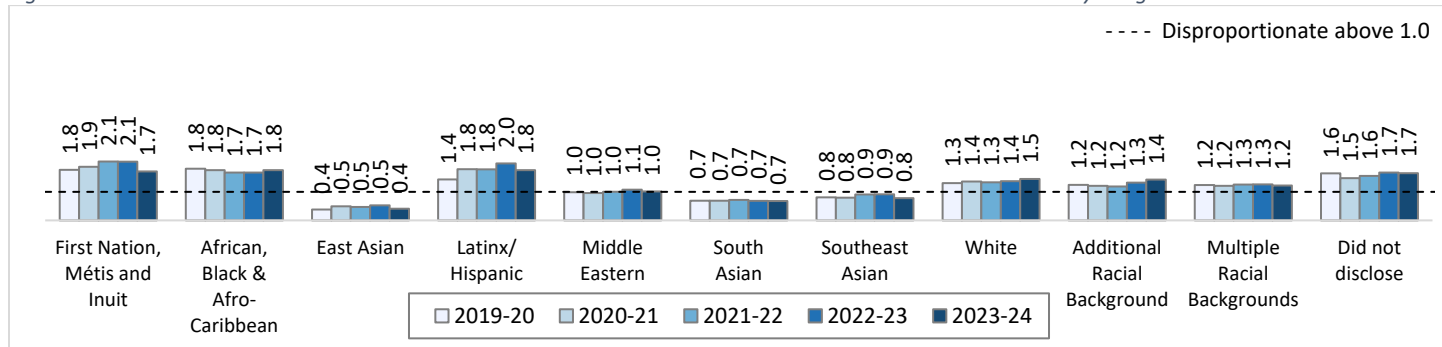


Figure 116 – Grade 12 Students Not Enrolled in at Least one Grade 12 Math or Grade 11 or 12 Science Course by Gender Identity

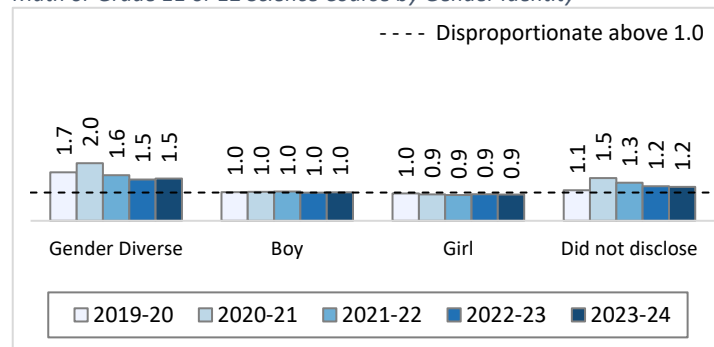


Figure 117 – Grade 12 Students Not Enrolled in at Least one Grade 12 Math or Grade 11 or 12 Science Course by Sexual Orientation

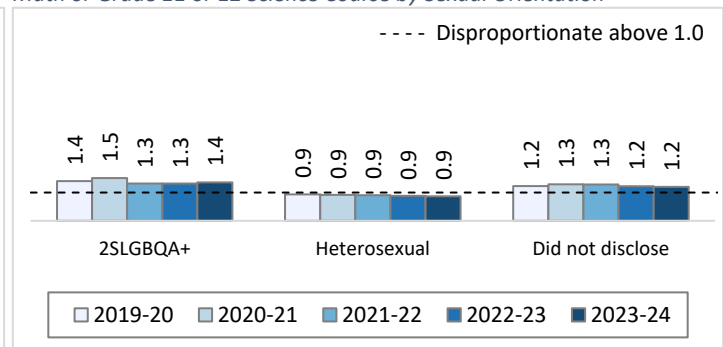


Figure 118 – Grade 12 Students Not Enrolled in at Least one Grade 12 Math or Grade 11 or 12 Science Course by Measure of Economic Inequality

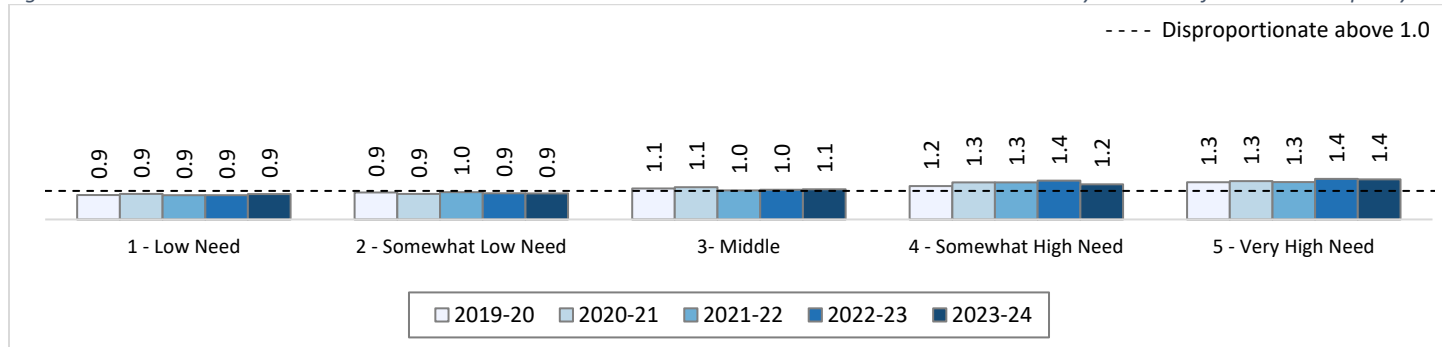


Figure 119 – Grade 12 Students Not Enrolled in at Least one Grade 12 Math or Grade 11 or 12 Science Course by IEP Status

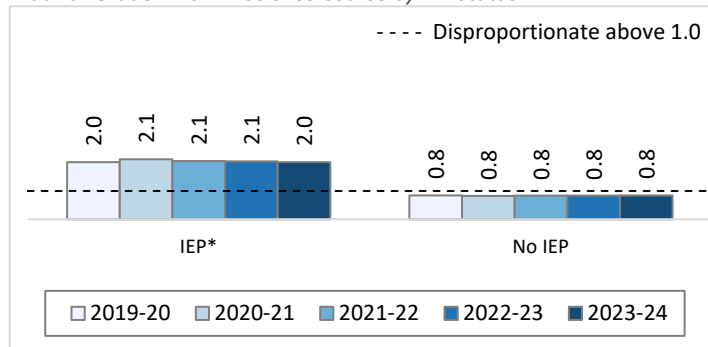
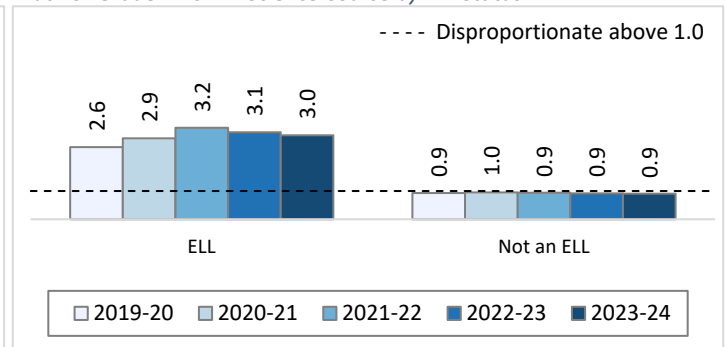


Figure 120 – Grade 12 Students Not Enrolled in at Least one Grade 12 Math or Grade 11 or 12 Science Course by ELL Status



## 4.4 Job Skills

Job Skills programs are pathways opportunities offered at many PDSB schools to students in grades 11 and 12. These include Dual Credit (DC) programs partnered with local colleges, Ontario Youth Apprenticeship Program (OYAP) and Specialist High Skills Major (SHSM) programs.

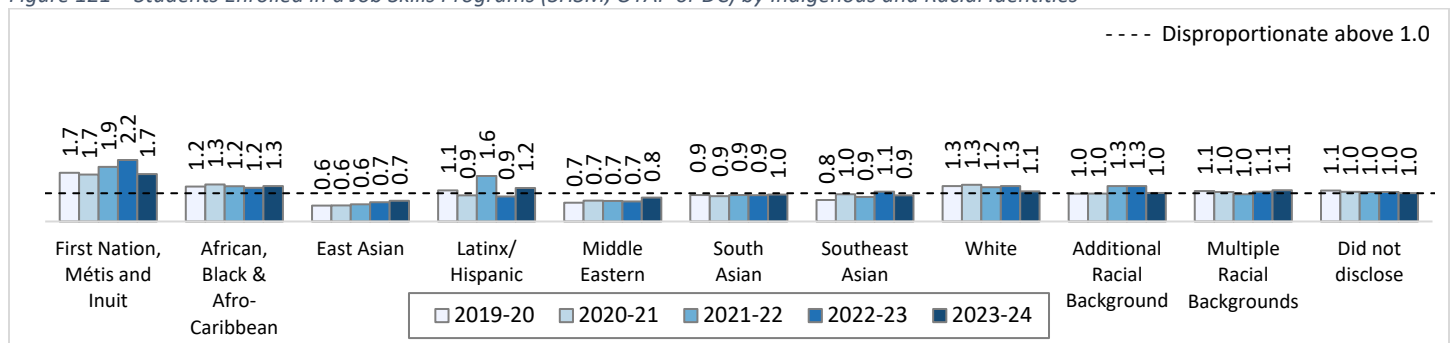
### 4.4.1 Summary of Outcomes

Needs:

- ❖ **African, Black, and Afro-Caribbean students benefit from Job Skills programs.** African, Black, and Afro-Caribbean rate of participation in job skills programs is higher than their population in PDSB. They have consistently been between 1.2 and 1.3 times as likely to participate in these opportunities (Figure 121).
- ❖ **Indigenous students benefit from Job Skills programs.** Indigenous students are more likely to participate in job skills programs than their peers (Figure 121).
- ❖ **Some racialized students are less likely to participate in Job Skills Programs.** For example, East Asian, and Middle Eastern students are underrepresented in these areas (Figure 121).
- ❖ **Students who identify as gender diverse and 2SLGBQA+ are well represented in job skills programs.** Gender diverse and 2SLGBQA+ students participated in these programs at a rate equal to their overall representation in PDSB schools (Figures 122-123).
- ❖ **Economic status not correlated to participation in Job Skills programs.** Students in the category least likely to be experiencing low-income or poverty were slightly underrepresented in job skills programs, otherwise, representation was roughly equal to that of students across the PDSB (Figure 124).
- ❖ **Students with special education needs are more likely to participate in Job Skills programs** (Figure 125).
- ❖ **English Language Learners are very underrepresented in Job Skills programs** (Figure 126).

### 4.4.2 Enrollment in One or More Job Skills Programs

Figure 121 – Students Enrolled in a Job Skills Programs (SHSM, OYAP or DC) by Indigenous and Racial Identities





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Figure 122 – Students Enrolled in a Job Skills Program (SHSM, OYAP or DC) by Gender Identity

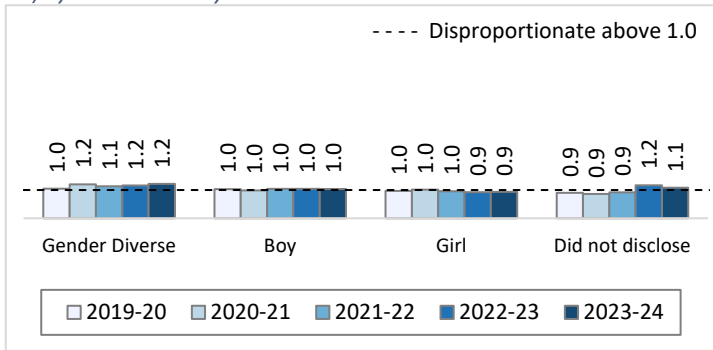


Figure 123 – Students Enrolled in a Job Skills Program (SHSM, OYAP or DC) by Sexual Orientation

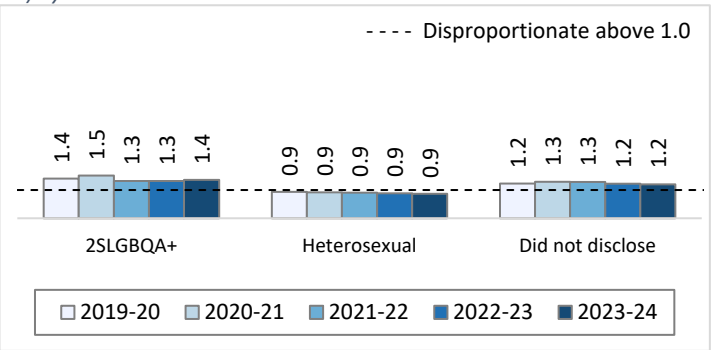


Figure 124 – Students Enrolled in a Job Skills Program (SHSM, OYAP or DC) by Measure of Economic Inequality

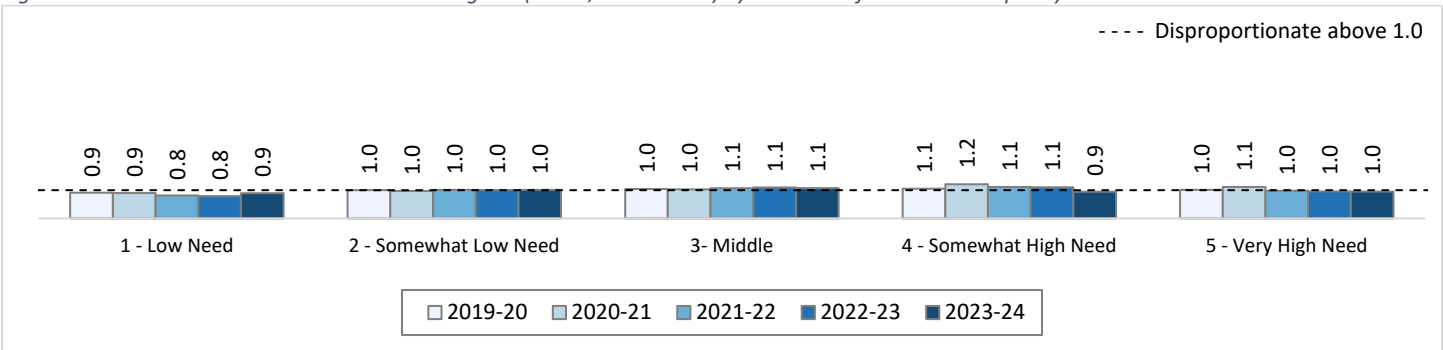


Figure 125 – Students Enrolled in a Job Skills Program (SHSM, OYAP or DC) by IEP Status

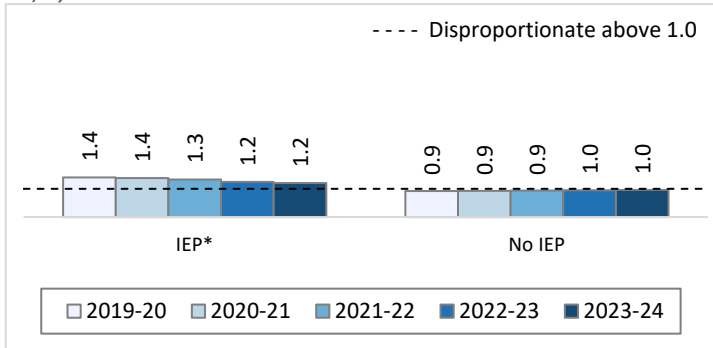
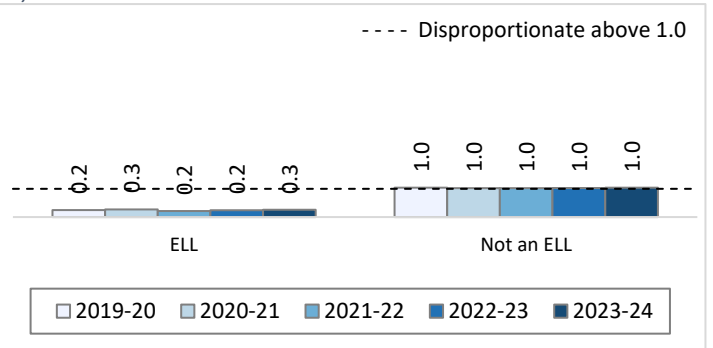


Figure 126 – Students Enrolled in a Job Skills Program (SHSM, OYAP or DC) ELL Status



4.5 Regional Learning Choice Programs (RLCP)

RLCPs are specialty education programs offered at many locations across PDSB that empower students by providing an opportunity to develop and explore skills in a particular area of interest. While educational programs that focus on the students’ strengths and interests are invaluable to supporting their growth and development, disproportional representation in these programs suggests disparity in access to them (PDSB, 2021). Analyses of similar programs in the neighbouring Toronto District School Board have shown that students in specialized programs were less likely to represent minoritized identities including African, Black, and Afro-Caribbean, and Indigenous populations and more likely to include students from families with a higher socioeconomic status (Gaztambide-Fernández and Parekh, 2017).

#### 4.5.1 Summary of Outcomes

##### Needs:

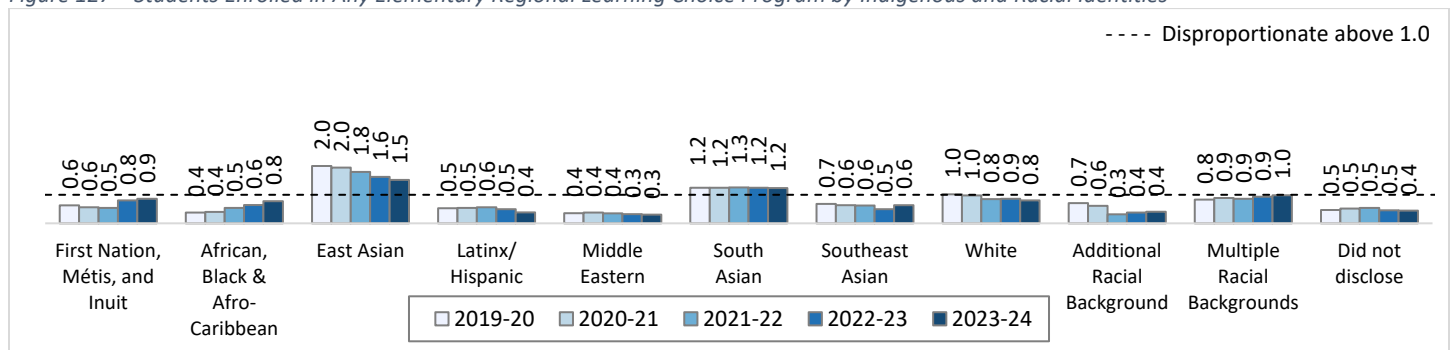
- ❖ **African, Black, and Afro-Caribbean, Indigenous, Latinx/Hispanic, Middle Eastern, and Southeast Asian students are underrepresented in RLCP.** Students identifying with these racial backgrounds were underrepresented in both elementary and secondary programming. (See Figure 127-128)
- ❖ **Two Spirit and LGBTQIA+ students well-represented in RLCPs.** Gender diverse and 2SLGBQA+ students were well-represented in both the Elementary and Secondary programs (Figure 129-132). However, there are variation among programs as representation in Arts and academic programs are high while Two Spirit and LGBTQIA+ students are underrepresented in Sports programs likely related to the well documented exclusion of Two Spirit and LGBTQIA+ students and adults from organized sports (Egale Canada 2020, for example).
- ❖ **Students who experience high to very high socioeconomic vulnerabilities are less likely to access Regional Learning Choice Programs than students who are experience low economic need.** The correlation between this measure of economic status and participation in RLCPs cannot be further examined with available data, however, it is potentially due to the financial investment needed to apply for these programs as well as required annual enrolment fees (though financial support is available for students who require it). Transportation is also likely a barrier to accessing these programs as bussing is not available for students outside of the area normally serviced by a program’s hosting school (Figures 133-134).
- ❖ **Representation of students with Special Education Needs and English Language Learners.** Students with Special Education Needs (excluding giftedness) are well-represented in Elementary RLCPs however, they are very underrepresented in secondary. (Figure 135-136). Similarly, ELLs are only slightly underrepresented in Elementary RLCPs while being greatly underrepresented in Secondary ones (Figures 137-138).

##### Emerging Trends:

- ❖ Despite, the Board’s self-identification process for regional learning choice programs that began in the 2020-2021 school year to address disproportionalities, there continues to be disproportionate involvement for African, Black, and Afro-Caribbean and Indigenous students (Figure 127-128). Unfortunately, the change in admissions process will likely take several years to be fully visible in these charts as the nature of RLCPs having one-time entry will mean that past inequities in admissions will persist in enrolment numbers.

#### 4.5.2 Enrollment in Any Regional Learning Choice Program

Figure 127 – Students Enrolled in Any Elementary Regional Learning Choice Program by Indigenous and Racial Identities



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Figure 128 – Students Enrolled in Any Secondary Regional Learning Choice Program by Indigenous and Racial Identities

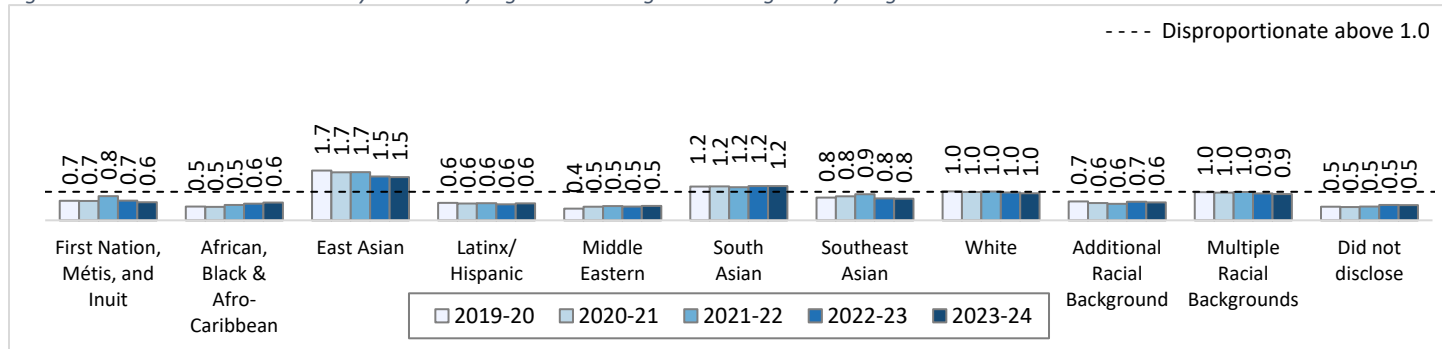


Figure 129 – Students Enrolled in Any Elementary Regional Learning Choice Program by Gender Identity

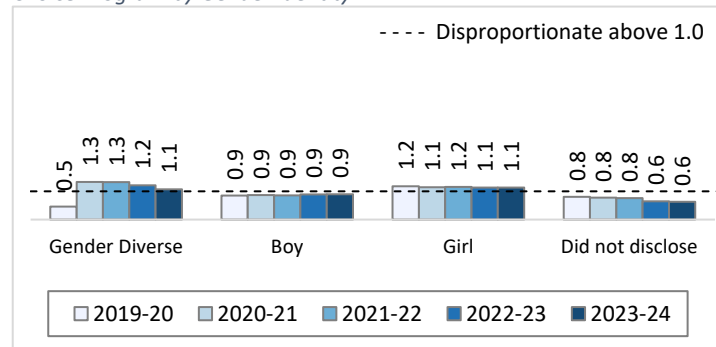


Figure 130 – Students Enrolled in Any Secondary Regional Learning Choice Program by Gender Identity

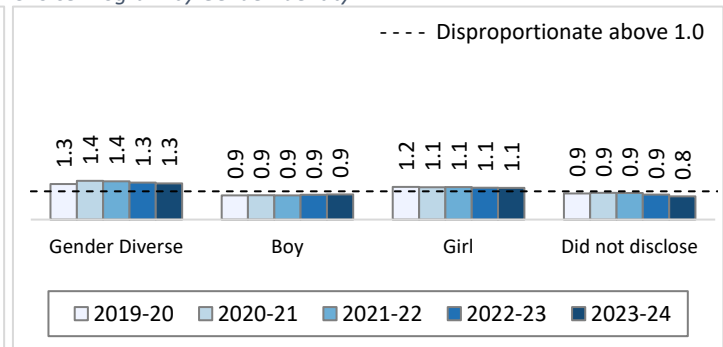


Figure 131 – Students Enrolled in Any Elementary (Grades 7 or 8) Regional Learning Choice Program by Sexual Orientation

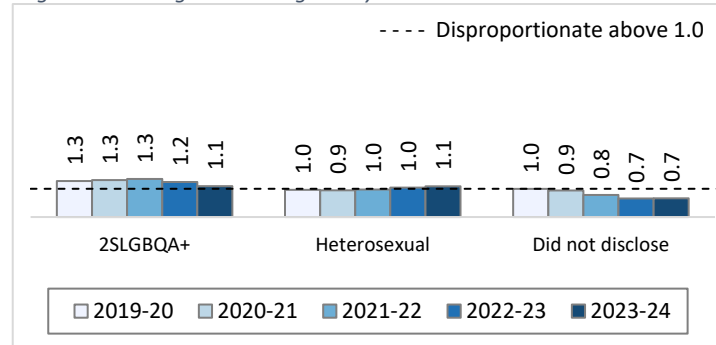


Figure 132 – Students Enrolled in Any Secondary Regional Learning Choice Program by Sexual Orientation

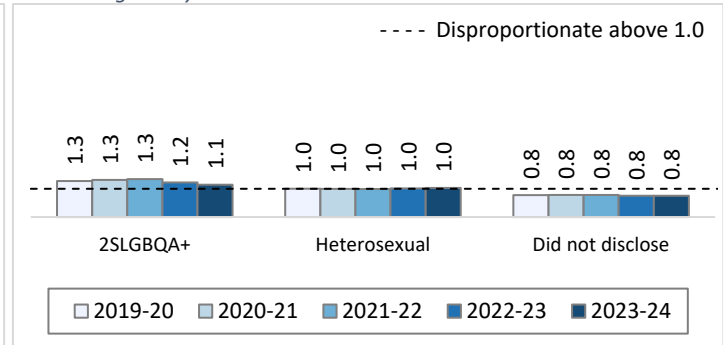
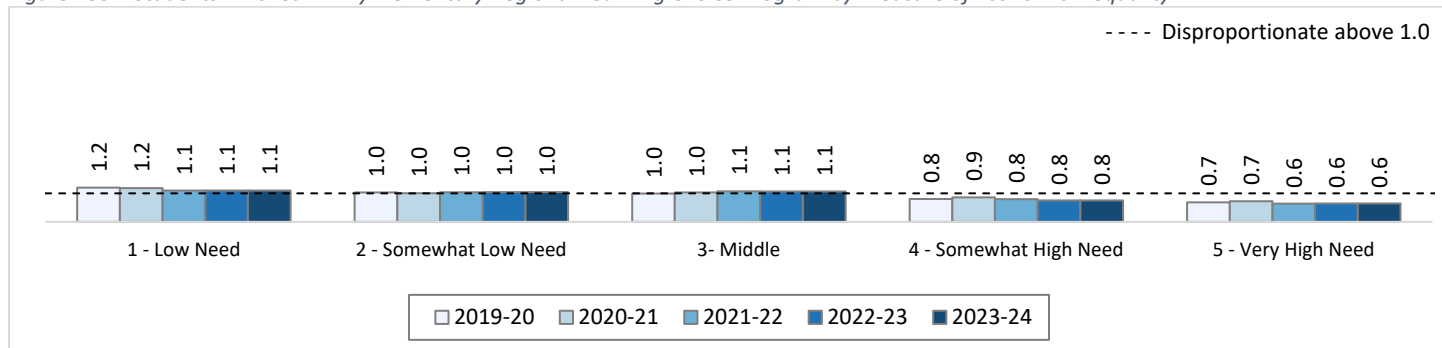


Figure 133 – Students Enrolled in Any Elementary Regional Learning Choice Program by Measure of Economic Inequality



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Figure 134 – Students Enrolled in Any Secondary Regional Learning Choice Program by Measure of Economic Inequality

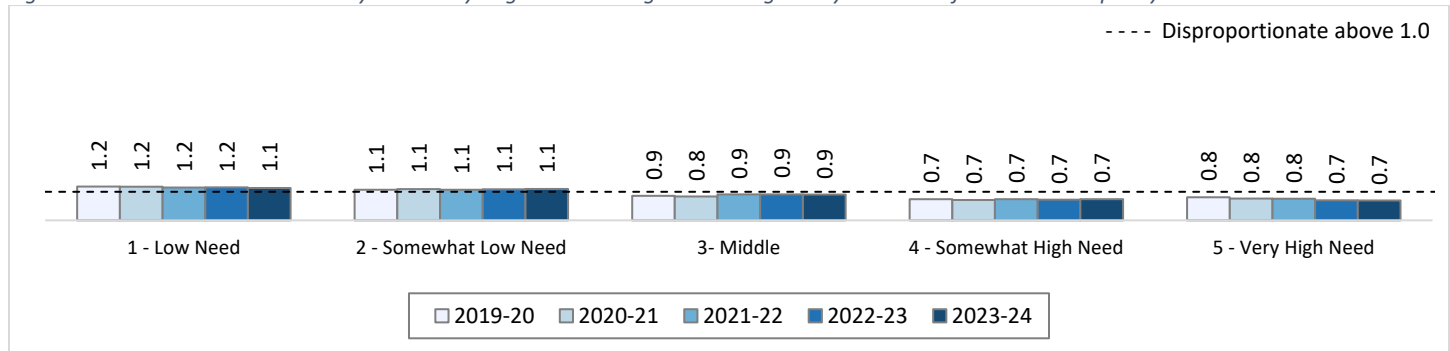


Figure 135 – Students Enrolled in Any Elementary Regional Learning Choice Program by IEP Status

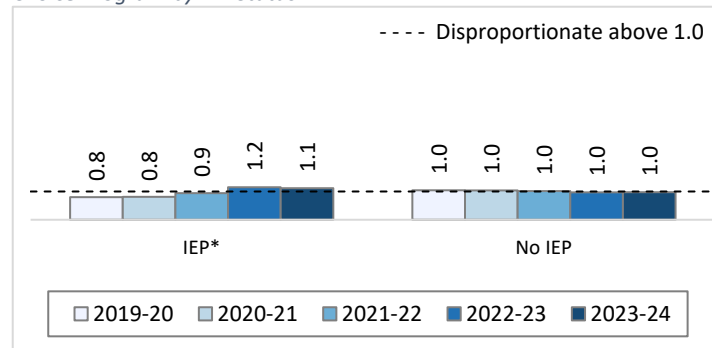


Figure 136 – Students Enrolled in Any Secondary Regional Learning Choice Program by IEP Status

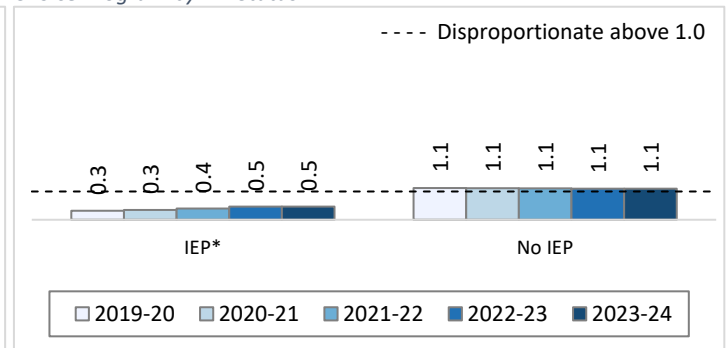


Figure 137 – Students Enrolled in Any Elementary Regional Learning Choice Program by ELL Status

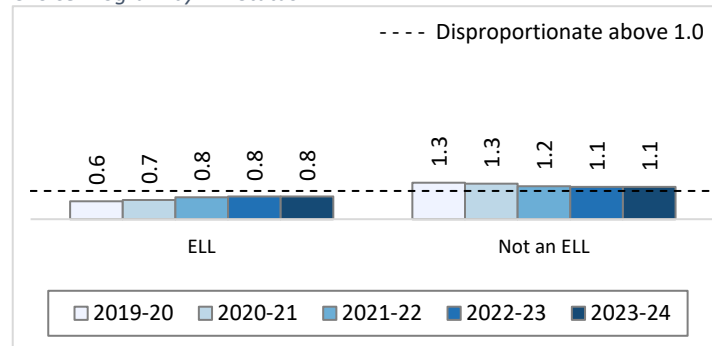
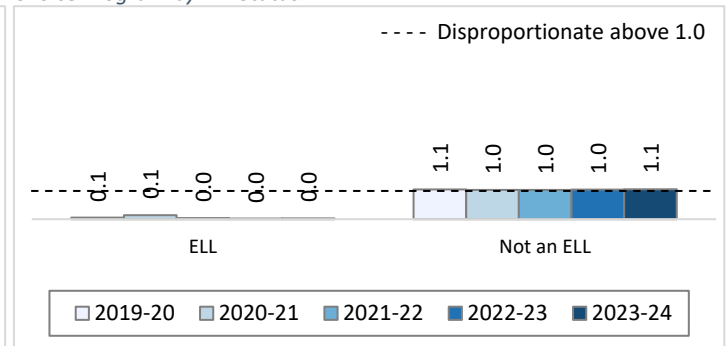


Figure 138 – Students Enrolled in the Any Secondary Regional Learning Choice Program by ELL Status



## 4.6 French Instruction

### 4.6.1 Summary of Outcomes

#### Needs:

- ❖ **Representation in French Immersion by racial identity has been stable** over the last four years with Indigenous and South Asian students being consistently under-represented (Figure 139).
- ❖ **Representation in Extended French has shown more variation** due to the smaller total number of students. Indigenous students, African, Black, and Afro-Caribbean, East Asian, South Asian and Southeast Asian students are underrepresented (Figure 140).
- ❖ **Representation by Gender Identity and Sexual Orientation is relatively even.** Gender diverse and 2SLGBQA+ students have been well-represented in both French-language offerings. Girls were slightly overrepresented than boys. (Figures 141-144).

- ❖ **Students experiencing less economic need were more likely to be enrolled French Immersion** (Figure 145). However, economic data for students in Extended French were much more variable showing no clear correlation (Figure 146).

#### 4.6.2 Enrollment in French-Language Programs

Figure 139 – Students Enrolled in French Immersion by Indigenous and Racial Background

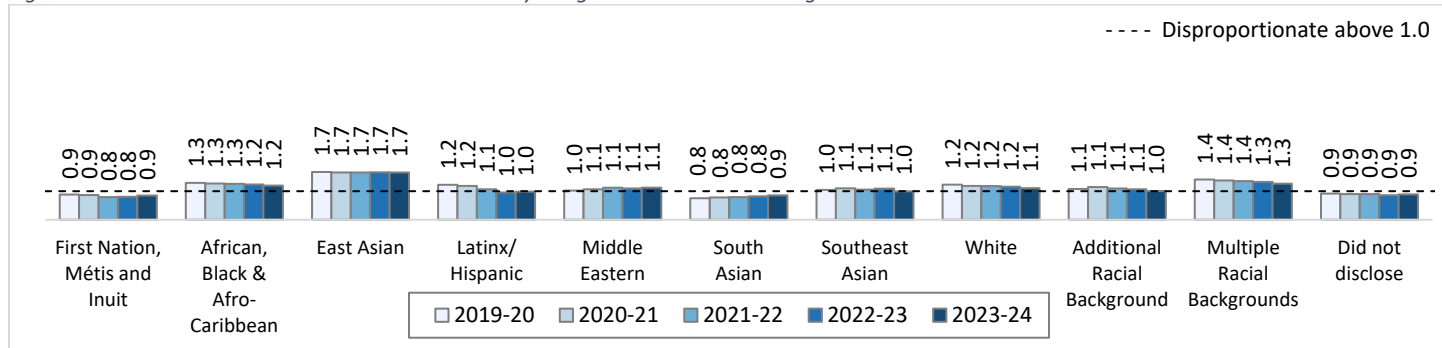


Figure 140 – Students Enrolled in Extended French by Indigenous and Racial Background

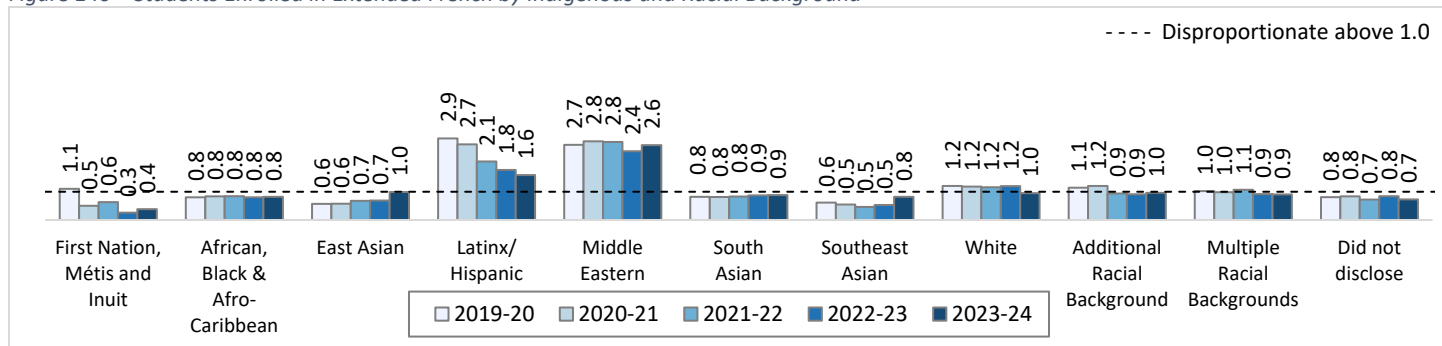


Figure 141 – Students Enrolled in French Immersion by Gender Identity

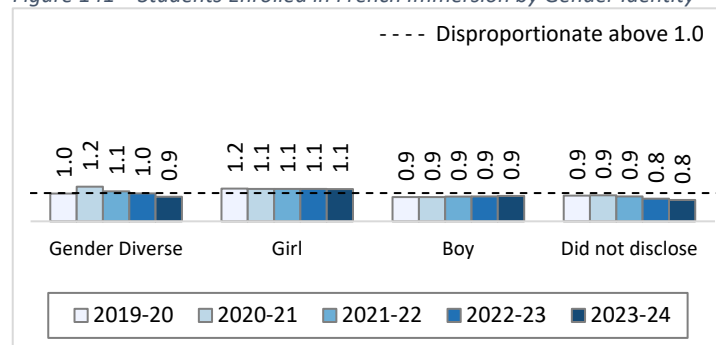


Figure 142 – Students Enrolled in Extended French by Gender Identity

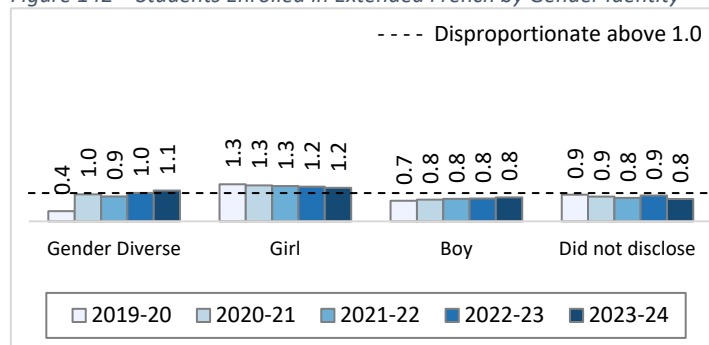


Figure 143 – Students Enrolled in French Immersion by Sexual Orientation

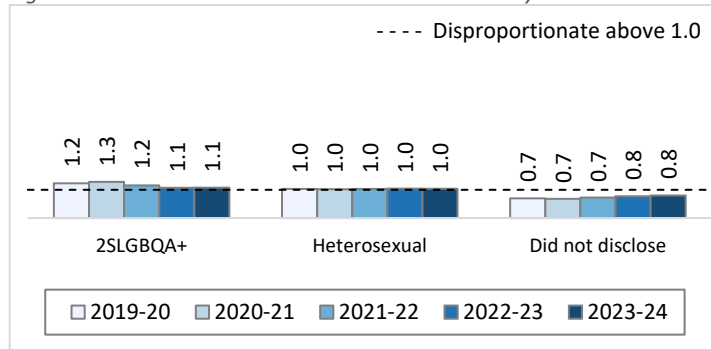


Figure 144 – Students Enrolled in Extended French by Sexual Orientation

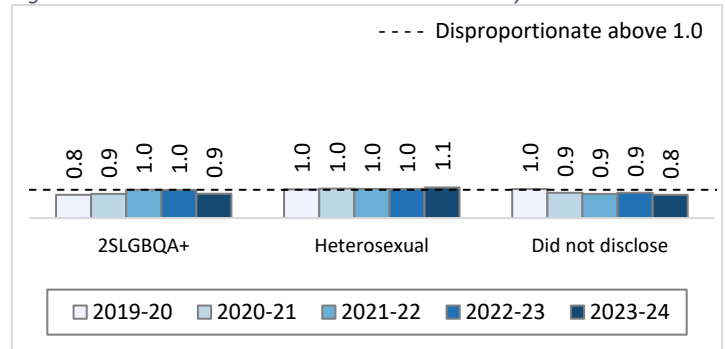


Figure 145 – Students Enrolled in French Immersion by Measure of Economic Inequality

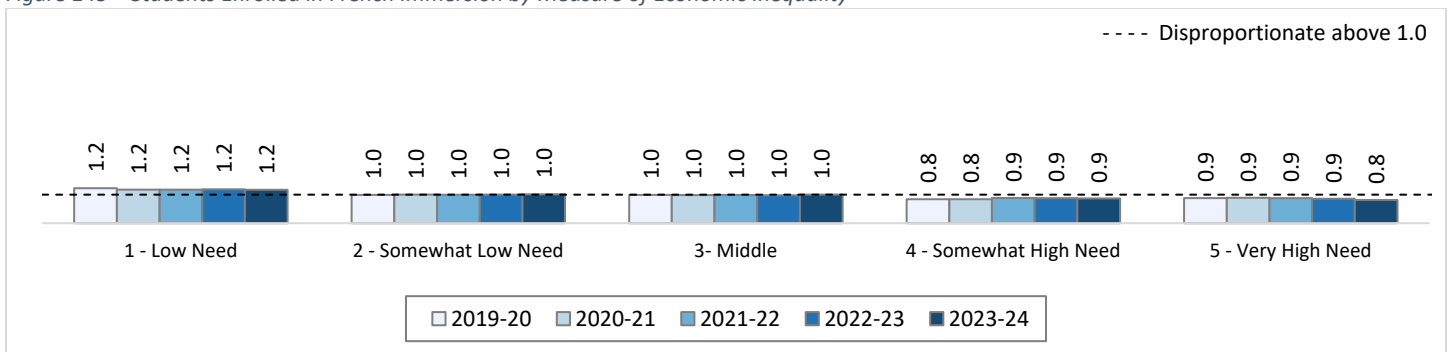
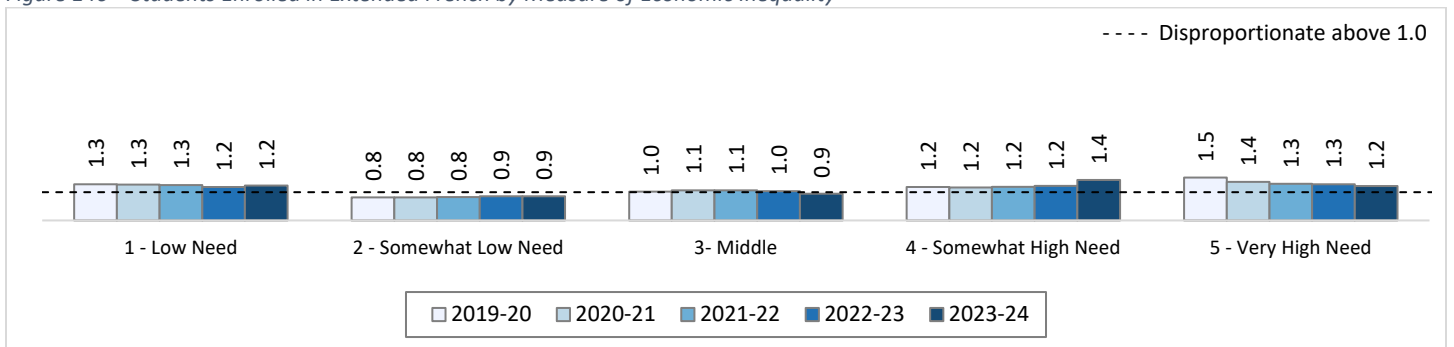


Figure 146 – Students Enrolled in Extended French by Measure of Economic Inequality



## 5.0 Student Engagement & Well-being

### 5.1 Absenteeism

Student attendance has long been connected to overall student achievement in educational research. However, the disaggregation of this data risks being used in support of deficit ideologies to explain away disproportionalities in other student outcomes. More current research connects school absences to negative school experiences including bullying and discrimination with particular impact for students with marginalized identities. For example, an EGALE Canada survey of students found Two Spirit and LGBTQIA+ students were much more likely to report having skipped school due to safety concerns (Peter, Campbell and Taylor 2021). It is, therefore, essential to view absenteeism as a concrete expression of student voice and evidence of a negative school climate affecting particular groups of students.

### 5.1.1 Summary of Outcomes

#### Needs:

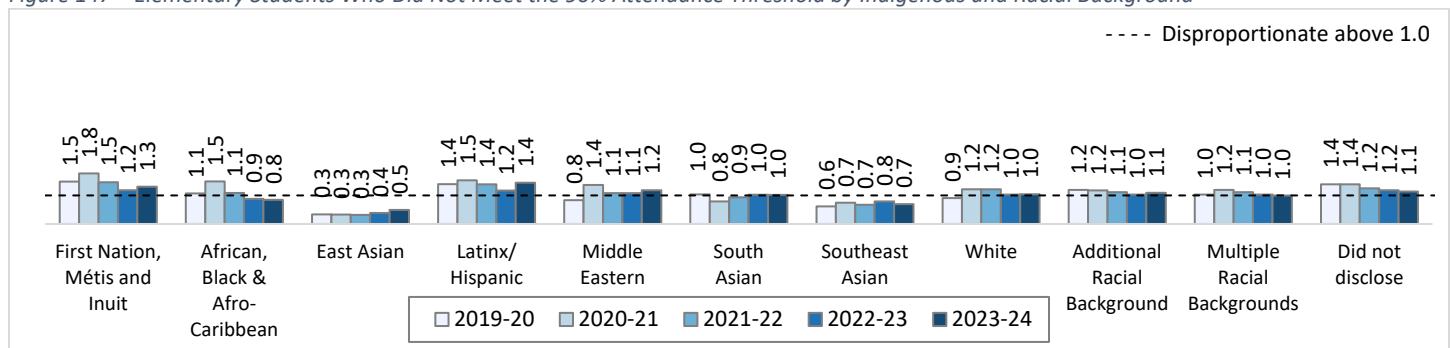
- ❖ **Absenteeism was higher among some marginalized groups.** Indigenous, Latinx/Hispanic and Middle Eastern students were less likely to reach the 90% attendance threshold, suggesting that schools may not be places where they feel safe and/or offer a sense of belonging due to emotional withdrawal or academic alienation (Hascher and Hagenauer, 2010 and Curry-Stevens and Kim-Gerver, 2016) especially for marginalized students (see Figure 147-148).
- ❖ **Gender diverse students have been more likely to be absent.** While there has been parity for boys and girls over the last 5 school years, students who identify as gender diverse experienced higher instances of absenteeism in the 2019-20 school year, with a notable decline for gender diverse secondary students in the 2020-21 when schools were primarily online, suggesting that in-person school environments may not be places where they feel safe and/or a sense of belonging (Pampati et al., 2020) (see Figure 149-150).
- ❖ **Students receiving special education support were less likely to meet the 90% attendance goal.** Students with an IEP were disproportionately among those who did not meet the Provincial 90% attendance goal. However, the gap between those with an IEP and those without has consistently shrunk over the past five years (Figure 155-156).

#### Emerging Trends:

- ❖ Decreases in the disproportionate rates of absenteeism in Elementary for Indigenous, African, Black, and Afro-Caribbean, Gender Diverse, 2SLGBQA+ students, and students with high economic needs (Figure 147, 149, 151, 153)
- ❖ **Decreases in the disproportionate rates of absenteeism in Secondary** for Indigenous, African, Black, and Afro-Caribbean, Latinx/Hispanic, 2SLGBQA+ students and students with high economic needs. This may reflect PDSBs work to create safe and welcoming spaces in schools (Figure 148, 152, 154).
- ❖ **Two Spirit and LGBTQIA+ students becoming more likely to reach the 90% attendance threshold.** The disproportionalities in reaching the attendance threshold for Gender Diverse and 2SLGBQA+ students has decreased over the past five years, particularly in secondary (Figure 149-152). This may be evidence of a safer, more supportive learning environment but may also reflect the increase in students who self-identified on the 2023 Student Census compared to the 2018 administration.

### 5.1.2 Absenteeism Outcomes

Figure 147 – Elementary Students Who Did Not Meet the 90% Attendance Threshold by Indigenous and Racial Background



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Figure 148 - Secondary Students Who Did Not Meet the 90% Attendance Threshold by Indigenous and Racial Background

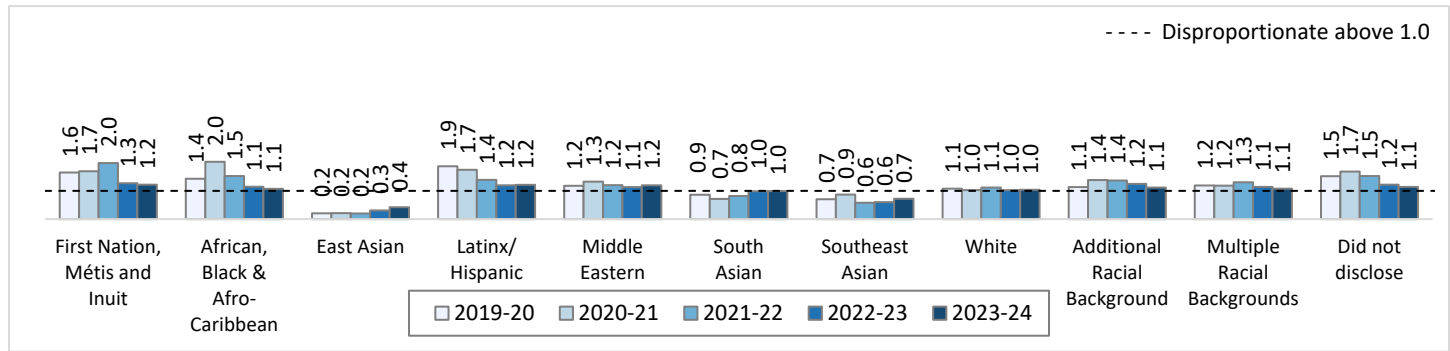


Figure 149 – Elementary Students Who Did Not Meet the 90% Attendance Threshold by Gender Identity

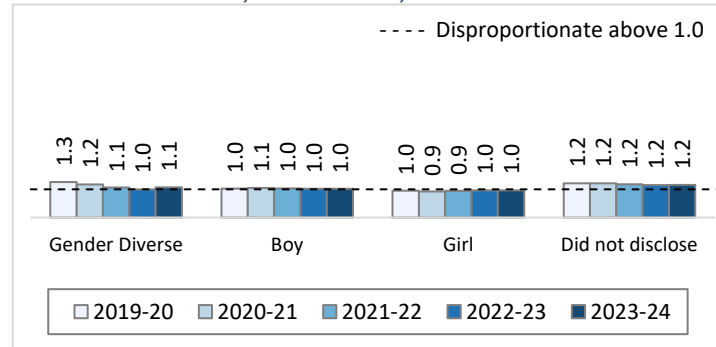


Figure 150 – Secondary Students Who Did Not Meet the 90% Attendance Threshold by Gender Identity

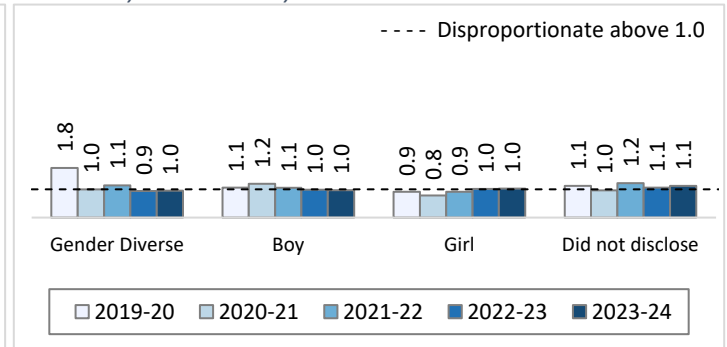


Figure 151 – Elementary Students (Grades 7 or 8) Who Did Not Meet the 90% Attendance Threshold by Sexual Orientation

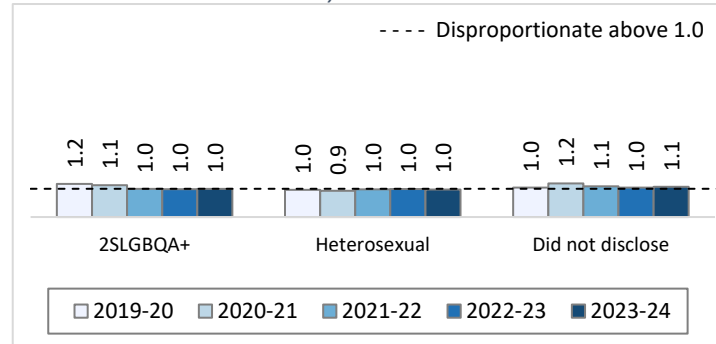


Figure 152 – Secondary Students Who Did Not Meet the 90% Attendance Threshold by Sexual Orientation

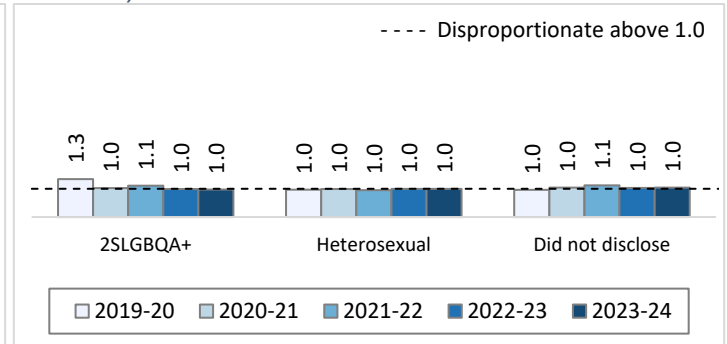
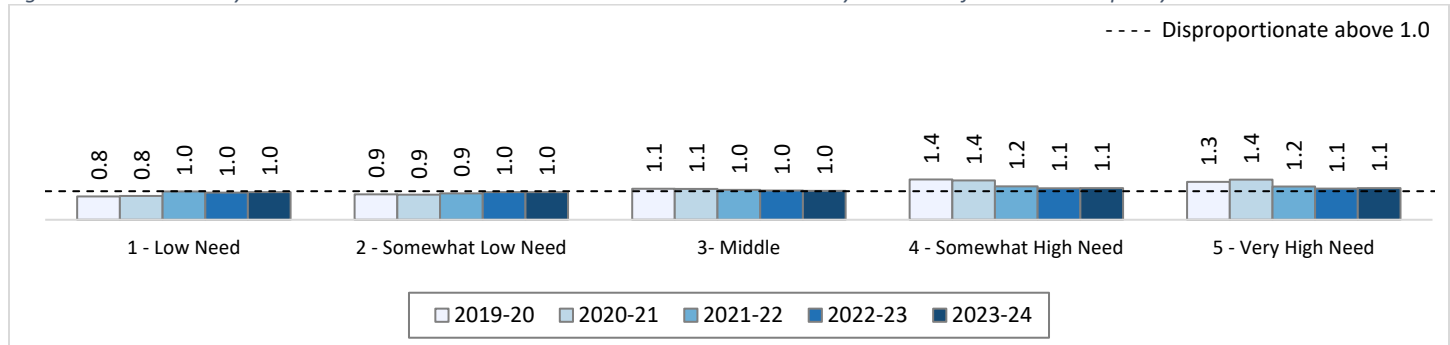


Figure 153 – Elementary Students Who Did Not Meet the 90% Attendance Threshold by Measure of Economic Inequality





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Figure 154 – Secondary Students Who Did Not Meet the 90% Attendance Threshold by Measure of Economic Inequality

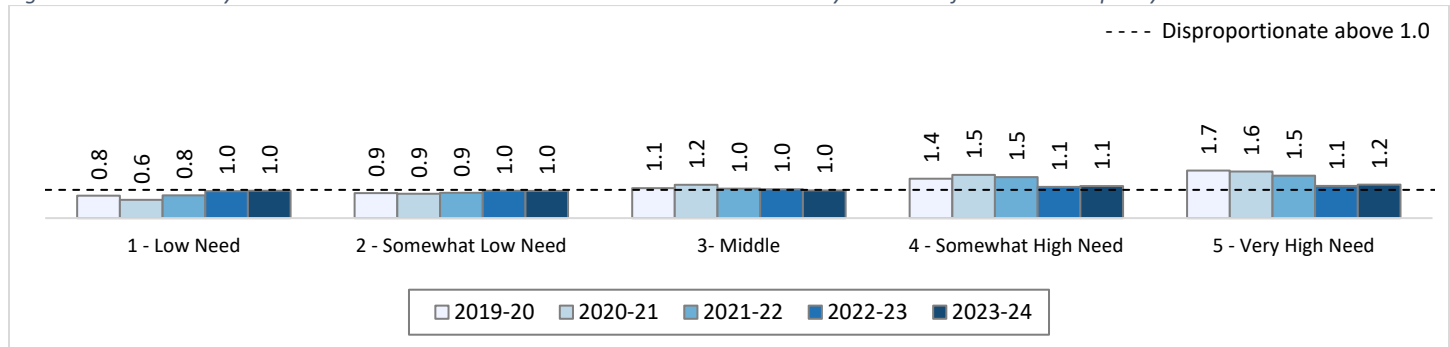


Figure 155 – Elementary Students Who Did Not Meet the 90% Attendance Threshold by IEP Status

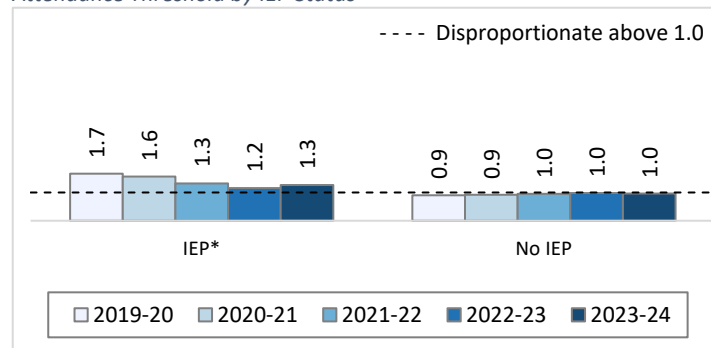


Figure 156 – Secondary Students Who Did Not Meet the 90% Attendance Threshold by IEP Status

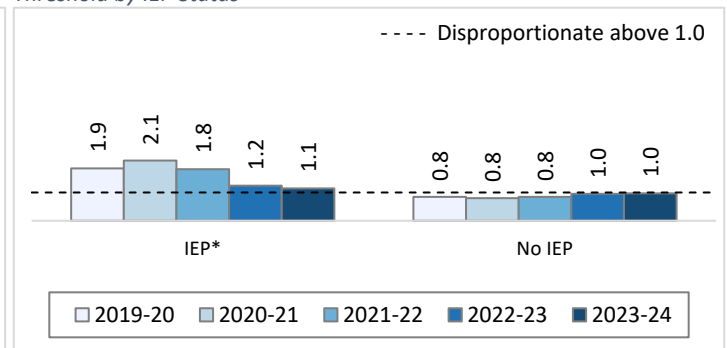


Figure 157 – Elementary Students Who Did Not Meet the 90% Attendance Threshold by ELL Status

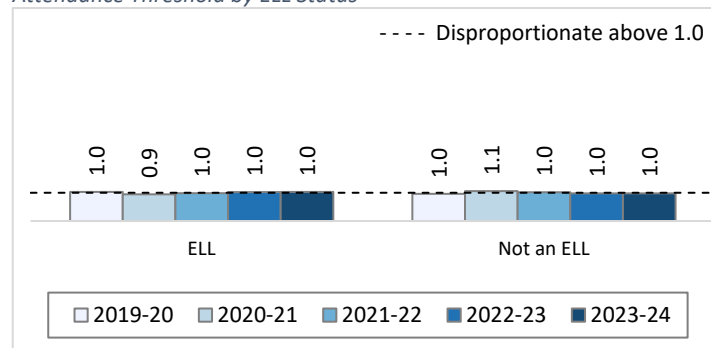
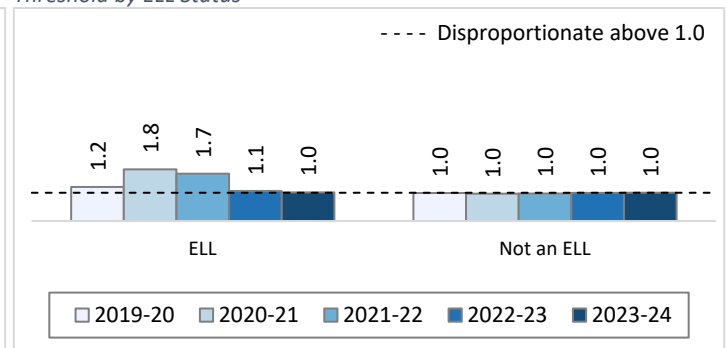


Figure 158 – Secondary Students Who Did Not Meet the 90% Attendance Threshold by ELL Status



## 5.2 Student Discipline

Suspensions, expulsions and exclusions are disciplinary practices that require students to be removed from the classroom or school environment for a specified amount of time (Coles and Powell, 2020; Finigan-Carr, 2017; Lindsay and Hart, 2017). Though the Ontario Ministry of Education (2018) supports progressive disciplinary measures that promote a preventative “whole-school approach” where the focus on disciplining shifts from “solely punitive to one that is both corrective and supportive”, it nonetheless recognizes suspensions and expulsions as necessary disciplinary measures. All Peel staff, administrators and educators are required to respond to student behavior that is deemed to have negative effects on school climate, including harassment or discrimination based on race, gender identity and gender expression, disability, sexual orientation, and religion (PDSB, 2022).

A suspension can range from one to 20 school days, with more than 5 days representing a long-term suspension (Glisic and Favaro, 2017). Expelled students, on the other hand, are removed from school for an indefinite time. They can be expelled from their own school or from all schools in their school board (Ontario Education and Training, 2022). A school

principal may exclude a student if, in their judgement, they determine the student's presence is "detrimental" to the "physical or mental wellbeing" of students in the school (Government of Ontario, 1990).

Suspensions are often used as a form of punishment to deter students from future engagement in discriminatory or violent behaviour and to "discourage [their] peers from engaging in similar conduct" (Costenbader and Markson, 1998, cited in Chu and Ready, 2018, p. 479). Likewise, they are used to support sustaining positive and safe classroom and school climates. However, research reveals that suspensions do not lead to improvement in student behaviour (Petras et al., 2011; Paul and Araneo, 2019) and often serve as an entry point to the school-to-prison pipeline, whereby students, primarily African, Black, and Afro-Caribbean, Indigenous and racialized, are pushed out of school and into the criminal justice system (Adamu and Hogan, 2015; Wun, 2016).

Moreover, exclusionary discipline has long-term impacts on student learning outcomes as those suspended in earlier years are more likely to face future disciplining as well as school dropouts (Meek and Gilliam, 2016; Yang et al, 2018). Research suggests that students who are suspended between grades 7-12 are more likely to experience victimization, engage in criminal activity, and be incarcerated, especially African, Black, and Afro-Caribbean students who are disproportionately vulnerable to these adverse outcomes. (Wolf and Kupchik, 2017). Likewise, students with Special Education Needs, those experiencing lower socioeconomic status, as well as boys, face greater implications of suspensions than others (Cholewa et al., 2018; Greflund, et al., 2014; Skiba et al., 2011; Sullivan et al., 2014). Overrepresentation of African, Black, and Afro-Caribbean students in suspension data has raised concerns that suspension policies are "inherently anti-Black" (Coles and Powell, 2020, p. 114), and consequently operate to remove or exclude African, Black, and Afro-Caribbean children and youth from schools. Indigenous students also experience disproportionate discipline, with research suggesting cultural bias as a key factor (Greflund et al., 2014).

Research also highlights the intersection between race, special education placement, and student discipline. African, Black, and Afro-Caribbean students have been found to be overrepresented in special education categories that predict increased suspensions while underrepresented in those that predict lower suspension rates (Losen et al., 2014). To illustrate, Krezmien et al. (2006) found that African, Black, and Afro-Caribbean students with emotional and behavioural Special Education Needs disproportionately experience suspensions (as cited in Haight et al., 2016). African, Black, and Afro-Caribbean students have also been overrepresented in instances of suspension when compared to expulsions (Kramarczuk Vougarides et al., 2017; Noltemeyer and Mcloughlin, 2010). Expulsions typically require less subjective judgement, indicating African, Black, and Afro-Caribbean students may be targeted for minor behavioural incidents resulting in higher suspension rates (Kramarczuk Vougarides et al., 2017; Noltemeyer and Mcloughlin, 2010).

African, Black, and Afro-Caribbean students have echoed these concerns, noting a "double standard" in how they are treated compared to white students. More generally, students report that differential discipline processes are used for African, Black, and Afro-Caribbean students with some noting that white students were often not disciplined for disruptive behaviours in class whereas Black students were. Moreover, African, Black, and Afro-Caribbean students reported receiving more severe consequences for the same behaviours (James, 2019a). It is important to note that the overrepresentation of African, Black, and Afro-Caribbean students in suspension data has not been found to be a result of more misbehaviour on their part than other racial groups (Gregory et al., 2010).

Research also makes it clear that suspensions have negative effects on learning outcomes as students who are suspended miss academic content, become disengaged from school, stigmatized, and feel a lower sense of belonging (PDSB, 2021a).

As part of its effort to dismantle systemic discrimination, particularly anti-Black racism, the 2020 Ministry Review required deep transformative changes in Student Discipline, especially in addressing racial disparities in suspension and expulsion trends which were found to be evident across Peel schools. Directive 22 for instance, mandated the Board "set thresholds to identify notable racial disparities in all in-school and out-of-school suspensions, exclusions and expulsions"

and to “set targets with the aim to reduce the identified disparities by 50% by September 2021, and completely by September 2022” (PDSB, 2023 p.3). While the Board has maintained its commitment to eliminating racial disparities in suspensions especially for Indigenous, African, Black, and Afro-Caribbean students, findings revealed that disproportionalities in suspensions continued to exist in Peel schools (p. 4).

### 5.2.1 Summary of Outcomes

In May 2020, the Peel board proactively ordered the cessation of all informal/in school suspensions and all suspensions of students in kindergarten to grade 3. In December 2020, the Board further directed that suspension records of all students in kindergarten to grade 3 be expunged where legally permissible. In March 2021, an interim policy was presented, and in May 2021, the expungement process was initiated. This report does not include these expunged records.

Although there were only 124 suspensions in 2020-21, the number increased significantly to 1027 in 2021-22, and then doubled to 2044 in 2022-23, reaching 2193 suspensions in 2023-24. The disaggregated outcomes have not been suppressed; however, caution should be taken when interpreting the results, particularly for 2020-21. The unexpected outcomes may be explained by randomness rather than systemic patterns.

#### *Needs:*

- ❖ **Older students are suspended more than others.** Students in Grades 7-12 are more likely to be suspended (Figure 159).
- ❖ **Disproportionate suspensions for African, Black, and Afro-Caribbean and Indigenous students despite decrease in overall suspensions.** While there is a reduction in the number of suspensions in 2021-22 and 2022-23 compared to 2018-19, African, Black, and Afro-Caribbean were two times more likely to be suspended in the 2023-24 school year while Indigenous students were one and a half times more likely to be suspended (see Figure 160).
- ❖ **Gender.** Boys are about one and a half times more likely to be suspended than expected (Figure 161).
- ❖ **High economic vulnerabilities cause barriers to accessing learning.** Students who are likely experiencing high or very high economic need are about one and half times more likely to receive a suspension (Figure 163).
- ❖ **Students with Special Education needs experience barriers to learning.** Students who have an IEP were nearly twice as likely to be suspended (Figure 164).

#### *Emerging Trends:*

- ❖ Suspensions for students who identify as Middle Eastern are increasing (Figure 160).
- ❖ **The number of suspensions for students with an IEP is decreasing.** Suspensions for Indigenous students and students with an IEP in the 2023-24 school year appear to be decreasing compared to previous years (Figures 160 and 164).

## 5.2.2 Discipline Outcomes

Figure 159 – Students who Received One or More Suspensions by Grade

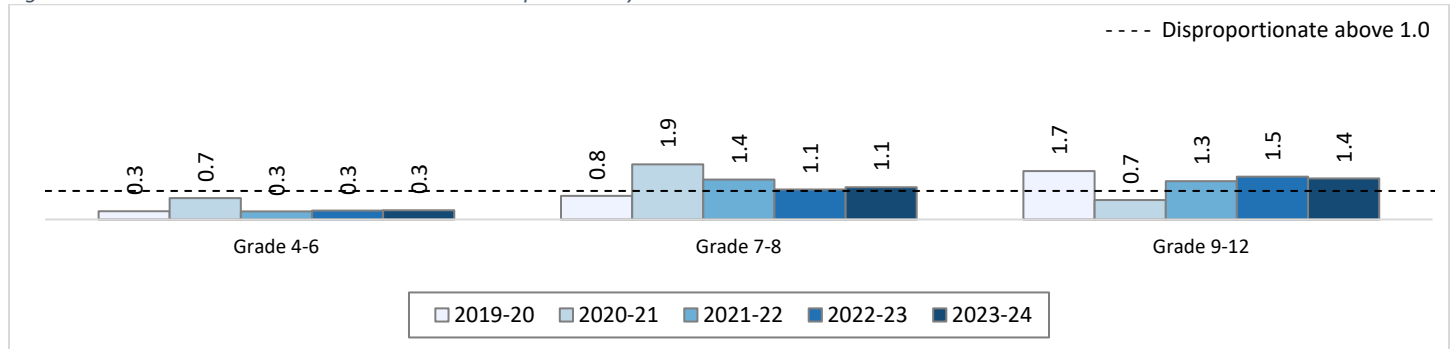


Figure 160 – Students who Received One or More Suspensions by Indigenous and Racial Identities

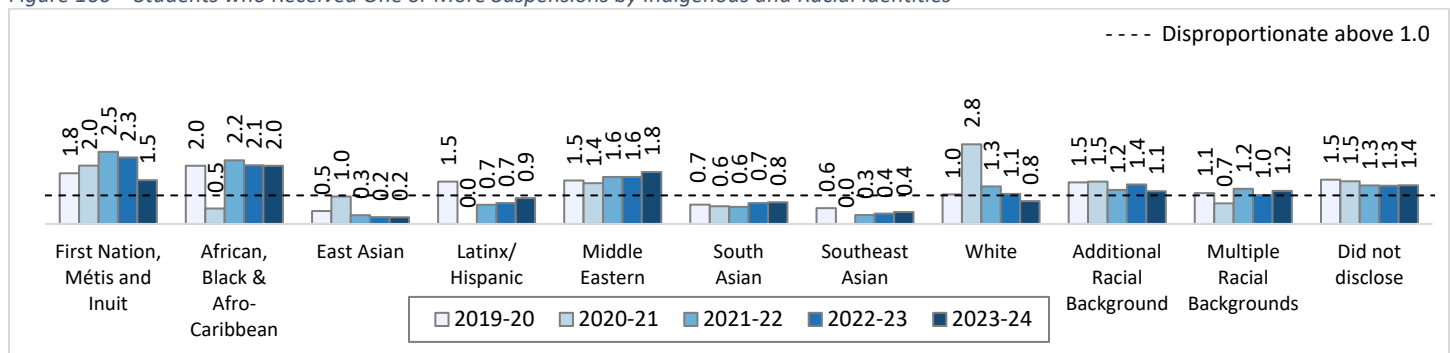


Figure 161 – Students who Received One or More Suspensions by Gender Identity

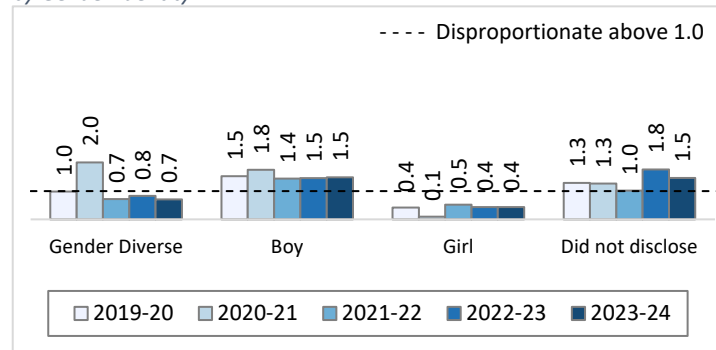


Figure 162 – Students in Grades 7-12 who Received One or More Suspensions by Sexual Orientation

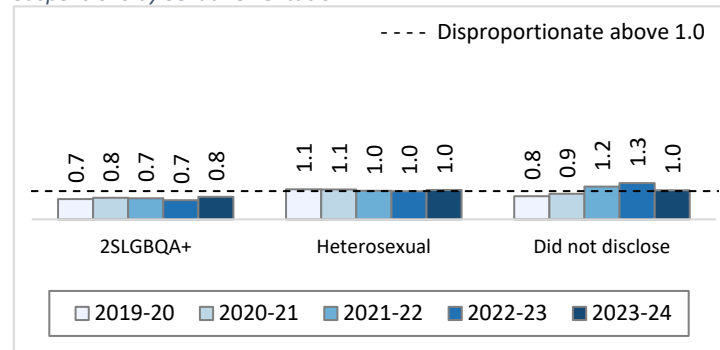
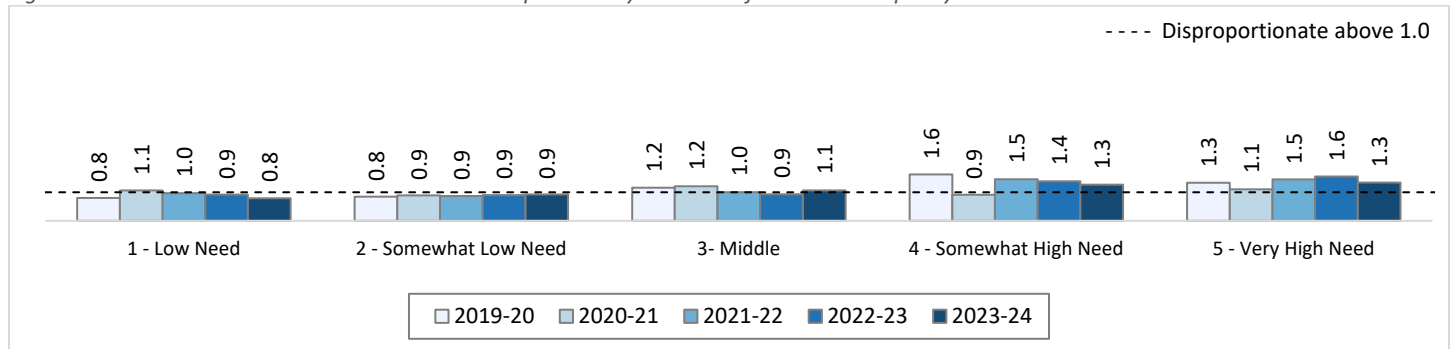


Figure 163 – Students who Received One or More Suspensions by Measure of Economic Inequality



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Figure 164 – Students who Received One or More Suspensions by IEP Status

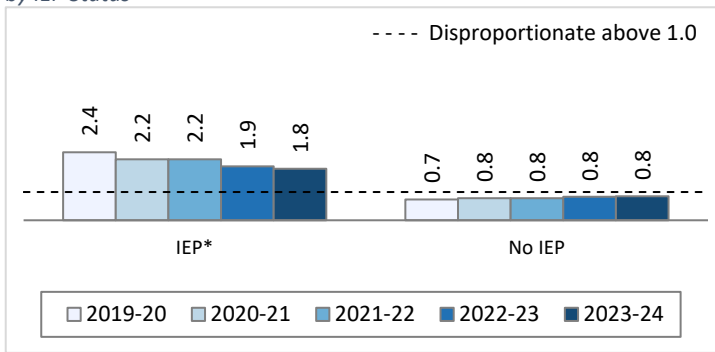
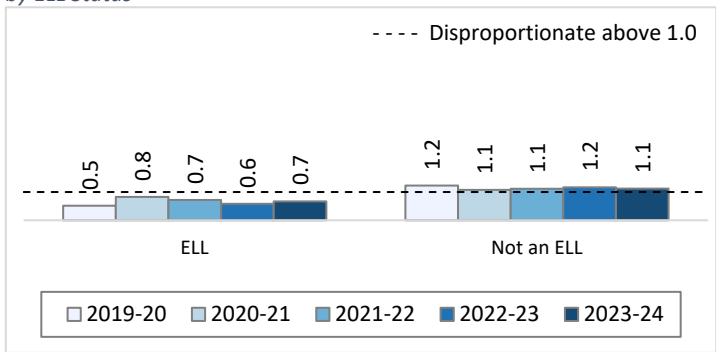


Figure 165 – Students who Received One or More Suspensions by ELL Status



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Board Meeting, November 27, 2024

## **Multi-Year Strategic Plan Progress Report 3.2: PDSB We Welcome the World Reception Centres - Contributions to the PDSB Multi-Year Strategic Plan**

**Strategic Alignment:**

Multi-Year Strategic Plan 2024 - 2028

**Report Type:**

For Information

*Prepared by:* Bernadette Smith, Superintendent of Education, Innovation & Research  
Harjit Aujla, Associate Director, School Improvement & Equity

*Submitted by:* Rashmi Swarup, Director of Education

## Overview

The Peel District School Board We Welcome the World Centres (WWTWC) continue to exemplify Peel District School Board's commitment to fostering an inclusive and supportive educational environment, empowering newcomer families and students, including asylum seekers, refugees, and international students, through a broad spectrum of settlement services. Annually, the PDSB welcome centres serve over 11,000 students and 15,000 family members, assisting them in their transition to the Canadian education system and integrating them into a welcoming school community. These efforts align directly with the goals of our Multi-Year Strategic Plan (MYSP) and the priorities set by Immigration, Refugees and Citizenship Canada (IRCC), emphasizing Equity, and Community Engagement.

### Highlights:

- **Equity and Inclusion - MYSP Goal 3**

PDSB welcome centres are dedicated to fostering identity-affirming and inclusive environments by actively removing systemic barriers and addressing inequities faced by newcomers. Through culturally responsive practices, the centres ensure every newcomer feels respected and valued. Tailored services, including needs assessments, multilingual support, and trauma-informed care, empower newcomer students and families to thrive in the PDSB community.

- **Community Engagement - MYSP Goal 4**

By collaborating with families and community partners, staff at the welcome centres create a network of support that enhances the educational journey of newcomers. Staff connect families with essential resources, language assistance, cultural orientation, and community services, fostering a sense of belonging and promoting inclusive school communities. Through open house events, donation drives, and partnerships with multicultural agencies, community ties are strengthened, and trust is built and maintained within the broader community.

## Strategic Actions

### **Goal 3: Equity and Inclusion**

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

PDSB We Welcome the World Centres are dedicated to promoting a discrimination-free and identity-affirming learning environment by addressing systemic barriers and fostering inclusivity. The centre's culturally responsive registration process ensures every newcomer feels seen and valued. Between April and September 2024, the welcome centres served 4,068 unique clients, with 3,956 new clients—representing a 97.2% new client rate. Services are tailored to the diverse needs of clients originating from over 40 countries, with the highest representation from India (40.5%), Pakistan (7.2%), and Syria (3.5%).

Furthermore, needs assessments revealed significant service areas, facilitating over 1,000 referrals for education-specific support and guiding more than 800 newcomer families in accessing essential community and government services. This comprehensive support approach ensures newcomers can effectively navigate their new environment and successfully integrate.

The centres provided over 6,000 services for this school year, primarily through in-person engagement (5,288 services), emphasizing the importance of direct, personalized support. Settlement workers conducted needs assessments and provided orientation, bridging language and cultural barriers to ensure comprehensive, equitable access for all newcomers.

Professional development workshops provided by centre staff for school staff empower them to understand and dismantle systemic inequities, ensuring that all newcomer students have equitable access to learning opportunities. These workshops promote culturally responsive teaching and identity-affirming practices, creating a supportive school environment where all backgrounds are respected.

#### **Goal 4: Community Engagement**

**Engaging caregivers and community partners in supporting student success.**

The PDSB welcome centres foster strong community connections through partnerships with the Multicultural Settlement Education Partnership (MSEP) and other local organizations. These collaborations offer families vital resources, such as information on the Ontario education system, adult education, language support, and referrals to community services for employment, housing, and health care. In the past six months, 1,371 new families have benefited from these tailored services, representing 95.7% of the families served.

Community-building initiatives, including open houses and donation drives for essential resources, enhance engagement and trust. By partnering with multicultural agencies, the welcome centres extend their reach and create a welcoming environment for families, ensuring a smooth transition into their new community.

The centre's impact is evident through client feedback, with one student sharing: *Coming here was scary, but meeting others like me made me feel stronger. Now, I have friends, goals, and support.*

A parent shared, *The support we received helped my child feel comfortable, seen, and ready to succeed. We feel part of the community.*

#### **Alignment with Board Strategies and Action Plans:**

The work of the welcome centres is grounded in the core values of the MYSP, prioritizing equity, community engagement, and collaboration. Integrating trauma-informed and culturally responsive practices ensures all newcomers are welcomed, supported, and empowered within their school environments. The dedicated staff in each of our centres pride themselves in offering personalized care combined with empathy and kindness to ensure that all of our newcomer families feel a deep connection to the Peel District School Board when they arrive through our doors.

## Evidence: Indicators of Progress

- Collaborative efforts of unique staff composed of settlement workers, resource teachers, office assistants, site supervisors and other administrative supports have created a streamlined process that welcomes newcomers and supports their resettlement. Approximately 4,500 new clients served in the past 3 months.
- Positive feedback from families on the inclusivity and support provided during the registration and assessment processes.
- Expanded partnerships with local agencies, facilitating resources and support for our students and families.

## Next Steps

- Continued integration of MYSP-aligned practices within WWTWC.
- Evaluation of current initiatives to assess effectiveness and make improvements where needed.
- Regular reporting on progress and outcomes to ensure transparency and accountability in meeting MYSP goals.

## References

- We Welcome the World Website
  - <https://www.peelschools.org/welcome-centres>
- Infographics
  - Elementary (K-8)  
<https://drive.google.com/file/d/1jwR0B3pgALPIn3saZGLqy7dLgiS4876L/view?usp=sharing>
  - Secondary (Grades 9 - 12)  
<https://drive.google.com/file/d/1GKkr6l3cz1Jnp0Kx0-0tRKqWVHSOMhR0/view?usp=sharing>

## 11.7

Board Meeting, November 27, 2024

## **Multi-Year Strategic Plan Progress Report 3.3: Indigenous Education Team and the Maawnjiding Wiingushkeng Centre for Indigenous Excellence and Land Based Learning**

**Strategic Alignment:**

Multi-Year Strategic Plan 2024 - 2028

Student Achievement

Safety and Wellbeing

Equity and Inclusion

Community Engagement

**Report Type:**

For Information

Prepared by:	Nicole Reynolds, Vice-Principal – Indigenous Education; Atheia Grant, Superintendent – Equity, Indigenous Education and Community Engagement Camille Logan, Associate Director, School Improvement and Equity
Submitted by:	Rashmi Swarup, Director of Education

## Overview

In alignment with the priorities of the Multi-Year Strategic Plan, particularly in Upholding the Rights of Indigenous Peoples, the Indigenous Education Team has engaged in various initiatives to support the Instructional Program, Student Success and Well-being and Community Engagement. These initiatives directly align with the goals of the Multi-Year Strategic Plan.

- Student Achievement
- Safety and Wellbeing
- Equity and Inclusion
- Community Engagement

The Maawnjiding Wiingushkeng Centre for Indigenous Excellence and Land Based Learning under the leadership of the Indigenous Education Team, continues to provide cultural educational opportunities to First Nation, Metis and Inuit students, capacity building for staff and the greater community, and connections to language, ceremony and culture to First Nation, Metis and Inuit students and families.

Rooted in Indigenous ways of knowing and being, the team's development prioritizes relationships, reciprocity, and a deep respect for the land and its teachings. By aligning educational practices with the values of Maawnjiding Wiingushkeng, we center First Nations, Métis, and Inuit identities, empowering students to see themselves reflected in their learning. The Indigenous Education Team's approach not only enhances academic success but also strengthens cultural reclamation and community connections, providing students with the knowledge and skills needed to succeed within and beyond the classroom. Through partnerships with Elders, Knowledge Keepers, and community members, the Indigenous Education Team upholds an inclusive instructional program that honors cultural teachings and intergenerational learning, creating a supportive and meaningful educational experience for all.

This board report will highlight some of the initiatives the Indigenous Education Team supported this current school year,

### **Highlights**

Initiatives that support:

- student academic achievement and wellbeing
- reclamation, resurgence, and revitalization
- community and student engagement

## Strategic Actions

### **Goal 1: Student Achievement**

***Improving core academic skill preparing for future success***

**Actions:**

**University Toronto Mississauga Indigenous Access Day**

October 2, 2024

Through the Indigenous Education Student Advisor Program, First Nation, Métis, and Inuit students in Grades 9 to 12 visited the University of Toronto Mississauga for Indigenous Access

Day a one-day event designed to expand their understanding of post-secondary education. During the event, students engaged in interactive workshops that offered insights into university life from an Indigenous perspective, covering topics such as Indigenous-specific supports, funding and bursary options, and course offerings. They also toured the campus grounds, gaining a sense of the university environment firsthand.

This experience broadened students' awareness of educational pathways and resources, equipping them with valuable information to make informed decisions about their academic futures. It also offered a glimpse into the supportive environment that awaits them in higher education.

### **The Ayaabitaawag Gikino'amaadiwin Credit Support Program**

The Ayaabitaawag Gikino'amaadiwin Credit Support Program is a dedicated initiative to support First Nation, Métis, and Inuit students in achieving their academic goals. Launched on November 1, 2024, the program provides a culturally safe environment where Indigenous students can recover missed credits or stay on track toward earning their Ontario Secondary School Diploma. Held every Friday at Maanjiding Wiingushkeng, the Centre for Indigenous Excellence and Land-Based Learning, the program ensures each student receives tailored support. By collaborating with Indigenous Community Partners, guidance teachers, and classroom educators, the program strengthens students' academic outcomes and fosters meaningful cultural connections.

## **Goal 2: Safety and Well-Being**

***Enhancing safety, a sense of belonging and mental health.***

### **Actions:**

#### **The Student Advisor Program**

The Indigenous Student Advisor program provides critical support to promote the safety and well-being of First Nation, Métis, and Inuit students across the Peel District School Board. Designed to foster a culturally responsive environment, Student Advisors build meaningful, trust-based relationships that offer students a sense of safety and belonging, countering the historical marginalization Indigenous communities have experienced within educational institutions. Through regular visits to schools, advisors provide cultural mentorship, social-emotional support, and academic guidance tailored to each student's unique strengths and challenges. The advisors help students cultivate a strong sense of Indigenous identity and pride through culturally relevant resources, connections to Elders and Knowledge Keepers, and access to traditional medicines and practices like smudging. By coordinating with school staff and families, advisors create support plans that prioritize student well-being, academic success, and self-empowerment, ultimately ensuring that Indigenous students feel respected, valued, and supported in their educational journey.

## **Goal 3: Equity and Inclusion**

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

### **Actions:**

#### **Winter Student Gathering**

December 9 - 10, 2024



Maawnjiding Wiingushkeng aims to provide First Nation, Métis, and Inuit students with opportunities to connect and learn traditional knowledge together. This December, there will be separate Winter Student Gatherings for both high school and middle school students, where they will celebrate the Winter Solstice by learning traditional stories and participating in hands-on workshops that build practical life skills. These workshops will build skills such as fire building and safety, meal preparation and cooking, and sustainable practices, connecting students with essential knowledge passed down through generations.

Students will deepen their cultural understanding, build strong community connections, and gain valuable skills they can carry with them into the future.

### **Maamawi ginandagikenjigemin ji-aanjisemagak (Together we are learning to create change) Focus School Program**

First Coaching Cycle, October 2 - November 1, 2024.

The four Instructional Coaches in the Indigenous Education team have completed their first cycle of the Maamawi ginandagikenjigemin ji-aanjisemagak (Together we are learning to create change) Focus School Program. Through this program, coaches provided schools with intensive support and enabled capacity-building for four lead educators per school to implement and action the principles of Education for Reconciliation through a student-centered rights-based approach. Schools engaged in this program co-constructed measurable outcomes that demonstrated system transformation in upholding the United Nations Declaration on the Rights of Indigenous Peoples and effectively met The Truth and Reconciliation Commission Canada's Calls to Action 62 and 63.

The Indigenous Education team ensured ongoing professional learning for staff to deepen their understanding and maintain best practices. Through intensive work with the Instructional Coaches, focus school leads facilitated support grounded in human rights and equity to aid in the creation of safe learning environments. They also supported culturally responsive and identity-affirming student goals. Students were able to see community histories, assets, and experiences embedded into their schools and classrooms.

Moving forward, each Instructional Coach will continue to engage in six-week student-centered coaching cycles, working with administrators, SIEP teams, and/or educators to action best practices grounded in Gholdy Muhammad's HILL pedagogies and the First Peoples' Principles of Learning. Maamawi ginandagikenjigemin ji-aanjisemagak Focus Schools will be provided with opportunities to extend learning beyond the classroom through real world experiences, meaningful relationships with community, and ongoing partnership with the Indigenous Education staff at Maawnjiding Wiingushkeng.

### **Goal 4: Community Engagement**

***Engaging caregivers and community partners in supporting student success.***

#### **Actions:**

#### **Illuminating Truths: Bridging Generations Toward Reconciliation**

In alignment with our priorities to Indigenous reclamation and sovereignty, on September 25, 2024, the Peel District School Board in partnership with the Dufferin-Peel Catholic District School Board, hosted an event at the Living Arts Centre for National Day for Truth and Reconciliation.

This was a celebration of Indigenous resilience and reclamation. The event featured Geronimo Henry, a survivor of the Mohawk Institute, a residential school in Brantford, Ontario. The survivor talked about the impact the institute had on his life and his mental health. The event also featured various First Nation, Metis and Inuit students from each school board who spoke about their educational experiences its impact on their identities as Indigenous people. The event concluded highlighting contemporary performances from musicians such as DJ Classic Roots and Semiah that demonstrate the joy and celebration of Indigenous community.

### **Tipis and Telescopes**

In partnership with Dufferin-Peel Catholic District School Board, on October 4 and 5 we hosted Tipis and Telescopes. This event welcomed Indigenous students and families to Silvercreek Conservation Area to learn from various community partners from across the world. This event centered our priority to provide access to traditional teachings, as well as a space for non-Indigenous community to learn. This event highlighted teachings from Anishinaabe, Cree, Haudenosaunee, Māori and Nigerian ways of knowing, doing and being.

### **Family nights**

On October 1, Niigaan Sinclair visited Maawnjing Wiingushkeng to support strategic planning and engagement with First Nation, Metis and Inuit students and families. Through a holistic approach to engagement, Niigaan created an opportunity to gather community voice to support future planning in Indigenous Education in the PDSB.

On December 3, Jeff Monague, Anishnaabe voice actor, will be joining us in for a viewing of Anangong Miigaading - A New Hope, the Anishnaabemowin version of Star Wars. In partnership with Dufferin-Peel Catholic District School Board, Upper Grand District School Board and Wellington-Catholic District School Board, First Nation, Metis and Inuit families will be welcomed to Maawnjiding Wiingushkeng to celebrate language revitalization through the re-dubbing of the beloved classic "Star Wars" in Ojibwe.

### **Community evenings**

On November 6, Isaac Murdoch joined us for a community evening on Treaties. He spoke to the spiritual significance of treaties and the Anishnaabe involvement in the treaty making process. This event welcomed staff and families of the Peel District School Board as well as the greater Peel community. Surprise guest, Jeremy Dutcher attended as well, highlighted the significance of creating space for Indigenous people to share Indigenous histories and ways of being.

### **Alignment with Board Strategies and Action Plans:**

These initiatives align with the Four-Year Equity Strategy focus areas:

- Improved Achievement, Human Rights, Pathways and Transitions, Mental Health, Well Being, and Engagement, Learning Recovery and Renewal

## **Evidence: Indicators of Progress**

The Indigenous Education team continue to monitor the success of their programming through various forms of data collection including pre and post surveys, consultation with the Indigenous Education Council, observations, and conversations.

The success measures we utilize are outlined in the board action plan for Indigenous Education. These include:

- Culturally responsive well-being supports
- Increase in collaboration between First Nation Education authorities and school boards to ensure successful transition to provincially funded schools
- Increase the number of Indigenous teaching and non-teaching staff in school boards
- Increase in opportunities for knowledge sharing, collaboration and issue resolution among Indigenous communities, organizations, schools, school boards and the Ministry of Education
- Increase in participation of Indigenous parents in education
- Increase in graduation rates of Indigenous students
- Improvement in Indigenous student well-being

## **Next Steps**

The Indigenous Education Team will continue to consult with the Indigenous Education Council to improve opportunities for:

- Student Achievement
- Safety and Wellbeing
- Equity and Inclusion
- Community Engagement

## **References**

Peel District School Board. *Comprehensive Four-Year Equity Strategy*. 2023

Peel District School Board. *Multi-Year Strategic Plan 2024-2028*. 2024

Truth and Reconciliation Commission of Canada. *Truth and Reconciliation Commission of Canada: Calls to Action*. 2015.

United Nations (General Assembly). *Declaration on the Rights of Indigenous People*. 2007.

## **Appendices**

**Appendix 1 – The Truth and Reconciliation Calls to Action**

**Appendix 2 – United Nations Declaration on the Rights of Indigenous Peoples**

## **Appendix 1 – The Truth and Reconciliation Calls to Action**

### **Call to Action #62**

62. We call upon the federal, provincial, and territorial governments, in consultation and collaboration with Survivors, Aboriginal peoples, and educators, to:

- I. Make age-appropriate curriculum on residential schools, Treaties, and Aboriginal peoples' historical and contemporary contributions to Canada a mandatory education requirement for Kindergarten to Grade Twelve students.
- II. Provide the necessary funding to post-secondary institutions to educate teachers on how to integrate Indigenous knowledge and teaching methods into classrooms.
- III. Provide the necessary funding to Aboriginal schools to utilize Indigenous knowledge and teaching methods in classrooms.
- IV. Establish senior-level positions in government at the assistant deputy minister level or higher dedicated to Aboriginal content in education.

### **Call to Action #63**

63. We call upon the Council of Ministers of Education, Canada to maintain an annual commitment to Aboriginal education issues, including:

- I. Developing and implementing Kindergarten to Grade Twelve curriculum and learning resources on Aboriginal peoples in Canadian history, and the history and legacy of residential schools.
- II. Sharing information and best practices on teaching curriculum related to residential schools and Aboriginal history.
- III. Building student capacity for intercultural understanding, empathy, and mutual respect.
- IV. Identifying teacher-training needs relating to the above.

## **Appendix 2 – United Nations Declaration on the Rights of Indigenous Peoples**

### **I. Article 11**

1. Indigenous peoples have the right to practise and revitalize their cultural traditions and customs. This includes the right to maintain, protect and develop the past, present and future manifestations of their cultures, such as archaeological and historical sites, artefacts, designs, ceremonies, technologies and visual and performing arts and literature.
2. States shall provide redress through effective mechanisms, which may include restitution, developed in conjunction with indigenous peoples, with respect to their cultural, intellectual, religious and spiritual property taken without their free, prior and informed consent or in violation of their laws, traditions and customs.

### **II. Article 13**

1. Indigenous peoples have the right to revitalize, use, develop and transmit to future generations their histories, languages, oral traditions, philosophies, writing systems and literatures, and to designate and retain their own names for communities, places and persons.
2. States shall take effective measures to ensure that this right is protected and also to ensure that indigenous peoples can understand and be understood in political, legal and administrative proceedings, where necessary through the provision of interpretation or by other appropriate means.

### **III. Article 14**

1. Indigenous peoples have the right to establish and control their educational systems and institutions providing education in their own languages, in a manner appropriate to their cultural methods of teaching and learning.
2. Indigenous individuals, particularly children, have the right to all levels and forms of education of the State without discrimination.
3. States shall, in conjunction with indigenous peoples, take effective measures, in order for indigenous individuals, particularly children, including those living outside their communities, to have access, when possible, to an education in their own culture and provided in their own language.

### **IV. Article 15**

1. Indigenous peoples have the right to the dignity and diversity of their cultures, traditions, histories and aspirations which shall be appropriately reflected in education and public information.
2. States shall take effective measures, in consultation and cooperation with the indigenous peoples concerned, to combat prejudice and eliminate discrimination and to promote tolerance, understanding and good relations among indigenous peoples and all other segments of society.

## **Proposed Amendments to PDSB Procedure By-law**

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**Submitted by: Brad MacDonald**

Be it resolved, that the following amendments be made to the Procedure By-law:

### **Section 1: General**

#### **1.7 Definitions**

“Three-Quarter Majority Vote” means 75% of the total voting members present. In instances where the total number of members present is not divisible by four (4), the number of votes shall be rounded up to the nearest whole number.

### **Section 3.7: Purpose of Organizational Meeting**

3.7.1 The purpose of the Organizational Meeting will be:

- a. To elect the Chair and Vice-Chair of the Board.
- b. The Director will call the Organizational Meeting to order and preside until the Chair of the Board is elected. In the absence of the Director, the Board shall designate the Presiding Officer, in accordance with the Act.
- c. Every two years, to consider and approve the appointment of Members to the Board’s Standing Committees being Governance and Policy; Curriculum, Equity and Student Well-Being; and Physical Planning, Finance and Building Committees, as recommended by the Chair and Vice-Chair of the Board. The motion to approve the appointment of Members to said Committees requires a ~~two-thirds~~ three-quarter majority to pass.
- d. In preparing the recommendations to the Board for Committee membership, the Chair and Vice-Chair of the Board, in consultation with the Director of Education and the ~~General Counsel &~~ Governance Officer, shall apply the information contained in each Member’s Trustee Diversity Self-Identification Form to ensure diversity in trustee composition of each Board Committee.
- e. To consider and approve Statutory and Advisory Committee memberships (where applicable), and Ad Hoc Committee memberships, as voted by a ~~simple~~ three-quarter majority; and
- f. To consider and approve the appointment of Members to represent the Board on external organizations.

## **Notice of Motion**

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**Submitted by: Will Davies**

### **Appointment of Peel Learning Foundation as PDSB Charity of Choice**

Whereas, the Peel Learning Foundation is a corporation without share capital incorporated by Letters Patent under the Corporations Act (Ontario);

And Whereas, the Peel Learning Foundation is the only registered charitable organization with the sole mandate to raise funds in support of PDSB students and is recognized by the Canada Revenue Agency;

And Whereas, the Peel Learning Foundation operates under a Memorandum of Understanding with the Peel District School Board, dated October 29, 2019;

Therefore be it resolved, that the Board of Trustees of the Peel District School Board (PDSB) endorse the Peel Learning Foundation as the charity of choice of the Peel District School Board;

And further, that the PDSB Parent Engagement and Communications staff work with Peel Learning Foundation staff to develop and implement a plan on an annual basis to raise awareness and funds on behalf of the Peel Learning Foundation from staff, schools, parents, unions, and associations and the general PDSB community, to benefit PDSB students in need;

And further, that the PDSB Parent Engagement and Communications staff work with the Peel Learning Foundation staff to develop and communicate a policy that endorses the Foundation as charity of choice, while also indicating that this does not restrict fundraising by staff, schools or others for charities of their choosing.